



30 / YEARS BREAKTHROUGHS FOR MONGOLIAN CHILDREN

Review of Save the Children's Accomplishments in Mongolia (1994 - 2024)

FOR MONGOLIAN CHILDREN

30 YEARS – 30 BREAKTHROUGHS

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Accomplishments in Mongolia (1994 - 2024)

Ulaanbaatar
2024

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On November 20, 1989, the United Nations General Assembly adopted the Convention on the Rights of the Child, a landmark international treaty setting globally accepted standards for the promotion and protection of children's rights. With almost every country in the world ratifying it, it is one of the most universally ratified conventions in the world. Mongolia was one of the first states in the world to ratify the Convention on July 5, 1990.

A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

Article-1

Everyone under 18 years of age has all the rights in this Convention.

Article-2

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article-3

All organisations concerned with children should work towards what is best for each child.

Article-4

Governments should make these rights available to children.

Article-5

Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.

Article-6

Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

Article-7

Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.

Article-8

Governments should respect a child's right to a name, a nationality and family ties.

Article-9

Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.

Article-10

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article-11

Governments should take steps to stop children being taken out of their own country illegally.

Article-12

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article-13

Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article-14

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article-15

Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article-16

Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

Article-17

Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.

Article-18

Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article-19

Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article-20

Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.

Article-21

When children are adopted, the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.

Article-22

Children who come into a country as refugees should have the same rights as children who are born in that country.

Article-23

Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article-24

Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.

Article-25

Children who are looked after by their local authority rather than their parents should have their situations reviewed regularly.

Article-26

The Government should provide extra money for the children of families in need.

Article-27

Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

Article-28

Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

Article-29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

Article-30

Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

Article-31

Children have the right to relax, play and to join in a wide range of leisure activities.

Article-32

Governments should protect children from work that is dangerous or that might harm their health or education.

Article-33

Governments should provide ways of protecting children from dangerous drugs.

Article-34

Governments should protect children from sexual abuse.

Article-35

Governments should make sure that children are not abducted or sold.

Article-36

Children should be protected from any activities that could harm their development.

Article-37

Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.

Article-38

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article-39

Children who have been neglected or abused should receive special help to restore their self-respect.

Article-40

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offenses.

Article-41

If the laws of a particular country protects children better than the articles of the Convention, then those laws should override the Convention.

Article-42

Governments should make the Convention known to all parents and children.

Article-43-54

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.

FOREWORD

DEAR PARTNERS FOR CHILDREN'S RIGHTS,



Mitsuaki Toyoda
Country Director, Save the
Children in Mongolia



Bayan-Altai Luvsandorj
Country Manager and
Representative, Save the
Children in Mongolia

We are pleased to present this report to our partners who are dedicated to advocating for child rights, the occasion of the 105th anniversary of Save the Children and the 30th anniversary of Save the Children's work in Mongolia.

Save the Children, a leading advocate for children's rights, independent of religious and political affiliations, has been operating globally since 1919 and in Mongolia since 1994. Eglantyne Jebb, the founder of Save the Children, championed the concept of children's rights and drafted the first Declaration for Children's Rights. It was adopted by the League of Nations in 1924 and has since evolved into the United Nations Convention on the Rights of the Child (UNCRC), which was adopted by the United Nations General Assembly in 1989. The UNCRC is now the human rights treaty with the highest number of signatory countries.

Save the Children began its activities in Mongolia in February 1994, during a challenging period of social and economic transition. For the past 30 years, we have remained committed to fostering long-term, sustainable solutions for children, focusing on developing practical and systematic approaches to address the challenges they encounter.

Although we have faced numerous challenges along the way, with your invaluable support and collaboration, we have successfully navigated them, turning obstacles into opportunities and working effectively to achieve significant progress while gaining valuable experience. In this book, we have highlighted the initiatives, implementations, awareness and advocacy efforts led by Save the Children in Mongolia in key areas such as child protection, child rights governance, education, child poverty reduction, health, and humanitarian emergency responses.

We are deeply grateful to our partners, donors, and supporters who have worked alongside us to protect children's rights in Mongolia, with a focus on their health, education, and well-being. Your dedicated support and collaboration have driven significant progress and achievements for children over the past 30 years in Mongolia. We reaffirm our commitment to continuing our collaborative efforts to improve the lives of Mongolian children in the years to come.

SAVE THE CHILDREN'S VISION:

Our vision is a world in which every child attains the right to survival, protection, development and participation.

SAVE THE CHILDREN'S MISSION:

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

GLOBAL BREAKTHROUGHS

We are working towards three global breakthroughs that will achieve real progress in bringing long-term, sustainable changes to the lives of children by 2030:



1. SURVIVE

No child dies from preventable causes before their fifth birthday.



2. LEARN

All children learn from a quality basic education.



3. BE PROTECTED

Violence against children is no longer tolerated.

OUR VALUES



ACCOUNTABILITY

We take personal responsibility for using our resources efficiently, achieving measurable results, and being accountable to supporters, partners and, most of all, children.



AMBITION

We are demanding of ourselves and our colleagues, set high goals, and are committed to improving the quality of everything we do for children.



COLLABORATION

We respect and value each other, thrive on our diversity, and work with partners to leverage our global strength in making a difference for children.



CREATIVITY

We are open to new ideas, embrace change, and take disciplined risks to develop sustainable solutions for and with children.



INTEGRITY

We aspire to live to the highest standards of personal honesty and behaviour; we never compromise our reputation and always act in the best interests of children.

ACRONYMS

ADB	Asian Development Bank
AFCYD	Authority for Family, Child and Youth Development
APDC	Association of Parents with Disabled Children
CRC	Convention on the Rights of the Child
CSD	Centre for Social Development
CSO	Civil Society Organisation
CwD	Children with disabilities
GDP	Gross Domestic Product
GBP	Great Britain Pounds
ECCD	Early Childhood Care and Development
ECE	Early Childhood Education
ECHO	European Civil Protection and Humanitarian Aid Operations
EQUAL	Enabling Equity to Advance Learning
ESEL	Entrepreneurship-focused Socio-emotional Learning
FHC	Family Health Centers
GPE	Global Partnership for Education
GYEC	Global Youth Entrepreneurship Challenge
ILO	International Labor Organisation
INGO	International Non-Government Organisation
JICA	Japan International Cooperation Agency
KOICA	Korea International Cooperation Agency
LEG	Local Education Group
MDT	Multi-Disciplinary Team
MEA	Mongolian Education Alliance
MECSS	Ministry of Education, Culture, Science and Sports
MOECS	Ministry of Education, Culture and Science
MOES	Ministry of Education and Science
MoFA Japan	Japanese Ministry of Foreign Affairs
MOSTEC	Ministry of Science, Technology, Education and Culture
MRCS	Mongolian Red Cross Society
MLSP	Ministry of Labor and Social Protection
MSUE	Mongolian State University of Education
NAC	National Authority for Children
NEMA	National Emergency Management Agency
NCAV	National Centre Against Violence

NEMA	National Emergency Management Agency
NGO	Non-government organization
NPAP	National Poverty Alleviation Programme
NSO	National Statistical Office
NUM	National University of Mongolia
PDEL	Positive Discipline in Everyday Life
PDM	Positive Disciplinary Methods
PFA	Psychological First Aid
SBE	School-based Enterprise
SC	Save the Children
SC UK	Save the Children in the United Kingdom
SDC	Social Development Centre
SPU	State Pedagogical University
TV	Television
VET	Vocational Education Training
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNDP	United Nations Development Programme
UNDEF	United Nations Democracy Fund
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USD	United States dollar
WB	World Bank
WHO	World Health Organization

GLOSSARY

Aimag	The largest administrative unit in Mongolia, comparable to a province
Bagh	The smallest administrative unit in Mongolia, comparable to a district
Dzud	Natural disaster caused by heavy snowfall or summer drought that stunts pastureland and prevent livestock from accessing forage
Ger	Traditional Mongolian dwelling
Khoroo	Administrative unit below the district level in Ulaanbaatar
Khot Ail	Encampment of several cooperating herder households
Soum	Subdivision of an aimag, similar to a county; larger than a bagh

THIRTY YEARS OF SAVE THE CHILDREN IN MONGOLIA, 1994-2024

SAVE THE CHILDREN OPENS ITS DOORS

Save the Children was established in Mongolia in February 1994 and began working under the management of Save the Children UK. It was a time when the economy and quality of life were declining amid social transition, and human rights conditions were deteriorating. Our work began by advocating for the creation of a child protection system and promoting a child rights-based approach. We focused on strengthening the human resources of children's organizations and enhancing the knowledge and understanding of child protection among workers in the field.

At that time, Save the Children had a small team of four: director, translator, assistant, and driver.

DIRECTING OUR ACTIVITIES TO CHILDREN WITHOUT SUPERVISION

In 1996, Save the Children established 10 welfare centres for children in Ulaanbaatar and 4 in rural areas. These centres provided protection, education, and developmental services to address the basic needs of children living without supervision and those engaged in work. This model has since become standard for the government and other organizations working with unsupervised and employed children.





MOBILE “GER-KINDERGARTEN” FOR PRE-SCHOOL EDUCATION

Save the Children actively participated in the development and implementation of the National Poverty Reduction Program (1996-2000). Our efforts ensured that children's education was included in this program, particularly pre-school education which had been overlooked during the transition period. The mobile “ger-kindergarten” model initiated by Save the Children has become an integral part of the national education system that provides an alternative program of pre-school education to more than a third of the children of rural herders.





PROVIDING METHODOLOGY FOR TRAINING SOCIAL WORKERS

In 1997, Save the Children offered managerial and methodological assistance, and distributed manuals, training materials, and financial support to the department for training professional social workers established at the former State Pedagogical University (now the Mongolian National University of Education). Graduates from this program are now making valuable contributions to the discipline itself, as well as successfully working in government and non-governmental organizations, and in the education and private sectors. Save the Children continues to conduct on-the-job counselling for social workers and, in 2024, developed the first manual for "Social Work Supervision."

ATTENTION GIVEN TO CHILDREN IN NEED OF PROTECTION AND EXPERIENCING HARDSHIPS

From 2000, based on our experience, we began promoting the efficacy of a community-based approach and methodology for conducting child protection and development activities. We established community-based "Child Protection and Development Centers" and expanded social services for children lacking a safe living environment, parental love, and protection. For the first time in Mongolia, we introduced individual counselling, case management, family reunification, mentoring, and effective alternative family-based services. By 2009, five "Child Protection and Development Centres" had been established and officially handed over to the Government of Mongolia.



CHILD-CENTRED AND CHILD-LED DEVELOPMENT ACTIVITIES

The "Social Circus" program was launched in Mongolia in 2000 in cooperation with the Canada's Cirque De Soleil. This program aimed to enhance the physical strength and resilience of children and teenagers living in difficult conditions, foster self-sufficiency, and teach teamwork and life skills. Over 9,000 children participated in the program.





STRENGTHENING THE CAPACITY OF CIVIL SOCIETY ORGANIZATIONS

Since 2001, as a result of long-term and sustainable partnerships between Save the Children and active community members, social workers, parents, and children, a number of associations and non-governmental organizations dedicated to children were established. Among the most active civil society organizations supporting children's rights are the Association of Parents of Disabled Children and the Association of School Social Workers, both founded in 2001.

SUPPORTING THE RIGHT TO EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

In 2003, Save the Children promoted the concept of inclusive education by supporting the adoption of a program aimed at the equal inclusion of children with disabilities in educational institutions. As a result, more than 8,000 children with special needs have been able to attend kindergartens and schools alongside their peers. Community-based rehabilitation centres for children with special needs were established in the early 2000s in Ulaanbaatar, Dornod, Khovd, Bayankhongor, and Bayan-Ulgii provinces.





DEVELOPING AN EARLY MODEL FOR COLLABORATIVE CHILD PROTECTION SERVICES

Since 2003, Save the Children and the National Center Against Violence have successfully tested a model of multidisciplinary teamwork and disseminated it nationally by involving key branches of child protection services at the local level. Save the Children has developed a series of effective practice books and manuals and continues to work with these multidisciplinary teams to strengthen their capacity and efficacy.



SUPPORTING THE EDUCATION OF ETHNIC MINORITY CHILDREN

We focused on the education of Kazakh children, who represent five percent of all children in Mongolia. The community-based projects implemented in Bayan-Ulgii province from 1998 to 2000 aimed to support initiatives that increased the incomes of families with multiple children and low household incomes, while also enhancing their children's access to schools and kindergartens.

MODEL FOR SUPPORTING FIRST GRADERS

Since 2003, Save the Children has implemented comprehensive activities aimed at enhancing the learning abilities of first-grade students and strengthening school capacity for educating children at this critical stage. These efforts have enabled general education schools to adopt effective methodologies and gain valuable experience.

As part of these activities, we tested innovative approaches, including improving teaching methodologies, developing school policies specifically for first graders, and creating a "Communication Book" to facilitate effective communication and cooperation between teachers, schools, and parents. We also conducted a variety of training and promotional activities to ensure public participation.



John Beauclerk

John Beauclerk served as the first director of Save the Children in Mongolia from 1994 to 1999. He established a strong foundation for effective collaboration with children's organizations, focusing on raising

awareness of the Convention on the Rights of the Child and improving methodologies for working with children, parents, and the community. In addition to integrating children's issues into major national development programs, he successfully raised funds for projects aimed at enhancing the education of children from low-income households, children with disabilities, and children from herder families.



Marc Laporte

Marc Laporte served as the director of Save the Children in Mongolia from 1999 to 2003.

He focused on establishing community-based "Child Protection and Development Centres" and worked to enhance the infrastructure of the education sector. His efforts included improving training programs, increasing access to education, and providing training for teachers.

2005-2014

CHILDREN FROM HERDING HOUSEHOLDS BENEFIT FROM HOME-BASED LEARNING

In 2012-2017, the project "Primary Education Outcomes for the Most Vulnerable Children in Rural Mongolia", funded by the World Bank and its Japan Social Development Fund, was implemented by Save the Children. This project immensely contributed to improving the primary education outcomes of rural children. For the first time in Mongolia, the project provided home-based pre-primary learning opportunities to children who were not able to access preschool education services. As a result of the home-based, parent-supported programme, the learning motivation of 5-6-year-old children of herders increased and they were successfully prepared for school, minimising the risk of school drop outs. The children were taught and developed through innovative methods using a series of book and game kits. 1,545 children aged 5-6 from 30 remote soums in Arkhangai, Dornod, Sukhbaatar, and Uvurkhangai aimags were successfully prepared for school.

ENCOURAGING CHILDREN TO EXPRESS THEIR OPINIONS

Since 2004, we have provided methodological support to non-governmental organizations for evaluating the implementation of children's rights in Mongolia. We facilitated three independent reports submitted by these NGOs between 2004-2005, 2007-2009, and 2013-2016, as well as two independent reports submitted by children to the UN Committee on the Rights of the Child. The Committee accepted Mongolia's III, IV, and V reports and issued recommendations and requests for the Government of Mongolia to address the children's rights issues raised by NGOs and children at both the legal and policy levels.

INTERNATIONAL DAY AGAINST CORPORAL PUNISHMENT OF CHILDREN

As a result of an initiative by Save the Children, Mongolia has observed the International Day Against Corporal Punishment of Children on April 30 every year since 2006. This event has served as an important child protection initiative, raising public awareness that led to our country becoming the 49th in the world to outlaw corporal punishment of children in all settings. Today, alongside our partners, we celebrate this day to remind the public of the importance of rejecting all forms of violence against children and to advocate for the cessation of physical and emotional punishment. The day of action also reflects our commitment to supporting the implementation of Mongolia's Law on Child Protection.

SUPPORTING CHILDREN'S CREATIVITY AND SOCIAL RELATIONS

The "Focus on Kids" photography project implemented from 2005 to 2009 in cooperation with the Mongolian Arts Council, fostered children's creativity and social connections. Targeted schoolchildren learned how to take quality photographs through instruction in both the theory and practice of photography by a professional teacher during their free time. This opportunity allowed over 70 children participating in the project to create artwork through their photos. Many of them number amongst today's generation of emerging artists in the Mongolian photography industry.

INITIATING THE DEVELOPMENT OF THE NATIONAL CHILD PROTECTION SYSTEM

In 2006, Save the Children conducted an assessment of the "Child Protection System in Mongolia" policy, highlighting the urgent need to strengthen the system to protect children from all forms of violence, harassment, exploitation, and neglect. The Standing Committee on Education, Science, and Social Policy of the Parliament, along with the Ministry of Labor and Social Protection, welcomed this assessment, marking the introduction of the concept of a comprehensive child protection system in Mongolia for the first time.

SINGING ABOUT EVERY CHILD'S DREAM

At the request of Save the Children, Honoured Cultural Worker of Mongolia, composer Lkhagvadorj Balkhjav, and poet Bat Lkhagvasuren created the song "Children of the World," which was performed by young artists for the public. This music, reflecting the world through the eyes of children and celebrating their sacred dreams, urged adults to take account of children's rights. Additionally, it enriched the Mongolian children's music industry with new trends and melodies.

INFLUENCING THE STRENGTHENING OF THE EDUCATION SYSTEM BASED ON CHILDREN'S RIGHTS

In 2006, Save the Children spearheaded advocacy efforts with civil society groups to successfully amend the Law on Education. This amendment prohibits physical assault, emotional harassment, violation of privacy, and the charging of illegal fees by teachers. Through this initiative, we were also able to increase the variable budget for non-formal education and the education of children with disabilities.

DEVELOPING AND IMPLEMENTING THE PARTICIPATION MODEL

To strengthen good governance in the educational sector, Save the Children implemented a project to establish and build the capacity of student councils and model associations of parents and teachers in 16 public secondary schools in Ulaanbaatar and Dornod province from 2008 to 2011. Between 2013 and 2017, Community Education Councils were established in 30 soums across Arkhangai, Uvurkhangai, Sukhbaatar, and Dornod provinces, and we provided methodological and technical assistance to create a robust participation model in the education sector.

INTRODUCING POSITIVE PARENTING METHODS FOR THE FIRST TIME

Since 2006, Save the Children has actively promoted positive parenting methods within families and educational settings to protect children from violence and foster healthy development. Through partnerships with civil society and various activities in child protection and education, thousands of parents and teachers have learned and adopted these positive parenting techniques. In 2013, the Positive Education Method training module for preschool teachers was accredited by the Ministry of Education and Science, becoming an integral part of professional development training.

THE FIRST MODEL OF "CHILD-FRIENDLY KINDERGARTEN"

From 2011 to 2014, the "Child-Friendly Kindergarten" project introduced a new model of toilets in state kindergartens in Ulaanbaatar city that meets sanitation requirements for children's hygiene. Additionally, we developed an accredited training program and assessment methodology, along with manuals for the professional development of teachers and health workers, fostering more child-friendly family participation. As a

result, a policy and legal framework was established at the national level to promote the concept of child-friendly kindergartens.

INITIATING A MODEL OF CHILDREN'S PARTICIPATION IN GOVERNANCE

To promote the principle of children's participation in policy-making and governance, Save the Children implemented several projects, including "Children's Participation: Essential for Good Governance" (2011-2013), "Budget Analysis for Children" (2013-2014), and "Positive Participation by Youth" (2014-2015). We developed and submitted a draft of the "Methodology and Procedures for Supporting Children's Participation" to all levels of Government. Additionally, we organized training sessions on children's rights to empower children to express their opinions and support the implementation of recommendations from the United Nations Committee on the Rights of the Child.

STRENGTHENING THE CAPACITY OF CIVIL SERVANTS IN CHILD PROTECTION

In 2010, in collaboration with the National Agency for Children, Save the Children organized training sessions, workshops, and discussions to enhance the child protection system. Additionally, we provided methodological support for the development of child protection policies to employees across all branches and departments of the National Agency for Children, and conducted orientation trainings centred on children's rights. At the request of the National Agency for Children, we also contributed to the development of the 2010-2015 Mid-term Child Protection Strategy.

SUPPORTING THE IMPLEMENTATION OF THE LAW ON EDUCATION, AND IMPROVING THE MANAGEMENT AND MONITORING SYSTEM

In December 2006, Parliament amended the Law on Education to prohibit all forms of violence and harassment in the education sector. This amendment halted the illegal collection of fees from students, established a professional code of conduct for teachers, and included provisions to encourage children's participation. From 2008 to 2011, Save the Children implemented a project to establish and build the capacity of student councils and model parent-teacher associations. This initiative aimed to create sustainable practices for monitoring the implementation of the law and to strengthen good governance in the educational sector.

TRANSITIONING TO MANAGEMENT BY SAVE THE CHILDREN JAPAN

In 2009, in response to the global economic crisis, Save the Children UK re-evaluated its international programs and reduced funding, leading to the decision to close the branch in Mongolia. However, given Mongolia's progress in child rights and protection, as well as its policy changes and achievements, the Mongolia office was transferred to Save the Children Japan which has continued to guide the operation of Save the Children's programs and projects in Mongolia since August 2009.



Karlo Pushkaritsa

Karlo Pushkaritsa served as the director of Save the Children in Mongolia from 2003 to 2004. He played a key role in uniting various stakeholders around the cause of children's rights on behalf of Save the Children. Additionally, he advocated for children's participation, empowering them to become active partners in their own development.



Chuluun Tungalag

Ch. Tungalag served as the director of Save the Children in Mongolia from 2005 to 2007. She played a significant role in developing a methodology centered on children's rights. Tungalag worked to expand Save the Children's efforts toward holding accountable those responsible for protecting children's rights and promoting child-friendly governance.

2015-2024

CHILD PROTECTION RESOURCE CENTER

In 2015, Save the Children expanded the activities of the Child Centre, transforming it into the Child Protection Resource Centre and updating its strategic plan. As a result, the Centre began to focus on developing a child protection system prioritizing children's rights in five key areas: research, training, information, advice, and advocacy. It has become a resource where child protection experts from across Mongolia seek and receive guidance and support.

PSYCHOLOGICAL FIRST AID FOR CHILDREN

Providing psychological support to children and facilitating their participation in social relationships is a fundamental child protection service during any disaster or emergency. Since 2016, we have conducted psychological first aid training for children affected by natural disasters, such as earthquakes and floods. We have also collaborated with our partner organizations to train trainers at both national and local levels and enhance the capacity of emergency response personnel.





Mitsuaki Toyoda

Mitsuaki Toyoda has served as the Country Director of Save the Children in Mongolia since 2007, continuing to oversee operations from Japan since 2019. He led the transition of the Mongolia Country Program from Save the Children UK to Save the Children Japan in 2009. During his 12 years in Mongolia, Mitsuaki strengthened child protection, education, child rights governance, and humanitarian programs to address critical issues affecting children. He played a key role in advocating for legal reforms that established a national child protection system and banned all corporal punishment of children.

CONTRIBUTED TO CREATING EQUAL OPPORTUNITIES FOR LEARNING AND DEVELOPMENT

Save the Children is actively engaged in fostering a legal environment that allows children with developmental differences to learn and grow together in the same classroom. This involves improving the relationships and attitudes of school teachers and staff, as well as enhancing the knowledge and beliefs of parents, guardians, and the community. Since 2018, we helped to establish an inclusive education system in public schools, and strengthened the capacity of Lifelong Education Centres to reach children who are not attending school. Save the Children has influenced public policies and regulations by developing recommendations based on the results and best practices of projects focused on equal inclusion.

COLLABORATION FOR THE PROTECTION OF THE RIGHTS OF CHILD JOCKEYS

We initiated cooperation between national non-governmental organizations and international bodies to address the risks to the lives and health of child jockeys participating in winter and spring horse races, while also advocating for their right to education. From 2017 to 2018, we partnered with a law firm to successfully secure a decree banning horse racing during winter and spring, as well as prohibiting children from participating in these races.

SUPPORTING LOCAL HEALTH CENTERS

To enhance medical care for rural populations, we supported three soum health centres in Arkhangai and Gobi-Altai provinces, helping them acquire essential equipment, medications, and laboratory reagents. These health centres established new treatment rooms, trained doctors and specialists, and are offering essential drugs and services. Additionally, we are organizing phased training and awareness activities focused on public health education for children, youth, and the community.

CONTRIBUTED TO THE GLOBAL FIGHT AGAINST THE COVID-19 PANDEMIC

We successfully implemented a USAID-funded project across 21 provinces and 330 soums to augment the response to the COVID-19 pandemic.

As part of the project, over 660 doctors and healthcare workers from all provinces and soums participated in training on "Clinical Care Management and Oxygen Therapy in Primary Health Care for COVID-19 Cases." In collaboration with leading medical experts, we translated and published manuals, developed ten intensive care protocols, and created three types of posters and e-learning platforms, all made accessible to doctors and specialists.

Additionally, 800 oxygen tanks with accessories were distributed to 330 soums across Mongolia. We conducted a Rapid Assessment on the Effects of Covid Pandemic to identify the social needs faced by the population, examining the impact of the restrictions on children and families. Throughout the pandemic, we offered ongoing psychological counselling and support to children engaged in home schooling, as well as to their parents, guardians, and teachers.

ENHANCING DEMOCRATIC EDUCATION FOR CHILDREN AND YOUTH

Encouraging children and youth to discuss and define the challenges they face and to propose solutions is a fundamental principle of democracy. In 2020-2022, Save the Children implemented projects promoting democratic values among young people and facilitating their informed participation in the electoral process. These initiatives focused on strengthening their involvement in democratic discussions and processes, emphasizing knowledge of human rights, and supporting civic education programs in general education schools.

FOSTERING PERSONAL SKILLS AND ENTREPRENEURSHIP EDUCATION FOR THE 21ST CENTURY

With the support of the World Bank, Save the Children is implementing a project designed to cultivate personal skills and provide essential entrepreneurship education for the citizens of the 21st century. This initiative will empower children and young people to apply their knowledge and skills in real-life situations, encouraging creative problem-solving and improving academic performance. Participants will be better equipped for future employment, enhancing their critical thinking and practical skills. We have developed an innovative, participatory, project-based curriculum for personal skills and entrepreneurship education, which has been implemented in collaboration with educational institutions. This program has become a core subject in the curriculum of the Polytechnic College and of Technical and Vocational Training Institutions..



L. Bayan-Altai

Since 2019, L. Bayan-Altai has been serving as the Country Manager and Representative of Save the Children in Mongolia. Under his leadership, the organization has implemented major projects in child protection, education, child rights governance, health, and humanitarian assistance.

Bayan-Altai has successfully attracted new donor organizations, securing funding from the Global Partnership for Education (GPE), the United Nations Democracy Fund, the United Nations Trust Fund, and the Asian Development Bank.

Notably, during the global pandemic, the health project funded by the United States Agency for International Development enabled Save the Children to save the lives of thousands of citizens.

Additionally, he has fostered collaboration between Save the Children and government ministries, international organizations, and local government entities, strengthening partnerships for children's rights and well-being.

INTRODUCED TRAUMA-INFORMED, SURVIVOR-FRIENDLY SERVICE METHODOLOGY

In 2021-2024, Save the Children introduced a trauma-informed, survivor-friendly service methodology for child protection service providers. We shared insights on effectively addressing workplace burnout with experts and practitioners across the child protection field. At a professional level, we emphasized the importance of those working with children to prioritize own mental health and well-being in order to ensure effective delivery of timely and quality services.

IMPROVING THE QUALITY OF RESEARCH IN THE FIELD OF CHILD PROTECTION

Since 2017, Save the Children has conducted significant studies and developed a robust research methodology in the child protection sector. We provided appropriate methodologies to NGOs assessing the implementation of the UN Convention on the Rights of the Child. Our phased “Young Voices” surveys revealed insights into the impact of advocacy activities on children's rights and protection through initial and final evaluations.

Notably, we conducted the first assessment in Mongolia of adults' knowledge, attitudes, and practices regarding child protection, as well as the first evaluation of four programs within the child protection information system in 2023.

STRENGTHENING CHILD PROTECTION CAPACITY IN COLLABORATION WITH SCHOOLS

Since 2023, Save the Children is developing a school-based child protection methodology and creating a model regulatory and monitoring system of prevention, early detection and response to violence against children. In the school environment, we inform students of their rights, raise awareness about potential



violations, and guide them on who to contact and how to seek help if a violation occurs. Additionally, we teach children both self-care skills and how to provide psychological support to their peers in times of risk, ensuring their voices are heard by relevant institutions and integrated into policies and procedures.



■ In the picture, from right to left: Oh Joon, Chairman of the Board of Save the Children Korea, is planting a tree during the opening of the My Forest Child Project, August 2024.

CONTRIBUTING TO MITIGATING CLIMATE CHANGE

Mongolia is at the forefront of climate change, ranking among the ten most vulnerable countries according to climate assessments. Since 2024, with the support of Save the Children Korea, we are implementing the "My Forest Child" project to engage children, parents, and the community in efforts to mitigate climate change, address challenges, and reduce carbon emissions.

CHILD PROTECTION DURING DISASTERS AND EMERGENCIES

The frequency of natural hazards driven by global warming, as well as disasters and accidents caused by human factors, is on the rise, increasing the risk and vulnerability of children. Since 2011, Save the Children collaborates with government and professional organizations on child protection and disaster risk reduction during emergencies. We strengthen multi-faceted partnerships to build the capacity of relevant experts and to enhance the knowledge, understanding, and attitudes of children, parents, and the public regarding risk prevention and protection.

HUMANITARIAN AID REACHING THOSE IN NEED

We continue to provide humanitarian aid to families and children affected by sudden natural hazards, including floods, droughts, dzud, and sandstorms. Our key projects include:

- Supporting herders impacted by dzud in Bayankhongor and Khovd provinces (2001).

- Providing assistance during the quarantine for hand, foot, and mouth disease in Dornod province (2001).
- Providing aid to communities affected by dzud in Adaaatsag and Erdenedalai soums of Dundgobi province (2003).
- Humanitarian support to herder families during dzud disaster (2016).
- Protecting the livelihoods of herder households suffering from dzud conditions and addressing the psychological, mental, and educational needs of their children (2016-2017).
- Delivering educational and socio-psychological support to families and children affected by floods (2018-2019).
- Dzud anticipation project (2018-2019).
- Supporting livelihoods of children and herders impacted by sandstorms (2021).
- Assisting herders and their children affected by dzud (2023).
- Aiding families and children in the flood-affected Bayanzurkh district (2023).
- Providing assistance to herder households impacted by dzud (2024).
- Livestock restocking project (2024).

OUR ACTIVITIES COVER THE WHOLE OF MONGOLIA

Save the Children's efforts span the entirety of Mongolia, reaching from the Mongolian "Sharyn Davaa" pass in the north to the brown hills of Orvog Mountain in the south. Over the past 30 years, we have established branches in nine provinces: Dornod, Arkhangai, Khovd, Gobi-Altai, Bayankhongor, Uvurkhangai, Sukhbaatar, Gobisumber, and Selenge. Our projects and programs have been implemented in the capital city of Ulaanbaatar, its nine districts, as well as across 21 provinces and 330 soums.

FOR THE PEACEFUL AND SECURE FUTURE OF EVERY CHILD

Save the Children is progressively expanding its initiatives, implementing programs in key areas such as child protection, education, rights governance, health, and poverty reduction. We emphasize the development of essential skills and critical thinking for the children of the new century.

We urge all stakeholders to collaborate in ensuring that every child is protected from violence, enjoys physical and mental well-being, receives an education, nurtures their goals and dreams, experiences happiness, and has the opportunity to participate fully in society.

Together, we will continue to build on our successes and achievements for the bright future of every Mongolian child.



SAVE THE CHILDREN IN MONGOLIA 1994-2024



■ From the left: John Beauclerk, Save the Children UK Program Director; John Durham, British Ambassador in Mongolia; and Lkhagvajav Chultem, Minister of Education, Culture and Science sign the Agreement between Save the Children UK, British Embassy in Mongolia, the Ministry of Education, Science and Sport and the Poverty Alleviation Programme Office to establish the preschool window under the National Poverty Alleviation Programme's Local Development Fund, 7 July, 1997.

On 13 January, 1992, Mongolia adopted a new constitution that declared its commitment to human rights and freedoms, to justice, and to national unity, with the ultimate objective of building a humane, civil and democratic society.

An Agreement to Cooperate between Save the Children UK and the Government of Mongolia's Ministry of Foreign Affairs was signed after the patron of Save the Children UK, Her Highness Anne, The Princess Royal, made an official visit to Mongolia in August 1993.

The agreement launched Save the Children's activities in Mongolia at a time when the country was going through a difficult transition to a free-market economy. By the mid-1990s¹, the break-up with the USSR² had led to both the loss of subsidies worth one-third of its GDP and the disruption of The Council for Mutual Economic Assistance (COMECON)³ trade relations. Mongolia's economy declined year after year and real wages halved between 1992-1993 and by a further third in 1993.

1 1994 Needs Assessment conducted by Save the Children under the framework of Save the Children Mongolia's programme strategy development work (1995-2000)

2 USSR- Union of Soviet Socialist Republics (1922-1991)

3 The Council for Mutual Economic Assistance (1949-1991)

Mongolia's Government adopted structural adjustment policies centred on privatising State-owned assets, liberalising trade, reducing or eliminating subsidies, and on retrenchments in Government and associated services. Government social policies had largely been dictated by the need for structural adjustments and the lack of available funds.

Due to economic structural changes, unemployment and poverty became critical social problems and by 1995, 36.3% of the population was living in poverty⁴. Structural unemployment and reductions in health, education, social services and infrastructure investment had left Mongolia with a large and persistent poverty problem and a marked decline in achieving key social development indicators.

The country's health system was barely coping with sharply deteriorating conditions in both urban and rural areas, and maternal mortality rates doubled between 1991 and 1993. With the withdrawal of food subsidies for herders' children living in dormitories between 1989-1992, the number of children living in dormitories decreased by half, resulting in a high number of school drop-outs. Between 1990 and 1995 alone, the number of kindergartens decreased from 909 to 660 and kindergarten enrollments dropped from 27.9% to 18.8%⁵. Child social services that had existed during the previous system basically collapsed.

In these conditions, Save the Children's Mongolia office was opened in Ulaanbaatar in February 1994, with its first Country Director, John Beauclerk, and three local staff members: a translator, an assistant, and a driver.



■ Children works in the local market in Ulaanbaatar city, Save the Children's photo library

⁴ Living standards measurement survey 1995 conducted by the National Statistical Office with WB support

⁵ Mongolia's Education for All Assessment, 2000

Assessments of Vulnerable Groups in Mongolia, undertaken by Save the Children's regional office in 1993 for the World Bank, and other analyses (1994) recommended the following strategic issues for Save the Children's new country programme in Mongolia:

- 1 Prioritise vulnerable children who were suffering most from the effects of transition and whose rights were seriously violated;
- 2 Alleviate poverty at household level where the most significant impact could be made for vulnerable children, using available resources and opportunities;
- 3 Improve the quality of education, social assistance, and conditions for disabled children and other children in especially difficult circumstances (such as street children and orphans) through sustained efforts to raise awareness of children's rights and by employing child-centred approaches backed by small scale experiments;
- 4 Improve education and social welfare systems, which had totally collapsed, up to international standards and support civil society development, focusing all programmes and activities for this purpose.

Save the Children prioritised helping vulnerable and disadvantaged "street" children who had no supervision by parents or caretakers by setting up Khot Ail shelters to provide accommodation and food, and assist children to reintegrate into society. Khot Ail shelters were a new kind of service, an alternative to orphanages. Save the Children also expanded to include such services as the protection of the rights of working children who had no alternative but to work to feed their families, and the rehabilitation of disabled children.

Although Mongolia had ratified the United Nations Conventions on the Rights of the Child (UNCRC) in 1990, at the time Save the Children launched its programme in Mongolia, it was very common for the society to overlook children and dismiss their needs. There was a great need in Mongolia to develop social work services crucial to disseminating the concepts of child rights outlined in the UNCRC, and to implement child protection policies that would ultimately shift public perceptions of children's rights.

■ *Students of the Social Circus program organizes a parade on the occasion of International Spank Out Day to raise awareness for positive parenting and non-violent discipline in Ulaanbaatar city in 2014.*





■ Ger kindergarten activities in the Gobi-Altai aimag in 2003-2003. These innovative initiatives have become a widespread practice in pre-school education throughout the country.

In order to initiate and develop a national child protection system, between 1994-2000, Save the Children continuously conducted training to introduce the UNCRC and child protection concepts to specialists within government and non-governmental organisations responsible for children, including teachers and educational experts. Changes were made to the Mongolian teacher training system and a new professional course for social workers was developed and implemented.

Save the Children made a strategic decision to invest in the country's preschool education sector, given its crucial importance to children's development, and to introduce child-centred education concepts within the framework of early childhood development. As of 1994, Save the Children stood alone amongst donors in analyzing the importance of maintaining and, where possible, reforming Mongolia's existing capacity for early childhood development.

By 2000, some notable improvements had been recorded in Mongolia's socio-economic situation and the country had recovered from its initial transitional shocks. Although its overall poverty rate remained at approximately the same level, in 1999 Mongolia's Human Development Index had surpassed the 1990 level. Preschool education was well established and the second National Programme for Preschool Strengthening (NPPS-2) had become operational under MOSTEC leadership. As well, some additional international players were arriving to support the development of the preschool sector.

Since then, Save the Children has expanded the scope of its Education programme and added many areas such as legal reform of the Educational sector, Inclusive Education, strengthening of Child Rights-based education, and parental and public participation in Education.

Save the Children focused on the education of children with disabilities, employing its best international experiences in Mongolia to develop an inclusive education model that would ensure that no child was left behind. When Save the Children piloted projects to enroll disabled children in mainstream kindergartens in 1998, it witnessed the discrimination and abuse experienced by Mongolian people with disabilities. To change this negative public perception of disability, Save the Children worked creatively with policy-makers and supported civil society organisations advocating for the human rights of people with disabilities.

Today, as a result of 30 years of Save the Children's dedicated efforts, children with disabilities in Mongolia can enroll in mainstream kindergartens and schools, can express their views, and can participate and monitor the implementation of their rights.

From 2000, Save the Children's strategy was to focus on selected rural aimag areas to improve access to and quality of projects and programmes, and to implement advocacy campaigns on child rights and child protection.

The programme took on new activities such as monitoring the implementation of the UNCRC by civil society and children, education for children of ethnic minorities in their native language, child protection in emergencies, improving access and quality education for children from remote isolated herder families, and participation-based training for families.

■ *T (a girl in the middle) is a second grader at school no. 67 in Songinokhairkhan district, where Save the Children is implementing its project to promote inclusive education. Despite her difficulties with cerebral palsy, she learned to count and read and enjoys spending time with her classmates. Ulaanbaatar city, 2020*





■ Mr. Kunio Senga, CEO of Save the Children Japan, talks to children in kindergarten no. 70, where the project 'Child Friendly Kindergarten' is implemented. Ulaanbaatar city, October 2013

In 2004, facilitated by Save the Children, local Non-Government Organisations (NGOs) for the first time in the country, prepared and submitted an NGO Supplementary Report on the implementation of the UNCRC in Mongolia, and subsequently participated in the UNCRC Committee's review session.

Save the Children influenced policy and undertook advocacy campaigns from 2005 to 2009, thereby playing a crucial role in the development of a national child protection system, and strengthening the participation of civil society organisations and children in monitoring and evaluating child rights.

However, with the global economic crisis, Save the Children UK rationalised its programmes across several countries, and decided to close its branch in Mongolia. At the same time, the Mongolian economy was improving. In 2009, the Government of Mongolia was spending 19.1% of its total expenditure on education as recommended by the Education for All Fast Tracking Initiative (now the Global Partnership for Education). This spending was equal to 7.5% of GDP and was considered high when compared to many other countries in the Asia and Pacific region⁶.

Although Save the Children UK shut down its Mongolia branch in 2009 the programme was transferred to Save the Children Japan in the same year in consideration of the successful changes to child rights and child protection policies achieved by the branch in Mongolia. Thus began a new chapter in programme development by Save the Children in Mongolia. Its focus shifted to strengthening child-friendly governance and preschool education, basic education, child protection, especially child protection during natural disasters and emergencies, and child participation programmes.

⁶ G. Steiner-Khamsi, A. Gerelmaa. Quality and Equity in the Mongolian Education Sector, 2009



■ Save the Children staff disseminate information about the organization's activities and children's rights during the Open Door event. Sukhbaatar Square, Ulaanbaatar city, October 2008

Save the Children engages with a range of stakeholders, such as children's and human rights civil society organisations, government agencies, media and the wider community and reflects their positions when taking steps to strengthen the national child protection system. Since its inception, Save the Children placed great emphasis on building the capacity of civil society organisations and promoting concepts of child rights and child protection throughout the community.

As an agency that has insight into the lives of Mongolian children, particularly the most vulnerable children, that listens to their opinions and values their aspirations, Save the Children has achieved important breakthroughs in realising the rights and protection of Mongolian children over the past 30 years. It remains committed to finding substantial and systematic solutions to the critical challenges that continue to face them. To this end, Save the Children is expanding its Child Rights Governance, Child Protection, Education, and Child Poverty Alleviation programmes in order to improve opportunities for participation by all children and guarantee their right to contribute to the development of a democratic, humane society that respects human rights and child-friendly governance.



I'm always happy and thankful for working with the Save the Children Fund, a prestigious international organisation, since starting here in late 1997. I've had the opportunity to work with many great people. Together we've accomplished many great works and learned and grown together. I'm very proud of them and our organisation which provided such an opportunity.

When Save the Children started in Mongolia in mid-1994, it already had more than 70 years of experience of working in more than a hundred countries as well as accumulated knowledge and highly-qualified staff in the child rights and child protection areas.

The Save the Children Fund provided unified procedures, instructions and the latest information about organisational development for its programmes from operating simultaneously in many countries, and I think this made big contribution to legal compliance and continuous development and establishing organisational culture and ethical standards in these countries.

One main factor for the successful and stable operation of Save the Children is that staff are still working there. Save the Children hires knowledgeable and educated people through open and transparent employment procedures. When it started its Mongolia programmes back in the 1990s, the first director John Beauclerk recruited highly qualified, educated people dedicated to their work and this laid a good foundation, and this honour belongs to him. Directors after him continued this fine tradition and focused on recruitment of appropriate staff and the improvement of their knowledge and education.

When I was working at the Save the Children in Mongolia office, it was affiliated with the South East Asia and Pacific region with headquarters in Bangkok, Thailand, and our staff participated in trainings and workshops organised them and invited national and international consultants to introduce new approaches and methodologies to conduct training. This meant our staff was continuously developing. Human resources policies, and a favourable organisational environment focused on social issues of staff leveraged enthusiastic and stable employment and retention of staff.

The role of human resources, finance and administrative staff who usually work behind the scene have been very crucial for the successful implementation of many projects and programmes. It should be noted that they are excellent at fulfilling their responsibilities, developing and following internal procedures and regulations required for stable operations, ensuring compliance with safety, executing procurement and meeting head office and foreign donor requirements and regulations, and conducting all these functions with reliably and efficiently. Save the Children expanded for its initial 6-7 people. By 2000, it had more than 80 staff and rural branches which provided direct services for 150-170 children. During this time, the administrative and human resources staff acted with utmost responsibility and served as trusted assistants. I'm very thankful and proud of working with such highly professional administrative and financial staff.

In hindsight, I not only worked with a children's organisation in Mongolia, but with talented teams of professionals, pioneers of policy change in the sector and at national level, and creative new concepts and positions. I'm very proud of those who are still working for the wellbeing of children and working in leadership positions in international agencies and government and non-governmental organisations.

I want to wish great success to all the people who worked, or are currently working, at Save the Children and thank them for their sacred endeavors on behalf of children.

Dulmaa Luvsansharav, Administration and Human Resources Manager of Save the Children (1997-2010)

CHILD RIGHTS GOVERNANCE PROGRAMME

Save the Children is committed to creating a responsible society that listens to children and ensures their participation in decisions affecting their lives. It specifically focuses on the implementation of the UNCRC.

The UNCRC is a fundamental international human rights agreement guaranteeing basic child rights such as the right to live, to develop, to be protected and to participate in the society. Countries that ratified this convention are obliged to allow all children living on their territories to exercise these rights. Good governance for children is essential to fulfill this and it is the responsibility of the government to implement the UNCRC principles and standards⁷.

Mongolia's ratification of the UNCRC in 1990 provided a framework for Save the Children to implement its child rights programmes.

Save the Children's programme is based on the country's level of development, and its national characteristics. It aims to:



Disseminate information and promote basic knowledge and understanding of child rights;



Analyse and monitor the child rights situation in Mongolia;



Advocate for the inclusion of concepts of child rights protection in relevant legal and policy documents;



Introduce child rights-based approaches to the activities of Mongolian government organisations;



Provide management, financial and methodological support to systems supporting child rights, protection and development;



Build the capacity of civil society organisations to understand and implement child rights;



Provide technical support for children's participation and development by implementing a range of incremental activities in each of the above areas.

⁷ A global strategy for achieving our Child Rights Governance Goals 2013-2015, Save the Children



■ Members of the Young Voices Group attended a discussion meeting on the project “Youth participation is essential for Good governance”. Ulaanbaatar city, 2013

30 Breakthroughs: 1

SC promotes fundamental concepts about children’s rights and a child rights-based approach in Mongolia



■ Child Participation is Essential for Good Governance Project activity, 2013

In 2012, Save the Children in Mongolia expanded its good governance activities into a separate Child Rights Governance programme as one of its country’s strategic goals. Its focus has been on building the capacity of children to participate in civil society with a suite of *Good Governance for Children* activities that help them exercise their rights as guaranteed by the UNCRC.



1. CHANGES IN LEGISLATION

COOPERATION BETWEEN SAVE THE CHILDREN AND THE GOVERNMENT OF MONGOLIA SINCE 1994

From the very beginning of its operations in Mongolia, Save the Children established a strong partnership with the Government of Mongolia in areas of child rights and child protection, especially with the National Authority for Children (currently AFCYD, the Authority for Family, Children and Youth Development). We supported the NAC in 2003-2004 to specify the protection and promotion of child rights in its strategy and today this remains a key function of the Authority.

The efforts of Save the Children teams have contributed to many national programmes in the past such as the National Poverty Alleviation Programme (1996-2000), the National Preschool Education Strengthening Programme (2001-2007), the National Child Development and Protection

30 Breakthroughs: 2

Save the Children leads the legislative reform process to create a national child rights protection system

Strengthening Programme (2002-2010,) the Inclusive Education for Children with Disability Programme, the Education of Ethnic Minorities (2008-2012), the National Strategy to Strengthen Child Protection (2010-2015), Education-National Programme (2010-2021), National Programme to Abolish Worst Forms of Child Labour, (2011).

It has been more than 30 years since Mongolia undertook the reform of its legal sector to align with the fundamental principles of the Constitution of Mongolia (1992).

Since 1994, Save the Children has been a leading advocate for the adoption of laws on child rights and child protection in Mongolia and has continuously conducted workshops and training to promote these laws and other international human rights legislation to representatives of government and non-government organisations in both urban and rural areas.

According to a social indicator sampling survey done by the National Statistical Office and UNICEF in 2014, “46 % of Mongolia’s 1- to 14-year-old children experienced physical violence”. This indicated common use of corporal punishment in society under the guise of disciplining children.

To address this, Save the Children has worked to decrease corporal punishment in family and educational settings by disseminating culturally-appropriate positive disciplining methods and advocating for the eventual prohibition of all forms of violence against children⁸.



■ *Spank-out Day Campaign Parade and advocacy activities in Ulaanbaatar city, 30 April, 2006*

⁸ Strategy policy of Save the Children Mongolia Programme (2012-2016)

As well, when the Parliament of Mongolia was drafting Laws on Child Rights and Child Protection in 2015, Save the Children led a coalition of international organisations working on child rights issues in Mongolia that supported the Technical Working Group on Child Rights to reflect fundamental international legal principles on the protection of child rights in the Laws. Recommendations included:



1 Creating the legal environment to ban all forms of violence against children (criminal violence, family violence, corporal punishment, psychological pressure, negligence and exploitation) in all social settings;



2 Initiating regulations to protect child rights in all settings (family, education institutions, health services, news media and online environments, and public events and activities);



3 Initiating legislation on Joint Child Protection Team activities in child protection response services (which evolved to become the current Multi-Disciplinary Teams).

■ Since 2003, Save the Children, in collaboration with the National Center against Violence, has served as the key driving force for the introduction and promotion of child protection multidisciplinary teams (MDTs) in Mongolia. Launching a survey on Current Practice of Child Protection MDTs. Ulaanbaatar city, 2010





■ Parents in Arkhangai aimag joins a call to end physical and humiliating punishment against children. Tsetslerleg soum, 2014

The Mongolian Parliament ratified the Laws on Child Rights and Child Protection in February 2016, which became effective from 1 September of that year, thus becoming the 49th country in the world to legalise the ban on corporal punishment of children in all social settings.

As of May, 2018, Mongolia has joined a total of 36 international human rights treaties and conventions. However, since 2015, it has not joined any international treaty and convention focused on implementation of child rights.

The adoption of the Laws on Child Rights and Child Protection was a significant breakthrough that came from the dedicated efforts of each generation

of Save the Children professionals over the past 30 years to promote the rights and protection of Mongolian children.

Save the Children actively participated in discussions on the new amendments aimed at improving case management practices within the Child Protection Law, approved on January 17, 2024, as well as the revised Family Law, approved on November 3, 2023, and submitted recommendation packages for these new legislations to the Ministry of Labour and Social Protection of Mongolia.

30 Breakthroughs: 3

Save the Children contributes to the strengthening of child-rights based education system

2005-2006: CHILD RIGHTS AND EDUCATION COALITION

In 2005, Save the Children study, Migration in the Life of Children: Migration to Urban Areas and Access to Education, collected baseline data for strategic planning in the education sector.

As well, Save the Children reviewed the Law on Education and initiated a nationwide advocacy campaign to amend this law from a child rights perspective. In order to intensify this campaign, Save the Children formed a Child Rights and Education coalition of civic society groups and partnered with the Parliamentary Lobby Group on Child Development and Protection, the news media, parents and children. As a result, in 2006, the Law on Education was amended to ban physical punishment and psychological pressure by teachers, disclosure of confidential information, and collection of unofficial fees and payments. Also through this initiative, Save the Children managed to secure an increase in the State budget allocation per child for non-formal education and disabled children. It was a remarkable step towards equal access to education for disadvantaged children previously unable to access formal education.

■ Save the Children reviewed the Law on Education and initiated a nationwide advocacy campaign in 2016 to amend this law from a child rights perspective.





2008: DRAFT LAW ON PRESCHOOL EDUCATION

Save the Children was an active member of a working group to develop the draft Law on Preschool Education and contributed to the creation of the legal environment for inclusive education for all children. The law was adopted by Parliament in 2008.



2013 - 2014: GUIDELINES FOR THE DEVELOPMENT OF CHILD-FRIENDLY KINDERGARTENS

In 2013, the Ministry of Education and Science (MoES) approved the Guidelines for the Development of Child-friendly Kindergartens based on Save the Children's best experiences and concepts on early childhood development and protection. The policy was approved by order of the Ministry of Education, Science on 10 April, 2014, creating a legal environment for national dissemination of Save the Children's concepts and models.



2016 - 2018: SAVE THE CHILDREN'S RECOMMENDATIONS ON DRAFT LAWS AND REGULATIONS

Save the Children advised and made recommendations on the legislation related to child rights and child protection such as the Law on Education, the Law on Child Rights, the Law on Child Protection, the Law Against Domestic Violence, the Family Law and associated regulations and plans, as well as plans such as the Education Sector Master Plan.

■ A meeting with the Deputy Prime Minister and his Advisor on SC proposed amendments to the Law on Education, Government House (2006).
 From right to left: M. Enkhsaikhan, Deputy Prime Minister
 B. Javzankhuu, Advisor to the Deputy Prime Minister
 Kh. Temuujin, Lawyer
 D. Amaraa, Save the Children UK Programme Officer
 Ch. Tungalag, Country Director Save the Children UK Mongolia



2. COOPERATION

30 Breakthroughs: 4

Save the Children strengthens Civil Society for the Realisation of Children's Rights

Save the Children develops long-term sustainable partnerships and supports NGOs to build their capacity to apply international Child Rights mechanisms to hold duty bearers socially accountable. As monitoring and reporting on the implementation of the UNCRC are crucial to accountability, Save the Children has provided ongoing technical and financial support to children's and civil society organisations to submit NGO and Children's Supplementary Reports on the Implementation of the UNCRC in Mongolia to the UN Committee on the CRC.

In 2008, Save the Children led a Child Protection Coalition of child rights and protection CSOs, and obtained pledges from political parties participating in the Parliamentary election to focus on child protection issues.

NGOS FOUNDED WITH THE TECHNICAL AND FINANCIAL SUPPORT OF SAVE THE CHILDREN:

SOCIAL DEVELOPMENT CENTRE (1995)

One of the first CSO partners of Save the Children was the Social Development Centre (SDC). This non-governmental research organisation was founded by young lecturers and researchers of the then Academy of State Administration and Management (currently the Academy of Management). Save the Children provided start-up financing for the SDC with the help of the UK Embassy in Mongolia.

SDC specialised in social research and successfully completed monitoring of the National Poverty Alleviation Programme (NPAP). Save the Children organised nationwide capacity building training in partnership with SDC that formed the basis of local community participation in decision making and implantation of the NPAP, a new concept in Mongolia at that time.

In 2006, the Centre conducted participatory research on poverty that developed a clear picture of the opinions of Mongolian children, youth and their parents about their situation.



■ R. Gantumur, CSD researcher, consults with rural community people, Arkhangai aimag, 1996

Association of Parents with Disabled Children with Euro 133,000 funded by the TACIS programme of the European Union.

Between 2006 and 2009, Save the Children supported and partnered with the association to build further capacity with the *Improvement of Pre-school and Primary Education* programme with Euro 1.3 million funded by the European Union and Save the Children UK. As a result of this, APDC expanded to become a nation-wide non-governmental organisation, with branches in Ulaanbaatar and 17 rural aimags.

WORKING CHILDREN'S MANDAKH ASSOCIATION (2004)

The *Mandakh* Association, initiated by working children with technical and financial assistance from Save the Children, was a key partner in reaching out to working children to offer educational and developmental opportunities, and to equip them to provide life-skills training for other working and street children. The efforts invested in working children helped them to increase their income, to return to families, stay at home and avoid a detrimental street life.



■ A training for the trainers organized for the APDC staff to change the community attitudes toward the children with disabilities. Ulaanbaatar city, November 2007

ASSOCIATION OF PARENTS WITH DISABLED CHILDREN (2002)

In 2002, Save the Children provided technical and financial assistance to the initiative of parents with children with disabilities to unite and establish the Association of Parents with Disabled Children (APDC) to represent and advocate for the rights of their children.

In 2003, Save the Children implemented an 18-month project *Building the Capacity of the*

PARENT-TEACHER ASSOCIATION OF MONGOLIA (2014)

Within the framework of the *Child-friendly Kindergartens* project (2011-14) funded by Japan's Ministry of Foreign Affairs (MoFA), the parents' councils of 19 kindergartens formed the Parent-Teacher Association of Mongolia that serves as a bridge between kindergartens and parents and promoted positive disciplinary methods in the preschool sector. This NGO acts as a common voice in the delivery of quality state education by mobilizing parent and community participation.

30 Breakthroughs: 5

Save the Children makes policy changes related to the protection of the rights of children with disabilities, their education, rehabilitation and development

1998 - 2019: BREAKTHROUGHS MADE IN RIGHTS PROTECTION AND SERVICES FOR CHILDREN WITH DISABILITIES

Save the Children developed its own social service brand concerning the rights of and services for children with disabilities, founded on long-term policies, sustainable operations, multi-disciplinary cooperation and donor support.

During the 1990s, parents did not provide education, social integration or development for their children, but instead hid them from the public eye. Public perception of disabilities was very negative, discrimination was rampant, and kindergarten and school teachers were poorly equipped to educate children with special needs.

Save the Children was the first to speak up for the rights of these children. Starting in 1998 with small pilot projects in Ulaanbaatar, Arkhangai and Bulgan aimags,

■ About 8,000 children directly benefitted from the Inclusive Education Programme.
The Programme target school, 2008





Save the Children's inclusive education project became a fast-growing part of its education programme. We gradually implemented programmes that created opportunities for children with disabilities to access education as well as the legal environment to monitor the realization of their rights.

In 2003, Save the Children formed a technical and financial partnership with the Integrated Education Unit at MOSTEC to open new avenues for inclusive education to be integrated into Government policies and practices.

In the same year, the Inclusive Education Programme for children with disabilities was developed by this unit and approved by orders of the Ministers of Social Protection and Labor, Health and Education, Culture and Science and was successfully implemented until 2008. About 8,000 children directly benefitted from this programme. Hearing and mobility aids and other equipment provided by Save the Children facilitated positive social integration and education for children with disabilities and also, for the first time in Mongolia, local community-based rehabilitation centres for children with disabilities were set up.

In 2003, the first of these centres was established in Dornod aimag where Save the Children operated a regional diagnostic facility in association with APDC. Similar rehabilitation centres were subsequently set up in Khovd, Bayankhongor, and Bayan-Ulgii aimags.



■ A student who took part in a survey 'YoungVoices-I: Critical Challenges to Child Rights' gives an interview to journalists. May 30, 2017

As these activities progressed, there was clearly a need to build the capacity of parents and specialists working with children with disabilities; Save the Children organised training and translated, published and disseminated essential books and manuals.

We applied an inclusive policy to all our projects and programmes, included learning for children with disabilities in our home-based and basic preschool education programmes, and prepared a special training kit of 36 books and 34 toys.

In 2015, children with disabilities made remarkable progress when they expressed their views for the first time in the Mongolian Children's Report, For the Rights of All Children, submitted to the UN Committee on the Rights of the Child.

In 2017, children with disabilities participated in a survey, *YoungVoices-I: Critical Challenges to Child Rights*, that evaluated the implementation of their rights, a survey that was submitted to decision-makers to help inform their planning for children.



At first I was very happy that school accepted me like other children. It was not easy to enter school with my wheelchair. I don't like to get breakfast because there's no one in school who can help me to use the toilet. I sat in the last row in my wheelchair in the back of the classroom. Teachers don't fairly assess my grade points and they don't explain things I don't understand. I don't want to be pitied. I want to study, participate and be evaluated like other children.

A 12-year-old girl, Children's Report submitted to the UN Committee on the Rights of the Child - Mongolia, 2015



Violations of child rights were further studied in detail in 2018 when children with disabilities participated in the survey Young Voices-2: Child Integrity, giving their views on fairness, justice, corruption and integrity.

Save the Children reported on the implementation of disabled children's rights in Mongolia in response to a questionnaire by the UN Special Rapporteur on the Rights of Persons with Disabilities in 2016.

At Save the Children's instigation, the Minister of Education, Culture, Science & Sport issued Order No.A/292 on 14 May, 2019 approving the Regulation on Inclusive General Education for Disabled Children, further progress towards ensuring the rights of children with disabilities and children with special needs in Mongolia.





When I passed the exam for the Inclusive Education for Children with Disability project and started as a member of the project staff in March, 2002, Marc Laporte, a Canadian citizen, was Save the Children's country director. This gentleman was passionate about the education of children with disabilities and ethnic minority children in Mongolia. He had a long-term vision and did much for them.

He initiated the support for parents of children with disabilities and implemented a policy to support the Association of Parents with Disabled Children. We provided workspace for the association and financed the salary of its executive director and office rental. In addition, Marc hired a professional consultant and submitted a project proposal Building the capacity of APDC to the TACIS programme of the European Union. This was approved and led to the establishment of the APDC and nationwide activities to realise rights of children with disabilities.

During this 18-month project, APDC capacity was strengthened and it successfully set up branches in rural aimags. Also four rehabilitation centres were established in four aimags. These rehabilitation centres were based on local clinics and parents were to play the main roles. Save the Children equipped one room of each rehabilitation centre and the local communities provided facilities and nurses and branches of the APDC were accommodated free of charge. Having Parents Associations under the rehabilitation centres was a very convenient arrangement that suited Mongolian conditions. These rehabilitation centres still operate today. Some even expanded; for example, Bayankhongor branch now has its own facility with the help of Save the Children and the local community. When Marc Laporte came back to Mongolia in 2008, we took him to the APDC and showed him the results and he was very moved.

By early 2000, the Mongolian teacher training curriculum did not have information or knowledge about how to work with and develop children with disabilities. Therefore, the project conducted many trainings and translated and disseminated books and manuals for parents and teachers.

Another reason for the successful implementation of this project was close cooperation with the line ministry and the setting up of an Inclusive Education unit at the MoECS. I think Myagmar Jadamba, who was the specialist in charge of disabled children, played a big role in changes to the legal environment on the protection of children with disabilities in Mongolia.

The Inclusive Education unit amended the criteria of kindergarten and school evaluation in order to improve opportunities for children with disabilities to access education. For example, regulations on annual performance evaluation of kindergarten and schools include criteria on how many children with disabilities of that school/ kindergarten are enrolled in the district. This policy requires schools and kindergartens to accept disabled children - to some extent. Also we proposed increasing the budget allocation per child with disabilities and from ethnic minorities, however, this faced problems with diagnoses of disabled children and financing.

Today the attitudes of parents, schools, and kindergartens towards disabled children have changed and improved. While I was working at Save the Children, I believe I successfully launched important brand initiatives in the education sector through inclusive education for disabled children, preschool and basic education with help from my colleagues and team.

Between 2006 and 2009, I managed the Improvement of Preschool and Basic Education project with 12 sub-projects funded by the European Union and Save the Children UK for 1.3 million euro and successfully implemented it in partnership with Government and non-governmental organisations. Under this project, various activities were implemented to improve the quality of preschool and basic education including construction of a 75 children-capacity kindergarten in each of 3 target aimags and 2 districts. When the project was approved and started, the price of construction materials went up and therefore, funding was not sufficient for the construction of kindergarten buildings. After close cooperation with MECSS and local government, we received 350 million tugrug support from the State budget and 110 million tugrug support from local communities so that we could complete the construction of 5 kindergarten buildings.

When Save the Children UK closed its programming in Mongolia in 2009, the above project was finished and soon after, I went to work as a monitoring-evaluation specialist and vice-director at the Reform of Education Sector project funded by the Asian Development Bank (ADB) for 100 million dollars. Later I came back to Save the Children from June, 2012 at the invitation of the director. Along with working as a manager of the Education programme, I led and managed the Improvement of Basic Education of Remotely Isolated Herders' Children project funded by the World Bank for 2.5 million dollars.

Now looking back, I'm very proud of successfully implementing the two largest projects in the history of Save the Children in Mongolia. This marks the success of everyone on the small but capable team of Save the Children and our partners and colleagues.

*Gereltuya Tsegmid, Specialist of the Education programme of Save the Children (2002-2009)
and Education Programme Manager (2012-2018)*

3.CHILD RIGHTS MONITORING AND EVALUATION

30 Breakthroughs: 6

Children, civil society organisations conduct independent monitoring and evaluation of the Child Rights situation in Mongolia

2004: GOVERNMENT REPORT ON THE IMPLEMENTATION OF THE UNCRC

The Government of Mongolia supported Save the Children's initiative to write and submit reports on the implementation of the UNCRC to the UN Committee on Child Rights and the first report was submitted in 2004.

Save the Children's child rights monitoring and evaluation aimed to improve the accountability of the Government and other key players to fulfill their pledges regarding child rights as set out in the UNCRC. As an initiator of a report on the implementation of UNCRC, Save the Children provided technical assistance to children and child rights-focused NGOs to prepare three periodic reports and two independent reports submitted to the UN Committee on Child Rights in 2004-2006, 2007-2009, and 2014-2016.

■ *Children having a meeting with local khoroo governors and government officials as part of promoting children's participation in local governance. Ulaanbaatar Municipality Building, February 2013*



2006: SUPPLEMENTARY REPORT TO THE UNCRC-1 BY MONGOLIAN NGOS

Civil society organisations and children wrote Supplementary Reports to the Government's Report on the implementation of the Convention on Child Rights expressing their independent perspectives. Save the Children assisted NGOs and children's groups to review the child rights situation and write the 2005-2006 report which touched on the education of ethnic minority children and proposed support for bilingual education. This was a new initiative in Mongolia.

2009: SUPPLEMENTARY REPORT TO THE UNCRC-2 BY MONGOLIAN NGOS

In 2007-2009, a second supplementary report on the implementation of child rights was prepared and submitted to the UN Committee on CRC. Mongolian NGOs and Save the Children highlighted critical challenges to child protection services and governance.

The key conclusion of the report mentioned the need for a national child protection system and a defined state policy on child protection, and the need to improve the legal environment. Also mentioned was the need to define roles and responsibilities of government and local organisations regarding child protection, development of a mechanism to prevent violation of child rights, and rehabilitation services for abandoned children and children at risk; and training of personnel to work in child rights protection areas. The main conclusion of the report was that Mongolia needed a national child protection system. It stated that the government needed to identify a state policy on child protection and to revise the legislation around it. It needed to spell out the roles of state and local bodies in



■ NGO and child representatives from Mongolia reports their findings on the child rights situation in Mongolia during the 53rd pre-sessional working group meeting of the UN Committee on the Rights of the Child in Geneva, Switzerland in October 2009

child protection, introduce measures to prevent abuse and neglect, initiate interventions and rehabilitation services for abused and neglected children, and prepare human resources to work in the child protection field.

2009: MONGOLIAN CHILDREN'S FIRST REPORT SUBMITTED TO THE UNCRC

In 2008, with financial support from Australian Aid for International Development (AusAID), children prepared and submitted their Alternative Report to the UN Committee on the Rights of the Child for the first time since Mongolia ratified the UNCRC in 1990. This report was a major achievement in children's participation in governance, as it clearly demonstrated their full-fledged ability to assess the situation on children's rights in Mongolia. It showed that children could understand, research and present children's issues with confidence and knowledge.

27 children aged 12-17 conducted child-led research and collected data from 180 children (aged 8-18 years) from different backgrounds and locations. In the report, the children assessed the child rights situation in different areas and pointed out the main issues that required immediate action by the government.

During the Asian Forum on Child Protection held in Bangkok in 2009, the success of the Mongolia case was recognized and served as a model for other Asian countries on how to facilitate child-led reporting.



■ Children's group leader, B. Tsoggerel, attends the UN Committee on the Rights of the Child in Geneva in October 2009

2014 - 2016: SUPPLEMENTARY REPORT SUBMITTED BY THE NETWORK OF NGOS TO THE FIFTH PERIODIC REPORT OF THE GOVERNMENT OF MONGOLIA ON THE IMPLEMENTATION OF THE UNCRC

The Government of Mongolia sent the *Fifth Periodic Report on the Implementation of the UNCRC* to UN Committee on the Rights of the Child in April, 2015.

In accordance with the CRC, the supplementary reporting process was designed to provide additional information concerning the rights of children in Mongolia and was facilitated by Save the Children and funded by World Vision Mongolia. The Supplementary Report was developed jointly by the national NGO networks including the Education for All National Civil Society Coalition; the Association of Parents of Disabled Children; the National Network of Child Participation Organisations; the National Network to Eliminate the Worst Forms of Child Labor; and the End Child Prostitution, ECPAT International in Mongolia, networks that included a total of 54 NGOs working on issues affecting children.

The UN Committee on the CRC had reviewed the third and fourth reports from Mongolia and NGOs assessed the implementation of their recommendations to the Government. The NGOs concluded that establishing a comprehensive child protection system in Mongolia was still a pressing issue. The overall conclusion was that the Government’s implementation of child rights was unsatisfactory.



“...establishing a comprehensive child protection system in Mongolia is still a pressing issue. During the interviews and discussions conducted at all levels, it was evident that discrimination, neglect, violence, including domestic violence, whether explicit or hidden, still persist in the lives of children and seriously violate their rights. Thus, we call for the Government to take immediate measures to establish a child protection system and provide effective services...”

NGOs Supplementary Report to the UN Committee on the Rights of the Child in accordance with the Fifth Periodic Report of the Government of Mongolia, 2015

■ *NGOs Supplementary Report to the UN Committee on the Rights of the Child in response to the Fifth Periodic Report of the Government of Mongolia, 2015*



■ *Introductory meeting for the NGOs Supplementary Report to the UN Committee on the Rights of the Child in response to the Fifth Periodic Report of the Government of Mongolia, September 2015*

2015: MONGOLIAN CHILDREN'S SECOND REPORT SUBMITTED TO THE UNCRC

In 2015, with the technical and financial support of Save the Children's Child Rights Governance programme, Mongolian children sent their second report to the UN Committee on the Rights of the Child. 108 children between 11 and 18 years collaborated on the report. They discussed topics of education, culture, leisure, health, social welfare, family environment, care, civil rights and freedoms, and working children, and developed solutions to the challenges facing Mongolian children.

The children's team surveyed 3,285 children from Ulaanbaatar, Erdenet, Khovd, Dornod, Uvurkhangai, Dundgobi, Bayan-Ulgii, Arkhangai, Khentii, Sukhbaatar, and Khuvsugul aimags on how children's rights were being implemented in the family, in dormitories, shelters, clinics, monasteries, and school settings.

The report involved children from all walks of life: urban and rural children, children with disabilities, religious students in monasteries, bedridden children and those with chronic illnesses, children who had dropped out of school, children serving time in prison. This reflection of the views of a wide range of children was unprecedented in Mongolia and an indication of the progress that had been made since the 1990s.

Save the Children and World Vision Mongolia supported the core group of children to write the report and facilitated representatives of the NGO network to go to Geneva, Switzerland in October, 2016 to present and discuss the report with the UN Committee on the CRC.



Children bully each other at school, also, children are scared of getting scolded by the teacher when they come to school without doing their homework because they don't have the textbook, or because they can't give money to the teacher for cleaning the classroom because of their family's financial hardships. Once I came to school without doing my Maths homework because I didn't have the textbook. There are only eight textbooks for Maths in our classroom. Because I couldn't complete my homework, the teacher threatened to exclude me from the next Maths class. This was very hard on me, now I'm scared every time I see the teacher. Respecting the teacher is one thing, but fear is different. We are very afraid of some of the teachers.

B., 14-year-old boy



I have never seen my father. My mother got married to another man and lives abroad. So I live with my grandfather in Ulaanbaatar city. My mother sends me money and clothes, but I miss her because I have been separated from her for six years.

A., 14-year-old boy



We believe that protection of the rights of children in practice requires activities in all sectors of society, all legal relations and all areas of the business to strive to meet the best interests of children. Also, the approval of legal acts and their required budgets that aim to implement the UNCRC must be in place for the protection of these rights.

We also believe that the rights of children can be fulfilled in our country if every individual knows their duties regarding children, as outlined by law, if the state manages and monitors the implementation of these laws effectively.

For the Rights of All Children Children's Report to the UN Committee on the Rights of Children - Mongolia, 2015



■ Members of 'Young Voices Group' introduces the main findings and recommendations from the Children's Report, "For the Rights of All Children". Ulaanbaatar city, September 2015



■ Children's Supplementary Report "For the Rights of All Children" to the UN Committee on the Rights of the Child in response to the Fifth Periodic Report of the Government of Mongolia, 2015

2010, 2017: RECOMMENDATIONS BY THE UN COMMITTEE ON CRC TO THE MONGOLIAN GOVERNMENT

The UN Committee on the Rights of the Child accepted and reviewed the 3rd, 4th and 5th periodic reports on the implementation of child rights by the Government of Mongolia and made recommendations to the Government to focus on child rights legislation and policy as also raised by NGOs and children, such as child protection and non-discrimination, and the rights of children to develop and participate. Save the Children was gratified that recommendations by the CRC Committee included recommendations submitted jointly by Save the Children, children and civil society organisations in their supplementary reports.



"...It is very unfortunate that boys and girls are being discriminated against on the basis of gender and further discriminated against by ethnic background, disabilities, family living standard, or living area. We recommend member-countries to take measures regarding these".

Recommendation made by UN Committee on CRC for Mongolia, 2010



I was selected from my school for a meeting of children's representatives with the Governor. The Governor asked what problems children faced and I thought he was going to solve our problems. We told him that we had to choose a distant, roundabout path to reach our school because we were afraid of the stray dogs that we meet if we choose the direct path, and also that it was difficult to walk in winter because the paths were slippery due to a lack of drainage. We were also frightened because there is no lighting in the streets of the Ger district areas. Since then two years have passed. Nothing has improved since the Governor talked with us, it seems that adults listened to us but did not act.

O., 12-year-old girl, For the Rights of All Children: Children's Report to the UN Committee on the Rights of the Child - Mongolia, 2015

■ Introductory meeting to present the conclusions and recommendations of the UNCRC in response to the Fifth Periodic Report of the Government of Mongolia. Ulaanbaatar city, 20 November 2017





■ For the first time in Mongolia, children had independently organized a press conference (2007) in regard to a case of corporal punishment given to three students by their teacher at school. They collected over 600 signatures in their call-for petitions and published a newspaper report. Ulaanbaatar city, 6 November, 2007

■ A group of 27 children who had attended Save the Children's community-based centres wrote a "Child Protection, Today" report for the UN Committee on CRC (2008). After successfully working together for four months on this report, the children continued to take their joint actions by forming a "Protection" club in 2008 and "Child-to-child" NGO in 2009 to protect the interests of children.

4. CHILD PARTICIPATION

30 Breakthroughs: 7

Save the Children launches initiative to model child participation in governance

The UNCRC outlined participation in matters that affect them as a fundamental right of the child, and children's knowledge about their rights as vital to meaningful participation.

To meet this objective, Save the Children has invested in educating children about child rights, the UNCRC, how to identify duty bearers, and State obligations.

Save the Children's Child Rights Governance programme is based on Article 12 of the UNCRC that "State parties shall assure the child who is capable of forming his or her own views of the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."

The programme actively engages children and young people in child rights monitoring and evaluation, children's participation in local government budget processes and policymaking, and child rights education projects in order to model best practices of child participation in good governance.

In 2013, together with the Academy of Management, Save the Children developed a training module and manual, *Meaningful Participation of Children in Governance*. This became part of the curriculum of the Academy of Management for training civil officials who work with children.



■ Over 30 children who participated in the survey launched the “Young Voices I” survey at Ulaanbaatar City Council. In response, Batbold Sundui, the mayor of Ulaanbaatar city, declared that every Wednesday in the last week of May will be “Listen to Children Day”, to give a voice to children’s concerns, respect their opinions and promote meaningful participation of children in decision-making processes. Ulaanbaatar city, 30 May, 2017

■ A member of the “Protection club” is on the promotion of Spank Out Day on 30 April 2009.

Save the Children introduced new practices such as treating children equally with adults, recognizing their competence and involving them in the implementation of the UN Child Rights Convention in Mongolia.

The following examples of Save the Children’s projects demonstrated that children’s participation is both essential to child-friendly governance, and constructive in terms of achieving the best outcomes for children:

2008: PROTECTION CHILDREN’S CLUB

The 30 children who participated in writing the Children’s Report to the UNCRC Committee in June-September, 2008, later formed a club named Protection to monitor implementation of the CRC and follow up the report by raising children’s voices to decision-makers about an effective child protection system.

The club’s leader, B.Tsoggerel, attended the UNCRC Committee session in October, 2009 representing the children who had written the Children’s Report.

2008: CHILDREN BECOME TRAINERS ON CHILD RIGHTS

Save the Children has emphasized the importance of educating children to communicate with their peers and explain their rights. In 2008, we developed child rights training techniques and methods and organised international and national experts in Ulaanbaatar to participate in child rights workshops for children.



■ Annual performance review meeting of the "Child for Child" NGO, 2010

About 100 children learned to conduct training on children's rights and the UNCRC for children and adults. In 2009-2010, these children improved the material so that it was simpler, more interesting and child-friendly, and conducted peer training.

For instance, the children performed dramas based on stories from their own lives to teach 240 children in 16 schools in Ulaanbaatar City and Dornod province about their rights. Three peer educators formed a child participation group named Young Rescuers and taught 200 children, with the assistance of school social workers, what children should do in case of emergencies.

Thirty peer educators in 4 groups conducted training for 300 children and 2,000 parents in secondary schools and child care centres on the right of a child to be free from violence and abuse. The children also ran a website and newsletter that served as a voice between children as well as a way of raising their issues with adults.

2008: CHILDREN FOR CHILDREN

When some members of the children's Protection Club, turned 18 and could formally establish their own organisation, they registered as an NGO called *Child for Child* which continues to be an influential advocate for child rights and child protection in Mongolia.

Save the Children is proud that it supported these NGOs to become committed defenders of child rights by building their capacity and helping them conduct their advocacy campaigns. The Child for Child NGO met with the President

of Mongolia on 1 June, 2010 to discuss the urgent need for a child protection system in Mongolia. Also, the children wrote to key ministers and state secretaries demanding they implement child rights and protection laws and policies. Another 500 children sent an open letter to Parliamentary legislators and Cabinet members. As a result, the office of the President supported several initiatives of the Child for Child NGO.

Representatives of the Child for Child NGO and the Protection Club met with the Ministry of Justice and Interior's Working Group on the Draft Family Law to present their recommendations on banning corporal punishment of children in family settings. The children's opinions were also included in the mid-term review of the 2009-2014 Strategy of the National Council for Children.

The Child for Child NGO and the National Human Rights Commission of Mongolia (NHRCM) jointly developed and published, with support from Save the Children, a booklet *Who, Where and How to report Children's Rights Violations?* 3,000 copies were published and distributed to children in need of protection.

In 2010, the Child for Child NGO was awarded a US\$20,000 grant by the San-Marino-Alexander Bodini Foundation in recognition of the NGO's dedication to promoting child rights in Mongolia.

■ Members of the "Child for Child" during the "Child Participation - Our World" event, Sukhbaatar Square, Ulaanbaatar city, 2009



2013: YOUNG VOICES CHILD RIGHTS ADVOCACY GROUP

The child rights group Young Voices has been working within Save the Children since 2013. Young Voices members participated in the project *Child Participation is Essential to Good Governance* in 2013 and the Budget Process for Children project in 2014. The group also developed a report, *For the Rights of All Children* submitted to and discussed with the UNCRC Committee in Geneva in October, 2016.

The group successfully implemented Young Voices-1 and Young Voices-2 surveys in 2017-2018 and met with M. Michel Forst, UN Special Rapporteur on the situation of Human Rights Defenders in 2019 to report on the situation of children defending human rights in Mongolia. A representative of the group also participated in the UN's Human Rights Defenders World Summit in the same year.

A short video by Young Voices about the Optional Third Protocol to the UN Convention on the Rights of the Child, the significance of its ratification and suggested follow-up actions after ratification, was shown at a UN meeting of Heads of States in November 2019. The video was presented on behalf of both Mongolian children and children around the world.

■ Members of the “Young Voice Group” promote their activities at the Youth Forum. ‘Nairamdal’ international children’s camp, 2018



5. CHILD RIGHTS GOVERNANCE

SINCE 2012: CHILD RIGHTS GOVERNANCE PROGRAMME

The Child Rights Governance programme monitors how the Government of Mongolia implements the UNCRC and other child-related international treaties, together with children’s and civil society organisations, parents and other human rights organisations.

SINCE 2013, THE EMPHASIS OF THE CHILD RIGHTS GOVERNANCE PROGRAMME HAS BEEN ON:



1 Monitoring and evaluation of child rights;



2 Strengthening child-friendly good governance; and



3 Increasing investment in children



CHILD RIGHTS MONITORING AND EVALUATION ACTIVITIES

2008: BASELINE STUDY ON CHILD PROTECTION

In 2008, Save the Children conducted a *Baseline Study on Child Protection (2008)* with the support of MoFA (Japan) that revealed that 61% of children experienced violence and abuse. Street children and children living in foster care institutions, particularly girls, faced more violence and abuse than others.

Alcoholism and inadequate care by parents and adults were named as the main factors contributing to violence against children. Over one-third of parents had no access to information about positive discipline. Although most children and their parents and caregivers had heard of children’s rights, physical punishment was still the

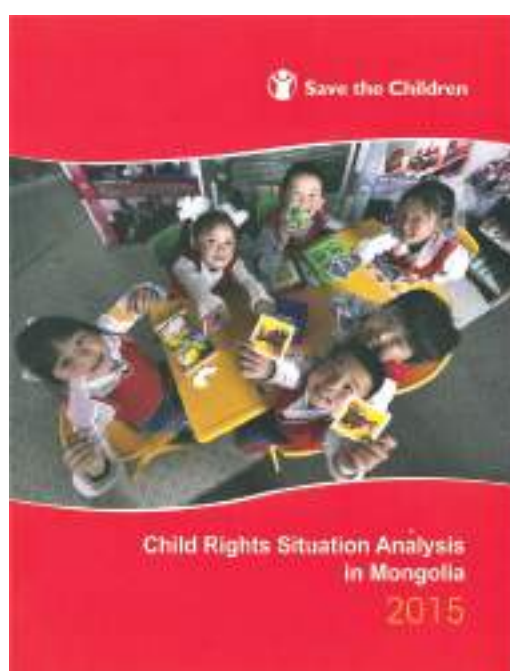


■ The then British Foreign Secretary, the Right Honourable William Hague, visited the Save the Children’s Child Rights Governance program site in Ulaanbaatar City on 14 October, 2013. Secretary of State Hague is surrounded by 13 local children from the 15th khoroo of the Chingeltei district who are participating in the program.

main method of discipline. Another study, conducted by Save the Children in 2009 with JICA funding, showed that 63% of school pupils experienced corporal punishment in school settings with the degree of punishment increasing as pupils entered higher grades⁹. 93% of teachers resorted to both physical and emotional punishment.

Despite the extent and breadth of violence and abuse of children in Mongolia, child protection services, often run by international and national NGOs, were the main responders. Qualified social workers usually worked only in these organisations¹⁰. The main state organisation to deal with street children was the police, who generally employed a legal rather than a social approach. Unfortunately, understanding of child protection at that time largely ignored the underlying causes of violence against children.

Social workers in various government settings either worked with the general population or performed administrative tasks, without any focus on casework or child protection issues¹¹.



2015: CHILD RIGHTS SITUATION ANALYSIS-1

In 2013-2015, Save the Children, in collaboration with Independent Research Institute of Mongolia (IRIM), an independent research institution, conducted research in 2013 with the support of the British Embassy on the current situation of child rights governance in the capital, Ulaanbaatar, in order to support children's participation in family, school and public organisations as well as in legal and administrative activities¹².

The research revealed that 2 out of every 5 children did not have an adequate understanding of their right to participate in matters affecting them, and only one in five children felt they had a reasonable level of participation in decisions made at the family level. At the school level, only 13% of children indicated that they had an adequate level of participation. The remaining participants described their degree of participation as medium or non-existent. At the khoroo level, three out of four children reported no participation whatsoever. However, an important finding of this research was that children were willing and enthusiastic to express their views on matters affecting their lives.

⁹ *Baseline Survey on the Status of Corporal/Emotional Punishment, Extortion of Illegal Fees from and Discrimination against Public School Children in Mongolia*, Save the Children, 2009

¹⁰ *A Child Protection System in Mongolia: Review Report*, Save the Children, 2006 (reprinted in 2008)

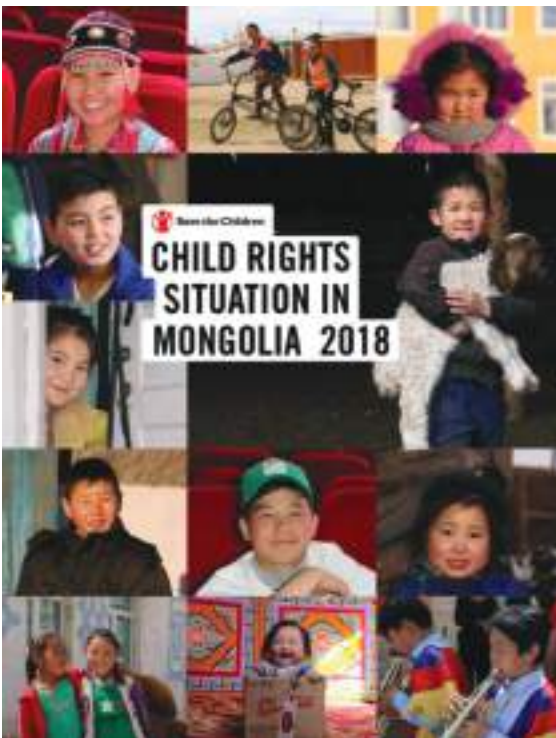
¹¹ *A Child Protection System in Mongolia: Review Report*, Save the Children, 2006 (reprinted in 2008)

¹² *Current status of Child Participation in Governance in the Capital City*, Independent Research Institute of Mongolia, Save the Children, 2013, Ulaanbaatar city

Having observed many improvements in previous years and now a confirmed political will, Save the Children saw strong potential for its Child Rights Governance Programme to work with children to bring about real changes in state systems that would better protect and promote children's rights.

2018: CHILD RIGHTS SITUATION ANALYSIS-2

From January to June, 2018, Save the Children evaluated the child rights situation to inform the directions of its 2019-2021 strategic plan. We organised four focus group discussions around five topics: Child rights governance, Child protection, Health, Education, Child poverty, and analysed these findings in detail.



The macroeconomic condition of Mongolia had deteriorated and the implementation of the Extended Funding programme of the International Monetary Fund (IMF) saw any child-focused investment at risk of further decline.

As regional development was not balanced, population concentration in urban areas was increasing and development of rural aimags and villages stagnating, leading to significant challenges to the exercise of children's rights to health, safety, learning, and protection.

28.9% of Mongolian children were living in poor households and these children accounted for 45% of people living below the poverty line¹³. The school enrollment rate of 12-17-year-old children in poor households the lowest at 67%. Family instability that can jeopardise child rights in the family setting had become a critical challenge. The number of crimes

against children and by children was increasing, particularly in the online environment. Cases of pressuring children and cheating them, making fun of them (cyber-bullying) was on the rise. In cases of violations of child rights, 81.4% of children didn't know whom to turn to.

¹³ National Child Development and Protection Program, 2017

2020: CHILD RIGHTS SITUATION ANALYSIS

In line with the concepts and principles outlined in the guidelines for Child Rights Situation Analysis developed by Save the Children International, and funded by the organization, Save the Children conducted the Child Rights Situation Analysis in Mongolia in 2015, 2018, and 2020. In 2020, the world faced a new coronavirus pandemic, COVID-19, leading Mongolia to enter a heightened state of alert. Training and educational institutions were closed, and lockdowns were enforced, preventing mass gatherings and discussions both in Mongolia and globally.

However, information was gathered from key sources through printed materials, official electronic sources, and telephone and online meetings. Save the Children is conducting a study on the state of children's rights in 2024. Despite the progress made in implementing children's rights, numerous challenges remain, particularly regarding the inability to achieve regionally balanced development. For example, various challenges specific to the country persist in upholding children's rights, such as the overconcentration of urban areas, stagnant development in certain provinces, environmental pollution, the herders' lifestyle in remote regions, extreme climate conditions, natural disasters, and political, social, and economic instability. Building capacity and strengthening governance are essential for effectively organizing development activities that help adapt to climate change, mitigate its negative impacts, ensure equal rights for all generations, protect the environment, foster sustainable and inclusive growth, and reduce poverty. To comprehensively implement children's rights, it is preferable to apply systems thinking focused on measurable results and to organize regular discussions informed by legal and policy evidence, involving civil society organizations and experts.

The "Child Rights Situation Analysis" is a crucial exercise because it helps to shape the strategic direction for Save the Children's interventions and it offers comprehensive information about children's rights to our partners and other stakeholders.



ACTIVITIES TO STRENGTHEN CHILD-FRIENDLY GOOD GOVERNANCE

2012 - 2013: CHILDREN'S PARTICIPATION IS ESSENTIAL FOR GOOD GOVERNANCE PROJECT

Based on its past experiences and achievements with children's participation, Save the Children envisioned the systematic and institutionalized participation of children in governance at all levels: national, municipal/provincial, district/soum and khoroo/bagh levels.

During the first stage of this project which was financed by the British Embassy in Ulaanbaatar, 63 medium and high-level public officials from key ministries, municipal government, Chingeltei district governor's office and two khoroods, gained an understanding of the concept of meaningful participation of children.



■ On 21 September 2012, a Memorandum of Understanding was signed at the Ministry of Population Development and Social Protection to implement the project "Child Participation is Essential for Good Governance" supported by the British Embassy.





An inter-ministerial working group consisting of representatives of key ministries, agencies and NGOs developed the draft Procedure on Child Participation in Decision-Making at Local Levels and submitted it to Ulaanbaatar City Council in March, 2013.

Save the Children piloted projects for children's participation in decision-making in two khoros in the Chingeltei district. These pilot projects attempted to create child participation structures in local government areas. Child participation groups in each khoroo were established, consisting of 15-20 children. Save the Children facilitated these groups throughout the project to support their participation in decision-making processes. Khoroo officials were open to children's participation, providing information and encouraging the delivery of opinions to khoroo decision-makers.

In 2013, children met with Chingeltei district leaders and presented the problems faced by children in their communities. 40 officials from the Chingeltei District Governor's office, Chingeltei District Council, and the District health, Education, Police and Social departments recognized the importance of children's participation in decision-making.



What we should be careful not to violate children's rights or manipulate children in the name of participation. Children have an uncorrupted attitude. Their participation would lead to less corruption, and I understand why Save the Children supports children's meaningful initiatives.

To be honest and critical, we adults tend to tokenize children's participation. We heard that children (from the Khoroo children's group) have learned to do budgeting. Then in order to make children's participation meaningful, I propose that all the khoros allow children to calculate the budget for, for instance, the playgrounds that are being proposed to be built in the communities.

*Dechingalsan Chimedbat,
Member of Chingeltei District Parliament*



We are worried that stores are selling alcohol and tobacco to children, which is against the law but still happens. We can clean up outside the stores and then ask the store owner in return to stop selling alcohol and tobacco to children. We can also propose placing garbage bins in the streets that are phosphorescent so that people can see them at night...

... There should be monitoring of internet cafes for boys addicted to computer games; we can talk to the affected children about the harmful consequences, and help them make friends by accepting them into our group...

Children's reflections

2013 - 2014: BUDGETING FOR CHILDREN

Budget planning, approval, spending and reporting in any country indicates how open, democratic and participatory its governance is. Citizens' participation in the budgeting process is believed to enhance the public service.

The state is obliged to implement children's rights. The state allocates funds for comprehensive implementation of child rights and activities for the future wellbeing of children. It needs to report and explain to young people how funds are collected and spent. If this happens, children can evaluate how much of the Mongolian government's expenditure is dedicated to them and how and where it will be spent, and then participate in budget discussions and spending allocation. Children understanding national and local budgets and participating in the budgetary process is fundamental to exercising their rights and becoming active citizens.

Even when adequate money is allocated to a children's programme, it frequently delivers much less than expected in terms of advancing children's rights and development. An ability to understand analyse government budgets spending outcomes are therefore crucial for child-focused civil society organisations, NGOs and children themselves.

In 2013, with funding from the British Embassy, Save the Children developed an illustrated handbook for children on government budgetary processes and how to analyse a government budget. The target audience for the handbook were children and CSOs, and as such, inputs were sought from 247 school children from Ulaanbaatar City, Arkhangai, Uvurkhantai and Dornod to ensure that the content and terminology used in the toolkit could be easily understood by the target groups.



I got important knowledge of budgets, which is not taught in our school curriculum. Budgeting is an important skill for us to learn now, as it will be useful throughout our lives. So, it is crucial that Save the Children gives us the right knowledge and teaches us the right skills when it comes to making financial choices. Most importantly, getting to know government budget allocations for children and doing an analysis of it will be crucial to monitoring implementation of our rights.

G.Bayanbat, 17 year-old



For me, the topic of the budget was very boring before the training. But Save the Children changed my mind. First of all, I would like to say that it was really an amazing project - they listened to us about the handbook content and illustrations from the beginning of the project. At first, I was not sure whether we could do an analysis of the budget at different levels. But, the handbook gave us a very clear and easy to understand analysis, just using Excel programmes, government web pages and other relevant resources.

E.Tsatsral, 16-year-old



■ Children in Arkhangai Province, take part in training on the local government budget analysis, 2014



■ Handbook “The budget for children”, 2014

2014 - 2015: POSITIVE DEVELOPMENT AND PARTICIPATION OF THE YOUNG GENERATION

In 2015, with its experience of supporting children’s participation in local governance, Save the Children implemented the *Positive Development and Participation of Youth* project to monitor and evaluate children’s participation in Khovsgol aimag and Nalaikh district.

Together with UNICEF’s Child-friendly School Programme, Save the Children organised a series of trainings for 96 pupils from school-based Children’s Councils and 50 teachers in 23 villages (soums) of Khovsgol aimag, and 50 pupils and 25 teachers from Nalaikh district. The training addressed topics such as *What is children’s participation?*, and *Children’s participation in local government* to strengthen child-friendly governance in local areas.

The project encouraged active future citizenship through young people exercising their rights and participating in the community with capacity, knowledge and confidence. It expanded the activities of government Child Development Centres, introduced child-centred participation methods to moderators and social workers, and organised training on meaningful children’s participation.

■ The handbook “The Budget for Children” was launched at the Government Palace on 14 March, 2014 in the presence of parliament and government, NGOs, media, international organizations and children. Ulaanbaatar city, 2014





■ Michel Forst, the UN Special Rapporteur on the situation of Human Rights defenders, met and had discussion with members of the “Young Voices” group on May 1, 2019.

2017: YOUNG VOICES - 1

The YoungVoices-I project, funded by Save the Children Sweden, conducted a survey of adolescents to identify child rights challenges faced by them on a daily basis.

1,236 children aged 11-16 years from 6th, 8th and 10th grade students of secondary schools located in 9 districts of Ulaanbaatar City responded to the survey which had been developed by Save the Children International and distributed to several participating countries.

90.8% of children said had heard of child rights, but 87.4% said that opportunities to raise their voices to decision-makers was very limited.

81.2% of children said that “in 2016, they were asked by school staff to bring money to school” and 55% of children reported that money was collected for “school refurbishment and cleaning”, indicating that the provision of Article 40.1 of the Law on Education (2006) which states “state-owned educational institutions shall be financed at fixed and normative costs,” had not been put into practice.

18.9% of the children said they could not participate in extracurricular activities because of the cost, 20.9% also said they could not participate in leisure activities because their family lacked the money, clothes, or equipment. This



Actually, adults don't trust the views of children. They try to decide on the problems facing us based on their own childhood experiences without even talking to us and listening to our views.

We can now access information outside our classrooms and know and understand many different things about life. Although we need to consult with adults, they tend to ignore our evaluation and perceptions of information and lessons.

B, 15-year-old boy



■ The Young Voices Group presents research findings and recommendations to the mayor of Ulaanbaatar City and the Municipal Council for Children. Ulaanbaatar city, 2017

indicated that children from low-income households missed out on joining some of their school activities, thereby placing barriers to their development and participation. 86% of the children considered it important for decision-makers to listen to children.

The Young Voices - I Survey proved that children could evaluate the application of the UNCRC in their lives. The Young Voices group presented the research findings and recommendations to the Mayor of Ulaanbaatar City and the Municipal Council for Children, and in response, Ulaanbaatar City Council announced that they would set aside an annual Day to Listen to Children.



Peer violence reflects on girls and boys differently. Peer violence against boys is explicit bullying and beating, controlling, as for girls, it is scarier. For example, abuse happens by ruining reputations, forming factions in school, online insults through other children - and it's all very scary. In my case, I had to move to another school.

Ts, 15-year-old girl, Young Voices-I Survey

2018: YOUNG VOICES - 2

In order to investigate causes of the child rights violations raised by children during the Young Voices-I project, a second survey was done on the subject of Child Integrity.

Save the Children developed the survey questionnaire together with Transparency International Mongolia NGO to find out children's opinions of honesty, corruption and conflicts of interest in



■ Launching the "Young Voices-2: Child Integrity Survey". Ulaanbaatar city, 2018

schools. 2,191 pupils from 6th, 8th, and 10th grades in Ulaanbaatar, Arkhangai, Uvurkhangai, Dornod and Selenge, Tuv, and Gobisumber aimags participated in the *Young Voices-2: Child Integrity Survey*. Children understood “honesty” to mean not lying, following laws and regulations, not giving or taking bribes, and “corruption” to mean paying money to management and staff of educational institutions for example to gain entry to a school, kindergarten, to artificially increase their results or gain other advantages at school.

95.9% of the respondents said corruption and conflict of interest were wrong. 72.1% of the children said that being honest was more important than being rich, but that it was not always possible to be honest, and this view was more prevalent in higher grades. 50.2% of the children said they would consent if someone offered them a job or school placement without going through the proper channels.

One out of every five children (18.3%) had witnessed cash and gifts being offered in order to enroll in special training or scholarships, indicating a need for a system to monitor the fairness of competitions and contests in secondary schools. During graduation, 44.7% of the children gave gifts and money to teachers and school managers as a token of gratitude was expected.

However, while respondents said there were barriers to reporting corruption. There was no protection for informers willing to report and fight corruption, and they didn't know who to go to if they suffered harassment for raising these issues.



From whom should we learn about being honest when adults that require us to be honest themselves behave dishonestly in action and words?

A, 15-year-old girl

■ In the picture: Launch of the results of the “Young Voices-2: Child Integrity Survey”, Open Society Forum Ulaanbaatar, 2018





■ Together with the Young Voices Group and Transparency International NGO, Save the Children launched “Young Voices-2: Child Integrity Survey”. Ulaanbaatar city, 2018



Some teachers demand that children bring teaching materials they need and then give 10 points. First, this is non-cash bribery, secondly, if this is a way to give more points, there is no difference between children who studied hard and those who didn't.

It teaches children to bribe from a young age. Some parents give gifts and meet with teachers separately, in order to get more points for their children.

Teachers don't teach what they are supposed to teach on time or with quality, and then demand money for extra-curricular classes.

Focus group discussion with children, Young Voices-2: Child Integrity survey



When criticizing and looking down on others happens at home, children learn to behave like that towards other children and discriminate against them. Also teachers discriminate against children even though he/she tells us not to. Children learn unethical behavior from the teacher.

N, 15-year-old boy

Save the Children presented the findings of the Young Voices-2: Child Integrity Survey to IAAC, MECSS, AFCYD, NGOs and the news media. IAAC and MECSS committed to using the report to inform measures to eliminate corruption in the educational setting.



2020: SC SHARES METHODOLOGY AND EXPERIENCE TO SUPPORT CHILDREN'S PARTICIPATION

Save the Children has produced and disseminated a comprehensive manual titled “Methodology for Supporting Children's Participation”, drawing on its extensive experience in child engagement and the promotion of children’s participation rights. This manual is an essential resource for stakeholders involved in advancing children’s participation, including policymakers, government officials, organizational leaders, educators, caregivers, and professionals addressing child-related matters. It underscores the critical importance of children’s active involvement, their rights to participate, and the integration of these rights into international and Mongolian legal frameworks.

The manual details the hierarchy of child participation, the guiding principles for child participation, practical approaches for encouraging children's involvement, levels of participation and strategies for efficient monitoring and evaluation. Additionally, it provides a guidance on the competencies required for facilitators, alongside exercises and techniques designed to promote meaningful and active engagement of children.

30 Breakthroughs: 8

Save the Children improves youth's understanding of democracy - universal human values

It has been 32 years since Mongolia adopted a new constitution that reaffirmed its commitment to enhancing the country's independence and sovereignty, valuing human rights, freedom, justice, and national unity, while also honoring the achievements of human civilization in building a humane, civil, and democratic society. The international community has recognized and supported Mongolia's endeavors to uphold human rights, freedom, the rule of law, free media, and equal opportunities-principles that are fundamental to humanity and necessitate protection and advancement across all spheres of life. As a result, ongoing development and humanitarian assistance have been provided. Promoting and safeguarding fundamental values, such as human rights and child rights, is an essential and continuous responsibility that paves the way for a better future for all. By protecting these values, we foster individual freedom and empower society. The current Mongolian constitution is founded on the principles of democracy - a social framework that champions human rights and individual freedom, enhances the living conditions of all citizens, ensures equitable access to resources, guarantees equality of opportunity, and promotes justice. In alignment with these democratic principles, Save the Children's Child Rights Governance Programme developed the "Preparing Youth for Democracy" project, implemented in the Bayangol and Chingeltei districts of Ulaanbaatar, as well as in Khovd province, from 2020 to 2022, with funding from the United Nations Democracy Fund (UNDEF). The project, implemented in cooperation with the "Voices of Children and Youth Defenders" NGO (Хүний эрхийг хамгаалагч хүүхэд залуусын дуу хоолой" ТББ), "National Centre for Comprehensive Development" NGO, "Mongolian Education Alliance" NGO and "Beautiful Hearts" NGO was designed to strengthen democratic governance by educating current and future voters, and raising children's and youth awareness of democratic values, citizen participation, and electoral processes. Within the framework of the project, the curriculum content and methodology of civic education and social studies focused on democratic governance and citizen participation were analyzed.

Research conducted among youth indicated a clear need to help them accept and understand democratic values. The more informed citizens are about these values, the more engaged they become.

To protect democratic values, the citizens, including children and youth, must enhance their participation and improve their civic monitoring efforts. Democratic values are essential in civic education, as citizen participation is a foundational pillar for the protection and development of democratic governance. It is important to provide opportunities for voluntary learning and self-discovery to civil society organizations, including youth organizations and children's groups. To this end, a five-module extracurricular training programme has been developed and distributed to enhance youth participation in the democratic process.

The following NGOs collaborated on development of the training curriculum under the management of Save the Children:

- "National Centre for Comprehensive Development" NGO
 - Module 1: Election Process
 - Module 2: Youth Engagement
- "Mongolian Education Alliance" NGO
 - Module 3: Data Research
 - Module 4: Media and Participation
- "Beautiful Hearts" NGO
 - Module 5: Practical Implementation of Advocacy Work

The content of each lesson in the five-module training programme designed to enhance youth participation in the democratic process is tailored to support children and young people involved in the project. It is clearly explained in understandable terms, includes comprehensive knowledge, and features real-life examples.

The training programme includes simple and easy-to-understand group exercises designed to help children and youth retain the training subjects, grasp them fully, and apply the knowledge when working in teams for research or role-playing different scenarios.

By using real-life scenarios during the training, children and young people will be equipped to address pressing issues in their communities, approach problems with a human rights perspective, understand and apply the law, and have a voice in the decision-making process.

Save the Children express its gratitude to UNDEF for supporting this programme, which is built on extracurricular and group activities that foster knowledge and understanding of democratic values amongst Mongolian youth, while fully supporting their participation. We encourage other development and humanitarian partners working with youth to integrate and disseminate this training programme in their respective initiatives.

PROJECT SUCCESS STORY

MEMBERS OF THE "YOUNG VOTERS' CLUB" SHARE THEIR KNOWLEDGE

The "Preparing Youth for Democracy" project was implemented at Public School No. 24 in the Chingeltei district of Ulaanbaatar. Students at the school formed a "Young Voters' Club" based on their interests. The club consists of 25 members, with 12th-grade student B. Enkhmunkh elected as its leader.

She stated, "Our club was established in 2021 to promote the values of democracy. Our members are students from grades 8 to 12. To sustain the club's activities, representatives from four classes joined us. We are utilizing the summary and detailed curriculum of the 'Values of Democracy' training. This easy-to-understand and informative manual serves as our main reference. It is true that children's knowledge about democracy is limited; it is only included in the 10th-grade curriculum. I felt it was necessary to teach about democracy in an engaging way for the 8th and 9th graders, considering their age."

The students of the "Young Voters' Club" participated in the "Effective Advocacy Work and Communication" training conducted by the "Preparing Youth for Democracy" project in April 2021. They gained knowledge on topics such as democracy, the constitution, forms of governance, youth participation, and youth empowerment. Additionally, they learned skills in data monitoring and evaluation, case studies, and how to conduct effective advocacy work.

As part of its activities, the club organized a three-day interactive course on democratic values, the definition of the state, and the electoral system, with 50 students from grades 8 to 12 successfully participating.

"I learned and understood my right to elect and be elected," said E. Munkhzaya, a 9th-grade student at School No. 24. "This knowledge is important because I will be participating in the elections soon and will vote. The training was conducted in an engaging manner. I really liked how it was organized. Everyone participated, playing fun games and 'competing' in the elections."

The main impact of the project was that children and youth deepened their understanding of democratic values, strengthened their knowledge of participation, applied this knowledge in real-life situations, and demonstrated their understanding.

■ *In the picture: Members of the "Young Voters" Club 5 January, 2022*



2020: SC SUPPORTS "GIRLS' VOICES" RESEARCH

The World Health Organization (WHO), the UN Commission on the Rights of Women, and the UN Human Rights Committee have united to call for an end to violence against women and girls. They highlight that over 20 countries conduct "virginity tests" on girls, describing these tests as unnecessary, often painful, humiliating, and psychologically damaging.

The Princess Centre NGO, dedicated to protecting young women's rights, along with the graduates of the "Girls' Leadership Programme 2019," organized the 3rd Girls' Rights Conference titled "Listen to Us!" with the theme "Girls' Rights and Discrimination." Over 160 girls at the conference identified virginity testing in schools as the most serious violation of their human rights.

Following the conference, G. Myagmarsuren, leader of the Youth Voice Group of Save the Children, and the 2019 Asian Human Rights Award winner, conducted the "Voice of Girls" survey to gather girls' opinions on virginity testing in schools in 2020. This survey was organized with methodological support from Save the Children's Child Rights Governance Programme, aligned with the strategic goal of "Monitoring the implementation of children's rights together with children," and based on Article 12 of the UN Convention on the Rights of the Child, which emphasizes the importance of hearing and consulting children's views in decision-making.

The research aimed to demonstrate why forced virginity testing violates girls' rights, evaluate whether this practice is an effective means of protecting girls from risks, and gather new insights on the issue. Based on the findings, the researchers urged responsible authorities to provide training and disseminate information to health institutions at the capital, district, provincial, and soum levels, as well as to public schools, children, and their parents about strategies to prevent risks for girls.

The Youth Voice Group called for respect for human rights, and emphasized the importance of considering the best interests of the child. They advocated for actively listening to children's perspectives in decision-making processes, and ensuring that the views of both boys and girls are taken into account, particularly on matters related to reproductive health. They reminded stakeholders that youth and children have the right to express their opinions on matters affecting them, and they called for an immediate ban on virginity testing in schools, urging an end to such practices in Mongolia.

In support of these demands, 250 female students from 28 secondary schools and universities participated in the Youth Voice Group's efforts, and organized the "School is Not a Hospital" campaign in phases. Following this, the Minister of Health issued Order A/364 in 2020, which stated in Section 1.6 of the "Instructions for Providing Unique Health Care and Services for Girls" that virginity tests for minor girls must only be conducted with the consent of their parents or guardians, and for teenage girls, solely on a voluntary basis with their own consent.

These instructions also emphasize the need to explain how to conduct a general physical examination, highlighting the importance of specifically examining the breast and reproductive organs before proceeding with the examination. Subsequently, in 2022, the National Gender Experts Group submitted a report to the National Gender Committee, concluding that virginity testing constitutes a violation of human rights and children's rights.

It is recommended that the Ministry of Health, the Ministry of Education and Science, and the Ministry of Labor and Social Protection instruct their subordinate institutions to enforce a complete ban on the term "virginity tests." They should issue comprehensive guidelines that prioritize human rights and gender sensitivity in the delivery of adolescent reproductive health care services. This includes educating both boys and girls on the importance and purpose of preventive reproductive health examinations, offering guidance on sexual and personal hygiene, and promoting a culture of voluntary participation in these preventive measures.

It is recommended that the Ministry of Health issue all legal acts aimed at protecting adolescent health and preventing potential risks through a gender-sensitive lens. Results and information from any adolescent health examinations should be submitted to central and local administrations, as well as schools, only in aggregated form. However, when sharing this information with the child's parents or guardians, it must be done in a manner that strictly safeguards the child's privacy and security, while considering family dynamics and environment. Additionally, the National Gender Committee, the National Human Rights Commission, and the National Council for Children are advised to work with governors at all levels to issue joint recommendations and appeals that prohibit the organization of "virginity tests" and actively monitor the implementation of these measures.

2018 - 2019: MAINSTREAMING SOCIAL ACCOUNTABILITY IN MONGOLIA PROJECT

Jointly funded by the Swiss Agency for Development Cooperation and World Bank, in 2018-19 Save the Children implemented the sub-projects of the second phase of the Mainstreaming Social Accountability in Mongolia project.

The state is obligated to ensure the implementation and protection of human rights for citizens and the international community. The state is responsible for keeping the public informed, reporting transparently on its activities, listening to community opinions and grievances, and for collaborating with the community on planning and remediation. At the same time, citizens need to be educated and informed to participate in exercising their civil and human rights, by holding duty bearers accountable, and by working productively and cooperatively with them to realise those rights.

The project was implemented in 10 provinces of Mongolia and 4 districts of Ulaanbaatar City with the long term aim of improving the quality of and access to health and education services, while developing ethical and cooperative models of social accountability practices. Save the Children administered the project and provided expert advice and training to the stakeholders.

Local government bodies worked together with national NGOs and local CSOs to implement 14 sub-projects in the health and education sectors. Stakeholders undertook training in basic social accountability concepts and approaches, civil society engagement with service providers to identify the most pressing issues, and they worked together to resolve those issues. A total of 120 CSOs took part in the sub-projects and gained knowledge and experience of social accountability tools and processes.



SUB-PROJECTS TO IMPROVE THE QUALITY OF AND ACCESS TO HEALTH SERVICES:

- *Strengthening Citizen Participation in Health Care Services for Mothers and Children - Khovsgol aimag*
- *Improving Quality and Accessibility to Medicines and Medical Supplies with Public Participation - Uvs aimag*
- *Improving medical assistance and services of primary health care centres - Khovd aimag*
- *Youth-Bright Future project for the reproductive health of teenagers - Uvurkhangai aimag*
- *Use of Health Insurance and Quality and Accessibility of Health Care Services - Dornod aimag*
- *Citizens' Participation in Reducing Dental Diseases Among Teenagers - Sukhbaatar aimag*
- *Healthy Heart, Healthy Movement and Healthy Ethics - Gobi-Sumber aimag*
- *Mainstreaming Social Accountability by Introducing a Community Inclusive Monitoring Mechanism to Trilateral Contracting to Household Health Centres - Khentii aimag*



SUB-PROJECTS TO PROMOTE CHILDREN'S RIGHTS TO EDUCATION:

- *Ensuring Participation of Parents and the Public in General Education Schools - Selenge aimag*
- *Schools with Public Participation - Gobi-Altai aimag*



SUB-PROJECTS WITHIN THE FRAMEWORK OF ULAANBAATAR CITY'S EDUCATION-2020 PROGRAMME:

- *Implementation of policies to promote education for children with disabilities*
- *Implementation of policy assessment of improvements to cooperation between schools and parents.*



SUB-PROJECTS WITHIN THE FRAMEWORK OF ULAANBAATAR CITY'S HEALTH-2020 PROGRAMME:

- Implementation of actions for introducing proper use of medicines;
- Policy assessment of actions to increase early detection of arterial pressure, encourage healthy habits, and prevent diseases by ensuring cross-sectoral citizen participation using advanced methods of early detection.

The project "Mainstreaming Social Accountability in Mongolia" was implemented as part of Save the Children's strategic goal to strengthen good governance through its Child Rights Governance Programme. This initiative aims to enhance the capacity of civil society organizations (CSOs) that are essential in holding the government accountable and advocating for quality services. The project has demonstrated that it is possible to improve local public services through the effective use of social accountability mechanisms.

The primary goal of the project was to enhance the quality and accessibility of government services in education and health, while also improving the efficiency of budget investments by promoting social responsibility across Mongolia. As a result, civil society organizations have strengthened their capacity to access government information, develop policies, and monitor their implementation related to social responsibility. Additionally, local citizens were educated on how to engage in these processes, demonstrating that participation in budget planning is achievable and that citizen involvement can lead to improved availability and quality of government services.



EFFORTS TO INCREASE INVESTMENT IN CHILDREN

The "Budgeting for Children" graphic guide was published in 2014 to promote investment in children. In addition to explaining state and local budgets and how they are created and allocated, the guide offers straightforward methods for analyzing budget allocations for children, complete with examples and exercises. The National Centre for Children's regular consideration of Save the Children's input when finalizing its annual work plan underscores Save the Children's vital role and presence in advocating for children's rights.

Save the Children, together with coalitions of children's rights groups and international organisations in Mongolia, advocated for legislation and regulations to guarantee investment in children's rights and services, supporting the technical working group on the Law on Child Protection and the Law on Child Rights during 2015-2016.

In 2017, Save the Children submitted a proposal to Parliament and launched an advocacy campaign to increase the budget allocation to children's services.

In 2018, Save the Children developed a rationale and recommendations for increasing the budget allocation for child protection and submitted it to relevant duty bearers during the budgeting process.

2022: “ENHANCING YOUTH-LED ENGAGEMENT FOR CREATING AN INCLUSIVE AND LIVABLE CITY IN ULAANBAATAR GER AREAS” PROJECT

Save the Children implemented this project over one year, starting in June 2022, with the goal of ensuring young people’s participation in improving their neighborhood environments. The project included the "Youth Ambassadors" and "Youth Leaders" programmes, which engaged youth aged 18-30 from the Bayankhoshuu area (districts 7-11, 28, and 40 of Songinohairkhan) and the Selbe area (khoroo 14 and 18 of Chingeltei district and khoroo 13 and 14 of Sukhbaatar district) in Ulaanbaatar city. The “Enhancing Youth-led Engagement for Creating an Inclusive and Livable City” project has made significant strides in empowering youth in Ulaanbaatar’s ger areas through participatory methods and capacity building. The outputs delivered thus far provide a strong foundation for sustained youth involvement in urban planning and governance, ensuring that the voices of young people are integrated into the future development of their communities. The “Enhancing Youth-led Engagement for Creating an Inclusive and Livable City” technical assistance project, commissioned by Save the Children and funded by the Asia Development Bank, aims to empower youth in Ulaanbaatar’s ger areas through participatory research and engagement in urban planning and governance. Key outputs include a Youth Situational Analysis (YSA) that identifies youth needs and challenges, as well as a Youth Urban Ambassador Programme (YAP) that trains local youth to co-lead initiatives. The project also emphasizes Meaningful Youth Engagement (MYE) to enhance understanding of young people’s issues among non-youth, with ongoing support for youth-focused activities in collaboration with Project Management Offices. As the project nears completion, the team is finalizing the YSA and exploring proposals for upscaling initiatives to sustain youth involvement in future urban development efforts.

Five sets of training materials were developed for the young leaders selected for the "Youth Ambassador" and "Youth Leader" programmes, aimed at enhancing youth participation in local development and urban planning. These training sessions covered community development, urban planning, youth engagement, and leadership. Eleven young leaders facilitated the training, which was attended by 150 participants. As a result of the programme, the participants have improved their understanding of urban planning principles, soft skills, and research techniques.

A SITUATIONAL ANALYSIS WAS CONDUCTED WITH THE PARTICIPATION OF YOUNG PEOPLE

A research to improve the understanding of the situation of more than 600 young people in the Bayankhoshuu and Selbe areas of Ulaanbaatar city was carried out with the help of the young people who participated in the programme. The study examined social and gender indicators of youth poverty, employment conditions and their civic participation.



■ In the picture: Selected youth leaders and ambassadors attending a training at the Bayankhoshuu business incubator centre, a ger area in Ulaanbaatar. “Enhancing Youth-Led Engagement for Creating an Inclusive and Livable City in Ulaanbaatar Ger Areas” project, October 2022

This study aimed to enhance understanding of the situation facing over 600 youth in the Bayankhoshuu and Selbe areas of Ulaanbaatar city, with support from programme participants. The study examined social and gender indicators of youth poverty, employment conditions, and civic participation.

YOUNG PEOPLE SUCCESSFULLY IMPLEMENTED THEIR MICRO-PROJECTS

The young participants in the programme were divided into six teams and attended training sessions. As a result, they developed micro-project proposals that were approved and funded, allowing them to successfully implement their projects. Initiatives included "Improving Ger District Addresses," "Knowledge Room," "Renovation of a Child Development Centre with Youth Participation," "3x3 Basketball Court," "Safe Mirror," and "Green Selbe River," all carried out with the involvement of local beneficiaries.

Funding for testing, developing, and disseminating Save the Children International's new human-centred initiative, "Lift lab"¹⁴ was used effectively for this project.



“After participating in the 'Youth Leaders' programme, I realized that being involved is not only important but also the right thing to do. In the past, I would discuss the issues in my neighborhood with close friends. However, after this training, I felt inspired to be more socially active and engage with the people in my district and khoroo. Even after completing their projects, the young leaders continue to strive to make a positive impact on others.”

E. Lkhanaasuren, resident of the 9th khoroo of Songinohairkhan district and participant in the "Youth Leaders" programme.

¹⁴ Save the Children International's 6-year history of investing in new initiatives and building capacity to make a difference can be found in the following resources: Lift Lab Logbook 2016-2022-Lift Lab at Save the Children: Leveraging Innovation for Transportation

CHILD PROTECTION PROGRAMME

“Save the Children believes that all children have the right to be protected from abuse, neglect, violence and exploitation, so that they can enjoy their rights to survival, development and participation. Violence against children has a devastating effect. Children’s exposure to violence affects their nervous and immune systems, which leads to social, emotional and cognitive dysfunctions and often leads to risky behaviors”¹⁵. As a result, failure to protect children results in long-lasting negative effects that continue into adulthood and prevent them from becoming self-confident, successful and happy adults. Conversely, when children are well protected they are able to grow up to be healthy contributors to society.

In many countries, children experience abuse, neglect, violence and exploitation, physical and emotional abuse that arise from the lack of protection they face at home, in school, in the community, online and in disaster and emergency situations. They often drop out of school and leave home, and it is common for them to suffer permanent or long term physical and emotional damage.

According to a 2018 Joint Social Indicator Survey by the National Statistical Office with UNICEF and UNFPA, 40% of children under 14 years experienced psychological punishment, and 28% were subjected to corporal punishment by parents¹⁶. Also, according to this survey, parents or caretakers used some form of violence on 49% of children and this indicator had not declined over the previous 10 years.

15 The Effects of Childhood Stress on Health Across the Lifespan: http://www.cac.gov/ncipc/pub-res/pdf/Childhood_Stress.pdf

16 NSO, UNICEF, UNFPA, Social indicator sampling survey, 2018







■ Joan E. Durrant (standing at the centre), the author of the publication “Positive Discipline in Everyday Parenting”, conducts “Positive Discipline Training” in collaboration with the Save the Children and the Mongolian State University of Education (MSUE) Ulaanbaatar city in June 2009

The 2017 Save the Children’s Young Voices-I Survey found that 37.9% of children said they had been bullied or harassed in the previous year, 40.7% said they had seen other children bullied and harassed¹⁷.

Save the Children defines child protection as a set of measures and structures to prevent and respond to abuse, neglect, violence and exploitation affecting children. Our approach is based on every child’s right to be protected and cared for, ideally by their own families or in a family-like environment.

Social services for children which existed during previous systems basically collapsed during the social transition in the early 1990s. Services and institutions were in crisis both in financial and conceptual terms. At this time, Save the Children launched its activities in Mongolia, promoting its child-rights based approach and strengthening child protection structures.

The current Child Protection Programme of Save the Children continues to help strengthen the national child protection system in Mongolia so that it can prevent, protect and rehabilitate children, particularly, the most vulnerable children, from abuse, violence, exploitation and neglect.

Save the Children’s policy review *Mongolia’s National Child Protection System* (2006) drew attention to the need to strengthen the system. The joint acknowledgement of this review by the Parliamentary standing committee on Education, Science and Social Policy, the Ministry of Labor and Social Protection (MLSP), demonstrated a remarkable turning point in the country’s endeavors to conceptualize a child protection system.

¹⁷ Save the Children, “Young Voices” Survey, 2017, page 9

Since 2009, our Child Protection Programme in Mongolia has focused on the following goals:



Strengthening the national child protection system;



Increasing the coverage, quality and effectiveness of child protection services and mechanisms for children without appropriate care through the dissemination of good practices in the protection of children;



Strengthening coordinated child protection, prevention and response mechanism at the community level;



Improving systems and practices for public servants at all levels involved in child protection through dissemination of methodologies for rights-based child protection services;



Enhancing an upbringing free of physical and humiliating punishment for children at home through public dissemination of positive discipline methods;



Building the capacity of service providers and public officials for child protection.



■ A total of 25 social workers, educators, and other child care professionals have been trained as certified training facilitators on Positive Discipline in Everyday Parenting in June 2017. This training was conducted by Ikuko Mori from Japan and, Ashley Stewart-Tufescu from Canada, respectively.

Save the Children introduces Social Work as a new profession in Mongolia

1994 - 1996: CHILD-CENTRED DEVELOPMENT TRAINING PROGRAMME

During the mid-1990s, in the absence of either an effective NGO network or professional social workers, children's workers had taken the lead in addressing critical transitional issues, such as poverty, malnutrition, disabilities, street and working children. They were poorly placed to plan and implement remedial activities. Therefore, Save the Children designed a training programme, *Child-focused Development* to introduce the UNCRC and community development concepts to local government children's workers, both rural and urban, by using participatory development methods. Enhanced by social development concepts and practical experiences in Mongolia, the training programme was provided for more than 500 children's workers, as well as for social policy officers nationwide (1994-1996) to meet the new demands of their roles.

1997 - 2002: SOCIAL WORK RESOURCES CENTRE

In 1996-1997, Save the Children conducted a needs assessment for social work services and explored options for training professional social workers. The findings were then carefully extrapolated through national and international consultative seminars (1996-1997) with active participation by international and local academics, researchers and practitioners. The intensive consultative process resulted in the conclusion that social work in Mongolia should be oriented to social development. With Save the Children's technical and financial assistance, the Social Work Resource Centre at the then State Pedagogical University (SPU) was established in 1997 and this was later successfully developed as the country's first Social Work Department.



■ Local trainees on “Child-focused Development”, Khovd Aimag, 1995



■ “Theory and Approaches to Working with Families” training organized by Save the Children in 2000

In 1997, Save the Children in partnership with the Mongolian Child Rights Centre (MCRC) initiated school social work pilot projects to minimize the number of children dropping out of school in Ulaanbaatar, Dornod, Uvurkhangai, Selenge, and Tuv aimags.

In 1998, with Save the Children and Mongolian Child Rights Centre (MCRC) support, a school social work unit was established at the MOSTEC. In 2000, a government decision had been made to establish school social worker positions at all schools across the country. The first social workers graduated in 2001 and were invited to work at Social Work Training and Research Centres at Teachers College of the State Pedagogical University in Dornod Aimag, and at the Khovd aimag branch of the National University of Mongolia.

The roles of this new profession of Social Work are now well understood by Mongolian society, and qualified social workers are now legally required in education, child protection, welfare and other social service areas.



...working in partnership with Save the Children was indeed an empowering and rewarding process for all of us. Save the Children was very good at promoting participation, elaborating on and supporting our initiatives, and building our step-by-step achievements. With Save the Children’s support, we were able to obtain year-long, in-country international consultancy support, and to learn from social work education development policies and practices in the United States of America, the UK, Russia, India, Japan and Hong Kong.

Exposure to and learning from various countries’ experiences in developing social work had an eye-opening effect, helping us to grasp the very real need to develop our own social work, relevant and responsive in the unique context of Mongolia.

Besides teaching, we were also able to work at and connect to various Save the Children grassroots projects. These initial exposures not only enhanced our practical experiences but also contributed to building public awareness about this newly emerging profession.

Save the Children’s role in introducing social work as a new profession in the country and in building up the very foundations for its development to the current level is invaluable and unforgettable. We, in the Social Work Department, are very proud of to have been able to inherit Save the Children’s truly participatory way of working with its partners to gain the best results from their joint efforts...

*T. Tsendsuren, Head, Social Work Department,
Kh. Ulziitungalag, Professor, Social Work Department,
The Mongolian State University of Education*

The truly inspirational outcome was that Save the Children's early short-term training for children's workers had flourished to become professional social work education programmes at higher education institutions.

Independent project evaluation of the Save the Children social work project (1997-2002) congratulated Save the Children and its partners on its outstanding achievement in developing the new profession of Social Work in Mongolia, and recommended its potential for replication in other countries in the region.

Since 2009, Save the Children has reinforced the field of social work in Mongolia from a child protection perspective this raising the level of the qualification. Save the Children, together with the Social Work Department of the Mongolian State University of Education, developed basic and advanced Child Protection Course curricula that were included in the higher education standard for social work education approved by the Ministry of Education and Science (then the Ministry of Education, Culture and Science).

In 2010, Save the Children and the Social Work Department of Mongolian University of Education participated in the project *Access to Health Services for Disadvantaged Groups in Ulaanbaatar* implemented by the Ministry of Health and financed by the Asian Development Bank. The project developed an on-the-job training curriculum for social workers which offered a set of skills and competencies required for social workers, as well as familiarizing them with local government processes. This would enable them to advocate for change in social policies at the macro level as well as at the organisational level.

In 2010, Save the Children also helped develop job descriptions, performance indicators and operational manuals for social workers. Thus, Save the Children contributed to a system that meets local conditions and needs, responds to issues faced by families in Mongolia and offers concrete solutions.

■ *The first school social workers (Batkhishig Adilbish, Save the Children UK Project officer in the middle) Ulaanbaatar, 1997*





■ Multidisciplinary team members of khoroo No. 9, Chingeltei district, where the project “Strengthening the Child Protection System in Mongolia” was implemented, 2018

30 Breakthroughs: 10

Save the Children introduces the concept of Multi-Disciplinary Teams

SINCE 2003: MULTI-DISCIPLINARY CHILD PROTECTION TEAM

A child is different from an adult in terms of physical and intellectual development, as stated in the UNCRC: “The child by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before and after birth”. The right to be protected is one of the key rights of the child.

As the key duty bearer, the state needs to develop a national and community-based child protection system that takes a comprehensive organisational approach and includes coordination of cross-sectoral responsibilities for child protection.

The system needs to incorporate human rights standards within the legislation and to be founded on highly qualified human resources, child participation, a sound understanding of child protection, and measures to inform and promote child protection to the public.

Since 2003, Save the Children with the National Centre Against Violence, served as the major driving force for the introduction and promotion of child protection multidisciplinary teams (MDTs) in Mongolia.

This project, funded by the British Embassy in Mongolia, provided professional and technical assistance to 21 teams in the Chingeltei district of Ulaanbaatar and Kherlen soum of Dornod aimag for better case management and enhancement of child rights-based methods. As a result of the project, more than 10,000 community members gained an understanding of child rights, child protection and MDT methodology.

On 9 April 2007, the Capital City Governor issued an order to establish MDTs in each khoroo of 9 districts of Ulaanbaatar city. Following that, 16 provincial governors issued orders to establish MDTs in each bagh of these provinces. At this time, Save the Children developed books and manuals to help build the capacity of MDTs.

In 2010, MDTs in collaboration with the National Centre Against Violence (NCAV) and Save the Children, reviewed a survey on *Current Practice of Child Protection*, and identified and implemented a strategy for effective interventions that included:



INCREASE PUBLIC AWARENESS AND KNOWLEDGE: Save the Children conducted an extensive media campaign in 2010-2011 to reach out to the general public and policymakers to raise their awareness and understanding of various forms of child abuse and how MDTs responded to it in the community. In collaboration with professional artists, Save the Children developed and broadcast TV ads, dramas, documentaries through some 10 major national TV channels. We also produced radio programmes and published articles touching on the issue in daily newspapers. Public events to promote MDTs were organised in collaboration with the Governor's Offices in Chingeltei District of Ulaanbaatar city and Dornod aimag. At the same time, Save the Children organised a series of events for public officials in Ulaanbaatar City and Dornod aimag to introduce the concept of MDTs and obtain their support.



METHODOLOGICAL AND PROFESSIONAL DEVELOPMENT OF MDTs: In 2011, Save the Children developed and published a manual *Methodology for MDTs to provide child protection services*, using its rich experience of supporting MDTs in many countries around the world and involving renowned national rights experts and public officials. This methodology is recognized by child rights practitioners and frontline service providers as the first pertinent methodology on MDTs available in Mongolia.

In 2010-2011, 58 national trainers learned the MDT methodology for further training of public officials and MDT members. Some 700 public officials, including members of MDTs, representatives of the police, health, education, social workers, khoroo and bagh staff and NGOs in Chingeltei district and Dornod aimag were trained in child protection issues and MDT methodology.

Since 2010, with the support of the British Embassy in Mongolia, Save the Children launched an initiative to integrate child protection with the health sector and developed a curriculum and a manual for health sector specialists. (For detailed information see the Health section).

Since 2015, with funding from the Japanese International Cooperation Agency (JICA) and under the framework of the project *Strengthening the Child Protection System in Mongolia*, Save the Children has worked with MLSP, the Authority for Family, Child, and Youth Development (AFCYD), and the Crime Prevention Regulation Council under the Ministry of Justice and Interior, to develop and disseminate methodology and manuals to further strengthen the capacity of MDTs.



MDT MECHANISM: In the past few years, Save the Children has led the development of MDT mechanisms for cross-sectoral collaboration between public servants. The process was highly consultative and involved MDT members, the National Authority for Children, heads of departments for children from all 21 aimags, municipal councils for children and relevant district departments, and resulted in standardised policies and procedures for MDT operations where detailed responsibilities of each MDT member and a chart of how each sector intersected in a coordinated child



■ In 2011, Save the Children developed and published a manual “Methodology for MDTs to deliver child protection services in Mongolia” and trained the first 58 national trainers. Ulaanbaatar city, 2011

protection system. In 2013, MDT responsibilities were added to the job descriptions of social workers in local communities.

MDT procedures were officially legalised in the Law Against Domestic Violence and the Law on Child Protection adopted in 2016. Under these laws, MDT procedures became part of a system to detect and stop domestic violence, protect life, health, the safety of victims and other members of the victim's family and provide a service delivery and prevention structure.

The efforts of Save the Children helped to develop a solid foundation for the effective work of MDTs nationwide.

2010: CAPACITY BUILDING OF PUBLIC OFFICIALS ON CHILD PROTECTION PROJECT

In 2010, Save the Children and the National Authority for Children (NAC, now AFCYD) organised a series of training, consultations and discussions to strengthen the child protection system in Mongolia in accordance with the Joint Plan of Action. Save the Children provided training on child rights-based approaches and methodological assistance for the development of Child Protection policies for NAC branches throughout the country.

In 2010, the NAC invited Save the Children to comment on a national Mid-Term strategy on child protection for 2010-2015.

Between 2010-2011, Save the Children and NAC conducted child protection and child rights-training for all heads of provincial and district departments. Besides, together with the Municipal Authority for Children, Save the Children organised trainings on child protection concepts and MDT methodology for 437 staff of all khoroo administrations in 8 districts of Ulaanbaatar, including police, doctors and social workers.

In 2011, on the initiative of Save Children, the Child Protection and Development Centres under the MLSP, Child Protection and the Address Identification Centre under the Municipal Police Authority, the Municipal Authority for Children, and the Special Training Centre for Children all came together to develop standard child protection services for children living in difficult circumstances and on the street.

In 2011, NAC developed the first child protection policies to be followed by all its departments and affiliated organisations, such as state-run shelters, child protection centres, children's camps, the Children's Palace, and schools for disabled children in all provinces and districts.

Save the Children promoted a model for the protection of children at risk that relied more on the social welfare sector than the police in its 2011 discussions with the Municipal Policy Authority. At the same time, Save the Children introduced these child protection concepts and methodologies to the staff of the Child Protection and Address Identification Centre. Through these interactions, Save the Children contributed to the development of common procedures for providing child protection services.



2003 - 2015: THE CHILD CENTRE IN ULAANBAATAR CITY

Between 2003 and 2015, Save the Children's Child Centre in Ulaanbaatar provided basic needs and social and development services for out of home children. We involved the children in various developmental activities and focused on children's rights to grow and develop in a safe and healthy environment.

The Centre promoted family reunification and positive changes in parents' behavior. It offered individual counseling for parents, support group activities, positive disciplining training, improving understanding between parents and children, and mediating family conferences.

At the same time, the Child Centre built the capacity of public servants and service providers working with children (khoroo governors, police, family doctors, social workers) to network and conduct casework in teams.



■ The Child Centre organizes a wide range of activities for the development of children. 2010



■ Save the Children's social worker provides family counseling services, The Child Centre, Ulaanbaatar city, 2007

Between 2003-2015, 1,667 children received the basic services of the Child Centre. Of them, 101 children were reunited with their families; 770 children were enrolled in non-formal and vocational educational programmes; 465 children and 274 parents received counselling; 49 children were referred to alternative care services; 138 cases were successfully handled and 120 parents participated in positive disciplining training. MDTs in 16 khoroos of five districts of Ulaanbaatar were provided with professional and methodological support. On average, 52,100 children indirectly benefitted from child protection services annually.



My two children are enrolled in the Social Circus class. My son dropped out of school, but now is back in school. Two years ago, my daughter was abused. Since that time she did not want to share her thoughts with us.

But after joining the Social Circus classes at the Child Centre, she has become more open, is eager to share her news of the day and what she can do well at the training. I was so happy to see the smiling face of my girl when she was telling me what she did well today. I appreciate the support for my daughter.

Tungalag, Mother of Social Circus participant

SINCE 2015: CHILD PROTECTION RESOURCE CENTRE

In 2015, Save the Children expanded the activities of the Child Centre. It became the Child Protection Resource Centre with updated activities. The Centre focused on five activities to develop child rights-based protection systems: Research, Training, Information, Consultation and Advocacy.

SAVE THE CHILDREN'S CHILD PROTECTION RESOURCE CENTRE PROVIDES THE FOLLOWING METHODOLOGIES FOR SOCIAL WORKERS FROM ALL SECTORS, AS WELL AS RELEVANT STAFF FROM THE EDUCATION SECTOR, NGO SPECIALISTS AND STUDENTS WORKING IN THE CHILD RIGHTS FIELD IN MONGOLIA:



Progressive approaches to child rights and protection



Child participation



Methodology for Working in Teams



Case Management methodology

FOR BUILDING CAPACITY THROUGH INDIVIDUAL DEVELOPMENT:



Stress management



Communication approaches

FOR STAFF WORKING WITH THE GENERAL PUBLIC AND WITH FAMILIES:



Family communication



Positive disciplining training (free of charge)



The Child Protection Resource Centre also offers opportunities for workers to share experiences that help grow and develop on the job. Around 15,000 people access the Centre each year. It organises free workshops and seminars with Mongolian and international guest specialists; it provides one-on-one consultations for workers facing critical challenges; and it constantly refreshes its social media and library of publications to keep the child rights and protection sector up to date with cutting edge research and methodology.

As well, the Child Protection Resource Centre was commissioned by AFCYD as part of its United Nations Population Fund's (UNFPA) Youth programme, to provide consultancy services to improve staff competencies of the Youth Development Centre. The Centre created a Development Guide that illustrated the activities of the Youth Development Centre and consulted on the methodology with groups and individuals by remote distance communications, as well as in on the job meetings.



I'm very pleased that the Child Protection Resource Centre offers many diverse activities for social workers. I'm happy that I took part in today's workshop and received detailed information about the civil rights of children. I began to think differently about things I didn't even notice before.

Further, I'm interested in participating in many workshops organised by the Centre and also in our organisation cooperating with you.

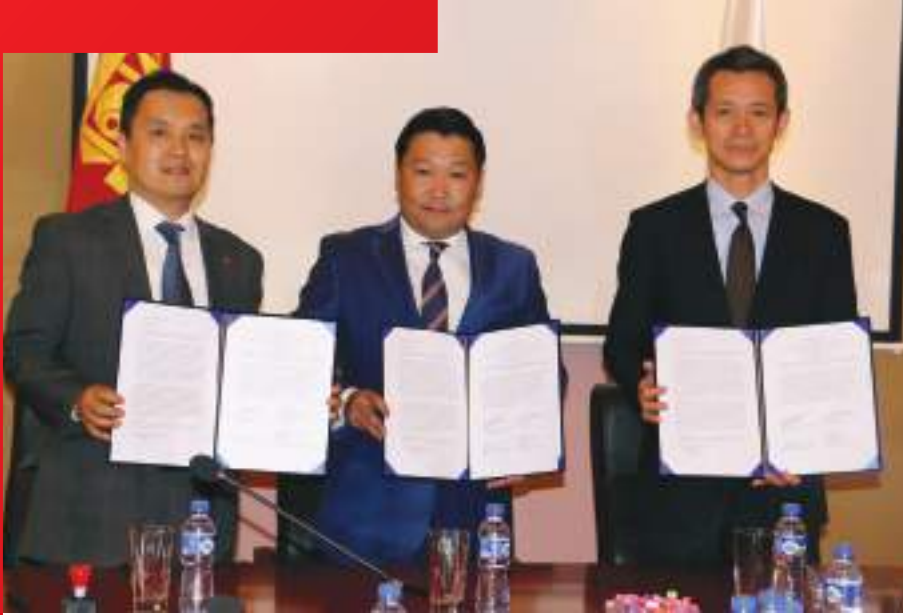
B. Munkhjargal, Head of the School Social Workers' Society



Today, I participated in the training The Psychological Development of Child Victims of Violence. I received detailed theoretical information related to the psychology of a child damaged by violence. Thank you for explaining this in very simple terms and words. I'm a biology teacher by background. However, I never got an explanation about children's psychology in such easy to follow terms.

G. Narantsatsral, Social Worker from Logarithm Secondary School





■ Mitsuaki Toyoda, Country Director of Save the Children in Mongolia, O. Altansukh, Chairman of the Authority for Family, Child and Youth Development, and Mutsumi Sato, Chief Representative of JICA Mongolia, signed a Memorandum of Understanding on the implementation of the second phase of the Strengthening Child Protection System in Mongolia project, on 29 June, 2018.

2015 - 2018: STRENGTHENING THE CHILD PROTECTION SYSTEM IN MONGOLIA

Funded and supported by JICA, *Strengthening Child Protection System in Mongolia* project is jointly implemented by the Mongolian Ministry of Population Development and Social Protection, the National Authority for Family, Child and Youth Development, and Save the Children.

This project aimed to strengthen the child protection system in Mongolia to better implement the rights of 0-18-year-old children to be protected from violence or abuse. It was put into effect in Khoroo no. 23 and 27 of Bayanzukhr district and Khoroo no. 2 and 10 of Songinokhairkhan district, Khoroo no. 9 and 10 of Chingeltei district in Ulaanbaatar City, and Khairkhan and Battsengel soums and Bagh no. 4 of Erdenebulgan soum of Arkhangai aimag.

The project's baseline finishing survey *Current Situation of Child Protection MDT* showed that in Ulaanbaatar and Arkhangai aimags 28,637 children from 19,715 households and 82,704 residents of 9 soum, bagh and khoroo locations benefited from the project. During the 3-year project, capacities of MDTs of 9 units were developed and manuals and forms were disseminated nationwide that contributed to increased public understanding of the positive disciplining method. In particular, members of the MDTs gained further the knowledge and understanding of child protection concepts and service delivery for children and families.

- According to the project's end line survey, knowledge and skills of MDT members increased by 80%.
- Service forms that were developed under the project were approved by the order of the sector minister, and the same consolidated forms began to be used in MDT child protection services throughout Mongolia. This allowed the first use of situational and risk assessments as evidence in court cases.
- An organised series of trainings on positive disciplining methods to increase public understanding about child protection was presented to a total of 324 parents and caretakers.

- MDTs of the project's target 9 soums, baghs and khoros identified 176 cases, referred 33 cases, transferred 13, successfully managed 48 cases and consulted with 204 children and households on protection matters.

Save the Children began executing the second four-year phase of this project from September 2018. During this phase, Save the Children works with the Office of the Crime Prevention Regulation Council under the Ministry of Justice and the Interior which is responsible for the actions of AFCYD and MDTs, reaching 16 primary units in Ulaanbaatar, Arkhangai and Dornod aimags.

In 2018-2019, Save the Children conducted a baseline survey and developed four manuals for MDTs on public advocacy, safety of MDT teams and customers, budget management for MDT members, MDT forms and Instructions for filling out the forms. 24 MDT members qualified to conduct capacity building training for 123 of their peers. AFCYD and World Vision Mongolia promoted this training package to non-project MDTs. As of 2019, 45 national and 200 regional trainers are qualified to conduct capacity building training for 3,000 members of 609 MDTs.

Under this project, Save the Children introduced important case management skills and methodologies for MDT members. We compiled a case management curriculum based on steps to protection developed by Save the Children International, and 20 peer trainers have completed the course. A Case Management manual was also developed with input from AFCYD, peer trainers and MDT members of target local communities.

Save the Children published printed materials and launched an information bulletin board in order to increase public understanding of the roles of MDTs, child protection, violence against children and domestic violence.



INTERNATIONAL CHILD PROTECTION CASE MANAGEMENT METHODS ADAPTED TO OUR LOCAL CONTEXT



“The project "Strengthening the Child Protection System in Mongolia" was carried out in two stages. The first stage took place from 2015 to 2018, followed by the second stage from 2018 to 2022. During this period, the primary focus was on joint teams dedicated to preventing violence against children and domestic violence. The project collaborated with government organizations to disseminate results at the national level.

The results of the project can be summarized as follows: Activities such as capacity building for joint team members, the development and implementation of training programmes and accompanying manuals, and the training of trainers have been successfully completed. As a result of this training, joint team members have enhanced their foundational knowledge of child protection and acquired skills to provide specialized case management services.

Joint teams are now equipped to address high-risk cases of violence against children, utilizing methodologies and manuals in their daily activities. These results are the outcome of a collaborative effort between Save the Children's Child Protection and Child Rights Governance programmes. I am proud to be part of a talented team that is continuously training many exceptional professionals in the field of child rights and child protection in our country.

While numerous projects and programmes have been implemented and the government is increasingly attentive to child protection, challenges remain. We will continue to remain responsive to these issues and actively work to strengthen the child protection system.”

- J. Battsetseg, member of Save the Children's Child Protection and Child Rights Governance Programme team (former coordinator of the "Strengthening the Child Protection System in Mongolia" project from 2018 to 2021).

SC INTRODUCES INTERNATIONAL APPROACHES TO IMPROVE CHILD PROTECTION IN COOPERATION WITH SCHOOLS

Save the Children is implementing the "Establishing School-Based Child Protection Mechanism in Mongolia" project starting in 2023. This initiative is taking place in Khan-Uul, Bayangol, Chingeltei, Sukhbaatar, and Bayanzurkh districts of Ulaanbaatar city, as well as in 14 schools and 14 joint teams in Gobi-Altai and Khovd provinces. The project is funded by Save the Children Hongkong.

The project is working to establish a model for effective coordination and control between schools and joint teams. It seeks to inform students of their rights, raise awareness of violations against those rights, and provide guidance on whom, where, and how to contact if their rights are infringed. Additionally, the project will equip students with skills to offer psychological support to themselves and their peers when needed, bring their voices to relevant institutions regarding child protection issues, and ensure these concerns are reflected in applicable policies and procedures.

To enhance the knowledge, skills, and attitudes of school teachers and staff for improving child protection in the school environment, Module 1, titled "Supporting Children's Learning and Development Through Non-Violent Methods," and Module 2, titled "Working with Schools and Joint Teams in Child Protection Response," were

developed. Representatives from schools were trained, and additional school teachers, staff, and members of the joint teams participated in a training programme in stages.

Child protection is a duty and responsibility of everyone. Therefore, the "Code of Conduct for Schools" developed by Save the Children International for school teachers and staff and the "Safe Family: Good Parents" training programme for parents and guardians were adapted to the conditions of the country, and teachers, parents and guardians participated in the training in stages.

Save the Children translated the "I Support My Friends" methodology into Mongolian, trained teachers as facilitators, and organized training sessions for students.

The "I Support My Friends" methodology focuses on effectively supporting peers and friends in challenging situations, teaching skills for active listening and providing psychological first aid (PRA) to children and adolescents facing difficulties.



“Save the Children focuses on strengthening the child protection system, reducing violence against children, and empowering key stakeholders within the system.

General education schools serve as crucial support centres and partners in providing immediate assistance to abused children, preventing violence, identifying at-risk children early, and connecting those in need of protective services to appropriate response services.

Secondly, schools are places where knowledge based on scientific evidence and lifelong learning methods is acquired, and

Thirdly, they represent environments where children spend significant time, learning and developing while gaining a broad understanding of people and life, as well as learning behavioral norms.

Everyone plays a vital role in child protection. School teachers and staff are responsible not only for educating children but also for informing parents and nurturing children in non-violent ways. To this end, we work to strengthen our partners' capacities by providing Save the Children International's training programmes, which are grounded in a human rights-based methodology to support children's learning and development.

E. Tsolmon, Manager, Child Protection and Child Rights Governance Programmes

2021-2024: “PROTECTING GIRLS FROM VIOLENCE AND EXPLOITATION” PROJECT

The "Protecting Girls from Violence and Exploitation" project proposal, developed by Save the Children, was funded by the UN Trust Fund to End Violence Against Women as part of its objective to eliminate sexual violence against girls and women and to provide equal access to safe and comprehensive basic services. The project is being implemented in the Bayangol, Bayanzurkh, Songinohairkhan, Sukhbaatar, and Chingeltei districts of Ulaanbaatar city from 2021 to 2024.

The goal of the project is to protect girls aged 12 to 18 from violence and sexual exploitation through health, child protection, and education services. The project seeks to partner with educational institutions to strengthen inter-sectoral and institutional

30 Breakthroughs: 11

Save the Children introduces the "Trauma-Informed and Survivor-Centred Approach", a new methodology to strengthen capacity of protection service providers

coordination in preventing gender-based violence, support children's participation, and enhance child protection information systems.

We have disseminated evidence-based child protection methodologies to experts across participating sectors and implemented student-focused prevention programmes and advocacy efforts to protect girls from gender-based violence during and after the pandemic in a coherent, human rights-based manner.

In collaboration with academics, Save the Children developed an 11-module set of manuals titled "Trauma-Informed and Survivor-Centred Approach," training 1,415 experts, service providers, and public officers, including duplicates.

Through this capacity-building training, we sought to equip 1,289 professionals and staff working in the field of child protection with the skills to provide trauma-informed, victim/survivor-centred services and to integrate this methodology into their practices.

Within the framework of the project, we implemented four large-scale preventive initiatives and 60 smaller advocacy efforts in 15 schools in the capital city, reaching a total of 25,834 students, 1,112 teachers and staff, and 3,318 parents and guardians, including duplicates. Additionally, we conducted phased digital advocacy through social media to prevent the sexual violence and exploitation of girls.

The advocacy campaign "You Are Not Alone" focuses on girls aged 12 to 18, while the second campaign, "Don't Miss It: Talk to Your Child," targets parents and guardians. The third campaign, themed "Let's Influence and Change," aimed to raise awareness about child protection in the digital environment and the responsible use of digital spaces.

These campaigns were organized over the course of a year, resulting in a total of 113 pieces of content (40 posters, 47 videos, 5 TV programmes, 4 articles, and 17 events). The content developed in December 2023 garnered a total of 35,809,205 views online.

The activities carried out under the "Protecting Girls from Violence and Exploitation" project included a series of 11-module training programmes designed to build the capacity of child protection professionals in the methodology of providing trauma-informed, victim/survivor-centred services.

In addition, four major violence prevention and protection activities and 60 smaller advocacy initiatives were organized in 15 secondary

schools in the capital city. Three series of social advocacy campaigns, including "You Are Not Alone" and "MEWE"¹⁸ were also successfully implemented.

Another important outcome of the project was the organization of assessment and evaluation activities, along with the development of essential manuals for child protection professionals. For example, the following assessments were conducted: an evaluation of the standards of services provided to victims of gender-based violence in temporary shelters and one-stop service centres, a situational analysis, research on the knowledge, attitudes, and practices of adults regarding child protection, and an evaluation of Mongolia's Child Protection Information System, culminating in a final project assessment. The project also produced manuals such as "Girl's Notebook," "A Guide to Children's Rights-Sensitive Journalism," and "A Guide to Supervision for Social Workers."

Technical and technological solutions, as well as software issues, have been fully resolved to ensure uninterrupted operation. A Child Helpline 108 application was developed and launched, making it accessible to the public and providing valuable information about child protection.

The studies, manuals, training materials, and advocacy activities conducted under the project have significantly contributed to strengthening the child protection system in Mongolia. We are confident that stakeholders will learn from one another and share their knowledge through effective collaboration, and that the practices they establish will benefit everyone working in the field of child protection.

CHILD RIGHTS SENSITIVE JOURNALISM

Everyone's participation is crucial in child protection. This responsibility falls not only on child protection professionals, social workers, teachers, parents, and guardians, but on all adults. The media and journalism play a particularly significant role in raising societal awareness about child protection. Therefore, Save the Children, as part of the "Protecting Girls from Violence and Exploitation" project, has collaborated with the Press Institute to implement "Media and Child's Rights" advocacy efforts.

A "Child Rights Sensitive Journalism" manual was developed for journalists and media workers, accompanied by a capacity building training for 30 media workers. This manual has been distributed to approximately 500 active editorial offices, media organizations, and universities that train professionals in this field.

Unethical reporting by journalists can further harm victims, violate the rights of children whose safety has already been compromised, and create risky situations that may lead to lifelong psychological damage¹⁹. Thus, this advocacy work emphasizes the importance of considering the potential consequences when reporting on children's rights.

18 "MEWE" is a social media campaign dedicated to empowering children to protect themselves against violence against children (VAC) in the online environment. Through this initiative, the campaign aims to raise awareness, provide resources, and foster a sense of community among children, encouraging them to speak out and support one another in navigating the challenges they face in the digital world.

19 "Child rights sensitive journalism" manual, Save the Children, 2023

30 Breakthroughs: 12

As a result of Save the Children's initiatives over many years, Mongolia becomes the 49th country in the world to legalise the banning of corporal punishment of children in all settings

SINCE 2006: INTERNATIONAL SPANK OUT DAY TO END PHYSICAL PUNISHMENT OF CHILDREN

Save the Children was the first international organisation in Mongolia to advocate for a total ban on corporal punishment of children.

Mongolia prohibited corporal punishment in school settings through an amendment to the Law on Education in 2006. While this was a big step forward in the child protection field, teachers, parents and caregivers often lack the knowledge, experience or practices to raise children using positive non-violent methods. As in many countries, punishment of children is deeply rooted in the social norms and culture of Mongolia²⁰.

In 2006, Save the Children appealed to parents and caregivers to bring up their children using positive discipline. It began celebrating International Spank Out Day in Mongolia on 30 April each year, a day when national NGOs raise their voices to fight for child rights and advocate for an end to physical punishment of children.

On Spank Out Day, Save the Children reaches out to parents through different channels, such as paintings drawn by children, media interviews, original songs, and printed handouts about the adverse effects on children of corporal and psychological punishment.

²⁰ Save the Children, Global Child Protection Strategy (2013-2015)

■ Save the Children, in collaboration with AFCYD, the social work departments of NUM and MSUE, organizes the international Spank Out Day activities on 30 April, 2016 at National Park, Ulaanbaatar city.





■ In 2009-2014, information on positive discipline was disseminated through schools, reached more than 4,000 parents. In the picture, the people in Dornod aimag shows support for banning corporal punishment.

children in family settings, and Let's raise our children using positive disciplining methods. Local TV stations in 21 rural aimags and 9 districts of Ulaanbaatar, and government and non-governmental organisations joined in the campaign against corporal punishment of children. They aired short videos on the effects of corporal punishment on children's development, and on alternative positive disciplining methods. 140 students organised a flash mob with the same messages.

The information was also disseminated through government and NGOs which aired programmes and advice on positive discipline for children through public online sites, national news portals, TV and radio channels that reached 280,000 people.



■ Save the Children, with the support of law firm Hogan Lovells, organized the lobby meeting with female parliamentary members before the ratification of the Law on Child Protection and the Law on Child Rights in December 2015.

conducted a month-long campaign against corporal punishment of children in the 16 target local communities of its *Strengthening the child protection system in Mongolia* project (2017-2019).

The 2016 Law on Child Protection signified real progress in effective protection of children and it had come about as a result of the commitment of each generation of Save the Children's staff since 1994 to bring about tangible benefits to the lives of Mongolian children.

Since 2009, Save the Children, supported by UK charity Go Help, continued its advocacy work to prohibit corporal punishment of children in family settings. Based on Save the Children's international experience of putting bylaws prohibiting corporal punishment in the family into practice, we made recommendations to the Working Group of the Ministry of Justice and Interior on the draft Law on the Family. We also prepared a research report on punishment in family settings to support the drafting process.

In 2015, Save the Children celebrated Spank Out Day with the mottoes of *Let's prohibit physical and psychological violence against*

In 2016, Save the Children provided advocacy support to CSOs in the child rights and protection fields for their work to end corporal and psychological violence against children.

In February, 2016, the Mongolian Parliament approved the Law on Child Protection and when it was put into practice in September that year, Mongolia became the 49th international country to prohibit corporal punishment of children in all social settings. To help promote this new law, Save the Children, parents and concerned citizens



■ Working boys at local market, 1996

30 Breakthroughs: 13

Save the Children develops a model of service focused on unsupervised children and working children

1996 - 2000: KHOT AIL SHELTERS

In 1995, the number of vulnerable children was estimated to be 30,000 by Save the Children and 60,000 by UNICEF in 1996. In the mid-1990s, the number of street children who had run away from home because of unemployment, poverty, alcoholism, domestic violence, divorce, or who were orphaned, abandoned, or left unsupervised reached 1,500- 4,000, reflecting the hardships experienced during Mongolia's transition period.

In 1996, the Prime Minister of Mongolia made an emergency appeal to international organisations to provide shelters for street children.

Responding to this appeal, Save the Children set up 10 emergency shelters in Ulaanbaatar and 4 shelters in rural areas through its *Khot Ail* project. These shelters provided living accommodation, schooling and opportunities for homeless children to learn skills, and introduced one-on-one advice, case management, reintegration with families, family-based social services, that were proven to offer effective solutions adapted to the Mongolian context. Save the Children's *Khot Ail* shelters served as a model for government and other organisations working with unsupervised and working children between 1990-2000.



■ Children at the Khot Ail Center in the late 1990s



■ Children and teachers of Khot Ail shelter at summer camp in Gachuurt. 1998



■ E. Bayarmaa, the beneficiary of Khot Ail shelter, with her family in 2019

“My name is Bayarmaa Erdene-Ochir. I and my four siblings were orphaned after both my parents passed away in 2003. With the help of the local people, we came to the “Khot Ail” shelter run by Save the Children. I lived there with my siblings for four years. From this shelter, my career and life started to change.

In the beginning, there were 25 children at the shelter. Older children take care of the younger ones, feed them, wash their clothes, and help them with their studies. Since I was the oldest child at the shelter, I participated in the other children’s school activities, parent meetings and

helped them with their homework. I always remember a little boy who lived with us. He was really bad at memorizing multiplication tables. Over 10 kids tried to help him to memorize the multiplication table of two, but gave up after two days of trying. It is very funny when I remember it now. We used to go to Gachuurt camp in the summer. I waited for days to go to the camp. I have lot of good memories at Khot Ail.

While I was living at the shelter, I learned many things. I got certificates for cooks and knitters. In 2002, after I graduated from high school, I went to university. I was the first child of the Khot Ail project to become a student. Because of my good studies, I was invited to study a civil engineering. Now I run a construction company with my husband. Currently we are working on a construction project for a luxury town. We have four children and live well in Ulaanbaatar. I feel very excited and happy when I see the Save the Children logo on the street and in public places. I am so proud of what they are doing for Mongolian children.”



1996 - 1999: “WORKING CHILDREN” PROGRAMME

In 1996, there were 1,500 children living permanently on the street and another 3,500 who returned home occasionally to deliver small earnings from long hours of work on the street. Many children, especially boys, were carrying heavy loads at the black market, shining shoes on the pavement, car washing, street vending, collecting recyclable materials such as glass, cans, bones, singing on public transport, and begging. It was common for children to be involved in illegal activities like pickpocketing or prostitution²¹. This indicated the high risk of a dramatic increase in the number of street children unless some effective preventative and rehabilitative actions were put in place immediately.

Preventative action commenced with Save the Children’s *Working Children Project* (1996) in response to the emerging social situation. Through its small projects, Save the Children helped move working children away from the most difficult, hazardous jobs by providing equipment to ease their labours and help with earnings for their family’s survival, offering various educational opportunities, and encouraging children to combine work and studies.

Save the Children’s adult and peer-group trainers provided life-skills training aimed to increase awareness and prevention of sexually transmitted diseases within groups of working and street children given the high-risk environment these children were exposed to. Save the Children’s partnerships with vocational education institutions and farmers’ associations resulted in 850 adolescents

²¹ “Prevention and Rehabilitation of Street Children” Project Document, Save the Children, 1996/97

acquiring new vocational skills, and consequently securing employment with State and private enterprises.

In 2002, Save the Children assessed its programme for unsupervised children, and subsequently improved coordination and efficiency of its services and boosted educational and vocational training. As a result of Save the Children's focus and dedication throughout this period, systems were founded to monitor and protect the rights of the children forced to work out of necessity.

From 2002, the government instigated a National Program to enhance Child Development and Protection (2002-2010). In the same year, Mongolia joined the International Labour Organisation's (ILO) Convention No. 138 on the minimum age for employment.

Between 2012-2016, the government brought into effect a National Programme on the Elimination of the Worst Forms of Child Labour. However, the number of working children²² increased and the US State Department's annual list of items produced with child labour in 2014 included Mongolian coal, gold and fluorspar. Reports such as the *UN Global Report on Trafficking in Persons, 2014*²³, the US Government's *Trafficking of Persons Report 2014*²⁴, ECPAT International's *Global Monitoring Report on the Status of Action Against Sexual Exploitation of Children 2011*,²⁵ all mentioned violations of child rights in Mongolia, such as girls being sold, used for sexual exploitation, and forced child labour.

The Minister of Labor and Social Protection issued Order No. A/36 in 2016 that approved a revised list of jobs that prohibit the employment of children under age.

22 I. Narantuya, head of NAC <http://vip76.mn/content/25423> Interview given on the site.2016.06.13

23 www.unodc.org/documents/data-and-analysis/glotip/GLOTIP_2014_full_report.pdf

24 http://www.state.gov/j/tip/rls/tiprpt/2014/index.html?utm_source

25 http://www.ecpa.et/sites/default/files/a4a_v2_eap_mongolia_1.pdf



Case Study on Working Children

Because of poverty and the sudden increase of in-country migration from rural to urban areas, many children have left school and engaged in hazardous labour for their family's survival. Our Working Children Project provided a range of support for working children to help them express themselves. This project has given hope to many children.

Altansukh was one of these working children. Engaged in the labour market at age 8, Altansukh had no chance to go to school. With our support, he has been able to attend informal classes to participate in our video project and learn English.

He later became a leader at the Mandakh Association set up by these working children themselves. Altansukh is now working at the Save the Children's Working Children Project as a social worker.

Kh. Munkhzul, Social Worker, Save Working Children Project (2001- 2003)



This was a time when street children faced strong social discrimination, with people avoiding going near them. I still remember that it was not easy for us to approach these children at first. We went to where they were, like in entrances to apartment buildings and in manholes in the underground heating system. Often our intentions to build real relationships were tested by them throwing insects at us from their underground homes, and trying to make our clothes dirty. Considerable effort went into gaining their trust and convincing them of our goodwill...

J. Lhagvadulam, Manager, Save the Children Shelter for Street Children (1995- 2003)



■ The Social Circus project has been successfully implemented since 2000, in order to protect children from violence and help them understand their rights and lead active lives.

30 Breakthroughs: 14

Save the Children promotes child-centred and child-managed development activities

SINCE 1999: THE SOCIAL CIRCUS PROJECT

Participation, fairness and equality are fundamental to effective social services. This special programme aimed to generate hope for children and youth, specially disadvantaged children, through the wonder of circus performance and reintegration into society. The programme was launched in 1995 and was successfully implemented in 56 countries around the world. The Social Circus approach is based on children and youth learning circus arts, a process that has the potential to bring positive changes in attitudes and perceptions by the children themselves, their peers, parents and their communities. Social workers and circus trainers work side-by-side to get the best outcomes for each child. Since 1999, Save the Children has worked with Canada’s world-famous Cirque De Soleil to deliver this programme to support the individual and social development of children and youth living in difficult circumstances.

■ The Social Circus project celebrated its 20th anniversary with the children, trainers, and partner organizations. Ulaanbaatar city, 13 December, 2019





**THE SOCIAL CIRCUS
PROJECT FORMED
PART OF CHILD
CAPACITY BUILDING
IN THE FOLLOWING
ORGANISATIONS:**

- Save the Children's Care Centres and Shelters
- Save the Children's Community-based Child Development and Protection Centres;
- Save the Children's Child Centre (later the Child Protection Resource Centre);
- Prison No. 411 under Court Decision Implementation Authority;
- Government-funded care centres and shelters;
- The NGO Development and Protection of Children and Youth that works to protect the rights of working children;
- National Centre Against Violence;
- Non-formal Lifelong Education Centres under the National Centre for Lifelong Education;
- Secondary School No.29

In 2004, Save the Children's regional Dornod branch launched the project in rural communities with children from herder households living in school dormitories in the aimag centre. Bayantumen, Sergelen, and Tsagaan-Ovoo soums of Dornod aimag also participated in the programme.

- The programme teaches children and youth circus techniques as well as communication and social relationship skills. Children's participation in the community increases as they experience the advantages of working in teams, gain patience, listen to and respect others, build self-confidence and place their trust in peers and adults.
- In order to spread the concept of Social Circus, Cirque De Soleil and Save the Children conducted four full training courses for 30 staff from some 30 organisations.
- Save the Children also provided on the job methodological advice to ensure continuous improvement among trained staff.
- We developed, published and distributed the Social Circus curriculum including a 40-hour programme designed for circus trainers and social workers, Socialization Exercises and Equipment, and a manual for organizing a Social Circus training programme.
- Trainers and social workers share their experiences and new information through a Facebook



I began to participate in Social Circus training in April, 2015. It is my favorite training now. Previously, I never held juggling balls in my hands and when the teacher taught me to juggle, it was very difficult at first. However, I kept on trying and now I can juggle 200 times with three juggling balls. I set myself a goal to be good at it.

Training in circus arts requires much patience. I understand now that if I try harder, I can learn things.

B. Buyankhishig. Student of Bayangol District Lifelong Education Centre

group to enrich the work they do with children.

- More than 9,000 children and youth have participated in this programme since 2000. Children's physical growth, flexibility, and coordination have improved with training. Self-confidence and trust in others has also increased. Children have learned many individual and social skills such as setting goals, patience and creative thinking, independent decision-making and working in teams. Annual research and reporting have demonstrated that positive changes in the children are directly attributable to Social Circus. Save the Children also creates opportunities for children's parents and caretakers to participate in circus classes to help them communicate with their children, feel proud of their skills and achievements, and witness the positive changes occurring in their children.
- Child protection services occur alongside circus skills training, including identifying children at risk of violations of their rights that require intervention by social workers, family assessments and individual consultations, referrals to basic social services through local MDTs, and strengthening partner organisations' capacity for protecting vulnerable children.
- Supplementary activities included summer training camps to support socialization of disadvantaged children; and promoting child participation in the social circus methodology. The National Centre for Lifelong Education, became the leading partner of the project in 2015 as it offered both developmental and protection services to children supported by the Centre.



Children who participated in training at our Centre, gained skills in rhythm, space and dimension, as well as self-confidence and self-expression to communicate with others. I met with parents and families of children and talked about the positive changes occurring in their children, and advised them how to support these changes. After this, some parents encouraged their children's training and paid more attention to them in general. This was what we observed during their regular catch-up with trainers and their participation in the centre's activities. Social Circus has helped me build my confidence and form good relationships with the children.

N. Mungunnavch. Trainer of Bayangol District Lifelong Education Centre



■ B. Erdenetsetseg, Trainer of "Social Circus" project. Ulaanbaatar city, 2019



I have been working as a trainer of the Social Circus project since 2005. Initially, I thought I would only teach circus techniques. However, the project was more than that. It required many things such as understanding of children, team working skills, training methods that respecting the rights of children. All these were taught by my partner trainer, social workers, and the project team.

The objective of our project is not to produce professional circus performers, but to teach children life skills such as patience, resolute determination to fight for your goals and personal discipline through the art of

circus. We, together with our children, overcame many obstacles and difficulties to successfully teach all that.

Our children are continuing their arts and sports training and achieving success. For example, two professional circus performer artists were born from our social circus project. One is Purevsambuu, an honorary cultural worker of Mongolia. He is now performing in international competitions. He also won many awards from many circus competitions. The other one is Gantsetseg, who is on a performance tour with the horse circus in China.

We organised a large performance in the State Circus on the occasion of the 10-year anniversary of the “Social Circus” project. The lights, music, performances were all truly great; trainers and parents were sitting in chairs all around us. It was truly wonderful to see fire, excitement and happiness from the eyes of our children and I was so proud and happy. Our children were truly wonderful to watch. That performance will never be forgotten. Wherever there’s a circus, there’s always happiness and laughter.

B. Erdenetsetseg, Social Circus Project trainer

2005 - 2009: FOCUS ON KIDS, A COMMUNITY YOUTH PHOTOGRAPHY PROGRAMME

Save the Children with the Mongolian Arts Council implemented *Focus on Kids*, a community youth photography programme, as another avenue for creative social engagement of children. Professional photographers taught the theory and practice of photography to children of target schools and provided opportunities to practice their new skills. More than 70 children participated in this project and many have gone on to become the most outstanding of the young generation of Mongolian photographers. One of them is Davaanyam Delgerjargal, who was named Best Asian Photographer in 2017.



■ D. Davaanyam, The Best Asian Photographer of 2017



My name is Davaanyam Delgerjargal. I work as a photographer for the Gamma Photo Agency, as a lecturer at the School of Radio, Television and Media Arts at the University of Mongolia, and as the executive director of the Batzorig Foundation for Documentary Photography. In 2005, when I was in the ninth grade, I became one of the first students of the “Focus on Kids” project that implemented by Save the Children in Khailaast area, Chingeltei district.

The “Focus on Kids” project aimed to help children express themselves through photography. A laboratory for black & white photography was set up. Black and white film, paper, lab supplies, and learning materials were available, so it was a great opportunity for the children, especially those living in the ger areas. The students of our project opened their first photo exhibition to celebrate the 70th anniversary of photography in Ulaanbaatar. It’s a beautiful feeling to show your photos to the public. The project, implemented in partnership with SDC, the Arts Council of Mongolia and Save the Children, has been a great success, with more than 80 children graduating in six years.

Save the Children develops service standards for family-based alternative care

2009 - 2014: FAMILY-BASED ALTERNATIVE CARE

Save the Children's work is based on the principle that each child should thrive in their own home or an environment equivalent to a home, and that institutional care should be the last resort.

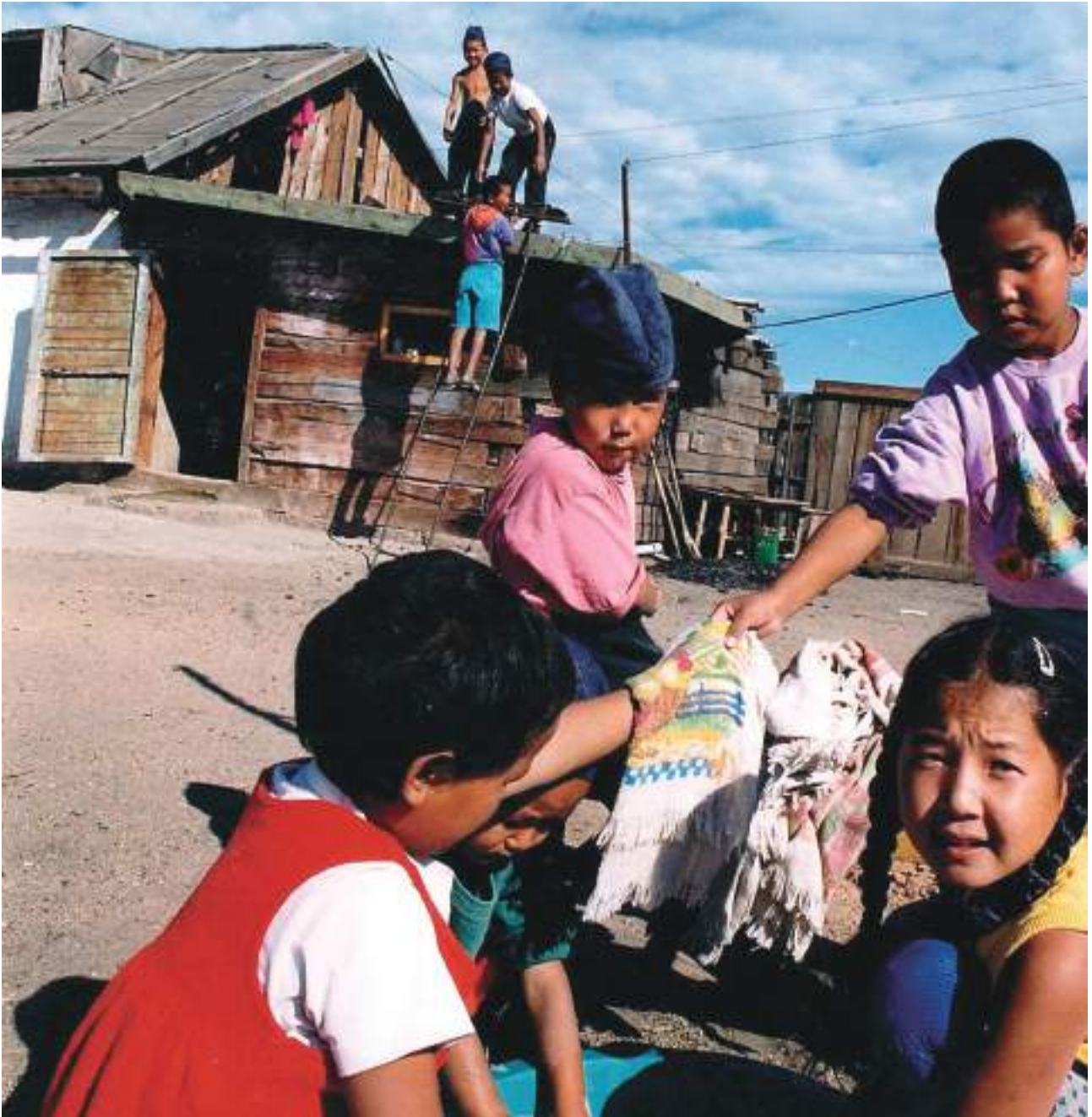
In light of that principle and its international experience, Save the Children introduced the concept of family-based alternative care to Mongolia backed up with world standards and guidelines to achieve them, and worked with child rights specialists on strategies to incorporate family-based alternative care into Mongolian practice.

Save the Children also introduced a protection policy for organisations providing services for children living out of home in difficult circumstances. Between 2009 and 2011, we delivered training on child rights-based approaches for care institutions in Ulaanbaatar city and Dornod aimag, such as provincial schools with dormitories, prisons and family care centres operated by the National Authority for Children.

In 2010, Save the Children partnered with the MLSP to develop the *Family Based Alternative Care Service Manual* adapted to Mongolia's conditions and standards that was distributed to relevant organisations.

In 2012, Save the Children played an important role in the process leading up to the Parliament of Mongolia approving the revised Law on Social Welfare that incorporated the concept of foster families in Mongolia. The article states that "Children living in difficult circumstances shall be placed under specialized care and provided





with food, clothing, clinical, cultural, domestic, psychological, and nursery services; normal living conditions shall be created and their legal interests shall be protected in accordance with the law”. This article provided for a monthly allowance of 48,000 tugrug for each child cared for by a foster family.

In December, 2017, the Government of Mongolia and Mongolian Agency for Standardization and Metrology approved the Standards for Alternative Child Care Services through joint orders, marking a historic achievement for Save the Children in Mongolia.



30 Breakthroughs: 16

Save the Children protects the rights of child jockeys and ban on Winter/Spring horse races

2017: PROTECTING THE RIGHTS OF CHILD JOCKEYS

In 2017-2018, Save the Children initiated a partnership between national NGOs and international organisations against the practice of winter and spring horse races that risk the lives and health of child jockeys and violates their right to study and access education. Save the Children also worked with ELC LLP Advocates, a law firm in Mongolia, on legal actions and responses to Government decisions.

The partnership of NGOs filed a lawsuit with the First Instance Court for Administrative Cases of Ulaanbaatar requesting that the court:

- Determine the validity of Resolution No. 63 by the Government of Mongolia dated 22 February, 2017;
- Determine that according to this resolution, the Dunjingarav horse race organised in Argalant soum of Tov aimag on 5 March, 2017 was illegal;
- Petition the government to adopt as an administrative norm the resolution to prohibit any use of child jockeys in horse races or training from 1 October until 1 May in all provinces and soums.



The First Instance Court for Administrative Cases, the Appellate Court for Administrative Cases and the Review Courts determined that in permitting the races, the government had passed an illegal decision.

The Government accepted the courts' decisions and adopted government Resolution No. 57 dated 30 January, 2019, which reinforced the prohibition of horse racing and training involving children from 1 November to 1 May each year.

The Government assigned the Deputy Prime Minister of Mongolia and governors at all levels to ensure that the resolution be implemented and adhered to.



EDUCATION PROGRAMME





Save the Children's focus in the education sector includes:

- Early childhood care, development and preschool education
- Basic education
- Inclusive education for children with disabilities
- Education for capacity building of children and youth
- Ensuring children's right to quality education in disaster and emergency situations

Save the Children believes every child has a right to quality education no matter where the child is born, and regardless of gender, ethnicity, or social background.

Many children cannot exercise their right to education. Even if they are enrolled in schools, they fail to gain a basic education because of the poor quality of schooling.²⁶ Poverty, social origin, health, gender and ethnic discrimination cause around 20% of children in the world to never attend school or drop out before their fourth year. Another 20% fail to acquire the basic skills while they are in school²⁷.

It is well recognized that a good education brings multiple and long-lasting benefits to children, their families and whole communities. Education increases an individual's life-time earnings, helping to break the cycle of poverty, Education has important links with family health and nutrition. And for the wider community, higher levels of education lead to stronger democracy, peace, and security.

That is why Save the Children focuses on quality education based on child rights and child participation and provides equal access to education for vulnerable and marginalized children.

²⁶ Save the Children's Global Education Strategy to 2015

²⁷ Education for all Global monitoring report, UNESCO, 2012

1. PRESCHOOL EDUCATION

30 Breakthroughs: 17

Save the Children introduces an alternative teaching in preschool education and initiated mobile “Ger-Kindergarten” services suited the country context

1994 - 2000: NATIONAL PROGRAMME FOR PRESCHOOL STRENGTHENING-1

In 1994, at the initiative of Save the Children, a review of preschool education, with particular reference to vulnerable groups, was commissioned by MOSTEC and the National Children’s Centre (NCC). The review findings built the basis for a policy document Child-centred Education and Early Childhood Development that later became the National Programme for Preschool Strengthening (NPPS-I), 1995-2000.

Save the Children was the Mongolian Government’s principal partner in the reform of the country’s preschool system during the entire implementation of the programme. It focused on child-centred approaches to preschool education to improve the quality of care and education, access to quality education, especially by the most vulnerable children, as well as on affordability of the State’s delivery of quality education.



A pilot project to introduce child-centred approaches to preschool education started during 1996 at two kindergartens in Ulaanbaatar city. By 1998, these projects had expanded beyond the capital, to the Darkhan-Uul, Dundgobi and Orkhon Aimags.



Between 1996 and 1998, a total of 20 preschool teachers, principals and professionals received from three weeks to six months training on child-centred approaches, at the Singapore Regional Training and Resource Centre for Early Childhood Care and Education in Asia.





■ In the Zavkhan, Bayankhongor, Khuvsgul and Dornod aimags, a total of 16 ger kindergartens were in operation in the summer of 2007, with 1,025 children receiving preschool education. Dornod aimag, 2007



■ Children from herder families in a “ger” kindergarten that Save the Children helped to establish in Khuvsgul aimag, 2007



Save the Children’s technical assistance included wide-ranging support for MOSTEC’s Policy Formulation and Coordination Unit, the Preschool Department at the National Institute for Educational Studies, and the Teachers’ Training College. Save the Children’s support for and partnership with the Preschool Resource Centre at the School of Education Development entailed providing substantial professional support for preschool teachers and supervisors by developing teaching aids and training materials, organizing national, regional and local seminars and training opportunities for preschool managers and teaching staff.



Save the Children’s practice was to support small projects, local community initiatives to reform and strengthen the preschool education sector. Through this practice, Save the Children disseminated initiatives to provide preschool education for children in remote, isolated communities, vulnerable and disadvantaged groups and children with disabilities. It increased parental and local community participation in rural kindergarten activities, and encouraged cooperation by the public and kindergartens.

In 2000-2004 Save the Children established a total of 23 ger kindergartens in Bayan-Ulgii, Bayankhongor, Dornod, Dundgobi provinces and Ulaanbaatar city. In rural areas, the majority of children enrolled in the ger kindergartens were children from herding households. In addition, in 2006-2009, the Ministry of Education, Culture, Sports, Science and Technology of Mongolia and the Save the Children jointly implemented the project "Improving Preschool and Primary Education" with the funding of the European Union and the Save the Children UK. As a result of this project, kindergartens with a capacity of 75 children were built in Chingeltei district of the capital city, Ulziit subdistrict of Khan-Uul district, Altai soum of Khovd province, Baruun-Urt soum of Sukhbaatar province, and Mandal soum of Selenge province, respectively. As a result of the above activities, Save the Children made a significant contribution to increasing the number of children enrolled in pre-school education in Mongolia.



At the initiative of Save the Children, a sub-fund to support preschool education was established under the NPAP’s Local Development Fund. This fund was used to repair kindergartens, establish Mobile²⁸ and Ger kindergartens²⁹ and provide other outreach services for Mongolia’s most marginalized children. These innovative initiatives that met

²⁸ Instead of bringing children to settled areas, “ger” kindergartens often moved to herder communities to serve their children
²⁹ Kindergartens established by using traditional Mongolian “Ger” dwellings

local needs were later replicated at other locations and soon became a wide-spread practice across the country, known as “alternative forms” of preschool education.



Subsidized feeding was introduced in addition to half-day (shift) classes being organised where children’s parents were unable to afford the cost of food necessary for children to attend regular kindergartens.

2000 - 2005: PRESCHOOL EDUCATION CENTRES

During the period of 2000-2005, most of Save the Children’s direct local support was concentrated in Khovd, Dornod, Bayan-Ulgii, Bayankhongor, and Dundgobi aimags, as well as in some marginal capital city districts. Save the Children also strengthened its work to build local capacities to use child-centred methods and improve children’s learning and development environments, supported the establishment of four Aimag Preschool Resource centres within Aimag Education Departments, and provided toys and learning tools that met children’s age-specific development needs.



■ The provision of teaching materials, age-appropriate toys and other learning tools has been significantly increased with Save the Children’s support, 2007



“...Save the Children made invaluable contributions to the development of the country’s preschool education system, by stepping in, during the mid-90s, at the sector’s most critical time.

Without the Save the Children’s timely interventions at that point, Mongolia would have needed much more time, effort and resources to restore its preschool education system which is of utmost importance to its children’s development, education and wellbeing.”

A. Tsendsuren, Save the Children, Education officer
(1997-2006)

2000 - 2010: ALTERNATIVE TRAINING

At the national level, Save the Children furthered its previous years’ efforts to pilot and promote alternative forms of preschool education for children in remote areas. By 2004 alone, 5,200 children attended ‘ger’ kindergartens established with Save the Children’s support. More emphasis was placed on improving the content and quality of alternative forms of preschool education delivery by commissioning an assessment of ger kindergartens with consequent supporting follow-up actions by relevant local players. A specific focus was on piloting appropriate high-quality resource materials for learning and teaching, including training programmes for mobile teachers.

Ger kindergartens initiated by Save the Children became inseparable from the Mongolian education system as a nationwide programme that reached more than one-third of isolated herder children. A training service to provide alternative preschool education had been developed.



■ The handover meeting for the project stakeholders of the Child-Friendly Kindergarten Project (2011-2014) supported by MoFA Japan was held in Ulaanbaatar City in May 2014.

30 Breakthroughs: 18

2011 - 2014: CHILD-FRIENDLY KINDERGARTENS

Save the Children introduces the first Child-friendly Kindergartens model in Mongolia.

Since 2011, Save the Children has promoted more holistic Early Childhood Care and Development (ECCD) services in Mongolia, delivered through public kindergartens and with active community engagement. Those efforts have been supported by two major projects. One was the *Promoting Child-friendly Kindergarten Project* financed by MoFA (Japan).

The policy and legal framework created by these projects enabled the concept and assessment approach of *Child-Friendly Kindergartens* to be disseminated nationwide.

In 2011-2013, Save the Children, together with the School of Pre-school Education and Psychology Department of the Mongolian State University of Education, the Educational Cooperation Society, and the Centre to Support Development of Little Children, developed seven training modules for in-service training of kindergarten staff (teachers, assistant teachers, doctors and managers) based on the *Child Friendly Kindergartens* model.

This child rights-based training curriculum and methodology centres on healthy development and good nutrition of children, prevention of potential harm and dangers and providing learning opportunities based on each child’s developmental stages to build self-esteem and confidence, nurture a sense of independence and ensure comprehensive development of the child³⁰. The seven modules were accredited by the Ministry of Education and Science and three were included in the national professional re-training curriculum for preschool education.

BETWEEN 2012 AND 2014, THIS PROJECT WAS IMPLEMENTED IN 58 PUBLIC KINDERGARTENS IN CHINGELTEI, KHAN-UUL, SONGINO-KHAIRKHAN AND BAYANZURKH DISTRICTS, ULAANBAATAR CITY, WITH THESE OUTCOMES:



1,318 kindergarten teachers and staff members were trained in professional advancement and re-training;



38 kindergartens formed practices of self-assessment and internal monitoring aligned to meet the criteria for child-friendly kindergarten;



Libraries to support education of children, teachers, parents are operating steadily in all target kindergartens;



Kindergarten signs, speed bumps, and light signals were placed on roads near target kindergartens and activities were implemented to safeguard children from danger. “Safety mapping” was also developed and updated annually becoming part of kindergarten regulations and a best practice.

30 “Child-friendly Kindergarten” project documents, Save the Children

Save the Children introduces a Home-based School Preparation programme

2012 - 2017: HOME-BASED SCHOOL PREPARATION PROGRAMME

Save the Children implemented the project *Improving Primary Education Outcomes for the Most Vulnerable Children in Rural Mongolia* financed by the World Bank and its Japan Social Development Fund (JSDF) for 2.5 million dollars. Under this project, for the first time in its history, the World Bank provided direct finance to international non-government organisations. Save the Children developed and implemented a pilot program in 30 soums of 4 aimags, the *Home-based School preparation Program* for children who could not access preschool education. This 120-day programme, the first of its kind in Mongolia, nurtures learning of 5-6-year-old children living in remote rural communities, assisting them to adapt to school life, thus minimising school dropouts. This programme applied an innovative approach to child development using mobile Book and Toy Kits. Parents themselves educated their children, following the special development manual, with the assistance of the soum school librarian and methodologist, and with the participation of all stakeholders. As a result of this program, 1,545 5-6-year-old children in 30 remote soums of Arkhangai, Dornod, Sukhbaatar and Uvurkhangai aimags were successfully prepared for school.

A total of 20,000 teachers, parents and civil servants participated in this project, which benefitted more than 8,000 children. Currently, MSUE included the programme in its curriculum for students who specialize in early childhood education.

■ A grandmother reads a picture book to her five-year-old grandson, Khotont soum, Arkhangai province, 2014



I am 5 years old. Now I'm using my fourth set kit. I like fairytales of Balkhuu (main character of the fairy tale) I heard the fifth and ninth sets of kits are very nice. From those sets of kits, I can learn sorting colors and calculating Maths.

It is very nice to learn new things every time I get a new set of kit. I can explain the fairytale when I see the pictures of the fairytales. I will be a very good student.

B. Byamba-Ochir, 5-year-old boy

BOOK AND TOY KITS

This is a brand new approach based on child-centred training methodology and includes 105 kinds of books and 35 types of toys that inspire and nurture learning, development, capacity, and build self-confidence. The kits are matched to the age and development specifics of the children.

The book and toy kit, named My Book Palace, consists of 10 different sets and can be used simultaneously by 30 children at home for 10-14 days. A total of 180 kits for children with disabilities (6 kits for each soum) were also provided to all 30 target soums. These special kits contain 36 toys for children with hearing and visual impairments and/or intellectual disabilities. This component was designed by Save the Children's national experts and implemented by local education specialists.



■ Book and Toy Kits



Save the Children operates globally with the help of donors. Therefore, the procurement policy and financial regulations were very detailed. Our underlying principle when procuring provisions and supplies for the programme, project meeting, conference, seminar, workshop trainings is to procure the best quality products and services that meet the needs of target groups at the most affordable price to make best use of finance provided by donors.

A commission was set up at MECSS to select book and toy kits to be distributed through the Home-based School Preparation Programme. Books to be distributed to the children were selected from the Ministry's list of "Must-Read Books", purchased and delivered to kindergarten teachers to review, then to 10 target soums to seek their feedback. This method of selection meant with had the best quality and most effective kits for distribution in 30 target soums.

Wooden toys made by teachers of Special School no.29 were included in the toy packages, another benefit of the project.

Naran Otgonbayar, Procurement officer of Save the Children



■ O, a student who participated in the home-based school program and prepared for school entry with a set of books and games developed by the “Improving Primary Education Outcomes for the Most Vulnerable Children in Rural Mongolia” project, is doing extremely well in her fourth year. Bayandelger soum of Sukhbaatar aimag, November 2020



“We are a family of seven. My parents are herders. Because my home is far from soum center, my brothers and sisters did not have a chance to go to kindergarten. But I am very lucky. Before I went to school, I learned a lot at home from books and toy sets. I remember the blue boxes with coloring and fairy tale books and different toys. My parents helped me with the exercises, and exchanged them for other packages. I went to school and learned to read well. Now I am in the fourth grade. I really like going to school. My dream is to become a good doctor one day and treat people. I will also help my mother and father.”

O, a student of the secondary school of Bayandelger soum, Sukhbaatar aimag, November 2020



“My daughter O. learned with this set of books and was well prepared for first grade in 2016. She has received awards from the school for her top grades in the last three school year. I am very proud of my daughter’s academic achievements. For the first time in our family, she is excelling at school. Herders like us who live 50-60 kilometers away from the soum center cannot always take their children to kindergarten. Thank you so much for giving my children such a wonderful opportunity. Now this project is over, but my wife requested and brought the book and toy kit from the school library. Now we are educating our youngest daughter for school with these kits.”

B, O’s father, Bayandelger soum of Sukhbaatar aimag, November 2020.





■ National Forum on Promoting the Development of Children in the Home Environment. Choibalsan soum, Dornod Aimag in May 2015



FORUM ON PROMOTING DEVELOPMENT OF CHILDREN IN THE HOME ENVIRONMENT

Promoting the Development of Children in the Home Environment was a national forum organised by Save the Children and Ministry of Education, Culture, Science and Sports of Mongolia in which 110 representatives of government and non-governmental organisations and international organisations in all aimags and 30 target soums participated on 5-8 May, 2015 in Dornod Aimag Centre. The forum increased the skills of parents and caretakers to support children’s development in the home environment, learn the best practices in the field, disseminate the project initiatives at national level, identify reforms to the regulatory environment, and develop recommendations.



NATIONAL TRAINING ON DISSEMINATING THE BEST PRACTICES OF THE HOME-BASED SCHOOL PREPARATION PROGRAMME

With Ministry of Education, Culture, Science and Sports of Mongolia, Save the Children organised training for preschool education methodologists from the Education and Culture Departments of all aimags in Ulaanbaatar on 9-10 December, 2015. A total of 44 specialists participated in the training and expressed their readiness to support the project initiatives and best practices in their home aimags and local communities.



WORKBOOK

The project *Promoting the Development of Children in the Home Environment* produced a workbook to accompany children’s learning at home, and distributed it to all 5-year-old children who participated in the programme.

These initiatives in early childhood education resulted in the Minister of Science, Culture and Science passed order No.A/487 and approved the *National Programme on the Development of Children in the Home Environment*.

2024 - ONWARD: HOLISTIC AND INCLUSIVE DEVELOPMENTAL SUPPORT IN EARLY CHILDHOOD

Save the Children is implementing the "Promoting Holistic and Inclusive Developmental Support in Early Childhood in Mongolia" project, funded by the Ministry of Foreign Affairs of Japan, at the preschool education level in the Bayanzurkh, Chingeltei, and Songinohairkhan districts of Ulaanbaatar, as well as in Bayankhongor and Selenge provinces, beginning on April 1, 2024.

The project aims to strengthen the capacity of state organizations that provide local social services and improve infrastructure to facilitate the early detection of disabilities in young children, while also offering comprehensive developmental support in the target areas.

The project will collaborate with Family Health Centres (FHC), rural organizations responsible for the health, education, and social protection of children with developmental disabilities, as well as kindergartens, to raise awareness among parents, guardians, and the public about early detection and support for children with disabilities. Additionally, it will provide recommendations for national policy regarding the inclusive education of these children.

At the signing ceremony for the "Promoting Holistic and Inclusive Developmental Support in Early Childhood in Mongolia" project, held on March 25, 2024, the Ambassador of Japan to Mongolia, Igawahara Masaru, stated: "Taking the appropriate actions at the appropriate time is crucial to creating an inclusive society. Given that this project is aimed at preschool-aged children, I think, this effort is important".



■ In the picture, from left to right: Mitsuaki Toyoda, Asia Regional Manager of Save the Children Japan, Igawahara Masaru, Ambassador of Japan to Mongolia, March 2024.

2. PRIMARY EDUCATION

30 Breakthroughs: 20

Save the Children develops a model practice to support first graders and delivery of compensatory basic education

2003 - 2006: THE EDUCATION FOR HERDER CHILDREN PROJECT

The *Education for Herder Children* project (2003-2006) started with a forum jointly organised in Dornod aimag in 2003 by Save the Children and the Aimag governor's office. Herder children employed by other families to herd livestock to contribute to their family income participated in the forum. Many of them had dropped out of school in primary grades, or had never entered school at all, and they caught the attention of the organisers. The children identified education as their priority need. Based on their feedback, Save the Children selected two soums of Dornod aimag (Tsagaan Ovoo and Matad) which had the highest number of drop-outs, for its interventions. *Education of Herder Children*, funded by the European Commission, conducted three-ten-day rounds of non-formal education classes during regular school breaks, using school and dormitory facilities while they were free.

2006 - 2009: "QUALITY BASIC EDUCATION" PROJECT

Starting from the 2005-2006 school year, school-entry age was officially lowered from eight to seven, with plans to be lowered further, from seven to six in the 2008-2009 school year, Mongolia's national school system was restructured from a ten-year to a twelve-year system. These younger children entering school at the age of six brought new demands and required new skill sets for both parents and teachers at pre- and primary school levels.

Save the Children's *Quality Basic Education* Project was successfully implemented in Mongolia's national school system when it was restructured from a ten-year to a twelve-year system.



Before the start of the classes, we sent invitation letters from the soum administration and Save the Children and curriculum to each child living far from the soum centres. It was amazing to find that 90% of the children invited managed to attend the first round of the classes. During their stays at the soum centres, besides the non-formal classes, the schools had organised various events and entertainment, and the soum governors met the children personally and arranged guided tours to visit the main organisations in the area (such as local government offices, schools, clinics).

We were also training peer-trainers at the same time. Based on this first years' experiences, during the 2004-2006 local education authorities extended the project to a further seven soums.

As a result of these classes, a total of 400 children, who had dropped out of school, or had never been enrolled, acquired primary-level educations, many moving on from non-formal education to regular schools. The project was successful, not only in terms of increasing learning opportunities for nomadic herder children, but also in terms of increasing local education officials' roles for educating children left outside the formal education system.

*B. Erdenechimeg Save the Children's
Dornod Field Coordinator (2003- 2007)*

This project, with 1.3 million euros funding from the European Commission consisted of twelve sub-projects. Of these, three were nationwide and two were joint projects with Ministry of Education, Culture and Science of Mongolia.

- The *Quality Basic Education* sub-project supported reform of the education sector and played a crucial role in improving the quality of and access to pre-and primary education, especially for the most vulnerable children, and introducing participation by parents, community and civil society in education services and management.
- While directly supporting pre- and primary education in six Aimags (Bayankhongor, Zavkhan, Hovd, Khovsgol, Selenge, Dornod and Sukhbaatar) and two Ulaanbaatar Districts (Chingeltei and Khan-Uul), at a national level, Save the Children also supported education planning, management and capacity-building.
- Under the project, successful pilot training for mobile teachers, using the newly-developed training modules for alternative forms of preschool education for 3,4, and 5-year-olds, were organised and within a two-year period, 2,000 children from herder families had received training from mobile teachers, and 500 children were enrolled at kindergartens newly-built by Save the Children.
- Save the Children made valuable contributions to improving preschool and primary education policy frameworks by commissioning research studies with an explicit focus on the continuity of pre- and primary education, the assessment of grades 1 and 2 textbooks, and child-centred teaching methods.
- By providing age-appropriate toys and learning tools valued at 131.5 million tugrugs, preschool children's learning environments were improved dramatically, benefitting more than 7,000 children at 96 kindergartens in targeted locations.

■ Within “Improving pre-school and elementary school education” package projects funded by the European Commission, 71 ger-kindergartens within urban and rural project areas have received gers as donations, in addition to toys and playthings worth 84 million tugrugs





2012 - 2017: “IMPROVING PRIMARY EDUCATION OUTCOMES FOR THE MOST VULNERABLE CHILDREN IN RURAL MONGOLIA” PROJECT

As noted in the previous section, under the structural reform of the education sector that took place between 2005-2009, school entry age was lowered to 6 years of age bringing about a new set of concerns and challenges for the herder families. Most of the 6-year-old children in remote rural communities enroll in school without having attended formal early childhood education (ECE), thus the chance of them having learning difficulties and failing at school is high. Also, vulnerability and dependency of younger children living far from their homes, means that they face additional emotional and psycho-social challenges as a result of family separation at such a young age.



Other objectives of the World Bank-funded project were compensatory home-based and distance extra-curricular after-school programmes for vulnerable and herder children.



Under this objective, Save the Children implemented a compensatory basic education programme for children at high risk of dropping out of school, or those already dropped out of school.



The home-based compensatory education curriculum is based on the official primary education curriculum of the Ministry of Education and Science and consists of 18 Mathematics and Mongolian language modules for first to third graders. It is supplemented by comprehensive training materials such as audio-visual learning materials, textbooks, workbooks, and a parental guidebook, all made accessible for children and their parents.

EXTRACURRICULAR AFTER-SCHOOL PROGRAMME

This program is one of the programmes implemented under the project *Improving Primary Education Outcomes for the most Vulnerable Children Children in Rural Mongolia*. Save the Children implemented this programme in 2013 for 6-10-year-old children living far from their homes in school dormitories or with relatives to improve their learning performances and to provide psycho-emotional support. Under this project, funded by World Bank, Save the Children set up Child Development Centres based in school dormitories in 30 target soums of the 4 aimags, and created child-friendly spaces for after school programme students to learn and spend their leisure time in creative ways. Children who participated in the programme, developed many positive traits such as self-confidence, communication skills, better personal organisational skills, helpfulness to others, good hygiene and other social skills. By the end of the project in 2017, a total of 3,808 children benefitted from the extracurricular after-school programme.



I learned a lot from the Extra-Curricular After-school program. I learned to make cars, write poems, draw paintings, introduce myself and express my opinions. I also write comments at the Child Development Centre. I write things like what I have learned and how I have helped others. Sometimes I read my comments in front of the children and sometimes the teacher reads them. My teacher teaches us to be patient when we communicate with others and to listen to them. Before enrolling in the program, I always used to fight with other children. But now I've made a lot of friends. I got 75% in Mongolian language on the 2nd term of the academic year; and at the end of the school, I got 85% in Mongolian language and 90% in math.

B. Bazardar, 4th grader, secondary school of Bayandelger soum, Sukhbaatar aimag

■ School dormitory children in Hotont soum, Arkhangai aimag, taking part in an extra-curricular after-school program, May 2014





NATIONAL TRAINING ON THE EXTRACURRICULAR AFTER-SCHOOL PROGRAMME

Save the Children organised national training in cooperation with Ministry of Education, Culture and Science of Mongolia in Ulaanbaatar on January 28-30, 2015 with the theme of supporting development of little children living in school dormitories, based on its experience and insights gained from implementing the Extracurricular After-school Programme.

A total of 38 persons from all aimags including primary education methodologists and specialists in charge of school dormitories participated in the training and promised to promote the Extracurricular After-school Programme in their respective aimags. The programme manuals were distributed to all aimags and soums of Mongolia.

To implement these innovative programmes, Save the Children established Community Education Councils to mobilize local communities. (For more information about Community Education Council, please see the section on Community Participation in Education).



In 2013, our social worker and dormitory teacher were visiting households and came to my house. They asked my father to let me enroll to school and to live in the dormitory. So I started to live in the dormitory next day after that. Now the dormitory became nicer and has many toys and books and therefore I like to live in our dormitory. Now I can read 24 words per minute and add and subtract within 20. I know five poems and the National Anthem. I have three close friends in my class and three close friends in the dormitory. I also see other children as my friends. I learned to play all toys of the Child Development Centre, especially I learned to solve a Rubik's cube in 20 seconds. I read folktales and parables. I easily play draught checkers, matching colour and "Catch fish". I'm very happy that I came back to school. I'm thankful to my teachers and my mum and dad who brought me back to school. Also, I'm thankful to the project people.

*G. Oyuntsetseg, Uulbayan soum,
Sukhbaatar aimag*



2015 - 2018: STRENGTHENING SCHOOLS TO NURTURE EFFECTIVE SCHOOL AND LEARNING EXPERIENCES IN FIRST GRADE CHILDREN IN MONGOLIA PROJECT

This project, focused on adaptation and learning difficulties of first graders, especially those children who started school without benefit of an early childhood education, living in difficult conditions in ger districts of Ulaanbaatar, was implemented in public schools of Bayanzurkh, Chingeltei, Songinokhairkhan districts of Ulaanbaatar.

This project activities, funded by MoFA (Japan), enhanced learning experiences of first graders and strengthened schools to work with them effectively. It implemented comprehensive measures and produced sustainable models and mechanisms for secondary schools. This included measures such as training and advocacy activities, knowledge enhancement, capacity building for primary grade teachers, development of school policy focused on first graders, and the introduction of innovative approaches



such as a “Communication Notebook” for teacher-school-parent communication and community participation.

As a result of the cooperation with national policy-makers, the Workbook for Preschool Programme of First Graders was improved and included it in the list of secondary school textbooks. Save the Children gathered child development information and developed instructions for using the information in teaching activities and added assessment questions about child progress to the education database. The teacher’s professional advancement programme included topics related to teacher support for first graders and enhancement of this skill, approach, and methods.



While attending classes of the teachers and talking with teachers participating in training, teachers learned many new approaches to teaching.

The project training first changed attitudes of teachers and second, increased care and attention to first graders by school managers and other staff as well as parents, thirdly, brought positive changes to the school environment, and fourthly, enhanced information and training for parents.

*J. Baigal, Head of Education Department,
Chingeltei district*



After participating in the project meetings and trainings, I understood well about the importance of the project and I recalled about 2008 when I began to teach 6-year-old first graders. At that time, I had no idea about supporting first graders which is the key idea of this project.

The approach is to gather and use data and information about a child. It is very effective as it gathers about 17 types of data and personal information including child development, health etc. We plan to use this approach foremost in our work. So far, we have gathered data about the blood groups of first graders with the participation of parents.

It is also so nice to see 5th graders of our school guiding and helping our first graders.

*J. Gantuya, training manager of Primary school No. 87 of
Bayanzukhr district, Ulaanbaatar city*

3. BASIC EDUCATION

Under this sub-theme, Save the Children focused on enhancing learning outcomes of vulnerable and out-of-school children through participative compensatory education programmes: improving quality and learning environments for children within schools and school dormitories that incorporate safety, effective teaching and community participation; increasing coverage, quality and effectiveness of the inclusive education programmes for children with disabilities and those from ethnic minorities; improving basic education-related policies at both national and local levels through advocacy and demonstrating model programmes.



30 Breakthroughs: 21

Save the Children supports the rights of children with disabilities to education and promoted inclusive education concepts in Mongolia.

INCLUSIVE EDUCATION

Save the Children has actively promoted inclusive education concepts in Mongolia, disseminating this understanding among specialists in the education sector, providing support at policy level and advocating to teachers, school authorities and the public.

As of 1997, except for a small number of children enrolled at two small kindergartens and five schools catering for children with special needs, Mongolia's children with disabilities had very little access to education.

In 1998, Save the Children began to implement small pilot projects to enroll children with disabilities in preschool education in Ulaanbaatar, Arkhangai and Bulgan aimags.



■ International workshop on Inclusive Education Policies for Children with Disabilities, organized by the Ministry of Education and Save the Children in Ulaanbaatar City in March 2003.



■ Trainings on inclusive education were held in Selenge, Khuvsgul, Dornod and Zavkhan aimags in 2008. 120 primary school teachers and parents attended those trainings.

KEY ACTIVITIES OF SAVE THE CHILDREN IN THE AREA OF IMPROVING EDUCATION OF CHILDREN WITH DISABILITY:



Enhanced public understanding about integrated education for children with disability. This led to decreased discrimination by parents, local communities, schools and kindergartens;



Created community-based rehabilitation practices to support children with disability and improved the policy and legal framework to promote inclusive education principles;



Trained teachers in approaches and methods to work with children with disability.

Save the Children also provided a platform for learning from relevant international experiences by organizing study tours abroad and hosting an international seminar on inclusive education in Mongolia. Save the Children's support in organizing training for kindergarten teachers and principals was supplemented with technical assistance to develop practical guidelines, training modules and other educational resource materials.

Between 2002 and 2006, with Save the Children's support, the number of children with disabilities successfully integrated into mainstream education institutions had been increased from 1,000 to 8,000. Also with our support, entrances at 69 schools and 13 kindergartens throughout Mongolia were rebuilt to ensure physical access for children with disabilities.

Save the Children's technical and financial backing to set up and partner with the Inclusive Education Unit at MOSTEC opened new avenues to promote a policy framework for inclusive education and its inclusion in relevant Government policies and practices.

2002 - 2008: REHABILITATION CENTRES FOR CHILDREN WITH DISABILITIES

Save the Children mobilized international and local financial resources to build 14 new kindergarten buildings and set up community-based rehabilitation centres for children with disabilities in Dornod, Khovd, Bayankhongor, Bayan-Ulgii aimags and in Ulaanbaatar.

We worked closely with the Pre-school Education Department of MSUE, the Academy of Management Development and NGOs such as the Mongolian Education Alliance (MEA), APCD and the public. When the Inclusive Education Programme for Disabled Children was approved in December, 2003, the integration of children with disabilities into mainstream kindergartens and schools became official Government policy.



As at 2003, no reliable statistics about disabled children were available in Dornod aimag. Initiatives of local parents (APDC) to identify children with disability, often hidden or bound at their homes, revealed 900 such children living at the aimag centre alone, presenting a huge demand for rehabilitation services for these children.

Strong commitment from parents, local government and Save the Children made it possible to open the new Rehabilitation Centre for Children with Disability in May, 2003 at the Regional Health Diagnostic Centre. The APDC placed at this Centre thus had closer contacts with children, their parents, as well as medical professionals.

After half a year of serving physically disabled children with disability, we started to see positive results. A three-year-old girl who had been tied to a "box" as she was unable to walk, took her the very first steps. Not only children from the aimag centre, but children and parents from other soums started coming to the Centre for its rehabilitation services. Given the considerable difficulties faced by many families to bring their children to the service centre, a group of home trainers (15 mothers) paired with professional nurses, was set up and prepared to make regular home visits in order to train and advise parents on at-home care and rehabilitation for their children.

Due to this effective out-reach service, the parents of mentally handicapped children requested similar services for their children. Five teachers experienced in working with disabled children were selected and trained to work as "home teachers".

These "home teachers" worked with home-bound children but also with children attending the Centre. Local government's continuous commitment and support has played a key role.

The rehabilitation Centre has become a loving place for both children and their parents where



■ This boy has learned to stand and walk independently through Community-based Rehabilitation Centre services. Chingeltei district, Ulaanbaatar city, 2008



■ The Community-based Rehabilitation Centre for Disabled Children provides rehabilitation and protection services for over 40 disabled children whose parents do not receive benefits at local levels. The 1st anniversary of the Centre, September 2007

they not only have access to rehabilitation services, but also opportunities to socialize, play, learn and develop. Since its establishment, the Centre has made lives of many children with disability brighter and happier. It is always to pleasing and rewarding for us to see our interventions being well sustained with great enthusiasm and tireless efforts by local authorities and people.

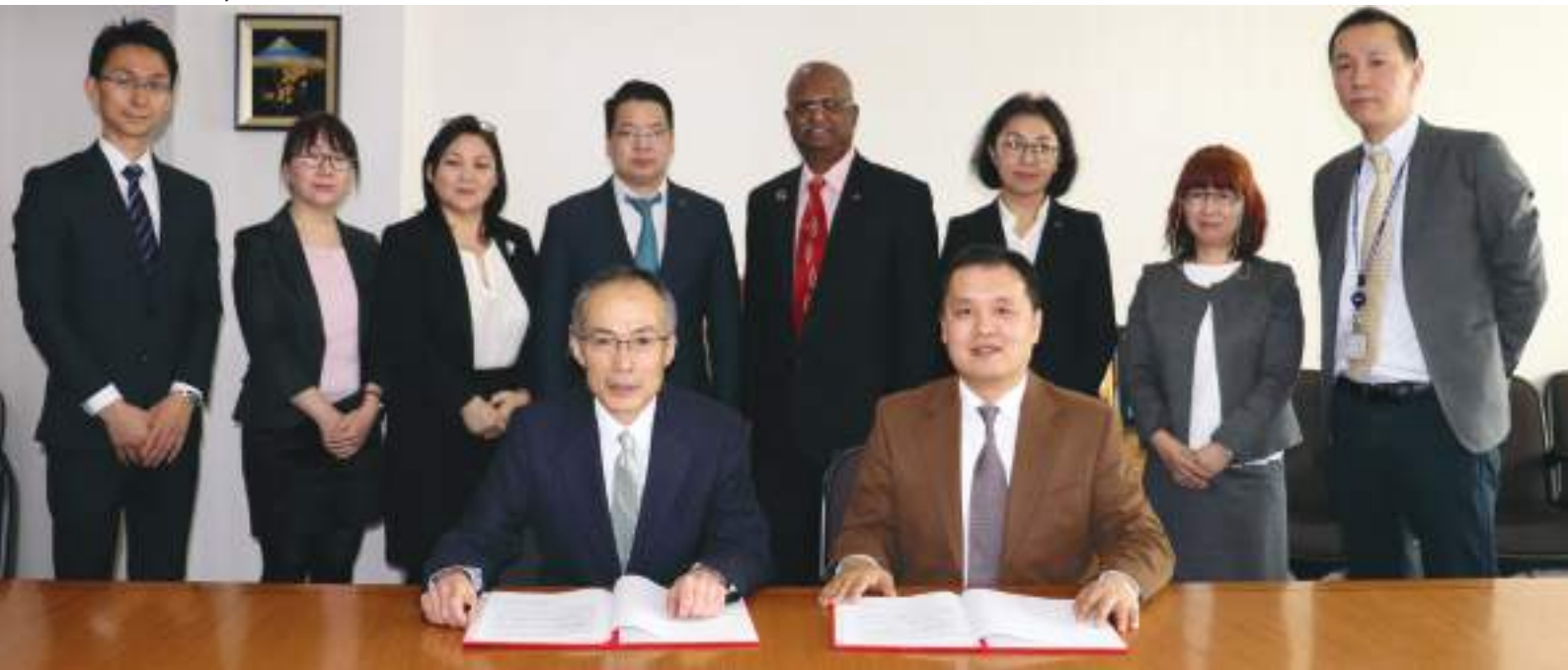
B. Erdenechimeg, Save the Children, Dornod Field Coordinator (2003-2007)

2018-2021: “PROMOTING INCLUSIVE EDUCATION FOCUSING ON EVERY LAST CHILD IN MONGOLIA” PROJECT FUNDED BY THE MINISTRY OF FOREIGN AFFAIRS OF JAPAN

Save the Children engages in various key initiatives in the field of inclusive education to support children’s rights to learn and develop. The main donor of our work in inclusive education since 2018 has been the Ministry of Foreign Affairs of Japan.

The objectives of the project were to reach out to children unable to study in public schools due to a range of challenges and conditions; to increase their enrollment in school, to strengthen the inclusive education system at public schools and contribute to the implementation of the right of each child to education. As a result of this project, primary teachers of target public schools and Lifelong Education Centres have learned approaches and methodologies to support children

■ Mr. Masato Takaoka, Japanese Ambassador to Mongolia (seated at left) and Mitsuaki Toyoda, Country Director, Save the Children Japan in Mongolia, signed the Memorandum of Understanding for the implementation of the project “Promoting Inclusive Education for Every Last Child in Mongolia” on March 9, 2018 in presence of the Ministry of Education and Japanese Embassy officials, and Save the Children staff.



with disabilities and the skills to teach each child according to their developmental characteristics and learning needs.

The project's activities were carefully planned and implemented based on identified needs, providing essential support to target schools, the Lifelong Learning centres, their teachers, children with special needs, and their parents and caretakers. According to the final external evaluation, "98% of all stakeholders involved in the project stated that the project activities addressed their needs."

Furthermore, these activities made significant contributions to refining and practically implementing inclusive education policies, fully addressing the needs of the sector and stakeholders. The assessment also concluded that, within the project's framework, children who had previously been excluded from educational services and unable to attend school were identified and successfully provided with the necessary education services

Although the project focused on a few target areas, its impact extended to the national level. For instance, from 2018 to 2020, the Government of Mongolia developed and approved crucial policy documents in the field of Inclusive education. The Ministry of Education, Culture, Science, and Sports noted that "The working groups and teams established within the project implemented by Save the Children greatly supported the development and approval of the policy and regulatory documents developed by our Ministry over the past three years."

Specifically, the project contributed to key documents on inclusive education. During the development of the procedures for the "equal inclusion of children with disabilities in schools," outlined in Order No.A/292 of 2019 by the Minister of Education, Culture, Science, and Sports, the project collaborated with the working group to submit proposals. These proposals focused on establishing school support teams to facilitate the inclusion of children with disabilities (CwD) in mainstream schools. Additionally,



the project advocated for increased variable costs for children with special needs, the allocation of additional salaries for teachers in the school budget, provision of supplies for developmental spaces for children, and further training and resources to support children with disabilities.

During the development of the *Guidelines for the Activities of the School's Children's Development Support Room*, as outlined in Order No.A/249 of 2020 by the Minister of Education, Culture, Science, and Sports, the project proposed the creation of child development spaces and the sharing of best practices related to these spaces at the national level.

Additionally, the project recommended clarifying the roles of school principals, training managers, social workers, and teachers in securing the necessary financial and human resources to ensure the effective operation of these child development spaces. This included allocating specific funding in the school budget, offering additional support and assistance to children, creating child-friendly environments, and providing specialized support for children with special needs.

The project team also contributed suggestions and recommendations for the practical application of child development spaces in the specific context of the target schools. Furthermore, They provided specific suggestions during the drafting of the “Procedures for Creating Materials and Learning Environments Suitable for Students with Disabilities at All Levels of Educational Institutions,” as outlined in Order A/184 issued by the Minister of Education, Culture, Science, and Sports in 2020.

The training manuals developed for teachers and parents, along with training sessions using these manuals to address the diverse needs of each child, have played a significant role in the implementation of Inclusive Education policies in schools. Additionally, the project's advocacy efforts have been essential in raising public awareness and understanding of Inclusive Education, while addressing the challenges faced by children with special needs and their teachers.



■ In the picture, from left to right: L.Bayan-Altai, Country Manager of Save the Children in Mongolia, Kobayashi Hiroyuki, Ambassador Extraordinary and Plenipotentiary of Japan to Mongolia, March 2022

2021-2024: “PROMOTING INCLUSIVE EDUCATION FOR EVERY LAST CHILD IN MONGOLIA-2” PROJECT, FUNDED BY THE MINISTRY OF FOREIGN AFFAIRS OF JAPAN

Building on the results and lessons learned from previous projects, this initiative aims to prepare children with special needs in target schools for a successful transition from elementary to middle school. The project focuses on enhancing the learning environment, improving the knowledge and methodologies of elementary and middle school teachers regarding inclusive education, and increasing public awareness of inclusive education.

Implemented in 16 public schools that participated in the earlier project, Save the Children, in collaboration with stakeholders in the field of inclusive education, has established four key goals: ensuring the equal inclusion of children with special needs in education, strengthening the school system to better support these children, enhancing the capacity of teachers, parents, and peers to aid in the learning and development of children with special needs, and improving the implementation and coordination of policies and regulations that support Inclusive Education.

The Law on Education and the Law on Preschool and General Education, approved on July 7, 2023, introduced a separate chapter with nine provisions and one article (Article 6) dedicated to inclusive education. This legislation establishes essential conditions for educational access in kindergartens and schools, accommodating the diverse characteristics and needs of children.

Schools are now required to provide suitable educational conditions for every child, regardless of their characteristics and individual needs. The new legal framework enables various inclusive education initiatives, including providing comprehensive development support to each student, creating appropriate learning environments with necessary materials, developing individualized learning plans, and organizing specialized training sessions.

These achievements stem from policy advocacy efforts, discussions held in meetings and forums, and project documents developed within Save the Children's "Promoting Inclusive Education for Every Last Child in Mongolia" projects 1 and 2.

Save the Children played a key role in the approval of the "Guidelines for the Assessment of Students Studying According to Individual Study Plans" by Order No. A/325, dated September 16, 2021, from the Minister of Education and Science. This was a significant step toward making the evaluation of school students with individual study plans more flexible, supporting their academic progress, and basing assessments on their progress.

From 2021 to 2024, Save the Children implemented the "Promoting Inclusive Education for Every Last Child in Mongolia" project. Out of 6,823 students in the 4th and 5th grades who benefited from this project, 84 had special needs. Among the 11,734 students in the 6th to 9th grades who participated, 110 had special needs. Additionally, 3,888 parents participated in the project. Through methodological trainings and targeted activities, the project enhanced the capacity of 922 primary and secondary education teachers, 48 administrators, 15 psychologists, 16 social workers, and 1,624 parents in the field of inclusive education.

As a result of the project, there has been a notable improvement in the understanding, knowledge, and skills of teachers, as well as increased involvement of school initiatives and the active participation of parents of children with special needs. This has facilitated the acceptance of these children at the basic education level and supported their adaptation to the middle school learning environment.

Starting November 15, 2023, the National Statistics Office and the Ministry of Education and Science have consolidated and updated their system for registering children with special needs. This unprecedented reform includes the registration of children studying under individual study plans, their specific needs, and those who have been excluded from education. Save the Children played a pivotal role in this initiative.

To assist elementary school teachers in identifying children with special needs, questionnaires and assessments have been developed and integrated into the educational management information system. This ensures that once a student is identified as having special needs, teachers have access to all the necessary information to tailor the individual study plan, programme, and methodology accordingly.

Through these efforts, Save the Children continues to make a meaningful contribution to the development and implementation of policies and procedures that support inclusive education.

In addition to pursuing funding from major donors, Save the Children actively seeks micro-project opportunities aligned with the strategic objectives of its Education Programme. We remain deeply committed to assisting children and communities in overcoming educational challenges and barriers.

2021: SAVE THE CHILDREN IMPROVES LITERACY OF HERDER PARENTS

In Mongolia, during the market transition of the 1990s, many children dropped out of school; some went to work, while others herded livestock to assist their parents. As these children grew up and became parents themselves, many faced challenges in raising their own children and providing them with education.

Their limited literacy skills made it difficult for them to help with homework and support their children's development. This is particularly critical for families with children with disabilities, who require additional support and care. In rural areas, many



parents lack the knowledge of how to effectively communicate with their young or disabled children and often do not know where to seek assistance.

Additionally, many individuals are unaware of their own birthdates and often feel shy or anxious when communicating with others. As a result, they tend to avoid public places such as banks, stores, and hospitals.

During the implementation of the “Promoting Inclusive Education for Every Last Child in Mongolia” project from 2018 to 2021, Save the Children conducted a survey of children with disabilities in target communities, whether they were attending school or staying at home. In the process of identifying these children, we encountered illiterate and socially withdrawn parents. In 2021, a survey was conducted among 143 residents of Arvaikheer, Kharkhorin, and Uyanga soums in Uvurkhangai province to identify herders, parents, and caretakers of children with disabilities aged 0-16 who are not employed. This survey yielded many insightful findings.

For example, 35.0% of the 134 fathers surveyed had little or no education, while 26.9% had attained some level of basic education. Among these respondents, 54.1% were either herders or unemployed. Additionally, 65% of the surveyed children were between the ages of 0 and 11.

This study highlighted the urgent need to focus on the education of unemployed individuals living in remote rural areas who have children with disabilities and are in constant need of care.

To address this issue, Save the Children submitted a micro-project proposal titled “Improving Literacy Skills of Herder Parents of Children with Special Educational Needs” to the grant competition organized by the Australian Volunteers Programmeme’s “Impact Fund.” The proposal was approved, and we successfully implemented the project in Uvurkhangai province from June 2021 to April 2022.

We selected 60 herders with children who have special educational needs and organized training sessions using a specially prepared comprehensive curriculum in collaboration with the Centre for Lifelong Learning of Uvurkhangai province, as well as the Lifelong Education Units of Arvaikheer, Kharkhorin, and Uyanga soums. The training aimed to enhance the reading, writing, and numeracy skills of these herder parents through distance learning and mobile training, while also improving their ability to support and work with their children. Supporting the education of parents with children who have disabilities was an innovative and pioneering initiative in the community.

The "Improving Literacy Skills of Herder Parents of Children with Special Educational Needs" project is making a significant impact on individuals like B. Rentsen, Ts. Munkhbayar, and N. Dulamsuren. Save the Children is diligently collaborating with local partners to expand the project into additional communities, aiming to benefit even more children and parents.



"I once thought it would be impossible for me to learn to read at my age. I used to believe that studying was pointless. However, during visits to the bank or hospital in the soum centre, I realized the importance of being able to read and write, even though I didn't know how to learn. Thanks to a project that assigned a local teacher to me, I began receiving help at home. I also attended classes in the soum centre. Now, I can read, write my signature, and count."

Ts. Munkhbayar, a herder from Kharkhorin soum, Uvurkhangai province



"I am a stay-at-home parent, caring for my children. I occasionally visit the soum centre, but I avoid banks and stores because I haven't learned to count money well and I can't sign my name. Since participating in the project, I've been learning alongside my husband. I can hardly believe that I will soon be able to read, help my son receive treatment at the hospital, send him to school, and teach him to write. It's an amazing feeling."

N. Dulamsuren, wife of Ts. Munkhbayar

THE COVID-19 AND EDUCATION

In 2019, school closures due to the COVID-19 pandemic affected 1.5 billion students worldwide, representing 91% of all students (UNESCO, 2020). Countries implemented various measures to ensure the continuity of education during this crisis. While distance, online, and blended learning methods were employed, the effectiveness of these models varied based on available resources and capacity.

There were many challenges, such as the content of distance and online education, the availability of digital and other technologies for all households, and the lack of experience among teachers, students and parents in using educational technology.

Numerous challenges emerged, including the quality of distance and online education, the accessibility of digital technologies for all households, and the lack of experience among teachers, students, and parents in using new educational tools.

In Mongolia, Save the Children collaborated with the government to address the challenges posed by the pandemic. The outbreak led to lockdown and prolonged closures of kindergartens and schools on two separate occasions.

Save the Children and UNICEF co-manage the Education Cluster of the Humanitarian Country Team led by UN Resident Coordinator in Mongolia, which aims to mitigate the impacts of disasters in Mongolia across each sector and strengthen coordination between them.



In 2020, Save the Children took an active role in leading the Education Cluster in developing a “Preparedness and Response Plan for the Prevention of Infectious Diseases in Kindergarten and General Education School Environments.” Together with member organizations, the cluster developed guidelines for its implementation, marking Mongolia’s first experience in creating a sector-specific emergency preparedness plan to respond to a pandemic situation.

During the peak of the COVID-19 outbreak, a micro-project called the “Picture Book” project was implemented by Save the Children. Over six months in 2021, the project donated a total of 8,427 educational picture books and 636 toys to public kindergartens and schools in target provinces, soums, and Ulaanbaatar city.

The project supported eight kindergartens in Bayanzurkh and Songinokhairkhan districts of Ulaanbaatar, seven kindergartens in Chingeltei district, six kindergartens and one school in Dornod province, and five kindergartens and one school each in Arkhangai, Uvurkhangai, and Sukhbaatar provinces, as well as five kindergartens in Dundgobi province.

Each aid package provided to a kindergarten or school included 150-160 children’s educational and picture books, along with 12 types of toys. In total, these resources benefited 7,006 children and 532 teachers in 49 kindergartens, as well as 1,293 students and 87 teachers in four schools.

The “Picture Book” project was initiated by Dean Fujioka, a Japanese actor and artist. To provide children with opportunities to learn through books, he launched a campaign to collect donations of books and toys, with Mongolia selected as one of the countries to receive these contributions. Save the Children successfully implemented the project, enriching the educational experiences of thousands of children.

30 Breakthroughs: 22**Save the Children plays a key role in securing support from the Global Partnership for Education (GPE) education in Mongolia**

In November 2020, the Global Partnership for Education (GPE) announced its “Multiplier Fund” assistance programme for partner countries, and the Ministry of Education and Science of Mongolia subsequently submitted project concept documents to the GPE for consideration.

After conducting a quality assessment of the documents, the GPE discussed its findings with the Mongolia’s Local Education Group (LEG), comprised of donors and partners in the Mongolia’s education sector, indicating that the country could receive multiplier funds.

Save the Children was entrusted with leading the development of the project proposal and submitted a request to the Ministry of Education and Science to appoint a working group for this purpose. On October 27, 2021, following Order A/359 from the Minister of Education and Science, a working group was formed, comprising relevant professionals, experts from Save the Children, and experienced international and Mongolian consultants. This group developed the project proposal, which was reviewed by the Local Education Group (LEG) before being submitted to the GPE.

In May 2022, the GPE approved a grant of \$5 million to the Government of Mongolia. Since September of this year, the Ministry of Education and Science has been implementing a three-year project titled “Enabling Equity to Advance Learning (EQUAL)”. Save the Children plays a key role in coordinating project financing, monitoring and evaluating its implementation, providing professional support to the project unit, and reporting on financial progress.

The EQUAL project aims to enhance the quality and accessibility of education in Mongolia, with a strong emphasis on the principle of equal inclusion. It also supports the implementation of the medium-term education programme, with each of the project’s three components is designed to address specific barriers to inclusive education for children.

Firstly, many challenges affect the learning of children with disabilities, including the school environment, available resources, and teachers’ skills, which often prevent these children from attending school. To address some of these issues, the first component of the project includes six main activities. This component provides direct support to 300 general education teachers, 140 students with disabilities in primary and secondary schools, and their parents.

Secondly, a study found that the quality and availability of school and dormitory lunches were insufficient due to inadequate kitchen



■ In the photo: Opening ceremony of the "EQUAL" project held on 27 October 2022. Attendees (from left to right) include Mr. L.Enkh-Amgalan, Minister of Education and Science of Mongolia (center, front row, wearing a yellow tie), Mr.Kobayashi Hiroyuki, Ambassador Extraordinary and Plenipotentiary of Japan to Mongolia (to the Minister's right), Mr. L.Bayan-Altai, Country Manager and Representative of Save the Children in Mongolia, and Mr.Shinichi Tanaka, Chief Representative of the JICA Mongolia Office.

equipment, a lack of nutritionists, and limited knowledge about meal options among students and parents. To address these issues, the second component of the project includes seven main activities aimed at improving food production and service quality in the target schools, benefiting over 48,000 students aged 6-14 in 45 target schools.

Thirdly, to bridge learning gaps and enhance student learning abilities, a suitable blended learning model is being developed. This third component involves 5,000 students from 50 schools in Chingeltei and Khan-Uul districts of Ulaanbaatar, as well as schools in Bulgan, Dundgobi, Sukhbaatar, Uvs, and Khovd provinces. This component aims to enhance the skills of over 1,000 elementary and middle school teachers in blended learning and provide access to inclusive education for children.

During the 18 months since the project began, significant progress has been made in collaboration with professional organizations, the private sector, and civil society groups. For example, Children's Development Halls have been established in 18 schools across Arkhangai, Selenge, Sukhbaatar, and Uvs provinces, as well as in the Sukhbaatar, Khan-Uul, and Bayanzurkh districts of Ulaanbaatar, with funding of approximately 1 billion MNT.

Special needs education teachers have been appointed to ensure the continuous operation of these halls. Training and advocacy activities have been organized to build the capacity of teachers, peers, and their parents and guardians. A total of 647 administrative staff and 2,170 elementary school teachers from 108 general education schools in the target provinces and districts of Ulaanbaatar received training on the "Theory and Methodology of Inclusive Education."

As part of the school lunch programme, a total of 36 general education schools are training nutritionists through conversion training, with 25 graduates now employed in their contracted schools. Additionally, 50 schools have been selected to implement blended learning activities, and initial surveys have been conducted. Training sessions are being organized for school teachers and administrators.

The project is being implemented in coordination with the Japan International Cooperation Agency (JICA), the Korea International Cooperation Agency (KOICA), and other development partners active in Mongolia's education sector.

Save the Children continues to support all activities of the EQUAL project and, in collaboration with Save the Children Australia, works to ensure that the GPE grant is utilized effectively to achieve meaningful results in education.

30 Breakthroughs: 23**Save the Children promotes the right of ethnic minority children to bilingual quality education****EDUCATION OF ETHNIC MINORITY CHILDREN**

Bayan-Ulgii, the Aimag where most Kazakh people live, performs poorly in basic indicators of access and attachment to education. It also has the highest drop-out rate. The education of Kazakh children, who constitute five percent of Mongolia's child population, has always been a specific focus in Save the Children's programming.

During 1998-2000, Save the Children's community-based projects in Bayan-Ulgii supported income-generating activities for poor households with many children, enabling them to afford their children's attendance at schools and kindergartens. Training and capacity building events, such as study tours to visit Ulaanbaatar's best kindergartens, were organised specifically for Bayan-Ulgii kindergarten teachers. Responding to the fact that Bayan-Ulgii had the lowest preschool coverage in the country, during 2002 alone, Save the Children supported 30 ger kindergartens to be established at this Aimag.



Save the Children also provided for the first Kazakh Alphabet Textbook in Mongolia to be developed, printed and distributed during 2003, to meet the high demand for such a book to be available for Kazakh children.

In 2005-2006, Save the Children's study *Education of Kazakh Children: A Situation Analysis* drew attention to the absence of an appropriate bilingual education system in Mongolia, placing Kazakh children at a notable disadvantage.

After receiving and reviewing this report, the UN Committee on the Elimination of Racial Discrimination recommended that the Government of Mongolia "...facilitate the participation of ethnic minorities in the elaboration of cultural and educational policies that will enable persons belonging to minorities to learn or to have instruction in their mother tongue, as well as in the official language".

In 2007-2009, Save the Children invested further to increase access to and quality of pre- and primary education for Kazakh children, and facilitated developing the first Mongolian language textbooks as a second language, specifically designed for Kazakh children. In total, 9,900 textbooks, for grades 2,3 and 5, were printed and distributed to facilitate Kazakh children's learning of the Mongolian language.

In 2008-2012, Save the Children devised the *Programme to Support Kazakh Childrens Education*, subsequently approved by MESC. The programme set out specific objectives, such as, to conduct a comprehensive review of the training curricula and content used at Kazakh schools and, consequently, to revise and develop bilingual learning and teaching methodologies; to increase the provision of textbooks, learning tools and other equipment relevant to the needs of Kazakh children; and to enhance the education system so that services are inclusive of and relevant to Kazakh children.



4. CHILD-FRIENDLY LEARNING ENVIRONMENT

30 Breakthroughs: 24

Save the Children introduces the first child-centred educational approach and positive disciplining methods to Mongolia

Save the Children's approaches to quality education have evolved over the years with increasing recognition of the importance of providing a protective environment for children's learning and development. Supporting safe, healthy and child-friendly learning environments is one of the main goals of Save the Children. We focus creating child-friendly environments, confirming child-centred teaching approaches, increasing child participation in education and training teachers to use positive disciplinary practices.

2008 - 2011: SUPPORTING IMPLEMENTATION OF THE LAW ON EDUCATION, ENHANCING MANAGEMENT AND MONITORING SYSTEM

In December, 2006, the Parliament of Mongolia passed amendments to the Law on Education, including provisions to ban all forms of abuse, violence and corporal punishment in educational settings, abolish unofficial fee collection in schools, introduce a code of conduct for teachers, and promote children's rights to participate.

Save the Children's study in 2009 found that physical violence, emotional pressure against children and other forms of violence still existed in schools, even though the Law on Education was amended in 2006 to prohibit corporal and emotional punishment of children, extortion of illegal fees from children and discrimination against children in all school settings. 88% of teachers in the 16 schools surveyed were not aware of these amendments to the Law on Education. 80% of the children and teachers surveyed said they paid or collected illegal fees and 63% of the surveyed children said they experienced discrimination by their teachers, because of their academic performance, physical appearance or family status³¹.

In 2008-2011, Save the Children, with funding from JICA, began to address these findings by implementing a project to set up models of Students' Councils and National Parent - Teacher associations to monitor the implementation of the Law on Education locally and to strengthen good governance in the educational environment. This project was implemented in 16 public schools of Ulaanbaatar and Dornod aimags.

Save the Children, together with the General Agency for Specialized Inspection (GASI), developed a School Policy Manual outlining the amended clauses of the Law on Education that served as an internal directive for schools to implement the Law. GASI inspectors attended child rights and protection trainings and then monitored implementation of the law.

³¹ 2009, A Baseline study report: Physical violence against students, collection of illegal fees, and discrimination, Save the Children



■ Teachers at School No. 39 in Chingeltei district, Ulaanbaatar city, receives a training on positive discipline in 2009



■ A joint inspection exercise conducted by parents and school social workers of Tsagaan-Ovoo soum school in Dornod aimag, 2010

A civil monitoring team consisting of the Parents' Council and school staff worked in the 16 target schools to monitor violations of child rights.

Save the Children and the NCAV helped establish a legal support system to help students whose rights had been violated in school settings. We set up the Young Lawyers' Club and launched actions to eradicate child rights violations. The Club, with our support, developed a guidebook for the prevention of child rights violations which was based on true cases of child rights violations in public schools of Mongolia.

As a result of our ongoing efforts, the overall behavior of teachers in 16 target schools showed positive changes. The use of corporal and emotional punishment by the teachers in the target schools decreased sharply and, by 2011, 88% of the teachers assessed their teaching methods as non-violent. Moreover, students' attitudes toward punishment also changed. There was a 30% decrease³² in the acceptance of punishment as the right way to deal with wrong behaviour. Simultaneously, the number of students seeking help from social workers after experiencing corporal punishment had increased.

The mobilization of good school governance mechanisms contributed to a more transparent and accountable decision-making process in the school system. Parents Associations were involved in school management, and particularly, in the monitoring of budget spending to prevent illegal extortion of fees. As a result, a new practice was established of school administrations consulting with Parents Associations on school spending.

Student councils, with support from Save the Children, became active representatives of students' interests in school administration. Good practices were developed in schools for internal independent resolution of complaints and misunderstandings between teachers and students. For example, student councils initiated awareness-raising campaigns for students and teachers to eradicate the practice of corporal punishment in the target schools.

16 target schools adopted transparent and accountable governance practices and most significantly, 24,000 students enjoyed a friendlier and fairer environment in school settings as a result of this project.

³² "Support the Implementation of the Law on Education, Enhancing Management and Monitoring System" JICA supported Project, Final Evaluation, Save the Children, 2011



2008 - 2011: POSITIVE DISCIPLINING METHODS (PDM)

As stated in articles 18 and 19 of the UNCRC, parents have a right to receive appropriate assistance to improve their performance of child-rearing responsibilities. To implement this, Save the Children developed a parenting programme suitable to the Mongolian context and acceptable to parents as a hands-on, effective method for disciplining their children.

In 2008, the Mongolian education system was assessed as being still burdened with socialist-era educational practices with little flexibility to offer student-centred teaching. It also lacked modern learning methodologies, and teaching qualifications and skills were often found to be inadequate.³³

Given these conditions, Save the Children directed its attention to introducing child-centred teaching methodologies and in 2008-2011, with the financial support of JICA, developed training modules on the Positive Disciplining Method (PDM) and Parents' Education for supervising pre- and primary school-aged children.

Positive discipline helps children and students to build the self-discipline they need in order to be successful learners. Save the Children's Mongolia programme team revised the international guidelines to fit Mongolian conditions and published a new manual *Positive Discipline in Everyday Teaching: Guidelines for Educators*.

33 Mongolia: Education Sector, Rapid Sector Assessment, ADB, 2008



This manual was adapted to Mongolian customs, mentality, and behavioural characteristics and offers comprehensive guidelines for teachers to use the Positive Disciplining Method in their classrooms and schools. PDM reduces a child's fear of the teacher, discrimination, or low self-confidence, and children's behavior becomes more positive. Factors that negatively affect child development, education, and psychology can be reduced by PDM. Most crucially, it has been proven that teachers can use this method in daily activities without having to spend time outside school hours.

These PDM activities by Save the Children were the first-ever attempts to introduce positive discipline into the education system of Mongolia, and they were welcomed by school teachers, education sector public officials and local governments. Since 2013, PDM has become part of the professional qualification curriculum for pre-school teachers and accredited by MECSS.

Since 2005, Save the Children has been promoting positive parenting methods in Mongolia. The sub-programmeme Positive Discipline in Everyday Parenting, developed by Dr. Joan Durrant, a Canadian child clinical psychologist, and widely adopted and promoted by Save the Children, has been implemented in Mongolia since 2015. This aligns with Save the Children's goal to foster knowledge, attitudes, and practices that reject violence against children. This initiative is a key component of Save the Children's Child Protection Programmeme strategy in Mongolia.

The programmeme aims to eliminate physical and emotional punishment of children in all settings by promoting positive educational methods that influence the knowledge, attitudes, and behaviors of parents, guardians, and teachers. It encourages a non-violent, evidence-based approach to raising children.

Key outcomes of this sub-programmeme include strengthening the relevancy and effectiveness of family- and child-welfare and education services through the implementation of Positive Discipline in Everyday Parenting and initiating the transfer of its curriculum and methodology to the Government of Mongolia. To ensure the

sustainable promotion and reinforcement of this programme, a Memorandum of Cooperation was established with the Department of Family, Children, and Youth Development for the period of 2022-2027

The Department of Family, Children and Youth Development organized a training course to prepare facilitators for the Positive Discipline in Everyday Parenting programme across eight provinces in the central and eastern regions, training a total of 32 specialists. National trainers from the programme nominated five individuals who are currently undergoing the certification in collaboration with the Positive Discipline in Everyday Life (PDEL) organization from Canada. In addition, Save the Children trained 28 more facilitators for the programme.

In 2023, in partnership with PDEL, two 8-week training sessions were held for parents and guardians. Since the launch of the sub-programme in 2015, a total of 216 participants have completed 15 training sessions for parents and guardians.



A “Demand Letter” vs. a “Thank You Letter”

Before, I used to blame my students when they made mistakes, and would send a “demand letter” to their parents to correct the problems. When the parents received a “demand letter” from me, they came to see me to complain about similar negative things that they observed in their children, such as not doing their homework and always playing outside, etc.

Sometimes, the poor student stood beside us, looking down sadly, and doing something with his/her hands without any happiness in their eyes and faces. I used to believe that blaming was for children’s good, and prevented them from growing up as a “bad person”.

Then I decided to change this method after being introduced to Positive Discipline Methods to see my happy children greeting each other again. The idea of issuing a “Thank you Letter” came to my mind, and I started to send thank you letters to the problematic students, to encourage in the letter all the right things they were doing. Every day, I wrote good and positive things in the thank you letters, about my students doing something good, helping a friend, initiating a new thing, being friendly or dressing properly, etc. I would hand these letters over to the individual children with a word of congratulation. The students liked receiving a small colourful bit of paper with the words of thanks and positive things about them.

Upon receiving the letters, they usually hurry back home to show the letters to their fathers and mothers and talk about receiving such letters. The parents also gave prizes and encouraged them to bring the thank you letters more often. The students also complement each other on the number of colourful thank you letters they receive from me. I continued this work for some time.

One day, a mother of my student came to see me. The mother told me that she was very happy to see her child come home with the thank you letter. The child showed off the letter proudly to their family members, and the mother also felt safe to see me, the child’s teacher. From this experience, I understood that I have changed not only my student’s behavior with a positive discipline method, but it has actually helped the parents to also form a new relationship with the child.

B. Oyun-Erdene, Primary teacher of School No.23, Ulaanbaatar, one of the target schools of the JICA-funded education project

5. COMMUNITY PARTICIPATION IN EDUCATION

30 Breakthroughs: 25

Save the Children develops model of parents and community participation in education



■ “Teacher-parent communication notebook” in use in public kindergartens in Ulaanbaatar City, 2014

TEACHER-PARENT COMMUNICATION NOTEBOOK

Since its establishment in Mongolia, Save the Children has promoted parental participation in their children’s education.

Since 2011, the Child-friendly Kindergartens project, funded by the MoFA Japan, has been improving cooperation between kindergarten teachers and parents for ongoing communication about their child’s development and learning experiences. As a result of several activities, in 2012-2014 Parents Associations of 58 kindergartens engaged in increasing child-friendliness in kindergartens, moving beyond the usual traditional celebrations and the majority of Parents Associations have succeeded in involving parents in their kindergarten activities.

15,000 parents in Ulaanbaatar city have improved understanding about their role in Early Childhood Care and Development (ECCD) and child rights and protection, and are more actively engaged in monitoring their children’s development.

Parents Associations are keen participants in kindergarten-initiated activities such as libraries, communication notebooks, and kindergarten safety mapping. New activities were initiated, such as assisting children to present a





■ A Storytelling Day event attended by the grandparents of the children at Kindergarten No. 163. Songinokhairkhan district, Ulaanbaatar city, 2013

play, developing handbooks for parents, and communicating with media.

Results of an evaluation survey showed that 90% of Parents Associations made a positive contribution to the management of kindergartens and their recommendations were included in the kindergarten management planning. Parents' participation increased by 30% in addressing the early childhood care and development issues of their own children.

Teacher-Parent Communication Notebooks were appraised by the Municipal Education department as contributing to cooperation between teachers and parents for the care and development of young children, and decided to distribute it to all kindergartens in Ulaanbaatar. To achieve this, Save the Children published a total of 61,000 Teacher-Parent Communication Notebooks and distributed them to 58 public kindergartens in Ulaanbaatar, benefitting at least 20,000 children annually in the years 2012-2014.

In 2014, the Parent-Teacher Association of Mongolia NGO was established by former Save the Children education programme staff members and Parents Associations of 19 kindergartens. This NGO serves as a platform for cooperation between Parents Associations of kindergartens and schools across the country.



Every parent needs to acknowledge the achievements of children, and be aware of the challenges of caring for them. In addition, teachers have a responsibility to provide this information to parents regularly. Both parents and teachers face challenges in achieving this, including limited face to face time. The best way to solve these issues is the use of the "Teacher - Parent Communication Notebook".

The communication notebook includes much useful information for parents. The notebook has a chart to show briefly the mental, physical and social skills and abilities the children should expect to have at ages 0-5. Kindergarten teachers do not have the opportunity to meet with parents and to talk about each child. Thus the notebooks can be used to fill this gap and provide advice and information sharing for every child in the kindergarten.

The notebook is special as it is used on the basis of tripartite communication or teachers, parents, and children. Parents can get answers for the questions they ask about their children, and children can record their everyday participation by stamping the monthly calendar.

Save the Children offered small scale, results-based grants to address the educational needs of rural children in remote communities and support community initiatives to promote the school preparation programmes. For example, 10 small grants amounting to a total of 14 million tugrugs were distributed and 324 children and 686 parents, kindergarten and primary school teachers benefitted in Arkhangai aimag. Local governments also supported the community initiatives. For example, the Arkhangai Governor's office contributed 15 million tugrugs to support these initiatives.

Also, the Governor's office of Tsagaan-Ovoo soum in Dornod aimag spent 2.9 million tugrugs to establish two child development centres and purchase eight book and toy kits from its local development fund. The Elders' Association of Khalkhgol soum in Dornod aimag donated toys to its child development centre in the soum.





CHILD POVERTY ALLEVIATION PROGRAMME

30 Breakthroughs: 26

Save the Children actively participates in the National Poverty Alleviation Programme and offered an opportunity to develop and socialization to vulnerable and disadvantaged children

Save the Children's Child Poverty Alleviation programme aims to equip targeted households with the economic opportunities and skills necessary to meet their children's basic needs for health, nutritious food, education, and protection.

The programme focuses on three key areas:

- **Successful Transition of Youth:** Enhancing the skills of young people to prepare them for decent job opportunities in the future
- **Supporting Vulnerable Families:** Assisting families and children affected by disasters to fulfill their basic needs
- **Pilot Projects and Initiatives:** Implementing small-scale initiatives to improve household livelihoods and food security

The objective of the Child Poverty Alleviation programme was to provide economic opportunity and skills for target household members to provide the basic health, nutritional, educational and protection their children needed. By the time of Save the Children arrived in Mongolia, 36.3% of the population was living in poverty.³⁴ The new phenomenon of widespread household poverty was a major cause of distress for Mongolian children. Although alleviating poverty alone would not solve all the problems faced by vulnerable children in Mongolia's new society, Save the Children believed that improving household resources would have the most significant impact on children's conditions over the widest area and in the shortest amount of time.

³⁴ Living standard measurement survey 1995 conducted by the National Statistical Office with the World Bank support

Alleviating poverty was, therefore, a key issue for Save the Children and one in which it had a comparative advantage in terms of understanding, partnerships and implementation plans.

1996 - 2000: CONTRIBUTION TO THE NATIONAL POVERTY ALLEVIATION PROGRAMME

Save the Children's involvement in the National Poverty Alleviation Programme (NPAP) which started in 1996, was a strategic choice made necessary by the need to extract the most benefit for children. With its limited financial capacity, Save the Children was unable to adequately address, even in part, many of the challenges presented for children by the country's transition. It meant Save the Children needed to exert pressure on larger donors to take children's needs into account.

- With its close involvement in designing NPAP management structures at national and local levels, Save the Children successfully promoted decentralizing the implementation of the programme.
- Save the Children's input strengthened NPAP's originally weak focus on children, with preschool being added as a priority NPAP issue. With our initiatives and financial commitments, a preschool window was established under the NPAP's Local Development Fund (LDF) to disburse funds to support local action for preschool education.
- Save the Children's social development and capacity-building interventions were highly instrumental in imparting social-development skills at local levels and for NPAP implementers.
- The use of a bottom-up, participatory approach to assess local communities' needs, action planning and decision-making in the Livestock Restocking Project for poor rural people under the Rural Physician Associate Program (RPAP) in Arkhangai Aimag was a genuinely empowering experience. With financial support from ADB, and in partnership with the Centre for Social Development (CSD), Save the Children's two-year project provided technical assistance to design and establish Targeted Assistance Funds for the first time in Mongolia that would offer financial assistance for its ultra-poor to meet their basic needs. Relevant officials were trained nationwide on how to manage and distribute such assistance to the poor.
- Save the Children initiated and implemented various pilot projects to support specific vulnerable groups such as female-headed households with many children and rural herder families.

Save the Children supported 250 female-headed households with many children in the Umnugobi, Sukhbaatar, Dornod and Darkhan-Uul aimags by providing micro-credit for income-generating start-up activities, to support children's enrolment at kindergartens and schools. In total, 450 poor herder families in the Bayan-Ulgii, Khovsgol, Bayankhongor and Dornod aimags were supported with livestock restocking grants on condition that their children regularly attended schools. Convinced by the evidence of Save the Children's successful livestock restocking of rural, low income target groups, from 2000, the NPAP allocated 1.3 million dollars to support poor herder families in 33 soums in five aimags.



■ Participants of the First Young Entrepreneurs Contest, Ulaanbaatar city, 2017

2015 - 2017: BUSINESS EDUCATION AND SKILLS TRAINING FOR CHILDREN AND ADOLESCENTS

Save the Children places children and young people at the heart of its actions to reduce poverty and supports them to gain skills needed in survival and increased income and preparedness for the evolving labour market and future employment.

2015 - 2016: RESEARCH TO ASSESS BUSINESS AND ENTREPRENEURSHIP EDUCATION NEEDS FOR ADOLESCENTS LIVING IN RURAL AREAS

Save the Children met with 9-12th graders and teachers of secondary schools in Uvurkhangai and Sukhbaatar aimags, gathered data and information and held discussions with local government officials, statistical departments and business entrepreneurs.

GLOBAL YOUTH ENTREPRENEURSHIP CHALLENGE (GYEC)

Since 2017, Save the Children has organized the annual Global Youth Entrepreneurship Challenge in collaboration with the Development Solutions NGO, adhering to international standards to enhance young people's entrepreneurial skills. Each year, the competition features increasingly engaging themes and content, and as participation grows, so does the diversity and creativity of the business ideas presented. Since 2019, this initiative has also received support from the Business Innovation Agency of Ulaanbaatar Municipality.

2017: FIRST CONTEST OF YOUNG ENTREPRENEURS

From 11 March to 1 April, 2017 Save the Children conducted Business and Entrepreneurship training for 38 students from four schools of Ulaanbaatar together with the Development Solutions NGO. In a survey of all participants at the training, they said the training had been very useful, interesting and beneficial. Save the Children organised a national entrepreneurship contest among these participants, and three

teams were selected as winners of the right to participate in the international Young Entrepreneurs Contest. Since then, Save the Children has organised this contest every year and the number of participants has increased along with the scope of the competition.



I participated in a business contest for the first time. I wanted to challenge myself. I entered the contest with friends that go to this training together thinking instead of looking idly at the daily problems of society, why don't we try to solve it?

We gained key orientation during pre-contest training. Before, we understood differently about business entrepreneurship. We were taught many subjects such as key stages for doing business, writing a business plan, business model development, working in teams, defining assignments, etc and therefore, it was very effective.

G. Munkhtsetseg, a participant in Young Entrepreneurs Contest 2019

2018: SECOND CONTEST OF YOUNG ENTREPRENEURS

From March to May, 2018, Save the Children successfully organised the second Young Entrepreneurs Contest involving 64 senior graders of six secondary schools in English and Mongolian languages.

2018: COLLABORATION IN THE MONGOL ENTERPRISING ADVENTURE EVENT

In In 2018, Save the Children expanded and strengthened its cooperation with programmes focused on youth and adolescents and one such activity was the Mongol Enterprising Adventure organised in Mongolia by the United Nations Development Programme's (UNDP) Activated 2030 project in October, 2018.

This event used innovative phased training activities to increase the capacity of youth to realise their ideas. The five platforms were: Drive and Determination; Creative Tendency; Need for Autonomy; Calculated Risk-taking; and Need for Achievement. Save the Children was responsible for Need for Autonomy. Working with 48 youth selected from 350 youth applicants, we discussed the importance and risks of independent decision-making and conducted the training in a novel way. In the project appraisal, most of the youth said they now understood the importance of making decisions independently and that they had enhanced their independent decision-making ability.

2019: THIRD CONTEST OF YOUNG ENTREPRENEURS

64 senior graders of 9 secondary schools in Ulaanbaatar formed teams and participated In this annual contest from March to May of 2019. In the semi-final stage of the contest, the participants were given the assignment to prepare new ideas and new products within 12 hours, on the topic of "food safety" and make a 5-minute presentation of their business plan and trial versions of their products. The New Mongol Koosen, Mongol Aspiration, and New Start school teams won the first three places of the contest. These teams then participated in the international online contest of Young Entrepreneurs on 12 May, 2019 and won fourth place out of 20 teams.

2020: THE 4TH GLOBAL YOUTH ENTREPRENEURSHIP CHALLENGE

This competition was unique as it transitioned to an online format during the lockdowns and restrictions imposed by the COVID-19 pandemic. Sixty-two students from Ulaanbaatar participated in four business and entrepreneurship training sessions, where they enhanced their knowledge and skills while learning from one another. They then successfully competed in the national competition. The three teams recognized as the best in this national event participated in the “Global Youth Entrepreneurship Challenge 2020,” achieving rankings of 5th, 12th, and 15th out of 28 international teams.

2021: THE 5TH GLOBAL YOUTH ENTREPRENEURSHIP CHALLENGE

The competition, previously conducted only in English in Ulaanbaatar, was notable for being held in Mongolian for the first time in 2021. Youth teams from Bayan-Olgii, Uvurkhangai, Tuv, and Zavkhan provinces actively participated and achieved success in this competition, which took place at both national and international levels.

The teams competed by developing digital and innovative business proposals that specifically addressed public health concerns arising from the COVID-19 pandemic. They identified the health issues to be solved through the proposed business idea, defined their target groups, created comprehensive business plans, and presented their ideas effectively.

A total of 23 teams competed in the Mongolian-language national competition, while 24 teams participated in the English-language international competition. Students from Tomujin Alternative School secured first place in the national competition, and students from Sant and Orchlon schools won the first place in the international competition.

2022: THE 6TH GLOBAL YOUTH ENTREPRENEURSHIP CHALLENGE

The theme of the sixth Global Youth Entrepreneurship Challenge focused on addressing global environmental issues such as overfishing, ocean acidification, pollution, dead zones, and littering. In just 12 hours, participants developed their business ideas, created product prototypes, and presented their business plans.

The competition was won by the Mongol Temuulel school team, with Hobby School team finishing the second and the Orchlon School taking the third place. These teams represented Mongolia in the online *Global Youth Entrepreneurship Challenge* organized by Japan’s Centre for Entrepreneurship Development, which seeks to foster the creativity of young people in line with scientific principles.

2023: THE 7TH GLOBAL YOUTH ENTREPRENEURSHIP CHALLENGE

Save the Children organized the seventh consecutive *Global Youth Entrepreneurship Challenge* in collaboration with the Development Solutions NGO. In the first round, held in both English and Mongolian, 272 students representing 48 teams from 22 schools across rural areas and Ulaanbaatar participated, with the top 16 teams (100 students) advancing.



■ In the photo: Secondary school students participating in the national competition of Global Youth Entrepreneurship Challenge 2023 (GYEC) and the panel of judges, 8 April 2023.

The teams had 12 hours to develop a business idea, design a product, and present their comprehensive business plans under the theme “Future Lifestyle Demonstration Products.” The students created a wide range of innovative solutions and products, presenting them to the judges. Notable ideas included a sensor camera for the visually impaired, a jacket that uses human kinetic energy to generate heat, and airborne delivery of medicine and pharmaceutical products to rural areas in need.

The first-place award went to the *GerLink* team from Orchlon School, which presented an idea utilizing AR technology-based solution for simplifying daily dressing. Second place went to the Bud Power team from School#44, featuring a jacket that generates heat through human kinetic energy. Third place was secured by the Neves team, which proposed using air transport to deliver medicine to remote provinces.

2024: THE 8TH GLOBAL YOUTH ENTREPRENEURSHIP CHALLENGE

In 2024, 19 teams from 12 rural and Ulaanbaatar schools competed in the first round, held in English. From this, more than 60 students from 7 teams were selected. The competition’s theme was “An innovative business idea that utilizes AI and cutting-edge technology to tackle overconsumption while minimizing negative impacts on society and the environment.” Within a compressed 10-hour timeframe, the students developed their business ideas, product prototypes, and pitched their business plans.

The “Team Achievers” won the competition with their innovative proposal for recycling plastic materials. Second place was awarded to the “One Yurt” team for their concept of using artificial intelligence to redesign used clothing. The “Jimmy Neutron” team secured third place with their project to improve and commercialize 3D printed house technology.

The top three teams earned the right to represent Mongolia in the *Global Youth Entrepreneurship Challenge 2024* organized by the Japan Centre for Entrepreneurship Development.

Save the Children develops and implements the “Entrepreneurship-focused socio-emotional learning” (ESEL³⁵) programme

Since 2020, Save the Children has been implementing the “Entrepreneurship-Focused Socio-Emotional Skills for the Most Vulnerable Youth in Rural Mongolia” project as part of its Child Poverty Reduction Programme in 29 soums in Khovd, Zavkhan, Uvurkhangai, Gobi-Sumber, and Sukhbaatar provinces.

RURAL CHILDREN LEARN SOCIO-EMOTIONAL SKILLS

The project’s goal is to develop the socio-emotional skills of local children and youth, preparing them to be competitive in a technology-driven world and to meet the evolving demands of the labor market. Save the Children has been successfully implementing this initiative with funding from the Japan Social Development Fund under the management of the World Bank.

The term “successfully” reflects the achievement of the project’s core objectives: helping children and youth acquire and apply essential socio-emotional skills with tangible results emerging. Since the project’s inception, the Save the Children has invested significant time in researching local needs, identifying effective implementation strategies, and partnering with financial and local stakeholders to ensure robust support for the initiative.

The project has three main objectives:

- Develop and implement an innovative, entrepreneurship-focused training programme to build socio-emotional skills with active local participation.
- Support young people in applying the knowledge gained from the programme to practical situations, providing funding for their micro-project proposals.
- Ensure the effective implementation and sustainability of the project by strengthening collaboration with local partners and disseminating successful practices and outcomes.

This project introduces the concept of Entrepreneurship-focused Socio-emotional Learning (ESEL) to Mongolia’s education sector for the first time. Recognizing global development trends and changing social and psychological needs, it emphasizes the importance of socio-emotional skills for future generations.

Save the Children has designed a tailored education programme that enables local children and youth with skills not currently included in the Mongolian General Education curriculum, nor provided through external training sessions.

³⁵ ESEL is based on 4 concepts: Social Emotional Learning, 21st Century Skills, Entrepreneurship Education and Social Innovation Education. This course has 3 main components: knowledge, skills and mindset to develop socio-emotional skills based on entrepreneurship.



■ In the photo: Beneficiaries of the ESEL programme, Secondary School “Gunzgi”, Kharkhorin soum, Uvurkhangai aimag. 28 February 2024.

The ESEL curriculum aligns with the findings of the “Comprehensive Study of Mongolian Children” (2020) conducted by the Mongolian National Institute of Educational Research. It considers local needs and characteristics while adhering to international trends. What makes the ESEL programme unique is its focus on children’s interests and the use of methodologies specifically tailored to Mongolia’s context.

The ESEL training programme consists of 66 hours, with 23 hours conducted in the classroom and 43 hours online, including mentorship from trainer facilitators. The programme targets children and youth aged 14-25, fostering essential knowledge and mindsets for self-employment and entrepreneurship.

A total of 34 general education schools in the target provinces participated in the project. Save the Children’s extended the programme to non-targeted areas based on demand, further increasing the number of beneficiaries. ESEL training was also implemented in six polytechnic colleges and vocational training centres across five provinces at the request of local stakeholders and the Ministry of Education and Science.

In June 28, 2023, the ESEL curriculum was adopted as one of the core programmes for all Vocational Education Schools (VETs) by Order No.A-278. As part of this adoption, the first two training sessions of a three-stage teacher qualification training for the ESEL programme were successfully conducted, utilizing digital and webinar formats through the U-TVET system. A total of 130 teachers, training managers, and methodologists from 46 polytechnic colleges across 21 provinces and 8 districts of Ulaanbaatar participated in these sessions.

During the online training, Save the Children provided the General Authority for Education with 300 copies of the teacher's manuals, 300 copies of the curriculum, and 20,000 copies of the student manual for the ESEL programme. In August 2024, the General Authority for Education organized the third stage of the teacher qualification training course for the ESEL programme in Ulaanbaatar. This initiative will enable the implementation of the ESEL programme in institutions offering three years of vocational education starting from the 2024-2025 school year.

As of June 2024, a total of 7,935 children and young people have participated in the ESEL training programme, including 6,246 school students, 552 students from Vocational Training Centres, and 1,137 students from the Centre for Lifelong Learning. Responding to the learning needs and styles of youth at the Centre for Lifelong Learning, the ESEL training programme has been implemented in a blended format—combining classroom and distance learning—across 20 soums since 2022, with a total of 587 participants to date. Additionally, 415 primary school teachers have been trained as programme facilitators, with 130 more teachers from Vocational Training Centres set to receive training.

Participants in the ESEL programme gain valuable skills such as time management, teamwork, recognizing diverse needs, managing and utilizing financial resources, anticipating risks, and developing business project proposals.

Due to the programme's success, the ESEL curriculum was translated into English and made available on the platform (<https://resourcecentre.savethechildren.net>), allowing Save the Children member countries and the rest of the world to learn from each other and share best practices.

Children and young people who participated in and successfully completed the ESEL training programme develop business ideas for their communities, write and submit project proposals, and present their best projects during a Pitch event. The top projects receive financial support, allowing the participants to apply their knowledge and skills in real-life scenarios

Their primary goal is to facilitate continuous learning and development by actively participating, managing tasks, collaborating, and sharing knowledge throughout all stages of project idea development. This includes planning, assigning responsibilities, organizing finances and budgets, and evaluating outcomes.

Since 2021, this grant competition has been held for students aged 14-25 from the Centres for Lifelong Learning and for 8th to 12th grade students from the target soum schools. Over the past three years, 343 project proposals developed by children and youth have been funded, amounting to approximately 1.0 billion MNT.

GOOD PRACTICES: A PROJECT THAT DEVELOPS A CREATIVE MINDSET

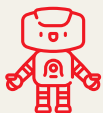
The activities and best practices of the “*Radio Electronics*” project implemented by Secondary School No. 2 in Kharkhorin soum, Uvurkhangai province. This school is one of the target schools of the “*Entrepreneurship-Focused Socio-Emotional Skills for the Most Vulnerable Youth in Rural Mongolia*” project.

The proposal for the “*Radio Electronics*” project participated in the “*Entrepreneur Seeds*” grant contest, also known as the Pitch 3 event, held in May 2022. It successfully navigated three rounds of selection, gained approval, and received funding.

**RADIO ELECTRONICS PROJECTS DEVELOPING STUDENTS' TECHNICAL MINDSET**

Approximately 3,000 children are enrolled in four secondary schools in Kharkhorin soum, Uvurkhangai province, an area characterized by frequent migration, communication, and movement, supported by well-developed infrastructure. Today, advanced technology and modern devices provide unprecedented opportunities for effective communication.

Recognizing this potential, O. Temujin, S. Gombodorj, and S. Altantsetseg—members of the “*Elite Team*” in the “*Radio Electronics*” project—set out to help students use their free time more productively. Their goal is to foster technical thinking and ignite interest in engineering, laying the groundwork for future creativity and innovation. Under the methodological guidance of technology teacher P. Tsendehhuu and mentor D. Myagmarsuren, they began working to bring this vision to life.

**ROBOT ASSEMBLY METHOD: INNOVATIVE AND EFFECTIVE**

While the secondary school curriculum includes components aimed at fostering creativity, high material costs and limited local resources have hindered more in-depth study. Additionally, the lack of short-term courses or extracurricular activities has created a gap, which inspired the “*Elite Team*” to explore innovative solutions.

The “*Elite Team*” offers the following services to participants:

- **Methodology Training:** Instruction on methods and techniques for assembling electronic games.
- **Hands-On Training:** A combination of assembly techniques and practical experiments, allowing students to create their own games by the end of the training.

In September 2022, start-up funding was secured to purchase essential materials, leading to the official launch of the “*RED*” project in October. O. Temujin and

S. Gombodorj oversee the primary training activities, E. Undrakh focuses on curriculum development and scheduling, while S. Altantsetseg handles marketing and outreach.

Since the project's inception, 42 students have enrolled in three classes, benefiting from the programme. Additionally, technology teachers from other schools have shown interest in collaborating, regularly inviting team members as guest instructors, thereby further expanding opportunities for joint learning.

Team members express pride in the skills they have acquired, stating, "We are happy to grow alongside our peers, valuing mutual learning while sharing our knowledge."



"I am very proud to see my son, who often said he was busy with project work, writing proposals, and working at school, fully engage in such an effective and creative way. Robots are not made only by those specialised experts or highly technical minds. I'm thrilled that my son is a part of this wonderful project. I will further support him and his team in every possible way."

Oyunbold, father of O. Temujin, a member of the project implementation team.





“I was forced to either travel to the city for training or spend hours viewing YouTube videos in order to cultivate my interest. However, having access to my interest in this location is fantastic now.”

O. Javkhlan, student participant in the training.

In addition to their classes, the project team members learned to manage their time more effectively by planning project activities, creating detailed schedules, preparing training materials in advance, marketing, organizing sessions, and continually improving their personal and team development, while all keeping up with school work and family responsibilities. Furthermore, the students are growing in various aspects, such as assessing their peers’ progress, exploring engaging methodologies, collaborating with others, sharing experiences, and enhancing their communications skills. By using project funding to purchase materials for assembling robot toys, the team has introduced innovative teaching methods to the school.

The “School-based Enterprise” (SBE) initiative, tailored to local resources and community needs, aims to introduce entrepreneurship in six selected soums: Bogd and Kharkhorin in Uvurkhangai province, Erdenetsagaan in Sukhbaatar province, Zereg in Khovd province, Telmen in Zavkhan province, and Sumber in Gobi-Sumber province.

The goal of this initiative is to provide students and local community with access to healthy vegetables, promote a breakfast culture within the community, offer digital development and recording services currently unavailable in the area, and organize training sessions. Additionally, it seeks to establish a practice-based school that integrates business activities with entrepreneurship education through technology classes, creating a hands-on learning environment for students.

B. Sanjaakhand, B. Erdenezuu, and N. Bolormaa, grade 11 students from Bayantes soum school in Zavkhan province, participated in the ESEL training programme submitted their “Eco Food” project proposal to the “Entrepreneur Seeds” micro-project competition, winning a grant of 3,455,000 MNT. The goal of the “Eco Food” project was to address the shortage of widely consumed vegetables in Bayantes soum, a place that faces extreme climate challenges.



“We intend to continue our greenhouse vegetable business until we graduate and then pass it on to the next classes. Winning felt amazing; it was rewarding to solve a problem and taste the vegetables we had grown. That feeling gives us the inspiration to move forward. We learned that the biggest lesson in life is not about making a profit, but about being productive and responsible, striving for something meaningful. If we work together, we can achieve success.”

N. Bolormaa, one of the initiators of the “Eco Food” project

Article 37, Section 37.4 of the General Law on Education of Mongolia, approved on July 7, 2023, states: “In order to increase its financial resources and improve the social security of teachers, employees and students, an educational institution may have an auxiliary enterprise that supports the learning environment and activities in accordance with the law, and the right to dispose of the income earned from it in accordance with the intended purpose shall be exercised by a director and head of the educational institution.”

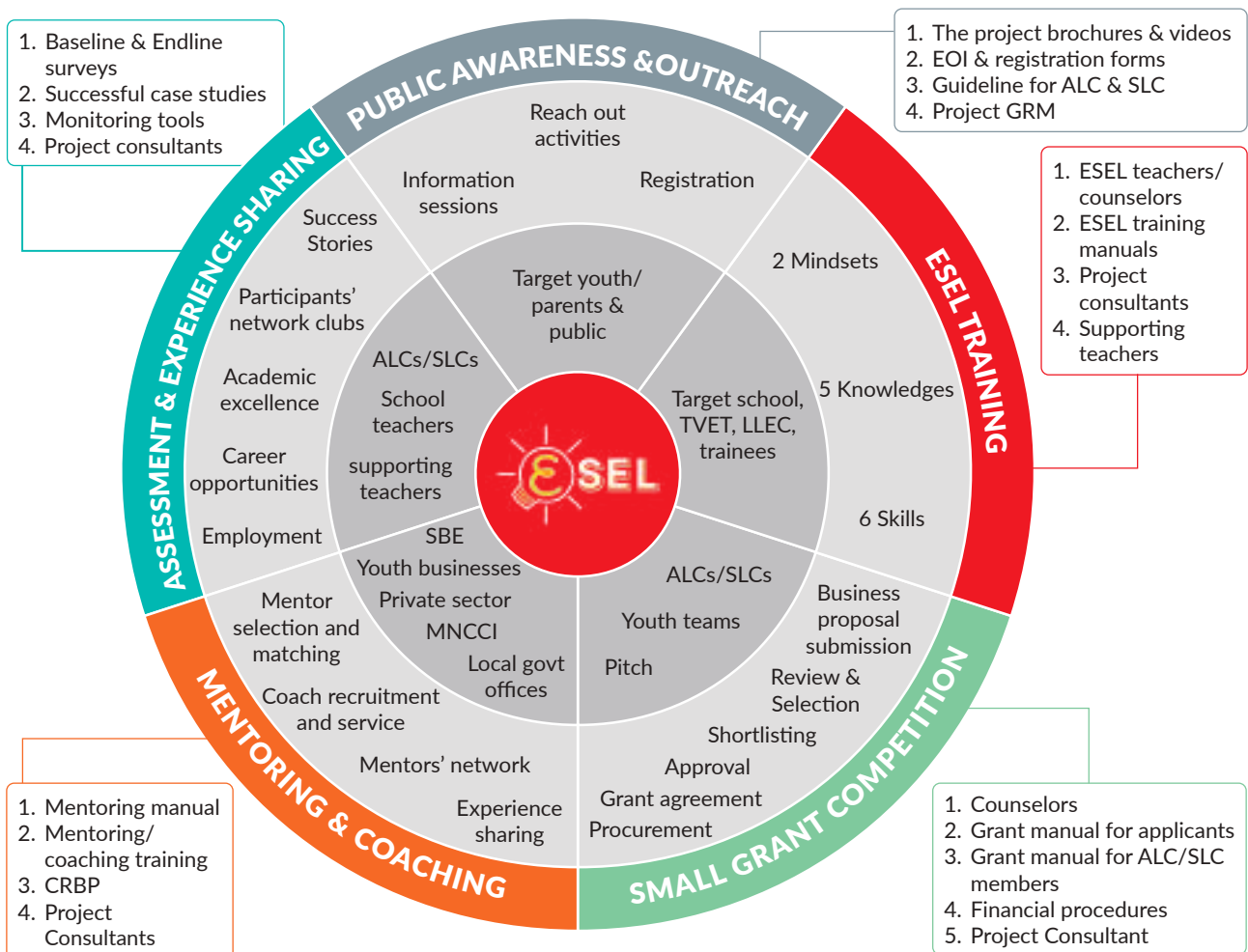
The results of projects initiated under the “*Entrepreneurship-Focused Socio-Emotional Skills for the Most Vulnerable Youth in Rural Mongolia*” demonstrate that schools can further develop, generate income, and enhance the sustainability of project benefits. This is achieved by fostering the participation of teachers and students and financing essential resources for learning and development of students.

From the outset, the project effectively organized activities to communicate its goals and objectives at the school, soum, province, and national levels, collaborating with

partners to develop a comprehensive project implementation mechanism. This approach ensured the active participation of all stakeholders and contributing to the project’s long-term sustainability and effectiveness.

Additionally, new partner organizations, including the Mongolian Chamber of Commerce and Industry, and various Vocational Training Centres, have joined the initiative, highlighting Save the Children’s commitment to expanding its impact and effectiveness.

The concept of the “ESEL ecosystem” was created to comprehensively illustrate the completed and ongoing activities, participants, results, and achievements at all project stages of the project. This ecosystem demonstrates how the project impacts beneficiaries, stakeholders, and the local community in an integrated manner.



HEALTH PROGRAMME



According to the UN Child Rights Convention *children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this*³⁶.

Ensuring children grow up healthy is one of Save the Children's highest priorities. Our efforts focus on the following seven areas, all aimed at saving lives and protecting and promoting children's health:

- New-born Health
- Child Health
- Maternal and Reproductive Health
- Adolescent Sexual and Reproductive Health
- Nutrition
- Water, Sanitation and Hygiene (WASH)
- Emergency Health and Nutrition

For children to stay healthy, access to basic health care is essential. This universal right should be available to everyone, whether rich or poor, whether living in remote rural or urban areas. Millions of lives could be saved if basic health care was available for all children and mothers. The only means to achieve this is through a comprehensive, government-led healthcare system with adequate financing and the staff to deliver it. This is why Save the Children focuses on strengthening health systems in countries where we work.

Save the Children in Mongolia has chosen to address health themes in the most impactful way by integrating them as cross-cutting themes into the already well-established and successful thematic areas of Education, Child Protection, and Child Rights Governance.

For example, health and nutrition issues were integrated into Early Childhood Care and Development (ECCD) initiatives of the education programme. These enhance the health and developmental well-being of children aged 2-5 at home and in the public kindergartens of special marginalized communities. Child health issues are also being addressed within the framework of child protection, as we strengthen the medical sector's capacity to address issues of maltreatment of children.

³⁶ UN Child Rights Convention. Article 24

2008: 50,000 WARM HATS FOR 50,000 INFANTS

In November 2008, Save the Children received 50,000 hand-knitted woolly hats that were donated by the British people under the Knit One, Save One campaign and then distributed the hats to newborns and infants.

When the knitted hats arrived from the UK, a small handover ceremony was held at Maternity Hospital No.1 in Ulaanbaatar city with the presence of Dr. Jadambaa Tsolmon, then Vice-Minister of Health, and Dr. G.Soyolgerel, Officer in charge of Child Health at the Ministry of Health. The hats were distributed as gifts to newborns at Maternity Hospital No. 1, 2, and 3 in Ulaanbaatar city.



2010: CHILD PROTECTION CURRICULUM FOR MEDICAL STUDENTS

In 2010, with the support of the British Embassy, Save the Children introduced child protection into its health sector focus based on its conviction that health professionals' capacity to diagnose child abuse was crucial to the early detection of violence against children, for treatment, referral to social services, delivery of next service or rehabilitation. Together with the Ministry of Health, Health Science University (now, the Mongolian National University of Medical Sciences) and the Forensic Hospital of Mongolia, Save the Children developed the first Child Protection curriculum and manual for medical students in Mongolia.

The curriculum included topics such as definitions of child protection, signs of abuse and neglect, responses expected of medical workers to cases of abuse and their participation in child protection procedures. The Health Science University of Mongolia adopted this curriculum as part of its main curriculum.

2011: SPECIALIZATION TRAINING FOR HEALTH PROFESSIONALS

Save the Children and the Municipal Health Department organised a series of trainings for 128 doctors from family clinics in all districts of Ulaanbaatar city, 28 vice heads of district hospitals in charge of family group practices, 40 medical doctors and medical professionals of all district hospitals, 25 officials from the Ministry of Health, Health Sciences University of Mongolia, Forensics Hospitals of Mongolia, and the Municipal Health Department. The training broadened their knowledge of the roles and responsibilities of health professionals in child protection services.



2011 - 2014: CHILD-FRIENDLY TOILETS

In a child-friendly learning environment, sanitation is crucial to children's health, so they can learn strong daily habits and independent living.

In 2011- 2014, Save the Children focused on kindergarten water and sanitation issues and developed the concept of the child-friendly toilet using models adapted to Mongolia culture.

We refurbished bathrooms for 18 classrooms in 6 public kindergartens in Ulaanbaatar and produced a manual, recommendations, a short video for construction specialists and organised trainings at the Municipal Education Department, and promoted the concept. On their own initiative, another 31 kindergartens refurbished their toilets using this model. Creating a child-friendly sanitary environment was now accepted by pre-school educational institutions, specialists and other stakeholders as standard.

Save the Children won a special award from the Japan Water Forum for its child-friendly models in 6 public kindergartens. The award was given to Save the Children for introducing cost-effective and attractive child-friendly model for school toilets to Mongolia, as well as for its ability to engage the local stakeholders, including government agencies, to promote and replicate the child-friendly toilet model to other kindergartens around the country.

The concept outlined in the recommendation Development of the Child-friendly Toilet by Save the Children was included in the Minimum Requirements for Sanitation Facilities in Schools, Kindergartens, and Dormitories policy approved by joint order of the Ministers of Education, Science and Health and Finance in July, 2014.



■ A model of a child-friendly toilet room set up in 2013 in Kindergarten No. 124 in Chingeltei district, Ulaanbaatar City

BEFORE THE PROJECT

The kindergarten organised meetings to assess the current situation before starting construction. It became clear that teachers frequently needed to assist children because facilities were not appropriate for young children:



- Toilet seats were adult size, teachers needed to help 2-year-old children to sit on them, or children used plastic potties that teachers had to wash after every use.

- The flush tabs on the toilets were not working, so the children cannot flush, so the teachers had to flush them or pour buckets of water down them after every use.

- The children were holding on to the edges of toilet bowl because the size of the bowls was too big for them and their feet couldn't reach the floor.



- Opening water taps were difficult for the children to open because the shape of taps was not suitable for children.
- Mixing hot and cold water in the sink was also difficult, so children used either hot or cold water.

DURING THE PROJECT

In 2014, kindergarten No.22 conducted a survey of children's families about hygiene and sanitation conditions at home. It found that 70% of the families used buckets for washing hands, which meant that 70% of the children didn't live in apartments. 58% of families used plastic potties and buckets, 42% used adult toilets, 91% of children did not have their own hand towels and shared one between family members.

The survey findings indicated that parents needed training. The kindergarten organised a "pledge day" for parents to show how children learned sanitation habits in the kindergarten that they needed to practice in their homes as well. Parents pledged to come to the kindergarten and, together with the teacher, observe and keep notes about their children learning one sanitation habit on each of their visits: hand washing, brushing teeth, folding clothes, eating meals, going to the toilet, putting toys away. Teachers showed parents how to teach children, then parents pledged to practice these sanitation habits at home for the following two weeks. After evaluating the first pledge, teacher and parents planned the next step in the children's learning.

2013: GLOBAL DAY OF ACTION FOR CHILD SURVIVAL RACE

On 23 October, 2013, the first Global Day of Action for Child Survival took place and 50,000 children in 67 countries participated in a global Save the Children's mobilization event, the Race for Survival to bring the issue of child mortality to public attention.



■ The press conference is held under the theme “No child should suffer or die from preventable injuries” in Ulaanbaatar city in October 2013.

Save the Children took part in the campaign by working together with children and the Mongolian Parliament's Women's Caucus on the theme that “no child should suffer or die from preventable injuries”. 18 local television stations and three major daily newspapers reported on the campaign and we produced a 10-minute documentary video that was broadcast nationwide.

In Mongolia, the mortality rate of children under 5 years of age was 16.3 per 1,000 live births³⁷. But in rural areas, the rate of child mortality was almost twice that of urban areas. Frequent injuries to young children had become a grave concern for Mongolia. According to the Multiple Indicator Cluster Survey-4 of the National Statistics Office (2010), while 12% of urban children face an increased risk of a disabling injury, the percentage is even higher in rural areas, at 15%. It has been determined that over 60% of all child injuries in Mongolia happen at home due to negligence and carelessness of caretakers.

37 <http://data.worldbank.org/indicator/SH.DYN.MORT>



After our discussion, we, the children and adolescents, came to a conclusion that each child can be protected from many types of common injuries. In reality, young children live in risky situations. Children should be protected in all environments. It is the responsibility of all adults to protect children. This is our appeal to adults.

B. E, 13-year-old



We adults always pay attention to public accidents like a fire at the shopping centre - accidents outside their homes; but they should pay more attention to their children, who they leave at home without proper care, or locked in. This campaign is the right signal to warn all adults and caretakers.

G. Zoljargal, Honorary Cultural Artist of Mongolia and TV Journalist



The Parliamentary Women's Caucus developed a bill on alternative care for children during early childhood in 2013. If the Mongolian Parliament discusses and approves the law, it would be an essential approach to solving the lack and insufficiency of kindergartens. If it is approved, more than 80,000 children would be protected, and prevented from injuries.

Erdenechimeg L, Member of the Parliament of Mongolia

SINCE 2012: DENAN COMMUNITY HEALTH PROJECT

In 2011, representatives of the US-based Denan Project visited Mongolia on a mission to identify a remote community with a minimum of 10,000 people where they could support a clinic to service people within a 100 km radius. After visiting different sites, the Denan Project decided on an inter-soum hospital in Tariat soum of Arkhangai aimag which provides services for 15,000 people in a 15,600 km² area of 5 soums.

The Denan project is administered by Save the Children. The project's goal was to improve the medical services of the inter-soum hospital and turn it into a model aimag clinic. During the first years of the project, it provided financial assistance to purchase medications, supplies, laboratory chemicals, medical equipment, and hospital heating.

In addition, the project trained a pediatrician, physician, anaesthetist, traditional medicine doctor, dentist, surgery nurse, and x-ray technician for the hospital. In response to requests from local government and the hospital, the Denan project also purchased an emergency ambulance for 18,000 dollars in 2015, thus allowing rapid response medical services for the community.

The project set up a complete dental clinic in the Tariat soum hospital equipped with dental chairs, compressors, a dental x-ray machine, sterilizing unit and other essential medical materials. The project sponsored a local student to train as a dentist at the University of Medical Science and after graduation, she became a dentist at the hospital. The dental clinic can provide full dental services including fillings and extractions, root canal and gum disease treatment, dental x-rays, and other small surgeries. On average, the clinic serves 18 patients a day and so far, has provided oral-dental services for 9,937 people in the district.



■ The Denan Project provides medicine to herder families. Arkhangai aimag, 2013



■ Monthly check-up by bagh doctor. Khan-Undur bagh, Erdenemandal soum, Arkhangai province, 2019



■ As part of the Denan project, a 'Doctor club' has been operating with 20 students from 8th to 12th grade. The students have started giving health information to the public through a Facebook group. Tariat soum, Arkhangai province, 2020

SOCIAL HEALTH TRAINING AND OTHER ACTIVITIES IMPLEMENTED UNDER THE DENAN PROJECT:



Under the brucellosis prevention programme, 1,611 residents of Tariat soum were tested and 720 persons (44.6% of the tested people) detected to be infected with brucellosis. Together with Arkhangai aimag's health department and the Tariat soum hospital, the project carried out the second stage of a brucellosis detection campaign involving 220 residents of 7 baghs, and organised brucellosis prevention training for 120 residents. Handout materials, manuals and a documentary reached 7,280 people. Also, three doctors of the Tariat soum hospital participated in training on diagnosing brucellosis.



With the support of the project, the clinic regularly carried out preventative check-ups and testing as well as social health training and awareness campaigns for youth and the public on healthy diet, tobacco and alcohol consumption, sexually transmitted diseases, reproductive health, flu prevention, the health of mothers and children, proper use of medications, water, sanitation, and oral cavity health.



Campaigns included regularly preparing and distributing brochures and information sheets covering these topics.



A children's health participation group was formed consisting of 22 children from Grades 6 to 10. The group received regular training from their school doctor, hospital social worker and other medical professionals so that they could share what they learned to peer school and kindergarten children, family members and friends and take part in the development of a healthy lifestyle.

From 2017, the Denan Project expanded to the hospital in Erdenemandal soum of Arkhangai aimag. That year, its dental clinic was fitted out and equipped and has now provided dental services for 2,176 persons. Two doctors of Erdenemandal soum were specially trained as a physician and an anaesthetist. Erdenemandal soum hospital was fitted out with surgery beds and patient monitoring equipment, which allowed for 156 successful surgeries.

Since 2018, Tariat soum hospital doctors have been making mobile diagnoses using the latest medical equipment; they have now checked and diagnosed around 2,000 people. The introduction of mobile diagnosis has been highly beneficial for soum residents, those living in remote areas who usually don't go to hospitals, and youth who are careless about their health, by providing early diagnosis and disease prevention.

Monthly transportation fuel supplied to all 13 bagh doctors of the two soums allowing them the opportunity to check on and care for pregnant and new mothers, infants and 0-5-year-old children, elders, and people with disabilities.





Our hospital staff and local residents are very thankful for the many years of cooperation and all-round support from Save the Children.

We are very happy that the project helped us train the personnel which we lacked and supplied equipment and materials that we needed. This assistance has given us the opportunity to improve health education and prevent diseases amongst our residents.

As a result of the project, services of Inter-soum hospitals of Arkhangai aimag have been improved and even remote baghs now have regular check-ups and examination, leading to a decreased number of in-patients each year.

T. Gereltuya, Chief Doctor of the Inter-soum hospital in Tariat soum, Arkhangai aimag



“It is my third year in the club. In these three years, I have learned to work as a team, express myself, be humble, and deliver what I have learned to others. This year we want to deliver knowledge about the risks of the new coronavirus, and its prevention, and ways to improve the immune system in a healthy and positive way. In past years, we have provided education to 6th-12th grade students about Helicobacter, the effects of alcohol and smoking.

students to share the information they received with 1-2 people. I share what I have learned with my family members, neighbors, and friends during the summer when I back home to the countryside. In the future, I want to become a surgeon.”

The children understand well when they are taught by us. We always ask each of the

Ts. Delgermurun, Health club leader, 11th grade student, Secondary school of Tariat soum, Arkhangai province, 2020



In 2021, during the peak of the COVID-19 pandemic, doctors at the Erdenemandal Soum Health Centre in Arkhangai Province utilized ultrasound equipment provided through the project to diagnose 56 pregnant women and 22 individuals requiring emergency care. Additionally, they treated 9 severe COVID-19 cases using automatic drip pumps supplied as part of the Denan project.

As the Denan Project neared its completion in 2022, Save the Children conducted a needs assessment amongst the health centres in the target areas. This assessment identified a need for an X-ray machine to diagnose various acute and chronic conditions, including internal, trauma, and emergency cases. In response, in October 2022, our project delivered and operationalized a portable digital X-ray machine at the Health Centre of Erdenemandal soum in Arkhangai province.

Local hospitals consistently require mobile diagnostics and services, rapid information collection and consolidation, as well as access to the Internet for information transmission. In 2022, the health centres in Tariat and Erdenemandal soums of Arkhangai province received new portable computers. Additionally, the Denan project established a dental office in the Health Centre of Chandmani soum, Gobi-Altai province, equipped with modern facilities to provide comprehensive oral health care services, especially important for this remote area.

In November 2023, Save the Children, in collaboration with the Council of Chandmani soum residents in Ulaanbaatar, donated a new ambulance vehicle to the local health centre. In 2024, a fully automatic sterilization autoclave device was provided to the Erdenemandal soum health centre.

Moreover, students from Tariat soum school established a health club, inviting school doctors, public health workers, and facilitators to educate them about human health. These students then shared the knowledge they gained with younger children, families, friends, and peers, thus fostering a healthier lifestyle within the community. This initiative is known as the “Doctor’s Club” of secondary school students in Tariat soum, Arkhangai province.



“I joined the club three years ago, and our members are dedicated to promoting healthy habits and supporting health workers. I’ve learned to work in a team and communicate my ideas effectively, which has helped me grow. Together, we conduct training for elementary and middle school students, basing our sessions on solid data. I also share information with my relatives and peers in the countryside, and it makes me happy to see them eager to learn from me. The children respond positively to our training. In the future, I aspire to become a pharmacist.”

G. Munkhtogtoh, 12th grade student at Tariat soum school, Arkhangai province, and member of the “Doctor’s Club”

30 Breakthroughs: 28**Save the Children provides support to improve health services in 330 soums of Mongolia**

Technical assistance was provided to 330 soums across Mongolia to strengthen the response to the COVID-19 pandemic, resulting in enhanced professional skills among health workers.

In 2022, Save the Children implemented the “Technical Assistance to Strengthen the COVID-19 Response in Mongolia” project as part of the “Meeting Targets and Maintaining Epidemic Control (EpiC)” initiative, funded by USAID and administered by FHI 360 in the United States. The project spanned all provinces, 330 soums, nine district health centres in Ulaanbaatar, and all national-level referral hospitals, significantly enhancing the knowledge of 924 doctors and medical staff.

KEY OUTCOMES OF THE PROJECT ARE AS FOLLOWS:

- Enhanced clinical management of COVID-19 in primary healthcare through training 20 Master Trainers and 42 Trainers in pandemic preparedness and emergency response. A total of 665 doctors and nurses from all soums across 21 provinces participated in the nationwide phased training programme.
- Conducted regional training sessions for 114 intensive care doctors and nurses from general hospitals in 21 provinces and 9 districts of Ulaanbaatar City on “Advanced Artificial Ventilation Techniques for COVID-19 Patients with Complications and High Mortality Risk.”



50 ventilators were donated to 12 general hospitals across 11 provinces. During the COVID-19 pandemic, this equipment helped save over 100 lives in the Dornod province alone.



“As a result of the training on ‘Advanced Technologies and Methods of Intensive Care and Artificial Ventilation During the Pandemic,’ we learned how to effectively use the breathing apparatus supplied by the project. More than 100 lives were saved during the COVID-19 pandemic with this device. Additionally, a seriously ill and unconscious patient was successfully transported over 600 km from Dornod province to Ulaanbaatar city using artificial ventilation.”

Dr. S. Delgerjargal, Head of the Anesthesia and Intensive Care Department, Regional Diagnostic and Treatment Centre, Dornod province.

- The capacity-building training for medical equipment engineers was organized in collaboration with the U.S. organization “Assist International,” with a total of 45 engineers from hospitals across the country participating in the training.



“After graduating from Mongolian University of Science and Technology, I have been working as a medical equipment engineer for 13 years at the General Hospital of Bayan-Olgii province. Our hospital has two engineers and three technicians. As a single department, we are responsible for both our oxygen plant and the equipment. The general hospital has over 1,000 pieces of equipment, so the pressure is high.

This training combined both theory and practice. The consultants shared their experiences and provided detailed instructions on how to check and adjust equipment parts and repair minor damage. They emphasized the importance of regular preventive inspections of medical equipment before damage occurs. Such training is essential for us engineers, especially since the equipment is regularly upgraded. It would be beneficial for more engineers to attend such training sessions.”

A. Janserik, Equipment Engineer, General Hospital of Bayan-Olgii Province



- An important support for local hospitals, 800 ten-liter oxygen cylinders, along with accessories and masks, were distributed to health centres in 330 soums across Mongolia.



“The necessary equipment for the health sector in Mongolia is supplied in stages, but there remains a shortage of ventilation machines. During COVID-19, the number of patients experiencing breathing failure surged rapidly, leading to an overwhelming demand for these machines.

The project’s provision of equipment support, along with training for doctors, nurses, and medical equipment engineers on how to use the apparatus during such critical times, was crucial. Additionally, establishing oxygen plants in provincial centres was of great significance.”

G. Navchaa, Head of the Primary and Referral Assistance Department, Ministry of Health

■ In the photo: Doctors and nurses from nine district hospitals in Ulaanbaatar and the Tuv Province Hospital participated in a training session on “Updated Methodology for COVID-19 Intensive Care and Medical Ventilation During the Pandemic.” This training was part of the technical assistance provided under the Meeting Targets and Maintaining Epidemic Control (EpiC) project to strengthen Mongolia’s COVID-19 response. The session took place in Ulaanbaatar on 24 February 2022.



HUMANITARIAN PROGRAMME

■ Save the Children prioritizes child protection and education program recovery in the wake of disaster. Emergency relief distribution, Khovd aimag, 2019



Save the Children upholds the following principles when delivering humanitarian assistance:



To organize humanitarian responses based on on-the-ground actual needs assessments;



To deliver humanitarian assistance based on actual needs of the population and children hit by the disaster or crisis;



To closely coordinate and harmonize actions with government and other humanitarian agencies;



To reach and assist 10-25% of children and households affected by the disaster;



To pay special attention to the vulnerability and specific needs of children during disasters.

Save the Children has led humanitarian responses throughout the last century, extending a helping hand to children and populations affected by disasters and crises.

Children are more affected than adults by disasters and emergencies. In these circumstances, Save the Children makes sure that children are rescued and provided with essential support for immediate needs of protection, health, food, and education. We safeguard children, help reunite separated children, and create safe environments for learning and playing.

Save the Children is an active member of the Mongolian Humanitarian Country Team (HCT) that coordinates and harmonizes humanitarian responses by the government and the UN and international humanitarian agencies during humanitarian crises and disasters, and co-leads the education cluster of the HCT together with UNICEF.

Save the Children has been delivering humanitarian assistance for children affected by natural disasters such as Dzud and flood since it arrived in Mongolia. It has worked closely with the National Emergency Management Agency (NEMA), Aimag and district emergency departments and other stakeholders, including Aimag and Soum Governor's offices, UNICEF, World Vision Mongolia, the Mongolian Red Cross Society, and Khaan Bank.

Support of donors such as Save the Children UK, Save the Children Japan, Save the Children Korea, the START Network, the UN Central Emergency Fund (CERF), Japan Platform, and the Swedish International Development Agency were crucial for our humanitarian operations.

1. HUMANITARIAN RESPONSES

30 Breakthroughs: 29

Save the Children participates in the formation of Humanitarian Country Team in Mongolia, an emergency response mechanism to help households and children affected by disasters

1999-2001 DZUD DISASTER

Save the Children was involved in the emergency responses in 1999-2001, when Mongolia was struck by two consecutive winter Dzuds³⁸ which directly affected 450,000 herders (one-fifth of Mongolia's total population), killing approximately three million head of livestock (approximately 10% of Mongolia's total livestock). Save the Children received financial support from the ECHO, the Department for International Development (DFID) of the UK Government, and the UK's Brooke Hospital to implement the following humanitarian responses:

- To provide food aid valued at 187 million tugrugs for 420 target herder households, food supplements and vitamins for 3,000 children under 5 and 2,000 pregnant women, food aid plus vegetable seeds and support to build greenhouses at local institutions, such as school dormitories, kindergartens and hospitals in 6 soums of Bayankhongor aimag³⁹;
- To distribute 115 tons of livestock feed for 856 households, 227 tons of food aid for 699 households, 14 tons of food aid, 76 truckloads of coal, firewood, 1,540 warm blankets and mattresses for 12 kindergartens, hospitals and school dormitories in three soums of Khovd aimag.⁴⁰



■ Save the Children's emergency relief distribution, Adaatsag soum, Dundgovi aimag, 2003

38 Dzud is a Mongolia-specific winter disaster which undermines the welfare and food security of herder communities by large-scale deaths and debilitation of livestock, Wikipedia, 2010

39 Document of Disaster aid project implemented in Bayankhongor aimag, Save the Children, 2000

40 Document of Disaster aid project implemented in Khovd aimag, Save the Children, 2000

2001 OUTBREAK OF FOOT-AND-MOUTH DISEASE

Following the 2001 outbreak of foot-and-mouth disease in Dornod, and the declaration of a state of quarantine, Save the Children carried out an 10.3 million tugrugs emergency response. We supplied food aid for 310 vulnerable households and school dormitories, as well as disinfectants and hygiene materials for 950 households, and an information campaign through the local media. We also provided shelter and basic needs for 40 street children⁴¹.

2003 DZUD

During the 2003 Dzud in Dundgobi, Save the Children implemented a 31 million tugrugs emergency response to provide 36 tons of food for 370 affected families with three and more children, plus livestock feed for 530 households in the Adaatsag and Erdenedalai soums. Coal and firewood, warm blankets, bedding items, and food supplies were also provided for kindergartens, dormitories and hospitals.

The monitoring and evaluation report on the emergency response indicated that Save the Children's efforts had contributed to reducing stress, the rate of school drop-outs, and other negative impacts of these emergencies on children of herder families⁴².

2009 - 2010 DZUD

In the winter of 2009-2010, Mongolia experienced a severe Dzud. Temperatures in the most severely affected regions dropped to -30 and -40 degrees Celsius and the Government of Mongolia declared a national disaster in January 2010.

During this Dzud, a total of 9 million livestock (20% of the country's total) were lost and livelihoods of 769,000 people (28% of Mongolia's population) were affected⁴³. Save the Children conducted and shared the results of a Rapid Assessment of the impact of the dzud on education.

⁴¹ Document of disaster aid project implemented in Dornod aimag, Save the Children, 2001

⁴² Document of disaster aid project implemented in Dundgobi aimag, Save the Children, 2003

⁴³ Report on the 2009-2010 Dzud Disaster: Impact Save the Children, 2010

■ Humanitarian packages are distributed to the students of school and kindergarten. Sharga soum, Gobi-Altai aimag, 2010



Save the Children also mobilized substantial financial resources from the Jersey Overseas Aid Commission (JOAC), the Isle of Man Government and the ECHO to respond with the following humanitarian assistance:

- Food aid⁴⁴, hygiene kits, warm blankets and warm boots to 2,272 children in 24 schools/school dormitories and 19 kindergartens mainly in Zavkhan, Gobi-Altai, and Dornod aimags and fuel support for heating schools and kindergartens⁴⁵;
- Food aid for 750 vulnerable herder households, fuel for 120 herder households and blankets and boots for 1,678 children in 13 soums of Arkhangai, Gobi-Altai, and Dundgobi aimags;
- Student kits for 5,000 vulnerable children of Dzud-affected households in Dundgobi, Gobi-Altai and Zavkhan aimags. Save the Children also delivered⁴⁶ and installed water, sanitation, and hygiene (WASH) materials⁴⁷ at 34 schools in the same aimags and trained 67 key staff members of the selected schools from target provinces to ensure hand-washing and basic hygiene to sustain the well-being of children while access to clean water, sanitation and hygiene facilities was restricted.

EMERGENCY FUNDS RAISED IN MONGOLIA FOR RESPONSE TO THE 2011 JAPANESE EARTHQUAKE

When the Great East Japan earthquake and tsunami hit the northeastern coast of Japan in March 2011, Save the Children received donations from 12 civil society and local organisations and 10 individuals in Mongolia for people affected by the earthquake and transferred it to Save the Children in Japan.

2012 - 2013 WINTER

As NEMA warned about possible deterioration of winter conditions in 55 soums of 15 aimags in January 2013, Save the Children conducted rapid assessments of risks to the livelihoods of herder households and the child protection situation in Uvurkhangai, Arkhangai and Dornod aimags.

The assessment revealed a slight improvement in the weather and also in the preparedness for winter of herder households and local governments that would protect livestock and minimise significant loss of animals. However, it did indicate a need to address household livelihood, food security, and child protection. Save the Children made long and short term recommendations about the protection of livestock of herder households with few animals, and on issues of child protection and education. We shared these recommendations with the government, INGOs and other stakeholders and incorporated them in Save the Children's long-term development projects.

44 4 weeks' worth of food aid-i. e, wheat flour, rice, sugar, vegetable oil, powdered milk, berry juice and raisins.

45 2-3 weeks' worth of fuel supply

46 Each kit contained a school bag, plastic folders for books, notebooks, drawing pads, pens and pencils, coloring pencils, ruler, glue-stick, rubber eraser, pencil sharpener, bed-sheet set, slippers, face towel, bath towel, hair comb, petroleum jelly, hand soap, soap holder, washing powder, wet tissues, toothpaste, toothbrush, shampoo, cup with handle, soup bowl, underwear, socks, basket for dirty clothes and toilet papers.

47 Each wash kit contained a water container, large basin, trash can, broom, dustpan and brush, powdered bleach, small stiff brushes, bucket, water filter, water container for handwashing, kitchen towels, toilet brush sets, cleaning cloths, rubber gloves for cleaning.



2015 - 2016 DZUD

During the Dzud of the 2015-2016 winter, Save the Children raised 1.2 million dollars from donors to protect livelihoods of vulnerable herder households and implement six emergency humanitarian projects in 29 soums of five aimags that reached 24.7 thousand people (of whom 10.1 thousand were children): health outreach services, support for continuity of education for children from herder communities, and child protection.

Save the Children and UNICEF, as co-leads of the Education Cluster of the Humanitarian Country Team and in line with their mandate to prioritise children's rights, spent a substantial share of the Humanitarian aid in the education field.



PROTECTION OF HOUSEHOLD LIVELIHOODS - SAVE THE CHILDREN PROVIDED: Livestock fodder for 1,374 herder households as animal feed; unconditional cash grants for 637 herder households of 10 soums in Arkhangai, Sukhbaatar aimags; veterinary kits and livestock fodder for 783 target herder households, in 7 soums of Sukhbaatar aimag; the re-stocking programme covered 297 residents of 70 households with low income and few animals in Bayandelger, Ongon, Tuvshinshree, Naran soums of Sukhbaatar aimag with donations of 1,870 head of animals. Each household received an average of 27 animals as grant aid; cash grants were also disbursed for households that received livestock for herding expenses and livelihood.



HEALTH ASSISTANCE FOR HERDERS - SAVE THE CHILDREN PROVIDED: First aid kits, infant blood pressure machines for health centres of 10 soums of Arkhangai and Sukhbaatar aimags; fuel and per diem expenses were paid for medical personnel to visit remote bagh communities and make preventative check-ups for herder households, pregnant women and vaccinations of young children. Thus, a total of 10,245 herders received basic health services at home.



BASIC EDUCATION FOR CHILDREN OF HERDERS - SAVE THE CHILDREN PROVIDED:

- 280 tons of coal for 7 schools of 5 soums of Arkhangai aimag, creating the opportunity for 2,894 pupils, 315 teachers and staff of schools to stay warm and continue their classes through winter and spring.
- essential supplies such as warm blankets, bedsheets, hygiene kits for 1,198 children living in 15 school dormitories of 10 soums of Arkhangai and Uvurkhangai aimag, winter boots, scarves, hats, gloves for 319 primary graders, and hygiene kits for 509 teenage girls.
- compensation classes for 2,430 children who'd dropped out of school or were absent from class and were lagging behind the others because of the Dzud situation and tending livestock birthing in the target soums of Arkhangai and Uvurkhangai aimags.
- support for refurbishing of child development centres in the above schools by providing sofas, desks, chairs, bookshelves, books, toys, musical instruments, and other essential items (e.g. water cans, water heaters).
- 208.8 million tugrugs assistance for school uniforms, sports clothes, educational kits, winter clothes and transportation costs for 1,963 children of 646 households living under the poverty line in 10 soums of Arkhangai and Uvurkhangai aimags.



CHILD PROTECTION - SAVE THE CHILDREN PROVIDED: Training in psychological first aid for children for 563 teachers and staff, and 2,637 children, of 25 schools of 19 soums in Arkhangai, Uvurkhangai, Sukhbaatar and Dornod aimags; set up phone lines in school dormitories of the above aimags so that children could talk freely with their parents or caretakers.



NATURAL ENVIRONMENT AND HYGIENE - SAVE THE CHILDREN PROVIDED: Support for local governments of 10 soums of Arkhangai and Sukhbaatar aimags to safely dispose of 46,000 carcasses of animals that had died because of the Dzud disaster by providing disinfection supplies, fuel and expenses for volunteers to assist.

2016 - 2017 DZUD

As the 2016-2017 winter situation deteriorated, the Government of Mongolia appealed to humanitarian organisations in Mongolia to help herder households affected by the Dzud.

According to UN reports, 265,000 people of 65,000 herder households in 153 soums of 17 aimags were affected by the Dzud. In January 2017, a rapid needs assessment indicated that herder households were experiencing major difficulties because of consecutive Dzuds. In addition, the Dzud was negatively affecting the psychology of herders' children and their studies. Therefore, Save the Children raised 863,000 dollars to implement three projects for herder households: livelihood protection; health outreach support; psychological first aid; health and education support for herders' children. This aid reached 18,900 people (of whom 9,800 were children).



PROTECTION OF HOUSEHOLD LIVELIHOOD - SAVE THE CHILDREN PROVIDED: Veterinary packages, livestock fodder and unconditional cash transfers for 682 herder households in seven soums of Zavkhan aimag; together with the Food and Agriculture Organization of the United Nations (FAO), another livestock kits for 1,072 herder households of 8 soums of Arkhangai aimag.



HEALTH OUTREACH SUPPORT FOR HERDERS - SAVE THE CHILDREN PROVIDED: Support for delivery of medical services for 10,500 people in isolated rural areas of 5 soums of Arkhangai and Bayan-Ulgii aimags where winter conditions had deteriorated.



EDUCATION FOR HERDERS' CHILDREN - SAVE THE CHILDREN PROVIDED: 1,063 children of 646 households in Arkhangai and Uvurkhangai aimags with conditional cash transfers for their educational needs so they were able to buy essentials such as school uniforms, sports clothes, school stationery, winter clothes, and the cost of transportation to attend school; compensatory classes for 2,101 students of 15 schools of Arkhangai and Uvurkhangai aimags who were lagging behind the others because of the harsh winter conditions preventing them getting to school or having to help with the animals.



CHILD PROTECTION - SAVE THE CHILDREN PROVIDED: Phone lines in 10 school dormitories in Dornod and Sukhbaatar aimags (G-Mobile and Unitel) to create conditions for 487 children to easily contact their parents.



In March, 2017, I travelled to Khotont and Tuvshruulekh soums of Arkhangai aimags to deliver Dzud assistance. It was really difficult, as snow was ankle deep and herders' livelihoods had become very difficult.

When we distributed livestock fodder and veterinary package to households affected by Dzud, people were really happy. Our organisation provided humanitarian assistance to households with little children first and then to households with many children.

Then in January 2019, I worked in Tsengel and Bayannuur soums of Bayan-Ulgii aimags. As we provided help before the Dzud actually hit, it was different from previous trips. We saw that it was very effective to provide assistance in anticipation of problems in response to Dzud mapping of soums that identifies those centres with high potential of suffering harsh winter conditions.

Gerlee Chuluunbaatar, Administrative Assistant of Save the Children in Mongolia

Due to global climate change, the frequency of natural disasters in Mongolia continues to rise each year. Save the Children remains committed to mitigating the negative effects of these disasters on animal husbandry and the livelihoods of herders. The organization provides critical assistance during emergencies, such as floods and dzud, while also implements measures to minimize damage to herders' livelihoods and safeguards the health, education, and well-being of rural children.

DZUD DISASTER OF 2022-2023

During the winter of 2022-2023, much of Mongolia was covered in snow and extreme cold, with over 70% of the country affected by the dzud disaster, resulting in the deaths of thousands of animals. Save the Children's Emergency Humanitarian Assistance Programme was implemented in 22 soums across Khovd, Zavkhan, Gobi-Altai, Bayankhongor, and Tuv provinces.

The programme aimed to reduce educational and health risks for children of local herders impacted by the dzud. Funding for the programme totaled \$323,000, provided by the United Kingdom's START Fund, Save the Children's Humanitarian Fund, and the Swiss Agency for Development and Cooperation.

With this funding, 1,380 herder households in 22 soums across five provinces received animal feed and monetary assistance. Additionally, hygiene kits were distributed to 2,027 children living in school dormitories across 25 soums. Warm shoes were donated to 300 children from households below the subsistence level, and 400 blankets, mattresses, and bed sheets were provided to each of 15 school dormitories.

DZUD DISASTER OF 2023-2024

In 2023, Mongolia experienced summer droughts that led to poor grazing conditions and inadequate fodder preparation for livestock. By the winter of 2024, extremely cold weather and heavy snowfall worsened the situation, affecting 80% of the country with the dzud. Approximately 8 million animals died, resulting in significant losses for herder families.

In response, Save the Children launched a humanitarian project in March 2024 to support herders in Uvurkhangai, Uvs, Zavkhan, Gobi-Altai, and Sukhbaatar provinces. The project provided pelleted animal feed and monetary aid to affected households. A total of 210 herder households in Khyargas, Malchin, and Sagil soums of Uvs province; 210 households in Ikh-Uul, Tosontsengel, and Numrug soums of Zavkhan province; 210 households in Yesunbulag, Bayan-Uul, and Khukhmort soums of Gobi-Altai province; and 180 herder households in Khujirt, Guchin-Uus, and Bogd soums of Uvurkhangai province each received 160 kg of fodder and 500,000 MNT in cash assistance.

Additionally, the project included a 16-hour training course on "Psychological First Aid for Children" which was organized for school dormitory teachers in all soum schools within these provinces.

In Sukhbaatar province, the dzud claimed over 1.7 million animals, representing 44.8% of the total livestock. In March 2024, 180 herder households affected in Khalzan, Tuvshinshiree, and Uulbayan soums received 500,000 MNT in monetary assistance.

The Provincial Emergency Management Office received 17,440,000 MNT to cover fuel costs for vehicles used in disaster response activities, and received 10 Bridgestone truck tires valued at 5,000,000 MNT.



The “Psychological First Aid for Children” training was also provided for school dormitory teachers in all soum public schools of Sukhbaatar province, where more than 2,500 herder households lost over 70% of their livestock.

As herder families faced livelihood losses, their incomes decreased, increasing the risk of unemployment and poverty in the province. In response, Save the Children initiated a livestock restocking project in Sukhbaatar soum, where, in June 2024, 570 animals were distributed to 30 herder households.

2018 FLASH FLOODS

Strong downpours and hail in July to August 2018 caused floods in 11 aimags and some districts of Ulaanbaatar, claimed 11 lives, injured 72 people and damaged electrical transmission lines, infrastructure and motor roads, causing much economic loss.

Together with UNICEF and MECSS, Save the Children conducted a rapid needs assessment of the impact of the floods on the education sector in the four aimags hit hardest by the disaster. In accordance with its recommendations, Save the Children:

- Organised Psychological First Aid for Children training for 80 civil servants and officials of Bayan-Ulgii, Bulgan and Arkhangai aimags that work with children;
- Donated, together with AFCYD, ger dwellings and household articles for four households of Bayan-Ulgii aimag hit by the flood and living under difficult circumstances;
- Implemented a 125,000 dollar project to provide psychological and educational support for households and children of 4 soums of Bayan-Ulgii and Khovd aimags from November 2018 until March 2019, involving 515 households, 970 children and 140 emergency workers of the two aimags, specifically Save the Children
 - Trained 50 teachers, social workers of 15 schools, and NEMA specialists from the two aimags to be trainers of psychological first aid (PFA) for children, 81 children to be peer trainers who then reached a total of 855 children with PFA training;
 - Implemented a 201 million tugrug cash programme for educational needs of 970 children of 515 target households hit by flood;
 - Together with the aimag NEMA, organised disaster preparedness training and table-top simulations of the flood scenario for Emergency Commission members, and relevant civil servants of the two aimags.

THE FLOOD OF 2023

On August 5, 2023, a heavy rainfall in Ulaanbaatar caused flooding that affected many households in the 21st, 27th, and 29th khoroos of Bayanzurkh district. In response, Save the Children implemented a project to assist families and children impacted by the flood, delivering various forms of aid. This initiative was funded by Save the Children's Humanitarian Fund, along with contributions from Save the Children Korea and Save the Children Japan, benefiting a total of 1,237 individuals, including 403 children.

As part of the project, 288 children received school uniforms, sports shoes, bags, and school supplies; 278 children received two types of multivitamins; and 108 families received blankets, mattresses, sheets, and pillows for children up to 10 years of age.

Additionally, 25 households most affected by the flood were provided with five-wall gers, while 250 households received household disinfectants, and 125 households received blankets and 50-liter water containers. Recognizing the psychological impact of disasters is crucial, which is why Save the Children organized training on "Psychological First Aid for Children."

The training included 35 participants - teachers, social workers, and psychologists from schools No. 48, 102, and 127 in Bayanzurkh district, as well as social workers from khoroos No. 21, 27, and 29, staff from the family health center, district unit leaders, and employees from the Social Policy and Education Departments of the Bayanzurkh District Governor's Office. Additionally, 298 children affected by the flood, who were experiencing anxiety and depression, participated in this training and received essential psychological support.

OTHER HUMANITARIAN ASSISTANCE BENEFITING THE COMMUNITY



2011-PRESENT: SC-MEMBER OF THE COUNTRY HUMANITARIAN TEAM

Learning from the 2009-2010 Dzud disaster lesson and experiences, the Government of Mongolia, UN agencies and key INGOs, including Save the Children, discussed the need for creating a new humanitarian coordination mechanism to improve responses to major humanitarian crises. In January 2011, the Mongolian Humanitarian Country Team (HCT) was established to strengthen inter-agency coordination in Mongolia, and Save the Children actively participated in its development.

Today, Save the Children is co-leader of the Education Cluster of the HCT together with UNICEF, and is also an active member of the Child Protection Sub-cluster. In that role, we play an important part in directing the group's disaster risk reduction (DRR) planning on child protection matters.

2018 - 2019: ANTICIPATION OF HARSH WINTER CONDITIONS

The Dzud risk map produced by the National Agency for Meteorology and Environmental Monitoring in November 2018 guided Save the Children's 125,000 dollars response to the harsh conditions predicted for winter of 2018-19. We provided pre-emptive early delivery of assistance in seven soums of Bayan-Ulgii and Khovd aimags identified as high risk areas. The project started from December 2018, and continued until February, reaching 3,270 people (including 1,428 children). Save the Children:

- Provided 8 sacks of livestock fodder for each of 839 target households with few animals and high risk of Dzud and disbursed 155,000 tugrugs per family of unconditional cash transfers for household consumables through the Khan and State banks.
- Published (in both Kazakh and Mongolian languages) and distributed a booklet containing information about maintaining children's education and health care as well as about caring for weakened livestock.

When we evaluated the project using random selection of 265 households (30% of all households), 98% said that 'receiving assistance from the project in January was very timely and effective', and 99% said that 'livestock fodder and unconditional cash grant was effective for the prevention of animal weakness and mortality'.

2021: DUST STORM

In March 2021, severe sand and dust storms swept across Mongolia, causing extensive damage to people, animals, and property. The storms affected 154 soums in 16 provinces, resulting in 706 individuals reported missing, 10 fatalities, the collapse of 531 houses, and the loss of more than 134,000 livestock. To mitigate the impact of this disaster, Save the Children implemented the "Sandstorm Response" project, funded by the Japan Platform Fund.

This project supported herders affected by the storm, assisted with recovery efforts, and provided psychological first aid to children impacted by the disaster. As part of the initiative, 92 households in the most affected provinces-Dundgobi, Gobi-Altai, Uvurkhangai, Arkhangai, Sukhbaatar, and Dornod-received gers, while 440 households received cash assistance and 660 households received hygiene kits equipped for infection prevention.

The project also distributed 3,000 leaflets on psychological first aid to the target population.



Z. Khishigdorj, a herder from Burd soum in Uvurkhangai province, shared his experience: "Our family has five members, including three children aged 2 to 10 years. Last spring, a strong sand and dust storm hit us, and we lost our home. In total, over 150 sheep and goats and 20 cattle perished due to the storm. Afterward, the pastures were covered in dirt, leaving no grass for our livestock to graze. In my opinion, strong storms occur due to overgrazing and a lack of moisture in the ground. I am grateful that this project provided us with a home."

A high-angle photograph of a group of children, likely in a schoolyard, holding up various colorful folders (orange, yellow, red, green, blue) in a celebratory gesture. The children are dressed in winter clothing. The background is a blurred outdoor setting with dry grass or dirt.

2. DISASTER RISK REDUCTION ACTIVITIES

30 Breakthroughs: 30

Save the Children brings child protection in emergencies and child-centred disaster risk reduction issues to the attention of professional agencies, and conducts comprehensive school safety national baseline of secondary schools for the first time in Mongolia



2011 - 2016: STRENGTHENING THE CAPACITY ON CHILD PROTECTION IN EMERGENCIES AND CHILD-CENTRED DISASTER RISK REDUCTION IN MONGOLIA PROJECT

With 380,000 dollars financed by Save the Children Korea, and together with NEMA, Save the Children implemented this three-stage project

AS A RESULT OF SAVE THE CHILDREN'S CLOSE COOPERATION WITH NAC AND NEMA AT POLICY LEVEL:



On 23 September, 2014 NEMA approved child protection directives that ensured child safety, child protection and child participation in before, during and after disasters.



NAC developed an organisational preparedness plan that included child protection principles and local branches followed this policy.



A total of 3,500 children enhanced their skills to protect themselves and others during disasters at home or in institutional settings and 37,200 children of Ulaanbaatar gained a basic understanding of responses to disaster.



18 organisations such as schools and child welfare centre have emergency preparedness plans, thus ensuring the protection of more than 5,000 children.



850 public servants and service provider specialists improved their understanding of child rights and child protection in emergencies.



2016-2019: SCHOOL-BASED DISASTER RISK REDUCTION (DRR)

- In 2016, Save the Children conducted training in disaster risk reduction and PFA for children and funded 25 million tugrugs for micro-projects. 437 teachers and staff, 585 students from 25 schools of 19 soums of Arkhangai, Uvurkhangai, Dornod, Sukhbaatar aimags participated in the training. Save the Children successfully implemented school-based DRR projects in secondary schools of 32 soums of five aimags from March 2017 to March 2018.
- Dornod aimag governor's office itself replicated the project activities in other soum schools under the name Comprehensive School Safety Management and decided to allocate 10 million tugrugs for this purpose, a best practice that ensured the sustainability of the project.



I learned at the disaster and emergency training for children about how to behave and help other children during disasters. People from the aimag emergency department did the training for my group and then we taught other children, teachers and parents and it was very interesting.

Our group of children tried very hard with the training. For example, we tried not to be nervous in front of other children and tried to help them understand. We displayed the information on the board. During demo-training, teachers helped our group to organise the children.

I felt like an adult as this was a heavy responsibility. Then I held a fire extinguisher for the first time and practiced how to put out a fire. It was very interesting.

S. Batsaikhan, 8th grader, Group member of Emergency Boys and Girls Group of school No.1, Arvaikheer city, Uvurkhangai aimag

2016 - 2019: PSYCHOLOGICAL FIRST AID FOR CHILDREN

Save the Children introduced and promoted an approach to psychological first aid (PFA) for children in 2016. We built the capacity of mid-level committee members and volunteers of the Mongolian Red Cross Society, provided training to rescuers of the Municipal Emergency Management Agency, doctor-psychologists, and education and child protection specialists of 8 aimags, and trained 776 students of Arkhangai, Uvurkhangai, Khovd and Bayan-Ulgii aimag schools in the Child-to-Child approach.



2017: COMPREHENSIVE SCHOOL SAFETY NATIONAL ASSESSMENT

This nationwide research, carried for the first time in Mongolia, covered 96 public secondary schools in 7 aimags and 8 districts of Ulaanbaatar representative of 4 geographic regions of the country with different potential for disaster risk.

This research was carried out under the School Safety Project implemented by World Vision Mongolia and funded by UNICEF. The objective of the research was to find out more about school building safety, school disaster management, continuous delivery of education services during disaster, and education to strengthen disaster risk reduction. The research was important as it served as baseline evidence for the measures that needed to be taken urgently to prevent and mitigate disaster risks and ensure children's rights to learn in safe and risk-free environments and be protected.





■ A photo scene with children and youth at the Asian Ministerial Conference on Disaster Risk Reduction held in Ulaanbaatar city, Mongolia with Ms. Mami Mizutori, Special Representative of the Secretary-General for Disaster Risk Reduction, UN Office for Disaster Risk Reduction. July, 2018



2018: ASIAN MINISTERIAL CONFERENCE FOR DISASTER RISK REDUCTION

Save the Children played an important role in the Asian Ministerial Conference on Disaster Risk Reduction (AMCDRR) held in Ulaanbaatar in July 2018. Specifically, Save the Children provided human resources to support NEMA with preparations for the conference. Also, Save the Children, World Vision Mongolia and the Mongolian Red Cross Society held a national consultation for Mongolian children and youth in May before the AMCDRR. The participants selected youth and children to represent Mongolia at the AMCDRR who made presentations during the Conference's panel discussions.

During the event, Save the Children also managed and led panel a discussion on Child Protection and Psychological Support for Children during Disasters. As a result of these efforts, important issues such as child and youth participation in disaster risk reduction, continuity of education during disasters, and psychosocial assistance in post-disaster crises were included in children and youth presentations and in Conference reports.

2018-2019: COMPREHENSIVE DISASTER PROTECTION EXERCISE AND TRAINING

Save the Children, together with World Vision Mongolia, participated in national and municipal simulations and exercises and Save the Children led activities to create child-friendly spaces during disasters.



2007 - 2024: AWARENESS RAISING AND TRAINING RESOURCES ON DISASTER RISK REDUCTION DEVELOPED BY SAVE THE CHILDREN

Following is a list of DRR manuals and video materials produced by Save the Children:

- *Child Protection in Emergencies Manual* 2007, 2012, 2017, 2019
- *Psychological First Aid for Children Manual* 2016, 2018
- *Psychological First Aid for Children Workbook for Children*
- *Recommendations for Teachers to Help Distressed Children*
- *Education Free from Disaster* - short video.
- *Disaster Risk Reduction in the School Environment* - recommendations and kits
- Eight video tutorials entitled *Let's Prepare for Disaster*, and posters based on eight types of the most common disasters in Mongolia, produced together with the University of Law Enforcement in order to improve disaster awareness of children. These materials were distributed together with NEMA. The video tutorials were translated into Kazakh language and distributed to ethnic minority children in Bayan-Ulgii aimag.
- 2,000 bookmarks containing information about risk prevention and protecting yourself from earthquakes, household accidents and disasters, flood, dangers of waterways, steppe and forest fires, snow and dust storms, and different types of blizzard, and 8,000 book marks with essential emergency phone numbers distributed to relevant organisations.
- “Preventing and responding to the spread of COVID-19, and ensuring readiness in education and training”, guidelines for kindergarten and secondary school management, teachers, parents, and guardians on have been developed to guide effective prevention measures and preparedness in educational settings
- “*You Are My Hero*”, a children’s book designed for ages 6-11 to improve their understanding of the COVID-19 pandemic. It has been translated into Mongolian and printed for distribution.





2019: COMMUNITY-BASED DISASTER RISKS ASSESSMENT

To implement *Disaster Risk Assessment Procedures*, Save the Children joined with NEMA and the Disaster Research Institute to work in Bayan-Ulgii aimag in July, 2019 using the following two approaches:

- Indicator-based disaster risk assessment
- Community-based disaster risk assessment

As a result, representatives of the local community, bagh governors, social workers, elders, children of Ulgii soum of Bayan-Ulgii aimag identified potential dangers in their bagh areas as well as vulnerability and levels of risk in order to develop an action plan for reducing disaster risks that were presented to local government and relevant organisations.



I live in a dormitory with my younger brother. I attended psychological first aid training organised by Save the Children and found out many new things. I liked it very much. Sometimes my dormitory friends miss their homes, get bored and distressed and feel uneasy. Before, I didn't know how to calm them down or what they needed. Now I know how to relate to them and how to help them. My friends also said that I speak well and communicate well. I'm very happy that I'm helping my friends with what I learned.

Ts. L, 15-year-old

2019: CALL TO INCREASE THE PARTICIPATION OF CHILDREN AND YOUTH IN DISASTER RISK REDUCTION

The National Emergency Management Agency (NEMA), in collaboration with Save the Children and WorldVision Mongolia, organized a children's conference titled "*Recommendations for Reducing Disaster Risk and Mitigating the Crisis Caused by Climate Change.*"

The conference brought together 66 students from Young Rescue clubs representing schools in Khentii and Tuv provinces, as well as various districts across Ulaanbaatar. Participants learned about the Sendai Framework for Disaster Risk Reduction, which is set to be implemented until 2030, and

gained valuable insights into disaster risk reduction experiences in the Asia-Pacific region and at the local level.

During the conference, participants shared their perspectives on disaster risk reduction and exchanged ideas on how they could contribute within their communities. They also discussed their proposals and initiatives and called for increased involvement of children and youth in disaster risk reduction efforts.

2024: SAVE THE CHILDREN ORGANIZES A 10-WEEK CAMPAIGN FOR PUBLIC AWARENESS OF WHAT3WORDS

The National Emergency Management Agency (NEMA) is planning to introduce innovative ideas, advanced technologies, and practices in disaster protection at the departmental level. In this effort, NEMA has signed a Memorandum of Cooperation with the State Emergency Commission and Save the Children to integrate the “what3words” addressing system—successfully used in the United Kingdom—into disaster management activities.

From January 29 to April 5, 2024, the State Emergency Commission and Save the Children jointly launched a 10-week campaign aimed at promoting the what3words system to the public. The initiative provided information on how to download and install the application on mobile devices, targeting 36 selected soums across Gobi-Sumber, Zavkhan, Uvurhangai, Sukhbaatar, and Khovd provinces.

Given Mongolia’s vast territory, the ability to detect dangers and respond to emergencies quickly is critical, yet locating incidents without specific addresses is a significant challenge. Annual disaster statistics indicate a high frequency of natural disasters, worsened by climate change. Of the 4,000-5,000 emergency calls related to disasters and accidents each year, approximately 40% lack clear location details.

Integrating the “what3words” addressing system into disaster protection measures will facilitate the swift identification of disaster locations. Thus, this campaign, implemented by Save the Children in collaboration with the State Emergency Commission, represents a crucial advancement in disaster preparedness and response efforts in Mongolia.

Child-led clubs, including Entrepreneur Clubs, Young Rescue Clubs, and Young Financer Clubs, established at the soum-level Emergency Commission (SEC), general education schools, and Vocational Education Schools under the “Entrepreneurship-Focused Socio-Emotional Skills for the Most Vulnerable Youth in Rural Mongolia” project, with support from the Provincial Emergency Commissions (PEC), actively participated in a two-month awareness-raising campaign.

At the campaign’s conclusion, e-conferences were held in each of the five provinces to evaluate the initiative and share experiences. As a result of the campaign, 17,801 children and teenagers, 14,101 teachers, parents, employees from government and non-government organizations, and other citizens were informed about the “what3words” application, with many installed it on their mobile devices.

THE COVID-19 PANDEMIC AND SAVE THE CHILDREN

THE COVID-19 PANDEMIC AND CHILD PROTECTION

2020: RAPID ASSESSMENT OF THE IMPACT OF THE CORONAVIRUS PANDEMIC

The COVID-19 pandemic has heightened the vulnerability of children, leading to a rise in child abuse, risk, and neglect. For example, in 2020, domestic violence incidents rose by 15.5% compared to the previous year. The number of clients at one-stop service centres and temporary shelters doubled, and the number of individuals detained for domestic violence increased by 26.4%.

Approximately 1 to 3 children accompany each woman who seeks refuge in temporary shelters due to domestic violence, indicating that these children are often double victims of such circumstances. The closure of schools and kindergartens during the pandemic further complicated the situation, as parents and guardians struggled to balance work and childcare responsibilities⁴⁸.

In response, Save the Children conducted a “*Rapid Assessment of the Impact of the Coronavirus Pandemic*” in 2020. The assessment highlighted the importance of psychological stability for parents and guardians during pandemic restrictions, as this directly impacts their ability to care for their children effectively. When asked about mood swings during the assessment, 64.7% of respondents—nearly two out of three—reported experiencing them. This included 79.3% in urban areas and 58.6% in rural areas. Almost half of the participants, 48.6%, indicated that their mood changes were related to financial difficulties, while 46.9% reported mood fluctuations due to worries about various issues.

The findings of this assessment emphasize the importance of fostering and maintaining positive relationships and a supportive atmosphere within families to mitigate the negative effects of the pandemic on children. Regular advice and information can help family members navigate the challenges posed by the pandemic, promoting positive interactions and attitudes, especially in terms of age-appropriate communication with children.

Following this assessment, efforts were made to provide socio-psychological support for children and families affected by COVID-19 lockdowns. This included e-learning training sessions for child protection specialists and bi-monthly workplace counseling sessions for joint team members in target areas. Furthermore, quarterly discussions were also held to provide methodological guidance on challenging cases managed by social workers, both online and at their workplaces.

In collaboration with the Department of Family, Child, and Youth Development, Save the

⁴⁸ Mapping of Mongolia’s Child Protection System” report, World Vision 2020

Children’s Child Protection Programme staff produced a comprehensive set of materials, including six e-courses, student exercise notebooks, training manuals, and three types of instructional videos.

E-learning sessions were delivered to 128 employees of the Department of Family, Child and Youth Development and its affiliates through social networks. Additionally, during the COVID-19 pandemic, four posters targeting children, parents, and the general public were created and disseminated. Three types of recommendations and information specifically aimed at the isolated population were also developed and distributed.

Save the Children is a member organization of the Child Protection sub-cluster of the UN-led Humanitarian Country Team, and has been actively involved in the prevention, preparedness, and response plan for the COVID-19 pandemic.

Save the Children International developed two training programmes: “*Coronavirus and Children*” and “*Be Non-Violent Parents*,” to provide social and psychological support to parents and children while promoting positive parenting practices. These programmes included 20 informational resources and recommendations, translated into Mongolian and distributed online.

To provide simple and accurate information about COVID-19 that aligns with the age and mental characteristics of young children, books and manuals were also developed and delivered to the target readership.

Notably, Save the Children officially obtained permission to translate “*My Hero is You*,” a storybook for children about COVID-19, created by the Inter-Agency Standing Committee Reference Group on Mental Health and Psychosocial Support in Emergency Settings. A total of 3,750 translated copies were printed and distributed to NEMA, the Department of Family, Child, and Youth Development, schools, kindergartens, and partners in seven aimags and three districts of the capital city, where Save the Children’s projects and programmes are implemented.

2020: THE COVID-19 PANDEMIC AND EDUCATION

To establish a comprehensive operational capacity for pre-planning, preparedness, response, and recovery in mitigating the impact of the global COVID-19 pandemic, the Minister of Education and Science issued Order A/140 on March 20, 2020. This order introduced the “Plans and Guidelines for Prevention and Preparedness against Infectious Diseases in Kindergarten and School Environments.”

Due to the COVID-19 pandemic, kindergartens and schools throughout Mongolia temporarily suspended their operations. With the resumption of classroom learning on March 1, 2021, the Minister of Education and Science approved Order No. A/58, establishing “Temporary Regulations for Organizing Classroom Activities in Kindergartens and General Education Schools.” These regulations outline the planning and management of educational activities during the pandemic.

The temporary regulations address the operational needs and staffing of kindergartens and schools, ensuring classrooms are prepared, cleaned, and disinfected, while maintaining hygiene and infection prevention protocols in emergency situations.

To assist kindergarten and school management, as well as teachers, in preventing and responding to the spread of COVID-19, the Ministry of Education and Science, in collaboration with Save the Children, UNICEF, and WashAction, developed a manual titled “COVID-19 Infection Prevention, Response Measures, and Ensuring Training Readiness.”

This manual provides detailed guidance on reopening kindergartens and schools, preparing a safe learning environment, establishing rules for classroom conduct, and implementing infection prevention measures. It also includes guidance for parents and guardians to support these efforts.

2023: INTERNATIONAL JOURNALISTS REPORT CLIMATE CHANGE IN MONGOLIA

In October 2023, Save the Children invited international journalists to visit Mongolia to report on the impacts of climate change, drought, and dzud disasters that threaten the lives of herders.

The journalists collected information on how these environmental challenges are adversely affecting the nomadic lifestyle of herders, the response efforts underway, and the policies needed for the future. Among them, Alex Kaufman, a senior reporter for HuffPost, was awarded the prestigious global prize⁴⁹ for the best article.⁵⁰

Since 1999, Save the Children has been raising funds and providing emergency humanitarian aid, early recovery, and disaster risk reduction in Mongolia, supporting the provinces, soums, and herder households most severely impacted by dzud and flooding.

Natural or man-made disasters disproportionately affect children, placing them at greater risk than adults. Save the Children’s Humanitarian Assistance Programme is committed to delivering timely, relevant, and high-quality support to vulnerable children and families affected during these crises, while also helping them prepare for future disasters.

⁴⁹ The 2024 CCNow Journalism Awards - Covering Climate Now

⁵⁰ Mongolia’s Ancient Culture Under Threat From Climate Change | HuffPost UK World News ([huffingtonpost.co.uk](https://www.huffingtonpost.co.uk))



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- Save the Children USA

Government, Public and International Organisations:

- Asian Development Bank
- Australian Agency for International Development (AusAID)
- Australian Volunteers Programme "Impact Fund"
- British Embassy in Mongolia
- Canadian Embassy in Mongolia (Canada Fund)
- Department for International Development (DFID), the UK Government
- Embassy of Australia in Mongolia
- European Commission (EC)
- European Civil Protection and Humanitarian Aid Operations (ECHO)
- Finland Fund
- Global Partnership for Education (GPE)
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- Technical Aid to the Commonwealth of Independent States (TACIS)
- The United Nations (UN) Trust Fund to End Violence against Women
- UK Department for International Development (UK Government)
- United Nations Children's Fund (UNICEF)
- United Nations Educational, Scientific, and Cultural Organisation (UNESCO)
- World Bank (Japan Social Development Fund and other grants)

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- Austin & Hope Pickington Trust (UK)
- Ashtan Trust (Australia)
- Brooke Hospital for Animals (UK)
- Caritas Czech
- Clara E. Burgess Charity (UK)
- Cirque Du Soleil (Canada)
- D. Jones (UK)
- Dentsu Marketing Insight Inc (Japan)
- Dinos Cecile Co., Ltd (Japan)
- Family Mart (Japan)
- Family of Blacklee (UK)
- Frito-Lay Ltd. (Japan)
- Felissimo Corporation (Japan)
- FHI 360 (as their local partner of a USAID-funded project).
- Global Citizen Foundation (Japan)
- Global Village Foundation (USA)
- Khan Bank Foundation (Mongolia)
- London Languages Ltd. (UK)
- Mihira Shokai Corporation (Japan)
- MKS Mani Kazuo Shino of Japan (Japan)
- Nissan Motor Co., Ltd. (Japan)
- Ricoh Co., Ltd (Japan)
- Sonia Quality Assurance Co., Ltd. (Japan)
- Takasu Clinic (Japan)
- Ueno Fine Chemicals Industry Ltd. (Japan)

Organisations that supported Save the Children in Mongolia with volunteers and pro bono services:

- Australian Volunteers for International Development (AVID)
- Australian Youth Ambassadors for Development (AYAD)
- ELC LLP Advocates (Mongolia)
- Fondation Dufresne et Gauthier (Canada)
- GSK Japan (GlaxoSmithKline)
- Hogan Lovells (Mongolia) LLP
- Japan Overseas Cooperation Volunteers (JOCV)
- National University of Singapore
- Peace Corps (USA)
- Save the Children Korea
- Scope Global (Australia)
- Volunteer Services Overseas (UK)

SAVE THE CHILDREN IN MONGOLIA

EXPENDITURE INFORMATION SUMMARY TABLE (BY DONORS)



Save the Children UK

		(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)
Donors		FY94/95	FY95/96	FY96/97	FY97/98	FY98/99	FY99/00	FY00/01	FY01/02	FY02/03	FY03/04	FY04/05	FY05/06	FY06/07	FY07/08	FY08/09	FY09 (Apr.-Jul. only)	
Save the Children Members	1 Save the Children UK	100,000	159,000	242,000	414,000	197,530	173,492	163,601	167,826	205,187	268,678	232,896	265,991	307,383	323,036	263,592	127,536	
	2 Save the Children - Humanitarian Fund						5,097	8,545	1,800	517								
	3 Save the Children Japan								35,649	26,751					11,346	55,339	26,346	
	4 Save the Children Korea																	
	5 Save the Children Netherlands														11,544	22,107		
	6 Save the Children Sweden													6,422	6,975	4,869	9,808	
	7 Save the Children Denmark																	
	8 Save the Children Hong Kong																	
	9 Save the Children Switzerland																	
	10 Save the Children International																	
Institutional Donors	11 Australian Agency for International Development (AusAID) / AVID / AVPIF / DAP						12,620	1,144	108							33,605	210	
	12 British Embassy in Ulaanbaatar City				213,012	221,292	216,989	194,746	179,676	160,681	160,557	201,029	138,613	56,554	44,258	21,094		
	13 DFID Emergency Fund (British Government)						73,596	70,503										
	14 GPE (Global Partnership on Education)																	
	15 The Jersey Overseas Aid Commission (JOAC)								11,520				65,000	9,568	57,492	56,923		
	16 The Guernsey Overseas Aid Commission (GOAC)								7,680						3,598	32,720		
	17 Isle of Man Government															5,218	16,558	
	18 Canadian Embassy in Mongolia (Canada Fund)							12,631	36,103	24,886	21,309	9,360	18,918	7,409	1,706	8,270	(1,651)	
	19 Netherlands Embassy in Beijing									19,976	31,478	2,562	3,941	5,831				
	20 New Zealand Embassy								-									
	21 European Commission													144,860	125,337	417,228	(33,834)	
	22 ECHO							61,687										
	23 TACIS										9,297	35,138	19,661	1,706				
	24 SIDA (Swedish International Development Cooperation Agency)																	
	25 Japan Postal Savings															52,001	14,457	
	26 Japanese Ministry of Foreign Affairs														10,549	(1,144)		
	27 Japan International Cooperation Agency (JICA)															36,035	30,865	
	28 Japan Platform																	
	29 The Asian Development Bank (ADB)					25,217	22,692											
	30 The World Bank (Japan Social Development Fund + SDC)																	
	31 SDC																	
	32 FHI 360 / USAID																	
	33 UNESCO					19,729	1,424	9,430	665	4,033								
	34 UNICEF																	
	35 UNDEF																	
	36 UNTFW																	
	37 FAO																	
	38 Other institutional donors					4,301			6,928									
Charitable Foundations & NGOs	39 Fondation Dufresne & Gauthier								15,144	27,176	28,226	28,734	46,579	33,801	31,765	42,736	1,570	
	40 Global Citizen Foundation																	
	41 Go Help															21,088	(170)	
	42 Peace Winds Japan					8,882	9,308	8,044	746									
	43 Seeds of Light Foundation, HK					22,868	13,587	8,476	627									
	44 Other Foundations *							75,036	13,600						10,714	(914)	7,109	
	45 The Denan Project																	
	46 The Maurice and Hilda Laing Charitable Trust																	7,123
47 Corporate Businesses *															5,017	60,974	60,826	
Others	48 Other donations and Grant funds					4,461	-	26,403	13,573	18,842	7,073	19,156	15,450	22,110	32,435	35,727	18,140	
	49 Great East Japan Earthquake Emergency Fund (Donations from Mongolia)																	
Total in GBP		100,000	159,000	242,000	414,000	496,000	459,512	665,582	577,217	516,340	552,582	472,926	616,908	677,705	688,067	1,190,632	305,986	
Total in USD*		164,520	261,587	398,138	693,036	800,693	731,635	942,664	822,823	815,353	1,017,193	893,026	1,072,557	1,333,927	1,366,433	1,702,127	511,181	
Exchange rates used:		1.645	1.645	1.645	1.674	1.614	1.592	1.416	1.426	1.579	1.841	1.888	1.739	1.968	1.986	1.430	1.671	

*Note: The exchange rate of 31 March (the fiscal year closing date) of each year is used to convert the GBP amount to USD (Source: <http://www.xe.com/currencytables/>)

Save the Children Japan

	(GBP)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)
	Total	FY09 (Aug. - Dec. only)	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	Total	Grand Total (1994-2024)
	3,611,749								255,506	80,250		141,480	896		120,636	186,815	785,583	6,926,171	
	15,959		234,616			75,086								80,000	130,000	75,000	594,702	618,302	
	155,431	66,350	123,886	144,799	185,658	160,786	253,342	204,248	167,934	345,627	445,106	393,957	280,363	188,085	265,228	329,345	330,000	3,884,715	4,123,433
	-			21,650	71,204	69,561	21,537	124,516	23,947						50,000	57,142	439,557	439,557	
	33,651	1,466	8,566														10,032	64,562	
	28,074	7,664	31,710	10,239					1,893	7,572	8,602	223					67,903	117,741	
	-													7,036			7,036	7,036	
	-														300,681	332,457	633,138	633,138	
	-															33,356	33,356	33,356	
	-								4,345	549			6,107		9,684	15,518	36,203	36,203	
	47,686	20,824	26,924											3,628	4,100	21,145	76,622	146,881	
	1,808,499		58,285	45,676	41,011	64,058	39,541										248,571	3,245,557	
	144,099																		204,736
	-													43,548	70,850	47,799	55,000	217,197	217,197
	200,503		38,181															38,181	381,995
	43,998																		64,870
	21,776		36,536															36,536	71,658
	138,941																		225,478
	63,788																		112,656
	-														116	4,874	4,990	4,990	
	653,592																		1,073,983
	61,687		400,415	636														401,051	488,418
	65,802																		119,847
	-								223,960	362								224,322	224,322
	66,458	53,873	12,460															66,333	164,826
	9,405			125,114	406,739	552,152	306,323	182,104	480,137	343,011	461,255	456,423	464,066	661,572	665,859	604,077	608,969	6,317,799	6,337,113
	66,900	91,507	201,192	126,755				57,838	80,429	121,358	93,854	178,433	170,809	142,795	146,673	22,405		1,434,048	1,537,126
	-									444,328	608,434	118,891	115,968		199,638			1,487,260	1,487,260
	47,909		19,320										6,947		41,902	52,138		120,307	197,145
	-				82,156	416,995	623,815	683,178	392,074	265,713	4,655	456,414	200,169	276,512	873,619	783,898	600,000	5,659,197	5,659,197
	-															89,849		89,849	89,849
	-														225,613	4,817		230,430	230,430
	35,281																		54,788
	-						5,873	12,477	9,752				6,240					34,343	34,343
	-												34,709	72,421	50,576			157,706	157,706
	-													45,671	170,170	435,245	164,876	815,961	815,961
	11,229									16,204								16,204	16,204
	255,730	22,944																22,944	467,973
	-	2,741	6,652															9,393	9,393
	20,918		37,056	29,668		11,444												78,168	108,032
	26,980																		41,615
	45,558																		71,447
	105,545		1,480															1,480	158,987
	-			6,682	22,386	29,256	39,732	50,358	8,522	23,571	27,523	21,327	27,681	26,574	38,774	25,191	30,000	377,578	377,578
	7,123	5,393	14,407	15,782														35,582	47,481
	126,817	36,799	14,148	37,017	58,622	31,455	13,552	43,136	26,782	23,776	16,295	14,225						315,808	514,555
	213,369	10,427	447	2,001	2,547	6,327	42,718	30,987	90,994	4,070	14,096	4,020	5,650	39,544	3,413	24,067		281,306	640,368
	-			6,043														6,043	6,043
	8,134,458																		
	13,526,892	319,988	1,266,282	572,062	870,323	1,417,120	1,346,432	1,388,840	2,206,260	1,844,293	1,190,826	1,782,470	1,203,639	1,787,024	2,556,891	3,055,852	2,489,133	25,297,434	38,824,326



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