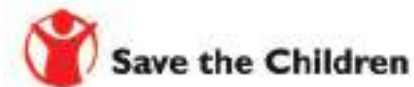




20 YEARS, 20 BREAKTHROUGHS FOR CHILDREN IN MONGOLIA



A Short History of Save the Children's Work in Mongolia (1994 to 2014)



Save the Children Japan
Mongolia Programme Office

Street Address:
4th floor, Arizona center
Khoroo #1, Chingeltei District
Ulaanbaatar city, Mongolia

Postal Address:
Central Post Office, Box 1023
Ulaanbaatar-13, Mongolia

Tel: +976-11-329365; 329371
Fax: +976-11-329361
secretary@savethechildren.mn
www.savechildren.or.jp
www.savethechildren.net

20 Years, 20 Breakthroughs for Children: Save the Children in Mongolia (1994 to 2014)



Save the Children's mission is to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting changes in their lives. As Save the Children's Mongolia Programme celebrated its 20th anniversary in November 2014, we the staff members decided to reflect upon the past 20 years of our operation, and to identify the 20 most significant advancements or breakthroughs in fulfilling our mission for children in Mongolia.

The following is a list of those 20 breakthroughs. They are identified by our consulting partners and stakeholders, and are described in chronological order. Some breakthroughs are well proven and are already integrated into the national systems (i.e., ger kindergartens); while some other breakthroughs are being introduced and have yet to be proven (i.e., toy libraries, or community education councils). But, they have the potential to transform the way that Mongolian society treats its children and fulfills their rights.

1 Promoting a Rights-based Approach to Mongolia's Development Process 8 >>	6 Introducing Child-Centered and Child-led Developmental Activities 35 >>	11 Promoting a Multi-disciplinary Approach to Child Protection 77 >>	16 Responding to Dzug Disasters for Children and Families 28, 109 >>
2 Inaugurating Mobile Ger Kindergartens for Rural Children 17 >>	7 Promoting the Rights of Children with Disabilities 22 >>	12 Advocating Better Educational Conditions and Experiences for Children 26 >>	17 Protecting Children in Emergencies 88 >>
3 Bringing about Direct Service Models for Street and Working Children 11 >>	8 Promoting the Rights of Ethnic Minority Children to Quality Education in Both their Mother Tongue and in Mongolian 25 >>	13 Promoting Systematic and Proactive Participation of Children, Parents and Community Members in Public Education Management 61 >>	18 Introducing New Child-Friendly and Family-Friendly Kindergarten Models to Mongolia 55 >>
4 Introducing Social Work as a New Profession to Mongolia 8 >>	9 Strengthening Civil Society for the Realization of Children's Rights 40 >>	14 Supporting NGOs and Children in Expressing their Views and Opinions on the Implementation of the UN Convention on the Rights of the Child 40, 94 >>	19 Introducing Mobile Toy & Book Libraries and Home-based Education Programmes for Children 55, 65 >>
5 Working with Children in Disadvantaged Communities and Children without Appropriate Care 30 >>	10 Pioneering Support in Development of a National Child Protection System 33 >>	15 Promoting Positive Discipline at Home and in Educational Settings 68, 85 >>	20 Promoting Child Participation in Local Governance and Policy Making 91 >>

20 Years, 20 Breakthroughs for Children in Mongolia

A Short History of Save the Children's Work in Mongolia (1994-2014)

February 2015
Ulaanbaatar, Mongolia

CONTENTS

Greetings from the President of Mongolia	vi
Congratulatory Message from the Chief Commissioner of the National Human Right Commission of Mongolia	vii
Congratulatory Message from the Minister of Social Protection and Population Development	viii
Congratulatory Message from the Ministry of Education, Culture and Science	ix
Country Director’s Message	x
Acknowledgments	xi
Acronyms	xii
Glossary	xiii
Introduction	xiv
PART ONE: SAVE THE CHILDREN MONGOLIAN PROGRAMME 1994-2009	1
The Development Context in which Save the Children Started its Work	2
Strategic Issues Identified:	3
• Priority Focus on Vulnerable Children	4
• Poverty Alleviation	4
• Services’ Reforms	4
• Civil Society Development	4
Save the Children’s Contributions to the Wellbeing of Children in Mongolia:	5
• Poverty Alleviation (1994-2000)	6
• Developing the Social Work Profession (1994-2002)	8
• Protection and Rehabilitation of Street and Working Children (1994 and onwards)	11
• Re-establishing Preschool Education (1994-2000)	17
• Strengthening Preschool and Primary Education (2000 and onwards)	19
• Support to Education of Children with Disabilities (1998 and onwards)	22
• Support to Education of Children of Ethnic Minorities (1998 and onwards)	25
• Support for a Rights-based Education System (2005 and onwards)	26
• Emergency Responses during Difficult Times	28
• Promoting Community-based Child Development and Protection Mechanisms (2003 and onwards)	30
• Child Protection System Development (2005 and onwards)	33
• Partnering with Children (1994 and onwards)	35
Reflecting Back on How Save the Children has Worked	39

PART TWO: SAVE THE CHILDREN MONGOLIAN PROGRAMME 2009-2014	51
Education 2009-2014	53
• The Education Initiatives of Save the Children	53
• The Situation of Education in Mongolia as of 2009	53
• The Education Programme Strategy of Save the Children in Mongolia	55
1) Early Childhood Care and Development	55
A. Increased Coverage and Quality of Early Childhood Care and Development	56
B. Improved Quality of Learning Environments and Experiences	58
C. Parental and Community Participation in Education	61
D. Early Childhood Care and Development Policy Changes	64
2) Basic Education	65
A. Improving Primary Education Outcomes for Rural Children	65
B. Promoting a Child-Friendly Environment in Public Schools	68
C. Basic Education Policy Changes	71
Child Protection (2009-2014)	73
• The Child Protection Initiative of Save the Children	73
• The Situation on Child Protection in Mongolia as of 2009	73
• The Child Protection Programme Strategy of Save the Children in Mongolia	74
1) Children Without Appropriate Care	75
A. Social Work and Child Protection	75
B. Multi-Disciplinary Teams	77
C. Child Protection and the Health Sector	79
D. The Child Center in Ulaanbaatar City	80
E. Family-Based Alternative Care in Child Protection	82
F. Capacity Building of Public Officials on Child Protection	83
2) Physical and Humiliating Punishment	84
A. Advocacy Work	84
B. Positive Disciplining Methods	85
C. Public Awareness Raising	85
D. Parenting Programs	87
3) Child Protection in Emergencies	88

Child Right Governance (2009-2014)	91
• The Child Rights Governance Initiative of Save the Children	91
• The Situation on Child Rights Governance in Mongolia as of 2009	93
• The Child Rights Governance Strategy of Save the Children in Mongolia	94
1) Children’s Participation in Child Rights Monitoring	94
2) Children’s Participation in Public Budget Processes	96
3) Children’s Participation in Local Governance	98
4) Children’s Participation in Policy-Making	100
5) Children’s Participation in Education on Children’s Rights	101
Health (2008-2014)	103
• The Health Programme of Save the Children	103
• The Situation of Child Health in Mongolia before 2009	103
• The Health Program Strategy of Save the Children in Mongolia	104
1) Child Health	104
A. Child Protection and the Health Sector	104
B. Basic Health Care Support	105
C. A Health Campaign	106
2) Water, Sanitation and Hygiene (WASH)	107
Humanitarian Responses (2009-2014)	109
1) The Dzud Crises of 2009-2010 in Mongolia	109
A. The Situation	109
B. Emergency Responses of Save the Children	110
2) The Severe Winter Crisis of 2012-2013 in Mongolia	112
3) Inter-Agency Collaboration	113
Save the Children in Mongolia Extends Thanks	114
List of Key Publications and Digital Products by Save the Children, Mongolia (2005-2014)	116
List of Digital Products	125

Donor Partners and Supporters (1994-2014)	126
List of Donor Partners	126
List of Long-term Volunteers	127
Emergency Funds Raised in Mongolia for Japan in 2011	127
Save the Children in Mongolia Expenditure Information Summary Table by Donors (1994-2014)	128
A Table of Save the Children’s Milestones and Interventions Vis-a-vis Government Policy and Legislative Changes in Mongolia (1990-2014)	130
The Year 2014 Marked the 25th Anniversary of the United Nations Convention on the Rights of the Child	138
Photograph Descriptions	141



GREETINGS FROM THE PRESIDENT OF MONGOLIA

To Attendants of the 20th Anniversary Celebration
of Save the Children's Mongolia Program

Esteemed Guests,
Ladies and Gentlemen,

It has been 25 years since the United Nations General Assembly adopted the Convention on the Rights of the Child in 1989. The 20th anniversary of the work of Save the Children in Mongolia, the organization that works to support the implementation of the Convention on the Rights of the Child, is also celebrated this year. In this regard, I would like to congratulate everyone engaged in the work of protecting and promoting the rights of children.

By ratifying the United Nations Convention on the Rights of the Child in 1990, Mongolia proclaimed its responsibility to protect children's rights. Mongolia has since worked diligently to improve its national legislation and policies to protect and promote children's rights. In the future, Mongolia will put forth greater efforts to protect children from violence and abuse, improve the quality of education for children, and ensure children's participation in affairs affecting their own lives.

There is a Mongolian proverb which says "A person's future character starts at a young age; a horse's potential starts at a young age". As a people, we have rich experiences and an honorable culture in protecting and bringing up our children. That is why we embrace the principle of combining international best practices with our national culture and values.

Mongolia appreciates the many progressive efforts of Save the Children, done in collaboration with the Government of Mongolia and civil society organizations, in promoting a child rights based approach, developing social work services and improving the national child protection system.

Mongolia is a country that respects human rights and democracy. On behalf of the government and people of Mongolia, on the occasion of the 25th anniversary of the United Nations Convention on the Rights of the Child, and the 20th anniversary of Save the Children's Mongolia Program, I congratulate and thank all staff members of Save the Children and wish them all success in their future work.

TS. ELBEGDORJ
PRESIDENT OF MONGOLIA
Government Palace, Ulaanbaatar
November 14, 2014



Congratulatory Message

Save the Children has been working towards improving the conditions of children's lives in the world through enhancing education, health services and economic capability for nearly a century since its establishment in 1919. All efforts by Save the Children aim at mobilizing the children's rights that are reflected in the United Nations Convention on the Rights of the Child. Save the Children prioritizes children's rights and conducts vigorous and enduring actions for their well-being at the global level.

Since starting operations in Mongolia in 1994, Save the Children has been working in the fields of child protection and education, promoting positive upbringing of children, eliminating corporal punishment and providing child-friendly environments in pre-school and general education schools, thus contributing greatly to advertising the efficiency of such social frameworks. The National Human Rights Commission condemns corporal punishment, considers it as violence against children's rights and supports the idea that a family must be a safe environment for a child.

Save the Children has established children-based clubs and unions for the purpose of promoting children's participation in decision-making. It has a practice of showing support for developing and delivering shadow-reports to the UN Committee on the Rights of the Child by children's initiatives. In light of reflecting children's interests in decision-making, Save the Children has trained state agencies, officials and decision-makers on how to ensure active, free and meaningful participation of children in policy-planning, budget issuance, and in policy implementations and assessments. It is only right to highlight that we have been promoting children's developments in creative ways through various genres of art, and have been accustomed to plan and implement the children-targeted frameworks based on children's rights.

Our contribution is essential in creating environments where children do not feel depressed or mortified, but instead feel confident, equal to others and ready to strive for development and make positive changes to their societies, thus embodying the universal culture of human rights. I wish to underline the efforts and leadership of Save the Children at international and national levels in building such societies, where children fully enjoy their rights.

I am confident that our collaboration towards the development and well-being of children, towards putting smiles on their faces and relief in their minds, will go on further in the future. I wish above all things that the best deeds may prosper.

J. BYAMBADORJ, Ph.D.
Chief Commissioner
National Human Rights Commission of Mongolia
November 14, 2014



Congratulatory Message

I would like to extend my heartfelt greetings to all generations of employees, past and present, directing their minds and efforts to protect children's rights and implementing the Convention on this occasion of the 25th Anniversary of the UN Convention on the Rights of the Child (CRC) and the 20th Anniversary of Save the Children in Mongolia.

Since Mongolia joined the CRC in 1990, we have cooperated with many international and national NGOs for implementation of children's rights in Mongolia, including Save the Children. In 1994, when Save the Children started operating in Mongolia, our country was in a transition period to a market economy. Due to this time of crisis, the number of orphans, unsupervised children and children without appropriate family care sharply increased. In the mid-1990s, the number of these street and unsupervised children had increased from 1,500 to 4,000. 20 years have passed since Save the Children started its activities during that difficult time by establishing community care shelters, in order to provide social services for street children.

I am happy to stress that Save the Children contributed significantly to the wellbeing of Mongolian children. For instance, they established the community-based child centers for unsupervised children. Save the Children also developed the social work service system by establishing the first Social Work Department at the university level, which contributed tremendously in training of human resources in social work. Nowadays, social workers are conducting social work services in each khoroo, bag and school level.

The methodology of child protection multi-disciplinary teams was introduced, which strengthened the cooperation and coordination between the sectors in protecting the children from violence, abuse, neglect and exploitation. It also ensured convergent social services, friendly to families and children.

Every Mongolian child has the right to live and grow in a family under the care and love of the parents. Save the Children also thinks the same way and considers that institutional care centers are the last resort for children. Separated children should be reunified with their families. In cases where they cannot be returned to their families, alternative care services should be developed. Our Ministry is working jointly with Save the Children on development and approval of alternative child care standards. In the future, Save the Children agrees to work together with us in the social protection and population development areas.

In very difficult times for Mongolian children, Save the Children extended its supporting hands. During the last 20 years, it has implemented many important projects and programs, and even now continues with its efficient support and assistance in the social and child protection sectors. We are confident that Save the Children will be our reliable partner in future.

We appreciate your fruitful cooperation for the wellbeing of the children in Mongolia. Let all good deeds prosper.

S. ERDENE
Minister for Population Development and Social Protection
Member of Parliament
November 2014



Appreciation

On behalf of the Government of Mongolia, I would like to congratulate the Save the Children Mongolia Program on their 20th anniversary and wish them all the best in the future. Personally, I am expressing my gratitude for your presence in Mongolia since 1994. Your work here in Mongolia helps provide hope and equal opportunity for all our children.

We deeply appreciate Save the Children's endless efforts to pilot and disseminate new methods and models for our children's development. Your innovative approaches, financial contributions and community collaborations improve the quality and access to education with consideration for child's right and individual differences.

We are very pleased to expand our government's collaboration with Save the Children for the development of every child who is the future of Mongolia. Let us join together in supporting the hope that "YES, I CAN" is something every child can believe in. Thank you.

L. GANTUMUR
Ministry of Education, Culture and Science
Member of Parliament
November 2014



COUNTRY DIRECTOR'S MESSAGE

I am delighted to present this publication to you, highlighting Save the Children's experiences, achievements and contributions in bringing practical and lasting improvements to the lives of children during the past 20 years (1994-2014) of its presence in Mongolia.

This publication is an updated version of the 2009 edition. In 2009, we published an organizational memoir, *Fifteen Years of Working for the Children in Mongolia: A Short History of Save the Children's Work in Mongolia (1994-2009)*. It captured our programme's experiences and achievements during the initial 15 years of our presence in Mongolia. Five years have passed since then and the year 2014 marks the 20th anniversary of Save the Children's presence in Mongolia. In order to

commemorate this milestone, we decided to print this updated version of that publication.

In doing so, we divided this booklet into two parts: the first part consists of the original 2009 editorial version, which contains the country programme information from 1994 to 2009. The second part consists of the new version, written in a different style, with the country programme information between the years 2009-2014. We have also added the "20 breakthroughs" section in the very beginning and detailed financial information (i.e., yearly expenditures information by donors) toward the end of this publication. These were not included in the 2009 editorial version.

Though the presentation format has been slightly modified, the main purpose of the publication remains still the same – to produce a single, comprehensive document to inform ourselves and key stakeholders of what Save the Children has done since our establishment year of 1994, how we have worked and the outcome of our work so far to realise the rights of children in Mongolia.

We are proud to have played a noteworthy part in promoting children's rights in Mongolia. Of course, we could not have done this without the support of our valued donors and partners. Taking this opportunity, I would also like to thank each and every one of our donors and partners for their support they have extended to Save the Children in Mongolia over the years. We would never have gotten this far without their tremendous support to carry on our work for children.

I sincerely hope this publication will inspire all of us to renew our commitments to the wellbeing of children and to take personal actions toward realising children's rights, no matter where we are or what we do in the world.

MITSUAKI TOYODA
Country Director
Save the Children Japan,
Mongolia Programme

ACKNOWLEDGEMENTS

This document is published with the support and involvement of many individuals and we would like to acknowledge those who have contributed to the preparation and publication of this document.

For the first half of the document, featuring the Save the Children UK period (1994-2009), we wish to thank Ms. Tungalag Chuluun, a former Country Director of the Save the Children UK Mongolia Programme. She filled a prime role in writing and compiling the country programme experiences and achievements in both English and Mongolian. We also wish to thank the erstwhile Country Directors, John Beauclerk, Marc Laporte, and Karlo Pushkaritsa for taking the time to share invaluable insights from their experiences in working for the Save the Children UK Mongolia Programme. Gratitude is also extended to Save the Children's past and current staff members – Amaraa Dorjsambu, Ariuntungalag Tsend, Batkhishig Adilbish, Dulamsuren Erdenebileg, Dulmaa Luvsansharav, Erdenechimeg Badrakh, Gereltuya Tsegmid, Jargal Chuluuntulga, Mandal Urtnasan, Narantuya Byambajav, Narantuya Sanjaa, Olonchimeg Dorj, Oyunbileg Rentsendorj, and Tsendsuren Tumees – for their contributions in reviewing and providing valuable comments to the first half of this publication.

For the second half of the document, featuring the Save the Children Japan period (2009-2014), we wish to thank Ms. Bolor Legjeem for taking a prime role in writing, compiling, and translating the country programme experiences and achievements in both English and Mongolian. Gratitude is also extended to Save the Children's past and current staff members – Batkhishig Adilbish, Bolormaa Gulgou, Darikhand Bayar, Dulamsuren Erdenebileg, Gereltuya Tsegmid, Jargal Chuluuntulga, Olonchimeg Dorj, Takako Shibata, Tsolmon Enkhbat, and Tungalag Chuluun – for their contributions in reviewing and providing valuable comments to the 20 breakthroughs section and/or the latter half of this publication.

We also would like to thank Ms. Minjmaa Damba, Awards Administration and Controls Manager, Save the Children UK, for checking the financial figures of the country programme operations in 1994-2009, and Ms. Bulgan Baatarsuren, Finance Manager, Save the Children Japan's Mongolia Programme, for checking the financial figures of the country programme operations in 1994-2014. We also would like to recognize Mr. Ganbaatar Um, Save the Children's longest-serving employee in Mongolia, for his contribution to the preparation of this publication.

This document would never have been completed in its present shape, had it not been for the involvement and tireless efforts of Ms. Narantuya Byambajav in dealing with the demanding tasks of editorial compilation and layout of the entire document. We also thank Mr. Sambuudanzan Gendenbat for providing the professional and customized layout design of this publication; and Mr. Owen Roach, and Mr. Mark Dvorak, Peace Corps Response Volunteers, for proofreading the entire document.

Last, but not least, Save the Children is extremely grateful to all the children, individuals and cooperating organizations for kindly agreeing to include their case histories in this publication, adding depth, insight and meaning.

Save the Children Japan, Mongolia Programme
Ulaanbaatar, Mongolia, February 2015

ACRONYMS

ADB	Asian Development Bank
APDC	Association of Parents with Disabled Children
AusAID	Australian Aid for International Development
BPS	British Partnership Scheme
CEP	Compensatory Education Program
COMECON	Council for Mutual Economic Assistance
CPAIC	Child Protection and Address Identification Center
CPCAN	Centre for Prevention of Child Abuse and Neglect
CPU	Child Protection Unit
CSD	Centre for Social Development
DANIDA	Danish International Development Agency
DFID	UK Department for International Development
ECCD	Early Childhood Care and Development
ECHO	European Community Humanitarian Aid Office
ECPAT	End Child Prostitution, Child Pornography, and Trafficking of Children for Sexual Purposes
FDG	Fondation Dufresne et Gauthier
GBP	Great Britain Pounds
GDP	Gross Domestic Product
HCT	Humanitarian Country Team
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IAMD	Institute of Administration and Management Development
ILO	International Labour Organization
JICA	Japan International Cooperation Agency
JSDF	Japan Social Development Fund
MCRC	Mongolian Child Rights Center
MDT	Multi-disciplinary Team
MGEC	Mongolian Gender Equality Center
MoFA	Ministry of Foreign Affairs
MOSTEC	Ministry of Science, Technology, Education and Culture
MOESC	Ministry of Education, Science and Culture
MOES	Ministry of Education and Science
MSWL	Ministry of Social Welfare and Labor
MOPDSP	Ministry of Population Development and Social Protection
NAC	National Authority for Children
NEMA	National Emergency Management Agency
NCAV	National Center Against Violence
NGO	Non-Governmental Organisation

NHRC	National Human Rights Commission
NPAP	National Poverty Alleviation Programme
NPDPC	National Programme of Action for the Development and Protection of Children
NPPS	National Programme for Preschool Strengthening
PAPO	Poverty Alleviation Programme Office
PM&E	Participatory Monitoring and Evaluation
SC	Save the Children
SC UK	Save the Children UK
SPU	State Pedagogical University
UK	United Kingdom
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USD	United States Dollars
WASH	Water, Sanitation, and Hygiene
WB	World Bank
WVI	World Vision International

GLOSSARY

Aimag	Province
Bagh	Administrative unit below soum
Dzud	A summer drought followed by a severe winter, generally causing serious loss of livestock
Ger	Traditional Mongolian dwelling
Khoroo	Administrative unit lower than a district level in Ulaanbaatar
MNT	Mongolian currency
Soum	Administrative unit lower than aimag (province)
TV	Television

INTRODUCTION

Save the Children is a worldwide, independent children's rights organization, established in 1919. It is a matter of great pride that Save the Children was the first children's rights agency in the world. Its founder, Eglantyne Jebb, first promoted the idea of children's rights and drafted the first declaration for children's rights. This declaration was adopted by the League of Nations¹ in 1924 and has since evolved into the United Nations Convention on the Rights of the Child (UNCRC), adopted by the United Nations General Assembly on November 20, 1989. The UNCRC is now the most widely ratified rights convention in the world. The principles, rights and responsibilities set out in the UNCRC provide the key framework for Save the Children's work.

Save the Children has been working in Mongolia since 1994 to support Mongolian children's development and wellbeing, with particular focus on the country's most vulnerable and disadvantaged children. A Cooperation Agreement between Save the Children UK (then known as the Save the Children Fund) and the Government of Mongolia's Ministry of Foreign Affairs was signed as a result of Her Royal Highness The Princess Anne's official visit to Mongolia in August 1993. Save the Children's country office was opened in Ulaanbaatar in February 1994, with its first Country Director, John Beauclerk (1994-1999), and only three local staff members: a translator, an assistant, and a driver.

Since then, Save the Children's Mongolia Programme has strategically expanded its scope and shaped its approaches under the leaderships of Country Directors Mr. Marc Laporte (1999-2003), Mr. Karlo Puskarista (2003-2004), Ms. Tungalag Chuluun (2005-2007), and Mr. Mitsuaki Toyoda (2007-present). Over the years in Mongolia, child participation, child protection, child rights governance, and education have become the core thematic areas of focus for Save the Children's work. National experts in their respective discipline, mostly women, have led and developed these thematic programmes, with advocacy work playing a key role in all thematic areas to make policy level changes.

After 20 years of endeavours, it is time to look back on Save the Children's experiences, achievements and contributions in bringing about lasting changes to Mongolian children's lives. Through this memoir, Save the Children hopes to provide a brief but insightful record of its experiences and achievements in Mongolia to date.

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.

¹ The League of Nations (1919-1946), the UN's predecessor, was formed "to promote international cooperation and to achieve peace and security" throughout the world.



PART ONE:

SAVE THE CHILDREN'S
MONGOLIA PROGRAMME

1994-2009



Save the Children

THE DEVELOPMENT CONTEXT IN WHICH SAVE THE CHILDREN STARTED ITS WORK

The country's context during the mid-90s, at the time Save the Children UK started its operations in Mongolia, was rather difficult.² It was a time when Mongolia, after decades with a centrally planned economy, embarked on an ambitious economic reform programme and transition to a market economy. Break-up with the Soviet Union led to both the loss of subsidies worth one-third of its GDP and the disruption of traditional COMECON³ trade relations. Mongolia's economy declined during four consecutive years between 1989 and 1994. Real wages halved between 1992 and 1993 and fell by a further third in 1993. Inflation accelerated, reaching over 300% in 1993.

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.

At the time of Save the Children's arrival in Mongolia, social costs associated with the economic and fiscal crisis and the transition towards a market economy had become increasingly apparent. The incidence of poverty and unemployment, virtually non-existent prior to 1990, was increasing rapidly. By 1995, 36.3% of the population was living in poverty.⁴ 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 key social development indicators.

The country's health system was hardly coping with sharply deteriorating conditions in both urban and rural areas, and maternal mortality rates doubled between 1991 and 1993. Drop-out and non-enrolment at primary and secondary schools, negligible before 1991, had become

a serious problem in poor and pastoral aimags and in major cities. With the withdrawal of food subsidies for herders' children living in school dormitories, a large number of boarding schools were closed. Enrolment of borders in 1992 was only half of that in 1989, resulting in a high number of school drop-outs. Between 1990 and 1995 alone, the number of kindergartens went down from 909 to 660 and kindergarten enrolments dropped from 27.9% to 18.8%.⁵



The collapse of day-care, child-care and school services made gainful employment for many mothers impossible, and placed severe constraints on family life. The number of orphans, abandoned children and street children was increasing. Non-existent in 1989, the number of street children was estimated at between 1,500 and 4,000 by the mid-90s. The growing incidence of violence against children was largely attributed to excessive alcohol abuse, to family breakdowns and to the psychological pressures of unemployment on men.

² Country Situation Analysis conducted in 1994 for the SC Mongolia Country Strategy, 1995-2000

³ The Council for Mutual Economic Assistance (COMECON), 1949-1991, was an economic organisation of socialist countries

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

⁵ Mongolia's Education for All Assessment, 2000

STRATEGIC ISSUES IDENTIFIED



STRATEGIC ISSUES IDENTIFIED

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

Priority focus on vulnerable children: Although a large section of Mongolian society was suffering acutely from the effects of transition, children were among the most vulnerable. Acute problems faced by children were directly attributed to the radical disruption of a formerly well-ordered society with a comprehensive child-care system. Almost all child-focused services and institutions were in crisis both in financial and conceptual terms. Save the Children therefore focused its priority attention on children's specific needs.

Poverty alleviation: At this time, the new phenomenon of widespread poverty at household levels was a major cause of distress for Mongolian children. Although alleviating poverty alone would not solve all the problems for vulnerable children in Mongolia's new society, Save the Children believed that greater availability of resources within households would have the most significant impact on children's conditions over the widest area and in the shortest amount of time. 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.

Services' reforms: Although comprehensive in nature, Mongolia's former child-focused services had not been adapted conceptually or financially to international norms, and to the Mongolian Government's goal to create a market economy. Improving the quality of education, social assistance, and conditions for disabled children and other children in especially difficult circumstances (such as street children and orphans) required

sustained efforts to raise awareness of children's rights and to employ child centred approaches backed by small scale experiments.

Civil society development: The sudden withdrawal of Mongolia's comprehensive social, educational and welfare systems made it particularly important to mobilize the population around voluntary and participatory development methods. Gradual adaptation of participatory social-development methods to Mongolia's social systems had enormous potential for the processes of rebuilding the community and empowering its members.



**SAVE THE CHILDREN'S
CONTRIBUTIONS TO THE WELLBEING
OF THE CHILDREN IN MONGOLIA**



CONTRIBUTIONS TO THE WELLBEING OF THE CHILDREN IN MONGOLIA

Poverty Alleviation (1994-2000)

Save the Children had an important role in raising awareness of children's special vulnerability within the wider National Poverty Alleviation Programme (NPAP, 1996-2000).

Save the Children's involvement in the NPAP was a highly strategic choice made necessary by the need to extract the most benefit for children. With its then limited financial capacity, Save the Children was unable to adequately address even in part the many challenges presented for children by the country's transition. It meant Save the Children needing to exert pressure on larger donors to take the children's agenda and needs into account.

With support from its regional office, Save the Children's involvement and contribution to the NPAP developed rapidly. With active involvement in designing NPAP management structures at central and aimag levels, Save the Children successfully promoted more decentralised approaches to implementing the programme. Save the Children's input corrected NPAP's originally weak focus on children, with preschool being included as a priority NPAP issue.

With Save the Children initiatives and financial commitments, a preschool window was

established under the NPAP's Local Development Fund (LDF) to disburse financing required to support local action for preschool education.

Save the Children's social development and capacity-building initiatives were highly instrumental in imparting social-development skills at aimag and soum levels and for NPAP implementers. By using an institutional building approach, Save the Children strategically invested in a partnership with a local consulting agency, resulting in the establishment of a Centre for Social Development (CSD) within the Institute of Administration and Management Development (IAMD). This CSD later became Save the Children's principal partner in its efforts for social development and capacity building. Save the Children-CSD's social development and capacity-building training, conducted nationwide, had an important role to ensure that the NPAP implementation was truly participatory, and to empower local communities by increasing their participation in decision making.

This bottom-up approach to development by promoting community participation and community development was new to the country. Therefore, it was not an easy task to convince local Government officials and communities themselves of the importance and power of community participation in local development decision-making processes and in training aimag and soum level officials to promote genuine community participation in planning, implementing and monitoring local poverty alleviation activities.

The successful use of this bottom-up, participatory approach to assess local communities' needs, action planning and decision making in the Livestock Restocking Project for

Photo below: A contract is signed between SC UK, the British Embassy in Mongolia, MOSTEC, and PAPO to establish the preschool window under the NPAP's Local Development Fund, 7 July 1997.



From the left: John Beauclerk, Save the Children UK Programme Director; John Durhan, British Ambassador in Mongolia; and Ch. Lkhagvajav, Minister of Science Technology, Education and Culture

poor rural people (Rural Poverty Alleviation Programme in Arkhangai Aimag) was a genuinely empowering experience, not only for relevant local communities but also for SC's trainers and partners, convincing these people of the power of community wisdom and local knowledge.

With financial support from the Asian Development Bank, in partnership with the CSD, Save the Children provided technical assistance to strengthen the NPAP, namely to design and roll out the NPAP's Targeted Assistance Fund, and to design, pilot and roll out a Participatory Monitoring and Evaluation (PM&E) System for the NPAP.

As a result, the targeted, decentralised social assistance fund was designed and established for the first time in Mongolia to provide financial assistance for its ultra-poor in order to help them to meet their basic needs. Relevant officials were trained nationwide on how to manage and distribute such assistance to the poor. Originally planned in the NPAP project document approved in 1994, this fund had not been established until late-1996 due to the absence of a clear policy framework on targeted social assistance.

Further technical assistance resulted in developing and rolling out the entire NPAP Participatory Monitoring and Evaluation System, as well as capacity building for relevant officials and communities nationwide in participatory monitoring and evaluation. As a concept, project monitoring and evaluation was itself new in the country, and making this process participatory was even more challenging. However, this lengthy 2-year process successfully built a strong foundation to promote participatory approaches in local community development and, later, the PM&E system's participatory principles were adopted for the Sustainable Livelihood Programme – the NPAP's successor.

To complement its involvement in the NPAP mentioned above, Save the Children initiated various pilot projects to support specific vulnerable groups found to have been inadequately supported by the NPAP. These included female-headed households with many children and rural herder families. Using the NPAP's existing implementation mechanisms,



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

Save the Children supported 250 female-headed households with many children in the Umnogovi, 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, Khuvsgol, Bayankhongor and Dornod Aimags were supported with livestock restocking grants on condition that their children regularly attend schools. By successfully implementing these projects, Save the Children demonstrated the value of community participation and local ownership in project designing, planning and implementation. It also confirmed the need, relevance and benefit of livestock restocking efforts to successfully reduce poverty and uplift the rural poor, and local NPAP implementers gained the relevant knowledge, skills and experience to initiate and manage livestock restocking projects. Convinced by the above success and starting in 2000, the NPAP allocated USD 1.3 million to support poor herder families at 33 soums in 5 aimags.

Developing the Social Work Profession (1994-2002)

From the very beginning of its operations in Mongolia, Save the Children had established a strong partnership with the National Children's Centre (NCC), given the NCC's unique status as a possible champion of children's rights in Mongolia. With its better understanding of the country's situation, key players and their commitments to the wellbeing of Mongolian children, Save the Children's cooperation with the NCC soon developed into a far more strategic and long-term partnership.

Based on a needs assessment conducted by Save the Children's regional social development advisor, by June 1994, Save the Children had embarked on an ambitious attempt to prepare NCC children's workers as the first cadre of community development agents in Mongolia. 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, disability, street and working children, etc.

As most of these problems were entirely new to Mongolia, children's workers, despite being highly motivated, were poorly placed to plan and implement remedial activities. Therefore, a training programme "Child-focused Development" was designed to introduce the UNCRC and community development concepts to local government children's workers, both rural

and urban, by using participatory training methods. Regularly enhanced by social development concepts and practical experience in Mongolia, this 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 demand of their roles; and this training was later extended to school methodologists.

While Save the Children responded to immediate training needs for officials working with children, it was increasingly recognized that more systematic and sustainable training methods would be needed to appropriately prepare skilled professionals to deal with various social issues faced by Mongolia's children. This led to a needs assessment for social work services and exploratory analysis of potential options to train professional social workers, conducted by the CSD and local researchers. The analysis' findings were then carefully extrapolated through national and international consultative seminars (1996 -1997) with active participation by international and local academics, researchers and practitioners. This intensive consultative process resulted in the conclusion that social work to be developed in Mongolia should be social-development oriented. 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 to prepare professional social workers.

Save the Children directed its strategies to building the capacities of, and enabling local academics, teachers and practitioners to define the nature of social work relevant to the country's needs and in its context; and to pilot and develop social work practice models to be used in the education, social welfare and child protection sectors. While started the social work Bachelor's Degree programme in 1997 at SPU jointly with the NCC, Save the Children initiated in partnership with the Mongolian Child Rights Centre (MCRC) its school social work



Local trainees on "Child-focused Development",
Hovd Aimag, 1995

pilot projects to prevent school drop-outs at both rural and urban schools.

With Save the Children and MCRC support, a school social work unit was established by MOSTEC at the Primary and Secondary Education Policy and Coordination Department, to support implementing school social work model development projects, and to promote awareness of the need to build school social work services. By the time the very first social workers graduated in 2001, a Government decision had been made to establish school social worker positions at all schools across the country. At the same time, Save the Children initiated and supported establishing social work training and research centres at the SPU Teachers' College in Dornod Aimag, and at the Mongolian State University's local branch in Hovd Aimag. SPU's very first group of social work graduates were invited to work at these centres. These centres later became social work departments, well recognised for their unique role in developing and supporting local knowledge and practice in social work through in-service and pre-service training and other local capacity-building activities.

The true inspirational experience was that Save the Children's efforts had started with short-term training for children's workers but resulted in establishing professional social work education programmes at higher education institutions. The roles of this new profession and its professionals are now well understood by society, and professional social work services are now legally required in education, child protection, welfare and other social service areas. As at 2009, 16 higher education institutions offer social work Bachelor, Master and PhD Degree programmes, with more than 1,200 professional social workers providing services for the most vulnerable and disadvantaged individuals, groups and communities across the country.

An independent project evaluation conducted for the Save the Children social work project (1997-2002) congratulated Save the Children and its partners on its outstanding achievement in developing the new social work profession in Mongolia, and recommended potentially replicating this in other countries in the

region. Save the Children proudly shares these achievements with a large number of local players, especially the NCC, city and aimag Children's Centres, CSD, SPU, the Social Work Resource Centre and its Programme Committee, MOSTEC, MSWL, aimag Education and Culture Departments, Ulaanbaatar City Government, Ulaanbaatar City Education Department, MCRC, the Mongolian Association of School Social Workers, National Centre Against Violence (NCAV) and its local branches, Dornod Teachers' College, Hovd branch of the Mongolian State University and all the school social workers who made their distinctive contributions to ensure that Save the Children's school social work pilot projects were successful in Ulaanbaatar City, and Dornod, Uvorkhangai, Selenge and Tuv Aimags. The inspiration, professionalism and commitment of Save the Children's Directors and programme staff were remarkable in making the whole process so successful. Today, Save the Children takes great pride in witnessing the reality of the strong local professional capacity that is undoubtedly promising to advance social work as a profession, as well as its impact on the most vulnerable.



“...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 advisory support, and to learn from social work education development policies and practices in the USA, 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.

Since its establishment in 1997, the Social Work Department has prepared 190 Bachelors’ Degree social workers, 34 with Masters’ Degrees and has trained 1,500 practitioners through its short-term in-service training programmes. Many of the Department’s graduates now work at government and non-government organisations in various fields, such as, education, child protection and welfare, as well as heading professional social work associations. Some of these also lecture on social work at universities and colleges. Today, this Department is well recognized, not only in Mongolia but also beyond, and it is a member of the International Federation of Social Work Schools.

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 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, University of Education

Kh. Ulziitungalag, Senior Faculty, Social Work Department, University of Education



The first school social workers (A.Batkhishig, Save the Children UK Project Officer in the middle), Ulaanbaatar, 1997.

Protection and Rehabilitation of Street and Working Children (1994 and onwards)

Unable to cope with the shock caused by the virtual collapse of the country's social safety-net during its transition, at the time of Save the Children's arrival in Mongolia, many families were in crisis and breakdown. This situation literally resulted in a large number of abandoned and homeless children, known locally as, "street" children, in spite of Mongolia's extremely cold climate. These children occupied the underground tunnel network that carried the city's central heating system.

"Street" children belong to a cohort of extremely vulnerable children estimated at 30,000 by Save the Children in 1995 and at 60,000 by UNICEF in 1996. Of these, 1,500 children were on the street full-time and another 3,500 returned home occasionally to deliver earnings from various types of legal and illegal activities, such as sifting rubbish for bottles, cans and bones, hawking on trains, begging, pick-pocketing, prostitution, etc.⁶ This clearly indicated the high risk of a dramatic increase in the number of "street" children unless some effective preventive and rehabilitative actions were put in place immediately.

Restricted to the capital between 1991 (when "street" children first appeared) and 1993, this had, by 1995, spread to Mongolia's five major cities and its towns linked by the railway. The movement was reported as nationwide by the NCC, with police even registering children from herder families on the streets of Ulaanbaatar.⁷

Although the only long-term solutions to these new transitional problems were regenerating the country's economy, rapidly increasing jobs for parents, and financing a safety-net for the unemployable, urgent preventative and rehabilitation measures were also clearly required. Given this background, Save the Children responded to the Prime Minister's emergency appeal (December 1996) for "street" children's shelters.

Save the Children focused on both aspects of the problem, prevention and rehabilitation.

Preventative action commenced with its "Working Children" Project (1996) in response to the growing number of children forced to leave school and become engaged in various, sometimes hazardous economic activities to contribute earnings for their family's survival. Many children, especially boys, were carrying heavy loads at black markets, doing shoe shining, car washing, street vending, etc. Through its small projects, Save the Children supported moving "working" children away from the most difficult, hazardous jobs by providing some tools to ease their labours and help with earnings for family survival, offering various educational opportunities, and encouraging children to combine work and studies. Life-skills training provided by Save the Children's adult and peer-group trainers aimed to increase the awareness and prevention of HIV/AIDS and sexually transmitted infections within the working and street children groups, considering the high-risk environment these children were being exposed to.

A great deal of effort was invested to broaden vocational training opportunities for "working" children, to enable them to acquire new skills thus helping them to earn their living in safer and more productive ways. Save the Children's partnerships with selected vocational education institutions and farmers' associations resulted in 850 adolescents acquiring new vocational skills, as well as consequently securing employment at state and private enterprises.



Working boys at market

⁶ "Prevention and Rehabilitation of Street Children" SC Project Document, BPS-SC, 1996/97

⁷ Ibid

Case Study on Working Children

“Due to poverty and the sudden increase of in-country migration from rural to urban areas, many children have left school and become engaged in hazardous labour for their family’s survival. Our Working Children Project provided a range of supports for working children to help them develop their self-expression abilities, voice their opinions and work together. This project has given hope to many children.

Altansukh was one of these working children. Engaged in labour at a market at age 8, Altansukh had no chance to go school. With our support, he has been able to attend informal classes and to participate in our “video” project and learn English. He later became a leader at the Mandkah Association set up by these working children themselves.

Altansukh is now a student in Sweden, and while studying, has been actively involved in fund-raising activities for Save the Children Sweden to help children in difficult circumstances.”

Kh.Munkhnzul, Social Worker, SC “Working Children” Project (2001-2003)

The Mandakh Association for Working Children, established by children in 1999, was one of SC’s active partners in reaching out to “working” children to offer educational and developmental opportunities, and promote their active participation to develop and provide life-skills training for other “working” and “street” children. All SC’s efforts invested in “working” children have undoubtedly helped them to increase their income, stay at home and away from the negative aspects of street life.

Save the Children’s rehabilitation work with “street” children started with providing emergency shelters for 125 “street” children at five self-managed compounds in Ulaanbaatar’s poorer suburbs (1996), and is known as the “Khot Ail” Project.

“... This was a time when street children faced strong social discrimination, with people avoiding passing near them. I still remember that it was at first not easy for us to approach them. We went to where the children were, apartment building entrances and underground heating-system manholes, etc., often having our intentions to build real relationships tested by them throwing insects at us from their underground “homes”, intentionally making our clothes dirty, etc. Considerable effort went into gaining their trust and convincing them of our good will....”

J. Lkhagvasuren, Manager, at a SC Shelter for Street Children (1995-2003)

Besides places for living, children were given medical attention, bathing facilities, clothing, immunization, and educational opportunities. Save the Children’s training for parents, teachers, local government officials, NGO’s staff, and medical personnel, were directed at building greater knowledge of and appropriate responses to the street children phenomenon. During 1997-1998, at the requests of local governments, Save the Children opened further five shelters in the Dornod, Selenge, Tuv and Darkhan-uul Aimags. Save the Children’s shelters, “street” educators and drop-in services have become service models for “street” children followed by various other international organisations that were then new to Mongolia.

In the absence of an effective national social safety-net, the above activities could only be considered remedial but were intended to address the most urgent needs of “street” children and staff directly associated with them, and to point the Government of Mongolia in the way of internationally-acceptable and cost-effective preventative and rehabilitation methods to deal with this most visible and acute effect of economic transition.⁸

Although the Save the Children shelters’ initial purpose was to provide emergency accommodation, due to the absence of other

⁸ “Prevention and Rehabilitation of Street Children” SC Project Document, BPS-SC, 1996/97

alternative forms of care for children and limited initiatives by the Government, services for “street” children largely remained as Save the Children’s and other international NGO’s responsibility. With prolonged stays by children at these shelters, Save the Children expanded its services beyond meeting these children’s basic needs. As many of these children had previously been engaged in a variety of legal and illegal activities to survive on the streets, a great deal of effort was made to disengage them, especially from illegal activities, by expanding their educational and

developmental opportunities, enrolling them at kindergartens, schools, informal education classes and at vocational training institutions.

While Save the Children’s “street” educators (social work outreach services) worked with children where they were found, its drop-in centres offered various basic services (light meals, showers, play areas, rest, and involvement in various developmental activities) for children who did not want to live at its shelters.

“...I have two children, a girl and a boy. I was never formally married, so I’ve been the only breadwinner for myself and the kids. We moved in to live together with my brother’s family. This was a big problem for his wife and we would argue all the time. So, I spent a lot of time outside the home and could not really care for my kids. I slept in various places at night, worked as a domestic maid, and also did several other jobs to make a bit more money.

I think the lowest point in my life was when I heard that my son had run away and was living on the streets. I wanted to kill myself. I didn’t know where my son was. I could not go home. My daughter was very young and I thought that it would really scare her if she discovered the truth. My daughter still lives with my brothers’ family – she is fine there. The street is no place for her.

I had to pull myself out of this mess. I needed to find my son. I realised that I had to deal with myself first, and then look after my children. I understood this through the counselling I received at Save the Children. My brother said he would rent a place for me, so that I could stop living on the streets and get my life back in order. I have now found my 17-year-old son. I found him through Save the Children’s centre for street children. When he arrived there, they helped him by getting in touch with me. He is now an apprentice at a building site, and will soon be earning quite a bit of money. So, things are looking up for us. Even though my son spent so much time on the streets, he is a good boy. Whatever he earns, he first thinks about spending it on me, and also about buying something for his sister. He does all kinds of jobs – moving luggage, slicing vegetables at food stalls, unloading coal trains. He started doing these things at the age of 12 and now has an apprenticeship thanks to Save the Children. It is a chance to earn a much better income. He has been getting counselling at the Centre as well and I think that has helped him a lot.

I didn’t know much about how to raise kids before. The best thing I learnt at the Save the Children’s Centre is about positive discipline. That is a simple thing and using your affection to show which behaviour you like. If your child is doing his homework, don’t be afraid to kiss him, and show your appreciation. If you want to correct his behaviour, do it politely, and tell him what he did right, as well as what he can do better. Don’t shout at him. But, some parents do shout when things go wrong, and this tends to break down their relationships with their children. Then the children want to rebel, the parents shout more, and things just go from bad to worse. Positive discipline really works, I have tried it, and seen the good results!”

*O, 41, A Single Mother*⁹

⁹ Interview conducted by Madhuri Dass, November 2008



“...This is my first job. I have worked here for two years now. I love my job! What I love most about it is to see the change and improvement in children’s lives.

When they first come here, the kids are very tough to deal with. They are rough, misbehave, and don’t trust anyone. This is how they have to be on the streets. We have to be very patient and persistent. In fact, patience always brings results. I find it really works to spend a lot of time meeting and talking to a child, face-to-face. I call them by name. It is important for a kid to begin to trust you. They tell me things in confidence and it stays that way. I also tell them we will tackle whatever issues they are facing, together. And, we do. This is a wonderful feeling for a child; he doesn’t feel all alone like he is on the streets and he is also able to make an improvement in his life.

I pay attention to every need of the child. Then, when he begins to trust me, I let go bit by bit, and help him to build the confidence to do things for himself. Then, I have to find out whether the child is willing to work with us, to find his own family, to try to get back to school, etc. They resist these ideas for a long time if some trouble has driven them away from home – and then you just have to listen to them, and talk to them about going home.

Sometimes, children give us all the details of where their family might be, and ask us to help them find them right away. Some children are really very difficult. They change their stories, are inconsistent, and will not show us that they want to work with us. For instance, they give us false addresses or don’t stand by their commitments.

But all the kids change for the better after they get here. It could simply be that they get a hot meal, a shower, time with other kids at this Centre, or the attention from all of us. I think they just become a little happier.”

G.Sunjidmaa, Social Worker, SC Child Centre (Drop-in Centre for Street Children) ¹⁰

¹⁰ Interview conducted by Madhuri Dass, November 2008

A number of innovative projects such as “Summer Camp”, “Life-Skills Training”, and fine art projects “Video”, “Social Circus” and “Focus on Kids” have been implemented based on children’s interests and ideas, with extraordinarily positive effects on children’s social and communication skills, innovative and creative thinking, as well as their self-determination and self-confidence.

“... I felt blessed and honoured working with the children of Mongolia, thanks to Save the Children’s programmes and the trust of many. First it was a by-chance circus project assignment which sent me to Ulaanbaatar, and then it became a choice.

I am more than attached to the children and the colleagues I’ve been working with in the past nine years. I personally hope to be able to manage to pursue my commitments to the children of Mongolia, and am trying to arrange my life in order to do so.”

*Cecile Truffault
Trainer for Social Circus Project (2000-2005)
Volunteer at Community-based Rehabilitation
Centre, Ulaanbaatar, (2006-2007)*

While working to expand and improve its services for children, Save the Children has continuously invested in capacity building for local government and non-government players dealing with issues confronting “street” and other vulnerable children in Mongolia. Shelters at Selenge and Darkhan-uul have been successfully handed over to local government and non-governmental agencies (2001-2002) with some continuing technical support. Over the years, Save the Children has intensified its work to trace children’s families, establish contacts, assess family situations, and explore ways to reunite families whenever feasible, introduce social work services and other supports for the children and their families. Years of efforts have paid off, with a substantial number of children finding their families, connecting and/or reuniting with them. Some 180 children have been reunited with their families during the period 2003 to 2008.

Alternative forms of after-care services, such as, kinship and foster-care, were provided for 18 children whose circumstances did not allow family reunification.



Children at summer camp, Gachuurt (Cecil Truffault, social circus trainer, in the middle), 2003



The Social Circus training programme has been implemented successfully since 2000, in order to protect children against violence and help them to understand their rights and lead active lives



Children at shelter, Ulaanbaatar, 1996

Given the fact that, by 2002, a number of local and international organisations were providing shelter-based services for street children, the scope of Save the Children's direct services for street children has gradually been reduced. Based on its international and in-country experience, Save the Children developed service standards for institutional care (2006), and has advocated for the need to officially introduce such benchmarks to set norms and ways to work with children in institutional care to effectively address the risk of uneven-quality services being provided by various agencies. Enhanced and revised by active support from the NAC and UNICEF, these standards were approved in 2008 by the relevant Government authority, for nationwide application. Save the Children intensively promoted its policy on family and community-based care for children, and has spelled out its policy to use institutional care as a "last resort" in 2005.

Case Study: After-care support

"We (me, my brother and sister) were admitted at the Save the Children shelter in Dornod in 1997, when my father had died and my mother had left us. For years, the shelter was "home" to us and the teachers became our "parents". In 2006, the three of us started living independently. We are so grateful for all that Save the Children has done for us. Save the Children bought us a home to live in and supported us with food and schooling items, for six months. It is now two years that we have been living on our own. During the past two years, our teachers and social workers have helped us a lot to adapt to our new living circumstances, learn to live on our own, spend our money and make appropriate decisions. It was not, and is still not easy to live on our own, but we have tried hard with our teachers. I have finished my schooling and all three of us earn small amounts of money to help us to live decently.

I am very happy that my Mum returned to us a year ago and that we now all live together as a family. I remember that when I lived at the shelter I would not see my Mum because I was always shamed that she lived on the street. Now that issue is gone.

We do still have contact with our teachers and social workers, to whom we are so grateful for their understanding and support."

N, a 20-year-old man, who used to live at the SC shelter in Dornod

Re-establishing Preschool Education (1994-2000)

As at 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. Save the Children has, however, taken a strategic decision to invest in the country's preschool education sector, given its crucial importance to children's development, in addition to the excellent potential to introduce child-centred education concepts within the framework of early childhood development.

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

Save the Children was the Mongolian Government's principal partner during the programme's entire implementation period to reform the country's preschool system. The reform focused on improving the quality of care and education, access to quality education especially by the most vulnerable children, and affordability of delivering quality education by the State. Save the Children's technical assistance provided a number of in-country and overseas training opportunities for national preschool specialists in regard to child-centred approaches that had an important role to build national stakeholders' capacities to reform the preschool sector. These efforts to promote child-centred approaches to preschool education started during 1996 with Save the Children's pilot projects at two kindergartens in Ulaanbaatar. By 1998, these projects had been expanded beyond the capital, to the Darkhan-uul, Dundgovi and Orhon Aimag. Between 1996 and 1998, in total twenty 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.

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, organising national, regional and local seminars and training opportunities for preschool managers, teaching staff, etc.

The reform process was wholeheartedly supported by impressive initiatives and participation on the part of local governments, local education boards and professionals, as well as parents and communities. Hundreds of local initiatives were supported via a small-grant scheme established by Save the Children. This particular scheme contributed enormously to promote genuine local initiatives to explore more innovative ways of reaching out to the remotest and most vulnerable children, including children with disabilities, increase parents and community participation in kindergarten affairs, and establish community and kindergarten partnerships.

In addition to the above mentioned supports provided directly by Save the Children via its education programme, other channels were used to increase the scope and effectiveness of its support. As mentioned earlier, a preschool

Children from herder families at a "ger" kindergarten, which Save the Children have helped to set up in Dornod aimag



window was established under the NPAP's Local Development Fund to disburse finance required for local activities to support preschool education. Through this mechanism Save the Children supported various innovative initiatives by local kindergartens in the Zavhan, Govi-altai, Bulgan, Tuv, Hovd and Dundgovi Aimags, where initiatives ranged from repairing existing kindergartens to establishing "ger"¹¹ and "mobile"¹² kindergartens and other outreach services for Mongolia's most marginalised children. Subsidised feeding was introduced in addition to half-day (shift) classes being organised where children's parents were unable to afford the cost of food needed for children to attend regular kindergartens. School preparation classes were also organised, particularly for children about to enter schools for the first time. Community education volunteers were trained to support the then newly-established community kindergartens. These initiatives were later replicated at other locations and soon became a wide-spread practice across the country, known as "alternative forms" to provide preschool education.

The NPPS-I (1995-2000) successes have largely and legitimately been attributed to the firm commitments invested by Save the Children. This programme resulted in significantly increasing awareness at all levels of the importance of preschool education. Preschool education coverage nationwide has been increased by 13.3% by 2000, thanks largely to the widely replicated practice of providing alternative forms of preschool education initiated by Save the Children.



"... Save the Children made an invaluable contribution 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 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."

*T.Tsendsuren, Save the Children,
Education Officer (1997-2006)*



¹¹ Kindergartens established by using traditional Mongolian "ger" dwellings

¹² Instead of bringing children to settled areas, "ger" kindergartens often moved to herder communities to serve their children

Strengthening Preschool and Primary Education (2000 and onwards)

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-II) had become operational under MOSTEC leadership, as well as some additional international players arriving to support preschool sector development.

In light of the above, while Save the Children continued to invest in preschool capacity building at a national level, its programming approaches for direct support at local levels have been changed. With its new Country Strategies, from 2000 and onwards, Save the Children has worked in a few selected target areas instead of trying to reach children in all aimags acutely affected by the severe shock of transition. Focusing its direct support on fewer locations allowed Save the Children to provide substantially more comprehensive support to upgrade preschool education in target locations.

During the period 2000 to 2005, most of Save the Children's direct supports at local levels were concentrated in the Hovd, Dornod, Bayan-ulgii, Bayankhongor, and Dundgovi Aimags, as well as in some remote capital city districts. Save the Children also strengthened its work to build local capacities to use child-centred methods and to improve children's learning and developmental environments, and supported the establishment of four Aimag Preschool Resource Centres within Aimag Education Boards.

By successfully mobilising both local and international resources, between 2002 and 2008, SC was able to support the construction of fourteen new kindergartens in the country's most remote communities and five community-based rehabilitation centres for children with disabilities in four aimags (Dornod, Hovd, Bayan-ulgii, and Bayankhongor), and the capital.

At a national level, Save the Children furthered its previous years' efforts to pilot and promote providing alternative forms of preschool education for Mongolia's remotest children. During the summer of 2004 alone, 5,200 children attended "ger" kindergartens established with Save the Children 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. Specific focus was on piloting appropriate multi-grade teaching methods and developing high-quality resource materials for learning and teaching, including training programmes for mobile teachers. Significant expansion and progress has been made in Save the Children's efforts to integrate children with disabilities into mainstream education by implementing a sub-programme specifically focused on this issue, and bringing the best local expertise into its education team. Save the Children's partnerships with communities, the State and non-State players, such as, the Preschool Education School, Academy of Management, Mongolian Education Alliance, and Association of Parents with Disabled Children were strengthened significantly.

The importance of the continuity of preschool into primary school education, and the fact that most class repetitions occur at primary school levels, led Save the Children to expand its education programmes beyond the preschool level.



“...The Education for Herder Children Project (2003-2006) started with a herder children’s forum jointly organised in Dornod in 2003 by Save the Children and local government agencies. It was alarming that a vast number of herder children had left school at primary levels, as well as many never having experienced going to school. Many children from poor families were employed by other families to herd their livestock in exchange for food, clothing and material supplies for their families. The priority need identified by children at this Forum was “an education”.

In 2004, Save the Children selected two soums (Tsgaan-Ovoo and Matad) with the highest number of drop-outs, for its intervention project in which three ten-day rounds of non-formal education classes were organised during regular school breaks so as to use school and dormitory facilities temporarily freed up. Targeted children living far from the soum centres where these non-formal classes had been organised received invitation letters from the soum governments and Save the Children. It was amazing to find that 90% of the children invited managed to attend the first round of 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 (local government offices, schools, clinics, etc.), providing exciting new experiences for many rural children who had never before visited such places. Some of those children later became peer trainers.

Based on this first years’ experiences, during 2004-2006 local education authorities extended the project to a further seven soums. In total 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, SC Dornod Field Coordinator (2003-2007)

With the support of the European Commission, Save the Children’s “Quality Basic Education” Project (2006-2009) was implemented in the context of Mongolia’s national school system restructured from a ten- to a twelve-year system. The school-entry age was officially lowered from eight to seven starting in the 2005-2006 school year, with plans to be lowered further, from seven to six in the 2008-2009 school year. These younger children entering school at ages seven and six brought new demands for both parents and teachers at pre- and primary school levels; and the “Quality Basic Education” Project was, therefore, well-timed support to increase the most disadvantaged children’s access to quality pre- and primary education, and to improve parents’ roles and participation, as well as that of communities and civil society, in preschool education services and management.



The provision of teaching materials, age-appropriate toys and other learning tools was also increased significantly with SC support (2007).

The “Quality Basic Education” Project was a very successful resource mobilisation, resulting in €1.3 million (MNT 2.1 billion) financial resources being channelled to strengthen national and local capacities to improve access to and the quality of pre-and primary education for Mongolia’s most vulnerable children groups. While directly supporting pre and primary education at six Aimags (Bayankhongor, Zavhan, Hovd, Khuvsgol, 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 efforts. Save the Children supported developing the Preschool Education Law (passed in 2008) and developed (draft) standards for alternative forms of preschool education within the project’s framework. Applying these standards countrywide will introduce benchmark requirements for alternative forms of preschool education, thereby positively affecting its quality and will, furthermore, facilitate State Budget allocation for alternative forms of preschool education. 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 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 improve preschool and primary education policy frameworks by commissioning research studies with 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 MNT 131.5 million, preschool children’s learning environments have been improved dramatically, benefiting more than 7,000 children at 96 kindergartens in targeted locations.



Support to Education of Children with Disabilities (1998 and onwards)

As at 1997, except for a small number of children enrolled at two kindergartens and five schools catering for children with special needs, Mongolia's children with disabilities had hardly any access to education. Save the Children's efforts, from 1998 and onwards, to open and broaden preschool education opportunities for socially marginalised children with disabilities, have built firm foundations to promote and implement an inclusive education policy throughout the country. Building on its solid experience in preschool sector, Save the Children's efforts to mainstream children with disabilities started at preschool levels and later expanded to primary and secondary schools.

Starting in 1998 with small pilot projects in Ulaanbaatar, Arkhangai and Bulgan Aimags, Save the Children's integrated education project has become a fast-growing part of its education programme. In a space of four years time, between 2002 and 2006, the number of disabled children successfully integrated into mainstream education institutions, with Save the Children support, had been increased from 1,000 to 8,000. DANIDA's past initiatives to integrate education at selected aimags had provided valuable foundations on which Save the Children was able to build successfully.

The main areas for Save the Children's interventions included, building public awareness and teaching capacities, promoting community-based rehabilitation practices, and improving the policy and legal framework to promote inclusive education principles throughout the country. With Save the Children's consistent support, a large number of parents, local communities, kindergartens and schools took actions against the social stigma and discrimination encountered by children with disabilities. Parents took an increasing role to build public awareness to overcome prejudice and, often, rejection. Save the Children also provided a platform for learning from relevant international experiences

by organising study tours abroad and hosting an international seminar on inclusive education in Mongolia. Save the Children's support in organising training for kindergarten teachers and principals was supplemented with technical assistance to develop practical guidance, training modules and other educational resource materials, in order to integrate children with disabilities into the country's mainstream education system.

Save the Children's technical and financial support to set up and partner with the Integrated Education Unit at MOSTEC opened new avenues to promote a policy framework for inclusive education and its inclusion in relevant Government policies and practices. With approval of the Inclusive Education Programme for Disabled Children (December 2003), integrating children with disabilities into mainstream kindergartens and schools became an official Government policy. Although Mongolia has a long way to go for its full realisation, having a policy framework was a remarkable step to promote inclusive education principles in the country.



Hearing and mobility aids and other equipment provided by Save the Children have facilitated positive social integration and education for hundreds of children with disabilities. Local community-based rehabilitation centres for children with disabilities, set up by Save the Children in the Dornod, Hovd, Bayankhongor and Bayan-ulgii Aimags and in Ulaanbaatar, have had tremendous positive effects on these children, their families and communities. The National Rehabilitation Centre for disabled children that Save the Children helped to establish at Ulaanbaatar's Kindergarten #10, is to serve the same purpose. With support from Save the Children, entrances at 69 schools and 13 kindergartens throughout Mongolia have been

rebuilt to ensure physical accessibility for children with disabilities. Save the Children's long-standing partnerships with parents of children with disabilities have resulted in enormously empowering the parents who, themselves, have set up the Association of Parents with Disabled Children (APDC) in 2002. Save the Children is extremely proud that its institutional capacity-building efforts have contributed to the fact that APDC has become one of Mongolia's most active civil society players for the rights of children with disabilities, with its 14 local branches and 4,000 member parents across the country.



Above: 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

Case Study: Working with Children with Disabilities, Dornod

As at 2003, no reliable Dornod statistics were available in regard to children with disabilities. Initiatives by local parents (APDC) to identify children with disabilities, often hidden or bound at their homes, revealed 900 such children living at the Aimag center alone, presenting a huge demand for rehabilitation services for these children.

Strong commitment from parents, local government and SC made it possible to open the new Rehabilitation Centre for Disabled Children (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, we started to see positive results. A 3-year-old girl who had been tied to a “box” as she was unable to walk, took her the very first steps. Children and parents from other soums started coming to the Centre for its rehabilitation services.

In view of 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.

This Centre has become a loving place for both children and their parents where they not only have access to rehabilitation services, but also opportunities to socialise, play, learn and develop. Since its establishment, the Centre has served 605 children with disabilities, making their lives brighter and happier. It was always so pleasing and rewarding for us to see our interventions being well sustained with great enthusiasm and tireless efforts by local people.

B. Erdenechimeg, SC Dornod Field Coordinator (2003-2007)



Support to Education of Children of Ethnic Minorities (1998 and onwards)

Education of Kazakh children, constituting 5% of Mongolia's child population, has always received specific focus in Save the Children's programming. Bayan-ulgii, the Aimag where the Kazakh people live, performs poorly according to basic indicators for education access and attainment. It also has the highest drop-out rate.

During 1998-2000, SC'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, 30 "ger" kindergartens have been established at this Aimag with Save the Children support. With Save the Children's support, the Kazakh Alphabet Textbook was developed, printed and distributed during 2003 for the first time in Mongolia, to fully meet the demand for this very important textbook.

Save the Children's study "Education of Kazakh children: A Situation Analysis" (2006) drew attention to the absence of an appropriate bilingual education system in Mongolia, placing Kazakh children at a notable disadvantage. As a follow-up to the study findings, in 2007 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, have to date been printed and distributed to facilitate Kazakh children's learning of the Mongolian language.

The study report also provided an alternative to the Government of Mongolia's report to the UN Committee on the Elimination of Racial Discrimination. As a result, in 2006, the

Committee 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." A four-year, Programme to Support Kazakh Children's Education (2008-2012) was consequently developed with Save the Children's support and approved by MESC. The programme set forth 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 that are relevant to the needs of Kazakh children; and to enhance the education system so that services are inclusive of and relevant to Kazakh children.



Kazakh children at kindergarten

Support for a Rights-based Education System (2005 and onwards)

Save the Children's approaches to quality education had evolved over the years with increased recognition of the importance of providing a protective environment for children's overall learning and development. Research findings indicated the frequent practice of schools and kindergartens serving as places of discrimination, violence, emotional and economic pressures for children. One in every four school-going children confirmed that their teachers use corporal punishment, and it is a widespread practice for schools to impose various unofficial fees.¹³

Save the Children's review of the Education Law from a children's rights perspective (2005), highlighted the need for Mongolia's education system to acknowledge the rights of every child to learning, set up a favourable and protective environment where all children can exercise their full rights, and promote children's and civic participation in education and its applied authority, as well as that the main duty bearers' responsibilities be clear and transparent to the public. Save the Children therefore initiated and led a year-long nationwide campaign together with a "Child Rights and Education" coalition of 21 local and international organisations. As a result, amendments proposed were passed by the Parliament of Mongolia in December 2006. Altogether 20 specific provisions were changed and newly introduced in this Law, including provisions to ban all forms of abuse, violence, and corporal punishment in education settings, eliminate discrimination, abolish unofficial fee collection at schools, introduce a code of conduct for teachers, and promote children's rights to participation. These amendments also included holding local governments and education authorities responsible to provide education for all children in their respective areas, as well as specific responsibility to create learning environments suitable for ethnic minority-group children. State Budget allocations per student enrolled was introduced for the first time, for

primary and secondary education delivery through non-formal training programmes. It was a remarkable step to ensure equal access to education for disadvantaged children unable to access formal education.

Save the Children has proudly shared these achievements with the "Children's Rights and Education" alliance, "Parliament Lobby Group for Children's Development and Protection", mass media organisations actively involved in its media campaigns, and particularly with parents and teachers continuously engaged in and contributing at public debates and to media coverage. These achievements are equally attributed to children who made invaluable and unique contributions to the process by voicing the realities and difficulties they face, by their active involvement in Save the Children's research, public and mass media debates, and specific events, such as, live talk-shows and written essay events. And, surely, none of this would have been accomplished without enormous inspiration and outstanding commitment from every staff member on Save the Children Mongolia team.

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. Temuujiin, Lawyer
 D. Amaraa, Save the Children UK Programme Officer
 Ch. Tungalag, Country Director Save the Children UK Mongolia

¹³ "Corporal Punishment of Children: Views of Children at Some Schools, Kindergartens and Institutions", Save the Children UK and Gender Centre for Sustainable Development, 2005

Save the Children's subsequent thematic education programme plan (2007 and onwards) focused largely on implementing the Law on Education to support the development of Mongolia's education system in line with children's rights. Save the Children's education programme aims to significantly improve access to and quality of pre- and primary education. Save the Children has increased its interventions to develop bilingual education and follow-up advocacy to the Government for systematic application; enhance child-centred teaching and learning methods; promote children's participation and create a protective learning environment in educational settings; and create a system where teachers can receive support to learn about 'positive disciplining'. Concrete actions have also been taken to increase public awareness of the amendments and civil society's participation to monitor implementation of the Law on Education.

Save the Children's more recent education projects focused on promoting an educational environment free from violence, and support in

non-violent upbringing for students. Educational and awareness-building actions are taken by Save the Children, directed at the general public and education sector officials (school administrators and teachers), to enable them to work in conformity with this Law and to use non-violent methods to work with children. Save the Children also actively promotes participation by parents and children in school affairs. Save the Children aims to advocate for and support the processes so that the curricula on pre-service training for teachers promotes more positive upbringing methods for working with children, and state education and health inspection officials acquire appropriate competence to effectively inspect school governance.

Save the Children believes that the above mentioned processes it has initiated within education legislation and policies, and more importantly, their full realisation, will bring long-lasting changes for all children in Mongolia.



Emergency Responses during Difficult Times

Save the Children was founded in 1919 in the aftermath of World War One to provide assistance for young war survivors in Europe. Therefore providing emergency relief for populations most affected by natural and man-made disasters has always been an important part of its global work. In Mongolia, although emergency responses did not constitute a significant part of Save the Children's work in the country, it provided emergency relief support during the most difficult times.

Save the Children was involved in three emergency responses during 2000-2001, when Mongolia had been struck by two consecutive winter dzud.¹⁴ Mongolia's 1999-2000 dzud directly affected 450,000 herders (one-fifth of its total population), killing approximately 3 million head of livestock (approximately 10% of its total livestock heads).¹⁵

In April 2000, after conducting nutritional assessments for children and women of child bearing age in the Bayankhongor Aimag, Save the Children implemented a four-month emergency aid programme at the six soums most badly affected. With financial support from ECHO, Save the Children provided food aid for 420 vulnerable 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 green houses at local institutions, such as, school dormitories, kindergartens and hospitals. The total value of aid provided amounted to MNT 187 million.¹⁶

Save the Children's 2001 emergency project at 3 soums in the Hovd Aimag included a number of components, such as livestock feeds, food aid for vulnerable families, as well as support for school dormitories, kindergartens and hospitals. Using the country's learning from the previous year's dzud, rapid responses were required to distribute livestock feeds to ensure maximum impact on saving livestock lives. With financial support from the DFID and the UK's Brooke Hospital for Animals, in total 115 tonne of livestock feed was provided for 856 households and 227 tonne of food aid was distributed to 699 poor households. A further 14 tonne of food aid, 76 truckloads of coal and firewood, together with 1,540 blankets, bed sheets and mattresses, were provided for 12 rural school dormitories, kindergartens and hospitals.¹⁷

In Dornod, following the 2001 outbreak of foot-and-mouth disease, and the declaration of a state of quarantine, Save the Children implemented a MNT 10.3 million emergency response project. Save the Children provided food aid for 310 poor households and school dormitories, as



Herder family at the time of dzud, Dundgovi, 2003

¹⁴ 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

¹⁵ "Mongolia winter disaster – dzud", UN and Government of Mongolia, Appeal for International Assistance, 30 January 2001

¹⁶ Save the Children UK Emergency Project in Bayankhongor, Apr-Aug 2000, Project report

¹⁷ Save the Children UK Emergency Project in Hovd, Feb-May 2001, Project report

well as disinfectants and hygiene materials for 950 households, also supporting an information campaign through the local media. Shelter and other necessary supports were also provided for 40 “street” children.¹⁸

Later, during the 2003 dzud in Dundgovi, Save the Children implemented a MNT 31 million emergency relief project to provide 36 tonne of food for 370 poor families with three and more children, plus livestock feeds 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.¹⁹

Monitoring and assessment reports on Save the Children’s emergency relief projects indicated that its timely responses to difficult times had been highly valued by local authorities and communities. Save the Children believes that, by helping herder families to preserve livelihoods that depend on their livestock, a significant number of households had been prevented from falling into extreme poverty. It was also reported that Save the Children’s efforts had contributed positively to reduce stress, school drop-outs, and other negative impacts from these emergencies for vulnerable children and their families. Support for dormitories, kindergartens and hospitals helped to smooth their operations during the difficulties.

Taking the needs and vulnerabilities of children into account during all aspects of relief projects has always been an important facet in Save the Children’s emergency responses. Based on its international and in-country experiences of implementing emergency relief projects, Save the Children has promoted the concept of “child-sensitive emergency responses” by organising training for National Emergency Management Agency personnel and other relevant State and non-State agencies (2006).

Save the Children’s experiences have shown that herder families’ vulnerabilities, and especially that of their children, increase significantly during and after emergencies. Herder families often become divided – whilst labour-aged members live or move for many months to new areas in search of pastures for their livestock, older people stay at soum and bagh centres, and children live at dormitories without hearing from their families for several months. Children are also often left with non-relatives. Due to heavy storms and snow blocking roads, soums and baghs become isolated and inaccessible, causing delays in delivering food and other supplies to dormitories, hospitals and other institutions. Due to all these various factors, children are often exposed to considerable risks during and after emergencies, and their specific needs and vulnerabilities must, therefore, be considered in any emergency responses.



Emergency relief distribution, Adaatsag, Dundgovi, 2003

¹⁸ Save the Children UK Emergency Project in Dornod, 2001, Project report

¹⁹ Save the Children UK Emergency Project in Dundgovi, 2003, Project report

Promoting Community-based Child Development and Protection Mechanisms (2003 and onwards)

Save the Children's community-based child protection and development centres established during 2003 and onwards, introduced new approaches to community-based support for disadvantaged children and their families. A wide range of developmental and educational activities, including regular training and discussion forums on positive discipline for children, are conducted with children and parents.

The centres have become well known, not only for their wide range of developmental and educational activities to promote children's genuine active participation, inspiration and enthusiasm, but also for becoming a real networking and coordination hub for key professionals engaged in resolving various issues children face in their communities. With the advantages of its presence at and close links to relevant communities, schools, clinics, as well as local government administrative offices, Save the Children's staff members are able to prevent, identify and respond to various issues associated with child development and protection within their communities.

Save the Children believes that its centres serve as models for distinctive and cost-effective, community-based social services, that were envisioned in the Government of Mongolia's Social Security Sector Strategy Paper adopted in 2003. Besides developing service models with potential for Government replication, Save the Children has taken other steps to support the Government's intentions to promote community-based social services. In view of benefits from such services for children and communities, Save the Children has commissioned an international consulting service (2007) to help MSWL to realise a provision in the Law on Social Welfare to contract-out social services, particularly community-based services, to NGOs. Save the Children hopes that MSWL will make the best use of these inputs to guide the organisation of contracted-out social services.

"...I have discovered myself since I started visiting the centre. Before, I never went out of my home and never participated at any special activities, but now, I have become someone who understands and respects others. This is a big change for me."

16 year-old boy

"...Since I joined a boys' support group, I have stopped arguing and fighting with other children. Now I have changed a lot and become friendly towards other children and they have also stopped being cold and angry towards me. Communication with my teachers has improved too. Now I feel happier than ever."

15 Year-old boy



"I am a member of the Children's Club, called "Protection". We meet here at Save the Children, and sometimes at other places. The Club is a great place to learn and understand about rights. As part of our activities, we conducted a survey involving about 180 children studying at schools to ask them if and how their rights are being violated. Children we surveyed told us how their teachers do not treat them properly and what it was like to be poor and at school. Some children's parents were unemployed, so they too needed to work. Unemployed people drink a lot and their families have to suffer even more. We put this information in a report²⁰ – people should know that children have rights and these violations are wrong. Now, we are meeting to decide what else we can do about the violations."

S, 9th grade student.



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



Children's activities at a Community-based Centre for Child Development and Protection. Ulaanbaatar, 2005.

²⁰ This was the "Child Protection, Today" report written by children from the "Protection" Club and submitted to the UN Committee on CRC (2008)

Case Study: Child Protection Unit (CPU) at National Centre Against Violence (NCAV)

Social and economic changes brought about by Mongolia's transition to a market economy had led to increasing unemployment, rising poverty, increasing alcohol consumption (particularly amongst men), and higher incidents of violence against women and children. With this background, NCAV, the first Mongolian NGO centre committed to combating violence against women and children was founded in 1995.

By 1997, the centre's initial services offered for battered women were gradually expanded to schools to support children, teachers and policy officers dealing with the effects of domestic violence. SC made valuable contributions to expand services by providing technical and financial support to generate public education and awareness-raising materials, and by providing training for police and children's prison officers, the Association of Women Lawyers' members, women's organisations, and children's centres.

Responding to the growing number of children affected by domestic violence, a Child Protection Unit was established at the NCAV in 2001, with technical and financial support from SC. Since then, SC has been the CPU's principal partner effectively supporting its professional capacity building and service development, network and partnership building amongst State and non-State players engaged in combating violence against children. By providing opportunities for CPU staff members to be exposed to international experiences in child protection through study tours, training and seminars abroad, SC made enormous contributions to develop the country's first specialized child-protection institution.

Since 2003, CPU's efforts to introduce its multi-disciplinary team (MDT) approach to community-based child protection have been piloted successfully in close collaboration with SC's community-based centres in Ulaanbaatar and Dornod. This approach has now been increasingly recognised by Government and replicated with support from other international organisations.

Over the years, CPU services have become well known to the public, Government, and to international and local players. With increased support for its services, in 2008, the NCAV opened a shelter for battered children that became an important service hub for the CPU. NCAV has become one of the first few NGOs to receive Government financial support.

Since its establishment, CPU has provided counselling, rehabilitation, legal aid and other supports for 600 child victims of domestic violence and sexual abuse, and has protected the health and lives of 135 children through its shelter services. Besides its greatly-needed services for children and their families, CPU takes a strong stand to improve the legal and policy framework for child protection. It is a key member of the National Coalition for Child Protection (2008).



**Let's Develop
the Child Protection
System in Mongolia!**



Child Protection System Development (2005 and onwards)

Since its start in 1994, child protection issues have always been at the heart of Save the Children's Mongolia Programme. Although harm, abuse, exploitation and vulnerability may arise wherever children are, the country's social and economic changes during the transition period and thereafter had brought new vulnerabilities and risks for children. These included abuse and exploitation arising from migration, homelessness, and exploitative work conditions, dropping out of schools, living on the streets and, particularly, violence at home, in educational settings and at institutions.

Save the Children's earlier interventions, based on extremely pressing needs during those times, focused largely on protecting and rehabilitating children in especially difficult circumstances, namely, street and working children. Later efforts to develop community-based child protection service models widened the scope of Save the Children's protection services for children at risk of or being affected by abuse and violence. Save the Children's work to establish systems to prepare professional social workers and to develop social work services further, has provided the very grounds to build one of the essential professional capacities required for a child protection system.

Together with CSD, Save the Children initiated the development of a code of conduct for social workers, to be introduced for the first time in Mongolia. Save the Children's review of Mongolia's social work policy and practices at schools and at soum/khoroos levels (2006-2007) has provided valuable recommendations for developing professional social work in the country. With Save the Children's input, (draft) job descriptions and sample guidance for social workers at schools provided additional clarity to guide school-based social work services. Provided this guidance is successfully applied in practice, it will clearly advance current practices towards much more professional services to prevent and protect children (boys and girls) from abuse, violence, discrimination and neglect, as well as ensuring that educational settings are more protective.

By 2005, with both its international and in-country experience in child protection, Save the Children was well positioned to promote its ambitious aim for the country to strengthen its child protection system to become more comprehensive. The country's development context and systems built during previous years, allowed Save the Children to raise child protection issues in a much broader context. There were already some solid grounds to develop a more comprehensive child-protection system in the country. Long and



consistent efforts by Save the Children and others to protect and rehabilitate children in especially difficult circumstances, as well as to develop national, local and organisational capacities to address child protection issues effectively, had so far made valuable contributions to national efforts to protect children.

Save the Children's review on "Mongolia's National Child Protection System" (2006) drew attention to the need to develop a comprehensive child-protection system. The joint acknowledgement of this review report in May 2006 by the Parliament Standing Committee on Education, Science and Social Policy, the Ministry of Social Welfare and Labour, and SC had become a remarkable turning point in the country's endeavours to conceptualise a child protection system approach. It was made clear that the time had come to move from an issue-based approach to a comprehensive system-based approach to child protection, with meaningful coordination across all sectors and at all levels.

Pride has been expressed that Save the Children has brought, spread and championed the internationally accepted concept of child protection and the need for a child protection system in Mongolia. As no single agency is able to develop the foundations for a proper child-protection system, Save the Children has always greatly emphasised building strategic and effective partnerships at all levels; with the Government, other international organisations and local NGOs. Key roles taken so far by Save the Children include mobilising NGOs to assist them to advocate for an effective child-protection system, to lead this process, particularly to inspire others during the initial stages, as well as to facilitate and provide technical support for Government and NGO task groups. Save the Children has, in particular, focused on promoting Government ownership during all stages of the process.

Since 2006, Save the Children has worked to build a shared, common understanding of the child protection concept in Mongolia, since key international and local players' understanding of and approaches to child protection had varied greatly. Together with the NAC, NCAV, MSWL and CPCAN, Save the Children developed a conceptual paper on child protection and a

child-protection system, and submitted it to the Government. At the same time, Save the Children intensified its actions on awareness building and advocacy, targeting both the general public and policy makers. A number of media products (documentaries, television and radio programmes, talk-shows, news articles, etc.), plus public exhibitions (e.g., the photographic exhibition "STOP Violence Against Children NOW") based on real cases of children experiencing various forms of abuse and violence, all served the abovementioned purposes well. As part of its advocacy efforts with policy makers, during the 2007 Parliament pre-election campaigns, Save the Children, together with Child Protection Coalition agencies, jointly organised an open forum at which 11 political parties and 22 civil society organisations participated. For many of these politicians, this provided the first opportunity to learn about the child-protection concept and its importance for the country.

The efforts of Save the Children and others, especially of other international and local child-focused agencies and professionals, has brought notable progresses to date. Between 2006 (when Save the Children first raised the child-protection system issue) and now, the need to protect children from harm, including physical, sexual, and emotional abuse, violence, exploitation, and neglect, and children's rights to such protection, are increasingly well understood and recognised in the society. The role of the Deputy Prime Minister's Office, NAC, MSWL and other State and non-State players, such as the "Child Protection Alliance" (involving 25 organisations) and the "National Child Protection Network" etc., has been increased significantly to take firm stands to advocate for a comprehensive child protection system to be developed in this country. Development of a Government "Strategy to Strengthen Child Protection in Mongolia (2009-2014)" is currently in progress under NAC's leadership, with some technical and financial support from UNICEF. Save the Children believes that its technical input provided for the strategy-development process has added significant value to the overall process. Save the Children has no doubt that this strategy, once completed, will provide powerful and unifying guidance for Mongolia's efforts to protect all its children.

Partnering with Children (1994 and onwards)

Save the Children is extremely proud of its partnership with children for the realization of children's rights. Children have always been actively involved in our work, programme planning and delivery, as well as policy and advocacy efforts; but also in promoting initiatives and taking actions on their own.

Case Study: Working Children

"...The first research on working children that we conducted in 2000 was a participatory action research with the active involvement of working children themselves. The children did an excellent job in identifying the types of work children were engaged in at various markets in Ulaanbaatar, and drawing up the first estimates of the number of children working at markets. I remember that children were most concerned about the facts that some children were begging and stealing, young children were smoking, children having no warm clothes and adults treating children badly. They made a map of the city with various types of children's work indicated by using different colour papers and figures.

Staff at Save the Children, including Marc Laporte, the Programme Director, were very impressed with the results of children's research. It was also very exciting that the British Ambassador, Ms. Kay Coombs, invited them to her house to treat them to cake that she had baked for them. Many of these children involved in the research have stayed in contact with Save the Children for a long time. One of these, a boy named Davaa, later participated with a professional research team to undertake a situation analysis on working children, commissioned by Save the Children. We helped him to open a savings account at a bank to deposit MNT 50 from his first salary earned by working on that research...."

Ts. Battuya, SC "Working Children" Project Officer (1998-2002)

Davaanyam (first row, first on the right) was a 9th grade student when he joined SC's "Focus on Kids" fine arts project, jointly implement with the Arts Council of Mongolia since 2005. This project aims to increase children's self expression through the art of photography. Davaanyam, with no previous knowledge of and experience with photography, literally fell in love with photography, and after a year, decided to become a professional photographer. His talents and hard work paid off. During the past few years, he has successfully participated at several photographic contests and has



organised two exhibitions of his photographs. Davaanyam is now a partner at Save the Children and has worked as a photographer for several Save the Children publications and as the producer of several documentaries on child rights issues. Save the Children has been delighted to support his exhibition "STOP Violence Against Children, NOW!" (2008).

Case Study: Child-led Research

Save the Children facilitated the first child-led research in Mongolia, Children Living in Difficult Circumstances (2006). This research was conducted by 19 children with previous experience of institutional care and street life. Children worked together to identify research goals, methods and to develop interview questions. They collected and analysed data, prepared the report and presented research findings to the public.

The process had a significant impact on child empowerment as it enabled the child researchers to gain new knowledge, make new friends, learn to work as a team and to engage in collective decision making.

"I liked the children, who trusted me and participated in interviews although they were complete strangers to me. Usually, people don't trust and talk to a stranger about their lives."

Child Researcher, E. Enkhsuvd (age 18)

"I liked how the research was conducted. Children carried out all steps of the research on their own. I am unable to forget the words of one child interviewed. When I went to her house, her house was clean and she was taking care of her younger sister. Her father came in, yelled for a while and went to sleep. After that her mother came and also yelled at her and hit her. She told me that even though her parents love her they don't understand her feelings."

Child Researcher, B. Ariunzaya (age 18)



Z. Ulziikhuu, an 18 year-old young Mongolian person participated for the 2nd time at the annual meeting of the Global Children's Panel established at Save the Children UK Headquarters in London for the purpose of ensuring child participation in organizational decision making (2009). Z. Ulziikhuu (in the centre) described the current situation and challenges faced by children in Mongolia.

Children play a very distinctive role in the country's efforts to develop a national child protection system. Children increasingly take actions independently, such as, arranging meetings and discussions with various stakeholders, including decision makers, writing letters to policy makers, engaging in media events, releasing calls to demand child rights, expressing their views through photography, expressing their opinions, etc.

Save the Children was delighted to assist a group of children to initiate the process of successfully submitting a Children's Shadow Report to the UN Committee on the CRC (2008). With the

insightful cases and facts included, the report raised many child protection issues in regard to children affected by violence and abuse, living on streets, engaged in hazardous labour, in conflict with law and imprisoned, children with disabilities who are discriminated against, children dropped-out of schools, living without parental care, living in care institutions with inadequate quality of services, and disadvantaged because of culture and language differences. Based on their analysis, children made their own recommendations and suggestions on how to make improvements so that all children of Mongolia will be protected.



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. Children appealed to school teachers and parents, and called for a petition to stop violence against children.

A group of 27 children who had attended SC'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, to protect the interests of children. In June 2009, inspired and committed to making a difference for children, the children established their own NGO "Child-to-child". Tsogtegreel, the leader says that they are to fight for adults and policy makers to recognise children's rights, especially their rights to protection.



Examples of Children's Publication Work



**REFLECTING BACK ON HOW
SAVE THE CHILDREN
HAS WORKED (1994-2009)**



REFLECTING BACK ON HOW SAVE THE CHILDREN HAS WORKED (1994-2009)

The process of compiling the Save the Children UK Mongolia Programme experiences during the past 15 years was indeed an important endeavour for us, to reflect upon the history of the programme's establishment, its evolution over the years, and ways of working. While the principles, rights and responsibilities set out in the UNCRC have always provided a key framework for our work in Mongolia, strategic choices made and approaches taken at different times varied to bring the most significant impacts for children given the ever-changing context of the country and the situation of its children.

In our programming, the focus has always been on the most disadvantaged children. Our understanding of situations for the most disadvantaged groups of children, the risks and vulnerabilities they are exposed to, challenges and opportunities they face, was regularly up-graded with research studies and thorough analysis conducted by Save the Children and other agencies. While taking a wide range of practical actions to address various factors affecting children's lives, their education, protection and wellbeing, our Mongolia Programme has effectively strengthened relevant policies and mechanisms, and successfully built supportive constituencies that help to make lasting changes possible.

The knowledge, experiences and learning gained from our work with a wide range of local State and non-State partners, including children themselves, fed into our work to influence central and local government and other stakeholders' policies and practices. Save the Children approaches to working with the Government have largely been supportive to Government actions to improve the lives of children. While taking collaborative actions by strengthening the capacities of relevant organizations and lobbying for wider and systems' impacts through policy and legal changes, Save the Children has to make its voice clear in cases where Government approaches are not in line with children's rights (i.e., a case in 2001 when Save the Children had to oppose

the Government's intention to establish a military school for "street" children). Overall, given the fact that children's issues have traditionally taken considerable Government attention, Mongolia had exceptionally favourable and enabling conditions for Save the Children to work in. The Government of Mongolia has always supported and collaborated with SC. Save the Children always paid great attention to building and nurturing supportive constituencies by partnering effectively with State and non-State, international and local players, including NGOs, research and academic institutions, media, lawyers, professionals, etc. Save the Children was not only concerned about the outcomes of its partnerships, but also the processes these partnerships were going through. Save the Children tried to make the processes enabling for mutual learning and development for the participating parties.

Save the Children believes that its efforts to build partnerships with and in regard to capacity building for its partners, including children, parents, communities and various civil society groups, have significantly impacted the wider society. Children have always been Save the Children's partners with a very distinctive and unique role played. Through the years of work with various NGOs, Save the Children has made notable contributions to the overall development of civil society organisations, particularly child-focused NGOs. The Child Rights Programming approach that Save the Children UK has been successfully promoting and demonstrating through its actions has been a truly powerful way to work with and influence other players. In fact, this is the main legacy that Save the Children UK will leave behind.

From the very beginning of its work in Mongolia, Save the Children believed that strengthening civil society and building constituencies to support and initiate changes was the most powerful way of working in this country. And, this has been proved by its work in Mongolia. Promoting active participation by children, parents, communities and civil society organisations to hold duty bearers



John Beauclerk

Save the Children UK, Mongolia, Country Director (1994-1999)

When I landed at Buyant Uha just before Tsagan Sar in 1994 it was to set up an office and a programme in response to a request to Save the Children UK from the National Children's Centre. There was just enough budget for costs and a start-up programme or two, but it was clear that anything more ambitious would need to be financed locally. Save the Children was thinly stretched in Central and East Asia, with similar outposts in Kyrgyzstan and Tajikistan. But Save the Children in Mongolia was to be different, organised as part of its long-standing South-East Asia Region. The prevailing wisdom in Mongolia at the time was that economic reforms would soon be delivering prosperity to complement the individual civil liberties gained in 1990. Temporary assistance was all that was required, mainly in helping institutions and their staff to adapt to the new market conditions.

Representing a majority of the population, children and young people presented a special case in this optimistic scenario. On the one hand they were Mongolia's hope and future; on the other hand they were a liability - with or without transition, the public cost of quality health and education services would continue to be high. Then they would need employment at an unprecedented level - tens of thousands of new entrants into the labour market every year.

The big question of the time was this: would the Mongolian State organise itself (in the Asian mode, for example Korea) to nurture its human capital and build an egalitarian market economy - or would it follow the prevailing western fashion for neo-liberalism? This theory declared that market operators would provide everything needed to put the country back on its feet. They would create wealth and jobs would "trickle down" to the working population. The job of Government was to regulate, with as light a touch as possible, and to provide services only as a last resort.

The new political establishment made an early decision to apply "shock therapy" to the economy and governments of different stripes have stuck with that decision ever since. By all accounts, Mongolia's children are still waiting for the benefits to trickle down. Already by 1994 the UN and parts of the World Bank were becoming alarmed at the impact of this extreme version of neo-liberalism. Privatisation rapidly killed off the Negdel cooperative structure and set in motion a process of migration that has swollen the cities with jobless people. Industrial output plummeted, bringing mass unemployment; poverty (unknown to a generation of Mongolians) leapt to around a third of the population and has stubbornly remained there; public services, starved of funds, deteriorated. Parents despaired at the realisation that their children would be less educated than themselves. I will always remember the emotional

comment of a senior WB official, shocked by conditions he saw in Dornod around 1996: “The provincial economy did not have to be destroyed like this - the dignity of workers has to be better respected in processes of transition”. And, he had only seen the tip of the iceberg!

Thanks to its connections with the children’s services, Save the Children witnessed at first hand the plight of children throughout the country. Its first joint initiative with the NCC was a training programme exposing the country’s cadre of “children’s workers” to the Convention of the Rights of the Child and introducing them to participatory ways of relating to children and their communities. This training programme was later institutionalised in the State University’s Department for Social Work, which developed a specialisation in school social work (aimed at stemming drop-outs amongst the poor). The Department also trained many of the personnel who worked in the NGO sector that grew up to address the social crisis for children as it unfolded - including several volunteers who ran Save the Children’s “khot ail” shelters. Modelled on family life and run by the street children themselves, these shelters were an alternative to the formal orphanages.

When the NPAP started in 1994 with World Bank start-up funding, Save the Children was determined that children should not be sidelined. Our most ambitious intervention at this stage was an effort to protect the pre-school system through a national programme in cooperation with the Ministry of Education – the NPPS – a five-year national pre-school strengthening programme. Save the Children admired this universal service’s contribution to children’s care and development but our main worry was that the children who needed the service most – the poor, the disabled, the isolated herders) – were being excluded in favour of the urban and well-off, who benefited from continuing subsidies. Save the Children was very proud when UNDP obtained funding from the Government of the Netherlands for the NPPS, and the NPAP brought it under its umbrella.

Save the Children was always lucky with its partners. Government partners came and went at this period with alarming speed, as civil servants depended for their position on political party support, greatly reducing the effectiveness of particular government departments. But leadership was outstanding at the NCC, the Ulaanbaatar Children’s Centre, the NPAP and the Ministry of Science and Education’s pre-school department – all run by very competent women with a strong sense of integrity and mission.

Within civil society, Save the Children also developed a strong partnership with the Centre for Social Development, a support organisation formed by progressive young trainers and researchers at the Institute of Administration and Management Development (IAMD) in Zaisan. When in the late 1990s the British Embassy entrusted its Mongolia partnership scheme funds to Save the

Children, the start-up grant we made for CSD was one of our most enduring benefits to Mongolia. It is encouraging to see that the CSD is fully engaged on social issues, as it could equally have developed into an economic think tank. Especially important is its monitoring of national poverty alleviation efforts. Its major contribution to the Participatory Poverty Assessment of 2006, sets out very clearly what children, young people and their parents think about the current situation they are in.

Save the Children was also lucky with its staff, attracting first rate financial and programme personnel from the beginning. Several of these moved into Save the Children's international cadre and one of CSD's researchers became a respected Director of Save the Children in Mongolia. Former staff can be found at UNICEF in Mongolia and in large international NGOs. If one disregarded the political overtones of the Komsomol training, it was easy to find common ground between western and Mongolian children's workers. The best of the children's workers were always Save the Children's most effective grassroots mobilisers and at least one has started her own NGO.

Given all this talent, it is a shame that a Mongolian Save the Children never emerged to become an independent member of the International Save the Children Alliance. My deepest regret is that I did not think through the "indigenisation" of Save the Children Mongolia when I had the chance. The need is as great, if not greater, than it was in 1994. On top of the unfinished business of the 90s, Mongolia has yet to face the effects of the global credit crunch and the unravelling neo-liberal model. The impact of Save the Children's early work is yet to be found in mainstream services - for example, despite all the efforts made under the NPPS, UNICEF has had to repeat the call for a national pre-school programme.

Without independent organisations like Save the Children, linked to but not owned by international civic alliances, who will pose the difficult questions that affect present and future generations? Now that Mongolia is placing all its hope in export-led mining growth, what is it to stop it becoming yet another rich country of poor people, "cursed" by mineral wealth?

As a development worker who came to Mongolia after 20 years in Latin America, Central Africa and South Asia it is still a mystery why a country like Mongolia, which had achieved so much that other countries reach for with open arms, should have thrown away its unique store of added value - its treasure of human and environmental capital - without a second thought.

UK, 2009



Marc Laporte

Save the Children UK, Mongolia, Country Director (1999-2003)

Like everyone associated closely with the Mongolia programme, I was shocked and saddened by the news that Save the Children UK will leave Mongolia in July 2009 and will be followed by SC Japan. So, when Tungalag approached me to write a few lines on the programme highlights from 1999 to 2003, my initial reaction was to sift through my memories of Mongolia to try to identify which programme or projects were the most successful in terms of impact. But what I am really reminded of are the faces of young boys and girls who found a new family in Save the Children UK's shelters, who were able to attend school, graduate and become responsible citizens with children of their own. Maybe one day, they will open their house to a child who needs a foster family. I recall the smiles on the faces of disabled children attending school for the first time in their life and their parents proudly establishing the Association of Parents of Disabled Children to collectively fight for the rights of their children. Not to forget the strong dedication of SC staff at improving educational infrastructure, curriculum, children's access and teachers' training which enhanced, in an indelible manner, the quality of the educational system.

Overall, it occurs very clearly to me that the most significant factor in the Save the Children UK Mongolia programme was the quality of the team. Rarely before did I have the opportunity to work with such a highly motivated and committed group of people. Hence, when I returned to Mongolia in October 2008, it was not a surprise to find out that many of the former staff of Save the Children UK now held senior positions in UN organisations, international and local NGOs.

Nevertheless, despite such a valuable contribution, I am wondering whether SC did everything needed to strengthen civil society partners that could have built upon the work of Save the Children UK and make a real difference in the lives of Mongolian children.

The fact that this closure takes place in a time of economic hardship is perhaps a grim reminder of the changing nature of international cooperation. Whereas 15 years ago, international NGOs opened country programmes based on the needs of the country, nowadays decisions to close or open are often based on criteria not obvious to everyone....

I would like to take this opportunity to pay tribute to all those who, as part of Save the Children UK, have for the last 15 years strived to made a difference in the lives of Mongolian children.

Canada, 2009



Karlo Puskarista

Save the Children UK, Mongolia, Country Director (2003-2004)

What I felt as the most significant achievement of Mongolian Programme was our substantial contribution to uniting various stakeholders under one slogan – “Children have Rights”. Government bodies and officials, local and international NGOs, parents, police, UN agencies, school and kindergarten teachers and many others took active part in bringing changes to the lives of Mongolian children. Most importantly, children were, as much as possible, active participants in our work. I feel honoured and grateful that I had an opportunity to be part of the Save the Children UK Mongolia Programme team and I hope that all of our staff and partners share the feeling of pride that I have for what we have achieved in those two years.

Kosovo, 2009



Tungalag Chuluun

Save the Children UK, Mongolia, Country Director (2005-2007)

For many years, since 1996, I was lucky to work closely with Save the Children UK.

When I first joined SC in 2002 as Deputy Programme Director I was truly impressed by the depth of its commitment to children’s rights, its strong links and partnerships with communities, parents, as well as local and central government agencies. including the then National Agency for Children. Besides its innovative, thematic works on education and child protection, one of the most remarkable changes that SC has promoted during that time was its joint efforts with UNICEF and WVI to technically and financially support the NAC to review its institutional mandate and reposition itself through a nationwide consultative process to develop its mid-term strategies. As a result of that two-year-long process, the NAC’s Mid-Term Strategy was approved by the Government (2004) and the National Authority for Children started to function under the Deputy Prime Minister’s oversight, with its newly revised mandate to serve as the main Government agency to promote and monitor children’s rights in Mongolia.

The years during which I was honoured to lead the Save the Children UK’s Country Programme (2005-2007) coincided with the years of substantial changes at SCUk globally. It was time when Save the Children UK strategically reviewed its programming priorities and enhanced its working approaches to bring wider impacts for the millions of children across the globe suffering from hunger,

maltreatment, poor health, and inadequate education, as well as natural and manmade disasters. More roles and responsibilities were newly devolved down to country programmes. Internally, these were the years when Mongolia's economy was after all progressing well since its transition to a market economy. The country became much more resourceful than ever before and had much more potential to improve the situation for its children. There was a strong civil society to voice and fight for the rights of children.

With this background, during 2005-2007, Mongolia's programme went through a challenging transition process of moving towards a more explicit rights-based approach with ever-increasing claims for children's rights and demands on the duty bearers. It was a time to expand our programmes with more research, policy and advocacy work to broaden the impacts of our work by successfully building on our experiences from previous years. Our involvements in policy and advocacy work were well backed up, with high-quality research studies successfully built on Save the Children's international and practical in-country experiences. The Mongolian team was privileged to work in close collaboration with an increasing number of committed, Government and non-Government partners. Building support constituencies also worked well, and together we achieved a lot.

It was my honour to work with the Mongolia team's extremely dedicated and talented professionals. It has always been very unique and inspirational for me to be a part of this team. After all these years, I think that what is amazing about SC is its power to enable the professional growth of its people no matter what positions they held. We see such growth in every single staff member who has been part of the team during the past 15 years.

Taking on this occasion, I extend my sincere thanks to all our greatly committed staff and partners for their truly hard work and determination to deliver high quality programme work for the benefit of the Mongolian children, and wish them all of the best for the future.

Ulaanbaatar, 2009



Mitsuaki Toyoda

Save the Children UK, Mongolia, Country Director (2007-2009)

During my two years of association with Save the Children UK in Mongolia, I have come across so many inspiring moments that have left deep impressions on me that will not go away. As the Country Director, I'm supposed to be inspiring others; but instead, I've been inspired by so many of my Mongolian colleagues and partners who share the same values as mine in working to improve the lives of children, especially of the poor and most marginalised children. As part of my personal reflection on the very short years I have served with Save the Children, I would like to share some of the most memorable moments I encountered while working with Save the Children.

One morning, I decided rather abruptly to visit a facility called a children's welfare and care centre in Ulaanbaatar City. It is a State-run facility where up to 56 street children would be cared for temporarily, until their identities could be verified and their parents contacted to take them back home. I heard a lot about this facility from our staff. I had some free time that morning, so I decided to make a visit to the centre for the first time, along with one of our protection staff.

Although we never made an appointment, the officer on duty that morning kindly allowed us to enter the facility. The facility itself looked better than I expected, though it still resembled a juvenile detention centre. A man we met showed us through the facility where children aged 3-16 were being cared for under 24-hour surveillance. About one-third of them happened to be girls, I was told later.

As we were walking through the hallway, I heard some commotion coming from a classroom. Being curious, I looked into the classroom through a small window in the door to find out what was going on – and what a nice surprise it was. I discovered a very familiar face, a Save the Children staff member, fully engaging himself with the children by leading group activities. To my embarrassment, I learned only that morning that Save the Children had already been supporting weekly life-skills training for the children at this centre for a few months, and that I accidentally happened to run into one of the weekly training sessions.

For the next few moments, I quietly stood there outside the classroom to observe how he would relate to the children. He did not know that I was there, watching him. It was so inspiring to see how he related to the children. No-one had to tell me how sincere he was, how much he cared for these children, and how much he wanted these children to live better lives. It was all apparent in his appearance and actions; and the children were responding to him with full attention and engagement. I developed a new sense of respect for him and his colleagues that day. They were doing their

part to make a difference in the lives of those children, who may have been abused, harmed or neglected by the very people who are supposed to love and protect them.

Being the Country Director of Save the Children, I often get invited to attend various conferences organised by the Government to take part in policy discussions relating to children's issues. I still remember the time when my deputy and I attended a national conference in early 2008 hosted by the Government where child protection issues were at the top of the agenda. It was well attended by more than 120 representatives from various governmental, international and non-governmental organisations. There, at the conference, during a question and answer session after a key-note speech, my deputy spoke out on behalf of vulnerable children on those imminent child protection issues that needed to be addressed by the central Government. She challenged the elected Government officials who were present at the conference to follow through on their election campaign promises, to improve policies and mechanisms in-country to realise children's rights to protection from violence. She was able to deliver her speech in such a compelling, inspiring manner, I think no-one had missed the point of the urgent need to develop a national child protection system in the country.

I also remember the time when I took a monitoring trip to Dornod Province where Save the Children has been supporting a number of education and protection projects for the last several years. There, I visited a rehabilitation centre for children with disabilities which Save the Children had helped establish in 2003. It is a three-room facility in the provincial hospital, large enough to care for the very basic rehabilitation needs of only 2-3 children at a time. It serves as the only facility in the Province to meet the rehabilitation needs of more than 900 children with disabilities estimated to be living in the Province. The centre is co-operated by the hospital and the local branch chapter of the Association of Parents with Disabled Children (APDC).

Although small in capacity, and challenged by a lack of adequate resources to meet all the needs and demands, I was very much impressed by how the centre had been operating as a joint effort by the hospital and the local chapter of APDC to serve the rehabilitation needs of disabled children in the Province. I felt that, because of their joint efforts, parents are now able to receive the mentoring support they need, and the children are now able to access the rehabilitation services they require; and that there is a caring community emerging in Dornod to address the needs and rights of children with disabilities. This is a significant improvement when considering that no such facility or services had existed before at a provincial level in the country, let alone in Dornod.

The above stories exemplify how we worked as Save the Children UK to go about improving the lives of Mongolian children. We engaged in practical actions, policy advocacy, and built supportive



constituencies – all directing us toward the end goal of improving children’s lives. But, obviously, it is not so much the strategies and approaches of Save the Children that I appreciated most. What I will treasure most from my experience of working with Save the Children is the people with whom I was privileged to work. Each person I met and worked with came with different strengths, backgrounds, technical expertise and personalities; but we all shared the same values and life goals to make positive differences in children’s and people’s lives, to contribute to the development process of Mongolia. I learned so much from our staff and others associated with Save the Children, of what it means to work with passion, commitment, expertise and dedication to transform children’s lives.

I’m hopeful that what Save the Children UK was and was not able to accomplish during the past 15 years in Mongolia will be picked up by Save the Children Japan and others, as we continue to strive toward improving the realisation of Mongolian children’s rights in the country, and to create a better future for all.

Ulaanbaatar, 2009



PART TWO:

SAVE THE CHILDREN'S
MONGOLIA PROGRAMME

2009-2014



Save the Children



EDUCATION (2009-2014)

The Education Initiatives of Save the Children

Every child has a right to an education, but not every child enjoys this right. Many children around the world enroll in school, but fail to learn the basic skills they need due to the poor quality of education they receive.²¹ Around 20% of children in the world never make it to school or drop out before their fourth year. This could be due to issues of poverty or discrimination based on their gender, ethnicity, social or health status. Another 20% fail to acquire basic skills while they are in school.²²

It is 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 a stronger democracy, peace, and security. It is the vision of Save the Children that the right of every child to quality education will be realized, regardless of where they live, their gender, ethnicity or social class.

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

Globally, Save the Children focuses on the following five areas, all aimed at enhancing children's rights to quality education:

- Early Childhood Care and Development
- Basic Education
- Education for Youth Empowerment
- School Health and Nutrition
- Education in Emergencies

The Situation of Education in Mongolia as of 2009

As of 2009, the Government of Mongolia was spending 19.1% of all its expenditure on education, compared to the 20% recommended by the Education for All Fast Tracking Initiative (now the Global Partnership for Education) as an appropriate level of commitment. This spending was equal to 7.5% of GDP and considered high when compared to many countries in the Asia and Pacific region.²³ However, given the country's particularities (i.e., a long and cold winter; the remote location of schools in addition to low population density), higher percentages of the education budget were spent on fuel, food, and other administrative costs.²⁴ The education system was also assessed as being still burdened with socialist-era learning arrangements with insufficient flexibility to offer a student-centered teaching environment. It also lacked modern learning methodologies, and teaching qualifications and skills were assessed as inadequate in many instances.²⁵



Primary school children in Erdentsagaan soum, Sukhbaatar province

21 Save the Children's Global Education Strategy to 2015

22 Education for all Global monitoring report, UNESCO, 2012 (from Save the Children's Global Education Strategy to 2015)

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

24 Secondary Education Regional Information Base: Country Profile – Mongolia, UNESCO Bangkok, 2009

25 Mongolia: Education Sector, Rapid Sector Assessment, ADB, 2008

In rural Mongolia, due to government efforts, the number of school drop-outs was decreased to 6.8% in school year 2005/2006. But, the rate of school dropouts amongst younger primary-grade children in rural areas was considered a serious problem. Lack of dormitory space, especially for students in primary schools, unhealthy and unfriendly conditions in children's dormitories, poor performances in school, and a requirement to repeat grades forced many herder families to take their children out of school.²⁶

In academic year 2008/2009, the Mongolian education system adopted a new 12-year school system. This reform brought new challenges for nomadic families, as this structural reform lowered the entry-age to primary school to 6 years. Although this new reform was widely accepted by the public, it brought a new set of challenges to rural children. Most of the 6-year-old children from remote areas enrolled in school without having attended formal early childhood education. This caused a higher chance of failure in school.²⁷ Additionally, the emotional and psycho-social challenges resulting from family separation at an early age presented a detrimental risk to their well-being.

In pre-school education during the 2009/2010 school year, the national enrollment rate for formal kindergartens was 58.6% and the rate for alternative preschool education programs was 17.4%.²⁸ Even if the children were able to attend the kindergartens, the kindergartens experienced an average 40% overload, which prevented the children from receiving adequate pre-school education and care.²⁹ Lack of teachers, insufficient training of assistant teachers and lack of public health knowledge of kindergarten doctors on children's

issue all undermined the professional service of kindergartens. No system was in place for in-service training of assistant teachers, kindergarten doctors or kindergarten managers. There was little communication on a regular basis between kindergarten staff and parents on the issues concerning child learning and child development. Kindergarten managers rarely sought parental participation. Parents Associations were a mere formality, with little input in kindergarten affairs.³⁰

According to a study conducted by Save the Children in 2009, physical violence, emotional pressure against children and other forms of violence still existed in schools, even though an amendment of the Law on Education in 2006 prohibited corporal punishment, the emotional punishment of children, extortion of illegal fees from children and discrimination against children in all school settings. 63% of children in grades 4-11 reported experiencing physical and emotional punishment at school. 93% of teachers reported they used physical and emotional punishment against children, even if infrequently. 88% of teachers were not aware of the amendments to the Law on Education that explicitly banned corporal and emotional punishment of children in school settings. 80% of children and teachers reported paying or collecting illegal fees. 63% of children experienced discrimination by their teachers, either because of academic ability or social status.³¹

Therefore, pre-school and basic education sectors still had the need to strengthen the capacity of human resources, improve the quality of education and its outcomes, and ensure the child-rights based approach.



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

27 Save the Children, the World Bank's Japan Social Development Fund project, Strategic context, 2010

28 Statistical Year Book, Ministry of Education, Culture and Science (2009-2010 academic year), 2011

29 Baseline Survey Report for Child-Friendly Kindergarten project, Save the Children, 2012

30 Baseline Survey Report for Child-Friendly Kindergarten project, Save the Children, 2012

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

The Education Programme Strategy of Save the Children in Mongolia

To improve the education situation found as of 2009 in the country, in 2009-2014, the Education Programme of Save the Children in Mongolia focused on the following sub-themes:³²

- **Early Childhood Care and Development (ECCD):** This sub-theme focused on increasing coverage and quality of ECCD programs, especially for the hard to reach and marginalized children. This included enhanced school preparation and transition experiences for vulnerable children and children in rural communities, improved quality of learning environments within pre-school kindergartens in urban ger and rural communities; and improved ECCD related policies at the national and local levels through advocacy and model program demonstrations.
- **Basic Education:** This sub-theme focused on enhancing learning outcomes of vulnerable and out-of-school children through participative compensatory education programs; improving quality of learning environments for children within schools and school dorms that incorporate safety, effective teaching and community participation; increasing coverage, quality and effectiveness of the inclusive education programs for children with disabilities and of ethnic minorities; improving basic education related policies at both national and local levels through advocacy and model program demonstrations.
- **School Health and Nutrition:** This sub-theme focused on improving health and nutrition status of children, and water and sanitation facilities for children in kindergartens and schools. These interventions were integrated into the ECCD and basic education programs.

1) Early Childhood Care and Development

Since 2011, Save the Children has been promoting more holistic ECCD services in Mongolia, delivered through public kindergartens and with active community engagements. These efforts have been supported by two major projects: The “Promoting Child-friendly Kindergarten Project” (2011-2014) financed by the Japanese Ministry of Foreign



Affairs (MoFA); and the “Improving Primary Education Outcomes for the Most Vulnerable Children in Rural Mongolia Project” (2012-2016) financed by the World Bank and its Japan Social Development Fund (JSDF).

In these projects, Save the Children worked with relevant government institutions to promote child-friendly environments in pre-school education institutions that ensured the health, safety and protection of children.

Furthermore, in 2008, the Law on Pre-School Education was adopted and Save the Children provided methodological and financial support in the development of the draft law. We are proud to have participated in the establishment of a separate legal framework that enables quality early childhood education services. In 2013, the Ministry of Education and Science approved a Model of a Child-Friendly Kindergarten and it is a particular pleasure to note that this policy document is based on the concept and principles of Save the Children on early childhood care and development.

A. Increased Coverage and Quality of Early Childhood Care and Development

Capacity Building of Kindergarten Staff Members:

In 2011-2013, Save the Children, together with the School of Pre-School Education and Psychology Departments of the Mongolian State University of Education, developed a comprehensive rights-based curriculum and 7 training modules for in-service training of kindergarten staff: teachers, assistant teachers, doctors, and managers. The in-service training curriculum and methodologies ensure healthy development and good nutrition, minimize the risk of any forms of harm, provide learning opportunities based on children's developmental stages, foster child participation, build self-esteem and confidence, and nurture children's sense of efficacy and independence.³³

Between the years 2012 and 2014, Save the Children was able to train 1,318 kindergarten staff members of 58 public kindergartens in Chingeltei, Khan-Uul, Songino-Khairkhan and Bayanzurkh districts of Ulaanbaatar City using the in-service training curriculum that was developed. The Ministry of Education and Science eventually accredited the training modules for teachers, assistant teachers, and doctors, and the module on positive disciplining as part of the national in-service professional development program. An evaluation conducted in August 2014 by Save the Children showed significant positive changes in overall behavior and

practices of kindergarten staff members in the project targeted 38 kindergartens.³⁴ Now, the kindergartens have a sustainable system in place to continue to train their human resources on the concept and methods of a child-friendly kindergarten.

In particular, the Ministry of Education and Science recognized the in-service training module for assistant teachers and kindergarten doctors as a groundbreaking innovation that redefined the kindergarten methodology in Mongolia. The module increased the assistant teachers and doctors' knowledge of their roles in promoting healthy growth and development of children and involved professionals in providing quality early childhood care.

The Kindergarten Library: In order to support the trainings on child-friendly methodologies, Save the Children provided library facilities and materials to 57 public kindergartens in Ulaanbaatar, effectively turning them into resource centers on early childhood care and development. The libraries offer to teachers, parents and children materials on positive discipline, child-friendly kindergarten, child-friendly parenting, child-friendly teaching-learning methods, and other ECCD related subjects. The library materials are also made available for taking home, which provide additional benefits to teachers, parents and children.



Children in Kindergarten No. 128 in Bayanzurkh district, Ulaanbaatar city – one of Save the Children's target kindergartens

33 Child Friendly Kindergarten project documents, Save the Children

34 Child Friendly Kindergarten project, Final Evaluation Report, Save the Children, 2014

Self-Assessment Tools for Kindergartens: Moreover, Save the Children introduced an innovative monitoring and evaluation system on the service standards of a child-friendly kindergarten, in collaboration with the General Agency for Specialized Inspection, and this system was piloted in 58 kindergartens. In 2012, a digital system for self-assessment of kindergartens on 2 major areas, education monitoring and health monitoring, was developed by Save the Children and the General Agency for Specialized Inspection and established a practice of self-assessment of kindergartens. The digital system equipped education inspectors with a possibility to integrate the results, conduct analysis and draw conclusions. This system allows kindergartens to conduct more effective planning and quality implementation.

The Home-Based School Preparation Program: In 2012, Save the Children started another innovative initiative on early childhood care and development. For those children who have limited

access to early childhood care and development, Save the Children, for the first time in Mongolia, started piloting a Home-Based School Preparation Program. This 96-day curriculum is designed for 5-6 year old children of herder families who reside in the remote, sparsely populated communities of rural Mongolia. It supports the transition from home to primary school to prevent possible dropping out and to motivate interest in learning. This unique program contains a mobile Toy and Book Library which specifically supports the learning and development needs of children unable to attend kindergarten and is harmonized to the herders' livelihood. The Home-Based School Preparation Program is implemented by parents who receive training and support from local specially trained teachers and supplemented with parental guides on early childhood care and development. Children from remote 30 soums of Arkhangai, Uvurkhangai, Dornod and Sukhbaatar provinces participate in this pilot program.

Key Results (2009-2014): Coverage & Quality of ECCD

- Altogether, 7 in-service training modules for kindergarten teachers, assistant teachers, doctors, methodologists, and managers were developed by Save the Children on the child-friendly methodology.
- Later, the training modules were accredited by the Ministry of Education and Science. 3 out of 7 modules are being utilized as part of the national in-service professional development program.
- In 2011-2013, a total of 1,318 staff members (teachers, assistant teachers, methodologists, doctors, and managers) from 58 public kindergartens in Ulaanbaatar city received training in the child-friendly methodology.
- 38 targeted kindergartens introduced and utilize self-assessment tools in accordance with the new standards of child-friendly kindergartens.
- 57 public kindergartens in Ulaanbaatar City now offer resources to parents and teachers, increasing their knowledge and skills on early childhood care and development.
- 21,000 children of 58 kindergartens in 4 districts of Ulaanbaatar city now enjoy safer, healthier and more positive learning environments.
- Over 1,545 children (5-6 year olds) from remote herder families in 30 remote soums of Arkhangai, Dornod, Sukhbaatar, and Uvurkhangai provinces benefitted from the Home-Based School Preparation Program.



Above photo: Nomadic Children in Uyanga soum, Uvurkhangai province, benefiting from the first prototype of a Mobile Toy and Book Library which was launched on October 22, 2013

B. Improved Quality of Learning Environments and Experiences

Supporting a child-friendly learning environment is one of the main goals of Save the Children. We define a child-friendly environment as one that provides attention to the growth, development and health of every child, ensures healthy and protected space, utilizes child-friendly methodologies and enables positive child-teacher-parent interaction. Since the very beginning, Save the Children has worked to support safe, caring, play-based, stimulating environments that help children realize their full potential. For that, we have aimed at bringing innovative solutions for responding to the most immediate needs of children in their learning environments and in ensuring their safety and protection.

Positive Discipline: As part of the national in-service curriculum for kindergarten professionals, Save the Children developed modules on Child-Friendly Kindergarten Management, Child-Friendly Teaching Methods based on Positive Discipline and Parent Education, which are all based on positive discipline principles. We then trained the teachers and assistant teachers of 58 kindergartens in four target districts of Ulaanbaatar city.

As a result of the training, 68% of teachers and 63% of assistant teachers changed their behaviours with regard to using child-friendly, positive methods in the classroom. According to an evaluation, the application of positive discipline method led to a reduction in adverse experiences among children such as fear of the teacher, being discriminated in the classroom, and feeling low self-esteem. This contributed to overcoming the multiple negative factors affecting child development, education and psychology.

Most importantly, the implementation of positive discipline in the kindergarten setting proved that this method can be utilised by teachers in their daily practice, without any necessity to set aside special time for it. 77% of methodologists who participated in the evaluation commented that they plan to include positive discipline in their trainings for teachers in the future, based on child-friendly training methodology as introduced by Save the Children.



Children in Kindergarten No. 147 in Bayanzurikh district, Ulaanbaatar city (one of Save the Children's target kindergartens), celebrating the Tsaganisar Holiday



A grandmother reading a pictorial book to her five-year old grandson, Khotont soum, Arkhangai province

The Mobile Toy and Book Library: As part of the Home-Based School Preparation Program, apart from the Kindergarten Libraries which Save the Children established in Ulaanbaatar City, Save the Children introduced the Mobile Toy and Book Library for children in rural Mongolia. This is a completely new concept in Mongolia that is very suitable to meeting the learning and development needs of herders' children who reside in the most remote areas and are unable to attend kindergartens.

“

I am 5 years old. Now I'm using my 4th set of kit. I like fairytales of Balkhuu (main character of fairytale). I heard the 5th to 9th sets of kits are very nice. From those sets of kits, I can learn sorting colors and calculating math. It is very nice to learn new things every time I get a new set of kit. Now I like drawing because of using sets of kits. Also I learned to speak well. 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

I attended in the opening ceremony of My Book Library on the 30th of March, 2014. Since then I spend 30 minutes with my child every day. Now my son can explain fairytales when he sees the photos of fairytale that we read for him. It's the perfect timing for this project and very helpful to my children. He is now using the 4th set of kit. He is being developed day by day.”

Oyundalai

Mother of Byamba-Ochir

The Library consists of 10 different sets of kits with a total of 105 types of books and 35 different kinds of toys, supplemented with parental guides. These materials can be distributed to 30 children at once for a period of 10-14 days. The school preparation program and the Library resources develop children's social skills and overall learning ability. Parents read to children and children recount and, by this, they develop their memory and speaking. As parents reported, this close interaction between parents and children not only contributes to child's development, but, also, helps building more affectionate relationships in the family. This innovative school preparation program was designed by national consultants and implemented by local education specialists with the support of community members. The program is based on a thorough study of the availability of educational toys, books, and other resources in Mongolia.



Above photo: A nomadic 5-year old child in Erdenemandal soum, Arkhangai province, taking part in the home-based school preparation program.



A model toilet room set up in Kindergarten No. 22 in Ulaanbaatar City

Child-Friendly Toilets: Save the Children also promoted the concept of the child-friendly toilet in the ECCD program based on a principle that early intervention helps children to develop good hygiene and sanitation behaviors.

For this purpose, Save the Children fully and attractively refurbished bathrooms for 18 classrooms in 6 public kindergartens in Ulaanbaatar City using the model of a child-friendly toilet. Each bathroom was designed based on the age and development characteristics of children, with easy to use appliances placed in the order of use to develop pertinent habits. This model was introduced and recommended to other kindergartens through exchange visits, to health inspectors and physicians through trainings, and to public officials and NGOs through dissemination of materials including a guidance manual for child-friendly toilets.

Thirty-one kindergartens independently followed this model and refurbished their toilets. These kindergartens, by becoming more hygienic, safer and more conducive to learning, are now providing more child-friendly environments. This concept is accepted as the model for pre-school education institutions, professionals and other stakeholders.

In 2014, Save the Children won a special award from the Japan Water Forum, for introducing the child-friendly toilets to Mongolia. The award was given to Save the Children not only for introducing cost-effective yet attractive child-friendly toilet models to Mongolia, but also for its

ability to engage the local stakeholders, including the government, in promoting and replicating the child-friendly toilet concept and models to other kindergartens in the country.

Safety Mapping: Save the Children initiated and supported the improvement of environmental safety in communities surrounding the 57 public kindergartens in Ulaanbaatar City. The distinct approach of this initiative was the collaboration of the community stakeholders in each kindergarten area to ensure the environmental safety of the kindergartens for children. With the help of the Safety Mapping tool, kindergarten staff members, parents, khoroo social workers, police officers, and khoroo doctors worked together and identified potential hazards that exist for children in the kindergarten surroundings. As a follow-up, community groups of some kindergartens improved the environmental safety and safety awareness through building speed reducers, pedestrian crossings, and “Kindergarten” signs on the nearby roads. Several kindergartens even included to perform annual Safety Mapping exercises in their internal policies.

Key Results (2009-2014): Quality of Learning Environments & Experiences

- All teachers, assistant teachers and methodologists in 58 public kindergartens in Ulaanbaatar City were trained in positive discipline methods, based on a new guideline developed by Save the Children for teachers working at preschool and basic education levels.
- 6 public kindergartens in Ulaanbaatar city serve as models for the concept of child-friendly toilets, and 400 children in these kindergartens learn good daily hygiene behavior from early age.
- 35 kindergartens in Ulaanbaatar City now provide more child-friendly environment through installment of child-friendly equipment and facilities. Almost half of them used their own resources and funds for this improvement.
- 57 kindergartens in Ulaanbaatar City offer resources to parents and teachers through newly established model libraries.
- 210 kindergarten staff members, parents and community representatives in four districts of Ulaanbaatar City are now aware of the Safety Mapping tool and are able to use it to ensure environmental safety for children.
- Over 16,000 children in 38 kindergartens in Ulaanbaatar benefitted from more positive, safe and caring environments.
- The first ever mobile Toy and Book Library was developed in Mongolia to improve access to education for children from remote herder families, aged 5-6, in 30 soums of Arkhangai, Dornod, Sukhbaatar, and Uvurkhangai provinces. The social and cognitive skills of children who participated in this program noticeably improved and their ability to communicate, learn and express themselves increased.

C. Parental and Community Participation in Education

Since its establishment in Mongolia, Save the Children has been promoting parental participation in their children's education. We have also been promoting and supporting active community involvement in child development and education. In the past 5 years, Save the Children has successfully continued this work, and developed effective and tangible methods to advance our approach in this important area.

Since 2011, within the framework of the Japanese MoFA-supported the Child-friendly Kindergarten project, Save the Children has assisted in improving the partnership between kindergarten teachers and parents for on-going communication on children's development and learning experiences. This was done through establishing a practice of the daily use of the "Teacher-Parents Communication Notebook", promoting capacity building of teachers in 58 kindergartens on communication with parents, and distributing educational materials to parents, such as a Height Measurement poster. As a result of this practice, parents increased their involvement in their children's early childhood education and development. This practice was evaluated as one of the best practices in the kin-

dergarten community in Ulaanbaatar City, and the Metropolitan Education Authority recommended this practice be used as a daily resource tool in the other Ulaanbaatar kindergartens.

Furthermore, in 2012-2014, Save the Children mobilised and supported the activities of Parents Associations in 58 public kindergartens of Ulaanbaatar City. We focused our work in increasing the level of parental participation in kindergarten affairs, and the diversity of their activities to support early childhood care and development. Parents Associations actively participated in kindergarten-initiated activities such as libraries, communication notebooks, and kindergarten safety mapping. New activities were initiated, such as assisting children in presenting a play, developing handbooks for parents, and communicating with the media. Results of an evaluation survey show that 90% of Parents Associations provided positive contribution to the management of the kindergartens and their recommendations were included in the kindergarten management. Parents' participation levels increased nearly 30% in addressing the early childhood care and development issues of their own children.



A story-telling day by grandparents of children attending No. 163 Kindergarten, Songinokhairkhan district, Ulaanbaatar City

Since 2012, within the framework of the World Bank supported JSDF project, Save the Children has been promoting the Home-Based School Preparation Program, a 96-day training curriculum that places an emphasis on parental engagements in child development and child transition to school. Mobile Toy and Book Libraries, established in 30 target soums of Arkhangai, Dornod, Sukhbaatar, and Uvurkhangai provinces, have become the favorite learning and recreational activity for the target children and their parents. Ten different sets of kits, specially prepared for the use of children and their parents at home, became the most demanded “mobile” resources well suited to the local context and the needs of herder families. The training packages became the hands-on resources for herder parents whose children had no access to preschool education services in their localities. The program helped parents to recognize their role and engage them in school preparation of their children.

Furthermore, since 2012, Community Education Councils have been set up in rural Mongolia. A Community Education Council is a newly modified

public mechanism to ensure community participation in preschool and basic education and in community-driven mobilization of resources to enhance the education outcomes of children. Each Council consists of 7-11 members, made up of parents, teachers, social workers, health workers, government officials and other community members. Community Education Councils are established on a pilot basis in 30 soums in 4 provinces of Arkhangai, Uvurkhangai, Dornod and Sukhbaatar.

Since the Community Education Council is a new mechanism with an out-reach focus in the education system, Save the Children paid substantial attention to establishing the operational and capacity framework. Trainings, study tours, meetings as well as methodologies and manuals were provided to develop a comprehensive understanding on this mechanism. Once established, the Community Education Councils started their community mobilization and support activities in their respective soums. Although Community Education Councils are voluntary associations, they meet every month and make efforts to improve education outcomes of every child.



Above photo: Participants from Matad soum, Dornod province, taking part in a training program for Community Education Council members, conducted in Dornod province in January 2014.

Most importantly, Save the Children offered small-scale, results-based grants to support community initiatives and mobilization activities. Those initiatives were aimed at promoting the school preparation programs at the community level and addressing the educational needs of rural children in

remote communities. For example, 10 small grants for the total amount of 14,870,570 MNT were distributed and 324 children and 686 parents, kindergarten and primary school teachers benefited. The Arkhangai Governor's Office contributed 15,025,700 MNT to support these initiatives.



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 starting from that day I started to live in the dormitory. I liked the dormitory and I still like it now because dormitory looks even more beautiful and has a lot of books and toys. Now I can read 24 words in 1 minute and I can calculate math around 20. I know 5 poems and the National Anthem of Mongolia. I have 3 close friends in my class and 3 close friends in the dormitory. I also see other children as my friends. I learned to play all toys of the Child Development Center, especially I learned to solve a rubik cube in 20 seconds. I read various kinds of books. I can play checkers, matching color and catching fish. I like calculating, reading, drawing and painting. I am thankful my teachers and mom and dad who enrolled me to the school. Also I'm thankful to the project people."

Oyuntsetseg G

(Uulbayan soum, Sukhbaayar province)



Key Results (2009-2014): Parental & Community Participation in Education

- A total of 61,000 "Teacher-Parents Communication Notebooks" (first-year, second-year, and third-year editions) were published and distributed to 58 public kindergartens in Ulaanbaatar City, benefiting at least 20,000 children per year in 2012-2014.
- Parents Associations in 58 kindergartens became engaged in increasing the child-friendliness of kindergartens, moving beyond "traditional" celebration activities and the majority of Parents Associations are able to involve parents in their kindergarten activities.
- 15,000 parents in Ulaanbaatar City have improved understanding about their role in ECCD and child rights and are more actively engaged in monitoring their children's development processes.
- Community Education Councils have been established in 30 target soums of Arkhangai, Dornod, Sukhbaatar, and Uvurkhangai provinces.
- A manual on community-driven development and participatory methodologies was developed and distributed to each Community Education Council.
- Members of Community Education Councils and officials of governmental and non-governmental organizations attended trainings, study tours, and exchange visits to improve their knowledge, understanding, and skills in community education council activities.
- To date, 33 small grants have been awarded to the Community Education Councils in the 30 target soums based on their initiatives and a total of 556 children have benefited from the community driven education initiatives.
- 3,000 parents from remote herder families in four provinces directly engaged in the school preparation program at home and 1,545 children (aged 5-6) so far have benefited from the program.
- In 2014, the "Parent-Teacher Association of Mongolia" NGO was established by former Save the Children education staff members and Parents Associations of 19 kindergartens. This NGO serves as a platform for the cooperation amongst Parents Associations of kindergartens and schools in the country.

D. Early Childhood Care and Development Policy Changes

Save the Children used advocacy efforts to promote strong early childhood care and development policies at national and community levels. By including these policies in government priorities, Save the Children helped to bring lasting changes to children's lives.

Along with piloting the ECCD related initiatives in target areas, Save the Children introduced the concepts and models to national and local decision-makers to secure their full support for further adoption and implementation by the government. So far, many of the concepts and approaches developed by Save the Children in Mongolia in the last few years have been accepted as national policies and/or standards (i.e., in-service training modules; monitoring tools, etc.). Many other new initiatives, such as the Home-Based School Preparation Program, and the Community Education Council structure and mechanisms, are still at a pilot stage. We work with our national counterparts to advocate their scale up and replications, upon successful evaluations of the initiatives.

For all initiatives, Save the Children normally hands over to public counterpart institutions the major tools and outputs such as training modules, templates, software, etc. This is to enable the government to carry on with the project initiated activities designed to make positive impact on the early childhood care and development of children.

Key Results (2009-2014): ECCD Policy Changes

- A model of a child-friendly kindergarten, developed by Save the Children, was accepted as the national concept of child-friendly kindergarten by the Ministry of Education and Science of Mongolia on April 10, 2013.
- The concept of the child-friendly toilet in kindergartens, as supported by Save the Children, was integrated in "The minimum standard of WASH in schools, kindergartens and dormitories" and was ordered to be implemented by the Ministry of Education and Science, the Ministry of Health, and the Ministry of Finance in June 2014.
- The General Agency for Specialized Inspection incorporated the system and practices of child-friendly kindergarten monitoring and inspection into their existing annual inspection plans.
- The originally designed and produced Teacher-Parent Communication Notebook is accepted by the Metropolitan Education Department as the main tool for promoting and sustaining parental engagements in early childhood care and development.



Every parents needs to acknowledge the achievements of children, and be aware of the challenges of caring for them. In addition, teachers have the 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 'Communication notebook with parents'.

The communication notebook includes lots of useful information for parents. The notebook has a chart to show briefly what 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 individual 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 can also be applied on the basis of the participation of teachers, parents and children themselves. Parents can get answers for the questions they ask about their children, and children can register their everyday participation by stamping the monthly calendar."



Above photo: "Teacher-Parents Communication Notebooks" being used by public kindergartens in Ulaanbaatar City.



Above photo: The final conclusion and hand-over meeting for the project stakeholders of the Japanese MoFA-supported Child-friendly Kindergarten Project (2011-2014) was held in Ulaanbaatar City in May 2014. In attendance were Mr. B. Gantulga Director of Preschool and Primary Education Division of the then Ministry of Education and Science; Ms. J. Batdelger, Director of the Preschool Teacher's College of the Mongolian State University of Education; Mr. Kentaro Kuroki of the Japanese Embassy in Mongolia; representatives of the General Agency for Specialized Inspection and the local education authorities; and the kindergarten directors and teachers from 57 public kindergartens in Ulaanbaatar City.

2) Basic Education

Prior to 2009, Save the Children made substantial contributions to strengthening national and local capacities to improve access to and quality of primary education. In particular, Save the Children focused on increasing the access to education for most disadvantaged children including children in remote rural areas, children with disabilities, children of ethnic minorities, and working and street children. At the same time, Save the Children worked toward building an environment that is protective and supports children's overall learning and development.

Since 2009, Save the Children continued its work to ensure good quality teaching and support a suitable learning environment and adequate learning resources that have been adapted to children's needs.

A. Improving Primary Education Outcomes for Rural Children

Save the Children aimed at bringing positive primary education outcomes for rural children who have limited access to preschool education and face higher probability of school drop-out or non-attendance due to inadequate teaching and learning environments, or other family reasons.

In 2012, Save the Children, with support from the World Bank and its JSDF scheme, started a new initiative to improve the education outcomes for the most vulnerable children, ages 5-10, in the four educationally underperforming and underserved provinces of Mongolia: Arkhangai, Uvurkhangai, Dornod and Sukhbaatar.

The main objective of this initiative is to improve access, quality and management of school preparation, compensatory distance education and extra-curricular after-school programs for vulnerable children. The main approach of this initiative is

to more systematically and collectively involve the local community, including parents, caregivers, schools and kindergarten managers in the total education experience of children.

The Home-based Compensatory Education Program (CEP): In 2013-2014, within the framework of the World Bank supported JSDF project, Save the Children developed and piloted a home-based CEP for the lower-primary out-of-school children (school dropouts and non-school enrollers) in the target 30 soums of four provinces (Arkhangai, Dornod, Sukhbaatar, and Uvurkhangai). The CEP aims to contribute toward their reintegration with primary school and basic education. It consists of 18 modules on Mathematics and Mongolian language subjects that are aligned with the formal curriculum of the Ministry of Education and Science for children of grades 1-3. The CEP is supplemented with audio-visual learning materials, textbooks, workbooks, and parental guidebook, all made suitable for the children and their parents level of understanding on the subjects. The developed modules were field tested in Arkhangai and Sukhbaatar provinces, and teachers who imple-

ment this program have been trained to properly administer and support this program.

One of the distinct characteristics of this program is the involvement of parents in their children's education. It has been observed that parents learn how to teach their children in home environment rather quickly, and they show higher level of care for the children's education outcomes. This Program will continue to be enhanced during the rest of the JSDF project period to be rolled out nation-wide by 2016 with the support of the education authorities at national and local levels.

Extra-curricular After-school Programs: Save the Children has also developed an Extracurricular After-School Program for children aged 6-10 from remote rural areas who live in soum dormitories or with relatives far from their homes and need help in improving their learning performances and psycho-emotional support. This activity is also supported by the World Bank's JSDF project. The program consists of academic and recreational content and is conducted in all Child Development Centers located within school dormitories in the 30 project targeted soums in four provinces of Mongolia.



Above photo: School dormitory children in Hotont soum, Arkhangai province, taking part in an extra-curricular after-school program (May 2014).



Above photo: Five-year old children in Taragt soum, Uvurkhangaï province, taking part in the Mobile Toy and Book Library activity (September 2014).

Save the Children helped to set up Child Development Centers in 30 soums to arrange a child-friendly space for the after school program and trained local education specialists, mostly retired teachers, to conduct this Program. We have seen so far that children who attended this After-School Program improved their communication skills, are better organized and supportive of each other, and developed good hygiene habits. Most importantly, children are more motivated to do their homework, stopped crying about missing their home and parents, and are getting more confident from having an opportunity to show their own creations to others.

In providing support to rural children through these new education programs, Save the Children mobilized local community through establishing Community Education Councils.

The Community Education Council is a new public mechanism designed to ensure community participation in preschool and basic education, and community-driven education outcomes in rural areas (please refer to the ECCD section of this report for more information on Community Education Councils).

Key Results (2009-2014): Primary Education Outcomes for Rural Children

- Community Education Councils in 30 soums in 4 provinces of Mongolia address the basic educational needs of rural children in remote communities based on their local needs and contexts.
- 464 members (duplicated number) of Community Education Councils from 30 soums are trained in community mobilization and are able to support community-driven initiatives to address educational needs of rural children.
- 108 local trainers are equipped with methodology to support parents and teachers in their educational programs.
- A new mechanism to provide a platform for community participation in education was successfully established.
- A home-based CEP has been developed for lower primary grade children, and is being tested in the field of its feasibility and effectiveness.
- To date, 26 small grants have been awarded to the Community Education Councils in the 30 target soums based on their initiatives and a total of 1,210 children aged 6-10 have benefitted from extracurricular after-school programs.



Teachers at No. 39 School in Chingeltei district, Ulaanbaatar City, receiving a training on positive discipline in 2009

B. Promoting a Child-Friendly Environment in Public Schools

In 2008-2011, with financial support of the Japanese International Cooperation Agency (JICA), Save the Children's Mongolia team took part in developing a new international guideline "Positive Discipline in Everyday Teaching: Guidelines for Educators".

The new manual and the guidance it provides is assisting thousands of teachers at all levels in Mongolia and around the world in applying positive discipline to a wide range of situations in schools and kindergartens. Positive discipline helps children and students to build their skills and fosters the self-discipline they need in order to be successful learners. In 2010-2011, Save the Children thoroughly tailored the international guidelines to the Mongolian context. The positive disciplining methods were the first ever attempts to introduce the positive disciplining method to the education system of Mongolia and were evaluated highly by school teachers, education sector public officials and local governments.

In the same project financed by JICA, a practice of monitoring the implementation of the Education Law that prohibits physical and emotional punishment of children was developed and implemented in the 16 target schools in Ulaanbaatar City and Dornod province. School Policy Manuals, produced by the General Authority for Specialized Inspection and Save the Children and adopted by the target schools, outlined the key requirements. These serve as the main internal guidance for implementation of the law. Specially trained education inspectors from the General Authority for Specialized Inspection monitor the compliance. At the same time, civic inspection teams, consisting of members of Parents Association and school staff, work as voluntary watchdogs to ensure that schools follow the Law on Education.

At the same token, Save the Children contributed to the establishment of a system of legal support to help students whose rights were violated in school settings. The Young Lawyers' Club at the National Center against Violence, comprising of children's-rights lawyers, enhanced the legal mechanism for child protection in schools. The Young Lawyers' Club, with support from Save the Children, developed a guidebook for prevention of child right violations. This guidebook was based on real cases of child rights violations in public schools in Mongolia.

As a result of the continuous effort of Save the Children, the overall behavior of teachers in 16 target schools changed. The use of corporal and emotional punishment by teachers in the target schools decreased dramatically and, by 2011, 88% of teachers assessed their teaching methods as non-violent. Moreover, students' attitude toward

punishment changed as well. There was a 30% decrease in the acceptance of punishment as the right way to deal with wrong behavior.³⁵ Simultaneously, the number of students seeking social workers' support after experiencing corporal punishment, increased.

Moreover, within the JICA supported project, Save the Children mobilized good school governance in 16 target schools in Ulaanbaatar and Dornod province, and contributed to a more transparent and accountable decision-making process in the school systems. The range of activities of Parents Associations was diversified through open meetings with teachers and school administrations. Parents Associations also involved parents in school management, and particularly, on the monitoring of budget spending to prevent illegal extortion of fees. As a result, a new practice of school administration consulting with Parents Associations on school spending was established.



Above photo: A class in session at No. 60 School in Han-uul district, Ulaanbaatar City (October 2011). No. 60 School was one of 16 public schools in Ulaanbaatar City and Dornod province with which Save the Children had partnered the introduction of positive discipline methods in everyday teaching in Mongolia.



A joint inspection exercise conducted by parents and school social workers of Tsagaan-ovoo soum School in Dornod Province in 2010



Student Councils, with support from Save the Children, became active representatives of students' interests in school administration. Student Councils initiated awareness raising campaigns for students and teachers to change the practice of corporal punishment in schools. A monitoring mechanism was successfully implemented in schools for internal non-conflicting resolution of complaints and was adopted by student councils to bring students' voices to school managers.

Key Results (2009-2014): Promoting a Child-Friendly Environment in Primary Education

- 1,000 teachers in 16 target schools in Ulaanbaatar and Dornod province increased their understanding of positive disciplining and became aware of the prohibition of corporal punishment, illegal fees and discrimination by amended Law on Education of Mongolia (2006).
- Parents Associations and Student Councils in 16 schools were strengthened to promote students and parental participation in school affairs and 24 facilitators were trained to mobilize and facilitate school-based Parents Associations.
- Parents Associations in 11 schools developed safety maps to help school administrators provide a safe and positive school environment.
- Over 1,000 parents, students and teachers increased their awareness on complaint-solving mechanism through plays performed by 240 members of Student Councils.
- 20 education inspectors were trained to improve their capacity to monitor the implementation of the amended Law on Education.
- 16 target schools adopted transparent and accountable governance practices.
- 24,000 students in 16 target schools enjoy a safe and fair environment in school settings.





A “Demand Letter” vs. a “Thank You Letter”

Ms. B. Oyun-Erdene works as a primary teacher at School #23 in Ulaanbaatar city, one of the target schools of the Save the Children’s JICA-financed education project. In an interview conducted in 2010, Ms.Oyun-Erdene said:

“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 give prizes and encourage them to bring the thank you letters more often. The students also compliment 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 behaviour with a positive discipline method, but it has actually helped the parents to also form a new relationship with the child.”

C. Basic Education Policy Changes

Save the Children closely collaborates with the Ministry of Education and Science and its Pre- and Primary Education Division. All the initiatives of Save the Children on strengthening primary education structure and capacity are developed with involvement of Ministry officials and specialists. This partnership enables Save the Children to bring the initiatives to the policy level and ensure the nation-wide replication in the future.

Key Results (2009-2014): Basic Education Policy Changes

- The General Agency for Specialized Inspection incorporated the monitoring of implementation of the amended Education Law of 2006 into the existing annual inspection plans.
- The concept of the Community Education Council is included in a draft amendment to Education Law in 2014, ensuring community driven mobilization and involvement in local education in the future.
- The Compensatory Education Program and Extracurricular After-School Program are in a process of model demonstration and public officials are regularly informed and updated on the progress.



Shie.

Save the Children

Save the Children

CHILD PROTECTION (2009-2014)

The Child Protection Initiative of Save the Children

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.³⁶ As a result, failure to protect children results in long-lasting negative effects that continue into their adulthoods and prevent them from becoming self-confident, successful and happy adults. On the other hand, when children are well protected they are able to grow healthily and contribute to society.

In many countries, children experience abuse, neglect, violence and exploitation. Children drop out of school and leave their homes. They experience physical and emotional abuse because of protection issues they face at home, in school, in the community and in emergency situations. An international study revealed that 3 out of 4 children experience violent discipline at home³⁷ and 20% of women and 5-10% of men suffered sexual abuse as children.³⁸ Another international study shows

that 80% of those affected by conflicts and emergency situations are women and children.³⁹ 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 family or in a family-like environment.

The Situation on Child Protection in Mongolia as of 2009

Mongolia made steps towards aligning its domestic legislation with the UNCRC it ratified in 1990.⁴⁰ Since then, four state reports have been submitted to the UN Committee on the Rights of the Child. A number of laws addressed children's issues; the latest law that demonstrated the state's willingness to fulfill its obligations is the Education Law, which was approved in 2006. That law prohibited all forms of corporal punishment in school settings. However, a need was identified to better "harmonize its legislation with the principles and provisions of the Convention and strengthen the implementation of domestic legislation" (Concluding Observations, 2010).



Child-for-Child (NGO) members taking part in a parade for human rights and freedom, held at Freedom Square in Ulaanbaatar City in September 2010

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

37 Child Protection from Violence, Exploitation and Abuse, A Statistical Snapshot, UNICEF, 2011

38 Report of the independent expert for the United Nations study on violence against children: http://www.unicef.org/violencestudy/reports/SG_violencestudy_en.pdf

39 Olara Otunnu, "Special Comment" on Children and Security, Disarmament Forum, No.3, United Nations Institute for Disarmament Research, Geneva, 2002

40 Concluding Observations: Mongolia, UN Committee on the Rights of the Child, 2010

Despite the political will that was clearly present in Mongolia, civil society organizations working on children's issues identified the need for a state policy on child protection, supported and enabled by legal environment, as the most pressing issue in terms of child protection⁴¹, particularly at home and schools, and that the lack of state practices and systems on child protection are unable to fully prevent, rehabilitate and protect children from abuse, neglect, violence and exploitation.⁴² Similarly, the Children's Shadow Report to the UN Committee on the Rights of the Child (2008), supported by Save the Children, noted that the government must develop a better response system to children's issues caused by rapid changes taking place in Mongolia. These are issues such as urbanization, migration, climate change and economic and social transformations. Children are hit the hardest by such changes.

A Baseline Study Report on Child Protection (2008), conducted by Save the Children with a grant support of the Japanese Ministry of Foreign Affairs, revealed that 61% of children experience violence and abuse. Street children and children living in care institutions – particularly girls – face more violence and abuse than others. Alcoholism and inadequate care by parents and adults are named as the main factors that cause and contribute to violence against children. Over one-third of parents have no access to information about positive discipline. Although most children and parents/caregivers have heard of children's rights, punishment is still the main method of discipline. Another study, conducted by Save the Children in 2009 with the financial support of JICA, showed that 63% of school pupils overall experienced corporal punishment in school setting with the degree of punishment increasing as pupils entered higher grades. 93% of teachers resorted to both physical and emotional punishment.⁴³

Despite such an extent and breadth of violence and abuse of children in Mongolia, child protection services, often run by international and national NGOs, were largely responsive. Qualified social workers usually worked only in these organizations.⁴⁴ The main state organization that dealt

with street children was the police, which mostly employed a legal rather than social approach. Unfortunately, the understanding of child protection at that time ignored the underlying causes. Social workers in various government settings either worked with the general population or mostly performed administrative tasks, without any focus on case work and child protection issues.⁴⁵

The Child Protection Programme Strategy of Save the Children in Mongolia

The Child Protection Programme of Save the Children supports actions aimed at strengthening community-based and national child protection systems in Mongolia. Strengthened systems can prevent, protect and rehabilitate children, particularly the most vulnerable children, from abuse, violence, exploitation and neglect.

Since 2009, our Child Protection programme in Mongolia has focused on the following issues as the priority areas:

- Increasing the coverage, quality and effectiveness of child protection services and mechanisms for children without appropriate care through dissemination of good practices promoting the protection of children.
- Strengthening a 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 to ensure preparation and protection of children in emergencies.
- Strengthening a national child protection system.

41 NGOs Alternative Report to UN Committee on the Rights of the Child in accordance with the Consolidated Third and Fourth Reports of Government of Mongolia, 2008

42 NGOs Alternative Report to UN Committee on the Rights of the Child in accordance with the Consolidated Third and Fourth Reports of Government of Mongolia, 2008

43 Baseline Survey on Status of Corporal/Emotional punishment, Extortion of Illegal fees from and Discrimination against Public School Children in Mongolia, Save the Children, 2009

44 A Child Protection System in Mongolia: Review Report, Save the Children, 2006 (re-printed in 2008)

45 A Child Protection System in Mongolia: Review Report, Save the Children, 2006 (re-printed in 2008)

1) Children Without Appropriate Care

Many children in Mongolia have no appropriate care due to violence and abuse, poverty, disability, parental death or illness, migrations and/or natural disasters. These children live in difficult circumstances. They are either on the street, in extended families, in institutions or in unsafe environments in their own families due to difficult family situation or poor parental care.⁴⁶ Thus, Save the Children aimed at improving systems and practices for pre-service, in-service, and specialized trainings for public servants who work on children protection issues. Save the Children also aimed at increasing coverage, quality and effectiveness of child protection services and mechanisms for children without appropriate care.⁴⁷

A. Social Work and Child Protection

As mentioned earlier, Save the Children contributed to the establishment of the professional field of social work in Mongolia and supported the development of social work practices. Moreover, Save the Children played an instrumental role in intro-

ducing professional education programs for social workers at higher education institutions. By 2009, 16 state and private higher education institutions offered degrees in social work in Mongolia.

Since 2009, Save the Children has focused on reinforcement of the field of social work in Mongolia with a child protection perspective and thus aimed at bringing social work services to an advanced level. Thus, 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). The curricula were supplemented with basic and advanced handbooks on child protection. 37 lecturers of social work courses, from all 16 universities that offered degrees in social work – the child protection aspects of social work services – received trainings on social work course curriculum development from international experts.



46 Save the Children Global Child Protection Strategy, 2013-2015.

47 Save the Children Country Strategic Plan 2012-2016 for Mongolia



In 2010, Save the Children extended its scope of work and signed a contract with the Ministry of Health to develop basic and on-the-job training curriculum for social workers within the framework of the project on Access to Health Services for Disadvantaged Groups in Ulaanbaatar.

That project was implemented by the Government of Mongolia with the support of the Asian Development Bank in pilot areas. The basic and on-the-job training curriculum not only offered a set of skills and competencies required for social workers, but also aimed to equip them with understanding of local-level development systems.

This would enable them to advocate for change in social policies at the macro level as well as at organizational level. In 2010, Save the Children also contributed to the development of job descriptions, performance indicators and operational manuals for social workers. Thus, Save the Children contributed to the establishment of a system that meets local conditions and needs, responds to issues faced by families in Mongolia and offers concrete solutions.



Key Results (2009-2014): Social Work and Child Protection

- Social Work Departments of 16 Universities were provided with basic and advanced Child Protection courses, which are now included in the higher education standard for social work education.
- Quality education in Child Protection courses was enabled in the 16 Universities by training 37 lecturers of the Social Work Departments and providing textbooks on Child Protection.
- Social workers were provided with trainings, training materials and operational handbooks as part of the initiative of the ADB and the Government of Mongolia.

B. 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. Save the Children supported the establishment of 21 MDTs in pilot areas: Chingeltei district and Kherlen soum of Dornod province. From 2009 to 2010, Save the Children continued its direct support to MDTs, managed by the National Center against Violence, in two target areas on case management, methodology and child rights programming.

Starting from 2011, Save the Children, with support from British Embassy, shifted its focus from direct support of MDTs to the development of methodologies and mechanisms for MDTs. In 2010, through commissioning a survey on Current Practice of Child Protection MDTs in collaboration with the NCAV, Save the Children identified and implemented a strategy for effective intervention in the following 3 areas:

Awareness: Save the Children conducted an extensive media campaign in 2010-2011 to reach out to the general public and the policy makers to raise their awareness and understanding of various forms of child abuse and how MDTs operate at community level to respond to such abuse. In collaboration with professional artists, Save the



Children developed and broadcast TV ads, dramas, documentaries and radio programs through at least 10 major national TV channels and Public Radio. Public events to promote MDTs were organized in collaboration with the Governor's Offices in Chingeltei District of Ulaanbaatar city and Dornod province. At the same time, Save the Children organized a series of events for high-level and medium-level public officials in Ulaanbaatar City and Dornod province to introduce the concept of MDTs and obtain their support.



Methodological and Professional Development of MDTs:

Seven years of prior experience in supporting MDTs, close consultation with MDT members, collaboration with renowned national child rights experts and discussions with public officials allowed Save the Children to develop a methodology and manuals in 2011. This methodology is recognized by child rights practitioners and front-line service providers as the first pertinent methodology on MDTs available in Mongolia. Between 2010 and 2011, Save the Children trained 58 national trainers of MDTs. Save the Children organized trainings for over 700 public officials from police officers, education and health department members, social workers, khoroo/bag administrators and staff of NGOs from Ulaanbaatar City and Dornod province. Many of these trainings were organized in cooperation with the National Authority for Children, NCAV and other partners.

MDT Mechanisms: In the past few years, Save the Children has led the process of development of MDT mechanisms for Mongolia that promote cross-sector and inter-level collaboration of public servants. Save the Children developed the standard policies and procedures for MDT operations that integrate the methodologies and the structures of existing public services in Mongolia. This revision of job descriptions of MDT members and a rule of operation for MDTs set up effective and easy to apply local-level MDT mechanisms.

At the district/province and municipal levels, Save the Children devel-

oped and promoted a model for advisory and expert boards comprised of government officials from different sectors that facilitates inter-sector cooperation and supervision of MDT operations at a local level. The process of developing this mechanism was highly consultative and involved MDT members, the National Authority for Children, heads of departments for children from all 21 provinces, municipal councils for children and relevant district departments.

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 bag in these 16 provinces. The efforts of Save the Children helped to develop a solid foundation for effective work of the MDTs nationwide.

Key Results (2009-2014) : Multi-Disciplinary Teams

- An MDT methodology was developed, in collaboration with the National Center against Violence and MDT manuals were produced that serve as the main resource tools for multi-disciplinary teams in Mongolia.
- An MDT mechanism most suitable to the context of Mongolia was created with inter-sector cooperation set up at all levels.
- 58 national trainers were trained in MDT methodology, for further trainings of public officials and MDT members.
- The capacities of 21 MDTs in Ulaanbaatar and Dornod province were built up.
- Some 700 public officials in Chingeltei District and Dornod Province were trained in child protection issues and MDT methodology.
- Over 10,000 community members were reached in Chingeltei District and Dornod province through awareness raising events on child rights and MDT methods.





Professors of Health Science University of Mongolia taking part in a discussion on the development of training curriculum on child protection for medical students in 2010



C. Child Protection and the Health Sector

With support of the British Embassy, Save the Children introduced child protection to the health sector of Mongolia, initiating long-term and sustainable impact on children's well-being. In local settings, Save the Children promoted the need for better responses and proactive approaches by health workers as an essential part for protection of children who are at risk of significant harm.

In 2010, together with the Ministry of Health, Health Science University of Mongolia (now called the Mongolian National University of Medical Sciences) and the Forensic Hospital of Mongolia, Save the Children developed a 2-hour training program on child protection for medical students. The Health Science University of Mongolia included this program into the curriculum for medical students. The training curriculum was designed to increase awareness of health professionals on child protection issues and provide guidance as to their responses. The curriculum includes topics such as definitions, basic principles, signs of abuse and neglect, expected responses by medical workers to cases of child abuse and their participation in child protection procedures. Save the Children also developed an in-service training program with the same content and a manual for medical practitioners. Save the Chil-

dren, together with the Municipal Health Department, organized a series of trainings for medical professionals using the same training program.

In 2011, Save the Children worked with the Municipal Health Authority to involve family group doctors from all districts of Ulaanbaatar in child protection services. Training was provided for Directors of district Public Health departments for Family Group Practices. 128 doctors, professionals in charge of family group practice at the district level increased their understanding of child protection.

Key Results (2009-2014): Child Protection and the Health Sector

- The Health Science University of Mongolia was provided with the very first pre-service child protection program, which is now adopted as part of the curriculum.
- Over 40 medical practitioners were trained on roles and responsibilities of medical practitioners in child protection service.
- The capacities of 28 Managers of Family Group Practices in Ulaanbaatar were built up on child protection, methodology on the meaningful participation of family practices in child protection and multidisciplinary team operation.
- 25 officials of the Ministry of Health, Health Science University of Mongolia, Municipal Health Authority and Forensic Hospital of Mongolia were sensitized to the roles of health workers in child protection system and services.



Children and staff members at Save the Children's Child Center in Chingeltei district, Ulaanbaatar City

D. The Child Center in Ulaanbaatar City

For many years, the Child Center in Ulaanbaatar City, managed by Save the Children, has continued to provide basic needs services, social work services and development activities to children without appropriate parental care. For social work services, the Child Center has provided children with individual counseling, case management, family reunification, outreach, and referral services. As for basic services, the Child Center has provided children with nutritious hot meals, showers, laundry facilities, clothes and first aid. As for development activities, the Child Center has offered children many trainings: such as literacy, health education, communication, life skills, social circus, child rights and child participation. These activities and trainings have helped children to develop necessary knowledge and skills. In addition, emergency preparedness trainings have been frequently organized at the Child Center and peer support groups regularly met. Save the Children's approach in operating the Child Center is based on meaningful participation of children. In every step, Save the Children staff have ensured that

children had spaces and opportunities to speak out for themselves and participate in decision-making at the center.

In addition to direct services, Save the Children has made considerable efforts in promoting family or family-based care that should be available to children without appropriate care. This is in line with the principle of Save the Children that all children thrive in a safe family environment and that institutional care should be the last resort. First and foremost, Save the Children has promoted family reunification and changes in parents' behavior through counseling, trainings on positive disciplining facilitation of parent-child interactions at the Child Center.

At the same time, the Child Center has paid substantial attention to capacity building of front-line service providers who worked directly with children without adequate care: police, family doctors, social workers and khoroo governors. This was done through establishing and strengthening networks of service providers, improving capacities of MDTs

to work on cases as teams, distributing methodologies on positive disciplining to service providers and strengthening the knowledge of khoroo social workers on child protection.

Since 2013, the Child Center has worked towards transforming itself into a methodological resource center for rights-based child protection

services, based on its extensive experience in delivering social work and developmental services in Ulaanbaatar City and learning from leading international practices. In the future, the Child Center will primarily focus on further developing and supporting social work services, MDT approaches and methods, positive disciplining methods and child-rights programming.



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 and since that time hasn't wanted to share with us her thoughts. But after joining the Social Circus classes at the Child Center, 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.

Key Results (2009-2014): The Child Center in Ulaanbaatar City

- Since 2009, 1,667 children without appropriate care benefitted from care received through the Child Center services.
- 101 children were reunited with their families; 770 children were enrolled in non-formal and vocational education programs; 465 children and 274 parents received counseling; 49 children were referred to alternative care services; 138 cases were managed and 120 parents received trainings on positive disciplining.
- MDTs in 16 khoroos of 5 districts of Ulaanbaatar were provided with methodological support, enabling 52,100 children access to child-friendly protection services.
- Connections of MDTs with NGOs that provide specialized services were supported.



Children at Save the Children's Child Center celebrating the New Year's Celebration in December 2014



Save the Children's social worker providing family counseling services

E. Family-Based Alternative Care in Child Protection

Save the Children's work is based on a principle that all children should thrive in safe family environments and that no children should be placed in harmful institutions. However, family reunification is not possible for every child. Since 2009, Save the Children has contributed to the introduction and development of the concept of alternative care in Mongolia. It did so through the development of standards, guidelines and strategies on the concept of alternative care with child rights experts and practitioners.

In 2010, Save the Children initiated and supported the drafting of standards for alternative care at the then Ministry of Social Welfare and Labor. In 2012,

the Parliament of Mongolia adopted the revised Social Welfare Law that legalized the concept of foster families in Mongolia and provided for a monthly allowance of 48,000 MNT for each child cared for by a foster family. Save the Children prides itself for being a part of this process.

Key Results (2009-2014): Family-Based Alternative Care in Child Protection

- The very first methodology and handbook was provided on alternative care in Mongolia in 2010, developed in partnership with the then Ministry of Social Welfare and Labor.
- 150 public officials and child care practitioners were sensitized to the concept of alternative care.



Above photo: An introductory meeting with government officials on alternative family care, held in Ulaanbaatar City in 2009.

F. Capacity Building of Public Officials on Child Protection

Since its establishment, Save the Children has closely collaborated with the National Authority for Children (NAC), a government implementing agency in charge of children's issues. In the past 5 years, our collaboration has grown stronger. In 2010, Save the Children and the NAC developed a joint plan of action and in the following years conducted a series of trainings, consultations and discussions to strengthen the child protection system in Mongolia. Save the Children supported the NAC with trainings and provided methodological assistance for the development of Child Protection policies for NAC branches throughout the country.

In 2010, per request of the NAC, Save the Children provided its comments on Mid-Term National Strategy on Child Protection for 2010-2015. Together with the NAC and the Municipal Authority for Children, Save the Children was able to influence the understandings and approaches of local level decision-makers who were in charge of defining and implementing local policy on children. Between 2010 and 2011, Save the Children and the NAC involved all heads of provincial and district departments for children in trainings on child protection and child rights programming. In addition, together with the Municipal Authority for Children, Save the Children was able to introduce the concept of child protection and the methodology of the MDT to 437 members from all khoroos of 8 districts of Ulaanbaatar.

In 2011, as a result of Save the Children's efforts, heads of the Child Protection and Development Center of the then Ministry of Social Welfare and Labour, CPAIC, the Municipal Authority for Children and the Special Training Center for Children agreed to implement a common formal procedure for providing child protection services to street children.

Save the Children promoted the model of protection of children without adequate care that has more

social welfare sector involvement and less police involvement. For this purpose, in 2011, Save the Children collaborated with the Metropolitan Police Department and organized a conference on a model of protection services for street children. Simultaneously, Save the Children provided the Child Protection and Address Identification Center, with the methodology and concept of child protection for vulnerable children through trainings and materials.

In addition, Save the Children introduced the child protection policy for children without appropriate care to service providers that work directly with children. In 2009-2011, Save the Children organized trainings for heads of residential care institutions in Ulaanbaatar and Dornod, administrators of schools in Dornod province that have dormitories, staff of a detention center and Child and Family Development "Unur Bul" Center.

Key Results (2009-2014): Capacity Building of Public Officials on Child Protection

- The development of a Mid-Term National Strategy on Child Protection Systems for 2010-2015 was supported. The strategy was later approved.
- In 2011, the launch of child protection policies was helped for all NAC branches in all provinces and districts and for all state-run children's institutions such as residential care institutions, child protection centers, children's camps, Children's Palace and schools for children with disabilities.
- Support was acquired from the heads of 21 provincial departments and 9 Ulaanbaatar district departments for children to implement MDT approaches in their respective areas. This was accomplished through trainings on the child protection concept.
- Capacity on the MDT concept and methodology was built up for 437 khoroos-level service providers in all khoroos of Ulaanbaatar.
- The establishment of a common procedure for providing child protection services applicable to government agencies that work with children was supported.
- The capacity of our key partner state organizations on child protection, child rights programming, alternative care and positive disciplining was increased. This was accomplished by organization of study tours and participation in international events.
- Over 300 service providers from police, dormitories, detention centers, child care institutions in Ulaanbaatar and Dornod province were trained in child protection policy and services.

2) Physical and Humiliating Punishment

Mongolia prohibited corporal punishment in school settings through amendment of the Education Law in 2006. This was a big step forward. Yet, teachers, parents and caregivers often lack knowledge on how to guide children using non-violent methods.

As in many countries, punishment is deeply rooted in social norms and culture of Mongolia.⁴⁸ Save the Children works towards enhancing the upbringing and educating of children in home and school environments that are free of physical and/or humiliating punishment. This work is done through systematic public dissemination of Mongolian-tailored, culturally acceptable positive disciplining methods.⁴⁹

A. Advocacy Work

Save the Children was the first children's organization in Mongolia that advocated the banning of corporal punishment of children. Now, children, Mongolian NGOs and international organizations are uniting to advocate for the prohibition of physical and/or humiliating punishment in Mongolia.

Save the Children, with support of Go Help UK Charity, continued its advocacy work to prohibit corporal punishment of children in family settings and worked with the Ministry of Justice and Home Affairs to include the relevant provisions in the draft revised Family Law. However, the revised Family Law discussions are still in progress and the provisions have not been submitted to Parliament to date. The latest draft law includes relevant provisions supported by a comprehensive review of national legislation, international legislative practices on banning corporal punishment in family and a research report on the situation of corporal punishment of children in family settings in Mongolia.

In its advocacy work, Save the Children collaborated with the Child Protection Network of NGOs as well as the Child for Child NGO, media and national child-rights experts to advocate for the inclusion of the provisions in the draft revised Family Law.



Key Results (2009-2014): Advocacy Work on Child Protection

- A leading role was played by Save the Children in the united advocacy efforts of civil society organizations and children's groups to prohibit physical and/or humiliating punishment.
- Public awareness was raised on the lasting harms of physical and humiliating punishment on children and the methods of positive disciplining of children.
- All members of the Justice Standing Committee in Parliament were reached out to and introduced to the need for prohibition of physical and/or humiliating punishment.

48 Save the Children, Global Child Protection Strategy, 2013-2015.

49 Save the Children, SC Country Strategy Plan 2012-2016 for Mongolia.

B. Positive Disciplining Methods

Save the Children has actively promoted the concept of positive discipline in Mongolia since 2006. When targeting the public, Save the Children has always used a positive appeal in all its activities on prohibition of physical and/or humiliating punishment of children.

Save the Children, in collaboration with national child rights experts, developed positive discipline methods which are based on a context suitable to Mongolia. Internationally recognized methods were adapted to the Mongolian context and offered solutions that prevented abuse and violence to children. Save the Children developed and disseminated 2 handbooks on positive disciplining methods and trained 20 national trainers. The methods and handbooks were widely used in trainings of service providers, MDT members, social workers, health workers, public officials, parents and children.



Key Results (2009-2014): Positive Disciplining Methods

- Mongolian parents were provided with the very first positive disciplining book and brochure.
- Over 1,000 service providers and government officials were trained in positive disciplining methods.
- The capacity of 42 trainers on positive disciplining was built up, creating a pool of national trainers.

C. Public Awareness Raising

Save the Children used TV, Radio, newspapers and news websites as the most powerful channels to reach out to as many parents in Mongolia as possible. As we realized that breaking social norms with standard messages would be less effective, we chose to use a creative media approach in our public awareness campaigns. Our media products such as TV ads, TV mini-series, short documentaries and talk shows explained in a vivid way, using examples, the negative effects of corporal punishment. We also demonstrated positive disciplining methods and their effect on children and families. Radio interviews with the participation of public persons and articles written by well-known journalists helped us to convey the message. Media outlets at national-level with high ratings allowed Save the Children to immediately reach out to as many people as possible. Many media productions were repeated 3-5 times to multiply their outreach. Along with the media campaigns, Save the Children used public spaces to disseminate information on positive discipline such as billboards in central locations, bus stops street posters.

By the same token, Save the Children introduced International Spank Out Day to the Mongolian





A Spank-out Day Campaign event held at Independence Square on April 30, 2013

public. This international day aims at bringing widespread attention to the need to end physical punishment of children and to provide educational information to parents and caregivers about non-violent alternative means. Save the Children has celebrated Spank Out Day in Mongolia since 2006. Our main goal has been to deliver information on positive disciplining methods and its benefits to the parents of Mongolia. The celebration of Spank Out Day has become a special day with all-day media campaigns and events in public places and schools. Save the Children has also used unconventional ways to raise parents' awareness of positive disciplining such as text messages to cell phones, essay competitions, photo exhibitions and even songwriting contests.

One of the main features Save the Children has fostered in the celebration of Spank Out Day in past years was the bringing of children's voices to parents on the issue of physical and/or humiliating punishment and letting the children to speak for

themselves. This was done through their essays, drawings, songs and interviews. Another important aspect of the celebration of Spank Out Day was the bringing together of national and international organizations that work with children: sector ministries, National Authority for Children, Municipal Authority for Children, Child for Child NGO, World Vision and the Norwegian Lutheran Mission. All these organizations had the same message for parents - calling for the use of positive disciplining methods.

Key Results (2009-2014): Public Awareness Raising to End Corporal Punishment

- At least 300,000 parents were reached out to through dissemination of information on positive disciplining through media campaigns, publications, published materials.
- Parenting skills of over 3,000 parents were estimated to be improved through our public events.
- Spank Out Day is sustained as an annual event and has become a publicly recognized event.

D. Parenting Programs

As stated in the UNCRC, parents have a right to receive appropriate assistance to improve their performance of child-rearing responsibilities. In implementing this UNCRC provision, Save the Children developed a parenting program that is suitable to a Mongolian context and is acceptable to parents as a hands-on, effective method for disciplining their children. Parent's support groups, counseling, discussions, trainings (including social circus trainings) and social events for parents and children are some of the examples of our parenting program. In particular, trainings on positive discipline were very effective. They were conducted by proficient national trainers and were designed to change behavior of parents and to reduce future harm to children.

One of the places where such trainings were regularly organized was the Child Center of Save the Children in Ulaanbaatar City. The trainings involved parents of children who had already experienced physical punishment, violence and abuse. In many instances, the fact that the parents took part in the training sessions was considered to be a success. Although it is difficult to measure change in behavior, it was noted that many parents who attended the parenting classes later admitted their wrong attitudes and approaches. This can be accepted as a positive change in their behavior. Moreover, social workers from the Child Center observed that some parents improved the level of care for their children.



People in Dornod Province showing support for banning corporal punishment

Key Results (2009-2014): Parenting Programs

- The parenting skills of 426 parents who requested for assistance were improved through direct parenting trainings in Ulaanbaatar and Dornod province.
- Information about positive disciplining was disseminated through schools, reaching out to 4,283 parents.



3) Child Protection in Emergencies

In 2011, Save the Children started a new initiative to contribute to the creation of an environment where the unique needs of children, particularly orphans and vulnerable children, are met before, during and after emergencies. Based on a research of the major resource materials available on the subject in Mongolia, and an overview of the best international practices on child protection in emergencies, Save the Children led the activities to establish a foundation for institutionalized practice of protecting children in emergencies.

Since 2011, Save the Children has been able to apply child participation methods to improve the emergency preparedness of over 3,500 children from 18 child care centers, schools, and orphanage centers located in Ulaanbaatar City and Dornod province. We have supported this initiative as part of the institutional capacity building efforts. Activities such as training workshops, and simulation exercises were carried out together with the local government and emergency authorities and the management of concerned institutions.

When the training programs were designed, we carefully tailored them to consider the age-specific characteristics and needs of children in various emergency situations. The training was delivered in the form of plays, games, and simulation exercises. During the training, the children learned about basic safety and security rules, preventing emergency

situations and accidents in the home and institutional settings and how to protect themselves and others in case of an emergency situation.

As a practical way of validating their understanding of the subjects introduced during the training, drills were conducted in some institutions under the guidance of teachers, social workers and specialists from the National Emergency Management Agency (NEMA). On a broader level, during October 7-14, 2013, Save the Children supported the NEMA, Municipal Child and Family Development Department and Municipal Education Department of Ulaanbaatar City to jointly hold awareness raising and simulation exercises for over 37,200 children from 109 schools and kindergartens in Ulaanbaatar City. The events were organized to train children and to enhance their understanding about following basic rules when emergency warning sirens are activated in the city during an emergency situation.

In its work to design an effective emergency preparedness program for children, Save the Children always prioritized that the child participation principles be at the center of the program. We also ensured that children's voices and opinions were respected during the course of our activities. Peer educators held trainings for their friends, classmates and parents on emergency preparedness. Children in target institutions formed Participation Groups, and conducted risk assessment exercises in their school classrooms and venues, and sub-



Children taking part in a meeting for the Child Protection in Emergencies project in September 2013

mitted their assessment reports to their respective school administration with the recommendations for follow-up.

Many institutions did follow up the children's recommendations, and adjusted their operational policy and physical environment to improve their emergency preparedness capacity. In addition, children were closely consulted when the training modules and a handbook on emergency preparedness for the service providers were developed. The handbook fully reflects the actual needs and capacities of children of different age groups, as well as their insights and suggestions.

Save the Children helped the staff of 18 target institutions to improve their theoretical understanding about protecting children before, during and after an emergency situation. We also helped them to develop their practical skills in preparing and implementing their own institutional Emergency Preparedness Plans. An assessment held by Save the Children prior to the training revealed that only 13% of service providers in the target institutions responded that they have the necessary knowledge, understanding and capacity for disaster prevention, response and mitigation. So, Save the Children focused on assisting more than 750 staff from the local disaster management authorities, school managers and government officials from relevant Ministries and agencies to understand and give higher priority to child protection issues in emergency situations. We provided support to equip them with basic knowledge and methodologies for creating a safe and protected environment for every child in an emergency situation.

At policy level, Save the Children closely worked with the NAC and the NEMA. The NAC agreed to include a child protection procedure for emergencies, developed by Save the Children, into its Child Protection Policy. If approved, the policy will be implemented through all of its branch offices nationwide. The NEMA is designated as the lead agency to protect children in emer-

gencies in the draft bill on the Law on Disaster Protection, which is now being prepared for the parliament discussion. The NEMA has recognized the issue of child protection in emergencies as a priority subject for their own work, and has recently introduced its own Child Protection Policy. But, most importantly, Save the Children together with NAC and NEMA, invested in institutional support through policy change and capacity building. Organization-specific emergency preparedness plans have been put in place for schools, kindergartens, child care centers and institutions.

Save the Children is an active member of the Child Protection sub-cluster under the Protection Cluster of the Humanitarian Country Team. The Protection Cluster is one of the 13 clusters set up within the Humanitarian Management Team, and is co-led by UNFPA and MPD&SP. Save the Children contributed to the development of the sub-cluster terms of reference for child protection and its contingency plan.

Key Results (2009-2014): Child Protection in Emergencies

- On 23 September 2014, the NEMA approved its Child Protection Policy that ensures child safety, security, child protection and child participation before, during and after emergencies. All emergency units of the agency at district and provincial levels, as well as the partner organizations are now required to comply with this policy.
- The NAC is currently developing institutional Emergency Preparedness Plans reflecting on child protection in emergencies - principles that would be further implemented by its branch offices nationwide.
- 85 children from 7 Participation Groups provided follow-up trainings for other children in the selected schools and care centers. They have also conducted a series of risk assessments.
- So far, a total of 3,500 children have improved their ability to protect themselves and others in case of an emergency in the home and/or institutional setting.
- More than 37,200 children in Ulaanbaatar City participated in a simulation exercise and developed their basic understanding of responding to an emergency situation.
- 18 schools and child care centers in Ulaanbaatar City and Dornod adopted Emergency Preparedness Plans, ensuring the safety and security of around 5,000 children.
- 850 service providers and government officials improved their understanding of child rights and child protection in emergencies.
- The very first handbook and training modules on child protection in emergencies are available for further dissemination in Mongolia.



CHILD RIGHTS GOVERNANCE (2009-2014)

The Child Rights Governance Initiative of Save the Children

The United Nation's Convention on the Rights of the Child is a human-rights treaty that provides a set of principles and standards for children's entitlements to essentials such as education, health care and the right to be heard as well as protection from abuses such as unjust treatment and exploitation. It places an obligation on states to ensure that all children within their jurisdiction enjoy these rights. One of the requirements for this to happen is good governance for children, which is the state's responsibility in implementing the standards of UNCRC.⁵⁰

Save the Children understands "good governance" as a governmental and institutional process of decision making that is participatory, consensus-ori-

ented, accountable, transparent, responsible, effective, efficient, equitable, inclusive and follows the rule of law.⁵¹ Since the beginning of its work in Mongolia in 1994, Save the Children has worked to make it possible for the children of Mongolia to enjoy their rights as declared in the UNCRC treaty.

In 2012, Save the Children expanded its good governance activities into a separate Child Rights Governance (CRG) programme. Prior to that, good governance activities were an integral part of its key thematic areas, Education and Child Protection. Now, the CRG programme has its own focus in creating and strengthening the systems that are needed to effectively make children's rights a reality.⁵²



Above photo: Children having a meeting with local khoroo governors and government officials as part of promoting children's participation in local governance. The meeting was held at Khangarid Palace of the Ulaanbaatar City's Municipality Building in February 2013.

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

51 Save the Children's Annual Report 2013 for Mongolia

52 Child Rights Governance, "How To" Note, Save the Children, 2011



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

Globally, the overall 2010-2015 Save the Children Strategy has seen an even stronger focus with the founding of CRG as an individual sector with its own global strategy, extensive programmes worldwide and a Global Initiative providing a strategic framework for Child Rights Governance work.

In the past 5 years (2009-2014), the Child Rights Governance programme in Mongolia has focused on the following issues:

- Organizing advocacy activities to foster effective policies for implementing child rights and mobilizing stakeholders and resources to implement such policies.
- Enhancing the knowledge and capacity of duty bearers concerning the UNCRC.
- Creating a society where child rights violations are taken seriously through improved public awareness on child rights issues and mobilizing active citizens' movements.
- Creating mechanisms for integrating children's views and opinions in decisions that directly affect children and providing the opportunity to express them to policy-makers in a systematic and institutionalized manner.

The main approach of our work in all of our programmes is to ensure that children are given the opportunity to speak out for themselves and their participation is not simply tokenistic. Child Rights Governance has particularly fostered the establishment of spaces where children could voice their ideas and concerns, access decision-making bodies and build their "voicing" skills.⁵³



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

The Situation on Child Rights Governance in Mongolia as of 2009

Mongolia ratified the UNCRC in 1990 and ever since, the Government of Mongolia has been making steps towards the enforcement of the convention in Mongolia. By 2009, Mongolia had made some significant efforts to incorporate many of the principles of the conventions on non-discrimination, child development and child participation into the country's strategies, action plans, resolutions, and decrees. This was accomplished by working in cooperation with Save the Children and other international organizations such as UNICEF, World Vision, and national children's rights and human rights NGOs.

At the end of 2007, the Government of Mongolia submitted the consolidated Third and Fourth Periodic Reports on implementation of the UNCRC to the UN Committee of the Rights of the Child. The state initiated the involvement of children and NGOs in the process of the preparation of this report, which, on its own can serve as a proof of its commitment. The UN Committee, in its Concluding Observations issued in January of 2010, made positive comments on the implementation of the Convention by Mongolia.

Still, the supplementary reports prepared separately by national NGOs and by children and submitted to UN Committee on the Rights of the Child, as well as the concluding observations the committee issued on the report of the Government of Mongolia outlined areas for further improvement. It was pointed out that enacting laws, adopting plans and action strategies are activities that require follow-ups with resource allocations and implementations. The com-

mittee concluded that gaps existing in the current framework should be addressed and the parts of the existing framework should be better structured, aligned, and coordinated.

To "Promote children's participation in all matters affecting them within the family, in schools, at the community level, in institutions as well as in judicial and administrative procedures" (para 32)⁵⁴, Save the Children, in collaboration with IRIM, an independent research institution, conducted research in 2013 with support of the British Embassy on the current situation of child rights governance in Ulaanbaatar, capital city of Mongolia. The research revealed that 2 out of every 5 children did not have adequate understanding of their right to participate in matters affecting them, and only 1 in 5 children felt they had a good 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 expressed their level of participation as medium or non-existent. At the khoroo level, 3 out of 4 children reported no participation whatsoever. The important finding of this research showed, however, that children are willing and enthusiastic to express their views on matters affecting their lives.

Based on many improvements from the previous years and the confirmed political will, Save the Children saw strong potential for its Child Rights Governance programme to bring about some real changes in state systems and mechanisms to better protect and promote children's rights in Mongolia, with the participation of the children.



54 General Comment No. 12, The Right of the Child to be Heard, Committee on the Rights of the Child, 2009



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

The Child Rights Governance Strategy of Save the Children in Mongolia

1) Children's Participation in Child Rights Monitoring

Save the Children's objective for Child Rights Monitoring is improved accountability of the government and other key actors to their commitments and obligations to child rights. Monitoring and reporting on progress in the implementation of children's rights is an important part of creating accountability for children's rights.

By preparing so-called 'supplementary' reports, civil society provides a complementary and critical view to the government's own report.

It is a key priority of Save the Children to ensure children's views are included in these reports. Save the Children supports civil society, including children's groups, getting involved in following up on the recommendations and monitoring implementation of the UNCRC.

In 2008, with the financial support of the Australian Aid for International Development (AusAID), children prepared and submitted a supplementary 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 can understand, collect and present children's issues with confidence and knowledge.

For preparing this supplementary report, which was sent to UN CRC Committee, 27 children aged 12-17 conducted child-led research and collected



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

data from 180 children (aged 8-18) from different backgrounds and locations. In their report, the children assessed the situation on children's rights in different areas and pointed out the main problems that require the immediate attention of the government. The main conclusion of the report stated that Mongolia needs a national child protection system. They stated that the government needs to identify a state policy on child protection and enhance the legal environment in this matter. It needs to spell out the roles of state and local bodies in child protection, introduce necessary forms of prevention from abuse and neglect, initiate interventions and rehabilitation services for abused and neglected children and prepare human resources to work in the child protection field.



Children taking part in child rights governance activities

The preparation of the report was an empowering process for children, who participated in both the research and writing of the report. They developed self-confidence and awareness on children's rights and the UNCRC, as well as the capacity to deliver their ideas to others, especially adults. The interaction between the children and the National Human Rights Commission (NHRC) of Mongolia started during this process and evolved into a working partnership. Combining this with the child rights programme training that Save the Children conducted for NHRC specialists in charge of children's rights issues, this partnership grew strong.

The children's participation in child rights monitoring set a new practice in Mongolia, where children were perceived as equals and their competence was recognized. On December 25, 2009, when the children's group officially presented the report to the leadership of the NHRC, the Chief Commissioner agreed to include the issues raised in the report in its annual status report to Government of Mongolia. During the Asian Forum on Child Protection held in Bangkok in 2009, the Mongolia case

was recognized as a successful case that could serve as a model for other Asian countries on how to facilitate child-led alternative reports.

Key Results (2009-2014): Children's Participation in Child Rights Monitoring

- The supplementary report was written by children and presented by a child delegate to the UN Committee on the Rights of the Child in 2008 with the technical support of Save the Children, and the financial support of AusAID.
- Save the Children provided the national coalition of NGOs for child protection with training and introduced guidelines for NGOs in reporting to the UN Committee on the Rights of the Child. In addition, this coalition supported the children's request to independently prepare a report on the conditions of Mongolian children.
- The process of the writing of the report was well documented by the children and they developed a guide for child-led research and report-writing that can be used for any future child-led initiatives on child rights monitoring.
- A children's group, named the Protection Club, emerged during the process of writing the supplementary report and later, in 2009, when some of the children turned 18 and reached the age when they could formally establish an organization, they registered as an NGO in Mongolia Child for Child, an active advocate of child rights and child protection in Mongolia.
- Child for Child NGO and the NHRC of Mongolia jointly developed and published, with support from Save the Children, a booklet "Whom, Where and How to report Children's Rights violations?". 3,000 copies of this booklet were published and distributed to children in need of protection.
- The NHRC has included a child rights-based approach in its training program for main duty bearers.



Children from Khorroos No. 6 and 15, Chingeltei district, Ulaanbaatar City, taking part in local government budget analysis training activities in 2014

2) Children’s Participation in Public Budget Processes

Emerging child rights issues consistently receive less attention and are given low priority in the government budget. Even when adequate money is allocated to a children’s program, it frequently delivers much less than expected in terms of advancing and promoting children’s rights and development interests. An ability to analyze government budgets, with a proper understanding of the budgetary processes, allocations and spending outcomes, is therefore crucial for child-focused civil society organizations, NGOs and the children themselves. Save the Children addressed the above highlighted challenges by introducing an illustrated hand-

book for children on the government budget and the budget processes, including a section on how to conduct a government budget analysis.

In 2013, with the financial support of the British Embassy in Ulaanbaatar City, Save the Children developed an illustrated budget handbook for children; “Budget Analysis for Children”. The Handbook was developed with the target audience of children and CSOs in mind. As such, inputs from children were sought during the contextualization process to ensure that the content and terminology used in the toolkit were well understood by the target groups. The budget handbook for children was developed with simple methods of budget analysis introduced through examples and exercises. The handbook was developed with inputs from

247 school children from Ulaanbaatar City, Arkhangai, Uvurkhantai and Dornod provinces. Their input helped to make the handbook easy to understand and to follow.

The handbook was launched at the Government Palace on March 14, 2014 with representatives from parliament, government, NGOs, media, international organizations and children present. Child representatives who were involved in the project process in Ulaanbaatar and provinces presented their work. They recommended to organize regular days of listening to children in each bag/khoroo and proposed that children participate in local budgeting decisions.



Children in Arkhangai Province, taking part in child rights governance activities



“

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. And very importantly, getting to know the government budget allocation for children and doing an analysis of it will be crucial to monitoring implementation of our rights.”

G. Bayanbat, 17 years old

For me, the topic of budgets was very boring before the training. But Save the Children changed my mind. First of all, I would say that it was really an amazing project, which listened to us in terms of the handbook content and illustrations from the beginning of the project. At the beginning, 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 programs, government web pages and other relevant resources.”

E. Tsatsral, 16 years old

Above photo: The handbook for adolescents on understanding and analysing the state and local government budgets was released jointly by the Government of Mongolia, the British Embassy, and the children who developed the handbook at the Government House in Ulaanbaatar city on March 14, 2014.

Key Results (2009-2014): Children’s Participation in Public Budget Processes

- The first handbook for children on the government budget, budget processes, and budget analysis for children was developed with active participation by children in 2013-2014. This activity was financially supported by the British Embassy in Ulaanbaatar City. 21,000 copies of the handbook were published and distributed to children in Ulaanbaatar City, Arvaikheer, Tsetserleg, Choibalsan and to National Child and Youth Participation Network organizations.
- Specially developed training modules and handbooks helped NGOs acquire knowledge and skills on how to facilitate children’s budget analysis at the local level.
- 247 schoolchildren from grades 8-11 of Ulaanbaatar and Arkhangai, Uvurkhangai and Dornod provinces have been trained to conduct budget analysis.
- As child-centered budget analysis is introduced to decision-makers, it serves as the foundation for further advocacy for increasing funds allocated to children’s issues.

3) Children's Participation in Local Governance

Based on its past experiences and achievements with children's participation, Save the Children envisions the systemic and institutionalized participation of children in governance at all levels including national, municipal/provincial, district/soum and khoroo/bag levels. The first steps toward realizing this vision were made when Save the Children signed a trilateral agreement on September 24, 2012 with the Ministry of Population Development and Social Protection and the municipal government. The agreement covered development, replication and enforcement of the model mechanism on child participation in governance. An inter-sectorial/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 on March 4, 2013.

In 2012-2013, with the financial support of the British Embassy in Ulaanbaatar City, Save the Children supported pilot initiatives for children's participation in decision-making in 2 khoros in the Chingeltei district. These pilot initiatives attempted to create khoroo-level child participation structures. Child participation groups at 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 their children's participation, providing information and encouraging the delivery of opinions to the decision-makers at the khoroo level.



Above photo: An MoU was signed in the MOPDSP building in Ulaanbaatar City on September 21, 2012 to implement the British Embassy-supported Child Participation is Essential for Good Governance Project. The MoU was signed by the MOPDSP, represented by State Secretary Ms. Otgonjargal Baasanjav (At center in the front row), the Municipal Government of Ulaanbaatar City, represented by Deputy Mayor Mr. D. Purevdavaa (Fourth person from the right), and Save the Children, represented by Country Director Mitsuki Toyoda (Fifth person from the left in the front row). The signing was witnessed by British Ambassador Mr. Christopher C. Stuart (Third person from the right) and government officials.

“

What we should be careful about is 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 the Save the Children supports meaningful children’s 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 learnt to do budgeting. Then in order to make children’s participation meaningful, I propose that all the khoros allow children to calculate the budgets for, for instance, the playgrounds that are being proposed to be built in the communities.”

Mr. Ch. Dechingalsan,
Member of Chingeltei District Parliament

We are worried that stores are selling alcohol and tobacco to children, which is against the law but still happening. We can clean up outside the stores and then ask the store owner to stop selling alcohol and tobacco to children in return. We can also propose to place in the streets garbage bins 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 have friends by accepting them into our group...”

Children’s reflection



Key Results (2009-2014): Children’s Participation in Local Governance

- For the first time in Mongolia, official sanction was given to a model mechanism on the systematic participation of children in policy-making.
- In 2013, the Academy of Management and Save the Children cooperated in developing a training module and manual on “Meaningful Participation of Children in Governance”. This module is now part of the curriculum that the Academy of Management uses in the on-the-job training of public officials who work with children. The Academy of Management and Save the Children are working to include this module in the core curriculum of the Academy.
- In 2012-2013, 63 medium and high-level public officials from the key ministries, and municipal government, gained understanding of the concept of meaningful participation of children.
- In 2013, children met with district leaders and presented problems faced by children in their communities. 40 officials from the Chingeltei Governor’s office, Chingeltei District Council, the District Health, Education, Police and Social departments have recognized the importance of children’s participation in decision-making.



4) Children's Participation in Policy-Making

In 2008, the first children's NGO, Child for Child, and the Child Protection Club that is affiliated with this NGO, emerged during the process of writing the alternative report to UN Committee on the Rights of the Child. They became strong advocates of children's rights and Save the Children is proud to have provided support for their establishment, capacity building and advocacy initiatives.

The concept of children's advocacy, of children taking the initiative and independently meeting with high-level officials, presenting problems children face and proposing solutions that are in the best interest of children, was a totally new practice in Mongolia. But, it was a successful one as Child for Child NGO was able to reach out to the President of Mongolia on June 1, 2010 and advocate a need for a child protection system in Mongolia. They developed official letters and sent them to ministers and state secretaries of the key ministries demanding the implementation of laws and policies on the protection of children's rights in real life. They collected post cards from 500 children and sent them to Members of Parliament and the Cabinet. The Office of the President supported several initiatives of Child for Child NGO.

On June 23, 2010, 10 representatives of Child for Child NGO and the Child Protection Club officially met with a law team at the Ministry of Justice and Internal Affairs to work on a draft Family Law and delivered their recommendations on prohibition of corporal punishment in the home setting. Children delivered the recommendations to the Mid-Term Strategy on Child Protection of the National Council for Children.

The children's efforts received international recognition when a 2010 San Marino-Alexander Bodini Foundation Children's Award was presented to Child for Child NGO in recognition of its positive contribution and dedication to promoting child rights, along with a grant of USD 20,000.

Key Results (2009-2014): Children's Participation in Policy-Making

- Children have gained knowledge and skills in conducting advocacy work at the national level and have been recognized as the rightful advocates for children.
- Child for Child NGO developed and submitted recommendations on protection of children from violence and abuse to a draft Family Law in 2010. It also submitted recommendations on child protection to the Mid-Term Strategy on Child Protection (2009-2014) of the National Council for Children, which were accepted and approved.



5) Children's Participation in Education on Children's Rights

The UNCRC outlines the right to participation as a fundamental right of the child. The children's knowledge about their rights is vital to participating meaningfully. That's why Save the Children has invested in educating children on what children's rights are, what the UNCRC is, who duty bearers are and what their obligations are. In doing so, Save the Children has fostered peer education so that children could talk to other children and explain their rights.

In 2008, children attended trainings on child rights conducted by international and national experts in Ulaanbaatar City and developed training techniques and methods. In 2009-2010, these children developed their own methods for training that are simple, child-friendly and interesting and conducted trainings. For instance, children performed dramas based on stories from children's 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 assistance from their school social workers, on what children should do in case of emergency situations. Thirty peer educators in 4 groups conducted trainings for 300 children in secondary schools and child care centers on the right of a child to be free from violence and abuse.

Key Results (2009-2014): Children's Participation in Education on Children's Rights

- At least 100 children from Ulaanbaatar have become peer trainers with the knowledge and skills to conduct training on children's rights and the UNCRC for children and adults.
- Nearly 2,000 children in secondary schools, care institutions, children's groups and 60 parents have developed their knowledge of children's rights as a result of trainings conducted by peer trainers in Ulaanbaatar City and Dornod province.
- 30 children from the Child Protection Club have developed and disseminated education materials on children's rights and the UNCRC. These materials were written in the form of booklets, bookmarks, books and brochures using simple language, children's drawings and children's stories.
- A children-run website and newsletter served as a voice for children to children and for adults.



HEALTH (2008-2014)

The Health Programme of Save the Children

Children have the right to the highest attainable standard of health and supporting facilities. Ensuring children grow up healthy is one of Save the Children's highest priorities. In this effort, Save the Children focuses 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. Basic health care should be a right for all, with access to the means to prevent illness and death, and access to treatments reducing the seriousness of conditions. 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 comprehensive, government-led healthcare systems 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 also publishes the *State of the World's Mothers* report.⁵⁵ This annual report compiles statistics on the health of mothers and children from more than 170 countries. The report is a reliable tool ranking countries where mothers and children fare best, and where they face the greatest hardships by using the latest data on health, education, economics, and female political participation.

The Situation of Child Health in Mongolia before 2009^{56,57}

The 79,780 live births in Mongolia in 2013 reflect an increase from 69,167 recorded in 2009 and a



dramatic increase of 33,600 more than the 2004 total. Nearly half of all Mongolia's births (40% in 2009; and 47% in 2012) occurred in the capital city of Ulaanbaatar. The number of registered infant deaths in 2009 was 1,386. An average of 1,000 infant deaths was recorded annually in the several years before 2009. Neonatal deaths represented the majority of all infant deaths. In 80% of the cases, death occurred in the first week of life (early neonatal deaths). Main causes of neonatal death were: asphyxia (39%), premature births/low birth weight (31%), congenital anomalies (15%), and infections (13%). Asphyxia usually resulted from poorly managed labour and delivery, and lack of access to emergency obstetric and neonatal care services.

In terms of children born since 2000, nutrition statistics indicate that 21% of children suffered from stunting, 22% of those below 5 years of age were anaemic, and the prevalence of vitamin D deficiency remained high at 41%. The proportion of infants exclusively breastfed up to six months of age was only 55%. The proportion of infants (6-11 months) who received appropriate breastfeeding and complimentary feeding was only 22%. With the prevalence of stunting, data suggested that nutritional intake over time remained a problem for many Mongolian children across geographical locations during this period.

Regarding home knowledge and practices on child health, a relatively low proportion of caretakers (8%) knew what the danger signs were for seeking immediate care for sick children.

55 http://www.savethechildren.org/site/c.8rKLIXMGlpI4E/b.8585863/k.9F31/State_of_the_Worlds_Mothers.htm?msource=weolostww053

56 Mongolian Statistical Yearbooks, 2009, 2012, and 2013

57 Children and Women in Mongolia: Current Situation and Future Goals, UNICEF Mongolia, 2007

Nearly 60% of children were not weighed or plotted on growth charts while growing up. Almost half of the caretakers leaving health facilities with antibiotic treatment did not know how to properly administer the treatment.

The Health Program Strategy of Save the Children in Mongolia

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 part of ECCD initiatives of the education program. These enhance the health and developmental well-being of children aged 2-5 at home and in the public kindergartens of special marginalized communities. WASH issues for schools and kindergartens have also been prioritized and addressed in the education thematic programs.

Child health issues are also being addressed within the framework of child protection, as we strengthen the involvement of the medical sector in addressing child maltreatment issues. Adolescent health issues such as prevention of tobacco and alcohol abuse are also being addressed in the child protection work. As part of preventing and responding to sexual violence against children and youth within a national child protection system, the HIV/AIDS issues will be addressed. Furthermore, children's survival, health and well-being will become the priority objective in any Save the Children humanitarian response operations during a major emergency.

1) Child Health

A. Child Protection and the Health Sector

In 2010, Save the Children introduced the concept of child protection to the health sector of Mongolia, bringing long-term and sustainable impact on children's well-being and prevention from violence and maltreatment.



Medical check-up activities in Tariyat soum, Arkhangai Province being supported by The Denan Project

In local settings, Save the Children promoted the need for better responses and proactive approaches by health workers as an essential part of the protection of children at risk of violence and harm. Please refer to the Child Protection and Health Sector section of this report (page 79), for more detail.

B. Basic Health Care Support⁵⁸

Since 2012, Save the Children has been supporting a small community health project in Tariat Soum, Arkhangai province, Mongolia. In 2011, representatives from The Denan Project (a non-profit, grass-roots organization based in the United States of America) visited Mongolia with the mission of supporting a remote community (with a population of 10,000 people or more, living within a 100 kilometer radius), and requiring improvement to its health services and facilities serving its' population. After visiting a variety of sites that meet the criteria, The Denan Project decided to offer support, through Save the Children, to a small inter-soum hospital in Tariat Soum, Arkhangai province. Through help from The Denan Project, the poorest and most vulnerable members of the community, including children, receive free and quality medical treatment and medication.

In 2013, The Denan Project provided a total of USD 32,320 toward supporting a community health project in Tariat soum through Save the Children. The majority of the money was used to purchase medicines, laboratory and medical supplies, and heating fuel to the hospital, which was above what the government was capable of budgeting. This enabled the hospital to have sufficient medicines and supplies to serve the most vulnerable children and members of the community over the course of the year.

The Denan Project's support was also used to enable an internist medical doctor from the inter-soum hospital to undertake a two-year advanced training course in Internal Medicine in Ulaanbaatar city. In 2012, the Denan Project also supported a medical doctor from the same hospital to undertake a two-year advanced training course in Pediatrics in Ulaanbaatar city. In addition to supporting advanced training for medical doctors, the project sponsored a university student from Tariat soum to become a dentist, financing two years of her dental school tuition fees from 2013.



The Denan Project provides medicine to herder families

The Denan Project also supports a variety of community-based activities to enhance the community's participation in promoting child health and development. This includes organizing mobile health screening check-ups and vitamin distribution to 405 nomadic children aged 0-5 (out of 584 total children in the same age group from the most remote communities). A health screening and training activity was also conducted for 862 school children (ages 6-17) in Tariat soum, including some staying at the school dormitory and away from parents.

In 2013, the project attempted to mobilize more local government support for the community health work. Several community-health activities have been successfully incorporated into the local governor's annual operational budget for 2014, including the cost of upgrading some of the basic medical equipment for the inter-soum hospital.

58 Reprinted from the Annual Report 2013, Save the Children in Mongolia



Woolly-hats for Mongolian infants

C. A Health Campaign

On October 23, 2013, the first ever Global Day of Action for Child Survival, took place. 50,000 children in 67 countries participated in a global Save the Children's mobilization event titled the Race for Survival, bringing child mortality to the public's attention.

Save the Children's Mongolia Office took part in the campaign by working together with children and the Women's Parliamentary Caucus of Mongolia, to end preventable child injuries and deaths under the theme of "No Child Born is to Suffer from Preventable Injuries and To Die". An honourable member of the Mongolian Parliament and the chairperson of the Women's Parliamentary Caucus, Ms. Erdenechimeg L., took part in a press conference, which attracted over 18 local TV stations and 3 major daily newspapers to report on the campaign. Children attending the press conference delivered speeches on their vision of the ways to reduce preventable injuries and deaths in Mongolia.

On this day, a 10-minute documentary video was broadcast nationwide. The video script was developed based on discussions held among children and adolescents. Save the Children worked closely with other stakeholders in the making of this video, including the members of the Women's Parliamentary Caucus, the Ministry of Population Develop-

ment and Social Protection, the Ulaanbaatar City Emergency Department, and the National Authority for Children.

In Mongolia, the mortality rate in 2013 of children below 5 years of age was 32 per 1,000 live births⁵⁹; but in rural areas, the rates of child mortality were almost twice that in urban areas. Of particular concern in Mongolia, young children are frequently affected by injuries. According to the Multiple Indicator Cluster Survey-4 of the National Statistics Office (2010), while 12% of urban children face an increased risk of an injury related disability, this percentage is even higher in rural areas, at 15%. For children below 5 years of age, those who lack access to formal kindergarten education and child care services (about 30% of all under-5 children), face an even higher risk of injuries as they are often left at home alone, and without adequate parental care. As a result, over 60% of all child injuries that happen at home are due to inappropriate care.



In November 2008, 50,000 hand-knitted woolly hats were donated by volunteers of the British public through Save the Children to Mongolia. The hats were donated as part of the Save the Children UK's "knit one, save one" campaign efforts. The campaign was organized with the goal of reinforcing the UK government and the international community's commitment for the Millennium Development Goals committed to child survival.

Upon receiving the knitted hats from the UK, a small handover ceremony was organized at Maternity Hospital No. 1 in Ulaanbaatar city, with the presence of Dr. Jadambaa Tsolmon, then the Vice-Minister of Health, and Dr. G. Soyolgerel, Officer in Charge of Child Health at the Ministry of Health. The hats were eventually distributed as gifts to new-borns at Maternity Hospitals No. 1, 2, and 3, and the National Center for Maternal and Child Health in Ulaanbaatar city.

59 <http://data.worldbank.org/indicator/SH.DYN.MORT>

2) Water, Sanitation and Hygiene (WASH)

Access to safe drinking water, adequate sanitation and hygiene is a human right and a key component of primary prevention to ensure better health and nutrition. Lack of access to WASH constitutes a serious health risk and is an affront to human dignity.

In 2011-2014, Save the Children focused on addressing the WASH issues in educational institutions. A child-friendly toilet concept was created within the ECCD program (refer to the education section of this document for more detail). A total of 18 model toilet rooms were built in six kindergartens in Ulaanbaatar City during this period. A training program was designed, and trainings about the concept of child-friendly toilet rooms were conducted for the local education authorities in Ulaanbaatar City. As part of the promotion and replication strategy, a new guideline and promotional video was developed to promote child-friendly toilet designs with local education and kindergarten stakeholders.

By 2014, Save the Children's work in this thematic area was well recognized by concerned stakeholders. A special recognition award from the Japan Water Forum⁶⁰, for setting up attractive and

professionally designed child-friendly toilet rooms in the six public kindergartens in Ulaanbaatar City was received. The award was given to Save the Children not only for introducing cost-effective yet attractive child-friendly toilet models to Mongolia, but also for its ability to engage the local stakeholders, including the government, in promoting and replicating the child-friendly toilet concept and models to other kindergartens throughout the country.



A model child-friendly toilet room set up in 2013 in No. 124 Kindergarten in Chingeltei district, Ulaanbaatar City



In the video that Save the Children broadcast on October 23, 2013, the Global Day of Action for Child Survival, children raised the issue of Mongolian children being faced with higher risks of suffering preventable injuries, and in severe cases, becoming disabled.

"After our discussions, we, the children and adolescents, came to a conclusion that every child under-five can be protected from any types of common injuries. But in practice, those young children live in risky situations. Children should be protected in all environments, and it is the responsibility of all adults to protect children – That is our appeal to adults," said one of the child participants,

Ms. B. E. (13 years of age)

"Adults always pay attention to public accidents, like trade center fires, etc., outside of their home; but they should pay more attention to their children, whom they leave behind at home without appropriate care, or children who are at home, locked in. This campaign is a right signal to warn all adults and duty bearers," said the producer of the documentary,

Mr. G. Zoljargal (53 years of age),
who is also a well-known journalist in Mongolia

"The Women's Parliamentary Caucus developed a bill on alternative care for children during early childhood," said Parliament member guest, Ms. Erdenechimeg L. "If the Mongolian Parliament discusses and adopts the law, it would be an essential method to solve the problem of lack of access to kindergartens. If successfully adopted, over 80,000 children will be protected, and prevented from injuries," said

Ms. Erdenechimeg L.
a Member of Parliament



HUMANITARIAN RESPONSES (2009-2014)

Save the Children is a dual mandate agency that gives equal priority to both humanitarian and development work. We give equal weight to the importance of both humanitarian aid and development assistance. We believe that this is the only way to ensure that the fundamental rights of some children such their rights to survival, safety and constant access to protection and education can be guaranteed around the world.⁶¹

In any crisis, children are always the most vulnerable. Under such circumstances, Save the Children makes sure that children affected by floods, famines, earthquakes, armed conflict, or epidemics get life-saving medical aid, shelter, food and water – fast. We safeguard children and help reunite separated families. And we help children recover from crises by providing emotional support and safe places to learn and play.

We prepare ourselves and at-risk communities so that we can act rapidly and reduce disaster risks for children. After large-scale emergencies such as the Japanese earthquake and tsunami, we remain on the ground to help children and their families rebuild their lives. We also work in a coordinated and harmonized way with the government and other humanitarian actors by taking part in the inter-agency coordination mechanisms at country level, before, during and after emergency crises that might strike a country.

In general, our humanitarian assistance is based on assessed needs, and we strive to meet technical standards. We aim to reach 10%-25% of the children and families affected by a natural disaster.

1) The Dzud Crises of 2009-2010 in Mongolia

A. The Situation

In the winter of 2009-2010, Mongolia experienced a severe dzud⁶² that was classified as extremely harsh. Temperatures in the most severely affected regions dropped to between -30 and -40 degrees Celsius.⁶³ This situation resulted in increased maternal and child mortality, and an unprecedented loss of livestock and the collapse of thousands of people's livelihoods in rural Mongolia. The Government of Mongolia eventually declared a national disaster in January 2010. The National Emergency Management Agency (NEMA) declared 15 out of 21 provinces as disaster zones severely impacted by the dzud. During this dzud crisis, a total of 9 million livestock (20% of country total) was lost and livelihoods of 769,000 people (28% of Mongolia's population) had been affected.⁶⁴ By the end of April 2010, almost 9,000 households had been left without animals, and faced a grim future in the following months.⁶⁵



61 Save the Children Humanitarian Review and Strategy, 2011

62 A Mongolian term used for a summer drought followed by an extremely snowy winter in which livestock is unable to find fodder through the snow cover, and large number of animals die due to starvation and cold, Wikipedia 2010

63 Report on the 2009-2010 Dzud Disaster Impact on School, Kindergartens, Children and Teachers in Mongolia, Save the Children, 2010

64 Ensuring Access to Water Sanitation and Hygiene for Children affected by the 2010 Dzud in Mongolia, Save the Children, 2010

65 Dzud Appeal, UN Mongolia Country Team, May 2010



B. Emergency Responses of Save the Children

As an overall response strategy, considering our in-house capacity to respond to the disaster of this scale in a sparsely populated country such as Mongolia, Save the Children took an education focus (i.e., targeting children in schools and kindergartens in dzud affected communities) during the dzud crisis to ensure that children belonging to dzud-affected herder families in the affected provinces were able to continue to access education in a safe and protected environment, without adding a further financial burden to their asset-depleted families.

The First Round of Rapid Assessments (January-April 2010): In early and mid-2010, Save the Children conducted a series of rapid assessment in the education sector in 5 provinces⁶⁶ affected by the dzud. The first phase of the educational needs assessment conducted case studies in 10

schools and six kindergartens and surveyed 116 school and kindergarten directors.⁶⁷ The assessment revealed that the dzud profoundly affected rural children both in terms of education and protection. Despite the minimal impact the dzud had on teachers' ability to attend schools and teach during the dzud period, children's attendance in schools dropped substantially, especially either before or after a national holiday and during periods of exceptionally heavy snow due to illnesses, challenging travel conditions and their increased engagement in herding family livestock. Overall, both non-dormitory and dormitory accommodated children had difficulties with heating, transportation, health, hygiene, and food nutrition.⁶⁸

Phase I Response (February-March 2010): As early as February 2010, Save the Children was able to mobilize substantial financial resources from Save the Children offices in Japan, UK, US, Australia, Korea, Norway and Sweden, as well as from JOAC and Isle of Man Government to respond to the dzud crisis situation.

The financial aid arrived at the onset of the dzud, so that we could provide essential material support such as food aid⁶⁹, hygiene kits⁷⁰, warm blankets, and warm boots/shoes to 2,272 children in 24 schools/school dormitories and 19 kindergartens mainly in Zavkhan, Gobi-Altai, and Dornod provinces, where families were affected by the dzud crises and contributed to their health and well-being. Save the Children repaired the heating systems of three schools and dormitories in Zavkhan and Dornod provinces, and provided fuel support⁷¹ for heating schools and kindergartens in Dornod, Gobi-Altai, and Zavkhan provinces, benefiting a total of 5,274 children.

Phase II Response (April-May 2010): During this phase, Save the Children targeted migrated and marginal herder families with children living at or close to soum centers and school dormitory children in 13 soums of Arkhangai, Gobi-Altai, and Dondgovi provinces.

We reached 750 vulnerable households with food aid (flour, rice, sugar, vegetable oil, raisins, and dried tea), benefiting more than 2,250 children.

66 Arkhangai, Dornod, Dondgobi, Gobi-Altai, and Zavkhan provinces

67 Report on the 2009-10 Dzud Disaster: Impact on Schools, Kindergartens, Children and Teachers in Mongolia, March-April, 2010. <http://reliefweb.int/report/mongolia/report-2009-10-dzud-disaster-impact-schools-kindergartens-children-and-teachers>

68 Ensuring Access to Water Sanitation and Hygiene for Children affected by the 2010 Dzud in Mongolia, Save the Children, 2010

69 4 week worth of supply of food aid – i.e., wheat flour, rice, sugar, vegetable oil, powdered milk, berry juice, and raisins

70 Hand soaps, detergents, tooth brushes, tooth pastes, and hand towels

71 2-3 week worth of fuel supply

In addition, we provided warm blankets and/or warm boots to 1,678 children and 120 households with heating fuel (1-2 month worth supply of coal).

The Second Round of Rapid Assessments (June-July 2010): Save the Children deployed assessment teams again to the field in June-July 2010 to conduct a food security and livelihood as well as WASH assessment of the areas affected by the dzud. By this time, the Mongolian Government estimated that a total of 150,000 herder households (770,000 individuals) were directly affected by the dzud; and that NEMA estimated that a total of 9.7 million animals were lost during the dzud. Of this number, just fewer than 9,000 herder households (45,000 individuals) lost all their animals and 32,800 herder households (164,000) lost more than half their animals. The findings of new assessments confirmed that previously identified needs remained mostly unmet; and the urgent assistance was needed to improve not only the livelihoods and food security of affected families, but also to address their inability to meet school expenses which were directly threatening children's access to education when schools resume in September.

Phase III Response (July-December 2010): Based on the new assessment findings, with the financial support of ECHO and Save the Children, we extended support to 5,000 vulnerable children of dzud affected households in Dondgobi, Gobi-Altai and Zavkhan provinces with student kits.⁷²



WASH-Hygiene⁷³ materials and durable assets were also distributed and installed at 34 schools in the same provinces that have been extremely affected by the dzud disaster.

In addition, 67 key staff members from the selected schools from that target provinces were trained on hand-washing and basic hygiene promotion to sustain well-being of children during the times with restricted access to clean water, sanitation and hygiene facilities.

In all the phased responses mentioned above, the emergency relief support was procured and hand-



72 Each kit contains 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, clothes washing powder, wet tissues, toothpaste, toothbrush, shampoo, cup with handle, soup bowl, underwear, socks, basket for dirty clothes, and toilet rolls.

73 East wash kit containing a water container, large basin, trash can, broom, dustpan and brush, powdered bleach, small stiff brushes, bucket, water filter, water container for hand-washing, kitchen towels, toilet brush sets, cloths for cleaning, and rubber gloves for cleaning.



ed over directly by Save the Children's emergency teams to dzud-affected households, children, schools, school dormitories, and kindergartens, ensuring direct and effective delivery of our help. Save the Children's management and program staff members periodically undertook follow-up monitoring visits to the field, and confirmed the timeliness and relevancy of the assistance provided to the dzud disaster victims during our humanitarian responses.

2) The Severe Winter Crisis of 2012-2013 in Mongolia

In January 2013, NEMA issued a dzud warning for 55 soums in 15 out of 21 provinces in Mongolia. Although the Government of Mongolia did not declare a national emergency this time and an emergency situation did not materialize, Save the Children undertook measures and prepared for reaching out to children in remote areas in 3 provinces, Uvurkhangai, Arkhangai and Dornod. During this time, we deployed two assessment teams to conduct rapid assessments in the food se-

curity, livelihood and child protection sectors. The assessments findings confirmed that due to several factors – most notably improving weather conditions and preparations on the part of individual households and the government – livestock mortality had not reached critical levels. As a result, an emergency response was not conducted.

Both of these assessments, however, indicated a range of chronic issues in terms of food security and livelihoods as well as child protection. Despite the fact that a major humanitarian crisis has been averted, we concluded that many of these issues continue to erode the long-term resilience of the most vulnerable households and lay the ground work for future crises in Mongolia. We also provided a series of short- and long-term recommendations to government agencies, international organizations, and other key stakeholders to address the chronic and systemic issues with the livestock, protection and education sectors (please refer to the List of Key Publications section of this report, for the list of assessment reports we published related to the above subject).

3) Inter-Agency Collaboration

In all of our humanitarian support work mentioned above, Save the Children closely collaborated with our national counterparts and local partners. We worked together to design a well-organized, systematic and accountable distribution process to make sure that our help reached out to the most vulnerable children in those severely affected areas. For example, when conducting the educational needs assessment, Save the Children collaborated with the Ministry of Education and Science, the Education Departments in the target provinces, and UNICEF to develop common criteria for selecting beneficiary schools. In each selected school, a task force was established consisting of representatives from schools, community, parents and students. This task force played the leading role in distribution of the material support to children and to schools.

In terms of delivering humanitarian aid, we coordinated our activities with other international agencies every step of the way to ensure that we did not unnecessarily duplicate our help and we leveraged on each other's experiences. For example, we collaborated with Action Contre la Faim, a leading expert on water, sanitation and hygiene in Mongolia, to utilize their training and promotion resource materials to conduct WASH trainings. We also re-printed some of the Action Contre la Faim's pre-tested IEC materials to be distributed and used in our target schools.

The Humanitarian Country Team (HCT) Mechanism: Learning from our experiences in responding to the dzud crisis of 2009-2010, the Government



of Mongolia, the UN agencies, and key international agencies, including Save the Children, discussed the need for creating a new humanitarian coordination mechanism to become more effective in responding to major humanitarian crises. In January 2011, the Mongolian Humanitarian Country Team (HCT) was established to strengthen the inter-agency coordination mechanism in Mongolia. The HCT is an inter-agency coordination mechanism led by the UN Resident/Humanitarian Coordinator to ensure coordinated and harmonized humanitarian responses with the government during humanitarian crises. Since its establishment, Save the Children has been an active member of the HCT, and is co-leading the education cluster of the HCT together with UNICEF. Save the Children is committed to save lives, alleviate suffering, and protect children's rights in crisis situations, such as dzud crises, by working closely with other humanitarian actors.



SAVE THE CHILDREN IN MONGOLIA EXTENDS THANKS

The successes of Save the Children's 20-year endeavour to bring lasting improvements in the lives of children in Mongolia are drawn from contributions by a very large number of individuals and organisations.

Save the Children would like to thank the thousands of children and young people throughout the country who worked with us, who helped us to see the world through the eyes of children, who made their unique contributions to improve their own and others' lives by voicing, actively participating in, and taking action to effect positive changes in their realities and to bring brighter futures for all children in Mongolia.

Save the Children would like to extend its profound thanks to parents and communities that worked with us and made invaluable contributions to change social attitudes in respect to children's rights and to build child-friendly environments in homes, at schools and kindergartens and in communities. Very special thanks go to the Association of Parents with Disabled Children, and the National Center against Violence, for being active fighters for the rights of disabled, abused and neglected children.

Save the Children would like to thank all our respected Government partners at central and local levels. Without them we would not have achieved so much, especially considering that our country programme office was undergoing a transition to become a country office managed by Save the Children Japan. In this regard, we extend our heartfelt thanks to the National Authority for Children, whose support and partnership was invaluable for us to continue to work effectively in the country. Very special thanks also go to the Ministry of Education and Science, the Ministry of Population Development and Social Protection, and to all local government authorities in Ulaanbaatar City and in Arkhangai, Dornod, Dondgobi, Gobi-Altai, Sukhbaatar and Uvurkhangai provinces, for their support for and partnership with us during the recent years of our program and humanitarian operations.

In connection with the donor support, Save the Children wishes to thank the British Embassy in Ulaanbaatar for always extending its support to achieve Save the Children's mission and vision. It has been our great privilege to be associated with Her Majesty's Ambassador to Mongolia, Mr. Christopher Stuart (2012-present) and his predecessors, Mr. Anthony Morey (1991-1993), Mr. Ian Sloane (1994-1997), Mr. John Durham (1997-1999), Ms. Kay Coombs (1999-2001), Mr. Philip Rouse (2001-2004), Mr. Richard Austen (2004-2006), Mr. Christopher Osborne (2006-2008), Ms. Thorda Abbott-Watt (2008-2009; 2011-2012) and Mr. William Dickson (2009-2011) for their immense support given to our work with and for the children of Mongolia.

Save the Children also wishes to thank the Japanese Embassy in Mongolia, and JICA Mongolia Office, for extending their support in administering and monitoring a number of Japanese grant aid projects that have been implemented to date by Save the Children in Mongolia. We especially thank Mr. Takenori Shimizu, Ambassador Extraordinary and Plenipotentiary of Japan to Mongolia (2011-present) and his predecessor, Mr. Takuo Kidokoro (2009-2011), for hosting us on a number of occasions at the Japanese Embassy to exchange views on our work involving children in Mongolia.

We thank other child-focused and like-minded international and national organisations in Mongolia for being our mutually reinforcing partners and for being child-rights advocates with us. The amazing energy and determination of our partners has always been truly inspirational and rewarding for us.

We wish to express our sincere gratitude to our technical advisors whose professional inputs for the country's capacity development programme were invaluable. For the Save the Children UK's management period (1994-2009), we extend our thanks to Anne Malcolm, Andy West, Barbara Payne, Bill Bell, Carole Simard, Caroline Harper, Chris Hennessy, Catherine Striley, Derek Miles, Donna Kesler,

Dominique Pierre Plateau, Duncan Trotter, Emma Roberts, Kamal Malhotra, Katy Webber, Kathryn Conroy, Kenwyn Smith, Khoo Kim Choo, Kullwadee Sumalnop, Jay Wisecarver, Janet C. Holdsworth, Jeanette Wright, Jenny Marshall, Joachim Thies, Joan Durrant, John Parry Williams, Gareth Owen, Gautam Yadama, Gurcharan Virdee, Helen Bacos Smith, Helen Pinnock, Helen Penn, Laurence Martin, Leonie Lonton, Louise Melville, Marcia Hansen, Marion Molteno, Masako Ueda, Matthew Law, Mike Reynolds, Paul Coote, Philippa Ramsden, Rachel Marcus, Richard J. Estess, Peter Newell, Sandra S. Huang, Sophie Hug Williams, Robert Wilkinson, Romeo C. Quieta, Rosamund Ebdon, Samantha Hackett, Sarah Hague, Sarah Lilley, Stanford Smith, Stephen Morrow, Sheldon Shaeffer, Steve Clarke, Terry Durnnian, Victor Karunan, Vanessa Herringshaw, etc.

We also thank the following Save the Children staff members for providing great managerial and technical support to ensure that we continue to deliver quality and accountable program and advocacy interventions for Mongolian children during the last 5 years of our country programme operation (2009-present): Ahreum Kim, Akane Okada, Akihiko Morita, Akiko Takai, Ch. Purev-Ochir, Daire O'Reilly, Emiko Mikami, Eiichi Sadamatsu, Geoffry Poynter, Hiangrae Lee, Hironobu Shibuya, Hiroshi Miyashita, Ikuko Mori, James Lawrie, Jane Calder, Jiyeon Kim, Jonathan Burton, Joshua Leighton, Katharine Williamson, Katsuya Yoshida, Kunio Senga, Laxman Belbase, Lene Andersen, Maiko Ohnishi, Mikyung Kim, Naoko Kanatani, Nick Finney, Nobumasa Kitajima, Obaidur Rahman, Osamu Sato, Ryohei Sakurai, Sandy Biggar, Satsuki Majima, Shana Peiffer, Takako Shibata, Takuro Kikuchi, Takayuki Gomyo, Yoshie Koshikawa, Yuriko Kameyama, Victoria Murtagh, Victoria Palmer, and Zach Zaneck.

Most importantly, we greatly thank each and every member of our ex- and current national staff on the Mongolia team for their vision, inspiration and commitments made to the wellbeing of children, especially the most vulnerable children, in Mongolia. Without our talented,

competent and committed professionals, the Mongolia programme would not have succeeded as well as it did. We extend many thanks to our longest-serving staff member, Mr. Ganbaatar Um, who has driven us across this vast country again and again during the entire 20 years.

Lastly, we extend our sincere gratitude to our Country Directors, Mr. John Beauclerk (1994-1999), Mr. Marc Laporte (1999-2003), Mr. Karlo Pushkaritsa (2003-2004), Ms. Tungalag Chuluun (2005-2007), and Mr. Mitsuaki Toyoda (2007-present), for taking up the enormous challenge of leading the country programme, for their outstanding leadership, professional commitments and full-hearted efforts to ensure the wellbeing of all children in Mongolia.

LIST OF KEY PUBLICATIONS AND DIGITAL PRODUCTS BY SAVE THE CHILDREN, MONGOLIA (2005-2014)

2005

Child Protection

- *Whether Children Should Be Subject to Physical and Emotional Punishment at School.* Ulaanbaatar: Save the Children UK, 2005.
- *Worrying About Children in Care Centers.* Ulaanbaatar: Save the Children UK, 2005.
- *Concluding Observations for Mongolia of the UN Committee on the Rights of the Child, the 39th Session.* Ulaanbaatar: Save the Children UK, 2005.

Education

- Huang, Sandra S. *Education of Kazakh Children: A Situation Analysis.* Ulaanbaatar: Save the Children UK, 2005.
- M. Batbaatar, C. Bold, J. Marshall, D. Oyuntsetseg, Ch. Tamir, and G. Tumennast. *Children on the Move: Rural to Urban Migration and Access to Education: A Research Report.* Ulaanbaatar: Save the Children UK, 2005.
- N. Enhtsetseg. *Participation of Disabled Children in Daily Activities.* Ulaanbaatar: Save the Children UK, 2005.

- *Why Effective National Child Protection Systems are Needed: Save the Children's Key Recommendations in Response to the UN Secretary General's Study on Violence Against Children.* Ulaanbaatar: Save the Children UK, 2006.
- *Social Work: Case Management and Process Notes* (Printed in Mongolian; a handbook for social workers). Ulaanbaatar: Save the Children UK, 2006.
- Cirque du Soleil, World Circus. *Socialization Games for Children* (Printed in Mongolian). Ulaanbaatar: Save the Children UK, 2006.

Education

- A. Ariunbold, and Sh. Densmaa. *Math: Training Package and Visual-Aids for Preschool Teachers.* Ulaanbaatar: Save the Children UK, 2006.
- APDC. *Let's Develop Together: A Forum Report.* Ulaanbaatar: Save the Children UK, 2006.
- Ya. Tseveenlhal, and Ts. Gereltuya. *Disabilities and Their Characteristics.* Ulaanbaatar: Save the Children UK, 2006.

2006

Child Protection

- *Corporal Punishment of Children: Views of Children in Some Schools, Kindergartens and Institutions.* Ulaanbaatar: Save the Children UK, 2006.
- G. Altangerel, B. Ariunzaya, Kh. Batzul, E. Budjav, G. Bunzai, T. Delgertsetseg, Ch. Nasantogtokh, O. Otgontsetseg, G. Oyunbodis, U. Tsogtnyam, O. Tsolmon, M. Enkhjindelger, and E. Enkhsuvd. *Children Living in Difficult Circumstances: Research Report.* Ulaanbaatar: Save the Children UK, 2006.
- Gender Centre for Sustainable Development. *Whether Children Should Be Subject to Physical and Emotional Punishment at Home.* Ulaanbaatar: Save the Children UK, 2006.
- Kh. Ulziitungalag, and B. Nyamsuren. *Social Work Practice.* Ulaanbaatar: Save the Children UK, 2006.
- West, Andy. *A Child Protection System in Mongolia: Review Report.* Ulaanbaatar: Save the Children UK, 2006.

2007

Child Protection

- CPCAN. *Positive Childrearing: Handbook for Parents.* Ulaanbaatar: Save the Children UK, 2007.
- Martin, Lawrence L. *Recommendations for the Development of a Social Service Contracting System.* Ulaanbaatar: Save the Children UK, 2007.
- Save the Children UK, NAC, CPCAN, and NCAV. *Child Protection and Child Protection Systems: What, How and Why.* Ulaanbaatar: Save the Children UK, 2007.
- Ts. Erdenechimeg, and T. Amarjargal. *The Current Situation of Khoroo Social Work: Study Report.* Ulaanbaatar: Save the Children UK, 2007.
- *Whether Children Should be Subject to Physical and Emotional Punishment* (Printed in Mongolian). Ulaanbaatar: Save the Children UK, 2006.
- *Providing Positive and Safe Care for Children Who are Not Able to Live in Their Families* (Printed in Mongolian). First edition, Ulaanbaatar: Save the Children UK, 2007.

- *Safe You and Safe Me* (A handbook for children). Ulaanbaatar, 2007.
- *I Want a Happy and Safe Family* (Children's photos and radio spots/plays). Ulaanbaatar, 2007.
- *Children at the Centre* (A guide to supporting community groups caring for vulnerable children). Ulaanbaatar, 2007.
- *S. Enkhtuya. School Social Workers' Current Situation: a Research Report* (Printed in Mongolian). Ulaanbaatar: Save the Children UK, 2008.

Education

Education

- B. Munkhjargal, G. Erdenebat, and U. Pagma. *Education and the Rights of Children*. Ulaanbaatar: Save the Children UK, 2008.
- Ch. Purev-Ochir. *Parents' Participation in Preschool Education*. Ulaanbaatar: Save the Children UK, 2008.
- D. Khishigbuyan, L. Otgonsuren. *Handbook for Trainers: Training Module*. Ulaanbaatar: Save the Children UK, 2008.
- D. Tumendemberel, and B. Oyun-Erdene. *Implementation of the Inclusive Education Policy for Children with Disabilities: a Survey Report*. Ulaanbaatar: Save the Children UK, 2008.
- G. Lhahuu, and S. Narantuya. *Alphabet: a Training Package and Visual-Aids for Primary Teachers*. Ulaanbaatar: Save the Children UK, 2008.
- D. Uranchimeg, and A. Bold. *Helping Children Who are Blind*. Ulaanbaatar: Save the Children UK, 2007.
- L. Otgonsuren. *Continuity of Preschool to Primary Education: A Survey Report*. Ulaanbaatar: Save the Children UK, 2007.
- L. Otgonsuren, G. Mongolkhatan, 3. Bolormaa, Sh. Densmaa, G. Manduhai, Sh. Cerennadmid, and C. Tuvshintogs. *Best practices of Alternative and Inclusive Education in Pre- and Primary Schools*. Ulaanbaatar: Save the Children UK, 2007.
- Z. Bolormaa, Ch. Bayanceceg, ya. Otgonjargal, Sh. Densmaa, and A. Ariunbold. *Mobile Teachers' Module for Working with 4-Year-Old Children*. Ulaanbaatar: Save the Children UK, 2007.
- G. Mongolkhatan, Z. Bolormaa, L. Delgermaa, Ts. Oyuntsetseg, Kh. Altanhundaga, B. Tsetsegbal, C. Oyunchimeg, and L. Otgonsuren. *An Analysis Report of Books and Brochures on Early Childhood Development and of Preschool Curriculum in Mongolia*. Ulaanbaatar: Save the Children UK, 2008.

2008

Child Protection

- *Child Protection Today: The Report of Mongolian Children to the United Nations Committee on the Rights of the Child*. Ulaanbaatar: Save the Children UK, 2008.
- *NGOs' Alternative Report to the UN Committee on the Rights of the Child in Accordance to the Consolidated Third and Fourth Periodic Reports of the Government of Mongolia*. Ulaanbaatar: Save the Children UK, 2008.
- Press Institute. *Children and the Media: Guidelines for Journalists*. Ulaanbaatar: Save the Children UK, 2008.
- *Child Protection: Mongolia Baseline Study Report*. Ulaanbaatar: Save the Children UK, 2008.
- *S. Enkhtuya, D. Olonchimeg, and N. Oyut-Erdene. Social Work Development in Mongolia: Study Report*. Ulaanbaatar: Save the Children UK, 2008.
- *Joan Durant. Positive Discipline: What? How?* (Printed in English and Mongolian) Ulaanbaatar: Save the Children UK, 2008.
- *Good Governance and NGOs: a Summary of the Baseline Survey of the Quality Basic Education Project*. Ulaanbaatar: Save the Children UK, 2008.
- O. Bolor, D. Khajidmaa, G. Odsuren, and D. Nansalmaa. *Mobile teachers' Module for Working with 3-Year Old Children*. Ulaanbaatar: Save the Children UK, 2008.
- O. Natsagdorj, B. Erdenebileg, Kh. Altanhundaga, and N. Bolor. *Art: Training Package and Visual-Aids*. Ulaanbaatar: Save the Children UK, 2008.
- O. Chuluuntsetseg, and S. Narantuya. *Mathematics: Training Package and Visual-Aids for Primary Teachers*. Ulaanbaatar: Save the Children UK, 2008.
- Save the Children UK and APDC. *A National Conference Report: Pressing Health Issues of Children with Disabilities and Towards a Possible Solution*. Ulaanbaatar: Save the Children UK, 2008.
- Taliin Kholboo Association. *20 Minutes Every Day with Your Child: a Handbook for Parents with 6-Year-Old Children*. Ulaanbaatar: Save the Children UK, 2008.

- *Community-Based Assistance to Children with Vision Difficulties*. Ulaanbaatar, 2008.
- *Developing Self-Survival Skills of Children with Difficulties*. Ulaanbaatar, 2008.

2009

Child Protection

- B. Tsoggerel, Z. Bat-Ulzii, and N. Naranbaatar. *Anaraa and Child Rights* (Printed in Mongolian). Ulaanbaatar: Save the Children UK, 2009.
- Jay Viskarder, Ravi Karkara. *Training Manual: Child Rights Programming*. Translated into Mongolian by A. Battuvshin. Ulaanbaatar: Save the Children UK, 2009.
- S. Enkhtuya, and D. Olonchimeg. *Providing Community-Based Child Protection Services at Khoroo, Soum and Bagh Levels by Multi-Disciplinary Teams: a Guideline for Multi-Disciplinary Team Members, Governors at All Levels, and Policymakers* (Printed in Mongolian). Ulaanbaatar: Save the Children UK, 2009.
- Save the Children International. *Getting it Right for Children*. Translated into Mongolian by A. Batkhashig and A. Battuvshin. Ulaanbaatar: Save the Children UK, 2009.



Education

- A. Narmandah, T. Bolor, and T. Munkhsatsral. *Early Childhood Development: a Training Handout for Preschool Teachers* (Printed in Mongolian). Ulaanbaatar: Save the Children UK, 2009.
- A. Qanat. *Kazakh Language: Methodological Recommendations for Teachers*. Ulaanbaatar: Save the Children UK, 2009.
- A. Qanat. *Kazakh Folk Tales*. Ulaanbaatar: Save the Children UK, 2009.
- A. Jargal, U. Tuya, and J. Enkhtuvshin. *Manual for School Administrators and Teachers on Implementing the Amended Law on Education* (Printed in English and Mongolian). Ulaanbaatar: Save the Children, 2009.
- B. Bathuu. *Quality Basic Education Project: A Mid-Term Evaluation Report* (Printed in Mongolian and English). Ulaanbaatar: Save the Children UK, 2009.
- D. Altantsetseg, and Sh. Oyuntsetseg. *Evaluation Report of the Textbooks Used for the 1st and 2nd Grade Students in Primary Schools* (Printed in Mongolian). Ulaanbaatar: Save the Children UK, 2009.
- D. Olonchimeg, C. Enkhtuya, and L. Bolor. *Influencing Government Policies for Children: a Reflection on the Joint Advocacy Experiences to Amend the Law on Education* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2009.



- J. Batdelger, O. Bolor, and S. Selenge. *Early Childhood Development: Handouts for Parents with 3- to 5-Year-Old Children* (Printed in Mongolian). Ulaanbaatar: Save the Children UK, 2009.
- L. Otgonsuren, O. Gonchig, and T. Bolor. *Child-Centred Methodology: a Survey Report*. Ulaanbaatar: Save the Children UK, 2009.
- R. Bumkhand, A. Tugsjargal, B. Uulensolongo, and Z. Bolormaa. *Do You Know Me? – A Handout for Parents with 1-3 Year Old Children* (Printed in Mongolian). Ulaanbaatar: Save the Children UK, 2009.
- Stonecipher, Rachel. *Handbook for Specialists to Work with Children with Disabilities* (Printed in Mongolian). Ulaanbaatar: Save the Children UK, 2009.
- T. Bolor, T. Munkhtsatsral, B. Purevdolgor, D. Narangerel, and A. Narmandah. *Mobile Teachers' Module for Working with 5-Year-Old Children* (Printed in Mongolian). Ulaanbaatar: Save the Children UK, 2009.
- Ts. Odgerel. *Baseline Survey on the Status of Corporal Punishment of, Extortion of Illegal Fees From, and Discrimination Against Public School Children in Mongolia* (Printed in English and Mongolian). Ulaanbaatar: Save the Children, 2009.
- Van Den Abeele, Sophie. *Handbook for Parents and Supporters of Families with Children with Disabilities* (Printed in Mongolian). Ulaanbaatar: Save the Children UK, 2009.



2010

Child Protection

- A. Batkhishig, O. Myagmar and M. Nyamdorj. *Child Protection Services- Handbook for Social Work Practitioners* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2010.
- *Child Participation: a Handbook for Practitioners Working with and for Children* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2010.
- L. Khishigsuren and D. Saruul. *Child Protection Multidisciplinary Teams: Existing Practice in Mongolia* (Printed in Mongolian, summary available in English). Ulaanbaatar: Save the Children, 2010.
- S. Enkhtuya. *Basics of Child Protection* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2010.
- S. Enkhtuya, D. Enkhjargal and D. Erdenechimeg. *A Guideline for Practitioners: Family-Based Alternative Care of Children* (Printed in Mongolian). Ulaanbaatar: Save the Children, Ministry of Social Welfare and Labour of Mongolia, 2010.
- *Where, Who and How do I Approach for Help?* (Printed in Mongolian). Ulaanbaatar: Save the Children, National Human Rights Commission of Mongolia, 2010.



Education

- A. Jargal. *A Compilation Report on Laws and Regulations Related to Primary and Secondary Education Schools and Students in Mongolia* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2010.
- A. Otgonchimeg and N. Enkhtsetseg. *A Guidebook on School Parental Associations* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2010.
- Joan E. Durant. *Positive Discipline in Everyday Teaching: Guidelines for Educators* (Printed in Mongolian and English) Translated into Mongolian by D.Bayarmaa. Ulaanbaatar: Save the Children, 2010.
- O. Myagmar, M. Khishig-Undrakh. *Introducing Positive Discipline Methods into Classrooms: a Practice - Research Report* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2010.



Emergency

- James Lawrie and D.Odgerel. *Report on the 2009-2010 Dzud Disaster Impact on Schools, Kindergartens, Children and Teachers in Mongolia* (Printed in English and Mongolian). Ulaanbaatar: Save the Children, 2010.



2011

Child Protection

- A. Batkhishig, S. Enkhtuya, D. Enkhjargal, B. Batkhuu, T.Tsendsuren and G.Jargal. *Management of Multidisciplinary Teams: a Manual for Managers* (Printed in Mongolian). Ulaanbaatar: Save the Children, British Embassy, 2011.
- A. Batkhishig, S. Enkhtuya. *Provision of Child Protection Services by Multidisciplinary Teams (Revised Version)* (Printed in Mongolian). Ulaanbaatar: Save the Children, British Embassy, 2011.
- *Child Protection in Emergencies: Priorities, Principles, and Practices* (Mongolian translated version). Ulaanbaatar: Save the Children Alliance, CPIE-PEN, 2011.
- *Challenges and Possible Solutions in Child Development and Discipline, a Compilation of Open Forum's Presentations* (Printed in Mongolian). Ulaanbaatar: Save the Children, National Authority for Children, 2011.
- *Pre-Service Child Protection Curriculum for Medical Students* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2011.



- *Training Programme and Child Protection Manual for Medical Practitioners* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2011.



Education

- *Evaluation of the project: Enhancing the Implementation of Education Law and Promoting Good Governance and Monitoring in Public Schools*. Ulaanbaatar: Save the Children, 2011.
- *Solving Child Rights Conflicts in Schools* (The guideline brochure). Ulaanbaatar: Save the Children and NCAV, 2011.
- *School Good Governance: Feedback of Beneficiaries of the Project "Enhancing the Implementation of Education Law and Promoting Good Governance and Monitoring in Public Schools"*. Ulaanbaatar: Save the Children, 2011.

2012

Child Protection

- R. Ganbat, R. Jargalmaa, Z. Uyanga. *Handbook on Child Protection in Emergencies* (Printed in Mongolian). Ulaanbaatar: Save the Children, National Emergency Management Agency, National Authority for Children, 2012.



Education

- A. Oyunbileg, O. Otgontsetseg, N. Naranbayar. *In-Service Training Module for Kindergarten Doctors* (Printed in Mongolian). Ulaanbaatar: Save the Children, Mongolian State University of Education / School of Preschool Education, 2012.
- D. Tuya, Ts. Jigmed, B. Bayarjargal. *In-Service Training Module for Kindergarten Assistant Teachers* (Printed in Mongolian). Ulaanbaatar: Save the Children, Mongolian State University of Education/School of Preschool Education, 2012.
- D. Narangerel, S. Erdene-Undrakh, Kimiko Takashi, E. Dulamsuren. *Communication Notebook with Parents' Guide for Parents* (Printed in Mongolian). Ulaanbaatar: Save the Children, Municipal Education Agency, 2012.
- J. Batdelger, Ts. Battuya, L. Altansuvd. *Child-Friendly Teacher's Methodology: In-Service Training Module for Kindergarten Teachers* (Printed in Mongolian). Ulaanbaatar: Save the Children, Mongolian State University of Education/School of Preschool Education, 2012.



- Kh. Munkhzul, B. Purevdolgor, T. Enkhsaikhan, E. Dulamsuren. *Methodology on Parents Participation: Training Module* (Printed in Mongolian). Ulaanbaatar: Save the Children, Early Childhood Development Center, 2012.
- O. Myagmar, G. Byambatogtokh, E. Dulamsuren. *Teaching Positive Discipline Method for Parents: Training Module* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2012.
- O. Myagmar, G. Byambatogtokh, E. Dulamsuren. *A Teaching Methodology on Positive Discipline for Children: Training Module* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2012.
- *Preschool Education Institution Assessment Handbook* (Printed in Mongolian). Ulaanbaatar: Save the Children, Municipal Department of Specialized Inspection, 2012.
- T. Bolor, S. Bayarkhuu, B. Bayasgalantai, Ch. Purev-Ochir. *Child-Friendly Kindergarten Management: Training Module* (Printed in Mongolian). Ulaanbaatar: Save the Children, Mongolian Education Alliance, 2012.
- Ts. Nergui, M. Nergui. *Compilation of Laws and Regulations for Preschool Education Institutions* (Printed in Mongolian). Ulaanbaatar: Save the Children, Municipal Specialized Inspection Agency, National Institute of Law, 2012.



2013

Child Protection

- *Rapid Assessment on Humanitarian Child Protection in Mongolia* (Printed in English). Ulaanbaatar: Save the Children, 2013.

Education

- *A Report on the International Forum on Positive Discipline Implementation in Schools and Kindergartens* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2013.
- B. Munkhzaya, J. Enkhzul, L. Myagmarsuren and Kimiko Takashi. *Communication Notebook with Parents, 2nd Edition, with Guide for Parents* (Printed in Mongolian). Ulaanbaatar: City Education Department, Save the Children, 2013.
- D. Tuyu, Ts. Jigmed, & B. Bayarjargal. *In-Service Training Module for Kindergarten Assistant Teachers, 2nd Edition* (Printed in Mongolian). Ulaanbaatar: School of Preschool Education, Mongolian State University of Education, Save the Children, 2013.



- J. Batdelger, Ts. Battuya, & L. Altansuvd. *Child-friendly Teacher's Methodology: In-Service Training Module for Kindergarten Teachers, 2nd Edition* (Printed in Mongolian). Ulaanbaatar: School of Preschool Education, Mongolian State University of Education, Save the Children, 2013.
- MoES. *Guidelines to Develop Child-Friendly Kindergartens* (Printed in Mongolian and English). Ulaanbaatar: Save the Children, 2013.
- Ochanomizu University. *Early Childhood Education Handbook* (Mongolian translation; original work published by Ochanomizu University in 2004; translated with the permission of the university). Ulaanbaatar, 2013.
- Ts. Nergui and M. Nergui. *Preschool Education Institution Assessment, 2nd Edition* (Printed in Mongolian). Ulaanbaatar: City Inspection Agency, Save the Children, 2013.



Child Rights Governance

- Independent Research Institute of Mongolia (IRIM). *Research Report on the Current Level of Children's Participation in Governance in Ulaanbaatar City* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2013.
- *What is Child Participation? – Brief Information for Children on Child Participation*. Ulaanbaatar: Save the Children, 2013.



Emergency

- *Pastoralist Livelihoods in Recurrent, Slow-onset Disasters: Rapid Needs Assessment Report, Mongolian Winter 2012/2013* (Printed in English). Ulaanbaatar: Save the Children, 2013.
- *Shifting Livelihoods: Trends of Pastoralist Drop-out and Rural to Urban Migration in Mongolia* (Printed in English). Ulaanbaatar: Save the Children, 2013.



2014

Education

- A. Narmandakh, B. Purevdolgor. *You are the Teacher: a Home-based School Preparation Guidebook for Parents with 5 to 6 Year-old Children* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2014.
- A. Narmandakh, B. Purevdolgor. *I Can Do It: a Home-based School Preparation Workbook for 5 to 6 Year-old Children* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2014.
- *Child-Friendly Kindergarten Project Evaluation Report* (Printed in Mongolian and English). Ulaanbaatar: Save the Children, 2014.
- *Child Rights and Business Principles* (Mongolian translated version). Translated and Printed by UNICEF. Ulaanbaatar: UNICEF, Save the Children and the Global Compact, 2014.
- *Community Strategies for Promoting Literacy* (Mongolian translated version). Ulaanbaatar: Save the Children, 2014.
- N. Narantuya, B. Batkhoo. *Extracurricular Afterschool Program Manual with DVD* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2014.
- *Positive Discipline Impact on Children: Research Report* (Printed in Mongolian). Ulaanbaatar: Save The Children, 2014.
- Takako Shibata, A. Otgonchimeg. *Guidance to Establish Child-Friendly Toilets for Children* (Printed in Mongolian and English). Ulaanbaatar: Save the Children, 2014.
- *Your Child Started School - a Handbook for Parents with New School Entrants* (Printed in Mongolian). Ulaanbaatar: Save the Children, 2014.



Child Rights Governance

- *Budget Analysis for Children* (Printed in Mongolian and English). Ulaanbaatar: Save the Children, 2014.

List of Digital Products

2007–2008

- *I Wish to Get Home* (15 min. video). 2007.
- *Unprotected Childhood* (15 min. video). 2007.
- *Activities of the Community-Based Rehabilitation Center* (10 min. video). 2008.
- *The Day of an Unprotected Child* (10 min. video). 2008.
- *Children are Unaware Where to Go When They Need Help* (13 min. video). 2008.

2011

- *We are all one: the Teacher, Student, and Parents* (15 min. TV drama on the issues of communication around schools and opinions of how to solve the issues). Created and performed by children. Ulaanbaatar: Save the Children, 2011.
- *School: the Second Home for Children* (Documentary on the outcome of the project 'Enhancing the implementation of Education law and promoting the good governance and monitoring in public schools). Ulaanbaatar city and Dornod province: Save the Children, 2011.
- *Let's Develop Good Governance in Schools: Prohibition of Children's Abuse Through the Education Law* (2 series of 30 sec. animated TV spots). Ulaanbaatar: Save the Children, 2011.
- *Each Child Has the Right to be Loved Equally* (12 min. radio program). Ulaanbaatar: Save the Children, 2011.
- *Together, We Can Protect Children* (18 min. radio program). Ulaanbaatar: Save the Children, 2011.
- *Let's Be the Role Models of Our Children* (16 min. TV documentary). Ulaanbaatar: Save the Children, 2011.
- *Let's Protect Children's Safety Together* (19 min. TV drama). Ulaanbaatar: Save the Children, 2011.

2012

- *Positive Discipline and the Family* (15 min. puppet show on communication issues around kindergarten). Ulaanbaatar: Save the Children, 2012.
- *The Child-Friendly Toilet* (5 min. video spot on principles and developing the child-friendly toilets in public kindergartens). Ulaanbaatar: Save the Children, 2012.

2013

- *Child Participation is Essential for Good Governance* (20 min. documentary video on child participation in governance activities). Ulaanbaatar: Save the Children, 2013.
- *Children Should not be Injured, and Should not Die From Preventable Causes!* (11 min. documentary video on child injury prevention). Ulaanbaatar: Save the Children, 2013.
- *I Like to Go to Kindergarten* (15 min. documentary video on early childhood care and development). Ulaanbaatar: Save the Children, 2013.
- *Positive Discipline Practices* (15 min. video). Ulaanbaatar: Save the Children, 2013.
- *The Child-Friendly Toilet Concept Promotional Video* (5 min. video). Ulaanbaatar: Save the Children, 2013.
- *Children's Daily Lives in a Japanese Kindergarten* (20 min. video of Ochanomizu University, translated). Ulaanbaatar, 2013.
- *Preschool Education Institution Assessment* (2 software programmes for kindergarten and state inspectors). Ulaanbaatar: Flowering Knowledge NGO, 2013.
- *Building the Capacity of a Child Protection Organization and its Human Resources on Child Protection in Emergencies* (5-min. video, in Mongolian). Ulaanbaatar: Save the Children, 2013.

2014

- *Child-Friendly Kindergarten Project Results* (10-min. video, in Mongolian). Ulaanbaatar: Save the Children, 2014.
- *My First Teachers: My Father and Mother* (15-min. video, in Mongolian). Ulaanbaatar: Save the Children, 2014.
- *The School Dormitory: a Main Pillar of Child Development* (10-min. video, in Mongolian). Ulaanbaatar: Save the Children, 2014.

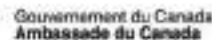
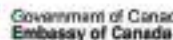
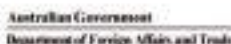
DONOR PARTNERS AND SUPPORTERS (1994-2014)

The Save the Children's Mongolia Programme Office would like to extend its deepest appreciation to all the institutional, corporate, and individual donors whose generous support have made our country programme interventions a reality in Mongolia.

With support from our donors, during the past 20 years, the country programme has raised more than USD 21 million to protect, promote, and monitor the rights of children and youth, particularly those from disadvantaged background, in Mongolia. Very special and most sincere thanks go to the UK Government and British People, whose donations and contributions accounted for most of the income the country programme office has received during the initial 15 years of its operation (1994-2009) in Mongolia; and to the government and people of Japan, whose donations and contributions accounted for most of the income the country programme office has received during the last 6 years of its operation (2008-2014) in Mongolia.

List of Donor Partners

- | | |
|--|--|
| Accenture Japan, Ltd., Japan | London Languages Ltd., UK |
| Asian Development Bank | Khan Bank Foundation, Mongolia |
| ArtVenture, Singapore | MKS Mani Kazuo Shino of Japan |
| Ashtan Trust, Australia | Ministry of Foreign Affairs of Japan |
| Austin & Hope Pilkington Trust, UK | Mihira Corporation, Japan |
| Australian Agency for International Development (AusAID) | Nissan Motor Co., Ltd., Japan |
| Brooke Hospital for Animals, UK | Netherlands Embassy in Beijing |
| British Embassy in Ulaanbaatar City | Oak Trust (Guernsey) |
| Canada Fund, Canadian Embassy in Mongolia | Peace Winds Japan |
| Caritas Czech | Ricoh Company, Ltd., Japan |
| Cirque Du Soleil, Canada | Save the Children International |
| Clara E. Burgess Charity, UK | Save the Children Australia |
| D. Jones, UK | Save the Children Denmark |
| Dentsu Marketing Insight Inc., Japan | Save the Children Japan |
| DFID (UK Department For International Development) | Save the Children Korea |
| Dinos Cecile Co., Ltd., Japan | Save the Children Netherlands |
| European Commission (EC) | Save the Children Norway |
| European Commission's Humanitarian Aid Office (ECHO) | Save the Children Sweden |
| Family Mart Co., Ltd., Japan | Save the Children UK |
| FELISSIMO Corporation, Japan | Save the Children USA |
| Finland Fund | Seeds of Light Foundation, Hong Kong |
| Fondation Dufresne et Gauthier, Canada | Sonia Quality Assurance Co., Ltd., Japan |
| Global Citizenship Foundation, Japan | Takasu Clinic, Japan |
| Go Help, UK | Technical Aid to the Commonwealth of Independent States (TACIS) |
| Guernsey Overseas Aid Commission (GOAC) | The Denan Project, USA |
| Isle of Man Government | The John Laing Charitable Trust, UK |
| Japan Frito-Lay, Ltd., Japan | The Maurice and Hilda Laing Charitable Trust, UK |
| Japan Postal Savings | Ueno Fine Chemicals Industry, Ltd., Japan |
| Japan International Cooperation Agency (JICA) | United Nations Educational, Scientific, and Cultural Organization (UNESCO) |
| Jersey Overseas Aid Commission (JOAC) | United Nations Children's Fund (UNICEF) |
| | World Bank, Japan Social Development Fund (JSDF) |



List of Long-term Volunteers

Save the Children is duly thankful to the following organizations for placing and/or supporting the below mentioned competent professionals to work as volunteers on long-term assignments within our country programme in Mongolia:

1. Australian Youth Ambassadors for Development (AYAD), Scope Global (formerly known as Austraining International)
 - Mr. David Green (2005-2006)
 - Ms. Holly Mason-White (2010-2011), as a child participation facilitator
 - Ms. Cara Wilmott (2011-2012), as a monitoring and evaluation officer
 - Ms. Ashlee Wells (2013-2014), as a monitoring and evaluation officer
2. Fondation Dufresne & Gauthier
 - Ms. Cecile Truffault (2000-2005; 2006-2007), as a trainer for the Social Circus Programme
3. Japan Overseas Cooperation Volunteers (JOCV) and Senior Volunteers (SV)⁷⁴
 - Mr. Daikou Matsumoto (2010-2011), as an elementary teacher (JOCV)
 - Ms. Misuzu Tsuse (2011-2012), as a kindergarten teacher (JOCV)
- Mr. Norito Yamada (2011-2013), as a civil engineer (SV)
- Mr. Takehiro Kiriya (2011-2013), as a graphic designer (JOCV)
4. Peace Corps
 - Ms. Rachel Stonecipher (2008-2009), to work with disabled children at the community rehabilitation center
 - Mr. L. Mark Dvorak (2014-2015), as a textbook writer for a youth empowerment program
 - Mr. Owen Roach (2014-2015), as an instructional designer for a youth empowerment program
5. Save the Children Korea
 - Ms. Jooyoung Kim (2011), as a liaison officer
6. VSO
 - Ms. Mary Cosgrove (2006-2007)
 - Mr. Joltz B. Meneses (2007-2008), as a social work advisor

Emergency Funds Raised in Mongolia for Japan in 2011

When the Great East Japan earthquake and tsunami hit the north eastern coast of Japan on March 11, 2011, some individuals and organizations in Mongolia responded by raising emergency funds to help the child victims through Save the Children in Japan. A total of MNT 7,297,665 was collected from the individuals and organizations listed below for the emergency response and recovery efforts of Save the Children:

- Association of Parents with Disabled Children (APDC)
- Child Rights Center
- Desert Rose Fund
- National Center against Violence (NCAV)
- School Social Workers' Association of Mongolia
- Students of Tsagaan-ovoo Soum School, Dornod Province
- Students of School No. 12, Dornod Province
- Students of Logarithm School
- Staff members of Save the Children Japan, Mongolia Program
- Staff members of Norwegian Lutheran Mission in Mongolia
- Children of Gobi-Altai Province, through the "Helpful Children" movement initiative by Gobi Altai Province's Department of Children, in cooperation with the Gobi Altai Children's Council
- 8,000 children from Baganuur district, through the "Power of 10 Tugrugs" campaign organized by Child Development Center in cooperation with Children Association of Baganuur, and Zalgamjlagch Association.
- Other individual donors:
 - A. Batkhisig
 - L. Dulmaa
 - A. Gandolgor
 - B. Narantsatsral
 - E. Oyunmaa
 - G. Tsasanchimeg
 - G. Altanbagana
 - M. Munkhbayar
 - M. Munkhjijn

74 All worked as part-time volunteers while undertaking their official assignments with other host agencies.

SAVE THE CHILDREN IN MONGOLIA

EXPENDITURE INFORMATION SUMMARY TABLE BY DONORS (1994-2014)

The below table shows a summary of the Save the Children's annual program expenditures for the fiscal years from 1994 to 2014 in Mongolia. To date, more than USD 21 million was raised for the country programme; and a total of more than USD 19 million was spent so far between 1994-2014, to support the program and advocacy interventions for the

Save the Children UK

	Donors	Country/ies	GBP	GBP	GBP	GBP	GBP	GBP	GBP	GBP
			FY1996	FY1998	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012
Save the Children Members	1 Save the Children UK		100,000	100,000	342,000	414,000	107,000	113,400	100,800	107,000
	2 Save the Children - Children's Emergency Fund							5,000	6,345	1,000
	3 Save the Children Japan									30,000
	4 Save the Children Korea									
	5 Save the Children Netherlands									
	6 Save the Children Sweden									
Institutional Donors	7 Australian Agency for International Development (AusAID)							12,600	1,144	108
	8 British Embassy in Ulaanbaatar City						213,600	221,200	218,800	204,140
	9 DFID Emergency Fund (British Government)								70,900	70,000
	10 The Jersey Overseas Aid Commission (JOAC)									11,800
	11 The Guernsey Overseas Aid Commission (GOAC)									7,000
	12 Jishu Men Government									
	13 Canadian Embassy in Mongolia (Canada Fund)								12,800	38,100
	14 Netherlands Embassy in Beijing									
	15 European Commission									
	16 ECDF								91,800	
	17 TACIS									
	18 Japan Postal Savings									
	19 Ministry of Foreign Affairs, Japan									
	20 Japan International Cooperation Agency (JICA)									
	21 Asian Development Bank (ADB)							35,210	22,600	
	22 The World Bank (Japan Social Development Fund)									
	23 UNHCR							19,700	1,400	5,400
24 Other institutional donors							4,300		6,000	
Charitable Foundations & Corporate Businesses	25 Fondation Dufresne et Gauthier									18,144
	26 On Way									
	27 Peace Winds Japan						3,900	9,300	2,644	140
	28 Seeds of Light Foundation, HK						22,900	12,500	8,470	677
	29 The Dream Project									
	30 The Maurice and Hilda Laing Charitable Trust									
	31 Other Charitable Foundations & NGOs								70,000	12,000
	32 Corporate Businesses*									
Others	33 Other individual donors and grant funds						4,400	-	28,400	13,075
	34 Great East Japan Earthquake Emergency Fund (Donations from Mongolia)									
Total in GBP			£ 100,000	£ 100,000	£ 342,000	£ 414,000	£ 406,000	£ 439,510	£ 646,982	£ 677,217
Total in USD*			\$ 144,400	\$ 381,600	\$ 508,110	\$ 603,000	\$ 586,000	\$ 701,400	\$ 943,684	\$ 923,803

*Note: The exchange rate of 31 March (the fiscal year closing date) of each year is used to convert the GBP amount to USD

Corporate donors:

accenture
www.accenture.com

ORIGINE DU SOLEIL

cecile

FamilyMart

FELISSIMO

RICOH

children in Mongolia. Please refer to the List of Donor Partners for the complete list of those donors who have supported our country programme during the last 20 years in Mongolia.

Save the Children UK

Save the Children Japan

(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(GBP)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	(USD)	
FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009	FY10 (Apr-Jul only)	Total	FY10 (Aug-Dec only)	FY2010	FY2011	FY2012	FY2013	FY2014	Total	Grand Total (1994-2014)	
255,107	268,478	222,606	265,926	307,368	321,638	262,562	127,538	1,611,740							-	6,146,389	
517								16,400		234,619			75,666		369,712	103,260	
26,751				9,246	55,329	26,348		155,421	68,336	123,806	144,739	185,658	162,785	253,779	935,258	1,173,675	
								-			21,669	71,204	69,941	71,527	183,942	183,942	
				15,941	32,137			31,841	7,488	8,994					10,000	84,940	
				8,422	6,975	4,889	8,808	28,111	7,894	31,713	18,229				49,673	66,691	
								33,695	216	47,688	25,524	26,824			47,148	118,008	
179,676	192,681	192,557	201,629	138,613	58,954	44,258	21,094	1,828,499		88,205	48,875	41,043	64,086	38,541	248,571	3,246,557	
								144,000							-	294,739	
			95,000	8,588	57,452	58,083		200,503		38,191					36,191	381,990	
								1,908							-	84,879	
							6,219	-6,658		36,636					36,636	71,604	
26,868	21,809	8,388	18,918	7,499	1,706	8,210	(6,851)	128,945							-	225,479	
19,679	31,478	2,562	3,843	5,821				61,168							-	112,658	
								144,880	126,337	417,228	(28,834)					-	1,373,983
								81,687		496,419	628				481,091	1,064,418	
8,227	26,158	19,661		1,798				98,822							-	118,247	
								52,091	18,457	68,458	33,673	12,460			66,123	164,838	
								18,648	(7,144)	8,498			126,111	186,738	692,183	396,221	1,380,127
								38,085	38,866	66,909	91,267	281,192	126,756		476,454	522,533	
								47,939				16,329			16,329	66,198	
								-					82,158	416,695	623,078	1,123,988	
4,600								36,361							-	84,789	
								11,229							6,471	5973	
27,178	28,326	28,734	46,879	32,601	31,768	42,756	1,679	296,730	22,944						22,944	467,971	
								21,088	(176)	26,918	37,856	26,048		11,444	76,198	198,033	
								26,963							-	81,679	
								46,358							-	71,647	
								-				8,682	23,386	29,246	38,732	80,098	
								7,122	7,122	5,383	14,407	15,782			35,592	47,491	
								16,714	(94)	7,139	126,545	2,741	8,132		7,522	15,284	
								1,017	68,294	89,825	126,617	36,739	14,148	37,077	58,622	31,485	33,281
								213,309	19,427	447	2,08	2,547	6,337	16,287	87,138	396,187	
								-					6,043		6,043	6,043	
£ 516,348	£ 552,882	£ 472,626	£ 616,806	£ 477,735	£ 686,807	£ 1,198,632	£ 385,936	£ 6,134,458									
£ 816,363	£ 1,017,193	£ 883,024	£ 1,872,687	£ 1,333,807	£ 1,364,433	£ 1,782,507	£ 911,191	£ 11,526,380	£ 219,884	£ 1,366,282	£ 671,361	£ 876,203	£ 1,617,139	£ 1,346,864	£ 6,762,642	£ 19,716,534	

[Source: <http://www.xe.com/currencytables/>] between the years from FY1994-FY2009.



A TABLE OF SAVE THE CHILDREN’S MILESTONES AND INTERVENTIONS VIS-À-VIS GOVERNMENT POLICY AND LEGISLATIVE CHANGES IN MONGOLIA (1990-2014)

The table below presents some highlights of Save the Children’s evolutions over the last 20 years in Mongolia, in the light of policy and legislative developments relevant to our work with children. The table does not necessarily suggest that Save the Children takes credit for all the policy changes that happened during these years; but rather, it is merely our intention to show to the readers the links between Save the Children’s work and what happened in the policy and legislative areas during our operation in Mongolia. Moreover, the information on the relevant government policy and legislative changes are by no means comprehensive, but it captures the main milestones as relevant to Save the Children’s work in fighting for children’s rights since the early 1990s in Mongolia.

Key milestones or actions taken by Save the Children in Mongolia	YEARS	Key government policy and legislative changes in Mongolia
	1990	<ul style="list-style-type: none"> * Mongolia ratified (July 5) the UN Convention on the Rights of the Child (CRC). * The first free parliamentary elections were held in July.
	1992	<ul style="list-style-type: none"> * The new constitution was adopted on January 13. * Parliamentary elections were held on June 28 under the new constitution.
<ul style="list-style-type: none"> * HRH The Princess Royal, President of Save the Children UK, visited Mongolia, which set the stage for establishing a new country programme office. 	1993	
<ul style="list-style-type: none"> * Save the Children UK established a new country programme office in Mongolia. 	1994	
<ul style="list-style-type: none"> * Save the Children started to support alternative forms of preschool education delivery for vulnerable rural children – i.e., mobile ger kindergartens – which later became a wide-spread and officially-adopted practice across the country. 	1995	<ul style="list-style-type: none"> * National Programme for Preschool Strengthening-I (NPPS-I, 1995-2000) was launched. * Mongolia’s first periodic report on the implementation of the CRC was submitted and reviewed by the UN Committee on the CRC.
<ul style="list-style-type: none"> * “Street” children belonging to a cohort of extremely vulnerable children were estimated at 30,000 by Save the Children and 60,000 by UNICEF. * Save the Children’s rehabilitation work with “street” children started with providing emergency “Khot Ail” shelters. * Save the Children conducted national and international workshops on social work education to define the nature of social work education in Mongolia. 	1996	<ul style="list-style-type: none"> * National Poverty Alleviation Programme (1996-2000) was launched. * The Prime Minister of Mongolia made an emergency appeal for street children’s shelters. * The Law on Protection of Child Rights was adopted by the parliament.

<ul style="list-style-type: none"> * Save the Children extended technical and financial support to establish the Social Work Resource Centre at the then State Pedagogical University, which was later successfully developed into the country's first Social Work Department to prepare professional social workers. * Save the Children started to support pilot projects to develop school social work service models. * Save the Children supported establishment of a resource centre for preschool education at Institute of Education Studies. 	1997	
<ul style="list-style-type: none"> * Save the Children started to support pilot projects to involve disabled children in regular kindergarten settings. 	1998	<ul style="list-style-type: none"> * The Law on Social Welfare which defines the types and scope of social benefits for, inter alia, orphans without legal guardians and children with disabilities, was adopted by the parliament. * The Health Law, which provides, inter alia, children with specialized medical care, was adopted by the parliament. * A School Social Work unit was established within the Ministry of Education, Science and Culture.
<ul style="list-style-type: none"> * Save the Children started to promote child-centred training and interactive training approaches for all kindergartens. 	1999	<ul style="list-style-type: none"> * The Labour Code which regulates, inter alia, the employment of minors and their work conditions, was adopted by the parliament. * The Family Law which stipulates, inter alia, parental responsibilities, and rules for adoption, custody and alimony, was adopted by the parliament.
<ul style="list-style-type: none"> * Evaluation of the NPPS-I was completed, which highlighted the increase in preschool education coverage due largely to the widely replicated practice of providing alternative forms of preschool education as initiated by Save the Children. * Save the Children supported the Association of Working Children "Mandakh". 	2000	<ul style="list-style-type: none"> * School Social Workers' positions were created within the secondary schools, nationwide. * The Law on the National Human Rights Commission of Mongolia (NHRM) was adopted by the parliament, and the NHRM was established. * Mongolia ratified (April 25) the Hague Convention No. 33 on Protection of Children and Cooperation in Respect of Inter-country Adoption.
<ul style="list-style-type: none"> * Educational and vocational trainings for working children were boosted. * Save the Children extended support to dzud victims through emergency relief projects with financial support from DFID, ECHO, etc. * Save the Children supported establishment of a Protection Unit with the National Center against Violence (NCAV). 	2001	<ul style="list-style-type: none"> * The Government of Mongolia made an International Appeal for Assistance for Dzud Disaster. * The National Programme for Preschool Strengthening-II (2001-2007) launched. * Mongolia ratified (February 26) the ILO No. 182 Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour.

<ul style="list-style-type: none"> * Save the Children's street children program was evaluated, and the links of services for street children were improved as the result. * Alternative forms of pre-school education delivery were assessed. 	2002	<ul style="list-style-type: none"> * The National Programme of Actions on Child Development and Protection (2002-2010) launched. * Mongolia ratified (January 24) the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment. * The Criminal Code of Mongolia was amended with separate sections on offences committed by juveniles, and a new chapter on crimes against children, family, and Society. * Mongolia ratified (March 28) the Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women. * The Law on Primary Education was adopted by the Parliament. * Mongolia ratified (December 16) the ILO No. 138 Convention on the Minimum Age for Admission to Employment and Work.
<ul style="list-style-type: none"> * Save the Children introduced the community-based models for child development and protection services. • Community-based rehabilitation services for children with disabilities were also introduced. • Save the Children started to support the local efforts to introduce a multi-disciplinary-team approach for providing children protection services. 	2003	<ul style="list-style-type: none"> * The Inclusive Education Programme for Disabled Children was approved by the government. * Mongolia ratified (June 27) the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography.
<ul style="list-style-type: none"> * For the first time in Mongolia, local NGOs, with facilitation by Save the Children, drafted an NGO shadow report on the implementation of the UNCRC, to be submitted to the UN Committee on the Rights of the Child. 	2004	<ul style="list-style-type: none"> * Mongolia ratified (October 6), the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict. * Mongolia's second periodic report on the implementation of the UNCRC submitted to the UN Committee on the Rights of the Child. * The Law against Domestic Violence which aims to combat and prevent domestic violence and to protect the human rights of victims, including child victims, was adopted by the parliament. * The Integrated Early Childhood Development Policy was adopted.
<ul style="list-style-type: none"> * Save the Children conducted the "Children on the move: Rural-urban migration and access to education in Mongolia" research, to feed into the education sector policy developments. * Save the Children conducted a review of the Law on Education, from child rights perspective. * Save the Children started a nation-wide campaign to advocate for right-based amendments to the Law on Education. * The "Education and Child Rights" coalition was established to intensify the campaign for the rights-based amendments to the Education Law. * Training module for kindergarten managers developed; and national and local trainings conducted. 	2005	<ul style="list-style-type: none"> * The Law on Social Welfare was amended. The vulnerable groups of the population, including children in especially difficult circumstances, are entitled to Social Welfare Fund-supported community-based social welfare services. * The "Child Money Programme", a targeted conditional cash transfer programme, was launched by the government which later was converted into a universal coverage programme. * A National Plan of Action on Commercial Sexual Exploitation and Trafficking of Children and Women (2005-2015) was launched.

<p>* Save the Children supported country-wide consultations on follow-up actions on the UN Concluding Observations and Recommendations given to Mongolia on UNCRC implementation.</p> <p>Education</p> <p>* Save the Children launched the study report "Situation Analysis on Education of Kazakh Children". The need for developing bilingual learning environment for ethnic minority children was highlighted in the report.</p> <p>* Save the Children initiated the project "Education of Kazakh Children", to promote the concept of bilingual education.</p> <p>Protection</p> <ul style="list-style-type: none"> • Save the Children conducted a review of school and khoroo social work services, and proposed concrete recommendations and changes for revision of their job descriptions to the government. • Save the Children also conducted a review of the "Mongolia's National Child Protection System", and published the study report. • "Service standards for child care institutions" were developed and advocated for by Save the Children. • Save the Children supported a child-led research "Children Living in Difficult Circumstances". 	2006	<p>Education</p> <p>* The Law on Education was amended. The new provisions, amongst others, include requirements for education settings to be free of discrimination, and of any kind of emotional, physical punishment and economic pressure on students; and state budget allocation for primary and secondary education delivery through non-formal training programs.</p> <p>* The Master Plan for Education Sector (2006-2012) was approved.</p> <p>Child Protection</p> <p>* Plan of Actions – National Programme of Action for the Development and Protection of Children Phase II (2006-2008) was adopted in the light of UN recommendations.</p>
<p>Education</p> <p>* Save the Children started to focus explicitly on developing an education system free from violence.</p> <p>* Assisted the relevant government authorities on the development of job description for School Social Workers.</p> <p>Child Protection</p> <p>* Save the Children developed a concept document on Child Protection and Child Protection Systems, and submitted it to the government.</p> <p>* Save the Children commissioned a study on contracting out social services; and proposed to the Ministry of Social Welfare and Labour the possible guidelines, procedures, and sample forms for contracting out social services to local NGOs.</p>	2007	<p>Education</p> <p>* The Code of Conduct for Teachers was introduced for the first time.</p> <p>* The implementation of the Integrated Early Childhood Development Policy was reviewed.</p> <p>* Training policy on preschool education was adopted.</p>

<ul style="list-style-type: none"> * For the second time in Mongolia, an NGO shadow report on the implementation of UNCRC was submitted to the UN Committee on the Rights of the Child, with the support of Save the Children. * For the first time in Mongolia, children submitted their own shadow report to the UN Committee on the Rights of the Child, with the support of Save the Children. <p>Education</p> <ul style="list-style-type: none"> * Save the Children assisted and served in the working group under the Ministry of Education, Culture, and Science, to develop the Law on Preschool Education (2007-08). <p>Child Protection</p> <ul style="list-style-type: none"> * Save the Children supported the establishment of the “Child Protection Alliance”, to advocate for a comprehensive child protection system development. 	<p>2008</p>	<p>Education</p> <ul style="list-style-type: none"> * The Law on Preschool Education was adopted by the parliament. * The Programme on Education of Ethnic Minorities (2008-2012) was launched. * Mongolia fully transitioned to a 12-year education system from the 2008-09 school year. <p>Child Protection</p> <ul style="list-style-type: none"> * National Standards for Child Care Institutions were approved by relevant government authorities. * Mongolia submitted to the ILO its reports on the implementation of the ILO Conventions No. 182, 138, and 123; and to the UN Committee the Optional Protocol to the CRC on the sale of children, child prostitution and child pornography. * List of jobs prohibited for minors was renewed by the Ministry of Social Welfare and Labour.
<ul style="list-style-type: none"> * The country programme operation was handed over from Save the Children UK to Save the Children Japan in August. <p>Child Protection</p> <ul style="list-style-type: none"> * Save the Children advocated for the provision of child rights and child protection in the new Family Law being reviewed for revision. * Save the Children established a separate training on Child Protection in the higher education standard for social work education, which was approved by Ministry of Education and Science. * Save the Children started a nation-wide campaign to promote positive discipline methods, based on non-violent concept, for parents, teachers and service providers. <p>Child Rights Governance</p> <ul style="list-style-type: none"> * Save the Children started to support books and manuals developed by children on meaningful child participation and child protection * Save the Children supported the establishment, capacity building and initiatives of Child for Child NGO that became a recognized advocate of child rights and child protection in Mongolia. <p>Education</p> <ul style="list-style-type: none"> * Save the Children promoted good governance in schools through mobilizing Parents and Students’ Councils and involving them in decision-making. 	<p>2009</p>	<p>Child Protection</p> <ul style="list-style-type: none"> * Mongolia ratified (May 13) the Convention on the Rights of Persons with Disabilities and the Optional Protocol to the Convention on the Rights of Persons with Disabilities. <p>Education</p> <ul style="list-style-type: none"> * The Government of Mongolia adopted a revised decree on Variable Cost per Child in pre-school and primary Education.

<p>Child Protection</p> <ul style="list-style-type: none"> * Save the Children collaborated on Child Protection Mid-Term National Strategy for 2010-2015, which was later adopted by National Council for Children. * Save the Children developed the first pre-service child protection program for medical students, which was adopted as part of the curriculum at Health Science National University. <p>Education</p> <ul style="list-style-type: none"> * Save the Children developed the Positive Discipline training methodology for kindergarten and school teachers for everyday teaching, and conducted trainings. <p>Humanitarian Response</p> <ul style="list-style-type: none"> * Save the Children conducted Rapid Assessments in the education sector of the provinces affected by dzud, and published the findings. * Save the Children provided support to dzud victims through emergency relief and recovery projects and ensured the access to education for children in dzud affected areas. 	2010	<p>Child Protection</p> <ul style="list-style-type: none"> * The Government of Mongolia approved the National Strategy on Child Protection for 2010-2015. <p>Education</p> <ul style="list-style-type: none"> * A National Education Program for 2010-2021 was adopted which promoted inclusive, accessible, and quality education, including access to education for rural children in remote areas.
<p>Child Protection</p> <ul style="list-style-type: none"> * Save the Children developed and introduced the first-ever National Standard on Family-Based Alternative care for Children in Mongolia, in collaboration with Ministry of Social Welfare and Labor (working group). * Based on the past achievements, Save the Children developed a comprehensive multi-disciplinary team (MDT) methodology that serves as the main resource tools for MDTs nationwide. * Save the Children started the introduction of child protection before, during and after emergencies by developing institutional preparedness plans and conducting trainings for service providers in schools, child care institutions, dormitories in the pilot areas. <p>Education</p> <ul style="list-style-type: none"> * Save the Children started to introduce the Child-Friendly Kindergarten initiative into daily practice through new tools and methodologies * Save the Children developed a comprehensive curriculum for in-service training of kindergarten teachers, assistant teachers, methodologists, doctors, managers, and conducted trainings. The curriculum was certified by the Ministry of Education and Science. * Save the Children developed and piloted a Teacher-Parents Communication Notebook to improve interaction between parents and kindergarten teachers; this methodology was submitted to the City Education Department 	2011	<ul style="list-style-type: none"> * The Government of Mongolia and the UN established the Mongolian Humanitarian Country Team in which, Save the Children is co-leading the Education cluster with UNICEF. Save the Children is active member of the Protection cluster. <p>Child Protection</p> <ul style="list-style-type: none"> * The Government of Mongolia approved the National Programme on Elimination of the Worst Forms of Child Labor. * A National Strategy on Supporting Child Participation was approved. * A child protection policy was adopted for all state-run children's institutions. <p>Education</p> <ul style="list-style-type: none"> * The Government of Mongolia submitted to the UN a compliance report on the implementation of the Convention of the Rights of Persons with Disabilities which had a part on inclusive education for children with disabilities.

<ul style="list-style-type: none"> * Save the Children started a separate Child Rights Governance Programme. <p>Education</p> <ul style="list-style-type: none"> * Save the Children started to promote community participation in pre-school and basic education through a new mechanism of Community Education Councils. * Save the Children promoted good governance in kindergartens through boosting community and parent's participation in decision-making. 	2012	<ul style="list-style-type: none"> * Child Protection Mongolia developed and approved Basic Standards on Child Rights. * National Procedures for a Children's Legal Committee were approved, which are the guidelines on justice for child victims and witnesses of crime. * The Parliament of Mongolia adopted the revised Social Welfare Law that grants monetary allowance to foster families. <p>Education</p> <ul style="list-style-type: none"> * Procedures on Pre-school alternative education were approved
<p>Child Protection</p> <ul style="list-style-type: none"> * Save the Children started supporting the development of institutional Child Protection policies for organizations that work with children. <p>Child Rights Governance</p> <ul style="list-style-type: none"> * Save the Children started to support the advocacy on ratification by the Government of Mongolia of Optional Protocol on Communications to the UNCRC. * Save the Children developed an in-service training module for public officials who work with children on "Meaningful participation of children in governance", which is now a part of in-service curriculum of Academy of Management. * Save the Children started to support the involvement of children in local government's budgeting process. <p>Education</p> <ul style="list-style-type: none"> * Save the Children developed and piloted a Home-based school preparation program for children in remote rural areas in pilot provinces. * Save the Children developed a model of a Child-Friendly kindergarten that was later approved as the national concept for child-friendly kindergartens by the Ministry of Education and Science. * Save the Children developed a model of a child-friendly toilet in kindergartens that was integrated in the Government standards for kindergartens. 	2013	<p>Education</p> <ul style="list-style-type: none"> * The Ministry of Education and Science approved the Guidelines to Develop Child-Friendly Kindergartens. * A revised Education Quality Assessment policy was approved. * The Government of Mongolia adopted the Right Citizens of Mongolia policy with a concept of child-centered quality education with engagement of parents and involvement of community.
<p>Education</p> <ul style="list-style-type: none"> * Save the Children started to promote the access and quality of basic education for vulnerable children in pilot rural areas through innovative compensatory distance education and extra-curricular after-school programs. * In November, Save the Children celebrated the 20th anniversary of the establishment of the Mongolia Country Programme. 	2014	<p>Child Protection</p> <ul style="list-style-type: none"> * Child Protection Policy before, during and after emergencies was adopted by relevant national authorities. * In November, Mongolia celebrated the 25th anniversary of the UNCRC.



CRC@25 CONVENTION ON THE RIGHTS OF THE CHILD



Save the Children



THE YEAR 2014 MARKED THE 25TH ANNIVERSARY OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

On November 20, 1989, the United Nations General Assembly adopted the CRC, 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.

* http://www.unicef.org/rightsite/files/Child_Rights_Flyer_FINAL.pdf

A Simplified Version of the United Nations Convention on the Rights of the Child (UNCRC)

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.



A Simplified Version of the United Nations Convention on the Rights of the Child (UNCRC)

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.





PHOTO ALBUM



Save the Children





10



11



12



13



14



15

Photograph Descriptions

1. The Launching Day of the Positive Discipline Book
2. Save the Children staff members and supporters marching for the cause of children's rights
3. Inaugurating a kindergarten in Mandal Soum, Selenge Aimang
4. Protection Programme staff reviewing the photos to be used in a campaign effort to stop violence against children
5. Launching a new Child Centre for Street Children in Ulaanbaatar
6. A SC staff member engaged in a community-outreach in Dornod
7. The 7th batch of child graduates of the Focus on Kids Project
8. A girl engaged in a community-outreach activity on the Spank-out Day
9. A photo Child participants in the Focus on Kids Project
10. Youth leaders of the Protection Club
11. A group photo at Community-based Centre in Chingertei district, UB
12. A photo of a ger kindergarten in the countryside
13. Parents gaining knowledge and skills on Positive Discipline
14. Children meeting with a member of the Mongolian Parliament, advocating to ban corporal punishment
15. Child-led Research Team

Зургийн тайлбар

1. "Хүүмжлийн эерэг арга. Юу? Яаж?" номын нээлт
2. Хүүхдийн эрхийн өдрийн жагсаалд ХИС-гийн ажилтнууд хүүхдүүдийн хамт
3. Сэлэнгэ аймгийн Мандал суманд шинэ цэцэрлэгийн нээлт
4. Хүүхдийн эрхийн төлөөх нөлөөллийн ажилд хэрэглэх "Хүүхдийн эсрэг хүчирхийллийг нэн даруй зогсооё" ил захидлын бэлтгэл
5. "Хүүхэд" төвийн шинэ байрны нээлт. УБ, Чингэлтэй дүүрэг
6. Дорнод аймаг дахь салбар төвийн ажилтан үйлчлүүлэгч хүүхдүүдийн хамт
7. "Хүүхэд ба дуран" сургалтын ээлжит төсөгчид
8. "Хамгаалал" клубын гишүүн охин Хүүхдийг зодож шийтгэхийг хориглох олон улсын өдрийг сурталчилж байна
9. "Хүүхэд ба дуран" төслийн сургалтад хамрагдсан хүүхдүүд
10. "Хамгаалал" клубын залуу удирдагчид
11. Чингэлтэй дүүргийн Олон нийтэд түшиглэсэн Хүүхэд хөгжил, хамгаалал төвөөр үйлчлүүлэгч хүүхдүүд
12. Орон нутагт байгуулагдсан гэр цэцэрлэгүүдийн нэг
13. Хүүмжлийн эерэг аргын сургалтад эцэг эхчүүд олноор хамрагддаг
14. Хүүхдийн бие махбод, сэтгэл санааны шийтгэлийг хориглох асуудлаар УИХ-ын гишүүнтэй хийсэн хүүхдүүдийн уулзалт
15. "Хүнд нөхцөл дэх хүүхдийн амьдрал" хүүхэд удирдсан судалгааны багийнхан



Photos taken from the 15th Anniversary Ceremony held on July 6, 2009, to commemorate the 15th anniversary of Save the Children's services to the children in Mongolia.

Хүүхдийг Илвэх Сан Монгол Улсад хүүхдийн төлөө үйл ажиллагаа явуулж эхэлсэний 15 жилийн ойд зориулсан ёслолын арга хэмжээний үеэр авсан гэрэл зургууд. 2009 оны 7 сарын 6 өдөр.



A group photo taken on the 15th Anniversary Ceremony held on July 6, 2009. From right to left, on the front row: Ms. N. Ayush, Director of Strategic Planning Department, Ministry of Social Welfare and Labour; Ms. Hikaru Miki, Save the Children Japan's Programme Manager for Asia I; Dr. Jemilah Mahmood, a Trustee of Save the Children UK; Dr. Bertrand Desmoulin, Representative, UNICEF Mongolia (a man standing behind Dr. Jemilah to the right); British Ambassador Ms. Thorda Abbott-Watt; Minister of Education, Culture and Science Mr. E. Otgonbayar; Mitsuaki Toyoda, Country Director; Save the Children UK in Mongolia; Vice-minister Ms. V. Udval, Ministry of Justice and Home Affairs; Ms. M. Togtokhnyam, Chairperson, National Authority for Children and fellow World Vision colleagues.

Хүүхдийг Ивээх Сангийн Монгол дахь Хөтөлбөрийн 15 жилийн ойн ёслол. 2009 оны 7 сарын 6-ны өдөр. Зүүн гар талаас эхний эгзээнд: Н.Аюуш /НХХЯ/, Мики Хикару /Японы ХИС/, Жамила Махмуд /ИБХИС/, Берtrand Десмулинс /НУБ-ын Хүүхдийн Сан/, Торда АБбот Ватт /Их Британий Элчин сайд/, М.Отгонбаяр /БСШУ-ны сайд/, Мицуаки Тоёода /ИБХИС-гийн Монгол дахь захирал/, Н.Удвал /ХЗДХ-ийн дэд сайд/, М.Тогтохням /ХТТ-ын дарга/, Дэлхийн Зөн ОУБ-ын ажилтан болон бусад хүүхүүс.



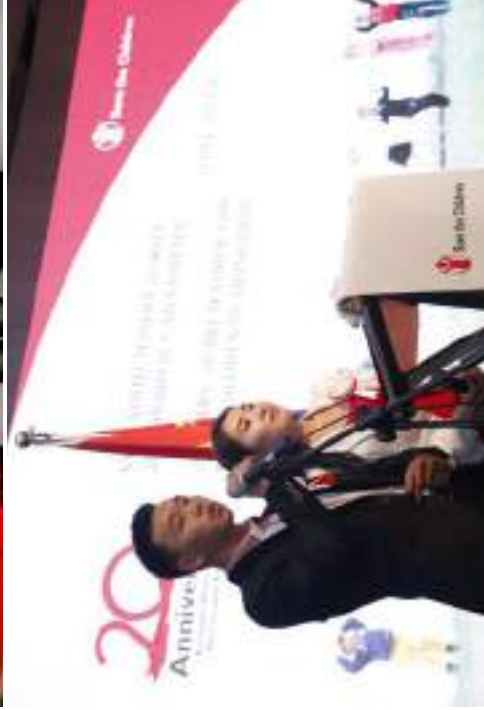


Photograph Descriptions

1. A photo of a Forum on Positive Discipline in Educational Settings held in Ulaanbaatar city in May 2013.
2. Students at a JICA project school, evaluating the effects of positive discipline methods in everyday teaching.
3. Parental association members at a public kindergarten in Ulaanbaatar city.
4. A model child-friendly toilet room promoted under the Japanese MoFA project.
5. A set of library resource materials donated to each target kindergarten under the Japanese MoFA project.
6. A training of trainers program for Community Education Council members.
7. A herders family in Khaikhandulaan soum, Uvurkhangai aimag, using a school preparation package for their 5 year old child.
8. A multi-disciplinary team capacity building workshop held by Norwegian Lutheran Mission with SC support.
9. Children who participated in the Child Protection in Emergencies project.
10. A social circus parade in Ulaanbaatar city to promote children's rights.
11. Children who took part in a social circus training program.
12. A Spank-out Day campaign event held at a part next to the country office in April 2014.
13. The national release of the State Budget & Budget Analysis Handbook for Adolescents held at the government house in March 2014.
14. Press conference organized by children (October 2013) to end preventable child deaths.
15. Dzud emergency victims receiving emergency relief items in 2010.

Зургийн тайлбар

1. Боловсролын орчин дах хүүмүүлийн эерэг аргын тухай хэлэлцүүлэг, УБ, 2013.5 сар
2. ЖАЙКА төслийн сургууль дээр сурагчид өдөр тутмын зооох арга зүй дэх хүүмүүлийн эерэг аргын үр нөлөөг үнэлж буй нь
3. Эцэг эхийн зөвлөлийн гишүүд Улаанбаатар хотын улсын цэцэрлэг дээр
4. Хүүхдэд ээлтэй цэцэрлэг төслийн хүрээнд нэвтрүүлсэн хүүхдэд ээлтэй ариун цэврийн ерөөний загвар
5. Хүүхдэд ээлтэй цэцэрлэг төслийн хүрээнд зорилтот цэцэрлэгүүдэд хандивласан номын сангийн иж бүрдэл материал
6. Олон Нийтийн боловсролын зөвлөлийн сурталч багш бэлтгэх сургалтын хөтөлбөр
7. Өвөрхангай аймгийн Хайрхандулаан сумын малчин гэр бүл 5 настай хүүхдэд зориулсан сургуульд бэлтгэх багцыг хэрэглэж буй нь
8. ХИС-гийн дамжлагтэйгээр НЛМ-М байгууллагын зохион байгуулсан хамтарсан багийг чадавхижуулах сургалт
9. Онцгой байдалын үе дэх хүүхэд хамгааллын төсөлд оролцсон хүүхдүүд
10. Хүүхдийн эрхийг сурталчлах зорилготой Нийгэмшүүлэх Циркийн парад, Улаанбаатар
11. Нийгэмшүүлэх Цирк сургалтын хөтөлбөрт оролцсон хүүхдүүд
12. Хүүхдийг зодож шийтэхийг тасан зогсоох олон улсын өдрийг бид хүүхдүүдийн хамт жил бүрийн 4-р сарын 30-нд тэмдэглэдэг.
13. "Хүүхдийн төлөө төсөв" гарын авлагын нээлтийн арга хэмжээ, Төрийн ордон, 2014.3 сар
14. Урьдчилан сэргийлж болохуйц хүүхдийн эндэгдлийг зогсоох тухай хүүхдүүдийн зохион байгуулсан хэвлэлийн бага хурал
15. Зудад нэрвэгсэд хүмүүнлэгийн тусламж хүлээн авч буй нь, 2010





Photos taken from the 20th Anniversary Ceremony held in Ulaanbaatar City on November 14, 2014, to commemorate the 25th anniversary of the UN Convention on the Rights of the Child, and the 20th anniversary of Save the Children's services to the children in Mongolia.

Эдгээр фото зургуудыг Хүүхдийг Ивээх Сангийн Монгол дахь Хөтөлбөрийн 20 жилийн ой, НҮБ-ын Хүүхдийн эрхийн тухай конвенцийн 25 жилийн ойг 2014.11.14 – ны өдөр Улаанбаатар хотод ёслол тэмдэглэсэн арга хэмжээний үеэр авсан болно.



Photos taken from the 20th Anniversary Ceremony held in Ulaanbaatar City on November 14, 2014, to commemorate the 25th anniversary of the UN Convention on the Rights of the Child, and the 20th anniversary of Save the Children's services to the children in Mongolia.

Эдгээр фото зургуудыг Хүүхдийг Ивээх Сангийн Монгол дахь Хөтөлбөрийн 20 жилийн ой, НҮБ-ын Хүүхдийн эрхийн тухай конвенцийн 25 жилийн ойг 2014.11.14 – ны өдөр Улаанбаатар хотод ёслол тэмдэглэсэн арга хэмжээний үеэр авсан болно.



A group photo taken on the 20th Anniversary Ceremony held in Ulaanbaatar city on November 14, 2014. About 300 distinguished guests who represented the Mongolian government, National Human Rights Commission of Mongolia, Japanese and British Embassies, UN agencies (UNICEF, UNDP, UNFPA), the World Bank, the Asian Development Bank, international and national NGOs, former and current Save the Children staff members, and children have participated at the ceremony.

Тус зургийг 2014.11.14 – ны өдөр Улаанбаатар хотод 20 жилийн ойн ёслолын арга хэмжээний үеэр авсан болно. 300 гаруй зочид төлөөлөгчид болон Монгол Улсын Засгийн газар, Монгол Улсын Хүний Эрхийн Комисс, Япон болон Их британийн Элчин сайдын яамдууд, НҮБ-ын агентлагууд, НҮБ-ын Хүүхдийн Сан, НҮБ-ын Хөгжлийн хөтөлбөр, НҮБ-ын Хүн амын сан, Дэлхийн Банк, Азийн Хөгжлийн банк, бусад олон улсын болон төрийн бус байгууллага, өмнө нь болон одоо ажиллаж байгаа ХИС-гийн ажилтнууд, хүүхдүүд энэхүү арга хэмжээнд оролцсон юм.