



Save the Children in Mongolia

ANNUAL REPORT

2025

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FOREWORD

Dear friends, colleagues, and partners,

The year 2025 marked a period of tangible progress and meaningful impact in advancing our mission to ensure the rights, protection, and well-being of every child in Mongolia. Throughout the year, we worked in close partnership with government institutions, civil society, and local organizations to strengthen child protection systems, promote quality and inclusive education, improve health and livelihoods, and enhance community resilience to climate change.

One of our flagship achievements was the successful implementation of the “Establishing School-Based Child Protection Mechanisms in Mongolia” project across secondary schools and Multi-Disciplinary Teams in Ulaanbaatar and the provinces. The project significantly contributed to creating safer, child-friendly school environments by strengthening collaboration among children, parents, teachers, and protection service providers.

During the year, our team also successfully completed several major initiatives, including:

- Establishing School-Based Child Protection Mechanisms in Mongolia
- Entrepreneurship-Focused Socio-Emotional Skills for Vulnerable Youth in Rural Mongolia
- Enabling Equity to Advance Learning

In Nalaikh district of Ulaanbaatar, we further expanded our integrated programming to address climate change impacts. This included improving water access, supporting greenhouse-based nursery development, increasing tree and shrub planting, and strengthening environmental education for residents, children, and youth.

In the health and education sectors, we launched new initiatives to support comprehensive and inclusive early childhood development. These initiatives focus on strengthening early detection and support systems for children with developmental delays and those in vulnerable situations.

In 2025, the scope of our health programming expanded with the establishment and equipping of a new dental unit in Tudevtei soum, Zavkhan province, which contributed to improved access to essential health services and strengthened public

health outcomes in remote communities.

Save the Children in Mongolia also organized high-level “Child Protection: Problems and Solutions” forums in Gobi-Altai and Khovd provinces. These forums brought together more than 200 participants, including provincial governors, soum leaders, and professionals from education, health, social welfare, and law enforcement sectors, as well as parents and children. The forums strengthened interdisciplinary dialogue, identified key child protection challenges, and enhanced the capacity of frontline specialists in the provinces.

Looking ahead, we are proud to launch the next phase of school-based child protection strengthening, which will be implemented over three years starting in 2026 in Ulaanbaatar and the provinces of Gobi-Altai, Khovd, and Bayan-Ulgii.

In addition, we were honored to host visiting colleagues and partners from Save the Children offices in Japan, Australia, the Republic of Korea, and Hong Kong. These visits provided valuable opportunities to share results, strengthen partnerships, and explore pathways to expand and deepen collaboration.

In 2025, Save the Children’s programs in Mongolia reached 38,073 children and 1,882,175 parents, teachers, and community members.

At the heart of all our work is the child. Mongolian children are not only beneficiaries of our programs - they are agents of change who raise their voices, shape solutions, and help co-create a better future for their communities.

Every success achieved and lesson learned in 2025 was made possible through the dedication and professionalism of our staff, and through the strong partnerships we maintain with government agencies, development partners, donors, and local communities who place their trust in us.

I extend my sincere gratitude to each and every one of you for your continued support and partnership.

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



INTRODUCTION TO SAVE THE CHILDREN



Save the Children is a worldwide, non-religious, non-political, independent children’s rights organization established in 1919. Save the Children supports child protection through the implementation of long-term development policies during socio-political changes and emergencies and ensures the comprehensive implementation of children’s rights.

We save children’s lives, we fight for their rights, and we help them to develop their full potential. Save the Children works to build a responsible society where children’s voices are heard, their contribution is enabled, and

significance is attached to their opinions in making decisions relevant to their lives.

During the last 100 years, Save the Children has expanded and now operates in 101 countries. Save the Children’s Mongolia Program was launched in 1994 and operated with management support from Save the Children UK in 1994 - 2009 and from Save the Children Japan since 2009. It aims to create long-term sustainable changes in the lives of children while seeking substantial and systemic solutions to emerging challenges.



OUR VISION

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



OUR MISSION

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



THEMATIC PROGRAM AREAS OF SAVE THE CHILDREN IN MONGOLIA

- Education
- Child Protection
- Child Rights Governance
- Child Poverty
- Health
- Humanitarian Assistance
- Climate Change

WE ARE WORKING TOWARDS THE FOLLOWING THREE BREAKTHROUGHS:



SURVIVE

No child dies from preventable causes before their fifth birthday



LEARN

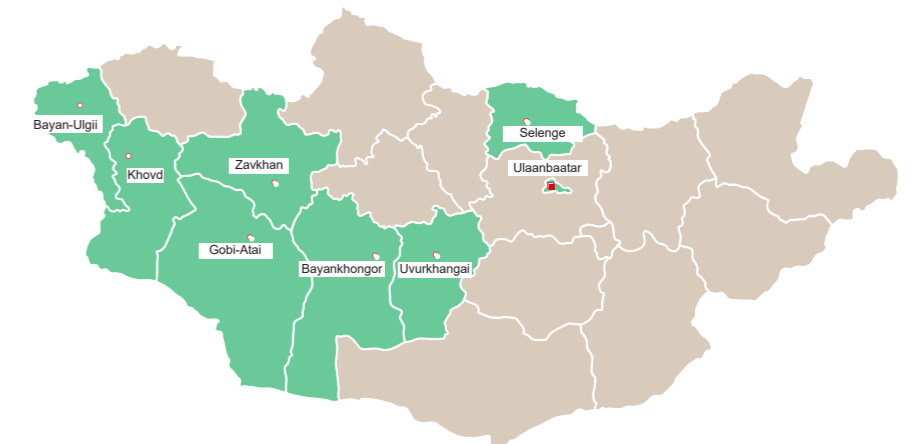
All children learn through a quality basic education



BE PROTECTED

Violence against children is no longer tolerated

WHERE WE WORK



In 2025



38,073

children and 1,882,175 adults indirectly benefited from the projects.



5,529

ESEL (Entrepreneurship-Focused Socio-emotional Skills Learning) trainees reached foundation and upper levels of ESEL skills.



10,453

direct beneficiaries from the “Promoting Holistic and Sustainable, Inclusive Developmental Support in Early Childhood in Mongolia” project funded by JMOFA (Japanese Ministry of Foreign Affairs).



1,940

adults and children received dental care from dental units in Chandmani soum, Gobi-Altai province, and Tudevtei soum, Zavkhan province.



ЭЦЭГ ЭХИЙН ЭЭРЭГ ХАРИЛЦАА, ЗӨВ ҮЛГЭР ДУУРАЙЛЛААС ГЭР БҮЛИЙН ОРЧНЫ ХҮҮХЭД ХАМГААЛАЛ ЭХЭЛНЭ.

1,499,849

people, including parents, guardians, and children, participated in the “Aware, Participate and Monitor Together” campaign, which promotes transparency in child protection services and budget information and encourages public participation.

In 2025



135,000

students in 85 pilot schools benefited from the introduction of four blended learning modules, improved digital infrastructure, and access to school-based e-learning platforms under the “Enabling Equity to Advance Learning” project.

206

cooks and nutrition staff improved their professional skills through theoretical and practical training on school food production and services under the “Enabling Equity to Advance Learning” project.

14,203

school teachers, staff, parents and caregivers, and 25,399 students and children directly benefited from the “Establishing School-Based Child Protection Mechanisms in Mongolia” project.

4,000

trees of 24 species planted in the sites of the “My Forest Child” project.

17,730,000

MNT (Mongolian Tugrugs) in funding was awarded to support 15 micro-projects developed and implemented by students trained as peer supporters under the “Establishing School-Based Child Protection Mechanisms in Mongolia” project.



“ESTABLISHING SCHOOL-BASED CHILD PROTECTION MECHANISM IN MONGOLIA” PROJECT

In 2025, Save the Children successfully completed the “Establishing School-Based Child Protection Mechanism in Mongolia” project, implemented from 2023 to 2025 with financial support from Save the Children Hong Kong. The project established functional school-based child protection mechanisms across 14 schools and 14 multi-disciplinary teams (MDTs). In addition, the project strengthened the capacity of teachers, school staff, and parents/caregivers to guide and support children’s learning and development using non-violent, child-centered approaches. Methodological support was provided to enhance collaboration between schools and MDTs in managing child protection cases. The project also promoted meaningful child participation, enabling children to overcome challenges and develop skills to support and advise their peers.

FINAL YEAR EVALUATION AND DISSEMINATION

- 2025 marked the final year of project implementation. An end-of-project evaluation was conducted to assess results, measure progress against baseline data, and generate recommendations based on lessons learned.
- Evaluation findings and key achievements were disseminated to partner organizations and the public.
- Project closure and result-sharing activities were conducted at multiple levels, including provincial, capital city, and central ministry/agency levels. Recommendations were formally submitted to relevant ministries and government agencies.

Policy Influence and National Scale-Up


- The establishment of school-based child protection mechanisms demonstrated strong results. The Ministry of Education appreciated the guideline “Exemplary Model of Child Protection Mechanism in General Education Schools.”
- The Ministry decided to review, revise, and disseminate the guideline nationwide. Printing costs for the updated guideline were covered under the project.

Key Capacity-Building and Implementation Results (Year 3)

To further strengthen school-based child protection mechanisms and enhance cooperation between schools and MDTs, the project implemented the following:

- **Advanced Case Management Capacity**
 - 97 participants completed advanced case management training based on Save the Children International’s “Steps to Protect: A Common Approach to Case Management.”

- **Experience Sharing and Peer Learning**
 - 95 representatives from schools and MDTs participated in a national experience-sharing workshop in Ulaanbaatar, strengthening motivation, knowledge exchange, and collaboration.
- **Child Participation and Rights Awareness**
 - Training on “Methodology for Promoting Meaningful Child Participation” and “To Whom, Where, and How to Report Child Rights Violations” reached:



 **140 teachers**

 **1,400 supporting children**

 **An indirect reach of 21,457 students**

Parent Engagement and Community Ownership

- Parent Councils in all 14 target schools implemented child protection micro-projects in two phases, reaching:

 **11,000 parents and caregivers**
 **12,302 students**

Child-Led Micro-Projects

- Through child-led initiatives implemented in two phases, 12,935 students participated in designing, implementing, and reporting child protection activities.

Policy Dialogue and Systems Strengthening

- In partnership with the Governor’s Offices of Gobi-Altai and Khovd provinces, Save the Children Mongolia organized the “Child Protection: Problems and Solutions” Forum, bringing together 211 professionals to strengthen policy dialogue and technical expertise.

Donor Engagement

- **Four representatives from Save the Children Hong Kong visited Mongolia and observed project implementation in:**

- 5 target schools
- 5 MDTs
- Parent Councils in Ulaanbaatar, Khovd, and Gobi-Altai

Public Awareness and Advocacy

- In 2025, the “Know, Participate, Monitor Together” campaign promoted public awareness and support for child protection budgeting through social and traditional media. It produced 5 videos, 5 posters, 5 reels and content from three influencers including a TV interview, a radio interview, two newspaper articles and two website features. The campaign reached 1,499,849 people through combined media and social media channels.
- Building on these results, the donor has selected the next phase of the project, creating an opportunity to continue implementation for an additional three years.



PROJECT QUANTITATIVE RESULTS:

The project reached beneficiaries from 14 target schools and 14 multi-disciplinary teams:

16,090

(direct beneficiaries):
School teachers, staff,
parents and caregivers

25,399

(direct beneficiaries):
School students and
children

1,177

(indirect beneficiaries):
Adults

21,632

(indirect beneficiaries):
School students and
children



"My name is Sunderiya Chimeddamba, and I am a 12th-grade student at the secondary school in Darvi soum, Khovd province. Recently, our school social worker, teacher Nyamdavaa, conducted a training session titled 'To Whom, Where, and How in Case of Child Rights Violations.'

Before attending this training, I did not know who to approach or how to speak up when a child's rights were violated. Sometimes I felt afraid. Other times, I simply stayed silent because I did not know what to do.

After participating in the training, I have changed a lot. I now understand that every child has rights, and I know clearly who I can turn to for help and what steps to take if my rights or the rights of my friends are violated.

It made me feel safe and supported to know that our teachers and social workers are ready to listen to us and protect us. Now, I feel more confident to speak up – not only for myself, but also for others."



Teacher, psychologist and students from the My Notebook project team at Secondary School No. 17, Chingeltei District, Ulaanbaatar City



Save the Children in Mongolia organized the “Child Protection: Problems and Solutions” Forum on 5-6 November 2025 in Khovd province. The forum aimed to strengthen the child protection system, promote interdisciplinary discussions on improving child protection services, identify pressing challenges, and build the capacity of specialists providing child protection and education services in Khovd province. More than 100 participants attended the forum, including representatives of the province and 17 soums, as well as professionals from the education, health, social welfare, and police sectors, along with parents and children.



The Child Protection Forum was held in Altai City, Gobi-Altai province, on October 7-8, 2025. The forum's goals were to support the development of child protection strategy, improve child protection services, foster cross-sectoral dialogue, jointly identify challenges, and build the capacity of professionals who provide protection and educational services for children. More than 100 participants joined the forum, including leaders from 18 soums and 2 townships, relevant officials, school social workers, teachers, representatives from the health, social welfare, and police sectors, specialists from the Department for Child and Family Development and Protection, representatives from the Education Department, parent and child representatives, as well as child protection experts from Save the Children.

POSITIVE DISCIPLINE IN EVERYDAY PARENTING SUB-PROGRAM

As part of Save the Children’s long-term Child Protection Strategy, the Positive Discipline in Everyday Parenting (PDEP) program aims to eliminate all forms of physical and emotional punishment of children across all settings. The training program equips parents and caregivers with practical knowledge and skills to adopt positive, non-violent approaches to child-rearing, while promoting effective strategies to prevent violence. By fostering safe, nurturing family environments and strengthening positive parent-child relationships, the program contributes directly to building a protective and caring environment for children.

Strengthening National Capacity and Expanding Reach in 2025

In 2025, PDEP focused on strengthening its training system and expanding its reach nationwide. Public awareness efforts were intensified to promote the program’s objectives and encourage institutional collaboration. The program was formally presented to the Governor’s Offices of Gobi-Altai, Khovd, Zavkhan, and Bayankhongor provinces. Engagement meetings were also conducted with the Mongolian Stock Exchange, the Fuel Consumer Service Center, and Mon-Enco LLC, while official letters were sent to additional institutions, laying the groundwork for future partnerships and long-term sustainability.

A significant milestone was achieved in building national capacity: five individuals completed the country trainer certification requirements between 2022 and 2025 and received official accreditation from Canada’s PDEL organization. This

certification strengthens Mongolia’s ability to scale the program independently and ensures high-quality, standardized delivery nationwide. It represents a major step toward institutionalizing positive parenting approaches and influencing parents’ knowledge, attitudes, and practices to prevent violence against children.

Provincial-Level Implementation and Direct Impact

In partnership with the Governor’s Office of Gobi-Altai province, Save the Children trained 52 participants in October 2025 as certified parent program facilitators. Participants included:

- Social workers from schools across all 18 soums
- Teachers from Lifelong Learning Centers
- Specialists from the Provincial Education Department

These trained facilitators gained practical skills to promote and model positive discipline approaches in their daily professional work. They are now positioned to lead violence-prevention efforts within their communities and sustain program implementation at the provincial level.

Between October and December 2025, PDEP was implemented in 17 locations across Gobi-Altai province including 15 soums and two schools in the provincial center. Through these sessions, 340 parents and caregivers strengthened their knowledge and practical skills in positive parenting approaches.



Facilitator training for the “Positive Discipline in Everyday Parenting” program, Gobi-Altai province. October 10, 2025

As a result, families are better equipped to replace punitive practices with constructive, non-violent discipline methods, contributing to safer home environments and healthier parent-child relationships. This represents a direct and measurable impact of the PDEP program and a meaningful step toward reducing violence against children at the community level.

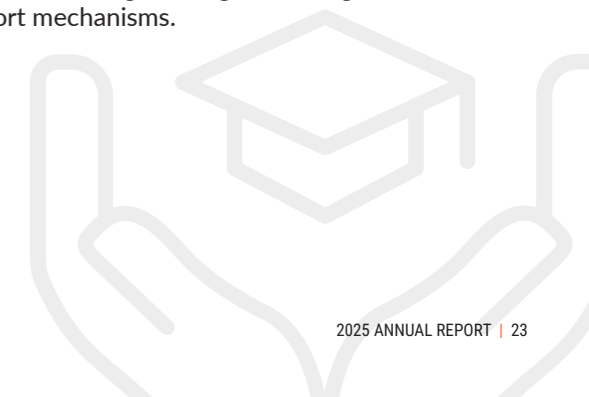


“PROMOTING HOLISTIC AND SUSTAINABLE, INCLUSIVE DEVELOPMENTAL SUPPORT IN EARLY CHILDHOOD IN MONGOLIA” PROJECT

Since March 30, 2024, Save the Children has been implementing the project titled “Promoting Holistic, Sustainable and Inclusive Developmental Support in Early Childhood in Mongolia”, funded by the Ministry of Foreign Affairs of Japan. The project is being implemented in Bayanzurkh, Chingeltei, and Songinokhairkhan districts of Ulaanbaatar City, as well as in Bayankhongor and Selenge provinces.

The project aims to strengthen systems for holistic and inclusive early childhood development (ECD) by building the capacity of local public service providers including health centers, child protection committees, kindergartens, and related institutions to deliver coordinated and child-centered services.

Thanks to project activities, foundational structures are being established to support integrated early childhood development services at the local level. At the same time, both central and local government bodies have intensified efforts to promote holistic and inclusive early childhood development through strengthened legislation, policy dialogue, and implementation support mechanisms.



PROJECT QUANTITATIVE RESULTS:

- In May 2025, the Memorandum of Understanding for the implementation of the “Promoting Holistic and Sustainable, Inclusive Developmental Support in Early Childhood in Mongolia” project for 2025-2027 was renewed with the Ministry of Education, the Ministry of Health, and the Ministry of Family, Labor, and Social Protection in cooperation with relevant parties. A workshop was held to introduce the project’s outcomes and implementation progress.
- A baseline study was conducted between May and August 2025 to gather initial data for the project, assess the policy environment related to early detection and developmental support for early childhood disabilities, and analyze the pre-project situation of beneficiaries receiving services at Year-2 Family Health Centres, branch commissions, and kindergartens. In total, 297 participants contributed to the baseline survey, which used a combination of quantitative and qualitative methods, including questionnaires and key informant interviews.
- To improve the infrastructure of the kindergartens and Family Health Centres for children with diverse needs, the project built ramps, installed handrails and modified toilets that meet the needs of children with disabilities in the five new kindergartens and five Family Health Centres in Bayankhongor, Selenge, and Ulaanbaatar.

Target areas	Family Health Centres	Kindergartens
Bayanzurkh district of Ulaanbaatar	“Nemuulen” Family Health Center	320 th Kindergarten
Songinokhairkhan district of Ulaanbaatar	“Anan” Family Health Center	81 st Kindergarten
Chingeltei district of Ulaanbaatar	“Mend arivjikh” Family Health Center	83 rd Kindergarten
Bayankhongor province	“Otoch Mandal” Family Health Center	1 st Kindergarten
Selenge province	“Nomt Khan” Family Health Center	3 rd Kindergarten

- The following training manuals and modules were redesigned and published to deepen the knowledge and understanding of practical methods for inclusive teaching among kindergarten teachers, enhance the knowledge and skills of parents to support the development of children with diverse needs, improve the methodology for doctors at Family Health Centres to detect developmental delays and concerns in infants and young children, and empower members of the branch commission.

01.

Methodology for Early Detection of Developmental Delays and Disabilities in Infants and Young Children training manual for Doctors of Family Health Centres

02.

Training Manual for the Branch Commission on Health, Education and Social Protection of Children with Disabilities

03.

Training module for professional development for pre-school teachers

04.

Methodology for Improving Parents’ Knowledge, Understanding, and Role in Supporting Early Childhood Development training module

05.

Parent-teacher communication book

06.

Instructions and methods for using educational toys and training materials for development support in the Child Development Support Room

- Based on the training modules, the following training was organized for teachers and staff of kindergarten, doctors from the Family Health Centres, medical staff and officials from the local government between August and October 2025. Participants who enrolled in the training learned new methods to support the development of children with diverse needs and improved their inclusive practices.

Table for training

	Name of the training	Number of participants enrolled in training (Year 1 and Year 2 targets)
B1	Methodology for Early Detection of Developmental Delays and Disabilities in Infants and Young Children training manual for Doctors of Family Health Centres	54 doctors, medical staff
B1	Rehabilitation/speech/physical therapy training for Family Health Centre doctors	59 doctors
B2	Training Manual for the Branch Commission on Health, Education, and Social Protection of Children with Disabilities	29 members
B2	Parent training in collaboration with APDC in two target aimags	131 parents
B2	Mongol Tanaka Binet Intellectual test takers training	17 people
B3	Training module for professional development of preschool teachers	318 teachers
B3	Instructions and methods for using educational toys and training materials for development support in the Child Development Support Room	68 teachers
B4	Methodology for Improving Parents' Knowledge, Understanding, and Role in Supporting Early Childhood Development	323 teachers 588 parents and caregivers
B4	Parent training in collaboration with APDC	300 parents

• Policy meetings were held regularly with the participation of the Ministry of Education, the Ministry of Health, the Ministry of Family, Labor and Social Protection, and other stakeholders to ensure equal access to comprehensive social services for children with diverse needs. As a result of the meetings, three draft legal documents were revised and redesigned. For example, the Preschool Education curriculum was approved by Order No. A/404 of the Minister of Education of

2025. This curriculum supports learning methods based on the personal needs of each child.

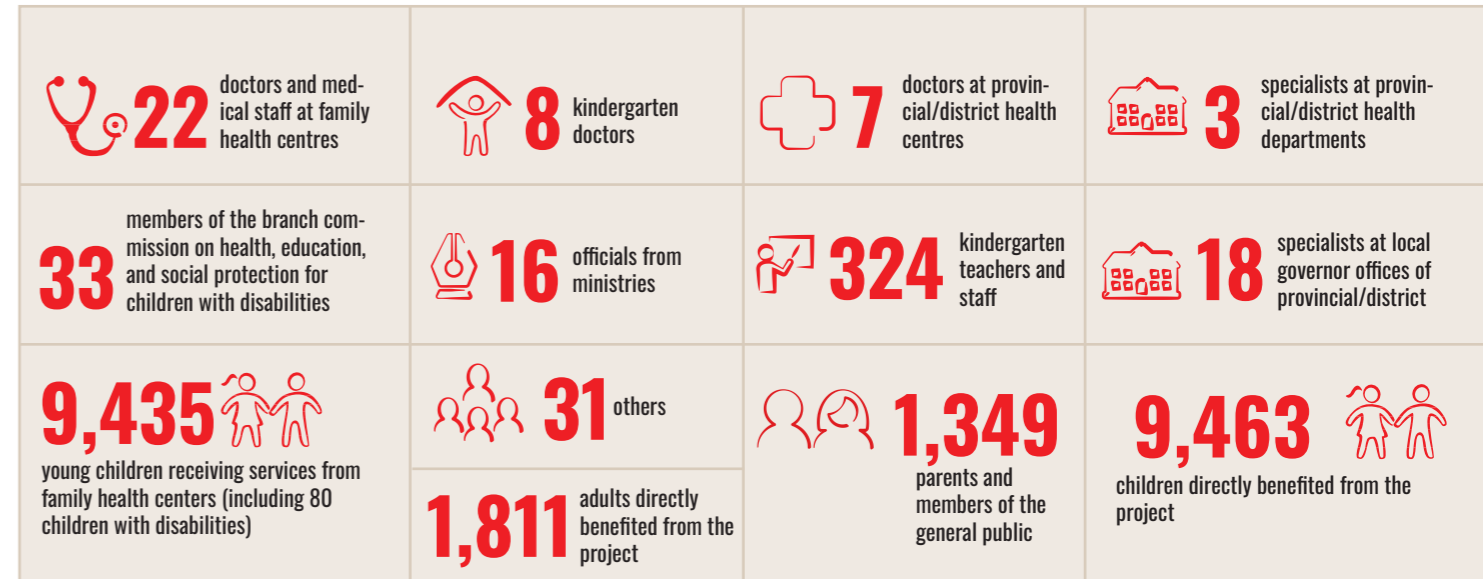
• To assess the intellectual development of children, the project collaborated with the Mongolian National University of Education to organize the Mongolia-Tanaka Bine Tester Training Course. This initiative trained 17 assessors across all stakeholders, including target kindergartens, Family Health Centres, and rehabilitation centers, and local departments.

- 10 joint meetings and 4 case discussions were organized, involving a total of 54 participants, to improve coordination between the Branch Commission on Health, Education and Social Protection for Children with Disabilities, family health centres, kindergartens, and specialized professional teams in 3 districts of Ulaanbaatar and Bayankhongor and Selenge provinces. The project provided support to 29 children with diverse needs and developed individual development support plans.
- “The early identification and care” social media and traditional media campaign was developed and will be launched in 2026 to raise awareness about the

critical importance of early detection of disabilities in children and the need for comprehensive support for young children. As part of the campaign, a variety of materials have been developed and distributed, including 4 promotional videos, 3 posters, 5 success stories, and over 10 articles and interviews for newspapers and TV.

These materials were shared through relevant media channels and social media platforms. The advocacy campaign reached an impressive audience, garnering 2,7 million views.

PROJECT OUTCOMES:





Naranchimeg Vanchigsuren - Head of the Division of Social Policy of the Governor's office in Bayankhongor province:

"First of all, I would like to say that the human resources of our province's social service organizations have been significantly strengthened by participating in regular trainings organized within the framework of the "Promoting Sustainable, Holistic and Inclusive Development Support in Early Childhood in Mongolia" project.

During this project period, the knowledge and skills of the members of the Branch Commission on Health, Education and Social Protection for Children with Disabilities in our aimag have also improved significantly. The quality of the information prepared in close collaboration with a specialized professional team has been enhanced, and a new referral form has been introduced to the Family Health Centre."

Handover ceremony of equipment, educational materials, and renovation work to support children with special needs at targeted kindergarten. October 27, 2025

“ENABLING EQUITY TO ADVANCE LEARNING” PROJECT



The Ministry of Education of Mongolia successfully implemented the “Enabling Equity to Advance Learning” project from 2022 to 2025 with funding from the Global Partnership for Education (GPE). Save the Children Australia served as the Grant Agent, while Save the Children in Mongolia coordinated in-country implementation and provided technical and operational support to the Ministry of Education.

The project was delivered through three priority components: Inclusive Education, School Feeding, and Blended Learning. It reached 273 general education schools across all 21 provinces and the 9 districts of Ulaanbaatar City, contributing to improved access, equity, and quality in Mongolia’s education system.

To ensure full implementation of planned activities and optimal utilization of funds, a request to amend the project’s Financial Agreement was submitted to the Grant Agent and the Ministry of Finance. A six-month no-cost extension was subsequently approved, extending the project timeline and enabling the completion of remaining activities.

Inclusive Education

- Six disability-specific teacher networks were established at the school level, alongside six networks at provincial and district levels. Established in 2023, these networks continued their activities through 2025, providing teachers with ongoing mentorship, quarterly training, access to resource materials, and experience-sharing opportunities via online platforms. Teachers from special schools serve as mentors, and a consultancy firm trained 18 teachers to act as network mentors.
- In 2023, 18 fully furnished Student Development Support Classrooms (SDSCs) were established in all target schools to support children with disabilities. In 2025, calming corners were added with additional funding of MNT 156,911,370. The SDSCs are accessible during and after school hours, benefiting more than 446 children with disabilities.
- To further strengthen teacher capacity, 18 teachers are pursuing a one-year Bachelor’s degree program in

Inclusive Education through project-supported scholarships. These teachers also participated in basic sign language training organized by the General Authority for Education (GAE).

- Experienced teachers with over 15 years of consultancy experience were selected from Special Schools No. 25, 70, 55 and 116 in Ulaanbaatar. From 2023 to 2025, they provided consultation and support to general education schoolteachers working with students with diverse learning needs through the SDSCs.
- A five-day Mongolian Sign Language training was conducted from 28 April to 2 May 2025 for 50 Ministry of Education officials and staff of affiliated organizations.
- An awareness-raising campaign promoting peer support for children with disabilities was implemented in 15 target schools between 16-25 April 2025.

School Feeding Program

- Scholarships were awarded to 36 students for training to upgrade their qualifications as nutritionists. 28 graduated in 2024, while the remaining 8 students completed the program in 2025. All graduates are employed in contracted schools.
- Kitchen equipment and auxiliary tools valued at MNT 3.7 billion, comprising 45 types of equipment and 22,000 units, were supplied and fully installed in 45 general education schools across 11 provinces and 9 districts of Ulaanbaatar.
- An extracurricular health and nutrition program for boarding school students was developed and approved by the Ministry of Education. Three curriculum manuals for primary, middle, and high school students were published and piloted in target dormitories,

benefiting 3,206 students in 30 dormitories. A simplified version of the Child-Centered Nutrition and Health Program is now being implemented nationwide in general education schools with dormitories.

- A total of 150 cooks and 42 nutritionists from 45 target schools participated in two rounds of theoretical and practical training in 2023 and 2025. Participants received professional certificates and essential tools, including uniforms, thermometers, and salt-measuring devices.
- In 2025, surveys were conducted among parents of primary school students in the 45 target schools to assess the quality and nutritional value of school lunches, providing a foundation for increased parental engagement in school meal monitoring.

Blended Learning

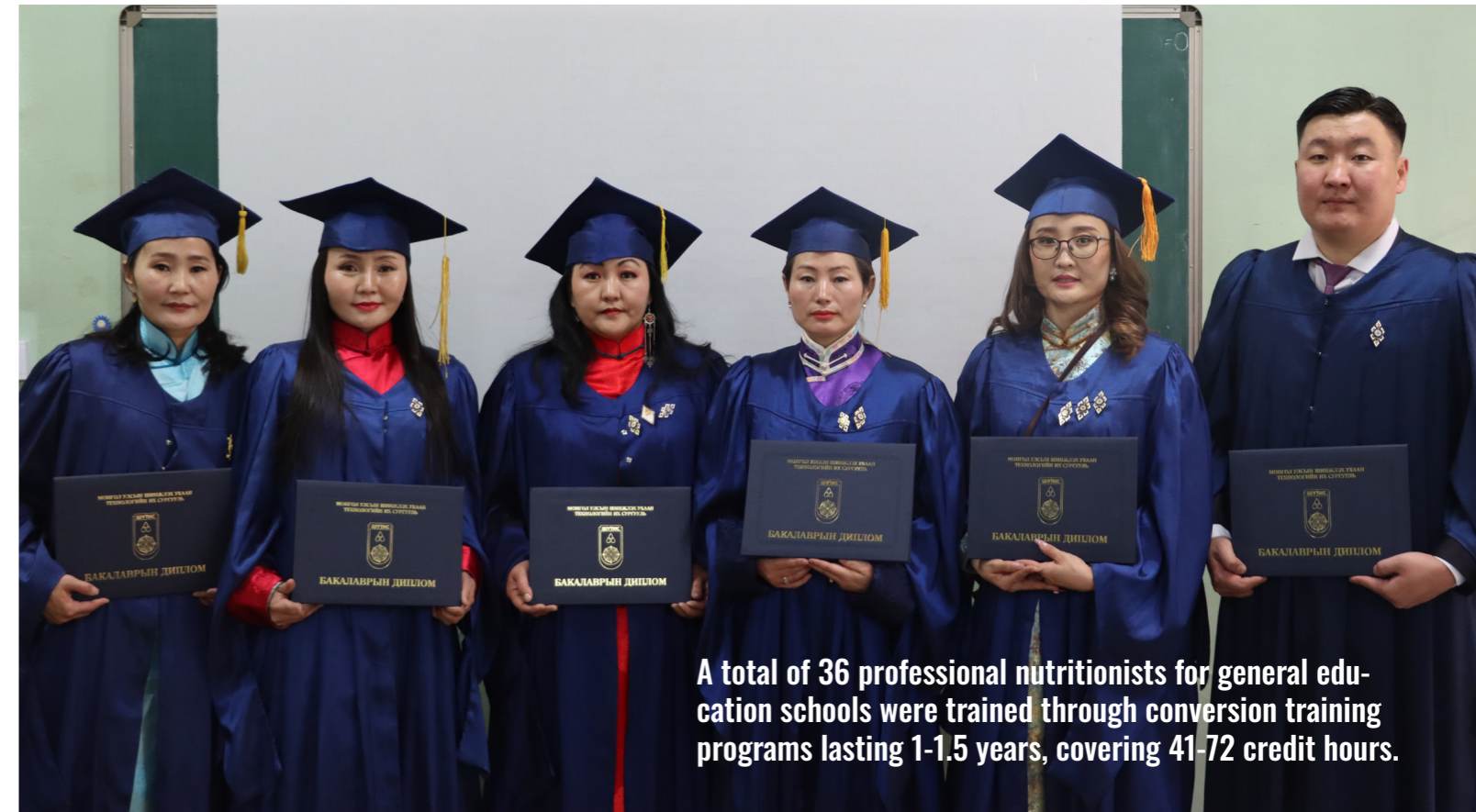
- The adoption of ISO/IEC 2382-36: Information Technology Vocabulary Part 36: Learning, Education and Training standards for Mongolia's education sector was approved by the National Agency for Standardization and Metrology. Two benchmarks/requirements for teachers and institutions implementing blended learning were developed and approved by the Minister of Education.
- Digital classrooms were established in 85 target schools, with a total investment of MNT 3.0 billion, creating an enabling environment for blended learning implementation.
- Technology-based blended learning models were developed and scaled to reduce urban-rural disparities, promote inclusion and equity, and improve access to quality, personalized learning. These models include National-Level Strategies and Actions (2025-2030), as well as regional, local, and school-level implementation plans.
- Four blended learning modules were piloted in 85 schools.
- Training on Information and Communication Technology (ICT) infrastructure maintenance was con-

ducted for 164 participants (78 IT staff and 86 school administrators) from the target schools.

- A five-module training of trainers was delivered in Ulaanbaatar, covering pedagogy, blended learning, differentiated instruction through Individualized Education Plans, and continuous formative assessment. 164 teachers from 85 schools were trained as trainers and subsequently delivered dissemination training to 1,320 teachers at the school level.
- Training sessions were organized for 4,622 parents to strengthen their engagement in supporting their children's remote learning.
- Within the project scope, 255 teachers from the 85 target schools shared best practices on applying the four blended learning modules, expanded participation in the pilot, and provided guidance on student support. A national competition with a prize fund of MNT 90 million was organized in collaboration with the Ministry of Education and the Digital Education and Statistical Information Department of the GAE from 18 November 2024 to 21 March 2025.

PROJECT OUTCOMES

- Access to mainstream education for children with disabilities increased by **177** students, reaching a total of **1,027** students in the targeted schools, reflecting improved inclusion and reduced barriers to participation.
- During the 2024-2025 school year, **20,142** out of **26,103** students (**78.5%**) enrolled in **18** target schools received training aimed at fostering positive attitudes toward peers with disabilities, contributing to more inclusive and supportive school environments.
- As a direct result of the project, **48,200** students now receive hot meals five days a week, improving attendance, nutrition, and overall student well-being.



A total of 36 professional nutritionists for general education schools were trained through conversion training programs lasting 1-1.5 years, covering 41-72 credit hours.



Event to present the GPE Multiplier Project implementation and share its results. December 5, 2025



“ENTREPRENEURSHIP-FOCUSED SOCIO-EMOTIONAL SKILLS FOR MOST VULNERABLE YOUTH IN RURAL MONGOLIA” PROJECT

In 2025, Save the Children Mongolia successfully completed the “Entrepreneurship-Focused Socio-Emotional Skills for Most Vulnerable Youth in Rural Mongolia” project. Implemented from 2019 to 2025 across 29 remote soums in five provinces – Khovd, Zavkhan, Uvurkhangaï, Gobisumber, and Sukhbaatar – the project was funded by a USD 2.7 million grant from the Japan Social Development Fund of the World Bank.

The project achieved its objective of equipping vulnerable and disadvantaged youth in remote rural districts with entrepreneurial, educational, and socioemotional competencies. Through integrated skills development, young people strengthened their academic performance, improved their confidence and resilience, and enhanced their preparedness for future employment and income-generating opportunities.



THE PROJECT ACHIEVEMENTS:

8,773

children and youth

aged

14-25

including students in grades

8-12

From secondary schools, Lifelong Education Centers, Technical and Vocational Education and Training Institutes, as well as those who are out-of-school and at risk of unemployment, participated in the ESEL training program to develop their entrepreneurship knowledge, socioemotional skills and mindset.

An innovative, locally tailored “Entrepreneurship-Focused Socioemotional Learning” (ESEL) curriculum and training package was developed based on international trends, local needs and stakeholder participation. The ESEL training program was piloted and disseminated through a collaboration with multiple stakeholders.

A sub-grant mechanism was established to enable the practical application and further development of the ESEL knowledge, skills and mindset acquired through the training. Pitch competitions were organized to award sub-grants to youth-led initiatives.

Project outcomes were enhanced through active engagement of relevant stakeholders and the development of a supportive ecosystem for the ESEL program. The success and lessons learnt were reflected. The project’s best practices and methodologies were shared. Furthermore, the project-level sustainability strategy was formulated and disseminated.



PROJECT KEY RESULTS:

- Based on expansive learning theory, “Entrepreneurship-Focused Socioemotional Learning” (ESEL) training program was developed with supporting resources, and a blended ESEL training program was introduced.
- At the five target aimags and 29 soums of the project, Aimag-level Councils and Soum-level Councils, consisting of representatives of local government authorities, the private sector, parents, and community members, were established.
- Seven rounds of ESEL training were conducted at the secondary schools, Lifelong Education Centers (LLECs), and Technical and Vocational Education and Training (TVET) institutes of target soums, with the participation of 8,773 children and youth.
- A total of 594 teachers were trained as ESEL teachers/counselors to deliver the program. Additionally, 50 master teachers were prepared through a Training of Trainers (ToT) program.
- 45 Entrepreneur Clubs were established in target schools to strengthen the knowledge, skills and mindset acquired through the ESEL training, where 2,940 children and youth have been actively engaged.
- Eight pitch competitions were organized for ESEL graduates. A total of 3,286 children and youth presented business ideas and community-based project proposals, of whom 1,471 received sub-grants.
- 360 teams who won the pitch competition were awarded sub-grants of up to USD 1,000 to apply their knowledge and skills from the training in real life by implementing their business ideas.
- In the target aimags and soums, a support mechanism was created through the preparation and provision of 5 business coaches, 211 mentors, and 224 peer mentors with necessary skills to support the children and youth implementing the sub-grant funded projects.
- Experience-sharing events were organized at local and national level, with 1,019 children and youth participating to exchange lessons learnt and best practices.
- The School-Based Enterprise (SBE) initiative was rolled out in 6 secondary schools across 6 soums in the target 5 aimags to promote entrepreneurship education and strengthen school management capacity.
- The project conducted and shared the findings of the baseline study, endline impact evaluation, and the beneficiary satisfaction survey. A national capacity-building training on the assessment of socioemotional skills assessment was organized. An observational rubric tool for the ESEL training program was developed and disseminated.
- A comprehensive and participatory monitoring and evaluation mechanism with the engagement of multiple stakeholders was established and implemented to continuously oversee and evaluate the project progress and enhance its effectiveness. Project success stories were documented and disseminated in various forms.

QUANTITATIVE RESULTS:

<p>8,773</p> <p>total beneficiaries of ESEL training</p>	<p>8,253</p> <p>graduates from ESEL training</p>	<p>5,529</p> <p>ESEL trainees reached the foundation and upper levels of ESEL skills</p> 	
<p>1,471</p> <p>children and youth implemented micro-projects from</p>	<p>360</p> <p>teams</p> 	<p>3,286</p> <p>children and youth participated in Pitch competitions</p>	<p>1,331</p> <p>children and youth connected with a market</p>
<p>435</p> <p>child and adult mentors</p>	<p>594</p> <p>ESEL teachers/counselors</p> 	<p>50</p> <p>ESEL Master Teachers</p>	<p>1,019</p> <p>children and youth participated in experience-sharing activities</p>
<p>6</p> <p>schools implemented School-Based Enterprise projects</p> 	<p>45</p> <p>Entrepreneur Clubs</p>	<p>+2,940</p> <p>member of the Entrepreneur Clubs</p>	



From left to right: Bayan-Altai Luvsandorj, Country Manager and Representative of Save the Children in Mongolia hands over ESEL training package to Nyam-Ochir Tumor-Ochir, Director of the General Authority for Education. March 28, 2025



Munkhjin Erdenebayar, a student at the National University of Mongolia and an ESEL training participant from Tosontsengel soum, Zavkhan province:

"I completed the ESEL training and had been part of the project for three years. Coming from a remote rural area to Ulaanbaatar city, I began to see myself as someone who could lead my classmates and contribute to my community. The experience filled me with confidence and ambition to travel to many countries around the world in the future.

Through the ESEL training program, I have learned to think more strategically and with a far-sighted mind. I have also learned to see more of what is needed to solve certain problems. I am very grateful that the knowledge and experience we have acquired will contribute to sharpening our future as it has added so much value to us. We are young people eager to build our country."



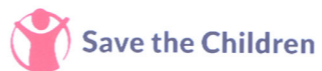
БОЛОВСРОЛЫН
ЯАМ



JAPANGO
THE GOVERNMENT OF JAPAN



THE WORLD BANK
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT



Save the Children

“ОРОН НУТГИЙН ӨСВӨР ҮЕИЙНХЭНД ХУВЬ ХҮНИЙ УР ЧАДВАР,
ЭНТРЕПЕНЕРШИП БОЛОВСРОЛ ОЛГОХ” ТӨСӨЛ (2019-2025)

ТӨСЛИЙН УР ДҮНГИЙН СЕМИНАР

ESSEL

LEARN TOGETHER
CREATE TOGETHER

ХАРИЛЦАН СУРЬЯ
ХАМТДАА БҮТЭЭЭ

Participants in the Project Closing Workshop on 9 June, 2025

GLOBAL YOUTH ENTREPRENEURSHIP CHALLENGE (GYEC) 2025

Since 2017, Save the Children in Mongolia has been organizing the Global Youth Entrepreneurship Challenge (GYEC) annually in Mongolia in partnership with Development Solutions NGO and Municipal Business and Innovation Development Agency.

In this year, seven teams were selected to participate in the national competition, where they developed their business ideas, created a prototype, and pitched their concepts within 12 hours on the topic: 'Breaking Free from the Scroll: The Next Big Innovation to Reduce Screen Addiction'. Teams were evaluated by a judging panel based on five major criteria, including creativity and Innovation, implementation of new technology, accuracy of financial estimation, production planning, marketing research and planning, and communication.

Team 'Jimmy Neutron' took the first place in the Global Youth Entrepreneurship Challenge 2025 with their innovative digital wellness app. Team 'LABO' won the second place with their concept of a smartwatch with integrated earbuds that transmit sound directly to the brain, while 'Team Achievers' secured the third place with a mobile app that encourages users to reduce screen time by rewarding them with points and badges. On May 17, 2025, the national winning teams successfully participated in the Global Youth Entrepreneurship Challenge 2025 which was organized online by the Center for Entrepreneurship Development in Japan and aimed to encourage young people's entrepreneurship and develop their knowledge and experience of enterprise. The theme of the Global Challenge was an innovative, cost-effective technological solution to help a global company include deaf employees in the workplace and support their career development.



National Competition Participants of the Global Youth Entrepreneurship Challenge 2025 with the Judges. April 5, 2025, Ulaanbaatar



Senior representatives from Save the Children Korea visited Mongolia to observe the progress of the “My Forest Child” project, implemented with their support, on 20 October 2025

“MY FOREST CHILD” PROJECT

Mongolia is at the center of climate change and has become one of the most vulnerable countries according to a recent study on climate risks. Its geographical location makes the nation particularly susceptible to the impacts of global warming. The relatively low air humidity, combined with the mountains blocking the humid maritime climate, results in an increased number of cloudless days, reduced rainfall, and consistently hot, dry conditions throughout the year.

Save the Children has been implementing the “My Forest Child” project in Mongolia since 2024 with funding from Save the Children Korea. The three-year initiative aims to plant trees, increase climate change awareness, and support adaptive livelihoods in the community, focusing on engaging children and youth in environmental protection efforts in the target area.



MAIN ACHIEVEMENTS IN 2025

Afforestation Area Preparation – Infrastructure

Following the District Governor’s temporary endorsement of the 5-hectare project site in Nalaikh (pending final approval), the project began installing fencing to secure and protect the area in preparation for field activities. Additionally, procurement of transportation and other necessary equipment was completed.

Using a tractor and other relevant small-scale equipment and mini truck (porter), approximately one-fifth of the land was successfully cultivated and prepared in time for spring planting. In September, an 80-meter-deep groundwater well was drilled. A 5kW solar power system with a 10 kWh battery was installed, along with approximately 600 meters of cabling. Additionally, a site surveillance system was set up.

Establishing a Tree Nursery

Two greenhouses, each measuring 6 by 20 meters and equipped with irrigation systems, were constructed and prepared on-site for cultivating tree seedlings. The project aims to grow and maintain these seedlings in the coming years to support replanting of dead trees and generate income for the local community. All major agricultural equipment essential for supporting agricultural productivity was successfully procured. Storage facilities, staff quarters, and a bio-toilet were also installed to support ongoing field operations.

Tree Plantation

In 2025, the project planted approximately 4,000 trees, comprising 23 different species. Planting was carried out seasonally, with 41% in spring, 1% in summer, and 58% in autumn. Additionally, about 600 seedlings and cuttings of seven species were prepared in greenhouses. The activities engaged around 1,000 participants, of whom 39% were male, 61% female, and 82% were children.

Plantation Training

The project mobilized and trained 200 local residents for community-led tree planting activities in partnership with the District Lifelong Education Center. Initially, five groups were formed, with a target of establishing at least 10 community groups.

Participants were trained in tree planting, cooperative organization, and sustainable livelihoods approaches to create model green spaces and foster long-term environmental stewardship. Following the training, community groups received trees and collectively planted more than 300 trees in designated areas during the autumn season.

In total, over 1,500 individuals received in-class training and more than 1,000 participated in hands-on field training on tree planting techniques.

Climate Change Education Training of Trainers

In collaboration with the Freshwater Resources and Nature Conservation Center under the Ministry of Environment and Climate Change, Save the Children organized an intensive training program for trainers. The center’s professional and skilled instructors provided theoretical knowledge alongside practical training opportunities. As a result, the training equipped 50 participants, including school teachers, university lecturers, students, and local government officials, with comprehensive knowledge on climate change mitigation, adaptation, biodiversity conservation, and teaching methodologies. These trainers subsequently conducted 22 awareness-raising activities and workshops, reaching a total of 1,686 children, youth, and community members in spring 2025.

Supporting Youth Eco Club Activities

The project supports student-led eco clubs in targeted schools to raise awareness on climate change and environmental protection. In 2025, the project provided financial and technical support to eco clubs to implement creative environmental initiatives that promote climate-smart practices and tree planting. The activities include:

- Awareness campaigns and competitions on climate change, tree planting, and biodiversity.
- Production of educational materials, such as videos,

posters, and newsletters promoting environmental stewardship.

- Peer-to-peer learning sessions to share knowledge on climate action and sustainable practices.





The eco club projects engaged over 1,000 students and strengthened youth participation in climate education and local afforestation efforts. These initiatives contributed to the project’s goal of building a climate-resilient and environmentally conscious generation.

Six youth/eco clubs of targeted secondary schools initiated small-scale environmental projects with support from the project. The result will be reported in the first and second quarters of 2026.

Public Campaign

On 3 May 2025, climate education activities were integrated into an Open Mic event in Nalaikh to engage a broader audience. The campaign used interactive, play-based learning at information desks, attracting over 100 participants who completed all activities. Additionally, 23 local artists performed, blending entertainment with environmental messaging.

PROJECT QUANTITATIVE RESULTS:

<p>4,000 trees planted across 24 species and ~600 seedlings and cuttings of 7 species prepared in green-houses.</p>	<p>1,000 participants involved in the tree planting:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  39% male </div> <div style="text-align: center;">  61% female </div> <div style="text-align: center;">  82% children </div> </div>			
<p>50 certified ToT participants</p>	<p>30 workshops conducted</p>	<p>2,000 participants trained on tree planting & climate topics</p>	<p> Climate change training manual developed & distributed</p>	<p>Community engagement: 200 members trained</p>
<p>CCE training conducted: 5 schools (teachers, staff and students)</p>	<p>Eco clubs established in 5 schools</p>	<p>Students engaged: 1,000+</p>	<p>Student-led projects: 5 eco clubs</p>	
<p>Open Mic Day held in Nalaikh District, engaging 300+ children, youth, and residents to promote eco-friendly behaviors and climate awareness.</p>	<p>64 social media posts, reaching an average of 2,934 views per post, 11 news, 12 reels, 5 success stories, 1 TV news published</p>			



Bayasgalan Tsogtsaruul, a student at Golomt secondary school in Nalaikh district, Ulaanbaatar city:

"Since I was little, I have always wanted to live in a place full of trees. Trees give us clean air to breathe, so I want to plant even more. During the training, I learned that nurturing and caring for trees is just as important as planting them. That is why I will continue to take part in looking after the trees we planted."



“DENAN” PROJECT

Save the Children implemented a health project in Tariat soum of Arkhangai province from 2012 to 2022 with generous support from DENAN NGO (USA). Building on the success of this intervention, the project has continued to expand: it has been operational in Erdenemandal soum, Arkhangai province, since 2017; in Chandmani soum, Gobi-Altai province, since 2022; and in Tudevtei soum, Zavkhan province, since 2025.

The project provides financial and technical support to soum-level hospitals to strengthen essential health services. This includes the procurement of medical equipment, diagnostic apparatus, medicines, and laboratory reagents. In addition, regular medical examinations are conducted in participating soums, and a range of activities are implemented to improve public health awareness, preventive care practices, and health education for children and youth.

Through sustained investment in rural health infrastructure and capacity, the project contributes to improving access to quality health services in remote communities.



PROJECT RESULTS:

Strengthening Preventive Dental Care in Gobi-Altai province

A key highlight of the year for the Dental Clinic in Chandmani soum, Gobi-Altai province, was the implementation of the “Healthy Tooth” project in cooperation with the Erdene Soum Governor’s Office. Erdene soum, located 30 km from Chandmani soum, was included to expand preventive outreach services. The clinic conducted three rounds of preventive dental examinations for 363 kindergarten and school-aged children. As a result, children’s dental health indicators improved significantly from 5.2% at baseline to 21.7% following the interventions. In addition, eight dental health education sessions were delivered to primary and secondary school students, resulting in a 10% increase in students’ knowledge of oral health practices.

These activities contributed to both improved early detection of dental issues and strengthened preventive health behaviors among children.

Improving School Water and Sanitation Infrastructure

In response to a formal request from the Chandmani soum Governor, the project supported the drilling of a well at the local school in 2025 to address the need for safe drinking water and indoor sanitation facilities. As a result, 485 primary and secondary school students now have reliable access to clean drinking water and improved indoor toilet facilities. This intervention strengthens the overall health and hygiene environment of the school and supports students’ well-being and attendance.

Promoting Youth Engagement in Health Education

The School Health Club at Chandmani soum Secondary School comprising 25 students from grades 9-12 received adult and child CPR training manikins. These resources enhance regular club activities and enable students to gain practical, hands-on experience in cardiopulmonary resuscitation (CPR), strengthening youth capacity in first aid and emergency response.

Building on this success, the DENAN Project expanded the

model to Tudevtei soum Public School, which serves 302 students from grades 1–12. The newly established Health Club will promote youth-led health education, strengthen public health awareness, and encourage active student engagement in community health advocacy.

Upgrading Rural Dental Services in Tudevtei soum

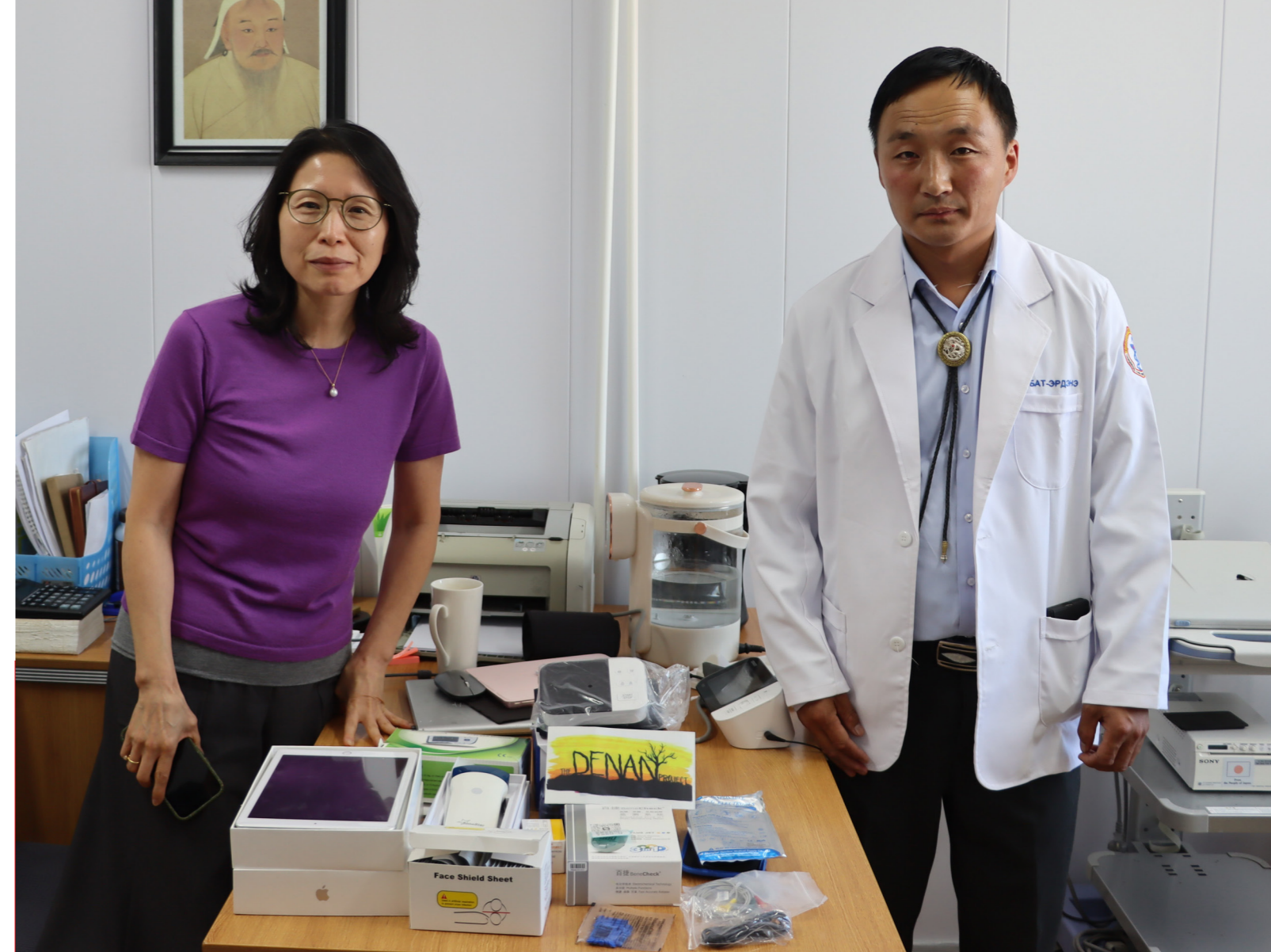
In April 2025, the Dental Clinic of Tudevtei soum in Zavkhan province received upgraded dental equipment and tools to modernize its facilities. Since the upgrade, 611 patients have benefited from improved diagnostic and treatment services. Preventive dental examinations were conducted using the new equipment, and children’s dental health indicators improved by 8.7% compared to March 2025. These results demonstrate the direct impact of infrastructure investment on service quality and health outcomes.

Strengthening Diagnostic Capacity in Arkhangai province

In 2025, the Tariat soum Health Center in Arkhangai province received an automatic biochemical analyzer to enhance diagnostic capacity and evidence-based healthcare services. The analyzer can perform up to 200 tests per hour, including liver, kidney, and pancreatic function tests, blood glucose measurement, and electrolyte balance assessments. This upgrade significantly improves the health center’s ability to deliver timely and accurate diagnostic services to the local population.

Building Public Health Capacity

To further strengthen public health capacity, Save the Children funded a five-day Public Health Master Training in April 2025 in Arkhangai province. Organized in cooperation with the Mongolian Public Health Professionals Association, the training brought together 30 participants, including 23 bagh-level doctors. Participants enhanced their knowledge in environmental health, adolescent and mental health, health promotion and advocacy, and core public health principles strengthening preventive healthcare delivery at the community level.



From left to right: Jean Shin, Board Member of the Denan Project hands over a portable mobile diagnostic equipment package to Bat-Erdene Chinbat, Head Doctor of the Chandmani Soum Health Centre. September 2, 2025, Chandmani, Gobi-Altai

OUTCOMES BY NUMBER

- Since the opening of the dental cabinet in Tudevtei soum, Zavkhan province, under the DENAN project, **611** people have received dental treatment, including **250** adults and **361** children. In addition, two preventive dental examinations were conducted for residents. A total of **229** children underwent preventive examinations in November 2025.
- At the dental cabinet in Chandmani soum, Gobi-Altai province, **1,329** people underwent preventive examinations, including **897** residents of Chandmani soum, **413** residents of Erdene soum, **1** resident of Tsogt soum and **13** residents of Bayantsagaan soum in Bayankhongor province. Among of them, **416** children received dental check-ups, while **913** adults received dental treatment.
- At the Health Centre in Chandmani soum, **4,606** patient examinations were conducted, including **1,126** preventive check-ups (334 children and 892 adults), **211** mobile paramedic services, and **240** emergency health services (59 children and 181 adults).



Dentist Gandiimaa D. of the Tudevtei soum Health Centre, Zavkhan province:

Our dental cabinet provides dental care services, including treatment of tooth decay, root canal, and dental SDF. We conduct dental preventive examinations for school-aged and preschool children. We also organize awareness campaigns to promote oral health and proper tooth-brushing habits among the population.

ADVANCING FOREIGN RELATIONS AND COOPERATION

Save the Children has been working worldwide since 1919 and in Mongolia since 1994. Over the past century, this non-religious, non-political, and independent organization has become a global leader in advancing children's rights and well-being. Today, Save the Children operates in over 100 countries around the world.

Save the Children in Mongolia collaborates closely with Save the Children offices in other countries, receiving support and technical assistance, sharing knowledge and experience, and continuously expanding and strengthening partnerships.

In 2025, Save the Children in Mongolia experienced a year of significant expansion and engagement in foreign relations and international cooperation. High-level delegates and officials comprising directors, managers, and staff from Save the Children offices in Japan, Australia, the Republic of Korea, and Hong Kong visited Mongolia. The delegations conducted site visits, learned about ongoing projects, and discussed opportunities to further strengthen cooperation.

In collaboration with Save the Children in Mongolia and the Japan International Cooperation Agency (JICA), a research team from the University of Fukui, Japan, visited Mongolia to review activities of government and non-governmental organizations working in the areas of child protection, children's rights, and education. The team conducted a seminar on child maltreatment to help address challenges in child welfare in Ulaanbaatar, Mon-

golia. In addition, they sought to collect and systematize information on child welfare issues, assessed institutional capacities, examined child welfare environments, and provided guidance and advice to strengthen the implementation of action plan.

Under the "Establishing School-based Child Protection Mechanism in Mongolia" project, representatives of Save the Children Hong Kong paid a visit to Mongolia from April 20-27, 2025. The delegation met relevant stakeholders and beneficiaries in Ulaanbaatar city and other provinces to learn about the impact on target schools and MDT members and discuss achievements, challenges, lessons learned, and future collaboration. The team acknowledged the effectiveness of the project across all locations and meaningful engagement of schools, joint teams, parents, and children.

Ms. Fiona Blyth, Ambassador of the United Kingdom of Great Britain and Northern Ireland to Mongolia, and Mr. Masaru Igawahara, Ambassador of Japan to Mongolia, visited schools, kindergartens, and health centers where Save the Children's projects are implemented.

Representatives of Save the Children Bhutan had a meeting with Save the Children Mongolia's staff to learn about ongoing projects and programs.

At the invitation of Save the Children Korea, representatives of Save the Children Mongolia visited Seoul to discuss expanded cooperation and exchange experiences.

Representatives of the Ministry of Education of Mongolia and Save the Children in Mongolia visited Melbourne, Australia, to meet with Save the Children Australia leadership in order to discuss the opportunities for further cooperation in the Mongolian education sector and the implementation of new projects and programs. The visit aimed to strength-

en outcome-based program design and evaluation capacity, observe international best practices in school management and student support, strengthen strategic partnerships with Save the Children Australia, and explore future collaboration opportunities, including a joint Global Partnership for Education submission.



Senior representatives from Save the Children Korea visited Mongolia from 19–23 October 2025 to observe the progress of the “My Forest Child” project. The senior representatives include Gabriel Taeyoung Jung, CEO; Jong Yil Lim, CMO; Sookyong Lee, Corporate Fundraising Team Lead; Ji Won Choi, Philanthropy Fundraising Team Lead; and Lae Kwang Lee, Global Strategy Director. October 22, 2025



Representatives from Save the Children Hong Kong visited Mongolia from April 20-27, 2025 to observe the progress of the “Establishing School-based Child Protection Mechanism in Mongolia” project. The representatives include Helen l’Anson, Director of International Programs; Lilian Tong, Senior International Program Officer; Kevin Lau, Domestic Program Manager; and Alison Hui, Assistant Digital Marketing Manager. April 21, 2025



Representatives from Save the Children in Mongolia visited Save the Children Korea office in Seoul from May 5-9, 2025. The trip offered the opportunity to update on the progress of the “My Forest Child” project and facilitate an exchange meeting to explore potential collaborations and opportunities for future project funding. May 8, 2025



Representatives of Save the Children in Bhutan met with Save the Children staff in Mongolia and familiarized themselves with ongoing projects and programs. April 29, 2025



Ms. Fiona Blyth, Ambassador of the United Kingdom of Great Britain and Northern Ireland to Mongolia, visited schools, kindergartens, and health centers where Save the Children's projects and programs are being implemented. May 22, 2025



Mr. Masaru Igawahara, Ambassador of Japan to Mongolia, visited schools, kindergartens, and health centers where Save the Children's projects and programs are being implemented with financial support from the Ministry of Foreign Affairs of Japan.
April 9, 2025

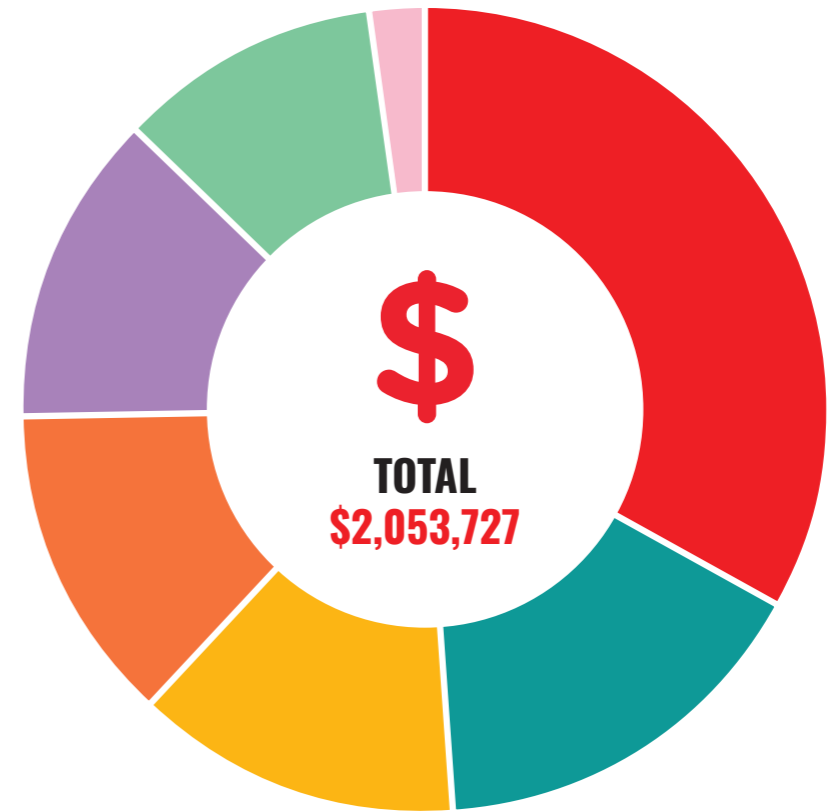


Representatives from the Ministry of Education and Save the Children in Mongolia met with Save the Children Australia leadership in Melbourne, Australia, to explore further cooperation in the Mongolia's education sector and the implementation of new projects and programs.
November 18, 2025



In collaboration with Save the Children Mongolia and the Japan International Cooperation Agency (JICA), a research team from the University of Fukui, Japan, conducted a visit to Mongolia to review the activities of government and non-government organizations working in the areas of child protection, children's rights, and education. September 16, 2025

FINANCIAL STATEMENT



269,324 Save the Children Japan	258,657 Global Partnership for Education (GPE)
682,378 Japanese Ministry of Foreign Affairs	218,779 Save the Children Korea
321,858 Save the Children Hong Kong	40,708 The Denan Project
262,023 JSDF/World Bank	

STATEMENT OF FINANCIAL POSITION

(in USD)	2025-12-31	2024-12-31
ASSETS		
Current assets		
Cash and cash equivalents	1,112,385	903,154
Accounts receivable	19,734	297,386
Prepaid expenses	1,335	1,730
Total current assets	1,133,454	1,202,271
Non-current asset		
Fixed Assets	178,040	202,465
Total non-current assets	178,040	202,465
TOTAL ASSETS	1,311,494	1,404,735
LIABILITY AND EQUITY		
Current liabilities		
Accounts payable	36,096	6,573
Salary payable	-	-
Tax, fee payable	157	222
Total current liabilities	36,253	6,795
Long term liabilities		
Reserves and liabilities – non-current	262,637	272,658
Deferred income	178,040	202,465
Total long term liabilities	440,677	475,123
Total liabilities	476,930	481,918

Equity		
Restricted fund	232,331	384,490
Reserve fund – assets	154,357	121,019
Accumulated result	447,876	417,309
Total equity	834,564	922,817
TOTAL LIABILITY AND EQUITY	1,311,494	1,404,735

STATEMENT OF INCOME AND EXPENDITURE

(in USD)	2025	2024
Income:		
Program/Grant Revenue	2,048,802	2,326,272
Gift and Donation Revenue	913	2,108
Other income	31,477	30,429
Total income	2,081,192	2,358,809
Expenditure:		
Project and program expenditure	1,784,403	2,031,053
General administration expenditure	272,849	301,636
Total expenditure	2,057,252	2,332,689
Net income of Operational activity	23,940	26,120
Non operation income (expenses)	2,662	3,716
Foreign exchange gain (loss)	3,965	(289)
Net Income/Losses	30,567	29,547



BOOKS AND PUBLICATIONS PRODUCED IN 2025



“Promoting Sustainable, Holistic and Inclusive Developmental Support in Early Childhood” project’s baseline survey report



“Promoting Sustainable, Holistic and Inclusive Developmental Support in Early Childhood in Mongolia” project’s information sheet # 2



“Promoting Sustainable, Holistic and Inclusive Developmental Support in Early Childhood in Mongolia” project’s information sheet # 1



Methodology for Early Detection of Developmental Delays and Disabilities in Infants and Young Children training manual for doctors in family health centres



Training Manual for the Branch Commission on Health, Education and Social Protection of Children with Disabilities



Methodology for Improving Parents' Knowledge, Understanding, and Role in Supporting Early Childhood Development training module



Instructions and methods for using educational toys and training materials for development support in the Child Development Support Room



Training module on professional development for preschool teachers



Parent-teacher communication book



“Entrepreneurship Focused Socio-emotional Learning” (ESEL) training manual



“Entrepreneurship Focused Socio-emotional Learning” (ESEL) trainer’s manual



“Entrepreneurship Focused Socio-emotional Learning” (ESEL) student’s manual



Teacher’s Guidebook (Teachers self-check tools)



“My Forest Child” project brochure



Child Protection: Teachers' Ethics



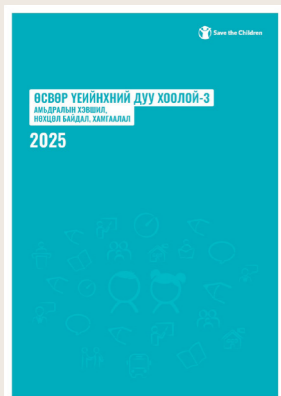
Exemplary Model of Child Protection Mechanism in General Education Schools



BECOMING AN ENTREPRENEUR Stories created through mutual learning



PATHWAYS TO CHILD PROTECTION Stories of Transformation



Young Voices-3: Standard of living, conditions and protection



Enhancing public involvement in planning and funding of child protection initiatives and measures in the education sector



Result of the “Entrepreneurship-Focused Socio-Emotional Skills for The Most Vulnerable Youth in Rural Mongolia” project



Issue #1 of Save the Children's quarterly e-newsletter



Issue #2 of Save the Children's quarterly e-newsletter



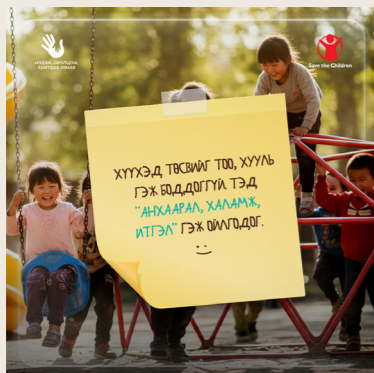
Issue #3 of Save the Children's quarterly e-newsletter



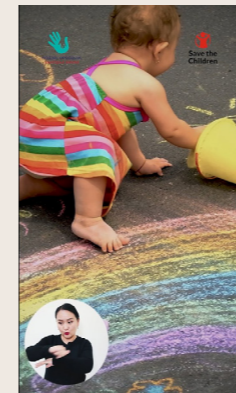
Issue #4 of Save the Children's quarterly e-newsletter



The Video contents of "Aware, Participate, Monitor Together" campaign aimed at enhancing transparency of child protection services and budget information, and increasing public participation.



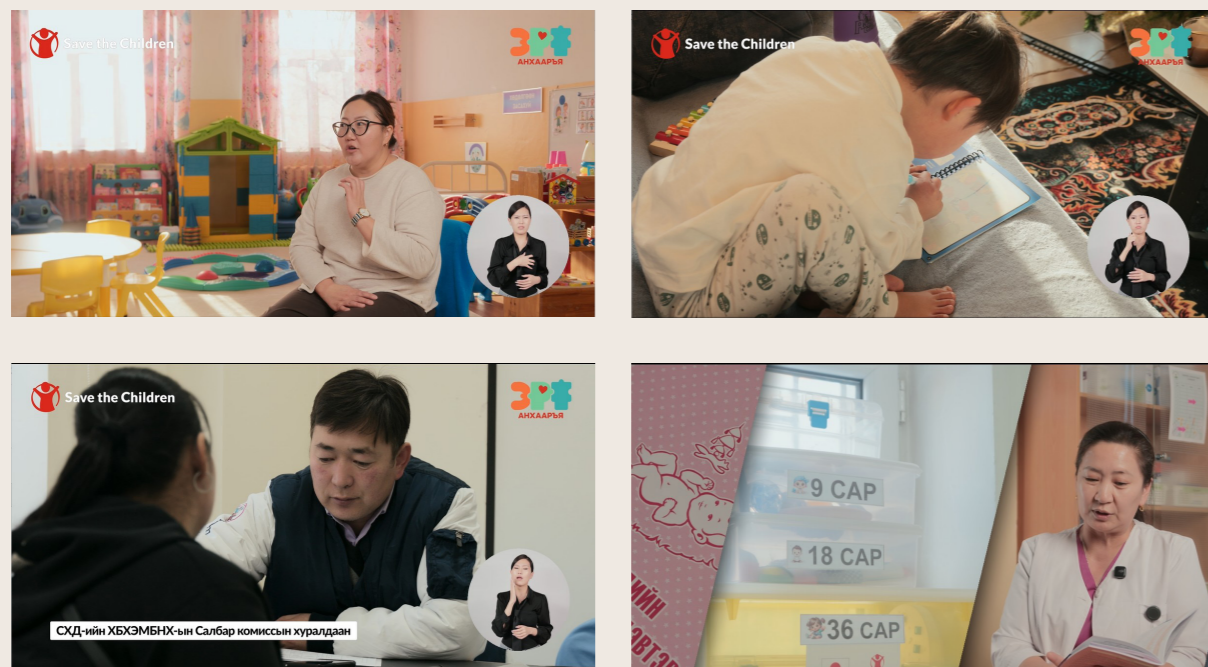
A series of posters from the "Aware, Participate, Monitor Together" campaign promoting transparency in child protection services and budget information, and encouraging public participation.



A Series of Posters from “Starting Early” campaign to Promoting Holistic, Sustainable and Inclusive Developmental Support in Early Childhood in Mongolia



A Series of Videos from “Starting Early” campaign to Promoting Holistic, Sustainable and Inclusive Developmental Support in Early Childhood in Mongolia



OUR DONORS, PARTNERS AND SUPPORTERS

DONORS

- Save the Children Japan
- The World Bank (Japan Social Development Fund)
- Ministry of Foreign Affairs of Japan
- Save the Children Korea
- Save the Children Hong Kong
- Global Partnership for Education

PARTNERS AND SUPPORTERS

Ministries and affiliated agencies

- Ministry of Education
- Ministry of Health
- Ministry of Family, Labour and Social Protection
- General Authority of Child and Family Development, Protection
- General Authority for Education
- Municipal Department of Education
- Municipal Department of Education
- Municipal Department for Child and Family Development and Protection
- Institute of Education
- National Rehabilitation Center
- Freshwater Resources and Nature Conservation Center

Universities

- National University of Mongolia
- Mongolian University of Science and Technology
- Mongolian State University of Education

- German Mongolian Institute for Resources and Technology

- Politechnical college in Nalaikh

International organizations

- United Nations Children’s Fund (UNICEF)
- Save the Children Australia
- Asian Development Bank
- Japanese Embassy in Mongolia
- Japan International Cooperation Agency (JICA)
- Korean International Cooperation Agency (KOICA)
- Open Society Forum
- Australian Volunteers Program
- Green Belt Program – Inter governmental project (Korean-Mongolian)

Ulaanbaatar city municipality and their affiliated agencies

- Khoroo No. 2, 19, 21, 23, 26 of Bayanzurkh district
- Khoroo No. 8, 16, 18, 20, 28 of Bayangol district

- Khoroo No. 7, 21, 22, 27, 33 of Songinokhairkhan district

- Khoroo No. 9, 11, 16, 18, 19 of Sukhbaatar district

- Khoroo No. 7, 11, 12, 17, 19 of Chingeltei district

- Bayangol, Bayanzurkh, Chingeltei, Khan-Uul, Sukhbaatar, and Nalaikh districts of the Ulaanbaatar city

- Social Development Department of Nalaikh district

- Education Department of Nalaikh district

- Communal Service Department of Nalaikh district

- Emergency Management Centre of Nalaikh district

Provincial Governor’s Offices, and their affiliated agencies

- Education Boards of 21 provinces and 9 districts
- Governor’s Office of Gobi-Altai province
- Child and Family Development and Protection Department of Gobi-Altai province

- Health Department of Gobi-Altai province
- Governor's Office of Khovd province
- Child and Family Development and Protection Department of Khovd province
- Education Department of Gobi-Altai province
- Governor's Office of Selenge province
- Education Department of Selenge province
- Health Department of Selenge province
- Governor's Office of Bayankhongor province
- Education Department of Bayankhongor province
- Health Department of Bayankhongor province

Secondary schools, Lifelong Learning Centres

- Schools No. 79 and 127 of Bayanzurkh district
- Schools No. 79, 85, 148 of Bayanzurkh district
- Secondary schools of Choir and Shivee-Ovoo soums of Gobisumber province, Lifelong Learning Centre
- Secondary schools of Bayantes, Tosontsengel, Ikh-Uul, Telmen, Tes, Tudevtei soums of Zavkhan province, Lifelong Learning Centre
- Secondary schools of Arvaikheer, Bat-Ulzii, Bogd, Guchin-Uus, Kharkhorin (II), Kharkhorin (III), Sant, Uyanga (I), Uyanga (II), Khijirt soums of Uvurkhangai province
- Secondary schools of Bayandelger,

- Munkhhaan, Ongon, Erdenetsagaan soums of Sukhbaatar province, Lifelong Learning Centre
- Secondary schools No. 65, 67, 105 of Songinokhairkhan district
- Secondary schools of Buyant, Bulgan, Altai, Zereg, Mankhan, Must and Uyench soums of Khovd province, Lifelong Learning Centre
- Schools No. 37, 49 and Polytechnic College/ Technical Vocational Education and Training Centre of Chingeltei district
- Polytechnic Colleges of Khovd, Uvurkhangai, Zavkhan and Gobisumber provinces
- Technical Vocational Education and Training Centres of Sukhbaatar province and Tosontsengel soum, Zavkhan province
- Lifelong Learning Centre of Nalaikh district
- Secondary schools including Golomt School, Erdmiin Orgil School, and School No.119, 109, 103
- School No. 4 of Yesunbulag soum, Gobi-Altai province
- Darvi soum school, Gobi-Altai province
- School No. 1 of Jargalant soum, Khovd province
- Darvi soum school of Khovd province
- Schools No. 51 and 73 of Bayangol district, Ulaanbaatar
- Schools No. 17 and 50 of Chingeltei district, Ulaanbaatar
- Schools No. 33 and 48 of Bayanzurkh district, Ulaanbaatar
- Schools No. 2 and 58 of Sukhbaatar district, Ulaanbaatar

- Schools No. 75 and 130 of Khan-Uul district, Ulaanbaatar
- Chandmani Soum School, Gobi-Altai province
- School No. 7 of Jargalant soum, Khovd province
- School No. 3 of Jargalant soum, Khovd province
- Schools No. 13, 19, 40 of Bayangol district
- Schools No. 9, 107, 121 of Songinokhairkhan district
- Schools No. 3, 16, 31 of Sukhbaatar district
- Schools No. 24, 57, 117 and the multi-disciplinary Team of Chingeltei district
- Special School No. 63
- Khoroo No. 1 and 3 of Bayanzurkh district
- Khoroo No. 7 and 15 of Sukhbaatar district
- Khoroo No. 2 and 15 of Khan-Uul district
- Khoroo No. 6 and 13 of Chingeltei district
- Khoroo No. 2 and 3 of Bayangol district

Kindergartens and family health centres

- Kindergarten No. 6 of Sukhbaatar soum, Selenge province
- Kindergarten No 3 of Sukhbaatar soum, Selenge province
- "Emnekh Bagh" Family Health Centre of Sukhbaatar soum, Selenge province
- "Nomt Khan" Family Health Centre of Sukhbaatar soum, Selenge province

- Branch Commission of Health, Education, and Social Welfare for children with disabilities, Selenge province
- Kindergarten No. 16 of Bayankhongor soum, Bayankhongor province
- Kindergarten No. 1 of Bayankhongor soum, Bayankhongor province
- "Enkh Burd" Family Health Centre of Bayankhongor soum, Bayankhongor province
- "Otoch Mandal" Family Health Centre of Bayankhongor soum, Bayankhongor province
- Branch commission of Health, Education, and Social Welfare for children with disabilities, Bayankhongor province
- Kindergarten No. 18, Chingeltei district, Ulaanbaatar
- Kindergarten No. 83, Chingeltei district, Ulaanbaatar
- "Enerengui Uils" Family Health Centre, Ulaanbaatar
- "Mend-Arvijikh" Family Health Centre, Ulaanbaatar
- Branch commission of Health, Education, and Social Welfare for children with disabilities, Chingeltei district, Ulaanbaatar
- Kindergarten No. 117, Songinokhairkhan district, Ulaanbaatar
- Kindergarten No. 81, Songinokhairkhan district, Ulaanbaatar
- "Eeltei" Family Health Centre, Songinokhairkhan district, Ulaanbaatar
- "Anan" Family Health Centre, Songinokhairkhan district, Ulaanbaatar
- Branch commission of Health, Education, and Social Welfare for children with disabilities in Bayanzurkh district, Ulaanbaatar

- Kindergarten No. 32, Bayanzurkh district, Ulaanbaatar
- Kindergarten No. 320, Bayanzurkh district, Ulaanbaatar
- "Achlakhui" Family Health Centre and Hospital, Bayanzurkh district, Ulaanbaatar
- "Nemuulen" Family Health Centre and Hospital, Bayanzurkh district, Ulaanbaatar
- Branch commission of Health, Education, and Social Welfare for children with disabilities, Bayanzurkh district, Ulaanbaatar

Non-governmental organizations

- The Research Institute for Social Policy and Development NGO
- Gunbileg Oyu NGO
- Association of Parents with Disabled Children NGO
- Early Childhood and Development Network
- Deaf Education NGO
- Mongolian Autism Association NGO
- Mongolian Down Syndrome Association NGO
- Mongolian Perinatal Association NGO

Media and research organizations

- Mongolian National Public Radio and Television
- Eagle TV Eagle Broadcasting LLC
- Orgil Media Managment LLC
- Orloo Info LLC
- Meguun Media LLC
- Maven Co Creation LLC



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