

Report

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Associate/Expert

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1. Summary	2
2. Project update	3
2.1 Marginalized Urban Youth Learning Programme	3
2.1.1 ULAANBAATAR Marginalized Youth Programme	3
2.1.2 DARKHAN and ERDENET marginalized Youth Programme	3
2.1.3 AIMAG Centres Marginalized Youth Programme	3
3. Radio	5
3.1 DARKHAN and ERDENET new radio stations	5
3.2 Training	6
3.3 Radio co-ordinator	6
3.4 Radio programme development	6
4. Print development	7
5. Various activities	7
6. Concluding remarks	10
7. Annexes	10

1. Summary

The project team has had a busy half year being involved in the implementation of DARKHAN and ERDENET Marginalized Youth Programme and at the same time planning and training for the AIMAG centre Marginalized Youth Programme which is to start early June this year. DARKHAN and ERDENET will finish their part of the programme in May and the AIMAGs will finish the last part of their programme in late September this year.

Productions of print material for phase three and four have also been a major ongoing activity for the project team. Booklets and subjects for phase four are being decided. Next steps are now to ensure the involvement of the radio team for the last part of the book development and for the starting of production of radio programmes for phase four.

The DARKHAN and ERDENET radio studios and transmitters have now been installed. Both the radio stations will be located in the local Education Centre buildings. In a month or two, the radio stations should be ready to go on air. Work is now taking place to ensure a good structure for the running and the management of radio stations that will operate separately from the local radio stations formerly belonging to Mongol radio. In addition, all three radio studios for the three northern region radio stations have arrived and will be installed this spring.

Radio journalists have been trained for the production of learning programmes. More attention is now going towards the planning and development of radio programmes for phase four. In general the project team has now found it is time for more focus on radio in general. More work will go into this part of the programme as we now have more equipment to rely on (and take care of) as well.

We are now into the main part of the project where the project will spread to the whole country geographically. The finishing of the Marginalized Youth Programme as well as the start of the last phase is requiring a lot from the whole team. In general things are going very well and it seems like all team members are excited about the upcoming events of the project.

As we are also moving closer to the last phase of the project, more attention is now given to the sustainability of our activities and the overall system we are setting up.

2. Project update

2.1 Marginalized Urban Youth Learning Programme

2.1.1 ULAANBAATAR Marginalized Youth Programme

The rounding up of the tracer study of the ULAANBAATAR Marginalized Youth Programme was completed in February. In addition to the tracer study, which was done, covering 500 learners (18.5 % of the total number of learners who completed the programme) we involved eight journalist students to do qualitative interviews with a number of ULAANBAATAR learners. Reports of these studies are not yet translated and finalised but will be included in next report.

2.1.2 DARKHAN and ERDNET Marginalized Youth Programme

The learning programme started in early January and the learning centre meetings have now just been completed. The learners have started the skills training Programme which will end after four weeks. More learners participated in the programme than what was first planned. 570 learners participated in DARKHAN and 540 in ERDENET. The local government supported the learning programme and also provided extra funds for the running costs.

In addition to the 10 radio programmes produced in ULAANBAATAR last year and broadcast in DARKHAN and ERDENET this spring, DARKHAN produced 10 extra business skills programmes and ERDENET produced 5 extra programmes. DARKHAN broadcasts the programmes on the cable radio system and ERDENET broadcasts on the Copper-mine company's FM station as well as on the Cable radio system.

A more detailed report on the Marginalized Youth Learning Programme in DARKHAN and ERDENET will be included in next report when more overall information has been received from our local counterparts.

2.1.3 AIMAG Centres Marginalized Youth Programme

Training

All AIMAG Non-Formal Education methodologists (trainers) participated in a three daylong workshop in ULAANBAATAR from 10 - 12 February. They are trained for the marginalized Youth Programme by the project team. A booklet with information on the youth programme is developed in addition to the tutor's manual (also revised) and the video used for the training. The ULAANBAATAR Youth Programme Video is also copied and distributed for further use in the AIMAG capitals.

A couple of other UN Health Projects are invited to meet the trainers during this week. Information is distributed by them, as these trainers are (or will be) involved in other projects also. This is done as a further attempt of creating co-ordination among the different projects aiming at young people of Mongolia.

Starting from April, the project team was conducting training of all youth tutors in AIMAGs. The training was taking place in Khentii, Khovd, Bulgan and Overkhangai. All AIMAG tutors are involved in this training. Both the Director of the project, the Learner Support Officer and the accountant were supporting these important training sessions.

It has now been decided that the youth programme will run from early June to mid-July. Then, the learners and tutors will meet again for skills training in early September. There will be two radio programmes broadcast a week with one repetition each. The tutors will meet the learners twice a week for tutorials. The programme will therefore run for six weeks as opposed to the 12 weeks run programme in the cities. This change of schedule was made after various discussions with the AIMAG tutors. It was recommended that the learning centre meetings and the business skills learning part be shortened in time as it would be difficult to ensure that tutors and learners would be able to come to the meetings over a 12 weeks period over the summer. Most of the tutors seemed to have plans for leaving to the countryside in the summer and therefore it would be difficult to run the programme through the whole summer. The tutors could assure that the first week of summer they would be available and ready to participate actively at least twice a week for the learning programme. Mongol radio also seems to have accepted to give us two days for broadcast during the week with repetitions of both programmes.

Learning Material of AIMAG Youth Programme

The "Business skills and learning about the market" has been revised by the help of a local business expert. Each AIMAG has also produced a little extra booklet containing local information related to the learning programme (i.e. information on employment, loan schemes, local case stories etc). This little booklet will be printed locally and distributed to the learners as all addition to the main centrally produced book. Two other booklets on *alcohol abuse* and *job training* (1,000 copies) aimed at youth has been developed and will be distributed in limited numbers to the AIMAG centres for the learning programme.

The radio programmes are now being revised by Mongol radio for national broadcast starting in June. A revision meeting was held with representatives from the project team, our Mongol radio producer, one tutor

and two learners from the U.B. Youth Programme and one small business development expert from the UNDP supported Micro Start project. The revision will be done by Mongol radio. They will also travel to AIMAG centres as part of the work gathering material for the revision.

The tutor book has been revised and printed in addition to one information book on the overall youth programme, which has been developed and distributed to all AIMAG trainers. A newspaper is now being developed for the AIMAG youth programme.

Sport equipment

25 January 1999 we received 320 kilograms of the sports equipment, it had expected to arrive from UNESCO Paris. Despite our earlier agreement with MIAT to transport this for free for our project (free transport of a total weight of 1,000 kilograms) the administration of the transportation of the equipment must have overseen this agreement. The French Government paid for the transportation. Our three hundred and twenty kilograms was part of a larger shipment of medical equipment sent by UNESCO Paris to a new Mother-and-Child hospital being built in ULAANBAATAR. We were originally promised 1,000 kilograms of sports equipment but finally received the news that we would receive 500 kilograms. Only 320 kilograms arrived. Part of the equipment has been used already in DARKHAN and ERDENET and some were distributed to the AIMAG centres for the youth programme.

List of equipment received:

Jackets	4	
Overall	2	
Caps	2	
Trousers	1	
Goggles	2	
Sneakers	20	
Jumpers	43	
Air-mattress	10	
Foot and basket balls		70
Roller-skates	19	
Shorts	300	

Unfortunately some of the sports equipment was received broken. Many of the balls were unusable as well as the roller-skates (broken, skates of different sizes - not all pairs). All 300 shorts of sizes were for small children of 2-3 years old. It is unfortunate that the equipment was not checked before it was sent from Paris. Funds could be better used if some of this broken equipment was taken out before it was sent all the way to Mongolia. The Project could have been saved from some of the embarrassment from equipment being distributed where we only later found out that big parts of it was unusable. However, most of the overall shipment is in good condition and the project team is making good use of it for the project activities. Our thanks 11aS been extended to the French Embassy for their help covering transportation costs.

3. Radio

All radio equipment arrived Mongolia this spring. The three northern radio stations will receive their equipment as well as technical help to install the new studios this spring.

3.1 DARKHAN and ERDENET new radio stations

When the radio studios arrived in late February, our Mongolian technical radio consultant, Mr. Gankhuu, immediately travelled to DARKHAN and ERDENET to help install the studios. Some local disputes took

place in DARKHAN as to where the studios should be placed. Originally our Studio was to be placed in DARKHAN radio. As this radio station 110W is to be privatised, the Project team did not feel confidence placing the studio there without further knowledge about the future status of the local radio station. The radio station manager was not interested in continuing supporting our Project unless he could have all the equipment stationed with him. The studio is now is placed in the Education Centre which is now taking care of having a proper studio (room).

In ERDENET the plan was already to place the radio studio in the Education Centre from the start, as the local radio station has not been operating and therefore not provided us with another option.

The FM transmitters have now arrived and are being installed in both cities. Licences from the Ministry of infrastructure has been finalised and we will be broadcasting on FM 104.5 in DARKHAN and 102.4 in ERDENET.

3.2 Training

In addition to the one day workshop in DARKHAN and one day workshop in ERDENET conducted by Mr. Bill Siemerling a three days workshop was held in Ulaanbaatar 31 March to 2 April by Mr. John Butt, Representatives from the regional radio stations, Mongol radio and our DARKHAN and ERDENET radios participated in this 3 days training. Mr. John Butt conducted the training workshop on needs-based radio broadcasting and Ms. Bernadette Robinson covered the issues of use of radio for distance education and for our project use more specifically.

3.3 Radio co-ordinator

It was decided to employ one person on one-year consultant contract to take care of the radio programme development co-ordination for phase four of the project. Mr. Jargalsaikhan, journalist and former translator for U.B. Post, has now started working with the project as of May 4, 1999. He is employed on a local consultant base. Area of work includes radio programme co-ordination and written and oral translations.

3.4 Radio programme development.

The ten business skills radio programmes are now being revised and will be broadcast nationally in June-July for the AIMAG youth learning programme.

The five pre-school programmes will be broadcast again this May (last broadcast in September 1998). 3,000 books were printed again for this spring's pre-school programme. Save the Children funded this printing and is also taking care of the distribution of books.

Some programmes will also be developed on the abuse of alcohol for the youth programme. The preparation work has just started for the production of the radio programmes for Human Rights.

Radio programmes for phase four:

It has been decided to support most of the books and booklets with radio programmes. The number of programmes for each subject issue has not yet been decided. Some of the main books will have more supporting radio programmes than some of the other shorter booklets or more limited subjects.

It will only have a few radio programmes developed for promoting literacy training and there will be developed some programmes supporting the subject issue that the literacy materials are covering (i.e. vegetable growing etc.). A very productive radio-print meeting was held 13 April for the development of radio programmes for the literacy learning programme. Writers, radio producer, project staff and our literacy consultant participated in this meeting for a first discussion on the literacy radio programmes to be developed.

4. Print development

Books and booklets for phase four of the project are now being developed. Please find the list of books and booklets attached (annex 2). Some changes and additions to this list are expected.

The print team has been very busy this spring. Assisting and supporting the development of the various print materials for phase three and four is a major undertaking now headed by the Project Director.

The writers are all working to different schedules. It is a very time consuming job, now being undertaken by the Print team. (The term "print team" is here used in a more loose sense, as different people are involved for each subject area and there are a variety of members belonging to the print team). A number of external readers are engaged in the development of the printed material. As it has proven very difficult to organise print team meetings, mainly due to that the outside writers are engaged in full time jobs and usually have busy schedules, the editor and Project Director is working more on an individual basis with the writers, the subject specialists and the illustrators. The editors are doing a lot of consulting with the subject specialists individually. Meetings are held with the writers together with the illustrators during the development process. The print team has also developed some models to help the writers in the writing process.

The Plan is now to involve the radio journalists and to do the first target group testing of some of the books and booklets

Our literacy consultant Ms. Walaitat Worakul was here for 10 days to help develop printed literacy material. She conducted a weeklong seminar for the writers of literacy booklets. The Seminar also included time for the writers to work on their booklets and for the consultant to give feedback on the work afterwards. It has to be mentioned that Ms. Walaitat Worakul undertook this mission as part of her holiday and did not receive pay for her work.

5. Various activities

NCC Meeting

An NCC meeting was held January 22.

An Advisory Committee Meeting was held 17 March. The meeting was very well attended and much feedback received for the project team in the further development of learning material and the Marginalized Youth Business Skills training programme.

Please find attached list of new Advisory Committee (annex 3.)

Consultant visits

We are happy that we were able to have a visit by Ms. Bernadette Robinson and Mr. John Butt at the same time. However, the visit of Ms. Bernadette Robinson was too short (only one week) to be able to cover all the areas as first planned for her three weeks visit. We hope we can have Ms. Bernadette Robinson back again soon as her help is needed especially for planning and evaluation of phase four.

Also, we have been enjoying free consultant work of Ms. Walaitat Worakul and Mr. Bin Siemering this spring. We are very fortunate to have Ms. Bernadette Robinson working with us. The project team is very thankful to her for the continued support and advice received from her through our frequent contact on e-mail.

(Please find overview of visits to project attached as annex 4)

Danish Intern

Lars Krogsdam from Copenhagen business school started his five months internship/one dollar fee consultant contract with the project, 12 April. He will continue through the month of August. Concentrating on the further development of our business skills programme, Lars is involved revision of learning material. A large part of his work will also be to further developed the co-ordination with the other initiatives in small business development and micro-credit lending for the further improvement of our Marginalized Youth Learning Programme. The team is very pleased to have him working with us.

Small business development learning programme

A small business development co-ordination meeting was held in our offices in April. On our initiative the various projects involved in this area met for the first time. We are now working on this further trying to find the specific areas for co-operation. We have decided to send out messages to all our counterparts in the AIMAGs and sums informing them that our projects and initiatives are working together and we all want them to ensure co-operation on local level. As a first initiative we found this important as our experience from the local level this does not always happen. The message often needs to come from the head office in ULAANBAATAR that we all would like to see this co-operation happen and not look at the other initiatives as competing activities. The micro-credit projects have shown great interest in co-ordinating with our initiatives as we are providing training for business skills and they provide loans and small training for the handling of loans. Our tutors have also been asking for help in setting up some co-ordination between the learners and the lending organizations. Some information has already been included in the local/AIMAG produced annex to the business booklet. Hopefully, we will be able to bring this co-operation further to cover areas of print and radio development.

We are also planning a small learning assessment of the youth programme in the AIMAGs. Earlier we have not been able to do any assessment of the learner's level of understanding of business skills/market economy. We now want to develop a little test, which can be used for evaluating some of their subject knowledge before they start the learning programme. We want to use this test again after they have finished the learning programme to try to assess some of what they have learned.

New needs of the learning programme (i.e. Methodologists need more information, tutors need more concrete examples of good ideas for active learning etc.) are constantly coming up and something, which the project is working on along the way. New small brochures are developed for covering different issues.

There is certainly a need for more planning for the overall evaluation of the project as well as for the learning programmes individually. This is another area we need help from Ms. Bernadette Robinson.

Radio development

We have started inviting other organizations and departments to participate in the radio working group for the development of radio programmes. A plan is being made on whom to involve for the various subject areas. It is easier to ensure co-operation for radio, as development of radio is more flexible than the time consuming process of print development. For the co-operation with our Mongol Radio producers here in ULAANBAATAR this is easier than in the regional stations. A plan for the regional radio stations involvement in the project is now to be developed.

The radio meetings will start as soon as the necessary information from the print group is prepared to enable the radio group to start the work. It has been decided that the writers also should be involved in these meetings.

Sustainability

Sustainability of our project activities as well as the system for Non-formal and distance education we are

now setting up is of great concern to us. We do have good support from local and central educational authorities. The project team has also been very active in using the media to attract attention to the project and the various activities. The project is very well known and enjoys good reputation. During the last meeting (Donor Meeting), I participated in with the Minister of Enlightenment our project was mentioned several times as an important project of the Ministry and all area, which they would like to see more support for the future. This creates a positive environment for us, which we maybe should even make better use of.

Distance Education Policy

The work of the distance education policy paper has not yet seen the finalised results. The group that was set up to work on this after our distance education roundtable late last year is still working on the paper. I sincerely hope we will be able to help in the development of a good and comprehensive distance education policy paper. We will have to work on this further with SOROS who is also interested in seeing this process develop.

We have been discussing the sustainability issue of Non-formal education learning centres, which we are setting up by the help of local authorities. Next year we should have 329 learning centres in the sums of Mongolia in addition to the AIMAG centres and the city's learning centres. There will probably be some difficulty in maintaining all these learning centres by the local governments alone. I hope we will be able to find a good model for working with local NGOs. So far our co-operation with NGOs has been more on a central level and with the aim of exchanging information, make use of each other developed material and learn from each other's experiences. It is time to think of local co-operation. We should encourage the local authorities to co-operate with the local NGO(s) in the future running of the learning centres and non-formal education programmes. The local authorities have access to buildings and some funds while the NGOs usually has the volunteer spirit which government run programmes usually are lacking. Also, the local NGOs have proven to be much closer to the local community in assessing the needs and interests of the people. The project team needs to look into this issue more closely.

UNESCO and Mongolia

One area where we have tried to start exploring co-operation is with the new Community Learning Centre (CLC) Project now starting in Mongolia. I have been in frequent contact with UNESCO Bangkok on this issue and hope we will be now able to see that these two projects can support each other activities. Mainly the possibility of co-operation would be based on common learning centres and the support of these learning centres to help enable some sustainability in our work. The AIMAGs and sums are too small to have two different learning centres functioning side by side.

6. Concluding remarks

The project team is facing very busy time. Everyone is putting in extra hours to make sure the things are taken care of.

Fortunately, the team has a new one-year member to help take care of some of the main project activities. Also, we hope that this will help the project to have more of the major documents produced translated into English. It should also be mentioned that the English level of the team members is increasing.

The main efforts of the project work are now going towards the planning of the last phase of the project, which will involve 31,000 families and a number of tutors. Learning material development (Print and radio), training of tutors, follow up to AIMAG Youth Programme and evaluation of the overall Marginalized Youth Programme will now be of priority for the team for the next few months.

Annexes:

1. List of booklets
2. Advisory Committee
3. Consultant visits and other visits
4. Overview of training

Annex I: Books and booklets production

(List is not completed and many of the books still under development)

1. “Learning in a Market Economy”

Main objective: provide young unemployed youth with knowledge on all aspects of starting a small business. Lessons and local information on how to look and apply for a job.

2. “When you get a job”

An addition to the book about Market Economy. Main objective to provide young job seekers and employees with lessons on work efficiency, work ethics and how to be a good worker.

3. “Alcohol prevention”

Information and lessons on the negative effects of alcohol.

4. “You, your baby and child”

A thorough book on pregnancy, pre-natal care, health and nutrition for mother and child.

5. “Prevention of rickets”

Teaching about the importance of vitamin D for baby’s health. Food and nutrition recommended and advice on the overall prevention and treatment.

6. “Traditional knowledge of milk and meat production”

Aim: to introduce the knowledge on various milk and meat production (curt, cheese, cream, dried meat etc.) Regional knowledge collected for information on various methods for using and preserving milk and meat products.

7. “Let’s use natural resources”

Advice on how to preserve wild plants and berries growing in Khangai and Gobi. Nutrition, health and use of these products.

8. “Traditional methods of animal skin and wool processing”

Knowledge on traditional methods for processing of raw materials for the home production of items for use in the home and for the production of clothes and boots.

9. “Recycling”

Information on how to make clothes using old materials to help family saving.

10. “Water, a vital important treasure”

The importance of clean water and how to help secure clean water resources.

11. “Women, Hygiene and Health”

A book aimed at women's health issues. Questions and answers of typical women’s health issues and in relation to prevention of diseases.

12. “Alcohol to women and her descendant”

The dangers of alcohol abuse and pregnancy.

13. “Herding and breeding livestock”

Traditional knowledge of herding and breeding large and small animals. Information on prevention of various diseases and disease treatment.

14. “Rich land - real gold”

From ancient times Mongolians used to protect and highly respect their motherland. The book is aimed at youth inheriting this tradition from previous generation. The book presents newly edited laws and regulations on the utilisation of land.

15. “Mongolian traditional methods of making deel”

Advice on deel making, colours, ornaments making and the choosing material and thread.

16. “Citizen and Law”

During the last few years the Mongolian Parliament has passed a number of new laws concerning social and economical issues. There is a lack of knowledge about these new laws among many people. The main laws relating to the life of citizens have been included and explained in this book.

17. “Bringing up your child”

Aim of the book: to provide young parents with traditional and new ideas based on a pedagogical approach on the upbringing of children.

18. “Buriad Shoes”

Famous and popular Buriad shoes. How to make them yourself.

19. “Toy production”

How to make suitable pedagogical toys for your own children out of materials easily accessible for rural families.

20. Booklet on “Best local technology”

Each province of Mongolia has own specific method of making furniture, processing animal products etc. according to their own local traditions and availability of material. Each province is now engaged in writing one booklet on one or some of their best local “technologies”. All the booklets will be collected and the best ideas included into one book to be produced centrally.

21. “Human Rights and Civics”

22. Pre-school book; Parents help and advice in teaching their pre-school children.

23-28: 6 Literacy booklets

Annex 2

Learning for Life Project” Advisory Committee

Ms. Oyunsaikhan, UNICEF

Ms. Bayarmaa, UNFPA

Mr. Salmela, WHO

Ms. Pie Meuienkamp, UNDP

Ms. Tsolmon Bat-Ochir, World Bank

Mr. Alexander Menamkat, PAPO

Ms. Erdenejargal, SOROS

Mr. Jimmy, US Peace Corps

Ms. Mandal, Save the Children

Ms. Bolormaa, Children’s Right Centre

Mr. Gandhuyag, Micro Start Mongolia

Undrakh, UNESCO Project

Uyunchimeg, UNESCO Project

Linken Nymann Berryman, UNESCO Project

Annex 3

Consultant visits and other visits and overview of training:

Mr. Mare Gilmer: 29 January-6 February 1999, Monitoring and follow up

Mr. Bin Siemering: 24-26 February 1999: Workshops in DARKHAN and ERDENET: Management of Community radio.

Mr. Azmat Alfat Malik: 22-26 March: Study tour to our project, sent by Mr. Noguchi, Beijing

Mr. John Butt: 26 March-5 April 1999: Radio programme development and strategy

Ms. Bernadette Robinson: 29 March-6 April 1999: Distance Education; print, radio and planning.

Ms. Walaitat Worakul: 5-13 April: Printed Literacy Material Development

Overview of training

10-12 February: *AIMAG Marginalized Youth Programme*. Participants: AIMAG Non-Formal Education Methodologists (trainers).

31 March-2 April: *Radio programme production for distance education.* Representatives from regional radio stations, Mongol radio and our DARKHAN and ERDENET stations. Workshop by John Butt and Bernadette Robinson.

7 April-13 April: *Printed Literacy Material Development.* Participants: 7 writers and project team.

Mid-Apr-Mid-May: *Aiming Marginalized Youth Programme.* Four three training seminars in Khentii, Khovd, Bulgan and Overkhangai. Participants: all AIMAG tutors (approx. 3 from each AIMAG), AIMAG non-formal education methodologists, AIMAG capital governors. Training seminar conducted by the project team and one representative from Non-formal Education Centre.