Increasing ECE enrollment rates through expanding investments to alternative training programmes

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Content

- Key policy
- ECD Highlights as current situation
- Legal framework and policies
- Finance and costing
  - Norms and unit cost
  - Financial challenges and issues
  - Advantages
Mongolia

Population: 2.9 million

Territory: 1.5 million sq km

Density: 1.7 persons per sq km

Political system: Parliamentary
ECD: Legal framework and policies

Legal framework:
- Education Law (2012)
- Pre-school Education Law (2008)
- Early Learning Development Standard (2011)
- Learning Environment Standard (drafted)
- Procedure on Alternative Education Service (2012)

Strategic policies:
- MDG based National Strategic Development Programme (2007)
- Education Sector Master Plan for 2006-2015
Key policy

*Preschool Education Law, 2008,*

- A major policy regulation of the pre-school education sector development is the “Law on Preschool Education,” that was adopted in 2008. The Law legalizes alternative training programs for preschool education services, requires every child to be enrolled in ECE activities and states that meal costs will be covered by the state budget.

- According to the law, alternative instruction refers to activities such as “shift groups,” “mobile ger-kindergartens/groups,” and “mobile teachers” that aim at providing preschool education to children who are not able to be enrolled under basic instructions. The law has created a legal environment for alternative training programs for preschool education in rural areas for the most disadvantaged children.
ECD: Highlights

- Free of charge Government service
- Service delivery and funding: predominantly public (over 95%)
- Age group: 2-5 years
- Current Programmes:
  - kindergarten: 9am-5pm, Sep 1- Jun 1, 190 days
  - Alternative services (mobile ger kindergardens, shift class; mobile teacher): 6 mounts,
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</thead>
<tbody>
<tr>
<td>Pre-school</td>
<td>32.3</td>
<td>33.6</td>
<td>35.6</td>
<td>47.2</td>
<td>45.1</td>
<td>53.9</td>
<td>54.5</td>
<td>57.1</td>
<td>72.7</td>
<td>76.7</td>
<td>77.6</td>
<td>74.5</td>
<td>77.6</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>32.3</td>
<td>33.6</td>
<td>35.6</td>
<td>37.2</td>
<td>34.8</td>
<td>41.9</td>
<td>42.1</td>
<td>43.8</td>
<td>57.0</td>
<td>59.1</td>
<td>60.3</td>
<td>60.5</td>
<td>62.0</td>
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<tr>
<td>Alternative</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>10.0</td>
<td>10.3</td>
<td>11.9</td>
<td>12.4</td>
<td>13.2</td>
<td>15.7</td>
<td>17.6</td>
<td>17.3</td>
<td>14.0</td>
<td>15.6</td>
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</table>

Resource: statistical book of Ministry of Education
ECD: Highlights

- Preschool Enrollment rate: 77.6%
  - 62.0% kindergarten,
  - 15.6% alternative service

- All of which:
  - 94.7% Government service
  - 5.2% Private service
  - 14.9% herders family

- Alternative service enrollment:
  - Urban: 5.7%
  - Rural: 27.1%
ECD: Finance and costing

Types of financing:

- Capital expenditure as investment:
  - building new facility, capital repair, and equipment
- Centralized measures:
  - teacher training programs
- Fixed costs:
  - heating, electricity, fuel, and water and sewerage
- Variable costs:
  - teacher salary and benefits, social security payment, educational supplies and materials, e.g. books, postal, telecommunication etc.
- Food costs:
  - food and nutrition for children
ECD: NORMS AND UNIT COST

Teacher norms:
- 28 children per teacher in city
- 20 children per teacher in rural
- 40 hours per week

Variable cost child per year:
- Annually reviewed
- Private kindergarten received
- Different rates
  (i) city
  (470 USD for 2013)
  (ii) Semiurban
  (473 USD for 2013)
  (iii) rural
  (400 USD for 2013)

Food cost: 100% covered by the Government
- 1.1 USD per child per day for day kindergarten 2013
- 1.5 USD per child per day for 24 hours kindergarten

Fixed cost: Full financing for all Government kindergartens
Provision of ECE services for nomadic children:

<table>
<thead>
<tr>
<th></th>
<th>Kindergarten</th>
<th>Mobile ger-kindergarten</th>
<th>Mobile teacher</th>
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</thead>
<tbody>
<tr>
<td><strong>Type of program</strong></td>
<td>Formal kindergarten</td>
<td>Alternative training program</td>
<td>Alternative training program</td>
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<tr>
<td><strong>Age focus</strong></td>
<td>2-5</td>
<td>2-5</td>
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<td><strong>Intervention</strong></td>
<td>Development and education</td>
<td>Development &amp; School readiness</td>
<td>Development &amp; School readiness</td>
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<td><strong>Enrolment 2012</strong></td>
<td>62</td>
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<td>15.6</td>
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<tr>
<td><strong>Hours per day</strong></td>
<td>8-10</td>
<td>8</td>
<td>2.5 or 3 per child</td>
</tr>
<tr>
<td><strong>Days per week</strong></td>
<td>5</td>
<td>5</td>
<td>diverse</td>
</tr>
<tr>
<td><strong>Weeks per year</strong></td>
<td>36</td>
<td>24</td>
<td>diverse</td>
</tr>
<tr>
<td><strong>Staff to child ratio</strong></td>
<td>1:27</td>
<td>1:20</td>
<td>1:10</td>
</tr>
</tbody>
</table>
ECD: Mobile ger-kindergarten

- Herders follow richer grazing ground, move one place to another
- Traditional nomadic lifestyle makes nearly impossible to deliver ECDE service to herders’ children
- Operates during summer, stations in near by area of 10-15 herder families
- 2 teachers, 1 service worker, comprises two gers - one for teaching and learning, and the other for cooking and sleeping
- Enrolls 12-15 children at a time for 3-4 weeks, moves to next location
- Teachers salary, food and operational cost are financed by the government
ECD: Mobile ger-kindergarten

- Pre-school aged children of rural nomadic herder and migrant families are having limited access to ECE services. The main reason is because the herders move on average six to eight times per year around the country, looking for good pasture to feed their livestock. Therefore, the centrally located kindergartens cannot accommodate nomadic herders' children.

- Delivering education services to young children from herders' families in rural areas who move one place to another which is a pressing issue in the education sector. This traditional nomadic lifestyle has often made it nearly impossible for ECDE efforts to reach herders’ children. Ger is one of the best way to delivering education services to remote area.

- The term in mobile ger-kindergarten is used to distinguish this alternate preschool training from ger-kindergarten in terms of dwelling. The ger was an ideal dwelling for nomads for centuries because it is mobile, lightweight and portable. However the gers have limited space and do not meet modern standards of living.
ECD: Mobile ger-kindergarten

• Ger kindergartens can be considered as satellite kindergartens affiliated with fixed kindergartens. The fixed kindergartens are asked by the Provincial Department of Education to deliver services to herders after they were given these gers, furniture and instructional materials. Each ger-kindergarten comprises two gers - one for teaching and learning, and the other for cooking and sleeping. The mobile ger-kindergartens operate during summer, to reach out to herders. 2 teachers and 1 service worker go together as a group to teach in the mobile ger kindergartens.

• Ger kindergarten is set up in nearby area of 10-15 herder families and enrolls 12-15 children at a time to teach ECD. After 3-4 weeks of teaching ger kindergarten moves to next location to enroll another group of children. The government’s budget provides teachers salary, teaching material, moving expense, and other operational costs.
Advantages

• (1) they reach children from poor and herder families in the country’s remotest regions,
• (2) they adjust their activities to herdsmen’s families and to their nomadic lifestyle, and
• (3) this type of training does not require capital expenses.
• Mobile ger kindergardens suite nomadic lifestyle and contribute to reduce gap in preschool educational services between rural and urban areas.
• (in this year 160 new mobile kindergardan;
Access

1. School preparedness of herder children and children from poor families is low due to unequal access to preschool education;

2. The kindergartens in the capital city and some aimags are overcrowded and have number of seats, which calls for construction of additional kindergartens, particularly in city ger districts

3. High cost of construction (a building of kindergarten with capacity of 100 children is 0.8 million USD) limits the opportunity for pre-school aged children to attend the kindergarten.

4. High cost of maintenance of building (heating and energy) is making kindergartens to be deteriorated;
Quality and relevance:

• The quality of alternative preschool education services still does not meet the required standards
• Kindergarten hygiene and sanitary conditions are often still substandard to meet required health and safety standards
• There is an urgent need to refine the national preschool performance indicators and assessment methods to evaluate school preparedness of children.
Thank you for attention