ACCU International Exchange Program under the UNESCO/Japan Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding

-2006 University Student Exchange Programme-

“Promoting Sustainable Development in Education through UNESCO Development Project in Mongolia”

19 March – 1 April 2007

Programme Organizers
Tokyo Institute of Technology
Asia/Pacific Cultural Centre for UNESCO (ACCU)
Acknowledgement

The Tokyo Tech team members would like to express their deep appreciation for this opportunity to participate in the University Student Exchange Programme of ACCU International Exchange Programme that gave students the opportunity to participate in an amazing field visit which highly contributed to their self-improvement.

Speaking, communicating, working, dancing as well as experiencing other cultural activities with Mongolian people gave all the members a great practical insight on how important and helpful this project became for education in Mongolia. In parallel, the cultural exchange gave each member the opportunity to discover another way of living and thinking, widening our perspectives.

Despite Mongolia's harsh condition of living, the warm hospitality of Mongolian people, the help of UNESCO Beijing office, ACCU and Tokyo Tech international division made this field visit a valuable and unforgettable experience.

Finally, the students are most thankful to the dedicated and student-oriented approach teachers, Professor Yamaguchi and Professor Takada, for all the knowledge, motivation, and direction given intensively before, during, and after the field visit.
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List of Abbreviations

ACCU: Asia/Pacific Cultural Centre for UNESCO (ACCU)
AECD: Aimag Education/Cultural Department (in Mongolia)
DANIDA: Danish International Development Assistance
IQ: Intelligence Coefficient (a test of)
READ: Rural Education and Development (a World Bank Project in Mongolia)
SUoED: State University of Education (in Mongolia)
SWAP: Sector Wide Approach
Tokyo Tech: Tokyo Institute of Technology
UNESCO: United Nations Educational, Scientific and Cultural Organization
UNHSF: United Nations Human Security Fund
UNICEF: United Nations Children's Fund
VCD: Video Compact Disc
1. Programme Information

1.1. Introduction

The University Student Exchange Programme of ACCU International Exchange Programme gave the opportunity to a selected group of students from Tokyo Tech to experience international development projects on site and confront the current situation to the theoretical knowledge acquired in class.

United Nations Human Security Fund (UNHSF) project was implemented from 2004 to 2006 under the collaboration among UNESCO, UNICEF, and the Government of Mongolia. Since 2004, Tokyo Institute of Technology (Tokyo Tech) has been working closely with UNESCO Beijing office in implementing and evaluating UNHSF in Mongolia, “Rehabilitation of Boarding School and Provision of Refresher Training Course for Headmasters and Teachers in the Dzud Affected Gobi Desert Province” (Dzud project). The project aimed at improving the quality of schools in rural Mongolia where schools were severely hit by Dzud (extreme cold winter from 1999 to 2001). The main aspects of the Dzud project are; 1) school rehabilitation (rehabilitation of school building and dormitories), 2) human resource development (mobile training programs for principals and teachers), and 3) feasibility study and production of distance learning materials to assist the training. It covered 20 schools located in 3 Gobi aimags (Dundgobi, Zavkhan, and Bayankhongor) in Mongolia. Tokyo Tech contributed in the teacher training by 1) introducing distance learning materials to promote training of rural school teachers and principals, and 2) providing advises and consultations for training content production to appropriately reflect the needs of rural principals and teachers. The end-of-the-project evaluation was conducted in March 2006 and its evaluation shows positive impact and effectiveness of the project.

In Tokyo Tech, a graduate course entitled “Sustainable Development and Integrated Management Approach” has been held annually by the Department of International Development Engineering. The class covered theoretical concept of how to promote sustainable development in international development project. In order to understand how the international project’s sustainability can be promoted under practical and realistic circumstances, it would be valuable for the students to experience a real project implementation through field visit. As Dzud project in
Mongolia was introduced in the lecture as a case study representing a successful project implementation, this field visit, organised through the provides opportunity for students who attended the lecture to visit rural schools in Mongolia to see the positive impact and effectiveness of the project.

Tokyo Tech team members who visited Mongolia came from 7 different countries around the world: 1) Japan (Prof. Takada, Prof. Yamaguchi, Mr. Haneda, Ms. Suzuki, Mr. Kobayashi, and Mr. Enoki); 2) Cambodia (Mr. Sokbil); 3) Nepal (Ms. Sabita); 4) Malaysia (Ms. Ceelia); 5) Indonesia (Mr. Aditya R.K and Ms. Karlisa); 6) Mozambique (Mr. Ricardo); and 7) France (Mr. Olivier).

Beside countries of origin, Tokyo Tech students as part of the team came from many different backgrounds of study as shown in Figure 1. Those backgrounds are:

- Polymer & Ceramics (thermal properties of newly developed materials)
- Systems & Chemical Engineering (enterprise integration via conceptual design)
- Coral Reef Environment (coral reef sites interaction in Japan and Pacific Region through ocean modeling)
- Renewable Energy (renewable energy production for fossil fuel replacement)
- Transportation & Urban Planning (people’s emotional engagement with residential place)
- Material Engineering (ecological material for water purification)
- Geotechnical Engineering (stability of soft clay slope along Mekong River)
- Wireless Communication (cognitive radio; radar application for vehicles)

The team also had a good gender balance. There were 5 female members among totally 13 members. Considering the ratio female:male students in Tokyo Tech (1:9) as well as the number of female professors compared to male professors (only 3%), our almost equal number of female and male members in the team made us very proud.

Despite the different backgrounds, the students visited Mongolia with same objectives and expectations. Furthermore, with our diverse backgrounds, we hoped to be able to provide various perspectives and to extract different impressions about this project.

1.2. Objectives

The UNESCO/ACCU field visit program aimed at providing participants an opportunity of experiencing implemented project observation and analyzing important factors to promote sustainability of international development project through locally organized workshops, site observations, and interviews. Specifically, the objectives of the programme were as follows:
- To increase knowledge and widen experience of Tokyo Tech students on international development project
- To learn how theoretical concepts in development can/cannot be applied in actual project activities
- To improve analytical skills of team members via site observation and participation in the local workshop
- To understand and experience the importance of communication skills both interpersonal and inter-cultural

Based on those objectives, our goal was to make possible contribution to the sustainability of UNESCO Projects by collecting and analyzing feedbacks and
views to maintain the project through analysis. The analysis consists on: 1) major findings from the field observations and interviews; 2) analysis on effectiveness of distance learning materials (in this case, Video CD) based on feedback, and 3) discussions on sustainable factors influencing the project.

### 1.3. Expectations

Prior to the field visit, students had four main expectations described as follows:

- **To gain experience**
  During the field visit, students would have an opportunity to observe and participate on a successfully implemented international collaboration project. At the same time, they could also experience the cold climate, dispersion and difficulty in transportation. Since the team members came from different countries, the situation in Mongolia could be also compared to the situation in their country.

- **To promote international cooperation, exchange, and understanding**
  The field visit activities such as workshops, briefing, interviews, and others were expected to create good relationships with all relevant parties such as Mongolian teachers, university students, UNESCO's staffs, etc. Moreover, students hoped to be able to improve their awareness towards the different culture and values of the diverse team members as well as Mongolian people.

- **To acquire knowledge**
  Students expected that knowledge acquisition could be gained through local participatory, site observation & locally organized workshop during the field visit.

- **To participate actively in the project**
  Lastly, students hoped to be able to contribute to UNESCO project via students' perspectives by reviewing the effectiveness of distance learning material, analyzing the factors influencing the project's implementation and sustainability, as well as identifying possible impacts of the project.
2. Proceedings

This section briefly explains the schedule of the visit to the project sites of Mongolia.

On the first day, the Tokyo Tech team visited UNESCO Beijing Office to receive a short briefing about the project. Then, in Ulaanbaatar, the team met various officers involved in the education field for Mongolia. In addition, a reception dinner was held to facilitate the cultural exchange between the students of Tokyo Tech and Mongolian State University of Education. From day 3 to day 10, observation of mobile teacher training, VCD feedback questionnaires and interviews with related stakeholders in the project were conducted in three project sites: Uliastai in Zavkhan aimag, Bayan-undor and Jargalant in Bayanhongor aimags. The collected information were shared and discussed among all team members and major findings were extracted. Those meetings took place every evening after the daily activities. On the final day of the programme, debriefing presentation for UNESCO Beijing was held by Tokyo Tech team to describe and discuss the preliminary outcomes and outputs of the field visit activities.

In Beijing, Ulaanbaatar and two project aimags, active involvement of group members to communicate with people concerned took place through interviews, discussion and participation in local seminars and meetings. A brief outline of the schedule is presented in table 1:

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Figure 2: Field Visit Sites in Zavkhan and Bayanhongor aimags in Mongolia (map on the left) and return to Ulaanbaatar through the Jargalant soum (map on the right).
(Source: Ministry of Science, Technology, Education and Culture of Mongolia)
Table 1: Summary of activities conducted during this programme.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Zavkhan Team</th>
<th>Bayankhongor Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Mar. 19</td>
<td>Visit to UNESCO Beijing Office</td>
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<tr>
<td>02</td>
<td>Mar. 20</td>
<td>Meeting with the National Project Team and Non-Formal Distance Education Centre</td>
<td>Reception party with SUoEd students</td>
</tr>
<tr>
<td>03</td>
<td>Mar. 21</td>
<td>Site activities at Uliastai, Zavkhan</td>
<td>Meeting with the Director of Higher and Vocational Education</td>
</tr>
<tr>
<td>04</td>
<td>Mar. 22</td>
<td>Site activities at Bayan-undor, Bayankhongor aimag</td>
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<tr>
<td>05</td>
<td>Mar. 23</td>
<td>One night stay at Otgon, Zavkhan</td>
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<tr>
<td>06</td>
<td>Mar. 24</td>
<td>Site Activities at Jargalant, Bayankhongor</td>
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<td>07</td>
<td>Mar. 25</td>
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<td>11</td>
<td>Mar. 29</td>
<td>One night stay at Bayankhongor aimag center</td>
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<td>12</td>
<td>Mar. 30</td>
<td>Pre debriefing preparation at Ulaanbaatar</td>
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<td>13</td>
<td>Mar. 31</td>
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<td></td>
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<tr>
<td>14</td>
<td>Apr. 01</td>
<td>UNESCO debriefing presentation</td>
<td>Flight back to Tokyo</td>
</tr>
</tbody>
</table>

The field visit schedule is described day by day in the followings.

**Day 1: March 19 (Monday)**
09:00 Departure from Tokyo for Beijing
12:45 Arrival at Beijing airport
15:00 Meeting with Dr. Aoshima, the director and Dr. Yano at UNESCO Beijing Office, followed by the presentation from the UNESCO Beijing Office and then by the presentation from Tokyo Tech Team.

**Day 2: March 20 (Tuesday)**
09:00 Departure from Beijing to Ulaanbaatar
11:15 Arrival at Ulaanbaatar
16:20 Meeting with President of State University of Education (SUoED) and Prof. Baatar, National team member of Dzud Project in SUoEd
Prof. N. Jadambaa presented a brief overview of State University of Education and current status of post-Dzud project. The fundamental objectives stated were testing newly developed materials and collecting feedback via questionnaire. A short presentation was given by Prof. Baatar on the materials produced by this project with emphasis on the Guidelines for primary class teachers and Manuals to use the present VCDs.

16:45 Meeting with Ms. Batchuluun, Director of Non-Formal and Distance Education Centre
Ms Batchuluun made a brief presentation on her duties and projects conducted by the centre. She talked about National Centre for Non-Formal Education which is under Ministry of Education. During the discussion and interview session, she explained about non formal education system in Mongolia. She also offered us a guided visit of the centre.

19:00 Reception by SUoEd students
The reception by Mongolian State University students was fantastic. Members enjoyed a typical Mongolian food, and there was enough time for Tokyo tech students and Mongolian State University of Education students to interact with each other. Various interesting topics were discussed, such as the exchange programs between Mongolia and Japan, the education system of Japan, the diverse social and cultural aspects of Mongolia and the different countries where the Tokyo Tech students came from. Most of the students in the reception party could speak Japanese or English and many of them were willing to come to Japan as exchange students to learn about Japanese Education system.

Day 3: March 21 (Wednesday)
On Day 3, March 21, Zavkhan team left for Zavkhan aimag centre, Uliastai, while Bayankhongor team stayed in Ulaanbaatar.

Bayankhongor Team
09:00-12:00 Summarizing the previous day interview
15:30 Meeting with Mr. Bat-Erdene Director of Higher and Vocational Education
During interview, the Director of Higher and Vocational Education explained about his office which had proposed long term strategic education started in 2005. This strategy included the participation among stakeholders and international organizations through 'sector wide approach (SWAP)'. He also talked about the potential role of ICT sector in Mongolian education system.

20:00 Dinner meeting with Mr. R. Bandii
At first he talked about the Master plan for Mongolian Education system which was created among three components: UNDP, ADB and Government of Mongolia. Based on his opinion, this master plan could provide clear management system to share resources and information about education related projects conducted in Mongolia under a single general director. He also added that the master plan was an important factor to improve human resources quality through education.

**Zavkhan Team**

13:30 Departure from Ulaanbaatar to Uliastai, Zavkhan aimag
18:30 Opening speech of primary teacher training by Mr. Chulunbaatar, Director of Aimag Educational and Cultural Department of Zavkhan aimag
18:40 Visit to Devisil School, Uliastai, Zavkhan aimag, and short interview with Ms. Odgerel, principal of Devisil school.
19:40 Concert by Uliastai teachers

**Day 4: March 22 (Thursday)**
On the fourth day, March 22, Bayankhongor team left for Bayan-undor.

**Bayankhongor Team**

11:45 Departure from Ulaanbaatar to Bayankhongor aimag center
15:00 Lunch meeting with Director of Education in Bayankhongor at aimag center
16:30 Departure from Bayankhongor to Bayan-undor, Bayankhongor aimag
24:30 Arrived at Bayan-undor

**Zavkhan Team**

09:45 Training introduction by Professor Baatar.
Division of Tokyo Tech Training members into three groups: Prof. Takada
and Sabita, Ceelia and Shingo, Haneda and Olivier.

10:20 VCD training observation-1 (Please refer to P.50 for detail)
11:20 VCD training observation-2 (Please refer to P.50 for detail)
14:00 VCD training observation-3 (Please refer to P.50 for detail)
15:20 Feedback collection from teachers through VCD questionnaire
15:40 Presentation about VCD training

After VCD sessions, group discussions with teachers were held to define good and improvement points in the training material. Each school (Devshil, Numrug, Otgon, Shiluustei, Bayankhairhan, and a non-project school) presented the summary of their discussion in late afternoon. The general opinion was favorable, but improvements were suggested, like to make the VCDs more realistic, expressing the actual conditions of rural schools and environments.

17:20 Summary speech by Ms. Khamrachhya, methodologist of Aimag Education and Culture Department

Information about Zavkhan aimag teachers and training materials produced by Dzud project was provided. The need to extend the VCD distribution for nationwide coverage of primary school teachers also emphasized.

17:35 Group interview with teachers from Songino and Bayankhairhan
Group Interview with teachers from Numrug and Otgon
Group Interview with teachers from Shiluustei and Uliastai

20:00 Party with Professor Baatar, Mr. Chuluunbaatar and Ms. Orgilmaa, National Programme officer, Ulaanbaatar Branch of UNESCO Beijing Office

Day5: March 23 (Friday)

Bayankhongor Team

09:30 Opening speech by Director of Education in Bayankhongor aimag and Prof. Yamaguchi

Division into three groups: Ricardo and RK; Lisa and Haruna; Sokbil and Koba

11:30 VCD training observation-1 no references in appendix…
12:30 VCD training observation-2 no references in appendix…
15:00 VCD training observation-3 no references in appendix…
16:20 Group discussion about VCD no references in appendix…
17:20  Presentation about VCD Training
Discussion was held after each VCD testing and after watching all 3 VCDs to compile the teachers’ impressions, comments, and inputs for each tested VCD. Afterwards the findings from these discussions were presented by the teachers as positive aspects and improvements for each VCD.

21:00  Concert by teachers of Bayan-undor and Dance party with teachers

**Zavkhan Team**

11:00  Group1 [Haneda, Ceelia, Shingo]: individual Interview with Otgon primary school teacher
Group2 [Prof. Takada, Olivier, Sabita]: Individual Interview with Shuulustei primary school teacher

12:05  Group1 [Haneda, Ceelia, Shingo]: individual Interview with Bayankhairkhan primary school teacher
Group2 [Prof. Takada, Olivier, Sabita]: individual Interview with Numrug primary school teacher

13:05  Group1 [Haneda, Ceelia, Shingo]: interview with Devshil school primary school teacher
Group2 [Prof. Takada, Olivier, Sabita]: interview with Songino primary school teacher

14:45  Group1 [Haneda, Olivier]: interview with Principal from Songino
Group2 [Prof. Takada, Sabita]: interview with Shuulistei Principal and Bayankhairkan Principal
Group3 [Ceelia, Shingo]: interview with Bayantes

15:40  Group1 [Prof. Takada, Sabita, Olivier]: interview with Ms. Khamrachhya, Primary Education Methodologist from AECD
Group2 [Haneda, Ceelia, Shingo]: interview with the methodologist of aimag educational cultural department, former Russian and English teacher

20:00  Party with Professor Baatar, Mr. Chulunbaatar and Ms. Orgilmaa, National Programme officer, Ulaanbaatar Branch of UNESCO Beijing Office
Day6: March 24 (Saturday)

**Bayankhongor Team**

09:00 Group1 [Sokbil, Lisa]: interview with Principals
Group2 [RK, Koba]: interview with Parents and Methodologists
Group3 [Haruna, Ricardo]: work on the VCD feedback analysis
14:00 Visit yurt of Teacher in Bayan-undor
15:00 Visit nomadic yurt and worship place
18:45 Group interview with teachers (20:00)
22:00 Concert by Tokyo Tech and dance party with teachers

**Zavkhan Team**

10:45 Group1 [Prof. Takada, Sabita, and Olivier]: interview with Ms. Odgerl, Principal, Devshil school, Uliastai
Group2 [Haneda, Ceelia, and Shingo]: interview with secondary school teachers in Devshil school, Uliastai (2 Math teachers, 1 Natural Science teacher and 1 English teacher)
11:20 Visit to Uliastai No. 3 School
14:00 Closing Ceremony of primary teacher training in Devshil School
15:20 Departure from Uliastai
19:00 Arrival at Otgon, Zavkhan aimag

Day7: March 25 (Sunday)

**Bayankhongor**

10:30 Final presentation by Prof. Yamaguchi and presentation on the preliminary VCD feed-back results by Ricardo
13:00 closing party with lunch
14:15 Departure from Bayan-undor
02:20 Arrival at Jargalant, Bayankhongor aimag (the eighth day morning)

**Zavkhan Team**

11:30 Departure from Otgon
18:30 Arrival at Jargalant

Day 8: March 26 (Monday)

Zavkhan team and Bayankhongor team met and work together from the early morning of March 26.
10:00 Opening ceremony of teacher training
10:30 VCD training observation-1 (by Zavkhan team)
11:30 VCD training observation-2 (by Zavkhan team)
14:30 VCD training observation-3 (by Bayankhongor team)
15:30 Group discussion about VCD
17:15 Presentation about VCD training

Discussion was held after each VCD training to find teachers’ impressions, comments, and inputs specifically for each tested VCD. Beside that, the discussion was also held after teachers watched all 3 VCD training, continued with presentation from teachers’ representatives on what teachers have learned and things to be improved from each VCD. (3 groups of teachers made a presentation respectively)

22:00 Dance party and musical performance managed by local people

Day 9: March 27 (Tuesday)
09:45 Group 1 [RK & Koba]: interview with Principal of soum school
Group 2 [Lisa and Sokbil]: interview with Parents and Methodologist of Aimag Education Department
12:15 Group 1 [Haruna and Lisa], Group 2 [Ricardo and RK], and Group 3 [Sokbil and Koba]: group Teacher interview
14:00 Summarizing the findings
16:00 Camel ride: Principal of Jargalant school invited Tokyo Tech team members to see herder family. The herder offered each member to ride camel, and take/share picture with them
21:30 Dance party and musical performance managed by local people

Day 10: March 28 (Wednesday)
08:30 Closing presentation of teacher training by Prof. Yamaguchi and VCD feedback results presentation by Olivier and Ricardo
11:30 Visit to Principal’s house
13:00 Closing ceremony of teacher training and distribution of certificates to teachers.
14:00 Farewell party with Lunch
15:00 Departure from Jargalant
22:30 Arrival at Bayankhongor aimag center
23:00 Party with Director of Department of Education and Culture in Bayankhongor aimag

**Day 11: March 29 (Thursday)**
- 14:30 Departure from Bayankhongor
- 16:30 Arrival at Ulaanbaatar
- 19:00 Dinner at Chinese restaurant with Ms. Orgilmaa, Ms. Chimka, Coordinator of National Project Team, and Ms. Tsolmon, translator.

**Day 12 and 13: March 30 (Friday) and March 31 (Saturday)**
As the Flight to Beijing was delayed, Tokyo Tech students worked on the data from the site visits. Sustainable development factors for the Dzud project were also discussed and analyzed. Meanwhile, the preliminary presentation was prepared to be presented in UNESCO Beijing. In addition, students managed to spend some time to walk around Ulaanbaatar and explore the city.

**Day 14: April 1 (Sunday):**
- 01:20 Departure from Ulaanbaatar to Beijing
- 05:00 Arrival at Beijing Airport
- 09:00 Debriefing presentation to Ms. Satoko Yano, Education Programme Officer in Beijing hotel.
- 11:00 Departure from hotel to Airport
- 14:00 Departure of 4 students to Tokyo
- 15:30-17:30 Departure of Professors and remaining students for Tokyo
- 22:00 Arrival of all the members at Narita Airport
3. Outcomes and Future Plans

This section describes: 1) the summary of finding from field visit; 2) result of VCD testing at the project sites; and 3) important sustainable factors for Dzud project.

3.1 Summary of Findings from Interviews, Discussion and Observation

Interviews and discussions involving team members and relevant stakeholders from 15 soums revealed interesting findings. The major findings are briefly described as follows.

01- Needs assessment is crucial for the success of the project.
The success of the project is very much dependent on the active involvement of teachers and principals. As the result of the needs assessment prior to the project implementation, the training responded appropriately to the needs of the teachers, which in turn promoted the motivation of teachers to participate as they recognize the significance of the project’s mission. In line with needs assessment, bottom-up approach was also applied by the central and local authorities. This was expressed by the willingness of the local authorities to consider local teaching staff inputs into the education planning as well as the shift of methodologists’ former administrative role into assisting schools to implement the new education policy.

02- Teachers were satisfied with the training components
Regarding the training components, three aspects were highlighted and highly appreciated by the teachers. The first is the training organization and content, which facilitated that experiences and knowledge could be exchanged in a friendly environment with assistance of qualified lecturers. The second point is that the training was further activated by applicable VCD training materials and comprehensive guidelines. Finally the third aspect is that the training methods utilized participatory approach to involve teachers and principals. Through these three aspects, the teachers were able to actively apply what they have learnt from the project back into their own schools. An excellent example would be the student-centered approach. The teachers revealed that they used creative games and group work suggested by the training. The training materials are also...
continuously used individually and in groups as part of their self improvement. On top of that, the training materials and contents are disseminated and shared with non-project schools through trainings organized by project schools.

**03- The project contributed significantly to improve the school quality.**

This finding was supported by the input of five major stakeholders (principals, teachers, students, methodologists and parents.) From these stakeholders, it was found that the quality of principals, teachers and students had improved where as the methodologists and parents’ involvement had expanded. Through the training program, the principals acquired and improved their management skills. For example, interviewees highlighted that principals obtained skills regarding decision making in school management, coordination with aimag education centre for approval to conduct training for neighboring non-project school teachers. At the same time, teachers’ performance had improved as shown by the prizes won in competitions and their increasingly easiness to plan curricular and extra-curricular activities development with parents and students. The students’ academic performance developed significantly with achievements of awards, for example in academic Olympic. The students’ performances were catalyzed by various factors such as the improved teaching environment, rehabilitated schools and student-centered approach. The improvement of the local schools had triggered the parents to be actively involved in school activities and management, as observed in Bayankhongor aimag. However, in some areas, the awareness of parents towards the importance of education differs between soum centre and rural schools, as found in Otgon soum. These general improvements also affected the methodologists’ role. Previously, methodologists were responsible for inspection on how schools were implementing the centrally planed activities. During the transition, their role has shifted to co-operate with schools to implement the new education standard.

**04- Physical rehabilitation of schools and dormitories had a major positive effect in the school improvement.**

The rehabilitated environment assured teachers and parents about the safety of the school. Improved school buildings with basic infrastructures provide teachers and students opportunities to stay at school after class hours for other study, related activities, as well as sports. Additionally, the rehabilitation also helped to significantly reduce the number of school dropouts.
05- ** Teachers are highly motivated to teach and to develop themselves for various reasons such as motivational, social, cultural and professional.**

Most of the teachers are passionate about their job. Students’ active participation in return further motivates the teachers to teach. It was also found that many teachers prefer to return to their soum of origin to contribute back to their own community. In addition, teachers usually have a high professional ethics demonstrated in their decision to remain in their soum to carry out their responsibilities during the Dzud crisis. Moreover, the government continued to provide income to teachers during the Dzud. Participation in the training rewards teachers with credits and qualification which can be a reference to their future career advancement.

06- **The project improved the co-operation between various levels.**

The project had brought together and expanded the coordination between various institutions and professionals. Organizing training requires co-operation between non-project and project schools. Local schools liaise with aimag education center for training's financial support and collaboration. Methodologists worked closely with teachers and principals for regional training purposes. In some soums, the local governor and hospital are also involved to help improving the quality of students’ education.

07- **Planning and evaluation are considered important aspects for school development.**

Planning and evaluation helped to enhance the quality of education. One of the major improvement teachers had seen in the school principals after the training was their planning skills. For teachers, planning is a major activity since they have to fully utilize such skill to develop the subject curriculum and, extra curricular activities. Some rural soums have a strategic plan to support schools’ human resources development. As part of the planning activities and improvement objectives, assessment of students’ and parents’ satisfaction is being made, using both oral and written questionnaires. The conclusions taken from this evaluation is also used as one of the factors to consider in the teacher's career progression.
08- School-based training is becoming a favorite method of teacher training.
Since the termination of the project, regional/aimag/school level trainings have been organized. The hosting school is responsible for food and electricity and participating schools are responsible for transportation. Ultimately this tendency will support school-based training as the effective method for teacher training because of cost effectiveness and logistics reasons. This is supported by the priority that principals give to upgrading of teacher’ skill through constant training. To support such school-based trainings, all types of training materials are appreciated. Specifically, guidelines combined with VCDs would be the most favored materials.

09-The effective usage of distance learning materials are limited by two aspects; limited availability of electricity and insufficient distribution of training materials.
It is natural that without constant electricity supply, teachers might consider the VCD usage impracticable. However electricity supply in the rural schools is improving continuously. Even though distance training materials produced had a wide coverage on the new educational standard, quantities distributed in some soums were not sufficient. Along with constant electricity supply, sufficient distribution of the materials is the key for continuous training.

10- Project made schools to be more recognized as main institutions in rural soum.
The Dzud project provided support for school rehabilitation and for teachers’ and principals’ training. This helped schools to recuperate and act as the centre of various activities in soum. The existence and cultural value of school as a centre of activities made schools as one of important institution in soum. The school also serves as a main economic institution in the soum, since it hire staff, facilitate entertainment activities, sport facilities, herding activities to raise funds and prevent migration to the aimag centre. Schools act as cultural centre by gathering soum local communities around several activities.
3.2 Summary of Findings from VCD Training

This section is divided into three parts: explanation on how the VCD training and testing have been done, main findings of the VCD feedback questionnaire, questions 1-9 (available in the Technical Input section); and the comments from teachers, presented in the group discussions and question 10 of VCD feedback questionnaire.

3.2.1. Background of VCD training.

During Teachers’ training of 2007, VCD and Guideline were used as distance learning materials. As VCD materials, three new subjects were prepared by the national project team. To examine the effectiveness and usability of VCD, questionnaire survey was conducted for teachers at 3 training sites. Questionnaires were distributed and collected after VCD testing. This section includes survey result. For detail list of questions, please see Appendix C-1.

- VCD Materials and questionnaire

The VCD material which was used for teacher training of 2007 consisted of three titles: “Health education”, “Art & Techniques” and “Primary school curriculum development”. VCD materials of “Health education” and “Art & Techniques” have length of approximately 40 minutes; VCD of “Primary school curriculum development” has length of about 60 minutes. Each VCD material treats relevant issues, theories, and examples on the focused subjects. In view of testing this new material developed by the National Project Team, Tokyo Tech team decided to use a questionnaire that every teacher can fill out after watching these VCDs. This questionnaire is based on one used in 2005 VCD testing. All team members discussed on its improvements: question/answer rephrasing, addition or omission. After reaching a consensus on ten questions covering the various expectations of the team, it was sent to the National Project Team for translation to Mongolian and printing. The final version of the questionnaire is shown in appendix D.
Purpose and Measures of questionnaire

This section covers purpose and survey items. Purposes of the questionnaire are as follows:

1. To identify teachers’ past experiences in VCD training: questions asked location and situation of past VCD use
2. To evaluate the quality of the tested VCD materials.
3. To identify what teachers could learn from the tested VCD materials and sessions
4. To identify teachers’ willingness to use VCD materials
5. To identify the applicability of VCD materials.
6. To evaluate the distance learning materials including VCD at present time and for the future

3.2.2. Findings from questionnaire

The questionnaire mainly confirmed major findings from interviews:

1. As shown in table 2, the use of VCD is widespread all across the two projects aimags as 83% of teachers involved in this Mobile Teacher training stated that used previously this kind of material. The majority of the participants, 77% use the VCDs from the Dzud project in group at school.
2. This figure also point out that all the teachers intend to use the VCD material in the future, but still face difficulties, especially facilities limitation. Out of 14% that think it will be difficult, all of them pointed the lack of facilities.
3. Figure 3 shows that the quality of the contents of the VCD material is highly rated, but sometimes technical problem such as audio and video quality pull down the overall rate of the CDs (I can not understand what you mean.). From 1 to 4 scale, the average rate of the VCD materials was: 3.6 for Health Education; 3.4 for Arts and Techniques; and 2.9 Primary School Curriculum.

<table>
<thead>
<tr>
<th>Aimag</th>
<th>Zavkhan</th>
<th>Bayankhongor</th>
</tr>
</thead>
<tbody>
<tr>
<td># of respondents</td>
<td>55</td>
<td>50</td>
</tr>
<tr>
<td>Previous use of VCD material</td>
<td>82%</td>
<td>84%</td>
</tr>
<tr>
<td>Participation to Mobile teacher training in 2005</td>
<td>38%</td>
<td>36%</td>
</tr>
<tr>
<td>People using VCD in group at school</td>
<td>93%</td>
<td>86%</td>
</tr>
<tr>
<td>Use of VCD for training at present</td>
<td>87%</td>
<td>78%</td>
</tr>
<tr>
<td>Applicability of VCD contents</td>
<td>91% can use it in class</td>
<td>92% can use it in class</td>
</tr>
<tr>
<td>% of teachers who want to use VCD material in the future</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>VCD feasibility in future</td>
<td>84% think feasible</td>
<td>84% think feasible</td>
</tr>
<tr>
<td>Main obstacles to the use of VCDs</td>
<td>Lack of facilities, material and electricity</td>
<td>Lack of facilities (electricity is the main difficulty). Financial limitation will also be a big issue in the future.</td>
</tr>
<tr>
<td>Time constraint is not a problem.</td>
<td>Not enough school support (13%)</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3: rating of each VCD

Table 2: outline of results for VCD questionnaire.
4. In the figure 4, we can see that VCDs help a high proportion of teachers to improve many of their skills: the highest evaluated item is creativity in teaching, 80%, followed by Communication with students, 79%, and Motivating students, 77%. The lowest evaluated item is Relationship with parents, 34%, followed by Class management, 40%.

![Figure 4: skills improved or learnt by teachers through VCD use](image)

5. Regarding the preferences for future training material, 92% of teachers consider guidelines as useful and very useful, followed by the VCD, 89%. This leads to the conclusion that in the future, the combination of VCDs and guidelines would be the most appropriate training material.

![Figure 5: Rating of distance learning material usefulness](image)
3.2.3. Findings from group discussion and open questions

After training with VCDs, all teachers had a group discussion on the pros and cons of the VCD material and presented to other participants. This complements question 10 of the questionnaire, an open question for suggestions on the VCDs. Major findings from the survey and discussion after VCD training are summarized as follows:

**Good points:**
1. Use of VCD is a very good method of training because many teachers can participate in limited time frame.
2. The importance of good preparation of the lesson by the teacher is well emphasized.
3. Suggestions and recommendations from model teachers are highly appreciated.
4. VCDs can show how to integrate different teaching skills into classroom teaching.
5. Open discussion can be very useful among teachers after using VCD for training.

**Aspects to be improved:**
1. Voice level should be regularized.
2. Materials used in video should be distributed separately or more clearly shown.
3. Table of content (topics to be covered in VCD) should be presented at the beginning of the VCD.
4. The classroom situation does not reflect current situation of rural area (too few students, availability of teaching materials used etc.).
5. The student-centered approach is recommended in VCD but the teachers in VCD still give too many instructions.
6. The balance of theoretical explanation and practical examples in some VCD should be improved (sometimes, too theoretical).

**Future expectations:**
Feedback from the participants from questionnaire and discussions indicate future expectations on VCD improvement as follows:
1. More subjects of VCD training materials for a broader comprehensive coverage.
2. Lessons of best teachers and national teacher competition winners can be included in VCD training materials.
3. Instructions on how to use this VCD training effectively should be covered by VCD.
4. Some subjects are difficult to teach. Therefore, the easier way of teaching these subjects should be covered by VCD.
5. School level VCD training is still difficult in some schools due to electricity and facility problems.

3.3. Summary of Sustainable Development Factors

Prior to the field visit to project sites, several factors influencing the development project were identified based on a theoretical perspective.

As shown in Figure 6, all possible factors were written in one circle connecting...
one factor to another. This explains that all factors are related to each other, indicating that each factor can not be considered independently. Furthermore, the factors were listed inside boxes with equal size because the degree of influence for sustainability of each factor differs depending on individual project.

The following section analyzes the factors particularly important for the implementation and sustainability of the teachers training component in the Dzud project. Based on direct observations, discussions, and interviews conducted during this field visit, sustainable factors were found and arranged according to its relative importance as shown in Figure 7.

**Figure 7: Sustainable Factors in Dzud Project**
(Source: discussions and brainstorming during and after the field visit, March/April 2007)
Most important factors are described in star shapes. In international project implementation, financial factor is often highlighted as important to promote sustainability. However, based on our findings in the field visit and analysis, although it is still important, the financial factor is not the most significant factor in Dzud project. Instead, organizational, human resource, and motivation are the crucial factors for teacher training project's implementation and its sustainability. As stated before, the important aspect of financial factor is the on-time financial disbursement. This issue depends highly on the organizational factor. Good coordination between central and local level (central government and aimag government) allows the budget to be allocated smoothly on time. Beside that, this good coordination and cooperation has created good communication between and within each level which is absolutely important for the implementation and sustainable development of the project.

Beside organizational factor, the success of this project's implementation depended highly on the human resource factor. In rural schools, principals' management skills have made a great impact on the project's implementation and sustainability. Since the school budget allocation and several school policies were made under each principal's decision, the continuity of teacher training activity depends on their work. Under the conditions imposed by the decentralized education system, how the activities at school are planned and implemented is very much dependent on the skill and organizational policy of the principals. Further, key persons such as aimag Director for Education and Culture and methodologists of two aimags had extensive experience in educational activities and they are committed to further educational development of Mongolia. They are also respected by school teachers and principals and such professionals made a great impact on successful implementation of the project activities.

Motivation factor was also very important in this project, especially when it was shared by all main stakeholders. The success of the project was directly linked with the willingness and enthusiasm of teachers, principals, parents, and methodologists. Teachers were aware to always improve their teaching quality. At the same time, principals realized the importance of self-development for teachers as well as for themselves, especially to improve their school management skills. Willingness of methodologists to work closely with schools
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has made the school planning better. Furthermore, parents' motivation to be more cooperative with the school's activities made the project implementation even more successful.

Other important factor is transportation. Although it is one of the aspects in logistics, its influence should be stressed. Based on the interviews and direct observation, it was found that transportation is a dominant factor to carry out training activities successfully. Furthermore, since increased fuel price for the transportation has a close relationship with financial factor it is classified in between logistics and financial factors.

Geographical and climate factors are also quite important since they are one of the main issues affecting directly to the transportation, facilities and indirectly to education as well as other economic activities. As explained previously, the extreme winter requires the schools and dormitories to be equipped with good heating systems. Moreover, dormitories became a basic need for students because commuting is not possible during the winter period. However, thanks to the school rehabilitation, school infrastructures and facilities are getting better. This fact has reduced the influence of geographical and climate factors in the project.

From political/policy aspect, government policies and regulations as well as the Change in education system play important role for this project's sustainability. Moreover, support and positive attitude of the related authority to listen to the voice of local groups involved at each level has created a real bottom-up approach in the project's preparation and implementation.

The availability of proper technological means and facilities (technical and facilities) is another factor which influences the project's implementation and sustainability. The difficulty in providing appropriate technical devices and sufficient facilities, especially electricity has been one of the major difficulties in the project implementation and its continued training activities. However, since the motivation of all stakeholders at school level and local people to improve their schools and to raise education quality was high, school principals managed to provide sufficient electricity supply, technical devices and facilities for the training activities. This is also the case for logistics factor. Although the limited access to
training materials occurred as a problem, high motivation of the teachers and principals has created many ways to solve it.

Social and cultural factors had significant influence for the project, especially from teachers' professional ethics. Furthermore, awareness of parents for importance of education, and people's attachment to their local area were added as reasons to influence on success of the activities.

Communicating closely with many stakeholders has leaded us to find out one important method in the project's implementation: Bottom-up Approach. Recognition of needs through needs assessment through participatory manner have increased the motivation of teachers, principals, parents, and methodologists, due to the fact that the training materials and contents reflected what they really need for self development.

Another new factor that we found from our direct observation and interviews was quality of content. Good and attractive contents of the training, high quality of training materials, as well as useful teaching methods/approaches utilized in each material have also increased teachers motivation to participate actively in the training. The quality of contents shall comprise the important aspects which response to the need of the teachers. This aspect is also closely related to the solid needs assessment as well as feedback from the teachers. Constant monitoring of how teachers are utilizing training materials and how they participate in training activities gives good basis of development high quality of training programs and training materials. Here, again the important of needs assessment involving all stakeholders became evident.

Beside all of those mentioned factors, international influence also gave a big impact on the successful implementation of the project. All the supports from related international organizations are very important, as described earlier. Furthermore, the financial support as a seed fund from various external institutions has triggered increased the economic activities of Mongolia. Moreover, the education policies in Mongolia such as the student-centered approach and decentralized education; transition of education to 12 years came out of the repeated discussion and experiencing different educational development activities over the last 15 years in Mongolia. The development of
Master Plan for Education and Human Resources which was collaborated effort of Mongolian Government and various international organizations and donor agencies had influence on how Mongolian education system was restructured since early 1990s during the transitional period.

3.4. Conclusion

The Tokyo Tech team members composed by eleven students and two professors had the opportunity to observe the successfulness of the Dzud project during the two weeks of field visit in Mongolia. Many data and findings have been obtained, and assumptions have been verified and corrected accordingly. In addition, it was a valuable cultural exchange for all team members with Mongolian people.

Numerous interesting findings were uncovered thanks to interviews, discussions, questionnaires and also informal talks. It was confirmed that motivation of all people involved in this project is the key for its successful implementation. Stakeholders at all levels have shown an impressive willingness to improve their skills and to contribute to the education quality. To support such efforts, the project team has developed distance learning materials which are useful for teachers and school principals to improve their teaching skills and management. The training materials and new teaching methods were expanded to non-project schools. Bottom-up approach with the solid needs assessment facilitated people's involvement in this project. Despite a significant improvement of facilities thanks to the building renovation part of the project, insufficient basic facilities yet remain as an obstacle to be tackled. Fortunately, the development of good cooperation between different levels helped to pursue the teacher training in good conditions.

The VCD questionnaire provided figures reinforcing and quantifying interesting findings. The high participation to the survey made those statistics reliable enough to draw some conclusions. The motivation of teachers to be involved in the project appeared in their answers to the questionnaire and presentations where they provided realistic and constructive inputs. Even though some improvements are still to be made, the distance learning material reached many of its goals: the quality of the VCD content and its usefulness are highly
appreciated and it contributed in helping teachers to apply new skills trying to achieve new educational standards. Despite facilities limitation, the use of VCD is widespread and seems to be adapted to the real current situation of rural areas. Teachers also expressed their desire to have more distance learning material, in terms of quantity and variety of materials and contents.

This field visit provided the Tokyo Tech Team members an opportunity to acquire and improve their knowledge and skills in international projects. The sustainable factors analysis pointed out how much these factors influence can be different from what was assumed. Moreover, new factors appeared such as the quality of content. Relations between different factors and the meaning of some factors became clearer after the field visit. Specific aspects included in previously assumed factors turned out to be major issues to consider: transportation as logistic factor, policies mentioned in political factor. However, the main factors to ensure the sustainability of this project were organizational, motivation and human resources.

4. Comments and Suggestions

This section summarizes feedback from Tokyo Tech students to this programme.

4.1. Overall impression of the programme

It is the shared opinion that students regard this well organized programme as a great opportunity to expand their experience on how a development project is organized and implemented, and to improve communication and analytical skills through various activities. Majority of the students mentioned that this programme was fruitful and comprehensive way to study about sustainable development, since it was a first hand experience for all team members.
4.2. What participants learnt from this programme

From the valuable experience accumulated, several points learnt are highlighted as follows:

a) Culture, climate, and people of Mongolia, their enthusiasm
This programme provided the opportunity to get close to Mongolian culture, people, and climate by staying at schools and working with teachers and school principals. In the course of interaction, communication and exchanges, the high motivation and passion of teachers, principals and local officers was impressive.

b) Real development project site
Participation in teacher training activities and face-to-face interviews with stakeholders was a quite valuable experience to learn how the development project was operated in the project site under the real circumstances. Practical lessons were learned regarding how different components of a project can be coordinated and how collaboration among different stakeholders can be achieved. It was an incomparable experience to see how the theories in international development projects learnt at university applies or not in a real situation.

c) Importance of working as a team
Since the team consisted of students from different countries and backgrounds, both cultural and academic, this programme also provided an opportunity for mutual learning among the students. Despite the differences and conflicting opinions, a common ground was achieved where opinions were merged and coordinated. Through active discussion and communication, effective and significant results were produced. Head of the student group also mentioned that working as a team leader was precious experience.

d) Analytical and communication skills
This programme improved students’ analytical skills through interviews and discussions, extracting findings, collecting and analyzing data it both quantitatively and qualitatively, as well as creating questionnaires. At the same time, through working and interacting with local people, students learned how to communicate with different groups of people.
4.3. Whether the initial objectives and expectations met or not

All personal objectives and expectations were satisfied. In some cases, this programme even exceeded the initial objectives and expectations, which could be explained as follows:

First, observation on how real international project was implemented and how different people was involved made it possible for students to learn more and expand their knowledge about sustainable development. Moreover, whether theoretical concepts in development can or can not be applied in the real project implementation can also be observed. Second, improvement of communication skills was achieved through working with local people as well as group members. Third, improvement of analytical skills was also achieved through group discussions and group presentations preparation. Last, since this field visit was the first experience for students to be exposed to the environment and culture of Mongolia, it has widened the students’ experience on an international development project site. Apart from those explained, students also mentioned that this experience helps them to determine possible contribution to development field with their own expertise. Moreover, activities in this field visit contributed to raise their awareness for women’s position in development projects.

4.4. How to apply ideas and skills obtained through the programme

Knowledge and skills gained from this programme can be utilized for various purposes:

First, it is necessary to share information and analysis results with relevant people, as well as to disseminate knowledge and experience to other students. Second is the intention of students to contribute to the areas of sustainable development. Based on communication and analytical skills as well as group activities acquired through this programme, some students are motivated enough to consider working for international organizations and to establish similar training programs in rural areas of their own country. It is interesting to note that some students reflected their behavior and attitude by participating in various activities
4.5. Suggestion for improvement of programme

Although the students are satisfied with organization and the content of the programme, some of the constructive suggestions include the followings.

a) Continuous implementation of this kind of programme

It would be very good to continue similar programme in the future so that other students will have the chance to be involved in the international development projects to experience what is happening in the real field.

b) Effectively disseminate the outputs

Students hope that ACCU can promote exchanging outcomes of the programme with other institutions. The students are willing to be resource persons for future ACCU programmes.

c) Improve financial support

Although support is provided already, it would be rather welcome that fees for insurance and visa could be supported by the ACCU.
5. Technical Inputs

VCD Feedback Questionnaire (Annex 6.4.1)
Pre-departure presentation by Tokyo Tech at ACCU (Annex 6.4.2)
Presentation by Ms. Yano from UNESCO, Beijing (Annex 6.4.3)
Guideline and Manual (Annex 6.4.4)
VCD feedback presentation in Bayan-undor (Annex 6.4.5)
VCD feedback presentation in Jargalant (Annex 6.4.6)
UNESCO debriefing Presentation in Beijing Hotel (Annex 6.4.7)
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Ms. D.Ulziihishig
Ms. P.Davaakhuu
Ms. D.Tsetsegmaa
Mr. D.Munkh-Otgon
Ms. T.Elbegzaya
Ms. S.Bolormaa
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Ms. P.Davaakhuu
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Ms. D.Tegshbayar
Ms. D.Sainbayar
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Ms. D.Byambaa
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Ms. Ts.Maitestesteg

Ms. Ts.Baasannyaam
Ms. H.Ulziitogtob

Zag soum
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Ms. D.Amarsanaa
Ms. Ts.Buujinlham
Ms. S.Tsevelmaa
Ms. J.Purevsuren
Ms. B.Selenge

Jargalant soum
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Ms. D.Oyungerel
Ms. A.Ariunaa
Ms. B.Gaajidmaa

Erdenetsoqt soum
Ms. D.Doljinsuren
Ms. P.Erdenechimeg
Ms. G.Ardaa
Mr. L.Gonchigsumlaa
Ms. M.Zolzaya

Hureemaral soum
Ms. Ch.Densmaa
Ms. L.Sodnom
Ms. A.Enkmaa
Ms. Ch.Altantsetseg
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Zavkhan aimag

Ms. S. Rolmaa, Methodologist, Bayankhairhan soum
Mr. B. Battulga

Bayantes
Ms. Munkhjargal

Mr. T. Zagdsuren, Principal
Mr. Chimedregzen

Ms. Dariimaa

Primary School Teachers
Ms. Urtnasan

Otgon soum

Ms. J. Narantuya

Uliastai aimag center
Ms. N. Purevsuren

Ms. B. Batbileg
Ms. J. Tsevelmaa

Ms. S. Doljinsuren
Ms. D. Sarangoo

Ms. S. Baasanjav
Ms. D. Tumenbileg

Ms. B. Batdelger
Ms. S. Gerelmaa

Ms. L. Tamir
Ms. G. Byambasuren

Ms. B. Gerelkhuu
Ms. B. Oyunchimeg

Ms. Sh. Amarsaihan
Ms. J. Tsetsegjargal

Numrug soum

Mr. A. Sharavjamts

Mr. Chimedregzen
Ms. Sh. Uranchimeg

Ms. D. Ulziihishig
Ms. Ts. Dolgorsuren

Ms. A. Byambasuren
Ms. A. Chimedtsiye

Ms. L. Byambanorov
Ms. B. Badam

Mr. Ts. Ganzorig
Ms. A. Dolgorsuren

Ms. J. Jajidmaa
Ms. D. Ariunchimeg

Ms. D. Byambanorov
Ms. G. Haltarkhuu

Ms. B. Dolgor
Ms. D. Enesain

Songino soum

Ms. D. Budragchaa

Mr. Ts. Dashdavaa
Ms. Ts. Bolor-Erdene

Ms. S. Rolzodmaa
Ms. S. Doljinsuren

Ms. P. Ichinkhorloo
Ms. B. Oyunchimeg

Ms. J. Bayarmaa
Ms. S. Doljinsuren

Ms. Ts. Dashdavaa
Shiluustei

Ms. Yanjmaa
Mr. B. Chimedregzen

Ms. Dulamsuren
Secondary School Teachers

Uliastai soum

Ms. Ts.Sodnombaljir, Natural Science
Ms. J.Munkhjargal, Mathematics

Ms. D.Munkhdelger, Mathematics
Ms. H.Purevjav, English
6.3 Program Schedule

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6.4 Summary of Interviews and Observations

6.4.1 Summary of the interview with Ms. Batchuluun, Director of National Center for Non-Formal and Distance Education Centre on March 20, 2007

Ms Batchuluun made a brief presentation on her duties and projects conducted by the centre. She talked about her centre, National Centre for Non-Formal Education which is under the Ministry of Education. The main objectives of this centre are to stop age-school drop out and illiteracy in Mongolia. The number of school drop out in Mongolia has decreased from 8.8% (1992/93) to 2.1% (2006). Prostitution program, lively hood skill and equivalency program are other programs run by this centre. Since 2004, this centre tried to be more connected closely with new education standard system by complimenting some program in curriculum. Ms. Batchuluun also offered us a guided visit to the centre's installations rooms.
6.4.2 Summary of Interview with Ms. Odgerel, the principal of Devshil school, Uliastai Zavkhan, on March 21, 2007

She talked about various aspects of the Dzud project, its effect and impacts. The Dzud Project made a positive impact on student achievement. Some examples on the students' academic achievement are as follows:

- In 2006, out of 74 graduates from Devshil school; 71 students went to the state university, and other 3 students went to private university.
- During past 2 years the number of awards doubled (in the schools covered by Dzud project); students from Devshil School won 4th prize in biology, 7th prize in geography and social science, and 16th grade in mathematics.
- In 2006, a new student evaluation was performed. National examination was held in May 2006, and Devshil school was within the top 20 best schools in Mongolia. (In Mongolia, there are 700 schools and around 420 schools have higher secondary levels.)

Based on the training experiences by Dzud project, Devshil school initiated many trainings for non-project and vocational schools, such as the training held by Devshil School in August 2006.

6.4.3 Summary of Interview with Dr. Bat-Erdene, Director of Higher and Vocational Education on March 21, 2007

During the interview, Director of Higher and Vocational Education explained about his office which had been proposing long term strategic education started at 2005. Since early 1990s, international organizations as well as donor agencies collaborated with Mongolian Government. Particularly, in education field, ADB took initiatives with the Government in developing Master Plan for Education and Human Resources. They also included the participation among stakeholders and international organizations; they called these relationships as 'sector wide approach (SWAP)'. With this Master plan, international organizations can easily see the roadmap and planning of education in Mongolia and also help international organizations to see harmonization relationship among stakeholders. Positive impact of this plan is that major donors are not easily dictated on Mongolian education system. However, one plan in first Master plan, about Mongolian script, could not be conducted fully (only one semester) because not enough human resources to introduce Mongolian script in all schools in Mongolia.
Second, he mentioned about potential role of ICT sector in Mongolian education system. ICT development is mainly managed by private sector, but now government is trying to manage ICT to be better in terms of management so education system could be included in Mongolian education system.

6.4.4 Summary of interview with Mr. Bandii, Executive Director of "Second Education Development Program", MOECS on March 21, 2007

Bayankhongor team had dinner with Mr. Bandii in Ulaanbaatar hotel. At first, he talked about Master plan which was created among three components: UNDP, ADB and Government of Mongolia. This master plan can provide clear management system to share resources and information under one general director. The master plan is important factor to improve human resources through education. He mentioned about 4 components of education system development in Mongolia, such as Management capacity, school curriculum, and human resources development.

ICT development in high primary education, especially many resources of fund which include private investment supports rapid development of ICT. International ICT workshop among China, Russia, and Mongolia (Ulaanbaatar and rural city) had also enhanced ICT development.

The discussion continued with his explanation about donor’s coordination under governor general director and clustering method of school in Ulaanbaatar area. One important finding is “intellectual passport” which provides teachers with rewards and knowledge transfer, increasing their motivation.

6.4.5 Summary of VCD training observation session on March 22, 2007 in Devshil School, Uliastai, Zavkhan aimag

Teachers were divided into three groups, in three different classrooms. Tokyo Tech members (Zavkhan team) were also divided into three groups accordingly to observe the activities in each classroom.

Environment:
- There were 51 teachers altogether from different schools. The size of room, number of desks and chairs were enough to accommodate all teachers (in three classrooms). The rooms were bright enough, warm and quiet. For VCD
training, all the rooms were equipped with VCD player and TV. There was no problem regarding sound interference from the adjacent rooms.

**Quality of VCD (based on our impression):**

- In overall, visual and sound quality of the tested VCDs were sufficient. However, in *Art & Techniques* VCD, the written characters were too small and thus, not clearly visible/recognizable. Furthermore, in *Primary School Curriculums* VCD, sound and visual mismatch occurred.
- In many cases, VCD material (content) referred to the guideline book. However, since some teachers had not received the guideline book, it seemed to be quite difficult for them to follow the content of the VCD.

**VCD content:**

- Majority of the VCD showed how model teachers provided an attractive lecture to motivate the students to express their opinions. Before and after the lectures, Professors of State University of Education (e.g., Professor Erdenetsetseg in *health education* material) give a short speech to summarize the VCD content.

**Teacher’s reaction:**

- Teachers were interested in the content of all VCDs. They concentrated in listening and watching the VCD, and actively took notes.

**6.4.6 Summary of Teachers’ activities on March 22, 2007 in Devshil School**

After VCD sessions, proactive group discussions were held to summarize the advantages and improvement points of VCD, from teachers’ point of view. Each school (Devshil, Otgon, Shiluustei, Numrug, Songino/Bayankhairhan, and non-project school) presented the summary of their discussion in late afternoon. The major points from each VCD are as follows:

**Devshil school**

*Art and Technology* VCD:

- According to young teachers, teachers-students communication was very good.
- Quality of audio, content, and subject of VCD was good.
- VCD lectures were less focused on creation of knowledge by students.
- The video for demonstration was not sufficient enough.
Overall evaluation: 5 (out of 5)

Primary School Curriculum VCD:
- Major focus was on team work method.
- Visual quality was low.
- Misunderstanding and misinterpretation regarding the content occurred due to the visual and audio mismatch.
- Overall evaluation: 3 (out of 5).

Numrug school
Health VCD:
- Content integration and preparation for model lecture in the VCD were good.
- The illustration of the student-centred learning method was well done.
- The teaching technique was demonstrated for limited number of students, which was not realistic to the situation in rural area.

Primary School Curriculum VCD:
- The responsibility of teachers as well as students was clearly illustrated.
- Information collected by the Professor for curriculum development was very good.
- All subjects should be covered.
- Complex lessons should be TV broadcasted for nationwide coverage.

Otgon school
Health VCD:
- The training material is quite good. It focus on increasing students’ motivation.
- The teaching method shown in the VCD provides opportunities for students to express their opinion freely and discuss among themselves.
- Students’ evaluation should also be illustrated.
- Manuals and books should be distributed to all teachers.

Art and Technology VCD:
- The VCD showed good samples on how to use raw materials to make toys for children.
- Integration of lessons was good, making each student participate actively.
- However, teaching methodologies were not appropriate for rural soums in terms of raw materials and facilities.
Primary School Curriculum VCD:
- Curriculum development shown in VCD was good.
- The VCD showed how to conduct survey for parents.
- Student evaluation system was developed based on students’ skill.

Shiluustei school
Health VCD:
- Students’ activities created their own knowledge.
- Preventive education and productive activities were well illustrated.
- Teaching methods were based on children’s skills.

Art and Technology VCD:
- Too many materials were used for the teaching-learning process.
- Mental development skills and communication skills should be well demonstrated.

Non-project school from Uliastai
Health VCD:
- Improvement of children’s skills and knowledge met the new education standard.

Art and Techniques VCD:
- It was helpful for the teacher to develop children’s analytical skills.
- Introduction of student-centred approach should be explained for other subjects and contents as well.

6.4.7 Summary of group interviews with primary school teachers in gathered in Devshil School on March 22, 2007

Group Interview with teachers from Songino and Bayankhairhan
The teachers mentioned that they have started using the student-centred approach in classrooms. They think that it is important to introduce student centred approach because it provides the pupils with a learning process which depends on their learning speed. In addition it is also more adapted to students who did not go to kindergarten and therefore tend to participate less in the classroom activities.

Group Interview with teachers from Numrug and Otgon
Teachers mentioned that they are using student-centred approach in classrooms. They provided specific examples such as encouraging students through various competitions, such as writing essays, competitions/quiz, and field trips. They stated that it is better to make students create their own knowledge. However, limited electricity (for training) and time consumption for lesson preparation still occurred as problems to be tackled.

6.4.8 Summary of Individual Interviews with primary school teachers participating in the training in Uliastai, Zavkhan aimag on March 23, 2007

Interview with Primary School teacher from Otgon
The teacher talked about the effects and impacts of Dzud project and also provided suggestions for future aspects. It was mentioned that Dzud project helped teachers to acquire skills to work with individual student and improved the teaching-learning environment. Student drop-out cases in Otgon school is a serious problem. However, the number of drop-out students has gradually reduced since the last 2 years thanks to the rehabilitation of dormitory. Although there were some difficulties to adapt to the new method, teachers in Otgon soum are using student-centred approach. Teachers facilitate active participation of students in classroom by utilizing group work. Compared to other grades, the teacher thought that it is hard to implement the student-centred approach to the 1st grade of primary school. The guideline book recommended the use of several tools such as PC, printer, and puzzles to promote students’ creativity. However, in rural areas, these tools are not available. Moreover, since the budget is limited, it is difficult to promote student-centred learning.

The teacher also talked about the feasibility of distance learning materials. Even though VCDs are effective means of training, there are still some problems to use VCD due to the limited electricity supply. Although solar panels which provide electricity during sunny days are available, teachers are expecting to get 24 hours electricity supply. He mentioned that hydro power generator will be installed in Gobi-Altai aimag from November 2007. Guidelines are the most favoured materials other than VCD. The interviewee stated that teachers usually have a discussion after reading guidelines as a follow-up activity.

Sustainability factors
This teacher considered mobile teacher training as effective and efficient since it provides new idea. After the teachers attend mobile teacher training they will conduct the same training in Otgon soum school to share their knowledge with other teachers. Transportation is one of the major issues that teachers have to consider for the training. In addition, it is necessary to produce materials for parents to improve the students’ home-learning.

**Community Issues**

Herders’ children do not learn much anything at home with their parents. Therefore, schools are facing challenges to promote importance of education to local community in such cases. Some parents even take their children back home when it is time to produce cashmere.

**Interview with primary school teacher from Bayankhairkhan**

This teacher mentioned that both the teacher-student communication and teaching-learning environment have been better after the implementation of the Dzud project. Teachers of Bayankhairkhan extensively use VCDs and cassettes to help them prepare for their lessons.

Student-centred approach was also a topic of concerned. It is easier to apply this approach at present because guidelines are available and buildings are rehabilitated. The model classes shown through VCD trainings are great sources of motivation both for teachers and students. However, difficulties still exist for rural schools that do not have sufficient teaching materials as shown in VCDs. Moreover, if proper guidelines are not provided, teachers have difficulties to prepare for lessons.

**Sustainability**

The training should be practical and interesting. For instance all the VCDs should be watched in sequence followed by active discussion among teachers. New ideas should be collected and VCD contents should be improved, particularly paying more attention to the rural environment. The trained teachers in the Dzud areas should share their new knowledge and skills with other teachers.

**Interview with primary school teacher from Devshil School**

The interviewee mainly talked about the distance learning materials used for the trainings. This teacher said that the training VCDs are quite helpful for teachers. However, VCDs and guidelines should also include demonstration of
professional skills beside teaching methods. The aimag/regional level trainings are useful for exchanging teachers’ opinion and learning from each other. However, in countryside schools, electricity supply for training remains as a serious issue.

The teacher also explained about school development. Resource rooms should be developed since the students need several equipment and teaching materials. However, the school budget for the development of resource rooms is limited. Moreover, primary school teachers need to acquire English skills to teach new subjects starting from next year: Informatics and English. Currently, secondary school teachers were asked to help them and the school also intends to support them with computer training in holidays.

**Interview with primary school teacher from Shiluustei**

This is a teacher with 38 years of experience as educator. Many subjects were discussed, covering student-centred approach, distance learning materials, and recent efforts in education sector from Government side.

The student-centred approach has been used in practice. Strategies include: dividing students into groups (properly mixing up students with different level of knowledge) and encouraging students’ participation. The school frequently organizes competitions among student groups and among classes. Since the interviewee had been using the traditional teaching method for 38 years, it was quite difficult to start the student-centred approach. However, the new teaching method has contributed to the improvement of students’ performance:

- Development of group motivation
- Creation of knowledge (learning new things by themselves)
- Higher participation
- Higher motivation due to competitiveness

On the other hand, this new method requires more planning and preparation of the lessons by the teacher. More attention has to be given to monitor the studying environment which is supposed to be created.

The educational materials are also an important aspect to be considered. In this regard, the Student-Teacher communication VCD of the previous training was very helpful. As the VCD covers many audiences at once, it saves learning time. However, there is a need to introduce some VCDs about how to raise the
communication between young primary school teachers and students. VCD about Japanese education system should also be made and demonstrated to show them about different methods or contents of teaching.

The local/school level trainings are arranged once a week in her school. It was interesting to know that Shiluusteii school does not have electricity problem as it is the southern regional school in its area. The teacher also informed that they will have 24 hours electricity from April, 2007. In addition, national TV broadcasting has started since January 2007 to help teachers in implementing the new education system with related informative theories.

**Interview with Primary School Teacher from Numrug**

The topic of interview included student centred approach, distance learning materials and provided suggestions for future improvement in VCDs. This teacher has been using the student-centred approach in her class, dividing students into groups, motivating them to speak more and create knowledge on their own. Although this new approach improved students’ performance, it is difficult for herders’ children (who have no kindergarten education) to adapt and contribute to their working group. There is a wide gap between aimag level children and herders’ children. This is partly the reason why many teachers still feel it quite difficult to adapt to the new teaching methodology. In addition, the new method requires teachers to prepare and plan more (4 or 5 kinds of planning needed per session according to students’ difficulties and levels).

Regarding training materials, the VCDs was considered as very helpful. However, enough number of training materials should be provided to all schools so it would be available all the time, instead of having to wait for turns in the library. The best training material would be the combination of books, guidelines and VCDs. English and Informatics VCD should be developed as the school teachers have to teach those subjects from next year.

Regarding infrastructure problem, it was stated that electricity supply the school/soum is the main limitation in the use of VCD.

**Interview with primary school teacher from Songino**

This teacher has been using student-centred approach dividing students into groups and creating knowledge within students themselves. Improvement in students’ performances can be seen such as:
ACCU International Exchange Programme under the UNESCO/Japan Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding

- Development of group motivation
- Development of speaking skills
- Improvement in competitiveness

However, it is also true that the new education system requires teachers to make several planning and preparation.

The interviewee remark regarding the choice of the training materials was quite interesting as this teacher prefers books or manuals instead of VCDs. The reason is the serious electricity problem in Otgon soum. Enough number of training materials copies should be distributed for all teachers. In addition, integration between different subjects should be interrelated in these training materials.

6.4.9 Summary of interview with principals from different soums/schools on March 23, 2007 in Devshil School, Uliastai, Zavkhan aimag

Interview with the Principal from Songino
The principal fundamentally talked about the training materials. VCDs are very helpful because teachers can use it as many times as they need, refreshing their knowledge/skills. However, it was mentioned that the number of training materials is not sufficient for all teachers. In addition, to create effective training, high-speed computers and sufficient number of CD players are needed. The radio lessons and VCD material were considered the best training materials.

Interview with the Principal from Shiluustei
As the principal of the regional centre school, the talk was mostly about the regional/central level trainings and difficulties to arrange/participate in such trainings. As and example, it was mentioned that one of the teachers has been sent to State University of Education. This teacher will graduated soon and come back to their school to train other teachers. This school principal is planning to take all teachers of his school to attend central level training in Ulaanbaatar in 2007. Also it is intended to conduct regional central level training at least once a year, including lectures by the teachers trained in Ulaanbaatar, model classes, and demonstrations. To conduct regional trainings, despite rehabilitation of school buildings and dormitories, electricity supply is still one of the major problems. In addition, transportation cost is the major cost for the school which sent their teachers for training. If a Russian van could be provided, it would be much easier for them to manage the transportation since Shiluustei is one of the
most remote soums of the aimag.

The school frequently organize teachers’ competition, regional academic Olympics, and other activities to exchange experience/ideas among schools. They also organized the demonstration of the best teachers' lessons.

Regarding recent development activities, it was mentioned that internet connection through optical fibre connection is already available in the aimag. However, the main access point is about 70 km far from the soum and the school do not have sufficient budget for connection. It is expected that through World Bank project of rural school development, it will be possible to get the Internet connection.

**Interview with the Principal from Bayankhairkhan**

Even though this principal school is not a regional centre school, there is a schedule for every school to organize trainings. Bayankhairkhan school organized the training using the VCDs. Teachers also organize academic Olympics and competitions from time to time in the school level, such as "Jadambaa" math. The school is also covered by DANIDA project. At present, three teachers are in Ulaanbaatar to participate in the training organized by DANIDA.

**6.4.10 Summary of interview with two methodologists of Zavkhan Aimag on March 23, 2007**

**Interview with Ms. Khamrachhya, the Primary Education Methodologist from Aimag Education/Cultural Department (AECD)**

The interviewee talked about the change of society from communism to market economy and its relation to the new education system concept in Mongolia. According to this teacher, the basic aim of the new education system was to adapt to the global education system. The new education system started as a testing/experiment from 2000. As the experiment in 2004 and 2005 was successful, 10 years of basic education changed to 11 years since 2006. In 2008/2009, the basic education system will be changed to 12 years including 6 years of primary school.

The major responsibility of methodologist is to provide directions and training to
successfully implement the new education system and to provide consultation for teachers. As Zavkhan aimag have teachers with different lengths of experience (30% of teachers with 1-5 years of experience and 20% of teachers with 25-30 years of experience), the training activities should be planned based on this reality and background of those teachers.

In the case of primary school teachers, trainings are arranged by grades. There are altogether 267 primary school teachers in Zavkhan aimag, being one third teaching in Uliastai. Therefore, five non-project schools from Uliastai, represented by one or two teachers each, could attend the present training. AECD also manages to arrange activities such as exchange of experience between aimags through teachers, conference with top school teachers, etc. AECD frequently organizes various kinds of competitions among teachers (e.g. essay writing, IQ test) to promote motivation and cooperative work. Some teachers had the opportunity to go overseas (e.g. Japan). When those teachers come back to Mongolia, they disseminate ideas and knowledge by conducting collaborative work, seminars, trainings, etc.

It was explained that among all training materials, watching VCDs is the best. Out of six VCDs produced so far, the VCDs of *Math*, *Health*, *Technology*, and *Teacher-student communication* should be still produced to upgrade and refresh teachers' skills. However, as the number of students in one classroom ranged between 35 and 40, it would be better if the VCD samples also displayed teaching methods with 35-40 students. It would be much easier and helpful comfortable if the number of training materials copies distributed is increased so that every teacher can easily access them.

The teacher also provided information about the recent development activities in education sector. Their aimag could hear the information from Ministry of Education through Video Conferences once per two weeks. Although the contents of the conference are different with training contents, the main objective is the same, to improve the quality of education.

Regarding other related projects, it was mentioned that DANIDA project focus more on the improvement of classroom activities. Meanwhile, World Bank Project (READ) focus more on improvement of students' reading/studying skills, such as providing sufficient library facilities. United Kingdom’s Save the Children Fund focus more on improvement of literacy and management skills, as well as the
ACCU International Exchange Programme under the UNESCO/Japan Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding

Improvement of teaching-learning environment.

**Interview with the younger methodologist of aimag educational cultural department (former Russian and English teacher)**

Responding to our question about the roles of methodologist, the reply included the following points:

- Organize foreign language training to monitor training activities
- Visit rural soums and advise school principals. At the beginning of the new education system, principals faced many challenges to organize trainings in school without any specific knowledge about new education system. Although at present everyone believes that creativity of students is facilitated by the student-centred approach, some rural teachers are still using traditional method.
- Methodologists are also provided different kinds of trainings. For example: 1) training in Gobi-altai aimag using TV conference system; 2) training for Russian language teachers in Uliastai, which was organized by Russian teacher association.
- All methodologists who visit schools in countryside need to have training of all subjects.

It was also stated that the awareness of community for education is increasing at present. As a result, the number of dropout students is decreasing.

**6.4.11 Summary of group interview with teachers who attended the mobile teacher training in Bayan-undor soum (Bayankhongor aimag) on March 24, 2007**

Besides discussion, group interview with teachers was also conducted in Bayan-undor soum. This interview was conducted at the evening after face to face teacher training in one of the school classrooms. Since there was no electricity and the interview was started at around 6 pm, its duration was approximately one hour only (the classroom became dark after 7 pm). However, during the interview, teachers were very active in expressing their opinions about Dzud project. Teachers explained about the benefits of Dzud project, how they implement the knowledge obtained from the training, their motivation in teaching, etc. The findings from this interview could be seen in the findings section.

**Interview with principals in Bayan-Undor on March 24, 2007**
This interview was conducted on Saturday morning (24th March) in a parallel session with the second day teacher training program. The school principal of Bayan-undor soum allowed us to do interview in his office at nearly lunch time and this interview continued at the next day (25th March).

The Dzud project is highly appreciated by Mongolian Government (effectiveness). Some specific results were observed, such as: 1) physical environment improvement (rehabilitating the classroom, fixing heating system, making availability for extra classes); 2) teacher training refreshment (use of the student-centred approach, upgrade the teaching quality through teacher training with guideline and VCD material); 3) significant improvement on student academic performance (award prize, medal).

Sustainable development factors were also discussed. Education policies encourage each school principal to upgrade his/her capacity of school management. Last year (2006), the principal achieved his master thesis on education management. It was reflected to his school for the last 4 years, standing on the 1st of building capacity of management. This principal policy includes the financial support for outstanding students for higher education so that these students could come back to the school and become teachers. The planning for this policy has been done until 2010. The teacher was made a priority which granted the appreciation from government as well as other schools.

One year after the project ended, two distinct difficulties were revealed according to the school principal's view:
- Technical capacity (VCD, TV,…): no laptop and projector
- Financial restriction: when a training program is organized in a soum, the host soum will cover all cost except transportation. Meanwhile, the participant schools have to pay for their transportation. That was the reason why the soums in the aimag take turn to hold the training.

The principal mentioned several points related to the improvements of school’s quality:
- Methodologist unit, consist of a staff of 40 members including teachers, was allocated with sufficient funds to facilitate all teachers’ self-development.
- Every Wednesday, school organized a meeting and discussion among teachers, methodologists and principal. In the meeting, the principal assign a free topic to teachers for their research to be presented to the school and
soum level. The outstanding teachers will get 20% increase of salary. Furthermore, school administration prepare document and apply to soum governor for recognition in order to maintain the motivation of education staff.

- School conducted parent board-meeting to inform and hear parents’ opinion on their incorporated work plan.
- Teachers in the school provided mother and father training activities for 5 times in a year. The aim of this training is to involve local communities into school activities and gain their support.

**Interview with Methodologists in Bayan-undor on March 24, 2007**

Two methodologists interviewed in Bayan-undor are as follows:

- Ms. Dolgorsuren, female, 51 years old, 14 years experience as methodologist, previous job is teacher and vice principal
- Mr. Jambador, male, 48 years old, 10 years experience as methodologist, previous job is math teacher

No special training is given for methodologist. However, methodologists learn on VCD assessment to gain the knowledge so they have capability to produce distance learning material. They learn how this project was organized and evaluated, as well as how problems can be recognized and solved. This knowledge helped them to improve their quality.

The nature of the project promotes good cooperation among all stakeholders. Principals have to check the implementation of the project among stakeholders in their schools. Methodologists are also involved in stimulate cooperation between levels by disseminating the information acquired from trainings to schools not included in the project.

Dzud disaster which attacked Mongolia in 1999 and 2002 had many impacts, especially for Mongolian education system. Many students dropped out from school and teachers’ motivation to teach decreased. People moved to central city to get more support for living, making rural soums stay with less people.

After this project implementation, the trust of citizen to their school in rural soum had increased gradually. Teachers’ skills improved and school rehabilitation made less migration of rural people to city and keep them to stay in their soum. The existence and culture value of school as the centre of soum activities was noticed since the school is considered as one of important institution in soum.
It is difficult to describe the role of methodologist for someone not familiar with the education project in Mongolia. The interviewers agree in this point as a personal experience. The term of methodologist is unique and perhaps not many countries use this terminology. After we interviewed Methodologist, group of selected person and many experienced, we knew that this stakeholder plays important role in Mongolian education system. Methodologist responsible not only to teach but also to improve teachers’ teaching skills, disseminate information, give consultancy to teachers regarding their problem, contact principals to work together, provide help for them, and also check how projects are going on. They also act as decision maker in roadmap of education in Mongolia.

**Interview with parents in Bayan-undor on March 24, 2007**

Parent’s interview took place in Bayan-undor soums involving two student’s parents as described in the following:

- Narantsetseg, female, 42 years old, 3 of 5 children are now studying at 3, 6, and 7 grades at Bayan-undor school.
- Tumenhuu, male, 47 years old, his 2 children are now studying at 2 and 6 grade

Two important things which can be recognized by parents on this Dzud projects are the obvious improvement on school environment and teacher s’ capability. These improvements give direct benefit for their children. Better achievement of students after Dzud project and the involvement of their children in national sport competition made them proud as parents and as well as citizen of the soum.

Dzud project made teachers more confidence to disseminate the knowledge not only for students but also for parents. Each semester, teachers arrange two meeting with parents to teach parents how to educate their children when they stay in home or how to solve math and physics problem so they can answer their children’s question.

Parents are also involved in board meeting to discuss school’s objectives and goals. In this meeting, parents can also give their judgment on teachers’ performances. This relationship creates ‘triangle relationship’ of parents, teachers, and school to work together for their school.

Dzud project created parents’ trust to send their children to dormitories due to the
Before the Dzud project, parents do not want to send their children to school due to the harsh climate condition. Direct impacts from this project were also observed. Children’s motivation to study had increased and students become more attracted to their school since they have more time to do their activities. However, parents suggested improvements in the maintenance of the heating system by building centralized heating system and not by building many heating systems in school. At present, there are 6-8 heating systems in school. Those parents consider this system as costly: need many woods to burn, need more coal, and there are many people have to pay to maintain these heating systems.

6.4.12 Summary of Interview with Devshil School Principal on March 24, 2007 in Uliatai, Zavkhan Aimag

On March 24, in the morning just before leaving for Jargalant, Zavkhan team conducted interviews with the principal as well as the secondary school teachers of Devshil School. The summary of those interviews is given in the following.

Interview with Devshil School Principal
This principal (one of the few female principals) talked mainly about the factors influencing sustainability of the training activities and difficulties to conduct them. The factors pointed out were:

- Teachers’ motivation: although the project had terminated, the school is still continuing training activities which shown the high motivation of teachers and principals.
- The need of training activities is crucial as they have to implement the 12 years school system from 2008/2009.
- Research: as it is an aimag centre school, it focused on research activities of teachers regarding in which directions the training should be continued. This research aims at keeping new and effective methods of teaching upgraded.

Teachers have made a lot of efforts to plan and prepare the new methodology of teaching. However, no data base has been established. Therefore, it would be better if they can have research activities to create a data base.

6.4.13 Summary of interview with Devshil school secondary teachers, on March 24, 2007
The interviewees said that some teachers in their school went to Ulaanbaatar for training and sharing information with school teachers when they come back. Teachers also mentioned that guidelines are available but VCDs and audio cassette recording with good English pronunciation is not available. They want to learn English but they have many limitations such as human resources and funding.

6.4.14 Group interview with teachers who attended the mobile teacher training in Jargalant school (Bayankhongor aimag) on March 27, 2007

Teachers' group interview was also conducted in Jargalant soum. This interview was conducted at noon before lunch in one of the school's classroom. As in Bayan-undor, teachers were very active in describing their opinion regarding the Dzud project. Many interesting findings were found from this interview. One example of those interesting findings is that several teachers have to buy the chalk by themselves to teach. This fact indicates the limited facilities and teaching materials in schools in rural Mongolia. Other interesting findings could be seen in the finding section.
6.5. Technical Input Files

6.5.1. VCD feedback questionnaire

**FEEDBACK SHEET, VCD MATERIAL**

<table>
<thead>
<tr>
<th>Name of the Source:</th>
<th>Gender: M □ F □</th>
<th>Age: ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in your class: ___</td>
<td>Number of students in school: ___</td>
<td></td>
</tr>
</tbody>
</table>

1. Did you watch the VCD material from this project before? Yes □ No □
   1.1. If YES, in the past where did you use it? (You can choose more than one option)
       - Home □ School □
       - Others (please specify): ____________________________
   1.2. If YES, in the past how did you use it? (You can choose more than one option)
       - Individual □ Group at school □ Mobile teacher training 2005 □
       - Others (please specify): ____________________________

2. How do you rate the content of the VCD you have just seen? (Please fill in with a number from the given scale.)

<table>
<thead>
<tr>
<th></th>
<th>Health education</th>
<th>Art and techniques</th>
<th>Primary school curriculums</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contents covered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodology used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usefulness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interesting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio/Sound quality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual quality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Can you use the VCD for your training? Yes □ No □
   3.1. If No, please specify the reasons? (You can choose more than one option)
       - Insufficient electricity □
       - Not enough VCD player/computer □
       - Others (please specify): ____________________________

4. Do you find the VCD contents applicable in your training? Yes □ No □
   4.1. If No, please specify the reasons? (You can choose more than one option)
       - Insufficient teaching materials in classroom □
       - Too complicated for teachers or students □
       - Others (please specify): ____________________________

Questionnaire continues in the next page
5. What did you learn most from this VCD? (You can choose more than one option)

- New teaching methodologies
- Teaching techniques
- Class management
- Student’s evaluation
- Communication with students
- Motivating students
- Relationship with parents
- Self Motivation
- Curriculum development
- Creativity in teaching

Others (please specify): ____________________________

6. Do you want to have VCD training in the future? Yes ☐ No ☐

7. Do you think it is possible to continue the VCD training in the future? Yes ☐ No ☐

7.1. If No, please specify the reasons? (You can choose more than one option)

- Financial limitations
- Low quality of the contents
- Not enough personal interest
- Time constraints
- Not enough school support
- Lack of facilities

Others (please specify): ____________________________

8. Please rate every distance learning materials below according to its usefulness?

<table>
<thead>
<tr>
<th>Material</th>
<th>Not useful</th>
<th>Useful</th>
<th>Very useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCD</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Radio broadcast</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Written guidelines/book</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Audio Cassette</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

9. Please rank the following distance learning method according to your preference for future training activities. (0 for unknown, 1 for the least favorite and 6 for the most favorite)

<table>
<thead>
<tr>
<th>Method</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCD</td>
<td></td>
</tr>
<tr>
<td>Written guidelines/Book</td>
<td></td>
</tr>
<tr>
<td>Radio Broadcast</td>
<td></td>
</tr>
<tr>
<td>Video Conference</td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
</tr>
<tr>
<td>Face-to-face training</td>
<td></td>
</tr>
<tr>
<td>TV program</td>
<td></td>
</tr>
</tbody>
</table>

Others or combination of the above: ____________________________

10. Please write below any comments/suggestions for the improvement of the VCD material or training.

Thank you very much for your kind cooperation
6.5.2. Pre-departure presentation by Tokyo-Tech at ACCU and briefing presentation at UNESCO Beijing

Contents of presentation

- Tokyo Tech team members
- Main objectives of the field visit
- UNESCO project components
- Students’ expectations
- Field visit activities
- Sustainable development factors – “Testing Our Assumptions”
- Overall and expected outcomes

Diverse Tokyo Tech Team

- Japan
  1. Prof. Yamauchi
  2. Prof. Takada
  3. Mr. Haraeda
  4. Ms. Satzuki
  5. Mr. Kobayashi
  6. Mr. Enoki
- France
  1. Mr. Olivier
  2. Mr. Ricardo

Main Objectives of the Field Visit

1. To increase knowledge and shared experience of Tokyo Tech students on international development project
2. To learn how theoretical knowledge in development cannot be applied in practical development skills
3. To improve analytical skills of team members via site observation and participation in the local workshop
4. To understand and experience the importance of sustainable living skills

Our goal:
Possible contribution to the sustainability of UNESCO Projects


- Rehabilitation of schools and implementation of distance learning materials in 3 provinces in Mongolia
- Training of school teachers
- Observation of micro-energy
- Financial support
- Human resource development
- Research study and preservation of database library materials
- Local collaboration on 3 provinces, 23 schools
- School rehabilitation
ACCU International Exchange Programme under the UNESCO/Japan Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding

**Students’ Expectations – What do we want to achieve?**

1) Gain Experience
- To observe a successfully implemented development project.
- To gain an experience of how to participate in an international collaboration project.
- To experience cold climate, dispersion and difficulty in transportation compared to our country.

2) Promote International Cooperation, Exchange, and Understanding
- To make a good international relationship with all relevant parties (Mongolian teachers, Mongolian University students, UNESCO’s staff, etc.)
- To improve our awareness towards the different culture and values of our diverse team members and Mongolian people.

**Students’ Expectations – What do we want to achieve?**

3) Acquire Knowledge
To acquire knowledge through local participatory, site observation & locally organized workshop
- Learn the history and background of the project
- Identify the key people, role of each organization and local situations
- Improve our analytical skill about the important factors of promoting sustainable development

4) Participation
To be able to contribute to UNESCO via students’ perspectives
- Review the effectiveness of distance learning material
- Identify the influences and possible impacts of the project

**Activities – How can we be involved?**

To conduct observation and interviews with various levels of organizations in Mongolia project

1) UNESCO Beijing Office
   - Briefing with UNESCO

2) Ulaanbaatar: Meeting and exchange with
   - MOSTEC
   - UNESCO Project Coordinator Office
   - National Project Team
   - Mongolian University Students

3) Local site visit
   - Site observation
   - Participating in teacher training
   - Interview with teachers and principals
   - Collect feedback on distance learning materials

4) Analysis on sustainable development

**Testing Our Assumptions**
Analyze possible sustainable development factors in Mongolian Project

- Political factors influencing sustainable development
  - Stability of the educational standards
  - Priority of educational projects in Mongolia

- Organizational factors influencing sustainable development
  - Coordination between three levels (central/local/UNESCO)

- Environmental factors influencing sustainable development
  - Natural conditions and geographical characteristics

- Human resource factors influencing sustainable development
  - Technical facilities
  - Human resource

- Social and cultural factors influencing sustainable development
  - Adaptation to local values and cultures

- Motivation factors influencing sustainable development
  - Commitment and effort to maintain the project

**Overall and Expected Outcomes**

- Better understanding of sustainable development projects
- Mutual understanding of international cooperation
- Gain experience and establish network
- Produce analysis paper based on site observation, interviews, discussions and other activities
- Share experiences with other Tokyo Tech students
- Future reference of the analysis paper can promote sustainable development
- Contribute in developing young engineers
ACCU International Exchange Programme under the UNESCO/Japan Funds-in-Trust for the Promotion of International Cooperation and Mutual Understanding

Thank you for your kind attention
6.5.3. Presentation by Ms. Yano from UNESCO, Beijing

6.5.3.1 Education Sector in UNESCO

Education Sector in UNESCO
19 March 2007
Beijing, China

Why Education?
- Education empowers people and frees them to learn and think for themselves
- Education is:
  - a fundamental human right
  - central to individual self realization
  - bedrock of democratic societies
  - instrumental in building dynamic economies and is the key to sustainable development
  - crucial in developing intra and interpersonal capabilities

Education Sector in UNESCO
- Biggest Sector among the UNESCO’s five Programme Sectors (number of staff, budget)
- 52 Field Office worldwide, with 4 Regional Bureaux (Bangkok, Santiago de Chile, Beirut and Dakar)
- 7 Institutes and 2 Centers to provide technical support to the UNESCO Education Sector

Global Foci of the Sector
- Support Member States to achieve Education for All (EFA) by 2015
- Lead Agency for the UN Decade of Education for Sustainable Development (2005-2014)
- Enhancing the Education Sector’s response to HIV and AIDS through the Global Initiative on Education and HIV and AIDS (EDUCAIDS)
- Teacher Training Initiative for Sub-Saharan Africa (TTISSA)
- Literacy Initiative for Empowerment (LIFE)

Activities in the Beijing Cluster
UNESCO Office Beijing – a cluster office covering China, Mongolia, DPR Korea, ROK, and Japan (Most of ED projects are in China, Mongolia and DPR Korea)

Different strategies for different settings
- China – Policy support and technical support, pilot projects, research projects
- Mongolia – Implementing development projects; Providing technical support
- DPR Korea – Implementing small scale projects, facilitating DPR Korean participation in international workshops

What is UNESCO?
UNESCO was founded in November 1945, immediately after the WWII
- Since wars begin in the minds of men (and women), it is in the minds of men that the defenses of peace must be constructed
- A peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world… the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

(Extract from Preamble)
Activities (1)

- EFA and its Mid-Decade Assessment (MDA)
  Though much progress has been made in the region, there are still many inequalities limiting access to education, including gender, geography, and economic status. UNESCO Beijing Office supports member countries' efforts to achieve EFA goals. Currently EFA MDA is being carried out to assess the progress made since 2000.

- International Research and Training Center for Rural Education (INRULED)
  Rural development is a critical issue for China's development. At the same time, rapid progress made in China is a great learning opportunity for other developing countries. INRULED was founded in 1993 to play a key role in research and training in area of rural education. INRULED has been actively involved in global and regional research as well as training participants from developing countries, especially from Africa.

Activities (2)

- Early Childhood Care and Education (ECCE)
  Importance of the first years of children for their development is being slowly recognized. However, many countries lack resources, training and support from donors. Together with UNICEF, UNESCO is supporting regional research on policies on ECCE. At the same time, UNESCO is implementing a pre-school project and pre-school curriculum development project.

- Inclusive Education
  Special needs of children with disabilities must be met in order to achieve EFA. UNESCO is supporting policy research on inclusive education and supporting special education schools by providing training, supporting material development, and upgrading the equipment.

- Literacy
  Literacy is a key for people to participate in a society in a fast and just way. UNESCO also focuses on modern dynamic education and development of culturally appropriate learning materials. Projects are being implemented in ethnic minority areas in Yunnan Province, China as well as in Mongolia.

Activities (3)

- E-9 Initiatives
  China is one of the B-9 countries (a network of Education Ministers of 9 highly populated countries). UNESCO is supporting information exchange among these countries, which face similar problems of large and diverse populations.

- Technical and Vocational Education (TVET)
  Importance of technical and vocational education is increasing especially in a country where primary education has become virtually universal. UNESCO supports China and Mongolia to update their TVET system and schools. UNESCO also supports BEPPE to learn from China's experiences in TVET through study visits.

Activities (4)

- Education for Sustainable Development
  Education for Sustainable Development is one of the key education programmes of UNESCO. In collaboration with the China Sino, UNESCO supported the region to learn environmental protection, protection of cultural heritage and language through World Heritage Education.

- Teacher Training
  As access to education expands, teacher shortage is becoming a serious issue. UNESCO trained 700 teachers in Mongolia through the DDo project. UNESCO also supported development of audio materials for teacher in BEPPE as well as updating of knowledge and skills among rural teachers in China.
6.5.3.2 UNESCO Programmes

UNESCO Programmes in Mongolia
19 March, 2007
Beijing, China

UNESCO Office Beijing
The Beijing Office is a cluster Office covering five countries of the East Asia:
- Democratic People's Republic of Korea
- Japan
- Mongolia
- People's Republic of China
- Republic of Korea

UNESCO Office Beijing
Beijing Office is one of the 7 comprehensive UNESCO cluster offices covering all UNESCO programmes:
- Education
- Natural Science
- Social and Human Sciences
- Culture
- Communication and Information, and
- HIV and AIDS

- Technical support to development of the Education Sector Master Plan
- "Rehabilitation of Boarding Schools and Provision of Refresher Training Course for Headmasters and Teachers on the Dzud affected Gobi Desert Provinces in Mongolia" jointly implemented with UNICEF (2004-2006)
- "Provision of Comprehensive Mobile Education and Culture Services for Herders in Mongolia (1st phase completed, 2nd phase started in 2007)
- Non-formal education (Literacy and Lifeskills) and Technical and Vocational Education for young Herders"
Support to development of National Science and Technology Master Plan, approved by the Government in 2006

10th EABRN Meeting on the theme of “Protection of Scared Natural Sites: Importance for Biodiversity Conservation” in 2007

Rural schools’ electrification with Solar Energy

UNESCO Chair on Sustainable Groundwater Management

“Together With Migrants Poverty Alleviation among Migrants in Ulaanbaatar, Mongolia,” to pursue the training activities and to raise awareness about urban survival skills as well as legal, administrative, educational, health issues. Various training activities organized, policy recommendations presented at a Conference.


“Preservation of Movable Cultural Asset of the Nomadic People of Mongolia” at the Zanabazar Museum of Fine Arts
A thorough in-depth media sector analysis nation-wide conducted
“Practical Guide for Journalists” in Mongolian
Establishment of the FM radio station and two multi-media centers for Darkhad people and Tsaatan reindeer minority groups in Khovsgul
Community radio centers in Bayan-Ulgii
Preservation of documentary heritage in Mongolia
Upgrading libraries

Support to State University of Education to develop health education teacher training VCD
“HIV and AIDS Prevention and Care for Migrants and Ethnic Minority Communities in Mongolia,” targeting migrants and ethnic minority communities in the Songino-Khairkhan district in Ulaanbaatar

Plan for 2007
Project preparation for “Comprehensive Community Services to Improve Human Security for the Ethnic/Linguistic Minorities in Rural Mongolia” jointly developed by UNESCO, UNICEF, WHO and UNDP
2nd phase of the “Provision of Comprehensive Mobile Education and Culture Services for Herders in Mongolia”

Thank you!
6.5.4. Guideline and Manual
FOREWORD

Since 2002, UNESCO has supported the Global Campaign for Education in its advocacy efforts through EFA Week. This annual event has succeeded in a short space of time in reaching out to communities at the grassroots and in bringing education to the centre stage in policy focus and public awareness.

In 2006, Global Action Week was called «Every Child Needs a Teacher», and aimed to encourage primary education through advocacy and awareness-raising, discussion of the core issues facing primary school teachers in Mongolia, and activities to give the primary school teaching the recognition it deserves.

Events and activities included a national essay contest among primary teachers, the organization of a National Congress, to give teachers both a professional forum and collective voice to policy makers, and publicity advertising both Global Action Week and primary teaching to the public. Those activities were jointly welcomed and organized by the Mongolian National Commission for UNESCO, Ministry of Education, Culture and Science and the Mongolian State University of Education.

A key achievement of «Every Child Needs a Teacher» event was the development of this set of Guidelines on implementing and achieving the Government’s up-to-date standards and curricula. As part of the week, primary teachers were canvassed for their views and the challenges they face, both in the profession generally and specifically relating to their experiences in implementing the new standards and curricula. Meeting the challenges and improving education for Mongolia’s primary aged children through effective implementation of the curricula formed the basis of National Congress meetings.

This set of Guidelines is the result of this participatory process, and we hope it provides useful, practical, and adaptable methods and guidance.

The standards and curricula are of course new, and teachers will develop fresh experience and approaches as they use them in the classroom. We therefore also hope that teachers using these Guidelines will give their feedback, and any suggestions for improvement that they may have to us at the Mongolian State University, so that the Guidelines can be regularly updated.
We thank in advance on behalf of thousands of Mongolian primary school teachers to the UNESCO Office Beijing, the Mongolian National Commission for UNESCO and its Secretary-General Dr. Norov Urtnasan for helping and supporting to publish and distribute this set of Guidelines.

From 2004-2006, «Rehabilitation of Boarding Schools and Provision of Refresher Training Course for Headmasters and Teachers in the Dzud affected Provinces in Mongolia» UNESCO project implemented in three aimags, namely Zavkhan, Bayankhongor and Dundgovi, with great success and now it continues to upgrade professional level of primary school teachers. We also thank to the joint team of the Mongolian State University of Education and Tokyo Institute of Technology, who has made contribution on publishing this set of Guidelines.

Prof.

N. Jadamba,
Mongolian State University of Education
6.5.5. Feedback of VCD questionnaire in Bayan-undor

Rating of 3VCDs

--Duration is rated 1. Too short 2. Appropriate 3. Too long
--Other questions 4-steps scale (1. bad – 4. Very good)

Learned from VCD (multiple answer)

Methodology: New teaching methodologies, Techniques: Teaching techniques, Class man: Class management, Student eval: Student's evaluation, Com stu: Communication with students, motiv stu: Motivating students, rel wt parents: Relationship with parents, self motiv: Self Motivation, C_dev: Curriculum development, Creativity: creativity in teaching
Do you think it is possible to continue the VCD training in the future? (and its reason)

Rating of the distance learning materials in the future
6.5.6. Feedback of VCD questionnaire in Jargalant

Rating of the 3VCDs:

--Duration is rated 1. Too short 2. Appropriate 3. Too long
--Other questions 4-steps scale (1. bad – 4. Very good)

Learned from VCD (multiple answer)

Methodology: New teaching methodologies, Techniques: Teaching techniques, Class man: Class management, Student eval: Student’s evaluation, Com stu: Communication with students, motiv stu: Motivating students, rel wt parents: Relationship with parents, self motiv: Self Motivation, C_dev: Curriculum development, Creativity: creativity in teaching
Do you think it is possible to continue the VCD training in the future? (and its reason)

Rating of the distance learning materials in the future
6.5.7. UNESCO debriefing Presentation in Beijing

Main Objectives of the Field Visit

1. To increase knowledge and widen experience of Tokyo Tech students on international development project.
2. To learn how theoretical knowledge in development can/cannot be applied in practical settings.
3. To improve analytical skills of team members via site observation and participation in the local workshop.
4. To understand and experience the importance of communication skills.

Goal:
Possible contribution to the sustainability of UNESCO Projects.

Summary of teacher training activities

- Date: March 21 to 29, 2007
- Place: Bayan-undor and Jargalant soum, Bayankhongor aimag
  - Devshil school, Ulaanbaatar, Zavkhlan aimag
- Number of participants:
  - Devshil school: 56
  - Bayan-undor soum: 23
  - Jargalant soum: 27
- Content of VCD training:
  - Test of three new VCDs (health education, primary school curriculum, art & techniques)
  - Scum-wise group discussion
  - Scum-wise group presentation
- Activities of Tokyo Tech team:
  - Observation of VCD training
  - VCD feedback questionnaire
  - Individual/group interviews with school principals, teachers, parents, methodologists

Contents of presentation

- Main objectives of the field visit
- Summary of teacher training activities
- Findings from interviews
- Findings from VCD questionnaire and related discussions
- Analysis on sustainable factors
- What we have learned through the activities

Findings from interviews
1. Needs assessment is crucial for the success of the project
   a. The project was very successful thanks to the active involvement of the teachers in need assessment.
      • Training respond to what teachers really needed/wanted
      • Teachers felt that their request was very well incorporated
      • High ownership of the project
   b. Bottom-up approach was recognized by both central and local authorities
      • Local authorities recognize the importance of inputs/needs from local schools/teachers.
      • The role of methodologist changed with the change of educational system (from administrative authority to cooperating party in equal grounds with the schools)

2. Teachers were very satisfied with the training component of the project.
   a. Satisfied with the training organization and contents
      • Teachers from different soums shared experiences and knowledge in a friendly environment with experienced lecturers
      • Effective learning (quality & quantity) was conducted in an innovative way (the interview taken after VCD training was useful)
   b. Satisfied with the training materials
      • Teachers feel that the VCD contents are applicable and appreciated the practical examples
      • Some useful educational material was provided (guideline)
   c. Satisfied with the training methods
      • Training utilized participatory approach of the trainees.

3. Teachers are very active in practically using what they learned from the project back to schools.
   a. Student-Centred Teaching
      • Student-Centred approach is being applied in classroom teaching
      • Specially for primary school, student centered approach is a gradual process
      • Curriculum was developed based on students’ pedagogical needs
      • Teachers use games (traditional, invented or suggested by the book), group work, organize student competitions, use outstanding students and share materials (among other strategies)
   b. Active Use of Training Materials
      • Teachers are actively using the materials (books and VCD), both individually and in group to be able to teach effectively.
   c. Active Knowledge Dissemination
      • Local Trainings were conducted by the project schools for non project schools.

4. This project improves the quality and the involvement of major stakeholders
   a. Principals
      • Management skills has improved (e.g. involving teachers in making decision for school management)
      • Focus on own professional development
      • Use of different method learned from the training
      • Promote good, cooperating working environment with teachers
      • Create methodological unit to focus on important development at school (Jargalant)
      • Training for school principal contributed in improving self assessment process at school
   b. Teachers
      • Won better prizes in various competition.
      • Teachers improved their planning skills for curriculum and extra-curricular activities development (with parents and students)
   c. Students
      • Increased number of students won regional and aimag competitions
      • Outstanding students are influencing others
      • Academic performance in Bayankhongor aimag increased 7-12%
   d. Parents
      • Parents view of education quality and infrastructure has improved what makes them be actively involved in school activities (Bayankhongor)
      • Parents view of education of quality and infrastructure has improved what makes them be actively involved in school activities (Bayankhongor)

5. Physical rehabilitation of schools and dormitories had strong positive effect for school improvement
   a. Better working condition
      • Improved teaching working conditions and safety of students and teachers
      • Teachers work in less shift to teach classes (three shift in some soums)
      • Teachers can stay longer for self study and teaching preparation
   b. Better learning condition
      • Student can have extra curricular activities after class
      • Rehabilitation of gym promoted active development of sports activities
      • Rehabilitated infrastructures reduced the number of dropouts
   c. Other comments
      • Rehabilitation and teacher training are complementary to improve the teaching
      • External assistance makes difference since resources needed is beyond school effort

4. This project improves the quality and the involvement of major stakeholders
   a. Methodologists
      • Learn as well from the project and thus they served as important source of new method of teaching and information sharing
   b. Teachers
      • Teachers learned different methods of involving parents for school teaching and development (with parents and students)
      • Teachers improved their planning skills for curriculum and extra-curricular activities development (with parents and students)

6. Teachers are highly motivated to teach and to develop themselves for various reasons
   a. Professional
      • Participation in the training gave teachers opportunity to achieve teacher’s titles. With acquired titles, high salaries can be achieved.
      • teachers have high professional ethics
   b. Motivation
      • Teachers do like their job (“We love our students and school”)
      • Students’ active participation and teachers’ devotion motivated each other to perform their best
      • External support was one of the important motivating factors for cooperation between teachers and principals (Jargalant)
      • Dzud Project provided a better teaching environment
   c. Source of Income
      • Government guaranteed the salaries even during the Dzud.
7. This project improved the cooperation between various levels

a. Among schools (conducting training)
b. Schools and aimag education centre (financial and institutional support)
c. Methodologists and teachers (training providing and up-grading skills)
d. Involvement and support of governor (prizes award, scholarships)
e. School and local hospital (health issues) (Jargalant)

8. The effective use of distance materials is still subject to the availability of electricity and access to training materials

a. Electricity Supply
   - In some soums without constant electricity supply, VCD is not always appreciated (Songino)
   - Electricity supply in the rural schools is improving continuously (Otgon, Shluustei, Songino)
b. Distribution of Training Materials
   - The available distance training materials cover great part of new educational standard, but distributed quantity is not sufficient (Nureeg, Shluustei, Songino)
   - During the training teachers complain about the fact that the VCD was not distributed to all participants

9. “Planning” and Evaluation are considered as important aspect for school development

a. Teachers mention the improvement of school principals’ management and planning skills
b. Teachers also recognized planning (Curriculum development, extra activities planning and class planning) as a major factor for the quality of their teaching
c. Rural soums have a strategic plan to support schools’ human resources development
d. Evaluation is used as part of school management
   - Assessment of student’s and parents satisfaction was made (oral and written), and the conclusion was used for teacher progression on the career
   - Parents board meeting to hear parents’ opinion, organizing incorporated workplan (evaluates and plans school activity)

10. Project made school to be more recognized as main institution of rural soum

a. Support from soum Government
   - Thanks for the active project implementation, soum governor provided good support for the project activities (Jargalant)
b. Economic Activities
   - School serves as a main economic institution in the soum (Hiring staff, entertainment and sport facilities, prevent migration)

11. School-based training is becoming a favorite method of teacher training

a. Regional/Aimag/school level trainings are organized.
b. In the future school based training tend to be the favorite method for teacher training because of cost effectiveness and logistics.
c. To support such school-based training combination of materials (e.g. VCD and guidelines) can provide specific example and new skills for teachers with modern technology.

Findings from VCD questionnaire and related discussions

VCD feedback questionnaire

- Out line of results -

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>5/7 stars</td>
<td>60 %</td>
<td>40 %</td>
</tr>
<tr>
<td>Percentage of VCD materiales</td>
<td>60 %</td>
<td></td>
</tr>
<tr>
<td>Participation in lively learning sessions</td>
<td>80 %</td>
<td></td>
</tr>
<tr>
<td>Students using VCD in group or alone</td>
<td>60 %</td>
<td></td>
</tr>
<tr>
<td>Use of VCD in training at present</td>
<td>80 %</td>
<td></td>
</tr>
<tr>
<td>Appropriation of VCD materiales</td>
<td>90 %</td>
<td></td>
</tr>
<tr>
<td>% of teachers who want to use VCD materiales in the future</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td>VCD feasibility is known</td>
<td>80 %</td>
<td></td>
</tr>
<tr>
<td>TVs at schools</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td>Most obstacles to the use of VCD</td>
<td>Lack of finances, electricity and internet are the main obstacles (40 %, 30 %, 30 % of the teachers)</td>
<td></td>
</tr>
<tr>
<td>Lack of electricity, electricity and internet are the main obstacles</td>
<td>40 %</td>
<td></td>
</tr>
<tr>
<td>Human relations and reciprocal trust is important to the success of international projects</td>
<td>70 %</td>
<td></td>
</tr>
<tr>
<td>Given the geographical characteristics of Mongolia, Non-formal education is a effective means to reach the unreachable</td>
<td>70 %</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning and Evaluation are considered as important aspect for school development</td>
<td>85 %</td>
<td></td>
</tr>
<tr>
<td>Electric supply of the rural schools is improving continuously</td>
<td>85 %</td>
<td></td>
</tr>
<tr>
<td>Evaluation is used as part of school management</td>
<td>85 %</td>
<td></td>
</tr>
<tr>
<td>Assessment of student’s and parents satisfaction was made (oral and written), and the conclusion was used for teacher progression on the career</td>
<td>85 %</td>
<td></td>
</tr>
<tr>
<td>Parents board meeting to hear parents’ opinion, organizing incorporated workplan (evaluates and plans school activity)</td>
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</table>
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VCD feedback questionnaire - VCD Rating -
- For the Health Education and Arts & Techniques VCDs, almost all the items are above “good” (≥3).
- Audio and visual quality of Primary School Curriculum are close to “fair” (average = 2.3).

VCD feedback questionnaire - Skills improved through VCD use -
- Highest: creativity in teaching (80%), Communication with students (79%) and Motivating students (77%).
- Lowest: class management (40%) and relationship with parents (34%).

VCD feedback questionnaire - VCD Duration -

VCD Feedback from Primary Teachers
Good points:
- Use of VCD is a very good method of training because many teachers can participate in limited time frame.
- The importance of good lesson’s preparation by the teacher is well emphasized.
- Tips and recommendations from model teachers are highly appreciated.
- VCDs show how to integrate complex skills lessons.
- Open discussion is necessary after watching VCD.

Things to be improved:
- Voice level should be regularized.
- Training materials used in video should be distributed separately or more clearly shown.
- Table of content should be presented at the beginning of the VCD.
- The classroom situation does not reflect rural area current situation (few students, all kind of material available).
- The student centered approach is shown but the teacher still give too much instructions.

VCD Feedback from Primary Teachers
Future expectations:
- More titles of VCDs are expected for comprehensive coverage.
- Best teachers’ lessons and national teacher competition are preferable contents for VCD.
- Training method in the teacher training activities are to be covered by VCD.
- Some subjects are difficult to teach, and the easy way of teaching should be covered by VCD.
- School level VCD training is still difficult due to electricity and facility problem.
Analysis on sustainable factors

What We Have Learned through the Activities

Factors Influencing Sustainable Development

- Political
  - Support of authority
- Organizational
  - Bottom up approach

Environmental
- Technical and facilities

Human resources
- Improvement of teaching skill
- Management skill of school principal

Contents
- Quality of teaching material
- Principal and deputy

Motivation
- Learning by lesson before and after
- Improvement of management skills

Social and cultural
- Parents for education
- Local attachment
- Stimulation of national economy

Financial
- Insufficient electricity
- Local electricity

Transportation
- Insufficient transportation
- Insufficient facilities

Logistics
- Insufficient transportation
- Insufficient facilities

Testing Our Assumptions
Analyze possible sustainable development factors in Mongolian Project

Factors influencing Sustainable development

- Political
  - Stability of education system
- Financial
  - Fundraising and collected events
- Logistics
  - Baking, sugar, transportation
- Environmental
  - Climate and geographical situations

Technical and facilities
- School facilities and equipment

Social and cultural
- Adapted to local values and cultures

Motivation
- Commitment and effort to maintain the project

Human resource
- Preparing for future project both in central and local areas

Thank you for your kind attention
6.5.8. Sokbil’s song about Tokyo Tech and Mongolia

**Memory of Mongolia**

I. Mongolia, a country Tokyo Tech misses.
   Training refreshed and teachers are qualified.
   We are happy to see you smile.
   You all and I, living in peace.

II. ACCU helps improve culture’s aspect.
    Students of Tech, thank for chance to be provided.
    These precious gifts, none can deny.
    Friendships worldwide are reinforced.

III. UNESCO and UNICEF, they did their best for school to be survived.
     We, Tokyo Tech, make it realize. Alls recognize we’re doing best.

IV. Even we leave memory remains for life.
    You are all pride with blue sky and shining day.
    Bayankhongor, Zavcham, soft smile makes us realized, we like you most.
6.6. Photos

01- Pre-departure preparation.

02- Pre-departure ACCU orientation.

03- Briefing at UNESCO Beijing office on Day 1.

04- Briefing at UNESCO Beijing office by Dr. Aoshima and Ms Yano.

05- Leaving Hotel in Beijing

06- Arrival at the hotel in Ulaanbaatar.
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07- Meeting with the President of Mongolian State University of Education.

08- Interview with Dr Batchuluun, Director of the National Centre for Non Formal and Distance Education at Ulaanbaatar.

09- Ladies of the team at Ulaanbaatar

10- Friendly dinner with Mongolian State University of Education Students, Ulaanbaatar.

11- Transportation to Bayan-undor.

12- Dinner and interview with Dr. Bandii at Ulaanbaatar.
13- Traditional music instruments played by teachers in Devshil school, Zavkhan.

14- School children at Devshil school, Zavkhan.

15- Briefing by Prof. Takada in Ulaistai, Zavkhan.

16- Teacher’s group interview in Ulaistai, Zavkhan.

17- Taking water from the well at Zavkhan aimag center, Ulaistai.

18- Farewell dinner at Zavkhan aimag center, Ulaistai.
19- Parent’s interview in Jargalant, Bayankhongor.

20- Students’ presentation in Bayan-undor.

21- Sumo watching in traditional gerl with Mr Baktsuru (Education Director of Bayankhongor).

22- Friendly picture after lunch time at Bayan-undor, Bayankhongor.

23- Teachers’ group interview in Bayan-undor, Bayankhongor.

24- Cultural show and song by Ms. Haruna and Prof. Yamaguchi at Bayan-undor, Bayankhongor.
25- School dormitory at Bayan-undor, Bayankhongor.

26- Teachers with the training certificate in Bayan-undor.

27- Team meeting in Bayankhongor aimag centre.

28- Panoramic view of Bayan-undor.

29- Comment by teachers on VCD testing during the training at Jargalant, Bayankhongor.

30- Memory picture with primary school teachers at Bayan-undor, Bayankhongor.
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31- Memory picture at Jargalant, Bayankhongor.

32- Exchange of souvenir between Prof. Takada and the school principal Jargalant soum, after 3-day training.

33- Memory picture along the way back to Jargalant, Bayankhongor.

34- Memory picture after 3-day training at Jargalant, Bayankhongor.

35- Exchange of souvenirs with the school principal at Jargalant, Bayankhongor.

36- Farewell party in the gerl (yurt) of the school director of Jargalant, Bayankhongor.
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37- Museum at Ulaan Bataar.

38- Unexpected wait at Palace Hotel Ulaanbaatar

39- Debriefing for UNESCO Education officer, Ms.Yano in Beijing (Final Day)

40- Debriefing at ACCU.