

COMPLETION REPORT

INFLUENCE OF JAPAN'S EDUCATIONAL PROJECT ON ACHIEVEMENT OF THE EFA GOALS OF MONGOLIA

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Research Background

Education for All (EFA) is an international initiative first launched in Jomtien, Thailand, in 1990 to bring the benefits of education to “every citizen in every society.” In order to realize this aim, a broad coalition of national governments, civil society groups, and development agencies such as [UNESCO](#) and the World Bank committed to achieving six specific education goals. The mid-term assessment of the EFA achievement shows some positive results in, especially, achievement of universal primary education over the countries. Mongolia is one of the better achieving countries in the EFA goals by 2011, especially, universal primary education is considered as achieved. However, UNESCO Country Report (2008) says that the survival rate from grade 1 to 5 (primary school) is 88.3 percent and school dropout is mainly a rural phenomenon that is closely linked with the shortage of dormitories and schools in rural areas (Gita, 2008).

External assistance is historically high in Mongolia. By 2013, Japan has to date remained the largest donor in Mongolia. The grants of the Government of Japan amount to close to half or 45 percent of all external assistance funds (Gita, 2008). In basic education of Mongolia, Japan provided assistance in dealing with issues such as triple-shift schooling due to lack of school buildings, improvement of the quality of education, school administration due to scheduled change of the 10-year to 12-year schooling system, poor environment in rural schools and retraining teachers (Japan's Country Assistance Program, 2004) in Ulaanbaatar city, Orkhon and Darkhan-Uul aimags. As well, through Grassroots Human Security Grant Aid programme, each year, 20-30 projects are implemented to repair primary schools, construction of school buildings and dormitories in rural aimags such as Khovd, Zavkhan, Bulgan. Though various reports on the EFA achievement and external assistance were produced, no one has considered influence of the assistance on the EFA achievement. Particularly, as Mongolia has received priceless supports and assistances from Japan, there is no research or investigation on how Japan's educational projects influenced on the better achievement of the EFA indicators of Mongolia.

Thus, an aim of the research is to identify how Japan's educational project influence on the EFA achievement of Mongolia; and the research was leaded by the following 4 questions:

1. How many educational projects are implemented by JICA in Mongolia since 1999?
2. What actions in terms of investment are taken by these projects for improving primary school physical environment of Mongolia?
3. What indicators of the EFA related to primary schools is achieved in Mongolia since 1999?
4. What is the influence of the implemented projects on the achievement of EFA indicators?

Research Method

The research framework describes how the research taken place. By an initial investigation on how many educational projects are implemented by Japan in Mongolia since 1995, first research question, it was identified

that “*The Project for Improvement of Primary Education Facilities*” and projects under *Grassroots Human Security Grant Aid* were the largest and significant, so, the research investigates influence of these projects on the EFA achievement in primary education of Mongolia. Another hand, to measure achievement of the primary education related goals of the EFA, *Guidelines for the Asia and Pacific Education for All Mid-Decade Assessment* (UNICEF, UNESCO, Education for All – Asia and the Pacific 2006) is used. This document specifies what indicators can be used to measure the achievement of the EFA goals. The research studied the achievement of second and sixth goals of EFA due to the fact that these two goals have indicators related to primary education.

The research developed a questionnaire with 12 questions to identify the influence of the project on the achievement of above 5 indicators. After the administration of the questionnaire, the researcher asked additional questions to few numbers of students and teachers. The research was taken place in 1-3 schools of Ulaanbaatar, Darkhan Uul, Zavkhan, Bulgan and Khovd aimags, in total, 12 schools were selected. The questionnaire was administered to, in total, 48 students, 38 teachers, 13 parents and 18 school leaders.

Results and Discussions

The research results show that since 1999, the project on improvement of primary education facilities were implemented in three phases with aim to ease overcrowded classrooms and improve learning environment by constructing classrooms and other facilities and providing instructional equipment and teaching materials (Maki, 2009) to the ten target schools in Ulaanbaatar city and Darkhan Uul aimag. By this project, since 1999, 55 school buildings are constructed and repaired, classrooms are added by 668; approximately 8200 students’ desks, 16400 chairs, 668 blackboards and others were provided to ten schools.

As for the projects under the *Grassroots Human Security Grant Aid*, in Khovd, Zavkhan, and Bulgan aimags, totally, 9 dormitories are constructed/repared; 1358 students from herder families got opportunity to stay in school dormitories. Most (86%) students and teachers responded that the usability or practicability of classroom is concluded as good. The reputation of the schools that were built by the project was a model in the area where schools are located. As of Mongolia in 2011, since 1999 primary school net and gross enrollment rate is increased as 11 and 25 percent respectively, survival rate is as 34 percent, student-classroom ratio is decreased from 31 to 26, percentage of repeaters in primary schools is reached at 1% (MEDS, 1999, 2011). Comparison of the statistics of these indicators of schools where the above projects were not implemented with schools the project was implemented shows significantly different results; thus, it is reasonable to say that influence of these projects on the achievement of universal primary education, EFA second goal, is valuable.

Analysis of data shows that influence of the above project on the achievement of EFA indicators was clearly seen. Teachers use the instructional equipments and materials provided by the project in day to day teaching. Teachers got special rooms to plan the lessons and share their experience with other teachers; and it helps to improve the quality of teaching. Moreover, students are motivated to study in classrooms with well established environment and improve their achievement as teachers use various instructional resources in the teaching. Construction or repair of school dormitories enabled herder-parents to be released from the burden to make “arrangements splitting the household during the school year whereby mothers stay with school-aged children near the rural school, or accommodation of the school-aged children with relatives, friends or their own (Gita, 2008)”. If the dormitory is not there, “a sizeable number of herder families take their children out of schools after the end of

the first school year which is increase of repeaters in first grade of primary school either because of a child performed poorly due to un-healthy or absence of dormitory in rural schools (Country Report, 2008)". "Ease of overcrowding in one classroom (Maki, 2009, Tetsuya, 2011)" brought good results in decreasing school drop-out, increasing survival rate in primary schools and ultimately, increase the net and gross enrollment in primary schools of Mongolia.

Conclusion

In general, it can be concluded the influence of Japan's educational projects of improvement on primary education facilities significantly influenced on the better achievement of EFA indicators related to second and sixth goals. Improved environment of schools and classrooms significantly influence on net and gross enrollment of primary schools, survival rate, repeaters rate and student- classroom ratio as well as the quality of teaching and learning. It helps out herder-parents to send their children to primary schools; and eliminate drop-out of students from herder families which causes having higher percentage of repeaters in primary schools of Mongolia.

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Publication of the Results of Research Project:

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1. A Journal of Science, Mathematics and Technology Education Cooperation (SMATEC). (2014). Influence of Japan's educational project on the EFA achievement of Mongolia. Jadambaa Nyam., Oyunaa Purevdorj.
2. A Journal of Educational Studies of Mongolia. (2013). Influence of Japan's educational project on the EFA achievement of Mongolia. Jadambaa Nyam., Oyunaa Purevdorj.

Book (Publisher and Date of the Book, Title and Author of the Book, etc.)

1. Mongolian State University of Education. (2014). A Handbook on Japan Assistance to Education Development of Mongolia. Jadambaa Nyam & Oyunaa Purevdorj.