

MID-TERM ACTION PLAN FOR IMPROVING EDUCATION FOR ALL IN MONGOLIA /2002-2005/

Goal 1 *Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children and children from herder families*

Objectives and anticipated benefits:

	2002	2005
◆ pre-school enrollment rate will be increased by 17.3	41.7%	55.0%
◆ percentage of non-professional kindergarten teachers will be reduced by 3.3	-1.2%	-3.3%
◆ 20 percent of kindergarten buildings will be completely renovated or new extensions will be built	5%	20%
◆ 10 new kindergarten buildings will be constructed	2	10
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◆ new/revised contents, methodology and technology of pre-school education curriculum will be developed	New standards for pre-school education will be developed	Alternative contents and revised/new standards will be implemented

Objectives	Implementation activities	Responsible parties	Duration	Internal/domestic finance	External finance
1.1. To up-grade pre-school curriculum and methodology	1.1.1. Develop and experiment new pre-school curriculum standards	MOSTEC, Science&Technology Foundation, Educational institutes, MFOS	2002-2003	1 million ¥	9,200 US\$
	1.1.2. Define the interrelationship between pre-school and primary education curriculum and include it in the curriculum standards in connection with a lowered school entry age and change in school structure.		2002-2004		
	1.1.3. Establish capacity building programs at the local levels /provincial and kindergarten levels/ for developing curriculum with an objective to develop alternative and flexible models of curriculum and methodology.	MOSTEC, Educational institutes, Save the Children UK, MFOS, UNICEF	2002-2005		
1.2. To build and develop capacity of human resources	1.2.1. Conduct retraining and in-service training and provide teaching materials and manuals for pre-school teachers and administrators.	MOSTEC, Educational institutes,	2002 -2005		8,000 US\$ per a year /total: 40,000US\$/

	<ul style="list-style-type: none"> • Provision of professional training for non-professional teachers • Provision of in-service training for 10 percent of kindergarten administrators per year • Promotion for various types of continuous and school based training for teachers at local level • Improvement in supply of manuals, handbooks and teaching materials for teachers and administrators <p>1.2.2. Renew the curriculum and technology of in-service and retraining for teachers and administrators</p> <ul style="list-style-type: none"> • Investment in teacher training institutions • Upgrading of teacher training curriculum • Improvement in capacity building of teaching staff • Provision of textbooks and learning materials for teachers and students • Training of special needs education teachers 	<p>Local governments and educational institutes, Save the Children, UK, MFOS</p> <p>MOSTEC, Pre-school teachers' college, MFOS, Save the Children, UK</p>	<p>2002-2005</p>	<p>10 million ¥</p>	<p>15,000 USD per a year</p> <p>5,000 US\$</p>
<p>1.3. To establish an adequate system of pre-school education for children who are unable to get provided with pre-school education services in order to ensure the equality</p>	<p>1.3.1 Increase the enrollment rate of disadvantaged and vulnerable children in pre-school education by 13.3 %.</p> <ul style="list-style-type: none"> • Conducting a survey on pre-school age children from poor families that live below the poverty line and improving the access of those children to pre-school education at a lower cost • Taking step-by-step measures on improving the access of children that need special needs education to pre-school education and complex measures on meeting their educational needs <p>1.3.2 Establish a home-based system for developing pre-school age children from herder families</p> <ul style="list-style-type: none"> • Provision of basic knowledge and skills for herder parents to develop their pre-school age children at home • Provision of handbooks and manuals on developing pre-school age children at home for herder parents • Establishing contents, methodology and organizational models for developing herder children from the early ages, and preparing them to school • Establishment of an Open Advisory Center for parents at soum kindergartens 	<p>MOSTEC, Local governments, Save the Children, UK</p> <p>MOSTEC, UNESCO</p>	<p>2002-2005</p> <p>2002-2004</p>	<p>149.4 million¥</p> <p>21.6 million¥</p> <p>20 million¥</p>	<p>24,900 US\$</p> <p>40,000 US\$</p> <p>155,600 US\$</p>

<p>1.4. To support private pre-school education institutes and increase the participation of communities, families, and individuals in promoting activities of private kindergartens</p>	<p>1.4.1 Develop a supporting mechanism for providing financial incentives for private pre-school institutions initiated by economic entities and individuals</p> <ul style="list-style-type: none"> Establishing possibilities to provide PPE for private kindergartens from the State budget Conducting training for local government officials, NGOs and parents on developing pre-school age children, and providing them with educational services Supporting NGOs and individuals to establish kindergartens and promoting their initiatives and activities to produce toys/games and training materials. 	<p>MOSTEC, Government administrative organizations at national and local levels, Donor communities</p>	<p>2002-2005</p>	<p>144 million¥</p>	<p>20,000 US\$</p>
<p>1.5. To strengthen the physical and learning environment of pre-schools and upgrade a financial mechanism for pre-schools</p>	<p>1.5.1. Improve the utilization and renovation of pre-school building facilities and construct new buildings through domestic and international financial resources.</p> <ul style="list-style-type: none"> Conducting a survey and establishing a database on real estates of pre-school education institutes. Replacing the ordinary heating system of rural area kindergartens with a low-pressure heating system / 30 kindergartens per year/ Complete renovation for 5 percent /34 kindergartens/ of all kindergarten buildings per year. Constructing not less than 3 kindergartens per year <p>1.5.2. Produce and provide games, toys and learning materials for pre-school children will be improved.</p>	<p>MOSTEC</p> <p>MOSTEC, Local governments, Donor communities</p> <p>MOSTEC, Local governments, Save the Children, UK, Nordic Dev.Fund, Donor communities</p> <p>MOSTEC, Ministry of Economy&Finance, ADB</p> <p>MOSTEC, Interested parties/GOs&NGOs/, Donor communities</p> <p>MOSTEC, Educational research and professional</p>	<p>2002-2003</p> <p>2002-2005</p> <p>2002-2005</p> <p>2002-2005</p>	<p>1 million ¥</p> <p>160 million ¥</p> <p>150 million ¥</p> <p>320 million ¥</p>	<p>1,000 US\$</p> <p>200,000 US\$ financial resources not decided</p> <p>350,000 US\$ financial resources not decided</p> <p>740,000 US\$</p>

	<ul style="list-style-type: none"> Developing pre-school education environmental standards. Publishing the catalogue of games, toys and learning materials for pre-school children. Provision of state support for companies that produce games, toys and learning materials for pre-school children through forwarding the orders of kindergartens. Establishing small enterprises for producing games, toys and learning materials for pre-school children through overseas grants and loans in the capital city and province centers. <p>1.5.3. Implement small projects in pre-school education institutions for meeting their needs, and provide assistance for these institutions to organize income generating activities through establishing small scale gardening or animal husbandry farms</p> <p>1.5.4. Establish a multi-source funding for pre-school education institutions and take measures to make the state financial mechanism more efficient</p> <ul style="list-style-type: none"> Introduction of a PPE financial system in pre-school education institutions. Establishing a legal mechanism for effective coordination and integration of projects, programmes, donations and funding from various organizations, entities and individuals for child care and development. 	<p>institutions, Donor communities</p> <p>MOSTEC</p> <p>MOSTEC, Local governments</p> <p>MOSTEC, Local governments</p> <p>MOSTEC, Ministry of Finance and Economy</p>	<p>2002-2005</p> <p>2002-2004</p> <p>2002-2005</p> <p>2002-2005</p> <p>2002-2005</p> <p>2002-2003</p> <p>2002-2005</p>		<p>10,000 US\$</p> <p>40,000 US\$</p> <p>100,000 US\$</p> <p>80,000 US\$</p>
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Outcomes and outputs:

- 20 percent /135 kindergartens/ of all kindergarten buildings will be completely renovated or extensions will be built. Ordinary stoves in 80 percent /120 kindergartens/ of all rural area kindergartens will be replaced by a low-pressure heating system/stoves.
- The percentage of professional teachers in pre-schools will reach 97.2%.
- New pre-school education curriculum standards will be developed and implemented; curriculum contents and methodology will become open and alternate versions of them will be introduced.
- Gross enrollment rate in pre-school education will reach 55%.

Result: As a result of increased enrollment rate (55%) in pre-school education, primary education enrollment rate will be increased, and the learning achievements of primary school students will be improved. The participation and support of governmental and non-governmental organizations, families and communities for pre-school age children will be increased.

<i>Goal 2</i>	<i>Providing quality basic education for all children</i>	2002	2005
Objectives and anticipated benefits:	◆ Basic education enrollment rate will be reach 90.9 %	88.0%	90.0%
	◆ Percentage of school drop-outs will be decreased by 0.6% by 2004	2.6%	2.3%
	◆ Learning achievement of the 8 th grade students will be increased by 5.0%	Mongolian language 65.1%	Mongolian language 67.6%
		Mathematics 49.4%	Mathematics 51.9%
	◆ 40 percent of school children dropped out from basic education will be provided with remedial basic education	30.0%	40.0%
	◆ 409 (or 59 percent of all schools) school buildings in the rural areas will be completely renovated	Not less than 140 school buildings	All school buildings
	◆ 84.0 % of all dormitories in the rural areas (or 298 dormitories) that require immediate assistance will be renovated.	100 dormitories	All dormitories
◆ A low-pressure heating system/stoves will be installed in schools where technical requirements are met	10 percent of schools with tech.requirements met	30 percent of all schools with tech.requirements met	

- ◆ 1900 computers will be provided to primary and secondary schools and primary and secondary schools in Ulaanbaatar will be connected to the Internet.

800 computers

1900 computers

Objectives	Implementation activities	Responsible parties	Duration	Internal/domestic finance	External finance
2.1 To increase enrollment rate in secondary schools; The government is to be fully responsible for all expenses of school dormitories	2.1.1. Identify ways of preventing children from dropping out from schools, and organize and implement activities for out-of-school children to enroll them in schools	MOSTEC, UNICEF, NGOs, Mongolian Child Rights Center	2002-2005	Expenses will be reflected in the annual state budget. Due to the increasing number of students the variable cost requires an increase of 0.9-1.5 billion ₮ per year.	15,000US\$ /2002, UNICEF/
	2.1.2. Organize remedial basic education training for school drop-out children aged below 15 and re-enroll capable students in formal schools.	MOSTEC, Non-Formal Education Center, Local governments, Save the Children Norway	2002-2005	Expenses will be reflected in the annual local budget	60,000 US\$ / 20,000 US\$ per year/
	2.1.3. Strengthen "Gegeerel" non-formal education centers in the local areas.	MOSTEC, Non-Formal education center, Donor communities?	2002-2005		300,000US\$ Financial resources not decided
	2.1.4. Develop and implement policies on enrolling mentally and physically disabled and vulnerable children in schools and promoting gender equity	MOSTEC, Ministry of Social Welfare and Labour, MOH, UNICEF	2002-2005	Shown in 2.2.1.	10,000US\$ /2002, UNICEF/

	2.1.5. Develop a favorable environment in Soum dormitories to operate in a normal condition, enroll all children from herder families in dormitories who would like to live there	Ministry of Finance and Economy, MOSTEC, Local governments, UNICEF, JICA, ADB, Batbayar foundation	2002-2005	Expenses will be reflected in the annual state budget. Due to the increasing number of students the variable cost requires an increase of -1.3 billion ¥ per year	290,000 US\$ required for dormitory maintainance in 58 Soums excluding renovation costs
	2.1.6 Develop a proposal for a model plan to reform rural area school buildings, dormitories and heating systems	JICA / JOVC team/	2002-2004		?
	2.1.7. The Government to be fully responsible for providing basic education to children living in difficult circumstances /street, working, prisoned, detained, institutionalized and poor children etc/	MOSTEC, National Committee for Children's Right, UNICEF, Save the Children UK	2002-2005	?	15,000US\$ /2002, UNICEF/
	2.1.8. Establish a complex of kindergarten -primary school at the Frontier Outpost /*Tsenen Frontier Outpost, Dornod province/	MOSTEC, Department of Frontier Regimit	2003-2004	140 million ¥	
2.2. To up-grade curriculum, methodology, structure and quality assessment system of primary and secondary education	2.2.1. Organizing and implementing the preparatory process for transforming the current primary and secondary education system into a 11-year school system	MOSTEC, Ministry of Finance and Economy, Professional organizations, ADB, Other organizations?	2002-2005		183,500 US\$ (ESDP-2)

<p>2.2.2. Revise and upgrade curriculum standards of primary and secondary education</p> <ul style="list-style-type: none"> • Primary education • Basic education • Complete secondary education • Special needs education/Inclusive educ./ • Equivalence education 	<p>MOSTEC, Science&Technology Foundation, Project teams, Professional organizations, UNICEF, JICA, other organizations?</p>	<p>2002-2003</p>	<p>1.5 million ¥ 1million ¥ 1million ¥ 1million ¥ 1.5 million ¥ /Total:6 million ¥/</p>	<p>11,200 US\$ 10,000 US\$ 8,200 US\$ 8,600 US\$ 10,500 US\$ /Total: 48,500 US\$/ financial resources not decided</p>
<p>2.2.3. Improve capacity building at local levels to upgrade curriculum, revise, develop and implement subject contents and lesson plans</p>	<p>MOSTEC, ADB, MFOS, UNICEF</p>	<p>2002-2005</p>		<p>ESDP-2 allocates 80 million ¥ in 2002-2003</p>
<p>2.2.4. Develop and implement primary and secondary education environmental standards</p>	<p>MOSTEC, Educational Institute, ST Foundation, ADB</p>	<p>2002-2004</p>	<p>25 million ¥</p>	<p>Within ESDP-2?</p>
<p>2.2.5. Develop and distribute textbooks and learning/training materials according to the basic education equivalence curriculum</p>	<p>MOSTEC, NFEC, ILO/IPEC, Save the Children, Norway Donor Communities?</p>	<p>2002-2004</p>		<p>90,000 US\$ /SCNorway 30,000US\$/</p>
<p>2.2.6. Conduct a learning achievement monitoring sample survey among the 8th grade students in 2002, 2004 and develop a comparative summary of quality and efficiency of education</p>	<p>MOSTEC, UNESCO</p>	<p>2002, 2004</p>		<p>60,000 US\$</p>
<p>2.2.7 Promote system reforms and policies through setting up key indicators on Child friendly learning environment</p>	<p>MOSTEC, UNICEF</p>	<p>2002-2005</p>		<p>15,000US\$ /2002, UNICEF/</p>
<p>2.2.8 Support for education institutions in urban areas</p>	<p>MOSTEC, UNICEF, Mongolian Child Rights Center, Save the Children Norway</p>	<p>2002-2003</p>		<p>46,000 US\$ /2002, UNICEF/</p>
<p>2.2.9 Support for multigrade education for bagh schools</p>	<p>MOSTEC, UNICEF, Mongolian Child Rights Center, Save the Children Norway</p>	<p>2002-2003</p>		<p>5,000US\$ /2002 UNICEF/ 5,000US\$ /Save the Children Norway/</p>

2.3. To develop and publish revised/new textbooks for primary and secondary education phase by phase	2.3.1. Develop and publish revised/new textbooks for secondary education	MOSTEC, Ministry of Finance and Economy, ADB, MFOS	2002-2004	994 million tugriks in the budget every year	
	2.3.2. Develop English language textbooks meeting the international standards phase by phase	MOSTEC, MFOS	2002-2004		272,200 US\$ /ESDP-2/
2.4. To upgrade pre-service and in-service teacher training	2.4.1. Develop and implement a policy on upgrading pre-service and in-service teacher training systems including on site teacher training	MOSTEC, MFOS, ADB, UNICEF, JICA	2002-2004	176 million ¥ from the annual state budget will be spent for the in-service teacher training / kindergarten teachers included/	636,400 US\$ /ESDP-2 in 2002-2004/ 10,000US\$ /2002, UNICEF/
	2.4.2. Establish regional teacher resource centres where teachers get support in methodology, information as well as professional assistance, and take measures on strengthening the centers and expanding their services	MOSTEC, ADB, UNICEF	2002-2005		186,000 US\$ /ESDP-2/
	2.4.3. Re-train national english language tutors	MOSTEC	2002-2005	27 million ¥	?
2.5 To strengthen the learning environment in rural schools /school building, dormitory, heating and electricity systems and other facilities/	2.5.1. Take measures on resolving heating problems by introducing a low-pressure heating system/stove in rural schools				Expenses shown in 2.6.2.2.
	2.5.1.1. Define technical conditions of schools where a low-pressure heating system/stove required 2.5.1.2. Look for financial sources to introduce a low-pressure heating system/stove in schools where technical requirements met and do the installation work	MOSTEC MOSTEC UNICEF, Donor communities?	2002 2002 -2005	3 million ¥	35,000US\$ /2002, UNICEF/

	<p>2.5.2. Conduct complete renovation work for school buildings and dormitories that need to be renovated</p> <p>2.5.2.1 Conduct a survey on school buildings that need renovation and calculate estimated cost</p> <p>2.5.2.2 Renovate school buildings and dormitories through state and local budget, grants and loans from donor communities, and implement the action stage by stage.</p> <p>2.5.2.3 Construct new school buildings</p>	<p>MOSTEC</p> <p>MOSTEC, ADB, UNICEF, JICA, NGOs, other foundations, Local governments</p> <p>JICA</p>	<p>2002</p> <p>2002-2005</p> <p>2002-2003</p>	<p>1.2 million ¥</p> <p>3.2 billion ¥ required to renovate 30 % of or 154 school buildings and 91 dormit.s that need renovation through lthe ocal budget in 2002-2004</p>	<p>1.86 million US\$ will be spent for renovating 26 school buildings & 14 dormit.s through ESDP-2.</p> <p>Extra 6.5 billion ¥ required for renovating 179 school buildings and 193 dormitories</p> <p>9 billion¥</p>
2.6. To introduce ICT in learning programs and provide students with skills to use ICT	2.6.1. Provide computers for primary and secondary schools	MOSTEC, ADB, JICA /Sakura project/ Donor communities?	2002-2005		Provision of one computer for every 175 students by 2005 requires 1.7 million US\$ financial resources not decided.
	2.6.2. Provide on-line internet access for primary and secondary schools in Ulaanbaatar	MOSTEC, NGOs, JICA/Sakura project/ Donor communities?	2002-2003		120,000US\$ financial resources not decided.
	2.6.3. Start the process to make rural schools have e-mail addresses and connect them to the Internet	MOSTEC JICA/Sakura project/	2003-2005		600,000US\$ Financial resources not decided

Outcomes and outputs:

- 90% of school age population will be provided with basic education at the required ages. Each Soum will have a school dormitory. The preparation process to transform the 10 year education system to a 11 year education system will finish.
- About 2700 school drop-outs will be provided with remedial basic education services and capable students will transfer to formal schooling.
- School buildings in the priority list of renovation in the rural areas will be completely renovated.
- The percentage of computers in primary and secondary schools will be increased by 42.3 %.

Results:

- Enrollment rate in basic education will be increased thus achieving the UNESCO stated goal. Pleasant circumstances for providing quality basic education for all citizens of Mongolia will be established.
- The quality of utilization will be improved and the duration will be increased for the school buildings and dormitories where grand renovation is done ensuring favorable conditions of offering educational services and activities.

Students will be able to use Information and Communication Technology.

Goal 3

Reducing illiteracy and ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

Objectives and anticipated benefits:

<ul style="list-style-type: none"> ◆ 58.8% of illiterate population will become literate. 	2002 10000 people	2005 25000 people
<ul style="list-style-type: none"> ◆ 80.5% of Vocational Training and Production Center (VTPC) school buildings, 60.0% of VTPC dormitories will be renovated. 	-	80.5% of school build. 60.0% of dormitories
<ul style="list-style-type: none"> ◆ New/revised curriculum and standards for VTPC will be developed. 	5	10
<ul style="list-style-type: none"> ◆ Livelihood skills and life skills training will be conducted meeting the market demands. 		
<ul style="list-style-type: none"> ◆ Non-formal education centers will be strengthened in terms of physical and human resources capacities. 	National center /1/	49 local centers
<ul style="list-style-type: none"> ◆ Distance education training system will be established. 		
<ul style="list-style-type: none"> ◆ Participation of adolescents in learning and communicating with other people will be increased. 		

Objectives	Implementing activities	Responsible parties	Period	Internal/domestic finance	External finance
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3.1 To strengthen VTPCs, expand the scope of vocational training for young people and increase the quality of training	3.1.1.1 Equipment and technology of VTPCs will be renovated and the learning environments will be improved	MOSTEC, Ministry of Social Welfare and Labour, Nordic Dev.Fund	2002-2005	-	4 million US\$
	3.1.1.2 VTPC school buildings and dormitories will be renovated				
	3.1.1.3 In-service training for VTPC teachers and administrators will be conducted				
	3.1.2 New/revised curriculum and standards will be developed	MOSTEC, Science&Technology Foundation	2002-2004	5 million ¥	-
	3.1.3 New textbooks and learning materials will be developed according to the new/revised curriculum and standards	MOSTEC, Science&Technology Foundation, Donor communities?	2002-2005		338,000 US\$ financial resource s not decided
3.2 To conduct vocational and technical educational training to meet market demands	3.2.1 Make analysis and conduct research on the current condition of employment and market demands	MOSTEC, Ministry of Social Welfare and Labour, Donor communities?	2002-2005		50,000 US\$ financial resource s not decided
	3.2.2 Build capacity in vocational and technical education to conduct monitoring	MOSTEC, Ministry of Social Welfare and Labour, Association of employers, Donor communities?	2002-2004		30,000 US\$ financial resource s not decided
	3.2.3 Expand advisory training for young people on professional orientation and choosing a profession	MOSTEC, Employment agency, Donor communities?	2002-2005		150,000 US\$ financial resources not decided
	3.2.4 Increase the participation of social partners in vocational and technical training and ratify it legally.	MOSTEC, Ministry of Social Welfare and Labour, Donor communities?	2002-2004		20,000 US\$ financial resources not decided
	3.2.5 Develop a mechanism that evaluates vocational and technical education institutions based on the professional skills and employment rate of their graduates	MOSTEC, Ministry of Social Welfare and Labour, Donor communities?	2003-2005		30,000 US\$ financial resources not decided
3.3. To strengthen non-formal education services for adolescents and adults	3.3.1. Conduct a survey to define the literacy level of the population aged over 10 with a little education background or without any education background and organize literacy training for them	MOSTEC, Local governments, Donor communities?	2002-2005	157.8 million¥ /230,000 ¥ will be planned by each Soum for the first two years /	20,000 US\$ financial resources not decided
	3.3.2 Implement basic education equivalent curriculum for non-formal education	MOSTEC, ILO, Local governments	2002-2003	Reflected in 2.2.2	

	3.3.3 Develop and implement various programs of non-formal education that meet needs of adolescents and adults	MOSTEC, Non-formal Education Center, Local governments	2002-2005	Will be reflected in state and local annual budget	100,000 US\$ financial resources not decided
	3.3.4 Strengthen non-formal education centers, and train professional staff	MOSTEC, Non-formal Education Center, Donor communities?	2002-2005		695,000 US\$ financial resources not decided
	3.3.5 Establish a distance education training system	MOSTEC, Non-formal Education Center, Donor communities?	2002-2005		1.5 million US\$ financial resource s not decided
	3.3.6 Develop contents and methodology of non-formal and distance education training for unemployed youth especially those who are vulnerable and very poor and conduct livelihood skills, life skills and career education training for them	MOSTEC, Ministry of Social Welfare and Labor, Local governments, Donor communties	2002-2005		700,000 US\$ financial resources not decided
4. To promote the development and participation of adolescents	4.1.1 Conduct training on reproductive health for adolescents, provide them with training materials and handbooks	MOSTEC, MOH, UNFPA, UNESCO, UNICEF , WHO	2002-2005		?
	4.1.2 Establish Adolescents' Development Centers at schools	MOSTEC, UNICEF , SAM	2002-2005		?
<p>Outcomes and outputs:</p> <ul style="list-style-type: none"> • More than 20,000 illiterate adult population will become literate • Technical, technological and methodological renovation will be made at VTPCs. 26 VTPC school buildings and 15 VTPC dormitories will be renovated. • Highly skilled technical and vocational staff will be trained meeting the market demands • Professional skills of 660 non-formal and distance education teachers will be improved. • The Non-formal Education Center and 50 local non-formal education centers will be provided with equipment and facilities to develop and re-develop about 100 kinds of audio and video materials • Strategy for developing a non-formal and distance education network will be developed. • Adolescents' Development Centers will be established at 16 pilot schools and their activities will be carried out on a permanent basis. Problem solving skills of adolescents will be improved. <p>Results:</p> <ul style="list-style-type: none"> • Literacy, remedial basic education, livelihood skills, life skills, business/ professional orientation, and vocational training will contribute to reducing poverty and unemployment rate. • More people will be able to meet their needs through non-formal education. 					