



MONGOLIA



Participants of AFE Mongolia's Rights-Based Education Workshop (2024)

2024 CIVIL SOCIETY SPOTLIGHT REPORT ON SDG 4

I. COUNTRY CONTEXT

Mongolia is a vast and sparsely populated country situated between the People's Republic of China and Russia. As of 2022, Mongolia's total population reached 3.5 million (an increase of approximately 0.2 million since 2019), with its share of urban population rising from 68% to 70% over the same period.

Mongolia's economy has experienced robust expansion, evidenced by sustained economic growth and a notable increase in labour productivity. However, the coronavirus disease (COVID-19) pandemic saw a significant downturn with a 4.4% contraction in gross domestic product (GDP) and a 5.0% drop in employment in 2021. About 63% of the population belongs to the age group 15-64, and only about 58% of them participate in the labour market in 2022. The labour participation rate is much lower among females (50%) compared to the rate of the male population (65%). The country's economy is deeply rooted in construction, mining, agriculture, and services.

Mongolia has a land area of 1.56 million km² and by 2017, the average population density was 2 persons per km² in rural areas, in stark contrast with the capital Ulaanbaatar, where it was 311.3 persons per km² (MIER, 2019). Mongolia comprises four topographic zones: forested steppes, upland steppes, semi steppes, and deserts. It has an extreme continental climate with long, cold winters and short summers. The country and social dynamics are characterised by unusually strong seasonal variations. Average temperatures are below freezing from November to March, with common January and February averages of -20°C; in the summer, temperatures can reach 38°C in the southern Gobi region and 33°C in the capital, Ulaanbaatar. The permafrost that covers more than half the country makes construction, road building, and mining difficult. Precipitation levels are generally low: the highest rates, of 250-390 mm, are in the Altai Mountains and the lowest, of 70-150 mm, are in the Gobi Desert (MIER, 2019).

Mongolia's geographic location and fragile ecosystems make it particularly vulnerable to climate change. The mean temperature has increased by 2.07°C in the past 70 years and Mongolia ranked 8th among over 100 countries in the 2014 Global Climate Risk Index (Kreft and Eckstein, 2014). Mitigating the effects of climate change is a matter of urgency for national development.

II. PROGRESS TOWARDS THE ACHIEVEMENT OF SDG 4

Mongolia's education sector has witnessed significant progress, with high enrolment rates and strategic implementations to enhance access to education across all levels. The Government of Mongolia assigns high priority to education, spending 4.3% of the GDP or 12.8% of total government expenditures in 2022. Notably, the country achieved universal basic education enrolment (98%), which is a testament to successful education access strategies, especially for primary and secondary education. As of school year 2022, of the total 859 schools, 688 or 80% are public.

Secondary education enrolment consistently increased with the expansion of schools in rural areas and a growing willingness among parents to invest in their children's education. Despite these advancements, significant challenges persist, most notably in teaching quality and teachers' workloads that are not recognised, such as training, dormitory supervision, and other school activities. There are also challenges in terms of the quality of the curriculum and textbooks; student learning outcomes; persistent gender stereotypes in education; lack of access to inclusive education for students with disabilities; academic and career progression after graduation; and other issues, such as school management's weak support for innovative approaches in teaching, hierarchical organisational culture, urban-rural gap, weak infrastructure, etc.

The PISA 2022 results revealed Mongolian secondary students' low comprehension in science, mathematics,

COUNTRY FACTS AND FIGURES	
Population:	3,398,366 (2022)
GNI per Capita (PPP\$)	16,390 (2023)
Income Group	Upper-Middle Income
HDI: Value/Rank	0.741 / 96th out of 193 (2022)
Gini Index	31.4 (2022)
Education Expenditure (% GDP)	4.26% (2022)
Upper Secondary Completion Rate Female / Male	77.3 (2018) / 82.0 / 72.5
Literacy Rate (15-64 Yrs.) Female / Male	99.2 (2020) / 99.2 / 99.1
2024 SDG Score/Rank	66.31 / 99th out of 166
SDG 4 Trend	■ Challenges remain
SDG 4 Dashboard	↗ Moderately improving
Climate-related disasters:	
Total No. of disasters* Regional Mean/Median	8 (2020-22) / 9.3 / 4
Risk Management Index:	
Climate-driven Hazard & Exposure	4.2 (2022) Regional Mean: 4.6
Lack of coping capacity	4.6 (2022) Regional Mean: 4.3
Vulnerability	2.3 (2022) Regional Mean: 3.4
*Drought, Extreme temperature, Flood, Landslide, Storm, Wildfire	

and reading. Students' low performance can be attributed to many factors, including the curriculum, pedagogy, and the lack of relevance between the teaching content and curriculum with real-world needs and issues around climate change.

Key climate change policy and regulatory frameworks.

Mongolia ratified the United Nations Framework Convention on Climate Change (UNFCCC) in 1993, the Kyoto Protocol in 1999, and the Paris Agreement on Climate Change in 2016. In addition to the climate change convention, Mongolia ratified key international treaties, such as the UN Convention on Biological Diversity in 1993 and the UN Convention to Combat Desertification in 1996.

Mongolia has no specific laws on climate change that govern the various cross-sectoral activities to address climate change. There are, however, some amendments to existing laws, which reflect climate change concerns and promote climate change-related activities. Vision 2050 is a long-term development policy document with nine fundamental goals that include reducing poverty, creating a green and low-carbon economy, improving the education system and gender equality, and ensuring social development and resilience-building. The document aims to meet Mongolia's commitment to the UN Sustainable Development Goals (SDGs).

The New Recovery Policy is the implementation plan that aligns with Vision 2050 and aims to ensure economic stability, increase livelihood, and accelerate public-private partnerships and investments. The key features of the plan are to emphasise green development, afforestation, reforestation, combat desertification, and enhance sustainable energy sources. However, improving public awareness and participation in climate change-related activities are not clearly outlined in the policy.

The Targeted Development Program is a policy document that focuses on human development, social development, economic and infrastructure development, environment, governance, and national competitiveness. It is the key policy document aimed at implementing the goals and objectives of Vision 2050. It outlines the participation of all sectors and provides clear roles and responsibilities of different stakeholders. The policy, particularly the 'Targeted Program for the Environment', provides a strategic framework to address climate change issues, set up legal and policy frameworks, create a low-carbon and resilient economy and society, and enhance disaster risk management. The following objectives found in the policy document are closely related to increasing public awareness: 5.1.8. to establish an early warning system and adaptive capacity, and 5.2.2 to increase awareness and participation among children and teenagers on environmental protection and climate change through initiatives and campaigns.

However, the government is facing significant challenges due to financial, technical, human and institutional constraints:

- Insufficient mainstreaming of climate policy objectives across national, sub-national and sectoral development plans and programs;
- Unavailable guidelines for the allocation of funding for climate change-related interventions at the sectoral level;
- Weak regulation and legal framework to set out clear roles and mandates among government agencies. These often relied on the MET;
- Weak capacity for disaster risk management to improve disaster preparedness mechanisms and climate change adaptation; and
- A lack of public participation in the policy processes.

CLIMATE CHANGE EDUCATION (CCE) IN MONGOLIA

Over the last 80 years, the average temperature has increased by 2.36°C, and precipitation has decreased by 7%. Since 1960, the frequency and intensity of climate-related disasters have increased 2.5 times. When the Climate Change Knowledge-Attitude-Practice (KAP) survey¹ asked if climate change is a priority, 85.7% of respondents said the country needs to take urgent action on climate change.

Rangelands are ecologically fragile, and desertification has begun to affect 72.8% of the land (MIER, 2019). Agriculture (including mobile livestock herding) occupies 73.4% of the national land area and the economy and food supply directly depend on this sector (MIER, 2019). Unsustainable growth patterns are beginning to outstrip the capacities of renewable natural resources, including pastures.

In rural areas, herders are vulnerable to loss of livestock from climate change, which has increased the frequency of dzud or extreme winters, alongside undermining of pastures from over-grazing, desertification and mining. The sudden loss of livestock and insufficient time to re-stock before the next shock deprive herder households of reproductive capital, and their coping strategies are increasingly less able to keep pace with the increased frequency of shocks that reflect climate change. Migration seeking income security is then a response to slipping towards, or below, the poverty threshold (Dyer, 2014). Poverty affects the household's capacity to keep children in schools and to manage 'hidden' schooling costs, such as uniforms and winter clothing for school, textbooks, school supplies, public transportation, school events, and contribution costs (Batjargal and Tungalag, 2018).

There are also several instances where ambitions for national education seem to lack connection with the ambitions of national development. Thus, it appears that the education system is not yet always engaging sufficiently with the specificity of its distinctive context and emerging development challenges - most urgently, the challenges of ensuring sustainable development and education's role in SDG 13 (Climate Action) and other environmental issues.²

The KAP survey also revealed that 92.7% of respondents were concerned about climate change, indicating a high demand for reliable and consistent information related to climate change. The respondents mentioned that, if these drivers continue, climate change will negatively impact their livelihoods in the future. Respondents believed that negative effects are expected in the areas of the environment (51.6%), public health (38.6%), livelihood through livestock and farming (31.0%), and that increased energy costs will cause broader economic issues in the country (20.3%). The broader economic issues included an increase in the cost of living, threatening food security (19.1%), and exacerbating social issues (13.5%) - such as climate-induced migration, a lack of education for youth, and family ruptures. However, an overall understanding of the relationship between climate change and other socio-economic and environmental issues was relatively low among the population surveyed - 13.5% of respondents linked climate change with social issues, 20.3% with economic issues, and 51.6% with environmental issues.

Only 9.9% of people interviewed reported awareness of strategies to address the consequences of climate change.

¹ THE MINISTRY OF ENVIRONMENT AND TOURISM OF MONGOLIA AND THE GLOBAL GREEN GROWTH INSTITUTE (GGGI) LAUNCHED THE FINDINGS OF A NATIONALLY REPRESENTATIVE TITLED CLIMATE CHANGE AWARENESS AND MEDIA CONSUMPTION SURVEY IN MONGOLIA
² UNESCO MONGOLIA EDUCATION POLICY REVIEW, 2019

They perceived that the effects of climate change would occur negatively (78.6%) but not in the near future (67.1%). This was mainly due to a lack of information on the current and projected effects of climate change. This suggests crucial knowledge the population needs – in terms of protecting themselves, households and communities – is low in Mongolia.

Relevance is integral to how people assess education's quality, costs, and benefits in their circumstances: it is not easy to measure directly but influences household decisions about participation (UNESCO, 2014 and 2005).



Rapidly changing ecological environments need education systems that support human capabilities to take action against climate change and air pollution, and to manage existing impacts.



Education's relevance can also be assessed concerning its capacities to assure development with dignity. And, all learners should develop skills for work, whether in the traditional or modern economy.

Mongolia's national curriculum framework had no reference to climate change. Climate change was mentioned in the few education-related documents but the depth of inclusion was usually very minimal. A review of SDG 4.7 (Sustainable development and global citizenship) inclusion in the education policies, elementary and secondary education curricula, specifically in main subjects of 22 countries of Asia, concluded that Mongolia included the content of well-being, safety, security, peace, culture, environmental protection, sustainable environmental situation, human rights and freedoms, heritage; and capacities such as survival, cooperation, partnership, decision making, creative and critical thinking at a satisfactory level.

However, it revealed a lack of content, such as economic sustainability, sustainable growth, climate change, waste management, healthy lifestyle, reproductive health, gender equality, global governance system and progress, multinational corporations, terrorism, poverty, inequality, respect diversity and multiculturalism, and inadequate inclusion of integrated thinking, systematic thinking, global and local thinking, and 21st-century skills.

Impact of climate change on education. The UNICEF study in Mongolia indicates that climate trends, including more extreme winter conditions (leading to more severe dzuds and greater use of coal which in turn leads to air pollution), heavier summer precipitation (leading to flash floods), and more extreme summers (leading to both more severe droughts and more severe dzuds), all have a significant impact on Mongolia's education sector.

The main impacts include reduced access to education – especially in the harsh, cold winters when roads are impassable or too dangerous, and after flash floods when roads are destroyed – as well as missing school or dropping out of school due to health complications, particularly in winter. These trends result in lower attendance rates and potentially impact learning outcomes. Livelihood concerns are also widespread with herding families being particularly dependent on favourable weather conditions to make a living and obtain sufficient income to send children to school.

In addition to these concerns, schools have also reported insufficient access to water and sanitation facilities, food insecurity and access to energy as important issues that affect students' well-being during climate-related disasters.³

Population groups, particularly vulnerable groups, are likely to be disproportionately affected. This is due to their exposure to shocks and stresses as well as their limited capacity to withstand, and respond to, climate-induced disasters and risks. Using the overall vulnerability index, a total of 1,313 respondents (46.8%) in the Survey were identified as 'vulnerable.' The Survey revealed that there were multiple compounding vulnerabilities among those considered 'vulnerable.' For example, among the respondents who had lower income, the majority were female (62.1% versus 37.9% male); the majority did not have savings (61.9%); the majority had completed secondary (41.8%) or lower education (24.1%) and more of them lived in urban districts (27.6%).

Good practices and programs of civil society in promoting climate action through education.

The capital, Ulaanbaatar, is particularly affected, with severe smog and particulate matter pollution levels during the winter months. These high pollution levels have significant impacts on public health, with respiratory diseases and other illnesses becoming more prevalent as research continues to unveil deeply concerning findings. In terms of statistics, according to the World Health Organization (WHO), Ulaanbaatar has some of the highest levels of particulate matter pollution in the world, with an average concentration of PM2.5 (particulate matter smaller than 2.5 micrometres in diameter) of 62 micrograms per cubic meter in 2018. This is over 10 times the WHO's recommended annual norms.

The increased air pollution, both indoor and outdoor, is linked to lower academic performance and negative impacts on health. **All for Education National Civil Society Coalition of Mongolia** (AFE Mongolia) started a collaboration with Breathe Mongolia, Clean Air Coalition, and since April 2023 to improve indoor air quality, especially at schools. Open discussion based on the findings of research on the implications of air pollution on children's health had been organised in collaboration with Breathe Mongolia and recommendations have been developed and submitted to the General Education Agency, National Committee on Environmental Pollution, Ministry of Health, and Ministry of Environment and Tourism.

Breathe Mongolia is an initiative which functions almost as a watchdog and also takes on the behavioural side through education and lobbying for more initiatives. This clean air coalition works closely with communities as well as creating an online hub with useful advice and ways to support the cause.

Multiple initiatives are also underway to create more awareness. One of the most impactful initiatives was when **Hi-Pay**, a Mongolian Fintech Group company and Airly, embarked on a partnership to start informing citizens about real-time data on Mongolia's air pollution. Besides offering banking services, the Hi-Pay application also offers lifestyle and environmental insights powered by Airly. An average of 300,000 interactions are being recorded daily, which demonstrates how concerned the population is in Mongolia.

³ REGIONAL STUDY ON "THE IMPACT OF CLIMATE CHANGE ON EDUCATION AND LEARNING" UNICEF EAST ASIA AND PACIFIC REGIONAL OFFICE (EAPRO) AND MOES, 2019

III. CIVIL SOCIETY ENGAGEMENT IN THE SDG 4 IMPLEMENTATION, FOLLOW-UP, AND MONITORING

The Multi-stakeholder Council for Sustainable Development was established in 2022 to support the work of the Subcommittee on the Sustainable Development Goals (SDGs) and expand the multi-stakeholder cooperation and participation of Parliament, Cabinet, development partners, civil society organisations (CSOs), academics, and the private sector. It is responsible for intensifying the planning, financing, and implementation of the SDGs; strengthening the monitoring and evaluation system; providing expert recommendations for decision-making; and informing and disseminating information on the SDGs to the public.

Representatives from governments, non-governmental, academic, and private sector organisations participate in the National Committee on Sustainable Development.

The SDGs and SDG 4 implementation, monitoring, follow-up, and review processes, including the VNR and the Mid-Term Review of SDG 4 processes are open and inclusive of civil society participation and engagement.

To prepare the second Voluntary National Review (VNR), more than ten discussions were organised to encourage input from all sectors and stakeholder levels, including government, CSOs, the private sector, trade unions, national human rights institutions, and international development organisations.

CSO members of the “SDGs-CSOs network” jointly assessed the implementation of the SDGs using a scoring methodology of the Accountability for SDGs (A4SD). The second assessment was conducted by multi-stakeholder representatives. The multi-stakeholder assessment included representatives from ministries, agencies, local citizen representatives’ khurals, civil society, international organisations, researchers, and the private sector.



According to the CSO assessment, the implementation of the SDGs received an overall score of -1.1, meaning no significant results had been achieved in the implementation of the SDGs; no progress was made, and regression was observed. The multi-stakeholder assessment concluded that there was no change in the implementation of the SDGs (overall score of 0.09).

To improve the content of the VNR, the “SDGs-CSOs network” (AFE is a member, responsible for SDG 4) closely cooperated by exchanging information, and suggestions and the government and CSOs agreed that improving the institutional structure for planning and implementing development policies, monitoring and evaluating them, improving and implementing mechanisms for translating long-term policies into medium- and

short-term policies, and ensuring information is open and monitored at all levels is essential for improving accountability and achieving real results in SDG implementation.

Parliament and Cabinet, in cooperation with the UN, organised the first Sustainable Development Goals – High-Level Forum in Mongolia on 4 October 2021. About 200 guests and representatives attended the forum in person and online. The findings and results of the CSO Assessment were presented by the CSO representative and recommendations were forwarded to the stakeholders.

Mongolia has been selected as one of the countries to support this major global initiative to transform education and learning from UNESCO. Within the framework of this cooperation, the MES has developed the “The First 5-year Progress Review Report of SDG 4 in Mongolia.” The review was conducted by a research team consisting of national experts from UNESCO, experts from the MES, sectoral relevant agencies, and civil society organisations, including AFE.

IV. RECOMMENDATIONS

Education curricula and textbooks must include content for the understanding and acceptance of climate justice, climate change, and environmental sustainability, as well as for developing the knowledge, skills, and participation required for sustainable production and consumption from an early age.

Target programs shall reflect the objectives and activities to be achieved within the framework of the content for areas such as Climate change education; Environmental sustainability; Human well-being and survival; and Sustainable production and consumption.

Raising public awareness, including improving the knowledge and understanding of teachers on the issue, is important. Educational institutions, educators, trainers, and teachers will play a crucial role in raising awareness about climate change among the public from a young age.

Incorporating environmental and climate indicators into the education sector information system (ESIS) and developing analysis plans to inform climate resilience planning.

Conducting education-specific vulnerability assessments on climate change risks and air pollution and carrying out further field consultations in other regions of the country to get a comprehensive overview of the potential effect of climate change on education.

Access to education is one of the key challenges during major climate-related disasters. Climate-related risks should be taken into account in the planning and construction of any educational facilities. Developing guidelines and standards that consider climate change issues is an essential starting point for better planning.

Alternative education modalities such as mobile ger schools and distance learning should be explored and systematically integrated into planning processes, especially in remote rural areas.

Alternative education modalities such as mobile ger schools and distance learning should be explored and systematically integrated into planning processes, especially in remote rural areas.

Updating the national curriculum to reflect the latest knowledge in climate science and policy actions is an essential first step towards ensuring children can be agents of change.

Greater access to climate finance and contingent financing specific to the education sector to deal with climate-related disasters and integrate climate change adaptation into education sector planning.



YOUTH in MONGOLIA: PERSPECTIVES AND RECOMMENDATIONS

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Youth populations are pivotal in the context of the Sustainable Development Goals (SDGs) due to their potential to drive social, economic, and environmental change. Young people contribute significantly to the SDGs by offering innovative solutions, advocating for policy shifts, and holding governments accountable.

Mongolia is a relatively 'young' country. Mongolia's youth population, defined as those aged 15-34, constitutes around one-third or 30.7% of the total population.



MONGOLIA HAS...



- A law on the promotion of youth development, but no budget for the implementation
- National and Local Councils in charge of youth development, but only tokenistic participation
- A 'Youth Development Forum' in cooperation with ministries and youth-led and youth-based CSOs since 2015, but the Forum recommendations and proposals have not been accepted nor have contributed to policy change or better implementation

The literacy rate among Mongolian youth is encouraging. A vast majority have at least a secondary school education and 25% have even completed a college or university degree. The nine years of compulsory education are now nearly universally attained.



As critical thinkers, change-makers, innovators, communicators, and leaders, youth hold the transformative potential to shape a better world by 2030, provided they are empowered with the necessary skills and support.

One in five Mongolian youth aged 15-29 years is Not in Education, Employment, or Training (NEET).

Estimation based on the Labor Force Survey and Population and Housing Census data of 2020 has revealed that within the 15-29 age group, 41.2% are employed, 38.1% are in education or training, and the remaining 20.7% are NEET. As of 2020, of the total 137,000 Mongolian youth who are NEET, more than half or 58.9% were young women. Around half of this youth group resides in the capital city Ulaanbaatar.

The NEET rate is far lower among youth in households with higher incomes. In terms of educational attainment, 34.1% have completed higher-education degrees, 23% in technical and vocational education, and 30.2% in secondary education. This implies that the high level of education attainment of the youth does not directly translate to active participation in the labour market or guaranteed employment prospects.

YOUTH RECOMMENDATIONS



Socio-economic barriers- The non-poor are seven times more likely to hold a Bachelor's degree than the poor and 33 times more likely to hold a Master's degree (UNDP, 2016).

Remoteness- Rural students, are becoming more disadvantaged in gaining access to higher education because of the rapid rise in the cost of housing and the cost of living in Ulaanbaatar, where most of the higher-education institutions are located.

Migration to the capital brings challenges in provision of quality education and realisation of the individual right to education-poor infrastructure, unsafe neighborhood. 55% of youth aged between 15-29 are live in the ger districts that are situated on the outskirts of the capital city (Youth Policy Watch NGO, 2019). The ger areas are mostly inhabited by people from rural areas further disadvantaged by very poor access to markets, workplaces, quality education, and other services.

- Interventions to help ensure that youth get the tools they need to continue education
- Educational access and quality for vulnerable youth groups, including girls, rural youth, and those with disabilities, and to identify effective strategies that enhance educational participation and improve quality education and skills for youth.
- Provide adequate information on family planning and reproductive health services is essential to promote employment, especially in ger districts or for the economically vulnerable communities.
- Education financing should be increased to facilitate improved quality education services, and more attention must also be given to increasing the efficiency of funds allocated to each sub-sector.

- Increase investment in gender responsive school infrastructure and gender transformative school curricula
- Student friendly school infrastructure, attitude, regulations, sufficient budget to implement
- Influence gender norms and attitudes among teachers and the wider population with a focus on implementing awareness campaigns, discussions, and trainings for them.
- Adopt a system-wide action plan to address persistent gender disparities and mainstream gender awareness in all teacher development and education leadership.
- Citizenship education should articulate concepts of plurality more strongly to ensure social tolerance and acceptance of diversity within a rights-based development framework.
- Education financing should be increased to facilitate improved quality education services, and more attention must also be given to increasing the efficiency of funds allocated to each sub-sector.



Ethnicity- National minority youth struggle with the lack of teachers, pedagogy, and law implementation.

Gender disparities exist and opportunity in access to education by different socioeconomic groups is unequal. SOGIE (LGBTQI+) youth face attitudinal barriers, stigma, and discrimination.

Disability status- only 66.2% of youth with disabilities are enrolled in the compulsory education age-group. Almost half of the youth with congenital disabilities have no education or are illiterate. Teachers do not have appropriate training, and institutions lack accessible infrastructure. These failures exacerbate the stigma of disability. There is a lack of investment for inclusive education and equitable access at the soum and aimag level.

- Ensure that TVET curricula are oriented towards developing appropriate skills required in work and also enable those in work to upskill via appropriate TVET programmes
- Offer education curricula that is designed to meet the structure and demands of domestic labour market and characteristics
- Internships, on-the-job training, and practical learning material and equipment
- Provide career counselling and employment services to make informed choices about their fields of study and the career options
- Improve the image and reputation of TVET for youth and their parents
- Ensure implementation of quality assurance mechanisms – licensing, accreditation, inspection, and certification
- Improve the quality and relevance of its training programmes to close the current gaps between employer requirements and graduate skills
- Adopt explicit national frameworks on LLL, including policies and regulations on adult education with sufficient funding
- A strong focus on transitions within and between types and levels of education can support a systemic focus on lifelong learning.
- Strengthen a national system and framework for monitoring and verification of public policies, plans and programmes developed by the sector-wide approach; and enhance co-ordination of stakeholder partnerships.

Lack of quality education is a matter of concern for technical and vocational training institutions.

The problem is further aggravated by the inadequacy of practical training and lack of internship opportunities offered by educational institutions



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Established in 2010 with support from the Civil Society Education Fund (CSEF), All for Education Mongolia (AFE Mongolia) advocates for the full implementation of the Education for All (EFA) goals in the country. The coalition works for sustainable nationwide changes in the education policies and system to create and strengthen institutionalised channels for meaningful and impactful citizen and civil society participation at all levels of decision-making, to institutionalise multi-stakeholder consultative mechanisms, and to continuously influence education policy reform to ensure every person's right to life-wide and life-long quality education, all while implementing a human rights-based approach and amplifying the voices of the marginalised. AFE Mongolia is a member organisation of the Asia South Pacific Association for Basic and Adult Education (ASPBAE).

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