



LifeSkills

Values Education

- investing hope and values into the next generation



GENESIS - AOM

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1. Genesis–AOM and New Generation Programme

Asian Outreach was one of the first Christian mission organizations to pioneer in Mongolia, venturing in immediately after the Russians left in 1990, exploring how to bring the gospel to this country, which had been solidly closed for 72 years. After traveling the length and breadth of this vast landmass, it was discovered that at most there were five Christians in the country - three expatriates and two Mongolians. There were no churches, no Bibles, no Christian books. Since then, the number of believers has increased dramatically to over 500 churches and 90,000 believers. Through the work of Genesis-AOM, 85% of all pastors in Mongolia have received some training through our GCI programme. Also, thousands of underprivileged children have graduated from our literacy classes and have been re-integrated back into mainstream schools. Rural families have been trained to start small businesses and given loans. Over 40,000 Bibles and items of Christian literature have been printed and distributed, plus many churches have been planted in Mongolia and Russia.

The vision of Genesis-AOM is **Transforming Mongolia at All Levels of Society**. This, of course, includes the next generation – the crucial 30% of the population that are under the age of 14 years.

Under our Next Generation Programme, we have three main integrated and holistic projects that work together to benefit children and their families: LifeSkills Values Education, Winter Kits, and School Social Worker Professional Development.

1. LifeSkills Values Education is focused on developing good character and values in children and empowering them to see that having positive values benefits themselves, their families, and society as a whole.

2. Winter Kits focuses on the physical needs of impoverished children, providing them with a set of winter clothing (including a thick jacket, warm trousers, scarf and gloves) that will enable them to attend school throughout winter and also reduce the incidence of winter-related illness.

3. School Social Worker Professional Development seeks to benefit children through the increased capacity and expertise of social workers in the education setting. Most Mongolian schools have social workers but they are currently very under-qualified and under-skilled. The majority of their working time is diverted

away from the children under their care and into administrative duties. This professional development project helps school social workers to up-skill in order to have a more beneficial impact on the lives of the children they are responsible for, as well as educating school workers, parents, teachers, and the children themselves as to the role and responsibilities of a school social worker.

As an integrated part of all these projects, Genesis-AOM is also developing **Vital Life Coaching** - a personal development programme that will be available for the adults that are connected to our projects. Without the training and coaching of the adults as well, these projects to benefit children will never be sustainable or effective. The beneficiaries of this project include teachers, social workers, parents, and school workers, in addition to the wider public. Therefore Vital Life Coaching is a key integrated part of the LifeSkills Value Education project (see Appendix One).

2. Project Goals

LifeSkills Values Education has the following goals:

- To assist Mongolian children in their development of a good and positive character and personal integrity
- To strengthen families through building their understanding of the benefit of good values in children
- To transform Mongolian society through developing a generation of good citizens who will contribute to their country and the establishment of a functioning and prosperous society
- To supplement the Mongolian national education curriculum through providing ethics education

3. Situation and Need

In the communist era there was a focus on good citizenship and working for the common good. However, the economic collapse of the 1990’s fostered an ‘every man for himself’ mentality, where values and consideration for others were abandoned in the struggle to survive. In the 20 years since the economic collapse, families have predominantly been too busy struggling to make ends meet to take time to teach their children appropriate values. As the country regains economic stability, many have become aware that an entire generation has grown up with no sense of working for the common good, personal integrity or ethical behaviour in business or personal life. This has become a concern for many, including the nation’s leaders, government officials, teachers and family members.

History and current trends show that the development of any country is hindered by corruption and dishonesty (according to a recent study, Mongolia is one of the most corrupt countries in the world, followed by Liberia). Mongolia has been developing economically, but much of the wealth has been siphoned off. Despite its impressive natural mineral resources, unless there is a change in basic values in society Mongolia is at risk of becoming like many other developing countries whose wealth is squandered through greed and corruption.

In response to this need, the Mongolian national education guidelines, laid down by the Ministry of Education, stipulate that ethics be a part of the national curriculum. However, no material or curriculum is provided to teachers to enable them to inculcate values in the children in their care. In 2013, the Upright Citizens Initiative was launched by the Mongolian Government; however, a lack of funding has seen the initiative flounder

The LifeSkills material has been developed by Mongolian teachers to address the specific cultural issues that they see as most relevant for developing values in children. The character values are drawn from the Judeo-Christian ethic, and stories illustrating each characteristic are drawn from Scripture.

The programme has been taught already in Mongolian state schools as a part of the curriculum in Non-formal Education Classes. Schools that have hosted Non-formal Education Classes are now requesting that the Values Training material be taught throughout the school.

A two-year pilot project run in Zavkhan and Bayankhongor provinces has been very successful. 150 children in 6 classes have completed the programme and the school directors in those provinces are requesting that the project be extended to cover all classes. Interestingly, teachers using the material have commented on the benefit it has had for themselves personally, as well as the children they teach it to.

4. Time Frame

This proposal covers the two academic years from September 2014 to May 2016.

5. Beneficiaries

2014 – 2016

- 300 children in 15 classes in Ulaanbaatar city (Nalaikh township) and three provinces: Khentii, Khuvsgul and Selenge.
- The teachers, school administrators, and local officials involved in the running of the project (15 teachers and 5 church leaders).

- The parents and extended families of the students who participate in the programme (approximately 2000 people).

6. Objectives

- To provide Values Education to Mongolian children through afterschool clubs run by local churches, and within the school system.
- Through afterschool clubs, to provide children with a safe environment in which to spend their free time, and provide an alternative to computer parlours.
- To give children the opportunity to socialise with others beyond their classmates through afterschool clubs.
- To provide a responsible and trained adult for children to look to for advice and guidance.
- To expand the number of teachers and children participating in the project each year in order to impact more children, families and communities.
- To provide teacher training to a minimum of 15 teachers to enable them to more effectively use the materials to develop good character in the children they teach.
- To partner with like-minded organisations in-country to expand the reach of this programme.
- To develop new resources to enable this programme to expand to cover a greater number of character values and extend beyond two years.
- To make **Vital Personal Coaching** and other adult education programmes available to adults in Khentii and Khuvsgul provinces.

7. Partners

As this project is integrated with both the other New Generation projects as well as our church leadership projects, we now have a wide range of opportunities for partners to serve alongside us.

This project has significant support from the Mongolian Ministry of Education and school officials in areas where it has already been taught. The Ministry of Education has provided some funding to go towards the publication of Values materials.

Churches that have been involved in the Great Commission Institute Level 4 training increasingly want to use the material to reach the children in their areas via afterschool clubs.

We intend to partner with local churches to establish afterschool clubs that will provide Values education as well as afterschool care in areas where the church is actively reaching out to their community. In this setting, it is possible to preach the Gospel openly and seek to reach both the children and their families for Christ.

Additionally, we will work through believing teachers to bring this material to children in the public school system. However, in the school setting there are many restrictions on the presentation of the Gospel.

Other NGOs in Mongolia also desire to impact children’s lives and teach values. We intend to partner or network with like-minded organizations in order to strengthen the field of ethics/values training in this nation.

The LifeSkills curriculum has been developed locally and has been tailored to address the specific character traits and values most needed in Mongolian society today.

8. Activities

The programme can be used in three ways:

- By teachers in the education system
- By church workers in community after-school clubs
- By church workers in their own church programmes

Activities:

- Teach values and character to children
- Listen to children and be available to advise them
- Proclaim the Gospel to the children and their families in order to make disciples (if in an appropriate setting)

Each lesson is 40 minutes long and includes a story derived from the Bible to illustrate a certain character facet. Children who demonstrate this character trait in their own lives are rewarded with a ticket that can be redeemed at a local supermarket at the end of the year in the purchasing of food or goods for themselves or their families. Doing this, the children also learn the wise handling of money in addition to the other values taught in the programme.

9. Sustainability

The existing training resources allow for values training to take place over two years. At the conclusion of the course, teachers can use the material again with a new group of children. Additionally, in the school setting it is possible to use the material over many years with successive generations of children, by offering the 2-year programme to children either in their first or final two years of school. As new resources and curriculum are developed it will be possible to extend the basic programme to last more than two years.

10. Ongoing benefits

The children themselves, their families, and the wider society all benefit permanently from better values development in children. As the children grow, they are able to be better workers, citizens, and parents in their turn. The ramifications of this profoundly affect society on every level.

11. Monitoring and Evaluation

The project manager has the overview of the running of the project and is responsible for monitoring and reporting. Rural provinces will be visited annually, while in UB, where the majority of the classes are held, visits will be made monthly. Ongoing contact is maintained by telephone and email between monitoring visits. The project manager is also available to support and advise the teachers using the project material. Care is taken in selecting teachers for training to ensure that the material is used effectively and that quality is maintained.

Reports will be made available to partners on a quarterly basis.

12. Budget/Finances

For 300 Students			
Item	2014 - 2015	2015 - 2016	
Books and Material	USD729.41	USD1,388.24	
Programme Incentives/Prizes	USD3,105.88	USD3,388.24	
Teacher Training	USD410.59	USD544.71	
Monitoring	USD126.47	USD250.00	
Afterschool Clubs	USD4,705.88		
Resource Development	USD4,752.94	USD1,088.24	
Activities	USD1,655.88	USD655.88	
Vital Personal Coaching and Training Project	USD3,350.00	USD3,350.00	
Project Manager Salary	USD3,864.00	USD3,864.00	
Operational Costs	USD966.00	USD966.00	
TOTAL	USD23,667.06	USD15,495.31	

Some costs will lower in the second year of the project as churches take on some of the costs of the programme. Additionally, the project will become partially self-funded through the After-School Clubs.

Inflation is currently running at approximately 10% per year.

13. Appendix One

Vital Life Coaching for personal and leadership development

In Mongolia today, corruption remains a large problem in public services and business relationships. Corruption remains a significant issue in areas ranging from the government’s passing of laws and awarding of contracts; to the judiciary being influenced by those with wealth and power; to the enrollment of new students to the public schools. The need exists to transform this atmosphere in Mongolia through enhancing the ethics and morality of the leadership towards an atmosphere where decisions are open, transparent and are made for the best interests of all stakeholders involved.

Genesis-AOM will provide personal and leadership development coaching to emerging Christian leaders in the business, education and governmental sectors,

supporting them in the fulfillment of the Kingdom mandate of societal transformation. The goal of this coaching is to equip Christian leaders to become agents of change in their workplace as well as society at-large. Long-term, this will lead to more spiritually fulfilled Christians who will exemplify the way Christians can influence society.

Personal and leadership development coaching is integrated with promoting biblical values and righteous governance within these groups to increase their business ethics and their desire to improve their public services. Ultimately, this will improve the both the public and private sectors through a reduction in favoritism and corruption.