



Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

Mongolia

This profile has been commissioned by NEPC as an input for the 2021 regional report on inclusion and education in Central and Eastern Europe, the Caucasus and Central Asia. Its content has not been edited nor verified by the GEM Report team. The views and opinions expressed in this paper, including anecdotal evidence from interviews, are those of the interviewees or researchers of this profile and should not be attributed to the Global Education Monitoring Report, to UNESCO or to NEPC. The profile can be cited with the following reference: “Profile commissioned by NEPC for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all”.

**PROFILE PREPARED BY: BATJARGAL BATKHUYAG,
MONGOLIAN EDUCATION ALLIANCE**

2021

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Introduction

The template for the Profiles was a survey designed to collect information from countries in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country identifies:

1. challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;
2. the ways in which countries monitor inclusion and exclusion in education (at individual and system levels);
3. challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;
4. key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the country's system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

1. laws and policies;
2. governance and finance;
3. data;
4. curricula, learning materials and assessment;
5. teachers and support personnel;
6. schools;
7. communities, parents and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided. This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education were considered when necessary.

Survey and Respondents

The following country representatives have contributed to and validated this profile:

- Ms. Gereltuya Barimid, Officer in charge of inclusive education, General Education Policy Department, Ministry of Education, Culture, Science, and Sports
- Ms. Tungalag Dondogdulam, General Coordinator, All for Education! National Civil Society Coalition of Mongolia

The main challenge for the preparation of the profile was:

- Unavailability of/access to data
- Lack of studies, reports on inclusive education

The 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) for the country published since 2015:

1. Education in Mongolia – Education Policy Review Report, UNESCO, 2019
2. GEMR Country Background paper, Tungalag and Batjargal, 2018
3. Pre-primary education sector analysis, MECSS/GPE/WB, 2019
4. Primary education sector analysis, MECSS/GPE/WB, 2019
5. External evaluation report of the inclusive education objective of the City Education 2020 program, MEA, 2019 (only in Mongolian)

If internal, non-public or working documents were used, please add a note here.

Country system overview

(i) Provide a brief (maximum 1 page) narrative of the country's compulsory educational system. Specifically, provide information about:

a. The different types of schools, institutions and educational provision within the system and the age range/ ISCED levels of learners they cater for

Mainstream schools – catering for 6 through 15 or 18 years old children

Special schools – catering for 6 through 15 or 18 years old children with disabilities

b. the different authorities responsible for different types of provision etc.

Ministry of Education, Culture, Science, and Sports (MECSS) – responsible for provision of education

National Center for Lifelong Learning (under the MECSS) – responsible for non-formal education

Ministry of Social Welfare and Labour – responsible for provision of social welfare

Ministry of Health – responsible for provision of health and rehabilitation services

b. Any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).

Support for Inclusive Education, ADB - The project aims to improve access to and quality of mainstream education for CwD in Mongolia by improving physical access to selected mainstream schools and kindergartens; enhancing the quality of inclusive education; and strengthening inclusive education support resources, community engagement, and policy.

Project for Strengthening Teachers' Ability and Reasonable Treatments for Children with Disabilities, JICA - Model of assessment, developmental support and education for CWDs is established so that all CWDs receive developmental support and education in accordance with each child's needs.

Inclusive education and community involvement component, UNICEF country partnership program - Outcome 2: By 2021, the most disadvantaged children access and utilise services in a healthy, inclusive and quality learning environment. Output: Decentralised education authorities in target areas have improved capacity to increase access and utilisation of quality, inclusive ECD and primary education services. The proposed actions include developing and expanding tested inclusive education models for disadvantaged children (specifically children with disabilities, children from ethnic minority groups, children from remote rural areas, children from low income and migrant families and monastic children). For example, strategies to reach children with disabilities may include strengthening of capacity of networks of parents of children with disabilities; improving access to assistive technologies; advocating for more targeted economic assistance to families of children with disabilities, etc.

Promoting Inclusive Education Focusing on Every Last Child in Mongolia, Save the Children Japan – The project has four objectives: to strengthen Inclusive Education system at regular schools; to strengthen the structure and capacity of lifelong learning centres and reach out to out-of-school children; to enhance awareness and engagements of parents/caretakers and community members in addressing inclusive education; and to institutionalize and sustain successful models of inclusive education through policy advocacy and strengthen inclusive education coordination mechanism.

(ii) Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the country response?

Area	Yes/No	Description of the feature
Early tracking of learners into a particular educational pathway	No	
'Double-shift' patterns to the school day (i.e. learners attend for either a morning or afternoon session)	Yes	Due to overcrowdedness, majority of the schools operate in double shifts. In the capital city where the population growth is high, there are 212 classes in 28 schools that operate in 3 shifts according to the 2018-2019 academic year statistics.
Grade retention	No	
Multiple languages of instruction	Yes	In Bayan-Ulgii province, the language of instruction is Kazakh in all Kazakh schools. Tuva language is used as language of instruction in Tsengel soum (administrative unit) school, Bayan-Ulgii province.
Policies on access to compulsory education in local schools	Yes	Local governors are responsible for enrolling all children of school-age to compulsory education. Schools are assigned with catchment areas.
Delivery of education and social services in Mongolia's rural areas to the nomadic herder families		The delivery of education and social services in Mongolia's rural areas, given distances and severe weather conditions, is difficult: 80 percent of Mongolia's 330 <i>soums</i> (administrative units) are located more than 100 km from <i>aimag/province</i> centres and herder households live approximately 10 to 55 km from the <i>soum</i> centres. In 2013-14, 68 percent of Mongolia's out-of-school children were children from herder families, and there is a pronounced trend for older boys to drop out of school to take up herding responsibilities. Nevertheless, Mongolia has historically been more successful than many other countries in enrolling children from herder families into formal schooling, largely through the use of state-supported boarding schools. While the social norm of being an educated herder is well established, sustaining it in practice is increasingly difficult.

c. In the country's system which groups are considered to be vulnerable to exclusion from education? Who has identified these groups as being vulnerable to exclusion?

The Education Background Review conducted for the Education Sector Master Plan (2020-2030) identified the following four groups as vulnerable to exclusion from education:

- Children with disabilities
- Children of herder families
- Children in monasteries
- Children of ethnic minorities and children of Mongolians living abroad

(iv) Please provide a brief (maximum 1 page) narrative overview of the historical development of inclusion of vulnerable groups in education in the country.

- Dormitory

The first formal school that was established in the capital city in 1921 had a dormitory and since then, school dormitory has played an important role in providing children of nomadic herder families access to compulsory education.

Children staying in dormitories free of charge in accordance with the 2000 Government of Mongolia resolution that reinstated free access to dormitory.

According to the MECSS statistics of 2018-19 school year, 25 705 herder's children (about a quarter of total herder's children in general education schools – grade 1 through 12) are staying in 522 dormitories nationwide – that is approximately 92% of herder's children who applied for dormitory was accommodated.

- Special schools

First special needs classes for children with visual, hearing and mental disabilities were opened in early 1960s. In 1964, the first special school was established. Approximately 160 specialists-so called defectologists-were trained in the Soviet Union and Hungary during the socialist period.

Currently, there are 6 special schools in Mongolia, all in the capital city. According to the MECSS 2018-19 statistics, of about 7300 CwD in general education schools 1637 are in these special schools.

- Ethnic minority

There are two ethnic minority groups – Kazakh constitutes about 3.9% and Tuva constitutes 0.1% of the population. The absolute majority of Kazakh population resides in Bayan-Ulgii province and the Tuva mainly reside in two provinces, Bayan-Ulgii and Khuvsgul.

The first school in Kazakh language was established in 1928. A methodological support unit for Kazakh schools was created by the Ministry of People's Enlightenment in 1961.

Currently, there are 33 Kazakh schools and 6 schools that run in dual (Mongolian and Kazakh) languages out of the 43 schools in Bayan-Ulgii province. The process of shifting to bi-lingual education model.

There is one school in Bayan-Ulgii province that has Tuva as language of instruction.

The Mongolian Institute of Educational Research, under the MECSS, has a Research Section on Education of Children of Ethnic Minorities and Children Living Abroad that provides support in implementing policies on education for ethnic minorities.

- Free textbook provision

All primary students are provided with free textbook through school library

Based on the PMT (proxy means test) database, 40% of the children (who are low in the wealth quintile) in lower and upper secondary schools receive free textbooks through the school library.

- Primary school snack program:

By the joint decree of Minister of Health and Minister of Education, Culture, and Science of 2006, a school snack program has been implemented to provide nutritious food items/snack for all students in primary schools. The program is being upgraded to school lunch program gradually.

- Preparatory program for 1st graders:

Approximately 30% of the children enrolled in 1st grade has never had any preschool education. From 2017-18 school year, 1st grade curriculum starts with a 60-hour preparatory program to help students to adjust to school life and get ready to learning.

Section 1: Laws and Policies

What is the framework of legislation, policy and guidelines for supporting the development of an inclusive education system?

Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?

Convention/declaration on	Law	Comments
Child rights (UNCRC)	Constitution of Mongolia Law on Child Protection	
Disability (UNCRPD)	Constitution of Mongolia Law on Education Law on Primary and Secondary education Law on the Rights of People with Disabilities	There are inconsistencies and incoherence between the Law on Rights of PwD and Law on Primary and Secondary Education in terms of terminology (inclusive education vs. special education) as well as provisions
Gender (Convention on discrimination against women CEDAW)	Constitution of Mongolia Law on Gender Equality	
Ethnicity or language (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)	Constitution of Mongolia Education Law Law on Mongolian Language	
Other (e.g. Rights of indigenous people)		

Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Law on Education	2002, Enacted (new law being prepared)	Defines all relevant parties, and their roles and responsibilities
Law on Primary and Secondary Education	2002, Enacted (new law being prepared)	Defines all relevant parties in the provision of primary and secondary education, and their roles and responsibilities

Provide an overview of education policy or guidelines impacting on inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
State policy on education	2014-2024, Enacted	Establishing a comprehensive education system to support all citizens in education, encouraging lifelong learning based on national common values.

Regulation No A292, 2019 on inclusive education of Children with disabilities through enrolment in mainstream schools	2017, Enacted	All schools will respect the rights of children with different needs to education and development and provide conditions for them to stay in mainstream or regular schools. It sets out the principles and key activities of inclusive education, and mandates schools to establish (i) child development support centers either independently or shared among schools, and (ii) school support teams to provide coordinated development support services. The support teams will comprise the school principal, education manager, school social worker, head of the primary teachers' unit, secondary teacher, school doctor, representative from the khoroo (urban district), and specialist from the local education department.
National Program on Gender Equality	2017-2021, Enacted	<p>The purpose of the National program is to ensure the implementation of the Law on Gender Equality and accomplishment of gender equality in the political, economic, social, cultural, and family relationships through comprehensive measures of introducing gender-sensitive policy and planning into SDG implementation and changing the gender stereotyping. Objectives:</p> <ul style="list-style-type: none"> - To promote equal participation of men and women in sustainable social and economic development and equal benefit from the development; - to implement gender-sensitive policy, planning, and budget at national, sectoral, and local levels; - to organize gender education and advocacy to change gender stereotyping on men and women's roles in the family and society; - to build national capacity to ensure gender equality; - to take comprehensive measures to fight and prevent from violence and discrimination; - to increase women's participation at the political decisionmaking level.

Please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):

Name and link	Year and status (approved, under preparation etc.)	Description of the focus
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National Program on supporting development and participation of CwD	2018-2022, approved	The goal of the program is to ensure the implementation of legislations on the rights of PwD, increase the opportunities for their full participation, comfortable life, and development, build awareness of the rights of PwD among the public, and creating enabling social environment for them. Of the 8 objectives, Objective 2 is to ensure inclusive education for PwD at all levels of education.
National Program on supporting development and participation of children	2017-2021, approved	<p>The goal of the program is to ensure the children's rights to live, learn, and develop in a healthy and safe environment, to be protected, and to participate in the social life, to strengthen the national child protection system with involvement of other sectors, and to create a child-friendly environment. The objectives of the program are:</p> <ul style="list-style-type: none"> - to create a child-friendly environment that ensures child's right to live in healthy and safe environment - to create an enabling environment where every child develops and develop children's talents and skills - to create overall mindset to listen to children and respect their opinion and to increase children's participation in policy development, implementation, and evaluation - to protect all children from all forms of neglect, pressure, violence, deprivation, and risky conditions - to reduce children's monetary and nonmonetary poverty through the support of inclusive social welfare.
Government Action Plan	2016-2020, approved	<p>Create conditions that allow every citizen to be healthy, educated, employed in order to have income to support families, reduce poverty and unemployment, including by an increase in medium-income households and upgrade in the livelihood of the population.</p> <p>Key measures to be undertaken in:</p> <ul style="list-style-type: none"> • Healthcare • Education, science and sports sectors • Science, information technology and innovation • Culture, art and sports • Employment and social protection • Family, children and youth development

Is there a definition of inclusion in education?

No

No definition is found in all the laws reviewed for this initiative.

Is there a definition of vulnerable groups?

No

If yes, please provide the definition and give the official source:



“Vulnerable group: Social groups with risk to lose their equality right to study without their acknowledgement, and additional regulation to ensure their right to study need to be done.” Master Plan to Develop Education of Mongolia in 2006-2015, GoM, 2005.

If no, please give further information:

“The major challenge to equitable access and inclusiveness of education in Mongolia is related to children from herder and disadvantaged families, and those with special needs.” Draft Education Sector Medium-term Development Plan 2020-2030, p.42

Is there a definition of special educational needs?

No

If yes, please provide the definition and give the official source:

If no, please give further information:

No definition is found in all the laws reviewed for this initiative.

Please provide information on any future developments planned for inclusion in education.

MIER, under the MECSS, has plans to conduct the following research studies in the near future and organize a conference where the findings as well as next steps are discussed:

- Review of policies and legislation on inclusive education for CwD
- Research on factors affecting education of CwD
 - Research on number of children and diverse needs of children of ethnic minorities and children living abroad

Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.

- Comparison of education laws and recommendations, ADB Education Sector Quality Reform Project, 2019
- Education in Mongolia – Education Policy Review Report, UNESCO, 2019

What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies in the country?

Challenges:

- Mongolia recognizes the universal right to education and is a signatory to the CRC and other rights-based Covenants and Conventions which include education, which reflect its commitment to these global pledges. The 2006-16 Education Master Plan for example mentions the right to education in several places, but neither this Plan nor national laws and programming have adopted an explicitly rights-based approach.
- Mongolia recognizes the importance of the Salamanca statement, and is now beginning to articulate a wider understanding of ‘inclusive’ education to expand policy and practices beyond the current restricted focus on those who are referred to ‘disabled’. This is an integral aspect of national effort to improve equity across the education sector, although ongoing inconsistencies over understandings of equitable inclusion and uneven approaches to implementation persist.
- Understanding of the concepts of inclusion, inclusive education and vulnerable groups is still problematic. It is mainly limited to inclusion of and inclusive education of CwD. There is lack of definitions in legislations and policies.

- There is no unified vision of Inclusive Education in Mongolia and a lack of understanding of the difference between IE and special education as a system of support for regular education
- With respect to policy measures for children with disabilities, implementation needs to be improved. For example, stakeholders told the expert team that a number of schools in the provinces do not receive the additional budget for enrolment of children with disabilities, which is supposed to be a 3 percent higher per capita cost. While provision is there, many schools do not receive it and this in part because they are not aware of these legal provisions. Many of these articles only target children with disabilities, and even then, leave 'unresolved issues in terms of their evaluation and learning progress'.
- Integrating children with different needs into mainstream provision remains a significant concern. The dominant focus of discussion remains separate special needs provision rather than inclusive education via mainstreaming children with special needs.
- The issue of ethnic minority is very much sensitive and there is no consensus at the national level. There is a lack of sense of multiculturalism and there is a dominance of nationalism in terms of the majority ethnic group.
- Medical model of disability prevails. For instance, the terminologies including diagnosis is used in education settings and for education purposes rather than using terms like identifying or assessment.

Opportunities:

- Mongolia is now focusing closely on improving systemic capacity for universal inclusion and this provides opportunity to align understandings of inclusion and equity with international best practices. An important dimension of this is to ensure that education standards (which focus on a child-centred approach and addressing individual learning needs) are used flexibly to support learning appropriate to local contexts.
- With respect to policy measures for children with disabilities, the regulatory environment is now stronger with a number of national programs and regulations adopted recently to enable their rights to education and participation met.
- Disability NGOs, associations of parents with CwD, and few NGOs with rights-based approach are active in promoting rights-based approach and participatory policy, decision making as well as in monitoring.

Section 2: Governance and Finance

How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?

Is there formal collaboration across ministries on inclusion in education?

Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: what mechanism, who is involved and how
Policy development, implementation and coordination	Yes	<p>Impermanent Council on Ensuring Rights of PwD, chaired by the Prime Minister.</p> <p>The role of the Council is to provide inter-sectorial coordination and support to the activities to implement the UNCRPD, Law on the Rights of PwD, and other relevant legislation and to enable the implementation and protection of the rights of PwD to equally participate in the social interactions.</p> <p>Vice chair of the Council shall be the Cabinet minister in charge of the issues related to PwD and shall consist of representatives of relevant government organizations, professional associations and civil society organizations that work on the rights of PwD.</p> <p>Sub-councils be created at the ministries and relevant agencies and branch councils at the regional level.</p> <p>The sub-councils (at the sector level) and branch councils (at the regional level) will be responsible for the implementation of legislation to protect rights of PwD and budgeting the necessary funds in their annual budgets.</p>
Identification of needs / referral for services	Yes	<p>Education, health and social welfare committee for Cwd</p> <p>The goal is to identify disability of children between 0 and 16 and to coordinate and monitor the implementation of health, education, and social welfare services for Cwd.</p> <p>An impermanent subcommittee is to be established at provincial (regional) and district (in the capital city) levels.</p>
Data sharing	No	
Monitoring and evaluation	Yes	<p>State Specialized Inspection Agency, under the Deputy Prime Minister, The purpose of the General Authority for Professional Inspection is to ensure the rule of law in the territory of Mongolia by enabling a healthy and safe environment, quality products and services, sustainable environment for human and social development and business for the citizens.</p> <p>The Agency has a department of Health, Education and Culture Inspection as well as branch offices at provincial levels that perform inspection at education settings.</p>
Quality assurance and accountability	No	
(others ...)		

If no, please give further information:

Many reports highlight the inconsistency of data from different sectors indicating that data sharing between ministries is problematic.

Are there shared responsibilities between central and local governments on inclusion in education?

Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: who is involved and how
Policy development, implementation and coordination	Yes	Please see table 2.1 above.
Identification of needs / referral for services	Yes	Please see table 2.1 above.
Data sharing	Yes	Administrative data is collected at the local level in the provincial education departments and sent to the MECSS
Monitoring and evaluation	No	
Quality assurance and accountability	No	
(others ...)		

If no, please give further information:

Are non-governmental organisations and/or associations involved in governance processes?

Yes

If yes, please describe their involvement:

Sub-Council (see Table 2.1: Policy development, implementation and coordination) at the MECSS has representatives from CSOs.

Sub-committees (see Table 2.1: Identification of needs / referral for services) have representatives of local NGOs

If no, please give further information:

Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?

Area	Yes/No	Description of the focus/actors involved (e.g. state/non state)
Appeal process for rights violations	Yes	Law on Rights of PWD (Item 44.1): In case when a PwD deems their rights violated, they have rights to request the violations to be remedied and/or appeal according to the relevant legislations. Individuals can appeal through the National Commission for Human Rights

School inspection	Yes	<p>Checklist on inspecting general education provision used by education inspectors have the following points:</p> <ul style="list-style-type: none"> - Reflects parent/guardian and student needs and comments in school policies, planning, and decisions. - Creates environment and provided assistance in solutions to safeguard children from being discrimintaed based on learning achievement, age, gender, disability, and living condisitons. - Creates opportunities for students and paretns/guardians to access information about school activities freely and make choices.
Other quality assurance processes (e.g. standards for teaching, support services etc)	No	
Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)	No	
(others ...)		

If no, please give further information:

Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of who, what, to whom and how
Per student funding	Every child is entitled to receive funding that is transferred to the school they are enrolled. The School principal is responsible for calculating the budget, receiving and implementing the budget
Support to CwD	Per student funding is tripled for CwD. Currently, it is not in implementation yet. The regulation was adopted in May 2019. Most schools are not fully informed about this and budget it as the budget cycle starts from the June of the previous academic year. Budgeting for reasonable accommodations is also enabled through the May 2019 regulation on inclusive education. Also not fully implemented yet as the School-level support teams yet to be established and trained to create the list and necessary budget
Support to language minority	Per student funding is higher for language minority (however, only effective in one region where the majority of the Kazaks reside).
Support to ethnic minority	Every school-aged child from a Dukha ethnic minority (so-called "reindeer" herders) is entitled to additional monthly child allowance – cash that equals to 50% of minimum living standards. Presidential order No42 of 2013 on "Improving education of Reindeer children."

Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?

Yes

If yes, please describe the flexibility:

Please see 2.5 above – Per student funding and Support to CwD

However, school budget is rigid in terms of shifting funds between different budget lines. Therefore, for instance, if there is underspending in utilities costs, the amount cannot be used to create reasonable accommodations for CwD.

Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of the who, what, to whom and how
Law on social welfare	<p>The following allowances are granted to support education:</p> <ul style="list-style-type: none"> - school supply, textbook, and uniform of a child in preschool or in general education school <p>The group that is entitled to this allowance include</p> <ul style="list-style-type: none"> - children of PwD - CwD - orphans - children of homeless - children in specialized welfare services - children released from correctional services - children from families below the poverty line

Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.

No

Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues in the country?

Challenges:

- While there are specific measures that need to be taken within the education sector, addressing the needs of children with disabilities is a cross-sectoral issue, and this extends further to ensuring employment options and skills training for young adults. Recommendations for the education community need to be supported by deeper, inter-sectoral collaboration.
- Per student funding formula needs to be improved so that student and school specifications can be accommodated. The current formula has the variables based on location (capital city, province center, soum center, and remote bagh schools), level of education (primary, lower secondary and upper secondary), and number of children.
- Incoherence between laws – there are some funding provisions in the Law on Rights of PwD that is not consistent with the Law on Education or additional regulations to enable the avail of such provisions are not developed and adopted by the MECSS.

Section 3: Data

What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?

Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:

Framework	Yes / No	Description
For monitoring and evaluating the implementation of national-level inclusion in education policy	No	
For quality assurance across all levels of the system (national, regional, school)	No	
Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school)	No	

What data is collected on learners from vulnerable groups, how and why?

No specific data is collected on learners from vulnerable groups.

Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.

All questions can be answered using the country's own data sources as far as possible. Alternatively, the data can be provided from publicly available international sources e.g. UIS: <http://data.uis.unesco.org/index.aspx?queryid=216> or UOE: https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page

Please give a clear reference to the Source in the column provided.

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.
- only use 0 when the data is zero.
- use M to indicate missing data.
- use NA to indicate the question is Not Applicable (i.e. the country does not have that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to.

Data on learner access to compulsory education	Learners	Notes	Source
(i) What is the <i>potential population</i> of learners for the compulsory education system in the country (i.e. how many children are in the country that should, by law, be in some form of compulsory education)?	Total: 573828 Male: 292906 Female: 280922	Manually calculated as the age group used in the statistics differ from the compulsory education age group	www.1212.mn by National Statistics Office
(ii) How many learners are enrolled in all forms of education (i.e. educational settings maintained by the ministry of education or by other authorities such as health, welfare or labour ministries)?	Total: 540398 Male: 272673 Female: 267725	6-15-year-old children in general education schools	MECSS annual administrative data for 2018-19 school year https://mecss.gov.mn/news/1387/
(iii) How many learners are out of any form of education (who by law should be in some form of education)?	Total: 682 Male: M Female: M	2017-18 school year data	Education in Mongolia – Education Policy Review Report, UNESCO
(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)?	Total: 540398 Male: 272673 Female: 267725	6-15-year-old children in general education schools	MECSS annual administrative data for 2018-19 school year https://mecss.gov.mn/news/1387/
(v) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers?	Total: 540398 Male: 272673 Female: 267725	6-15-year-old children in general education schools	MECSS annual administrative data for 2018-19 school year https://mecss.gov.mn/news/1387/
(vi) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in separate, special groups/classes, away from their peers?	Total: N/A Male: Female:		
(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	Total: 1740 Male: M Female: M	Number of CwDs in special schools	MECSS annual administrative data for 2018-19 school year https://mecss.gov.mn/news/1387/

Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.

Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data collection issues in the country?

Challenges:

- Studies report that it impossible to calculate accurately the enrolment rate of children with disabilities in education. The shortage of accurate numbers, evaluations and information at all sub-sectoral levels presents challenges in the development of a systemic focus on lifelong learning for children and adults from vulnerable groups, including those with disabilities.
- Administrative database is collected regularly and annually covering both public and private schools and is compatible for international comparison. Most of the data is aggregated by the gender and the number of children with disabilities, children of herder families and children on welfare are included.
- It is possible to analyze the educational administration data to use it for policy purposes, but there is shortage of human resources and lack of capacity to analyze and disseminate data. Reliable and up-to-date data without the distinction of socioeconomic status, language disparities, ethnicity, disability and residence status may not show demands and needs of children without access to education, thereby attaining no attention at the policy-level.
- Household Socio-Economic Survey (HSES) and Multi Indicator Cluster Survey (MICS) results are not used for policy making to support educational statistics; as a result, it is problematic to develop equity policy.
- There is a need to add key equity dimensions such as socioeconomic status, diversity along cultural, linguistic, and ethnic lines in statistics at school level to ensure better and more in-depth equity analyses
- No tracking of progress of implementation of policy documents and national plans using equity dimensions for baseline and target indicators with respect to results framework
- There is a need to intensify work of sub commissions-multidisciplinary team of social welfare, education and health in relation to early identification and screening of CwD and enable consistent disaggregated data on the numbers of CwD available

Opportunities

- It is encouraging that Education Management Information System (EMIS) is being developed and general education information is being collected, however it is not accessible for researchers.
- The NSO publishes education sector statistics on access, internal efficiency, outcomes, expenditure and human resources, and the equilibrium index is available at primary and secondary education levels.
- HSES and SIS are sources of information for equity analysis and are repeatedly replicated which allows comparative assessment. There are certain advantages were made to align the age classification to own education system, to supplement questions with educational content, and to include questions about disability.

Section 4: Curricula, learning materials and assessment

To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?

Curriculum

a. Does the curriculum content include and represent all learners?

Partially

If yes or partially, please provide a description and available links, including to underpinning values and principles.

The Government of Mongolia Resolution No 295, 2013, that approved the so-called “Right Mongolian Child” national program specifies that goals and objectives of the program based on which the current core curriculum was developed.

The goal of the program is to create family, educational, and social environment where every Mongolian child is brought up into a citizen with capabilities to be critical thinker and a lifelong learner, who is self-confident and one that respects the national language, culture, and heritage, with skills to make decisions, and work and live collaboratively.

The program is based on the following main principles:

- To have flexibility on the content and implementation of the program to meet the social development, local specifications and needs.
- To implement the teaching methodology and strategies to support development of every child
- To provide opportunities for every child to be educated
- To assess education quality based on child’s level of knowledge, skills and upbringing
- To provide opportunities for families, community, and civil society organizations’ involvement

Primary education core curriculum (developed in 2014 and revised in 2019) – only in Mongolian.
<http://www.mier.mn/wp-content/uploads/2019/09/%D0%91%D0%90%D0%93%D0%90.pdf>

Basic education core curriculum (developed in 2015 and revised in 2019) – only in Mongolian.
<http://www.mier.mn/wp-content/uploads/2019/09/%D0%A1%D0%A3%D0%A3%D0%A0%D0%AC.pdf>

If no, please give further information:

b. Does the process of curriculum development involve the participation and contribution of different stakeholders?

Yes

If yes, please provide information on stakeholder involvement.

In 2019, when the Health education curriculum was reintroduced to the general education curriculum, MECSS and Ministry of Health set up a joint working group that included representatives from CSOs working in gender, including LGBT, health, including reproductive health, and other NGOs.

With the development of new core curriculum between 2013-2015, the health education, that was taught in general education schools between 1998 and 2014, was dropped from the curriculum with the explanation that the content and topics covered by health curriculum is integrated into other subjects including biology and physical

education. The two main reasons for dropping the it was student load (too many subjects) and there was no health education teacher trained.

The advocacy led by UNFPA to reintroduce the health education curriculum was based on their work around adolescent reproductive health. The UNFPA Fact Sheet 2018 highlighted the following issues:

- The adolescent birth rate is on the rise in Mongolia
- The incidence of sexually transmitted infections among adolescents is not declining.
- Of particular concern is rising abortion rates among adolescents in Mongolia.

And the recommendations included provision of health and comprehensive sexuality education programmes through formal and nonformal education to adolescents.

If no, please give further information:

c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations living in the country, their history and culture, differences related to disability and socio-economic background, LGBT community).

Yes

If yes, please give a description and examples of this flexibility.

If no, please give further information:

To support the implementation of the Core curriculum at the primary, lower secondary and upper secondary level, the Mongolian Institute for Educational Research (MIER), an agency under the MECSS, develops Learning Guides to teachers in each subject matter for each grade level.

The Learning Guide describes the skills that students are to acquire and for teachers the learning objectives as a sample. Teachers are free to make adjustments according to the local, schools and student specific needs. The guidelines and suggestions are provided to teachers on learning activities, teaching aids. The curriculum and Learning Guides are available online at the MIER website (www.mier.mn).

d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school?

Decree No155 of Minister of ECSS, 2018 specifies the procedures for developing and implementing IEPs. (<https://mecss.gov.mn/media/uploads/905f4364-147a-460a-8dbd-7af933ba582e.pdf> only in Mongolian)

The procedure is as follows:

- The request to have IEP can be made by student, parent/guardian and/or homeroom teacher
- The homeroom teacher calls for a triparty meeting (student, parent/guardian, and teacher to be responsible) based upon the request
- Student and parent/guardian can give suggestions to the IEP including suggestions to the content
- Based upon agreement to use IEP by all parties, all relevant documents are submitted to the School committee
- The School committee holds a meeting and makes the final decision
- The School committee is comprised of school principal, education manager [vice principal], head of the teaching methodology unit, school doctor, school social worker, school psychologist, homeroom teacher, therapist teacher and subject teachers.

The IEP shall have the following structure

- Data on the student current condition/status – recorded by communicating with parents/guardians
 - o Self-service skills
 - o Language, numeracy/maths, cognitive [skills]
 - o Social [skills]
 - o Motor [skills]
 - o Reference by homeroom teacher
 - o Interests and goals of student, parents/guardians, teacher
- Long-term goal and support environment
 - o Long-term goals in four domains mentioned above – self-service; language, numeracy and cognitive; social; and motor;
 - o Support in
 - Extracurricular
 - Rehabilitation and specialist support
 - Curricular/Subject matter
- Short-term objectives (plus student activities) by quarters, support (teacher’s methodology and support; parent support and assistance), methodology, and assessment of teachers and specialists
- End-of- year overall assessment and recommendations
- Things to consider in developing the IEP

e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)

Yes

If yes, please give a description of the main characteristics/organisation.

At the primary education level, MIER develops curriculum for special schools. Curriculum for Special School No 29 (for students with hearing disability), Lesson guidelines for Special Schools for children with mental disabilities can be found at the MIER website at <http://www.mier.mn/%d0%b1%d0%b0%d0%b3%d0%b0-%d0%b1%d0%be%d0%bb%d0%be%d0%b2%d1%81%d1%80%d0%be%d0%bb/>

Primary Kazakh language curriculum for bilingual schools and Primary Tuva language and literature curriculum were also developed in 2017.

(The curriculum was not available at the MIER website – last checked April 1, 2020)

If no, please give further information:

Learning materials

a. Is there autonomy for schools and teachers to select learning material/textbooks etc?

Yes

If yes, please give a description.

Learning materials: Recent research on corruption in education and parental informal payments in education reveal that parents are asked to purchase additional learning materials, mainly at primary level, indicating that schools and teachers can use additional learning materials.

If no, please give further information:

Textbooks: Mongolia has a one-textbook policy – one textbook is used nationwide.

b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

No

If yes, please give a description.

If no, please give further information:

In general, there is no policy on curriculum support materials.

c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages).

No

If yes, please give a description.

If no, please give further information:

Accessible learning materials available only in special schools.

d. Is ICT used to improve access to materials for vulnerable groups?

No

If yes, please give a description.

If no, please give further information:

Only some audio or Daisy books available in special schools and in few libraries.

e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?

Yes

If yes, please give a description.

If no, please give further information:

There are materials developed by mostly multilateral, bilateral organizations, such as UNICEF, JICA, INGOs, including Save the Children Japan, and local NGOs, including MEA, APDC. However, there is no single database/catalogue of what is available.

The Institute for Teacher Professional development is reported developing a resource book where they would include the list of materials available.

MEA translated Index for Inclusion: developing learning and participation in schools, Booth. T, and Ainscow. M (2011) in 2015, printed and distributed to every public school in Mongolia.

By the MECSS Regulation No A292, 2019, the school-level support team should make a list of necessary materials and reasonable accommodations to be budgeted and procured annually, but yet to be implemented at the school level.

MECSS is developing a prototype list of resource materials for child development centers in schools that fits into this category.

Assessment

a. Is there a national/local assessment framework that includes all learners?

Yes

If yes, please give a description.

If no, please give further information:

The June 2018 MECSS regulation on general education school learner assessment and learning quality assessment specifies that for the learning quality assessment, the necessary accommodations shall be created for learners with disabilities corresponding their development specifications and needs.

(<https://www.legalinfo.mn/annex/details/8584?lawid=13557> only in Mongolian)

According to the Matura examination regulation, by the Education Evaluation Center under the MECSS, the exam room and exam materials/tests shall be specially prepared for the CwD based on the request made by the CwD, medical reference, and school reference letter. (<https://ikon.mn/n/1srj> only in Mongolian the original document was not available at the Education Evaluation Center website www.eec.mn)

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

No

If yes, please give a description.

If no, please give further information:

Only few training workshops in small scale were delivered in few provinces on general assessment and new assessment regulation mentioned above.

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)

Yes

If yes, please give a description.

If no, please give further information:

According to the Matura examination regulation, by the Education Evaluation Center under the MECSS, the exam room and exam materials/tests shall be specially prepared for the CwD based on the request made by the CwD, medical reference, and school reference letter. (<https://ikon.mn/n/1srj> only in Mongolian the original document was not available at the Education Evaluation Center website www.eec.mn)

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

Yes

If yes, please give a description, including clear information on the focus of needs identification procedures and who is involved in the procedures (learners, parents, professionals):

Please see response to 4.1.d on IEP.

If no, please give further information:

e. Is ICT used in the assessment of vulnerable groups?

No

If yes, please give a description.

If no, please give further information:

ICT is not used at all in any assessment.

Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.

Report of the process to develop, implement, and evaluate general education curriculum in Mongolia, JICA, 2018 (only in Mongolian) http://www.mier.mn/wp-content/uploads/2017/03/JICA_Tailan.pdf

Main conclusions:

Curriculum development process:

- The MIER sector on curriculum studies provided the curriculum and learning guides development teams with guidance and oversight. However, due to the fact that the sector was established recently, lack of experience of sector staff, shortage of human resource, and restrictions on financial and time constraints, the baseline survey was not conducted when developing the curriculum.
- The mapping of the primary and basic education reform included the planning of 6 year cycle of developing, implementing, and evaluating the curriculum, the overall planning did not include the transition period during which the adaptations and corrections are to be done as well as the capacity building of the team members.
- During the development process feedback was received from the laboratory school teachers who did piloting, organized review with methodologists of local education department and university professors. Two external evaluation was conducted per year for improvement purposes.
- When selecting members for curriculum development and external evaluation a wide range of representation was selected, but the funding was not included in the budget that led to complications in contract processes.

Piloting process of curriculum:

- The timeline of development and piloting of primary, basic and high school curriculum and learning guides overlapped and there were issues related to information sharing and collaboration.
- The curriculum developers were overloaded as they had to develop and subject subject curriculum, textbook, and teachers guides in addition to the main work of curriculum development.
- The new curriculum was introduced nationwide to all levels and subjects creating issues with content (overlap, etc.) and created complications at the school level for teachers in implementing the curriculum.

Textbook development:

- The overall timeline, human and financial resources for textbook renewal process was no realistically planned resulting in textbook not reaching the customers on time, school year starts without textbooks, and using old textbooks for new curriculum.

- The current regulation on textbook development does not include timelines on textbook renewal resulting in very short time allocated for development and editing of textbooks. This is one of the main factors affecting the quality of textbooks.

Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes in the country?

Challenges:

- Lack of consistent policies, decisions emanating from political imperatives and the instability of implementation mechanisms for the curriculum system (standards, programs, textbooks, teaching and learning environment, teacher development, assessment) at all levels of education have combined to impose limitations on making substantial and sustainable progress in providing learners with good quality education opportunities and outcomes.
- Within primary and basic education, changes were made four times in the general secondary education structure between 1998-2014 and there were four sets of improvements and reforms to curriculum between 1998-2019 (1998, 2008, 2013, 2019).
- Curriculum instability continues, and has negative effects on both accessing textbooks, and textbook delivery. A reliable textbook supply system is still not in place, and this affects both the capital and the rural areas: although the ADB has supported textbook development/delivery, shortages prevail in rural areas. Apart from being an inefficient use of scarce resources, rapid changes affect teachers' work negatively and undermine their capacities to grow professional competence, impose stress on managers who play supportive roles, and make it difficult for teacher education to keep up.
- According to the 2018 Teacher Readiness Survey report, as part of the ICT Competency Standards for Teachers of Mongolia project, participating teachers (1,917 in total) identified 'developing multimedia learning materials' and 'applying innovative pedagogy using ICT' as the top two priority areas for their training needs. Only 14 per cent of the surveyed teachers reported that they use ICT pervasively in their teaching (more than 50 percent of the teaching time). It was also reported that there are significant discrepancies in teachers' confidence levels in using ICT between younger and older teachers.
- A recent study revealed that most teachers and school principals felt that there were insufficient resources in schools for effective teaching and learning. Quantities of laboratory materials and supplies, insufficient teaching and learning materials, inadequate numbers of textbooks, and deficiencies of library materials were identified as "shortages" in all schools but was most emphasized in the non-laboratory schools that are not as well-resourced as the laboratory schools.
- Across the formal education sector, there are big differences and gaps in learning goals, objectives and their formative and stage level assessments. This gives rise to ambiguities, difficulties and complications observed in teaching and learning practices because inter-related features of competencies, content knowledge, pedagogical approaches and so on for each education level have not been determined comprehensively and in detail. Also there are challenges with standards that needs to be understood and adhered to without becoming an administrative burden for teachers.
- Learning achievements at all levels are below 60 percent, and are a particular cause for concern in lower and upper secondary levels. The average content knowledge score across primary grades was 56.0 percent, lower secondary 46.0 percent, and upper secondary 37.0 percent. Scores for student ability to apply the knowledge they had learned were lower across the board: primary 37.0 percent, lower secondary 43.0 percent, and upper secondary 36.0 percent.
- Some studies reported that children with disabilities may be randomly selected to sit regular exams which are externally assessed, and those external assessments are then used to assess teacher performance.

- Identifying learning difficulties and integrating children who have them in mainstream education settings is very new to Mongolia.
- Although national assessments are conducted annually and reveal learning gaps, and regional, ethnic, and socio-economic disparities, their data are not published. A related issue of concern is that student performance grades are used as a means by which authorities check teachers and hold them accountable despite a wide range of structural and other challenges over which teachers have little, if any, control. The Russia Education Aid for Development 2 Trust Fund is supporting Mongolia to enhance stakeholder capacity to use assessment data (such as the EGRA and EGMA collected under EQRP) to improve teaching and learning. A national system for external assessment and monitoring of student success has yet to be established.
- Mongolia intends to participate in PISA to benchmark system performance on learning outcomes and enable progress to be measured over time. However, an earlier pilot of an international test had revealed low learning outcomes, not accepted by political leaders, and that teachers in the pilot schools, who had very little introduction to the purpose of testing, had found it threatening and burdensome.

Opportunities:

- Curricular standards for primary and basic education are now in place, and that their development – alongside the structural reform of the system – has set Mongolia well on the way to establishing a system that meets international standards. Partnerships, comprising technical assistance and investments between the government of Mongolia, governments of other countries, UN agencies and other development actors have played a significant role in this success.
- Preparatory activities have been undertaken with regard to participation in PISA. The government of Mongolia signed a contract with OECD in 2018. All related costs are being funded by the WB Education Quality Reform Project. Preparing for PISA, which is now beginning to assess non-cognitive skills, provides an additional stimulus to strengthen Mongolia's national focus on lifelong learning, and forms of teaching that support the needs of 21st century citizens.
- To address the issue of instability in curriculum, MECSS adopted a regulation on Guidelines to revise general education curriculum and institutionalized the curriculum management 10-year-cycle.
- In the current situation of outbreak of CoViD-19, all education settings are in closure since late January 2020. MIER and ITPD, under the guidance of MECSS and Education cluster, National Humanitarian Team, is delivering daily TV lessons for preschool, primary, lower and upper secondary school learners. All TV lessons have Mongolian Sign Language interpretation. One 20-minute lesson is delivered to one grade level learners per day on one subject or integrated lessons. The Association of Mongolian Televisions is contributing with recording and broadcasting of TV lessons.

Section 5: Teachers and support personnel

How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?

Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

Type of staff	Number	Required education	Comment
Mainstream schools			
Teachers	30411	BA and teaching license	The MECSS data is aggregated by subject and level
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)			At the moment there is no data on professional staff in mainstream schools
Teacher Assistants (specify role and add rows as required)			No data
<i>Others (please specify and add rows as required)</i>			
Special schools			
Teachers	310	BA and teaching license	This includes number of teachers and professional staff in special schools
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)			The data is not disaggregated by type or speciality
Teacher Assistants (specify role and add rows as required)			No data
<i>Others (please specify and add rows as required)</i>			
Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc).			
Teachers			
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)			
Teacher Assistants (specify role and add rows as required)			
<i>Others (please specify and add rows as required)</i>			

Please indicate if education/training on inclusion in education is available for the following groups of professionals.

Type of staff	Yes	No	No information	If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content

Head teachers/School directors	Yes			<p>Continuous professional development:</p> <ul style="list-style-type: none"> - The Institute for Teacher Professional Development (ITPD) organizes mandatory professional development courses for all teachers including school principals– new teachers (1st year of teaching), teachers in their 5th and 10th year of service. - The mandatory courses are said to have 2-hour session on inclusive education/special needs education - Development partners who work in this field (including UNICEF, JICA, and Save the Children Japan) offer training on inclusive education but only limited to their target schools - Few national NGOs (including MEA and different parents associations such as Association of Parents with Differently-Abled Children, and Association of Autism) provide professional development courses to teachers but outreach is also limited due to funding constraints.
Teachers	Yes			<p>Initial education:</p> <ul style="list-style-type: none"> - Mongolian State University of Education (MSUE) has a department of Special Needs Education that offers a Bachelor’s degree program for special education teachers - MSUE offers optional courses on special needs education for all of its students - Some schools within MSUE offers an optional course on inclusive education with focus on CwD <p>Continuous professional development:</p> <ul style="list-style-type: none"> - The Institute for Teacher Professional Development (ITPD) organizes mandatory professional development courses for all teachers – new teachers (1st year of teaching), teachers in their 5th and 10th year of service. - The mandatory courses are said to have 2-hour session on inclusive education/special needs education - Development partners who work in this field (including UNICEF, JICA, and Save the Children Japan) offer training on inclusive education but only limited to their target schools - Few national NGOs (including MEA and different parent associations such as Association of Parents with Differently-Abled Children, and Association of Autism) provide professional development courses to teachers but outreach is also limited due to funding constraints. <p><i>NB: For pre-service education, please cross reference your answer to question 5.4 as necessary</i></p>
Teacher Assistants		No		
Professional Staff			+	
Inspectors			+	
Teacher Trainers			+	
Others (please list add rows as required)			+	

a. If you answered no to any of the above, please provide further information:

Currently, no teacher assistants officially employed yet.

Is education and training of teachers aligned with national policy goals on inclusive education?

No information available

If yes, please give a description.

If no, please give further information:

With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).

Teachers are trained by the initial pre-service teacher program at bachelor degree level. Entry to the profession is regulated by a MECSS Regulation which set the national level threshold score for admission to the undergraduate program at 480 points (regardless of provider type) and at 400 for colleges and local universities and higher education institutions.

MECSS also added a requirement in 2018 that in addition to passing the admission test, an entrant to the teaching profession should submit an essay setting out his/her readiness, experience, personality traits, learning skills etc. But majority continue to enroll students with reference only to their general admission test score.

Primary teacher training programs are offered by 14 institutions out of total of 40 public and private HEIs in the field of teacher education: four of the 14 are located in rural areas and 3 are public. However, more than 50 percent of primary teachers are solely trained by Mongolian State University of Education (MSUE). Because the primary teacher training programs of many universities have not been nationally accredited, and also differ from one to another, these arrangements are creating a teaching workforce with discrepant training, which has an impact on professional quality and, ultimately, equity. Only two university programs, one is MSUE, have been accredited by the Mongolian National Council for Education Accreditation.

MECSS also established the general requirement for the Bachelor's degree program in relation to proportions of time spent on general basic subjects, teacher education basic courses, and major courses (which should be 30, 25 and 45 respectively) but almost all of the initial teacher training programs do not comply with this requirement. Inequalities across the system of initial teacher training programs is due to absence of consolidated policy or common curriculum for teacher preparation across public and private universities.

The Special Needs Education curriculum of the three separate schools of education within MSUE has been reviewed by UNCIEF: the School of Pre-School Education (SPSE), the Teacher's School (TS) responsible for graduating regular education teachers (primary level), and the School of Education Studies (SES) that grants degrees in Education Studies, Special Needs Education and Life-Long Education since 2015-16. While all 3 institutions are responsible for teacher preparation under the same university, all have distinct management teams, specialization focus and curriculum, but have weak coordination and links between them.

The Teachers School used to have an Inclusive Education Programme for regular education students offered as an elective and leading to a completion certificate. However, that programme no longer exists. At the moment, there is only one compulsory course (2 credits) that is an Introduction to Inclusive Education. The course is based on the Standards provided by the Council for Exceptional Children (USA based association of special education professionals) and uses the text "Exceptional Children – an Introduction to Special Education" by William L. Heward. Students enrolled in the M. Ed. Primary Education programme can choose to write their dissertation on a special education specific theme or Inclusive Education.

The SES has taken the lead in developing and implementing the first Special Education Teacher Preparation one-year Programme in Mongolia in academic year 2013-14 for those teachers who already possess teaching certification. While this is done with the agreement and encouragement of the MECSS, the SES team responsible for the programme highlights that this innovation in Mongolia has been initiated and sustained thus far with no State financial support. The special education teachers trained by the SES work in special and regular education schools.

The SES staff is concerned that MECSS need to develop, from now on, relevant policy and regulatory measures and thereby support the placement of the new graduates.

The Special Education certification for a Bachelor degree is designed as a dual-certification programme in which 60 credits are part of the core General Education Programme and 60 credits are taken within the specialty. The Professional Foundations courses in the General Education Programme are under the supervisions of the MECSS, while the remaining courses are decided upon by MSUE. The 60 credits dedicated to the Regular Education programme at SES includes 14 credits of field work. The compulsory course content is regulated by the MECSS and is heavily geared towards the theoretical underpinnings of teaching and learning. The programme also includes a 2-credit course on Introduction to Special Education and a 3-credit course on Introduction to IE, both compulsory to students in the Special Education programme. The 60 credits dedicated to the Special Education programme at SES aims at preparing special education teachers to teach children with disabilities in both regular classroom settings and special schools. The programme assumes that children with mild/moderate disabilities will start enrolling in regular schools in greater numbers, and special education teachers are needed to respond to this new demand. Five methods courses are compulsory, covering methods in Mongolian language, mathematics, social and daily living skills, natural science, and art and labour skills. These courses are supposed to focus on the perceived techniques of teaching these particular subjects to children with disabilities. In addition, 7 courses on particular impairment categories are also compulsory, each detailing identification tools, levels of severity, the bio-psycho characteristics associated with each, and methodologies: intellectual impairments, visual impairments, hearing impairments, physical and multiple disabilities, learning disabilities, emotional and behaviour disorders, and language and communication disorders.

Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.

Review of Inclusive Education issues in Mongolia's pre- and in-service teacher training curriculum – Findings of assessment, UNICEF Mongolia, 2017

Recommendations: The Recommendations below are set against a set of Challenges and Opportunities observed in Mongolia during the country visit, and as gathered by Key Informant Interviews, school visits and general observations. Worthy or mention:

Challenges

- There is no unified vision of Inclusive Education in Mongolia and a lack of understanding of the difference between IE and special education as a system of support for regular education;
- There is poor coordination between the 3 MSUE schools of education & Institute of Teacher Professional Development;

Opportunities

- High level of pre-school enrolment;
- Demand for IE, from parents, DPOs and MECSS due to international commitments;
- No question as to the need for a paradigm shift related to disability;
- Comparatively with other countries with similar geographic or historical trajectories, Mongolia has a very small number of special schools (segregated education) which denotes a poorly-established system of special education;
- High level of teacher coverage by one University (70-80% of all Teachers graduate from MSUE);
- Well established and respected university;
- Very young, enthusiastic staff and students;

External evaluation report of the inclusive education objective of the City Education 2020 program, MEA, 2019 (only in Mongolian) – (evaluation of the program implementation)

Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers and support personnel in the country?

Challenges:

- Teaching is no longer an attractive profession so recruitment to teacher education programs is a challenge
- Teacher salary and social benefits are low, so attracting into and retaining in teaching position is a challenge as well
- Improving teacher initial training and continuous professional development programs so that teachers are supported methodologically and pedagogically to work with all children
- Majority of entrants to initial teacher training programs are from the capital city and this would lead to teacher shortage in rural areas due to inadequate infrastructure and other social aspects in rural areas that might serve as a push factor.
- The teacher training programs need to be enhanced to ensure not only teacher's competency in teaching the curriculum and pedagogical skills but also to deepen the appreciation of teacher's understanding of children's rights and special needs.
- Gender imbalance in teaching force – approximately 80% of teachers are female
- Teacher licensing exam was stopped – will have impact on quality.
- Inconsistency and incoherence of teacher policies and enforcement of them
- Although the Law on Education specifies assistant teachers (the position of assistant teachers is mentioned just once with no further elaboration), the legal environment for hiring assistant teachers is not set yet. The job description, and other regulations need to be developed.
- Only the mandatory ITDP training is seen as professional development. Until 2013 this type of training was rated as continuing education and credits counted towards teacher qualifications, and other evaluation purposes. And only face-to-face training is seen as professional development.
- According to the teachers and parents (sample from 12 capital city schools), the top three barriers to inclusion of CwD in mainstream schools are teacher knowledge and skills, appropriate learning materials and reasonable accommodations, and rules and regulations that enable school level activities.
- Teachers in crowded schools are not confident about including children with cognitive impairments, due to large class sizes and their own lack of training.
- Teachers need to be appropriately trained to promote respect for diversity. Capacity of educators and teachers needs to be developed in relation to global citizenship education, human rights and respect for diversity and difference.
- Even though the Law on Primary and Secondary Education requires that special schools “shall have a doctor, nurse, assistant teacher, rehabilitation specialist, psychologist specialized to provide rehabilitation, health strengthening and first medical aid services to students with disabilities” but this was not observed in any of the special schools. In addition, the Law makes provisions for “the basic education school, depending on the number of students with disabilities, may have a specialized teacher, assistant teacher, psychologist, nurse, rehabilitation specialist, social worker”, also is not observed according to UNICEF report.
- Although the Law on Primary and Secondary education specifies that “the teacher working with the students with disabilities shall be trained in methods to deliver education according to the specificities of students with disabilities”, a requirement that is difficult to fulfil in Mongolia, taking into consideration that until recently no special education teacher preparation programmes existed and the regular education teacher preparation programmes are void of course work related to children with disabilities or individualized pedagogy or didactics.
- Specialists that work with children with disabilities in school settings have been trained under a medical model of disability that regards children with disabilities as defective and in need of treatment or remedial education. There is an overwhelming lack of recognition of children with disabilities as rights-

holders and as capable and productive citizens, and inclusive education is understood in the most restricted sense, as a question of access to education (and not participation in learning opportunities on an equal basis with others). Therefore, while most children who have been identified as children with disabilities are out of school, those who have access to education are confined to segregated settings such as the two existing pre-schools, the six special schools, and an undetermined number of special classrooms (in mainstream schools).

Opportunities:

- Scholarships are provided to students who scored high (700 out of 800) in Matura exams to attract high quality future teachers
- MSUE provides up to 100 percent tuition fee for male students
- The ITPD, which had been abolished in 1990, was restored in 2012 to strengthen teachers' professional development. ITPD is gradually becoming stronger but the expert team heard from many quarters that its capacities need further development. It now has a small number of international exchange programs in place to expose teacher educators to external trends, but further technical assistance and staff development are still required. There is useful and relevant expertise among local civil society actors as well as development partners to draw upon.
- A paradigm shift is needed in order to embrace the notion of schools as professional learning communities, and to recognise the value of this approach rather than depend on off-site, formal training inputs. The need to shift thinking in this direction is promoted by NGOs.
- Some steps already made can support the development of schools as learning communities. For example, a digital database of training modules, teaching aids, information covering the areas of individual student development and teacher skills development, the best teaching practices and methods, and the outputs of implemented programs was proposed in 2012 and subsequently launched - <http://teacher.itpd.mn>, and so is a system that facilitates serving teachers to exchange knowledge, information and experiences: <http://bagsh.itpd.mn>.

Section 6: Schools

How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?

Who is excluded from attending any form of school?

Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?

The poor: - school related costs, may need to help parents to support family living,

Boys: - traditional herding lifestyle, parents want their boys to continue their nomadic way of life, children who stay away from their nomadic way of life for longer period (to study in school, mostly) are considered to not choosing this way of life

Unregistered rural-to-urban migrants: because schools in the capital city are overcrowded, they ask for proof of residency or registration with local administrative units in order to enrol children into school.

CwD: schools avoid enrolling as they reportedly “cannot accommodate the learning of CwD”, no reasonable accommodation, no trained teachers, no resources,

Alternative education provision - Non-formal education system:

National Center for Lifelong education caters for the out-of-school children providing equivalency programs to enable compulsory education opportunities.

Are there issues around the over- and under-representation of different vulnerable groups in different school settings?

Yes

If yes, please give a description and provide any data/evidence that is available

Mainstream schools – underrepresentation of CwD

Kazakh and Tuva schools in Bayan-Ulgii – under/no representation of other ethnicities

Special schools: only CwDs

If no, please give further information:

Please give details on the main admissions criteria for schools.

a. Highlight any issues with the national policies.

School zoning is used in enrolment, nationally, making sure that every child has the possibility to go to school closest to their home.

b. Where schools set their own admissions criteria, please outline any impact on inclusion.

Schools that have specialised courses, such as mathematics and/or foreign language, have their own admission processes. They organize admission exams and based on the results they select the top performing students.

Please provide information on the different forms of support that are available to learners in schools.

a. Inclusive pedagogy, personalised learning and universal design approaches

No

If yes, please give a description.

If no, please give further information:

The concept is emerging, regulations recently in place, support and capacity building is yet to be provided.

b. counselling and mentoring possibilities

No

If yes, please give a description.

If no, please give further information:

The concept is emerging, regulations recently in place, support and capacity building is yet to be provided.

c. input from specialist teachers/therapists

No

If yes, please give a description.

If no, please give further information:

Specialists and therapists only in special schools. For mainstream schools, there are no professionals to hire.

d. input from learning support assistants

No

If yes, please give a description.

If no, please give further information:

Does not exist.

e. availability of ICT / assistive technology

No

If yes, please give a description.

If no, please give further information:

Does not exist yet

f. Please describe any other forms of support available.

School-level support teams are yet to be created by the MECSS Regulation No A292. The support teams need capacity building and other support to provide support at the school level. Please see response to 6.5 below.

Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation and achievement for all learners.

Strategy	Description of the focus
School-level support team	The role of the team is to: <ul style="list-style-type: none"> - To advance issues necessary for development and learning the CwD to the school council – that include curriculum /IEP development /, and selection of subjects based on child needs, - To prepare textbooks, handbooks, audio and video materials, and materials in Braille, - To organize training for teachers, parents, and guardians, - To develop teachers continuously, - To support positive attitudes of parents and guardians, - To create learning environment and reasonable accommodations for children to learn and develop in safe, accessible, and without any other restrictions.

Please provide information regarding school buildings and infrastructure.

a. Are there schools that face infrastructure issues that are barriers to inclusion?

No information available

If yes, please give a description and provide information on what barriers, how they are monitored and any data/evidence that is available.

If no, please give further information:

In a recent evaluation of a project, supportive and safe learning environments were mentioned by school principals and teachers as important factors to allow children to maximize their learning potential during the school day. There are still some schools without access to safe drinking water; some lack adequate “water points” for distributing water, and there is a variable quality of washrooms and toilets available at schools and dormitories. The ADB and United Nations Children Fund (UNICEF) have signed a cooperation agreement to improve water, sanitation, and hygiene (WASH) in schools and dormitories located in rural remote areas of the western region of Mongolia and this is on-going. The poor condition of some schools and dormitories has been a critical barrier to ensuring equal access to quality education in rural remote areas in Mongolia.

b. Are there strategies and/or initiatives to improve school buildings and infrastructure?

Strategy	Description of the focus
Safety standards for school physical environment	A detailed requirement for physical environment of general education schools including school yard, fences, lighting, security, including CCTV, playground, and sports field.
Standards for school dormitories	Standards for providing safe environment free from risks, fear, and pressure in school dormitories
...	

If no, please give further information:

Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.

Draft Final Report (Revised), TA-8931 MON-Mongolia: Education Sector Development-Addressing School Factors That Affect Access to Quality Education prepared for ADB and MECSS, 2017

External evaluation report of the inclusive education objective of the City Education 2020 program, MEA, 2019 (only in Mongolian)

Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools in the country?

Challenges:

- The majority of over 770 mainstream schools nationwide do not have a disability-friendly environment including infrastructure and trained human resources. In the absence of a disabled friendly environment at mainstream schools, local non-formal education centers become the last resort to provide education services for children with disabilities along with other out-of-school children, and it is estimated that about 40 per cent of students enrolled in non-formal education programs are children with disabilities.
- The current per-student funding formula for dormitory meals does not consider the age and differing nutritional requirements of students. Student-teacher ratios in dormitories are generally high (42-87), and student over-crowding means that there is limited study, reading, and extracurricular activities in dormitories. Dormitory teachers are required to have a teacher's certification, but 30% do not meet the requirement. Dormitory teachers are considered non-teaching staff, and receive lower salaries than do teaching staff, complicating the recruitment and retention of qualified individuals. A 2008 study indicated that students staying in dormitories have lower academic performance than those who reside in private accommodation.
- Despite the apparent pressure on education budgets to retain dormitories, those attached to aimag and soum schools are an essential element in providing access and complete secondary schooling for students from more remote communities, and access for students from herder communities. The combined effect of staffing smaller secondary schools and maintaining student dormitory accommodation results in higher expenditure per student. In many rural communities, the school may be its largest employer and makes a major contribution to the community and its "local" economy.
- Providing timely dissemination of information on newly adopted regulations, especially those concerning the education of CwD, as more and more new regulations are being developed and adopted.
- Lack of professional development to not only teachers but also other non-teaching staff including the principals and education managers on inclusive education.
- Lack of support to School-level support teams so that they can perform their roles to enable learning and development of CwD.

Opportunities:

- International development partners including Government of Japan (through its Grassroots Fund), ADB, UNICEF, NLM are supporting school and dormitory construction, renovation, and improving WASH facilities.
- School mapping is recommended as a high priority in the currently developed Education Sector Master Plan 2020-2030
- Policy environment is becoming stronger. Learning environment standards for schools and Regulation on inclusive education of CwD through enrolment into mainstream schools is approved by the MECSS.
- A number of research studies on school-level barrier to education is in progress or in pipeline.

- In terms of infrastructure barriers, disability CSOs are actively engaged, doing assessment on access to public buildings, pushing the central, local government to improve accessibility, involved in developing guidelines.

Section 7: Communities, parents and students

How far does the wider school community support learners to access and benefit from education opportunities?

Have there been any campaigns to raise awareness of inclusion in education at national or local level?

Yes

If yes, please give a description.

UNICEF Mongolia runs campaigns on disability inclusion, ethnic minorities.

Save the Children Japan is currently having a social media campaign under the project they are implementing on disability IE. www.savethechildren.mn

APDC organized a campaign in Aug-Sep, 2019, to provide support to CwD and their parents in enrolling schools.

If no, please give further information:

Does legislation/policy support parental involvement in schools?

In March 2019, MECSS adopted a regulation “General directions in increasing the involvement and (social) accountability of parents, guardians, citizens and community in general education school activities” that is aimed at improving the quality of education and supporting child development and growth. The regulation stipulated the following four main areas:

- favourable environment for constructive engagement on voluntary basis
- requirement to consult with parents and guardians when making any decisions that concern children
- provision of parenting education to help them support their children’s development as well as providing lifelong learning opportunities
- involvement in self-assessment of school and in solving problems collaboratively

MECSS regulation on School and kindergarten assessment enables parents and community involvement in the assessment of schools and kindergartens.

If no, please give further information:

9.3 Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?

State Policy on Education (2014-2024) stated community and citizen involvement in education as one of the principles. It also emphasized community and citizen involvement and contribution to providing lifelong learning opportunities.

In March 2019, MECSS adopted a regulation “General directions in increasing the involvement and (social) accountability of parents, guardians, citizens and community in general education school activities” that is aimed at improving the quality of education and supporting child development and growth. The regulation stipulated the following four main areas:

- favourable environment for constructive engagement on voluntary basis
- requirement to consult with parents and guardians when making any decisions that concern children
- provision of parenting education to help them support their children’s development as well as providing lifelong learning opportunities

- involvement in self-assessment of school and in solving problems collaboratively

If no, please give further information:

9.4 Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?

No

If no, please give further information:

However, MEA is promoting professional learning communities to be promoted, supported, developed as a new form of professional development. A number of recent research and reports prepared for the new Education Sector Master Plan 2020-2030 recommended professional learning communities in in-service professional development in the coming years.

Does legislation/policy set out a role for NGOs, DPOs, or other organisations representing vulnerable groups?

If yes, please describe the role. Specify which non-governmental actors are particularly active in inclusion in education and how they operate.

If no, please give further information:

All for Education National Civil Society Coalition, with membership of 30+ CSOs, submitted a proposal to the new Law on Education that includes a section on CSO involvement, engagement in education.

Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.

Independent assessment of sub-project implementation – Mainstreaming Social Accountability in Mongolia Project, 2017 http://irgen-tur.mn/sites/default/files/documents/Masam-Project_eng.pdf

Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students in the country?

Challenges:

- Although education is free and there are social protection mechanisms to support families to manage indirect costs, financial constraints are still factor prevention children from enrolling and attending kindergartens, schools and non- formal learning centres. There is additional work required therefore to ensuring accurate targeting of social safety nets such as conditional cash transfers, etc.
- There is a need to continue to ensure that all parents and caregivers understand the importance of education – to ensure that it is prioritised for their children. Participation of parents and communities in school affairs, including their involvement in school governance, planning, and monitoring, is also limited. Participation programmes for the most part have been reactive.
- Despite the mandate for setting up School councils which are mostly inactive, there is need for effective mechanisms for participation of parents and community in the planning for and monitoring of school operations.
- There is a lack of capacity and mechanisms to involve and coordinate multi-stakeholders in education and school.

- General laws and regulations on citizen involvement exist, but they are not practical as they are not procedural, i.e. the “how” is missing.

Opportunities:

- The March 2019 regulation by the MECSS to enable participation of parents and community into school activities is well received by schools that would like to engage parents and community hoping that this would enable them get support from parents in improving the learning environment as well as quality of learning in schools.
- Social accountability initiatives to promote and mainstream constructive engagement of parents and community in improving education services has taken place in the past few years by WB and SDC funded Mainstreaming Social Accountability in Mongolia project. National NGOs selected by local stakeholders worked together with local government and local CSOs to improve health and education services with citizen engagement. The mid-term review of the project documented some good examples of parental and community engagement in school work. These include:
 - At the school level, the conduct of discussion groups and the “Community schools” assessment-cum-survey (parent and community engagement model facilitated by MEA) has allowed for the identification and prioritization of school-level issues. From out of the issues identified and prioritized, school communities were able to do collective problem-solving. One school was able to convene 200 students, 100 parents, and all teachers and staff to identify and prioritize school issues and involved the larger community and local business organizations in collaborative action planning.
 - Having gone into problem-solving mode and seeing the benefit of greater stakeholder participation, some schools were able to activate parents’ councils and dorm parents’ councils and to push for change of school operational policies, installation of internal monitoring systems, and citizens monitoring of the school budget, planning and expenditure tracking and provided opportunities for parents and the community at large to be part of collective problem-solving processes.
 - With their involvement in the assessment of school conditions and participation in collection action planning, participating parents became more involved in ensuring productive time for their children while in school. Such change in mentality also meant assuming greater accountability for the education of their children, both in school and at home; changing mindsets and making parents recognize that education is a shared responsibility between them and the school
 - Documentation and sharing of experiences from the participating schools to facilitate dissemination of results to other non-pilot schools in the aimag.