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Jadamba Myagmar
Samdan Bolormaa
Yadamsuren Tseveenkhazal

One of the greatest problems facing the world today is the growing number of persons who are excluded from meaningful participation in the economic, social, political and cultural life of their communities.

Before 1989, the socialist Government of Mongolia pursued a policy of institutionalizing disabled people by building a network of special schools and residential care facilities. While this system addressed basic needs for disabled children, it excluded them from social and political life. Following the political and economic changes of the 1990s, this institutional framework was collapsed. Due to shortages of funds and resources special schools in rural areas were closed and social benefits for disabled children decreased dramatically.

The compulsory school education system has weakened since the transition period, and disabled children are now forming a visible part of school drop-outs. Disabled children have very limited access to education, especially in rural areas. Very few special schools exist for children with mental disability. Just one offers classes for blind children and one school for children with hearing/ speaking disabilities. Such schools are located in the capital city, Ulaanbaatar.

Program on Inclusive Education for children with disabilities

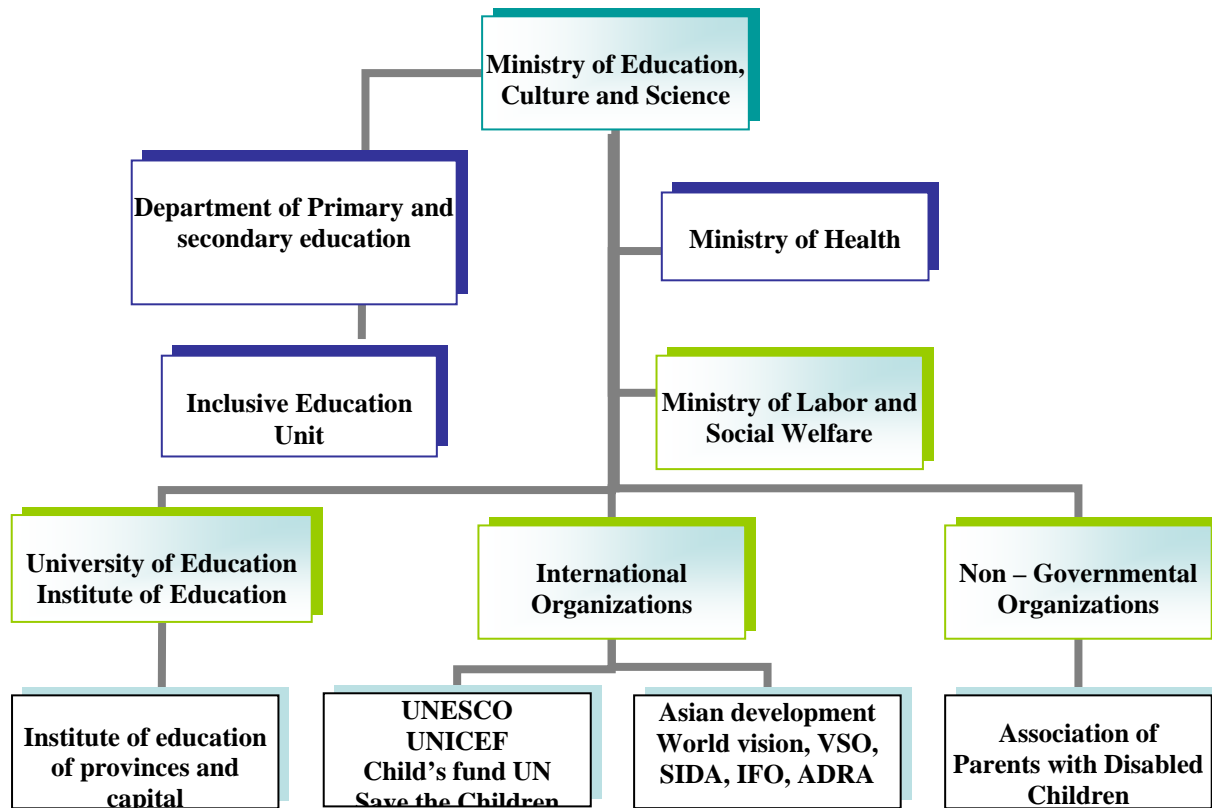
Cooperating with other Ministries, administrative, professional and international organizations managing activities for children with disabilities “The Program on Inclusive Education for Children with Disabilities” has been implemented under the management of the Ministry of Education, Culture and Science (MOECS). The program was approved by Ministry of Education, Culture and Science (MOECS), Ministry of Health and Ministry of Social Welfare and Labour and was ratified by the joint decision No. 435/302/173 of 2003 for the period of 2003 – 2008.

Three main goals of this program to develop all services for children with disabilities are as follows:

1. To establish learning conditions (to study, to receive a good education at ordinary secondary schools and kindergartens) for children with disabilities;
2. To develop provision of special needs education;
3. To establish favorable conditions of social- psychology, inclusive education for children with disabilities;

For implementation of the program National Council works responsibly at the national level near Education and Culture Offices of the Capital and provinces. The Council's obligation is 1/ to manage, 2/ organize the implementation process of the program, 3/ co- ordinate 4/ control activities of collaborators at the national level. According to the program State Secretary of the Ministry of MOSTEC leads the Council which consists of 12 representatives from other related Ministries and Non-Governmental organizations.

MANAGEMENT AND STRUCTURE



The program implementation is based on annual and concentrated budget of provinces as well as on supports of foreign countries, international organizations, public and business entities, especially focusing on health, social welfare services and inclusive education for children with disabilities.

Councils at local areas consist of 5 – 10 representatives in Bayankhongor, Gobi - Altai, Dornod, Selenge, Tuv, Khovd, Khuvsgul, Darkhan -Uul provinces. The Councils' obligation is to 1/ manage 2/ organize and 3/ control implementation process of the program in the local areas. These Councils approve sub programs and projects within the province and organize activities according to the program.

Methodologists for primary education and training from the Education & Culture Office of the Capital and provinces are responsible to organize implementation of the

program and to report its results. The methodologists usually organize short term trainings for teachers of primary schools working with disabled children in order to give them theoretical and methodological training knowledge. They research the number of school-aged disabled children, distribute them books, handbooks and training materials prepared by projects and vocational organizations. As a result of the reports prepared by provinces we observed and analyzed that it is in vital need to establish favorable and suitable learning environment for children with disabilities at secondary schools and kindergartens.

During the implementation of the program at the local level the following problems have been faced:

- Head and methodologists of Education and Culture Office of the Capital and provinces are having low knowledge and initiatives for the implementation of the worldwide human development and educational goals such as Millennium development goal, Dakar's activity of public education to give good quality education, to provide suitable education for needs of all people and to save their rights.
- Directors and teachers of secondary schools and kindergartens have no understanding and knowledge about special needs education as well as traditional view and tendency of society is not changing.
- Teachers are out of practice to work with disabled children and teach them together with normal children at secondary schools. Teachers' theoretical and methodological knowledge is not satisfactory.
- The methodology (to summarize learning process and success of disabled children studying at ordinary schools) is not still developed.
- It is difficult for disabled children to study at ordinary secondary schools because of not suitable learning environment and condition in spite of many children studying at ordinary schools.
- Source of fund (investment) is one of the difficult problems for the program implementation.

Policy and law

Within the establishment of law environment and implementation of policy and strategy on Inclusive Education for Children with Disabilities we can see the following successful actions:

- The complex law of Education of Mongolia (2006)
- "National program for supporting disabled people" and "Sub program for supporting participation of disabled children" approved by the Government of Mongolia and ratified by the decision No. 283 of 2006
- Master project of education development of Mongolia for 2006- 2015
- Development policy of Child - friendly school

Besides to the Constitution of Mongolia, Convention on Child Rights and Child Rights Protection Law including the articles on human rights of disabled children, the Parliament approved a law on Inclusive Education for disabled people in 2006.

According to the law the government's obligation is to establish suitable learning environment, provide with equal opportunity for disabled children and supply services of rehabilitation while ordinary school's obligation is to establish learning conditions for children with disabilities.

“Master project of education development of Mongolia for the period of 2006 – 2015” was approved by the Government of Mongolia by the decision No.192 of 2006. The project's main goal is to improve and expand social services for disabled children and to provide them complete basic education. The objectives are:

- to diagnose children with disabilities from early ages (from childhood)
- to involve them to educational services and an sanatorium
- to diagnose learning difficulties and help them to overcome the difficulties
- to help them to study at ordinary schools
- to establish law environment for teachers and students at ordinary schools

Development policy of Child– friendly school is focused for children with disabilities, their education rights and education of good quality. This policy was developed and approved by the Ministry of Education, Culture and Science according to the order No.190 of 2004.

The main goal of the policy is:

- to establish child friendly environment
- to organize child friendly activities

Curriculum

Curriculum of special needs education was approved by the Ministry of Education, Culture and Science according to the decision No.387 of 2005. The main goals of this program are:

- to give good education for disabled children according to their peculiarities and disabilities
- to organize suitable trainings corresponding to their needs and condition
- to give an equal opportunity for all children to study at ordinary schools together, instead of establishing special schools for children who need special needs education
- to teach each children according to his/ her specific character
- not to differentiate and discriminate
- to develop disabled children together among their collective
- to develop a relation living together in society

Registration and research works

There are selected researches made during the program implementation period:

1. “Registration and research of disabled people” 2004
2. “Diagram of living conditions of children with disabilities” 2005
3. “Discovery of children with disabilities“
4. “Rights of children with disabilities” 2005

The Ministry of Education, Culture and Science, National Statistical Authority, Asian Development Bank, Child's fund of United Nations, World Vision Mongolia, and Association on Parents with Disabled children have implemented the above mentioned researches. They researched the spread of disabled children throughout the country according to their age, sex, education, health and social welfare conditions using maps, illustrations and diagrams. Except that the researches give concrete information about the right of disabled children. Nevertheless, these researches are not satisfactory to determine the real living condition and education needs of children with disabilities and to summarize their learning success at secondary schools.

The Ministry of Education, Culture and Science has collected statistics about the children with disabilities who attend secondary schools and kindergartens. Based on the statistics it was obvious that teachers can't determine and classify who are the disabled children as there is no combination methodology and concrete concept about the disabled children. So teachers involve the children having poor sight and hearing to the concept of disabled children. For instance, for the period of 2006 – 2007 38.5 thousand of children with disabilities were learning at day shift schools and 50.5% of them were the children having poor sight. In this case from the statistics it was impossible to research and determine disabilities of children who attend ordinary secondary schools and kindergartens.

Teachers working with disabled children

One of the today's important goals is to prepare teachers for Inclusive education and to improve their experience and theoretical and methodological knowledge to work with children of special needs education. To decide this problem Educational University of Mongolia in collaboration with Non-Governmental organization AIFO included a special needs education content in the training curriculum to be taught in professional courses. As a result, specialists from Japan taught 24 hours lesson and teacher – trainers of international organization ADPA organized 24 hours sign language training for 82 students of the department of psychology. So students of teacher training universities, institutes, and colleges of state property are learning theoretical and methodological basic of special needs education and obtaining concrete skills and knowledge to work with disabled children.

Future goal is:

- to develop training content and curriculum of special needs education
- to strengthen and activate development activities for disabled children
- to research the curriculum of universities of foreign countries
- to implement and use the curriculum for all teacher training universities

With support from Child fund of United Nations, Asian development Bank, Save the Children UK, VSO, World vision Mongolia, SIDA 5000 teachers of primary classes and kindergartens have been involved to the training of special needs education. The goal of this training is to give teachers theory and methodology of special needs education and to

give them experiences (methods, skills) to work with disabled children. Teacher - trainers of special needs education in provinces and cities have attended the training.

By the training teachers have acquired the following skills and knowledge:

- rights of disabled children
- concepts of special needs education
- training policy on Inclusive education for children with disabilities
- physiology of disabled children
- mentality of disabled children
- specific characters of intelligence
- how to identify and diagnose disabled children
- teaching methodology
- teaching of sign language
- how to determine needs and demands of disabled children
- working method with mildly and heavily disabled children
- support and help disabled children
- how to develop their skills

The trained teacher - trainers are expanding and improving training tendency and methods under the leading of methodologists of Education and Culture Office at local level (in provinces). At the national level, only teachers of kindergartens and primary classes usually attend short- term trainings, so it is necessary to involve more teachers and develop training modules for working with disabled children.

**Theoretical and methodological training
for teachers working with disabled children
(2004 – 2006)**

Financier organization	2004	2005	2006	Total	Expenditure / million . tugrug /
Child fund of United Nations			65	65	8.1
Save the Children UK	336	418	197	951	54
SIDA		143	565	708	42
ADRA (trainer- teacher of sign language)			300	300	

Source : The report of the program implementation , Institute of Education .2006

Number of handbooks and training manuals have been increasing from last year which are making valuable contribution to change public awareness and tendency for disabled people. For instance:

“Inclusive education”

“Curriculum development based on specific characters and needs of children”

“Working methodology with disabled children (children having poor sight)”

“Dictionary of sign language”

“To recruit disabled children in everyday life”

“Diagnosis and curriculum for children aged 3– 5 with heredity diseases”

“Disabilities and it’s specialty”

“Methodology to work with disabled children of speech and without intelligence”

“Indicator of child development aged 7 and 8 – 10” was approved by the Ministry of Education, Culture and Science according to the order No. 400 of 2005.

Importance of this indicator is:

- to identify supports and helps for disabled children during the child development and their learning process,
- to determine 18 development abilities within 4 complex abilities; for instance, relations, learning, physique, healthy and safety
- to evaluate them according to the 32 indicators
- to develop suitable training methodology based on the results
- to help parents and teachers to organize trainings

Evaluation system of knowledge and skills of disabled children is not well developed in our country, so during the learning process disabled children at ordinary schools there are encountering some difficulties. During all kinds of examinations learning success of disabled children studying in primary and secondary schools are evaluated incorrectly. Therefore because of learning evaluation, teachers and schools refuse to receive disabled children, and so currently the disabled children can't exercise their right to study.

In this case it is necessary to change evaluation system of training methodology, to evaluate by the development success of disabled children according to their specific characters and different conditions and to create optimal evaluation system.

During the program implementation period, with financing from SIDA (International development agency in Sweden) 34 teachers and specialists visited Thailand, Hongkong and Korea to exchange experiences of other countries.

Provision of educational materials and technical equipments and educational and reablitation services for disabled children

There are only 2 schools and 1 kinderarten for disabled children in our country. Their main activities are to provide reablitation, pre- school and primary, basic and complete secondary education for disabled children. These schools and kindergarten with the status of national level are located in Ulaanbaatar city, so disabled children living in rural areas can't attend the schools.

In 2003 – 2005 “Reablitation Center” was established in Bayankhongor, Dornod and Khovd provinces with support of Save the Children UK aiming to provide diagnosis and treatment services for disabled children and affect their learning and development process. 1500 disabled children have been already involved to these reablitation centers.

Within the program of AIFO NGO orthopaedic small shop was established in 12 provinces. (Arkhangai, Bayankhongor, Bulgan, Gobi- Altai, Zavkhan, Omno Gobi, Uvurkhangai, Nalakh, Khovd, Khuvsgul, Orkhon). The sanatorium complex kindergarten was established in Baganuur and Nalaikh districts.

In the frame of the project “Education for Disabled people” audio studio, speaking program and digital training equipments were supplied for the children with hearing and speaking difficulties.

With support of UNESCO Braille textbooks for primary schools were created and published for blind and semi-blind children. Also Braille alphabet for blind children starting to read and write was created and published with support of Korean National Commission for UNESCO.

Special school No.29 received a students' hostel with support from the MOECS and World Vision Mongolia. The hostel is very necessary for children with disabilities who come from provinces giving them favorable learning condition. All these activities are contributing to the education for disabled children in Mongolia.

Provision of special needs education

Children with disabilities (without intelligence and other disabilities) receive basic and complete secondary education with combination of vocational training in 4 schools in the Capital City (School No. 25.55.63.70)

Also with support from Korean National Commission for UNESCO a project "Contribution to the vocational education of disabled children in Mongolia" has been implemented in School.25.

Social – psychology on Inclusive education for children with disabilities

The following provisions are very important to establish suitable environment for disabled children:

- to change tendency of community and public awareness about disabled children
- to develop disabled children among their community and collective
- to deliver all social services
- to increase access
- to establish favorable environment of society and psychology

The Ministry of Education, Culture and Science, National Commission of Human rights in Mongolia, Child's fund of United Nations, Save the Children, SIDA (International Development Agency in Sweden) and Association on Parents with Disabled children are developing together information- advertisement materials and organizing trainings to change traditional tendency of community and to increase public awareness about the right, special needs, skills and opportunities of disabled children.

The handbook "The rights of disabled people" created by National Commission of Human Rights in Mongolia was published in 2006. It plays very important role to develop skills and improve education and knowledge of disabled people as well as teachers and other related people working with disabled people.

Cooperating with the Association on Parents with Disabled children, International development Agency in Sweden / SIDA / the Ministry of Education, Culture and Science published a handbook "Family guide book 2005 – 2006, 2007 –2009" which includes law and all related information for disabled people concerning organizations, education, health and social services. This book is also very necessary for parents with disabled children giving them all information about disabled people.

In 2004 Association of Parents with Disabled children implemented an advertisement program to increase public awareness about disabled children by preparing

TY advertisement and some handbooks and disseminated to schools and kindergartens with financial support from Save the Children UK and SIDA. Every month, this Association publishes “Information page” for related organizations working for disabled children and their parents. This Information page’s content is: 1/ the activities of International, Governmental and Non –Governmental organizations, 2/ information and report, health instruction and advice for disabled people.

With support from the Ministry of Education, Culture and Science and International development agency in Sweden (SIDA), “Information Center” for parents, teachers, communities and voluntaries was established in Arkhangai, Khuvsgul provinces within the project “Education for Disabled children”. With financing from European Union and Save the Children UK, 8 local branches of the Association on Parents with Disabled children were established and supplied with required technical equipments in Bayankhongor, Dornod, Zavkhan, Sukhbaatar, Selenge, Khovd and Khentii provinces within the project “To improve the quality of pre – school and primary education” .

Cooperating with professional organizations, the Association on Parents with disabled children organized trainings for parents with disabled children with the purpose to provide them necessary information and consults from specialists and professional people and to exchange their knowledge and experiences.

Students of 7 schools of Songino– Khaikhan and Bayangol districts attended the training “Participation of friends on Inclusive education for children with disabilities and preparation of a helper– child”. The participants of that training were explained how to help disabled children and support them to study at ordinary school among normal students and collective. As a result of the training the students could make some changes in their school and change public awareness about children with disabilities. Therefore it is very important to expand, support and continue these initiatives in the future.

Youth Center of the capital, School No. 70 and Association of Parents with disabled children organized drawing and essay competition “My effort for disabled children”. The competition was aimed to improve awareness and change tendency of the same aged children about disabled children.

The Ministry of Education, Culture and Science is implementing a program “Education for Disabled children” with financing from International Development Agency in Sweden / SIDA /. The main goal of the program is to establish a model learning environment for disabled children in kindergarten No.46 and secondary school No. 15 of Khan– Uul district. In the framework National Television prepared and delivered a television program about activities and experiences of the school No.15.

The program “To strengthen skills of community for disabled children” is one session of the complex program “To improve quality of pre- school and primary education” supported by European Union and Save the Children UK. Within this program teachers organized trainings in Bayankhongor, Dornod and Khovd provinces giving information about the learning environment of disabled children, methodology and experiences of teachers working with disabled children, supports from parents, communities and children for disabled children and activities of local branches of Association on parents with Disabled children.

National Assembly “Let’s develop together” was organized with support of international organizations Child Fund United Nations, Save the Children UK and World Vision Mongolia on April, 2006 in Ulaanbaatar city. 150 children with disabilities from

21 provinces participated the assembly and exchanged their opinions and experiences. As a result of this assembly the Ministry of Transportation and Tourism and the Ministry of Construction and City are planning to build a special path for disabled children outside of the Children's Palace.

International organizations

Many international organizations are cooperating and contributing in the field of disabled children in Mongolia such as Child fund of United Nations, UNESCO, Asian Development Bank, Save the Children UK, World Vision Mongolia, SIDA, VSO, ADRA, JICE, Canada Fund and AIFO. They make support and help disabled children by the following ways:

- to affect for the development of Government policy and law instructions
- to enhance capacity of people
- to develop public awareness about disabled children and to organize trainings
- to contact staff training working with disabled children
- to support to publish books and handbooks (sign language, school textbooks)
- to improve the provision of special devices and equipments for disabled children (optical glasses, hearing monitor)
- to increase access of education services (Ger - kindergarten, home teachers, books and educational materials)
- to upgrade theoretical and methodological skills and knowledge of parents and teachers in local areas working with disabled children
- to invest and support for the improvement of learning environment of special schools
- to provide non - formal education and training in ordinary schools
- to upgrade teachers' skills and methods for working with disabled children

Conclusions and recommendations

During the reporting period the following tasks have been undertaken:

- to develop law environment on inclusive education for children with disabilities
- to provide services for disabled children
- to change social and public awareness (tendency) about disabled children
- to establish learning environment on inclusive education for children with disabilities
- to increase access of services and to improve its scope

As a result of the program implementation the following changes and advantages have been made:

- Law environment on Inclusive education for children with disabilities has been developing. For instance, the following acts are playing significant role to improve and strengthen education and activities for children with disabilities: "The complex law of Education", " Master project for education development of Mongolia in 2006 – 2015", "Sub-program for supporting the participation of children with disabled"
- Teachers' and managers' tendency for disabled children in schools and kindergartens in local areas has been changing and affecting to the education of disabled children.

- With financing support from Save the Children UK “Inclusive Education Training Unit” was established at the Ministry of Education, Culture and Science playing an important role to upgrade teachers’ skills and affecting the policy development.
- Content of special needs education has been included in the curriculum of teacher training universities and colleges of state property.
- Teachers of ordinary schools and kindergartens have obtained theoretical and methodological skills and ability to work disabled children. 44.0% of teachers of secondary schools and kindergartens obtained theory and methodology for working with disabled children.
- Investment and contribution to establish friendly learning environment for children with disabilities are increasing.

Changes in Child life

- Experience of Dornod and Bayankhongor provinces: In close cooperation with teachers, through home trainings heavily disabled children are receiving good quality education corresponding to their needs.
- Friends and collective of disabled children are supporting and helping them to receive good education at ordinary schools.
- Provision of compulsory equipments (hearing monitor, optical glasses, carriage, stick, artificial organ, and educational materials and textbooks) is improving
- Development success of disabled children can be evaluated
- Mildly and heavily disabled children can attend reabilitation services

Equal rights, similar condition

- Ordinary schools and kindergartens are establishing suitable learning environment for children with disabilities.
- Number of children with disabilities is increasing at the ordinary schools and kindergartens in recent times. For instance, for the period of 2006 – 2007 7.4% of the children who attend kindergartens are disabled and 7.1% of children who study at schools are disabled children.
- Secret system of grade is very necessary for children with disabilities to study in ordinary schools in order to reduce negative influences of relation between the teachers and students
- “Reabilitation center” is working for disabled children in 3 provinces helping them to study, develop and live among their friends and collective. Totally 1500 children have attended this center.
- Collaborators and stakeholders organize many activities to increase public positive awareness and knowledge about disabled children.
- Starting to build special doors, stairs and toilets in children organizations for the safety of disabled children

Participation of public and civil society

- Researches on the rights of children with disabilities are increasing (affecting policy and activities for disabled children)
- Public partnership and investments are developing and increasing for inclusive education, health and social welfare services for children with disabilities
- Meetings, workshops, journeys aiming to exchange experiences are being organized for people and organizations supporting disabled children
- The extent of activities of the Associations on Parents with Disabled children is improving and public awareness about children with disabilities is increasing.
- Voluntary specialists from foreign countries are working closely and actively on the special needs education in our country.
- Parents with disabled children are attending trainings and learning treatment methods.
- The number of handbooks and educational materials for teachers, researchers, and parents are increasing.

Recommendations

- To improve correlation and arrangements of projects and programs focused on access to equal education of disabled children and to established information network
- To improve quality, effectiveness and access of the actions and activities implemented for children with disabilities.
- Education, health and social welfare organizations should create friendly environment and infrastructure of activities for children with disabilities.
- To research educational needs of children with disabilities at the national level.
- To develop the content of special needs education and include it in the training curriculum of teacher training universities, institutes and colleges.
- To prepare teachers on special needs education and upgrade their qualifications
- To prepare teachers of ordinary secondary schools and kindergartens to work with disabled children, provide them with training guidelines and handbooks and to develop training module
- To create and experiment a complex training materials and handbooks to be used in mobile trainings for heavily disabled children
- To develop methods to identify and diagnose disabilities of disabled children and train teachers
- To improve statistics data about disabled children and increase state investment in order to establish well equipped learning condition for disabled children in ordinary schools and kindergartens
- To develop evaluation condition of disabled children studying in ordinary schools
- To improve learning environment, to increase access of educational materials and necessary equipments
- To create an environment corresponding to the needs of disabled children and to develop information communication
- To increase access and quality of educational materials and handbooks about disabled children for the public, parents and teachers.
- To broaden information and promotion activities for disabled children