



Current situation and further trends of Inclusive education in Mongolia

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<http://edulaweu.eu>



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UNITED NATIONS

Convention on the Rights of Persons with Disabilities



МОНГОЛ УЛСЫН ҮНДСЭН ХУУЛЬ
ХӨГЖЛИЙН БЭРХШЭЭЛТЭЙ ХҮНИЙ ЭРХИЙН ТУХАЙ
Хөгжлийн бэрхшээлтэй хүний эрхийн тухай хуулийг хэрэгжүүлэх зарим арга хэмжээний тухай

Content (Агуулга)

What is Inclusive Education?



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Law reform and policy development in Mongolia



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Research and Outcomes



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Further perspectives



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Content

What is Inclusive Education?



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Тэгш хамруулах боловсрол гэж юу вэ? ТХБ-ын үзэл баримтлал

Content

What is Inclusive Education?



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**Law reform and
policy development**



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Definition

What is Inclusive Education?



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**Law reform and policy
development in Mongolia**



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Definition

What is Inclusive Education?



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= process of changes to
education policies,
attitudes,
learning environments,
teacher training methods and
attitudes

to accommodate the needs of each student and eliminate
barriers impeding the right to education of students with
special needs

Definition of an inclusive education environment

What is Inclusive Education?



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= ALL students are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of school life.

Definition of an inclusive education environment

What is Inclusive Education?



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What is Inclusive Education?



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Curriculum

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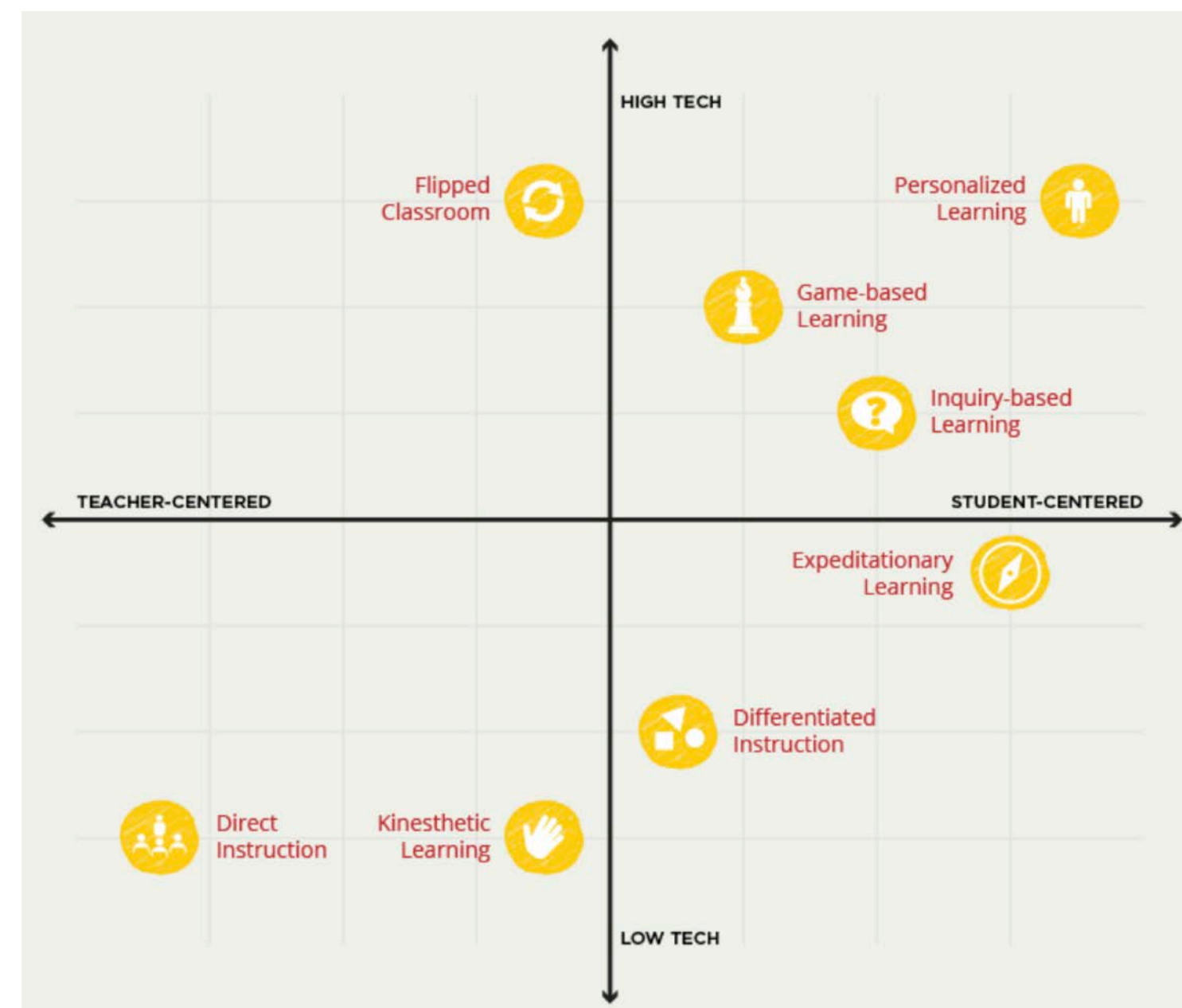
Definition of an inclusive education environment

What is Inclusive Education?

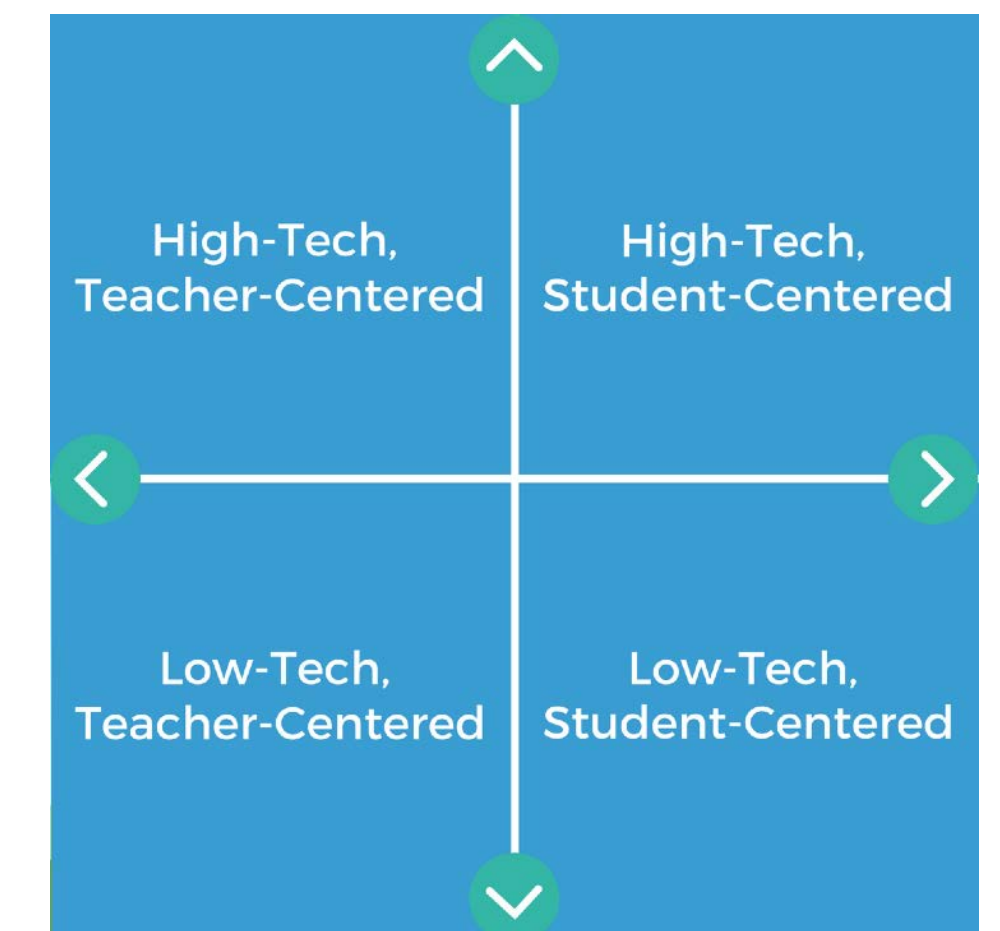


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= ALL students are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of school life.



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Disability law reform and policy development in Mongolia

What is Inclusive Education?



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Law reform and policy development in Mongolia



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Disability law reform and policy development in Mongolia



Хөгжлийн бэрхшээлтэй хүний эрхийн тухай
хуулийг хэрэгжүүлэх зарим арга хэмжээний тухай

Government resolution Government resolution (2017 year) Number 46, “On some measures to implement the Law on Human Rights of PWD”

Засгийн газрын 2017 оны 46 дугаар тогтоол “Хөгжлийн бэрхшээлтэй хүний эрхийн тухай хуулийг хэрэгжүүлэх зарим арга хэмжээний тухай”



МОНГОЛ УЛСЫН ИХ ХУРЛЫН ТОГТООЛ

2017 оны 06 дугаар сарын 09 өдөр Дугаар 46 Төрийн ордон, Улаанбаатар хот

Хөгжлийн бэрхшээлтэй хүний эрхийн тухай хуулийг хэрэгжүүлэх зарим арга хэмжээний тухай

Disability law reform and policy development in Mongolia



ТӨРӨӨС БОЛОВСРОЛЫН ТАЛААР БАРИМТЛАХ БОДЛОГО

/2014-2024 он/

Government resolution Government resolution (2017 year) Number 46, “On some measures to implement the Law on Human Rights of PWD”

Засгийн газрын 2017 оны 46 дугаар тогтоол “Хөгжлийн бэрхшээлтэй хүний эрхийн тухай хуулийг хэрэгжүүлэх зарим арга хэмжээний тухай”

The state policy on education (2014-2025)

Төрөөс боловсролын талаар баримтлах бодлого (2014-2025)



Монгол Улсын Их Хурлын 2015 оны

12 дугаар тогтоолын хавсралт

ТӨРӨӨС БОЛОВСРОЛЫН ТАЛААР БАРИМТЛАХ БОДЛОГО

/2014-2024 он/

Disability law reform and policy development in Mongolia



Government resolution Government resolution (2017 year) Number 46, “On some measures to implement the Law on Human Rights of PWD”

Засгийн газрын 2017 оны 46 дугаар тогтоол “ХБХЭХ хуулийг хэрэгжүүлэх зарим арга хэмжээний тухай”

The state policy on education (2014-2025)

Төрөөс боловсролын талаар баримтлах бодлого (2014-2025)

The national program on supporting citizens with disability rights, participation and development (2018-2022)

Хөгжлийн бэрхшээлтэй иргэний эрх, оролцоо, хөгжлийг дэмжих үндэсний хөтөлбөр (2018-2022)

ХӨГЖЛИЙН БЭРХШЭЭЛТЭЙ ХҮНИЙ ЭРХ, ОРОЛЦОО,
ХӨГЖЛИЙГ ДЭМЖИХ ҮНДЭСНИЙ ХӨТӨЛБӨР



Засгийн газрын 2017 оны 321 дүгээр
тогтоолын хавсралт

**ХӨГЖЛИЙН БЭРХШЭЭЛТЭЙ ХҮНИЙ ЭРХ, ОРОЛЦОО,
ХӨГЖЛИЙГ ДЭМЖИХ ҮНДЭСНИЙ ХӨТӨЛБӨР**

Education law reform and policy development in Mongolia

Incheon Declaration: Education 2030: Towards inclusive and quality education and lifelong learning for all



Incheon Declaration and Framework for Action

for the implementation of
Sustainable Development Goal 4

Ensure inclusive and equitable
quality education and promote lifelong
learning opportunities for all



Инчоны тунхаглал

“Тогтвортой хөгжлийн зорилго 4” хэрэгжүүлэх
Үйл ажиллагааны хүрээ

“Тэгш хамран сургах, тэгш боломжийг хангасан
чанартай боловсрол, бүх нийтийн насан туршдаа
суралцах боломжийг дэмжих”



Education law reform and policy development in Mongolia



МОНГОЛ УЛСЫН ҮНДСЭН ХУУЛЬ

Incheon Declaration: Education 2030: Towards inclusive and quality education and lifelong learning for all

The Constitution of Mongolia: “Each citizen has the right to Education”



МОНГОЛ УЛСЫН ҮНДСЭН ХУУЛЬ

1992 оны 1 дүгээр сарын 13-ны өдөр

Улаанбаатар хот

Монгол Улсын иргэн дараахь үндсэн эрх, эрх чөлөөг баталгаатай эдэлнэ:

7/сурч боловсрох эрхтэй.

Education law reform and policy development in Mongolia



БОЛОВСРОЛЫН ТУХАЙ

Incheon Declaration: Education 2030: Towards inclusive and quality education and lifelong learning for all

The Constitution of Mongolia: “Each citizen has right to Education”

The Law on Education



МОНГОЛ УЛСЫН ХУУЛЬ

2002 оны 5 дугаар сарын 03-ны өдөр

Улаанбаатар хот

БОЛОВСРОЛЫН ТУХАЙ

Education law reform and policy development in Mongolia



Incheon Declaration: Education 2030: Towards inclusive and quality education and lifelong learning for all

The Constitution of Mongolia: “Each citizen has right to Education”

The Law on Education

БАГА, ДУНД БОЛОВСРОЛЫН ТУХАЙ

The Law on primary and secondary education

Article 13.3 of the Law on primary and secondary education: “All secondary schools should provide conditions for educating children with Disabilities”

Article 13.12 of the Law on primary and secondary education : ”Teachers and social workers working at secondary schools should have knowledge and teaching methods that are suitable for children with disabilities”.



МОНГОЛ УЛСЫН ХУУЛЬ

2002 оны 5 дугаар сарын 03-ны өдөр

Улаанбаатар хот

БАГА, ДУНД БОЛОВСРОЛЫН ТУХАЙ

13.3.Тусгай сургууль нь боловсролын асуудал эрхэлсэн төрийн захиргааны төв байгууллагын харьяанд байна.

13.12.Хөгжлийн бэрхшээлтэй хүүхэдтэй ажиллаж байгаа багш, нийгмийн ажилтан нь хөгжлийн бэрхшээлтэй суралцагчийн онцлогт тохирсон заах арга эзэмшсэн байна.

Education law reform and policy development in Mongolia



Incheon Declaration: Education 2030: Towards inclusive and quality education and lifelong learning for all

The Constitution of Mongolia: “Each citizen has right to Education”

The Law on Education

The Law on primary and secondary education

Article 13.3 of the Law on primary and secondary education: “All secondary schools should provide conditions for educating children with Disabilities”

Article 13.12 of the Law on primary and secondary education : ”Teachers and social workers working at secondary schools should have knowledge and teaching methods that are suitable for children with disabilities”.

Article 9.9 of the law on Pre-school Education “In a regular kindergarten, children with a mild type of disability up to 2 children can be in one group”



МОНГОЛ УЛСЫН ХУУЛЬ

2008 оны 5 дугаар сарын 23-ны өдөр

Улаанбаатар хот

СУРГУУЛИЙН ӨМНӨХ БОЛОВСРОЛЫН ТУХАЙ

9.9.Хөнгөн хэлбэрийн хөгжлийн бэрхшээлтэй хүүхдийг цэцэрлэгийн ердийн бүлгийн хүүхдүүдтэй хамт сургаж болох бөгөөд хөнгөн хэлбэрийн хөгжлийн бэрхшээлтэй хоёр хүртэл хүүхэд нэг бүлэгт байж болно.

Education law reform and policy development in Mongolia



ХӨГЖЛИЙН БЭРХШЭЭЛТЭЙ ХҮНИЙ ЭРХИЙН ТУХАЙ

Law on the Rights of Persons with Disabilities (2016) Article 16 Teacher's profession

16.1. The content and methodology of working with students with disabilities shall be reflected in the curricula and programs of teacher training universities and colleges.

16.2. Teachers and social workers of educational institutions of all levels shall have teaching methods and techniques that meet the specific needs and requirements of students with disabilities.

16.3 Training and consulting services to provide the methodology and techniques specified in 16.2 of this Law may be performed by a non-governmental organization on a contractual basis.

16.4. Teachers, language therapists, movement therapists, labor therapists, sign language teachers, psychologists and methodologists to educate children with disabilities shall be trained at home and abroad at the expense of the state education fund.



МОНГОЛ УЛСЫН ХУУЛЬ

2016 оны 2 дугаар сарын 05-ны өдөр

Улаанбаатар хот

ХӨГЖЛИЙН БЭРХШЭЭЛТЭЙ ХҮНИЙ ЭРХИЙН ТУХАЙ

16 дугаар зүйл. Багшийн мэргэжил

16.1.Багш бэлтгэдэг их, дээд сургууль, коллежийн сургалтын төлөвлөгөө, хөтөлбөрт хөгжлийн бэрхшээлтэй суралцагчтай ажиллах агуулга, арга зүйг тусгана.

16.2.Бүх шатны боловсрол олгох сургалтын байгууллагын багш, нийгмийн ажилтан нь хөгжлийн бэрхшээлтэй суралцагчийн онцлог хэрэгцээ, шаардлагад нийцсэн заах арга зүй, арга барилыг эзэмшсэн байна.

16.3.Энэ хуулийн 16.2-т заасан арга зүй, арга барилыг олгох сургалт болон зөвлөх үйлчилгээг гэрээний үндсэн дээр төрийн бус байгууллага гүйцэтгэж болно.

16.4.Хөгжлийн бэрхшээлтэй хүүхдэд боловсрол олгох багш, хэл засалч, хөдөлгөөн засалч, хөдөлмөр засалч, дохионы хэлний багш, сэтгэл зүйч, арга зүйчийг сургалтын төрийн сангийн зардлаар дотоод, гадаадад сургаж бэлтгэнэ.

Education regulations and policy development in Mongolia



MESCS order and statement A/155: “Regulation approval of Model for Individual Education Plan and procedures of it’s development“

Education regulations and policy development in Mongolia



MESCS order and statement A/155: “Regulation approval of Model for Individual Education Plan and procedures of it’s development“

MESCS order and statement A/292: “Regulation approval on Inclusive education of children with disabilities at regular schools

Education regulations and policy development in Mongolia



MESCS order and statement A/155: “Regulation approval of Model for Individual Education Plan and procedures of it’s development“

MESCS order and statement A/292: “Regulation approval on Inclusive education of children with disabilities at regular schools

MESCS order and statement A/425: “Regulation approval on procedures for student's assessment and quality of achievement of student in General Education"

Disability research carried out in Mongolia

What is Inclusive Education?



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Law reform and policy development in Mongolia



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Research and Outcomes



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Research: Supporting Inclusive education (ADB, IRIM)



Promoting inclusive education

“Тэгш хамруулах боловсролыг дэмжих нь” (АХБ, ХБСХ, 2019)

Research objective

To identify difficulties and needs in creating conditions for inclusive education for children with disabilities in

Дорнод аймгийн Халх гол, Чулуунхороот сум

Орхон аймгийн Баян-Өндөр сум

Сэлэнгэ аймгийн Алтанбулаг сум

Баян-Өлгий аймгийн Өлгий, Цэнгэл сум

Дорноговь аймгийн Сайншанд сум

Research: Needs Assessment Survey (2018)



“Supporting every child for Inclusive Education Principle in Mongolia”

Research objective

Surveyed Households and children’s number

Outcomes

Legal documents on inclusive education have been developed step by step, there is a difference of understanding among professionals, teachers and parents about their content and concept

The Enrollment Policy Index has a high rate of school enrollment and access, however low levels of flexibility and adjustment in education activities

Inter-agency cooperation and support between the parties are insufficient

Research: Supporting Children with Special Needs Survey (2017)



“Supporting Children with Special Needs” Survey (2017)

Research objective

To identify how is the student in need of special support and attention?

How has the child changed since taking any action?

Research: Child development assessment systems (2018)



“Comparative study of child development assessment systems” (2018)

Outcome

The results of the study show that there are children with special educational needs (ASD,LD, ADHD) need support, further nation-wide distribution study is needed

There is an urgent need to raise teachers and parents understanding about the special needs children and how to provide support to them

Further perspectives

What is Inclusive Education?



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- Policy documents should be updated and clarified in terms of Inclusive Education principles and values. Draft a new law on special needs and inclusive education and amend other legal provisions

Further perspectives



- Policy documents should be updated and clarified in terms of Inclusive Education principles and values. Draft a new law on special needs and inclusive education and amend other legal provisions
- Create a legal environment for special needs teachers to work at regular schools

Further perspectives



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- Policy documents should be updated and clarified in terms of Inclusive Education principles and values. Draft a new law on special needs and inclusive education and amend other legal provisions
- Create a legal environment for special needs teachers to work at regular schools
- To update training programs: Pre and in - service teachers training. For each program there is a need to develop or translate and practice methodology textbooks and guidebooks on IE

Further perspectives



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- Policy documents should be updated and clarified in terms of Inclusive Education principles and values. Draft a new law on special needs and inclusive education and amend other legal provisions
- Create a legal environment for special needs teachers to work at regular schools
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- Assess child development in accordance with international standard methodologies /Child development Support Center

Further perspectives



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- Policy documents should be updated and clarified in terms of Inclusive Education principles and values. Draft a new law on special needs and inclusive education and amend other legal provisions
- Create a legal environment for special needs teachers to work at regular schools
- To update training programs: Pre and in - service teachers training. For each program there is a need to develop or translate and practice methodology textbooks and guidebooks on IE
- Assess child development in accordance with international standard methodologies /Child development Support Center
- Conduct a survey on the prevalence of children with special educational need

MELINC (*Education and Law for Inclusion in Mongolia*) project

Further perspectives



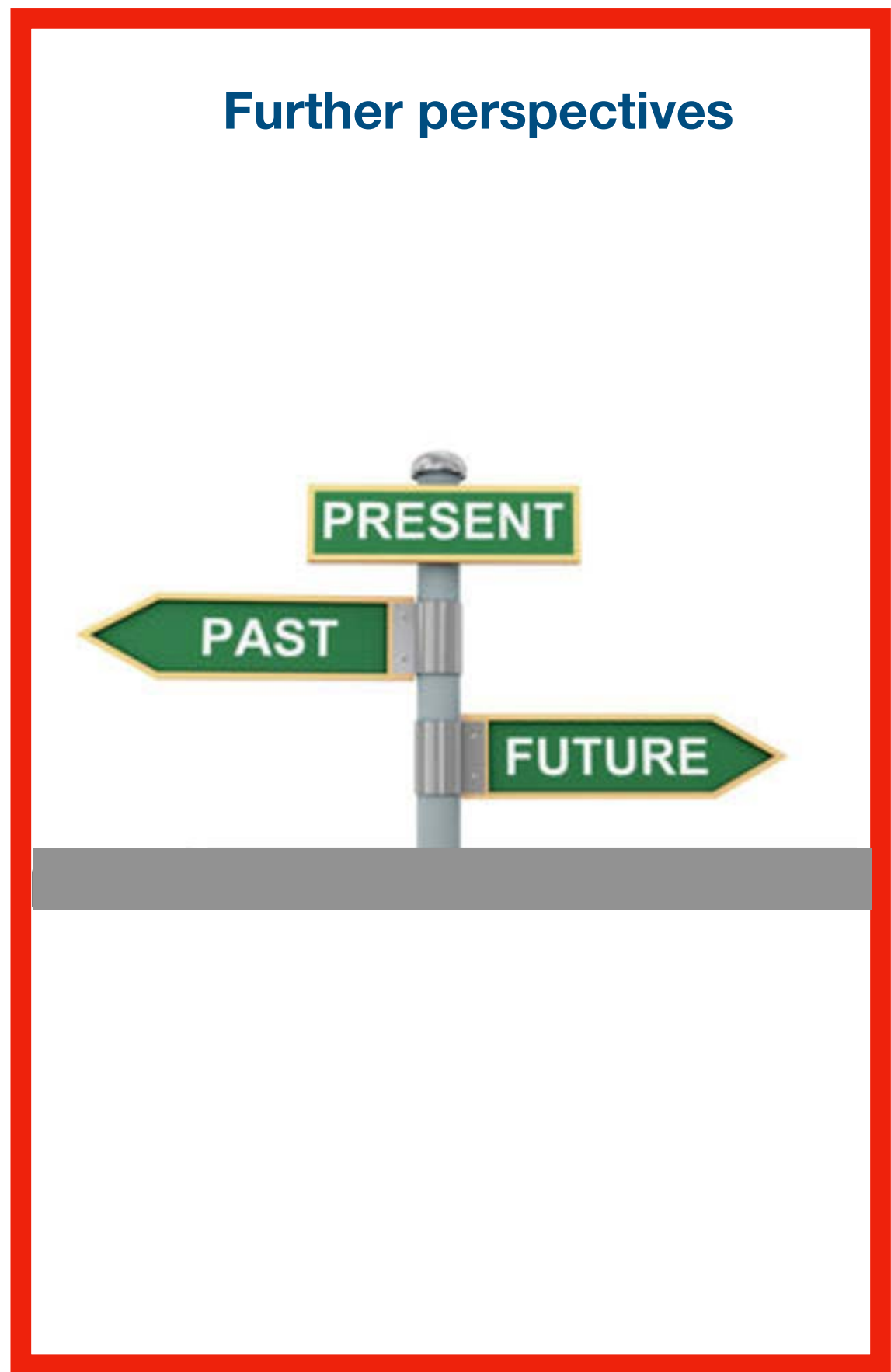
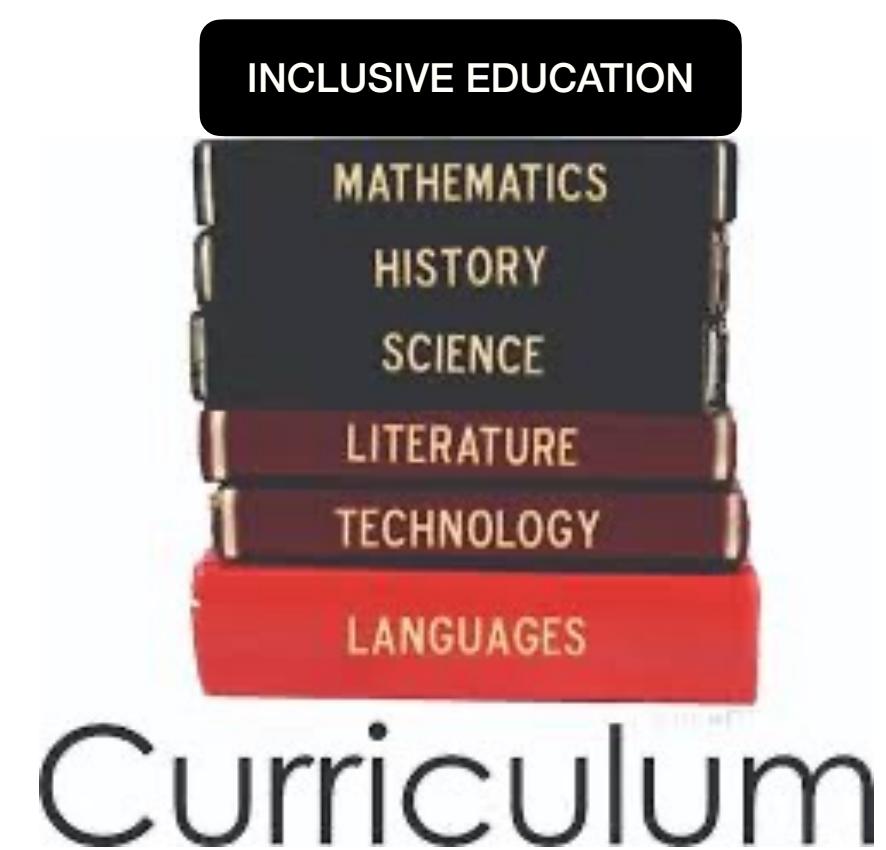
MELINC (*Education and Law for Inclusion in Mongolia*) project



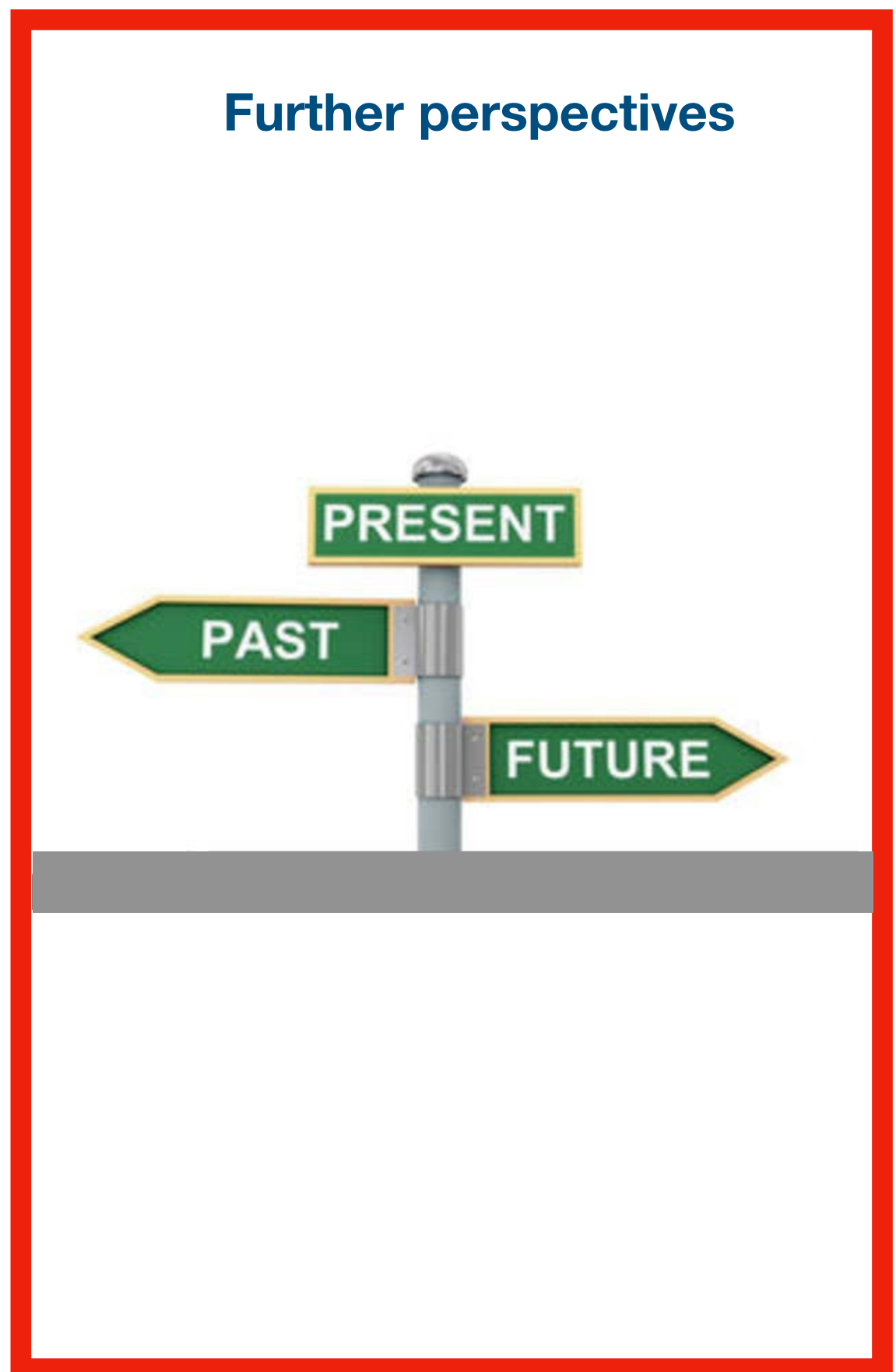
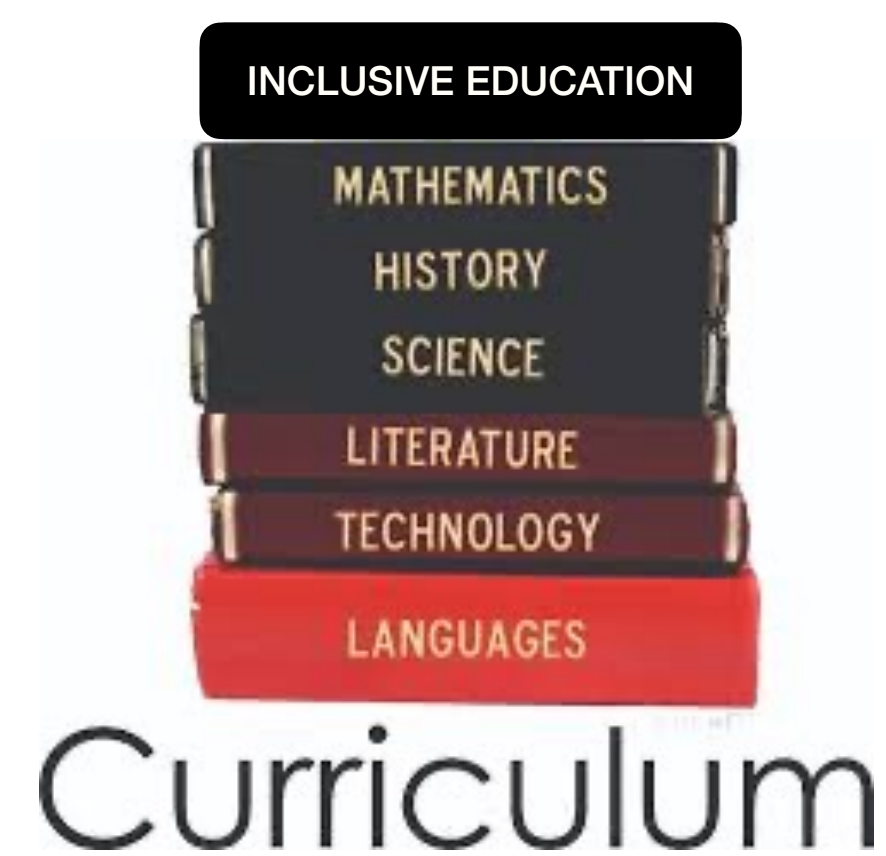
Further perspectives



MELINC (*Education and Law for Inclusion in Mongolia*) project



MELINC (*Education and Law for Inclusion in Mongolia*) project



MELINC (*Education and Law for Inclusion in Mongolia*) project



Mongolian National University of Education

- Education management
 - Education studies
 - Life-long education
 - Preschool education
 - Primary education
 - Physical education
 - Special needs education
 - Child development support center's program
-
- MNUE SEN counselling centre



MELINC (*Education and Law for Inclusion in Mongolia*) project



Dornod University

- 2 ECTS mandatory modules in Master in “Educational studies” program
- 2 ECTS mandatory modules in Master in “Educational management” program
- 2 ECTS mandatory modules in Master in “Public administration” program
- 4 ECTS mandatory modules in Master in “Preschool Education didactics” program
- 4 ECTS mandatory modules in Master in “Primary Education Didactics” program
- 4 ECTS mandatory modules in Intensive in-service training
- 6 ECTS mandatory course in Special needs education course in Teacher training
- 2 ECTS elective introductory course in bachelor programme
- 4 ECTS in short-term teacher training course
- Dornod SEN counselling centre



MELINC (*Education and Law for Inclusion in Mongolia*) project



Khovd University

- 2 ECTS elective modules in Bachelor Pedagogy
 - 4 ECTS mandatory course in Master Pedagogy
 - 2 ECTS mandatory short-term in-service teacher training course
 - 2 ECTS elective short-term training for secondary school teachers in the region
-
- Khovd SEN counselling centre



What is Inclusive Education?



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