

Ministry of Education, Culture, Science and Sports
Ministry of Labor and Social Protection
Mongolia

The Project for Strengthening
Teachers' Ability and Reasonable
Treatments for Children with Disabilities
(START)
in Mongolia

Project Completion Report

July 2019

Japan International Cooperation Agency (JICA)

Koei Research & Consulting Inc.

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Project Photos



Knowledge sharing seminar in Ulaanbaatar
(May 2019)



Products of the Project
(May 2019)



First training program in Japan
(December 2015)



Fourth training program in Japan
(September 2018)



Supervisory training for 18-months Health Checkup
(October 2018)



Parents and Child Development Program in
Bayangol District (April 2017)



Second training for teachers of Portage Early
Education Program (August 2018)



Case conference in Khuvsgul Aimag
(May 2018)



Training for Kindergarten Teachers in Bayangol District (March 2018)



Practical training on development of IEP (April 2017)



Lesson study in pilot regular school (March 2019)



Case Study at pilot special school (March 2019)



Advisory activity to regular school by special school (November 2016)



School enrollment meeting in Khuvsgul (May 2019)



Special class in No. 130 School installed by Down Syndrome Association Mongolia (March 2017)



Learning activity at Non-Formal Life Long Education Center in Orkhon Aimag (March 2017)



Training for child care services by NGO “UCHRAL”, Center for Child Development and Communication (March 2017)



Individual lessons for a child with disability at No.249 Kindergarten affiliated to Mongolian State University of Education (January 2018)



After school activity at No. 7 School in Khovd Aimag (January 2018)



Picture cards for sign language made by NGO “Association of Education for People with Hearing Impairments” (October 2018)



Interview by Eagle TV on project activities (May 2019)



Newspaper advertisement to celebrate International Day of Persons with Disabilities (December 2017)

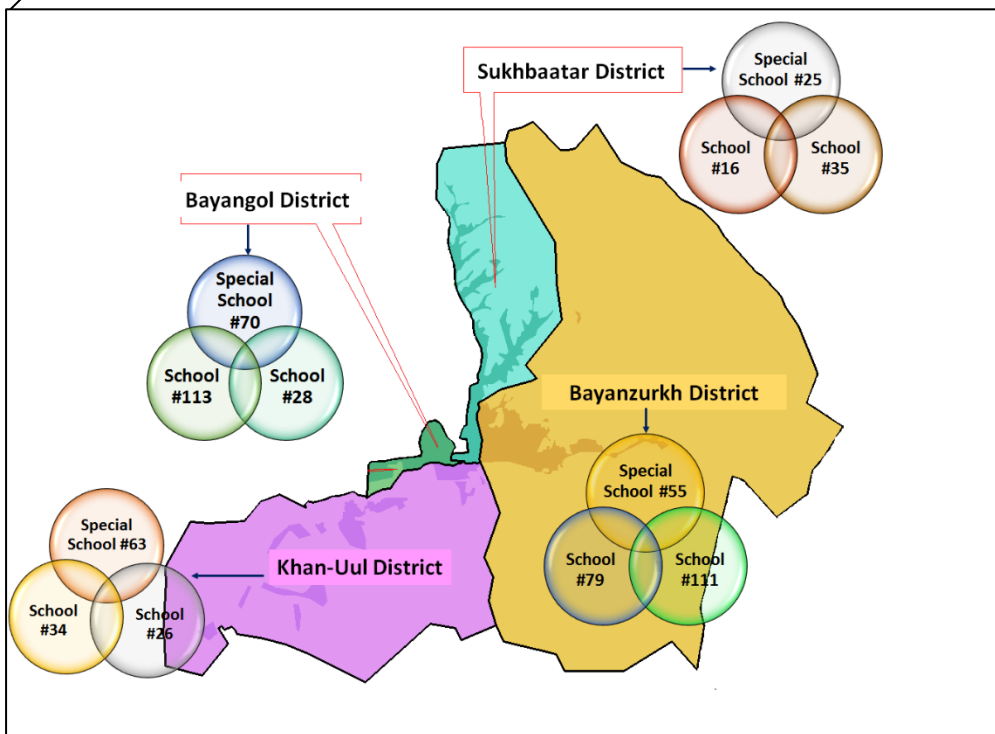
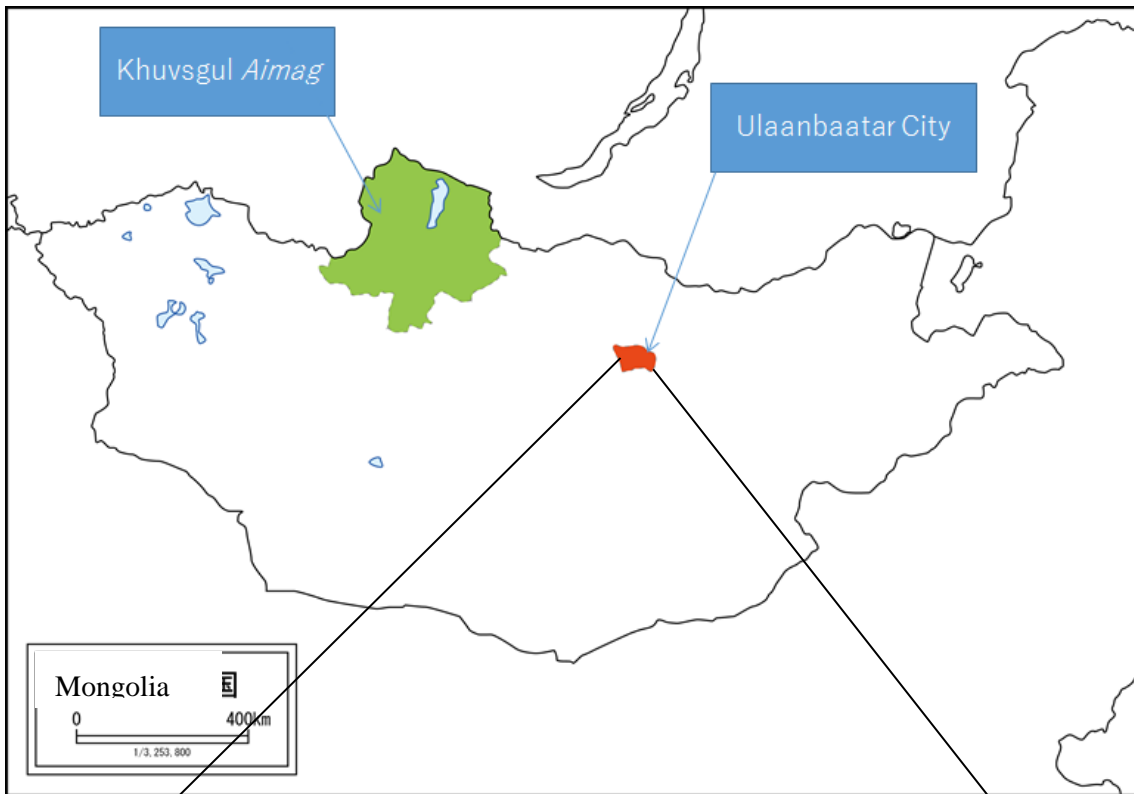


Project calendar (November 2018)



Poster presentation to World Association of Lesson Studies 2017, International Conference (November 2017)

Project Location



Abbreviations and Acronyms

Commission	Commission of Health, Education and Social Protection for Children with Disabilities
DET	Disability Equality Training
ICF	International Classification of Functioning, Disability and Health
IEP	Individualized Education Plan
ITPD	Institute of Teacher's Professional Development
JCC	Joint Coordination Committee
JICA	Japan International Cooperation Agency
Local Commission	Local Commission of Health, Education and Social Protection for Children with Disabilities
MECSS	Ministry of Education, Culture, Science and Sports
MLSP	Ministry of Labor and Social Protection
MNB	Mongolia National Broadcaster
MSUB	Mongolian State University of Education
NGO	Non-Government Organization
OT	Occupational Therapist
PDM	Project Design Matrix
PO	Plan of Operations
PT	Physical Therapist
UNICEF	United Nations Children's Fund
WHO	World Health Organization

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Outline of the Project

1. Country: Mongolia
2. Title of the Project: Project for Strengthening Teachers' Ability and Reasonable Treatments for Children with Disabilities
3. Duration of the Project: August 2015 to July 2019

4. Background

The Government of Mongolia acceded to the Convention of the Rights of Persons with Disabilities in 2009 and enacted the Law on the Protection of the Rights of Persons with Disabilities in February 2016. To enforce the law, the parliament approved “the National Program on Protection of Rights of Persons with Disabilities, Increasing Social Participation and Promotion of Development” (Mongolian Government Ordre No.321) in 2017 aiming to enhance citizen's awareness on the rights of persons with disabilities, reflect their points of view to policies and improve services for them.

According to a survey by the Ministry of Education, Culture, Science and Sports (hereinafter “MECSS”), 40% of children with disabilities are enrolled in kindergarten or primary schools while only 14 % of them proceed to lower secondary school¹. It can be said that their access to education is limited because of lack of necessary services for early childhood development, system of family support, readiness of schools to accept them, and so on. There are also many cases that children with disabilities drop out from school because they cannot receive education in accordance with their needs.

In response to this situation, the Project was implemented to strengthen early childhood interventions and improve the quality of education for children with disabilities

5. Overall Goal and Project Purpose

Overall goal, purpose and outputs of the Project are summarized below.

¹ National Program on Protection of Rights of Persons with Disabilities in Mongolia

Table 1 Overall Goal, Purpose, and Outputs of the Project

Overall goal	All children with disabilities receive developmental support ² and education in accordance with each child's needs.
Project purpose	Model of assessment, developmental support and education for children with disabilities is established.
Output 1	Activities
Capacity for early assessment and developmental support for children with disabilities is enhanced in pilot areas.	<p>1-1 Select pilot areas.</p> <p>1-2 Review and improve tools for assessment and developmental support for children with disabilities.</p> <p>1-3 Conduct training on assessment and developmental support for the Commission of Health, Education and Social Protection for Children with Disabilities (hereinafter "Commission") and Local Commission of Health, Education and Social Protection for Children with Disabilities (hereinafter "Local Commission") in the pilot areas.</p> <p>1-4 Local Commissions in the pilot areas conduct assessment and developmental activities (including announcement for parents).</p> <p>1-5 Review the activities of 【1-4】.</p> <p>1-6 Examine possible assessment, developmental support and therapeutic care activities prior to school enrollment other than activities of Commission.</p> <p>1-7 Examine management mechanism of information regarding each child with disabilities that each relevant institution has.</p>
Output 2	Activities
Capacity to provide quality lessons to children with disabilities (with intellectual disabilities) is enhanced in the pilot schools.	<p>2-1 Select pilot schools.</p> <p>2-2 Establish Core Group.</p> <p>2-3 Core Group reviews and improves current tools for developmental assessment, individualized education plan, and lessons.</p> <p>2-4 Conduct training in order for Core Group and pilot school teachers to use the improved tools and to give quality lessons.</p> <p>2-5 Pilot school teachers develop individualized education plan for children with disabilities and give lessons based on the plan.</p> <p>2-6 Review the activities of 【2-5】.</p> <p>2-7 Develop a manual how to develop Individualized Education Plan.</p> <p>2-8 Developing a book composing educational practices for children with disabilities (with intellectual disabilities).</p>
Output 3	Activities
Effectiveness of various options of education in accordance with individual needs of children is examined through "mini projects".	<p>3-1 Plan possible options of education in accordance with each child with disabilities needs as "mini projects".</p> <p>3-2 Implement "mini projects".</p> <p>3-3 Evaluate "mini projects".</p>
Output 4	Activities
Experiences from Output 1 to 3 are shared among stakeholders and reflected to national systems and policies.	<p>4-1 Hold seminars on experiences from Output 1 to 3 for personnel and institutions relevant to education.</p> <p>4-2 Introduce experiences from Output 2 to regular school administrators to accommodate children with disabilities at their school.</p> <p>4-3 Reflect experiences from Output 2 to curriculum for pre-service teacher training (both course for special needs education and regular course).</p> <p>4-4 Reflect experiences from Output 2 to program for In-service teacher training.</p>

² "Developmental support" can be referred to as early childhood development or early childhood intervention defined in WHO/UNICEF "Early Childhood Development and Disability: A discussion paper" (2012).

	4-5 Reflect experiences from Output 2 to school curriculum for special needs education. 4-6 Conduct campaigns to promote assessment, developmental support and education for children with disabilities.
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6. Implementing agencies

- Ministry of Education, Culture, Science, and Sports (MECSS)
- Ministry of Labor and Social Protection (MLSP)

7. Target areas (pilot areas) and pilot target schools

- Target areas: Bayangol District, Ulaanbaatar
Khuvsgul *Aimag*
- Target schools: No. 25, 55, 63, and 70 Special School
No. 16, 26, 28, 34, 35, 79, 111, and 113 School in Ulaanbaatar
Ireedui 21 Century Complex School and Titem No. 2 School

Chapter 1 Results of the Project

1.1 Input by the Japanese side

1.1.1 Human resources

Thirteen experts, as listed in the following table, were assigned to the Project.

Table 2 Dispatched Experts from August 2015 to June 2017

Name	Designation	M/M (Actual)	
		Mongolia	Japan
Tetsuya Ishii	Education Policy / Team Leader	6.70	0.20
Sayaka Suzuki	Education Policy 2 / Deputy Team Leader	7.60	0.20
Akiko Hayashi	Assessment Tool 1	0.60	1.20
Soichi Hashimoto	Assessment Tool 2	0.80	1.20
Atsushi Kanno	Assessment Tool 3	0.20	0.00
Kumiko Nishimura	Assessment System 1	0.40	0.40
Ryohei Sakurai	Assessment System 2	3.60	0.00
Kiyoshi Otomo	Special Needs Education 1	0.80	1.20
Yuki Nemoto	Special Needs Education 2	2.63	0.37
Shoko Uehara	Mini Project Management / Pre-Service & In-Service Teacher Training 1	6.30	0.00
Kimika Moriya	Pre-Service & In-Service Teacher Training 2 / Public Relation	7.10	0.00
Total		36.73	4.77

Table 3 Dispatched Experts from July 2017 to July 2019

Name	Designation	M/M (Actual)	
		Mongolia	Japan
Tetsuya Ishii	Education Policy / Team Leader	9.23	0.00
Sayaka Suzuki	Education Policy 2 / Deputy Team Leader	0.57	0.60
Akiko Hayashi	Assessment Tool 1	0.00	0.45
Soichi Hashimoto	Assessment Tool 2	0.77	0.50
Atsushi Kanno	Assessment Tool 3	0.90	0.08
Kumiko Nishimura	Assessment System 1	2.80	0.00
Ryohei Sakurai	Assessment System 2	9.20	0.00
Naoji Shimizu	Assessment System 3	0.20	0.00
Machiko Yoshikawa	Assessment System 4	0.20	0.00
Kiyoshi Otomo	Special Needs Education 1	0.80	0.40
Yuki Nemoto	Special Needs Education 2	0.90	0.00
Shoko Uehara	Mini Project Management / Pre-Service & In-Service Teacher Training 1	12.30	0.00
Kimika Moriya	Pre-Service & In-Service Teacher Training 2 / Public Relation	1.10	0.00
Total		38.97	2.03

1.1.2 Financial Resource

Training costs including costs of training venue were covered by the Japanese side. Total cost of activities is approximately 91,000,000 JPY.

- From August 2015 to June 2017: 36,939,000 JPY
- From August 2017 to July 2019: 55,053,000 JPY

1.1.3 Training programs in Japan

The Project invited Mongolian counterparts to Japan and conducted training in four sessions for the purpose of supplementary inputs for activities in Mongolia. 52 counterparts participated in the training programs.

The main objective of the training is to obtain insights from Japanese practices, as well as creating an opportunity for officials of central government, university, medical, education, and welfare field to discuss issues which Mongolia faces and explore solutions together through joint experiences in Japan.

1.1.4 Provision of equipment

Equipment procured by the Project (totally 2,600,000 JPY) were provided to the counterparts.

1.2 Input by the Mongolian side

1.2.1 Appointment of counterparts

Counterparts of the Mongolian side consisted of the Joint Coordination Committee (hereinafter "JCC") chaired by State Secretary of MECSS, Working Group providing advice on the activities of Output 1 and Core Group for Output 2 is enhanced in the pilot schools.). Main counterparts including those three groups are shown in the following table. Members of Working Group and Core Group are shown in Tables 11 and 20.

Table 4 Main Counterparts

Counterpart of Output 1 (Capacity for early assessment and developmental support for children with disabilities is enhanced in pilot areas.)		
Organization	Name / Group name	Activities related to the Project
MLSP	Director S. Tungalagtamir	Deputy chairperson of JCC
Commission	Director S. Tungalagtamir R. Nensenden Ch. Nyamtulga Kh. Munkhzul	Developed "Guidelines for Comprehensive Early Childhood Development for Children with Disabilities" and its handbook. Organized regional training for Local Commissions.
Local Commission in Bayangol District	A. Oduntungalagtuul (head of Local Commission) and six members	Organized regular consultation meeting Organized Parents and Child Development Program (2 periods from October 2017) Organized Case Conference Participated in developing Mongolian version of Tanaka Binet Intelligence Test V as practitioners Participated in teachers training of Portage Early Education Program
Bayangol District Health Center	U. Batjargal (director), doctors and nurses	Organized 18-months Health Checkup (every month from May 2017) Organized Parents and Child Development Program (2 periods, from October 2017)

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Local Commission in Khuvsgul <i>Aimag</i>	J. Ganbold (head of Local Commission) and six members	Organized regular consultation meeting Organized parents and child development program (from March 2018) Organized case conferences Participated in developing Mongolian version of Tanaka Binet Intelligence Test V as practitioners Participated in teachers training of Portage Early Education Program
Khuvsgul <i>Aimag</i> Health Department	B. Bayandala (section chief of medical support department)	Organized 18-months Health Checkup (every month from October 2017)
Khuvsgul <i>Aimag</i> General Hospital	S. Chagnaadorj (director), doctors and nurses	Organized 18-months Health Checkup (every month from October 2017)
Counterpart of Output 2 (Capacity to provide quality lessons to children with disabilities (with intellectual disabilities) is enhanced in the pilot schools.)		
Organization	Name / Group name	Activities related to the Project
MECSS	State Secretary B. Bayarsaikhan	Chairperson of JCC
MECSS	B. Gereltuya (specialist of Inclusive Education Policy and Implementation)	Person in charge of the Project / secretariat of JCC Lecturer of on-line inclusive training
Mongolian Institute of Educational Research	Ts. Tsevegmid	Core Group member
Institute of Teacher's Professional Development (ITPD)	Ch. Jargal	Core Group member Lecturer of on-line inclusive training
Mongolian State University of Education (MSUE)	G. Battsengel	Core Group member Lecturer of on-line inclusive training Dispatched students to child development center in pilot regular schools
	D. Odgerel	Core Group member Developed Mongolian version of Tanaka Binet Intelligence Test V
Four Pilot Special Schools	Working Team	Developed Individualized Education Plan format and manual Conducted Lesson Study and developing lesson video Provided advice, conducted lectures and practice for teachers in pilot regular schools
Eight Pilot Regular Schools in Ulaanbaatar	Working Team	Piloted school enrollment meeting Piloted school committee Conducted pilot activities to provide reasonable accommodations Organized child development center (five schools) Developed "A Guide to Educational Support for Children with Learning and/or Behavioral Challenges"
Khuvsgul Department of Education, Culture and Arts	D. Baasansuren (member of Local Commission in Khuvsgul <i>Aimag</i>)	Piloted school enrollment meeting Piloted school committee
2 Pilot Regular Schools in Khuvsgul <i>Aimag</i>	Working Team	Piloted school enrollment meeting Piloted school committee Conducted pilot activities to provide reasonable accommodations Developed "A Guide to Educational Support for Children with Learning and/or Behavioral Challenges"

1.2.2 Financial resource

- MLSP covered the travel costs of Commission to pilot areas and training costs for regional training conducted by Commission from October to November in 2017.
- MECSS covered the following costs including reviewing products of the Project, and honorarium for lecturers of on-line training material, special school teachers for advising pilot regular schools, visits of teachers in Khuvsgul *Aimag* to special schools, university students volunteering at child development center in pilot regular schools.

Table 5 Expenditure of MECSS

Financial Year	Approved	Executed
Jan. to Dec. 2017	40,808,000 MNT	7,123,600 MNT
Jan. to Dec. 2018	20,484,500 MNT	12,972,435 MNT
Jan. to Jun. 2019	18,395,840 MNT	19,995,850 MNT
Total	79,688,340 MNT	40,091,885 MNT
Exchanged to JPY ³	3,334,957 JPY	1,677,845 JPY

1.2.3 Physical resources

Office spaces were provided at General Authority for Development of Persons with Disabilities and MECSS together with desks, chairs, bookshelves, etc.

1.3 Project Activities

To produce the expected outputs, the Project implemented the following activities. The next chart shows the activities, outputs, and their relation to the project purpose.

³ JICA exchange rate (June 2019) 1MNT=0.041850 JPY

Project Purpose: Model of assessment, developmental support and education for children with disabilities is established.



Output 4: Experiences from Output 1 to 3 are shared among stakeholders and reflected to national systems and policies.

Holding seminars to share Project achievements from Output 1 to 3

Improving in-service teacher training

Improving pre-service teacher training curriculum

Conducting campaigns for children with disabilities

Training for teachers of schools supported by Japan grant aid

Output 3: Effectiveness of various options of education in accordance with each child with disabilities needs is examined through "mini projects".

- Accepting children with disabilities in Non-Formal Life Long Education Center
- Joint activities and learning in regular schools
- Developing a training module for child care service
- Inclusive education practice at kindergartens

Output 1: Capacity for early assessment and developmental support for children with disabilities is enhanced in pilot areas.

Development of "Handbook for Comprehensive Early Childhood Development for Children with Disabilities"

Capacity for early identification of disabilities

Capacity for developmental assessment

Capacity for development of ECI plan

Capacity for early childhood interventions

Development of video materials

Promotion of Maternal and Child Health Notebook

Introduction of 18-months Health Checkup

Development of Mongolian version of Portage Early Education Program

Cooperation in development of Mongolian version of Tanaka Binet

Review and improvement of tools for assessment

Holding case conference

Parents and child development program

Training to promote inclusive education in kindergartens

Development of resource map in Bayangol District

Handbook for parents of children with Autism Spectrum Disorder

Capacity development of Commission

Establishment of Working Group

Output 2: Capacity to provide quality lessons to children with disabilities (with intellectual disabilities) is enhanced in the pilot schools.

Capacity for Assessment and Individualized Education Plan development

Development of Handbook and formats of Individualized Education Plan

Training targeting regular school teachers

Capacity for instruction in accordance with each student's needs

A Guide to Educational Support for Children with Learning and/or Behavioral Challenges

Collection of illustrations: 450 useful words at school

Understanding and Supporting the Development of Children with Severe Disabilities: Handbook for Teachers

Case Study at school

Lesson study and development of a book composing educational practices

Special schools' capacity for supporting regular schools

Giving advice to regular schools

Regular schools' capacity for reasonable accommodation

Development and implementation of a reasonable accommodation plan

Establishment of child development center

Establishment of school committee

Support for school enrollment

Establishment of Working Team of pilot schools

Selection of pilot schools

Establishment of Core Group

1.3.1 Overall Activities

(1) Select pilot areas

To select a pilot area in Ulaanbaatar, the Project Team discussed with MLSP and visited Social Welfare Service Department and Education Department of six districts from August to November 2015. As a result, Bayangol District was selected as a pilot area with an official approval at the first JCC meeting.

Table 6 Criteria to Select a Pilot District

<ul style="list-style-type: none"> • District is willing to provide children with disabilities with quality early childhood interventions and education. <ul style="list-style-type: none"> ➢ Respective Local Commission and related organizations such as social welfare service department, health department and child family development support center, understand the project policy and are cooperative. ➢ District covers costs for activities in the district. • Any activities on assessment and early childhood interventions have been provided. • A special school is located in the district.
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To select a pilot *aimag*, the Project Team visited six *aimags* from February to July 2016 where either the Local Commission hold regular consultation meetings⁴ or we heard of their active practices in education for children with disabilities. As a result, Khuvsgul *Aimag* was selected as a pilot *aimag* with official approval at the third JCC meeting.

Table 7 Criteria to Select a Pilot *Aimag*

Step	Criteria		Distribution of points
First selection	Local Commission	Frequency of regular consultation meeting	Continuously: A (10 points) Intermittently: B (5 points) No implementation: C (0 point)
		Activity costs for the Project	Enough: A (10 points) Little: B (5 points) None: C (0 point)
		Type of needs	Technical assistance: A (10 points) Human resource: B (5 points) Financial assistance: C (0 point)
	Education	State of school enrollment state of children with disabilities	Upper 33%: A (10 points) Middle 33%: B (5 points) Lower 33%: C (0 point)
		Existence of special class	Established: A (10 points) Plan to establish: B (5 points) No plan: C (0 point)
		Utilization of Non-Formal Life Long Education Center	Children with disabilities use the center: A (5 points) Plan to accept children with disabilities: B (3 points) No utilization: C (0 point)

⁴ Meeting to recognize classification of disability levels of children under 16 years-old, develop early childhood intervention plan in health, education and social welfare, provide advice and decide allowance to be paid.

Step	Criteria	Distribution of points
	Other resources such as parent's association, NGOs, etc.	Any resources: A (5 points) No resource: C (0 point)
Second selection	Cooperation of other donors	
	Location	
	Existence of teacher training college	

(2) Public relations

The Project attempted various activities for public relations, aiming (1) to make both Mongolian and Japanese citizens understand significance, activities and outcomes of the Project, and (2) to promote enrollment of children with disabilities in school. As taking pictures and shooting video, the Project obtained approval of the subject or his/her parent (if the subject is a minor).

Table 8 Outline of Public Relations Activities

	Public Relation	Release Date / Frequency, etc.
Public relations on the Project activities	Development of brochures	<ul style="list-style-type: none"> • First edition was developed in October 2015. • The revision was made in December 2015, July and November 2016.
	Publication of Newsletter (Distributed to Local Commissions in nine districts and 21 <i>aimags</i> and related organizations)	<ul style="list-style-type: none"> • First issue: April 2016 • Second issue: February 2017 • Third issue: December 2018 • Forth issue: March 2019
	JICA website https://www.jica.go.jp/project/mongolia/013/index.html	<ul style="list-style-type: none"> • Total of 38 articles from August 2015 to July 2019.
	Facebook (JICA START) https://www.facebook.com/jicastart/	<ul style="list-style-type: none"> • Total of 150 articles from October 2017 to March 2019 (1,021 followers as of May 31, 2019)
	Publication of calendar (Distributed to Local Commissions in nine districts and 21 <i>aimags</i> and related organizations)	<ul style="list-style-type: none"> • January 2017: Published calendar with the drawings of the Art Contest. • December 2017: Published calendar and poster with the drawings of pilot school students. • December 2018: Published calendar with the drawings of pilot school students.
	Public relations on the project outcomes	<ul style="list-style-type: none"> • May 2019: Broadcasted interview of counterparts on the project outcomes by Eagle TV (three minutes per day, eight times) • May 2019: Seven news medias reported the Sharing Seminar. • June 2019: Eagle TV reported the seventh JCC meeting.
Early Identification Day	Broadcasting TV commercial to celebrate "Early Identification Day"	<ul style="list-style-type: none"> • May 2016: Supported Commission to produce TV commercial. • May 11 to 14, 2017: Broadcasted the commercial on street TV at two places in Ulaanbaatar. • May 2019: Broadcasted two video clips developed in 2018 by MNB.
Mother and Child Day	Providing information on child rearing	<ul style="list-style-type: none"> • June 2018: Uploaded articles on child rearing (brushing teeth, diet, nutrition, accident prevention, and play) on Facebook of the Project. • June 3, 2019: Broadcasted the video clips on the articles of child rearing by MNB.

International Day of Persons with Disabilities	Producing and broadcasting TV commercial to celebrate "International Day of Persons with Disabilities"	In November 2015, supported Rehabilitation and Vocational Training Center to produce TV commercial. It was broadcasted from November 29 to December 10 by MNB, TV5, TV9, MN25, UBS, etc.
	Art contest and exhibition for children with special needs in Ulaanbaatar to celebrate "International Day of Persons with Disabilities"	<ul style="list-style-type: none"> • November to December 2016: Collected drawings of children with disabilities, selected recipients of awards, held an awarding ceremony and an exhibition, and distributed the picture book. • November to December 2017: Collected drawings of children with disabilities from Bayangol District and Khuvsgul <i>Aimag</i> Local Commission, published them in newspapers (UB Post and Udriin Sonin), and held an exhibition at MECSS, MLSP and special schools.
	Developing video clips to celebrate "International Day of Persons with Disabilities"	Developed video clips entitled "Every child can develop" focusing twins at No. 35 School in Ulaanbaatar and "Equal opportunity for every child" focusing a girl at No. 7 School in Khovd <i>Aimag</i> . In December 2018, uploaded them on YouTube of JICA Mongolia Office and website of MLSP, broadcasted by MECSS and local TV station in Khuvsgul <i>Aimag</i> .
Presentation and contribution to Journals	Oral presentation to "Education forum for children with disabilities" organized by Open Society Forum	On December 21, 2015, presented "Inclusive Education System in Japan and Learning Together in Osaka".
	Oral presentation to "Symposium: Current trend on inclusive education for children with disabilities"	On May 11, 2016, presented "Japanese system on early identification and intervention and pilot activities" in Bayangol District".
	Article in the publication "Teacher Development" of ITPD	Posted the article on reasonable accommodations in No. 28 School.
	Poster presentation to World Association of Lesson Studies 2017 International Conference	On November 26, 2017, presented about the effectiveness of Individualized Education Plan.
	Article in Children's Newspaper of Kyodo News	In December 2017, posted the article on reasonable accommodations.
	Research paper in Journal Vol. 14 of Center for the Research and Support of Educational Practice in Tokyo Gakugei University (March 2018)	Posted the research paper entitled "Education for Children with Special Educational Needs in Mongolia" and "Utilization of Individualized Education Plan for Improving Lessons: Practice at Public Schools in Mongolia".
	Poster presentation to the 56 th Conference of the Japanese Association of Special Education in Osaka	On September 24, 2018, presented "Education for Children with disabilities (1) Current situation and challenges, (2) Status of children with difficulties in regular schools".
	Poster presentation to 2018 Research Seminar of the Japanese Association for the Study of Support System for Developmental Disabilities	In December 2018, presented "Early Childhood Development for Children with Disabilities in Mongolia -Parents and Child Development Program as a follow-up of 18-months Health Checkup"

	Article in “White paper of developmental disorder in 2019”	In September 2018, posted the article entitled “Current situation and challenges of children with disabilities in Mongolia”.
	Oral presentation to 4 th Asia-Pacific Community-Based Inclusive Development Congress	In July 3 rd , 2019, presented “Significance of resource room in establishing inclusive values in Mongolia, Perspectives of case pupils, parents/guardians, teachers, and university students”.

*Early Identification Day: May 13

*Mother and Child Day: June 1

*International Day of Persons with Disabilities: December 3

(3) Joint Coordination Committee (JCC)

The project activities were planned, the progress was reviewed, and important issues were discussed in JCC chaired by the state secretary of MECSS and vice-chaired by the director of MLSP. Prior to the first JCC meeting on November 2, 2015, the Minister’s Order of MECSS and MLSP was issued to list names of JCC members. After the officials changed in two ministries, the Minister’s Order of MECSS and MLSP was issued again on February 14, 2018, and JCC members were redefined by organization and position.

Table 9 Member List of JCC

Role	Organization and position
Chairperson	State secretary, MECSS
Vice chairperson	Director, Population Development Department, MLSP
Secretariat	Specialist, General Education Policy Department, MECSS
Mongolian side	Director-General, General Education Policy Department, MECSS
	Director, Department of International Projects, Programs and External Cooperation, MECSS
	Specialist, General Education Policy Department, MECSS
	Director, Division for Development of Persons with Disabilities, Population Development Department, MLSP
	3 Specialists, Commission of Health, Education, and Social Protection for Children with Disabilities, MLSP
	Director, Rehabilitation and Vocational Training Center
	Vice Chairperson, Authority for Family, Child and Youth Development
	Principal, No. 25 Special School
	Principal, No. 55 Special School
	Principal, No. 63 Special School
	Principal, No. 70 Special School
Japanese side	Chief Representative, JICA Mongolia Office
	JICA Project Team Leader
	JICA Project Deputy Team Leader

By June 2019, JCC meeting was organized for seven times. Date and outline of JCC meetings are shown in the following table (see Appendix 3 for details). The director of General Authority for Development of Persons with Disabilities was welcomed as a JCC member in the sixth meeting.

Table 10 Date and Outline of JCC Meetings

	Date	Contents
The 1 st	November 2, 2015	<ul style="list-style-type: none"> • Determination of the Project title in Mongolia, selection of pilot district and schools in Ulaanbaatar • Cost sharing of the Mongolian side, campaign program for International Day of Persons with Disabilities, modification of the indicator (Output 2, Indicator 1) of Project Design Matrix.
The 2 nd	May 6, 2016	<ul style="list-style-type: none"> • Progress of the Project and plan of activities (August 2016 to June 2017) • Criteria for selection of pilot <i>aimag</i> and “mini projects”.
The 3 rd	October 24, 2016	<ul style="list-style-type: none"> • Progress of the Project (August 2015 to October 2016) and plan of activities (November 2016 to June 2017) • Introduction of JCC members, Working Group of Output 1, and Core Group of Output 2 under the new structure • Selection of pilot <i>aimag</i> and cost sharing
The 4 th	May 19, 2017	<ul style="list-style-type: none"> • Progress of the Project (November 2016 to May 2017) and plan of activities (August 2017 to June 2018) • First selection of candidates of “mini project”
The 5 th	March 9, 2018	<ul style="list-style-type: none"> • Progress of the Project (June 2017 to February 2018) and plan of activities (March 2018 to June 2019) • Introduction of model of early identification of disabilities, early childhood development, and education
The 6 th	January 29, 2019	<ul style="list-style-type: none"> • Progress of the Project (March 2018 to January 2019) and plan of activities (January to June 2019)
The 7 th	June 26, 2019	<ul style="list-style-type: none"> • Outcomes of the Project and plan of activities by Mongolian counterparts

(4) Cooperate with JICA Review Mission

JICA Review Mission was carried from April 26 to 28, 2016 and the Project attended the mission. The Mission held discussions with counterpart organizations including MECSS and MLSP and interviewed participants of the first training program in Japan to review the project progress, outcomes of the training program in Japan, and issues to be tackled.

(5) Baseline survey

To collect necessary information for the Project implementation and to assess the Project achievements, the Project conducted the baseline survey in pilot areas of Bayangol District from March to April 2016 and Khuvsgul *Aimag* in January 2017 and pilot schools. The survey targets were Commissions, Local Commission, pilot schools and non-pilot schools and medical personnel in pilot areas. The survey report was attached to the Completion Report (the 1st period).

(6) Endline survey

To review the achievements of the Project by comparing the results of baseline survey and to collect necessary information for enhancing sustainability of the Project outcomes, the Project conducted the endline survey in October 2018.

1.3.2 Activities related to Output 1

Output 1: Capacity for early assessment and developmental support for children with disabilities is enhanced in pilot areas

Early childhood intervention is crucial for children with disabilities to develop to their fullest potential. The intervention contains target support services in accordance with needs of each child and their families as well as supporting the children to live a normal life as other children without disabilities do such as going to kindergartens. Based on the above, under Output 1, the Project together with Commission and stakeholders in pilot areas established a **system for early childhood development** to ensure education at kindergartens and schools by providing appropriate early childhood intervention with assessment and planning.

At the time when the Project was launched in 2015, early childhood development was limited to medical and social welfare serviced based on diagnoses. Also, appropriate early childhood development was not there for children with intellectual disabilities and autism spectrum disorder as people had poor understanding on those disabilities. To tackle these issues, under Output 1, the Project also worked on **capacity development of stakeholders in pilot areas on early identification, assessment, planning, and implementation for early childhood development**.

The above two activities are described below.

(1) Establish a system for early childhood development

Following a revision of Law on Social Security for Persons with Disabilities in 2013, it was ordered to set up “Commission of Health, Education and Social Protection for Children with Disabilities”. Commission was installed at MLSP (formerly called as Ministry of Population, Development and Social Protection) and Local Commissions were set at all the nine districts and 21 *Aimags* in June 2014. By these new institutions, it was expected to set up early childhood development system in Mongolia, ensuring education and early childhood development for all children with disabilities through early identification and services of health, education, and social welfare. However, at the time when the Project started, understanding on early childhood education was vague and diverse and still based on medical model of disability. Also, tools and resources for early childhood development were not well organized and collaboration among related organization was limited.

Taking the above situation into account, the Project worked on establishing early childhood development system through a series of activities. Based on activities in pilot areas, the Project developed “Guidelines for Comprehensive Early Childhood Development for Children with Disabilities” in collaboration with Commission and other stakeholders. The guidelines are to be a guiding principle to disseminate the system of early childhood development in Mongolia.

1) Setting up Working Group (November 2015)

On November 5, 2015, the Working Group for Output 1 was formed by the joint Minister's Order No. A/443, A/141 of MECSS and MLSP to consider early childhood development for children with disabilities in Mongolia. Due to the change of government administration, the Working Group was reformed by the joint Minister's Order No. A/86, A/187 dated on October 21, 2016. The members are listed in the table below. The Working Group mainly contributed to developing the "Guidelines for Comprehensive Early Childhood Development for Children with Disabilities"

Table 11 Working Group Members

No.	Name	Organization	Notes
1	S. Tungalagtamir	Director, Department of Population Department, MLSP	
2	Kh. Munkhzul	Specialist for social welfare, Commission, MLSP	
3	Ch. Gantsetseg	Specialist, Division of Preschool and Primary Education, Department of Education Policy, MECSS	Changed
4	M. Uyanga	Specialist for education, Commission, MLSP	
5	R. Nensenden	Specialist for health, Commission, MLSP	Officer was not appointed at the time of the official order
6	D. Ganbold	Specialist, Department of Development of Persons with Disabilities, MLSP	
7	E. Uyanga	Researcher, Rehabilitation and Vocational Training Center	
8	D. Undraa	Specialist, Authority of Family, Children and Youth Development	
9	D. Oyun-Erdene	Specialist for family development support, Department of Family, Children and Youth Development of Ulaanbaatar	
10	S. Daariimaa	Specialist for social security, Authority of Social Welfare	
11	A. Odontungalagtuul	Chairperson, Bayangol District Local Commission	
12	S. Selenge	Chairperson, Parents Association of Children with Disabilities	
13	Ch. Erdenechuluun	Executive Director, Down Syndrome Association Mongolia	
14	L. Altangerel	Chairperson, Autism Association of Mongolia	

*Organizations are as of the Minister's Order

2) Review and improve tools for assessment and developmental support for children with disabilities (from September 2015)

To consider early childhood development in Mongolia, the Project Team firstly developed a directly of existing 19 tools for early identification and assessment for children with disabilities used in medical institutions, universities, and NGOs.

In March 2016, the Project expert conducted assessment of nine children with disabilities at Bayangol Health Center which was observed by 34 Mongolian professionals from Commission,

National Center for Mental Health, National Center for Maternal Child Health, etc. The activity contributed to deepen the understanding of these Mongolian professionals on development assessment and support tools by introducing “Tanaka Binet Intelligence Test V”, “Kyoto Scale of Psychological Development”, and “Portage Early Education Program”.

The above activities revealed that there were no standardized psychological and development scales for children with disabilities in Mongolia so that it was difficult to understand objectively the condition of those children. Also, it was understood that there was a lack of opportunities for early childhood development and there was a strong need for tools which can be utilized by parents for child development. Based this analysis, the Project decided to work on developing Mongolian version of “Tanaka Binet Intelligence Test V”⁵ and “Portage Early Education Program”⁶.

3) Capacity development of Commission (from September 2015)

At the time when the Project was launched, there were six members allocated at the Commission of medical, educational, and psychological specialists. However, after the change of government in 2016, only three members were assigned and two of them left afterwards. The Project actively worked on capacity development of the Commission as described below.

- In collaboration with Commission, in September 2015, the Project held a seminar for Local Commissions in nine districts in Ulaanbaatar (in total of 45 members) to consider a system of early childhood development in Mongolia. In the seminar, the Project experts introduced practices of early identification and early childhood development in Japan and the participants shared their activities and issues they face in their operations.
- In February 2016, the Project conducted CUDBAS (Method of Curriculum Development Based on Vocational Ability Structure) workshop for three members of Commission to identify tasks and abilities necessary for Commission. It was revealed that the most important ability that the members considered was “to establish early childhood development system responding to situation in Mongolia”. Based on this result, the Project worked on capacity development of Commission through activities on establishment of early childhood development system together with Commission. Furthermore, the workshop resulted in that the members considered

⁵ Tanaka Binet Intelligence Test V is a standardized and individual intelligence scale which was developed by Kanichi TANAKA for the use in Japan based on the scale developed by Binet, A. in France. This scale targets for 2-year-old to adults, consisting of examination items per age of 1 to 13 years old and for adults, and development check scale for a child under 1-year-old.

⁶ Portage Early Education Program is a home-based early childhood intervention services which was developed in Portage, Wisconsin, the U.S.A in 1972. The program consists of a checklist (576 items in six development areas of infant development, social, language, self-care, cognitive, and physical development), activity cards, instruction, recording form of development process.

“a lack of ability to observe and assess children appropriately”. Therefore, in February to March 2016, the Project held study meetings for three times for Commission to enhance knowledge on regular child development.

- In October to November 2017, the Project supported MLSP and Commission to hold regional training for Local Commissions in the country. The training was held in four regions with a total of 272 members of all the Local Commissions as participants. The Project provide technical input when developing the training module. As for the training in Ulaanbaatar (26-27 October 2017, 124 participants), Khovd *Aimag* (26-27 October 2017, 48 participants), and Khuvsgul *Aimag* (22-23 November 2017, 48 participants), the Project experts gave lectures on “early childhood development system”, “international trend on inclusive education”, “roles of Local Commission for early childhood development”, and “International Classification of Functioning, Disability and Health (ICF)”.

4) Development of “Guidelines/Handbook for Comprehensive Early Childhood Development for Children with Disabilities”

Local Commissions and other relevant institutions did not have clear image on their roles in early childhood development for children with disabilities. Therefore, some sort of guidelines was in urgent need to present principles, policies and detailed instruction on roles of related institutions. Taken this situation the Project together with Commission developed guidelines named “*Guidelines for Comprehensive Early Childhood Development for Children with Disabilities*”. In the process of its development, the Project and Commission together developed the draft guidelines based on activities in pilot areas, then asked for comments in the following meetings.

Table 12 Meetings to Develop “Guidelines for Comprehensive Early Childhood Development for Children with Disabilities”

Dates	Targets	Contents
March 2016	MLSP	<ul style="list-style-type: none"> • Proposal on its development
June 2016	Working Group member and specialists (28 participants)	<ul style="list-style-type: none"> • Explanation on background and purpose of the guidelines • Introduction on regulations and roles of Local Commissions by Commission • Planning of its development
December 2016	Working Group members	<ul style="list-style-type: none"> • Discussion on targets of the guideline and its title • Agreement on making the guidelines as government official document
June 2018	Working Group members and specialists (22 participants)	<ul style="list-style-type: none"> • Reviewing draft of the guidelines • Discussion on improvements

Upon finalization of the guidelines, the Project Team met with key persons of MECSS and Ministry of Health (hereinafter “MOH”) to promote shared understanding on the importance of the guidelines

and encouraged them to make the guidelines official by joint Minister Order.

As a result of the efforts above, the guidelines were endorsed by “Approval of Manuals and Formats” of a Joint Minister Order A/304, A/699, A/460 of MLSP, MECSS, and MOH in November 15, 2018. Then, the Project together with Commission developed “Handbook for Comprehensive Early Childhood Development for Children with Disabilities” which contains further information on the implementation of the guidelines and distributed it to relevant organizations including all Local Commissions in nine districts and 21 *aimag*. The handbook is expected to be a guiding policy for establishment early childhood development system in Mongolia.

Table 13 Outlines of “Handbook for Comprehensive Early Childhood Development for Children with Disabilities”

Foreword	
Backgrounds of the Guidelines	
Chapter 1 Introduction	
1.1	International trend surrounding children with disabilities
1.2	Policies related to children with disabilities in Mongolia
1.3	Situation on children with disabilities in Mongolia
Chapter 2 Early Childhood Education System for Children with Disabilities/ Developmental Delay	
2.1	Early Childhood Development System for Children with Disabilities/ Developmental Delay
2.2	Early Identification of Disability/Developmental Delay
2.3	Diagnosing
2.4	Planning of Early Childhood Intervention
2.5	Provision of Early Childhood Intervention
2.6	Support for School Enrollment
2.7	Process of School Enrollment for Children with Disabilities
Chapter 3 Commission of Health, Education and Social Protection for Children with Disabilities	
3.1	Activities of the Commission
3.2	Local Commission
3.3	Activities of the Local Commission

(2) Capacity development of stakeholders in pilot areas on early identification, assessment, planning, and implementation for early childhood development

Situation analysis before the Project, the Project interventions, and outputs are described below regarding capacity development of 1) early identification of disabilities, 2) assessment, 3) planning, and 4) implementation for early childhood development.

1) Capacity development on early identification of disabilities

Family health centers⁷ as a first level medical institution offer maternal and child health services,

⁷ At least one family health center is set up in each khoroo.

which are psychologically and physical the closest medical institutions for children and their families. The Project worked to strengthen a system to promote early identification of disabilities, encouraging family health centers to play a central role. Specifically, the Project developed capacity of medical personnel to promote use of MCH Notebook and conduct 18-months Health Checkup, targeting medical personnel of Bayangol Health Center and 23 family health centers in Bayangol District, and Khuvsgul Health Center, Health Department and 28 family health centers in Khuvsgul *Aimag*.

Promotion of use of MCH Notebook (from May 2015)

It was agreed to utilize MCH Notebook as a tool for early identification of disabilities or developmental delay since the Notebook was already widely used in Mongolia when the Project started. MCH Notebook was introduced by Grants-in-Aid Scientific Research in Bulgan *Aimag* by National Center for Child Health and Development in Japan in 2007~2009.

<Situation analysis before the Project>

In May 2016, the Project conducted training for Local Commission, District health Center, and family health centers in Bayangol District, aiming to understand issues on the use of MCH Notebook in terms of early identification of disabilities. It was understood that doctors of family health centers only check whether parents fill in the page of development milestones or not, and do not assess condition of children well enough to identify disabilities. Moreover, the doctors' response was not sufficient when disabilities were identified or suspected. Then the Project conducted survey on the use of MCH Notebook in Bayangol District in July 2016. The survey resulted that family health centers and parents were not well using the pages of development milestones in the Notebook which failed to lead to early identification of disabilities.

In March 2017, the Project conducted training for medical personnel in Khuvsgul *Aimag* and did the same survey on the use of MCH Notebook in September 2017, which showed the same result as Bayangol District.

<Project interventions>

Considering the above situation, the Project conducted three days training of trainers (TOT) for promotion of the use of MCH Notebook in February 2018. The training participants are 14 medical personnel who would play a central role in Bayangol District and Khuvsgul *Aimag*. After the TOT, these trainers actively worked to promote the use of MCH Notebook at first level medical institutions through training and supervisory monitoring.

Based on the activities above, the Project developed "Handbook for the Use of MCH Notebook" which can be used by various professionals including doctors of family health centers. The

Handbook contains detailed explanation of each item in the Notebook as well as development milestones of each age and how to assess children according to the milestones, and how to advice parents to encourage their child development.

<Outputs>

It can now be expected that early identification of disabilities will be promoted through active use of MCH Notebook by family health centers and parents as the Project output.

18-months Health Checkup (from May 2017)

<Situation analysis before the Project>

In Mongolia, there was not regular Health Checkup for health and development though immunization system for infants and toddlers was firmly established. Therefore, health problems and disabilities of developmental delay were not identified early enough.

<Project interventions>

Referring to practices in Japan, the Project worked on introducing 18-months Health Checkup in pilot areas which promote early childhood development for children with disabilities.

After providing five days training on purpose and procedure of 18-months Health Checkup in each pilot area, Bayangol District started the Health Checkup since May 2017 so as Khuvsgul *Aimags* since October of the year. As for questionnaire form used for the Health Checkup, the Project in cooperation with Bayangol Health Center developed it through a series of pilot activities and training.

In order to enhance quality of the Health Checkup, the Project conducted three days "training for supervisory monitoring for 18-months Health Checkup" in October 2018 as a follow-up of the TOT. In total of 13 medical personnel (7 from Bayangol and 6 from Khuvsgul) who play a central role in each pilot area participated in the training and learnt practical method for supervisory monitoring to family health centers.

Through piloting the Health Checkup, it was revealed that there were some challenges in providing advice on child development at family health centers. Taken this situation, the Project developed "Handbook for Implementing 18-months Health Checkup" which explains development milestones and its evaluation as well as technical advice for parents on their child development. The handbook was distributed to all the family health centers in the country.

<Outputs>

Bayangol District and Khuvsgul *Aimags* have continuously carried out 18-months Health Checkup every month. The average consultation rate till February 2019 is 75.7% in Bayangol and 73.1% in

Khuvsgul. By introducing the Health Checkup, many children of 18-months in pilot areas now receive assessment on their health and development which leads to better chance of identification of disease, disabilities, or developmental delay.

Also, “training for supervisory monitoring for 18-months Health Checkup” and “Handbook for Implementing 18-months Health Checkup” contributed to enhance knowledge and skills of medical personnel on child development for early identification of disabilities.

It is worth mentioning that 18-months Health Checkup was officially approved in “The National program on protection of rights of persons with disabilities, increasing social participation and promotion of development” and stated in its activity plan, then Minister of Health ordered all Health Department in nine districts and 21 *Aimag* to carry out the Health Checkup.

Other activities

Parents and medical professionals need to have a proper knowledge and understanding on disabilities and development of children to promote early identification of disabilities through MCH Notebook and regular health check-up. For this purpose, the Project developed video materials “Early Childhood Development”, “Early identification and understanding of Dawn Syndrome”, and “Early identification and understanding of Autism” together with instructions, which are posted on homepages of MLSP and MOH. These materials were widely used for training and activities in pilot areas.

2) Capacity development to assess for early childhood development

The Project engaged in capacity development on assessment for early childhood development through cooperation with the development of “**Mongolian Version of Tanaka-Binet Intelligence Scale V**” and the development of “**Portage Early Education Program Mongolian Version**”.

Cooperation with the Development of “Mongolian Version of Tanaka-Binet Intelligence Scale V” (from August 2015)

<Situation analysis before the Project>

As mentioned above, in the beginning, the Project gathered information about the existence and utilization status of psychological and developmental scales in Mongolia. Then it was revealed that there were no standardized psychological and developmental scales.

<Project interventions>

The Project considered psychological and developmental scales to be newly introduced and standardized in Mongolia. In that same period, MSUE and Nagoya University were conducting joint

research project on psychological and developmental scale and considering the strategy to introduce and standardize Tanaka-Binet Intelligence Scale V in Mongolia. Taken this situation, the Project decided to cooperate with them to develop “Mongolian Version of Tanaka-Binet Intelligence Scale V”.

Related activities are as follows:

- Translated “Implementation Manual” from Japanese into Mongolian, translated “Implementation Manual” back into the original language, and prepared picture cards as testing equipment
- Trained experts in related fields as practitioners of the scale through a series of surveys and the pre-training which contributed to promoting their understanding on psychological and development scales. In June 2018, the Project organized the training and delivered a lecture on the theme of “Utilization method of intelligence scale and points to be considered for the survey” and conducted test exercises.
- Surveys and training that were carried out for standardization of the scale are shown in the table below.

Table 14 Surveys and Pre-training for Standardizing Tanaka-Binet Intelligence Scale V

No.	Period	Surveys and Training	Remarks
1	August 2015	Information gathering and preliminary survey	To collect information about the existence and utilization status of psychological and developmental scales in Mongolia
2	June 2016	Pre-training and 1 st survey	<ul style="list-style-type: none"> • Cooperated to test 20 children out of the 68 children • Trained seven experts as practitioners of the scale through the survey
3	November 2017	Pre-training and 2 nd survey	<ul style="list-style-type: none"> • Cooperated to test 110 children out of the 320 children • Trained 36 experts as practitioners of the scale through the survey
4	June 2018	The training organized by the Project	The Project organized the training and delivered a lecture and conducted test exercises
5	October 2018	Pre-training and 3 rd survey	<ul style="list-style-type: none"> • Cooperated to test 256 children out of the 800 children • Trained 76 experts as practitioners of the scale through the survey

- To provide advice for the revision of the scale considering the differences between Japanese and Mongolian culture and social background.
- The analysis of the 2nd survey results revealed the following tendencies:
 - The test results were not as good as Japanese children, especially for children aged 12 to 16 years-old.
 - Specific subjects such as “the day of the week” and “four directions” were difficult for many

Mongolian children.

- The subjects required mathematical thinking and logical reasoning were also difficult for many Mongolian children.

<Outputs>

The total of 76 experts in the related fields were trained as possible practitioners of the scaled through participating in the three surveys and pre-training (refer Appendix 4 for detailed information of experts). The experts also deepened their understandings on psychological and developmental scales. Out of the total participants in the surveys, two experts participated in the all surveys and 16 in the two surveys.

Development of "Portage Early Education Program Mongolian Version" (from August 2016)

<Situation analysis before the Project>

At the beginning, the Project analyzed services and tools for early childhood development in Mongolia, then found out that there were insufficient services and tools to support children with disabilities and their families.

<Project intervention>

To respond to the situation above, the Project decided to introduce and standardize the Portage Early Education Program in Mongolia (hereinafter "Portage Program"). The program offers both developmental assessment and support for child development, and it can be utilized either at institutions or homes.

In July 2017, Japan Portage Association, as "the Licensor", granted the Project the right to use the Program for the purpose of improving early childhood development for children with disabilities and their parents in Mongolia.

Related activities are as follows:

- To translate the Portage Program Kit including check list, activity cards, guidance and process recording form, tasks and home recording form, activity chart from Japanese into Mongolian.
- To revise the Portage Program Kit for several times considering the differences between Japanese and Mongolian culture and social background.
- To pilot the program for nine families with cooperation of Autism Association of Mongolia and Down Syndrome Association Mongolia for half a year from September 2016. Thereby, it became clear that the Portage Program was effective for Mongolian children and their parents.
- To organize three days training with the cooperation of Japan Portage Association to train the Portage Program teachers in August 2017 and 2018.

- To organize meetings with the trained teachers to share information and experience, monitor and evaluate the situation of the program delivery, and strengthen cooperation among the organizations using the program in December 2017, March 2018 and December 2018.

The activities related to the program development are as shown in the table below.

Table 15 Activities of the Development of "Portage Early Education Program Mongolian Version"

No.	Period	Activities
1	From June 2016 to September 2016	To translate and revise the Portage Program Kit
2	From September 2016 to March 2017	To pilot the program with the cooperation of Autism Association of Mongolia and Down Syndrome Association Mongolia
3	In August 2017	To organize the 1 st training to train Portage Program teachers
4	In December 2017	To organize the 1 st meeting to share information and experience
5	In March 2018	To organize the 2 nd meeting with the trained teachers to share information and experience
6	In August 2018	To organize the 2 nd training to train Portage Program teachers
7	In December 2018	To organize the 3 rd meeting with the trained teachers to share information and experience

< Outputs >

The total of 78 experts in related fields were trained as the Portage Program teachers through the three days training (refer to Appendix 5 for detailed information of the trained teachers). As of March 2019, total of 24 organizations apply the program in Ulaanbaatar and Khuvsgul *Aimag*.

Additionally, as of June 2019, the organizations applying the program are preparing to establish the NGO named "Mongolia Portage Association" to disseminate the program in the country.

3) Capacity development to plan for early childhood intervention

In order to enhance capacity to develop early childhood intervention plan, the Project together with Local Commissions in pilot areas **conducted case conferences**.

Case Conference (from September 2017)

<Situation analysis before the Project>

Traditional approach to support children in disabilities was focused on medical and social welfare in Mongolia. Taken this as an issue, Commission was set up in 2013, followed by the installment of Local Commissions in each nine districts and 21 *aimags* in June 2014. The aim of Commission is to provide early childhood development and support for school enrollment by early identification of disabilities and provision of comprehensive services of health, education, and social welfare. The members of Local Commissions consist of professionals of education, social welfare, and medical who are supposed to provide technical advice from comprehensive perspective. However, Local Commissions were just set up when the Project launched and they did not have sufficient ability to develop plans for early childhood intervention.

<Project interventions>

Taking the above situation into account, the Project worked on capacity development of Local Commissions to develop comprehensive plans for early childhood interventions. Since September 2017, the Project together with Local Commissions conducted case conference using ICF concept and discuss specific cases which were found to be difficult to intervene (seven times each in Bayangol District and Khuvsgul *Aimag*). ICF is an effective tool for different professionals to discuss together and it helps to understand conditions of children comprehensively. Local Commissions invited necessary stakeholders including doctors of family health centers to case conference. Case conference lasts for about three hours and its regular process is described in Table 16.

Table 16 Process of Case Conference

- | |
|--|
| <ol style="list-style-type: none">1. Presentation by persons in charge on the progress of early childhood intervention of each case which were discussed in previous conferences.2. To share information on new cases (collected information is summarized in documents).
*If necessary, ask the child and parents to participate in some part of the conference to interview them on their needs directly.3. To conduct assessment and develop plan for early childhood interventions according to the concept of ICF.4. To discuss persons in charge of each activity in the plan and specific tasks to be worked on to implement the plan. |
|--|

Figure 1 depicts process of early childhood intervention through case conference.

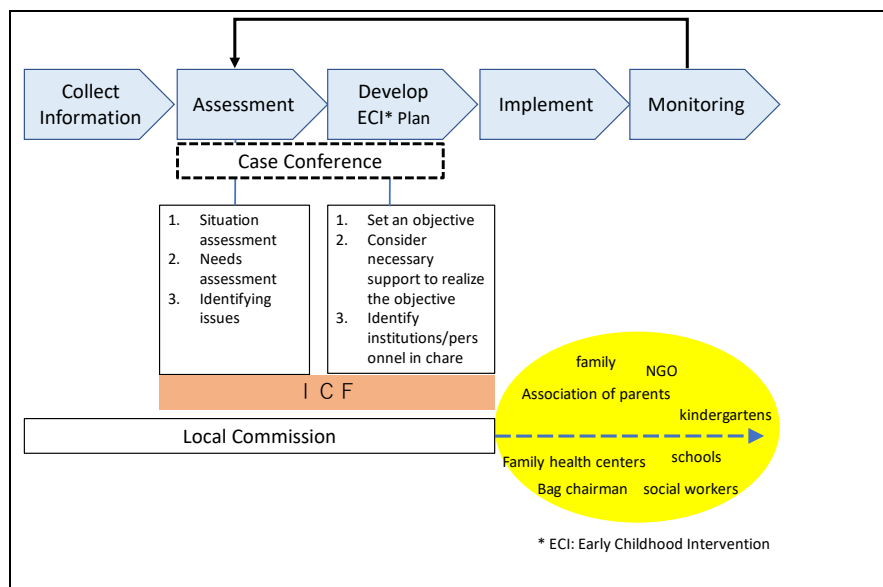


Figure 1 Process of Early Childhood Intervention through Case Conference

To shift from medical model to social model of disability, the Project experts encouraged Local Commission to set objectives of the plans from “participation” in ICF concept such as “enrolled in kindergarten”, “go out for shopping with family”, etc. Since traditionally, interventions for children with disabilities focused on recovery of physical functions, it was difficult for Local Commissions to consider objectives in terms of social participation. As they practiced assessment and planning through case conferences, they acquired deeper understanding on ICF concept (which is based on biopsychosocial model of disability) and became able to develop comprehensive plans for early childhood interventions at the end of the Project. Figure 2 is an example of early childhood intervention plan developed by Local Commission.

Date : Aug. 2018					
Name	M	Hope of the Child	Go out for shopping with family		
Age	5-year 1-month	Hope of the family	Develop as other children, to be able to express himself		
Gender	Male				
Objective after one year		Enjoy going to primary school			
	Issues and needs to reach the objective	Output	Date	Contents of Support	Institutions/persons
1	Difficult to express wants and needs	To be able to express himself by sign language for daily living activities	Jun. 2019	Receive sign language lesson once a week	Local Commission-education Special School
2	Wheelchair is too big	To be able to move around with adequate size wheelchair	Oct. 2018	Provide adequate size wheelchair through Rehabilitation Center	Local Commission-social welfare Rehabilitation Center
3	There is no slope at his apartment	Slope is installed at his apartment	Nov. 2018	Install slope at this apartment with support from community	Local Commission Community
4	School is reluctant to accept children with disabilities	School principal and managers have better understanding about him	Jul. 2019	<ul style="list-style-type: none"> Information about M is shared with school principal and managers by kindergarten teachers and Local Commission. M and his parents visit the school for sight tour 	Local Commission-education Kindergarten School

Figure 2 Example of Development Support Plan (partially simplified)

<Outputs>

Towards the end of the Project, Local Commissions in pilot areas became able to conduct case conferences on their own including preparation and facilitation of the conferences. Since case conference was added in activity plan of each Local Commission to conduct every quarter, it is expected that the case conference will sustainably be continued.

The process of early childhood intervention has been systematically organized through case conferences. At the beginning, it was not clear that who was the main actor to implement the plans. In actual practices, under the leadership of Local Commission, various actors cooperated at *khoro* and *bag* levels to deliver early childhood interventions according to the plans developed by Local Commission. For instance, community people cooperated to install a slope at an apartment for one case, and in other case, *bag* social workers involved in discussing necessary support for enroll in school. Moreover, the practices through case conferences contributed to enhance capacity of Local Commission to make comprehensive assessment and planning for early childhood development which eventually promoted collaboration among various professionals and stakeholders.

4) Capacity development to deliver early childhood intervention

There were limited early childhood interventions in terms of support for child development when the Project started, and services provided by NGOs were centralized in Ulaanbaatar. In order for children and their families to receive support services for child development from their earlier age near their homes, the Project introduced “**Parents and Child Development Program**” as a follow-up of 18-months Health Checkup and “**Portage Early Education Program**” and conducted **training for kindergartens for promotion of inclusive education**. Activities on the Portage Program are mentioned in the previous section.

Parents and Child Development Program (from October 2017)

<Situation analysis before the Project>

In the process of setting up early childhood development system in Mongolia, the Project identified the needs for support services for child development and transition support to educational institutions such as kindergartens and elementary schools after 18-months Health Checkup since there was only referral service to higher level of medical institutions.

<Project interventions>

Considering the above, the Project piloted “Parents and Child Development Program” in pilot areas, referring to practices in Japan. The program targeted for children who were identified as having disabilities of suspected to have developmental delay.

Parents and child development program can be considered as a follow-up program of 18-months

Health Checkup. The program supports families for sound child development by providing a place to play in group and a consultation with parents on child rearing. Also, based on the understanding of child's condition and environment, the program gives a transition support to pre-primary education.

Purposes of the program are 1) support for child development, 2) family support, and 3) transition support/ The program is conducted once a month with one and half hour program, and 6 sessions are a set per child. Parents-child play is a main activity in the program which offers important experiences for infant and toddler age children such as "interaction with others" and "have various sensory experiences".

Upon introducing the program, the Project team discussed with Local Commission in pilot areas on implementing structure, then considered contents of the Program together with teachers of national special kindergartens. With their continuous support, the Project experts trained instructors of the program and provided necessary items. Local Commissions took a leadership to continuously deliver the program for children and their families. Implementing structure and achievements are listed in the table below.

Table 17 Parents and Child Development Program in Bayangol District

Institution in charge	Local Commission and District Health Center
Venue	City hall of 8 th <i>Khoroo</i> Elderly and Child Hospital
Instructors	Three instructors; Psychologist and social worker of ward office Physical therapist of Elderly and Child Hospital
First round	Period: October 2017 – March 2018 (in total of six times) Target: Among children who attended 18-months Health Checkup from May to August 2017, identified children who had diagnosis of disabilities and were evaluated as "cannot walk". In total of 15 children were identified (1.7% of the total children who attended the health check-up) and nine families continuously attended the program.
Second round	Period: March – September 2018 (in total of six times, no program in July) Target: Among children who attended 18-months Health Checkup from September 2017 to February 2018, identified children who had diagnosis of disabilities and were evaluated as "cannot speak" and "difficult in eye contact". In total of 31 children were identified (2.4% of the total children attended the health check-up) and 15 families continuously attended the program.

Table 18 Parents and Child Development Program in Khuvsgul *Aimag*

Institution in charge	Local Commission (Under the instruction of Local Commission, Health Department and kindergartens cooperated to implement the program)
Venue	Five places; Room in <i>Aimag</i> Health Department, Kindergarten No. 4 and No. 10, Tarialan <i>soum</i> , Renchinkhumbe <i>soum</i>
Instructors	20 instructors (four instructors per venue); Kindergarten teachers, doctors of family health centers, officers of Health Department, teachers of NGO "Parents Association of Children with Disabilities"
Frist round	Period: March – September 2018 (six times) Target: Among children who attended 18-months Health Checkup from October 2017 to February 2018, identified children who had diagnosis of disabilities were suspected having developmental delay. In total of seven children were identified (1% of the total children attended the health check-up) and in addition, four children were found to be necessary to attend the program at regular consultation meeting of Local Commission. Nine families continuously attended the program.
Second round	Period: October 2018 – March 2019 (six times) Target: 23 children participated in the program in five places (three places in Murun <i>soum</i> , two in regional <i>soums</i>)

<Outputs>

In Bayangol District, the program was delivered to children for first round (October 2017-March 2018) and second round (March-May 2018). In the first round, 9 families out of 15 identified in 18-month Health Checkup continuously attended the program. In the second round, 15 families out of 31 did so. Three instructors were trained, and the program is continuously delivered in two places in Bayangol District.

As for Khuvsgul *Aimag*, first round was implemented from March to September in 2018. After this, Local Commission proposed the Project to expand the target area and deliver the program in five places (three in Murun *soum* and two in regional *soums*). Taken this request, the Project trained in total of 18 instructors who were kindergarten teachers and medical professional of family health centers in August 2018. Now, Khuvsgul *Aimag* is successfully delivering the program in five places including regions. In March 2019, the Project conducted follow-up training for all the instructors from five places to provide opportunity for them to share their achievements and challenges for the program improvement, which is expected to be continued after the Project completion.

There were also achievements in transition support to kindergartens. Most of the children who wished to be enrolled in kindergartens were able to be enrolled with support from instructors. Instructors interviewed with parents on their wishes and needs and provided information and advice for enrollment.

Based on the actual practices of the program in pilot areas, the Project developed "Handbook for Implementation of Parents and Child Development Program". The handbook can be utilized in other districts/*aimags* when they introduce the program

Training to Promote Inclusive Education in Kindergartens (from March 2018)

<Situation analysis before the Project>

In the Article 9.9 of the Early Childhood Education Act, it is stated that up to two children with light disabilities can learn together with children without disabilities in a class. However, there are too many children in a class to accept the children with disabilities. Usually, there are 50 to 55 children per class in Bayangol District, while there are only one teacher and one assistant teacher in each class. In this situation, kindergarten teachers are facing a number of challenges.

<Project interventions>

The Project organized training for kindergarten teachers for six times in pilot areas. The training included lectures, Q&A sessions and information sharing by Local Commissions. Local Commissions provided information on policies and legal systems related to promotion of inclusive education, the situation of children with disabilities and their enrollment in kindergartens, and other related activities. The Project experts and principals of No.10 Special Kindergarten and No.186 Special Kindergarten contributed to the training as lecturers. They gave lectures on international trends on inclusive education, development of infants, how to build a relationship with parents, and good practices to promote inclusive education in kindergartens in Japan.

The outline of the training is shown in the table below.

Table 19 Training to Promote Inclusive Education in Kindergartens

Locations	Dates		No. of Participants	Details
Bayangol District	1 st	March 2018	56	<ul style="list-style-type: none"> • 29 kindergartens teachers, one principal and two training managers • 24 participants from MECSS, MLSP, Authority of Family, Children and Youth Development, Khuvsgul Aimag Local Commission and NGOs
	2 nd	September 2018	58	<ul style="list-style-type: none"> • 23 kindergarten principals, 18 teachers and eight training managers • 9 participants from other organizations
	3 rd	November 2018	50	<ul style="list-style-type: none"> • 38 kindergarten teachers and one training manager • 11 participants from other organizations)
	4 th	March 2019	68	<ul style="list-style-type: none"> • 59 kindergarten teachers • 9 participants from Non-formal Education Center and the other organizations
Khuvsgul Aimag	1 st	November 2018	44	<ul style="list-style-type: none"> • 28 kindergarten teachers, one principal, and nine training managers • 6 participants from other organizations
	2 nd	March 2019	119	<ul style="list-style-type: none"> • 88 kindergarten teachers and eight training managers • 23 participants from other organizations)

<Outputs>

The total number of participants of the training is 313 (including 25 principals and 28 training managers). And there were many participants from other organizations such as MECSS, MLSP,

Authority of Family, Children and Youth Development, Local Commissions, Non-formal Education Center and NGOs. Through the series of training, kindergartens in the pilot areas enhanced their knowledge to promote inclusive education.

Many of the participants evaluated that the training contents were very meaningful. Also, they showed positive feedbacks on the training such that; “the training was very comprehensive”, “we gained a lot of knowledge through the training” and “lectures gave us necessary knowledge to accept children with disabilities”.

Together with Parents and Child Development Program explained in the previous section, the training contributed to promote enrollment of children with disabilities in kindergartens.

Also, as additional output, relationship between regular kindergartens and special kindergartens was strengthened through the training. Many cases were heard that kindergarten teachers contacted special kindergartens to provide for advice related to children with disabilities.

Other tools

Since services for early childhood development are limited in Mongolia, the Project developed the following two tools.

- **Resource map in Bayangol District**

Resources in community is important for early childhood development, especially there are limited resources in Mongolia. On the other hand, it was found out through the Project activities that parents and families of children with disabilities do not have sufficient information on the existing resources. Responding to this situation, the Project together with Bayangol Local Commissions developed a resource map which contains efficient information for parents and families. The resource map is mainly delivered to families who attend regular consultation meeting for Local Commission. It is expected that Local Commission continuously update the map for further effective use.

- **Handbook for Parents of Children with Autism Spectrum Disorder**

It was revealed through the Project activities that many people feel difficulties in responding to the needs of children with Autism Spectrum Disorder due to limited knowledge and experiences though the term has been widely recognized in Mongolia today. Taken this situation, the Project in cooperation with Autism Association of Mongolia developed a “Handbook for Parents of Children with Autism Spectrum Disorder”. The handbook consists of questions and answers that were requests or consultations from parents. The Project printed four hundred copies of the handbook and promote its use among relevant stakeholders, which commented effectiveness of the handbook. As received many requests to purchase the handbook, the Project uploaded the Handbook on the Project Facebook site and JICA homepage for free downloads.

1.3.3 Activities related to Output 2

Output 2 : Capacity to provide quality lessons to children with disabilities (with intellectual disabilities) is enhanced in the pilot schools.

At the beginning of the Project, pilot schools were selected: four special schools in Ulaanbaatar, eight regular schools (two schools in the same district are a pair with one special school), and two regular schools in Khuvsgul *Aimag*. The Project has conducted a series of activities to enhance teachers' ability and strengthen the system to support education for children with disabilities. Output 2 implementation structure, enhancement of teachers' ability at special schools, and enhancement of teachers' ability at regular schools are summarized in the following section.

(1) Output 2 implementation structure

1) Establish Core Group (November 2015)

After the commencement of the Project, Core Group was organized in order to give advice to activities at the pilot schools and to develop training modules for teachers. The first Core Group was organized by Joint Minister's Order No. A/443, A/141 by MECSS and MLSP on November 5, 2015.

The Core Group members are shown in Table 20.

Table 20 Core Group Member (As of November 5, 2015)

No.	Name	Organization/Designation
1	U. Ganbold	Specialist in charge of education policy, planning and coordination for persons with disabilities, Education Policy Department, MECSS*
2	G. Amarsanaa	Specialist, Metropolitan Education Department
3	Ts. Tsevegmid	Researcher, Mongolian Institute of Educational Research
4	Ch. Jargal	Specialist in-charge of special needs education, Institute of Teachers' Professional Development (ITPD)
5	G. Battsengel	Professor, MSUE
6	D. Odgerel	Lecturer, MSUE
7	Enkhtsetseg	Training Manager, No. 25 Special School
8	Ts. Sarantsatsaral	Training Manager, No. 55 Special School
9	O. Munkhtsetseg	Training Manager, No. 63 Special School
10	T. Naranchimeg	Training Manager, No. 70 Special School

*Now, specialist of General Education Department, MECSS is in charge.

2) Select pilot schools (November 2015, November 2016)

The Project confirmed four special schools for intellectual disability on their intention to participate in the Project activities as pilot schools. Pilot regular schools were selected based on the criteria below.

Table 21 Criteria of selecting pilot regular schools in Ulaanbaatar

<ul style="list-style-type: none"> • Location of the school (Southern/ Mid/ Northern part of the district, Ger district) • Willing to enroll children with disabilities • Children with disabilities are already enrolled • Teachers already feel difficulties to teach children with disabilities and willing to improve the situation • Establish close cooperation with neighboring special school or willing to cooperate with them • Keen to be a pilot school and active participation in project activities.

Metropolitan Education Department, Education Department of district and special schools recommended 13 schools. To select pilot schools, the Project Team visited those schools and examined them based on the criteria. At the 1st JCC, four special schools and eight regular schools were selected as pilot schools and the official order was issued on November 13, 2015.

Table 22 Pilot Schools in Ulaanbaatar

District	Special School	Regular School
Sukhbaatar	No.25	No.16 • No.35
Bayanzurkh	No.55	No.79 • No.111
Khan-Uul	No.63	No.26 • No.34
Bayangol	No.70	No.28 • No.113

Khuvsgul *Aimag* was selected as a pilot province in October 2016. The Project Team visited Khuvsgul *Aimag* from November 2 to 5, 2016 and discussed with Director of Education and Culture Department about pilot schools. After the discussion, Ireedui 21 Century Complex School and Titem

No.2 School were selected as pilot schools. Both schools have “Child Development Center” supported by UNICEF, where children with disabilities study after school so they are willing to accept children with disabilities. When the Project Team visited those schools, some teachers said “we would like to learn teaching methodology” to demonstrate their needs. Based on these, the Project concluded that those two schools were suitable for pilot schools as they had keen interest in Individualized Education Plan (hereinafter “IEP”) and Lesson Study and had strong will to join the Project activities.

3) Organize Working Team at pilot schools

After starting the Project activities, each pilot special school organized a Working Team, which consisted of around 10 teachers. The members of the Working Team at each school were designated by the order of school principals every year.

The numbers in each Working Team are shown in Table 23. At the beginning of the Project, experienced teachers who had studied in former Soviet Union during the socialist era played a central role in the Working Team. They were also mentors for young teachers and expected to disseminate what they learnt from the Project. However, as some of these experienced teachers had retired during the Project, replacement of members took place. Most of the newly appointed teachers are highly motivated or have studied at one-year course in Special Needs Education at MSUE.

Table 23 Numbers in Each Working Team at pilot special schools

Year	Numbers in each Working Team			
	No. 25	No. 55	No. 63	No. 70
2015/2016	11	7	8	11
2016/2017	10	9	9	8
2017/2018	10	10	5	10
2018/2019	10	10	5	10

Each pilot regular school organized Working Team as well, which consisted of around 10 teachers including training manager, social worker, school doctor, and teachers who teach children with disabilities. The numbers in each Working Team are shown in Table 24.

Table 24 Numbers in Each Working Team at pilot regular schools

School No.	Located District/ Aimag	Numbers of Working Team
No. 16	Sukhbaatar District	7
No. 35		5
No. 28	Bayangol District	8
No. 113		8
No. 79	Bayanzurkh District	4
No. 111		9
No.26	Khan-Uul District	7
No. 34		11
Ireedui 21 Century Complex School	Khuvsgul Aimag	11
Titem No. 2 School		11

(2) Capacity development of special school teachers

Under the Project, three types of capacities of teachers were strengthened: 1) capacity to assess students with disabilities and develop IEP, 2) capacity to teach meeting with the individual needs of students, and 3) capacity to support pilot regular schools. Situation analysis before the Project and the Project interventions are summarized by each capacity in the following section.

1) Capacity to assess students with disabilities and develop IEP

In order to strengthen capacity to assess children with disabilities and develop IEP, the Project and pilot special schools developed **IEP common format and prepared a handbook**.

Development of IEP common format and IEP guidebook (from 2015)

<Situation analysis before the Project>

There were different lesson plan formats at each special school. However, those formats did not include columns where teachers could write information and situation of children with disabilities. Thus, there were several issues such as some teachers could not understand children with disabilities, sharing information among teachers were not sufficient, the goals of IEP didn't match with the actual needs of children with disabilities, etc.

Table 25 Example of IEP format before the commencement of the Project

Student's name		■■■■	Gender	Male	Class	7A	Diagnosis	Autism
Long term goal								
Can attend music class with proper behavior								
Can listen to short music carefully								
		Objective of lesson (Short-term)	Contents of lesson/ preparation			Process of lesson/ Evaluation-Improvement		
Subject	Music	<ul style="list-style-type: none"> • Can attend music classroom the beginning to the end • Can listen to short music carefully 	<ul style="list-style-type: none"> • Prepare music and videos which children can enjoy • Prepare song named "What's the meaning of 10?" • Ask the child to listen to the music carefully for 1-2 minutes 					
Homeroom Teacher		Creation Date:	2015.01.06					
■■■■		Evaluation Date:						

<Project Interventions>

The common format of IEP was developed in 2015/2016 together with Core Group members and pilot special schools. The Project experts introduced Individualized Education Support Plan which has been used in Japan to Core Group members. Based on the practices and IEP format used in Japan, the common IEP format was drafted. A series of trial sessions to use common format was organized at pilot special schools. To have the IEP reflected in the lessons, Lesson Study

methodology was introduced. Teachers at each school developed IEP for a selected child. Based on the IEP, lesson plan was developed for Lesson Study at class where the selected child belonged to. Ten study meetings were held in 2015/2016 and 2016/2017 respectively. Five times out of ten were related to IEP and Lesson Study. Remaining five sessions, the Specialist of MECSS gave a lecture on related policies and the Project expert gave a lecture on how to teach children with disabilities and development milestone of children.

Newly developed IEP common format includes columns where teacher can write detailed information and current situation of children. Teachers write information of children with disabilities in four different development areas which help teachers to set appropriate long-term goal in IEP.

Table 26 Examples of IEP common format

Class	3rd Grade-A		Name of Homeroom Teacher■■■■	Date of Created	September 12, 2017
Student's name	■■■■		Gender	Male	Date of Birth
Name of Parents	■■■■		Family Member	Father, Mother, Elder sister, younger brother	Remarks
Address	■■■■		Contact No.	■■■■	E-mail
Diagnosis at Hospital	Intellectual Disability	Name of Hospital	National Center for Maternal Child Health	Age of school entrance	6 years old
Assessment result of School Committee of Health and Education	Assessment result of School Committee of Health and Education Yes (Date: August 25, 2015)			<input checked="" type="checkbox"/> Intellectual Disability <input checked="" type="checkbox"/> Difficulty in Speech	
Assessment result of School Committee of Health and Education	Result of Sub commission on Health, Education, and Social Protection for Children with disabilities: None				
Coexisting illness	Yes	Result of developmental test	None	Coordination with health facility	National Center for Maternal Child Health
Needs and characteristic of the student (His/her favorite things, advantages and disadvantages, etc)	1. Post-delivery (0-12month) (Based on MCH handbook) <ul style="list-style-type: none"> • He suffered cerebral infarction at birth. • He underwent operation at Korea due to heart problem. • He underwent operation due to cleft lip. 2. Preschool age (Age 2-5) <ul style="list-style-type: none"> • He went to Special Kindergarten No. 10. 3. From the time of school enrollment to present <ul style="list-style-type: none"> • <u>Basic self-help skills</u> <ul style="list-style-type: none"> - He can drink tea or juice by holding cup without pouring it. He can't eat food with spoon. - He can go to other classes and cafeteria alone. • <u>Speech/language, cognitive skill, ability to count</u> <ul style="list-style-type: none"> - He screams when he want something or convey it with gestures - He can't line wooden round shape up from big to small. He can play with shape sorter. - He can't recognize numbers, shapes and colors. • <u>Socialization</u> 				

	<ul style="list-style-type: none"> - He can go to toilet with his classmates. - He can stand in a line when everyone sings song. - He can walk hand in hand with friends. • <u>Physical ability</u> - He used to move very slowly when he entered school. Now he can move from classroom to classroom/ cafeteria alone.
Student's interest and goals	He wants to go to anywhere he likes.
Parents' desire and goals	Parents hope that he can socialize and communicate with other people, and he can take care of himself.
Teacher's desire and goals	Homeroom teacher hopes that he can take care of himself.

Class	3rd Grade-A	Name of Homeroom Teacher	■■■■	Date of Created	September 12, 2017
Name	■■■■	Gender	Male	Date of Birth	March 17, 2009 (8 years old)
Long term goal	Basic self-help skills	Become able to wear his jacket by himself.		Support condition / when and where	When he comes to school/ goes back to home
	Speech/language, cognitive skill, ability to count	<ul style="list-style-type: none"> ✓ Become able to repeat vowels ✓ Become able to understand the pronunciation of A,O,Y ✓ Become able to find same shapes and colors 			Math, Speech therapy, Mongolian language
	Socialization	Become able to be sat 5-10 min.			All subjects

IEP Guidelines were also drafted in cooperation with special school teachers who participated in the training program in Japan in January 2017 and the Project experts. Members of Core Group and Working Teams of four special schools revised the draft. Mongolian Institute of Educational Research requested MECSS to issue Minister's Order to prescribe the developed IEP common format and the IEP Guidelines. Minister's Order A/155 was issued on March 29th, 2017 after internal review and revision by specialists of MECSS.

<Outputs>

When the Project started, teachers tended to focus on what students "can't do" or "don't like". They can now focus on what students "can do" or "like" and put this information in IEP. After the Project interventions, teachers became to refer IEP when they prepared lesson plan and to write goal of the lesson, activities of students, means of teacher's support, etc. Teachers held meeting after the Lesson Study and looked back on the lesson from the aspect of "teaching materials", "reaction of students", and "means of teacher's support". Teacher who conducted the Lesson Study and teachers who observed the lesson discussed actively whether students had paid attention to teaching materials, whether students could understand teachers, whether students with severe disabilities could understand the lesson, etc. Through these experiences, teachers became able to assess students more

carefully and to teach students based on their educational needs.

The Project organized three workshops to prepare IEP with special school teachers. There were some negative comments such as “there are too many columns to fill in” and “there is no need to set short team goal” at the beginning. However, teachers gradually became to understand effectiveness of new IEP format through the workshops. As a result, they can now develop IEP which other teachers can easily understand. Project’s four pilot special schools prepare IEP for students who are difficult to study with special school’s curriculum. The number of students who study with IEP are shown in Table 27.

Table 27 Number of students who study with IEP (2018/2019)

School No.	Number of Students
No. 25	24
No. 55	212
No. 63	35
No. 70	50
Total	321

*As of December 1st, 2018

From the above, it can be concluded that teachers’ capacity to assess children with disabilities and develop IEP were strengthened.

2) Capacity to teach meeting with the individual needs of students

In order to strengthen capacity to teach considering children’s educational needs, the Project conducted Lesson Study, collected good practices, and organized Case Study at school. The Project also developed “Understanding and Supporting the Development of Children with Severe Disabilities: A Handbook for Teachers” and “Collection of illustrations: 450 useful words at school”.

Lesson Study and collection of good practices (2015/2016)

<Situation analysis before the Project>

Before the Project, teachers put focus on planning academic goals in IEP and teaching how to read and write in the class. However, as students at the class were at the different level of developmental stage, it was difficult for teachers to facilitate easy-to-understand lessons especially for children with severe disabilities.

<Project Interventions>

As mentioned above, teachers became able to understand students’ situation and educational needs and develop IEP properly. The next step was to facilitate lessons based on IEPs. Teachers of pilot special schools conducted Lesson Study to improve quality of lessons. Besides Lesson Study, the Project expert gave lectures on how to teach students with severe intellectual disability and students

with severe cerebral palsy. Some good practice of Lesson Study was recorded on video and incorporated in the "Resources for Classroom Practice at Special Schools/ Resources for Reasonable Accommodation at Mainstream Schools" together with IEP and lesson plan.

<Outputs>

Each lesson has objectives which are stipulated in National Curriculum. However, it's difficult for all students to achieve the objectives as there are students with different developmental stage in one class at special schools. When the Project conducted workshop on preparing lesson plan for the Lesson Study, teachers had lengthy discussions how to encourage all students to participate in lesson. Through the discussion, teachers came up with various ideas such as planning games which enables students to learn and have fun at the same time, preparation of different levels of worksheet based on students' individual needs, and so on. Through these experiences, teachers' capacity to teach meeting with the individual needs of children has strengthened.

Conduct Case Study at School (from September 2018)

<Situation analysis before the Project

Before the Project, experienced teachers who had studied in former Soviet Union during the socialist era played a role to supervise young teachers. During the Project, many of these experienced teachers retired and new teachers were recruited who had passionate about teaching students with disabilities. Also, more teachers worked their way through Special Needs Education Course at MSUE. Due to the change of the teacher's composition, there were limited opportunities for teachers to share their experiences or discuss teaching method. In addition, an increase number of young teachers has made it difficult to maintain instruction system by experienced teachers.

<Project Interventions>

Taking the above situation into account and in order to establish sustainable teacher training system within schools, the Project introduced Case Study in 2018/2019. When organizing Case Study, one or two selected teachers explained student's case of which teachers felt difficulties to teach or good example of promoting student's ability. Then, participated teachers were divided into groups and discussed teaching method meeting the child and solution for problems. Case Study was conducted at each pilot special school three times.

<Outputs>

As mentioned above, many of experienced teachers retired and the number of young teachers is on increase. Case Study gave both experienced teachers and young teachers good opportunities to exchange constructive ideas. In addition, it is also a good opportunity for primary teachers and secondary teachers to exchange their ideas. Some teachers commented that they could get good ideas

of teaching and different perspectives to understand the students. Thus, conducting Case Study contribute to strengthen capacity to teach meeting with the individual needs of children.

Other tools

The Project developed the following handbooks for teachers to facilitate class based on individual needs of children.

- “Understanding and Supporting the Development of Children with Severe Disabilities: A Handbook for Teachers”

When the Project experts observed lessons at pilot special schools in 2015, some teachers were instructing students to write letters and numbers by holding their hand. Teachers were not familiar with how to teach students who were not ready to start learning letters and numbers. There was a great demand from teachers to learn how to respond to students with severe disabilities. To respond to such issues, the Project prepared handbook for teachers to understand students' developmental stage. The handbook includes matrix of developmental tasks, example of activities of each developmental task, and examples of teaching method. The developmental domain is divided into four; 1) basic self-help skills, 2) physical ability, 3) speech/language, cognitive skill, ability to count, and 4) communication and socialization. Each domain has five levels. The matrix of developmental task can be used when teachers want to know students' developmental stage so that they can teach proper contents according to the developmental stage of each student. The Project introduced the draft of the handbook to pilot in special schools and revised it based on the experiences of teachers.

Table 28 Matrix of Developmental Task

Domain	Content	Level 1	Level 2	Level 3	Level 4	Level 5
I. Basic self-help skills	I-1. Clean up and put away		1. Putting away objects, when finished using them	2. Putting away silverware and used objects, when finished eating		
	I-2. Hand washing		3. Wetting hands with running tap water	4. Following a proper hand washing steps, as instructed.	5. Demonstrating a skill to wash hands independently and properly	
II. Physical ability	II-1. Play with a ball		6. Throwing a ball to a target			
			7. Throwing and rolling a ball	8. Catching a big ball	9. Catching a small ball	

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	II-2. Take out from and put onto a shape sorter	10. Taking a round shape out of a shape sorter	11. Putting round shape onto a shape sorter	12. Fitting any kinds of shapes on a shape sorter		
	II-3. Wooden blocks stacking	13. Holding one wooden block each in both hand and pressing the together	14. Piling up three blocks	15. Putting together wooden blocks to make any shape		
	II-4. Container, tools and objects	16. Taking out objects from a container	17. Putting objects into a container	18. Scouping or picking objects by using tools such as spoons and tongs		
	II-5. Ring and string	19. Pulling out beads threaded on a string	20. Threading thin rope through wooden beads with big hole	21. Threading thin rope through five wooden beads with big hole		
	II-6. Zipper, button and paper		22. Zipping and unzipping	23. Unbuttoning		24. Folding paper in half and putting into envelope
	II-7. Pegboard and stickers	25. Pulling out peg sticks from pegboard	26. Putting peg stick onto pegboard	27. Putting a sticker inside the framed circle.		
	II-8. Use glues and scissors		28. Pasting glue on paper and stick the paper on another paper.		29. Cutting along curved and straight line by using scissors cutting along right angle	30. Cutting exactly along curved and straight line by using scissors
III. Speech/language, cognitive skill, ability to count	III-1. Match and sort objects by color, shape		31. Matching and Sorting same objects	34. Matching same shapes	37. Sorting same shapes.	
			32. Matching same pictures			
				35. Matching with real objects and pictures	38. Sorting same kinds of objects but in different shapes	
			33. Matching same colors	36. Matching and sorting objects by color.	39. Sorting by uses of objectives	
	III-2. Draw shapes and writing letters		40. Scribbling as child's wants to draw	41. Drawing vertical line and horizontal line by copying teacher's drawings	43. Drawing cross, square, and slant strokes by copying teacher's drawings	45. Drawing triangle and simple characters by copying teacher's drawings

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				42. Drawing circle by copying teacher's drawings	44. Tracing straight and slant lines by pen.	46. Tracing square, circle and triangle lines by pen
	III-3. Read letters				47. Matching same letters in own name	48. Matching all letters
						49. Matching all numbers
	III-4. Quantity			51. Matching same quantity of objects up to three	54. Giving a teacher three objects.	56. Giving a teacher ten objects
				52. Understanding meaning of 1	55. Counting out five objects correctly	57. Counting out ten objects correctly
				53. Understanding meaning of 1 and choosing plate with one object.		58. Matching numbers and quantity up to 5
	III-5. Attribute of objects				59. Choosing big one or small one from two same objects	60. Choosing long or short objects from two same objects
	III-6. Uses of objects				61. Understanding words which explain uses of objects	62. Explaining uses objects.
IV. Communication and socialization	IV-1. Indication of intention		63. Pointing fingers on one object among two objects and playing with it.	64. Pointing fingers on one picture among two pictures	66. Indicate what to do or what they want from pictures.	
				65. Indicating "Give me ~" by means of gestures or verbal.		
	IV-2. Social rules				67. Playing a game by taking turns.	
						68. Use expressions "Here you are", "Thank you" and "I am sorry"

- “Collection of illustrations: 450 useful words at school”

Teachers of special schools often use picture cards in class and the Japanese expert also recommended to use it. On the other hand, most of the picture cards which are used at special schools are not inappropriate to Mongolian culture because they were downloaded off the internet. The Project Team decided to print a collection of illustrations in cooperation with Working Team of special schools. “Collection of illustrations: 450 useful words at school” were printed with CD-R and distributed to all schools in Mongolia. All JPEG files were put on the website of ITPD.

3) Capacity to support pilot regular schools

MECSS officials announced that the government will promote Inclusive Education at regular schools. Existing special schools can play a role as resource center to give advice to regular schools. The Project **introduced advisory activities that special school teachers give advice to regular school teachers** in order to strengthen capacity of special school teachers on supervising regular schools.

Advisory activity from pilot special schools to regular schools

<Situation analysis before the Project>

Although children with disabilities were enrolled in regular schools before the Project, regular school teachers had difficulties to understand their situation and educational needs. On the other hand, there was no system that special school teachers give advice to regular school teachers consistently.

In Khuvsgul *Aimag*, teachers did not have sufficient knowledge on disabilities, especially disabilities that are not visible such as moderate intellectual disability and developmental disorders so that they couldn't provide lessons which meets students' educational needs.

<Project Interventions>

Special school teachers gave advice to regular school teachers in Ulaanbaatar as follows.

- Working Team of special schools visited regular schools to discuss about what kind of advice should be given in December 2015. After making the plan, 6-7 sessions were conducted at each pilot regular school in Ulaanbaatar. Special school teachers gave lectures on understanding disabilities and developmental assessment for students with disabilities and learning difficulties. In March 2016, some pilot regular school teachers participated in Lesson Study at pilot special schools. Most of the activities at regular schools were organized by the teachers from pilot special schools. Meanwhile, the Project expert monitored the activities. During the monitoring,

some issues were raised such as; it was difficult to organize the advisory activities according to the plans as regular school teachers were too busy, teachers who did not teach students with disabilities were not willing to participate in the activities and they did not welcome special school teachers, and pilot school teachers had to cover their own transportation cost. Three teachers from each pilot special schools were certified as “Lecturers of Ulaanbaatar City” by Metropolitan Education Department. Salary of these teachers increased 5%. Now they teach at in-service teacher training course organized by Metropolitan Education Department as well as give advice to pilot regular schools.

- Pilot special schools and pilot regular schools discussed annual activity plan in 2016/2017. Pilot special school teachers gave lectures on how to respond to the needs of students with intellectual disability and supported regular school teachers to develop IEP. Regular school teachers visited special school to observe facilities and classes.
- In 2017/2018, MECSS provided remuneration to special school teachers. There was a great demand from regular schools for conducting developmental assessment for students with disabilities and learning difficulties. When regular school teachers try to explain about their children’s challenges facing at school, some parents can’t accept it. With the result of developmental assessment by special school teachers, regular school teachers can present the fact objectively to parents.
- In 2018/2019, activities were planed once in every school semester. Special school teachers will continue to give advice to regular schools upon their request.

It is difficult for special school teachers to visit pilot schools in *Khuvsgul Aimag* frequently due to the distance. In October 2017, 14 teachers from *Khuvsgul Aimag* (five teachers each from pilot schools, one teacher from three schools in *soum*, and one teacher from private school) visited pilot special schools in Ulaanbaatar. MECSS covered their transportation cost, allowance, and remuneration of lecturers. Participants got various ideas to improve school facilities and teaching method. They conducted debriefing session at their own school to share what they have learnt.

<Outputs>

In the endline survey, Working Team members recognized gaps between special school teachers and regular school teachers on knowledge, skills and willingness to support students with disabilities, but they found that their support was effective for regular school teachers to improve their understanding.

(3) Capacity development of teachers at regular school

Although there was a certain number of children with disabilities in pilot regular schools, teachers couldn't understand their educational needs and had difficulties to teach them. Pilot special school teachers started to give advice to pilot regular school teachers in the first year of the Project. Several regular school teachers asked the Project for more support from the Project to improve quality of education for students with disabilities.

The Project held a meeting with Core Group, pilot special schools, and pilot regular schools to understand and share the situation at pilot regular schools in February 2017. Each pilot regular school shared their issues and needs to enroll students with disabilities. Main issues and necessary support raised in the meeting are shown in Table 29.

Table 29 Issues and Needs of Pilot Regular Schools

Issues	
Facility and equipment	<ul style="list-style-type: none"> • Existing toilet is not suitable for children with disabilities. • Desks and chairs are not suitable. • There is no slope. There are many steps and the main entrance is too narrow. • It is difficult for wheelchair users to go up to second floor for bathroom, music room, and gymnastic hall. • Teaching materials such as textbooks and learning books are not enough.
Teaching method and knowledge	<ul style="list-style-type: none"> • Teaching ability of teachers for children with disabilities is not sufficient. • There are no teachers who studied education for children with disabilities at the University. • There is no specialist of education for children with disabilities. • There is no information on diagnosis of disability or developmental assessment. • Existing teaching materials are not suitable for children with disabilities. • Teachers are not mentally prepared for teaching children with disabilities.
Organizational structure and system	<ul style="list-style-type: none"> • Evaluation standard of students is not suitable with children with disabilities. • Result of evaluation affects evaluation and promotion of teachers. • Extra allowance is not being paid to teachers who teach children with disabilities. • There is insufficient time for teaching children with disabilities, especially schools introducing double system. • Teachers do not have enough time to teach children with disabilities as student-to-teacher ratio of one class is high. • Because each secondary school teacher teaches a different subject, it is difficult for all secondary teachers to understand enrolled children with disabilities. • Assistant teachers are necessary. • Parents of other students discriminate children with disabilities. • Parents of children with disabilities don't accept disability.
Needs	
For MECSS and UBDEC	<ul style="list-style-type: none"> • We need budget to create an environment for children with disabilities. • There is a need to develop alternative evaluation standard for children with disabilities such as evaluation based on IEP. • Evaluation of teachers should not be based on students' achievement. Teachers who teach children with disabilities should get higher remarks. • Salary of teachers who teach children with disabilities should increase 20%-30%. • There is a need for teacher training related to how to teach children with disabilities. • We need textbooks and handbook for teachers.

	<ul style="list-style-type: none"> • Credit of how to teach children with disabilities should be included as a compulsory subject in teacher training course at university. • We need expert team who can provide developmental assessment. • We need special teachers. • We want to participate in training in Japan.
For Pilot Special Schools	<ul style="list-style-type: none"> • Need advice to teach children with disabilities. • Need advice to get support from parents. • Willing to get OJT program at special school. • Want to invite special school teachers at regular school and facilitate lessons in class. • Need assessment test for some students.

Situation analysis and the Project interventions and outputs are explained in the following session covering: 1) capacity development of assessment of children with disabilities, IEP development, and teaching skills to meet individual needs of children, and 2) capacity development to provide reasonable accommodations.

1) Capacity development of assessment of children with disabilities, IEP development, and teaching skills to meet individual needs of children

Advisory activity by pilot special schools as well as training by the Project experts in pilot regular schools contributed to develop capacity of teachers to assess children with disabilities, develop IEP, and teach those children meeting their individual needs.

Advisory activity and training

<Situation analysis before the Project>

Before the intervention by the Project, teachers in pilot regular schools knew physical disabilities but they did not have sufficient knowledge on intellectual disability and speech impediment. They could not consider necessary support for those children. They had never made IEP and did not know how to teach students with developmental delay and how to make teaching materials. Common issues among regular schools were the countermeasures for students with disabilities with diagnosis and students with learning and/or behavioral challenges without intellectual disability.

<Project Interventions>

Pilot special schools gave advice to pair pilot regular schools in Ulaanbaatar. They provided assessment for children with disabilities and developmental delay. They also provided lectures about disabilities and IEP. Some teachers in regular schools visited special schools and participated in the Lesson study.

Pilot special schools also provided assessment for children with disabilities and lectures at pilot regular schools in Khuvsgul *Aimag*. Also, 14 teachers including pilot regular schools visited special schools in Ulaanbaatar.

The Project experts conducted series of training regarding teaching method and IEP since March 2017. The lectures on teaching method were delivered by types of disabilities such as Autism Spectrum Disorder, Down syndrome or psychical disability according to the situation of each school which enabled the Project to provide support which each school really needed for. Teachers motivation and understanding were different depending on schools, so the Project consulted with training managers and listened to teachers' requests for teacher trainings. Also, the Project supported the schools to organize Lesson Study with development of IEP and lesson plan upon their request.

Pilot schools in Khuvsgul *Aimag* worked on developing IEP and conducted Lesson Study for 3 years. When developing IEP, lesson plan and teaching materials for target children, the members of Working Team and the teachers in Child Development Center supported teachers in charge. The Project also organized teacher training on the types of disabilities and IEP to seven non-pilot schools⁸.

<Outputs>

Pilot regular school teachers enhanced their knowledge on disability. Before the Project interventions, some teachers thought students with glasses were visually impaired and delay in self-care skills were caused by poor environment at home. The Project promoted Working Team members to have correct understanding through the series of training on disability, then there were no more teachers in Working Team who had wrong ideas on disability.

The number of students with IEP in pilot schools are shown in Table 30. Particularly, four schools (No.16, No.113, Titem No.2 and Ireedui21 Century Complex School) that worked on IEP development and Lesson Study enhanced their capacity to develop IEP.

Table 30 Number of students with IEP in pilot schools (Year 2018/19)

School	Number of students with IEP	School	Number of students with IEP
No.16	2	No.79	3
No.26	1	No.111	3
No.28	5	No.113	0
No.34	12	Titem No.2 School	7
No.35	1	Ireedui21Century Complex School	24
Total			58

*As of December 1, 2018

As regular schools must use National Curriculum, students with intellectual disability and learning delay have difficulties to follow daily lessons. Before the Project interventions, the students with

⁸ Avarguud, Aviyas, Sod-Erdem, Delger Murun, Gurvan-Erdene, Erdemiin Dalai, Dalai van private school.

special needs sat down near teachers and did different lesson works from other students. It was not discussed whether those were suitable for their needs or not. Through advice from special schools and the training by the Project, it was observed that lessons were improved, and various accommodations were attempted to meet individual needs of children in pilot regular schools.

Table 31 When Teacher Improve, Students Improve –A Case of Khuvsgul *Aimag*–

Ireedui21 Century Complex School in Khuvsgul *Aimag* developed IEP for a girl in 4th grade and conducted Lesson Study in 2017 and 2018. She was restless, moved freely during lesson, had a lot of miscalculation and misspelling. Her teacher realized that her lesson works were too difficult for her through advice from special school teachers and lectures, so the teacher changed the lesson works to fit her level and needs. Even after the Lesson Study, the teacher kept making lesson materials specially for her. As a result, the student stopped moving from her seat so often and became able to participate in daily lessons. The teacher got confidence through the experiences, and now the teacher gives advice to other teachers about IEP and lessons.

Other tools

The Project developed the following handbooks for teachers to meet individual needs of students.

- **A Guide to Educational Support for Children with Learning and/or Behavioral Challenges**

There are two or three students in class with learning delay and some problems of behavior, but they don't have intellectual disability. Through the trainings, teachers often asked "how do I teach for them?", so the Project conducted the survey to know the percentage of the students with difficulties in several fields. Check list was developed by categories of nine areas such as: "Listen", "Speaking", "Reading", "Writing", "Numeration", "VI. Understanding time and space concept and cause-and-effect relationships", "Physical movement", "Communication with people", "Behavioral Action".

Table 32 Check List

Class:					
	CONTENTS	Child 1	Child 2	Child 3	Child 4
I. Listening					
1	Able to listen to teacher 's speech with full concentration.				
2	Able to memorize what he/she listens.				
3	Able to understand and perform the task or instruction when teacher speaks to he/she individually as well as to a group.				
4	Able to understand and actively participate in the conversation in classroom.				
II. Speaking					
1	His/her vocabulary is at classmates' level or even higher.				
2	Able to talk with full sentences without any grammatical mistakes.				

3	Able to talk about own experiences and opinions logically.				
4	Able to have a conversation with classmates at grade level.				
III. Reading					
1	Knows every alphabetical letter (For example, able to say "a" when he/she reads "A")				
2	Knows each alphabetical letter 's pronunciation (Except in case of dysarthria).				
3	Able to read the syllables and words with long vowels, diphthongs and "Ya" letters, without any errors.				
4	Able to read clearly and loudly without skipping the words or guessing the words. (Except in case of stammer)				
5	Able to read correctly both hand-writing and block letters.				
IV. Writing					
1	Able to take notes using the alphabet correctly by hearing.				
2	Able to write the words and sentences correctly by hearing				
3	Able to write the syllables and words with long vowels, diphthongs and "Ya" letters by hearing , without any errors.				
4	Able to write similar letters correctly without any confusion. (For example, н-п, in writning capital P-Г)				
5	Able to write letters both in cursive and block letters.				
V. Numeration					
1	Able to perform addition and subtraction under 10 without using fingers.				
2	Able to perform addition and subtraction with carry and borrow as same level of classmates.				
3	Able to answer arithmetic word problem as same level of classmates.				
4	Memorize multiplication table.				
VI. Understanding time and space concept and cause-and-effect relationships (cognitive)					
1	Able to understand the reason why things happened.				
2	Able to understand well location related -expression (eastern west, western east, northern south, etc).				
3	Able to copy shapes or figures correctly.				
4	Able to tell the time correctly when he/she watches clock and understand well time-related expressions.				
VII. Physical movement					
1	Able to perform fine motor skill such as using scissors and buttoning.				
2	Able to write words and letters properly according to spelling rules.				
3	Able to play with rope-jumping and a ball at same level of classmates.				
4	Able to perform exercises on the mattress and horizontal bar at same level of classmates.				
VIII. Communication with people					
1	Plays with his/her friends during the break time or after class				
2	Able to play by following the rules				
3	Able to care about his/her friends and work together with them.				

4	Often uses polite phrases: "Can I borrow...", "Thank you", "I am sorry"				
IX. Behavioral Action					
1	Makes a plan to achieve his/her purpose and is able to do action as properly without teacher's instruction or help.				
2	Able to concentrate on any matters of his/her interest.				
3	Able to put things in order, bring necessary things to school, not losing his/her belongings.				
4	Able to listen to others' conversation without interrupting and doesn't speak carelessly.				
5	Able to act calmly and controlling his/her emotion.				
6	Able to control his/her emotion when the sudden event happens.				
TOTAL					

The Project asked teachers of grades 1-5 in three pilot regular schools to make trial use of the checklist for their students. The teachers answered the checklist, "Yes" (4 points), "A bit, yes" (3 points), "almost, no" (2 points), "completely, no" (1 point) by comparing other students in the same grade. The Project analyzed 686 data and it became clear that there was a certain percentage of students who had significant difficulties in learning and behavior.

Table 33 Percentage and the Number of Students with Difficulties
(Answered "Almost, no" or "Completely, no")

Numeration	Writing	Reading	Behavioral Action	Speaking	Listen	Cognitive	Communication with people	Physical movement
28	20	19	13	10	10	8	7	5
4.08%	2.92%	2.77%	1.90%	1.46%	1.46%	1.17%	1.02%	0.73%

Based on the result above, the Project developed "A Guide to Educational Support for Children with Learning and/or Behavioral Challenges" which contains the checklist as well as instructions for each area. The handbook was shared with 10 pilot regular schools in October 2018 and asked them to use the Handbook for target students to improve lessons. In March 2019, the Project held a meeting to invite the teachers to share their good practices using the Handbook, which were added in the Handbook when finalized.

2) capacity development to provide reasonable accommodations

<Situation analysis before the Project>

The number of children with disabilities in pilot regular schools in Ulaanbaatar before the Project are shown in Table 34.

Table 34 Number of Children with Disabilities in Pilot regular schools in Ulaanbaatar
(As of February 2017)

School No.	District	Number of Children with Disabilities
No. 16	Sukhbaatar District	10
No. 35		11
No. 28	Bayangol District	20
No. 113		10
No. 79	Bayanzurkh District	111
No. 111		12
No. 26	Khan-Uul District	12
No. 34		74
Total		260

There were some pilot regular schools that were willing to accept children with disabilities while some were reluctant to accept those children in Ulaanbaatar. Even though children wished to attend regular schools, if the schools were not willing to accept children with disabilities, they recommended the children to go to special schools saying that they could not prepare proper educational environment for them. On the other hand, in Khuvsgul *Aimag*, the pilot regular schools had already accepted children with disabilities because there were no special schools in Khuvsgul *Aimag*, and they had Child Development Centers supported by UNICEF. Although the schools enrolled children with disabilities with positive attitude, reasonable accommodations were not provided. For example, a student with wheelchair had to wait in a classroom during physical education lesson of students who could not follow lessons were only instructed to write down letters repeatedly during lessons.

<Project Interventions>

The Project introduced planning and provision of reasonable accommodations, then worked on establishing Child Development Center and School Committee, and promotion of school enrollment for children with disabilities.

- **Planning and provision of reasonable accommodations**

To understand situation and needs in regular schools, the Project organized a meeting inviting Core Group, pilot special schools and pilot regular schools in Ulaanbaatar in February 2017. Based on the understanding through the meeting, then the Project conducted a workshop for reasonable accommodations in March 31, 2017. The purpose of the workshop was to understand what reasonable accommodations is and make a concrete plan for providing reasonable accommodations. Firstly, E. Munkhbat, a teacher of MSUE who participated in JICA Yokohama training⁹, introduced

⁹ JICA Yokohama Co-creation Program "Education System for Children with disabilities -Promotion of Inclusive Education System Utilizing the Experience of Special Needs Education-" in 2015.

Japanese practices and gave lecture on important points of reasonable accommodations. After the lecture, each school selected two students with disabilities, and developed a plan to provide reasonable accommodations for them. Teacher of the special schools gave advice to the regular school teachers on provision of reasonable accommodations. The pilot schools discussed the things which they could do with the Project's support and the things that they could do themselves. The plan of No.35 School is shown in Table 35 as an example.

Table 35 Plan of Providing Reasonable Accommodation for Target Student in No.35 School

Target student : Grade 4, Male				
Priority	Problems	How to solve the problems	Proposal details for solving problems	Schedule
1	Lack of educational environment and teaching experience for children with disabilities	Install Child Development Center in collaboration with the Project and cooperate with teachers and students volunteers whose major in special needs education to provide instructions at the Center.	Establish a support system for children with disabilities. After school, the student reviews lesson of the day in the Center. Allocate teachers and students whose major in special needs education.	May 2017
2	Stand up and disturb other students in the lesson	Make or purchase teaching materials that the student like (Cards of car, puzzle, materials for classification and assembling, cut and paste)	Purchase teaching materials such as cards of car and games which the student likes.	May 2017
3	Teachers do not know how to teach the students because they do not know his disability	Understand the students' disabilities and difficulties.	Use teaching tools by the Project.	September 2017
4	Problems of behavior (shout with loud voice in classroom, leave his seat during lessons and he is restless)	Create an environment which the student can escape from noise.	Make comfortable space in a classroom.	November 2017
5	Speak by short words	Improve his speech using understandable sentences. Improve his communication with other students.	Purchase matching materials like pictures and sentences. Listen to the sentence and distinguish correct or wrong. Make sentences with picture cards.	September 1, 2017- December 25, 2017
6	Take other's belongings.	Tell the student to use other's belongings after permission. Make the student	Make the student understand that using without permission is not good by showing a	December 2017

		understand to use the other's belongings after permission.	picture book and video and story.	
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In 2017 and 2018, each school worked on implementing the plans as they developed. Each school made a budget plan upper limited of 2 million MNT¹⁰ which were provided by the Project. The Project supported to purchase teaching materials, install handrails for toilet and corridor and slope. Knowledge sharing seminar was held in June 2018 to share good practices of each school.

- **Establish Child Development Center**

Four schools out of eight pilot regular schools planned to establish Child Development Center for reasonable accommodations. Child Development Center is a place for students with disabilities and learning delay to take lessons depending on their needs after school. Four schools opened the Center in November 2017 after allocation of teachers in charge of the Center. The schools requested that that it was difficult to manage the Center alone, then the Project discussed with Core Group, MECSS and teachers of MSUE. As a result, 10 university students whose major is in special needs education worked to support the Center. From November 2017 to March 2018, the Project paid rewards for those students, but MECSS started to pay since October 2018. No.34 School established Child Development Center by their own budget in October 2018 as they heard of the practices in other schools at the seminar in June 2018. The number of students who go to Child Development Center in 2017/2018 and 2018/2019 are shown in Table 36.

Table 36 Number of students who go to Child Development Center

School	Year 2017/2018	Year 2018/2019
No.16	11	16
No.28	4	4
No.34	-	13
No.35	4	2
No.79	2	7
Total	21	42

- **Establish School Committee**

The counterparts of output 2 learned School Enrollment Committee and the system of School Committee practiced in Fujisawa city, Kanagawa prefecture at the training program in Japan in January 2018. after returning to Mongolia from the training, four pilot regular schools (No.26, No.28, No.35, No.79) in Ulaanbaatar and two schools in Khuvsgul *Aimag* planned to establish "School Committee" which support for children with disabilities and special needs. The Project expert explained the system of School Committee in Japan to two pilot regular schools in Khuvsgul *Aimag*

¹⁰ 83,700 JPY (June 2019)

in April 2018. Those schools discussed members and roles of School Committee and annual schedule. The members of the Committee and annual plan were prescribed by principal order in end of April. One example, the member of School Committee and annual plan of Ireedui21Century Complex School in Khuvsgul *Aimag* are described in Table 37.

Table 37 Members of School Committee and Annual Plan

Members	
Principal	Training Manager (Primary School)
Training Manager (Secondary School)	IT Manager
School Doctor	Two teachers of Child Development Center
Physical-education teacher	Art teacher
Music teacher	Leader of study group for teaching method
Primary class teacher	
Annual Plan	
Issue principal order to establish School Committee	April 2018
Prepare students list for the Committee	May 2018
First Meeting	May 2018
Gather information of listed students and prepare IEP	May 2018
Second Meeting	August 2018
Review IEP	August 2018
Gather information on newly enrolled students	September 2018
Third Meeting for newly enrolled students	October 2018
Prepare IEP for newly enrolled students	October 2018
Fourth Meeting	November 2018
Review IEP	November 2018
Conduct monitoring on progress of IEP	December 2018
Fifth Meeting	January 2019
Evaluation on progress of IEP	January 2019

The activities of School Committee by the pilot regular schools in Khuvsgul *Aimag* were presented at the knowledge sharing seminar on reasonable accommodations in June 2018. After the seminar, eight pilot regular schools in Ulaanbaatar established School Committee in 2018 and 2019.

- **Promotion of school enrollment**

The Project together with pilot regular schools attempted to promote school enrollment of children who were not enrolled in schools despite they are over 6-years-old new 1st graders with disabilities.

- No.26 School in Khan-Uul District is located in 35 km from the city center in Ulaanbaatar. Some of the students with disabilities in this area enrolled in a No.63 Special School but it is difficult for them to go to school every day due to distance to the school; their house is more than 20 km from No.63 School and there are short of school buses. According to a research conducted in 2015 by No. 26 School, there were nine children (age 6 -10) with disabilities without schooling, and the students and their parents were eager to go to school near home. The Project discussed with No.26 School and the parents to start activities for

those children in No.26 School twice a month from March 2016. The school requested MECSS and Khan-Uul District Education Department to setup a classroom for children without schooling, and as a result, a branch class of No.63 Special School was installed at No.26 School. There were 12 students, one full-time teacher and a part-time teacher at the branch class (as of March 2019).

- Khuvsgul Department of Education, Culture and Art had been grasped the number of children with disabilities and the situation of school enrollment for new 1st graders since September 2018. On the other hand, there were a certain number of children with disabilities who were not going to schools though Local Commission referred them to schools near their house. Responding to the issue, the Project supported Local Commission, kindergartens and schools to organize School Enrollment Meeting. The first meeting was held in May 2018. There was a girl who was supposed to enter a school from September 2018. Members of Local Commission, a social worker of the pilot school, head of the *bag* of her residents and social workers of Murun *soum* gathered and discussed about the issues of her enrollment and the countermeasures for her. The second meeting was held in June 2018 and they discussed about learning environment including toilet. In September 2019, she started to go to Child Development Center of Titem No.2 School and has been participating in music class and gymnastic together with other students in her registered class. In March 2019, the Project discussed with Local Commissions a sustainable support system of school enrollment for children with special needs.

<Outputs>

It can be said that the pilot regular schools enhanced their capacity to provide reasonable accommodations for children with special needs through the series of activities described in the previous section. The concrete changes can be identified as described below.

- Shared understanding on children with special needs were promoted among teachers through considering reasonable accommodations for those children together.
- The target students made progress in leaning and basic self-help skills by improving learning environment,
- The pilot regular schools become able to consider solutions in cooperation with Local Commission and a social worker of *bag* for better education for children with special needs.

Based on the activities in pilot regular schools on reasonable accommodations, how to ensure educational environment including School Committee was prescribed in the “Guidelines for comprehensive early childhood development for children with disabilities”.

Regarding support for school enrollment, some topics such as scheduling, persons in charge, how to identify children with special needs are still under discussion. For further consideration, trial School Enrollment Meeting was held on May 23 and June 24, 2019 in Khuvsgul *Aimag*. Based on this trial, the order of prefectural governor on School Enrollment Meeting is now being prepared.

In Bayangol District, the head of the District gave an order to organize School Enrollment Meeting and setup School Committee on May 3rd, 2019, and the first School Enrollment Meeting is planned to be held on August 23, 2019.

1.3.4 Activities related to Output 3

Output 3: Effectiveness of various options of education in accordance with individual needs of children is examined through "mini projects".

Small scale pilot projects called "mini project" were implemented in 2016/2017 (first phase) and 2017/2018 (second phase) to attempt various educational ways to respond to the special needs of these children and to develop models which can be disseminated to all over the country. The call for proposals of first phase started on April 8th, 2016. The following criteria were set for the application.

- Beneficiaries must be children (0 to 16 years old) with special educational needs
- There are available local resources (such as experts or materials) to implement the mini project
- The activities must be sustainable after the mini project
- The project must be versatile and can be in widespread use all over the country

The total number of applications was 35 in the first phase. Eight applications passed document screening and the Project had interviews with eight applicants in May and June 2016. As a result, below three projects were selected.

Table 38 Outline of the Mini Projects (First Phase) and Outcomes

1	Name of the Project	Inclusive Education Project for Children with Intellectual Disability
	Implementing Organization	Down Syndrome Association Mongolia (hereinafter "DSAM")
	Project Area	Khan-Uul District, Ulaanbaatar
	Project Period	June 17 th , 2016 ~ May 23 rd , 2017
	Agreement Amount	10,000,000MNT
	Beneficiaries	Students with Down Syndrome who study at the pilot class, Students in School No. 130
	Outline of the Project	The pilot class was setup at regular No. 130 School in Khan-Uul District for children with Down Syndrome and encourage them to join lessons such as P.E., Music, and Art class together with students in No. 130 School.
	Activities	<ul style="list-style-type: none"> ➤ Ten students who attended pilot class joined in P.E. and music lesson of School No. 130 (Grade 3, 4, and 5) ➤ Homeroom teacher of pilot class taught dance every other Saturday and students with Down Syndrome and other students from No. 130 School participated in the class. ➤ DSAM held the awareness event called "Open Door" for parents of No. 130 School. They gave information on Down Syndrome and shared the importance of inclusive education to the parents. Teachers from No. 130 School helped DSAM to hold the event. ➤ Students of the pilot class were registered as a student of School No. 130 and UBDEC started to provide lunch fee for them.
Outcomes	<ul style="list-style-type: none"> ➤ Teachers and parents of No. 130 School did not have sufficient understanding when the project started. Homeroom teachers of pilot class held several awareness events and tried to promote inclusive education. Their acceptance and understanding have improved by an effort of homeroom teachers. ➤ DSAM continued operating the pilot class after the completion of the project and salary of teachers had been paid by the parents. The pilot class was officially registered as a branch class of No. 63 Special School in February 2018. 	
2	Name of the Project	We can learn; Inclusion of Children with Disabilities in Non-Formal Life Long Education Center
	Implementing Organization	Non-Formal Life Long Education Center in Orkhon Aimag (province)
	Project Area	Bayan Undur Sum, Orkhon Aimag
	Project Period	June 20 th , 2016 – May 23 rd , 2017
	Agreement Amount	10,000,000 MNT
	Beneficiaries	Newly involved children with disabilities in Non-Formal Life Long Education Center
	Outline of the Project	Non-formal education is provided through center-based and home visits to children with disabilities who do not/ cannot attend regular school or regular class.
	Activities	<ul style="list-style-type: none"> ➤ 25 students with disabilities were registered and the center provided center-based education and home visit education based on their needs. ➤ Three teachers were appointed, and they taught reading, writing, and basic life skills.

		<ul style="list-style-type: none"> ➤ Teachers visited special schools in October 2016 to learn how to teach with students with disabilities. ➤ The Center conducted training for parents to promote their cooperation. ➤ Students visited local museum and performed a recital of music and dance to promote their social participation. ➤ Among 25 students, one passed the examination of upper secondary education and four passed the examination of lower secondary graduation.
	Outcomes	<ul style="list-style-type: none"> ➤ The Center provided non-formal education to students with disabilities who were not enrolled in school and some of the students could obtain official certification equivalent to formal education. ➤ They could challenge next level of education such as vocational training school and college.
3	Name of the Project	Child Care Service Project for Children with Disabilities
	Implementing Organization	UCHRAL, Center for Child Development and Communication
	Project Area	6 districts in Ulaanbaatar
	Project Period	June 20 th , 2016 – May 23 rd , 2017
	Agreement Amount	10,000,000MNT
	Beneficiaries	Children with disabilities who receive Child Care Service, Parents of children with disabilities, and Service providers
	Outline of the Project	National Authority for Children started "Child Care Service" from January 2016 in order to provide home-based nursery for children aged from 2 to 5 years. Any Mongolian nationals aged from 18 to 65 years or NGOs can take training courses and start a home-based/ center-based nursery after the registration at both National Authority for Children and local government. These nurseries can accept children with disabilities, but service providers still do not have sufficient knowledge and skills to deal with those children. Thus, new training modules were needed to cope with this issue and pilot training was conducted in Project Area.
	Activities	<ul style="list-style-type: none"> ➤ The Center conducted household survey of children with disabilities who are not enrolled in kindergartens and schools in Ulaanbaatar. Based on the survey result, they developed training module for Child Care Service provider. ➤ The module consists of six topics and they conducted 16 hours training by using this module in March July. Among the participants, 55 were Day Care Service providers and 25 were parents of children with disabilities. ➤ The Center also held awareness event in collaboration with six districts officers of Ulaanbaatar to provide useful information to parents and Day Care Service providers.
	Outcomes	<ul style="list-style-type: none"> ➤ Children with disabilities aged 2 to 18 years can go to Child Care Center. ➤ They conduct trainings for Day Care Service providers periodically upon request from district office.

The Project called for proposals from April 7th, 2017 for the second phase and received 101 applications through nationwide. Three projects were selected after document screening, telephone interview, and interview. Budget ceiling was raised to 12 million MNT due to change in an exchange rate. Outline and outcomes of three projects are shown in Table 39.

Table 39 Outline of the Mini Projects (Second Phase) and Outcomes

1	Name of the Project	The Project for Developing Picture Communication Cards for Children with Disabilities
	Implementing Organization	NGO "Deaf Education"
	Project Area	Nationwide (NGO office is located in Sukhbaatar District in Ulaanbaatar)
	Project Period	October 17 th , 2017 – June 15 th , 2018
	Agreement Amount	12,000,000MNT
	Beneficiaries	Children with hearing impairment, children with intellectual disability
	Outline of the Project	Produce picture communication cards for children with hearing impairment intellectual disability and distribute it to them. There are illustrations, finger alphabet, and Cyrillic alphabet on each card.
	Activities	<ul style="list-style-type: none"> ➤ Three series of cards were produced. <ol style="list-style-type: none"> 1) Picture communication cards (1,000 words) for children with hearing impairment: Total of 10 sets 2) Picture communication cards (300 sentences) for children with hearing impairment: Total of 10 sets 3) Picture communication cards (200 words) for children with intellectual disability: Total of 10sets ➤ Cards are categorized according to subjects such as verbs and arear of body. The production cost is 800MNT per card (12,000,000MNT÷15,000cards). ➤ As digital files of each card were prepared during the project, printing cost would be cheaper to print them more. ➤ The NGO runs sign language class for students with hearing impairment. They will play an important role to provide education services for students with hearing impairment. ➤ DSAM and Autism Association of Mongolia cooperated to develop picture cards for children with intellectual disability.
Outcomes	<ul style="list-style-type: none"> ➤ "Picture communication cards (1,000 words) for children with hearing impairment" has been utilized at some classes of No. 29 Special School and No. 186 Special Kindergarten. Teachers and students commented that the cards were very helpful to teach/ learn sign language. Their parents also can learn sign language by using the cards. ➤ The Project posted about the card on project's Facebook page and there were many requests to get the card. During the project, the NGO could not print many sets due to the budget constrain. In May 2019, "Picture communication cards (1,000 words) for children with hearing impairment" was revised and printed for 500 sets. 	
2	Name of the Project	Inclusive Education Project for Children at Kindergarten
	Implementing Organization	No. 249 Kindergarten affiliated to MSUE
	Project Area	Bayangol District, Ulaanbaatar

	Project Period	October 18 th , 2017 – June 15 th , 2018
	Agreement Amount	12,000,000 MNT
	Beneficiaries	Children with disabilities at pre-school stage and living in Bayangol District, Ulaanbaatar
	Outline of the Project	Conduct small group teaching for children with disabilities who are not enrolled at kindergarten. Improve teachers' knowledge and ability to teach children with disabilities at regular class.
	Activities	<ul style="list-style-type: none"> ➤ The main activities of the project are; 1) improve kindergarten's facility for children's safety such as putting handrails and renovating restroom, 2) conduct small group teaching class by Japanese consultant, and 3) develop training materials for university students and teachers of kindergarten to improve Inclusive Education. ➤ During the project, three children attended small group teaching class and three children attended regular classes. Not only teachers of No. 249 Kindergarten but also 18 students who studies pre-school education at MSUE gained new knowledge through the project. ➤ They conducted teacher training twice on how to improve inclusive education at kindergartens in collaboration with Bayangol District Education Department. Training materials and lessons learnt from the project were compiled in one book and printed 300 copies.
	Outcome	<ul style="list-style-type: none"> ➤ Although the numbers of children in No. 249 Kindergarten is not large, the kindergarten receives visitors from other kindergartens and students from MSUE constantly. Thus, the kindergarten can play a role as a resource to improve inclusive education. ➤ Teachers who are in charge of pre-school education at MSUE are also members of Working Team. Thus, lessons learnt from the practice at No. 249 Kindergarten are expected to be taught at MSUE. ➤ The book will be utilized at MSUE for pre-set teacher training.
3	Name of the Project	"Disability does not hinder child development"
	Implementing Organization	School No. 7, Khovd <i>Aimag</i>
	Project Area	Jargalant <i>Soum</i> , Khovd <i>Aimag</i>
	Project Period	November 6 th , 2017 – June 15 th , 2018
	Agreement Amount	12,000,000MNT
	Beneficiaries	Children with disabilities in Khovd <i>Aimag</i>
	Outline of the Project	Improve class facilities and equipment to enable students with disabilities to join after-school activities. Promote mutual understanding among students and enhance self-esteem of students with disabilities by making them join activities such as music festival and field trip.

<p>Conducted Activities</p>	<p>Through the project, class environment was improved so that 25 children with disabilities in No. 7 School could join after-school activities at school. Following activities were conducted.</p> <table border="1" data-bbox="470 347 1380 1131"> <thead> <tr> <th>No</th> <th>Name of the Activities</th> <th>No. of students*</th> <th>Activities</th> <th>No. of teachers</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Vision Therapy</td> <td>5</td> <td>Therapy to correct crossed eyes</td> <td>2</td> </tr> <tr> <td>2</td> <td>Hearing Therapy</td> <td>7</td> <td>Therapy to improve hearing</td> <td>2</td> </tr> <tr> <td>3</td> <td>Pysical Therapy</td> <td>11</td> <td>Therapy to improve pysical ability</td> <td>2</td> </tr> <tr> <td>4</td> <td>Speech Therapy</td> <td>23</td> <td>Practicing pronounsiation, lip movements, and breathing technique</td> <td></td> </tr> <tr> <td>5</td> <td>Music club</td> <td>23</td> <td>Playing instruments and singing</td> <td></td> </tr> <tr> <td>6</td> <td>Holding paper</td> <td>12</td> <td>Holding paper</td> <td>2</td> </tr> <tr> <td>7</td> <td>Reading club</td> <td>23</td> <td>Explaining about the books and introducing themselves in front of other people</td> <td>1</td> </tr> <tr> <td>8</td> <td>“Equipping students with basic lifestyle habits and abilities”</td> <td>23</td> <td>Making beaded craft</td> <td>1</td> </tr> <tr> <td>9</td> <td>“We can think, we can create”</td> <td>23</td> <td>Improve cognitives by using wooden blocks and colors</td> <td>1</td> </tr> </tbody> </table> <p>*Total number is more than 25 as one student attends several activities.</p> <ul style="list-style-type: none"> ➤ The budget of the project was allocated to buy equipment of the class and training cost for teachers. Cost of the project per student is 480,000MNT. ➤ They conducted field trip as students with disabilities cannot go out frequently. ➤ Eight teachers who take care of after-school activities get extra allowance which is equivalent to 5%-20% of their salary by a principal order. ➤ Four teachers visited special schools and observed classes. 	No	Name of the Activities	No. of students*	Activities	No. of teachers	1	Vision Therapy	5	Therapy to correct crossed eyes	2	2	Hearing Therapy	7	Therapy to improve hearing	2	3	Pysical Therapy	11	Therapy to improve pysical ability	2	4	Speech Therapy	23	Practicing pronounsiation, lip movements, and breathing technique		5	Music club	23	Playing instruments and singing		6	Holding paper	12	Holding paper	2	7	Reading club	23	Explaining about the books and introducing themselves in front of other people	1	8	“Equipping students with basic lifestyle habits and abilities”	23	Making beaded craft	1	9	“We can think, we can create”	23	Improve cognitives by using wooden blocks and colors	1
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<p>Outcome</p>	<ul style="list-style-type: none"> ➤ When the Japanese expert visited the school in August 2017, students with disabilities were studying at regular classes and teachers and parents are keen to promote inclusive education. Because of the project, students with disabilities gained confidence by joining various activities. ➤ Khovd <i>Aimag</i> is the core <i>aimag</i> in western area of Mongolia. Their practice is expected to be expanded to other <i>aimags</i> of western area. 																																																		

1.3.5 Activities related to Output 4

Output 4 : Experiences from Output 1 to 3 are shared among stakeholders and reflected to national systems and policies.

As activities under Output 4, the Project conducted **knowledge sharing seminars from Output 1 to 3, improvement of in-service teacher training, improvement of pre-service teacher training curriculum, and awareness raising campaigns for children with disabilities**. As of the activity to improve curriculum for special schools, MECSS and Mongolian Institute of Educational Research did not plan to revise the curriculum during the Project; therefore, it was not conducted.

(1) Knowledge sharing seminars from Output 1 to 3

To share the outcomes of the Project, the following knowledge sharing seminars were held. Not only from Bayangol District and Khuvsgul *Aimag* as pilot areas but also from six central districts of Ulaanbaatar, officials of Education Department and schools were invited.

Table 40 Knowledge Sharing Seminars in the Project 1st Period

	Date	Participant	Themes
1	May 15, 2017	<ul style="list-style-type: none"> • MECSS • MLSP • MOH • Commission and Local Commissions of nine districts • Output 1 Working Group • Output 2 Core Group 	<ul style="list-style-type: none"> • Activity report by Bayangol District Local Commission • Report of 18-months Health Checkup • Introduction of assessment tools and manuals which the Project supported • Improvement of teaching methodology to meet the individual needs of children in pilot schools • Report of the activities of mini project
2	May 16, 2017	<ul style="list-style-type: none"> • Education Department of Sukhbaatar District • Regular schools in Sukhbaatar District • Education Department of Chingeltei District • Regular schools in Chingeltei District 	<ul style="list-style-type: none"> • Law, registrations, and national program for special needs education and inclusive education • Introduction of the Project activities and Japanese practices • Individualized Education Plan and its manual, teaching methodology and materials • Introduction of the activities for reasonable accommodations
3	May 16, 2017	<ul style="list-style-type: none"> • Education Department of Bayanzulkh District • Regular schools in Bayanzulkh District 	
4	May 17, 2017	<ul style="list-style-type: none"> • Education Department of Bayangol District • Regular schools in Bayangol District • Education Department of Songino Khairkhan District • Regular schools in Songino Khairkhan District 	
5	May 17, 2017	<ul style="list-style-type: none"> • Education Department of Khan-Uul District • Regular schools in Khan-Uul 	

		District	
6	May 24, 2017	<ul style="list-style-type: none"> • Khuvsgul <i>Aimag</i> Department of Education, Culture and Arts • Local Commission of Khuvsgul <i>Aimag</i> • Medical personnel in Khuvsgul <i>Aimag</i> • School personnel in Khuvsgul <i>Aimag</i> 	<ul style="list-style-type: none"> • Introduction of the results of baseline survey in Khuvsgul <i>Aimag</i> • Plan for activities of Khuvsgul <i>Aimag</i> Local Commission • Presentation on mini projects • Introduction of assessment tools and manuals which the Project supported • Improvement of lesson at pilot schools in Khuvsgul <i>Aimag</i>

Table 41 Knowledge Sharing Seminars in the Project 2nd Period

	Date	Participant	Themes
1	May 24, 2019	<ul style="list-style-type: none"> • Khuvsgul <i>Aimag</i> Department of Education, Culture and Arts • Local Commission of Khuvsgul <i>Aimag</i> • Medical personnel in Khuvsgul <i>Aimag</i> • School personnel in Khuvsgul <i>Aimag</i> 	<ul style="list-style-type: none"> • Introduction of the endline survey result in Khuvsgul <i>Aimag</i> • Activities to enrich the system for early childhood development in Khuvsgul <i>Aimag</i> • Improvement of lesson at pilot schools in Khuvsgul <i>Aimag</i>
2	May 28, 2019	<ul style="list-style-type: none"> • MECSS • MLSP • MOH • Commission and Local Commission of nine districts • Output 1 Working Group • Output 2 Core Group • Pilot schools 	<ul style="list-style-type: none"> • Introduction of system for early childhood development which the Project supported • Introduction of the endline survey result • Activities to support children with disabilities by MLSP • Activities to enrich the system for early childhood development in Bayangol District • Education for children with disabilities by MECSS and MLSP • How to develop Individualized Education Plan • “Understanding and Supporting the Development of Children with Severe Disabilities: A Handbook for Teachers” • “A Guide to Educational Support for Children with Learning and/or Behavioral Challenges” • “Resources for Classroom Practice at Special Schools” • “Resources for Reasonable Accommodation at Mainstream Schools” • “Collection of illustrations: 450 useful words at school”

On May 28, 2019, eight TV stations, a radio station (live broadcast) and a newspaper company visited the venue of the seminar and broadcasted news about the seminar in the evening. The article about the Project was published on Newspaper “Mongol News” on May 29, 2019.

(2) Improvement of in-service teacher training

The Project implemented the following activities in cooperation with Institute of Teacher's Professional Development (ITPD).

- **Training for principals of regular schools**

ITPD conducted training for 25 regular school principals in March 2016. The Project added one more day to the training and gave lectures on inclusive education policies, introduced activities of pilot schools, and facilitated group discussion to share experiences of their schools.

- **Training for special school teachers at ITPD**

The Project expert gave several lectures in training for special school teachers/ assistant teachers from March to May 2016.

- **Training for ITPD supervisors**

The following series of training sessions was conducted to draw more attention and to deepen understanding of specialists from ITPD towards children with disability in December 2016.

Table 42 Training sessions for specialists from ITPD

	Date	No. of Participants	Topic	Lecturers
1	December 2, 2016	18	Disability Equality Training	Ms. Teruya, expert of the Project for Promoting Social Participation of Persons with Disabilities in Ulaanbaatar City
2	December 9, 2016	16	<ul style="list-style-type: none"> • Understanding on Autism Spectrum Disorder • Understanding on Down Syndrome • Introducing IEP 	<ul style="list-style-type: none"> • Ms. D.Baigalmaa from School No. 28 • Project experts
3	December 16, 2016	16	<ul style="list-style-type: none"> • Workshop on IEP preparation • Experiences from Special School • Understanding on learning difficulties • Global trends of Inclusive Education, importance of reasonable accommodations. 	<ul style="list-style-type: none"> • Ms. B. Enkhtsetseg from Special School No.25 • Project experts

- **Posting handbooks and documents on ITPD's Website**

Below handbooks and documents were posted on ITPD's website for all teachers to be able to refer these resources.

Table 43 Posted Handbooks and Documents on ITPD's Website

Posted Date	Posted handbooks and documents
October 2018	IEP format and IEP Guidelines
May 2019	Videos of Lesson Study at pilot special schools (6 lessons)
May 2019	Collection of illustrations: 450 useful words at school

- **Online learning system of training for teachers with first year/ five years/ 10 years of experience**

ITPD provides training for teachers with first year/ five years/ 10 years of experience and it includes prior training, training at ITPD facility, and post training. They utilize online system for prior and post training. The Project produced video materials for “Inclusive Education Course” which introduce basic information and knowledge of inclusive education for teachers who attend the training. Videos were uploaded on YouTube of JICA Mongolia. The links of each video were inserted at ITPD’s website. Total nine videos were produced, and short quiz were prepared by every three videos to reinforce their learnings. The videos have been available since January 2019 and 127 teachers have watched as of end of March 2019.

Table 44 Contents of Video Materials of “Inclusive Education Course”

Introduction (Purpose and contents of videos) <https://www.youtube.com/user/JICAMongolia/videos>¹¹

1. Circumstances surrounding education for children with disabilities

	Title of lectures	Lecturers	Length
1	What is disability? https://youtu.be/Y4AbOA1dpUI	DET Forum Mongolia B. Enkhnyam	10:56
2	International trends on inclusive education (Salamanca Statement, Convention on the Rights of Persons with Disabilities) https://youtu.be/QTFG5dqEtlo	MSUE, E. Munkhbat	13:50
3	Related laws and national program in Mongolia https://youtu.be/zzyR1lrWlpU	Specialist of General Education Department, MECSS B. Gereltuya	15:03
Short Test			

2. Enhance school’s capabilities toward Inclusive Education

	Title of lectures	Lecturers	Length
4	Support System School support system ~Necessary support in school ~School Committee ~Good practice from Khvsugul Aimag https://youtu.be/m7V0JPGsjDE	Department of Education and Culture, Khvsugul Aimag D. Baasansuren	14:08
5	Understanding IEP ~What’s IEP? ~How to prepare IEP https://youtu.be/01YwoQMgSvU	Teacher, Special School No. 25 M. Batmunkh	14:47
6	Environmental improvements and reasonable accommodations https://youtu.be/KXD9p7x-umQ	Specialist of ITPD Ch. Jargal	23:26
Short Test			

¹¹ Teachers who join the training log into ITPD website (<http://esurgalt.itpd.mn/>) and watch videos. The YouTube account is owned by JICA Mongolia.

3. Understanding Disabilities

	Title of lectures	Lecturers	Length
7	Child Development, Intellectual Disability, Down Syndrome, and Cerebral Palsy https://youtu.be/jlIfVFqZ_8M	Teacher, Special School No. 70 B.Enkhtuya	11:15
8-1 8-2	Children with visual impairment and hearing impairment https://youtu.be/61tIDTrsjkg	Teacher, No. 29 Special School N. Burmaa, M. Ariunzul Former Teacher, No. 116 Special School, D. Khorloo	25:15
9	Children with learning difficulties and behavior challenges https://youtu.be/n_-SjH-o1Q	Professor, MSUE, G. Battsengel	29:02
Short Test			

(3) Improvement of Pre-service Teacher Training Curriculum

MSUE set up teacher-training course (course for 3.5 years) in 2016 and Faculty of Special Needs Education in December 2017. Seven special school teachers/specialists had been giving lectures to students since the beginning of 3.5 years course. These teachers/specialists use IEP common format and Lesson Plan which were developed by the Project and teach students how to utilize these formats. Lectures and lecturers are shown in Table 45. Videos which produced by the Project in collaboration with ITPD are also utilized as a teaching material.

MSUE set up one-year in-service teacher training course in October 2013 and IEP common format and Lesson Plan are introduced to the learners.

Students who study at 3.5 years course go to special schools for teaching practice and some of the students participated in Lesson Study and Case Study during the Project period. Some students taught at Child Development Center in pilot regular schools as an assistant instructor and they could widen their experiences. From those stated above, capacity of MSUE has been improved.

Table 45 Lectures of 3.5 years course at MSUE by teachers/specialists involved in the Project (2017-2019)

	Name of Lectures	Lecturers	Credit
1	Teaching method of art and vocational training	Teacher, No. 25 Special School, M. Batmunkh (only in 2017/2018)	2
2	Teaching method of Mongolian language	Training Manager, No. 63 Special School O. Munkhtsetseg	3
3	Education of Autism Spectrum Disorder	Autism Association of Mongolia, L. Altangerel	2
4	Inclusive education	ITPD, Ch. Jargal	2
5	Life skills	Specialist of General Education Department, MECSS, B. Gereltuya (only in 2017/2018)	2

6	Education of children with speech difficulty	Teacher, No. 70 Special School, B. Enkhtuya	3
7	Understanding and assessment of children with disability	Principal, No. 55 Special School, Ch. Ganbileg (only in 2017/2018)	2

(4) Awareness raising campaigns for children with disabilities

The Project conducted the following campaigns to celebrate 1) “Early Identification Day” (May 13) and “International Day of Persons with Disabilities” (December 3).

1) Early Identification Day

- In 2016: The Project supported Commission to produce TV commercial to explain the importance of early identification. From May 10 to 13, MNB, MN25, UBS, TV5, Education Channel and Like TV10 broadcasted the commercial.
- In 2017: From May 11 to 14, the Project broadcasted the commercial on street TV at two places in Ulaanbaatar.
- In 2018: The commercial was uploaded to website of MLSP and Facebook of the Project.
- In 2019: Two video clips developed in 2018 were broadcasted by MNB.

2) International Day of Persons with Disabilities

- In 2015: The Project supported Rehabilitation and Vocational Training Center to produce TV commercial. It was broadcasted from November 20 to December 10 by MNB, TV5, TV9, MN25, UBS, etc.
- In 2016: The Project held “Art contest for children with special needs in Ulaanbaatar” and an exhibition in cooperation with Shangri-La Mall, and published and distributed the picture book and calendar with drawings of children with disabilities.
- In 2017: The Project collected drawings of children with disabilities from pilot schools and Local Commissions in Bayangol District and Khuvsgul *Aimag*, published them in newspapers (UB Post and Udriin Sonin), and held an exhibition at MECSS, MLSP and special schools. Calendars and posters with the pictures were published and distributed to stakeholders.
- In 2018: The Project developed video clips entitled “every child can develop” focusing twins at No. 35 School in Ulaanbaatar (a pilot regular school) and “equal opportunity for every child” focusing a girl at No. 7 School in Khovd *Aimag* (the school implemented mini project). They were uploaded on YouTube of JICA Mongolia Office and website of MLSP, broadcasted by MECSS and local TV station in Khuvsgul *Aimag*.

(5) Other activities

1) Teacher training for target schools of “The Project for the Improvement of Facilities for Primary and Secondary Education in Ulaanbaatar City” (September 2018-January 2019)

Grant aid “The Project for the Improvement of Facilities for Primary and Secondary Education in Ulaanbaatar City” was implemented by the Government of Japan and JICA supported its implementation. The project concept was universal design and disaster prevention and three existing regular schools were rebuilt or expanded under the project. Learning environmental including building and equipment were supposed to be improved by the grant aid, but issues remained to ensure quality education for children with disabilities at regular schools without providing reasonable accommodations.

Prior to the project, the Project expert visited schools for an interview and an issue was identified that teachers did not know how to support children with disabilities due to the lack of knowledge and experiences. Some schools recommended children with disabilities and their parents to go to special schools even though they were willing to study at regular school. The Project started teacher training from September 2018 and conducted five sessions at each target school. Disability Equality Training was conducted at the first session by the facilitators from DET Forum Mongolia who were trained under the Project for Promoting Social Participation of Persons with Disabilities in Ulaanbaatar City. Teachers actively participated in the training, but still some teachers were not willing to accept children with disabilities as they had not had any students with disabilities in their schools.

Table 46 Teacher Training for Target Schools of “The Project for the Improvement of Facilities for Primary and Secondary Education in Ulaanbaatar City”

	Name of Lecture	Date	Target group
1	Disability Equality Training	September 6, 2018	Specialists of Metropolitan Education Department
		September 10, 2018	Teachers of No. 109 School, Nalaikh District
		October 16, 2018	Teachers of No. 53 School, Bayanzurkh District
		October 18, 2018	Teachers of No. 75 School, Khan-Uul District
2	Inclusive Education/ Understanding of Disability	October 23, 2018	Teachers of No. 53 School, Bayanzurkh District
		October 24, 2018	Teachers of No. 109 School, Nalaikh District
		November 24, 2018	Teachers of No. 75 School, Khan-Uul District

3	How to prepare IEP	October 30, 2018	Teachers of No. 53 School, Bayanzurkh District
		November 22 nd , 2018	Teachers of No. 109 School, Nalaikh District
		January 22 nd , 2019	Teachers of No. 75 School, Khan-Uul District
4	Understanding of children with learning difficulties and behavior problem	November 20, 2018	Teachers of No. 53 School, Bayanzurkh District
		November 24, 2018	Teachers of No. 75 School, Khan-Uul District
		January 24, 2019	Teachers of No. 109 School, Nalaikh District
5	Promotion of awareness among parents	January 21, 2019	Teachers of No. 53 School, Bayanzurkh District
		January 22, 2019	Teachers of No. 75 School, Khan-Uul District
		January 24, 2019	Teachers of No. 109 School, Nalaikh District

2) Discussion with Education Evaluation Center regarding academic ability assessment (2017)

When Education Evaluation Center drafted revised version of students' ability assessment at regular schools (Minister's Order A/309), the Project experts gave comments to the revision.

They issued "Regulation of student assessment and learning quality at regular school -a guidebook for implementation" in 2018 and the comments from the Project were incorporated in the regulation. Even if there were achievement and progress of students who study with IEP, evaluation standard of National Curriculum was applied, and teachers could not assess these students based on IEP. The new regulation states that "assessment for students with special needs who study with IEP shall be based on IEP. IEP shall be prepared by following Minister's Order A/155¹² issued on March 29th, 2018. Indicators to assess students with special needs shall be specified by School Committee based on comments from specialized institutions and their educational needs". Based on the regulation, students who study with IEP are now assessed based on special indicators or special curriculum, not following standard for other students without disabilities.

3) Study tour in Japan organized by MECSS and ITPD (November 2017)

MECSS organized a study tour in Japan from November 13 to 20, 2017, to learn from Japanese experiences to support students with disabilities and developmental delay. Officers from MECSS,

¹² As mentioned in page 37, "Capacity of understanding the situation of children with disability and planning IEP", the IEP guideline was approved by this Minister's Order.

ITPD, special schools and special kindergartens participated in the tour.

The participants were expected to play a key role in supporting students with special needs in Mongolia. The Project Team arranged for them to visit the Museum of Ministry of Education, Culture, Sports, Science and Technology, Special Needs Education School affiliated with Tokyo Gakugei University, a technical high school in Saitama Prefecture, a private school for the deaf and a public elementary school in Kita Ward in Tokyo. Through the visits, the participants understood the inclusive education system in Japan that prepares various learning places for students and discussed what they could introduce in Mongolia every night. On the final day of the tour, the participants presented what they learned in Japan and commented, “we learned the importance to prepare learning environment for every child”, “pre-primary education is also important to support children with special needs”, and etc.

4) Presentations by pilot schools during the National Conference on Lesson Study (January and November 2018)

NGO “Mongolian Association of Lesson Study” organizes National Conference on Lesson Study every year to promote lesson improvement in Mongolia. From the fifth conference, special needs education section was established.

In the fifth conference in January 2018, five presentations were made by teachers of special schools and one by a teacher of regular school. In the sixth conference from November 16 to 17, 2018, one pilot school made a poster presentation and another pilot school made an oral presentation. The Project expert commented on the oral presentations and the Project supported to print handouts.

In addition to the Project Completion Report, the Project delivered the products as shown in Table 47. International Standard Book Number (ISBN) was issued for tools of diagnosis and education and those tools were preserved at libraries in 21 *Aimag* and five libraries in Ulaanbaatar.

Table 47 List of Project Products

Outputs		Name of handbooks/videos	Distributed institution		
Tools for Diagnosis and Education	Assessment Tool	Understanding and Supporting the Development of Children with Severe Disabilities: A Handbook for Teachers	50 copies to MECSS, 5copies each to ITPD and MIER, 20 copies to MSUE, 1 copy to Education Evaluation Center	3 copies each to Education Department of 9 district and 21 <i>aimags</i> , 3copies each to all public and private general education schools (803 schools)	1 copy each to Non-formal Education Center (356 centers)
		A Guide to Educational Support for Children with	50 copies to MECSS,	3 copies each to Education Department of 9 district and 21	1 copy each to Non-formal

The Project for Strengthening Teachers' Ability and Reasonable Treatments for Children with Disabilities (START) in Mongolia
Project Completion Report

Outputs		Name of handbooks/videos	Distributed institution		
		Learning and/or Behavioral Challenges	5 copies each to ITPD and MIER, 20 copies to MSUE, 1 copy to Education Evaluation Center	<i>aimags</i> , 3copies each to all public and private general education schools (803 schools)	Education Center (356 centers)
		Handbook for Comprehensive Early Childhood Development for Children with Disabilities	75 copies each to MECSS, MLSP, and MOH	20 copies each per Local Commission of 9 district and 21 <i>aimags</i>	1 copy each to all the family health centers (700 centers)
		Handbook on the Use of MCH Notebook	5 copies each to MECSS, MLSP, and MOH	6 copies each to all the family health centers (700 centers)	5 copies each to four Maternal and Child Hospitals in Ulaanbaatar (four hospitals) and 20 private hospitals
		Training module of training of trainers for use of MCH Notebook	Delivered to MOH		
		Handbook for Implementation of 18-months Health Checkup (including medical interview sheet)	5 copies each to MECSS, MLSP, and MOH	6 copies each to all the family health centers (700 centers)	5 copies each to four Maternal and Child Hospitals in Ulaanbaatar (four hospitals) and 20 private hospitals
		Handbook for Implementation of Parents and Child Development Program	5 copies each to MECSS, MLSP, and MOH	10 copies each to MECSS, MLSP, and MOH	
	Classroom Practice at pilot schools	<ul style="list-style-type: none"> • Resources for Classroom Practice at Special Schools • Resources for Reasonable Accommodation at Mainstream Schools 	50 copies to MECSS, 5copies each to ITPD and MIER, 20 copies to MSUE, 1 copy to Education Evaluation Center	3 copies each to Education Department of 9 district and 21 <i>aimags</i> , 3copies each to all public and private general education schools (803 schools)	1 copy each to Non-formal Education Center (356 centers)
Others	Video Materials	“Early Childhood Development”, “Early identification and understanding of Dawn Syndrome”, and “Early identification and understanding of Autism”, “Implementation of 18-months Health Checkup”	1 set to all the family health centers (700 centers)		

Outputs		Name of handbooks/videos	Distributed institution			
		Video Materials to introduce basic information and knowledge of inclusive education for teachers (with DVD)	50 copies to MECSS	200 copies to ITPD, 5 copies to MIER, 1 copy to Education Evaluation Center	2 copies each to all public and private general education schools (803 schools)	1 copy each to Non-formal Education Center (356 centers)
	Sign Language Card	Sign Language Picture Communication Cards	5 set to MECSS, 1 set each to MLSP and National Rehabilitation Center for Children with Disabilities, 5 set each to ITPD, MIER, MSUE	5 set each to Education Department of 9 district and 21 <i>aimags</i>	10 set each to 6 special schools and two special kindergartens	Total 245 set to NGO "Deaf Education" and Association of Parents of Children with Disabilities
	Collection of illustrations	Collection of illustrations: 450 useful words at school	50 copies to MECSS, total 16 copies to ITPD, MIER, MSUE, and Education Evaluation Center	3 copies each to all public and private general education schools (803 schools)	3 copies each to Education Department of 9 district and 21 <i>aimags</i>	1 copy each to Non-formal Education Center (356 centers)
	Picture Cards and tools	Kit for "Understanding and Supporting the Development of Children with Severe Disabilities: A Handbook for Teachers"	1 set to MECSS	1 set each to Education Department of 9 district and 21 <i>aimags</i>		1 set each to 14 pilot schools

In addition to the above, the Project distributed the products to the following two organizations upon their request.

- **Association of Parents of Children with Disabilities**

Handbook for Comprehensive Early Childhood Development for Children with Disabilities (10 copies)

- **National Rehabilitation Center for Children with Disabilities**

Handbook for Comprehensive Early Childhood Development for Children with Disabilities (50 copies)

Handbook on the Use of MCH Notebook (100 copies)

Handbook for Implementation of 18-months Health Checkup (100 copies)

Handbook for Implementation of Parents and Child Development Program (6 copies)

Vide materials (3 sets)

Chapter 2 Project Achievements

2.1 Outputs and indicators

Output 1: Capacity for early assessment and developmental support for children with disabilities is enhanced in pilot areas.

Achievements of Output 1 are described in Table 48.

Table 48 Achievements of Output 1

Indicator	Achievement
<p>(1) Assessment tools are improved.</p>	<p>Achieved.</p> <p>The following tools are developed.</p> <ul style="list-style-type: none"> • Handbook on the Use of Maternal and Child Health Notebook and training module of training of trainers for the use of MCH Notebook • Medical interview sheet for 18-months Health Checkup • Handbook for Implementation of 18-months Health Checkup • Handbook for Implementation of Parents and child development program <p>“Handbook on the Use of Maternal and Child Health Notebook”, “Medical interview sheet for 18-months Health Checkup”, and “Handbook for Implementation of 18-months Health Checkup” were approved by MECSS, MLSP, and MOH. “Handbook for Implementation of Parents and Child Development Program” was approved by MECSS and MLSP. Those tools were distributed at knowledge sharing seminar in Khuvsgul <i>Aimag</i> on May 24, and in Ulaanbaatar on May 28, 2019 and delivered to the related organization as Table 47. “Training module of training of trainers for the use of MCH Notebook” was submitted to MOH.</p> <p>To develop Mongolian version of “Tanaka Binet Intelligence Test V”, the Project cooperated with Mongolia State University of Education and Nagoya University to conduct three surveys and 39 practitioners were trained as described in page 21. As for Mongolian version of “Portage Early Education Program”, 78 teachers were trained, and 24 organizations apply the program as described in page 23.</p>
<p>(2) Capacity of the Commission and Local Commissions for children with disabilities is enhanced.</p>	<p>Achieved.</p> <p>【Commission】</p> <ul style="list-style-type: none"> • Through participating the Project activities, Commission considered a system of early identification and early childhood development for children with disabilities in Mongolia. As an outcome, Commission together with the Project experts developed “Guidelines for Comprehensive Early Childhood Development for Children with Disabilities”. With the effort of Commission, the guidelines were approved by the Minister Order of Labor and Social Protection, Education, Culture, Science and Sports, and Health A/304, A/699, and A/406 on

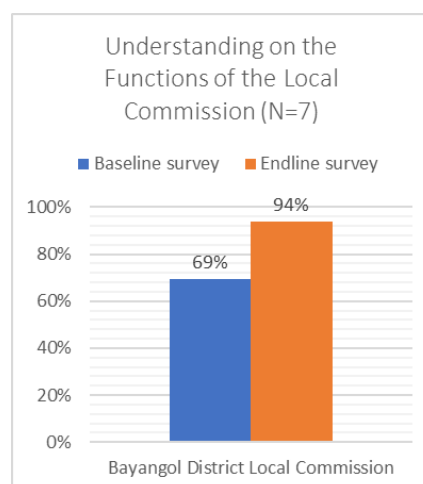
November 15, 2018.

- Commission planned to conduct training on the system for early childhood development targeting Local Commissions by utilizing the guidelines. Draft of the guidelines were used in the regional training conducted in October to November 2017.
- Therefore, it can be said that capacities of Commission to develop guidelines in accordance with Mongolian context and to supervise Local Commissions were enhanced.

【Local Commission】

The following results were recognized by the endline survey.

- Members of Bayangol District Local Commission selected functions of Local Commission from choices correctly comparing with the results of the baseline survey.
- Member of Bayangol District Local Commission answered the question to ask about their collaboration with other organizations as follows.

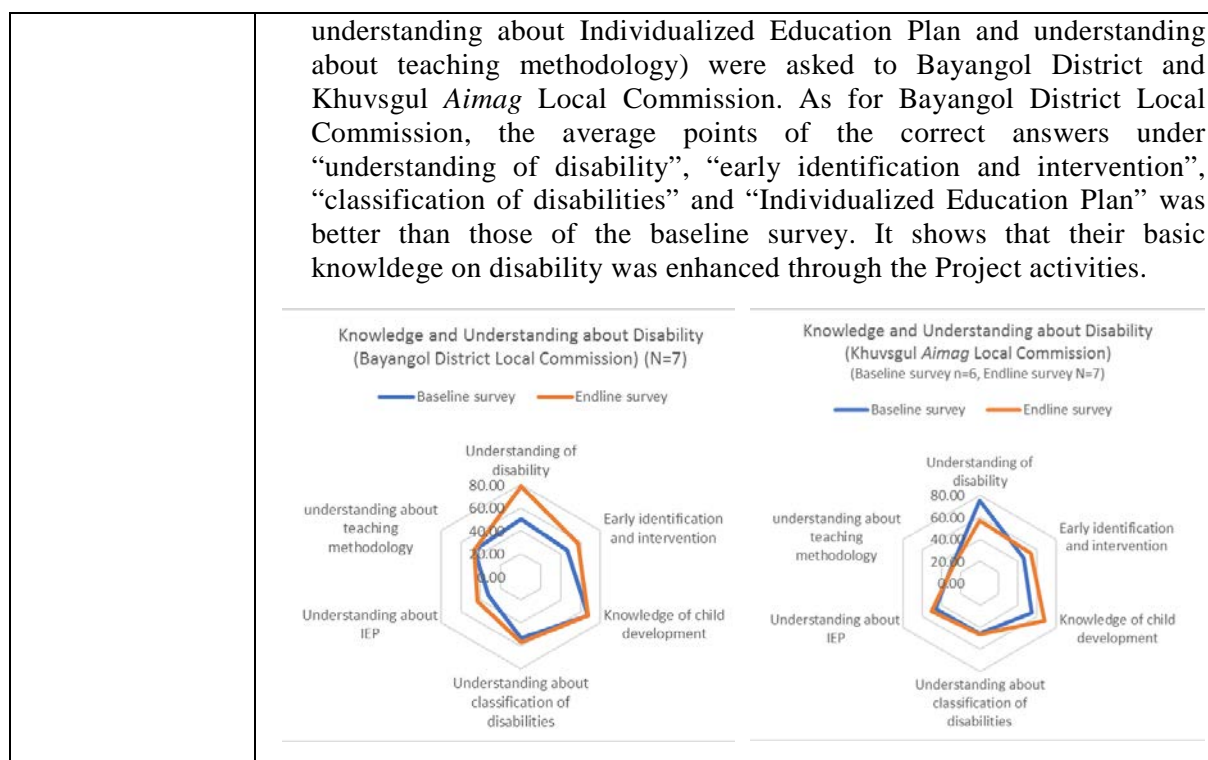


- They collaborated with Education Department, kindergartens, special schools, regular schools to support enrollment of children with disabilities.
- They collaborated with Labour Department to support parents of children with disabilities.
- They collaborated with social workers of *khoroos* to understand status of children, to conduct assessment, and to develop early childhood intervention plan.
- They collaborated with doctors of family health centers to identify disability of children and conduct regular consultation meetings.

As for Khuvsgul *Aimag* Local Commission, the number of responses to answer “we collaborated with Department of Education, Culture and Arts” was increased comparing with the results of baseline survey. It shows that they recognized support for school enrollment of children with disabilities as their responsibility.

Those changes showed that Local Commission planned comprehensive support in education, health and social welfare in cooperation with other specialists.

- In order to understand the level of knowledge and understanding about disability, in total of 22 questions under six sections (understanding of disability, early identification and intervention, knowledge of child development, understanding about classification of disabilities,



Although Output 1 expects “Capacity for early assessment and developmental support for children with disabilities is enhanced in pilot areas”, its indicator on Project Design Matrix (hereinafter “PDM”) is “Assessment tools are improved”. This is because development of tools contributes to capacity building of counterparts. To focus more on capacity development, “capacities” of counterparts to be enhanced are categorized into “capacity to identify disabilities”, “capacity to assess children with disabilities”, “capacity to develop early childhood intervention plan”, and “capacity to deliver early childhood interventions” as mentioned in “1.3.2 Activities related to Output 1”. Achievements were summarized in the table.

Table 49 Capacity for Early Assessment and Developmental Support

Capacity	Counterpart / Organization	Achievement
Capacity for identification of disabilities	<ul style="list-style-type: none"> Medical personnel in Bayangol District Medical personnel in Khuvsgul <i>Aimag</i> 	<ul style="list-style-type: none"> Medical personnel in pilot areas gained their knowledge and experiences through training and instruction provided by the Project and enhanced their capacity through the following activities. <ul style="list-style-type: none"> As mentioned in “1.3 Project Activities, 1.3.2 Activities related to Output 1, (3), 1) Capacity development on early identification of disabilities” (page 18), in total of 14 medical personnel were trained through training of trainers of the use of MCH Notebook and 18-months Health Checkup in Bayangol District and Khuvsgul <i>Aimag</i>. This training was certified as a part of Continuing Professional Development and one credit was granted by Bayangol District and National Center for Mental Health.

		<ul style="list-style-type: none"> - In Bayangol District and Khuvsgul <i>Aimag</i>, 18-months Health Checkup is implemented every month. The average rate of receiving the checkup by March 2019 is 75.5% in Bayangol District and 73.1% in Khuvsgul <i>Aimag</i>.
Capacity for assessment	Psychologist, doctor, specialist, and teacher ¹³	<ul style="list-style-type: none"> • To develop Mongolian version of Tanaka Binet Intelligence Test V, surveys were conducted three times. Through the surveys, 37 practitioners and 39 recorders were trained. 37 practitioners enhanced their capacity to conduct assessment following "Implementation Manual". 39 recorders learned outlines of the scale and deepened their understanding on psychological and developmental assessment.
	Portage Early Education Program teachers	<ul style="list-style-type: none"> • Through two training for teachers of Portage Early Education Program, 78 teachers were trained. Contents of the training were the same as the first level teacher training by Japan Portage Association and the Project issued the certificate to the participants. • As of March 2019, 14 organizations in Ulaanbaatar and 10 organizations in Khuvsgul <i>Aimag</i>, in total 24 organizations are implementing the program.
Capacity to plan for early childhood intervention	<ul style="list-style-type: none"> • Bayangol District Local Commission • Khuvsgul <i>Aimag</i> Local Commission 	<ul style="list-style-type: none"> • As mentioned in "1.3 Project Activities, 1.3.2 Activities related to Output 1, (3), 3) Capacity development to plan for early childhood intervention (page 24), Bayangol District and Khuvsgul <i>Aimag</i> Local Commissions conduct a case conference (7 times for each, 1-2 cases per the conference) by themselves to assess children with disabilities by using ICF framework and make their early childhood intervention plan. They also monitor the provision of the interventions. • Experiences of case conference equipped them with skills to assess children with disabilities comprehensively by using ICF framework during regular consultation meetings (number of cases in 2018: 588 in Bayangol District, 479 in Khuvsgul <i>Aimag</i>) and to provide appropriate support for child development in cooperation with relevant specialists.

¹³ They belong to Bayangol District and Khuvsgul *Aimag* Local Commission, National Center for Maternal Child Health, National Center for Mental Health, Rehabilitation and Vocational Training Center, Bayangol District Health Center, Khuvsgul *Aimag* General Hospital, Bayangol District Child and Youth Development Department, special kindergartens and special schools.

Capacity to deliver early childhood intervention	<ul style="list-style-type: none"> • Instructors of Bayangol District Parents and Child Development Program • Instructors of Khuvsgul <i>Aimag</i> Parents and Child Development Program 	<ul style="list-style-type: none"> • As mentioned in “1.3 Activities, 1.3.2 Activities related to Output 1, (3), 4) Capacity development to deliver early childhood intervention (page 27), the Parents and Child Development Program was conducted in the first period (from October 2017 to March 2018) and the second period (from March to September 2018) in Bayangol District and 3 instructors were trained through on-the-job-training. Currently, the program is continuously conducted in two places in the district. • In Khuvsgul <i>Aimag</i>, the Local Commission requested to the Project to expand the program to five places in the <i>aimag</i>, after the pilot implementation from March to September 2018. From October 2018, the Local Commission implements the program in three places in Murun <i>Soum</i> and two <i>Soums</i> outside of Murun. • Instructors of the Parents and Child Development Program can support most of the participants to be enrolled in kindergartens by clarifying requests of the parents and providing information to kindergartens.
	Portage Early Education Program teachers	<ul style="list-style-type: none"> • Same as “Capacity for developmental assessment”.

Output 2: Capacity to provide quality lessons to children with disabilities (with intellectual disabilities) is enhanced in the pilot schools.

Achievements of Output 2 are shown in Table 50.

Table 50 Achievement of Output 2

Indicator	Achievements
(1) A manual for Individualized Education Plan is developed.	<p>Achieved.</p> <ul style="list-style-type: none"> • “Guideline to Individualized Education Plan” was developed by Core Group and Working Teams of special schools and the Project experts and approved by the Minister’s Order of Education No. A/155 on March 29, 2018.
(2) Individualized Education Plans for children with disabilities are improved.	<p>Achieved.</p> <ul style="list-style-type: none"> • “IEP common format” was developed by Working Teams of special schools and the Project and approved by the Minister’s Order of Education No. A/155 on March 29, 2018.
(3) Assessment tools for development of children with disabilities are	<p>Achieved.</p> <p>The following tools were developed.</p> <ul style="list-style-type: none"> • Understanding and Supporting the Development of Children with Severe Disabilities: A Handbook for Teachers.

improved.	<ul style="list-style-type: none"> • A Guide to Educational Support for Children with Learning and/or Behavioral Challenges <p>Those tools were approved by MECSS and MLSP, distributed to the participants of knowledge sharing seminar in Khuvsgul <i>Aimag</i> on May 24, and in Ulaanbaatar on May 28, 2019, and delivered to related organizations as Table 46.</p>
(4) A book for education practice for children with disabilities is developed.	<p>Achieved.</p> <p>The following books were developed.</p> <ul style="list-style-type: none"> • Resources for Classroom Practice at Special Schools • Resources for Reasonable Accommodation at Mainstream Schools <p>Those books were approved by MECSS and MLSP, distributed to the participants of knowledge sharing seminar in Khuvsgul <i>Aimag</i> on May 24, and in Ulaanbaatar on May 28, 2019, and delivered to related organizations as Table 46.</p>

Though Output 2 expects “Capacity to provide quality lessons to children with disabilities (with intellectual disabilities) is enhanced in pilot schools”, its indicators on PDM are development of manuals/plans/tools/books. This is because development of manuals/plans/tools/books contributes to capacity building of pilot schools. To focus more on capacity, “capacities” of counterparts to be enhanced are categorized into “capacity to assess students with disabilities”, “capacity to develop IEP”, “capacity to teach meeting with the individual needs of children”, and “(special schools’) capacity to support regular schools” and “(regular schools’) capacity to provide reasonable accommodations” as mentioned in “1-3 Project Activities”. Achievements were summarized in the following table.

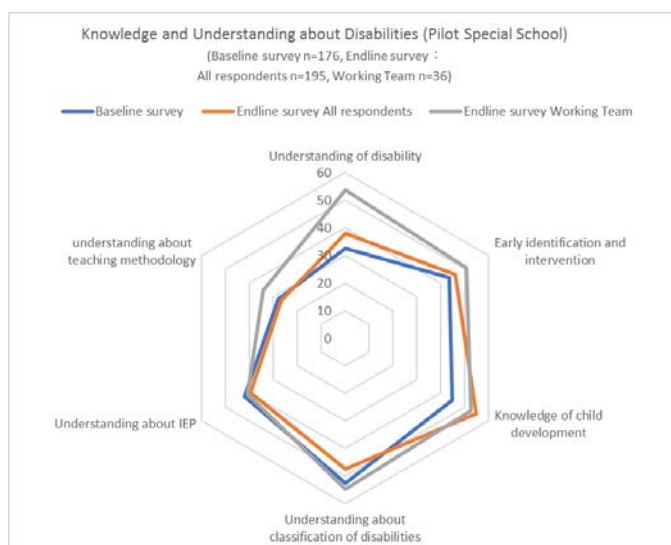
Table 51 Capacity of Pilot Schools to be Enhanced

Capacity	Counterparts/ Organizations	Achievements
Capacity to assess students with disabilities	<p>Special school teachers (four schools)</p> <p>Regular school teachers (eight schools in Ulaanbaatar and two schools in Khuvsgul <i>Aimag</i>)</p>	<p>【Special School】</p> <p>As mentioned in “1.3 Project Activities, 1.3.3 Activities related to Output 2, (2) Capacity development of special school teachers, 1) Capacity development to assess students with disabilities and develop IEP” (page 35), teachers who previously focused on what students could not do or dislike only started to observe what they can do or like. During Lesson Study, teachers developed a concrete lesson plan showing objective of the lesson, activities of students and support of teacher by utilizing lesson plan format and IEP revised by the Project. After Lesson Study, the Project encouraged teachers to reflect their lessons by “selection and usage of learning material”, “students’ activities”, and “instruction of teachers”, they could discuss whether students could pay attention to learning materials, they could understand instructions of teachers, and students with severe disabilities could participate in the lesson. Through those experiences, teachers could observe students well and improve their instruction.</p>

In the focus group interview in the endline survey targeting Working Team of special schools, members recognized that their capacity to assess students with disabilities was enhanced and commented that “teachers became to be able to assess students properly” and “we are sharing information of each students among teachers.”

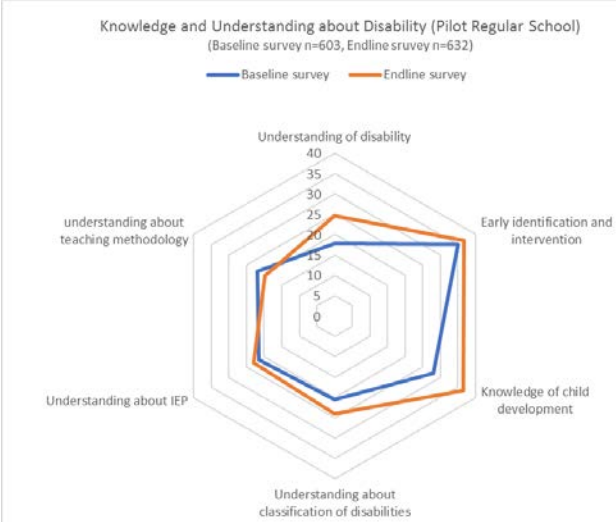
In pilot special schools, the Project conducted Case Study based on IEP in 2018/2019. Meetings to discuss how to instruct and support students with behavioral challenges was held three times. During the discussion, Working Team members explained other teachers the importance of assessment.

In order to understand the level of knowledge and understanding about disability, in total of 22 questions under six sections (understanding of disability, early identification and intervention, knowledge of child development, understanding about classification of disabilities, understanding about IEP and understanding about teaching methodology) were asked to pilot special school teachers. As for Working Team members, the average points of correct answers under five sections except “Individualized Education Plan” was better than those of the baseline survey. As for all respondents, the average points of correct answers under “understanding of disability”, “early identification and intervention” and “knowledge of child development” were better than those of the baseline survey. It shows that their capacity to assess students with disabilities was enhanced based on their appropriate understanding on disability and child development.



【Regular schools】

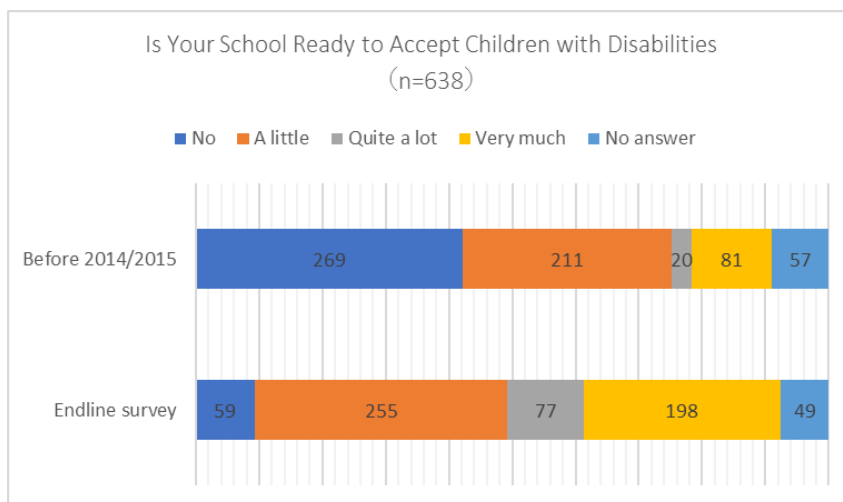
- As mentioned in “1.3 Project Activities, 1.3.3 Activities related to Output2, (3) Capacity development of regular school teachers, 1) capacity development to assess, develop IEP, and teach meeting individual needs of students” (page 46), pilot regular school teachers obtained appropriate understanding on disability.
- In the endline survey, in order to understand the level of knowledge and understanding about disability, in total of 22 questions under six sections (understanding of disability, early identification and

		<p>intervention, knowledge of child development, understanding about classification of disabilities, understanding about IEP and understanding about teaching methodology) were asked to pilot regular school teachers. The average points of correct answers under five sections, except “teaching methodology”, especially “understanding of disability”, “knowledge of child development”, “understanding about classification of disability” were better than those of the baseline survey. It shows that their capacity to assess students with disabilities was enhanced based on their appropriate understanding on disability and child development.</p>  <p style="text-align: center;">Knowledge and Understanding about Disability (Pilot Regular School) (Baseline survey n=603, Endline survey n=632)</p> <p style="text-align: center;">— Baseline survey — Endline survey</p> <table border="1"> <caption>Approximate scores from the radar chart</caption> <thead> <tr> <th>Category</th> <th>Baseline Survey (n=603)</th> <th>Endline Survey (n=632)</th> </tr> </thead> <tbody> <tr> <td>Understanding of disability</td> <td>~20</td> <td>~25</td> </tr> <tr> <td>Early identification and intervention</td> <td>~15</td> <td>~20</td> </tr> <tr> <td>Knowledge of child development</td> <td>~15</td> <td>~20</td> </tr> <tr> <td>Understanding about classification of disabilities</td> <td>~15</td> <td>~20</td> </tr> <tr> <td>Understanding about IEP</td> <td>~10</td> <td>~15</td> </tr> <tr> <td>Understanding about teaching methodology</td> <td>~10</td> <td>~15</td> </tr> </tbody> </table>	Category	Baseline Survey (n=603)	Endline Survey (n=632)	Understanding of disability	~20	~25	Early identification and intervention	~15	~20	Knowledge of child development	~15	~20	Understanding about classification of disabilities	~15	~20	Understanding about IEP	~10	~15	Understanding about teaching methodology	~10	~15
Category	Baseline Survey (n=603)	Endline Survey (n=632)																					
Understanding of disability	~20	~25																					
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Understanding about IEP	~10	~15																					
Understanding about teaching methodology	~10	~15																					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Capacity to develop IEP</p>	<ul style="list-style-type: none"> • Special school teachers (four schools) • Regular school teachers (eight schools in Ulaanbaatar and two schools in Khuvsgul Aimag) 	<p>【Special Schools】</p> <ul style="list-style-type: none"> • As mentioned in “1.3 Project Activities, 1.3.3 Activities related to Output2, (2) Capacity development of special school teachers, 1) Capacity to assess students with disabilities and develop IEP ” (page 35), teachers initially gave negative feedbacks on IEP such as “there are too many points to be filled-out” and “we need to plan long-term goal only”. However, they understood effectiveness of the format after utilizing it. • In the focus group interview in the endline survey targeting Working Team of special schools, members recognized that their capacity for IEP was enhanced and commented that “we can plan long-term goals, short-term goals and instruction” and “we also discuss with family members of the student when we develop the IEP.” • Except No. 25 Special School, more teachers answered, “I started to develop IEP after the Project intervention in 2015/2016” than those who answered, “I never develop the IEP” or “I started to develop IEP before 2014/2015” (Those who answered, “I never develop IEP” are new assistant teachers, school doctors and social workers). 																					

		<p>Experienc to Develop IEP (Pilot Special School) (n=197)</p> <table border="1"> <thead> <tr> <th>School</th> <th>Never develop IEP</th> <th>Develop IEP before 2014/2015</th> <th>Develop IEP after 2015/2016</th> <th>No answer</th> </tr> </thead> <tbody> <tr> <td>No. 25 Special School</td> <td>12</td> <td>24</td> <td>12</td> <td>2</td> </tr> <tr> <td>No. 55 Special School</td> <td>13</td> <td>19</td> <td>48</td> <td>4</td> </tr> <tr> <td>No. 63 Special School</td> <td>7</td> <td>6</td> <td>18</td> <td>1</td> </tr> <tr> <td>No. 70 Special School</td> <td>10</td> <td>9</td> <td>12</td> <td>0</td> </tr> </tbody> </table> <p>【Regular School】</p> <ul style="list-style-type: none"> As mentioned in “1.3 Project Activities, 1.3.3 Activities related to Output2, (3) Capacity development of regular school teachers, 1) Capacity development of assessment of children with disabilities, IEP development, and teaching skills to meet individual needs of children” (page 46), Working Team members of No. 16 School, No. 113 School, Ireedui 21 Century Complex School, and Titem No. 2 School developed IEP and conducted Lesson Study. They also provided other teachers with training on IEP and advice. Especially in Ireedui 21 Century Complex School and Titem No. 2 School conducted Lesson Study three times and developed IEP for other students who were discussed in school committee. Therefore, it can be said that their capacity to develop IEP was well enhanced. Comparing the result of the endline survey with the baseline survey, number of students with IEP increased from one to 27 in Ulaanbaatar, and one to 31 in Khuvsgul <i>Aimag</i>. 	School	Never develop IEP	Develop IEP before 2014/2015	Develop IEP after 2015/2016	No answer	No. 25 Special School	12	24	12	2	No. 55 Special School	13	19	48	4	No. 63 Special School	7	6	18	1	No. 70 Special School	10	9	12	0
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Capacity to teach meeting with the individual needs of children	<ul style="list-style-type: none"> Special school teachers (four schools) Regular school teachers (eight schools in Ulaanbaatar and two schools in Khuvsgul <i>Aimag</i>) 	<p>【Special School】</p> <ul style="list-style-type: none"> As mentioned in “1.3 Project Activities, 1.3.3 Activities related to Output 2, (2) Capacity development of special school teachers, 2) Capacity to teach meeting with the individual needs of students ” (page 38), through conducting Lesson Study and developing books for education practice, teachers could apply various methods to involve all students in lesson, such as using games and preparing handouts considering developmental level of each student. In the endline survey, Working Team members compared video of lessons before and after the Project intervention (in 2016 and 2018) for 20 minutes. The members recognized that their capacity to give instructions meeting with individual needs of students was enhanced and commented that “teachers praised students in the lesson in 2018” and “assistant teachers provided students with better support than the lesson in 2016.” <p>【Regular School】</p> <ul style="list-style-type: none"> As mentioned in “1.3 Project Activities, 1.3.3 Activities related to Output2, (3) Capacity development of regular school teachers, 1) Capacity development of assessment of children with disabilities, IEP development, and teaching skills to meet individual needs of 																									

		<p>children ” (page 46), the pilot regular school teachers enhanced their capacity to teach meeting with individual needs of students, by receiving advice from special school teachers and training of the Project experts (See Table 31 for a specific case).</p> <ul style="list-style-type: none"> In the endline survey, regular school teachers compared their confidence in teaching students with disabilities before and after the Project intervention (before 2014/2015 and as of endline survey). More teachers answered, “I am confident in teaching students with disabilities a little”, “quite a lot” and “very much” as of endline survey than before the Project intervention (before 2014/2015). <table border="1"> <caption>Are You Confident in Teaching Students with Disabilities? (n=638)</caption> <thead> <tr> <th>Survey Period</th> <th>No</th> <th>A little</th> <th>Quite a lot</th> <th>Very much</th> <th>No answer</th> </tr> </thead> <tbody> <tr> <td>Before 2014/2015</td> <td>382</td> <td>183</td> <td>22</td> <td>5</td> <td>46</td> </tr> <tr> <td>Endline survey</td> <td>142</td> <td>340</td> <td>97</td> <td>28</td> <td>31</td> </tr> </tbody> </table>	Survey Period	No	A little	Quite a lot	Very much	No answer	Before 2014/2015	382	183	22	5	46	Endline survey	142	340	97	28	31
Survey Period	No	A little	Quite a lot	Very much	No answer															
Before 2014/2015	382	183	22	5	46															
Endline survey	142	340	97	28	31															
Capacity to support regular schools	Working Team of special school (four schools)	<ul style="list-style-type: none"> Giving advice from special schools to regular schools were effective as follows. (1) Special school teachers could provide advice with regular school teachers on assessment and instruction for students with disabilities utilizing their experiences in special school. (2) Special school teachers and regular school teachers could understand each other through observation tour at each school. (3) Not only training targeting regular school teachers but also parents of students were conducted. Therefore, it can be said that special schools' capacity to support regular schools was enhanced. In the endline survey, Working Team members giving advice to regular school teachers reflected their activities. Through the activities, Working Team members recognized gaps between special school teachers and regular school teachers on knowledge, skills and willingness to support students with disabilities and their support was effective for regular school teachers to improve their understanding. 																		
Capacity for reasonable accommodations	Working Team members of regular pilot schools (eight schools in Ulaanbaatar and two schools in Khuvsgul Aimag)	<ul style="list-style-type: none"> As mentioned in “1.3 Project Activities, 1.3.3 Activities related to Output2, (3) Capacity development of regular school teachers, 3) capacity development to provide reasonable accommodations in schools (page 50), regular pilot schools' capacity for reasonable accommodations was enhanced through making a reasonable accommodations plan, establishing Child Development Center, organizing School Committee, and support for school enrollment for children with disabilities. In the endline survey, regular school teachers compared readiness of their school to accept children with disabilities before and after the Project intervention (before 2014/2015 and as of endline survey). More teachers answered, “my school is ready to accept children with 																		

disabilities a little”, “quite a lot” and “very much” as of endline survey than before the Project intervention (before 2014/2015).



- In the endline survey, Working Team members were asked how their capacity for reasonable accommodations had been enhanced by the Project intervention. They answered as follows.
 - All teachers modify teaching contents considering a level of understanding of each student. We use picture cards and objects. To explain students with special needs about one day schedule of class, we use pictures. All teachers pay attention to instruction that students understand easily. (No. 28 school)
 - For students who study with IEP, teachers adjust teaching contents with their level of understanding. For other students, especially students of lower grades, teachers use pictures to show one day schedule of class. Our school provides classroom teachers with pictures. (No. 79 Schools)
 - Our school explains parents about students with disabilities during the parents' meeting held every month. It is also a part of responsibilities of classroom teachers to explain other students about students with disabilities. (No. 79 School)
 - We will continue to provide reasonable accommodations, because it is effective. It helps not only students but also teachers. (No. 111 School)

Output 3: Effectiveness of various options of education in accordance with each child with disabilities needs is examined through “mini projects”.

As mentioned in “1.3 Project Activities”, six mini projects were implemented. The outcomes of each project are described below.

Table 52 Verification of the Project Effectiveness

Projects	Verification of the Project Effectiveness
Inclusive Education Project for Children with Intellectual Disability	<p>Effectiveness of the project can be verified based on the following achievements.</p> <ul style="list-style-type: none"> ➤ Teachers and parents of No. 130 School did not have sufficient understanding when the project started. Homeroom teachers of pilot class held several awareness events and tried to promote inclusive education. Their acceptance and understanding have been improved by an effort of homeroom teachers. ➤ DSAM continued operating the pilot class after the completion of the project and salary of teachers had been paid by the parents. The pilot class was officially registered as a branch class of No. 63 Special School in February 2018.
We can learn; Inclusion of Children with Disabilities in Non-Formal Life Long Education Center	<p>Effectiveness of the project can be verified based on the following achievements.</p> <ul style="list-style-type: none"> ➤ The Center provided non-formal education to students with disabilities who were not enrolled in school and some of the students could obtain official certification equivalent to formal education. ➤ They could challenge next level of education such as vocational training school and college.
Child Care Service Project for Children with Disabilities	<p>Effectiveness of the project can be verified based on the following achievements.</p> <ul style="list-style-type: none"> ➤ Children with disabilities aged 2 to 18 years can go to Child Care Center. Day care centers run by associations of parents of children with disabilities have the accreditation of the system. ➤ They conducted trainings for Day Care Service providers in Bayanzurkhu District, Bayangol District, and Khan Uul District. As service providers change periodically, they provide the training for the new providers.
The Project for Developing Picture Communication Cards for Children with Disabilities	<p>Effectiveness of the project can be verified based on the following achievements.</p> <ul style="list-style-type: none"> ➤ “Picture communication cards (1,000 words) for children with hearing impairment” has been utilized at some classes of No. 29 Special School and No. 186 Special Kindergarten. Teachers and students commented that the cards were very helpful to teach/ learn sign language. Their parents also can learn sign language by using the cards. ➤ The Project posted about the card on project’s Facebook page and there were many requests to get the card. During the project, the NGO could not print many sets due to the budget constrain. In May 2019, “Picture communication cards (1,000 words) for children with hearing impairment” was revised and printed for 500 sets.

<p>Inclusive Education Project for Children at Kindergarten</p>	<p>Effectiveness of the project can be verified based on the following achievements.</p> <ul style="list-style-type: none"> ➤ Although the numbers of children in No. 249 Kindergarten is not large, the kindergarten receives visitors from other kindergartens and students from MSUE constantly. Thus, the kindergarten can play a role as a resource to improve inclusive education. ➤ Teachers who are in charge of pre-school education at MSUE are also members of Working Team. Thus, lessons learnt from the practice at No. 249 Kindergarten are expected to be taught at MSUE. ➤ The book will be utilized at MSUE for pre-set teacher training.
<p>“Disability does not hinder child development”</p>	<p>Effectiveness of the project can be verified based on the following achievements.</p> <ul style="list-style-type: none"> ➤ When the Japanese expert visited the school in August 2017, students with disabilities were studying at regular classes and teachers and parents are keen to promote inclusive education. Because of the project, students with disabilities gained confidence by joining various activities. ➤ Khovd <i>Aimag</i> is the core <i>aimag</i> in western area of Mongolia. Their practice is expected to be expanded to other <i>aimags</i> of western area.

Output 4: Experiences from Output 1 to 3 are shared among stakeholders and reflected to national systems and policies

Achievements of Output 4 are shown in Table 53.

Table 53 Achievements of Output 4

Indicator	Achievements
<p>(1) In-service teacher training is improved.</p>	<p>Achieved.</p> <ul style="list-style-type: none"> • The Project provided training material of “Inclusive Education Course”. For online learning system for teachers with first year/ five years/ 10 years of experience run by ITPD with the online training started from January 2019 and 127 teachers attended the course by March 29, 2019. • “IEP Format”, “Guideline to develop Individualized Education Plan”, “Videos of good lessons in pilot special schools (total of six lessons)” and “Collection of illustrations: 450 useful words at school” were uploaded to the website of ITPD.
<p>(2) Pre-service teacher training curriculum is improved.</p>	<p>Achieved.</p> <ul style="list-style-type: none"> • Seven teachers of pilot special schools engaged in the Project teach at Department of Special Needs Education, Mongolia State University of Education. • Knowledge and skills provided by the Project and IEP and lesson plan format revised by the Project are utilized in their lessons. • The online training materials uploaded on the website of ITPD are also

Indicator	Achievements
	<p>utilized.</p> <ul style="list-style-type: none"> • IEP and lesson plan are used in the one-year course for in-service teacher training started from October 2013. • Students who belong to 3.5-year course participated in Lesson Study and Case Study organized by the Project at special schools. They also volunteered at Child Development Center in pilot regular schools.
(3) Curriculum for Special Needs Education for special schools is improved.	<p>There is no need to improve the curriculum.</p> <ul style="list-style-type: none"> • During the Project implementation, MECSS and Mongolian Institute of Educational Research had no plan to revise the curriculum for students with intellectual disabilities (curriculum for primary department was developed in 2015).
(4) Campaign activities for children with disabilities are conducted.	<p>Achieved.</p> <p>To celebrate “Early Identification Day” (May 13) and “International Day of Persons with Disabilities” (December 3), the Project conducted the following campaigns.</p> <ul style="list-style-type: none"> • Early Identification Day: In 2016, the Project supported Commission to produce TV commercial to explain the importance of early identification and broadcast it in six TV stations. The same commercial was broadcasted on street TV at two places in Ulaanbaatar in 2017 and uploaded on website of MLSP and Facebook of the Project in 2018. In 2019, the Project broadcasted two video clips on inclusive education developed in 2018 in MNB. • International Day of Persons with Disabilities: In 2015, the Project supported Rehabilitation and Vocational Training Center to produce TV commercial and broadcast it in five TV stations. In 2016, the Project held “Art contest for children with special needs in Ulaanbaatar”, an exhibition in cooperation with Shangri-La Mall, and published the picture book and calendar. The Project published and distributed calendar with drawings of children with special needs in 2017 and 2018. As for 2018, the Project also developed two video clips to introduce inclusive education practices in No. 35 School in Ulaanbaatar and No. 7 School in Khovd <i>Aimag</i>. They were uploaded to YouTube of JICA Mongolia Office and website of MLSP and broadcasted by MECSS and local TV station in Khuvsgul <i>Aimag</i>.

2.2 Project Purpose and indicators

Project Purpose: Model of assessment, developmental support and education for children with disabilities is established.

The Project implemented various pilot activities in Bayangol District and Khuvsgul Aimag to establish a system of early childhood development and education. Through the pilot activities, “IEP common format” and “Guideline to develop Individualized Education Plan” were developed and approved by the Minister’s Order of Education No. A/155 on March 29, 2018. “School Enrollment Meeting” and “School Committee” were approved by the Minister’s Order No. A/292 on May 14, 2019.

“Guidelines for Comprehensive Early Childhood Development for Children with Disabilities” was developed by reflecting all pilot activities to summarize the principles and contents of early childhood development and functions of related organizations. Figure 3 is a model of comprehensive early childhood development system shown in the guidelines. It was approved by the Minister’s Order of MLSP, MECSS, and MOH No. A/304, A/699, and A/460 entitled “Approval of manuals and formats”. It is expected to be utilized for establishment of system for early childhood development and its implementation throughout in Mongolia.

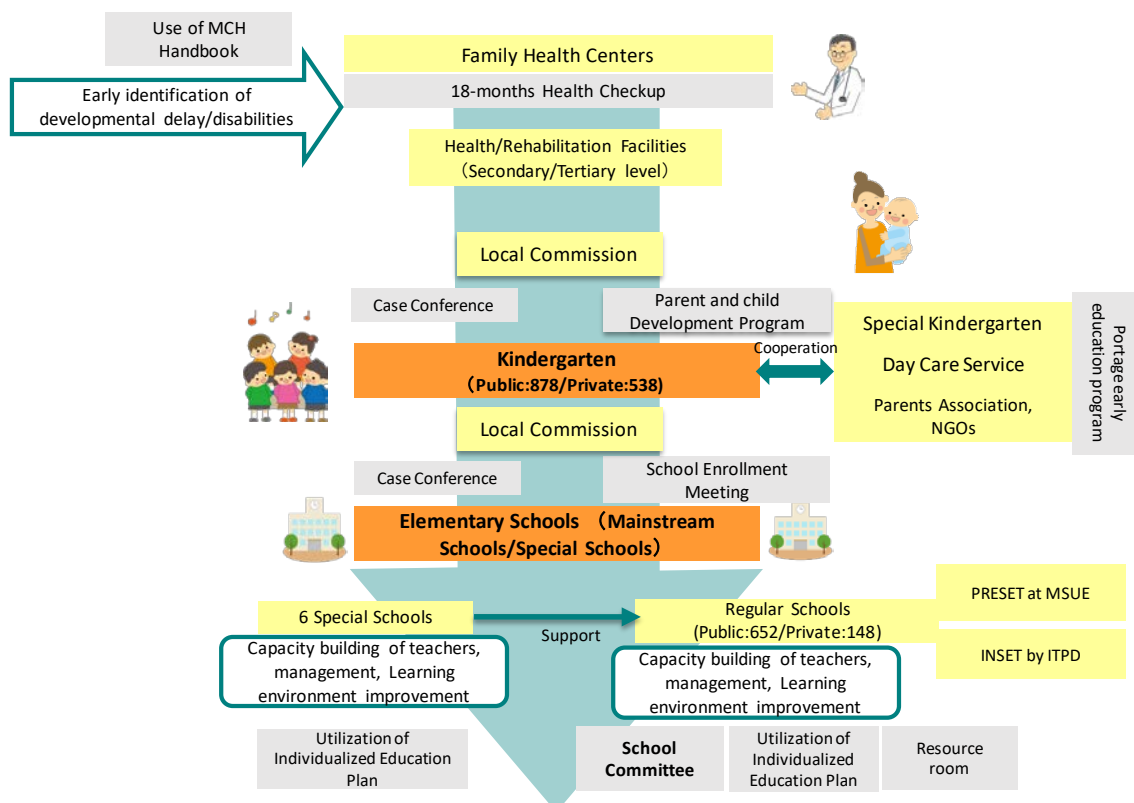


Figure 3 System of Comprehensive Early Childhood Development and Education for Children with Disabilities

Project Purpose, indicators and achievements are explained in Table 54.

Table 54 Indicators of Project Purpose and Achievement

Indicators	Achievements
Tools to be developed by the Project are approved by MECSS and MLSP.	<p>Achieved.</p> <ul style="list-style-type: none"> • “IEP common formant” and “Guideline to develop Individualized Education Plan” were approved by the Minister’s Order No. A/155 on March 29, 2018. • “Guidelines for Comprehensive Early Childhood Development for Children with Disabilities” was approved by the Minister’s Order of Labor, Education, Culture, Science, and Sports, and Health No. A/304, A/699, A/460 on November 15, 2018. • “School Enrollment Meeting” and “School Committee” were approved by the Minister’s Order of Education No. A/292 on May 14, 2019 entitled “Approval of regulations to ensure inclusive education at regular schools for children with disabilities”.

2.3 PDM Modification

Initially, Indicator (1) of Output 2 on PDM was “A manual for Individualized Education Plan was improved”, however there was no manual in Mongolia at that time. Therefore, it was agreed to change to “A manual for Individualized Education Plan is developed” during the first JCC meeting on November 2, 2015. No other modification was made.

2.4 Others

- **Results of Environmental and Social Considerations**

It is not applicable.

- **Results of Considerations on Gender/Peace Building/Poverty Reduction**

It is not applicable. Final beneficiaries of this Project are children with disabilities and no negative impact on gender, peace building and poverty reduction is expected.

The Project received “Silk Road Award” on February 14, 2018, by Mongolia Chamber of Commerce and Industry. Silk Road Award is given to national or international organizations and individuals that contribute to economic and social development of Mongolia every two year. The Project received the first prize of “Social Development, Poverty Reduction and Sustainable Livelihood Improvement” Section, recognizing the Project activities that contributed to solve social problems in Mongolia.

2.5 Review result by five evaluation criteria

The five evaluation criteria: relevance, effectiveness, efficiency, impact, and sustainability were evaluated as follows. There are three ratings, "high," "medium," and "low."

2.5.1 Relevance

The Project is consistent with the Mongolian government's policies and needs, and its relevance is considered high.

【Consistency with Mongolia's national policy and plans】

In the “National Program for the Protection of the Rights of People with Disabilities, Promotion of Social Participation, Developmental Support National Program” (November 2017) approved in 2017, Goal 1 “Maximize the Ability of Persons with Disabilities” and Goal 2 “Give equal opportunities for children with disabilities at all levels of education” is consistent with the Project objectives. Also, utilization of the Maternal and Child Health Notebook was mentioned in the “Action Plan for Developing National Programs” approved by MLSP, MOH, and MECSS on May 21, 2018. The Project has been described as a cooperating organization for the implementation of health checkup, capacity building of Local Commissions, case conference based on ICF, implementation of training on ICF, and promotion of IEP. Thus, the consistency with the policy is high.

【Consistency with development needs】

According to a survey by MECSS, about 40% of children with disabilities can attend kindergarten or elementary school, and 14% go to secondary education (“National program on protecting the rights of persons with disabilities, promoting social participation, and developmental support”). Access to the education of children with disabilities is an issue. Besides, in the “Data Collection Survey on Special Needs Education in Mongolia” implemented by JICA in 2013, the content of the education does not match the needs of the individuals, the capacity of teachers is insufficient. There are challenges in terms of quality of education. Therefore, the needs of the beneficiaries for the activities of this Project and its outputs are high.

2.5.2 Effectiveness

The effectiveness of the Project is mainly evaluated by the degree of the achievement of the Project purpose. As shown in Table 54 on page 88, the indicators for the Project purpose have been achieved, and the effectiveness is judged to be “high.”

The Project purpose is “Model of assessment, developmental support and education for children with disabilities are established.” The model shown in Figure 3 in page 87 developed through activities in pilot areas is included in the “Handbook for Comprehensive Early Childhood

Development for Children with Disabilities” approved by Joint Minister’s Order of MLSP, MECSS, and MOH No. A / 304, A / 699, A / 460. The model will be disseminated in Mongolia in the future. Also, the “IEP common format” and “Guideline to develop Individualized Educational Plan Preparation” developed by the Project were approved by the Minister of Education Ordinance A / 155 dated March 29, 2018. “School Committee,” and “School Enrolment Meeting” were approved in the Minister of Education Ordinance A / 292 "May 14, 2019, "approval of regulations to ensure inclusive education at regular schools for children with disabilities". These series of measures strengthen the effectiveness of the Project's “model of assessment, developmental support and education for children with disabilities,” and provide early childhood intervention from an early stage and high quality of education for children with disabilities or developmental delays. Improvement in quality of education is expected.

2.5.3 Efficiency

Efficiency is judged to be "high" for the following reasons.

The necessary inputs from the Japanese side were adequately made in terms of timing, the number of experts, and their expertise. Also, it is considered that counterparts from almost all related organizations could participate in the training program in Japan. The Project activities was reinforced since the training is linked to strengthening the participants’ activities after returning to Japan.

As for the counterpart personnel, although there was a time when activities were stagnant due to the reduction of members of the Commission and the absence of the chairperson, the Commission was reorganized in September 2016. Through participation in the Project activities, the Commission contributed to establishing a model of early childhood development for children with disabilities in Mongolia and engaged in the development of the “Handbook for Comprehensive Early Childhood Development for Children with Disabilities” in consultation with the Project experts. The guidelines were officially approved on November 15, 2018, by Joint Minister’s Order of MLSP, MECSS, and MOH A / 304, A / 699, A / 406. Therefore, it did not become a factor that significantly impedes efficiency.

2.5.4 Impact

As for the impact of the Project, at the time of the Project completion, it is mainly to predict the degree of achievement of the “overall goal.” It is judged to be "medium" from the prospect of achieving the Overall Goal and the spillover effect that can be confirmed at present.

【Perspective to achieve overall goal】

The overall goal of the Project is "all children with disabilities receive developmental support and

education by each child's needs," and the indicator is "the number of children with disabilities will increase." According to the endline survey, pilot schools have been promoting schooling for disabled children, while non-pilot schools have not increased the number of disabled students. However, since the Project purpose has been achieved, preparation is also made during the Project period in anticipation of the spread to other than pilot areas and pilot schools, such as the utilization of the website of the ITPD, and production of online training. It is possible that the overall goal will be achieved sufficiently by the promotion of the model built in the Project outside the pilot schools and areas.

【Spillover effect】

As a contribution to other projects, training was given to teachers of the three existing schools covered by the grand Aid "Ulaanbaatar City Primary and Secondary Education Facility Development Plan" in Mongolia. In the training, we also utilized the facilitators of "Disability Equality Training" program trained in JICA "the project to promote social participation of persons with disabilities in Ulaanbaatar city."

In addition, pilot areas and pilot schools are also active as resources for other areas. Bayangol District Local Commission received 21 members from two *Aimag* in 2017/2018, and Khuvsgul *Aimag* Local Commission received eight members from one district and one *Aimag* in 2017/2018 as visitors. The pilot special schools accepted 956 people in 2017/2018, 223 for pilot regular schools in Ulaanbaatar city, and 35 for pilot regular schools in Khuvsgul *Aimag*.

2.5.5 Sustainability

Although the institutional aspect needs further strengthening, sustainability is considered to be "moderate" because the policy and institutional sustainability are high.

【Policy / Institutional】

This Project has the same policy as the law on the rights of persons with disabilities and the two national programs mentioned above, and even after the end of the Project, the Mongolian government can be expected to be actively engaged in this area.

"Guidelines for Comprehensive Early Childhood Development for Children with Disabilities" was approved by Minister's Joint Order No. A / 304, A / 699, A / 460 of MLSP, MECSS, and MOH dated November 15, 2018. It can be expected that efforts will be made to realize the early childhood development system shown in the guidelines.

Concerning the provision of quality education, sustainability was secured with the approval of the Minister of Education Ordinance A / 155 dated March 29, 2018, regarding "IEP common format" and "Guideline to develop Individualized Educational Plan. Also, "School Committee" and "School

Enrollment Meeting" introduced in the Project received approval on May 14, 2019, under the Minister of Education Ordinance A / 292 " Approval of regulations to ensure inclusive education at regular schools for children with disabilities" Therefore, the system is expected to spread throughout Mongolia.

【Organization • Human resources】

MECSS and MLSP are working to fulfill the roles described in "Protecting the Rights of People with Disabilities, Promoting Social Participation, and the Development Assistance National Program," and they will continue even after the Project ends. Furthermore, since the General Authority for Development of People with Disabilities was established under MLSP, more efforts by the Mongolian government can be expected. On the other hand, MECSS has only one officer in charge of inclusive education, and the pedagogical and district educational administration organizations also have one personnel in charge, so there is a need for additional staffing and assignment of full-time personnel.

For counterparts (Local Commissions, pilot special school teachers) who are at the core of each pilot activity implemented in the Project, efforts in the relevant field are essential tasks, and it is expected that the activities will be continued after the Project is over. However, since the Local Commission members are not full-time staff and mainstream schools' teachers do not seem to consider it essential to provide reasonable accommodations. It is necessary to focus on further strengthening the organizational aspect.

【Financial aspect】

During the Project implementation period, MECSS secured a budget for honorarium, expenses for advising regular school teachers, and for student volunteers working at the Child Development Center. Government Decree No. 145, April 12, 2019, decided that the allowance for teachers of regular kindergartens/schools teaching children with disabilities will be provided from September 2019.

MLSP bears the travel expenses of the Commission and the cost of training programs by region. These are likely to be continued, given that they are the original task of the Commission.

【Technical aspect】

The Project worked on capacity development of stakeholders; capacity building through examination of severe cases by Case Conference for Local Commissions, capacity building through case sharing meeting for implementing organizations of Portage Early Education Program, promotion of utilization of MCH Notebook for medical personnel, training of trainers to improve the skills and management supervision of 18-months Health Checkup. As a result, in the pilot areas, Case

Conference, Portage Early Education Program consultation meetings, utilization of MCH Notebook, and 18-months Health Checkup have been continued.

At the pilot schools as well, technology transfer to teachers was carried out by methods such as IEP, lesson study, and provision of reasonable accommodations through School Committee. As a result, the preparation of IEP and activities of the School Committee are carried out continuously. On the other hand, technology transfer to other than pilot areas and pilot schools is limited at present, mainly at knowledge sharing seminars and inspection of pilot schools.

2.6 Main Factors Influencing Project Implementation and Outputs

Frequent personnel changes at counterpart organizations sometimes prevented smooth implementation of the Project activities.

2.7 Evaluation of Project Risk Management Results

As a response to above item 3.2, the Project worked to provide detailed briefings and build relationships with new personnel.

2.8 Lessons and Issues

2.8.1 Lessons

(1) Importance of verification of outputs in short-term

In Mongolia, a change of government has taken place every time since the 1990 parliamentary election after democratization. Therefore, each administration emphasizes showing results to voters in the four years before the next election and tends to accept recommendations for that actively.

In the Project, about models and tools whose effects were verified through trials for six months or one school year, the Project team actively proposed to MECSS and MLSP without waiting until the end of the Project period. For example, to solve the issues described in the Act on the Rights of Persons with Disabilities, enacted in February 2016, "National Program on Protection of the Rights of Persons with Disabilities, Promotion of Social Participation, and developmental support" was approved at the National Grand Meeting (Government Ordinance No. 321) in December 2017. The Project has been making the following efforts to develop the program since February 2017.

Table 55 Approach to the national program

Date	The Project's initiatives	Proposed issues to be added in the National Program
February 2017	Participation in the meeting organized by MLSP	<ul style="list-style-type: none"> • It is essential to link health and education goals and to build a system that leads to early childhood development and schooling by early identification of developmental delay • Evaluation of student in line with an individualized educational plan • Importance to setup a system for reasonable accommodations
	Reviewed the draft National Program, submitted the Project's comments to MLSP	<ul style="list-style-type: none"> • The goal of "disability is identified early, and disabled children can receive support for their development. " • Appropriate use of the MCH Notebook and early identification through regular health checkups for infants • A relevant early childhood intervention plan is formulated by Local Commission
March 2018	Interviewed the Department Head of MLSP about the progress of preparation of the National Program	—
The end of March to April 2017	Recommendation to MECSS	<ul style="list-style-type: none"> • Establish an appropriate evaluation system for teachers who teach children with special needs • To improve the understanding of parents and community and enhance cooperation for educational activities • Promoting entry into upper secondary education • Importance to setup a system for reasonable accommodations • Maintain a pick-up service
May 2017	Follow up inquiry	—

The following models and tools whose trials and effects were verified in the Project activities were reflected in the National Program through the efforts mentioned above.

- To conduct training to improve the knowledge and awareness of doctors of family health centers and parents to improve the utilization of MCH Notebook for early identification of disabilities and observation of the developmental progress of children.
- To conduct an infant health checkup and develop guidelines for early childhood development for children with developmental delay.
- Each district/*aimag* medical institution forms a multidisciplinary team consisting of a pediatrician, psychologist, OT, PT, performs assessment of children and report to the Local Commissions.
- Develop an individualized educational plan format, preparation method according to the needs of the child.

In the "Action Plan for Implementing the National Program" approved on May 21, 2018, the Project

was described as a cooperating organization on the utilization of the MCH Notebook, training on ICF, and IEP.

The lessons learned from this experience are that if it is possible to test the effects through trials in a short period (six months or a school year), the possibility of being adopted as a policy increases, especially in Mongolia.

(2) An approach tailored to the difference between urban and rural areas

In this Project, we developed a model for early childhood development and education system for children with disabilities to achieve the overall goal that all children with disabilities receive services for development and education that meet their needs. To develop the model, the Project selected the pilot areas and schools; one district (Bayangol District), located in Ulaanbaatar city where half of the population of Mongolia lives, one *aimag* in a rural area (Khuvsgul *Aimag*), 12 schools in Ulaanbaatar city, 2 schools in Khuvsgul *Aimag*.

As the pilot area in the urban area has a large population, the number of beneficiaries for one intervention is extensive, enabling efficient project management. On the other hand, there are many concerned organizations/people compared with rural areas. It may affect the smooth implementation of the Project. Based on this situation, the Project team worked to build a good relationship with as many stakeholders as possible, such as by discussing with both national and district level agencies. Besides, when conducting training, in schools in the urban area, schools serving as resource centers went to schools for training.

As there are few beneficiaries in the pilot area of the rural area and the distance between villages is long, there is a problem in implementing efficient project activities. In the Project, the training was conducted using the unit called “*bus*,” which bundle several neighborhood *soms*. Also, efforts were made to disseminate project activities using opportunities such as the education and health departments of the *Aimag* to conduct group training in the central part of the *Aimag*.

Also, when considering nationwide development in the future, it is possible to eliminate the difference in training opportunities between urban and rural areas by introducing online lessons using the Internet and class observation.

(3) Building a system to work on inclusive education throughout the school

It is the key to success to put in place a system that works across the school. In the Project, at the beginning of the intervention for the pilot regular school, Working Team was formed around the teachers who have children with disabilities in the class. The Project conducted advisory activities by special school teachers for the Working Team and provided training on teaching methods and IEPs according to the needs of each school by the Project experts, but it did not reach the level of

activity throughout the school. However, in the case of special schools, the education for students with disabilities is the task of all the teachers, while in the case of regular schools, few teachers have opportunities to teach the disabled students. Therefore, it is not "their affairs" for other teachers. Thus, teachers who have disabled children are forced to take action.

As shown in the table below, measures can be taken to prepare a system to work on in the whole school to promote inclusive education such as (1) promote awareness change of school management and clarify responsibility, (2) maintain an organizational system to work in the whole school, (3) promote to share successful experiences among teachers.

Table 56 Measures to prepare a system to work on in the whole school

Measures	Remarks
Promote change in awareness of school managers and clarify their responsibilities	First of all, the training for the school manager is intended to have them understand the principles and effects of inclusive education. On that basis, write the inclusive education promotion in the school plan that the mayor / <i>aimag</i> governor and the principals exchange with each year.
Maintain an organizational system to work with throughout the school	To setup a School Committee that is described in the "1.3.3 Project Activities related to Output 2, (3) ,2) Capacity development to provide reasonable accommodations (page 50). The School Committee is required to be setup at schools across the country under the Minister of Education Ordinance A / 292 "Approving the Rules to let Disabled Children learn inclusively at General Education Schools." issued on May 14, 2019,
Promote to share successful experiences among teachers.	It is crucial for teachers to have a feeling that their students have changed because of their efforts to maintain and develop a system that the whole school works together. At first, select a case where it is easy to confirm the outcome in a short period, and carry out an effort, and allow relevant people to have a successful experience through a Case Study.

(4) Importance of flexibility in projects with few precedents

The final beneficiaries of this Project were initially assumed to be children with disabilities aged 5 to 16 years. However, since early identification and intervention are essential for early childhood development and education for children with disabilities, it is crucial to promote the use of the MCH Notebook, to carry out health checkups for children aged 1 year and 6 months, and to identify disabilities or developmental delay in health checkups. We also worked on Parent and Child Development Program for children who were identified as suspected having disabilities/developmental delay to provide support for their development and transition to kindergartens. As a result, the target beneficiaries' age group expanded, and not only children with disabilities but all children in the pilot area were targeted for activities. In addition to MECSS and MLSP, which are counterpart agencies, we also cooperated with MOH. As a result, it has become possible to present a model of comprehensive early childhood development and education from birth to the basic education stage.

From this experience, in projects with few precedents such as inclusive education, the project needs

to flexibly and actively seek out an intervention method that seems to be beneficial for the issues that have been seen in the course of the project. While there are restrictions on the input (budget) and the cooperation period, it is crucial specifically (1) to take existing efforts as a foothold of the relevant country/region, (2) to secure human resources with thick pipes in related organizations. Concerning (1), the Project focused on MCH Notebook already used in Mongolia. With the MCH Notebook at the entrance, 18-months Health Checkup, Parent and Child Development Program and, and support for enrolling them to kindergartens were introduced and it was easy to get the understanding from the people involved, and there was no need for significant inputs. Regarding (2), the former MOH official who worked to popularize the MCH Notebook was used as a key person, and the activities were developed using her contacts. As a result, it became possible to collaborate with MOH, which is not a counterpart organization, and to secure necessary specialized human resources.

2.8.2 Issues

Although the Project produced many achievements, as mentioned above, there are still unresolved issues. The following sections cover: 1) Early identification of disabilities, 2) Developmental assessment and support for child development, 3) Planning for early childhood intervention, 4) Inclusive pre-primary education, and 5) Issues for the realization of inclusive basic education.

(1) Issues for early identification of disability

18-months Health Checkup piloted in this Project is mentioned in “the National Program on Protection of Rights of the Disabled, Promotion of Social Participation, Developmental Support” and its action plan. An instruction was issued to the health departments nationwide. However, MOH has not provided technical input to each department. Above all, medical personnel of family health centers are often transferred within a couple of years, so regular training is essential to carry out high-quality medical examinations continuously.

From now on, the MOH will regularly carry out training on the implementation of 18-months Health Checkup using “Handbook for implementation of 18-months Health Checkup” developed in the Project.

(2) Issues for developmental assessment and support for child development

1) Tanaka Bine Intelligence Test V

By the end of May 2019, the response records were compiled and translated into Japanese for a total of 800 people for this survey. After that, Nagoya University will take the lead in scoring and analyzing results, and after discussions with the Tanaka Educational Research Institute, will proceed to finalize the questions of the test and implementation manual. Next, Nagoya University

will proceed to the finalization of the test kit, including the development of a grading manual and a technical manual.

For the developed intelligence test to be disseminated throughout the country and to be used appropriately and sustainably, the existence of a Mongolian side institution that plays a role like the Japanese Tanaka Education Research Institute is essential. It is an organization responsible for the regular implementation of training for inspectors, the production, and management of testing tools and kits, and the implementation of public relations and awareness activities for fostering an appropriate understanding of intelligence scale. The agency's role is also crucial because intelligence scale shall not be used to “separate children with disabilities” but to promote child development. MSUE, which has been working on developing the Mongolian version of Tanaka Bine Intelligence Test V, is expected to play a role in consultation with MLSP and MECSS.

2) Portage Early Education Program

For the Portage Program introduced in Mongolia to be widely disseminated and utilized adequately throughout Mongolia, it is necessary to establish a system to support public institutions providing support services for child development. As support, information provision of support service offering organization to parents who have support needs, the grant for activity, and service offering of each organization are assumed. It is also possible to cope by expanding the scope of the conventional welfare benefit paid for hot spring treatment of children with disabilities.

Also, to maintain and improve the quality of Portage Program based on the theory of Applied Behavior Analysis, the involvement of academic institutions is essential, and it is expected that pre-school education department of MSUE will continuously play a central role.

3) Issues for planning of early childhood intervention

It is crucial that Case Conference which the Project introduced in the pilot area shall be implemented sustainably by Local Commissions of all districts. However, organizing Case Conference, which takes cases that are difficult to support for further consideration and formulate early childhood intervention plan, is not included in the jurisdiction of Local Commissions, and is not the object of allowance payment to members. In the “Guidelines for Comprehensive Early Childhood Development for Children with Disabilities” approved by Joint Minister’s Order of MLSP, MECSS, and MOH No. A / 304, A / 699, A / 460 as of November 15, 2018, it is stated that Local Commissions shall organize Case Conference once a quarter, and to ensure its implementation, this activity shall pay an allowance to the members.

4) Issues for achieving inclusive pre-primary education

To promote inclusive education in pre-primary curriculum, given the necessity, the trial started in March 2018, the end of the four-year project period. Therefore, although it did not lead to the implementation of systematic training based on the medium- and long-term perspective, it led to the grasp of the present condition and the actual situation of kindergartens through the training, the exchange of opinions with kindergarten teachers.

There are many issues when it comes to enrollment in kindergartens for children with special needs. There are many cases of children who are not enrolled in kindergartens, or late for registration, or difficulty in re-entry after late enrollment. The inability to ensure access to pre-primary education leads to the risk of triggering various problems, such as delay in school attendance and adverse effects on development.

It is required to improve kindergarten management based on an inclusive viewpoint, strengthen teachers' skills, and carry out educational activities for parents, and it is practical to introduce a "mobile consultation system" by visiting kindergartens and providing specialized consultation support. MECSS has the primary responsibility, and it is necessary to establish a system to dispatch specialists such as teachers from special kindergartens, special schools, physiotherapists, occupational therapists and speech therapists to kindergartens that need regular support.

5) Issues for achieving inclusive basic education

The Project provided pilot regular schools with various training opportunities. In order to continue strengthening teachers' abilities even after the Project ends, the Minister of Education Ordinance A / 292 as of May 14, 2019, "Approval of regulations to ensure inclusive education at regular schools for children with disabilities clearly states that special school teachers as resource persons shall provide technical advice to regular schools. However, teachers who have been at the core of special schools have come to the retirement age and strengthening skills for young teachers is an urgent issue. It is necessary to establish an in-house training system, centering teachers who were active as Working Team members in this Project.

On the other hand, it is difficult for special school teachers to give advice directly to regular schools in rural areas. MECSS is currently planning to setup three schools in each *aimag* as resource schools to promote inclusive education, and to establish a system that can provide specialized advice on the guidance of children with disabilities for other schools in the *aimag*. Implementation of the plan is required.

Chapter 3 Toward Achievement of Overall Goal after Project End

3.1 Expected achievement of the overall goal

Overall Goal: All children with disabilities receive developmental support and education services that meet their needs.

The indicator for the overall goal is "the number of children with disabilities enrolled in schools will increase." In the endline survey, the number of students with disabilities were confirmed in the pilot special schools, pilot regular schools and non-pilot schools in the pilot area (schools whose questionnaires were answered among the regular schools in the pilot area. 13 schools in Bayangol District and 30 in Khuvsgul *Aimag*). At the same time, the survey attempted to confirm the situation in terms of "the number of disabled children who attend regular consultation meetings of Local Commissions increases" and "the number of children with disabilities who study with IEP increases", to find out whether "children with disabilities receive developmental support and education services that meet their needs" or not.

3.1.1 Number of students with disabilities at pilot special schools, pilot regular schools and regular schools in the pilot area

Figure 4 compares the number of students with disabilities in pilot schools before the Project intervention (baseline survey) and after the intervention (endline survey). Increases have been seen in both pilot special schools and regular schools, with 1,136 to 1,283 (approximately 1.13 times) in pilot special schools, 76 to 100 (approximately 1.32 times) in Ulaanbaatar city pilot regular schools, and 53 to 62 people (about 1.17 times) in Khuvsgul *Aimag* pilot regular schools.

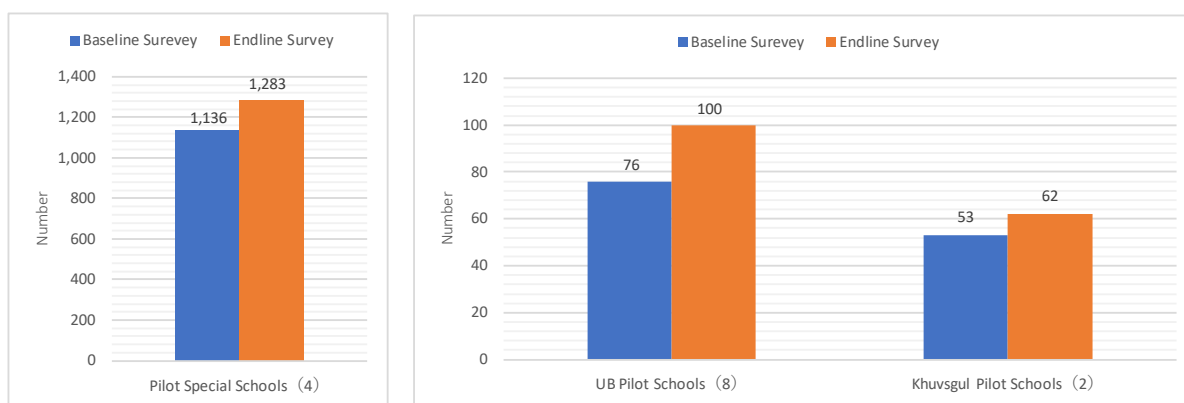


Figure 4 Number of Students with Disabilities enrolled in Pilot Schools

Figure 5 compares the number of children with disabilities who are enrolled in schools with interventions from the Project (pilot schools) and schools without interventions (non-pilot schools). The number of children with disabilities increased from 1,265 to 1,445 at schools with intervention,

while the decrease at 583 to 477 was observed at schools without intervention. Although the apparent reason is unclear, one of the reasons is presumed to be transfer to and leave from special schools. Regarding pilot schools, two students moved from pilot regular school to special school and one dropped out of school in 2017/2018, while in non-pilot schools 7 moved to special school and 12 students dropped out of the schools.

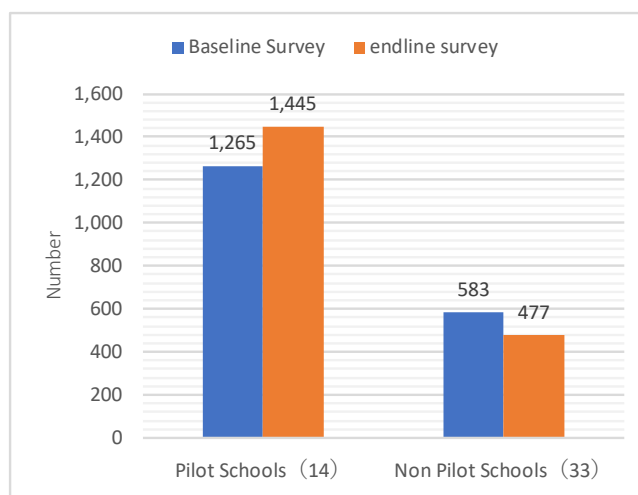


Figure 5 Number of Students with Disabilities Enrolled in Pilot and Non-pilot Schools

From the above results, it can be seen that while the enrollment of children with disabilities has been promoted in the pilot schools, the enrollment situation of children with disabilities has not yet been improved in other schools.

3.1.2 The number of cases handled by the Bayangol District and the Khuvsgul *Aimag* Commission

To check whether the number of children with disabilities who attend regular consultation meetings of Local Commission has increased or not, the Project asked Secretary Generals of Bayangol District and Khuvsgul *Aimag* Local Commission to report the number of cases.

Figure 6 shows the number of children with disabilities handled by Bayangol District and Khuvsgul *Aimag* Committee before the Project intervention (2015) and after the intervention (2018). Both have increased significantly after the Project intervention.

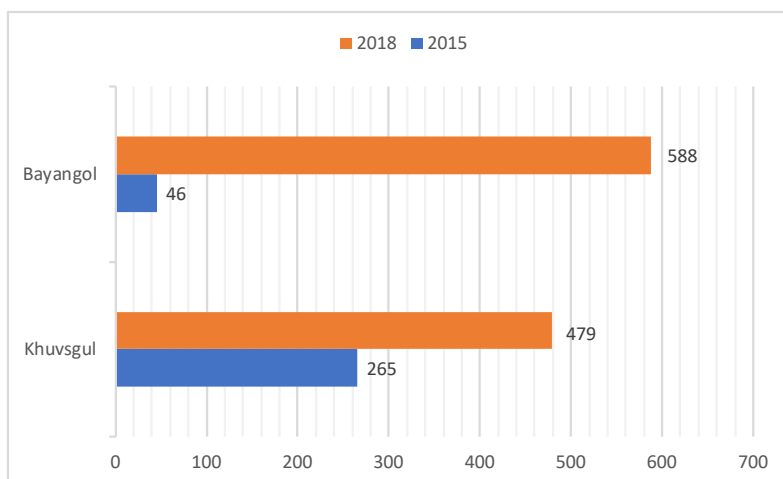


Figure 6 Number of cases handled by Bayangol District and Khuvsgul *Aimag* Commissions

As background of the increase, it is assumed that activities of Local Commissions have come to be implemented more stably and continuously than at the time of 2015, and at the same time the capacity of Local Commissions has been strengthened through the Project activities related to Output 1.

3.1.3 The number of IEP prepared by pilot special schools, pilot regular schools and non-pilot regular schools in the pilot area (excluding pilot schools)

To check whether the number of children with disabilities who study with IEP has increased or not, the number of IEP prepared at pilot schools and non-pilot schools was grasped.

Figure 7 compares the number of IEP prepared at the pilot schools before the Project intervention (baseline survey) and after the intervention (endline survey). A marked increase is seen in both pilot special schools and pilot regular schools. The number of IEP at pilot special schools has increased by 76 to 321 (about 4.2 times), and the number at pilot regular schools by 1 to 27 in Ulaanbaatar city, and 1 to 31 in Khuvsgul *Aimag*.

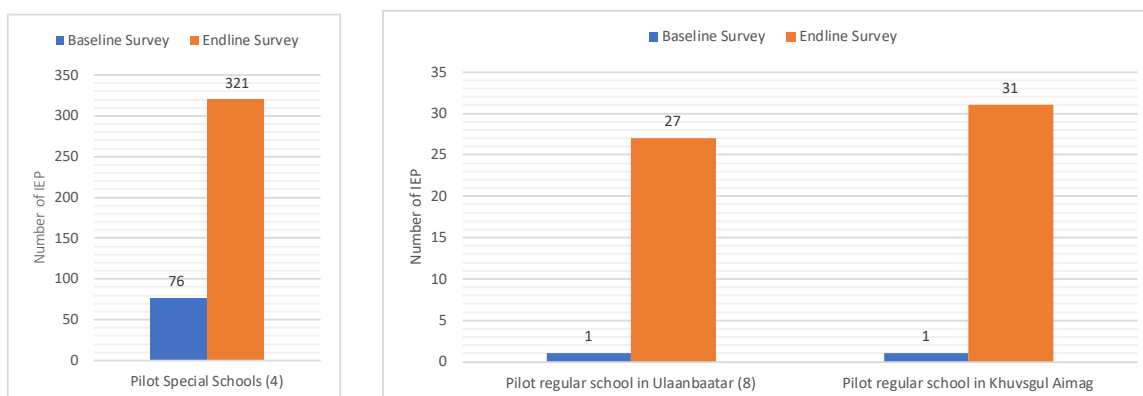


Figure 7 Number of Individualized Educational Plans Created at the Pilot School

Figure 8 compares the number of IEP made at pilot schools and non-pilot schools. In non-pilot schools, IEP have been drawn up in 0 out of 13 in Bayangol district and 10 out of 30 in Khuvsgul *Aimag*. Besides, 4 out of 10 schools in Khuvsgul *Aimag*, for which IEP were prepared, are the schools that participated in the training implemented by the Project.

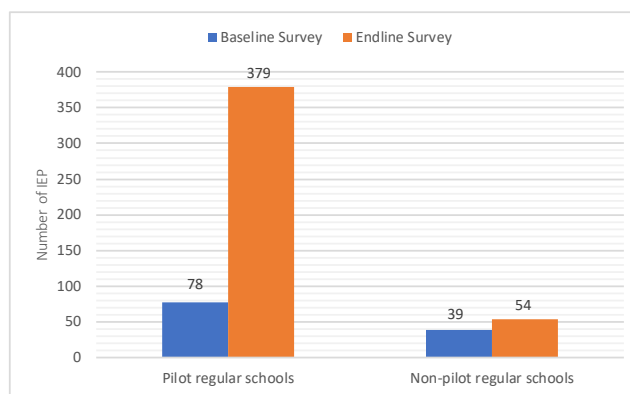


Figure 8 Number of Individualized Educational Plans Created at Pilot and Non-Pilot Schools

The Project, together with pilot special schools developed IEP common format and guideline to develop IEP and worked with MECSS to issue a ministerial ordinance for the preparation of the plan. As a result, with the issuance of the Minister of Education Ordinance A / 155 dated March 29, 2018, IEP development has been applied to all schools in the country. The decision to develop IEP for children with severe disabilities at pilot special schools are considered to have contributed to the increase in the number of IEP. For pilot regular schools, it can be said that activities such as IEP development and lesson study through advisory activities by special schools and various Project activities contributed to the increase in IEP. In non-pilot schools, it has become clear that the preparation of IEP has not spread yet. The reasons are that the Ministerial Order No. A / 155 is not well known, and that there is a need for input from ITPD and other experts on how to develop IEP.

3.2 Recommendations for the Mongolian side

To achieve the overall goal of “all developmental children with disabilities can receive development support and education services that meet their needs” in light of the above situation, the menu shown in Figure 9 has been validated. It is necessary to disseminate the components that were validated in the Project all over the country such as Case Conference, School Enrollment Meeting, creating an inclusive school centered on the School Committee, and components such as inclusive kindergartens where the need is newly recognized.

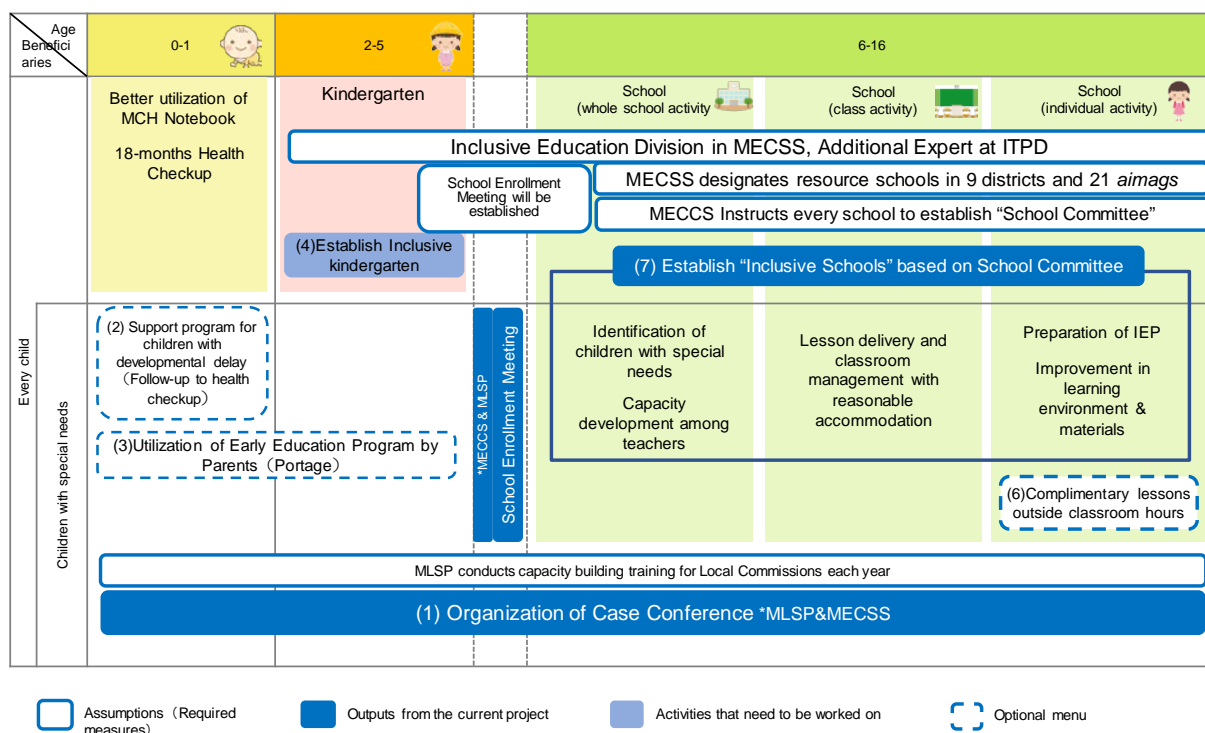


Figure 9 Programs for Comprehensive Support Services for Children

To disseminate the above components, MLSP and MECSS shall cooperate to: 1) provide medium- and long-term support for children with special needs, 2) create inclusive kindergartens, and 3) establish inclusive schools based on School Committees. It would be effective to carry out the three components of school development throughout the country. The recommendations for both ministries are summarized below, along with an overview of each component.

(1) Medium- and long-term support for children with special needs

It is necessary for all the Local Commissions across the country to organize: 1) Case conference, and 2) School Enrollment Meeting, which were proven to be effective through the Project activities. The regional training conducted by Commission can introduce the activities of the pilot areas, instruct the practice of Local Commissions. Also, the follow up of the implementation status of each Local Commission can be done in the following regional training next year.

【Proposal to MLSP】

- Make at least one full-time member among Local Commission members.
- Organize regional training for Local Commissions of 21 aimags in 9 districts every year.
- Encourage Local Commissions to organize Case Conference.
- In cooperation with MECSS, organize School Enrollment Meeting in each district/aimag.
- Establish a system to support public institutions providing support services for child development. As support contents, information provision of organizations that offer

support services to parents who have support needs, the grant for activity and service offering of each organization, are assumed.

(2) Establish inclusive kindergartens

It is necessary to select a pilot kindergarten and build a model of an inclusive kindergarten through educational practices. Develop guideline to create inclusive kindergartens and training modules and disseminate them nationwide through ITPD.

【Recommendation to MECSS】

- Inclusive Education Division shall be established in MECS with three officers allocated.
- Assign one more expert in this field at ITPD.
- It is necessary to establish a “mobile consultation system” in which specialists such as teachers from special kindergartens, special schools, physical therapists, occupational therapists, and speech therapists, are regularly dispatched to kindergartens that need assistance to accept children with disabilities.

(3) Develop inclusive schools centered on the School Committee

Resource centers will be developed by MECSS in each district/*aimag*, and schools in the area will be able to have access to the necessary knowledge and skills to promote inclusive education.

School Committee shall be setup in each school, and through the resource center, each school also "identify children with special needs", "preparation of IEP", "improvement of learning environment and teaching materials", “improvement of lessons and class management considering children with special needs”, and "Case Study in the school".

【Recommendation to MECSS】

- Resource schools shall be designated in each district/*aimag*.