

Appendix 1.  
Project Design Matrix  
(PDM)



## Project Design Matrix


Project Title:	The Project for Strengthening Teachers' Ability and Reasonable Treatments for Children with Disabilities	<b>Version 9</b> <b>Date: June 28, 2019</b>
Implementing Agencies:	Department of Education Policy-MECSS, Department of Population Development-MLSP (Output 1) Commission of Health, Education and Social Protection for CWDs (Commission at national level and Local Commissions in Bayangol district and Khuvsgul <i>Aimag</i> ), Rehabilitation and Vocational Training Center (Output 2 to 4) Mongolian Institute of Educational Research, Institute of Teacher's Professional Development, Mongolian State University of Education, Bayangol District Education Department and Khuvsgul Department of Education, Culture and Arts, Teachers of pilot schools (special and regular schools)	
Beneficiaries (Target groups):	<b>【Direct beneficiaries】</b> Officials of public institutions responsible for assessment, developmental support and education for CWDs, Members of "Commissions of Health, Education and Social Protection for CWDs" (Commission at national level and Local Commissions of Bayangol district and Khuvsgul <i>Aimag</i> ), Specialists of Bayangol District Education Department and Khuvsgul Department of Education, Culture and Arts, Teachers of pilot schools (special schools and regular schools) <b>【Indirect beneficiaries】</b> CWDs and their caretakers in Bayangol district and Khuvsgul <i>Aimag</i> , CWDs with intellectual disabilities enrolled in pilot schools	
Duration of the Project:	August 2015 -July 2019 (4 years)	
Project sites/ target areas:	One district in Ulaanbaatar (Bayangol district) and one <i>Aimag</i> (Khuvsgul <i>Aimag</i> ) (Target schools: No. 25,55,63,70 Special Schools, 8 regular schools in Ulaanbaatar, Ireedui 21 Century Complex School and Titem No.2 School in Khuvsgul <i>Aimag</i> )	

Narrative Summary	Objectively Verifiable Indicators	Means of verification	Important Assumption	Progress	Notes
<b>Overall Goal</b>					
All children with disabilities (CWDs) receive developmental support and education in accordance with each child's needs	(1) The number of CWDs attending school is increased  (2) Additional Indicators The number of CWDs attending regular consultation meeting of Commission of Health, Education and Social Protection for Children with Disabilities is increased (3) Additional Indicators The number of CWDs with IEP (individualized education plan) is increased	Endline survey  Endline survey  Endline survey		The number of CWDs attending school is increased from 1,136 to 1,283(1.13 times) at pilot special schools, from 76 to 100(1.32 times) at pilot regular schools in Ulaanbaatar and from 53 to 62(1.17 times) at pilot regular schools in Khuvsgul <i>Aimag</i>  The number of CWDs attending regular consultation meeting of Local Commission is increased from 46 children in 2015 to 588 children in 2018 in Bayangol district, from 265 children in 2015 to 479 children in 2018 in Khuvsgul <i>Aimag</i> .  The number of CDWs who study with IEP is increased from 76 in 2015 to 321 students in 2018 at pilot special School, from one in 2015 to 27 students in 2018 at pilot regular schools in Ulaanbaatar and from one in 2015 to 31 students in 2018 at pilot regular schools in Khuvsgul <i>Aimag</i> . Non-pilot schools in Bayangol District do not develop IEP at all. The number of CWDs who study with IEP is increased from 37 to 54 at non-pilot schools in Khuvsgul <i>Aimag</i> .	Target area of the survey is Bayangol district and Khuvsgul <i>Aimag</i>

Project Purpose					
Model of assessment, developmental support and education for CWDs is established	Tools to be developed by the Project are approved by MECSS and MLSP	Project Report	Policies and systems for CWDs are not changed	<p>Minister's Order regarding IEP format and IEP Guidelines was issued in March 2018.</p> <p>In November 2018, "Guidelines for Comprehensive Early Childhood Development for Children with Disabilities" were officially approved by Joint Minister's Order of MLSP, MECSS, MOH.</p> <p>In the "approval of regulations to ensure inclusive education at regular schools for children with disabilities" issued by Minister of Education Ordinance No. A/292, "School Enrollment Meeting" and "School Committee" were officially prescribed.</p>	

Outputs					
1. Capacity for early assessment and developmental support for CWDs is enhanced in pilot areas	(1) Assessment tools are improved.	(1) Assessment tools	<ul style="list-style-type: none"> <li>• Policies, regulations, and rules of the Commission are not changed.</li> <li>• Regular schools accept CWDs.</li> </ul>	(1) In cooperation with Commission, developed "Guidelines for Comprehensive Early Childhood Development for Children with Disabilities" were officially approved by Joint Minister's Order of MLSP, MECSS, MOH dated on November 15, 2018. Also produced "Handbook on the use of MCH Notebook", "training module for training of trainers on the use of MCH Notebook", "Handbook for implementation of 18-months Health Checkup", "Handbook for implementation of Parents and Child Development Program". (2) Developed capacities of stakeholders in pilot areas on early identification and developmental assessment and early childhood intervention planning, contributed to in sustainable implementation of 18-months Health Checkup, Parent and Child Development Program, Portage Early Education Program, and Case Conference. Also, 37 practitioners and 39 recorders were trained through surveys and training for development of Mongolian version of Tanaka-Binet Intelligence Scale V.	
2. Capacity to provide quality lessons to CWDs (with intellectual disabilities) is enhanced in the pilot schools	(2) Capacity of the Commission and the Local Commissions for CWDs is enhanced.	(2) Project report		(1) Minister's Order regarding IEP common format and IEP Guidelines was issued in March 2018. IEP common format and IEP Guidelines were distributed to not only pilot regular schools but also regular schools in Mongolia. Those were put on the website of Institute of Teacher's Professional Development.	
	(1) A manual for Individualized Education Plan is developed.	(1) Project report	(2) The number of students who study with IEP is 321 at four pilot special schools and 58 at 10 regular schools based on IEP Guidelines in December 2018.		
	(2) Individualized Education Plans for CWDs are improved.	(2) Guideline			

	(3) Assessment tools for development of CWDs are improved.	(3) Assessment tools		(3) Developed “Understanding and Supporting the Development of Children with Severe Disabilities: A Handbook for Teachers” and “A Guide to Educational Support for Children with Learning and/or Behavioral Challenge”.	
	(4) A book for education practices for CWDs is developed	(4) Resources for Classroom Practice at Special Schools/ Resources for Reasonable Accommodation at Mainstream Schools		(4) Developed “Resources for Classroom Practice at Special Schools/ Resources for Reasonable Accommodation at Mainstream Schools”.	
3. Effectiveness of various options of education in accordance with each CWD’s needs is examined through “mini projects”	Mini projects that are evaluated	Project report		Six mini projects were implemented: 1) pilot class for students with disabilities were established at School No. 130, 2) Improvement of non-formal education center to receive children with disabilities, 3) Enhancement of Child Care Service program to receive children with disabilities, 4) Produced picture communication cards for children with intellectual disability and hearing impairment, 5) Conducted group class for children with disabilities at kindergarten, and 6) Improvement of child development center for after-school activities of students with disability.	
4. Experiences from Output 1 to 3 are shared among stakeholders and reflected to national systems and policies	(1) In-service teacher training is improved.	(1) Training program		(1) Produced video materials to introduce inclusive education and uploaded to website of Mongolian Institute of Educational Research (ITPD) as well as YouTube of JICA Mongolia.	
	(2) Pre-service teacher training curriculum is improved.	(2) Curriculum		(2) Pilot special school teachers/specialists give lectures to students in pre-service teacher training course of Special Needs Education at ITPD and utilized materials produced under Output 2.	
	(3) Curriculum for Special Needs Education for special schools is improved.	(3) Curriculum		(3) Curriculum for special needs education have not been revised during the Project period.	
	(4) Campaign activities for CWDs are conducted	(4) Project report		(4) Organized Art Contest and produced/broadcasted TV commercials and video clips to celebrate “Early Identification Day” and "International Day of Persons with Disabilities".	

Activities	Inputs		Pre-Conditions
	Japan		
1-1. Select pilot areas	1. Dispatch of Experts (Assessment, Special Needs Education, etc.) 2. Training in Japan 3. Printing and distribution of the pilot products that are developed by the Project 4. Cost for translation (Japanese-Mongolian) for development of the products 5. Cost for implementation of mini projects as indicated in Output 3 6. Provision of equipment for the Project office	1. Assignment of counterpart personnel <ul style="list-style-type: none"> <li>• Department of Education Policy-MECSS</li> <li>• Department of Population Development-MLSP</li> </ul> <Output 1> <ul style="list-style-type: none"> <li>• Commission of Health, Education and Social Protection for CWDs (Commission at national level and Local Commissions in Bayangol district and Khuvsgul <i>Aimag</i>),</li> </ul> <Output 2-4> <ul style="list-style-type: none"> <li>• Mongolian Institute of Educational Research</li> <li>• Institute of Teacher's Professional Development</li> <li>• Mongolian State University of Education,</li> <li>• Bayangol District Education Department and Khuvsgul Department of Education, Culture and Arts</li> <li>• Teachers of pilot schools (special and regular schools)</li> </ul> 2. Salary, honoraria, and travel cost and related cost for counterpart personnel (including the cost for trainers of training to be conducted by the pilot activities)  3. Printing and distribution of the products that are developed by the Project and approved by the Government of Mongolia	Parents and school teachers understand the significance of assessment, developmental support and education for CWDs  
1-2. Review and improve tools for assessment and developmental support for CWDs			
1-3. Conduct trainings on assessment and developmental support for the Commission and Local Commission in the pilot areas			
1-4. Local Commissions in the pilot areas conduct assessment and developmental activities (including announcement for parents)			
1-5. Review the activities of 【1-4】			
1-6. Examine possible assessment, developmental support and therapeutic care activities prior to school enrollment other than activities of Commission			
1-7. Examine management mechanism of information regarding each CWD that each relevant institution has			
2-1. Select pilot schools			
2-2. Establish Core Group			
2-3. Core Group reviews and improves current tools for developmental assessment, individualized education / teaching plan, and lessons			
2-4. Conduct training in order for Core Group and pilot school teachers to use the improved tools and to give quality lessons			
2-5. pilot school teachers develop individualized teaching plan for CWDs and give lessons based on the Plan			
2-6. Review the activities of 【2-5】			
2-7. Develop a manual how to develop individualized teaching plan			
2-8. Developing a book composing educational practices for CWDs (with intellectual disabilities)			
3-1. Plan possible options of education in accordance with each CWD's needs as "mini projects"			
3-2. Implement "mini projects"			

3-3. Evaluate “mini projects”		4. Information sharing / dissemination of the Project such as seminar for the relevant personnel and organizations in other areas than the pilot areas	
4-1. Hold seminars on experiences from Output 1 to 3 for personnel and institutions relevant to education			
4-2. Introduce experiences from Output 2 to regular school administrators to accommodate CWDs at their school		5. Provision of the Project office including water and electric facilities	
4-3. Reflect experiences from Output 2 to curriculum for pre-service teacher training (both course for special needs education and regular course)			
4-4. Reflect experiences from Output 2 to program for In-service teacher training			
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 CWDs			





Appendix 2.

Project of Operations

(PO)







Appendix 3.

Minutes of the Meeting on  
Joint Coordination Committee Meeting  
(1<sup>st</sup> to 7<sup>th</sup> JCC)



**Minutes of Meeting on the  
1<sup>st</sup>. Joint Coordination Committee Meeting  
for  
Technical Cooperation Project for  
Strengthening Teachers' Ability and Reasonable Treatments  
for Children with Disabilities (START)**

**Agreed upon among  
Ministry of Education, Culture and Science,  
Ministry of Population Development and Social Protection and  
Japan International Cooperation Agency**

**Date: 2 November, 2015**

**Place: Ulaanbaatar, Mongolia**

For Ministry of Education, Culture and Science

For Japan International Cooperation Agency

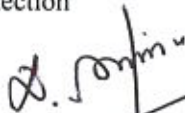


**Ms. B. Nasanbayar** - JCC Chairperson  
Ministry of Education, Culture and Science,  
Department of Strategic Policy and Planning,  
Director



**Mr. Mutsumi Sato**  
Japan International Cooperation Agency  
Mongolian Office, Chief Representative

For Ministry of Population Development and  
Social Protection



**Mr. D. Amarsaikhan** - JCC Vice Chairperson  
Ministry of Population Development and  
Social Protection, Department of Population  
Policy Implementation and Coordination,  
Director

## Summary of Minutes for the 1<sup>st</sup> JCC Meeting

The 1<sup>st</sup> Joint Coordination Committee (JCC) Meeting for the JICA Project for Strengthening Teachers' Ability and Reasonable Treatments for Children with Disabilities (START) was held on 2 November 2015. The meeting was chaired by Ms. B. Nasanbayar of Ministry of Education, Culture and Science (MECS), with Mr. D. Amarsaikhan of Ministry of Population Development and Social Protection (MPDSP) being Vice Chairperson, and Mr. Mutsumi Sato, Chief Representative of JICA Mongolian Office.

During the meeting, Mr. Tetsuya Ishii of JICA Project Team presented the project summary, some accomplishments of the project as of October 2015 and planned activities related to Output 3 and 4 described in the Work Plan. Ms. Ts. Tsendsuren of Central Commission of Health, Education and Social Protection for Children with Disabilities (CWDs) and Mr. U. Ganbold of Ministry of Education also presented planned activities related to Output 1 and 2.

Through the meeting, following issues are discussed and agreed:

- The Project title in Mongolia was agreed as ТУСГАЙ ХЭРЭГЦЭЭТ БОЛОВСРОЛ ШААРДЛАГАТАЙ ХҮҮХДЭД ҮЗҮҮЛЭХ ЭРҮҮЛ МЭНД, БОЛОВСРОЛ, НИЙГМИЙН ХАМГААЛЛЫН ҮЙЛЧИЛГЭЭГ САЙЖРУУЛАХ ТӨСӨЛ.
- Bayangol distric was selected as pilot district.
- Besides 4 special schools for intellectual disability, 8 general schools were selected as pilot schools. They are School No. 16 and No.35 located in Sukhbaatar District, School No. 79 and No. 111 in Bayanzurkh District, School No. 26 and No. 34 in Khan-uul District, and School No. 28 and No. 113 in Bayangol District. They will submit an official request to MECS to be approved as a pilot school officially.
- Both ministries agreed to bear "salary, honoraria and travel cost and related cost for counterpart personnel (including the cost for trainers of training to be conducted by the pilot activities)" and the cost for "printing and distribution of the products that are developed by the Project" as prescribed in the Record of Discussion signed among MECS, MPDSP and JICA on 10 April 2015. Mr. U. Ganbold and Ms. Ts. Tsendsuren will prepare for the budget by 13 November.
- The Project Team will participate in a one month campaign to cerebrate the International Day (Dec. 3) for PWDs to be conducted by MPDSP, and will explore ways to collaborate with MECS as well.
- Objectively Verifiable Indicators for Output 2 set in the Project Design Matrix (PDM) was revised from "(A manual for individualized education plan is improved)" to "A manual for individualized education plan is developed", since the manual does not exist.





Attachment 1: List of the members present

◆ Participants:

Mongolian side:

No.	Name	Organization and Position
1	B. Nasanbayar	Ministry of Education, Culture and Science, Department of Strategic Policy and Planning, Director (Chairperson)
2	U. Ganbold	Ministry of Education, Culture and Science, Department of Strategic Policy and Planning, Specialist in-charge of special needs education
3	D. Amarsaikhan	Ministry of Population Development and Social Protection, Department of Population Policy Implementation and Coordination, Director (Vice Chairperson)
4	B. Narantuya	Ministry of Population Development and Social Protection, Division for Development of Persons with Disabilities, Specialist
5	Ts. Tsendsuren	Central Commission of Health, Education, and Social Protection for Children with Disabilities, Director
6	Ch. Jargal	Institute of Teacher's Professional Development, Specialist in-charge of special needs education
7	B. Gerelmaa	Special School No.25, Principal
8	Ch. Ganbileg	Special School No.55, Principal
9	S. Erdenebaatar	Special School No.63, Principal
10	L. Tsog-gerel	Special School No.70, Principal

Japanese side

11	Sato Mutsumi	JICA Mongolia Office, Chief Representative
12	Ishii Tetsuya	Project expert
13	Suzuki Sayaka	Project expert

◆ Observers

Mongolian side:

No.	Name	Organization and Position
14	G. Amarsanaa	Department of Education in Ulaanbaatar, Specialist in-charge of special needs education
15	G. Battsengel	Mongolian National University of Education
16	D. Odgerel	Mongolian National University of Education
17	P. Chimeddulam	Central Commission of Health, Education, and Social Protection for Children with Disabilities, Member

Japanese side:

18	Tanaka Tomoaki	JICA Mongolia Office
19	Ch. Oyuntsetseg	JICA Mongolia Office

Project Team

20	Kh. Ganbaatar	Project Team
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21	G. Norjmaa	Project Team
22	T. Nyamdash	Project Team
23	D. Odgerel	Project Team

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*G. Norjmaa*

*D. Nyamdash*

## Attachment 2: Detailed Discussion

### 1. Opening Remarks

As the beginning of the 1<sup>st</sup> JCC meeting, **Ms. B. Nasanbayar, Chairperson** briefly explained the project purpose and expected outputs. She emphasized the importance of upgrading capacity of “Central Commission of Health, Education, and Social Protection for CWDs” as well as development of models to realize Inclusive Education through pilot activities with special schools. She also stressed out that all related organizations must collaborate for the same goal.

**Mr. Sato** made the remark that it was a great pleasure for JICA to support education for CWDs at the timing that Mongolian government agencies including MECS and MPDSP pay a high attention to this field. He also underscored the need for both ministries to collaborate closely to provide appropriate support and education for CWDs. JICA will launch two technical cooperation projects in 2016; one for child-centered education and the other for social participation of persons with disabilities (PWD). Mr. Sato reiterated the importance of collaboration especially between this project and the project for social participation of PWDs. He stated that social inclusion of CWDs and PWDs is a key factor for social development of Mongolia.

- (Ms. B. Nasanbayar) replied to Mr. Sato’s remarks that MECS would pay attention to coordination among related projects planned by MECS such as project for providing learning material and equipment to CWDs in collaboration with ADB and the World Bank. She also shared information that the government agencies had been discussing how to promote cooperation among educational institutions. She said that each agency should have a person in charge of CWDs.

### 3. Presentation on the project activities

#### (1) Presentation by Mr. Ishii

Mr. Ishii made presentation on the project summary, some accomplishments of Output 1 and 2 as of October 2015, and planned activities related to Output 3 and 4. He also reported about current activities such as development of a glossary to formulate common understanding on each technical term, and training courses in Japan conducted in August to September, and November to December. A report seminar will be held by participants of both training courses on 15 December 2015.

During the presentation, Mr. Ishii also responded to comments received by members of JCC, Working Group and Core Group by 27 October. Comments from the Project Team include the following



- The Project Team agreed to the suggestion that referring good practices of Local Commissions for Health, Education, and Social Protection for CWDs, for example, the Local Commission in Umnugovi Aimag.
- The Project Team accepted the suggestion to develop training material for teachers, the commissions and other related personnel to standardize quality of the training.
- The Project Team will consider the collaboration with Mongolian National University of Education. One of the possibilities is to suggest the university to establish a special class for CWDs at its affiliated school.

(2) Presentation by Ms. Ts. Tsendsuren

Ms. Ts. Tsendsuren introduced members of Working Group and working group organized at National Rehabilitation and Development Center, and made presentation on the roles of Central and Local Commission and planned activities related to Output 1. She emphasized the importance of capacity building for the commissions. She also shared an image of detection and intervention system for CWDs and proposed to organize “service provider team” for intervention.

(3) Presentation by Mr. U. Ganbold

Mr. U. Ganbold introduced members of Core Group and made presentation on expected products of Output 2. He also shared a feedback from Japanese experts saying that there was limited number of children with severe disabilities in special schools in Mongolia, and stated that we must make effort to include any children into educational system and to educate them in the society. To achieve it, the involvement of general schools and their administrators and teachers is essential.

- (Ms. B. Nasanbayar) summarized the presentations that the project aiming at establishing favorable models and systems for CWDs through pilot activities. She reminded us the importance of participation by Institute of Teacher’s Professional Development, National Institute of Education Research, and Mongolian National University of Education and upgrading their capacity on the respective field.

4. Discussion

Mr. Ishii raised some issues to be discussed. The participants provided some comments for each issue and agreed as follows.

(1) On Project Title in Mongolian Language

Mr. Ishii proposed a project title in Mongolia as *ТУСГАЙ ХЭРЭГЦЭЭТ БОЛОВСРОЛ ШААРДЛАГАТАЙ ХҮҮХДЭД ҮЗҮҮЛЭХ ЭРҮҮЛ МЭНД, БОЛОВСРОЛ, НИЙГМИЙН*

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*О. Ганболд*

*Б. Насанбаяр*

*ХАМГААЛЛЫН ҮЙЛЧИЛГЭЭГ САЙЖРУУЛАХ ТӨСӨЛ*. The proposed title was composed based on comments received from some members of JCC, Working Group and Core Group prior to the 1st JCC meeting.

- (Ms. D. Odgerel) asked whether we have to identify who are the “children who needs special needs education (ТУСГАЙ ХЭРЭГЦЭЭТ БОЛОВСРОЛ ШААРДЛАГАТАЙ ХҮҮХДЭД)”.
- (Ms. B. Nasanbayar) responded to Ms. D. Odgerel’s question that we had already understood the main focus of this project as children with intellectual disability among “children who needs special needs education”. She also said that we should not consider the child is special but we should understand each child’s needs.
- (Mr. D. Amarsaikhan) proposed to use the word “CWDs” instead of “children who needs special needs education”.
- (Ms. G. Battengel) agreed to remain the proposed project title.
- (Ms. Suzuki) reminded the participants that we must pay attention how people feel when they hear the project title.
- (Mr. S. Erdenebaatar) explained that some students of special schools were depressed after watching TV program titled CWDs. So, he preferred to use the word “children who needs special needs education” rather than “CWDs”, while he pointed out that not only children but also some adults over 16 years belong to a special school.
- (Ms. Ch. Ganbileg) agreed to use the proposed project title, because she believed that it shows the importance of education.

Finally the project title in Mongolia was agreed as *ТУСГАЙ ХЭРЭГЦЭЭТ БОЛОВСРОЛ ШААРДЛАГАТАЙ ХҮҮХДЭД ҮЗҮҮЛЭХ ЭРҮҮЛ МЭНД, БОЛОВСРОЛ, НИЙГМИЙН ХАМГААЛЛЫН ҮЙЛЧИЛГЭЭГ САЙЖРУУЛАХ ТӨСӨЛ (Project for Improving Health, Education, and Social Protection Service for Children who require special needs education).*

During the discussion above, Mr. S. Erdenebaatar raised an issue on “service delivery team” proposed by Ms. Ts. Tsendsuren. He said that he could not understand whom “service delivery team” would be consisted of.

- (Ms. Tsendsuren) responded that “service delivery team” would compose of speech therapist, physiologists, teacher of special needs education, among others as the assessment team of special school.
- (Mr. S. Erdenebaatar) believes that special schools have provided certain educational service to CWDs for many years. It is not enough to name those practitioners as “service provider team” in



order to improve the current situation. He strongly recommended that Central Commission should discuss with practitioners when they decide roles and activities of the commissions.

- (Ms. Ch. Gabileg) also said that she was not clear to understand how Local Commissions would work.
- (Mr. D. Amarsanaa) concluded the discussion saying that the participants of training in Japan would learn Japanese practices on detection of disabilities and intervention, and formulate a common understanding on the commission.

#### (2) On the Selection of the Pilot Schools

Mr. Ishii proposed 8 general schools as pilot schools besides 4 special schools for intellectual disability. They are School No. 16 and No.35 located in Sukhbaatar District, School No. 79 and No. 111 in Bayanzurkh District, School No. 26 and No. 34 in Khan-uul District, and School No. 28 and No. 113 in Bayangol District.

- (Ms. B. Nasanbayar) made a question to clarify the understanding and attitude of administrators of those schools.
- (Mr. Ishii) answered that the Project Team visited 12 schools in total, explained them that the project would not provide financial support for equipment and facilities, and selected the schools whose administrators are willing to accept CWDs.
- (Ms. B. Nasanbayar) advised those schools to submit an official request to MECS to be approved as a pilot school officially.

#### (3) On the Cost Sharing

Mr. Ishii requested both ministries to cover “salary, honoraria and travel cost and related cost for counterpart personnel (including the cost for trainers of training to be conducted by the pilot activities)” and the cost for “printing and distribution of the products that are developed by the Project” prescribed in the Record of Discussion signed among MECS, MPDSP and JICA on 10 April 2015.

- (Ms. B. Nasanbayar) agreed that MECS would cover the cost and appointed Mr. U. Ganbold to prepare for the budget by 15 November.
- (Mr. D. Amarsaikhan) also agreed that MPDSP would cover the cost and appointed Ms. Ts. Tsendsuren to prepare for the budget.

#### (4) On the Campaign for International Day for PWDs

Mr. Ishii invited some opinions how to celebrate the International Day for PWDs (3 December) in

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*S. Tsendsuren*

cooperation with the related organizations.

- (Mr. D. Amarsaikhan) proposed to the Project Team to participate in the campaign of MPDSP launched on 3 November. MPDSP has conducted one month campaign (from 3 November to 3 December) for 4 years.
- (Ms. B. Nasanbayar) suggested the Project Team to advertise activities of special schools. She stated that special schools and general schools should respect each other to provide educational opportunity to CWDs. A joint activity between special schools and general schools is one of the possible programs. She would like to identify educational officer in charge of special needs education in each district to conduct such a program.
- (Mr. Sato) encouraged the participants to propose their idea on the campaign, since it is a good timing to enhance the public awareness in this field.
- (Ms. Ch. Ganbileg) invited the Project Team to attend the open day of Special School No. 55.

#### (5) On the Project Design Matrix (PDM)

Mr. Ishii proposed to revise Objectively Verifiable Indicators for Output 2 of the PDM slightly from "A manual for individualized education plan is improved" to "A manual for individualized education plan is developed", since the manual does not exist. No objection was made by the participants.

- (Mr. Sato) asked whether the roles of Working Group and Core Group were defined in the official document.
- (Mr. Ganbold) answered that a joint minister order would be issued to define the role and activities of both group.

#### 5. Closing remark

Mr. D. Amarsaikhan, Vice Chairperson, appreciated all participants to attend the 1<sup>st</sup> JCC meeting and promised the following issues:

- Issuing the joint ministry order for members of JCC, Working Group and Core Group quickly.
- Discussing with the Project Team about the campaign to celebrate the International Day for PWDs.
- Provide the necessary cost for year 2016.
- Attending the training in Japan and sharing the information in the reporting seminar on 15 December.

He also encouraged the participants to play their role properly by the 2<sup>nd</sup> JCC meeting in April 2016.



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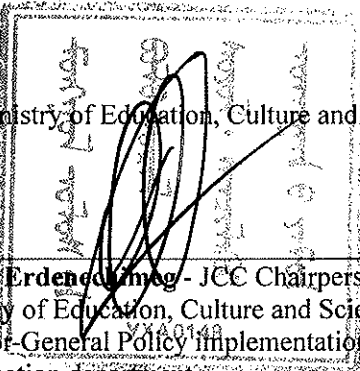
**MINUTES OF MEETINGS**  
**BETWEEN**  
**JAPAN INTERNATIONAL COOPERATION AGENCY**  
**AND**  
**MINISTRY OF EDUCATION, CULTURE AND SCIENCE, AND**  
**MINISTRY OF POPULATION DEVELOPMENT AND SOCIAL PROTECTION**  
**OF MONGOLIA ON**  
**THE 2nd JOINT COORDINATION COMMITTEE MEETING**  
**OF**  
**JAPANESE TECHNICAL COOPERATION**  
**FOR**  
**STRENGTHENING TEACHERS' ABILITY AND REASONABLE TREATMENTS FOR**  
**CHILDREN WITH DISABILITIES (START)**

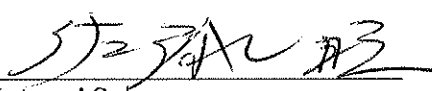
**Date: 6 May 2016**

**Place: Ulaanbaatar, Mongolia**

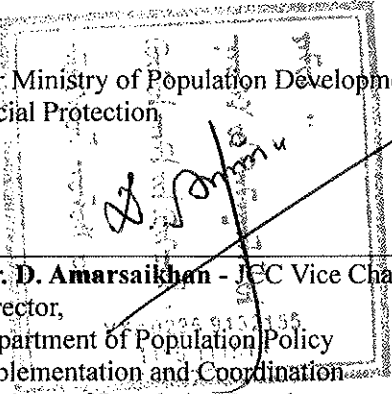
For Ministry of Education, Culture and Science

For Japan International Cooperation Agency

  
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**Mr. D. Erdenechimeg** - JCC Chairperson  
Ministry of Education, Culture and Science,  
Director-General Policy Implementation  
coordination department

  
\_\_\_\_\_  
**Mr. Mutsumi Sato**  
Chief Representative  
Japan International Cooperation Agency  
Mongolian Office,

For Ministry of Population Development and  
Social Protection

  
\_\_\_\_\_  
**Mr. D. Amarsaikhan** - JCC Vice Chairperson  
Director,  
Department of Population Policy  
Implementation and Coordination  
Ministry of Population Development and  
Social Protection

## Summary of Minutes for 2<sup>nd</sup> JCC Meeting

The 2<sup>nd</sup> Joint Coordination Committee (JCC) Meeting for the JICA Project for Strengthening Teachers' Ability and Reasonable Treatments for Children with Disabilities (START) was held on 6 May 2016. The meeting was chaired by Mr. U. Ganbold on behalf of Ms. B. Nasanbayar of Ministry of Education, Culture and Science (MECS), with Ms. T. Batdulam on behalf of Mr. D. Amarsaikhan of Ministry of Population Development and Social Protection (MPDSP) being Vice Chairperson, and Mr. Mutsumi Sato, Chief Representative of JICA Mongolia Office.

During the meeting, Mr. Tetsuya Ishii of JICA Project Team reported progresses and planned activities of the overall project. Ms. T. Batdulam and Mr. U. Ganbold explained activities in detail to achieve Output 1 and Output 2 respectively.

Through the meeting, the following issues were discussed and agreed:

### - **Implementation of Mini Project**

JICA Project Team reiterated that the purpose of "Mini Project" was to establish a small scale model to improve the education for CWDs which can be disseminated to allover Mongolia.

The criteria to select candidate projects are: (1) beneficiaries, (2) potential resource, (3) sustainability, (4) duplicability, (5) eligibility of proposed budget, and (6) accuracy of proposed budget. 35 proposals were submitted, and 8 projects are short-listed. JICA Project Team interviews the 8 organizations to decide the recipient.

### - **Criteria and Process for Selection of a pilot *aimag***

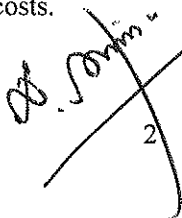
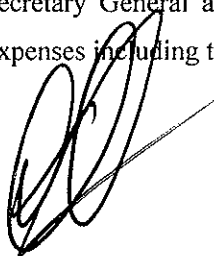
The criteria to select a pilot *aimag* was agreed as proposed: (1) willingness of related organizations in the *aimag* to be involved in the project, (2) experience of its Local Commission, and (3) positive attitude of regular schools towards CWDs. JICA Project Team will propose a pilot Aimag in the next JCC meeting after careful deliberation.

### - **Expenses to be shouldered by Mongolian side**

The participants from MECS and MPDSP made the following responses to the inquiry from the JICA Project Team.

MECS: 47,000, 000 Tg from MECS budget for teacher's development will be allocated to cover the necessary amount for this project's activity.

MPDSP: Secretary General agreed to allocate 68,000,000 Tg for Local Commissions and other necessary expenses including travel costs.



2



Attachment 1: List of the members present

◆ Participants:

Mongolian side

No.	Name	Organization and Position
1	U. Ganbold	Ministry of Education, Culture and Science, Department of Strategic Policy and Planning, Specialist in-charge of special needs education
2	T. Batdulam	Ministry of Population Development and Social Protection, Division for Development of Persons with Disabilities, Director
3	B. Narantuya	Ministry of Population Development and Social Protection, Specialist of Division for Development of Persons with Disabilities
4	Ts. Tsevegmid	National Institute of Education Research, Specialist in-charge of special needs education
5	Ch. Jargal	Institute of Teacher's Professional Development, Specialist in-charge of special needs education
6	B. Enkhtsetseg	On behalf of the principal, Special School No.25, Manager
7	Ch. Sarantsatsral	On behalf of the principal, Special School No.55, Manager
8	Ch. Munkhzul	On behalf of the principal, Special School No.63, Social Worker
9	B. Enkhtuya	On behalf of the principal, Special School No.70, Teacher(special needs education)

Japanese side

10	Mutsumi Sato	JICA Mongolia Office, Chief Representative
11	Tetsuya Ishii	JICA Project expert
12	Sayaka Suzuki	JICA Project expert

◆ Observers

Mongolian side

13	G. Battengel	Mongolian State University of Education
14	D. Odgerel	Mongolian State University of Education
15	D. Byambadalai	Central Commission of Health, Education, and Social Protection for Children with Disabilities, Member
16	R. Nensenden	Central Commission of Health, Education, and Social Protection for Children with Disabilities, Member
17	Ch. Enkhtuya	On behalf of the director of Local Commission of Health, Education, and Social Protection for Children with Disabilities in Bayangol District

Japanese side

18	Reiko Hozumi	Embassy of Japan in Mongolia, Second Secretary
19	Tomoaki Tanaka	JICA Mongolia Office
20	L. Soyolgerel	JICA Project Team
21	Kh. Ganbaatar	JICA Project Team
22	G. Norjmaa	JICA Project Team
23	B. Narangarav	JICA Project Team
24	T. Nyamdash	JICA Project Team
25	D. Odgerel	JICA Project Team

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## 1. Opening Remarks

As the beginning of the 2<sup>nd</sup> JCC meeting, on behalf of JCC Chairperson, Ms. B. Nasanbayar, **Mr. U. Ganbold**, Ministry of Education, Culture and Science (hereinafter “MECS”) briefly explained purposes of the meeting and introduced the participants. Ms. Reiko Hozumi, from Embassy of Japan in Mongolia who attended the meeting for the first time introduced herself with words of encouragement to the Project and to the participants.

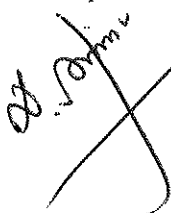
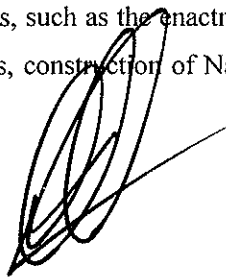
**Mr. Mutsumi Sato** made the remark that JICA Mongolia Office appreciated a close collaboration among related organizations to implement the Project, including active participation in the training in Japan (November and December 2015), and lesson studies conducted at Special Schools (March 2016). He referred to the vacant posts of Central Commission of Health, Education and Social Protection for Children with Disabilities (hereinafter “Central Commission”) and expected the Ministry of Population Development and Social Protection (hereinafter “MPDSP”) to fill up the vacancies by qualified personnel. He concluded his opening remark by appraising the enactment of Law on the Right of Persons with Disabilities (hereinafter “PWDs”) in February 2016, and expressing JICA’s commitment to assist people with special needs continuously, especially under the difficult economic situation of Mongolia.

**Mr. U. Ganbold** expressed his gratitude to JICA for its continuous cooperation. He shared the comments and advice from JICA Review Mission Team visited Mongolia in April 2016 with the participants, which were the Project has been successfully implemented, and dissemination of outcomes must be paid attention. He underscored the importance of collaboration between MECS and MPDSP.

## 2. Presentation of progresses of the Project

### (1) Presentation of Ms. T. Batdulam

Prior to the presentation on the progress and planned activities to achieve Output 1, **Ms. T. Batdulam** expressed her gratitude to Embassy of Japan in Mongolia, JICA Mongolia Office, and other related organizations which have been working for children with disabilities (hereinafter “CWDs”) in Mongolia. She briefly introduced the current efforts of the Mongolian Government, and MPDSP for CWDs, such as the enactment of Law on the Right of PWDs, development of National Program for PWDs, construction of National Developmental Center for CWDs in cooperation with the Chinese



Government, and child developmental centers in Aimag (Dornod, Khovd, Khuvsgul, Arkhangai, Dundgovi, and Uvurkhangai) in cooperation with Asian Development Bank (hereinafter “ADB”). She also replied to Mr. Mutsumi Sato that MPDSP would pay more attention to the commission. She reported that the central commission was now directly under the ministry’s supervision.

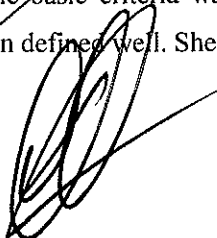
The outline of her presentation is as follows:

- 1) Members of “Working Group” designated by the minister order
- 2) Progress of the activities: review of existing tools for screening and assessment, a survey and pilot activity on assessment and developmental support in Bayangol District, and monitoring of Local Commissions in Umnugovi and Khuvsgul
- 3) Planned activities from May 2016 to June 2017: training and survey on Mother and Child Health Handbook in Bayangol District, development of a manual for Local Commissions, preparation of assessment tools and development of audio visual materials on disability, and child development

During the presentation, she explained the importance of the manual development, since Commission of Health, Education, and Social Protection for CWDs was newly introduced to Mongolia. The commission should be responsible for not only welfare but also education and developmental support for CWDs. MPDSP has appropriated the budget for the commission’s activities.

- (Mr. U. Ganbold) asked when the classification of disabilities is determined and vacancies of Central Commission are filled up.
- (Ms. T. Batdulam) responded to his question that the classification must be discussed among MPDSP, MECS and Ministry of Health and Sports referring to International Classification of Functioning, Disability and Health (ICF). The three ministries also nominated the candidates of Central Commission and have composed a working group to select the members.
- (Mr. U. Ganbold) clarified the contents of proposed manual.
- (Ms. T. Batdulam) responded to his question that the manual should include basic instruction for Local Commissions at the moment. She expected that Central Commission would be able to develop detailed programs and guidelines and disseminate them to Local Commissions, after the completion of National Development Center for CWDs in UB.
- (Ms. Ch. Jargal) inquired about the criteria to select members of Central and Local Commission.
- (Ms. Batdulam) responded to her question that the basic criteria was determined in the law, however expected capacity of members had not been defined well. She agreed to set the practical

*M. Sato*



criteria for both Central and Local Commission members. She expected JICA Project Team to enhance the capacity of the members.

- (Mr. U. Ganbold) asked the current status of the project by ADB.
- (Ms. T. Batdulam) answered to his question that the agreement between the Mongolian Government and ADB would be made by the end of June 2016. MPDSP will propose the new government to include PWDs' issues in their platform.

## (2) Presentation of Mr. Ishii

Mr. Tetsuya Ishii presented the following points:

- 1) Outline of the Project
- 2) Progress of the overall activities: selection of the pilot district and pilot schools, baseline survey, training in Japan, and public relation activities
- 3) Progress of activities to achieve Output 3: the purpose of "Mini Project", procedure and criteria to select candidate projects, eight projects passed the first selection
- 4) Progress of activities to achieve Output 4

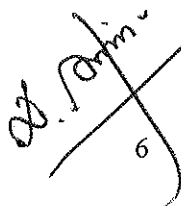
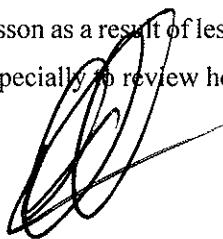
Mr. Tetsuya Ishii underlined the purpose of "Mini Project" to establish a small scale model to improve the education for CWDs which can be disseminated to all over Mongolia. The criteria to select candidate projects were explained clearly: (1) beneficiaries, (2) potential resource, (3) sustainability, (4) duplicability, (5) eligibility of proposed budget, and (6) accuracy of proposed budget. No opposition and question were raised by the participants.

## (3) Presentation by Mr. U. Ganbold

At the beginning of his presentation, Mr. U. Ganbold introduced members of "Core Group" designated by the minister order. The outline of his presentation is as follows:

- 1) Progress of the activities: training to upgrade teaching skills and lesson studies at Special Schools, development of Individualized Education Plan (IEP), and supports for regular pilot schools
- 2) Planned activities from May 2016 to June 2017: training to upgrade teaching skills, development of IEP manual, and review of learning achievement evaluation

Mr. U. Ganbold also shared comments and advice of the Project experts with the participants, that it would be more important to continue efforts to improve teaching skills rather than expecting a good lesson as a result of lesson study. He expressed that MECS would keep working with the Project Team, especially to review how to evaluate the learning achievement of CWDs.



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### 3. Summary of Discussions related to the planned activities from May 2016 to June 2017

Mr. Tetsuya Ishii introduced the planned activities of the Project from May 2016 to June 2017. The following issues were discussed and agreed:

#### (1) Criteria and Process for Selection of a pilot *aimag*

Mr. Tetsuya Ishii explained the criteria to select a pilot *aimag*: (1) willingness of related organizations in the *aimag* to be involved in the project, (2) experience of its Local Commission, and (3) positive attitude of regular schools towards CWDs. The Project Team started to visit several *aimags* whose Local Commission were active (Umnugovi, Khuvsgul, Govi-Altai, Dundgovi, Khovd, and Bayankhongol) to collect necessary information.


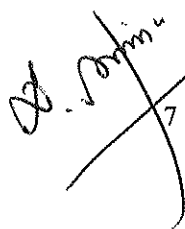
- (Ms. D. Odgerel) agreed with the procedure to select a pilot *aimag*.
- (Mr. U. Ganbold) basically agreed with the proposal of the Project however he recommended the Project Team not to visit each *aimag* to speed up the selection by utilizing the reports submitted by the Local Commissions.
- (Mr. Ishii) reiterated the importance of actual visit and Mr. U. Ganbold agreed with the procedure.
- (Ms. G. Battengel) shared the information of *aimag* with the attendants:
  - Two young teachers of School No. 1 in Dornod are willing to study at teacher training of Mongolian State University of Education.
  - There are three teachers working for CWDs at Enerel Complex School in Darkhan.
  - There are three special classes at School No. 7 in Erdenet.
  - There is a special kindergarten in Uvrkhangai and a working team was composed under the local government.
  - Save the Children Japan has been implementing projects in Sukhbaatar, Dornod, Uvrkhangai, and Arkhangai.

Mr. Tetsuya Ishii appreciated the information from Ms. G. Battengel and concluded the discussion that the Project Team would propose a pilot *aimag* in the next JCC meeting, after considering many factors including the development centers which would be established by ADB.

#### (2) Expenses to be shouldered by Mongolian side

Mr. Tetsuya Ishii asked the current status of the budget which is expected to be covered by Mongolian side.

- (Mr. U. Ganbold) explained that the director of Department of Strategic Policy and Planning



agreed to allocate 47,000,000 Tg from MECS budget for teacher's development, since Special Schools are directly under the ministry.

- (Ms. B. Narantuya) has already explained this issue to the Secretary General of MPDSP. It was agreed to allocate 68,000,000 Tg for each Local Commission and other necessary costs like travel expenses of counterparts would be released based on the request.

Mr. Tetsuya Ishii appreciated their responds and asked for their initiatives to cover travel expenses for field trip, writing fee, and trainer's fee for the counterparts, which are not covered by JICA.

### (3) Other issues

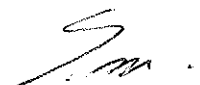
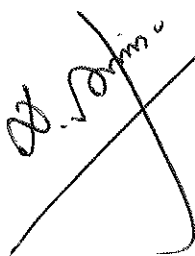
- (Ms. Ch. Jargal) provided three comments as below:
  - Since early detection is very important, the Central and Local Commission must work actively.
  - To review the evaluation of CWDs learning achievement, Education Evaluation Center must be involved.
  - Training in Japan next year should focus on skills training.
- (Ms. D. Odgerel) also provided a comment that the word of "assessment" is confusing in Mongolian. We should consider there are two types of assessment, one is on health or medical and the other is on education.
- (Ms. R. Nensenden) explained the current situation of Central Commission, what they have done and asked for understanding and cooperation.

### 4. Closing remarks

**Mr. Mutsumi Sato** appreciated the active participation of the participants and underscored the importance of information exchange and donors' coordination.

**Ms. B. Narantuya** noted the enhancement of personnel in Bayangol District and expressed MPDSP's continued efforts.

**Mr. U. Ganbold** expressed his gratitude to Embassy of Japan, JICA, the Project Team and all related organizations. He encouraged all attendants to involve their administrators in the Project.






**MINUTES OF MEETINGS**  
**BETWEEN**  
**JAPAN INTERNATIONAL COOPERATION AGENCY**  
**AND**  
**MINISTRY OF EDUCATION, CULTURE, SCIENCE AND SPORTS AND**  
**MINISTRY OF LABOR AND SOCIAL PROTECTION**  
**OF MONGOLIA ON**  
**THE 3rd JOINT COORDINATION COMMITTEE MEETING**  
**OF**  
**JAPANESE TECHNICAL COOPERATION**  
**FOR**  
**STRENGTHENING TEACHERS' ABILITY AND REASONABLE TREATMENTS FOR**  
**CHILDREN WITH DISABILITIES (START)**

**Date: 24 October 2016**

**Place: Ulaanbaatar, Mongolia**

For Ministry of Education, Culture, Science and Sports


For Japan International Cooperation Agency

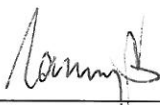
  
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**Ms. B. Bayarsaikhan**- JCC Chairperson  
State Secretary  
Ministry of Education, Culture, Science and Sports

  
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**Mr. Mutsumi Sato**  
Chief Representative  
Japan International Cooperation Agency  
Mongolia Office,

For Ministry of Labor and Social Protection

For Ministry of Finance (witness)

  
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**Ms. S. Tungalagtamir** -JCC Vice Chairperson  
Director,  
Population Development Department  
Ministry of Labor and Social Protection

  
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**Mr. Gantulga Badamkhatan**  
Director General,  
Development Financing and Debt Management  
Department, Ministry of Finance

### Summary of Minutes for 3rd JCC Meeting

The 3<sup>rd</sup> Joint Coordination Committee (JCC) Meeting for the JICA Project for Strengthening Teachers' Ability and Reasonable Treatments for Children with Disabilities (START) was held on 24 October 2016 at the Urguu Hall of Ulaanbaatar Hotel. The meeting was chaired by Ms. B. Bayarsaikhan of Ministry of Education, Culture, Science and Sports (MECSS), with Ms. S. Tungalagtamir of Ministry of Labor and Social Protection (MLSP) being Vice Chairperson, and Mr. Mutsumi Sato, Chief Representative of JICA Mongolia Office.

During the meeting, Mr. Tetsuya Ishii of JICA Project Team reported progresses and planned activities of the overall project including Output 4. Mr. Ryohei Sakurai explained activities in detail to achieve Output 1 and Ms. Shoko Uehara explained the same for Output 2 and 3.

Through the meeting, the following issues were discussed and agreed:

#### - Selection of pilot *aimag*

Mr. Ishii explained result of selecting a pilot *aimag*. Information related to current situation of Local Commission of Health, Education, and Social Protection for Children with Disabilities (Local Commission), and Education for Children with Disabilities (CWD) was collected from 21 *aimags* prior to the meeting. Based on seven criteria which three are related to Local Commission and four are related to Education for CWD, four *aimags* (Khuvsgul, Khovd, Bayankhongor, and Orkhon) were short-listed. In addition to the seven criteria, such supporting information as access from Ulaanbaatar and other donors' cooperation were taken into account. JICA Project Team proposed Khuvsgul as a pilot *aimag*. It was agreed among the JCC participants to select Khuvsgul as the Project's pilot *aimag*.

#### - Expenses to be borne by Mongolian side

The participants from MECSS and MLSP made the following responses to the inquiry from the JICA Project Team.

MECSS: State Secretary replied that MECSS would make their best effort to allocate approximately 40,000,000 Tg from MECSS budget for manual and training module development, and other necessary expenses including travel costs to pilot *aimag* in 2017.

MLSP: Director replied that MLSP would make their best effort to allocate approximately 17,000,000 Tg from MLSP budget for manual and training module development and other necessary expenses including travel costs to pilot *aimag* in 2017.

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- **New JCC members, Working Group Member for Output 1, and Core Group member for Output 2**

Due to the change in Mongolian government administration, the draft of new Joint Minister's Order between MECSS and MLSP to appoint new JCC members, Working Member for Output1, and Core Group member for Output 2 was prepared. MECSS, MLSP and JICA agreed to designate State Secretary of MECSS as the "Chairperson", Director of Population Development Department, MLSP as the "Vice-Chairperson" for the JCC, and Director of Education Policy Department as "Project Director" for the JCC.

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6.5.

Attachment 1: List of the members present

◆ Participants:

Mongolian side

No.	Name	Organization and Position
1	B. Bayarsaikhan	State Secretary (Chairperson), Ministry of Education, Culture, Science and Sports (MECSS)
2	S. Tungalagtamir	Director (Vice Chairperson), Population Development Department, Ministry of Labor and Social Protection (MLSP)
3	M. Munkhbaatar	Director-general, Policy Implementation Department, MECSS
4	T. Batdulam	Director, Division for Development of Persons with Disabilities, Population Development Department, MLSP
5	S. Bolormaa	Head, Division of Basic and Secondary Education, Education Policy Department, MECSS
6	J. Myagmar	Head, Division of Preschool and Primary Education, Education Policy Department, MECSS
7	S. Khaliun	Vice Chairperson, Authority for Family, Youth, and Child Development
8	X. Munkhzul	Member, Central Commission of Health, Education, and Social Protection for Children with Disabilities, MLSP
9	M. Uyanga	Member, Central Commission of Health, Education, and Social Protection for Children with Disabilities, MLSP
10	Ch. Ganbileg	Principal, Special School No.55
11	S. Erdenebaatar	Principal, Special School No.63
12	L. Tsog-gerel	Principal, Special School No.70

Japanese side

13	Mutsumi Sato	Chief Representative, JICA Mongolia Office
14	Tetsuya Ishii	JICA Project expert

◆ Observers

Mongolian side

15	Ts. Tsevegmid	Researcher, National Institute of Education Research,
16	Ch. Jargal	Specialist in-charge of special needs education Institute of Teacher's Professional Development,
17	G. Battsengel	Professor, Mongolian State University of Education
18	D. Odgerel	Lecturer, Mongolian State University of Education,
19	A. Odontungalagtuul	Director, Local Commission of Health, Education, and Social Protection for Children with Disabilities in Bayangol District,

Japanese side

20	Reiko Hozumi	Second Secretary, Embassy of Japan in Mongolia
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21	Tomoaki Tanaka	JICA Mongolia Office
22	Kh. Tuvshin-Od	JICA Mongolia Office
23	Shoko Uehara	JICA Project expert
24	Ryohei Sakurai	JICA Project expert
25	Takako Tsukagoshi	Project manager, Project for Child-centered Education Supports
26	B. Khishigbayar	Expert, Project for Child-centered Education Supports
27	L. Ganchimeg	Project Staff, Project for Child-centered Education Supports
28	Hisao Chiba	Chief Advisor, Project for Promoting Social Participation of Persons with Disabilities in Ulaanbaatar City
29	Yoko Isobe	Survey Analysis/ Coordinator, Project for Promoting Social Participation of Persons with Disabilities in Ulaanbaatar City
30	Ts. Odgerel	Project Assistant, Project for Promoting Social Participation of Persons with Disabilities in Ulaanbaatar City
31	G. Soyolgerel	JICA Project Team
32	Kh. Ganbaatar	JICA Project Team
33	G. Norjmaa	JICA Project Team
34	B. Narangarav	JICA Project Team
35	T. Nyamdash	JICA Project Team
36	Ts. Munkhtuya	JICA Project Team

SP S.m. 6.5.

## 1. Opening Remarks

**Ms. Bayarsaikhan**, State Secretary, Ministry of Education, Culture, Science and Sports (hereinafter “MECCS”) opened the meeting welcoming all participants to the meeting and expressed her appreciation to JICA. State Secretary continued to explain the policy of MECCS that Children with Disabilities (CWD) shall be encouraged to go to regular school and provide inclusive education at regular school. Thus, she emphasized the importance of improving teachers’ ability and deepening knowledge and understandings for CWD.

**Mr. Mutsumi Sato** made the remark that JICA Mongolia Office appreciated all members for their participation to the meeting. He appreciated that the Project has been working to conduct workshops at the pilot special schools, and training in Japan in collaboration with MECCS. He also noted that the Project has reviewed the existing assessment tools for early detection of disabilities in collaboration with MLSP.

He emphasized the importance of close relationship and communication of Project’s stakeholders. He concluded his remark by requesting further cooperation from MECCS and MLSP in order to select a pilot *aimag* and expressing JICA’s commitment to assist CWD in Mongolia.

## 2. Presentation of progress of the Project

### (1) Presentation of Mr. Tetsuya Ishii

The outline of his presentation is as follows:

- 1) Outline of the Project
- 2) Progress of overall activities and activities to achieve Output 4 (from August 2015 to September 2016): selection of the pilot district and pilot schools, baseline survey, training in Japan, and public relation activities
- 3) Planned overall activities from October 2016 to June 2017: baseline survey at a pilot *aimag*, training in Japan, and public relations activities
- 4) Planned activities to achieve Output4 from October 2016 to June 2017: provision of advice for finalizing National Program for Person with Disabilities (hereinafter “PWD”), provision of advice for finalizing Inclusive Education Program, cooperation for improving curriculum of pre-service teacher training, cooperation for in-service teacher training of Institute of Teacher’s Professional Development, support for setting up special class at School No. 26, and conduct Painting Contest for children with special needs.

During the presentation, he reiterated the following issues to the participants: 1) Japanese experts will make the presentations in this meeting because the concerned Mongolian personnel are newly appointed. Mongolian counterpart personnel are requested to report in the next JCC meeting. 2) The Project team would like to discuss with the two ministries on nomination of participants of the training in Japan to be conducted in January 2017. 3) MECSS is requested to appoint an officer in charge of this Project. MLSP is requested to appoint a member in charge of health sector at Central Commission of Health, Education and Social Protection for Children with Disabilities (hereinafter “Central Commission”).

## **(2) Presentation of Mr. Ryohei Sakurai**

**Mr. Sakurai** made presentation on progress and planned activities to achieve Output 1. The outline of his presentation is as follows:

- 1) Progress of the activities of 1<sup>st</sup> year (from August 2015 to June 2016): review of existing tools for screening and assessment, a survey and pilot activity on assessment and developmental support in Bayangol District, and monitoring of Local Commissions of Health, Education, and Social Protection for Children with Disabilities (hereinafter Local Commission) in Umunugovi, Khuvsgul, Khovd, Bayankhongol and Orkhon
- 2) Progress of the activities of 2<sup>nd</sup> year (from July 2016 to September 2016): training and survey on Mother and Child Health Handbook in Bayangol District, development of a Operational Manual for Development Assistance for Children with Disabilities, preparation of assessment tools and development of audio visual materials on Down Syndrome, Autism and child development
- 3) Planned activities of 2<sup>nd</sup> year (from October 2016 to June 2017): utilization of audio visual materials, preparation of assessment tools (Mother and Child Health Handbook, Portage, and Tanaka-Binet Intelligence Scale), preparation and trial of Operation Manual for Development Assistance for Children with Disabilities at a pilot district and *aimag*, and capacity development of Central Commission and Local Commissions

Video on Autism was shown during the presentation.

## **(3) Presentation of Ms. Uehara**

**Ms. Uehara** made presentation on progress and planned activities to achieve Output 2. The outline of her presentation is as follows:

- 1) Progress of the activities of 1<sup>st</sup> year (from August 2015 to June 2016): training to upgrade teaching skills and lesson studies at pilot special schools, development of Individualized Education Plan (IEP), support for regular pilot schools, pilot activities at School No. 26 to

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provide educational opportunities for CWD, and joint activities and learning at pilot schools (Special School No. 63 and School No. 34)

- 2) Progress of the activities of 2<sup>nd</sup> year (from July 2016 to September 2016): training to upgrade teaching skills and lesson studies at pilot special schools
- 3) Planned activities of 2<sup>nd</sup> year (from October 2016 to June 2017): support for regular pilot schools, draft IEP manual, compilation of practical example of IEPs and lesson plans, draft development chart which helps teachers to create IEP, develop screening tool to identify Learning Disability, contribution to Inclusive Education Program-2, and training at a pilot *aimag*.

**Ms. Uehara** also explained progress of activities for Output 3 with following points.

- 1) Selection result of “Mini Project” to establish a small scale model to improve the education for CWD which can be disseminated to allover Mongolia
- 2) Outline and current progress of selected three “Mini Projects”: (1) “Inclusive Education Project for Children with Intellectual Disability” by Down Syndrome Association Mongolia, (2) “We can learn; Inclusion of CWD in Non Formal Life Long Education Center” by Non Formal Life Long Education Center in Orkhon *aimag*, and (3) “Child Care Service Project for CWD” by UCHRAL, Center for Child Development and Communication

### **3. Summary of Discussions related to the planned activities from October 2016 to June 2017**

#### **(1) Criteria and Process for Selection of a pilot *aimag***

**Mr. Tetsuya Ishii** explained result of selecting a pilot *aimag*. Information related to current situation of Local Commission and Education for CWD was collected from 21 *aimags* prior to the JCC meeting. Based on seven criteria, four *aimags* (Khuvsgul, Khovd, Bayankhongor, and Orkhon) were short-listed. After examining the supporting information, JICA Project Team proposed Khuvsgul as a pilot *aimag*. Seven criteria and supporting information are shown below.

#### Criteria:

- (1) Frequency of regular meeting of Local Commissions
- (2) Budget allocation for activities of Local Commissions including remuneration for members
- (3) Needs of Local Commissions for technical cooperation
- (4) Presence or absence of Special Class at regular school
- (5) Other educational resources such as Parents’ Association or NGOs.
- (6) Presence or absence of CWD at Non-Formal Education Center
- (7) Ratio of CWD at regular schools

#### Supporting information



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- (1) Cooperation from other donors
- (2) Geographical conditions such as access from Ulaanbaatar
- (3) Presence or absence of teacher's college
- (4) Negative factor

After his explanation of selection procedure, Mr. Ishii asked for opinions from the participants.

- (Ms. S. **Tungalagtamir**) recommended Khovd since UNICEF's project for supporting CWD has been implemented in Khuvsgul already, and Khovd would play important roles as a center of Western region. She also mentioned the possibility of collaboration with the project to be supported by Asian Development Bank (hereinafter "ADB") in Khovd.
- (Ms. J. **Myagmar**) shared her opinion that although Khovd is the best area in Western region, but child developmental centers which may be constructed by ADB's cooperation would take two to three years. She also mentioned that it is necessary to consider the situation of how regular schools provide services to CWD.
- (Ms. B. **Bayarsaikhan**) agreed with the recommendation of JICA Project Team.
- (Mr. S. **Erdenebaatar**) recommended Bayan-Ulgii as a pilot *aimag* since Bayan-Ulgii is the most disadvantaged area in Western region and has not received any supports from donors.
- (Ms. J. **Myagmar**) provided information that the planned UNICEF's project (phase II) for supporting CWD shall include Bayan-Ulgii as one of the pilot *aimags*.
- (Ms. B. **Khaliun**) gave her opinion that the advantage of Khuvsgul is having good experiences to support CWD while Khovd can be a model of other *aimags* in Western region.
- (Ms. B. **Bayarsaikhan**) underlined to focus on the concrete activities for supporting CWD and outcomes from these activities in each *aimag*.
- (Ms. Ch. **Jargal**) recommended Khuvsgul by referring the current UNICEF's project in collaboration with Institute of Teacher's Professional Development.
- (Ms. A. **Odontungalagtuul**) also agreed with the idea of JICA Project Team as Khuvsgul already has good understandings and experiences of Special Needs Education.
- (Mr. **Mutsumi Sato**) underlined negative factors of Khovd that are absence of special class and financial burdens of Mongolian side for domestic air fee.
- (Mr. **Tetsuya Ishii**) concluded the discussion and asked for participants' agreement to select Khuvsgul as a pilot *aimag*. He explained that the JICA Project Team will contact with Local Commission of Khuvsgul and further consultation would be required if they show reluctance to be a pilot *aimag*.

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## (2) Expenses to be shouldered by Mongolian side

Mr. Tetsuya Ishii asked the current status of the budget which is expected to be covered by Mongolian side.

- (Ms. B. Bayarsaikhan) responded that the MECSS makes its best effort to allocate approximately 40,000,000 Tg from MECSS budget for manual and training module development and other necessary expenses including travel costs to pilot *aimag*.
- (Ms. S. Tungalagtamir) responded that MLSP makes its best effort to allocate approximately 17,000,000 Tg from MLSP budget for manual and training module development and other necessary expenses including travel costs to pilot *aimag*.

Mr. Tetsuya Ishii appreciated their responds.

## (3) Other issues

- (Ms. T. Batdulam) asked the necessity of supporting School No. 26 to set up special class as setting up special class seems to be opposite from the Project principle.
- (Mr. Tetsuya Ishii) explained that the request came from School No. 26 to receive more CWD at the school. The School No. 26 is located far from the Special School No. 63. Thus it is almost impossible for CWDs to attend to the school. This pilot activity is expected to facilitate inclusive education at regular class of the School No. 26.

## 4. Closing remarks

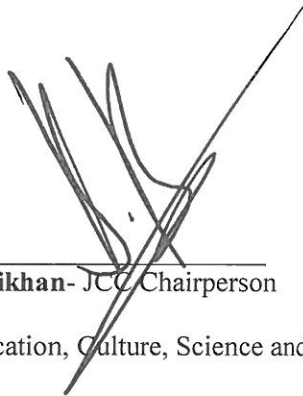
Ms. S. Tungalagtamir thanked the participants for their positive discussions. She stated that issues to be tackled were clarified through the meeting such as capacity building of both Central and Local Commissions and building teachers' abilities. She emphasized the importance of developing assessment tools for early detection at the earliest and deepening awareness of stakeholders. She also underlined necessity of close cooperation not only with JICA Project Team, MECSS and MLSP but also with other relevant organizations. She explained that systems for early detection should be created in collaboration with Ministry of Health through the project activities.

She expressed her gratitude to MECSS, JICA Mongolia Office, JICA Project Team, Special Schools, and JICA's other relevant Projects. She thanked again to all the participants and concluded the meeting.

**MINUTES OF MEETINGS**  
**BETWEEN**  
**JAPAN INTERNATIONAL COOPERATION AGENCY**  
**AND**  
**MINISTRY OF EDUCATION, CULTURE, SCIENCE AND SPORTS AND**  
**MINISTRY OF LABOR AND SOCIAL PROTECTION**  
**OF MONGOLIA ON**  
**THE 4th JOINT COORDINATION COMMITTEE MEETING**  
**OF**  
**JAPANESE TECHNICAL COOPERATION**  
**FOR**  
**STRENGTHENING TEACHERS' ABILITY AND REASONABLE TREATMENTS FOR**  
**CHILDREN WITH DISABILITIES (START)**

**Date: 19 May 2017**

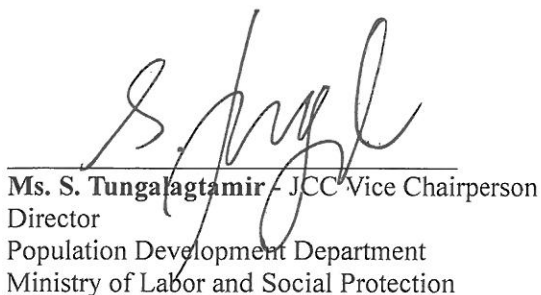
**Place: Ulaanbaatar, Mongolia**




**Ms. B. Bayarsaikhan**- JCC Chairperson  
State Secretary  
Ministry of Education, Culture, Science and  
Sports

  
\_\_\_\_\_

**Mr. Mutsumi Sato**  
Chief Representative  
Japan International Cooperation Agency  
Mongolia Office



**Ms. S. Tungalagtamir** - JCC Vice Chairperson  
Director  
Population Development Department  
Ministry of Labor and Social Protection

  
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**Mr. B. Dorjsembed**  
Director General  
Development Financing Department  
Ministry of Finance

## Summary of Minutes for 4<sup>th</sup> JCC Meeting

The 4<sup>th</sup> Joint Coordination Committee (JCC) Meeting for the JICA Project for Strengthening Teachers' Ability and Reasonable Treatments for Children with Disabilities (START) was held on 19 May 2017 at the Urguu Hall of Ulaanbaatar Hotel. The meeting was chaired by Ms. S. Tungalagtamir of Ministry of Labor and Social Protection (MLSP)

During the meeting, Mr. Tetsuya Ishii of the JICA Project Team reported progress and planned activities of the overall project, Ms. Kh. Munkhzul explained activities in detail to achieve Output 1, Ms. Shoko Uehara the same for Output 2 and 3, and Ms. Sayaka Suzuki for Output 4.

Through the meeting, the following issues were discussed and agreed:

### (1) Assessment and developmental support for CWDs

Mr. Tetsuya Ishii explained the process of capacity building for those who engage in assessment (Tanaka Binet Intelligence Test V) and developmental support (Portage Early Education Program). For Tanaka Binet Intelligence Test V, the first survey to develop the test will be conducted in June 2017. Two doctors of National Center for Maternal Child Health of Mongolia, Ms. Kh. Munkhzul of Commission, and a JICA Project Team member will be involved in the survey as testers. Two members of Bayangol District Local Commission and two JICA Project Team members will be record keepers. For Portage Early Education Program, the training for specialist is planned in August and pilot activities utilizing the program will start in September.

### (2) Evaluation of CWDs

Mr. Tetsuya Ishii raised an issue how to evaluate CWDs in regular schools, since it is one of hindrances for those children to enroll in regular schools. The JICA Project Team recommended utilizing IEP for the evaluation, however it should not prevent them from proceeding to higher education. The participants provided the following comments:

- MECSS Minister Order No. 195 issued on May 11, 2017 instructed to revise the way of evaluation and it is also stated in the National Program for Person with Disabilities.
- Not only students' evaluation but also teachers' evaluation should be reviewed.
- MECSS needs to organize another meeting to discuss this issue among stakeholders.

### (3) Process for Selection of Mini Projects

Mr. Tetsuya Ishii explained process of Mini Project selection. In the second stage of selection, nine projects will be selected from 18 short-listed projects. The Project Team will interview nine

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applicants to review the projects' feasibility, and at least three projects will be selected in the final stage. After the discussion, participants agreed that all types of disabilities should be target for Mini Project and two ministries will be involved in the selection process.

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Attachment 1: List of the members present

◆ Participants:

Mongolian side

No.	Name	Organization and Position
1	S. Tungalagtamir	Director (Vice Chairperson), Population Development Department, Ministry of Labor and Social Protection (MLSP)
2	T. Batdulam	Director, Division for Development of Persons with Disabilities, Population Development Department, MLSP
3	U. Ganbold	Specialist, Ministry of Education, Culture, Science and Sports (MECSS)
4	Kh. Munkhzul	Member, Commission of Health, Education, and Social Protection for Children with Disabilities, MLSP
5	M. Uyanga	Member, Commission of Health, Education, and Social Protection for Children with Disabilities, MLSP
6	Ts. Gerelmaa	Principal, Special School No.25
7	Ch. Ganbileg	Principal, Special School No.55
8	S. Erdenebaatar	Principal, Special School No.63
9	L. Tsog-gerel	Principal, Special School No.70

Japanese side

10	Mutsumi Sato	Chief Representative, JICA Mongolia Office
11	Tetsuya Ishii	JICA Project expert
12	Sayaka Suzuki	JICA Project expert

◆ Observers

Mongolian side

13	M. Khatanbaatar	Head of Administration Department, Rehabilitation and Vocational Training Center
14	G. Amarsanaa	Specialist of the Technology and Special Education, Metropolitan education Department
15	Ts. Tsevegmid	Researcher, Mongolian Institute of Educational Research
16	G. Battsengel	Professor, Mongolian State University of Education
17	S. Selenge	President, Association of Parents of Children with Disabilities
18	Sh. Munkhtseren	Board Member, Down Syndrome Association Mongolia
19	L. Altangerel	President, Mongolian Autism Association

Japanese side

20	Reiko Hozumi	Second Secretary, Embassy of Japan in Mongolia
21	Kh. Tuvshin-Od	JICA Mongolia Office
22	Shoko Uehara	JICA Project Expert
23	G. Soyolgerel	JICA Project Team

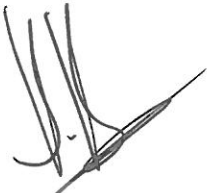
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24	Kh. Ganbaatar	JICA Project Team
25	G. Norjmaa	JICA Project Team
26	T. Nyamdash	JICA Project Team
27	E. Solongo	JICA Project Team
28	Ts. Munkhtuya	JICA Project Team

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## 1. Opening Remarks

**Ms. S. Tungalagtamir**, Director, Population Development Department, Ministry of Labor and Social Protection (MLSP) opened the meeting welcoming all participants and explained purposes of the 4<sup>th</sup> JCC meeting that were reviewing the project activities after the 3<sup>rd</sup> JCC meeting and discussing plans from August 2017 to June 2018. The Director continued to refer activities undertaken by MLSP including development of “Operation Manual for Developmental Support System”, development of assessment tools, and implementation of periodic health checkup for 18 month children in Bayangol District. She also mentioned the importance to assign relevant personnel engaging in assessment and developmental support for Children with Disabilities (CWDs) and collaboration with Local Commission of Health, Education, and Social Protection for CWDs.

**Mr. Mutsumi Sato** made the remark that JICA Mongolia Office appreciated two ministries and related organizations that have been closely working with the JICA Project for two years. He noted that the Project developed audio visual materials, conducted health checkup for 18 months children in Bayangol District, and pilot activities in *Khuvsgul aimag*. He emphasized the importance of close relationship and communication among stakeholders. He concluded his remark by expressing JICA’s commitment to assist person with disabilities in Mongolia.

## 2. Presentation of progress of the Project

### (1) Presentation on overall activities

**Mr. Tetsuya Ishii**, Chief Advisor presented as follows:

- 1) Outline of the Project
- 2) Progress of overall activities from August 2015 to May 2017: selection of the pilot areas and pilot schools, baseline survey, training in Japan, and public relation activities
- 3) Planned overall activities from August 2017 to June 2018: training in Japan and public relations activities, and the 5<sup>th</sup> JCC meeting

### (2) Presentation on Output 1

**Ms. Kh. Munkhzul**, Expert of Commission made presentation on progress and planned activities to achieve Output 1. The outline of her presentation is as follows:

- 1) Introduction of Commission
- 2) Progress of activities from August 2015 to May 2017: review of existing tools for assessment, and developmental support, data collection on Local Commission to select a pilot *aimag*, pilot



activities in Bayangol District including training and survey on Mother and Child Health Handbook and health checkup for 18 month children, training in Khuvsgul *aimag*, and development of “Operational Manual for Developmental Support for CWDs”

- 3) Planned activities from August 2017 to June 2018: continuation of tool development, capacity building for those who engage in assessment and developmental support, analysis on the health checkup and preparation of “resource map” in pilot areas.

During the presentation, Ms. Kh. Munkhzul underscored the process of developmental support as (1) early detection of disabilities and developmental delay, (2) assessment, and (3) comprehensive developmental support in health, education and social welfare. Through pilot activities in Bayangol District and Khuvsgul *aimag*, models are expected to be established. She also mentioned the contribution of Commission on inviting applicants to Art Contest and Mini Project and public relations activity for Day of “Early Detection”.

### **(3) Presentation on Output 2**

**Ms. Shoko Uehara** made presentation on progress and planned activities to achieve Output 2. The outline of her presentation is as follows:

- 1) Progress of activities from August 2015 to May 2017: training to upgrade teaching skills in pilot special schools, support for pilot regular schools, developing Individualized Education Plan (IEP) and other tools, establishment of special class at School No. 26, joint activities and learning between Special School No. 63 and School No. 34, and pilot activities in Khuvsgul *aimag*
- 2) Planned activities from August 2017 to June 2018: compiling case studies in pilot special schools, and enrichment of reasonable accommodation in pilot regular schools

### **(4) Presentation on Output 3**

**Ms. Shoko Uehara** continued to explain progress of activities for Output 3 with following points:

- 1) For the first “Mini Project”, 35 organizations submitted their proposal and three projects were selected. The following projects were successfully implemented.
  - (1) “Inclusive Education Project for Children with Intellectual Disability” by Down Syndrome Association Mongolia
  - (2) “We can learn; Inclusion of CWD in Non Formal Life Long Education Center” by Non Formal Life Long Education Center in Orkhon *aimag*
  - (3) “Child Care Service Project for CWD” by UCHRAL, Center for Child Development and Communication
- 2) For the second “Mini Project”, 92 organizations submitted their proposal by the deadline and 18

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projects were short-listed through the first stage selection with five criteria.

#### **(5) Presentation on Output 4**

**Ms. Sayaka Suzuki** made presentation on progress and planned activities to achieve Output 4. The outline of her presentation is as follows:

- 1) Progress of activities from August 2015 to May 2017: provision of advice for drafting National Program for Person with Disabilities, cooperation for in-service teacher training of Institute of Teacher's Professional Development, information sharing seminar, Art Contest for children with special needs, and public relation activity to celebrate Day of "Early Detection"
- 2) Planned activities from August 2017 to June 2018: cooperation for pre-service and in-service teacher training and revision of school curriculum, and campaign for International Day of Person with Disabilities

### **3. Summary of Discussions related to the planned activities from August 2017 to June 2018**

#### **(1) Assessment and developmental support for CWDs**

**Mr. Tetsuya Ishii** explained the process of capacity building for those who engage in assessment (Tanaka Binet Intelligence Test V) and developmental support (Portage Early Education Program).

- Tanaka Binet Intelligence Test V: The first survey to develop the test will be conducted in June 2017. Two doctors of National Center for Maternal Child Health of Mongolia, Ms. Kh. Munkhzul of Commission, and a JICA Project Team member will be involved in the survey as a tester. Two members of Bayangol District Local Commission and two JICA Project Team members will be a record keeper.
- Portage Early Education Program: The training for specialist is planned in August 2017 and pilot activities using the program will start in September.

#### **(2) Evaluation of CWDs**

**Mr. Tetsuya Ishii** raised an issue how to evaluate CWDs in regular schools, since it is one of hindrances for those children to enroll in regular schools. The JICA Project Team recommends utilizing IEP for the evaluation, however it should not prevent them from studying in higher education.

(**Ms. Ts. Tsevegmid**) MECSS Minister Order No. 195 issued on May 11, 2017 instructed to revise the way of evaluation. Mongolian Institute of Educational Research, and Center for Education Evaluation have started the discussion. We are very much interested in the experience in Japan.

(**Mr. G. Amarsanaa**) If we ask regular school teachers to prepare IEP for CWDs, incentives are needed.

(**Mr. U. Ganbold**) Revision of evaluation was stated in the Minister Order No. 195 and National

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Program for Person with Disabilities. Not only students' evaluation but also teachers' evaluation should be reviewed. We also pay attention to the implementation of Minister Order No. 185 (allocation of budget for school with CWDs) in 2012.

(Ms. Sh. Munkhtseren) Our association established a special class in School No. 130 and parents have developed IEP for the students based on the assessment by Special School No. 55. Assessment system and honoraria for regular school teacher are also required.

(Ms. S. Selenge) We would like MECSS to organize another meeting to discuss about this issue. Stakeholders must be gathered.

### (3) Process for Selection of Mini Projects

Mr. Tetsuya Ishii explained process of Mini Project selection. In the second stage, nine projects will be selected from 18 short-listed projects. The JICA Project Team will interview nine organizations to review the project's feasibility and minimum three projects will be selected in the final stage.

(Ms. Ch. Ganbileg) Since the JICA Project is focusing on intellectual disability, Mini Projects to support children with intellectual disability should be selected.

(Ms. T. Batdulam)

- All disability type must be the target.
- Currently JICA conducts three projects in this field. Information sharing among JICA projects and other organizations is important and feedback from other organization can be reflected in the projects' activities. The main objective of those projects is capacity building of human resource.
- Revision of evaluation and reasonable accommodation for CWDs are required. The provision of reasonable accommodation, education and developmental support in accordance with individual needs is stated in National Program for Person with Disabilities.
- Since there were more applicants than last year, more than three projects should be selected.

(Ms. G. Battengel) In relation to problems in Special School No. 29 and 116, the pre-service teacher training curriculum must be improved. Mongolia State University of Education purchased Braille typewriters and some equipment for students. We would like to receive more advice from Japanese experts.

Mr. Tetsuya Ishii appreciated those comments and agreed the importance of information sharing among organizations in this field. He asked the participants if the selection should be done by the JICA Project alone or with two ministries.

(Ms. T. Batdulam) It is better to decide by two ministries and JICA Project Team, since Mini



Project should be relevant with the government policy. NGO also can join the selection process.

(Ms. L. Altangerel) The JICA Project should be the one to select the projects, since the selection must be conducted completely fair.

Mr. Tetsuya Ishii concluded the discussion that the JICA Project will obtain the opinions of two ministries by the final stage.

#### 4. Closing remark

Ms. T. Batdulam thanked JICA and the Project. Japanese experts know Japanese and international experiences, while Mongolian counterparts know what are needed here. Cooperation between both sides is important to achieve expected outcome, establishment of mechanism or system for CWDs.

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**MINUTES OF MEETINGS**  
**BETWEEN**  
**JAPAN INTERNATIONAL COOPERATION AGENCY**  
**AND**  
**MINISTRY OF EDUCATION, CULTURE, SCIENCE AND SPORTS AND**  
**MINISTRY OF LABOR AND SOCIAL PROTECTION**  
**OF MONGOLIA ON**  
**THE 5th JOINT COORDINATION COMMITTEE MEETING**  
**OF**  
**JAPANESE TECHNICAL COOPERATION**  
**FOR**  
**STRENGTHENING TEACHERS' ABILITY AND REASONABLE TREATMENTS FOR**  
**CHILDREN WITH DISABILITIES (START)**

**Date: 2 April 2018**

**Place: Ulaanbaatar, Mongolia**

For Ministry of Education, Culture, Science  
and Sports

For Japan International Cooperation Agency



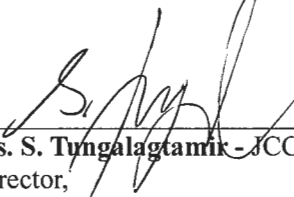
\_\_\_\_\_  
**Ms. L. Tsedevsuren** - JCC Chairperson  
Acting State Secretary  
Ministry of Education, Culture, Science and  
Sports



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**Mr. Mutsumi Sato**  
Chief Representative  
Japan International Cooperation Agency  
Mongolia Office,

For Ministry of Labor and Social Protection

For Ministry of Finance (witness)



\_\_\_\_\_  
**Ms. S. Tungalagtamir** - JCC Vice Chairperson  
Director,  
Population Development Department  
Ministry of Labor and Social Protection



\_\_\_\_\_  
**Mr. I. Batkhoo**  
Director General  
Development Financing Department  
Ministry of Finance

## Summary of Minutes for 5th JCC Meeting

The 5<sup>th</sup> Joint Coordination Committee (JCC) Meeting for the JICA Project for Strengthening Teachers' Ability and Reasonable Treatments for Children with Disabilities (START) was held on 9 March 2018 at the Urguu Hall of Ulaanbaatar Hotel. The meeting was chaired by Ms. L. Tsedevsuren, Acting State Secretary, Ministry of Education, Culture, Science and Sports (MECSS), with Ms. S. Tungalagtamir, Director of Population Development Department, Ministry of Labor and Social Protection (MLSP) being Vice Chairperson, and Mr. Mutsumi Sato, Chief Representative of JICA Mongolia Office.

During the meeting, Mr. Tetsuya Ishii, JICA Project Chief Advisor reported progresses and planned activities of the overall project including Output 4. Ms. Kh. Munkhzul explained activities in detail to achieve Output 1 and Ms. D. Battsetseg explained the same for Output 2. Ms. Shoko Uehara explained the same for Output 3. Planned activities from March 2018 to June 2019 were approved.

Through the meeting, the following issues were discussed and agreed:

Mr. Ishii proposed institutionalization of **pilot activities and inclusion of project outputs to related policies by presenting a model of early intervention and education system for supporting the development of Children with Disabilities (CWD) and children with developmental delay.**

Mr. Ishii explained necessary process to institutionalize each pilot activities of the project. The necessary process for institutionalization includes allocation of budget, designation of concerned department/division and appointment of officials in charge, development of guidelines, etc.

The following suggestions were made by the participants:

1. Knowledge and experience of NGOs, e.g. parents association and disabled people's organizations may contribute to early intervention of CWD.
2. Further discussion among the stakeholders on how to institutionalize the pilot activities is required.
3. Participation of Ministry of Health will benefit the discussion in the future JCC meeting.



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**Attachment 1: List of the members present**

## ◆ Participants:

## Mongolian side

No.	Name	Organization and Position
1	L. Tsedevsuren	Acting State Secretary (JCC Chairperson), MECSS
2	S. Tungalagtamir	Director (JCC Vice Chairperson), Population Development Department, MLSP
3	D. Erdenechimeg	Director-General, Education Policy Department, MECSS
4	J. Byambatsogt	Director, Department of International Projects, Programs and External Cooperation, MECSS
5	C. Regzen	Director, Division for Development of Persons with Disabilities, Population Development Department, MLSP
6	B. Khaliun	Vice Chairperson, Authority for Family, Child and Youth Development
7	X. Munkhzul	Specialist, Commission of Health, Education, and Social Protection for Children with Disabilities, MLSP
8	M. Uyanga	Specialist, Commission of Health, Education, and Social Protection for Children with Disabilities, MLSP
9	R. Nensenden	Specialist, Commission of Health, Education, and Social Protection for Children with Disabilities, MLSP
10	Ts. Gerelmaa	Principal, Special School No.25
11	S. Erdenebaatar	Principal, Special School No.63
12	D. Battsetseg	Specialist, Education Policy Department, MECSS

## Japanese side

13	Mutsumi Sato	Chief Representative, JICA Mongolia Office
14	Tetsuya Ishii	JICA Project Chief Advisor

## ◆ Observers

## Mongolian side

15	Kh. Enkh-Orgil	Vice Director, Rehabilitation, Training, Vocational Center
16	G. Battengel	Associate Professor, Head of Department of Special Education, Mongolian State University of Education (MUBIS)
17	S. Selenge	President, Association of Parents with Disabled Children
18	L. Altangerel	Secretary General, Autism Association of Mongolia
19	B. Enkhtal	Researcher, Institute of Educational Research

## Japanese side

20	Reiko Hozumi	Second Secretary, Embassy of Japan in Mongolia
21	Tomoaki Tanaka	JICA Mongolia Office
22	B. Erdenechimeg	JICA Mongolia Office
23	Shoko Uehara	JICA Project expert
24	Ryohei Sakurai	JICA Project expert
25	Kh. Ganbaatar	JICA Project Team
26	G. Norjmaa	JICA Project Team
27	B. Narangarav	JICA Project Team
28	T. Nyamdash	JICA Project Team
29	M. Munkhshur	JICA Project Team
30	D. Odgerel	JICA Project Team

*IB*

*Enkh-Orgil*

*Sato*

## Attachment 2: Detailed discussion

### 1. Opening Remarks

**Ms. L. Tsedevsuren**, acting State Secretary, Ministry of Education, Culture, Science and Sports (hereinafter “MECSS”) opened the meeting welcoming all participants to the meeting and expressed her appreciation to JICA. She emphasized that the Project had been trying to promote inclusive education and to improve quality and accessibility of education through various pilot activities in collaboration with relevant stakeholders. She explained purposes of the meeting: to verify the Project progress and planned activity in the 2<sup>nd</sup> period, and to discuss on remaining issues to ensure the Project outputs. At the end, she wished fruitful deliberations and the successful meeting.


**Mr. Mutsumi Sato, Chief Representative of JICA Mongolia Office** made the remark that since the Project started, some remarkable improvements on education for CWD have been made in Mongolia such as enactment of “Law on the Rights of Persons with Disabilities (February 2016)”, approval of National Program for Supporting Persons with Disabilities’ Right, Participation, and Development and holding MECSS-Development Partners’ Mechanism Meeting. He noted the Project had been working with MECSS, Ministry of Labor and Social Protection (hereinafter MLSP), Institute of Educational Research, Institute of Teachers’ Professional Development, pilot schools, Bayangol District, and Khvsugul *aimag* to create the model of early intervention and quality education for CWD. He suggested that the model to be introduced by the Project should be reviewed whether it is applicable in Mongolian context and contributes to achievement of relevant goals under the National Program. He further noted that remaining issues can be outlined based on the above review and further discussion can be made on JICA’s mid and long-term support. At the end, he emphasized synergy of collaboration among projects with brief introduction on other relevant JICA’s projects.

Ms. D. Battsetseg, Specialist of Education Policy Department, MECSS introduced JCC members.

### 2. Presentation of progress and planned activities of the Project

**The following presentations were made based on the attached power point files:**

- (1) Presentation by Mr. Tetsuya Ishii, Chief Advisor of JICA Project, on overall project’s activities and activities under Output 4, “Experiences from Output 1 to 3 are shared among stakeholders and reflected to national systems and polices”.
- (2) Presentation by Ms. Kh. Munkhzul, Commission on Health, Education and Social Protection for Children with Disabilities, on briefing of the Commission, and activities under Output 1, “Capacity for early assessment and developmental support for CWDs is enhanced in pilot areas”.
- (3) Presentation of Ms. D. Battsetseg, MECSS, on activities under Output 2, “Capacity to provide

  
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quality lessons to CWDs is enhanced in the pilot schools”.



(4) Presentation of Ms. Shoko Uehara, JICA Project Expert, on Mini Project implementation.

### 3. Summary of Discussions

- **Mr. D. Erdenechimeg**, Director-General of Education Policy Department, MECSS expressed his gratitude for the Project progress. He emphasized that the goals, outputs, and activities of the Project respond needs of early intervention and education for supporting development of CWD in Mongolia. He explained a principle of MECSS’s policy that equal access to education should be fulfilled for all children with a belief that any children do develop regardless of disabilities. Based on this principle, MECSS is revising education policy so that as many CWD can learn at public schools. He also pointed out there were still many issues to be tackled such as school facilities and equipment, quality of education, curriculum of special schools, supporting family of CWD, registration of disability, and accurate statistics on disability, etc. He closed his comment that the suggested model seemed applicable to Mongolian context and further discussion and decision making were expected to sustain the pilot activities.
- **Mr. S. Erdenebaatar**, Principal of Special School No.63 pointed out that there was no clear regulation of setting up special class in the Education Law. Variety shapes of education should be regulated under the Law. With agreeing the suggested model, he also shared his opinion that Special Schools should function as a resource center for inclusive education since Special Schools have experiences to provide learning opportunities for CWD for more than 50 years.
- **Ms. G. Battengel**, Associate Professor, Head of Department of Special Education, MUBIS explained the necessity of disseminating utilization of university students who learn special needs education by referring on-going pilot activities at Child Development Center in pilot schools. She also noted that curriculum improvement of Special Needs Education course at MUBIS would be undertaken during the rest of project period.
- **Ms. S. Selenge**, President of Association of Parents with Disabled Children shared her opinion that reasonable accommodation which was made by the Project so far seemed to be focused on making accessible school environment such as renovating toilet or purchasing teaching materials, and more attention should be paid on approaching behavior change of teachers and guardians. She also indicated negative effect of segregation and raised objection against promoting establishment of special class in regular schools. She suggested that other NGOs should be included in the proposed model as they also provide early intervention support and pre-primary education for CWD.

### 4. Closing remarks

**Ms. S. Tungalagtamir**, JCC Vice Chairperson concluded the meeting by referring each speech and

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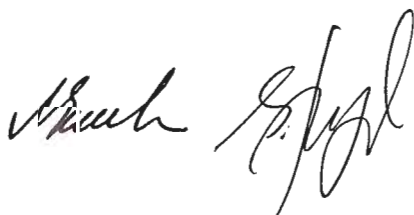


presentation, thanking the participants for their positive deliberations. She also stated that finalization of Operation Manual and formats to be utilized at Local Commission should continuously be focused to promote effective management of Local Commission. The necessity of strengthening legal framework and institutionalization of pilot activities should be considered with careful discussion among stakeholders in terms of sustainability and dissemination of the model. She emphasized that in order to promote Inclusive Education, not only upgrading school facilities and teaching materials, but also in-service training and understanding among the classmates are essential so that they can study together with CWD at same classroom in a natural manner. She recommended to invite a representative from Ministry of Health to next JCC meeting as the collaboration with the Ministry is imperative to secure outputs. She also recommended that expenditure and budget of the project should be included in the presentation. She expressed her gratitude to MECSS, JICA Mongolia Office, JICA Project Team, Special Schools, and JICA's other relevant Projects. She thanked again to all the participants and concluded the meeting.

### **Attachment 3: Distributed Materials**

- Agenda
- Power Point Slides
  1. Outline of the Project, progresses and planned overall activities (from August 2017 to June 2019)
  2. Progresses and planned activities to achieve Output 1 (from August 2017 to June 2019)
  3. Progresses and planned activities to achieve Output 2 (from August 2017 to June 2019)
  4. Progresses and planned activities to achieve Output 3 (from August 2017 to June 2019)
  5. Progresses and planned activities to achieve Output 4 (from August 2017 to June 2019)
  6. Model of early intervention and education system for supporting the development of CWD and children with developmental delay

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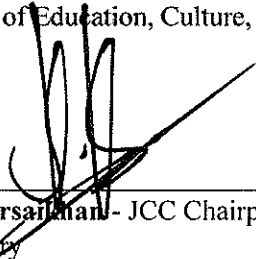


**MINUTES OF MEETINGS  
BETWEEN  
JAPAN INTERNATIONAL COOPERATION AGENCY  
AND  
MINISTRY OF EDUCATION, CULTURE, SCIENCE AND SPORTS AND  
MINISTRY OF LABOR AND SOCIAL PROTECTION  
OF MONGOLIA ON  
THE 6th JOINT COORDINATION COMMITTEE MEETING  
OF  
JAPANESE TECHNICAL COOPERATION  
FOR  
STRENGTHENING TEACHERS' ABILITY AND REASONABLE TREATMENTS FOR  
CHILDREN WITH DISABILITIES (START)**

**Date: 25 February 2019**

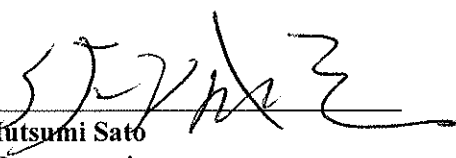
**Place: Ulaanbaatar, Mongolia**

For Ministry of Education, Culture, Science and Sports



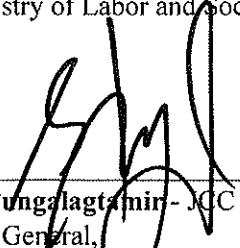
**Ms. B. Bayarsaikhan** - JCC Chairperson  
State Secretary  
Ministry of Education, Culture, Science and Sports

For Japan International Cooperation Agency



**Mr. Mutsumi Sato**  
Chief Representative  
Japan International Cooperation Agency  
Mongolia Office,

For Ministry of Labor and Social Protection




**Ms. S. Tungalagtsamir** - JCC Vice Chairperson  
Director General,  
Population Development Department  
Ministry of Labor and Social Protection

For Ministry of Finance (witness)



**Mr. I. Batkhuu**  
Director General,  
Development Financing Department  
Ministry of Finance

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## Summary of Minutes for 6th JCC Meeting

The 6<sup>th</sup> Joint Coordination Committee (JCC) Meeting for the JICA Project for Strengthening Teachers' Ability and Reasonable Treatments for Children with Disabilities (START) was held on 29 January 2019 at the Urguu Hall of Ulaanbaatar Hotel. The meeting was chaired by Ms. B. Bayarsaikhan, State Secretary, Ministry of Education, Culture, Science and Sports (MECSS), with Ms. S. Tungalagtamir, Director General of Population Development Department, Ministry of Labor and Social Protection (MLSP) being Vice Chairperson, and Mr. Mutsumi Sato, Chief Representative of JICA Mongolia Office.

Ms. B. Gereltuya, Specialist of General Education Policy Department, MECSS introduced JCC members. The participants agreed to invite Ms Ts. Ganchimeg, Director, General Authority for Development of People with Disabilities as the JCC member.

During the meeting, Mr. Tetsuya Ishii, JICA Project Chief Advisor, reported progress and planned activities of the overall project activities and activities of Output 4. Ms. R. Nensenden reported the achievement and planned activities in detail to achieve Output 1, and Ms. B. Gereltuya explained the same for Output 2. Ms. Shoko Uehara explained the same for Output 3. Planned activities from January 2019 to June 2019 were agreed. After the achievement was reported, the discussion was made on how to further improve programs developed during the project.

Mr. Ishii presented the menu/programs which can be utilized by the Mongolian side.

Through the meeting, the following issues were discussed and agreed:

Mr. Ishii explained necessary process to institutionalize each pilot activities of the project. The necessary process for institutionalization includes designation of concerned department/division and appointment of officials in charge allocation of budget, etc.

The following suggestions were made by the participants:

1. MECSS and MLSP expressed their willingness to utilize Project outputs and disseminate its pilot activities nationwide.
2. MECSS will consider necessary measures to improve Inclusive Education, such as establishing school committees to support children with special needs and provision of an allowance to teachers.
3. Government officials should discuss and clarify the respective roles of MECSS, MLSP, and Ministry of Health (MoH) in improving comprehensive early child development and inclusive education.
4. Cooperation between the Project and the Sub-Committee on the Rights of Persons with disabilities under MECSS will be required.
5. MLSP should utilize Project outputs at the Child Development Center for Children with Disabilities in Bayangol District constructed with the support of the Chinese government, as well as at the Development and rehabilitation centers for disability, to be constructed in cooperation with the Asian Development Bank.

### Attachment 1: List of the members present

Participants:

Mongolian side

No	Name	Organization and Position
1	B. Bayarsaikhan	State Secretary (JCC Chairperson), MECSS
2	S. Tungalagtamir	Director General (JCC Vice Chairperson), Population Development Department, MLSP
3	T. Nyam-Ochir	Director General, General Education Policy Department, MECSS

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4	J. Myagmar	Specialist, General Education Policy Department, MECSS
5	R. Nensenden	Member, Commission of Health, Education, and Social Protection for Children with Disabilities, MLSP
6	Ch. Nyamtulga	Member, Commission of Health, Education, and Social Protection for Children with Disabilities, MLSP
7	Kh Munkhzul	Member, Commission of Health, Education, and Social Protection for Children with Disabilities, MLSP
8	D. Ganbold (on behalf of Ts. Ganchimeg)	Director, General Authority for Development of People with Disabilities
9	Ts. Gerelmaa	Principal, Special School No.25
10	Ch. Ganbileg	Principal, Special School No.55
11	T. Naranchimeg	Principal, Special School No.70
12	B. Gereltuya	Specialist, General Education Policy Department, MECSS

Japanese side

13	Mutsumi Sato	Chief Representative, JICA Mongolia Office
14	Tetsuya Ishii	JICA Project, Chief Advisor

Observers

Mongolian side

15	M. Battuvshin	Director, Department of Medical Service, Ministry of Health
16	D. Ganzorig	Specialist, Department of Policy Planning, Ministry of Health
17	G. Battsengel	Professor, Head of Department of Special Education, Mongolian State University of Education (MUBIS)
18	A. Odontungalagtuul	Director, Sub-Commission of Health, Education, and Social Protection for Children with Disabilities in Bayangol District
19	R. Budkhand	Board Member, Association of Parents with Disabled Children
20	L. Altangerel	Secretary General, Autism Association of Mongolia

Japanese side

21	Hirromichi Miyashita	Embassy of Japan in Mongolia
22	Eri Fujita	JICA Mongolia Office
23	Shoko Uehara	JICA Project Expert
24	G. Soyolgerel	JICA Project Team
25	Kh. Ganbaatar	JICA Project Team
26	G. Norjmaa	JICA Project Team
27	M. Munkhshur	JICA Project Team
28	D. Odgerel	JICA Project Team
29	U. Ariunzaya	JICA Project Team

Attachment 2: Detailed discussion

1. Opening Remarks

Ms. B. Bayarsaikhan, State Secretary, Ministry of Education, Culture, Science and Sports (hereinafter "MECSS") opened the meeting by welcoming all participants and expressing her appreciation to JICA. She mentioned that since the Project started, the rights of Children with

Disabilities (CWD) have been improved. Efforts towards realizing inclusive education as well have noticeably improved in Mongolia. She briefly explained such Project outputs as “Individualized Education Plan (IEP) Guidelines”, “Understanding and Supporting the Development of Children with Severe Disabilities: A Guide for Teachers”, and Child Development Center at pilot schools. She also mentioned that MECSS is preparing new guidelines for main stream schools to promote inclusive education. Starting this year, March 15<sup>th</sup> will be designated as the day to recognize that “Children are Consumers,” and as such, she requested that the Project cooperate with MECSS on related events. She also stated that CWD studying at Life-long Learning Centers have not received sufficient support and stressed that teachers require additional training and support.

**Mr. Mutsumi Sato, Chief Representative of JICA Mongolia Office** remarked that we are at a crucial juncture on the path to achieving inclusive education in Mongolia. He expressed his appreciation that the project has produced positive results through close coordination between MECSS, MLSP, and other stakeholders. He anticipated discussing further actions/activities to be taken by and after the completion of the Project. He also explained that JICA’s support of CWD/PWD in Mongolia has been implemented in two related projects: The Project for the Improvement of Facilities for Primary and Secondary Education in Ulaanbaatar City, and The Project for Promoting Social Participation of Persons with Disabilities in Ulaanbaatar City.

Ms. B. Gereltuya, Specialist of General Education Policy Department, MECSS introduced the attending JCC members.

## **2 Presentation of progress and planned activities of the Project**

**The following presentations were made based on the attached power point files:**

- (1) Presentation by Mr. Tetsuya Ishii, Chief Advisor of JICA Project, on overall project’s activities and activities under Output 4, “Experiences from Output 1 to 3 are shared among stakeholders and reflected to national systems and policies”.
- (2) Presentation by Ms. R. Nensenden, a member of Commission on Health, Education and Social Protection for Children with Disabilities, on briefing of the Commission, and activities under Output 1, “Capacity for early assessment and developmental support for CWDs is enhanced in pilot areas”.
- (3) Presentation of Ms.B. Gereltuya, MECSS, on activities under Output 2, “Capacity to provide quality lessons to CWDs is enhanced in the pilot schools”.
- (4) Presentation of Ms. Shoko Uehara, JICA Project Expert, on Mini Project implementation.

## **3 Summary of Discussions**

- **Ms. J. Myagmar**, Specialist of General Education Policy Department, MECSS expressed her gratitude for the Project’s progress and effective implementation of its activities. She pointed out the resources that the Project has developed thus far, including “Understanding and Supporting the Development of Children with Severe Disabilities: A Guide for Teachers”, “A Guide to Educational Support for Children with Learning and/or Behavioral Challenges”, and “Resources for Classroom Practice at Special Schools.” Ms. Myagmar noted that these were great achievements but that the utilization of these tools at every school remains a challenge. She also mentioned that MECSS is considering incorporating the Project’s pilot activities into projects funded by other donors, such as the World Bank’s Education Quality Reform Project for Mongolia.
- **Ms. B. Bayarsaikhan** emphasized that provision of allowance to teachers would accelerate the development of improved educational service at regular schools. She expects further cooperation between the Project and the Sub-Committee on the Rights of Persons with disabilities under MECSS on this point.
- **Mr. D. Ganzorig**, Specialist, Department of Policy Planning, MoH, noted that MoH has already contributed to the early identification of disabilities and developmental delay by screening

children aged 0 to 5 with Maternal and Child Health Handbook. However, he pointed out that MoH has not paid attention to the health issues of children aged 5 to 18. He remarked that there is a health screening for adults covered by the health insurance however children aged from 5 to 18 years are not covered. Thus, MoH plans to start the intervention called “Healthy Child and healthy teens” aiming to improve oral health of the children up to 12 years old. In the government action plan, monitoring of childhood obesity is included. In this regard, it is important that MECSS initiative in developing “student notebook” MoH will be happy to collaborate on this matter.

- **Ms. R. Budkhand**, Board Member, Association of Parents with Disabled Children, requested that MECSS and MLSP should coordinate on implementing outputs from the project on developmental assistance and quality education.
- **Ms. G. Battengel**, Professor, Head of Department of Special Education, MUBIS highlighted that university students studying special needs education teach at the Child Development Centers of pilot schools as assistants. She requested that MECSS continue this system.
- **Mr. D. Ganbold**, Deputy Director, General Authority for Development of People with Disabilities pointed out that the Project has been fruitful. He requested further cooperation after Project completion so that its outputs can be utilized at the Development Center for Children with disability constructed by the Government of China.

#### 4 Closing remarks

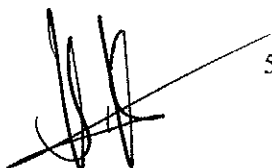
**Ms. S. Tungalagtamir, JCC Vice Chairperson** concluded the meeting by summarizing each presentation’s contributions and thanking the participants for their positive deliberations. She pointed out that the enactment of the “Law on the Rights of Persons with Disabilities (February 2016)” and the government’s implementation of the **National Program for Supporting Persons with Disabilities’ Right, Participation, and Development** represented significant achievements for Mongolia. Additionally, she requested MoH to approve the Form of Eighteen-month and Thirty-six-month Health Check-up Program at the earliest. Although personnel capacity at the Commission/Local-Commission of Health, Education, and Social Protection for Children with Disabilities has been improved, and “the Guidelines to promote comprehensive early childhood development for children with disabilities / developmental delay” was approved by the order of the Joint Ministers’ order. Capacity of Local-Commissions other than the pilot districts/*aimags* will need to be improved. She also requested that MoH cooperate further on the matter of early child development. She emphasized that the roles and responsibilities of MECSS, MLSP, and MoH need to be discussed to improve comprehensive early child development and inclusive education. Furthermore, she stated her willingness to utilize Project outputs at the Child Development Center recently constructed with the support of the Chinese government. She again thanked all the participants and concluded the meeting.

#### Attachment 3: Distributed Materials

- Agenda
- Power Point Slides
  - 1 Outline of the Project, progresses and planned overall activities (from July 2018 to June 2019)
  - 2 Progresses and planned activities to achieve Output 1 (from July 2018 to June 2019)
  - 3 Progresses and planned activities to achieve Output 2 (from July 2018 to June 2019)
  - 4 Progresses and planned activities to achieve Output 3 (from July 2018 to June 2019)
  - 5 Progresses and planned activities to achieve Output 4 (from July 2018 to June 2019)

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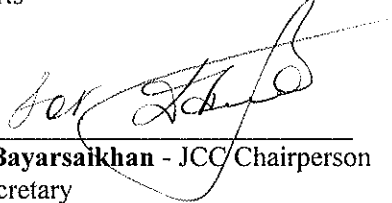
**MINUTES OF MEETINGS**  
**BETWEEN**  
**JAPAN INTERNATIONAL COOPERATION AGENCY**  
**AND**  
**MINISTRY OF EDUCATION, CULTURE, SCIENCE AND SPORTS AND**  
**MINISTRY OF LABOR AND SOCIAL PROTECTION**  
**OF MONGOLIA ON**  
**THE 7<sup>th</sup>. JOINT COORDINATION COMMITTEE MEETING**  
**OF**  
**JAPANESE TECHNICAL COOPERATION**  
**FOR**  
**STRENGTHENING TEACHERS' ABILITY AND REASONABLE TREATMENTS FOR**  
**CHILDREN WITH DISABILITIES (START)**

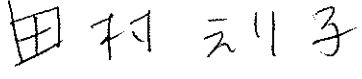
**Date: 26 June 2019**

**Place: Ulaanbaatar, Mongolia**

For Ministry of Education, Culture, Science,  
and Sports

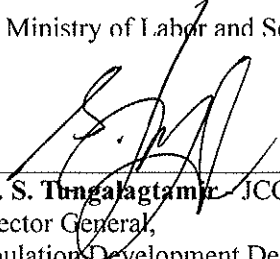
For Japan International Cooperation Agency

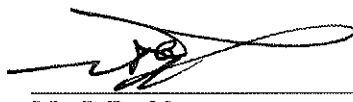
  
\_\_\_\_\_  
**Ms. B. Bayarsaikhan** - JCC Chairperson  
State Secretary  
Ministry of Education, Culture, Science, and  
Sports

  
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**Ms. Eriko Tamura**  
Chief Representative  
Japan International Cooperation Agency  
Mongolia Office

For Ministry of Labor and Social Protection

For Ministry of Finance (witness)

  
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**Ms. S. Tungalagtamir** - JCC Vice Chairperson  
Director General,  
Population Development Department  
Ministry of Labor and Social Protection

  
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**Mr. I. Batkhuu**  
Director General,  
Development Financing Department  
Ministry of Finance

## Summary of Minutes for 7th JCC Meeting

The 7<sup>th</sup> Joint Coordination Committee (JCC) Meeting for the JICA Project for Strengthening Teachers' Ability and Reasonable Treatments for Children with Disabilities (START) was held on 26 June 2019 at the Urguu Hall of Ulaanbaatar Hotel. The meeting was chaired by Ms. B. Bayarsaikhan, State Secretary, Ministry of Education, Culture, Science and Sports (MECSS), with Ms. S. Tungalagtamir, Director of Population Development Department, Ministry of Labor and Social Protection (MLSP) being Vice Chairperson, and Ms Eriko Tamura, Chief Representative of JICA Mongolia Office.

Ms. B. Gereltuya, Specialist of General Education Policy Department, MECSS introduced JCC members.

Mr. Tetsuya Ishii, JICA Project Chief Advisor, reported progress, degree of achievement of outputs and project purpose.

Mr. Ishii also introduced the "Model for Comprehensive Developmental Support for Children with Disabilities/Children with Developmental Delay" and recommended that the following measures should be taken by MECSS and MLSP accordingly to achieve the overall goal of the project.

1) To provide comprehensive support to children with special needs

To MLSP

- To appoint at least one full-time member of the local commission
- To conduct capacity development training targeting the local commission members of 9 districts and 21 *Aimags* every year
- To provide allowance to the local commission members when the commission conduct case conference
- To conduct "School Enrollment Committee" meeting in collaboration with MECSS
- To support the organizations which provide support to children with special needs and their parents, support may include 1) provision of information on the organizations which support children with special needs and their parents, 2) provision of subsidy to those organization supporting children with special needs and their parents

2) To realize "Inclusive Kindergartens"

To MECSS

- To establish the "Inclusive Education Department" with three officers
- To appoint at least one more expert of inclusive education in the Institute of Teachers' Professional Development



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- To establish a “mobile consultation system” by multi-disciplinary team members of teachers, PT, OT, ST of special kindergartens and special schools, to support the kindergartens
- 3) To establish “inclusive” schools utilizing the School Committee  
To MECSS
- To designate “resource schools” in 9 districts and in 21 *Aimags* and to support those resource schools

Ms. Tungalagtamir of MLSP, and Ms. Myagmar explained their planned measures in response to the recommendations by the JICA Project Team:

Ms. Tungalagtamir:

- 1) MLSP noted the importance of assigning one full-time member in the local commission. However, it may take a year or two years to realize this assignment. MLSP needs to negotiate with the Ministry of Finance.
- 2) Capacity building training of the local commission members will be conducted annually. MLSP may utilize “Online Training “system to conduct this training.
- 3) Conduct of “case conference” will be included in the Terms of Reference/Regulation of the local commission members. Thus, it may not be necessary to pay an additional allowance.
- 4) MLSP noted the importance of “School Enrollment Committee” meeting. MLSP will instruct the local commissions to conduct the “School Enrollment Committee” meeting in close cooperation with MECSS.
- 5) The General Authority for Development of People with Disabilities will be able to provide information on the organizations supporting children with special needs and parents. However, it may take a while to provide subsidy to those organizations.

Ms. Tungalagtamir also made the following suggestions to MECSS.

- 1) Teachers’ professional development both pre-service and in-service in teaching children with special needs is important. For pre-service teachers’ training, teaching methods on teaching children with special needs will be taught not only at the Mongolian State University of Education but also at the private universities.
- 2) Continuous improvement of the learning environment for children with special needs at schools.

Ms. Myagmar:

- 1) MECSS plans to establish the “Inclusive Education” Department in September. The Department will consist of 1 manager and 3 officials.
- 2) MECSS noted the importance of assigning an additional expert in charge of special needs education in the Institute of Teachers’ Professional Development.
- 3) Agreed to conduct “a mobile consultation system” for kindergarten led by multi-disciplinary team members.

- 4) MECSS plans to designate 63 schools as resource schools (3 schools in each *Aimags*). Also, with the support from the World Bank, 21 schools will be designated as resource schools.

MECSS, MLSP, and JICA agreed to continue their efforts in developing a mechanism to provide comprehensive support to children with special needs and their parents.

**Attachment: List of the members present at the meeting**

◆ Participants:

Mongolian side

No.	Name	Organization and Position
1	S.Tungalagtamir	Director (JCC Vice Chairperson), Population Development Department, MLSP
2	T.Nyam-Ochir	Director-General, General Education Policy Department, MECSS
3	J.Myagmar	Specialist, General Education Policy Department, MECSS
4	R.Nensenden	Member, Commission of Health, Education, and Social Protection for Children with Disabilities, MLSP
5	Ch.Nyamtulga	Member, Commission of Health, Education, and Social Protection for Children with Disabilities, MLSP
6	D.Ganbold (on behalf of Ts. Ganchimeg)	Deputy Director, General Authority for Development of People with Disabilities
7	Ts.Gerelmaa	Principal, Special School No.25
8	Ch.Sarantsatsral(On behalf of Ch. Ganbileg)	Training Manager, Special School No.55
9	T. Naranchimeg	Acting Principal, School No. 70
10	B.Gereltuya	Specialist, General Education Policy Department, MECSS

Japanese side

11	Eriko Tamura	Chief Representative, JICA Mongolia Office
12	Tetsuya Ishii	JICA Project, Chief Advisor

◆ Observers

Mongolian side

13	D.Ganzorig	Specialist, Department of Policy Planning, Ministry of Health
14	B. Munguntsetseg	Specialist, Rehabilitation and Vocational training Center
15	Ts.Tsevegmid	Researcher, National Institute of Educational Research
16	A.Odontungalagtuul	Director, Sub-Commission of Health, Education, and Social Protection for Children with Disabilities in Bayangol District
17	J. Altantulkhuur	Consultant, Association of Parents with Disabled Children
18	L.Altangerel	Secretary General, Autism Association of Mongolia
19	Ch.Jargal	Specialist in-charge of special needs education, Institute of Teacher's Professional Development

Japanese side

20	Tomoyuki Matsuhashi	Embassy of Japan in Mongolia
21	Eri Fujita	JICA Mongolia Office
22	B. Erdenechimeg	JICA Mongolia Office
23	Shoko Uehara	JICA Project Expert
24	G. Soyolgerel	JICA Project Team
25	Kh. Ganbaatar	JICA Project Team
26	G. Norjmaa	JICA Project Team
27	N. Erdenesuvd	JICA Project Team
28	M. Munkhshur	JICA Project Team
29	D. Odgerel	JICA Project Team



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