



THE PROJECT
“PROMOTING INCLUSIVE EDUCATION
THROUGHOUT PRIMARY AND LOWER
SECONDARY EDUCATION IN MONGOLIA”

ENDLINE SURVEY REPORT



From
the People of Japan



Save the Children

THE PROJECT

“PROMOTING INCLUSIVE EDUCATION THROUGHOUT PRIMARY AND LOWER SECONDARY EDUCATION IN MONGOLIA”

ENDLINE SURVEY REPORT

ULAANBAATAR
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ABBREVIATIONS

APDC	Association of Parents with Differently-abled Children
BZD	Bayanzurkh District
ChD	Chingeltei District
CWSN	Children with Special Needs
FGD	Focus Group Discussion
IE	Inclusive Education
IEP	Individual Education Plan
II	Individual Interview
MES	Ministry of Education and Science
MNUE	Mongolian National University of Education
NGO	Non-Government Organization
PSA	Professional Sociologists Association
SCJ	Save the Children Japan
SkhD	Songinokhairkhan District
SSGC	Students' Self-Governing Council
UB	Ulaanbaatar

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The final evaluation of the project "PROMOTING INCLUSIVE EDUCATION THROUGHOUT PRIMARY AND LOWER SECONDARY EDUCATION IN MONGOLIA", which was carried out by the NGO "Professional Sociologists Association" by order of Save the Children, aimed to enable the stakeholders to evaluate the implementation results and develop conclusions and recommendations.

Research data was collected through quantitative and qualitative research methods according to the International Sociological Association's "Ethical Standard Code" and international standards (ISO 20252:2019) on "Research on market, social and public opinions based on advanced data analysis." The collected data was analyzed according to the appropriate methodology to design the report.

The conclusions and results in the report are directly based on the positions of the beneficiaries and the representatives of government and civil society organizations, as well as the primary and secondary data and information collected during the research.

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INTRODUCTION

PROJECT BACKGROUND

Save the Children Japan (SCJ), in cooperation with the Ministry of Education and Science (MES), has implemented the project "Promoting Inclusive Education throughout Primary and Lower secondary Education in Mongolia" (2021-2024) with the funding of the Ministry of Foreign Affairs of Japan. The project aims that children with special needs from 6th to 9th grades in Ulaanbaatar city, Uvurkhangai, and Khovd will be able to receive consistent and successive teaching and educational support that meets individual needs throughout primary and lower secondary education. The project has included 16 schools in the Chingeltei, Bayanzurh, and Songinohairkhan districts of Ulaanbaatar City, Uvurkhangai, and Khovd provinces.

RESEARCH METHODOLOGY

The endline survey of the project aims to assess the project results according to four indicators, determine the achievements and difficulties encountered during the project's implementation, and evaluate the effects and changes created in the target groups of project beneficiaries.

The survey involved administrators of 16 schools of Chingeltei, Bayanzurkh, Songinohairkhan districts, Uvurkhangai and Khovd provinces, 174 homeroom teachers of primary and lower secondary grades, 36 non-homeroom teachers, 170 students¹, 100 representatives of parents and guardians, provincial and district educational professionals, and special education professionals of the MES in evaluating its results. The project collected its data through quantitative and qualitative research methods: questionnaires, individual interviews, and focus group discussions. The project results were evaluated according to the four project indicators through quantitative and qualitative research methods.

GENERAL RESEARCH RESULTS

The endline survey results are summarized in the following tables and narratives for each project baseline.

1 Out of 170 students of the target school participated in the research, 156 of them participated in quantitative research and 14 participated in qualitative research. Out of 156 students involved in quantitative research, 87 of them are children without special needs and 69 of them are children with special needs. In terms of classes in the 2023-2024 school year, 73 students of grades 4-5 and 83 students of grades 6-9 participated in the study.

PROJECT INDICATORS		The 2021 year Baseline survey	The 2022 year Baseline survey	The 2024 year Endline survey: All the target schools	The 2024 year Endline survey: 1st-year target schools ²	The 2024 year Endline survey: 2nd-year target schools
Indicator 1. The preparation of CWSN for transitioning from primary to lower secondary grades is well provided.						
Preparation of CWSN for transitioning from primary to lower secondary grades	The state of preparing CWSN for the transition from primary to lower secondary grades	26.7%	59.3%	63.3%	53.8%	70.6%
	The teacher's preparation for transitioning CWSN from primary to lower secondary grades	2.5%-22.5%	5.5%-16.4%	85.1%	88.4%	81.8%
	Parents' preparation of their CWSN for the transition from primary to lower secondary grades	8.8%-36.3%	13.7%-21.9%	80.5%	81.0%	80.0%
Schools and teachers' activities related to transitioning of CWSN from primary to lower secondary grades	Activities related to creating a physical environment for CWSN to progress from primary to lower secondary grades	11.3%-17.5%	5.5%-16.4%	78.2, 79.5%	85.7, 83.3%	70.7, 75.7%
	Development and implementation of IEPs, teaching materials, and manuals according to children's needs	13.8%-22.5%	5.5%-16.4%	89.8, 85.9%	97.3, 88.1%	82.3, 83.7%
	Activities that provide psychological support for CWSN to progress from primary to lower secondary grades	15.1%-18.8%	26.8%-32.4%	49.4-79.2%	54.2-76.2%	36.9-82.2%
	Joint activities of teachers, social workers, psychologists, teachers and parents	2.5%-12.5%	5.5%-15.1%	Homeroom teachers - 88.5% Social workers - 69.2% Psychologists - 50.2%	Homeroom teachers - 90.5% Social workers - 62.0% Psychologists - 47.6%	Homeroom teachers - 86.5% Social workers - 76.4% Psychologists - 52.8%

- According to the assessment of CWSN of 4-5th grades, 63.3 percent of them are prepared with the support of schools, teachers, and parents related to progressing from primary to lower secondary grades.
- Teachers of 4-5th graders evaluated how the school and teachers prepare CWSN to progress from primary to lower secondary grades based on seven indicators, and they evaluated the preparation works 85.1 percent or “good” on average.

² As you can see in the appendix, eight schools have been targeted since 2021 (the project's first year) and another eight schools have been targeted since 2022 (the project's second year). The former eight schools are called “1st-year target schools” and the latter is called “2nd-year target schools” in this report. In the baseline survey in 2021, only 1st year target schools were studied, and in the baseline survey in 2022, only 2nd year target schools were targeted.

- 80.5 percent of CWSN’s parents are intentionally preparing their children to transition from primary to lower secondary grades.
- When considering how the school’s physical environment was formed for CWSN to progress from primary to lower secondary grades, according to the evaluation of 4-5th grade teachers, 79.5 percent believe that the teaching materials and appropriate materials are sufficient, and 78.2 percent believe that the infrastructure of the school is adequate for CWSN.
- 89.8 percent of 4-5th grade teachers evaluated the implementation of individual educational plans (IEPs) in the education of CWSN “good,” and 85.9 percent of them evaluated the activities of preparing teaching materials tailored to children’s needs as “good”.
- The percentages of different types of schools’ support to facilitate CWSN’s progress from primary to lower secondary grades are presented as follows: counseling to parents (79.2%), instructing lower secondary teachers about students (72.7%), organizing activities related to adaptation (66.2%), communicating with CWSN (61.0%) and psychological counseling (49.4%).
- 4-5th grade teachers who participated in the study were asked who provides the most psychological support to CWSN from the school, teachers, and school staff. 88.5 percent of them named homeroom teachers who provided the most psychological support. 69.2 percent said social workers, and 50 percent said psychologists.

PROJECT INDICATORS			The 2021 year Baseline survey	The 2022 year Baseline survey	The 2024 year Endline survey: All the target schools	The 2024 year Endline survey: 1st-year target schools	The 2024 year Endline survey: 2nd-year target schools
Indicator 2. The understanding, knowledge, skills, and participation of teachers and school initiatives about supporting the process of accepting CWSN at the secondary education level and supporting their adaptation to the learning environment of lower secondary grades have improved.							
Lower secondary teachers' understanding, knowledge, and skills related to inclusive education	Lower secondary teachers' understanding of inclusive education and CWSN	Non-homeroom teachers' understanding of inclusive education	63.6%	81.8%	91.7%	94.7%	88.2%
		Understanding of inclusive education among teachers who do not work with CWSN	64.3%	78.7%	100%	100%	100%
		Homeroom teachers' understanding of inclusive education	79.7%	85.7%	100%	100%	100%
		Understanding of inclusive education of teachers who work with CWSN	81.1%	93.7%	94.5%	94.5%	94.5%
		Understanding CWSN as children with disabilities	40.9%	48.4%	15.4%	15.4%	15.4%
	Methods and skills of lower secondary teachers on inclusive education	Teachers' self-assessment of methodological skills in working with CWSN	59.0%	67.8%	70.7%	71.6%	69.8%
		Teachers' self-assessment of developmentally appropriate teaching skills for CWSN	60.0%	62.2%	71.7%	71.9%	71.6%
		Teachers' self-assessment of using methods of assessing and identifying CWSN early	32.4%	65.4%	72.5%	73.5%	71.4%

		Teachers' self-assessment of using IEPs to assess CWSN	30.2%	68.0%	71.6%	72.5%	70.7%
Participation of lower secondary teachers in activities related to inclusive education	Involvement of teachers in training on inclusive education	Homeroom teachers' participation in training	44.1%	70.2%	98.0%	98.0%	98.0%
		Teachers who work with CWSN	47.2%	72.2%	100%	100%	100%
		Non-homeroom teachers' participation in training	31.8%	45.5%	97.2%	94.4%	100%
		Teachers who do not work with CWSN	28.6%	68.5%	97.6%	97.6%	97.6%

- One hundred percent of homeroom teachers and 91.7 percent of non-homeroom teachers of 6-9th grades concluded that “Inclusion education means that CWSN study together in mainstream schools”, which shows that their understanding is correct. Moreover, all lower secondary teachers who do not work with CWSN (100%) and 94.5 percent of lower secondary teachers who work with CWSN made the correct conclusion that “Inclusive education means that CWSN study together in mainstream schools.”
- The average response of homeroom teachers and non-homeroom teachers who understand CWSN only as children with disabilities has decreased to 15.4 percent. Teachers have changed their understanding of CWSN, and they consider CWSN as children who are different from other children, children with learning disabilities, and children who need support, not limited to children with disabilities.
- Lower secondary grade teachers working with CWSN rated their teaching skills good totally, and 71% of teachers rated their teaching skills positively.
- Fifty-one percent of lower secondary teachers who work with CWSN rated their methodological skills for teaching CWSN as good and 72 percent as average.
- 72.5 percent of lower secondary grade teachers who work with CWSN use the methods of assessment and early identification of CWSN in their teaching activities.
- 71.6 percent of lower secondary grade teachers who work with CWSN use the method of evaluating CWSN through IEPs in their teaching activities.
- 98.0 percent of the homeroom teachers have received training on inclusive education.
- Teachers who work with CWSN have received 100% training on inclusive education.
- 97.2 percent of the non-homeroom teachers have received training on inclusive education.
- 97.6 percent of teachers who do not work with CWSN have received training on inclusive education.

PROJECT INDICATORS			The 2021 year Baseline survey	The 2022 year Baseline survey	The 2024 year Endline survey: All the target schools	The 2024 year Endline survey: 1st-year target schools	The 2024 year Endline survey: 2nd-year target schools
Indicator 3. Parents have increased their understanding of supporting education, and physical and psychological health of their CWSN in the home environment.							
Education-related support of parents for their CWSN in the family environment	Physical support	Providing desks and chairs to support learning	84.8%	92.7%	100%	100%	100%
		Providing necessary books and textbooks	100%	97.6%	100%	100%	100%
		Providing a healthy and comfortable living environment for their child	100%	100%	100%	100%	100%
	Child-oriented psychological support	Helping the child with homework	100%	57.6%	98.1%	97.2%	99.0%
		Talking and spending time together in their free time	69.7%	100%	100%	100%	100%

- All parents of CWSN (100 percent) answered that they provide desks and chairs to support their child’s learning and development.
- All parents of CWSN (100 percent) answered that they buy necessary books and textbooks for their children.
- All parents of CWSN (100 percent) answered that they provide their children with a healthy and comfortable living environment.
- 98.1 percent of parents of CWSN help their children with homework.
- All parents of CWSN (100 percent) answered that they talk and spend time with their children in their free time.

PROJECT INDICATORS	The 2021 year Baseline survey	The 2022 year Baseline survey	The 2024 year Endline survey: All the target schools	
Indicator 4. At the secondary education level, the policy and procedures for supporting inclusive education have been improved, and influential activities have been organized to form an inclusive education system.				
Education policy on inclusive education and its implementation	Legal confirmation of the support system for children with special needs	Only the problem of children with disabilities out of CWSN is reflected in legal documents. There is no system for early identification and support of other types of CWSN	Only the problem of children with disabilities out of CWSN is reflected in legal documents. There is no system for early identification and support of other types of CWSN	Children with special needs are included in the legal documents related to the field of education or are guaranteed in the legal framework.
	Presenting approved legal documents on inclusive education to schools and teachers and recommending ways to implement them	There is a lack of activities on the part of schools and teachers to read and study legal documents, and on the part of policymakers to discuss ways to implement them.	There is a lack of activities on the part of schools and teachers to read and study legal documents, and on the part of policymakers to discuss ways to implement them.	Schools and teachers read and study legal documents, and policymakers discuss ways to implement them at a sufficient level.
	Evaluation of the implementation of legal and policy documents	Although many regulations have been adopted, reports and studies evaluating their implementation are rare.	There are many approved regulations. The provisions for monitoring and evaluating their implementation have been included in the joint order of the three ministers.	Monitoring and evaluating the implementation of the approved rules, regulations and instructions in inclusive education has been started.
	Documenting the practical experiences of implementing inclusive education in Mongolia	There is little documentation of experiences and lessons learned from implementing inclusive education.	Reports and information documenting experiences and lessons learned from implementing inclusive education have increased compared to the previous years.	International organizations in Mongolia implement seven projects and programs in inclusive education. In this context, the practical experiences implemented by the Ministry of Education and Science have been compiled and documented.

CHAPTER ONE. RESEARCH METHODOLOGY

1.1 RESEARCH GOAL AND OBJECTIVES

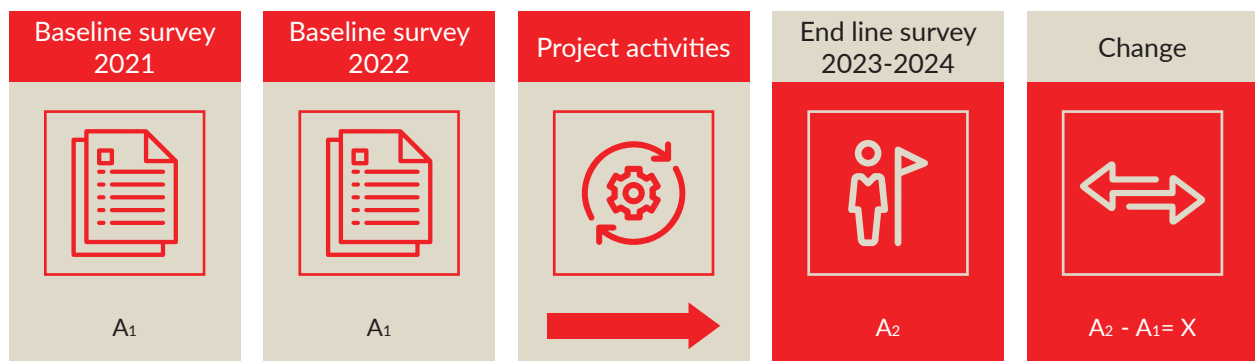
The main purpose of the research is to measure the progress made since the project's baseline survey, evaluate the project's results implemented over three years, and develop recommendations based on the experience and lessons learned. As part of the endline survey, the following objectives were set.

- To assess whether the school is ready to support CWSN in 4-5th grades in 16 target schools to progress from primary to lower secondary school,
- To assess the conditions of the school that support the physical, psychological, and learning process of lower secondary grade CWSN in 16 target schools,
- To evaluate the knowledge and skills of lower secondary teachers of 16 selected schools about inclusive education,
- To determine understanding and knowledge on inclusive education of parents who have children with and without special needs in primary and lower secondary school and the level of their support and participation provided to the child's development,
- To analyse policies and regulations on inclusive education and the transition of CWSN from primary to lower secondary school.

1.2 ENDLINE SURVEY DESIGN

"Promoting Inclusive Education throughout Primary and Lower secondary Education in Mongolia" applied the following research methodology to evaluate the implementation and effectiveness of the project.

Figure 1. Research design



Hereby, A1 is the result of the two baseline surveys that were conducted in 2021 and 2022. A2 is the result of the endline survey conducted in 2023-2024 involving the target groups. The results and effectiveness

of the project were measured by X, comparing the baseline indicators from the baseline study with the indicators of the project's endline survey.

1.3 SAMPLING STRATEGY AND SAMPLING SIZE

As for the sampling method, a combination of target, quota, and step sampling methods was used. Regarding the target sample, data was collected from the groups that benefited from the project in the provinces and districts where the project was implemented.

Figure 2. Sampling strategy

TARGET SAMPLE	QUOTA	STEP
<ul style="list-style-type: none"> Teachers, parents and students involved in the project of 3 districts of UB city, Khovd and Uvurkhangaï provinces 	<ul style="list-style-type: none"> Quota was calculated based on the ratio of project participants. 	<ul style="list-style-type: none"> The step distance was determined by taking into account the registration information (quantity) of the beneficiaries of the project.

Quantitative research sample: The beneficiaries of three districts of Ulaanbaatar city, and Uvurkhangaï and Khovd provinces were involved in the questionnaire survey (face to face) with consideration of the sample reliability and validity. According to the 2022-2023 report of the project, there are a total of 20,198 beneficiaries, of which data was collected from 444 participants through a non-returnable sampling method, with a margin of error of ± 4.6 percent and a confidence level of 95.0 percent.

Table 1. Quantitative research sampling

№	Target groups	N	ChD				SkhD				BZD				Khovd			Uvurkhangai				
			#37	#49	#39	#61	To	#65	#67	#9	#76	To	#79	#127	#30	#Amg	To	#7	#3	To	#2	#Uy1
1	Children without special needs in grades 4-5 ³	42	3	3	3	4	13	2	2	3	3	2	2	3	3	10	2	2	4	3	2	5
2	Children without special needs in grades 6-9 ⁴	43	2	2	2	3	9	2	2	3	3	3	2	3	3	11	3	4	7	4	2	6
3	Children with special needs in grades 4-5	27	2	2	2	2	8	1	1	2	1	2	2	3	3	5	2	1	3	1	-	1
4	Children with special needs in grades 6-9	39	1	1	2	2	6	4	4	4	4	2	2	3	3	10	2	2	5	1	1	2
5	Parents and guardians with children in grades 4-5	50	3	3	4	4	14	2	2	3	2	3	3	4	4	14	3	5	9	2	2	4
6	Parents and guardians with children in grades 6-9	39	1	1	2	2	6	4	4	4	5	2	2	3	3	10	2	2	3	2	1	3
7	Homeroom teachers of grades 4-5	74	4	4	4	5	17	6	6	6	6	5	5	5	6	21	5	4	7	3	2	5
8	Homeroom teachers of grades 6-9	96	5	6	6	6	23	6	6	6	7	7	7	8	8	30	7	5	10	5	3	8
9	Non-homeroom teachers	34	2	2	2	2	8	2	2	2	2	2	2	2	2	8	2	2	5	3	2	5
	Total	444	23	24	27	30	104	29	29	33	33	28	27	34	35	124	25	28	53	24	15	39

Year-1, 2, 3
 Year-2, 3

- 3 Children without special needs in grades 4-5 who study with CWSN in the target schools were selected for sampling.
 4 Children without special needs in grades 6-9 who study with CWSN in the target schools were selected for sampling.

$$n = \frac{X^2 * N * P (1-P)}{(ME^2 * (N - 1)) + (X^2 * P * 1 - P)}$$

n = sample size

X² = the degree of freedom for the chi-square confidence level is 1

N = total number of units

P = percentage of the population

ME = margin of error

Determine Sample Size

Confidence Level: 95% 99%

Confidence Interval:

Population:

Sample size needed:

Sampling for qualitative research: The sample size for qualitative research was calculated as follows, depending on the method used in the research. Focus group discussions were conducted to strengthen quantitative research data and to explore the opinions of quantitative research participants in-depth, and a total of eight interviews were conducted. One-on-one interviews were conducted to analyze the policy and legal environment of inclusive education and to study how project stakeholders evaluate the results of the project, and a total of nine interviews were conducted.

Table 2. Qualitative research sampling

Nº	Interview types	Representatives	Interview number
1	Focus group discussion (FGD)	Parents and guardians (with children with special needs) (ChD)	1
2		Parents and guardians (with children without special needs) (Uvurkhangai)	1
3		Children of primary grades (Khovd)	1
4		Children of lower secondary grades (BZD)	1
5		Primary teachers (BZD)	1
6		Lower secondary teachers (SkhD)	1
7		School administration, managers, and Support team members (SkhD, Khovd)	2
TOTAL			8
1	Individual expert interview (II)	Representatives of Commissions of Health, Education, and Social Protection for Children with Disabilities	1
2		Representatives of the Council to Support Education Enrollment	1
3		Representatives of the Ministry of Education and Science (MES)	1
4		Representatives of the General Authority for Education (GAE)	1
5		Representatives of teachers of MNUE	1
6		Representatives of special school administration	1
7		Representatives of district commissions	1
8		Representatives of Departments of Provincial Education and Science (DPES)	1
9		Representatives of non-governmental organizations (APDC NGO)	1
TOTAL			9

1.4 PILOT STUDY

The main purpose of the pilot study is to test the tools used to collect research data and identify the necessary improvements. The pilot study was organized on November 20-24, involving students, teachers, parents, and guardians of the 39th school of Chingeltei district in UB city.

Table 3. Pilot study sampling

№	Respondents	WEB		
		SkhD	ChD	BZD
1	Children without special needs in grades 4-5	-	2	-
2	Children without special needs in grades 6-9	-	2	-
3	Children with special needs in grades 4-5	-	1	-
4	Children with special needs in grades 6-9	-	1	-
5	Parents and guardians with children in grades 4-5	-	1	-
6	Parents and guardians with children in grades 6-9	-	1	-
7	Homeroom teachers of grades 4-5	-	2	-
8	Homeroom teachers of grades 6-9	-	2	-
9	Non-homeroom teachers	-	1	-
	Total	-	13	-

In the pilot study, all the instruments used in the main study were tested and improved, and revisions were made by changing difficult-to-understand questions, correcting repeated and omitted answers, and keeping it simple for the participants.

1.5 DATA ANALYSIS

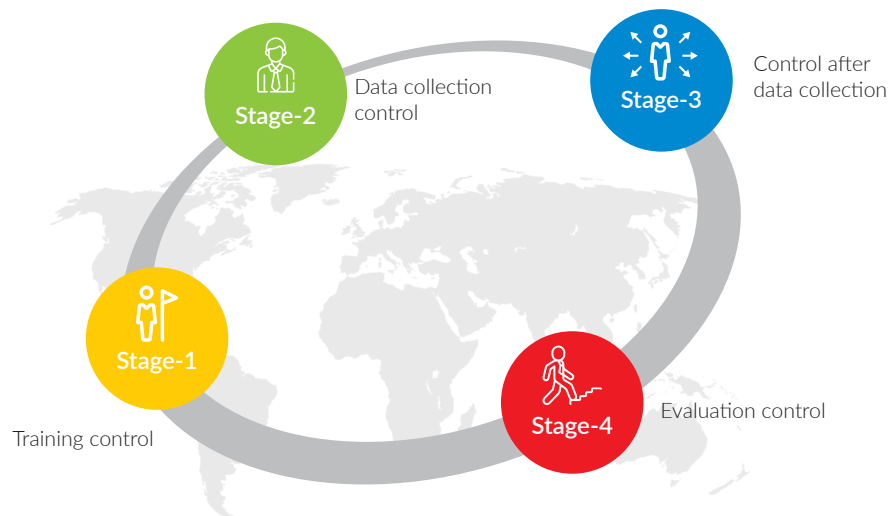
Quantitative research: The data collected through questionnaires were processed using the modern software package "SPSS-23" for statistical processing of social data. The one-dimensional distribution method determines the values of repeated statistics and graphical representations of indicators and quantitative indicators. Bivariate distributions show the tests, dimensions, and correlations of two or more variables in the form of a matrix, and most research results are developed and analyzed using these methods. If necessary, the strength of correlation between of dependent and non-dependent variables was found by Pearson's correlation coefficient, Spearman's rank correlation coefficient, and Kendel's rank coefficient, and the results were confirmed by the significance level of the variables and used in the report and results.

Qualitative research: Eight focus group discussions and nine individual interviews were conducted in the qualitative research. Data from group discussions, individual interviews, and expert interviews were analyzed using the logical matrix method. The qualitative data processing method was used to express the meaning of the text quantitatively and explore the ideas expressed by the research participants, and the connections and regularities between them.

1.6 DATA QUALITY CONTROL

In collecting research data, four stages of combined field and remote monitoring were carried out.

Figure 3. Process of data quality control



1. **Training supervision:** Data collection researchers were trained on the logic of quantitative research questionnaires and how to properly ask questions, and then the researchers who passed the test were employed in the field.
2. **Monitoring of data collection:** The researcher used a voice recorder and GPS to monitor whether the survey was taken from the target participant and whether the correct information was collected according to the order of the questionnaire. Research data collection was conducted using the KoBoToolbox program developed in 2005.
3. **Post-data collection review:** After collecting data to meet the specified sample size, a unified review was conducted to check for logical errors and questions that were left unfilled.
4. **Review of analysis:** Data reviewed by the data collection team were re-reviewed for errors by the researcher in charge of processing and analysis before the results were published.

1.7 ETHICAL DIMENSIONS OF RESEARCH

During the data collection phase of the research, the researchers followed the code of ethics.

1. **Adherence to the principle of respect for human rights in the research:** The principle of respect for human rights, which is included in the laws of Mongolia, international treaties and conventions, other laws and regulations, as well as the rules of research ethics, was followed during the research process. These include non-discrimination based on age, gender, ethnicity, religion, sexual orientation, marital status, social status, respect for individual differences, etc.
2. **Avoid imposing personal views on the research participants:** While respecting the right of individuals to express their views during the interview, care was taken to provide accurate information and explanations related to the research questions.

3. **Strict preservation and protection of information confidentiality:** Due to Article 22, Article 3 of the Law on Statistics, Article 5, Chapter 2, Article 4 of the Law on Personal Privacy, "Persons who have learned about personal secrets under the law or with power of attorney are prohibited from disclosing them to others", the researcher personally assumed the obligation to strictly maintain the confidentiality of information.
4. **Confirmation and documentation of the necessary information:** The researcher obtained the consent of the research participant (student, child, parent, teacher, etc.) to confirm the information and use any type of documentation. The following methods were used to verify the data.
 - Take notes on paper
 - Write down on a computer or tablet
 - If necessary, photographs and audio recordings were made.
5. **Follow the principles of research ethics:** The researcher took care to take the questionnaire anonymously, generalize, and complete it according to the code of ethics of the International Sociological Association. This research created a source of information that can be used to identify the opinions of teachers, students, and parents of primary and lower secondary schools, and evaluate the results and importance of the research.
6. All researchers were familiar with the "Code of Conduct for Staff" and "Standard Guidelines for Child Intervention: Basic Requirements for Ethical and Effective Child Intervention" approved by Save the Children.

1.8 LIMITATIONS OF RESEARCH

- According to Order A/554 of the Minister of Education and Science dated December 17, 2023, "On Regulation of Teaching and Learning Activities", in connection with the increase in the number of cases of flu and flu-like diseases due to extremely cold weather, classroom lessons were decided to be organized in the distance and electronic form. In this case, it was impossible to collect a planned number of participants for this FGD and instead supplemented it with another individual interview.
- The project team submitted relevant information on CWSN, who were supposed to be involved in the data collection to the administration and managers of 16 schools involved in the project. However, in some cases, there were changes in the research sample due to the CWSNs' moving, leaving school, not coming to class, parents and guardians not coming to school, etc. In the individual interview, the representatives of the special school expressed that they would not be able to participate due to honorable reasons.
- Research data was collected with the support of parents and homeroom teachers because some CWSN in primary and lower secondary grades had difficulty understanding the questions, not answering, and answering indirectly due to the special needs of some children.

CHAPTER TWO. PREPARATION OF CHILDREN WITH SPECIAL NEEDS FOR TRANSITIONING FROM PRIMARY TO LOWER SECONDARY GRADES

Indicator 1. The preparation of CWSN for transitioning from primary to lower secondary grades is well provided.

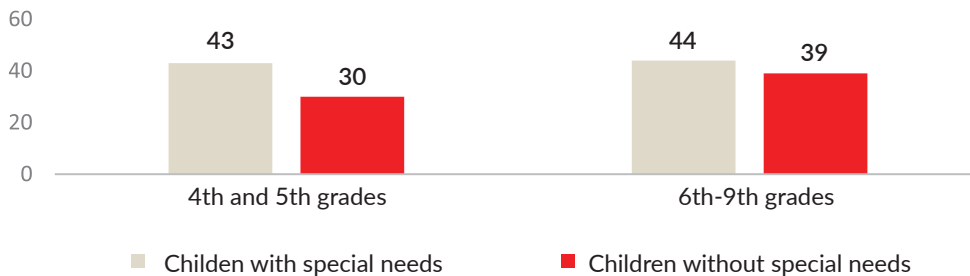
The chapter presents information about CWSN and children without special needs who were involved in the study. Moreover, it clearly shows the attitudes of students, teachers, and staff toward CWSN, types of assistance and support to CWSN, difficulties faced by CWSN in studying and going to school, and remarks of teachers and families to children about how to treat CWSN.

2.1 SUPPORT FOR CHILDREN WITH SPECIAL NEEDS IN THE SCHOOL ENVIRONMENT

2.1.1 INFORMATION ON STUDENTS INVOLVED IN THE RESEARCH

156 children from the target school participated in the survey, 87 without special needs and 69 with special needs. In the 2023-2024 school year, 73 students of 4th and 5th grades and 83 students of 6th-9th grades participated in the study.

Figure 4. Number of students who participated in the research (By grades and special needs)



The study included thirty CWSN aged 9-13 years old in 4-5th grades of the target schools. Forty-three percent of them were from the schools selected in the 1st year of the project, and 57 percent were from the schools selected in the 2nd year of the project. Forty percent of the students are female and 60 percent are male. Two students had dropped out of school before.

Table 4. Information of CWSN in 4-5th grades who participated in the study (By grade and age)

No	Indicator	Classification	Number	Percentage
1	Grade of the 2023-2024 school year	4th grade	15	50.0
		5th grade	15	50.0
2	Age of children with special needs	9 years old	13	43.3
		10 years old	13	36.7
		11 years old	3	10.0
		13 years old	1	3.3

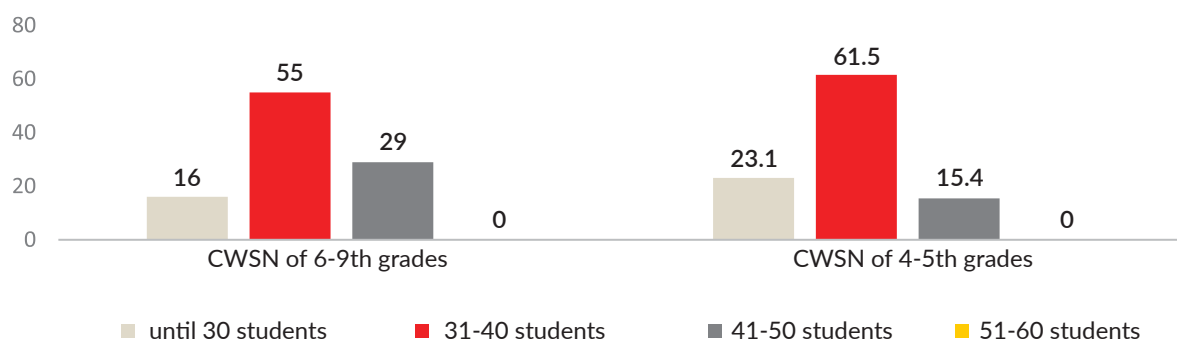
Thirty-nine CWSN of 6th to 9th grades, aged 11-15, participated in this study. Forty-four percent of them are representatives of the schools selected in the 1st year of the project, and 56 percent are the children of the schools selected in the 2nd year of the project. 35.9 percent of students are female and 64.1 percent are male. Out of 9 students who have dropped out of school, six students have dropped out of school for one year and three for 2-3 years. The table below shows the age of the students and the grades they are studying in the 2023-2024 school year.

Table 5. Information of CWSN in 6-9th grades who participated in the research (By grade and age)

No	Indicator	Classification	Number	Percentage
1	Grade of the 2023-2024 school year	6th grade	7	17.9
		7th grade	18	46.2
		8th grade	9	23.1
		9th grade	5	12.8
2	Age of children with special needs	11 years old	7	17.9
		12 years old	12	30.8
		13 years old	10	25.6
		14 years old	8	20.5
		15 years old	2	5.1

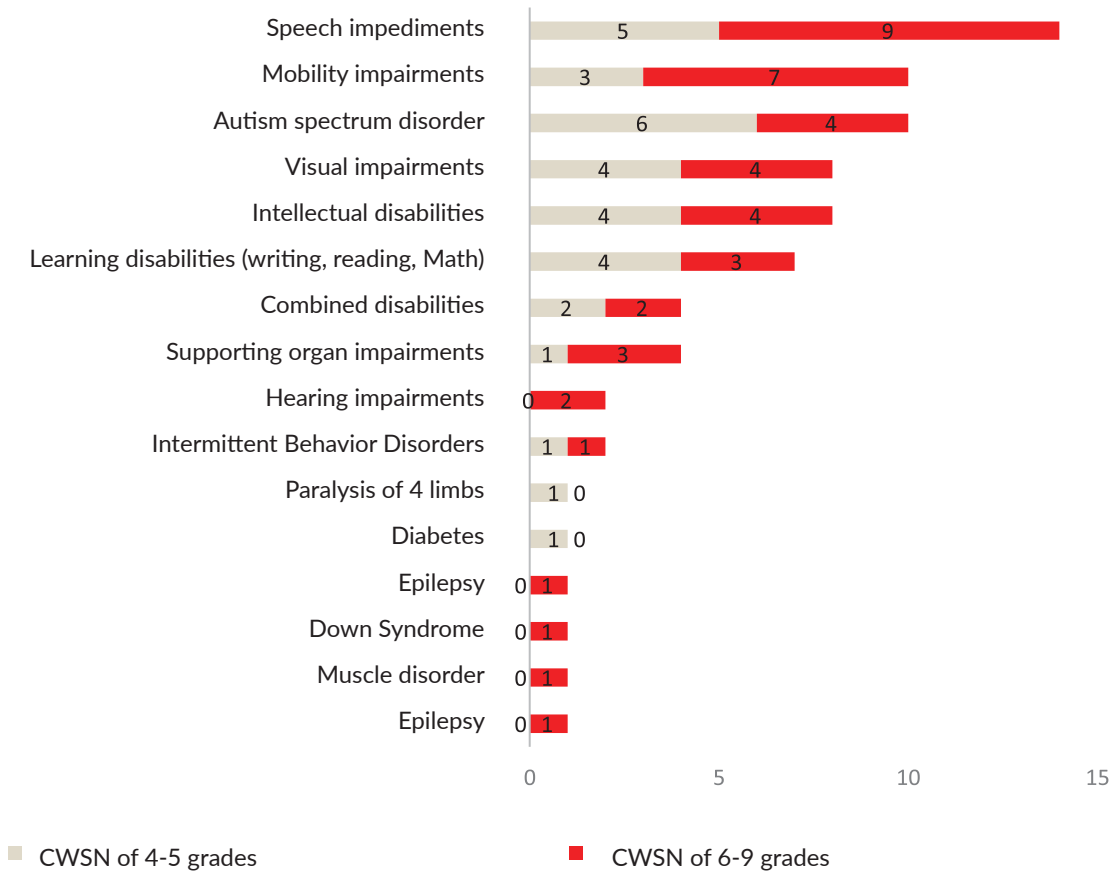
Figure 11 shows the number of children with special needs who participated in the study. 55 percent of CWSN in 4-5th grades study in classes with 31-40 students, while 61.5 percent of CWSN in 6-9th grades study in classes with the same number of students.

Figure 5. Number of students in classes of children with special needs



As considered the types of special needs of 69 CWSNs who participated in the study, there are 14 with speech impediments, 10 with mobility impairments, 10 with autism spectrum disorders, 8 with visual impairments, 8 with intellectual disabilities, 7 with learning disabilities, and 4 with combined/multiple disabilities. Figure 12 shows the types of special needs of all CWSN by primary and lower secondary grades.

Figure 6. Types of special needs of CWSN involved in the research



– According to the last three years, how much has the number of children with disabilities changed?

– We have meetings every seven days. Our district has 43 committees and is divided into four regions, and regional meetings are held every Friday. As of the 4th quarter, 270-280 children were enrolled. But this is an average number; it is higher in the first and second quarters. About 1300 children were enrolled in one year. According to the data of the last three years, the number of children with disabilities has changed. The number released at the beginning of 2023 increased by about 200 children compared to this year.

From individual interviews with representatives of the Commission of Health, Education, and Social Protection for Children with Disabilities of Districts

A total of 43 students without special needs in 4th and 5th grades participated in the research; 39.5 percent are in 4th grade and 60.5 percent are in 5th grade. Forty percent of the 4-5th grade students who participated in the research are from the schools selected in the 1st year of the project, and 60 percent are from the schools selected in the 2nd year. 51.2 percent of students are female and 48.8 percent are male.

Table 6. Information of 4-5th grade students without special needs, involved in the study

Nº	Indicators	Category	Number	Percent
1	Grades of the 2023-2024 school year	4th grade	17	39.5
		5th grade	26	60.5
2	Age	Age 9	15	34.9
		Age 10	25	58.1
		Age 11	3	7.0

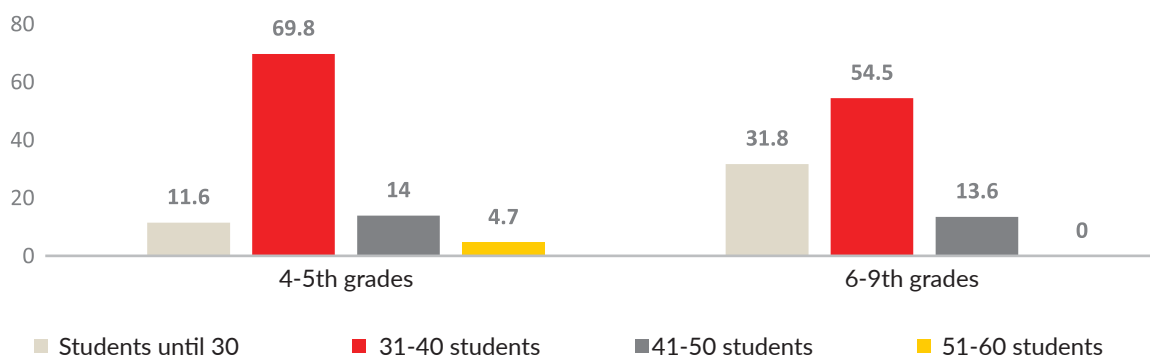
Moreover, 44 students without special needs in the 6-9th grades were randomly selected and evaluated. 45 percent of the students are representatives of the schools selected in the 1st year of the project, and 55 percent are the children of the schools selected in the 2nd year. 59.1 percent of students are female and 40.9 percent are male. The table below shows the age of the students and the grades they are studying in the 2023-2024 school year.

Table 7. Information of 6-9th grade students without special needs, involved in the study

Nº	Indicators	Category	Number	Percent
1	Grades of the 2023-2024 school year	6th grade	7	15.9
		7th grade	12	27.3
		8th grade	15	34.1
		9th grade	10	22.7
2	Age	Age 11	7	15.9
		Age 12	10	22.7
		Age 13	15	34.1
		Age 14	10	22.7
		Age 15	2	4.5

Figure 5 shows the number of children in the grade of primary and lower secondary students without special needs who participated in the study. 69.8 percent of 4-5th grade students study in a grade with 31-40 students, 54.5 percent of 6-9th grade students study in a grade with 31-40 students, and 31.8 percent study in a grade with up to 30 students.

Figure 7. Number of children in the grade of students without special needs who participated in the study



2.1.2 ABILITY OF PRIMARY AND LOWER SECONDARY STUDENTS IN TARGETED SCHOOLS TO PROVIDE HELP AND SUPPORT TO CHILDREN WITH SPECIAL NEEDS

58.1 percent of the 4-5th grade students and 68.2 percent of the 6-9th grade students who participated in the study are studying together with CWSN. Out of students who answered that there is a CWSN in their grade, 33 students study in a grade with one CWSN, 20 students study in a grade with two CWSN, and two students study together in a grade with 3-4 CWSN.

Table 8. Number of CWSN studying in classes of students who participated in the study

Nº		Year	Primary grades (4-5th grades)		Lower secondary grades (6-9th grades)	
			Yes	No		No
1	Baseline survey	2021	/33/ 60.0	40.0	/39/ 66,1	33,9
2	Baseline survey	2022	/39/ 24.1	76.9	/40/ 25.0	75.0
3	Endline survey	2023	/43/ 58.1	41.9	/44/ 68.2	31.8

The students who participated in the survey were asked, “How much do your classmates help their friends with special needs?” The responses to the question show:

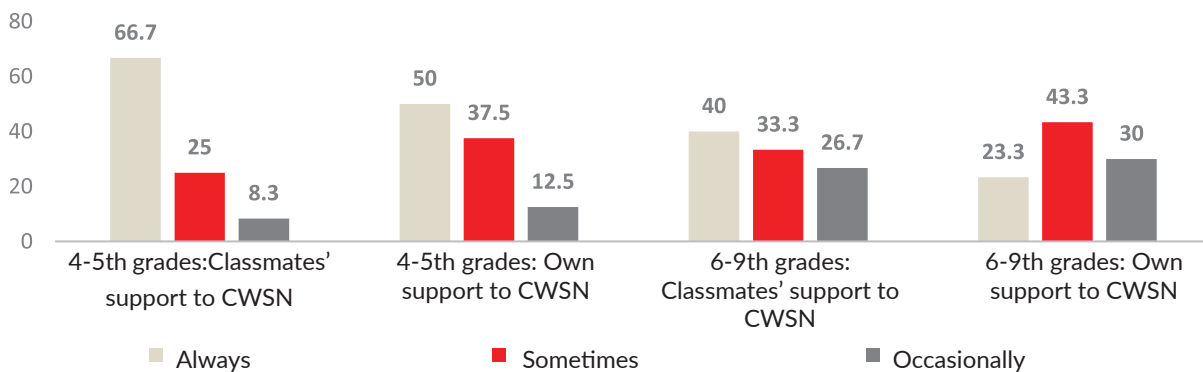
- 66.7 percent of 4-5th grade students said that their classmates always help CWSN in their class, and 25 percent said their classmates sometimes help.
- Forty percent of 6-9th grade students said their classmates always help CWSN, and 33.3 percent said they sometimes help.

In terms of how helpful students themselves are when they say they help a friend with special needs in their class:

- Fifty percent of 4-5th grade students said that they, themselves, always help CWSN in the class and 37.5 percent said they, themselves, sometimes help CWSN in the class.
- 23.3 percent of 6-9th grade students evaluated their support as always, 43.3 percent sometimes help, and 30 percent occasionally help.

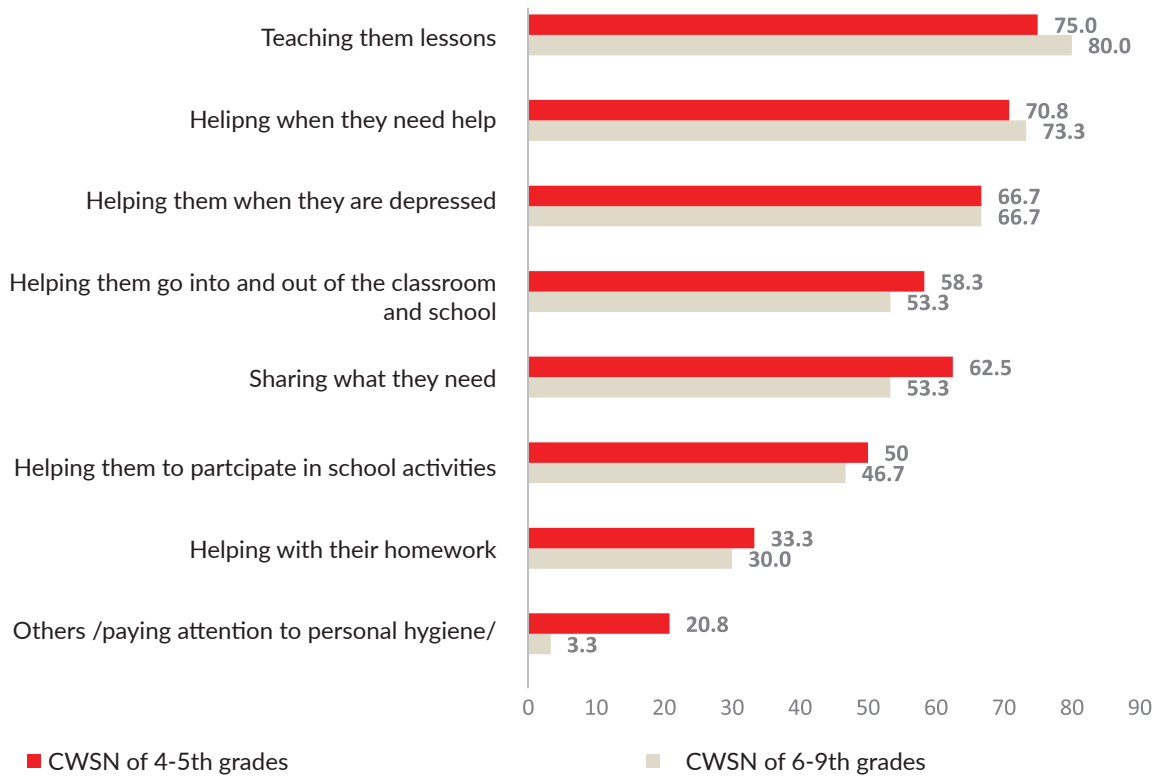
When comparing how much their classmates help their friends with special needs, 66.7 percent of primary children answered that they “always help” their friends with special needs, while 40 percent of lower secondary students answered this way. According to this response, the primary students help CWSN more than the lower secondary students by 26.7 percent.

Figure 8. Classmates’ support to CWSN and CWSN’s support to themselves (By frequency and grades)



When looking at when their 4-5th graders help their friends with special needs, they help with their studies (75%), when they need help (70.8%), when they are depressed (66.7%), and when they share things they need (62.5%). 6-9th graders are more likely to teach and support CWSN when they need help and when they are depressed than at other times.

Figure 9. Help and support given to a friend with special needs in the class /multiple responses/



Students without special needs who participated in the research were asked how they support the CWSN in their class through open-ended questions, and the findings were grouped into the following four sections. It includes:

1. Teaching them lessons, and helping them with homework and learning
2. Helping them to go into and out of schools and classrooms
3. Providing psychological support and assistance
4. Sharing what they need and helping a friend with special needs to act.

Table 9. Types of help and support to classmates with special needs (By grades)

Types of help of 4-5th grade students to their classmates with special needs	Types of help of 6-9th grade students to their classmates with special needs
1. Helping with teaching lessons, doing homework, and learning	
<ul style="list-style-type: none"> - Teaching lessons - Helping with homework - Teaching the lessons they do not understand - Helping with writing and reading lessons - Helping with practicing math and reviewing - Helping with writing words and dictation - Helping with reading books - Telling what they do not hear 	<ul style="list-style-type: none"> - Teaching lessons - Helping with making up for the lessons - Helping with the homework - Teaching the lessons they do not understand - Teaching what they do not know - Translating the teacher's speech for deaf children
2. Helping them to go into and out of schools and classrooms, crossing the road, going together	
<ul style="list-style-type: none"> - Helping them to go up and down the stairs - Helping them to arrange the desks and chairs - Helping them to get to and from school and classrooms - Pushing the wheelchair into physical education class - Guiding a friend with visual impairments on the road - Delivering them to their mother 	<ul style="list-style-type: none"> - Helping them to get up and down stairs - Helping them to get to and from school - Taking them to the bus station or put them in the car - Going together - Going together during the break time - Helping to carry water in buckets to the home
3. Providing psychological support and assistance	
<ul style="list-style-type: none"> - Coming and helping them when they call to come - Supporting and helping when depressed - Making them calm when offended - Telling the teacher when scolded - Helping when they are in trouble 	<ul style="list-style-type: none"> - Buying them something when offended - Helping when depressed - Playing together and playing with mental development games - Playing together in sports - Defending them when bullied and teased
4. Share what they need and help them take action	
<ul style="list-style-type: none"> - Assisting in getting to and from the restroom - Giving them pencils, crayons, and paints when needed - Helping them to take off their shoes - Helping them wash the dishes - Serve them food and tea 	<ul style="list-style-type: none"> - Sharing learning materials - Share what they need - Giving them a pen or a pencil. - Helping them to take their photo. - Helping when they cannot see - Telling what they don't hear.

... We have 2 or 3 children in wheelchairs. The children of the Students' Self-Governing Council (SSGC) repaired the crooked road leading to the cafeteria and made it sloped. Students took the initiative themselves. The children of the SSGC are organising courses in inclusion education for school students. I see such an initiative from children as a very good thing.

From the FGD with school management and teachers' representatives, Ulaanbaatar city

Compared to the findings of the baseline survey carried out in 2021 and 2022, there has been a decline in the challenges CWSN faced in their classes regarding studying and attending school identified by the target school pupils. In particular, as for the answers of 4-5th grade students, the difficulties in going to school and classes of CWSN and teachers' and students' negative attitudes and discrimination against CWSN have significantly decreased from the level of the baseline surveys. On the other hand, since the respondents had to choose one, the number of students choosing "Others" has increased significantly.

It is inferred that typical issues are reduced through the project, allowing students to raise more diverse issues.

Table 10. Difficulties faced by CWSN in studying and going to school (By classmates' evaluation)

No	Difficulties faced by CWSN	Baseline survey I		Baseline survey II	Endline survey	
		Grades 4-5 (32)	Grades 6-9 (48)	Grades 4-9 (79)	Grades 4-5 (32)	Grades 6-9 (48)
1	Children are mean	50.0	31.3	42.1	15.6	20.8
2	They are discriminated	16.7	31.3	21.1	6.3	16.7
3	The teacher can't communicate	8.3	6.3	21.1	3.1	10.4
4	Uncomfortable classrooms and rooms (desks and chairs)	25.0	18.8	15.8	6.3	4.2
5	Others:	0.0	12.3	5.3	68.8	47.9

Students wrote down the difficulties faced by CWSN in the open-ended answer section "Other", and two main difficulties emerged to be grouped. 1. Bad roads to and from school, distance from home, and inability to go to school independently are the main problems faced by wheelchairs and children with visual impairments. 2. CWSN face problems such as being late in learning, not listening, and having hand pain when writing.

Table 11. Difficulties faced by CWSN in going to school

Difficulties	4-5th grade students	6-9th grade students
It is difficult to go independently because the road to school is bad, and the house is far away.	<ul style="list-style-type: none"> - It is difficult to go alone - It is difficult for him to walk because he cannot walk - It is difficult to come from home to school with a wheelchair - Due to visual impairment, he can't see the road well - Home is far away 	<ul style="list-style-type: none"> - Coming to school alone - Not coming to class alone because of not knowing the way - Coming in the dark in the morning - It is difficult to climb stairs - Home is far away
More learning struggle and low ability to understand lessons	<ul style="list-style-type: none"> - Not keeping up in class, not understanding lessons - Not listening to teachers due to hearing loss - It is difficult to do dictation due to hearing loss - Being late and having hand pain when writing 	<ul style="list-style-type: none"> - Not understanding what the teacher is saying - Not keeping up with lessons because they do not understand the lessons - Practicing physical education class is difficult - Sometimes not listening to what the teacher is saying. - Not being able to hear because of the noise

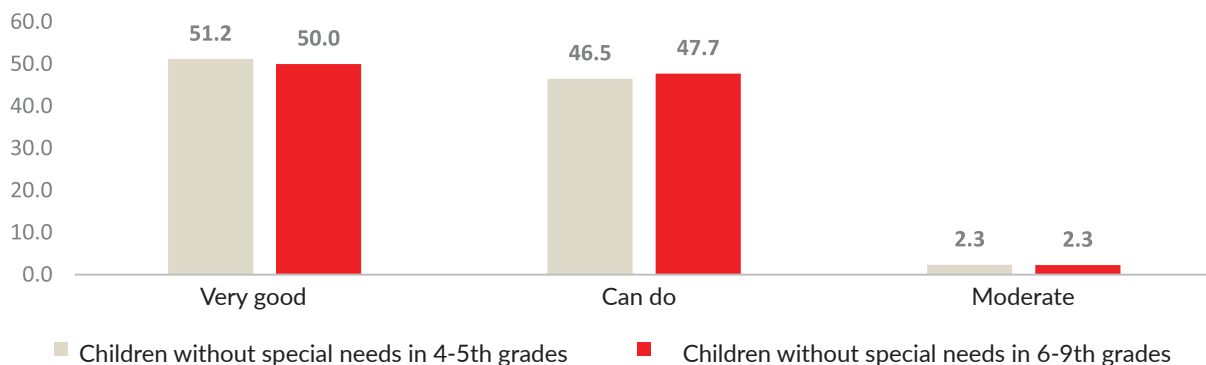
To find out what kind of support and assistance their friends with special needs in the class need the most, the primary and lower secondary students in the study answered: 1. Psychological support 2. Close communication, conversation, and friendship 3. Help and support in learning 4. Paying attention to health and treatment 5. Non-discrimination against them.

Table 12. Support most needed by a friend with special needs

	4-5th grade students	6-9th grade students
Providing psychological support and assistance	<ul style="list-style-type: none"> - Providing emotional support - Supporting when offended - Need to be encouraged - Keeping his friends affectionate - Taking good care - Communicating politely 	<ul style="list-style-type: none"> - Providing psychological support - Supporting their wishes - Having other children to take care of them - Pleasing - Respecting - Saying encouraging words like "You can do it".
Close communication, conversation, friendship	<ul style="list-style-type: none"> - Teaching and helping them express themselves - Talking - Being close - Making him want to be friends with all the children - Having a helper next to them 	<ul style="list-style-type: none"> - Making him/her social - Understanding him/her correctly - Supporting and helping him/her - Supporting him/her when talking - Having other children to be kind to him/her - Making close friends and becoming good friends
Helping and supporting them in their study	<ul style="list-style-type: none"> - Helping them do their homework - Explaining and teaching what they don't understand - Teaching them to read books - Directing them on what should be done - Supporting them to take part in competitions and art festivals/ CWSN cannot find the clothes he/she needs 	<ul style="list-style-type: none"> - Paying attention to their learning - Having teachers communicate with him/her in harmony and help him/her understand lessons - Teaching lessons from the beginning - Teaching him/her to practice writing if he/she cannot write - Having every child help with the lessons he/she does not keep up
Paying attention to health and treatment	<ul style="list-style-type: none"> - Having he/she to have an ear surgery - Getting medical help - Making the hands and feet healthy - Practicing to improve hearing - Treating speech problems - Developing language skills - Practicing pronouncing words - Helping him/her to learn to walk 	<ul style="list-style-type: none"> - Helping with hearing comprehension - Learning sign language - My friend is just a normal child. He needs treatment for his hand. - Developing and improving their speech
Not discriminating	<ul style="list-style-type: none"> - Not discriminating - Not hitting - Having some children not bully 	<ul style="list-style-type: none"> - Not discriminating - Protecting when you are teased or discriminated against - Having some teachers communicate appropriately and properly

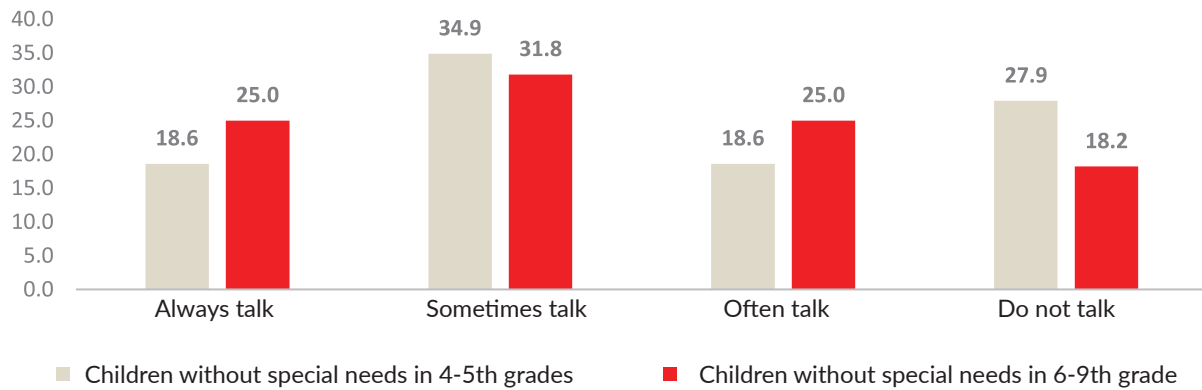
One out of every two primary and lower secondary students in the survey believed that their homeroom teachers treat all children equally and can communicate "very well". Moreover, 46.5 percent of primary students and 47.7 percent of lower secondary students believed that their homeroom teachers "are able" to communicate equally with all children.

Figure 10. Homeroom teachers' equal communication with all children (By students' evaluation)



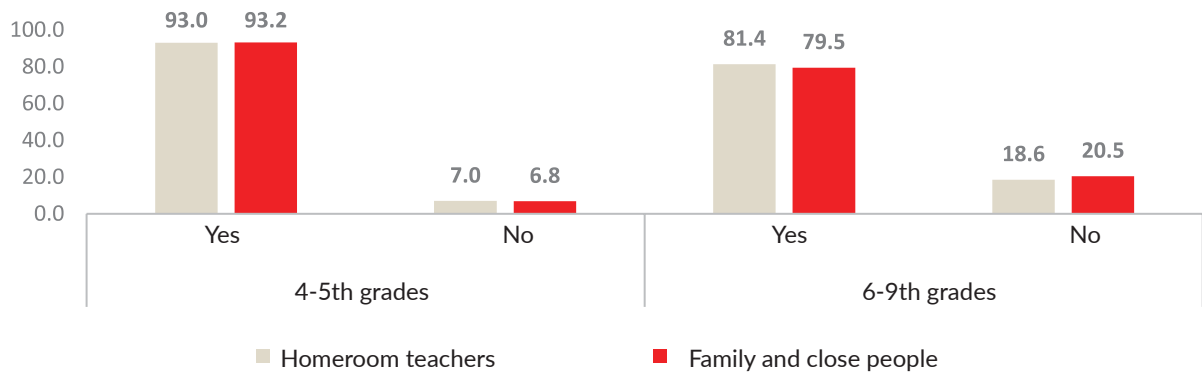
When asked whether students without special needs talk to their families about what happened in the classroom or at school, only one out of five to four children without special needs always talk to their families, while one out of three children sometimes do so. 43-46 percent of the children answered that they talk occasionally or do not talk. This shows that their families do not pay much attention to what happens in the school environment.

Figure 11. Talking to families about what happened in class or school



Ninety-three percent of the 4-5th grade students who participated in the research said their homeroom teachers, families, and close relatives often teach and explain how to help and support CWSN. 81.4 percent of 6-9th grade students answered that their homeroom teacher teaches and explains how to help and support CWSN, while 79.5 percent said their family members explain and instruct them to help and support CWSN.

Figure 12. Guidance of homeroom teachers and families to instruct and explain how to support CWSN



Students answered about what homeroom teachers and families say about helping CWSN. The students' answers were divided into the following four groups: 1) Helping CWSN, 2) Not discriminating against CWSN, 3) Communicating closely and appropriately with CWSN, and 4) Understanding the special needs of children.

Table 13. Remarks and advice of teachers and families about helping CWSN

	Homeroom teachers' remarks and advice	Family members' remarks and advice
Helping CWSN	<ul style="list-style-type: none"> - Help your friend, you can. - Help and support - Help him in his studies - Set a good example - Be sociable and supportive - Teach what they don't understand - Teach them maths - Help him to go to and use the restroom alone 	<ul style="list-style-type: none"> - Help and support your friends with special needs - Have to help all children - Teach them the lessons they don't understand - Please write down their homework - It is more difficult for that child than you, so you need to understand and support that child - Help them because there is no one else but you
Do not discriminate against CWSN	<ul style="list-style-type: none"> - Do not discriminate - Don't bully - Don't laugh at - Do not make fun of CWSN - Do not insult - Communicate equally - Do not discriminate because they are different from you 	<ul style="list-style-type: none"> - Don't discriminate - Don't laugh at - Do not bully, do not joke - Do not insult with words - They are people and they are children, the same as us. - If some children are bullying CWSN, stop them and teach them how to help
Communicating CWSN closely and friendly	<ul style="list-style-type: none"> - Please understand - Be polite - Have a positive relationship - Don't get angry - Don't hurt your friend - Do not bully or scold - Play together, stay together 	<ul style="list-style-type: none"> - Be kind to CWSN - Be friendly, don't argue, don't conflict. - Keep apologizing - Acknowledge them - Be good friends with your friend
Instructing to understand the characteristics of CWSN	<ul style="list-style-type: none"> - Help him/her if you meet a child with mobility impairments - If you meet a child with visual impairments, help him down the stairs - Be very helpful to the wheelchair user - Help them to cross the road - Support children with disabilities 	<ul style="list-style-type: none"> - Help and support children with visual impairments - Help the child with disabilities sit on the bus - Help them to climb the stairs - If you meet a child in a wheelchair, ask if you can help them, and if they say yes, help them

- *My mother tells me to have a good relationship with a child with disabilities. Dad says a lot, too. My mother and father told me to communicate gently with children with disabilities and support them.*
- *My parents are busy, but they remind me every day. Treat that child like this. Sometimes, if you misbehave, that child will always remind you that it's awkward. If so, it's bad for you.*
- *My grandmother usually tells a lot. Do not discriminate against such a child; that child is normal inside, and do not judge someone from the outside.*
- *Don't judge people from the outside. Talk to them. They say there are beautiful people with good manners.*

From FGD with 6-9th grade students. Ulaanbaatar city

When we look at the teachers' and family members' remarks and advice about CWSN, they show constant positive influences in the following aspects:

- raising awareness of the value of the connections that classmates and peers have with CWSN,
- cultivating close friendships,
- understanding and accepting the characteristics and differences of special needs of children,
- helping and supporting them, and
- communicating equally without discrimination.

Considering how students evaluate the attitudes of school children and school teachers and staff toward CWSN, 97.7 percent of primary students said that "homeroom teachers" have a positive attitude toward CWSN, 83.7 percent of them said "families", 81.4 percent of them said "other teachers", 79.1 percent of them said "school staff", and 79.1 percent of them "classmates". 88.6 percent of lower secondary students believe that "homeroom teachers" have a positive attitude towards CWSN, 77.3 percent of them said "school staff", and 75 percent of them said "other teachers". CWSN tend to be treated more poorly by other class students and one in three higher secondary children.

Table 14. Attitudes of school teachers, staff, and classmates toward CWSN

No	Parties	Good		Poor		Don't know	
		Grades 4-5	Grades 6-9	Grades 4-5	Grades 6-9	Grades 4-5	Grades 6-9
1	Homeroom teacher	97.7	88.6	2.3	2.3	0.0	9.1
2	Your family (parents, guardians)	83.7	68.2	9.3	13.6	7.0	18.2
3	Other teachers	81.4	75.0	4.7	9.1	14.0	15.9
4	School staff	79.1	77.3	14.0	11.4	7.0	11.4
5	Your classmates	79.1	63.6	18.6	29.5	2.3	6.8
6	Other parents	51.2	40.9	4.7	18.2	44.2	40.9
7	Higher secondary students	34.9	43.2	23.3	15.9	41.9	40.9
8	Children of other classes	30.2	22.7	32.6	38.6	37.2	38.6

...He used to come to class, sit down and leave. Now he is very sociable, has started interacting with his classmates, and is becoming more open. My classmates treat the child with paralysis without discrimination.

From FGD with 6-9th grade students. Ulaanbaatar city

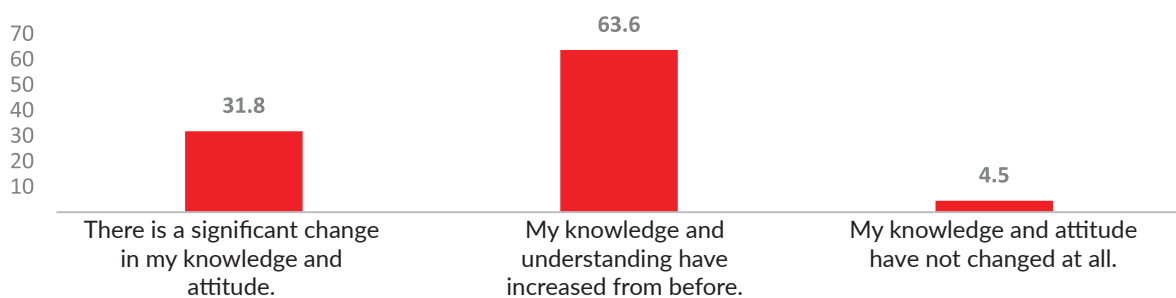
When the students who participated in the survey were asked whether their classmates were with their friends with special needs in school and class activities, the 4-5th graders reported that they were mostly together when celebrating (72.1%), spending free time (69.8%), reviewing lessons (67.4%), attending class meetings (65.1%), and meeting (60.5%). For 6-9th grade students, they spend most of their time with a friend with special needs in extracurricular activities, such as preparing for an art festival (79.5%), meeting with the class (77.3%), celebrating (75.0%), and attending class meetings (68.2%).

Table 15. Children's being in the class with a friend with special needs at school or in-class activities

No	Activities	Yes	No	Yes	No
		Grades 4-5 /43/	Grades 4-5 /43/	Grades 6-9 /44/	Grades 6-9 /44/
1	Celebrating	72.1	27.9	75.0	25.0
2	Spending free time	69.8	30.2	59.1	40.9
3	Reviewing the lesson	67.4	32.6	59.1	40.9
4	Attending class meetings	65.1	34.9	68.2	31.8
5	Meeting in class	60.5	39.5	77.3	22.7
6	Viewing entertainment	55.8	44.2	56.8	43.2
7	Preparing for and taking part in the art festival	53.5	46.5	79.5	20.5
8	Participating in training, campaigns, and events	53.5	46.5	59.1	40.9
9	Participating in sports competitions and competitions	39.5	60.5	45.5	54.5
10	Going cycling and clubbing	34.9	65.1	31.8	68.2
11	Others	20.9	79.1	15.9	84.1

Fifty percent of 6-9th grade students participated in the training on inclusive education organized for lower secondary students in the target schools, 45.5 percent did not participate, and 4.5 percent said they did not know. Lower secondary students were asked whether their knowledge and understanding of CWSN have improved after participating in the training on inclusive education. 31.8 percent of them said that they have seen a significant improvement in their knowledge and understanding, and 63.6 percent of them said that they have increased their knowledge and understanding. They know the characteristics of CWSN.

Figure 13. Changes and improvements in knowledge and understanding of students who participated in inclusive education training



Considering the main changes that occurred among children who responded that their knowledge and understanding increased significantly or more than before as a result of participating in the training on inclusive education of CWSN shows the following aspects:

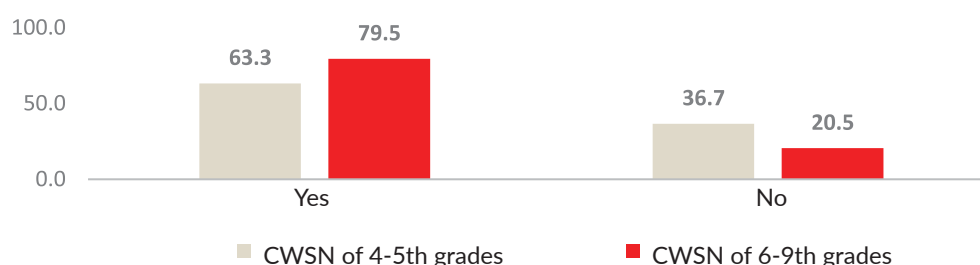
1. They gained understanding and knowledge about CWSN and their learning and developmental characteristics.
2. They did not know how to communicate with CWSN and didn't communicate before. Now, they know how to communicate with them and are starting to talk with them. Therefore, they have become close and friendly to them, understanding, accepting, treating them better, and helping them be self-confident.

3. They learned how to help and support CWSN and constantly help them.
4. They did not discriminate against CWSN and protect them. They said they put them in their shoes when making decisions.

2.2 INFORMATION ON CWSN AND THEIR PREPARATION FOR TRANSITIONING FROM PRIMARY TO LOWER SECONDARY GRADES

63.3 percent of CWSN who are studying in 4-5th grades this school year answered that their homeroom teachers talked with their classmates about preparation for transitioning from primary to lower secondary grades. Moreover, 79.5 percent of CWSN in 6-9th grades had a conversation with CWSN about their progress to the next grade.

Figure 14. Talk of homeroom teachers with CWSN about transitioning from primary to lower secondary grades



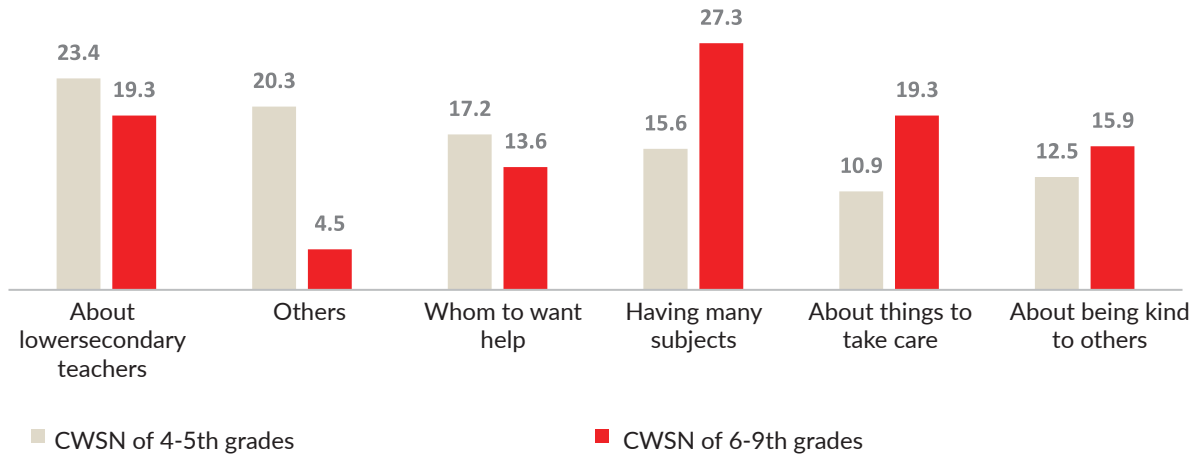
60 percent of CWSNs of primary grades in the “Baseline Survey I” and 59.3 percent of CWSNs in the “Baseline Survey II” were preparing to advance from primary to lower secondary grades. According to the endline survey, 63.3 percent of CWSNs answered that they are preparing with the support of schools, teachers, and parents regarding the progress from primary to lower secondary grades.

Table 16. Preparation for the transition from primary to lower secondary grades

No		Year	Primary grades 4-5th grades		Lower secondary grades	
			Yes	No	6-9th grades	No
1	Baseline survey I	2021	/33/ 60.0	40.0	/39/ 66,1	33,9
2	Baseline survey II	2022	/39/ 59.3	40.7	/40/ 33.3	66.7
3	Endline survey	2023	/30/ 63.3	36.7	/39/ 79.5	20.5

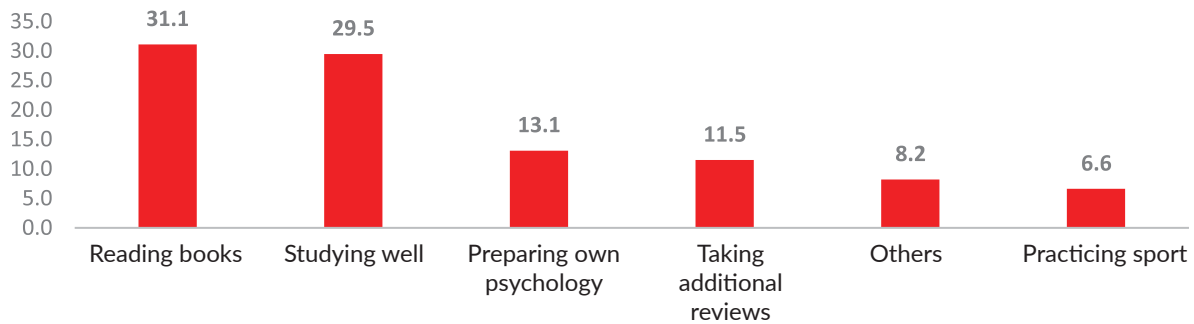
CWSN of 4-5th grades involved in the study were asked what information their homeroom teachers provided about preparing them to advance to the next grade. 23.4 percent of CWSN in 4-5th grades received information about lower secondary teachers, 20.3 percent received other related information, and 17.2 percent received information about whom to ask for help. For CWSN of 6-9th grades, their homeroom teachers gave information about the many different subjects (27.3%), lower secondary teachers (19.3%), things to pay attention to (19.3%), and being kind to others (15.9%).

Figure 15. Information provided by homeroom teachers about preparing CWSN to advance to the next grade



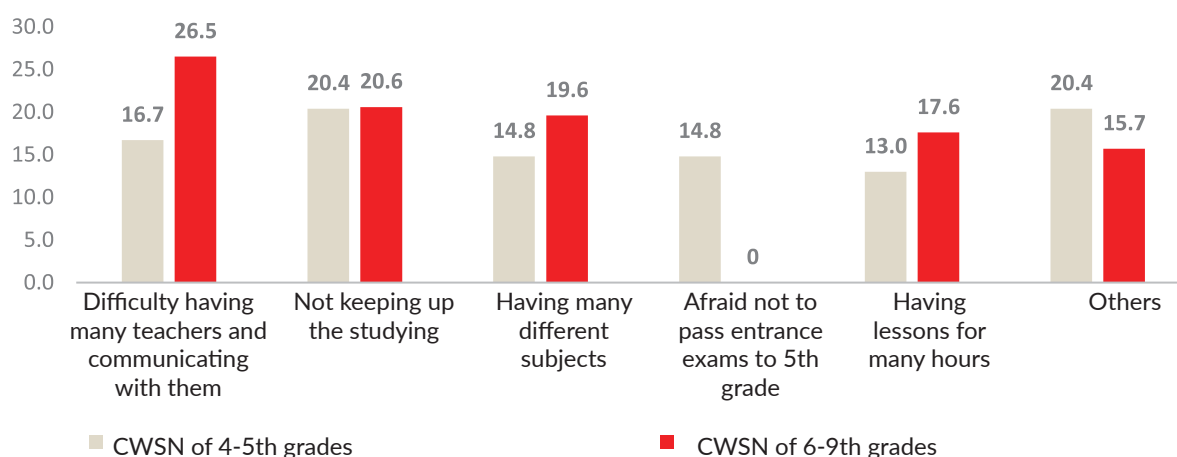
31.1 percent of 4-5th grade CWSN, who participated in the study, read books, 29.5 percent study well, 13.1 percent prepare themselves psychologically, and 11.5 percent take additional reviews when they prepare for advancing from primary to lower secondary grades.

Figure 16. Preparation for transitioning from primary to lower secondary grades (By responses of CWSN in 4-5th grades)



When looking at the obstacles they will face in progressing from primary to lower secondary grades, CWSN in 4-5th grades answered that 20.4 percent of them would not keep up with their studies, 16.7 percent would have difficulty communicating due to the presence of many teachers, and 15 percent would be afraid of not passing the exam to advance to the 5th grade, and 13 percent would face difficulties attending a variety of classes. Parents of CWSN in 4-5th grades believe that their children would have many teachers (26.5%), would not keep up with lessons (20.6%), would attend many lessons (19.6%), and would study long hours (17.6%) when their children progress to the next grade.

Figure 17. Obstacles faced by CWSN progressing from primary to lower secondary grades



As shown in the survey, all of the CWSN of 4-5th grades (100%) answered that their parents, siblings, and families “always” help and support them and 53.3 percent of them said that their classmates “always” help them. As for CWSN in 6th to 9th grades, 38.5 percent said that their families “always” help them, and 28.2 percent said that their classmates “always” help them. This shows that one out of three children receives help and support from their families and classmates. Compared to CWSNs in 4-5th grades, lower secondary grade CWSNs receive support from their families and classmates “sometimes” and “occasionally”. This indicates that their ability to learn and solve problems on their own increases, and the family’s attention and involvement decrease.

Table 17. Help of families and classmates to CWSN in primary and lower secondary grades

No	Help and support	Family members		Classmates	
		CWSN in grades 4-5	CWSN in grades 6-9	CWSN in grades 4-5	CWSN in grades 6-9
1	Always	100	38.5	53.3	28.2
2	Sometimes	0.0	33.3	30	38.5
3	Occasionally	0.0	20.5	10	17.9
4	Don't help	0.0	7.7	6.7	15.4

As considered how the family helps and supports CWSN, primary grade CWSN receive help and support from their families to do homework (23.1%) and take them to and from school (24.1%). This shows a higher percentage in comparison with CWSN in lower secondary grades. The families of CWSN in primary and lower secondary grades provide the same level of assistance and support by paying attention to personal hygiene, washing their clothes, and preparing things they need for school.

Table 18. Family support for children with special needs (By primary and lower secondary grades)

No	Family support	CWSN in grades 4-5	CWSN in grades 6-9
1	Helping with their homework	23.1	16.1
2	Taking his/her to school	24.1	12.9
3	Helping them to participate in school activities	9.3	11.6
4	Giving advice when facing any difficulties	8.3	14.2
5	Paying attention to personal hygiene	10.2	12.3
6	Washing his/her clothes	13.9	17.4
7	Preparing things needed for studying at school	10.2	14.8
8	Others	0.9	0.6

According to the qualitative research results, CWSN and their parents and families are satisfied with the attitude and support of their classmates, the homeroom teachers, and school staff.

... Does your child enjoy learning with his/her classmates?

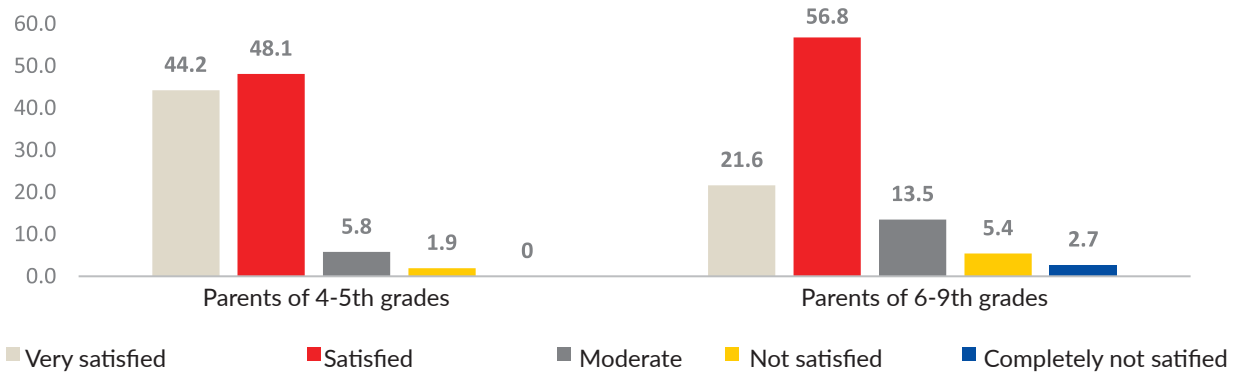
As for my girl's class, my girl is open, so she is sociable with her friends. She freely interacts with her homeroom teacher. She can interact like an adult.

My child likes his classmates. He likes to come to class and learn by himself. His homeroom teachers and his friends help him with everything.

From the FGD with parents of CWSN. Ulaanbaatar city

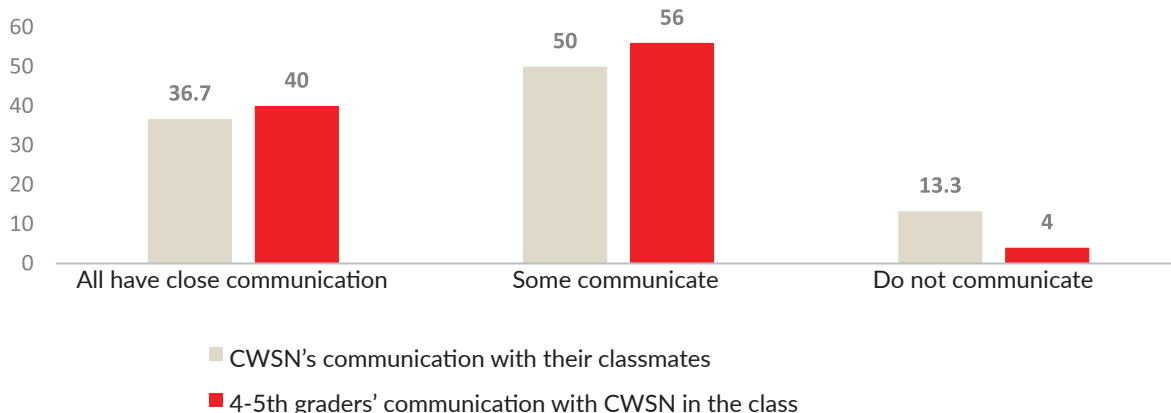
According to the parents of CWSN in the research, 44.2 percent of them are very satisfied and 48.1 percent are satisfied that their CWSN study together with their classmates, while 21.6 percent of parents of lower secondary grades are very satisfied and 56.8 percent are satisfied with this aspect.

Figure 18. CWSN's satisfaction with their studying with other children (By parents' evaluation)



In the research, 36.7 percent of CWSN of 4-5th grades answered that all classmates communicate closely with them, 50 percent of them answered that they communicate only with some of their classmates, and 13.3 percent said that they do not have an open relationship with their classmates. On the other hand, 40 percent of students without special needs in 4-5th grades, who participated in the study, said that they communicate closely with CWSN in their class, while 56 percent said that only some of them communicate.

Figure 19. CWSN's assessment of communication of their classmates



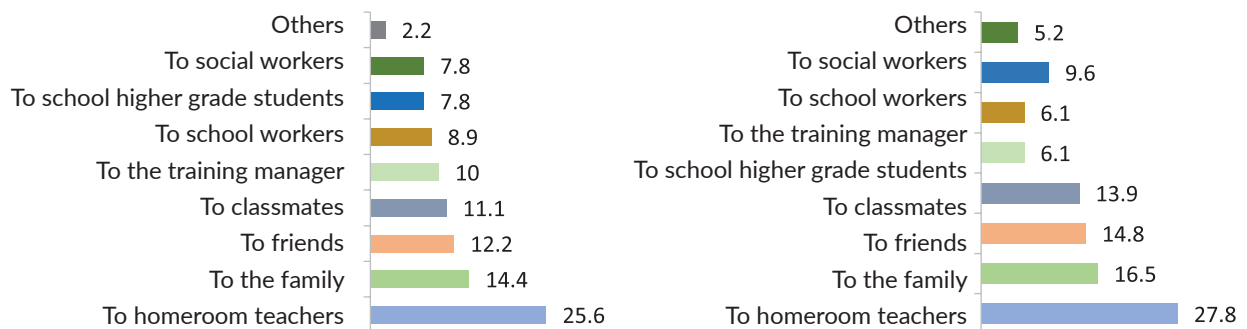
As for CWSN in 6-9th grades, 78.8 percent of them said that their classmates teach them lessons, 66.7 percent said that their classmates help them when they are depressed, 60.6 percent said that their classmates help them when they need help, 60.6 percent said that their classmates help them with their homework, and 60.6 percent said that their classmates help them to participate in school activities. This shows that their classmates provide support in all forms.

Table 19. When and how do you help a friend with special needs? /Multiple responses/

No	Classmates' help to a friend with special needs	Grades 4-5	Grades 6-9
1	Teaching lessons	76.7	78.8
2	Helping when depressed	46.7	66.7
3	Helping when needed	43.3	60.6
4	Helping with homework	43.3	60.6
5	Helping them to participate in school activities	30.0	60.6
6	Sharing what you need	30.0	54.5
7	Helping them get to and from the classroom and school	33.3	33.3
8	Others:	10.0	15.2

25.6 percent of CWSNs in primary grades and 27.8 percent of CWSNs in lower secondary grades answered that if CWSNs need to ask for help in the school environment, they turn to their homeroom teacher first. In addition, when CWSN asks for help in the school environment, they tend to turn to family, friends, and classmates first, rather than to people such as training managers, school staff (librarians, doctors, janitors), and social workers.

Figure 20. Whom do you turn to if CWSN needs help at school?



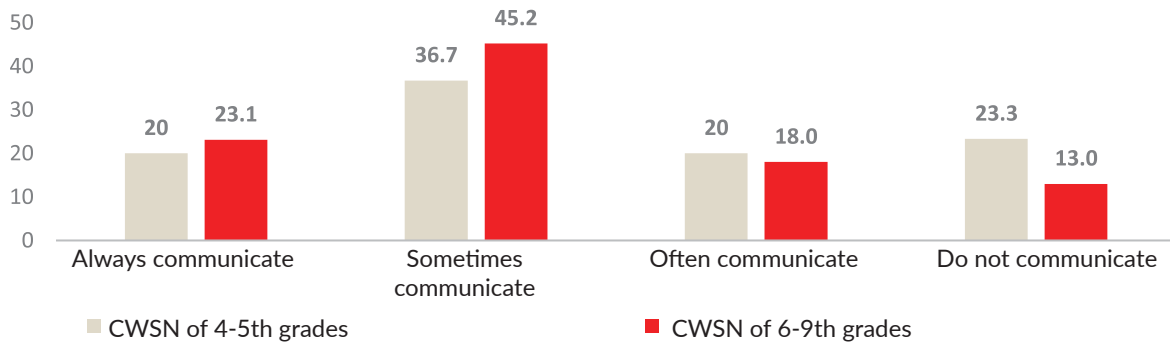
The homeroom teacher treats CWSN better than other children. Since he is behind in school and younger than us, the teacher helps him in everything possible. If the school provides any support, the teacher always turns to CWSN. We, my classmates, came together to help my friend because we wanted my friend to get help from all the children and teachers. Then we teach my friend the lessons.

From FGD with 6-9th grade students. Ulaanbaatar city

Regarding the extent to which they tell their families about what happened in the classroom and at school, 20 percent of CWSN in 4-5th grades always talk, 36.7 percent sometimes talk, and 20 percent talk only occasionally. As for CWSN of lower secondary grades, 23.1 percent of them always talk with

their families, 45.2 percent sometimes talk, and 18 percent often talk. 23.3 percent of CWSN in primary grades and 13 percent of CWSN in lower secondary grades say that they do not talk about their studies and school with their families. As the finding shows, it is required to teach CWSN to share information about what happened at school and in class, to be open, and to learn to express themselves.

Figure 21. Do you talk to your family about what happened in class or at school?



The chapter conclusion

One of the indicators of the project states that “CWSN are well prepared to advance from primary to lower secondary grades.” One in three primary and one in two lower secondary children always help a friend with special needs in their class, while the rest help when needed. The typical forms of helping a friend with special needs include doing their homework, helping them when they need help, helping them when they are depressed, and sharing things they need. When identifying the difficulties faced by their classmates with special needs, students without special needs believe that the most important problems for them are the bad road to get to school, the distance from home, the difficulty of traveling independently, the ability to receive lessons, and the high level of learning delay. Moreover, it is believed that providing psychological support to a friend with special needs, having close communication, helping him/her with his/her learning, paying attention to his/her health and treatment, and not discriminating will be the most useful support. The school students highly appreciate that the homeroom teachers treat all the children equally. Teachers, families, and close friends constantly tell students about helping CWSN, communicating with them in a friendly manner, understanding and accepting the characteristics and differences of special needs, supporting them, and treating them equally without discrimination. The communication support environment has changed with the majority of children of primary and lower secondary grades, teachers, and staff treating CWSN well. Knowledge and understanding of inclusive education and CWSN have increased among the students of the target schools. According to the CWSN, 63 percent of primary teachers and 80 percent of lower secondary teachers provide information, tell them things to pay attention to and focus on acquiring the necessary skills. When CWSN seek help in the school environment, they often turn to their homeroom teachers first. According to the parents of CWSN, the majority of CWSN in 4-5th grades (92.3%) are satisfied with studying together with their classmates, while the majority of children in lower secondary classes are satisfied (78.5%).

CHAPTER THREE. READINESS TO RECEIVE CHILDREN WITH SPECIAL NEEDS AND INCLUSIVE EDUCATION ACTIVITIES OF TEACHERS IN TARGETED SCHOOLS

Indicator 2. The understanding, knowledge, skills, and participation of teachers and school initiatives about supporting the process of accepting CWSN at the basic education level and supporting their adaptation to the learning environment of lower secondary grades have improved.

This chapter presents information about the teachers who participated in the research, their understanding and knowledge of the teachers about inclusive education, their knowledge and skill level of working with CWSN, their participation in training on inclusive education, and the preparation of the school and teachers for CWSN to transition from primary to lower secondary grades. Moreover, this chapter presents psychological support for CWSN and teachers' experience-sharing activities.

3.1 INFORMATION ON THE TEACHERS INVOLVED IN THE RESEARCH

Out of 210 teachers in 16 target schools, 78 are homeroom teachers of 4-5th grades, 96 are homeroom teachers of 6-9th grades, and 36 are non-homeroom teachers. Forty-eight percent of all teachers are from schools selected in the 1st year of the project, and 52 percent are teachers from schools selected in the 2nd year of the project. In terms of educational level, 61.5 percent of 4-5th grade homeroom teachers, 64.6 percent of 6-9th grade homeroom teachers, 63.9 percent of non-homeroom teachers have a bachelor's degree, and one out of three teachers has a master's degree. About 70% of teachers have more than five years of experience.

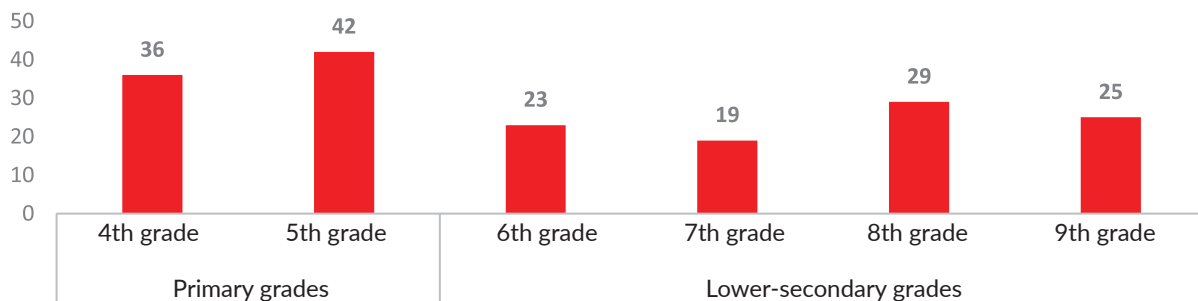
Table 20. General information of teachers who participated in the study (By homeroom teachers of primary and lower secondary grades and non-homeroom teachers)

No	Indicator	Classification	Grades	Grades	Non- homeroom /36/			
			4-5 /78/	6-9 /96/				
1	Schools / year of project implementation/	1st year	36	100	46	100	19	100
		School No. 79, BZD	4	11.0	7	15.0	2	10.5
		School No. 127, BZD	6	17.0	7	15.0	2	10.5
		School No. 37, ChD	4	11.0	5	11.0	2	10.5
		School No. 49, ChD	4	11.0	6	13.0	2	10.5
		School No. 65, SkhD	6	17.0	6	13.0	2	10.5
		School No. 67, SkhD	6	17.0	6	13.0	2	10.5
		2nd school, Uvurkhangai	3	8.0	4	9.0	5	26.5
		School No. 7, Khovd	3	8.0	5	11.0	2	10.5

		2nd year	42	100.0	50	100.0	17	100.0
		Amgalan Complex School, BZD	6	14.0	9	18.0	2	11.7
		School No. 30, BZD	6	14.0	8	16.0	2	11.7
		School No. 61, ChD	5	12.0	6	12.0	2	11.7
		School No. 39, ChD	4	10.0	6	12.0	2	11.7
		School No. 76, SkhD	7	17.0	7	14.0	2	11.7
		9th school, SkhD	6	14.0	6	12.0	2	11.7
		1st school, Uvurkhangai	2	5.0	3	6.0	2	11.7
		School No. 3, Khovd	6	14.0	5	10.0	3	18.1
2	Sex	Male	75	96.2	89	92.7	31	86.1
		Female	3	3.8	7	7.3	5	13.9
3	Age	21-29	23	29.5	24	25.0	11	30.6
		30-39	26	33.3	45	46.9	13	36.1
		40-49	15	21.8	23	24.0	10	27.8
		50-59	12	15.4	4	4.2	2	5.6
4	Education degree	Diploma	4	5.1	0	0	1	2.8
		Bachelor	48	61.5	62	64.6	23	63.9
		Master's degree	26	33.3	34	35.4	12	33.3
5	Professional Degree	No degree	21	26.9	30	31.3	14	38.9
		Teaching methodologist degree	36	46.2	45	46.9	11	30.6
		Leading degree	20	25.6	21	21.9	11	30.6
		Consultant degree	1	1.3	0	0.0	0	0.0
6	Years of teaching	1-5 years	21	26.9	30	31.3	11	30.6
		6-10 years	17	21.8	24	25.0	7	19.4
		11-15 years	14	17.9	17	17.7	6	16.7
		16-20 years	9	11.5	11	11.5	8	22.2
		Over 21 years	17	21.8	14	14.6	4	11.1

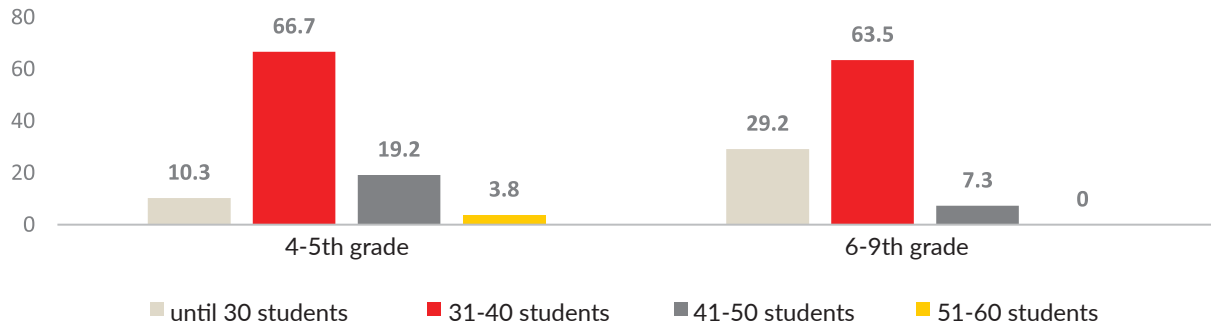
As in the research, there are 174 homeroom teachers. Out of them, 78 are homeroom teachers of 4-5th grades and 96 are homeroom teachers of 6-9th grades. As for primary education, there are 36 homeroom teachers for the 4th grade, while there are 42 homeroom teachers for the 5th grade. As for lower secondary education, there are 23 homeroom teachers in the 6th grade, 19 homeroom teachers in the 7th grade, 29 homeroom teachers in the 8th grade, and 25 homeroom teachers in the 9th grade.

Figure 22. Classes managed by homeroom teachers



66.7 percent of homeroom teachers of 4-5th grades have 31-40 students, and 63.5 percent of homeroom teachers of 6-9th grades have 31-40 students.

Figure 23. The number of students in classes of homeroom teachers



65.4 percent of homeroom teachers of 4-5th grades and 57.3 percent of homeroom teachers of 6-9th grades are working with CWSN. 34.6 percent of primary homeroom teachers do not have CWSN in their classrooms, while 42.7 percent of lower secondary homeroom teachers do not have CWSN in their classrooms.

When considering how many CWSNs study in classes of homeroom teachers, 66.7 percent of homeroom teachers of 4-5th grades have one CWSN, and 27.5 percent have classes with two CWSN. 74.5 percent of homeroom teachers of 6-9th grades have one CWSN, and 21.8 percent have two CWSN. There is one class with five CWSN in the primary level class of the 30th school.

Table 21. Number of children with special needs in classes of homeroom teachers

No	Number of children with special needs in the class	Grades 4-5		Grades 6-9	
		Count	Percentage	Count	Percentage
1	1 child with special needs	34	66.7	41	74.5
2	2 children with special needs	14	27.5	12	21.8
3	3 children with special needs	2	4.0	1	1.8
4	4 children with special needs	0	0.0	1	1.8
5	5 children with special needs	1	2.0	0	0.0
	Total	51	100	55	100

Regarding the types of special needs of CWSN studying in classrooms of homeroom teachers, the following types are prevalent: intellectual disabilities, combined disabilities, learning disabilities, visual impairments, and Attention Deficit Hyperactivity Disorder. Moreover, there are many children with mobility impairments in 4-5th grades.

Table 22. Types of special needs of CWSN in classes of teachers who participated in the study /Multiple responses/

No	Special Needs Type	Grades 4-5		Grades 6-9	
1	Intellectual disabilities	9	15.0	16	27.0
2	Combined disabilities	8	13.3	8	13.6
3	Visually impairments	8	13.3	6	10.2
4	Speech impediments	7	11.7	4	6.8
5	Autism spectrum disorder	6	10.0	6	10.2
6	Learning disabilities (writing, reading, math)	5	8.3	7	11.9
7	Other forms	5	8.3	6	10.2
8	Mobility impairments	10	16.7	2	3.4
9	Attention deficit and hyperactivity	2	3.3	1	1.7
10	Hearing impairments	0	0.0	3	5.0
	Total	60	100	59	100
	30-39	29	55.8	17	46.0

3.2 CHANGES AND PROGRESS IN TEACHERS' UNDERSTANDING, KNOWLEDGE, AND SKILLS ABOUT INCLUSIVE EDUCATION

Ninety-six percent of homeroom teachers and 91.7 percent of homeroom teachers defined that “Inclusive education means that CWSN study in a mainstream school with other children”. Their definition shows that their knowledge and understanding of inclusive education are correct. Compared to the results of baseline studies I and II, the percentage of teachers who have knowledge and understanding about inclusive education has increased.

Table 23. Teachers' understanding of inclusive education (By homeroom or non-homeroom teachers)

No	Answer	Baseline survey I		Baseline survey II		Endline survey	
		Homeroom teacher /139/	Non-homeroom teacher /22/	Homeroom teacher /168/	Non-homeroom teacher /33/	Homeroom teacher /174/	Non-homeroom teacher /36/
1	CWSN shall receive educational services from special schools	1.7	13.6	4.8	9.1	1.0	0.0
2	It refers to educating CWSN in a special class in a mainstream school	18.6	22.7	9.5	9.1	3.0	8.3
3	CWSN study together in a mainstream school	79.7	63.6	85.7	81.8	96.0	91.7
	Total	100.0	100.0	100.0	100.0	100.0	100.0

All lower secondary education teachers who do not work with CWSN and 94.5 percent of lower secondary education teachers who work with CWSN made an appropriate definition of inclusive education. This shows that the number of teachers who have knowledge and understanding about inclusive education has increased.

Table 24. Understanding of teachers of lower secondary grades about inclusive education (By working or not working with CWSN)

No	Answer	Baseline survey I		Baseline survey II		Endline survey	
		Teachers working with CWSN	Teachers who do not work with CWSN	Teachers working with CWSN	Teachers who do not work with CWSN	Teachers working with CWSN /41/	Teachers who do not work with CWSN /55/
1	CWSN shall receive educational services from special schools	3.8	7.1	1.3	7.9	0.0	1.8
2	It refers to educating CWSN in a special class in a mainstream school	15.1	25.6	7.9	13.5	0.0	5.5
3	CWSN study together in a mainstream school	81.1	64.3	93.7	78.7	100.0	94.5
	Total	100.0	100.0	100.0	100.0	100.0	100.0

According to the results of the "Baseline Survey II" of the project conducted in 2022, 48.4 percent of the teachers understood CWSN as children with disabilities, but according to the endline survey, teachers did not limit CWSN only to children with disabilities. They understand CWSN as children who need support and help, have learning disabilities, and are different from others. Their understanding of CWSN has changed. Moreover, the difference in knowledge and understanding about CWSN is little regardless of whether they are homeroom teachers or non-homeroom teachers.

Table 25. Who is a child with special needs? (By the results of Baseline survey-II and Endline survey)

No		Baseline survey II		Endline survey	
		Homeroom teachers	Non-homeroom teachers	Homeroom teachers	Non-homeroom teachers
1	A child with disabilities	42.3	54.5	15.6	15.3
2	A child in need of support	22.6	9.1	29.9	23.5
3	A child with learning disabilities	12.5	15.2	23.7	25.9
4	A different child	11.9	6.1	13.4	15.3
5	A child with mental disorders	4.8	6.1	8	11.8
6	A child who needs family attention and support	2.4	0.0	7.6	5.9
7	Don't know	1.8	9.1	0.0	0.0
8	Others	1.8	0.0	1.8	2.4
	Total	100	100	100	100

When the teachers who participated in the research were asked whether it is possible to educate CWSN in mainstream schools, more than 70 percent of teachers answered that it is possible to educate children with 7 types of special needs out of 9 types of special needs. In particular, more than 78% of homeroom teachers of lower secondary grades answered that it is possible to educate CWSN in mainstream schools for all types of special needs. From this result, it is believed that there has been an improvement in the knowledge and understanding of the characteristics and differences of CWSN among teachers, and there has been progress in their teaching methods.

Table 26. Teachers' opinions on the possibilities of including CWSN in schools

No	Types of special needs	Possibility to include CWSN in schools			Impossibility to include CWSN in schools		
		4-5th grade homeroom teachers	6-9th grade homeroom teachers	Non-homeroom teachers	4-5th grade homeroom teachers	6-9th grade homeroom teachers	Non-homeroom teachers
1	Attention deficit and hyperactivity	91.1	95.9	100	8.9	4.2	0
2	Learning disabilities (writing, reading, math)	94.9	97.9	100	5.1	2.1	0
3	Speech impediments	91.0	96.9	86.1	9.0	3.1	13.9
4	Mobility impairments	92.3	96.9	91.7	7.7	3.1	8.3
5	Autism Spectrum Disorder	78.2	89.6	80.5	21.8	10.4	19.5
6	Hearing impairments	74.3	85.4	72.2	25.7	14.6	27.8
7	Intellectual disabilities	73.0	81.2	80.5	27	18.8	19.5
8	Combined disabilities	67.9	79.2	69.5	32.1	19.8	30.5
9	Visual impairments	68.0	78.2	61.1	32	21.9	38.9

The teachers believe that it is possible to include children with special needs in mainstream schools and to train certain types of disabilities. However, the focus group interviews with teachers present that CWSNs are required to be included in pre-primary education, to be prepared for school entrance, and to be socialized.

... It's also fine if a transition program should be carried out in a kindergarten and CWSN should be transferred to their primary education teachers. I would like inclusive education programs and curricula should be implemented at the pre-primary education level. It's fine if we transfer CWSN to the primary grade by informing them about their characteristics of the special needs to the primary teacher. This activity should be done in succession. Most CWSNs do not attend a kindergarten and enter the school. Otherwise, primary education teachers have a hard time because they receive CWSN and do not develop their social skills. The common example is that primary teachers take CWSN to the restroom. Primary teachers pick them up, wipe their tears, change their pants, and wash them. So, social workers of Bag-level and Khoroo-level management need to pay attention to inclusive education of CWSN in pre-primary education.

From FGD with teachers. Ulaanbaatar city

This study considers how the teachers who participated in the study evaluate their knowledge and skills in working with CWSN. All homeroom teachers had a good understanding of inclusive education and CWSN, and 71.4 percent of them evaluated their methods of teaching CWSN and their abilities to assess the development progress of CWSN as good. 74.6 percent had good knowledge of identifying CWSN, and 74.8 percent rated their ability to carry out an IEP as good. The percentage of teachers who judged their knowledge and working skills about CWSN as “poor” or “do not know” is very little.

**Table 27. Teachers' self-assessment of knowledge and skills in working with CWSN
(By homeroom or non-homeroom teachers)**

Knowledge and skills	Homeroom teachers		Non-homeroom teachers	
	Average point	Percent	Average point	Percent
Understanding of inclusive education and CWSN	5.00	100.0%	5.00	100.0%
Methodology of teaching CWSN	3.57	71.4%	3.5	70.0%
Identification of CWSN	3.73	74.6%	3.44	68.8%
Assessing the developmental progress of CWSN	3.64	72.8%	3.61	72.2%
Development and implementation of IEPs and evaluation of the results	3.74	74.8%	3.42	68.4%

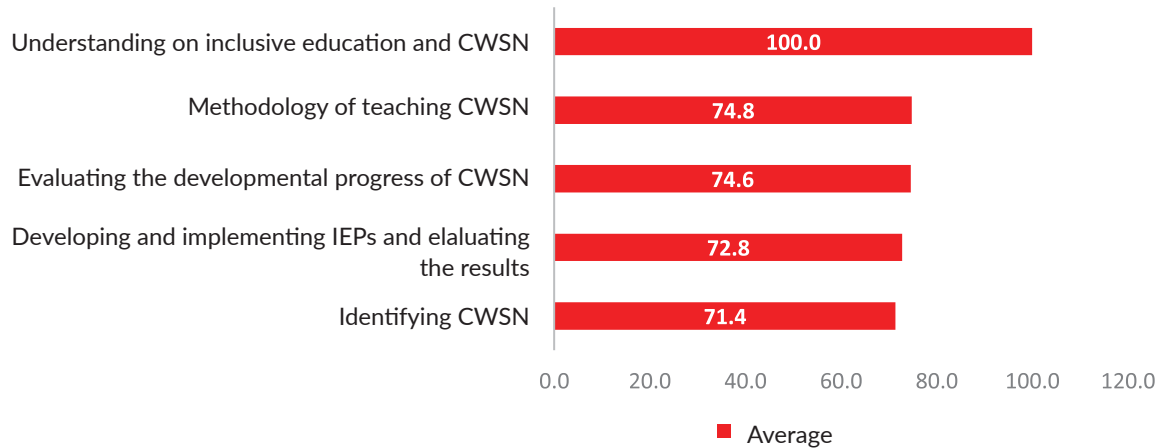
The teachers who participated in the study mentioned that some parents have difficulty in identifying CWSN. Teachers in the study mentioned that children with severe disabilities have specific diagnoses determined by professional doctors, but as for mild disabilities such as intellectual, learning, and behavioral problems, there are many reasons such as parents' refusal to identify, non-recognition, loss of time, indifference to their children, lack of follow-up, and children's lack of medical examination.

- *We did not know that we were working with children with speech and hearing impairments. We got information only after participating in the module training.*
- *Disabilities are severe and mild. We can identify CWSN who has a severe type of disability when we see it. It is difficult to accept parents of their children with mild disabilities. As for the type of intellectual disability, it is difficult, and parents do not even want to identify it. It has become a sensitive topic. Parents do not like it very much when their child has a disability. They don't accept and don't identify.*
- *Parents of undisciplined children say that our children are bright.*
- *If it is severe from the health point of view, it is considered a disability. From the point of view of intellectual problems, undisciplined children are said to be "just corrected". Parents said that their children are teenagers, and it has some impact on them. It is very difficult for children who are hyperactive and have not learned to sit for some time. Many children are not able to receive what the teacher is teaching because they have not learned to sit. Who will identify it? Which doctor to go to? Specialist doctors need to identify.*

From the FGD with teachers. Ulaanbaatar city

All lower secondary teachers who work with CWSN rated their understanding of inclusive education and CWSN and their methodological knowledge of teaching CWSN as good. In terms of the ability to assess the development progress of CWSN, 72.8 percent of lower secondary teachers rated themselves as good. 74.8 percent of them rated their ability to develop, and implement an IEP, and evaluate its effectiveness as good and 74.6 percent evaluated their skill of identifying CWSN as good.

Figure 24. Self-assessment of teachers working with CWSN on teaching methodologies related to CWSN



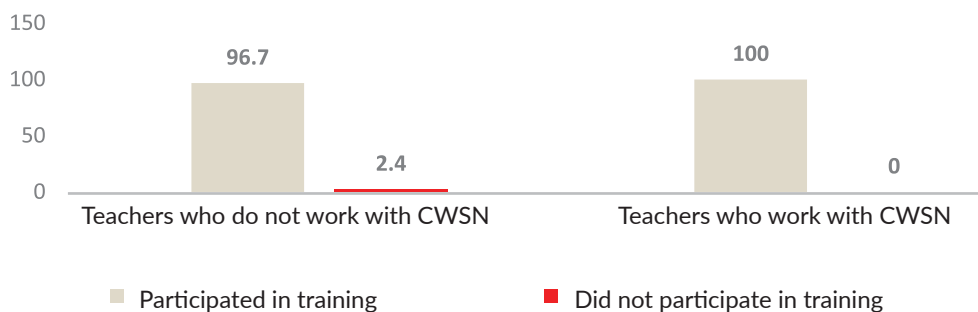
The teachers of the target school have been fully involved in inclusive education training. For example, 98.1 percent of homeroom teachers and 97.2 percent of non-homeroom teachers were involved in the project training. This finding shows that participation in the training has improved compared to the results of the baseline surveys I and II.

Table 28. Teachers’ involvement in training on inclusive education in the last 3 years

No	Attendance at training	Baseline survey I		Baseline survey II		Endline survey	
		Homeroom teachers /139/	Non-homeroom teachers /22/	Homeroom teachers /168/	Non-homeroom teachers /33/	Homeroom teachers /174/	Non-homeroom teachers /36/
1	Yes	41.1	31.8	70.2	45.5	98.1	97.2
2	No	55.9	68.2	29.8	54.5	1.9	2.8
	Total	100	100	100	100	100	100

All teachers working with CWSN who participated in the study (100%) received training, while 96.7 percent of teachers who did not work with CWSN received training on inclusive education.

Figure 25. Teachers’ involvement in inclusive education training (By teachers working with CWSN)



The results concluded that more than 90 percent of the teachers who participated in the training on inclusive education within the project agreed that the training goals are clear, the teacher’s methods are effective, the training organization is good, the training materials are sufficient, and the training content meets practical needs.

Table 29. Evaluation of training on inclusive education (By homeroom and non-homeroom teachers)

No	Learning Evaluation Criteria	Agree completely		Disagree	
		Homeroom teachers /168/	Non-homeroom teacher /33/	Homeroom teachers /168/	Non-homeroom teacher /33/
1	The objectives of the training were clear and specific	99.0	91.7	1.0	8.3
2	The trainer’s methodology was active, participatory, and effective	98.0	97.2	2.0	2.8
3	During the training, you can ask questions, get answers, discuss and discuss	97.9	97.3	2.1	2.7
4	Training materials were adequate	96.8	94.5	3.2	5.5
5	The training material was informative and usable	95.8	94.4	4.2	5.6
6	The content of the training was practical and relevant	93.8	91.6	6.2	8.4

The teachers of the target school have a high participation in the training. The study aimed to reveal how they use the knowledge and skills they have learned from the project training in the educational activities of CWSN and what results they obtained. The teachers said that they have improved (1) the skills of using methodologies in developing and implementing an IEP, (2) the skills of using methodologies in teaching CWSN, (3) having a positive perception and attitude toward CWSN, and (4) the skills of working with parents of CWSN.

Table 30. Using the knowledge and methods acquired from the training in educational activities

Knowledge and skills	Knowledge, skills, and methods used in educational activities for CWSN
Methodology of developing and implementing an IEP	<ul style="list-style-type: none"> - Acquired the methodology of IEP development and implementation - Learned how to adjust the curriculum - Learned to develop and implement the transition program
Teaching and learning methodology for CWSN	<ul style="list-style-type: none"> - Improved the methodology and skills of working with CWSN - Improved the knowledge and ability to identify CWSN - Improved lesson preparation and teaching materials - Planning and teaching lessons, adjusting to a child’s level - Developed a teaching manual - Learned methods of learning placement - Learned to take tests from students - Learned to use differentiated tasks and activities in all lessons - Learned active learning methods - Learned sign language methodology. - Learned enough to provide sign language training to other teaching staff - Learned the methodology of teaching children with learning disabilities - Learned the methods of working with children with learning delays - Used the book “108 Methods”, which is very interesting, for lesson planning - Used the book “172 Ideas” as educational materials

<p>Understanding and attitude towards CWSN</p>	<ul style="list-style-type: none"> - Improved knowledge and understanding of CWSN - Increased theoretical understanding and knowledge - Understood that it is right to send CWSN to mainstream schools - Understood my child with special needs better and communicate with him with respect - Learned how to communicate more closely with your child - Recognized children's differences and developing them - Helped CWSN as a class and as a group - Helping CWSN to overcome their difficulties - Providing psychological support - Became compassionate - Not discriminating
<p>Skills of working with parents of CWSN</p>	<ul style="list-style-type: none"> - Parents gained knowledge and understanding on how to approach and communicate with their CWSN - Learned methods of communication and cooperation with parents of CWSN - Improved cooperation with parents - Provided methodological recommendations to parents - Conducted training for parents - Collected and analyzed data from parents - Started getting help from parents - Started to understand and talk with parents - Started to conduct influential works to support parents and other staff to understand CWSN

The school administration monitors and evaluates the development and implementation of IEPs for CWSN in target schools. The support team monitors and evaluates the work of teachers working on IEPs once a quarter, and rewards teachers based on the progress of CWSN. The teachers who participated in the interview mentioned that the workload of teachers working with CWSN is high, and the teaching resources are not enough (no assistant teachers).

- *There are a total of 11 teachers working on IEPs. They develop and implement the IEPs together with parents based on the adjustment to CWSN. The Support team is also evaluating its implementation.*
- *The school only comes in as a support team to check on the progress of the teachers and how they are doing, but it lacks in reducing the burden and helping the teachers who are working with CWSN. Only the homeroom teacher carries the responsibility. Parents do not always have the opportunity to participate, and they leave it to the teacher to guide them.*

From the FGD with teachers. Ulaanbaatar city

3.3 ABILITY OF SCHOOLS AND TEACHERS TO SUPPORT CHILDREN WITH SPECIAL NEEDS FOR TRANSITIONING FROM PRIMARY TO LOWER SECONDARY GRADES

In the target schools, the preparatory work provided by the school and teachers for CWSN to progress from primary to secondary grades was assessed by primary school teachers on 7 indicators, and the preparation of 6 indicators was evaluated by more than 80 percent. 92.4 percent of homeroom teachers of 4-5th grades cooperate with parents, 89.8 percent of them develop an IEP, 87.1 percent of them develop lesson plans adjusted to children with special needs, 85.9 percent of them prepare teaching materials, 83.4 percent of them provide information to their lower secondary teachers, and 80.7 percent of them rated the work to improve the learning environment as “good”.

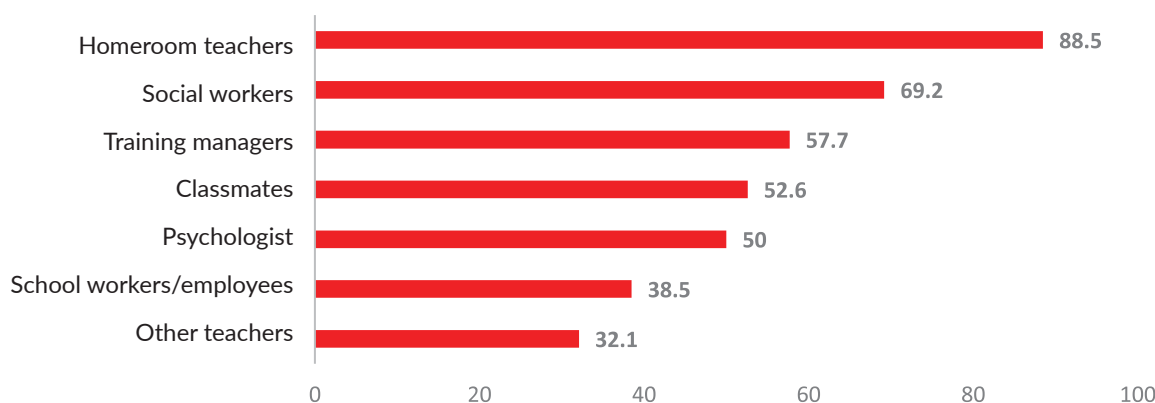
92.8 percent of homeroom teachers of 6-9th grades provide information and instruct other lower secondary teachers about CWSN, 82.3 percent cooperate with parents, and 81.2 percent rated the preparation works of developing IEPs and developing adjusted lesson plans as "well".

Table 31. Preparation provided by schools and teachers for CWSN who progress from primary to lower secondary grades /by primary to lower secondary teachers/

No	Preparation for teaching CWSN	Good		Moderate		Poor	
		4-5th grade homeroom teachers	6-9th grade homeroom teachers	4-5th grade homeroom teachers	6-9th grade homeroom teachers	4-5th grade homeroom teachers	6-9th grade homeroom teachers
1	Working with parents	92.4	82.3	7.6	15.6	0	2.1
2	Giving information about the students to lower secondary homeroom teachers	83.4	92.8	15.4	7.3	1.3	0
3	Developing IEPs	89.8	81.2	10.3	17.7	0	1.0
4	Developing adapted curricula for CWSN	87.1	81.2	11.5	16.7	1.3	2.1
5	Preparing teaching materials	85.9	72.9	14.1	24.0	0	3.1
6	Improving the learning environment / adjusting the learning environment/	80.7	66.7	17.9	30.2	1.4	3.1
7	Providing books and textbooks	77.0	75.0	20.5	19.8	2.5	5.2

Regarding who provides the most psychological support to CWSN from the school, teachers, and school staff in preparation for progressing from primary to lower secondary grades, 88.55 percent of primary teachers said that homeroom teachers provide the most psychological support, 69.2 percent answered "social workers", 57.7 percent answered "training managers", 52.6 percent answered "classmates", and 50 percent answered "psychologists".

Figure 26. Psychological support for CWSN when they progress from primary to lower secondary grades /Multiple responses/



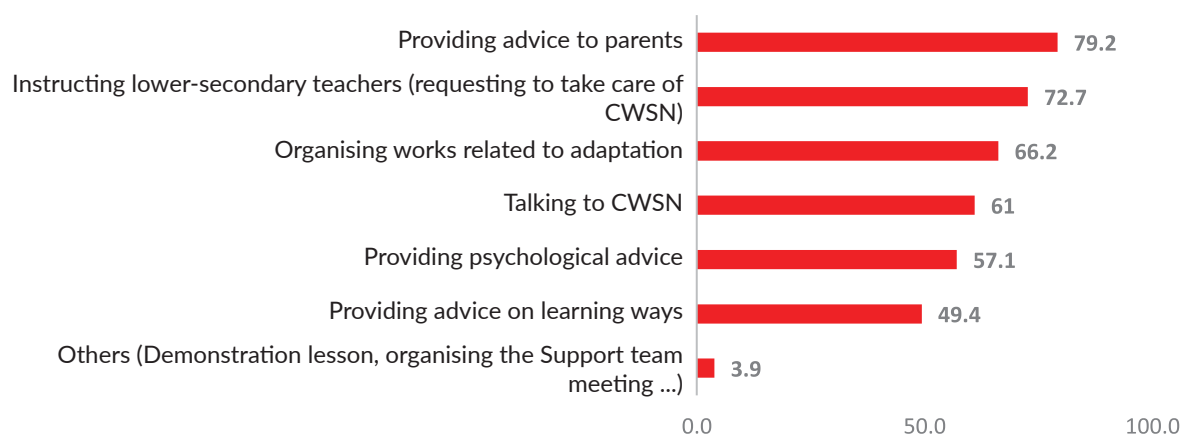
In the interviews, teachers expressed the need to organize regular training and influence work in the school environment to create a friendly psychological environment for CWSN and a culture of inclusive education. It is necessary to continuously improve the knowledge, understanding, and attitudes of students, parents, and teaching staff about inclusive education with the joint participation of the school support team, homeroom teachers, and students of the Students' Self-Governing Council.

... We need to conduct training about attitude changing for the children who are entering the 1st grade and the children who are moving to the class with a culture of inclusive education. We should continuously train new children.

From the FGD with teachers. Khovd Province

Regarding how the homeroom teacher provides psychological support to CWSN when they progress from primary to lower secondary grades, 79.2 percent of the homeroom teachers advise parents, 72.7 percent instruct lower secondary teachers about CWSN, 66.2 percent organize activities related to adaptation, 61.0 percent talk to CWSN, and 57.1 percent provide psychological counseling.

Figure 27. Psychological support provided by the teacher for CWSN to progress from primary to lower secondary grades /multiple responses/



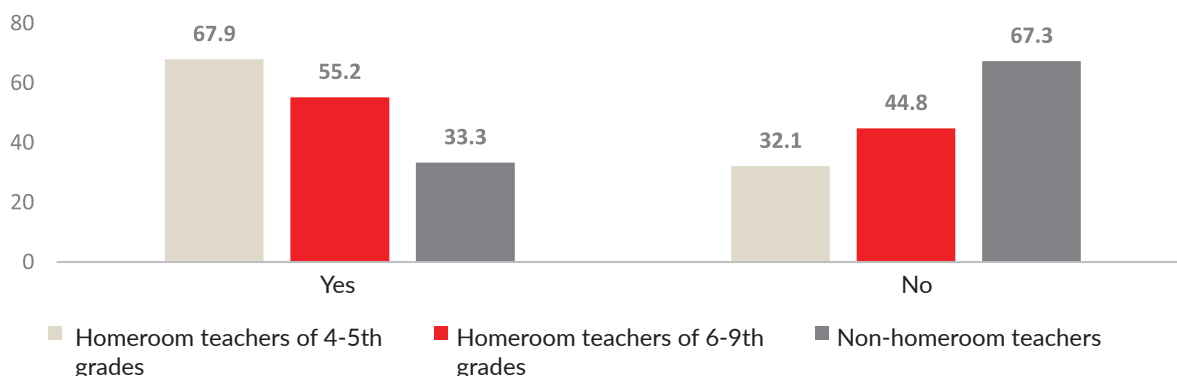
The table 32 shows the psychological support activities provided by schools and teachers for CWSN to progress from primary to lower secondary education by the project implementation period. From the first year of the project, teachers in the target schools are more capable of teaching CWSN to lower secondary grades, organizing activities related to adaptation, and providing advice on teaching methods. From the second year of the project, the teachers of the target schools have a better ability to provide psychological support, such as counseling parents of CWSN, talking with CWSN, and providing psychological counseling.

Table 32. Psychological support activities by school teachers for CWSN advancing from primary to lower secondary grades /during the project implementation period/

Nº	Psychological support activities	Project implementation period	
		1st-year target schools	2nd-year target schools
1	Advising parents	76.2	82.2
2	Instructing lower secondary teachers about CWSN	76.2	69.2
3	Organising activities on adaptation	69.0	63.4
4	Giving advice on learning strategies	61.9	36.9
5	Talking to CWSN	59.1	62.9
6	Giving psychological advice	54.2	60.0
7	Others	4.8	2.9

Within the project implementation, 67.9 percent of 4-5th grade homeroom teachers, 55.2 percent of 6-9th grade homeroom teachers, and 33.3 percent of non-homeroom teachers participated in learning and exchanging experiences with teachers of other schools about educating CWSN.

Figure 28. Exchanging experiences in the field of educating CWSN



As for the knowledge and experience gained by the teachers who participated in activities of exchanging experience on inclusive education, teachers exchanged their experiences in the following aspects: 1) Developing IEPs for CWSN and adjusting teaching for them, 2) Preparation of learning materials suitable for CWSN 3) Methods of working with CWSN and 4) Cooperating with parents of CWSN.

Table 33. Knowledge and methodology learned from teachers' experience-sharing activities on inclusive education

	Homeroom teachers of 4-5th grades	Homeroom teachers of 6-9th grades	Non-homeroom teachers
Teachers' activities on designing an IEP, and adjusting teaching and lesson plans for CWSN	<ul style="list-style-type: none"> - Learning methodology for developing an IEP - Introducing an IEP to parents and cooperating with them - Assessing the progress and achievement of CWSN - Learning from senior teachers - Improving knowledge and experience on inclusive education law and regulations - Visiting schools where the project was not implemented and training was not conducted. 	<ul style="list-style-type: none"> - Learning methodology for developing an IEP - Adjusting the curricula - Attending teachers' lessons and learning from their methods - Learning data collection and analysis - Learning methods of identifying CWSN - Learning the activities of the Support team 	<ul style="list-style-type: none"> - Learning methodology for developing an IEP - Adjusting the curricula - Learned about working with CWSN and adjusting teaching materials in the training in Khovd province
Methodology for preparation of educational materials suitable for characteristics of CWSN needs	<ul style="list-style-type: none"> - Receiving advice on training and methodology - Having experience in making braille letters - Choosing and using the appropriate teaching materials - Preparing and improving teaching materials - There was a special practice room - Developing children with pictures - Developing children based on their talent 	<ul style="list-style-type: none"> - Variety of learning materials and equipment - Preparing educational materials and handouts suitable for CWSN - Having versions of the teaching materials - Sign language training - Making a portfolio of differentiated tasks - Making children do creative works 	<ul style="list-style-type: none"> - Understanding and knowledge of inclusive education - Studying how to announce a contest of teaching materials - Disseminating own experiences

Methodology of working with CWSN	<ul style="list-style-type: none"> - Becoming psychologically prepared to work with CWSN - Knowing how to socialize CWSN - Learning experiences of special schools 	<ul style="list-style-type: none"> - Having appropriate communication with CWSN - Knowing about how our simple and unexpected actions affect CWSN 	<ul style="list-style-type: none"> - Working with children with disabilities - Knowing the classification and characteristics of disabilities - Methods of working with children with hearing impairments
Working with parents of CWSN	<ul style="list-style-type: none"> - Providing psychological counseling - Creating a positive atmosphere - Studying cooperation between teachers and parents 	<ul style="list-style-type: none"> - Studying the experience of cooperation between teachers and parents - Studying the experience of involving parents in training 	<ul style="list-style-type: none"> - Studying how parents' attitudes changed - Studying the relationship of the work of teachers, students, and parents

The good practices of Khovd province schools, which are organizing face-to-face and online teacher capacity-building training on inclusive education in schools that are not included in the project are considered below.

- A team of 10 people, including 5 teachers, principals, and administrators from each school, shared their experiences with other schools during the school holidays. After studying lessons, people came and observed our teachers' lessons.
- Teachers from other rural schools and teachers of classes with CWSN come to us for regular consultations. We are doing dissemination. We have also received many invitations from rural areas "soums" and go there.
- CWSN in rural areas "soums" cannot go to our school, so they come to visit us and take training manuals and recommendations. We also went to the soum "Duut".
- We organized a full-day training session for teachers from Tsagaan Nuur Soum, Bayan Ulgi province. Our teachers showed them our teaching materials and taught them all.
- Together with the methodologist, we have been conducting training on inclusive education of children with special needs in all rural schools. Only primary grade teachers and training managers were included.
- Our teachers have developed IEPs and have seen the results of their implementation, and they have become experienced to do research about IEPs. They are disseminating their experiences. Now, for example, a child with visual impairments has learned to read. I think it is a success that CWSN overcame their difficulties and achieved results.

From the FGD with the school management and managers. Khovd Province

The chapter conclusion

The objective of project indicator two is "Teachers' understanding, knowledge, skills, participation, and school initiatives to support the process of accepting CWSN at the basic education level and supporting their adaptation to the lower secondary learning environment has been fully met." The teachers of the target schools have improved their knowledge and attitudes about inclusive education, CWSN, identifying them, implementing IEPs, assessing the developmental progress of CWSN, and working with their parents. The range of understanding of CWSN has broadened as teachers understand CWSN, not limited to children with disabilities, but also children who need support, learning disabilities, and children who are different from others. There has been progress in the teaching methods adapted to the types, characteristics, and differences of CWSN of teachers, and two out of three teachers rate their knowledge and skills of working with CWSN as good. The percentage of teachers who believe that CWSN can be included and educated in a mainstream school has increased. Target school teachers' participation in inclusive education training is good. Especially the teachers who work with CWSN have all received the training. Primary teachers are providing the preparation work for CWSN to progress from primary to lower secondary grades. Primary teachers hand over CWSN to their lower secondary teachers when they finish 5th grade. Moreover, two out of three teachers of grades 4-5, one out of two teachers of grades 6-9, and one out of three non-homeroom teachers participated in learning experiences from other schools and teachers in educating CWSN.

CHAPTER FOUR. CHANGES AND PROGRESS IN PARENTS' PARTICIPATION AND ABILITY TO PROVIDE SUPPORT IN INCLUSIVE EDUCATION

Indicator 3. Parents have increased their understanding of supporting their children's education, and physical and psychological health in the home environment.

This chapter presents the social and demographic information of the parents who participated in the research, parents' knowledge, and understanding on inclusive education, parents' participation in training on inclusive education, the results of the training, parents' participation in the education and development of CWSN, and their ability to support CWSN.

4.1 CHANGES IN PARENTS' UNDERSTANDING, KNOWLEDGE, AND ATTITUDE ON INCLUSIVE EDUCATION

Out of 89 parents and guardians of the target school, 52 parents of 4-5th graders and 37 parents of 6-9th graders participated in the survey. 42.7 percent of all parents are from schools selected in the 1st year of the project, while 57.3 percent are representatives of schools selected in the 2nd year of the project. 80.8 percent of parents are women and 19.2 percent are men. In terms of education level, 46.2 percent of the parents of the 4-5th graders have completed secondary education, 34.6 percent have completed higher education, while 54 percent of the parents of the 6-9th graders have completed higher education, and 35.1 percent have completed secondary education. In terms of employment, 41.5 percent of parents are working in government organizations, 16.8 percent are self-employed, 13.4 percent are working in private companies, and 11 percent are unemployed.

Table 34. Information on parents and guardians who participated in the study (By primary and lower secondary grades)

No	Indicator	Classification	Grades 4-5 /52/		Grades 6-9 /37/	
1	Schools / year of project implementation/	1st year	22	100.0	16	100.0
		School No. 79, BZD	3	13.6	1	6.2
		School No. 127, BZD	2	9.1	2	12.5
		School No. 37, ChD	3	13.6	1	6.2
		School No. 49, ChD	3	13.6	1	6.2
		School No. 65, SkhD	2	9.1	4	25
		School No. 67, SkhD	2	9.1	3	18.7
		2nd school, Uvurkhangai	2	9.1	2	12.5
		School No. 7, Khovd	5	22.7	2	12.5
		2nd year	30	100.0	21	100.0
		Amgalan Complex School, BZD	4	13.3	3	14.3

		School No. 30, BZD	4	13.3	3	14.3
		School No. 61, ChD	3	10.0	1	4.7
		School No. 39, ChD	4	13.3	2	9.5
		School No. 76, SkhD	3	10.0	5	23.8
		9th school, SkhD	4	13.3	5	23.8
		School No. 1, Uvurkhangai	4	13.3	1	4.7
		School No. 3, Khovd	4	13.3	1	4.7
2	Gender	Female	42	80.8	30	81.1
		Male	10	19.2	30	18.9
3	Age	21-29	2	3.8	1	2.7
		30-39	29	55.8	17	46.0
		40-49	14	26.9	12	32.0
		50-59	7	13.5	7	19.0
4	Education degree	Lower secondary education	4	7.7	1	2.7
		Higher secondary education	24	46.2	13	35.1
		Special secondary education	6	11.5	3	8.1
		Higher education education	18	34.6	20	54.0
5	Employment	Government organization	20	38.5	17	45.9
		Private company	5	9.6	7	18.9
		Self-employed entrepreneur	9	17.3	6	16.2
		Non-governmental organization	1	1.9	0	0.0
		Herdsmen	3	5.8	0	0.0
		Unemployed	7	13.5	3	8.1
		Retired	3	5.8	4	10.8
		Others	4	7.7	0	0

52 parents and guardians of 4-5th graders participated in the research. Regarding the grade and age of their children, 44.2% of 4-5th grade students, aged 8-13 years, are female and 55.8% are male students. 2 students have dropped out of school. The table below shows the age of the students and the grades they are studying in the 2023-2024 school year.

Table 1

Table 35. Age and grade of 4-5th grade students of parents who participated in the study

No	Indicator	Classification	Number	Percentage
1	Grade of the 2023-2024 school year	4th grade	22	42.3
		5th grade	30	57.7
2	Age of children with special needs	8 years old	3	5.8
		9 years old	14	26.9
		10 years old	31	59.6
		11 years old	3	5.8
		13 years old	1	1.9

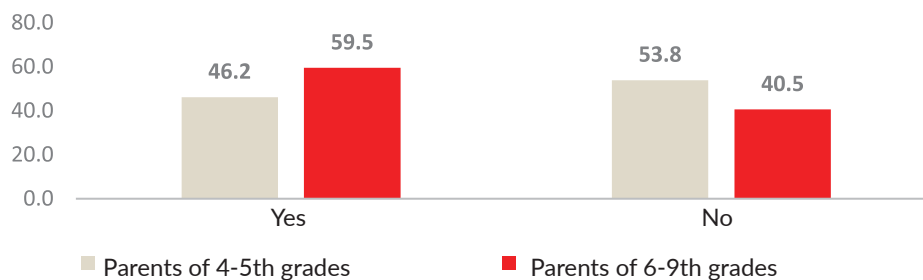
Thirty-seven parents and guardians of 6-9th grade students participated in this study. 37.8 percent of students are female and 62.2 percent are male. There is one student who dropped out of school. The ages of the students and the grades they are studying are shown in the table below.

Table 36. Age and grade of 6-9th grade students of parents who participated in the study

No	Indicators	Classification	Number	Percentage
1	Grades of the 2023-2024 school year	6th grade	10	27.0
		7th grade	9	24.3
		8th grade	9	24.3
		9th grade	9	24.3
2	Age of children with special needs	11 years old	5	13.5
		12 years old	9	24.3
		13 years old	13	35.1
		14 years old	7	18.9
		15 years old	3	8.1

46.2 percent of parents of 4-5th graders and 59.5 percent of parents of 6-9th graders have CWSN.

Figure 29. Information on children’s special needs of parents who participated in the study



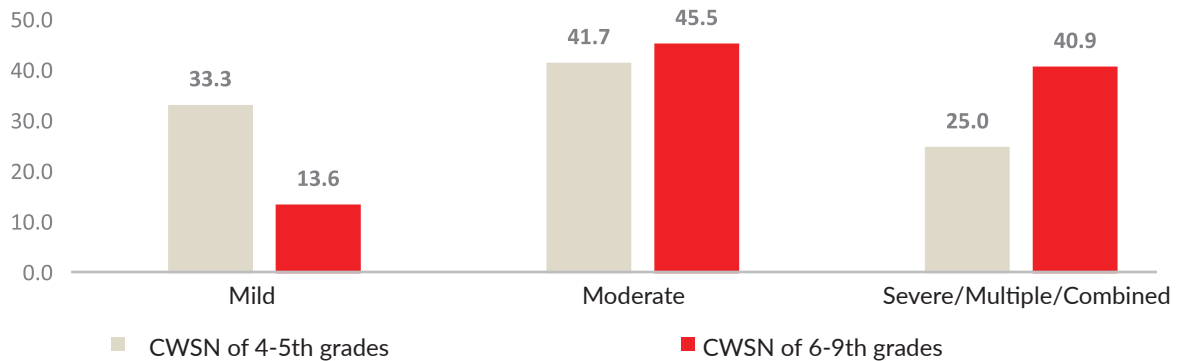
24 parents of CWSN of 4-5th grades and 22 parents of CWSN of 6-9th grades participated in the research. Considering the types of the children’s special needs, there are 7 children with mobility impairments, 7 children with visual impairments, 6 children with intellectual disabilities, 4 children with hearing impairments, and 4 children with autism spectrum disorders.

Table 37. Types of children’s special needs of the parents who participated in the study

Nº	Types of special needs	CWSN in grades 4-5		CWSN in grades 6-9	
1	Mobility impairments	5	20.8	2	9.1
2	Visual impairments	4	16.7	3	13.6
3	Intellectual disabilities	4	16.7	2	9.1
4	Autism spectrum disorder	4	16.7	0	0.0
5	Hearing impairments	2	8.3	2	9.1
6	Speech impairments	2	8.3	1	4.5
7	Combined disabilities	0	0.0	3	13.6
8	Down syndrome	0	0.0	3	13.6
9	Attention deficit hyperactivity disorder	0	0.0	1	4.5
10	Others	3	12.5	5	22.9
	Total	24	100.0	22	100.0

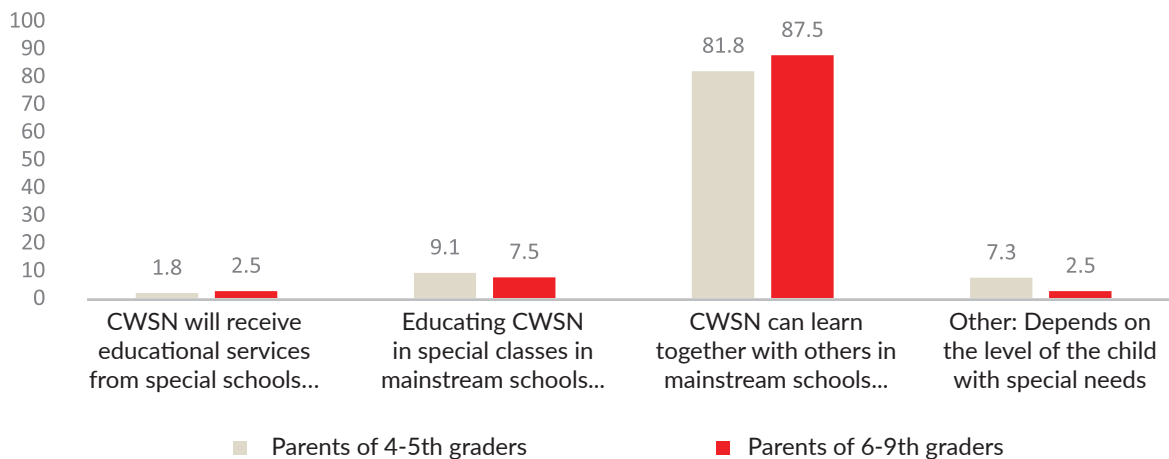
The study considers the disability level of CWSN by asking their parents. 41.7 percent of CWSN in 4-5th grades have moderate disabilities, 33.3 percent have mild disabilities, and 25 percent have severe or combined disabilities. 45.5 percent of CWSN in lower secondary grades have moderate disabilities, 40.9 percent have severe or combined disabilities, and 13.6 percent have mild disabilities.

Figure 30. Degree of disabilities of CWSN of parents who participated in the study



The percentage of parents' correct answers about inclusive education has increased compared to the results of "Baseline Survey I" and "Baseline Survey II". 81.8 percent of parents of 4-5th graders and 87.5 percent of lower secondary graders' parents responded, "CWSN should study together with other children in mainstream schools." These responses indicate that their knowledge has improved.

Figure 31. Parents' understanding of inclusive education



The percentage of parents of 4-5th graders who believed that inclusive education means that CWSN needs to study together in mainstream schools increased from 65.2% in "Baseline survey-I" and 77.1% in "Baseline survey-II" to 81.8% in the endline survey. The understanding of parents of lower secondary graders has increased from 70.0% in "Baseline survey-I" and 78.4% in "Baseline survey-II" to 87.5% in the endline survey.

Table 38. Parents’ understanding of inclusive education (By the results of the baseline surveys and endline survey)

Nº	Answer	Baseline survey I		Baseline survey II		Endline survey	
		Parents of 4-5th graders /46/	Parents of 6-9th graders /30/	Parents of 4-5th graders /48/	Parents of 6-9th graders /37/	Parents of 4-5th graders /52/	Parents of 6-9th graders /37/
1	It means that CWSN shall receive educational services from special schools	17.4	6.7	6.3	5.4	1.8	2.5
2	It means that CWSN is educated in a special class in a mainstream school	15.2	16.7	14.6	10.8	9.1	7.5
3	CWSN attend mainstream schools together	65.2	70.0	77.1	78.4	81.8	87.5
4	Don’t know	2.2	6.7	2.1	5.4	3.6	2.5
5	Other: Depending on the level of special needs	0.0	0.0	0.0	0.0	3.6	0.0
	Total		100.0	100.0	100.0	100.0	100.0

The parents who participated in the research were asked whether it is possible to include CWSN in a mainstream school, clarifying the types of special needs. 80-90 percent of parents of 4-5th graders and 6-9th graders believe that it is possible to send a child who has dropped out of school or a child with special needs such as mobility impairments, speech impediments, learning disabilities, attention deficit hyperactivity disorder, to mainstream schools. 2 out of 3 parents believe that it is possible to educate CWSN such as visual impairments, autism spectrum disorder, or hearing impairments in a mainstream school, and 1 out of 2 parents believe that it is possible to educate CWSN such as intellectual disabilities or combined disabilities in a mainstream school.

Table 39. Possibilities of including CWSN in mainstream schools

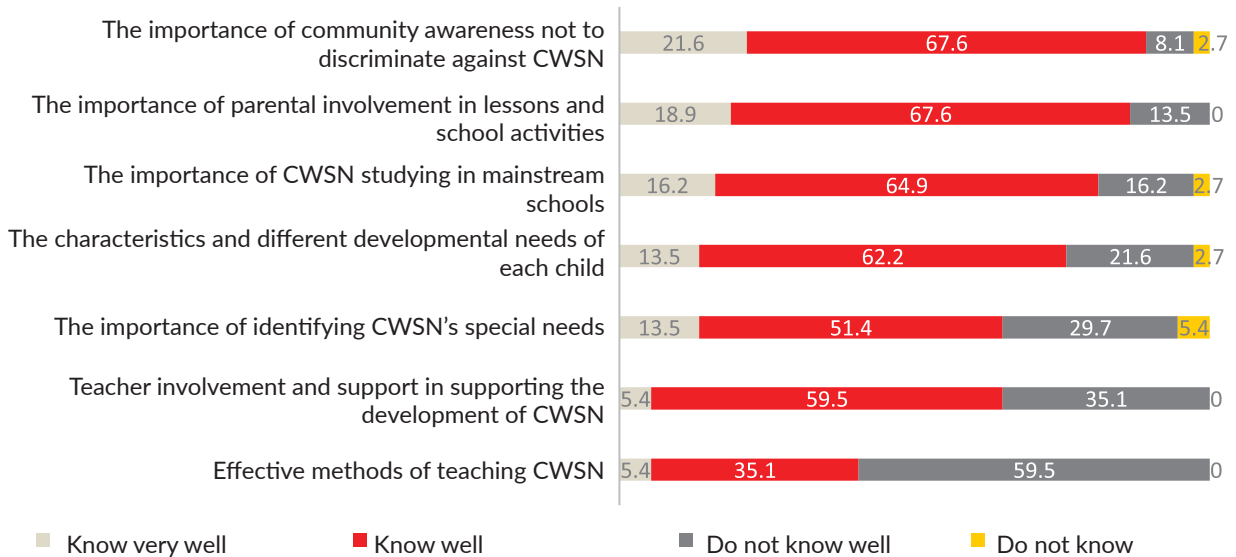
Nº	Types of special needs	Possibility to include CWSN in mainstream schools		Impossibility to include CWSN in mainstream schools	
		4-5th graders’ parents	6-9th graders’ parents	4-5th graders’ parents	6-9th graders’ parents
1	Dropouts	90.4	86.5	9.6	13.5
2	Mobility impairments	86.6	81.1	13.5	18.9
3	Speech impediments	84.6	81.1	15.4	18.9
4	Learning disabilities (writing, reading, math)	82.7	81.1	17.3	18.9
5	Attention deficit hyperactivity disorder	82.7	70.2	17.3	29.8
6	Visual impairments	65.4	62.2	34.6	37.8
7	Autism Spectrum Disorder	65.4	59.5	34.6	40.5
8	Hearing impairments	61.6	56.8	38.4	43.2
9	Intellectual disability	57.7	54.0	42.3	46.0
10	Combined disabilities	51.9	46.0	48.1	54.0

The following results show that parents of 6-9th graders who participated in the study have improved their knowledge and understanding of including and educating CWSN. It includes:

- 89.2 percent of parents know the importance of public awareness to ensure that CWSNs are not discriminated against.
- 86.5 percent of parents know the importance of parents’ participation in lessons, training, and school activities.

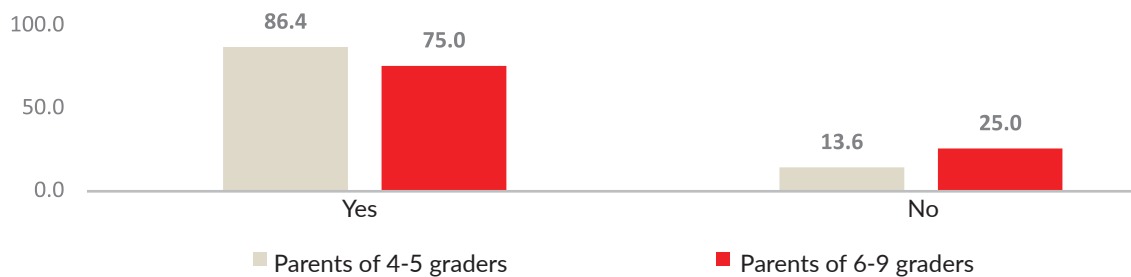
- 81.1 percent of parents know the importance of CWSN to study in mainstream schools.
- 75.7 percent of parents know about each child’s characteristics and different developmental needs.

Figure 32. Parents’ knowledge and understanding related to CWSN’s education



42.3 percent of parents of 4-5th graders and 54.1 percent of parents of 6-9th graders participated in the inclusive education training organized in target schools. 86.4 percent of parents of 4-5th graders and 75 percent of parents of 6-9th graders who participated in the training have shared their knowledge and understanding of inclusive education with their children.

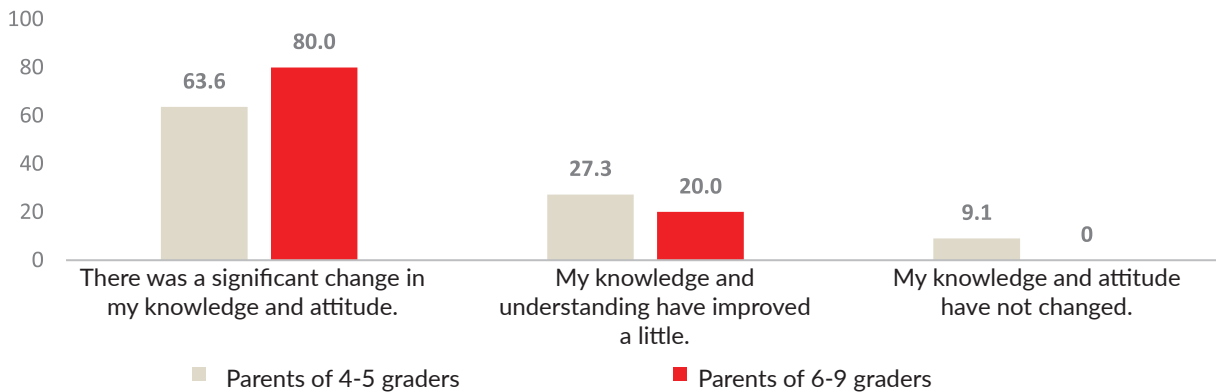
Figure 33. Parents’ sharing knowledge about inclusive education with their CWSN



The parents who participated in the training evaluated the results of the training. All of them (100%) agreed that the training could meet their needs, and all of them (100%) “fully agreed” that they could exchange opinions during the training. Moreover, parents evaluated the results positively, saying that they learned from the experiences of other parents (90%), received effective information on how to support their children (85%), and received useful materials and manuals (80%).

When the parents who participated in the training were asked whether there was a change in their knowledge and understanding of CWSN, 63.6 percent of parents of 4-5th graders said that there was a significant change, and 27.3 percent said that their understanding and attitude had changed. The knowledge and understanding of parents of lower secondary graders about the features of inclusive education of CWSN have improved, as the study shows. In detail, 80 percent saw a significant change, and 20 percent saw more improvement than the previous time. This shows that understanding and knowledge about the features of inclusive education of CWSN has improved.

Figure 34. Changes in the knowledge and understanding of parents who participated in the training



According to the qualitative research findings, the attitudes and perceptions of other parents toward CWSN who study with their children have changed, as evidenced by interviews with teachers, school administrators, Support Team members, and students who participated in the group interviews.

... Parents understand CWSN in our class. When the CWSN was in severe pain, they organized activities in which 2-3 groups visited the hospital. The parents' council collected money for donations for the activity. They still ask how the CWSN is doing. Since the CWSN's family lives in a ger and has no site (land) or specific address, a classmate's mother said they could stay in their site, which is close to the school.

From the FGD with teachers. Ulaanbaatar city

Regarding the changes in parents' knowledge and attitudes after participating in training on inclusive education:

1. There has been a big change in their understanding and attitude toward CWSN.
2. They did not know how to communicate with CWSN, and now they know about the communication. They did not communicate with them, and now they have learned to talk with them. In addition, they know how to treat them closely and politely, understand and accept them, and treat them equally to other children.

Table 40. Changes in parents' knowledge and attitudes after participating in the training

Change	Parents of 4-5 graders	Parents of 6-9 graders
Understanding and attitudes toward CWSN have changed	<ul style="list-style-type: none"> - Reinforced what I already knew about CWSN. - CWSN that they can be educated anywhere with normal children without being discriminated against. - Gained an understanding of the importance of identifying CWSN - Gained an understanding of children with disabilities. 	<ul style="list-style-type: none"> - Understanding and attitudes have changed. - Previously, I thought CWSN should study only in special schools, but now I realize they can study together. - I used to have a very special attitude toward my children, but it has changed a lot. Now, I look at CWSN like any other child. - Understood how the roles of parents and teachers can affect CWSN. - Realized that all children have the same potential.
Relationships with CWSN have changed	<ul style="list-style-type: none"> - The way CWSN are treated has changed. - Our child has improved by being educated in primary grades. - I realized that I need to pay attention to my words and actions. - Communicated according to the characteristics of the child. - We used to be busy and did not pay attention to our children, but now we pay attention to developing them in areas of interest and spending time together at home. - I have taught my children about CWSN. 	<ul style="list-style-type: none"> - Improved communication with children. - Became caring. - My child has changed a lot and is progressing in his learning. - Improved the role and involvement with children. - I realized that I should understand and communicate more with my child. - I learned to help CWSN understand by repeating. - I understood that children should not be discriminated against and should be treated equally.

...When we organize training for parents, we invite psychologists, social workers, nutritionists, and other professionals to give information. CWSN's parents meet with each other and receive advice from the Support Team on how to work with their CWSN. From my point of view, mothers and fathers are very open and come to us to talk about their children and ask us to teach them. Before that, mothers and fathers of CWSN were ashamed, afraid, and very secretive. Thanks to this project, the children can be included equally, and even if they cannot read, they can socialize and serve themselves.

Fro the FGD with teachers, Khovd province

4.2 ABILITY OF PARENTS TO SUPPORT AND PARTICIPATE IN LEARNING OF CHILDREN WITH SPECIAL NEEDS

Considering the participation of the parents who participated in the study in the inclusive education activities organized by their children's school and class, 98.1 percent of parents of primary graders cooperated with their child's homeroom teacher, and 92.3 percent participated in the activities of their child's class together with other parents. Additionally, two out of three parents participated in activities to improve the learning environment, share experiences with other parents, and raise awareness of inclusive education.

All parents of lower secondary graders (100%) who participated in the study cooperated with their child's homeroom teacher, 96.4% actively participated in their child's classroom activities, 70.3% participated in improving the learning environment, and 70.3% shared their experiences with other parents.

Table 41. Parents' participation in inclusive education activities organized by schools and classes

Nº	Activity	Yes		No		Don't know	
		Grades 4-5	Grades 6-9	Grades 4-5	Grades 6-9	Grades 4-5	Grades 6-9
1	Worked in constant communication with the teacher of my child's class	98.1	100	1.9	0.0	0.0	0.0
2	Participated in their child's classroom activities with other parents	92.3	96.4	7.7	5.4	0.0	0.0
3	Participated in improving the learning environment	65.4	70.3	28.8	29.7	5.8	0.0
4	Participated in training and activities to share experiences with teachers and other parents	61.5	70.3	38.5	29.7	0.0	0.0
5	Participated in activities to inform parents and the public about inclusive education	61.5	48.6	36.5	51.4	1.9	0.0
6	Participated in extracurricular activities aimed at supporting CWSN	53.8	56.8	44.2	40.5	1.9	2.7
7	Initiated and implemented work based on the participation of parents at the school	34.6	37.8	61.5	62.2	3.8	0.0

The parents of 4-5th and 6-9th graders who participated in the study always support their children's learning and education. For example, (1) they fully support their learning and development, (2) they provide a healthy and comfortable living environment, (3) they provide necessary books and textbooks, (4) they provide desks and chairs, (5) they talk to them in their free time, and (6) they help with homework. Judging from these results, parents focus more on providing their child's learning environment and conditions.

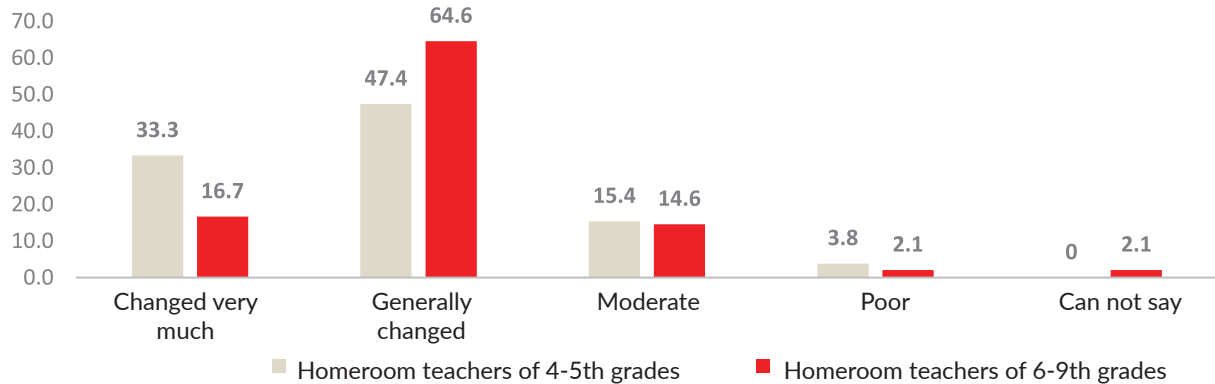
Table 42. Parental preparation and support for CWSN's education

Nº	Activities	4-5th grades		6-9th grades	
		Yes	No	Yes	No
1	Fully supporting the child's learning and development	100	0.0	100	0.0
2	Providing a healthy and comfortable living environment for the child	100	0.0	100	0.0
3	Providing necessary books and textbooks	100	0.0	100	0.0
4	Providing desks and chairs to support learning	100	0.0	100	0.0
5	Talking and spending time together in their free time	100	0.0	100	0.0
6	Helping children with homework	97.1	1.9	98.1	1.9
7	Taking them to school	69.2	7.7	56.8	13.5

As a result of the project implementation, many training and advocacy activities aimed at parents, families, and guardians of CWSN have been implemented. As a result of this activity, teachers of 4-5th graders and 6-9th graders evaluated how the level of parents' attention and support for the learning and development of CWSN has changed. 33.3 percent of the 4-5th grade homeroom teachers believe that the CWSN's parents have changed a lot, and 47.7 percent said that the parents have generally changed. 16.7 percent of the 6-9th grade homeroom teachers believe that the CWSN's parents have changed a lot, and 64.6 percent said that the parents have generally changed.

All these positive changes indicate that the capacity of parents of primary graders to support the learning and development of CWSN has increased by 80.7 percent (changed very much and changed generally) while the capacity of primary grade teachers to support CWSN's learning and development has increased by 81.3 percent (changed very much and changed generally).

Figure 35. Changes in parents' participation and support in CWSN's learning and development



The study considers the changes in the ability of families and parents to support CWSN in their learning and development. The study shows that (1) cooperation between teachers and parents has improved, (2) parents' attention to their CWSN has increased, (3) parents' attitudes have changed, and (4) parents' desire to develop their children has increased. The table below shows what actual progress has been made in these areas.

Table 43. Changes in parents' abilities to support CWSN's learning and development (By homeroom teachers' evaluation)

	Changes in abilities of parents of 4-5th graders	Changes in abilities of parents of 6-9th graders
Cooperation between teachers and parents has improved.	<ul style="list-style-type: none"> - Teachers and parents have worked together and improved communication. - Parents began to understand and help teachers. - IEP was introduced to parents, and progress was measured together. - Parents started receiving psychological counseling - Parents started to receive training and methodological advice. 	<ul style="list-style-type: none"> - Parents improved their understanding of CWSN. - Parents improved their cooperation with teachers - Parents observed the lesson in the class and discussed the results. - Parents improved their communication skills with many teachers. - Parents improved their skills to teach children. I understand the teacher and the child better - Progress has been made in teaching children
Parents have increased attention and support for their CWSN	<ul style="list-style-type: none"> - Parents paid more attention to their child's learning. - Parents became careful about their child's transition from primary to lower secondary grades. - Parents talk to and listen to the child - Parents started working more closely with their child - Parents helped with their child's activities at home. - Parents assisted in their child's hygiene. - Parents improved their child's independence. 	<ul style="list-style-type: none"> - Parents improved their attention to their child - Parents improved their support to their child - Parents improved their ability to communicate with their children. - Parents improved their child's independence. - Parents helped their children to socialize.

<p>The attitude of parents of CWSN has changed</p>	<ul style="list-style-type: none"> - Parents changed their attitude. - Parents became very confident that their child would continue to study - Parents are no longer ashamed or hiding from their children - Parents started to understand and accept CWSN. - Parents started learning together. 	<ul style="list-style-type: none"> - Parents changed their attitude. - Parents understood the activities of teachers and schools and started to cooperate with them. - Parents became actively involved in community work. - Parents follow the classroom rules and practices together.
<p>The desire of parents to develop their CWSN has increased</p>	<ul style="list-style-type: none"> - Parents help their child to enroll in courses according to his/her interests. - Parents stopped to get their child to drop out of school and sent him/her to lower secondary grades. - Parents tried to seek any ways to develop their child. 	<ul style="list-style-type: none"> - Parents have known their child's classmates well. - Parents get advice from his/her teachers and friends every day. - Parents became interested in helping their child socialize in class. - Parents became interested in involving their child in school activities.

- *If a child with special needs is with other children, they will probably socialize a little better. And they will think that they can do it because other children can do it in terms of self-development. They may think, "I can do it too". I see that CWSN communicates with other children without being different.*
- *At first, my child just sat around because he didn't go to kindergarten and he didn't socialize. Now, almost more than other children, my child gets up and runs and is free in the classroom. In any case, I am very happy that he is socializing.*
- *In the past, these people were discriminated against. Now, when they are included, even children without special needs know that this person has the same right to education as them, and they see each other from a slightly different perspective; they see everyone as the same person, and those people also learn. These people should have the right to study and should not be excluded from society.*

From the FGD with parents. Uvurkhangai Province

The chapter conclusion

The project's third indicator "Parents have increased their understanding of supporting their children's education, and physical and psychological health in the home environment," has been achieved, reaching 80 percent. The majority of 4-5th graders' parents (81.8%) and lower secondary graders' parents (87.5%) have improved their knowledge and understanding of inclusive education. The vast majority of lower secondary graders' parents believe that CWSN can be included and educated in mainstream schools. One out of every two primary and lower secondary graders' parents attended training on inclusive education. The vast majority of 4-5th graders' parents (86.4%) and most 6-9th graders' parents (75%) shared their knowledge and understanding of inclusive education with their children. When parents participated in the inclusive education activities organized by their children's schools and classes, two out of three parents participated in activities to improve the learning environment, share experiences with other parents, and raise awareness of inclusive education. Parents are actively involved in the activities organized by the school, but there is little initiative by parents to implement activities based on participation. Homeroom teachers appreciate the improvement in abilities of 4-5th graders' and 6-9th graders' parents to support the learning and development of CWSN. The ability of parents to support their CWSN has improved, while their ability to cooperate with teachers has increased. Moreover, they have improved their attention

and control of their CWSN, their confidence in their children's learning and development has increased, and they have the desire to develop their children. Additionally, parents' withdrawing their CWSN from school has decreased, and parents' promoting their CWSN to lower secondary grades has increased. Some parents pay more attention to creating learning environments and conditions for their children and providing learning materials. Still, they have a weak involvement in communicating and being together with their children, such as talking to them and helping them with their homework. To add, some parents have an inactive attitude in identifying their CWSN, such as refusing or not accepting the identification of intellectual disabilities and learning and behavioral problems.

CHAPTER FIVE. POLICIES AND PRACTICES RELATED TO INCLUSIVE EDUCATION OF EVERY CHILD

Indicator 4. At the basic education level, the policy and procedures for supporting inclusive education have been improved, and influential activities have been organized to form an inclusive education system.

5.1 POLICIES AND REGULATIONS ON SUPPORTING INCLUSIVE EDUCATION

The Constitution of Mongolia prescribes that “Every citizen has the right to education, and “The state will provide free general education for all.” The Law on Education prescribes that “Citizens of Mongolia are obliged to acquire basic education.” According to the Law on the Rights of Persons with Disabilities, “Persons with disabilities have the right to study and develop at all levels of education along with other citizens... .” As pointed out in the Laws, several regulations aimed at the implementation of the provisions of the law guaranteeing the right to basic education for children with disabilities and equal access to general education schools have been approved.

The “Law on Pre-School and General Education” included in the package of education laws approved on July 7, 2023, added a new independent chapter and article (Article 6) with 9 provisions on inclusive education. The basic conditions for education have been created regardless of children’s characteristics and different needs. The general education school is responsible for creating conditions for children to get an education regardless of the characteristics and different needs of children, and many activities to be implemented regarding inclusive education were formed within the new legal framework, namely providing comprehensive development support to students, providing common models to meet different needs, furnishing an environment with suitable learning materials, developing individual education plans, and organizing training in the field of inclusive education. These are the results of working on the policy influence works within the framework of the project, and proposals and documents discussed within the framework of meetings and forums, and have made a certain contribution to the development, approval, and implementation of the current laws and regulations.

The “Procedure for Inclusive Education of Children with Disabilities in General Education Schools” approved in 2019 regulates the education of children with disabilities in schools other than special schools. This procedure aims to coordinate and implement the activities, namely including children with disabilities in schools in respective districts, creating an accessible environment, providing appropriate materials, developing teaching methodologies of teachers, and supporting all levels of education.

Moreover, in 2020, by the order of the Ministry of Education and Science No. A/184, “Procedures for creating materials and learning environments suitable for students with disabilities in all educational institutions,” were approved. In addition, in 2021, the “Methodology for Comprehensive Developmental Support for Children with Disabilities” was approved by joint orders No. A/220, A/475, and A/812 of the Ministers of Labor and Social Protection, Education and Science, and Health to determine interdisciplinary coordination of supporting children with developmental delays and disabilities. In addition to this, the Minister of Education and Science approved the “Guidelines for Inclusive Education” by Order A/553

dated December 21, 2022, and the guideline aims to ensure the right to education of groups of learners who are left out of education by removing barriers to their learning and development.

Regarding the approved policy documents, the legal documents are aimed at children with disabilities. Children with disabilities are one of the target groups of CWSN and are children who need support. In addition to children with disabilities, the comprehensive information, identification, and support system for children with special needs is still unclear.

"Guidelines on the assessment of students studying according to an individual education plan" were approved by the Minister of Education and Science No. A/325 dated September 16, 2021. Save the Children was mainly involved in the approval of this guideline. This is an important document that implements the following requests of the teachers who participated in the baseline survey, namely about making the IEPs-based assessment of students in mainstream schools more flexible, supporting the learning progress, and evaluating the learning with formative assessment. It is stated that the guideline aims to evaluate the progress and changes in the development of students who study according to IEPs and curricula that are based on the characteristics of the students' disabilities and learning abilities through formative assessment. As the guidelines state, the formative assessment criteria will be developed jointly by educational research, methodological and evaluation organizations.

Since November 15, 2023, the National Statistics Office and the Ministry of Education and Science have combined their updated classification system for registering CWSN. The system has updated the registration form and instructions for children who study according to an IEP and who are left out of education. This Save the Children project has also made an important contribution to updating the information system. By updating the statistical information, the types of CWSN and the collection of their data were expanded, and it was possible to estimate the number of children studying by IEPs. In addition, questionnaires and tests that aim to help mainstream primary teachers identify CWSN in the classroom were developed and entered into the Educational Management Information System. This activity has supported collecting the missing information for developing the IEP, curricula, and methodology adapted to CWSN.

As can be seen from the above, the issue of CWSN is included in the legal documents related to the education sector. The Ministries of Health and Labor and Social Protection are actively working on early identification, and support systems for CWSN. Two reports discussed legal documents aimed at inclusive education of CWSN. The first report is "Compilation of legal documents aimed at inclusive education of children with disabilities" by the Ministry of Education and Science and JICA in 2022. The second report is the policy summary on "Inclusive education" by the Ministry of Education and Science and Asian Development Bank in 2023.

Monitoring and evaluating the implementation of approved rules, regulations, and instructions in inclusive education has been started. Ministries and executive agencies are evaluating documents on inclusive education at the level of internal control and monitoring. Based on the recommendations made by international and civil society organizations, the Ministry of Education and Science has planned to conduct monitoring and evaluation. An evaluation was also carried out in this direction within the framework of the Asian Development Bank project. In 2018-2023, 14 regulations and directions to be implemented in educational institutions were approved by the order of the Minister of Education and Science. In the future, the Ministry of Education and Science needs to work actively to control and monitor these regulations.

Regarding the indicator's achievement, Save the Children has played a significant role in improving policies and procedures to support inclusive education at the basic education level, and incorporating inclusive education into government policies. Among the law and policy documents between 2021 and 2024, Save the Children influenced the content of four documents.

5.2 FORMATION OF INCLUSIVE EDUCATION SYSTEM

Based on the responses of primary and lower secondary teachers about the level of formation of an inclusive education system in the target schools, more than 93% of the teachers rated the following as being at a satisfactory level: (1) the policy and planning of the school for educating CWSN, (2) the communication skills of the teachers and school staff working with CWSN, and (3) the school's interest in accepting CWSN. Also, more than 84% rated the following as being at a satisfactory level: (4) the support system for teachers working with CWSN and (5) the understanding of students and parents about CWSN.

Table 44. Evaluation of the formation of an inclusive education system

No	CWSN training activities	4-5th grade homeroom teacher /78/		6-9th grade homeroom teacher /96/		Non-homeroom teacher /36/	
		Satisfactory	Not satisfactory	Satisfactory	Not satisfactory	Satisfactory	Not satisfactory
1	School policies and plans for the training of CWSN	96.2	3.9	95.8	4.2	94.4	5.6
2	Relationships and attitudes of teachers and staff to work with CWSN	94.9	5.1	96.9	3.1	88.8	11.1
3	Interests and attitudes of management and staff to accept CWSN in schools	93.6	6.4	98.0	2.0	94.4	5.6
4	A system to support teachers working with CWSN	87.1	12.9	89.6	10.4	77.7	22.2
5	Pupils' and parents' acceptance of CWSN	87.2	12.8	84.4	15.6	69.5	30.5
6	Teaching materials and appropriate materials for teaching the CWSN	79.5	20.5	71.9	28.1	72.2	27.8
7	Public acceptance of CWSN	77.0	23.0	55.2	44.8	41.7	58.3
8	CWSN-friendly school infrastructure	69.2	21.8	76.0	24.0	77.8	22.2

Compared to the results of the baseline surveys, teachers have seen changes and improvements in the aspects of the school's policies for educating CWSN, teachers' communications and attitudes, teachers' interest in teaching CWSN at school, teacher support systems, and understanding of students and parents. More than 70 percent of the teachers answered that the activities of the inclusive education system are sufficient. However, 44.8 percent of lower secondary teachers and 58.3 percent of non-homeroom teachers believe that the public understanding of CWSN is insufficient.

... In 2023, the Education Law included a whole chapter on inclusive education. The words "special school" or "special" no longer exist in this law. Therefore, the attitude of school administrators and teachers to educate CWSN has improved greatly. Currently, it is a pressing issue that policymakers and school administrators have different understandings of inclusive education, and teachers cannot find appropriate methods of working with CWSN.

From an individual interview with an expert representative of the Ministry of Education and Science

Regarding how the teachers evaluate the results of the inclusive education activities in the target schools during the implementation of the project, teachers involved in the study have believed that (1) the knowledge, skills and attitudes of teachers working with CWSN have changed, (2) learning opportunities for CWSN have increased, (3) learning environment has improved, and (4) cooperation between teachers and parents has improved.

Table 45. Results of educating CWSN in the target schools during the project implementation

	Teachers' remarks
The knowledge, skills, and attitudes of teachers working with CWSN have changed	<ul style="list-style-type: none"> - Teachers improved their ability to develop and implement IEPs. - Teachers learned how to adjust their curricula, planning, and preparation. - Teachers improved their understanding, knowledge, skills, and attitudes about CWSN. - Teachers improved their methodology of teaching CWSN. - Teachers were able to provide teaching materials. - Teachers learned how to identify the learning needs of CWSN. - Teachers are teaching lessons considering research. - Teachers were involved in many training. - A culture of inclusive education has been established throughout the organization and among teachers. - The number and motivation of teachers working with CWSN have increased. - Teachers see facing problems from the right perspective. - A support team has been established and is working effectively - Teachers understand and respect their students with close relationships.
Children with special needs have increased learning opportunities and conditions	<ul style="list-style-type: none"> - Working with IEPs has brought progress and changes for CWSN. - CWSN are allowed to study together with other children. - There is training that meets the needs of CWSN. - CWSN began to study in mainstream schools. - Every child was equally included in the education. - Learning has become easier for CWSN. - CWSN are more open and confident. - Children began to help, befriend, and accept CWSN. - CWSN are respected and not discriminated against. - Children's attitudes have changed, and they are now able to communicate with each other as equals. - The children of the Students' Self-Governing Council conduct training to other children.
The learning environment has improved	<ul style="list-style-type: none"> - The learning environment for CWSN is well established. - Studying in a special classroom improved the student's knowledge and skills. - Classrooms for CWSN were created and furnished. - There is a restroom for CWSN. - A child development center was established. - Special teaching materials are used in the classroom. - Classrooms on the first floor were selected for CWSN to study.
Cooperation between teachers and parents has improved	<ul style="list-style-type: none"> - Cooperation and coordination between parents and teachers has improved. - Parents increased their knowledge and understanding. - Teachers, children, and parents were able to unite. - Parental attitudes have changed. - Parental involvement and motivation improved. - Parents are closer to the school.

Based on the teachers' responses, the extent to which the target school's buildings, facilities, and learning environment have been adjusted to meet the needs of CWSN has been assessed. Hereby, the ramps, stair handles, and sinks are well made, while the restroom seats and wall handles are insufficient.

Table 46. Adjustment of the learning environment in the target schools (By teachers' evaluation)

No	Accessibility	Good			Medium			Poor		
		4-5th grade homeroom teachers	6-9th grade homeroom teachers	Non-homeroom teachers	4-5th grade homeroom teachers	6-9th grade homeroom teachers	Non-homeroom teachers	4-5th grade homeroom teachers	6-9th grade homeroom teachers	Non-homeroom teachers
1	Ramp	67.9	63.5	52.8	21.8	30.2	30.6	10.3	6.3	16.7
2	Stair handle	65.4	65.6	55.6	25.6	25.0	27.8	9.0	9.4	16.7
3	Sink	57.7	53.1	47.2	28.3	30.2	44.4	14.1	16.7	8.3
4	Door handle	56.4	63.5	55.6	35.9	30.2	27.8	7.7	6.3	16.7
5	Restroom compartment	55.1	62.5	58.3	28.2	21.9	30.6	16.7	15.6	11.1
6	Restroom seats	52.6	57.3	52.8	28.2	29.2	33.3	19.2	13.5	13.9
7	Wall handle	43.6	46.9	36.1	26.9	26.0	36.1	29.5	27.1	27.8

The survey aimed to reveal how the Child Development Center (or Child-Friendly Space) that was established in the target schools within the framework of the project is used for developing and educating CWSN. The study shows that 90.2 percent of the homeroom teachers of 4-5th grades with CWSN and 81.8 percent of the homeroom teachers of 6-9th grades with CWSN use the center in their activities.

Figure 36. Conducting educational activities in the child development center (by homeroom teachers of primary and lower secondary grades with CWSN)

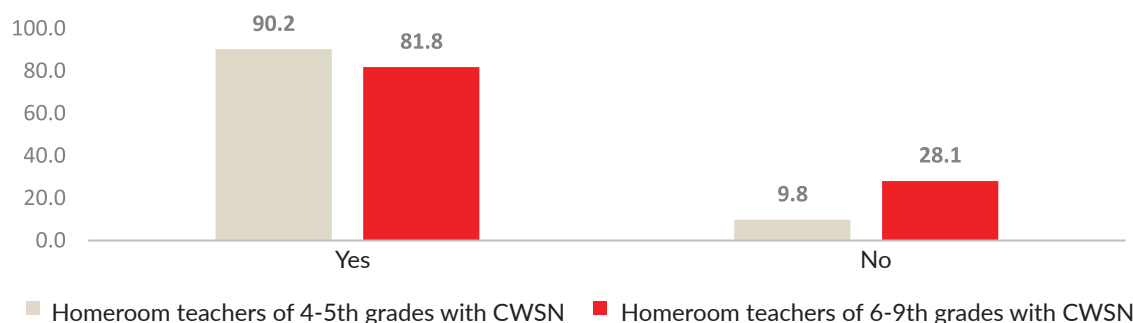


Table 47. Frequency of visits to child development centers (By responses of primary and lower secondary grade CWSN)

No	Activities of the Child Development Center	Always		Sometimes		No		Don't know	
		4-5th grade CWSN	6-9th grade CWSN	4-5th grade CWSN	6-9th grade CWSN	4-5th grade CWSN	6-9th grade CWSN	4-5th grade CWSN	6-9th grade CWSN
		/30/	/39/	/30/	/39/	/30/	/39/	/30/	/39/
1	Taking individual lessons	33.3	28.2	20.0	25.6	40.0	41.0	6.7	5.1
2	Talking to teachers and psychologists and getting advice	20.0	20.5	26.7	38.5	50.0	35.9	3.3	5.1
3	Joining the game-based development program	20.0	12.8	16.7	25.6	63.3	56.4	0.0	5.1
4	Making up for missed lessons	16.7	20.5	20.0	23.1	60.0	53.8	3.3	2.6
5	Taking a reviewing lesson	16.7	12.8	30.0	28.2	50.0	56.4	3.3	2.6
6	Spending free time	10.0	15.4	33.3	25.6	53.3	53.8	3.3	5.1
7	Joining club activities	10.0	5.1	13.3	23.1	70.0	69.2	6.7	2.6
8	Participating in activities of the Students' Self-Governing Council	0.0	2.6	3.3	2.6	90.0	82.0	6.7	12.8

According to the teachers of the target schools working with CWSN, the Child Development Center has significantly contributed to teaching CWSN with IEPs, making up for academic delays, providing rehearsal opportunities and developmental training, supporting teacher development, and cooperating with parents. Based on the interviews conducted with CWSN regarding the changes and results of using the Child Development Center, the Child Development Center provides a suitable environment for attending individual and/or reviewing lessons, making up for missed lessons, seeking advice from psychologists and teachers, and spending free time.

Table 48. Activities and results of the Child Development Center

Direction	CWSNs' assessment	Teachers' assessment working with CWSN	
		Teachers of grades 4-5	Teachers of grades 6-9
CWSN study individually and repeat their lessons	<ul style="list-style-type: none"> - Improving the learning - Understanding lessons better - Being able to study individually - Having interesting lessons - Reviewing lessons - Keeping up for missed lessons - Improving the writing skills 	<ul style="list-style-type: none"> - Teaching lessons using IEPs - Teaching individually - Teaching students who have learning delays three times a week - Using teaching materials and tools - Teaching CWSN the lessons they don't understand 	<ul style="list-style-type: none"> - Having individual teaching - Teaching using IEPs - Teaching elective subjects - Teaching through the Pearson program - Helping with doing homework and rehearsals - Using books and teaching materials - Teaching lessons about health
Getting psychological support, child development, and socialization	<ul style="list-style-type: none"> - Feeling nice to talk to a psychologist - Getting emotional support - Being self-confident - The center is quiet and comfortable. - Being satisfied with the center - Being possible to be on their own - Studying calmly 	<ul style="list-style-type: none"> - Socializing children - Helping them to adjust to the environment - Children are open and free - Talking to the children - Giving advice 	<ul style="list-style-type: none"> - Getting them to talk to a social worker - Spending free time with the children - Teaching games to develop children's thinking - Practicing language skills - Helping them homework
Spend their free time and develop themselves	<ul style="list-style-type: none"> - Reading and talking about their books - Liking the books - Liking to play in the center - Making many new friends - Liking to sing 	<ul style="list-style-type: none"> - Implementing a game-based development program - Conducting activities on game-based development and drawing pictures - Developing them through fun games - Conducting student development activities 	<ul style="list-style-type: none"> - Developing CWSN through playing with other children on the 1st, 3rd, and 5th days every week - Running clubs - Running a craft club - Teaching demonstration lessons and learning others' experience

5.3 ACTIVITIES OF THE SUPPORT TEAM

Article 3.5 of the "Procedure for inclusive education of children with disabilities in primary and secondary education" states that the Support Team shall be established and operated by the order of the school director. As well, the procedure states that the Support Team will be responsible for inclusive education of children in school, their adaptation to the school environment, and support and assistance to children in primary and secondary education. Furthermore, other legal documents specify that the support teams of schools and kindergartens are in charge of organizing multifaceted activities to support the learning

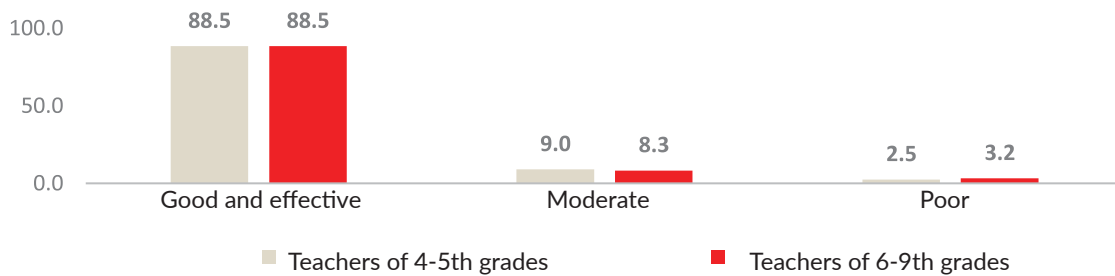
of children with disabilities. These activities include implementing, evaluating, and improving curricula, preparing appropriate teaching and learning materials, and organizing case discussions by considering the adaptation of individual characteristics of children with disabilities at educational institutions.

The support team established for inclusive education of CWSN in the target schools regularly organizes the following activities according to its work plan. It includes:

- Developing educational curricula necessary for the development and learning of CWSN (developing IEPs and determining subject and lesson content) and selecting different subjects and content based on the special needs of the child
- Preparing textbooks, manuals, and materials
- Organizing training for teachers, parents, guardians, and students, and improving continuously teaching methodologies of teachers
- Supporting the positive attitude and influence of parents and guardians
- Working carefully to create a friendly learning environment for CWSN and to adjust the conditions and environment for their learning and development without difficulties.

Eighty-eight percent of the teachers who participated in the survey concluded that the support team’s activities were working well and efficiently. The teachers believe that the training organized by the support team is well-informed and accessible. However, 8.6 percent rated it moderate or reasonable, while 2.8 percent rated it poor.

Figure 37. Evaluation of support team activities (By teachers)



... The support team consists of 7 people in our school. Once a quarter, the work of teachers working using IEPs is evaluated. A certain amount of bonus is given based on monitoring and evaluation. In addition to seeing if there is progress for CWSN, teachers are being encouraged to see if the goals of the IEPs have been met.

From the FGD with school administration and managers, Khovd province

... School teachers are gaining an understanding of inclusive education through the exchange of experiences. They have psychological preparation and abilities to work with children with autism spectrum disorder and attention deficit hyperactivity disorder. Now, we need management support. Management itself should be a great support team. I want managers who advise, help, and support, not scold or demand. Only then inclusive education can be realized in its true sense.

From an individual interview with an expert representative of the Council to Support Education Enrollment of ChD

The chapter conclusion

As for the indicator achievement, it is concluded that an inclusive education system has been formed at the basic education level, and the influence activities organized in this area are sufficient. For example, in addition to teaching how to carry out influence activities in all forms of training, school N°65 showed video content prepared within the project and discussed how to respect and understand others and not discriminate. In addition to organizing policy influence activities in social media campaigns, training series, meetings, and discussions (workshops), small project competitions were also supported.

Schools and teachers have read and studied the legal documents on inclusive education, and policymakers have discussed ways to implement them sufficiently. According to the Ministry of Education and Science, 3,304 representatives of inclusive education specialists, teachers, and employees were trained to work with CWSN in 2023.

Seven projects and programs on inclusive education are being implemented in Mongolia by international organizations. Among these projects, the project "Promoting Inclusive Education throughout Primary and Lower secondary Education in Mongolia" shows the main distinguishing feature with aspects such as developing legal documents and implementing comprehensive and various policy influence activities within the framework of forming an inclusive education system at the basic education level.

In addition, documentation on the experiences and lessons learned from implementing inclusive education has increased since the baseline survey was conducted. For example, the following documents can be named: the compendium "Good practices in working with children with special needs" published in collaboration with the Department of inclusive education of the General Authority for Education in 2023, the summary of the report "Good practices in including children with special needs equally in education" issued by the General Authority for Education in 2023, and the research report " Good practices on inclusive education and child protection" issued by the National Coalition of Civil Society "For education for all!" in 2020.

CONCLUSION

CWSN and students of general education schools:

Student communication and attitudes toward peers with special needs

- In terms of the ability of classmates to help and support their friends with special needs, primary students are better than lower secondary students. Classmates provide the most help and support to friends with special needs by teaching their lessons, helping when they need help, providing psychological support, and sharing what they need.
- Difficulties faced by CWSN in going to school and classes include children's negative attitudes, poor roads to and from school, living far away from school, being unable to move independently, and having some delays in learning.
- Regarding the most needed support for a friend with special needs, the classmates believe their main supports are psychological support, close communication and discussion, study support, attention to health, and non-discrimination.
- One out of four children always talks to their family about what happened in class and school, while one out of three children sometimes talk and half of the children do not talk to them occasionally or never talk. This finding shows that families do not necessarily have close conversations with their children.
- Homeroom teachers and families are very good at instructing and explaining to students of 4-5th grades about how to help CWSN. Teachers, family members, and close people teach most 6-9th grade students about helping and supporting CWSN.
- One out of every two lower secondary students attended training on inclusive education, and one out of every three students had a significant change in their understanding and knowledge about the characteristics of CWSN, and the rest of the student's knowledge and understanding increased and improved more than previous times.

Understanding and supporting children with special needs

- Two out of three CWSNs are preparing to transition from primary to lower secondary grades with support from schools, teachers, and parents. They read books, study well, emotionally prepare themselves, and take additional reviews in preparation for the next grade.
- Students evaluate the relationship between teachers and CWSN by saying that the homeroom teachers can treat all children equally.
- Parents, caregivers and other family members are always helping their CWSN of 4-5th grades, while one out of every two children is being helped by their classmates. One out of three CWSNs in grades 6-9 receive help and support from their families and classmates. This shows that as they advance grades, their independence increases, and family attention and involvement decrease.
- One out of three CWSNs in grades 4-5 communicates closely with all the children in their class and half of them communicate closely with only some of their classmates.
- When CWSN asks for help in the school environment, they first turn to their homeroom teachers, then their family, friends, and classmates. They tend to seek less assistance from school administrators, school staff (librarians, doctors, janitors), and social workers.

- When progressing from primary to lower secondary grades, CWSN have problems with increasing the number of subjects, increasing the homework load, communicating with many teachers, and not understanding the lessons.

Activities on inclusive education of teachers and general education schools:

- The knowledge and understanding of inclusive education and CWSN have improved for both homeroom and non-homeroom teachers.
- Teachers have changed their understanding of CWSN, not only as children with disabilities, but also as children who need support, who have learning disabilities, and who are different from others.
- The percentage of teachers who believe that CWSN can be included and educated in mainstream schools has increased, and more than 70 percent of teachers believe that 7 types of special needs out of 9 types of CWSN can be educated in mainstream schools. This shows that teachers' knowledge and understanding of the characteristics and differences of CWSN and their knowledge and skills in teaching CWSN have improved, and they can accept CWSN in the school and classes.
- Two out of three teachers rate their knowledge and skills of working with CWSN as good and one as average. Very few teachers rated their knowledge and skills of working with CWSN as poor or unknown.
- Teachers evaluate their knowledge and skills in working with CWSN as good. The percentage of teachers who judged that their knowledge and working skills about CWSN are poor or do not know is little.
- There has been improvement in teachers' understanding of inclusive education and CWSN, identifying them, implementing IEPs, and assessing the developmental progress of CWSN.
- Teachers at the target schools have shown high engagement in inclusive education training. In particular, all of those working with CWSN have attended it.
- Teachers have effectively used the knowledge and skills learned from the project training in the following educational activities for CWSN:
 1. Methodology of developing and implementing IEPs
 2. Teaching methodology of CWSN
 3. Perception and attitude toward CWSN
 4. Knowledge and understanding of the skills of working with parents of CWSN
- The support team monitors and evaluates the work of teachers in implementing IEPs once a quarter and gives incentives to teachers based on the progress of CWSN. The workload of teachers working with CWSN is still high.
- Primary teachers are doing a good job of preparing CWSN from primary to lower secondary grades. (The preparation for 6 out of 7 indicators is more than 80 percent.)
- Primary teachers are making good preparations to hand over the child to lower secondary teachers when CWSN graduates from the 5th grade.
- The homeroom teacher provides the most psychological support to CWSN for transitioning from primary to lower secondary grades, followed by social workers, training managers, and psychologists.
- When homeroom teachers provide psychological support to CWSN, they advise their parents, instruct their lower secondary teachers, organize activities related to adaptation, and talk to CWSN. These kinds of support are provided to one out of every three children in grades 4-5.

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- Within the scope of the project, two out of three teachers of 4-5th grades, one out of two teachers of 6-9th grades, and one out of three non-homeroom teachers participated in learning and exchanging experiences with teachers from other schools in including and educating CWSN.

The parents' ability of participation and support of CWSN's progress to grades and learning process:

- Parents' knowledge and understanding of inclusive education have improved, and the majority of parents with primary children (81.8 percent), as well as parents with lower secondary children (87.5 percent), have a correct understanding. The vast majority of lower secondary parents believe that CWSN can be educated in mainstream schools.
- One out of every two parents of primary and lower secondary children participated in the training on inclusive education organized among parents. 86.4 percent of the parents of 4-5th grade children who participated in the training shared their knowledge and understanding about inclusive education, while 75% of the parents of 6-9th grade children shared it with their children.
- The study considers the participation of parents in the activities organized by their children's school and class in the field of inclusive education. It shows that all parents of primary and lower secondary children are constantly cooperating with their child's homeroom teacher and participating in their child's class activities with other parents. In addition, two out of three parents participated in activities to improve the learning environment, share experiences with other parents, and raise awareness of inclusive education. From this point of view, although parents participate in the activities organized by the school, there is little initiative and implementation by parents based on their participation.
- When supporting their child's education, parents pay more attention to providing the environment and conditions for their child's learning. However, they have a relatively weak participation in communicating and being together with their child, such as talking to each other, being together, and helping them do their homework.
- Eighty-five percent of all parents considered that the ability of parents to support the learning and development of CWSN has changed a lot.
- The main changes in parents' ability to support CWSN in their learning and development are (a) improved cooperation between teachers and parents, (b) increased attention of parents to their CWSN, (c) increased parents' psychology and confidence in their children's learning and development, and (d) increased desire of parents to develop their children.
- Parents are more likely to enroll their CWSN in lower secondary grades without letting them drop out.
- According to homeroom teachers, the ability of parents of primary and lower secondary graders to support the learning and development of their CWSN has improved and changed.
- Some parents' attitudes are still negative in identifying their CWSN, and parents refuse or do not accept the identification of mild, intellectual, learning, and behavioral problems, neglect to take time, and do not undergo medical examinations.

At the level of policy implementation:

- The project contributed value to creating a comprehensive school-based inclusive education model, planning and implementing inclusive education policies at the local and national levels, improving human resource capacity, improving the legal environment, and expanding interdisciplinary cooperation.
- The issue of children with special needs is included in the legal documents about education.
- There was a lack of activities for schools and teachers to read and study legal documents and for policymakers to discuss ways to implement them, but in the past two years, these activities have been done at a sufficient level.
- There are many approved rules and regulations, and they state provisions for monitoring and evaluating the implementation. Therefore, monitoring and evaluation of the implementation of the approved rules, regulations, and instructions in inclusive education is being started recently.
- Reports documenting the experiences and lessons learned in the field of inclusive education were added in 2021-2023, and the same documentation was done during the implementation period of the project and within the framework of 7 projects and programs implemented by international organizations in Mongolia on inclusive education.

RECOMMENDATION

For students of general education schools:

- Teachers and parents should organize activities to help CWSN learn to express themselves and to openly discuss their problems with them.
- In cooperation, schools and parents should solve the common issues or challenges of CWSN, who have a poor road of going to school, live far away from home, and find it difficult to travel independently.
- Classmates should be involved to help and give advice in learning activities such as eliminating the learning delay of students with special needs, making up lessons, and reviewing lessons.
- Schools should work closely with parents and families regarding the health, treatment, rehabilitation, speech and movement therapy, and identification of CWSN.
- CWSN's participation in activities organized in the classrooms should be improved.
- The activities of the Student Self-Governing Council (SSGC) should incorporate activities to support CWSN's participation and to support their initiatives.
- Clubs should be run to develop CWSN's interests and skills
- Organizing different activities at the primary and lower secondary level, namely selecting and listening to officially authorized podcasts, documentaries, and TEDx presentations in the online environment, conducting debates and discussions, making presentations, and writing essays under the topics about equality, non-discrimination, the human diversity, and successful cases and stories of people with special needs to increase student's knowledge about the characteristics and differences of CWSN
- Helping and supporting CWSN to overcome the difficulties of increased subjects and workload, communicating with many teachers, and not understanding the lessons when they progress from primary to lower secondary grades.
- Promoting anti-bullying and discrimination against CWSN through regular training and advocacy for all school pupils.

At the level of schools and teachers:

- Increasing the understanding and knowledge of newly transferred teachers about inclusive education
- The training on inclusive education and CWSN should improve homeroom teachers' skills in identifying the characteristics of CWSN in their class and implementing teaching methods and curricula adjusted to CWSN. In other words, relevant training and workshops need to combine theory and practice.
- Adjusting learning environment
- Increasing the appropriate materials for inclusive education based on the school management research data
- Local governments should collaborate with community organizations to equip schools with additional improved educational tools, equipment, and infrastructure that support the learning of CWSN.
- Schools should organize activities in which families with CWSN will work closely with the school's support team to develop the child's socialization and independence.
- Identifying the difficulties, risks, and learning difficulties that may arise in the advancement of CWSN

to lower secondary grades, organizing effective activities, and evaluating progress, based on research

- Providing teachers with understanding and knowledge on how to pay attention to the transitional age and socialization process of CWSN when they enter the lower secondary grade, such as alienation from peers and friends, reluctance to receive support and help from classmates
- Organizing and activating activities for sharing and discussing experiences and lessons learned by primary teachers who have implemented IEPs.
- Taking necessary action at levels of school and basic education policies, and management by addressing the heavy workload of teachers working with CWSN to provide sustainable quality education for CWSN
- Documenting and disseminating experiences created by teachers in target schools and increasing cooperation between schools
- Supporting regular cooperation between special schools and mainstream schools

At the parent and community level:

- Surveying participation in training on inclusive education, and then providing knowledge and understanding on inclusive education to parents who have not attended training
- Schools and teachers should organize training and counseling aimed at helping parents to understand and support their children psychologically
- Paying attention to increasing parental participation and support in terms of talking with their children in their free time, spending time together, and helping them with homework
- Schools should plan and implement activities with the joint participation of parents and children
- Schools should organize discussions on the support of parents for CWSN to progress from primary to lower secondary grades
- Families should support the socialization and independence of CWSN and schools should organize activities based on parents' initiative and participation in cooperation with teachers.
- In addition to providing an environment for the learning and development of their CWSN, parents should also support the discovery and development of their interests and talents and cooperate with their teachers.
- Helping parents understand the importance of spending time together and talking to their CWSN in their free time for their development and socialization, and increasing family support
- Increasing parents' participation in activities organized by schools and classes in the field of inclusive education
- Increasing parents' involvement in identifying and solving CWSN's issues about the safety and school environment

At the level of policy planning and implementation:

- Making CWSN's registration comprehensive at the policy level: It is good to include both children who are engaged in individual education plans and children who are left out of education in the registration information system. Furthermore, CWSN's registration should be made comprehensive in cooperation with the Ministries of Health, and Labor and Social Protection.
- Discussing difficulties at the national level and improving some regulations in the process of monitoring and evaluating the implementation of approved legal documents
- Improve the application of existing policy documents and inter-sectoral cooperation to achieve results. In particular, improving the accuracy of the statistics of children with disabilities and addressing the issue of financing private organizations that provide services to children with special needs for the variable cost per child, without leaving it out as a cross-sectoral issue.
- Improving the incentive system for teachers working with CWSN, increasing incentives, and creating conditions for hiring assistant teachers
- The participants of the qualitative research mentioned that the policy documents developed after 2019 had a high role for NGOs, especially Save the Children, and in the future, close cooperation and participation with NGOs on inclusive education should be ensured.
- In the "Procedures for inclusive education of children with disabilities in general education schools", the role and participation of the support team should be detailed, the school management should be the main stakeholder of the support team, and the activities of the inclusive education and support team should be included in the performance plan of the principal and training managers.

APPENDIX

Table 49. A sample of children without special needs in grades 4-5

1st year	Number	Percentage	2nd year	Number	Percentage
School No. 79, BZD	1	2.3	Amgalan Complex School, BZD	3	7
School No. 127, BZD	2	4.7	School No. 30, BZD	4	9
School No. 37, ChD	3	7	School No. 61, ChD	4	9.3
School No. 49, ChD	3	7	School No. 39, ChD	3	7
School No. 65, SkhD	2	4.7	School No. 76, SkhD	4	9.3
School No. 67, SkhD	2	4.7	9th school, SkhD	3	7
2nd school, Uvurkhangai	3	7	1st school, Uvurkhangai	2	4.7
School No. 7, Khovd	1	2.3	School No. 3, Khovd	3	7
Total	17	40		26	60

Table 50. A sample of children without special needs in grades 6-9

1st year	Number	Percentage	2nd year	Number	Percentage
School No. 79, BZD	4	9.1	Amgalan Complex School, BZD	3	6.8
School No. 127, BZD	2	4.5	School No. 30, BZD	3	6.8
School No. 37, ChD	2	4.5	School No. 61, ChD	4	9.1
School No. 49, ChD	1	2.3	School No. 39, ChD	2	4.5
School No. 65, SkhD	2	4.5	School No. 76, SkhD	3	6.8
School No. 67, SkhD	2	4.5	9th school, SkhD	3	6.8
2nd school, Uvurkhangai	4	9.1	School No 1, Uvurkhangai	2	4.5
School No. 7, Khovd	3	6.8	School No. 3, Khovd	4	9.1
Total	20	45		24	55

Table 51. A sample of students in grades 4-5

1st year	Number	Percentage	2nd year	Number	Percentage
School No. 79, BZD	1	3.3	Amgalan Complex School, BZD	3	10.0
School No. 127, BZD	2	6.7	School No. 30, BZD	4	13.3
School No. 37, ChD	2	6.7	School No. 61, ChD	2	6.7
School No. 49, ChD	2	6.7	School No. 39, ChD	2	6.7
School No. 65, SkhD	1	3.3	School No. 76, SkhD	0	0.0
School No. 67, SkhD	3	10.0	9th school, SkhD	2	6.7
School No 2, Uvurkhangai	1	3.3	School No 1, Uvurkhangai	1	3.3
School No. 7, Khovd	1	3.3	School No. 3, Khovd	3	10.0
Total	13	43		17	57

Table 52. A sample of students in grades 6-9

1st year	Number	Percentage	2nd year	Number	Percentage
School No. 79, BZD	2	5.1	Amgalan Complex School, BZD	3	7.7
School No. 127, BZD	2	5.1	School No. 30, BZD	3	7.7
School No. 37, ChD	1	2.6	School No. 61, ChD	2	5.1
School No. 49, ChD	1	2.6	School No. 39, ChD	2	5.1
School No. 65, SkhD	5	12.8	School No. 76, SkhD	5	12.8
School No. 67, SkhD	4	10.3	9th school, SkhD	4	10.3
School No 2, Uvurkhangai	0	0.0	School No 1, Uvurkhangai	1	2.6
School No. 7, Khovd	2	5.1	School No. 3, Khovd	2	5.1
Total	17	44		22	56

Table 53. A sample of teachers

1st year	Number	Percentage	2nd year	Number	Percentage
School No. 79, BZD	13	6.1	Amgalan Complex School, BZD	17	8.0
School No. 127, BZD	15	7.0	School No. 30, BZD	16	7.5
School No. 37, ChD	11	5.2	School No. 61, ChD	13	6.1
School No. 49, ChD	12	5.6	School No. 39, ChD	12	5.6
School No. 65, SkhD	14	6.6	School No. 76, SkhD	16	7.5
School No. 67, SkhD	14	6.6	9th school, SkhD	17	8.0
School No 2, Uvurkhangai	12	5.6	School No 1, Uvurkhangai	7	3.3
School No. 7, Khovd	10	4.7	School No. 3, Khovd	14	6.6
Total	101	47		112	53



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