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## Promotion and Dissemination of Inclusive Education in Mongolia by Utilizing the Japanese Educational Practice of In-school Committees

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### Abstract

**Purpose:** This study aims to report on and examines the results and effectiveness of in-school committees in Mongolia by referring to Japanese educational practice, which was one of initiatives of “Project for Strengthening Teachers' Ability and Reasonable Treatments of Children with Disabilities” (START1, 2015–2019) and its phase 2 (START2, 2020–2024) implemented by Japan International Cooperation Agency.

**Methods:** The subject of this study was 36 kindergartens and 35 schools in Ulaanbaatar and five provinces (Dornod, Tuv, Umnugovi, Khuvsgul and Khovd). The survey period was 2021–2024. In the first year of in-school committee implementation, a total of 558 activities were carried out by the committees in kindergartens and 340 activities in schools.

**Findings:** Based on the results of the implemented activities, a questionnaire administered to teachers, and interviews with principals, it can be concluded that in-school committees led to the establishment of school-wide support systems for children with special educational needs. The effects are summarized as follows. (1) The roles of teachers were organized under the leadership of managers. (2) Information sharing among teachers was facilitated. (3) Both homeroom teachers and managers took responsibility for supporting parents and creating positive relationships with them. (4) Attention has been paid to environmental improvement. (5) Teacher training in inclusive education

has been organized. These effects have been observed in many target kindergartens and schools, suggesting that in-school committees can play an important role in promoting inclusive education in Mongolia.

**Keywords:** inclusive education, regular kindergarten and school, in-school committee, Mongolia

## 1. Introduction

Goal 4 of the Sustainable Development Goals (SDGs) adopted by all United Nations Member States in 2015 is “Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all” (United Nations, n.d.). It aims to provide a safe, nonviolent, inclusive, and effective learning environment for all. UNICEF (n.d.) describes inclusive education, which realizes SDG 4, as the most effective way to give all children a fair chance to go to school, learn, and develop the skills they need to thrive. This entails real learning opportunities for groups who have traditionally been excluded, such as children with disabilities and speakers of minority languages.

Mongolia, the subject of this study, has an area of 1,564,100 km<sup>2</sup> and a population of 3,505,000 (2023), of which 1,735,000 (49.5% of the total population) live in the capital city of Ulaanbaatar. The ethnic composition is 95% Mongolian, followed by Kazakhs and other groups. Its official language is Mongolian; however, Kazakh is also spoken in the western part of the country. The majority practice Tibetan Buddhism (Ministry of Foreign Affairs of Japan, 2024). The main industries are mining and cattle raising, and according to IMF statistics, the GDP per capita in 2023 was 5,796 USD, ranking 111th out of 193 countries in the world (GLOBAL NOTE, 2024).

According to the National Statistics Office of Mongolia, the total number of persons with disabilities in 2023 was 111,228 (3.3% of the total population). A total of 63,798 were men (3.8% of the total male population) and 47,430 were women (2.8% of the total female population). Among the types of disabilities, 21,396 (19.2%) were living with intellectual disabilities, 20,018 (18.0%) with physical disabilities, 12,053 (10.8%) with visual impairments, 7,800 (7.0%) with hearing impairments, 3,618 (3.3%) with speech impairments, 7,409 (6.7%) with multiple disabilities, and 38,934 (35.0%) with other disabilities including internal disorder.

There are six special schools in the capital city, Ulaanbaatar, with specialized curricula that differ from those of regular schools. Special classes in regular schools are very rare, and their curriculum has the same lesson hours as regular classes, but teaching content is adapted to the actual situation of the child. Inclusive education in Mongolia aims to provide education in regular classes in regular schools.

One of the main challenges in promoting inclusive education in Mongolia is that children with disabilities are accepted into regular kindergartens and schools only through the efforts of individuals and international nongovernmental organizations (NGOs), and school-wide support systems for children with special educational needs have not been established.

The authors worked on the “Project for Strengthening Teachers’ Ability and Reasonable Treatments of Children with Disabilities” (START1, 2015–2019) and its phase 2 (START2, 2020–2024) implemented by Japan International Cooperation Agency (JICA) in Mongolia. These projects focused on inclusive education for children with special educational needs. In order to solve the above-mentioned issue, START1 introduced the Japanese “In-school Committee on Special Needs Education” to Mongolia and START2 supported its implementation and nationwide dissemination (Tajima et al., 2023). An in-school committee aims to establish a school-wide educational support

system, understand the actual condition of children with special educational needs, and determine the necessary support for children. According to nationwide surveys in the academic year 2023–2024, in-school committees were established in 655 out of 737 kindergartens (88%) \*1 and in 592 out of 720 schools (82%) \*2.

Through coordination and cooperation with Mongolian stakeholders, the authors aimed to build inclusive education models and systems appropriate for Mongolia by referring to Japanese educational practices. In this paper, we report on one part of the initiatives—the implementation of in-school committees in Mongolia—and examine its results and effectiveness. This paper is based on the authors' analysis and does not represent the views of JICA.

## **2. Initiatives to promote inclusive education in Mongolia**

### **2.1 Initiatives by Mongolian government agencies, donor organizations and international NGOs**

Education for children with disabilities began in Mongolia in 1962, when a special class for visual and hearing impairments was established in School No.1 in Ulaanbaatar City. By 1989, 26 special schools were established throughout Mongolia. However, many closed in the 1990s owing to the transition to a market economy. Their numbers were reduced to two special kindergartens and six special schools (one for visual impairment, one for hearing impairment, and four for intellectual and physical disabilities) in Ulaanbaatar City.

In the 1990s, the Danish International Development Agency (DANIDA) and Save the Children UK implemented integrated education projects. In 2003, an inclusive education unit was established in Ministry of Education, Culture, and Science in Mongolia. Moreover, the “National Program on Inclusive Education” (2003–2008) was implemented, but has been evaluated as not been fully implemented because of a lack of coordination among related organizations and insufficient budgetary measures. Although projects by DANIDA and Save the Children UK have no direct impact on the introduction of in-school committee that we are going to discuss in this paper, the human resources trained by these initiatives have contributed to the promotion of inclusive education from 2015 onwards.

Mongolia acceded to the Convention on the Rights of Persons with Disabilities in 2009, and the Education Law and other related laws were amended to promote education for children with special educational needs. The pre-service training of special needs education teachers started at the State University of Education in 2013. Since 2015, when START1 was launched, various regulations and other measures promoting inclusive education have been approved, and donor organizations and international NGOs, such as the Asian Development Bank, Save the Children Japan, and Global Partnership for Education, have started their projects. Based on the various pilot activities implemented by START1, the “Guideline for Comprehensive Early Childhood Development for Children with Disabilities” was drafted and approved by Joint Ministerial Order of Labour and Social Protection, Education, Culture and Science, and Health in 2018. This served as a guideline for supporting children with disabilities in health, education, and social protection. In 2023, the Education Law and the Pre-School and General Education Law were amended and provisions on inclusive education were included in the laws (JICA, 2024; Suzuki et al., 2018).

### **2.2 Challenges in promoting inclusive education in Mongolia**

Data Collection Survey on Special Needs Education in Mongolia conducted by JICA in 2013 concluded challenges in promoting inclusive education in Mongolia into “challenges on access to

education” and “challenges on quality of education.” It summarized the causes of limited access as: (1) lack of a system for the early identification of disabilities, (2) lack of developmental support, and (3) limited acceptance in regular schools. The report presented five school cases that were proactive in accepting children with disabilities, but three of the five stopped accepting the children for the following reasons: changes in school management, termination of international NGO project, and insufficient teachers’ treatment for their increased workload (JICA, 2014).

### **2.3 Introduction of Japanese “In-school Committee on Special Needs Education” in Mongolia**

To promote inclusive education, START1 and START2 introduced and supported the implementation and nationwide dissemination of the in-school committee.

In Japan, in-school committee was required to be established in each kindergarten and school by Notification “About Promotion of Special Needs Education” issued in 2007, by the Director-General, Elementary and Secondary Education Bureau, Ministry of Education, Culture, Sports, Science and Technology Japan (MEXT). The committee aims to establish a school-wide educational support system under the leadership of the principal, understand the actual conditions of children with special educational needs, and determine the necessary support.

During START1, the authors introduced the practices of the in-school committee in Fujisawa City, Kanagawa Prefecture, Japan, to 16 Mongolian representatives who visited Japan in 2018. Six representatives from regular schools adopted in-school committees in their schools.

The establishment of in-school committee in regular schools was decreed in the “Guideline for Comprehensive Early Childhood Development for Children with Disabilities” approved by Joint Ministerial Order of Labour and Social Protection, Education, Culture and Science, and Health in 2018 and the “Regulation for Inclusive Education in Regular Schools” approved by Ministerial Order of Education, Culture and Science in 2019. As for kindergartens, the “Regulation for Provision of Pre-School Education Services to Children with Disabilities” approved in 2021 provided for the establishment of in-school committee.

The “Procedural Manual for Comprehensive Early Childhood Development for Children with Disabilities” (2021) (a revised version of the “Guideline for Comprehensive Early Childhood Development for Children with Disabilities”), stipulates that, “In-school committee is established in each kindergarten and school to ensure the right of children to develop and learn based on their needs and health conditions” with seven to nine members including manager, social worker, school doctor, teacher representatives, and parent representatives. Its role is to identify children in need of support; conduct health and environmental assessments of the children; develop an individualized education plan (IEP) ; monitor progress and report results; provide the necessary reasonable accommodations; promote understanding and provide training for teachers, parents, and the public.

## **3. Purpose of this study**

In this paper, we report on and examine the results and effectiveness of in-school committees in Mongolia by referring to Japanese educational practice, which was one of the initiatives by START1 and START2.

## 4. Methods

### 4.1 Subjects of this study

This study covered 36 kindergartens and 35 schools, including 25 kindergartens and 25 schools in Ulaanbaatar City, and 11 kindergartens and 10 schools in five provinces (Dornod, Tuv, Umnugovi, Khuvsgul, and Khovd).

The target kindergartens accommodated children aged two to five years. Among the 25 kindergartens in Ulaanbaatar City, the lowest number of enrollees was 94, the highest was 1,137, and the median number was 340. The number of enrollees with certified disabilities ranged from zero to 12 children per kindergarten. For the 11 kindergartens in five provinces, the lowest number of enrollees was 125, the highest was 721, and the median was 240. Enrollees with certified disabilities ranged from zero to eight children per kindergarten (academic year 2023–2024).

The target schools were 12-year schools (five year elementary, four year lower secondary, and three year upper secondary schools). For the 25 schools in Ulaanbaatar City, the lowest number of enrollees was 669, the highest was 4,738, and the median was 2,312. Enrollees with certified disabilities ranged from one to 31 children per school. For ten schools in five provinces, the lowest number of enrollees was 288, the highest was 3,776, and the median was 1,423. Enrollees with certified disabilities ranged from five to 33 children per school (academic year 2023–2024 year).

### 4.2 Survey period and data collection

The survey was conducted between September 2021 and June 2024. As the Mongolian academic year begins in September and ends in June, the target period covered three consecutive academic years (2021–2022, 2022–2023, and 2023–2024).

The data used in this study were based on activity reports prepared by the target kindergartens and schools, information obtained during the authors' visits to each kindergarten and school, and the project's endline survey. The data on implemented activities led by the in-school committees in Ulaanbaatar City were collected for 2021–2022, and the data for the five provinces were collected for 2022–2023. Data on the committee's effectiveness were collected in 2023–2024.

This study was approved by the Research Ethics Committee of Tokyo Gakugei University (Receipt No. 868).

### 4.3 Target activities of this study

In the target kindergartens and schools in Ulaanbaatar City, activities led by in-school committees to create inclusive kindergartens and schools began in the academic year 2021–2022. For the five provinces, the activities began in 2022–2023, by referring to the practices in Ulaanbaatar City. In the first year of implementation, START2 provided five million Tugrug (approximately 1,500 USD) to each kindergarten and school to support their activities.

The main activities at each target kindergarten and school and the support by START2 are summarized in Table 4. In the “monitoring” from November to December and March to April, the authors as START2 experts visited the target kindergartens and schools to provide advice on their activities, in cooperation with Mongolian experts from Ministry of Education, Metropolitan and Provincial Department of Education, universities, special kindergartens and schools.

**Table 1** Main activities at each kindergarten and school and support by START2

Month	Activities at each kindergarten and school	Support by START2
August		<ul style="list-style-type: none"> <li>• Selecting target kindergartens and schools</li> <li>• Conducting training for the kindergarten and school managers and teachers in inclusive education and in-school committee</li> </ul>
September	<ul style="list-style-type: none"> <li>• Formulating an annual plan to create inclusive kindergartens and schools led by in-school committees</li> <li>• Starting the activities</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting the formulation of the annual plan</li> <li>• Starting disbursements of five million Tugrug</li> </ul>
November–December	<ul style="list-style-type: none"> <li>• Receiving START2 monitoring team and improving activities</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting the monitoring and teacher training</li> </ul>
March–April	<ul style="list-style-type: none"> <li>• Receiving START2 monitoring team and improving activities</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting the monitoring and teacher training</li> </ul>
May	<ul style="list-style-type: none"> <li>• Preparing an activity report</li> </ul>	<ul style="list-style-type: none"> <li>• Receiving an activity report</li> </ul>
June	<ul style="list-style-type: none"> <li>• Participating in and presenting at a debriefing session</li> </ul>	<ul style="list-style-type: none"> <li>• Holding a debriefing session among target kindergartens and schools</li> </ul>

## 5. Results

### 5.1 Implemented activities led by In-school Committee

At the beginning of the academic year, the target kindergartens and schools formulated an annual plan to create inclusive kindergartens and schools led by an in-school committee, implemented activities according to the plan, and prepared an activity report at the end of the academic year. Based on this activity report, we analyzed the activities implemented by the kindergartens and the schools.

A total of 558 activities were implemented by 36 kindergartens, with a mean of 15.50 per kindergarten (standard deviation = 8.71) and a median of 15.5. A total of 340 activities were conducted by 35 schools, with a mean of 9.71 per school (standard deviation = 9.02) and a median of nine.

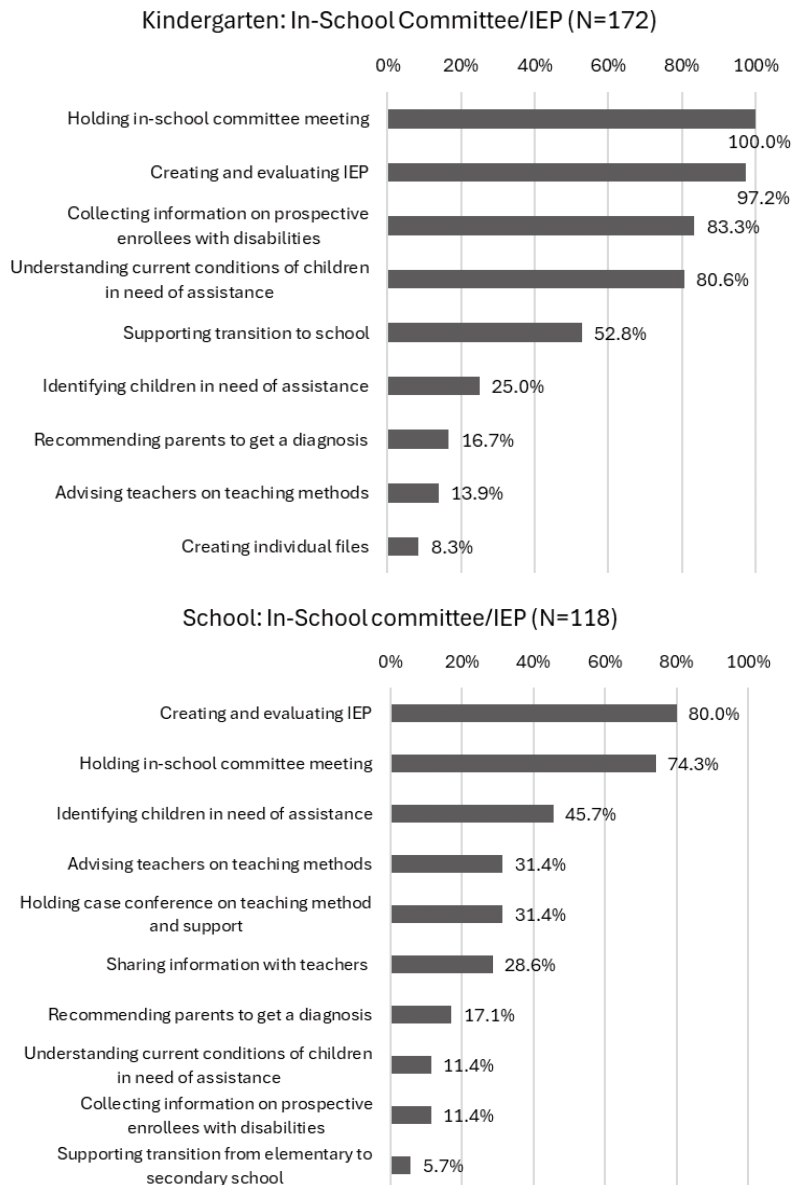
These activities were divided into six categories, as shown in Table 2: (1) In-school committees/

**Table 2** Number of activities by category to create inclusive kindergartens and schools led by in-school committees

Category	In-school committee/ IEP	Instruction and teaching materials	Support for children and parents	Environmental improvement	Support for teachers	Collaboration with external organization	Total
Kindergarten	172 (30.8%)	107 (19.2%)	101 (18.1%)	89 (15.9%)	55 (9.9%)	34 (6.1%)	558
School	118 (34.7%)	38 (11.2%)	85 (25.0%)	54 (15.8%)	40 (11.8%)	5 (1.5%)	340
Total	290 (32.3%)	174 (16.1%)	164 (20.7%)	143 (16.0%)	83 (10.6%)	53 (4.3%)	898

IEP, (2) instruction and teaching materials, (3) support for children and parents, (4) environmental improvement, (5) support for teachers, and (6) collaboration with external organizations. A chi-square test was conducted to examine the difference in the frequency of each category of activities between kindergartens and schools, and the results showed that the chi-square value was 25.34 with five degrees of freedom and a p-value of less than 0.05, which indicated that there were statistically significant differences between the activities in kindergartens and schools. In particular, the results indicated that more kindergartens than schools implemented the activities with regard to “instruction and teaching materials” and “collaboration with external organizations.”

The implemented activities are shown in the figures below for each category, and we compared



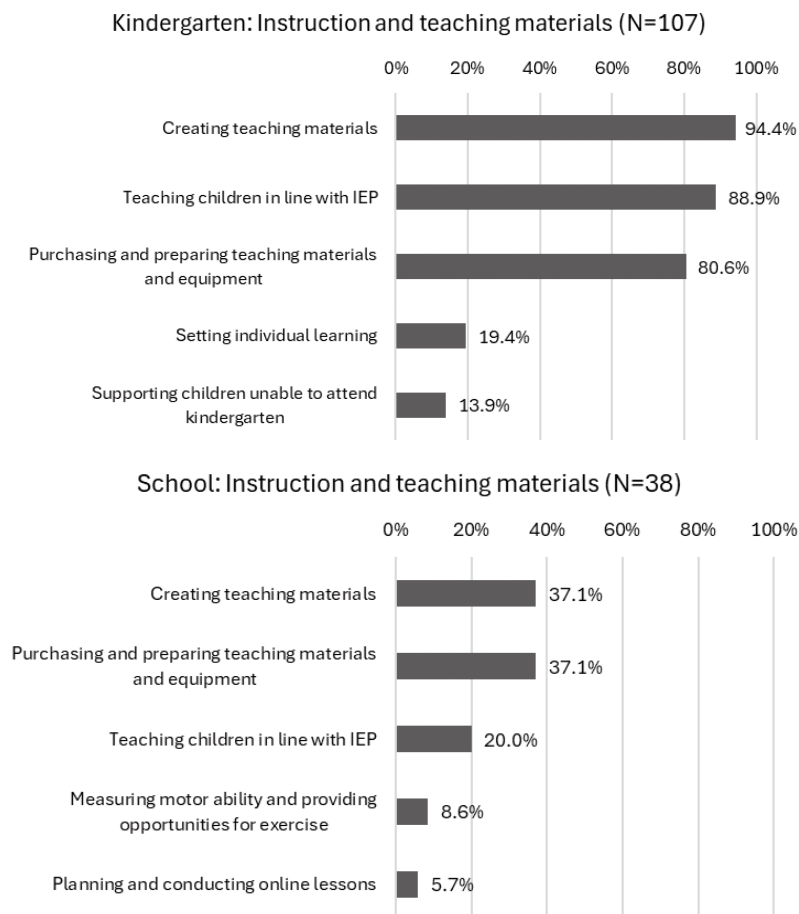
**Figure 1** Implemented activities of in-school committee/IEP

the activities in the kindergarten and the schools.

For the category “In-school committee/IEP”, many from both kindergartens and schools implemented “Holding in-school committee meeting” and “Creating and evaluating IEP.” On the other hand, 30 out of 36 kindergartens (83.3%) implemented “Collecting information on prospective enrollees with disabilities,” while only 4 out of 35 schools (11.4%) implemented the same activity.

Regarding the category “Instruction and teaching materials,” both the kindergartens and the schools show similar trends in that “Creating teaching materials” and “Purchasing and preparing teaching materials and equipment” are the top activities implemented. However, the percentage of the kindergartens and the schools that implemented these activities differed. “Creating teaching materials” was implemented by 34 out of 36 kindergartens (94.4%) and 13 out of 35 schools (37.1%), while “Purchasing and preparing teaching materials and equipment” was implemented by 29 out of 36 kindergartens (80.6%) and 13 out of 35 schools (37.1%). In other words, more kindergartens implemented these activities than schools.

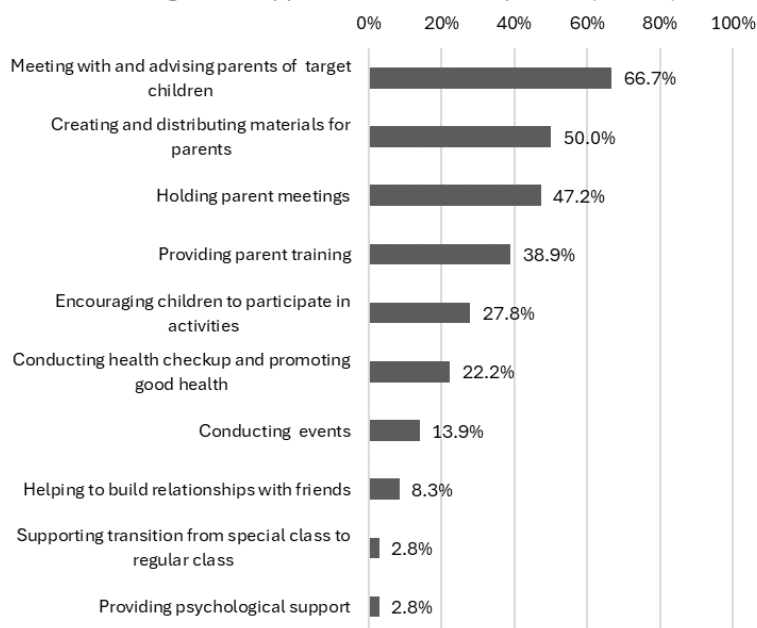
Regarding the category “Support for children and parents,” the top four activities (73 out of 101, 72.3%) in the kindergartens were activities targeting parents, while only 28 activities (27.7%) were focusing on children. In contrast, 48 of 85 activities (56.5%) in the schools targeted parents, whereas 37 activities (43.5%) targeted children. More types of activities were implemented in the schools



**Figure 2** Implemented activities of instruction and teaching materials



### Kindergarten: Support for children and parents (N=101)



### School: Support for all children and parents (N=85)

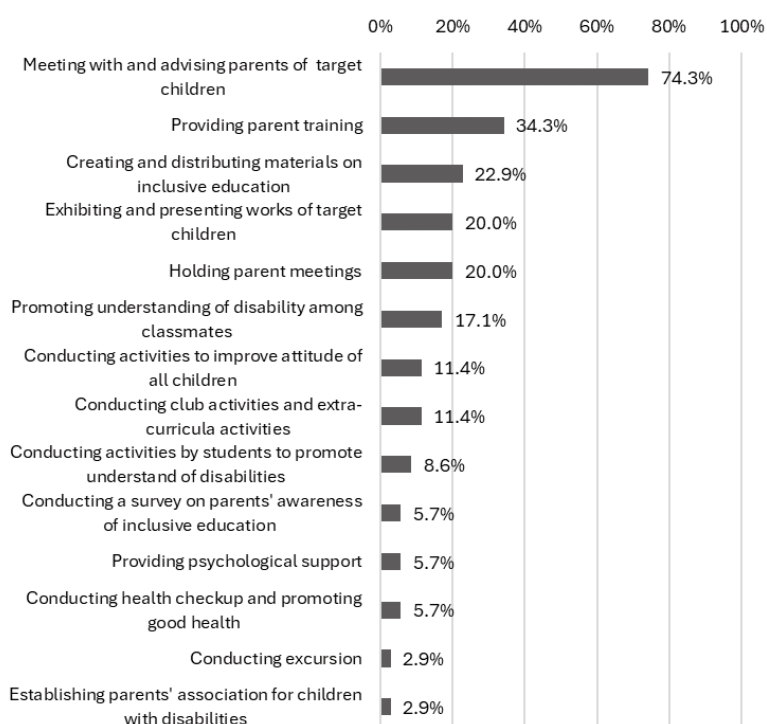
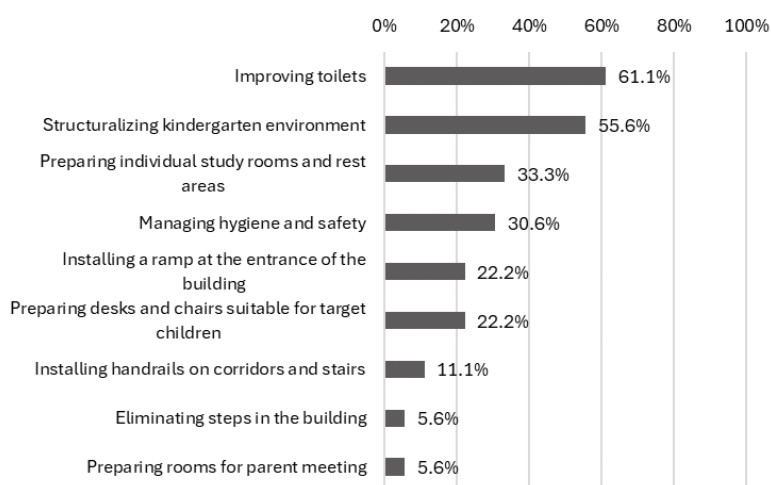
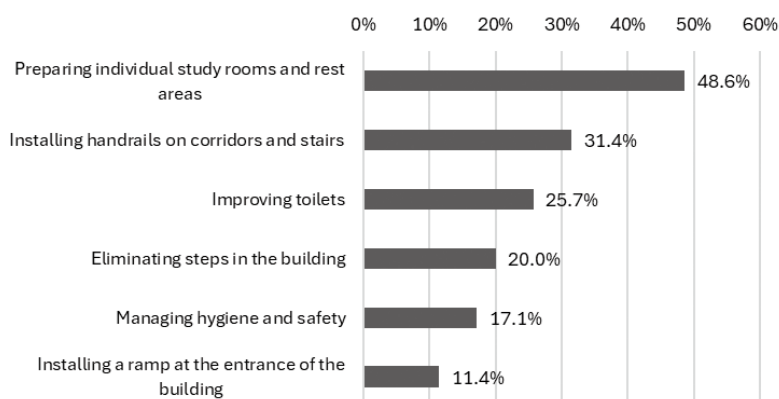


Figure 3 Implemented activities of support for children and parents

## Kindergarten: Environmental improvement (N=89)



## School: Environmental improvement (N=54)

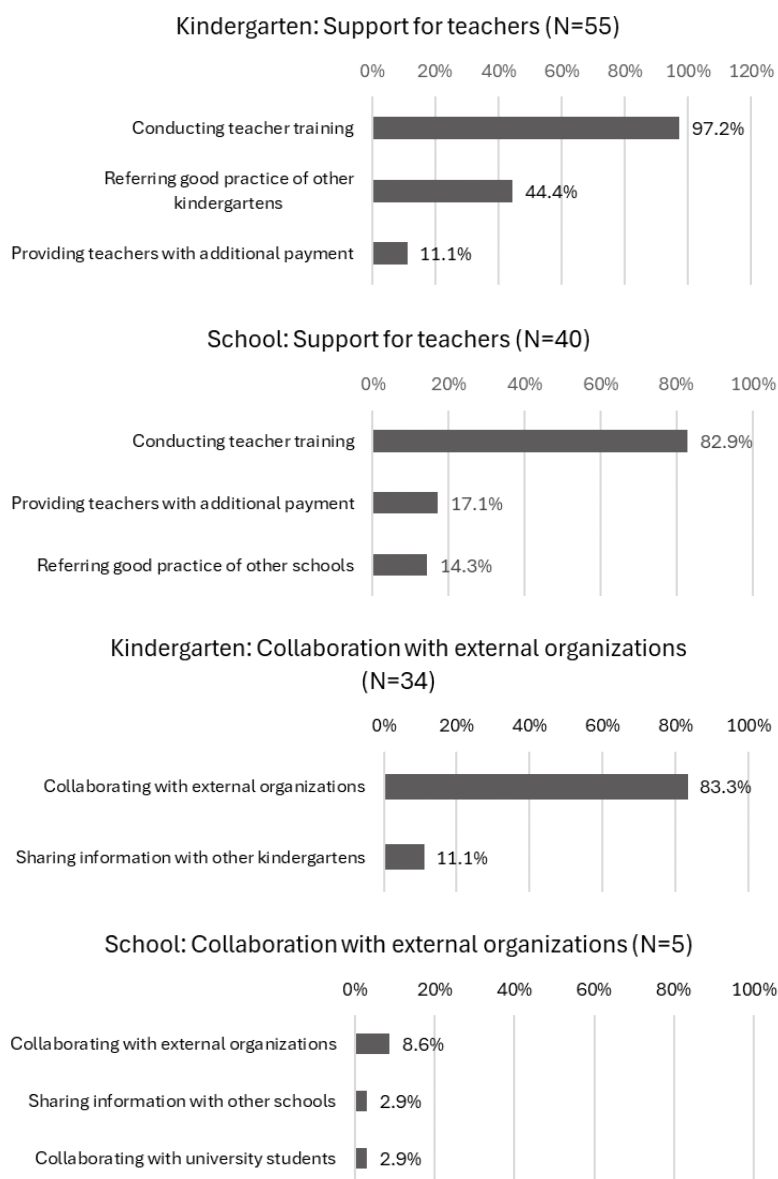


**Figure 4** Implemented activities of environmental improvement

than in the kindergartens.

Regarding the category “Environmental improvement,” many kindergartens and schools implemented “Improving toilets” and “Preparing individual study rooms and rest areas.” A distinctive activity implemented in the kindergartens was “Structuralizing kindergarten environment” (20 out of 36 kindergartens, 55.6%). The activity included putting illustrations and marks on children’s lockers in classrooms so that children know where to place their belongings and arranging teaching materials and equipment into classroom corners. In kindergartens, it was found that efforts were made to create an environment that is easy for children to understand and participate in daily activities.

With regard to the category “Support for teachers,” many kindergartens and schools conducted “Teacher training,” 35 out of 36 kindergartens (97.2%) and 29 out of 35 schools (82.9%). The teacher-training instructors were not only in-school teachers but also teachers from universities, special kindergartens, special schools, and NGOs. The content included how to create an IEP and how to teach according to the type of disability.

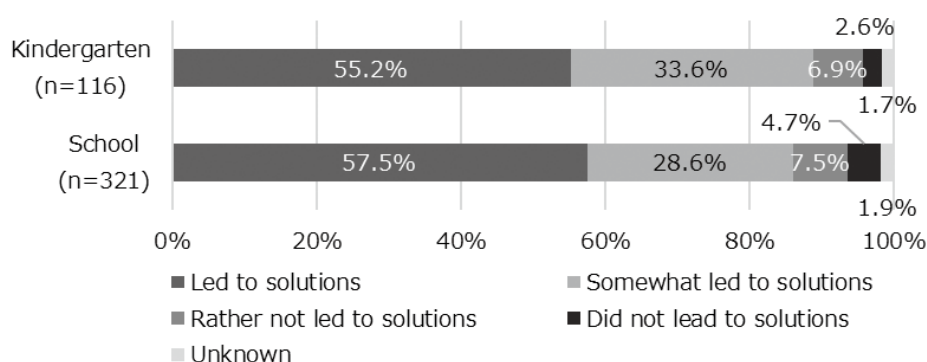


**Figure 5** Implemented activities of support for teachers (first and second figure) and collaboration with external organizations (third and fourth figure)

In the category “Collaboration with external organizations,” 30 out of 36 kindergartens (83.3%) implemented any activities, while only 3 out of 35 schools (8.6%) did so. As same as the category “Instruction and teaching materials,” more kindergartens implemented this category of activities than schools. Specific examples of collaboration between kindergartens and external organizations include collecting information on prospective enrollees with disabilities in cooperation with the local government, and educational activities in cooperation with NGOs.

## 5.2 Effectiveness of In-school Committee

For the target kindergartens and schools in Ulaanbaatar City, we observed activities to create



**Figure 6** Answer of a question “Did in-school committee lead to solutions to problems on education for children with disabilities in the academic year 2023-2024?”

inclusive kindergartens and schools led by in-school committees for three years, from the academic year 2021-2022 to 2023-2024. For the five provinces, activities were observed for two years: during 2022-2023 and 2023-2024.

To examine the effectiveness of in-school committees, we asked teachers of the target kindergartens and schools, “Did the in-school committee lead to solutions to problems on education for children with disabilities in the academic year 2023-2024?” The results are presented in the figure below. More than 85.0% of respondents in both the kindergartens and the schools indicated that the committees “Led to solutions” or “Somewhat led to solutions.”

Two interviews were conducted with the principal of a target kindergarten and school in Ulaanbaatar regarding the committee’s specific effects.

#### Principal of target kindergarten A in Ulaanbaatar City

The mother of the boy B who is living with intellectual disabilities became impatient and anxious by comparing the developmental status of B with that of other children. Therefore, the in-school committee held meetings, and the members assigned roles to teachers to support her. The homeroom teacher shared with the mother what the child was able to do in the kindergarten through the communication notebook, and I, as a principal, listened to her anxious feelings. The other teachers casually praised her own efforts in daily conversation. Gradually, the mother’s anxiety eased, and she was able to rejoice with the kindergarten teachers over B’s daily progress. I confirmed the importance of the in-school committee to exchange information among teachers and to assign respective roles to teachers while supporting the children and their parents.

#### Principal of target school C in Ulaanbaatar City

I have seen the benefits of having parents as members of the in-school committee. Some parents are unaware that there are children with special educational needs in their child’s class, and others are unaware of the importance of inclusive education. Parent representatives who participated in the in-school committee shared our activities with these parents and introduced their opinions to the committee. Through these communications, teachers began preparing materials that are easy for the parents to understand.

Another benefit is that the division of roles within the school has become clearer. Before the establishment of the in-school committee, it was unclear who would make plans and who would

implement what in promoting inclusive education. However, after the establishment of the in-school committee, the members formulated a plan, assigned roles, implemented activities, checked progress, organized teacher training and reported on activities at the end of the academic year, which promoted inclusive education as a team.

Another benefit of the in-school committee is that teachers got new knowledge and skills from their daily activity and teacher training organized by the in-school committee. Now, they give advice to each other and share their newly acquired knowledge and skills with other teachers. I feel that the instruction skills of the teachers have also improved.

## 6. Discussion

### 6.1 Implemented activities led by In-school Committee

The introduction and implementation of in-school committees in Mongolia were facilitated by national policies promoting inclusive education.

A total of 558 activities were implemented in the target kindergartens and 340 were implemented in the target schools. The average number of activities implemented per kindergarten was 15.50 and per school was 9.71, indicating that more activities were implemented in kindergartens than in schools. These activities were categorized into six: In-school committees/IEP, Instruction and materials, Support for children and parents, Environmental improvement, Support for teachers, and Collaboration with external organizations, and the characteristics of the implemented activities were discussed.

In the category “In-school committee/IEP,” many from both kindergartens and schools implemented “Holding in-school committee meeting” and “Creating and evaluating IEP.” Kindergartens were characterized by the fact that 30 out of 36 kindergartens (83.3%) implemented “Collecting information on prospective enrollees with disabilities.” This is because kindergartens, in cooperation with the local government, focus on identifying toddlers with disabilities and recommending their enrollment.

More kindergartens than schools conducted activities in the category “Instruction and teaching materials.” The reason for the low number of schools that prepared new teaching materials may be that Mongolian schools mainly use textbooks for instruction and thus have less room to devise teaching materials than kindergartens. At the same time, this also suggests that schools may depend on existing teaching materials and that there is a need to tailor instruction according to children’s needs.

The analysis of implemented activities in the category “Support for children and parents” revealed that 72.3% of kindergartens and 56.5% of schools implemented activities for parents, whereas 27.7% of kindergartens and 43.5% of schools implemented activities for children. These results indicate that the main focus is on supporting parents in kindergartens, while the focus is not only on parents but also on children in schools, with a variety of activities being implemented.

It is evident that in-school committees have led to increased awareness of “Environmental improvement”, and various efforts have been made. Since many kindergartens and schools were working on “Improving toilets” and “Preparing individual study rooms and rest areas,” it can be inferred that these two points needed to be improved in terms of inclusive education promotion in Mongolia.

As for the category “Support for teachers,” most kindergartens and schools conducted “Teacher training,” with 35 out of 36 kindergartens (97.2%) and 29 out of 35 schools (82.9%). This result

shows that most kindergartens and schools had high demand for capacity building of teachers as they were newly implemented inclusive education. Teacher training is essential to strengthening teachers' knowledge and skills as well as to develop their confidence especially in the initial stages of promoting inclusive education.

In the category "Collaboration with external organization," many more kindergartens collaborated with external organizations compared to schools. As mentioned above, many kindergartens tried to identify toddlers with disabilities and recommended their enrollment, and cooperation with external organization is essential for those activities. This indicates that collaboration with external organizations in kindergartens is an important factor in promoting the enrollment of toddlers with disabilities.

## **6.2 Effectiveness of In-school Committee**

As mentioned above, prior to the establishment of in-school committees, the inclusion of children with disabilities in regular kindergartens and schools was often implemented through the efforts of individuals and international NGOs, not a school-wide effort. In most cases, homeroom teachers alone created the IEP and were also responsible for daily instruction and support for parents; there was little collaboration with managers or other teachers.

Based on the results of activities led by the in-school committees, a questionnaire for teachers, and interviews with principals, it can be concluded that in-school committees have led to the establishment of school-wide support systems for children with special educational needs. The effects are summarized in the following five points. (1) The roles of teachers were organized under the leadership of managers. (2) Information sharing among teachers was facilitated. (3) Both homeroom teachers and managers took responsibility for supporting parents and creating positive relationships with them. (4) Attention has been paid to environmental improvement. (5) Teacher training in inclusive education has been organized. These effects have been observed in many target kindergartens and schools, suggesting that in-school committees can play an important role in promoting inclusive education in Mongolia.

## **6.3 Further study recommendation**

To further analyze the effects of in-school committee, the following two perspectives are considered necessary: The first is to analyze the differences between teachers who felt and those who did not feel that the in-school committee was effective. Since the five points of effects of in-school committees were identified in this study, further analysis using these points as indicators will clarify areas for improvement of the committee.

The second objective is to conduct a qualitative study on the impact of each activity. By identifying and analyzing activities that are considered particularly impactful on inclusive education, effective and efficient activities for promoting inclusive education will be identified.

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creating inclusive schools for their children.

## Note

- \*1 Number of kindergartens responded to a survey by General Agency for Education, Mongolia targeting 21 provinces (there are 1,410 kindergartens in Mongolia at the time of the survey).
- \*2 Number of schools responded to surveys by General Agency for Education targeting 21 provinces and by Metropolitan Department of Education targeting nine districts (there are 871 schools in Mongolia at the time of the survey).

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