



**PROMOTING
INCLUSIVE EDUCATION
FOR EVERY LAST CHILD IN MONGOLIA**



Save the Children

PROJECT EVALUATION REPORT



MINISTRY OF EDUCATION,
AND SCIENCE



From
the People of Japan



Save the Children



PROMOTING INCLUSIVE EDUCATION FOR EVERY LAST CHILD IN MONGOLIA

Project Evaluation Report

2021

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ABBREVIATIONS

ADHD	Attention Deficit Hyperactivity Disorder
ADB	Asian Development Bank
APDC	Association for Parents with Disabled Children
ANOVA	Analysis of Variance
ASD	Autism Spectrum Disorder
BZD	Bayanzurkh District
CCHESWCWD	Central Commission of Health, Education and Social Welfare for Children with Disabilities
ChD	Chingeltei District
CwD	Children with Disabilities
CwSN	Children with Special Needs
COVID-19	Coronavirus disease of 2019
CFS	Child-friendly Space
EMIS	Education Management Information System
GoM	Government of Mongolia
HBT	Home-based teaching
IE	Inclusive Education
IEP	Individualized Education Plan
IEMC	Inclusive Education Coordination Mechanism
ITPD	Institute of Teacher's Professional Development
IRIM	Independent Research Institute of Mongolia
JICA	Japan International Cooperation Agency
KII	Key Informant Interview
LD	Learning Difficulty
LLEC	Life-long Education Center
LPC	Local Project Committee
MEA	Mongolian Education Alliance
MNUE	Mongolian National University of Education
MLSP	Ministry of Labor and Social Protection
MEAL	Monitoring, Evaluation, Accountability and Learning
MECS	Ministry of Education, Culture and Science
MEDS	Ministry of Education and Science
MoU	Memorandum of Understanding
NAS	Needs assessment survey
NCLE	National Centre for Life-long Education
NGO	Non-Governmental Organization
OECD-DAC	Organization for Economic Cooperation and Development's Development Assistance Committee
PIU	Project Implementation Unit
SkhD	Songinokhairkhan District
SCJ	Save the Children Japan
TAG	Technical Assistance Group
ToR	Terms of Reference
UNICEF	United Nations Children's Fund
WG	Working Group

EXECUTIVE SUMMARY

The evaluation of the project "Promoting inclusive education for every last child in Mongolia" assesses the effectiveness of project activities to promote inclusive education. Save the Children Japan (SCJ) implemented the project over three phases from April 2018 through to March 2021. Project activities were planned and reported on a yearly basis.

The objectives of the evaluation were: (1) to measure possible outcomes of project interventions contributing to improving an inclusive education system and practices at target public schools (**Outcome 1**); (2) enhance the capacity of Life-long Education Centers (LLEC) in supporting children with special needs (CwSN) and out-reach out-of-school children (**Outcome 2**); (3) improve the awareness and engagement of parents in addressing inclusive education (**Outcome 3**); and (4) evaluate project contributions and outcomes to the improvements of the national policy on inclusive education (**Outcome 4**). The evaluation also compared results with a needs assessment survey (NAS) data conducted in 2018, as well as comparing target and control schools.

The evaluation covered 21 public schools (16 target and 5 control) and six LLECs from the Bayanzurkh, Chingeltei and Songinokhairkhan districts of Ulaanbaatar City, and Uvurkhangai and Khovd provinces. To measure changes related to inclusive education in target schools, the five control schools which have not received project benefits were evaluated.

Project outcomes were assessed through OECD-DAC's five evaluation criteria: relevance, effectiveness, efficiency, sustainability and impact. Overall, the project implementation aim to strengthen the inclusive education system shows solid results¹. The project fully achieved expected outcomes to increase teachers' knowledge and understanding on inclusive education and CwSN, promote professional development and improve their readiness to work with CwSN. A key achievement of the project concerns an increase in parental and stakeholder involvement and collaboration in an inclusive education process.

¹According to the Likert scale: Highly effective, Effective, Moderate, Ineffective

1. RELEVANCE:

Based on the experience of target schools and LLECs it has been assessed that project activities have aligned with the country context and 'no child left behind' human rights principle that ensures a child's right to education. They have been evaluated within criteria in regard to effective planning and relevance.

The project has been supportive and helped to fulfill urgent needs of target schools, LLECs, teachers, CwSN and their parents. 98% of all surveyed participants expressed that the project activities were fully relevant to their needs. The project made a significant contribution to the development of the national policy on inclusive education and putting it into practice. In addition, it identified CwSN who fell out of the education system and provided them with educational services.

Project activities have been based on real needs' of parents and community members who have been satisfied by this intensive and productive program. While analyzing the survey and interview respondents' feedback, it was obvious that project activities appropriate for addressing different needs of CwSN had a significant importance in raising public awareness of inclusive education and improving the current situation in support of CwSN and their teachers.

2. EFFECTIVENESS:

Outcome 1: Establishing inclusive education systems at public schools.

- The project fully achieved its expected outcomes to strengthen capacity building of target schools and LLECs and increase teacher knowledge and understanding on inclusive education and CwSN. The survey results in regard to Outcome 1 showed that the level of satisfaction of teachers who participated in training was high and the project improved their readiness to work with CwSN and knowledge and understanding on teaching methodology. According to teachers, the majority (90.7%) found the training practical and useful. By and large, teachers found professional training materials informative and appropriate to the project objectives and as well as very supportive. Compared to control school teachers, the self-assessment of target school teachers show a 4-5 times higher result in all assessment areas such as knowledge on inclusive education (IE), CwSN, Individualized Education Plans (IEP), and the role of different stakeholders during an IE process. Providing necessary professional assistance through training and investing financial resources required for meeting needs of schools have become a main basis for all stakeholders' satisfaction by the project activities.
- The effectiveness of the project activities is evident in terms of changes in teachers' attitude from "impossible" to "possible" regarding the inclusion of CwSN to study in mainstream schools such as children who have intellectual disability, Autism Spectrum Disorder (ASD), and learning difficulty to study in public schools. Teachers' understanding and use of IEP increased from 43.3% to 71% which is 4 times higher compared with control schools.
- Teachers' self-assessment shows a substantial difference in skills of target and control school teachers working with CwSN such as "observing and identifying CwSN" and "using appropriate teaching methods for CwSN" which is 71.7% for target school teachers and 26% for control school teachers. The evaluation found a significant difference between target and control school teachers in their awareness of policy and regulatory documents on inclusive education (82.8% versus 33.2%).
- Target school responses and initiatives towards inclusive education over the last 3 years yielded satisfactory results. As a result of becoming target schools, all 16 schools undertook the school system for self-assessment on the current situation of inclusivity and provision of inclusive education to CwSN. Based on the self-assessment results, the target schools successfully incorporated IE concepts into school policy and

planning documents (93.4%), reviewed the school enrolment and registration system to collect CwSN data (91.6%), and made school environment more accessible for CwSN (78.3%). This assessment by teachers regarding changes in target schools is 2.6 times higher comparing with control school assessment. A key achievement of the project relates to the effort to increase parental and stakeholder involvement and collaboration in inclusive education processes. Increased involvement and collaboration of parents, local LLECs and other stakeholders indicates the effectiveness of the project implementation.

Outcome 2: Strengthening the capacity of llecs in inclusive education and outreaching to out-of-school children.

- Project efforts to strengthen the capacity of LLECs to support CwSN, enroll out-of-school children into mainstream school, and accept and train CwSN showed effective results. The training content of the project was based on urgent needs of LLEC teachers, such as increasing knowledge and understanding on teaching methodologies for working with CwSN, and improving learning environments to support CwSN. Organizing training on improving the professional skills of LLEC teachers in the areas of knowledge, skills and attitude towards CwSN has had a positive impact. For example, there has been a significant progress in the teachers' activities as (1) improving the ability of LLEC teachers to identify CwSN, (2) communicating with them, (3) organizing multigrade teaching, (4) teaching CwSN using appropriate methods, (5) organizing extracurricular activities involving LLECs and children from public schools, and (6) collaborating with parents.
- Teachers have learned how to work effectively with CwSN. This has resulted in many fundamental changes to their professional skills and attitudes. LLEC teachers are using project handbooks and textbooks in everyday teaching. Most use the 172 innovative teaching methodology book. As a result of the project, a learning environment has developed meeting the special needs and development characteristics of the CwSN enrolled in the LLEC. Classrooms meeting educational standards required for teacher professional activities have improved. They are well supplied with training manuals, teaching materials, and advanced instructional equipment.
- In the scope of the project, owing to the identification and detection survey of out-of-school children in the targeted LLEC areas, a total of 729 children were identified. About 50% of the children identified in the survey were assisted in accessing educational services through public schools, LLECs, special schools, and the rest have been enrolled in Home-based Teaching.
- Home-based Teaching (HBT), as an innovation, has proven to be successful. HBT showed solid results in involving and developing CwSN not having access to classroom at a LLEC. It involves providing education tailored to the specifics of CwSN development, and supporting parents with the necessary information, skills and methodologies drawn upon by teachers to enable a supportive environment. The project provided LLEC teachers with research techniques and handbooks.

Outcome 3: Enhance awareness and engagement of parents/caretakers and community members in addressing inclusive education.

- The main activity in this area concerned professional training to raise awareness on inclusive education for parents. Parents have been involved in a wide range of training in encouraging numbers. Nearly 90% of parents were involved in one or more training sessions. The evaluation data revealed that knowledge and understanding of parents of target schools and LLECs on the importance of inclusion increased substantially (93.6%), when compared with the data of the NAS (6.9%).
- The benefits for parents who were involved in the well-articulated training drawing on participatory approaches and methods are clear. They benefitted from the distribution of training materials both during and

after training exercises. As the research data shows, 88% of parents used training materials in everyday communication and support of their children.

- The evaluation concluded that parents became more aware of the importance of collaboration in dealing with the learning and development of their children. Their understanding of importance of school/LLEC teachers assistance (77% compared to 49% of parents of control schools) and their involvement (54% compared to 17.6% of parents of control schools) in school and class activities for CwSN have been increased for 28%.

The project has made a substantial contribution to an overall inclusive education awareness raising among parents, key stakeholders and the public in general through various exercises targeting the public. As 79% of parents of target schools and LLECs reported, their understanding of the importance of awareness raising activities in society increased. 56% expressed that they participate more in these activities compared to 35.3% of parents of control schools. The awareness-raising social campaigns initiated and implemented within the project reached out to a wider audience through national broadcasts, social networks and newspapers.

Outcome 4: Policy and Advocacy. Over 2018-2020, numerous important policy and regulatory documents related to inclusive education were approved by the Government of Mongolia. They are now being widely used. The project provided inputs to the development and implementation of the national regulations on IE, and provision of support to CwSN such as:

- "Regulation on Providing Inclusion of CwD in Mainstream Schools" (order A/292 by Minister of Education, 2019)
- "Coordination procedures of activities of the Child Development Rooms in public schools", (order A/249 by the Minister of Education, 2020)
- Regulation on provision of adequate learning environment and materials for CwD in educational institutions at all levels (A/184, 2020).

The project has taken full account of important policy documents issued by the government. Importantly, project activity has brought several documents to life as action. There are a number of initiatives such as training modules for teachers and parents on IE concepts and methodologies officially accepted nationwide. Improvement of a CwSN database has been incorporated into the Education Management Information System (EMIS) of the Ministry of Education and Science (MEDS). Effective communication and collaboration of stakeholders have been achieved i.e., the MEDS, Ministry of Labor and Social Protection (MoLSP), Ministry of Health (MoH), Ulaanbaatar City and provincial Education Departments, local governments, and NGOs, and family clinics. This was achieved through the Inclusive Education Coordination Mechanism (IECM), Technical Assistance Group (TAG) and Local Project Committee (LPC).

At the school and LLEC level, managers incorporated special provisions on promoting IE into the internal policy documents and regulations. For example, in collaboration with teachers, parents and community members assessment of school environment whether it is appropriate for CwSN has been done, and priority issues to be solved have been identified. Issuing salary incentives for teachers has been incorporated into the regulations, and IE support activities have been taken into account within school annual planning. All of these brought positive changes not only to school policy planning but also to improvement of the national policy on IE.

3. EFFICIENCY:

TProject efficiency addressed the needs of key education stakeholders in supporting and implementing the relevant government policy and regulations on IE. This was achieved through capacity building exercises, policy advoca-

cy, and social awareness-raising activity. Successful **vertical collaboration** was observed regarding the work of national and local institutions such as Education departments and schools, as well as within the schools between teachers, methodology unit, and school administration. Horizontal collaboration was also in place via the activities of the Central and sub-commission on Health, Education, and Social Welfare of CwD cross-sectoral collaboration was promoted. **Horizontal** collaboration was done by schools, LLECs, Education departments, family clinics, soum, khoroo and bagh administration, and NGOs as Committee on the Rights of Person with disabilities and Mongolian Association of Autism. As the project revealed, these stakeholders have built strong partnership which has relevant management. Involving these stakeholders in CwSN teaching experience sharing within schools and out of schools claim to be very supportive for teachers' information exchange, collaboration and continuing development.

The evaluation concluded that the Project Implementation Unit (PIU) distributed project resources efficiently and was making right decisions while managing project activities. For example, during the COVID-19 pandemic quarantine period there were risks of slowing down or delaying of activities. Even though the project team managed to organize online training sessions and meetings and provided smooth organization of project activities.

4. SUSTAINABILITY:

The following range of activity can be sustained:

- Changes in awareness raising on CwSN and IE, attitudes and capacity of parents, teachers, school administration and stakeholders
- Investments in methodology development (handbook and teaching materials), training modules, teacher trainers, and school physical environment for CwSN
- Collaboration of grassroots, middle and high level stakeholders for supporting CwSN and IE
- Legal regulations on IE approved by the Ministry of Education and Science, schools and LLECs.

The following factors have impact on sustainability:

- Relevance of project activities with the national policy on education is the main indicator for the project sustainability.
- SCJ project planning, implementation and monitoring based on collaboration of Ministry of Education and Science, Ministry of Labor and Social Protection, National Center for Life-long Education, Institute of Teacher's Professional Development, provincial and district education and culture departments, special schools, and local governments strengthened capacity of schools and LLECs which is a factor for sustaining the level of project achievements in the future.
- Active involvement and support of schools, teachers, parents and CwSN made the project activities successful. Lessons learned, experience, products, and outcomes are valuable for further implementation, sustainability and dissemination.

Fundamental system established at schools and LLECs:

- Schools and LLECs policy and regulations in regard to IE have been renewed.
- Teachers and workers of schools and LLECs raised awareness on IE and improved their teaching skills.
- Capacity for assessing learning environment for CwSN has been improved and appropriate learning environment has been established.
- Schools and LLECs became ready and open for enrolling and registering CwSN.

- Active collaboration of target schools, LLECs and local organizations has been set up.
- Legal regulations of MEDS are in place.

LLECs and target schools collaborated with local organizations in collecting, researching, and sharing information about CwSN. This included the provision of education services to preschool and school-age CwSN beyond the project life. The teachers and staff involved in the survey believe that cooperation in identifying, registering and using information on CwSN who have dropped out of school will continue.

Factors that might affect sustainability: Although project outcomes achieved by target schools and LLECs seem to be sustainable, there might be some risks regardless of project team efforts. For example, (1) a number of out-of-school children may increase because of the pandemic, (2) classroom teaching load after the 2-year pandemic quarantine may affect teachers' work with CwSN, (3) teachers and teacher trainers who acquired methodology of teaching CwSN may move to another school or be replaced, (4) public schools and LLECs may have financial constraints for providing salary incentives for teachers working with CwSN, (5) provisions on IE incorporated into school and LLECs policy and annual planning may not be implemented because of the limited budget. Therefore taking into account these factors, it is important to provide more support for further sustainability and improvement.

In regard to the national policy on IE approved by the Ministry of Education and Science positive changes gained within the project claim to establish conditions for further sustainability and support. However the project implementation has overlapped with the COVID-19 pandemic quarantine and a quality of teaching at public schools during the distance education has dropped. Therefore the MEDS has to draw attention to children who are not succeeding in learning and CwSN in 2022-2023 school year. If so the project outcomes are possible to continue and get support.

5. IMPACT:

The impact of the training is a work-in-progress as the program is ongoing. Obvious key outcomes include:

In terms of collaboration:

- improved joint planning across various levels and between numerous agencies. The positive relationship with the MEDS stands out as does cooperation at aimag, district, khoroo and bagh levels of districts and provinces;
- taking account of this, greatly improved stakeholder communication (both vertically and horizontally), this enhanced by the various communication and information tools put in place through the project;
- electronic and printed teaching aids, methodology materials, textbooks, EMIS database development were key products with a solid impact. These resources are and will be highly valued for their relevance, professional insights, and practicality for bringing attitudinal and behavioral changes to those who were involved in the project;

In terms of schools and LLECs:

- a new world view by teachers regarding the readiness of CwSN for school education and the preparedness of out-of-school children to re-enter public schools and LLECs;

²Assessment on effectiveness of Distance Education (TV lesson), UNICEF and IRIM, 2020

In regard to CwSN:

- increased possibility to access education services by CwSN; As a result of the project activities, CwSN are not discriminated and bullied. Positive changes are made within school culture which is an important impact. Establishing appropriate learning environment and making material investments to meet the needs of CwSN helped to solve some problems related to enrolling CwSN in public schools;
- improved engagement of CwSN with school practice and the classroom experience. This being enabled by a strong improvement of teacher outlook that has become very positive over a short period of time and no doubt enhanced by the training, resources/materials and social advocacy provided by the project;
- improved confidence of CwSN and out-of-school children to access school education in target areas;

In regard to parents:

- greater and sustained parental involvement particularly in accessing formal training, which seems to have exceeded expectations;
- developed a positive understanding and attitudes of the public towards IE and CwSN through various awareness-raising activities that employed different sources, information types and transmitted by means of various channels including social media and the press;

Table 1. The overview of evaluation findings

Evaluation indicator	Endline-Results achieved	Level of Achievement
RELEVANCE		
The Project in Context of Inclusive Education in Mongolia	The Project is fully aligned with the national policy on inclusive education especially with the Law on Human Rights of Person with Disabilities, the National Program on Supporting human rights, participation and development of the person with disabilities and other regulations issued by the Ministry of Education and Science, and Ministry of Labor and Social Protection.	Relevant
Alignment of the Project with target areas needs	<p>The following activities have been implemented to meet the needs of the target groups:</p> <ul style="list-style-type: none"> • The Needs assessment survey was conducted at schools and LLECs in 2018. • Flexible planning was done every year based on the needs of stakeholders. • Project activities were revised and improved through annual monitoring. <p>97% of surveyed participants expressed that project activities fully met various needs.</p>	Relevant
EFFECTIVENESS/EFFICACY		
Outcome 1:		
Improvement of teachers and staff capacity in working with CwSN	<ul style="list-style-type: none"> • Increased knowledge and understanding of IE and CwSN of target school teachers (98.6% versus 66% control school teachers) • Improved teaching methodology to teach CwSN and skills to adapt teaching and learning tools to the needs of CwSN (98.6% versus 66% control school teachers) • Improved readiness to work with CwSN (88.1%) 	Highly effective
Establishment of an inclusive education system at target public schools.	<ul style="list-style-type: none"> • Incorporated IE concepts into school policy and planning documents (93.4%) • Established a School Support group in all target schools (100%) • Reviewed school enrolment and registration system to collect CwSN data (91.6%) and took ad hoc initiatives to collect CwSN data through School Support Group • Established CFS in target schools (100%) 	Effective
Improvement of the learning environment in public schools	<ul style="list-style-type: none"> • Target schools made their school environment more accessible to CwSN (78.3%) • Increased awareness on CwSN among children, teachers, staff and school administration and established favorable conditions for school culture through the support system 	Effective
Outcome 2:		
Capacity building of school and LLEC teachers regarding CwSN	<p>According to the self-evaluation of the teachers surveyed, abilities improved as follows:</p> <ul style="list-style-type: none"> • Ability to provide support and advice to CwSN – by 95% • Ability to communicate and contact CwSN – by 90% • Ability to organize extracurricular activities for CwSN mixed with regular school students – by 90% • Ability to teach in multigrade class – by 90% • Ability to develop and implement IEP– by 90% • Ability to cooperate with the parents of the CwSN – by 90% • Teaching ability with the methodology fit to the special needs of CwSN increased by 95%. 	Effective

Establishment of learning environments aligned with the needs of CwSN	<ul style="list-style-type: none"> 95% of the targeted LLEC teachers have improved their ability to develop and use manuals and textbooks tailored to the specifics of CwSN 90% of targeted LLEC teachers are using teaching materials including textbooks and equipment in their daily activity 	Highly effective
Capacity building of LLECs outreaching to out of school children	<ul style="list-style-type: none"> Within the scope of the project, a survey to identify out-of-school children was conducted in the targeted LLEC areas, and a total of 729 school-age children were identified. 61 children identified by the survey are involved in secondary schools, 164 children are in the LLECs, 58 in special schools and 82 children are in an HBT program to received services. 28 children were transferred from LLEC secondary schools. 	Effective
Outcome 3:		
The awareness raising of the parents and stakeholders in addressing IE	<ul style="list-style-type: none"> Increased knowledge and understanding of importance of inclusion among parents of target schools/LLECs: 93.6% (compared to the Needs Assessment (2018) data where only 6.9% of parents who answered positively). Increased understanding of the benefits of IEP: 38% (compared to 7.8% of parents of control schools) Increased parents participation in school, LLEC policy development and planning: 27% (compared to 15.7% of parents of control schools) Use of training materials: 88% of parents used materials in everyday communication and support of the children; 79% of parents provided more psychological support to their children; 74% are willing to and share experiences with other parents 	Effective
Outcome 4:		
Institutionalized successful models of inclusion through policy advocacy	<ul style="list-style-type: none"> Developed and implemented training for teachers on IE concepts and methodologies that officially accredited by ITPD and eligible nationwide Improved database of CwSN that officially incorporated the EMIS of MEDS Provided inputs to the development and implementation of national regulations on IE, and provision of support to CwSN Invested in improving and strengthening physical infrastructure (school furniture, handrails, ramps) and the learning and teaching environment (handbooks and other published and video materials) 	Highly effective
EFFICIENCY		
Synergies between project components on an inclusive education system at public schools and the capacity of LLECs inclusive education	<ul style="list-style-type: none"> To provide synergies between project components groups and committees (IECM, TAG, LPC) were set up at all levels Conducted the needs assessment survey in 2018 and identified priority issues for promoting IE in 4 areas Planned and implemented project activities addressing the needs of project constituencies and involving relevant stakeholders throughout the 3 phases, and conducted monitoring on regular basis throughout the 3 phases. 	Efficient
The partnership, and coordination efficiencies between schools and other stakeholders	<ul style="list-style-type: none"> Improved vertical collaboration within the education system between kindergartens and primary schools, and schools and local education departments, as well as within the school between teachers and managers and school administration. Improved horizontal collaboration across the health, education, and social welfare sectors by involving the Commission of Health, Education and Social Welfare and between agencies at the local level through a LPC. 	Efficient

SUSTAINABILITY		
<p>Evidence that the outcomes of the project will be sustained beyond the project life</p>	<ul style="list-style-type: none"> • Provisions and regulations related to CwSN support are reflected in planning documents of the schools, internal regulations of the LLECs, staff performance agreements, and annual work plans • Training of trainers to continue the implementation of content of the training provided under the project has provided human resources capable of organizing training for CwSN and ITP module training at targeted schools and LLECs. • There is an improved readiness of target schools and LLEC teachers to receive CwSN, knowledge and skills to work with CwSN. • Child-friendly space and required resources for teaching aids and materials have been developed in the target schools and LLEC learning environments that take into account of the specifics of CwSN. • Collaboration between various stakeholders enabled capacity to conduct regular surveys to detect and identify out-of-school children, to involve CwSN into educational services, and to continue to build the database. 	<p>Ensured</p>
<p>Key policy changes at the school/LLEC and higher levels contributing to project sustainability and replication in future</p>	<ul style="list-style-type: none"> • The project has made a substantial contribution to policy development and improvement in the following regulatory documents: • "Regulation on Providing Inclusion of CwD in Mainstream Schools" (order A/292 by Minister of Education, 2019) • "Coordination procedures of activities of the Child Development Rooms in public schools", (order A/249 by the Minister of Education, 2020) • Regulation on provision of adequate learning environment and materials for CwD in educational institutions at all levels (A/184, 2020). 	<p>Contributed</p>
IMPACT		
<p>Project contribution to the overall goal</p>	<ul style="list-style-type: none"> • Promoted inclusive education in the target areas through capacity building of teachers, establishing systems, and improving the learning environment in public schools and LLECs 	<p>Contributed</p>
<p>Intended and unintended effects of the project taking account of social, economic, environmental and cultural considerations.</p>	<ul style="list-style-type: none"> • Initiated and maintained active collaboration of key stakeholders and project schools and LLECs throughout the project implementation contributing to the IE policy advocacy and overall project outcomes • Professional development of teachers of target schools and LLECs and awareness raising activities that substantially increased capacity of human resources and bringing IE issues for a wider understanding and discussion in the society • Improved infrastructure and provision of learning/teaching materials for target schools and LLECs and contributed to establishing an appropriate learning environment 	<p>Efficient</p>

INTRODUCTION

Background and context

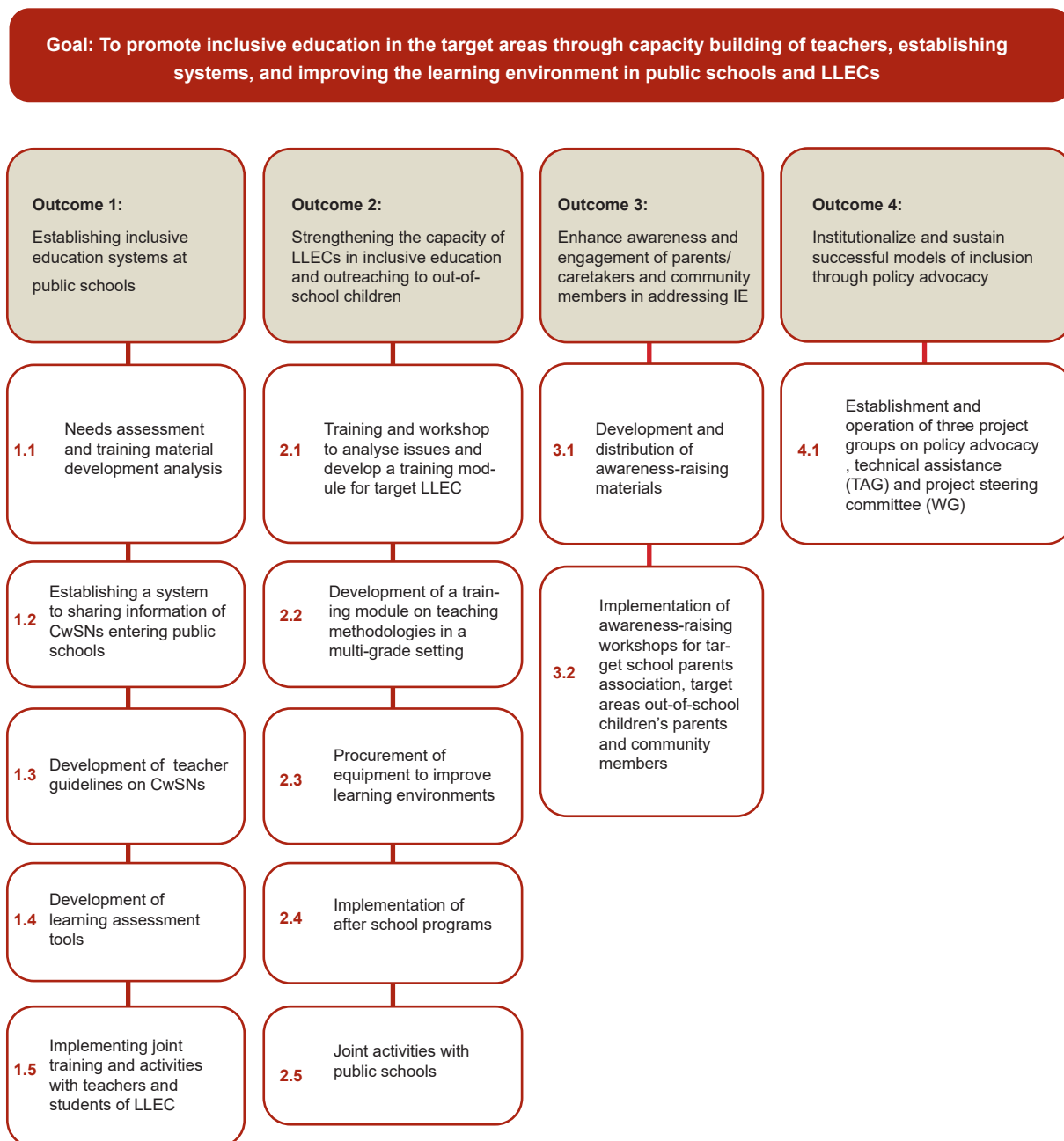
In relation to children with special needs (CwSN), the convention and subsequent United Nations action since, holds that these children have the same rights as all children. Still, they remain some of the most invisible and marginalized people in the world. UNICEF has argued that 'girls and boys with disabilities are not problems but sisters, brothers, daughters, sons and friends with favourite foods and songs, dreams and rights'. These children do not need to be "rescued" but are entitled to have the barriers removed that impede the realization of the child's rights. This involves 'a recognition that children with disabilities hold the same rights as others; that they can be agents of change and self-determination, not merely the beneficiaries of charity; their voices must be heard and heeded in our policymaking and programs³.

To ensure the right of education for all children, inclusive education is a crucial principle that needs to be considered. As a global trend, a shift from a separate education (CwSNs should learn in schools with special support) to inclusive education has been proposed. Currently, the Government of Mongolia (GoM) is developing regulations towards creating an inclusive education system.

In terms of education policy, the GoM has no intention of adding special support schools, but rather is pursuing a policy to expand educational opportunities for children with disabilities, necessary to promote inclusive education to accept these students in school classes. The Government's commitment to addressing this situation is well documented. There remains a gap between the desired situation and actual conditions with, in too many cases, access to inclusive physical environments hampering effective participation in society by both children and adults with disabilities. Robust support from the ADB and agencies such as UNICEF, JICA are attending to this, but gaps remain.

To support government efforts and initiatives, in March 2018 at the Embassy of Japan in Ulaanbaatar, the Government of Mongolia, the Government of Japan and Save the Children (Japan) signed a Memorandum of Understanding to implement the project **Promoting Inclusive Education for Every Last Child in Mongolia**. The project, funded by the Ministry of Foreign Affairs of Japan runs over 2018-2021 taking place in three districts of the Ulaanbaatar city and two provinces. This project aims to promote inclusive education in target areas through capacity building of teachers, establishing inclusive education systems and improving school environments in public schools and Life-Long Education Centers (LLEC). The project is focussing on four Outcomes as shown in Figure 1.

³[https://news.un.org/en/story/2013/05/440922/Given same opportunities as others, children with disabilities can be agents of change – UN report](https://news.un.org/en/story/2013/05/440922/Given%20same%20opportunities%20as%20others,%20children%20with%20disabilities%20can%20be%20agents%20of%20change%20-%20UN%20report) | UN News

Figure 1. Project overall goal, outcomes and activities

This project started in March 2018 and will continue until March 2021. It is being implemented in three phases in **16 public schools and 7 LLECs in Bayanzurkh, Chingeltei, Songinokhairkhan districts of Ulaanbaatar city and the provinces of Khovd and Uvurkhangai**. During implementation, the project is expected to reach more than **71,509** beneficiaries, including key education stakeholders. The number of direct beneficiaries for each phase of the project is shown in Table 2.

Table 2. Number of direct beneficiaries of the project (2018-2020)

	Phase 1	Phase 2	Phase 3
Target public school	8	16	16
School teacher (1st – 5th)	261	524	537
School management staff	14	33	36
Other school staff (social worker, art teacher, gym teacher, librarian, doctor, cleaner, guard, special education teacher)	21	34	41
School parents	6,383	11,862	86
School students (1st – 5th)	6,785	19,405	21,403
Target Lifelong education centers	5	7	7
LLEC teacher	47	60	67
LLEC management staff	10	11	11
Other LLEC staff	8	8	16
LLEC parents	255	241	81
LLEC students	341	324	200
Children involved in the education programs	-	-	365
Other stakeholders			
APDC staff and members	105	78	123
Kindergartens, target district officer, khoroo social worker, officers from health unit, non	130	154	204
Mongolian National University of Education (MNUE)	0	3	3
Institute of Teacher Professional Development (ITPD)	2	2	2
Ministry of Education and, Science (MEDS)			
Ministry of Labour and Social Welfare (MLSP)	8	10	33
Municipal and Provincial Education Department			
Other (NCLE, JICA, Institute of Education)	4	4	8
Non-target school/LLEC teacher (dissemination training)	-	-	1,137
Non-target education specialists (nationwide dissemination training)	-	-	29
Total	14,374	32,753	24,382

Evaluation objectives

Between October 2020 to March 2021, the Independent Research Institute of Mongolia (IRIM) has been conducted an evaluation for the project to comprehensively evaluate outcomes of project interventions and short-term impact in education sector development. Objectives of the evaluation are to evaluate:

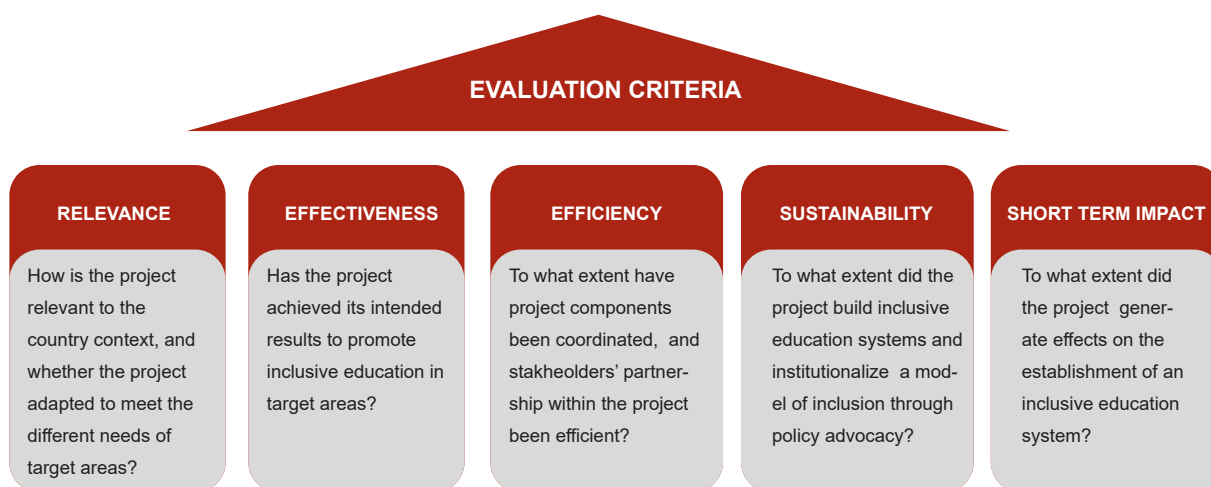
- Improvements in the inclusive education system and practices at target public schools. This includes the improvement of teacher and staff capacity in working with children with special needs (CwSN)
- Improvements in the capacity of Life-long Education Centers in supporting children with various needs and out-reaching to out-of-school children
- Improvements in the awareness and engagement of parents in addressing inclusive education, health and well-being
- Improvements made to the policy on inclusive education during the project, and
- To define key lessons learned and best practices within the project.
- To provide recommendation for relevant stakeholders

Evaluation criteria

The evaluation criteria are all about context in relation to agreed international development assistance evaluation criteria. The evaluation framework was developed based on the Organization for Economic Cooperation and Development's Development Assistance Committee (OECD-DAC) criteria related to project interventions in terms of relevance, effectiveness, efficiency, sustainability and short-term impact in relation to beneficiaries and stakeholders.

As the project has been running for less than 5-years it may be too early to accurately define impact and sustainability although early assessments are possible. To illustrate, throughout the evaluation exercise there was evidence that the intervention had made a positive and early impact on teachers. Certainly, evidence of the positive contributions of the project were obvious and reported. The evaluation criteria have a global context so is relevant to the situation in Mongolia as policies on inclusive education draw on the global experience and responses. In addition to this framework, the common evaluation questions are included in the Evaluation Handbook developed by Save the Children International.

Figure 2. OECD-DAC Criteria, Evaluation main questions



Regarding the evaluation criteria, the following specific indicators were attended to during the methodology:

1. Relevance: How is the project relevant to the country context and whether the project adapted to meet the different needs of target areas? This section assesses the relevance of the project along two criteria:

- The country context: The project design was analysed in the context of education sector needs in Mongolia
- The stakeholder context: How the project aligns with teachers, parents, children and other stakeholder needs

2. Effectiveness: Has the project achieved its intended results to promote inclusive education in target areas through capacity building of teachers, establishing systems, and improving the learning environment in public schools and LLECs?

This question assesses performance related to the project contribution to:

- Inclusive education system at public schools
- Capacity building of LLECs regarding CwSN and outreaching to out-of-school children
- Awareness and engagement of parents and community members in addressing inclusive education
- Institutionalize successful models of inclusion through policy advocacy

3. Efficiency: To what extent have project components been coordinated. Was stakeholders partnership within the project efficient?

This evaluation question assessed the extent to which project components have been coordinated across stakeholders, and related synergies and efficiencies in implementation. The team aimed to assess:

- Synergies between project components on an inclusive education system at public schools and the capacity of LLECs in inclusive education
- The partnership and coordination efficiencies between schools and other stakeholders

4. Sustainability: To what extent did the project build inclusive education systems and institutionalize a model of inclusion through policy advocacy?

This evaluation question assessed the net benefits of each outcome and whether or not they will continue in the long-term. Through this question, the team aimed to assess:

- Evidence that the outcomes of the project will be sustained beyond the project life
- Key policy changes at the school/LLEC and higher levels contributing to project sustainability and replication in future
- Interventions to recommend in future

5. Short-term impact: To what extent did the project generate or is expected to generate significant higher-level effects on the establishment of an inclusive education system. Through this question, the team aimed to assess the:

- Project contribution to the overall goal
- Intended and unintended effects of the project taking account of social, economic, environmental and cultural considerations.

Evaluation methodology

The evaluation relied on a multigrade methods approach, using qualitative and quantitative methods. Figure 3 illustrates the data collection stages and data collection tools used in the evaluation.

Figure 3. Data Collection Stages and Data Collection Tools for the Evaluation



Respondents' Profile:

In accordance with project target groups, the evaluation included the following key respondents: children, parents, teachers, school/LLEC directors, managers, district/province education department officers and other stakeholders including decision-making officials. The key participants of the evaluation included:

Table 3. Sample Size, by respondents

No	Key stakeholders		Data collection method	Sample size
1	MEDS, MNUE, ITPD, NCLE, CCHESPCWD	Inclusive Education department specialist	KII	7
2	Local Education Departments	Representative of targeted province, districts' Education Department	KII	5
3	Directors	Targeted school and LLEC's directors	KII	4
4	School managers	Targeted school and LLEC's managers	KII	18
5	Teachers	Targeted school and LLEC's teachers	KII	13
6	Teachers (online)	Targeted school and LLEC's teacher of 1-5th grade	Questionnaire	Target - 225 Control – 50 LLEC-20
7	Parents (phone survey)	Targeted school and LLEC's parents	Questionnaire	Target - 228 Control – 50 LLEC-50
8	1-5th grade	Children who receive the benefit of the project activities	KII	14
9	SCJ	SCJ-PIU and local focal points	KII	2

Data Collection Process

The evaluation covered 21 public schools (16 target, 5 control) and six LLECs from Bayanzurkh, Chingeltei and Songinokhairkhan districts of Ulaanbaatar City, and Uvurkhangai and Khovd provinces. To measure changes related to inclusive education in target schools, five control schools which have not received project benefits were evaluated. The following criteria were used in selecting control schools.

- Must be located in the project target area
- Must be a school receiving training to disseminate experience by the target school teachers

Table 4. Quantitative sample size by target area

#	Target area	Public school (N)	LLEC (N)	Children	Parents			Teacher		
				CwSN	Target	Cont	LLEC	Target	Cont	LLEC
1	Chingeltei	4	1	6	55	10	10	47	10	3
2	Bayanzurkh	4	1	2	46	10	10	56	10	6
3	Songinokhairkhan	4	1	4	60	10	10	63	10	7
4	Khovd	2	1	1	34	10	10	30	10	1
5	Uvurkhangai	2	2	1	30	10	10	30	10	3
Total		16	6	14	225	50	50	226	50	20

Data analysis methods

All possible data was analysed, compared between target schools, LLECs and control schools, and where allowed within the needs assessment data. In doing so, qualitative data was analyzed alongside a matrix of responses from Key Informant Interviews (KIIs). Quantitative data was analyzed based on descriptive and comparative analysis methods. Questions consisted of closed direct indicators and auxiliary questions following the evaluation matrix. This was, integrated and analyzed by each outcome.

- Descriptive statistical analysis: For this comparison, analysis of variance (ANOVA) was used to determine whether the results were statistically significant across project and control schools.
- Comparative analysis: To measure project interventions that contributed to the first three outcomes, the evaluation team compared findings to the needs assessment survey of 2018.

To evaluate outcomes of the project, control schools that were not involved with the project were included in the evaluation. The team then measured results of the project's intervention by comparing quantitative data between project and control schools.

- Qualitative analysis: The qualitative survey analysis consisted of a text-based analysis of KII. The interview transcripts provided information on the current situation and were analyzed using cause-and-effect and inductive reasoning.

Limitations and constraints during the evaluation

There were several limitations experienced while developing the evaluation framework and design related to project implementation. These limitations were:

- Project activities were planned and implemented on a yearly basis. One of the features of the project is the absence of a logical framework which has been approved, followed and reported against for 3-years of project implementation. Project activity planning has been flexibly tailored to the needs of stakeholders and beneficiaries. Therefore, the focus of the evaluation was to assess the results of activities rather than measuring the implementation of targeted indicators. This was a methodology tailored to the context and specifics of the project.
- Due to the absence of a logical framework and the lack of a baseline study, it was decided to use the evaluation to replace the 2018 project needs assessment survey data. Therefore, comparable questions were compared from the survey data.
- The evaluation framework was developed based on the OECD/DAC's five criteria: the relevance, effectiveness, efficiency, sustainability and short-term impact of the project. From these criteria, evaluation questions were adapted for the project context. The project's efficiency criteria varied from the definition of the OECD/DAC. Typically, the efficiency criteria assessed how well project resources (such as time and budget) were being used to achieve intended goals. In the evaluation, the efficiency criteria were adapted and used to evaluate the synergy between project components, and the coordination between stakeholders. The Project Implementation Unit (PIU)'s administrative issues were not focused upon in the evaluation based on consultations with the client).
- The evaluation took place in late 2020 and early 2021. During this time, the evaluation team worked within numerous constraints and setbacks including the prolonged closure of schools and poor access to children/students, limited opportunities for public gatherings and a working environment that was constrained owing to concerns with COVID-19.

Characteristics of the respondent

This section of the report focuses on characteristics of respondents who participated in the evaluation data collection process through surveys and key-informant interviews.

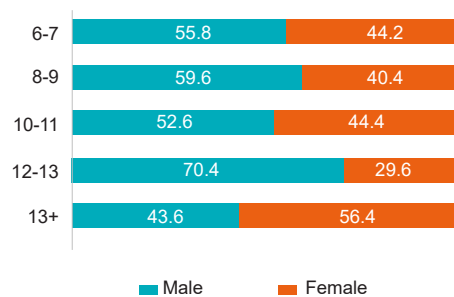
Parents and children

One of the main respondents of the evaluation was parents who received the benefit of the project directly and indirectly. The evaluation team aimed to clarify the situation of primary school students in relation to the project objectives through parents. A total of 328 parents from target, control schools and LLECs were surveyed. 85% of parents were women (Figure 4). In terms of the gender of the children represented, 57% were male and 43% were female (Figure 5).

Figure 4. Age composition of parents (%)



Figure 5. Age composition of children (%)



In relation to children, 94% were the child's parents and the others were the child's grandparents and other relatives/guardians. 40% were members of the school parent council.

About 50% of the parents surveyed had CwSN. The majority of them had children with learning difficulties (Figure 6). Taking account of disability, parents of children with mild, moderate and severe disabilities are equally represented Figure 7.

Figure 6. Type of special needs

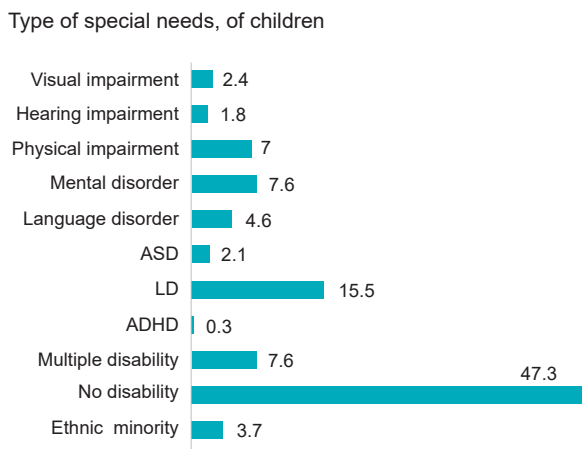
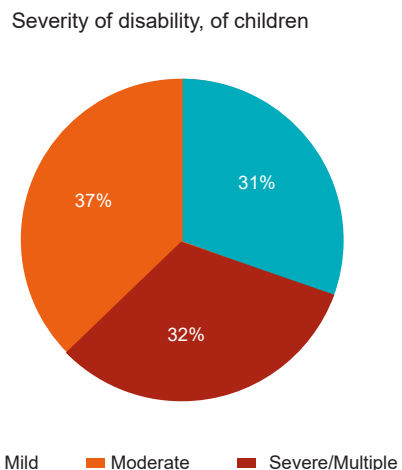
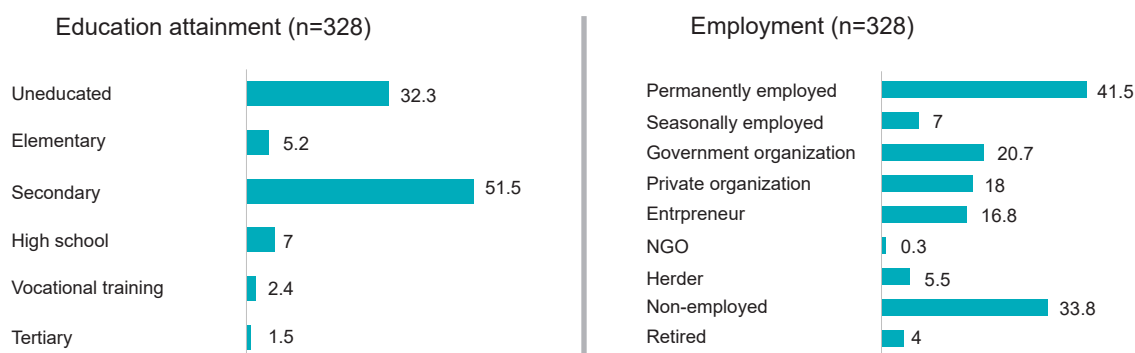


Figure 7. Severity of disability



Socio-economic characteristics of parents are summarized in Figure 8. On educational attainment, the majority of the parents had a high school and tertiary education which is in line with the same proportion as the national ratio. The number of parents who did not hold down a specific or routine job was high (33.8%). Compared to non-employed parents by location, the percentage of unemployed parents is higher among parents in the three districts of Ulaanbaatar.

Figure 8. Characteristics of the survey respondent



16.5% of the parents surveyed had seen their children drop out-of-school. By type of school, 76% of the students were from LLECs and 7% of the students were from target public schools who had previously dropped out-of-school. 72% of parents drop-outs advised that the drop out was due to reasons dependent on the child, 20% of the reason depended on family, and only 7% were related to the school. Most explained that their children had to drop out-of-school due to a child's health condition (Table 5).

Table 5. Reason to drop out-of-school, by response of parents

Reason depends on the child	<ul style="list-style-type: none"> Because of a health condition-54% Does not like to study-7.3% With the purpose to be schooled at home-3.6%
Reason depends on the family	<ul style="list-style-type: none"> Migration-7.3% No one to take to and from the school-5% No legal registration documents-3.6%
Reason depends on the school	<ul style="list-style-type: none"> Ineffective training-5% Bullying-1.8%

These findings show a tendency for parents to see and explain the reason of drop out-of-school related to the disability, rather than to be required to make the necessary changes or efforts to educate their children from school. This indicates a poor human rights-based approach to children with disabilities.

Teachers

The evaluation involved 276 teachers from public schools and 20 teachers from LLECs. 98% were women, and 52% were under 35 years old. The majority are teachers who have a methodological teaching degree.

Concerning years of teaching experience, 43% have worked for 10+ years. 38% teachers from public schools and 95% of teachers from LLECs are working with CwSN in the 2020-2021 school year.

Table 6. General characteristics of teacher (school type)

	Teacher from target schools	Teacher from control schools	Teachers from LLECs
Gender			
Female	97%	98%	100%
Male	3%	2%	0%
Age			
Until 25	10%	28%	25%
26-35	38%	38%	45%
36-45	28%	28%	20%
46-55	24%	6%	5%
Above 56	0%	0%	5%
Years of teaching experience			
1-3 years	11%	30%	45%
4-5 years	18%	18%	5%
6-7 years	12%	4%	10%
8-9 years	5%	8%	5%
Above 10 years	54%	40%	35%
Professional qualification			
Teacher	39%	44%	0%
Methodologist teacher	33%	32%	35%
Leading teacher	27%	24%	10%
Consultant teacher	1%	0%	0%
The class in charge for this school year			
In class without CwSN	59%	76%	5%
In multigrade classes (with children with and without special needs)	41%	24%	95%

Key informant interviews

Key informant interviews were conducted with 47 people (2 men and 45 women), of which 7 were staff at the policy level, 5 were at the province/district level, 22 were school-level staff, 13 teachers and two PIU officers. Employment years range from 1 to 34 years, with KII 47 participants having worked for over 9-10 years in the public sector.

RESULTS

1. RELEVANCE OF THE PROJECT

1.1 The Project in Context of the Inclusive Education in Mongolia

The United Nations Convention on the Rights of the Child declares that the child shall have right to high-quality education encompassing not only children's cognitive needs but also their physical, social, emotional, moral and spiritual development. However, the term inclusive education is relatively new in Mongolia, and there are different perceptions among the general public.

It is common in Mongolia that disability is seen as a personal health problem not social problem because of its diagnosis of the CwSN solely from health sides. As a result, parents, the public even education officials, teachers' lingering perception that the CWSN should be sent to the special school leads the CwSN to be segregated from their peers and society.

Due to international regulations and conventions, the country's situation in Mongolia and national policy have changed. Since the 1990s, ideas and principles of inclusive education have been gradually introduced through international projects and programs supported and implemented by UNESCO, UNICEF, Save the Children UK, DANIDA, SIDA, JICA, KOICA-PARADISE and USAID. As a result, in 2003, the Ministry of Education and Science (MEDS) issued an 'Inclusive Education Program for Children with Disabilities'. In 2013, the Mongolian National University of Education (MNUE) commenced a one-year bachelor degree program on 'Teacher of the Special Needs Education'.

In 2015, the United States Department of Education supported an 'Inclusive Teacher's Education' project at MNUE in cooperation with an 'Education for All' non-government organization. 'The State Policy on Education' (2012-2024), adopted by the Government of Mongolia (GoM) in 2015, stated that the 'Education service should have the characteristics to fulfill learner's lifelong learning needs and be responsive to their talents, abilities, development characteristics; giving children equal opportunities'. **In 2016, the GoM approved the Law on the 'Human Rights of Person with Disabilities' and a 'National Program to Support Person with Disabilities' which were developed based on the concepts and principles of the Universal Declaration of Human Rights.** A year later, in line with the Convention on the Rights of the Child, the National Program on Protection and Development of Children was adopted addressing individual needs and interests of CwSN and their parents. Since 2018, there have been many discussions on the implementation of inclusive education. Measures have been taken by the GoM. It has released numerous policy documents:

- The National Program on Child Development, the GoM Resolution A/270, 2017
- 'Individual Teaching Curriculum for CwSN', MECS order A/155, 2018
- Guidelines on Setting up the Special Needs Education Department at MNUE, 2018
- "Assessing the Quality of Students and Training Programs at Secondary Schools", MECS order A/425, 2018
- "Setting up A Child Support Center at secondary schools" MECS order A/249, 2018
- 'Providing Comprehensive Support to a CwSN' Joint Guidelines of the MLSP, the MECS and the Minister of Health, No. A/304, A/699, A/460, 2018,

- "Providing an Inclusive Education to the CWD at secondary schools", MECS order A/292, 2019
- "Some Measures on Inclusive Education", the GoM Resolution No. 235, 2020
- 'Providing Salary Incentives for Kindergarten and Secondary School Teachers and Assistant Teachers Working with CwSN', the MECS order No. A/296, 2020
- Mainstreaming Speech development standard program, the MECS order No. A/305, 2020
- Setting up Learning Environment for CwSN at All level Educational Organizations', the MECS order No. A/184, 2020

These documents make the national policy and legal framework on inclusive education sound and contribute to the development of public awareness and maintaining favorable conditions for establishing a comprehensive system of inclusive education throughout the country. It allows CwSN and their parents to eliminate anxiety and embarrassment and secure better access for learning and education within public schooling.

The SCJ project aimed at increasing access to quality education services for CwSNs through strengthening the inclusive education system at public schools and LLECs in urban and rural target areas. It has covered many priority issues. It has demonstrated a model on how to implement the legal framework set up in 2018. Those who were involved in project activities advised that the recent national policy on inclusive education has improved the situation, and brought realistic and positive changes into the lives of the children concerned.

Project activities have been fully aligned within the following legal documents:

Table 7. Alignment of the project outcomes with the Law on Human Rights of Person with Disabilities

Law on Human Rights of Person with Disabilities Chapter 4. Rights of the person with disabilities to education	O1	O2	O3	O4	Remarks
14.1.1. developing a training program and setting up an environment for the person with disabilities taking into account his/her talents, creative thinking, intellectual and physical capacities and skills 15.1.3. conducting training according to a special curriculum and planning					Provided teachers with support for developing Individualized education program
14.1.3. providing conditions, appropriate learning materials and support for the education and professional training of the person with disabilities at all levels of education 14.3.2. equally integrating children and youth with disabilities into all levels of education regardless of their gender, location, social and economic factors, developing and implementing education programs based on their personal features and needs, setting up classrooms appropriate for their needs at public schools should be a responsibility of education departments 15.1.2. providing a learner with disabilities with necessary textbooks, guidelines, learning materials, special equipment and tools appropriate for his/her special needs					Provided resource materials necessary for the Child-friendly Space and teaching
14.4. involving a CwSN in education should be a responsibility of parents and guardians who should be informed and supported by educational institutions and social workers					Organized training for parents and community members to raise public awareness
15.1.4. education programs should be organized by teachers trained and equipped with methodology and pedagogy appropriate for learners' personal features 15.1.5. providing learners with disabilities with support services for developing their abilities of using braille, sign language and other communication tools and spacial and orientation skills to promote their active learning 16.2. demanding all education level teachers and social workers get trained for using teaching methodology appropriate for special needs of a CwSN					Organized comprehensive training for capacity building of public school, LLEC teachers

Table 8. Alignment of the project outcomes with National program

National Program on Supporting human rights, participation and development of the person with disabilities	O1	O2	O3	O4	Remarks
Objective 2. Integrating the person with disabilities into all levels of equal education.					
3.2.1.3. developing and implementing an individualized education program relevant for child's special needs					Provided teachers with support for developing Individualized education program
3.2.1.4. pilot mobile teachers' services for a CwSN at district and province levels					Organized home-based teaching (HBT)
3.2.1.6. renew regulations on assessment procedures of a CwSN's learning achievements enrolled in a secondary school					Significant support has been provided in revising and implementing "Regulation on Assessment of Secondary School Students" (order A /425, 2018).
3.2.1.7. developing a model for using resources and equipment and setting up a learning environment appropriate for a CwSN and disseminate it to universities, colleges, secondary schools and kindergartens					The development and revision of the "Coordination procedures of activities of Child-friendly Space in public schools",
3.2.2.3. train human resources with professional competencies to work with CwSN at every kindergarten and a secondary school					Organized comprehensive training for capacity building of public school teachers
3.2.2.5. develop and pilot a diagnostic methodology for a primary school-aged CwSN					Developed Guideline and tool for screening developmental disorder
3.7.1.1. providing psychological consultations for parents with a CwSN and organizing capacity building training for them					Organized a number of training sessions for parents and committee members
3.7.1.2. organizing capacity building training for those who work with CwSN and province, district committee members responsible for CwSN' health, education and social protection					

Looking over these provisions it can be concluded that the GoM is taking steps towards inclusive education by releasing legal documents for establishing a basis for the appropriate environment. In this regard, the SCJ project activities are not only fully aligned with national policy but also ideas and principles of inclusive education prescribed in legal documents are put into real-life practice. Therefore the project has become **an important starting point for implementing the policy at the grass-root level**. This means that SCJ contributed to fulfilling a state responsibility for education for all within the relevant legal environment.

1.2 Alignment of the project with target areas needs/ stakeholders

To generate an understanding of the situation of public schools and LLECs in terms of the implementation of Inclusive Education is necessary to consider the practice and development of inclusive education with respect to CwSN at the district and province levels. The project conducted a Needs Assessment Survey in 2018 involving 687 respondents. The survey results have identified what needs of schools/LLECs, teachers, children and parents are priority issues needing to be addressed.

Public school teacher' need: During the Needs Assessment, 88% of the surveyed public school teachers evaluated themselves as not adequately prepared to work with CwSN. According to the results of the needs assessment, teachers had the following needs:

- get appropriate training for using progressive methodology for teaching CwSN;
- identify and assess the needs and interests of learners;
- use a variety teaching/learning resource materials;
- establish a child-friendly learning environment;
- collaborate with parents and other teachers;

Therefore, to meet teachers' needs the current project has focused on their professional development by training and enabling them to work with CwSN in target schools. In acquiring a differentiated methodology during training sessions, target school and LLEC teachers mentioned that they gained valuable experience of working with CwSN. They had an opportunity to learn much more about inclusive education and through learning by doing, put new teaching ideas and assessment techniques acquired during training sessions into real practice. The project outcomes show that teachers benefited and fulfilled their professional needs.

Some projects are implemented by directions from the top. But this project implementation is based on school priority issues. So the project team has decision-making rights addressing our needs and the project has a positive impact.'

Note from the interview with a specialist from rural education department

Project target schools and teachers are becoming models and mentors of inclusive education in their areas and share their experience and best practice with subject teachers, schools and community members.

Parents and children's need: The results of the NAS showed that parents were not aware of inclusive education and never thought of getting their children to access to public schooling because they always felt embarrassed and had anxiety for having a CwSN. They held a fear that their child would remain excluded from the school education. 82% of parents who were involved in the assessment survey believe that "Learning at special schools is a lot more beneficial for CwSN". This means that parents need to be better educated about inclusive education and learn how to support their children. Needs assessment results show what needs are a priority for parents. They are as follows.

- realize that inclusive education can be beneficial for every CwSN;
- become aware of sending their children to a public school;

- get trained for helping their children with successful learning;
- receive real support from teachers, school administrators and others;
- effectively collaborate with all involved parties;

During project activities, parents have observed changes and improvements in their own attitude and approaches towards inclusive education. They have been encouraged by their children's learning achievements and progress. Parental belief in getting their children better educated became stronger. Parents of CwSN now realize the importance of involving their children in education that places greater emphasis on developing social relationships.

Cooperation and communication of parents with teachers and other parties and as well as the Parents' Association has played a vital role and resulted in disseminating relevant information, raising public awareness and changing misconceptions and attitudes towards inclusive education within the local community. This has brought essential improvements into people's life which claim that the parents' voice is heard and reflected in project activities which is a valuable experience for a local community.

Target schools/LLECs needs: For the selection of the target schools and LLECs, population density, poverty and unemployment rates and the number of the CwSN were taken into account. In addition, the views of the aimag and district education departments were considered.

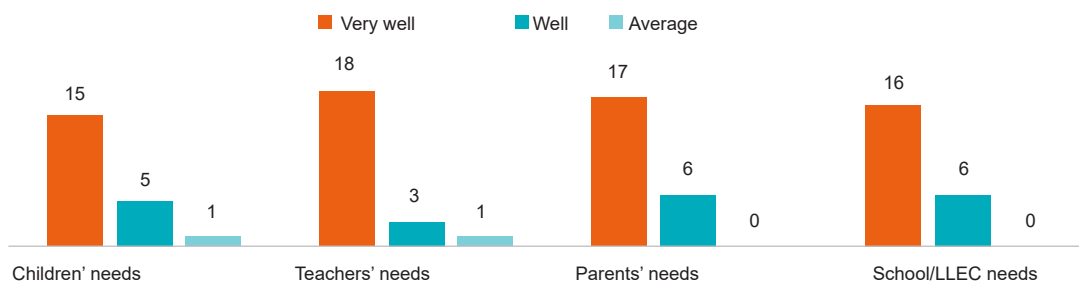
Following the final selection of the school/LLECs, a needs assessment survey was conducted, which was an effective management sequence in terms of more clearly identifying the needs of each target school and LLEC. In the commencement of the project, the findings of the needs assessment were presented, and the plans of the project were discussed among the regular school, LLEC representatives, which was the main measurement for the project activities to be based on needs.

As needs assessment findings show, schools/LLECs lack experience of working with CwSN. They have many physical and economic constraints for setting up favorable learning conditions for CwSN. So their urgent needs as follows:

- raising awareness on IE and establishing a well-articulated structure for integrating CwSN into school classes;
- managing a teaching/learning process for CwSN;
- providing comprehensive support for teachers and parents;
- promoting cooperation of teachers, parents and other involved parties in the local community;

The evaluation of SCJ project activities demonstrated positive changes and improvements in addressing these needs because respondents noted that a lot has been done for the benefits of all involved parties. Schools/LLECs learned much more about IE, especially about collaboration and the management system based on local needs assessment.

In total, 75% of those who were involved in the interview responded that the project fully met the needs of CwSN, teachers, parents and schools. 23% considered that needs were met well.

Figure 9. Number of respondents' evaluation (project relevance)

To sum up, based on the experience of target schools and LLECs it is possible to say that **the project activities fully aligned with the country context and needs of stakeholders**. The project made significant contributions to the development and implementation of national policy regarding inclusive education.

The project has been supportive and helped to fulfill urgent needs of schools, LLECs, teachers, CwSN and their parents. It connected with unreached children who fell out of the education system. While analyzing the survey and interview respondents' feedback, it was obvious that project activities appropriate for addressing different needs of CwSN had significant importance in raising public awareness of inclusive education.

2. EFFECTIVENESS OF THE PROJECT

Outcome 1: Establishing inclusive education system at public schools

Under the implementation of the project, the following activities were put in place corresponding to the Outcome 1:

- A needs assessment survey was conducted in May–July 2018 by IRIM which assessed the current situation and practice of inclusive education as well as teachers' readiness to work with CwSN.
- Developed professional development and awareness-raising training modules to increase knowledge, attitude and skills of primary school teachers of target schools and other stakeholders.
- Conducted general and instructors' training lasting 1-3 days involving target school teachers
- Undertook capacity-building activities engaging target schools starting from a school's self-assessment exercise which consists of assessment in 5 domains such as school policy, learning environment, human resources, teaching methodologies, and engagement with parents and community members.
- Established Child-friendly Space (CFS) in target schools equipping them with CFS kits and other necessary teaching and learning tools.
- Working group meetings and other activities were organized throughout the project to enhance collaboration between public schools, LLEC and other stakeholders.
- Organized public awareness-raising activities at target schools and areas.

Within the implementation of Outcome 1, project direct beneficiaries are all CwSN (3.1% of primary school students) and primary school teachers at target schools (Table 9). The primary school teachers teaching 19,147 primary grade students (53.8% of the student population in selected schools) constitute one-third of the teaching population at public schools of target areas (MECS, 2020).

Table 9. Number of target areas, schools, primary school teachers and teachers participated in training by project phases

№	Target schools	Participating schools	N of primary school teachers	N of teachers participated in training	N of teachers trained		
					1st phase	2nd phase	3rd phase
	5 target areas	16 schools	507	523	265	258	258
1	Bayanzurkh district, UB	79, 127, Shavi and Amgalan complex	160	168	63	105	105
2	Chingeltei district, UB	39, 37, 49, 61	82	76	47	29	29
3	Songinokhairkhan district, UB	9, 65, 67, 76	185	184	101	83	83
4	Uvurkhangai province	2, Uyanga 1	43	43	31	12	12
5	Khovd province	3, 7	37	52	23	29	29

⁴2018-2019 academic year

⁵The number includes subject teachers, school managers, in addition to primary school class teachers

Summarizing the results of the Outcome 1 activities, it is concluded that the project implementation aim strengthen the inclusive education system at public schools shows satisfactory results by exceeding its objectives to train 96 percent of primary school teachers of target schools. **The project fully achieved its expected outcomes to increase teachers' knowledge and understanding of inclusive education and CwSN, and their teaching methods and readiness to work with CwSN.**

The needs assessment survey revealed public schools are not prepared in terms of infrastructure, curriculum programs, policy orientations, and guidelines to provide education to CwSN. According to the situation of 2020, all target school teachers show greater willingness and commitment to promoting inclusive education. Teachers' understanding about inclusive education relating it only to special education or meeting the needs of CwD to study in schools drastically changed from 17.5% to 2.2% and from 41% to 3.1%. At the start of the project, the target school teachers assessed their readiness to work with CwSN mainly at 'moderate and 'insufficient' levels.

Upon the completion of the project, this rating and outlook have been reversed. Understanding and use of inclusive education plans increased from 43.3%⁶ to 71%. Compared to control school teachers, the self-assessment of target school teachers show a 4-5 times higher return in all assessment areas which demonstrates the importance of the project in promoting IE in public schools of Mongolia. The key achievement of the project relates to the efforts to increase parental and stakeholder involvement and collaboration in an inclusive education process.

Evaluation findings concerning components of project activities are explained in the next section.

1.1 Capacity building of teachers at target public schools

The evaluation identified the level of improvements in knowledge, perception, and understanding about inclusive education of teachers at target schools. The project invested in improving qualifications and credentials of teachers, increasing teaching and learning resources, and building a positive learning environment for CwSN. As a result of project implementation, all primary school teachers (100%) of target schools participated in training on Inclusive Education over the three years. Only 12% of teachers of control schools attended training on IE and disability.

As shown in Table 10, target school teachers participated in a variety of training conducted from Phase 1 through Phase 3 of the project. It is worth noting that the development of training content and methodology and the organization and delivery of training in target schools incorporated the results of the needs assessment survey conducted at the start of the project.

⁶XReferred to NAS Question regarding IEP "Do you develop and implement IEP?"

Table 10. Participation of target school surveyed teachers in SCJ project training (%)

No	List of training organized by the project during 2018-2020	Participation %
1	Master training on IE teaching methodology	88.0
2	General training on IE concepts and methodology	85.8
3	Training on methodology to work with children with learning difficulty	71.1
4	Awareness-raising training of parents and community members	70.7
5	Training on 172 innovative teaching methodology book	64.0
6	Training on methodology to work with children who have ASD	58.2
7	Training on assessment of child cognitive development	47.1
8	CFS training	46.7
9	Exchange learning activity (visiting a school/LLEC)	37.8
10	Exchange learning activity (online)	28.4
11	Sign language training	19.1

The level of satisfaction of teachers who participated in the project training is high. According to teachers, 90.7% found training activities practical and useful. 92% said the training methodology was enabling, interactive and participatory. 94.7% felt the training provided opportunities for discussions and to ask and answer questions, and 93.8% found training materials informative and appropriate to the objectives. Teacher satisfaction reflects that their needs are met in the organization and delivery of training.

The training modules developed within the project addressed the challenges faced by teachers to teach CwSN in public schools such as lack of (1) teaching skills and methodologies, (2) special programs and modules, (3) an evaluation methodology, (4) an adequate education environment, (5) education materials and equipment, and (6) understanding of parents with children without special needs who were identified in the needs assessment survey.

The effectiveness of Outcome 1 is not only in meeting its objectives to conduct training and workshops as planned. The flexibility in planning and organization of the activities to improve the capacity of teachers contributed to the effectiveness of project implementation.

... We benefit from participating various training organized by the project...One advantage is we express our needs for training and SCJ project staff supported our request. Therefore, sign language training was conducted successfully.

Note from KII with a specialist of Education Department of Khovd

1.1.1 Teachers' knowledge and understanding of Inclusive Education and CwSN

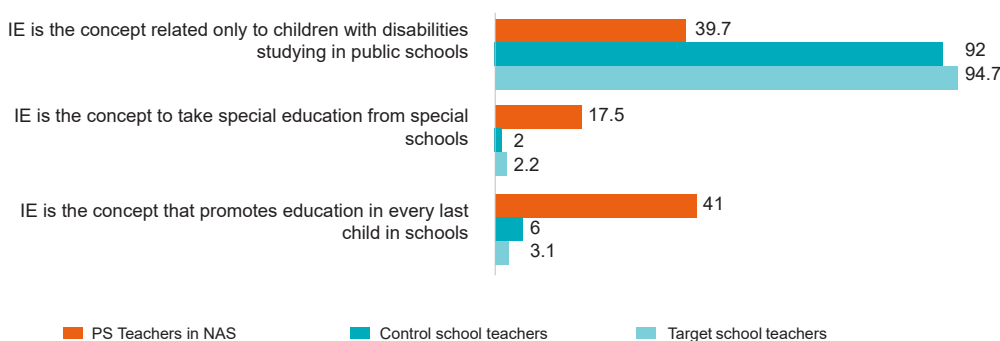
The project emphasizes an up-to-date inclusive education conceptual understanding and practical skills' development of teachers. On three occasions, the content of training was updated Table 11 from Phase 1 training in 2018 to Phase 3 training in 2020. Module 1 content analysis shows teachers' professional development training aims to increase practical skills of teachers providing appropriate and quality education to CwSN.

Table 11. Content of Module 1: "Inclusive teaching methodology for public school teachers"

Content of 3 days- Training Module 1 (24 hours)	% of components
Introduction About project Content of the Module 1 textbook Purpose and Structure of the Module 1	Pages 1-8 (7 pages)
Chapter 1. The concept of inclusive education, legal environment for IE, the differences of each child and the factors affecting learning 1.1. Concept and historical development of IE 1.2. Legal environment on IE 1.3. Individual learning characteristics of each child and factors affecting learning	Pages 9-52 (44 pages, 24.2%)
Chapter 2. Special characteristics of CwSN and teaching methodologies 2.1. Developmental assessment of children with special needs 2.2. Specifics of children with intellectual disability, hearing and vision impairment, mobility impairment and speech and language disorder and learning methodology 2.3. Specifics of children with ASD, ADHD, learning difficulty and work methodology	Pages 53-100 (48 pages, 26.4%)
Chapter 3. Inclusive education curriculum, evaluation methodology, teaching and learning environment 3.1. Methodology of developing individualized educational plan (IEP) 3.2. Inclusive education methodology addressing every child specifics. 3.3. Collaboration to build inclusive and supportive learning environment	Pages 101-191 (90 pages, 49.5%)

As a result of training and consultation, advice on teaching and learning methodology tools, the teachers' general understanding about inclusive education has significantly improved since the start of the project (Figure 10). Understanding of inclusive education as a concept that promotes education in every last child in schools among the target school teachers increased to 94.7% against 39.7% in the needs assessment survey. This change in teachers' understanding was reflected in changes of opinions regarding the possibility of inclusion of CwSN in public schooling (Table 12).

Figure 10. General understanding of teachers (about IE by target and control schools, NAS)



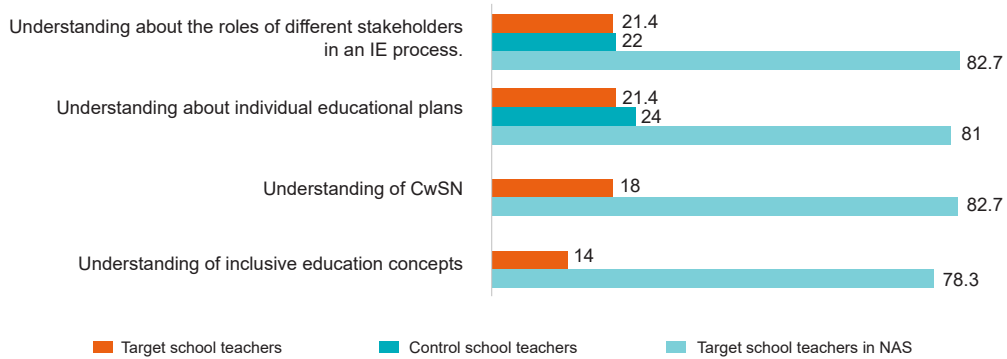
The results of evaluation show a clear difference in teachers’ prior and current knowledge, skills, and attitude to teach in inclusive classrooms (Table 10 Table 12, Figure 10, Figure 11). Significant change is observed in improvements of teachers’ understanding about the rights of CwSN and academic and social benefits of Inclusive education to CwSN. Further, inclusive classes at public schools can be more effective for every last child than a special school. The quantitative and qualitative study results demonstrate the effectiveness of project activities.

Table 12. General understanding of teachers (about IE by pre-and post-project, %)

№	Statements	At the start of project		At the end of project		Difference
		Agree	Disagree	Agree	Disagree	
1	Inclusive classes at public school can contribute to success of CwSN’s learning (e.g., mathematics and reading).	51.3	48.7	92.9	7.1	+41.6
2	2. CwSN can be effective and efficient in their socializing (e.g. communication and solving problem) in inclusive classes at public schools	74.5	25.5	98.7	1.3	+24.2
3	3. CwSN have the right to study in public schools	79.5	20.5	99.6	0.4	+20.1

... When I was hospitalized my classmates came. My teacher always helps me with my studies. She arranged for me to sit with my friend so that I can study better with his help. Also, the teacher said “Please help your friend”... I like my school.

Note from interview with 4th grade students, Ulaanbaatar

Figure 11. Teachers' knowledge self-assessment as sufficient (by target and control schools, compared to NAS, %)

Self-assessment of teachers' knowledge and understanding in Figure 11 demonstrates significant improvement in their knowledge on inclusive education since the start of the project 82.7% against 21.4%. Understanding and use of IEP increased twice from 43.3%⁷ to 71%. Compared to control school teachers, the self-assessment of target school teachers show a 4-5 times higher result in all assessment areas which demonstrates the importance of the project in promoting IE in public schools. This difference between target and control school teachers is also observed in the awareness of regulatory documents on IE.

As shown in Table 13 target school teachers considerably advanced their awareness and knowledge of IE policy and regulations ($p=0.0001$). The evaluation emphasizes that two factors influenced the difference among the target and control school teachers. Target schools teachers' knowledge on IE and CwSN and their awareness of IE policies and regulations were impacted by general and other training organized by the project as well as by the CFS establishment at target schools.

⁷Referred to NAS Question regarding IEP "Do you develop and implement IEP?"

Table 13. Knowledge of teachers about policy and regulations on IE by (target, control schools, %)

№	Regulatory documents	Know/Read		Do not know	
		Target	Control	Target	Control
1	"Approving methodology to develop an individual educational plan of CwD", MECS order A/155, 2018	93.4	34	6.6	66
2	"Guideline for the activities of the Child Development Support room in secondary schools", MECS order A/249, 2020	86.7	34	13.3	66
3	Regulation to provide inclusive education to CwD in mainstream schools", MECS order A/292, 2019	85	24	15	76
4	"Regulation to evaluate pupils and the quality of education in secondary schools" MECS order A/425, 2018	82.7	54	17.3	46
5	"Regulation to provide comprehensive developmental support to CwD", Joint Order A/699, A/304, A/460 by MECS, MLSP, and Minister of Health, 2018	66.4	20	33.6	80

1.1.2 Changes in attitude of teachers towards Inclusive Education and CwSN

Teachers' competency is an important indicator for the effective implementation of inclusive education. The attitude domain is essential in competency requirements. Thus, key achievements of the SCJ project effectiveness involve changes in the attitude of teachers, school personnel, parents, community members, and all the stakeholders in the IE process.

The view of teachers on the possibility of inclusion based on types of special needs drastically changed against the needs assessment results as shown in Table 14. Teachers responded positively to the possibility of inclusion of CwSN. **The project promoted teachers' attitude to change from "impossible" to "possible" regarding the inclusion of children who have an intellectual disability, ASD, and learning difficulty to study in public schools.** Teacher confidence is seen in their views regarding children who dropped out-of-school (98.7%), children with physical impairment (96%), learning difficulty (96.5%), and speech and language disorder (94.7%). However, about one-fourth of teachers considered it impossible for the inclusion of children with multiple disabilities (27.4%), intellectual disability (22.6%), and visual impairment (21.7%).

Table 14. The view of teachers on the possibility of inclusion in target schools, by percentage (%)

№	Children with special needs	At the start of the project		At the end of the project		Difference
		Possible	Impossible	Possible	Impossible	
1	ASD	32.9	67.1	86.3	13.7	+ 53.4
2	Intellectual disability	33.0	67.0	77.4	22.6	+ 44
3	LD (reading, writing, math)	60.7	39.3	96.5	3.5	+ 35.8
4	Speech and Language disorder	63.8	36.2	94.7	5.3	+ 30.9
5	Hearing Impairment	53.6	46.4	83.6	16.4	+ 30
6	Physical impairment	72.2	27.8	96.0	4.0	+ 23.8
7	Visual impairment	55.8	44.2	78.3	21.7	+ 22.5
8	ADHD	78.5	21.5	92.5	7.5	+ 14
9	Dropped out-of-school	87.4	12.6	98.7	1.3	+11.3

This positive change in teachers' view indicates the effectiveness of the capacity building activities. This result is supported by a self-assessment of teachers about their knowledge and understanding on IE.

Cases show that changes in attitude occur on a small scale and is eventually expected to extend to a greater scale. A child's case shows initial improvements in a classroom or within one class. Teachers show snowball effects benefiting parents and other stakeholders where schools and teachers interact in promoting inclusive education.

... Children of other classes tease and laugh at me but my classmates are friendly to me.

Note from interview with 3rd grade CwSN

... Prior (to the project) teachers, parents, school personnel did not have any understanding about how to provide IE to CwSN. There was understanding that CwSN should study at special schools because public school teachers can do nothing. CwSN was seen as a child with disability, who is paralyzed, and who has been diagnosed with disability...Teachers now equip parents with appropriate understanding on IE and their attitude greatly changed...

Note from KII with a primary school teacher

The evaluation found the successful implementation of the project brought about desired outcomes in terms of changing perceptions and attitude of teachers. As a result of the involvement in project activities target school teachers are more encouraged to teach CwSN (88.1%). Their confidence increased to teach CwSN regardless of their disability/special need (89.8%), Teachers became more optimistic that inclusion can work at all schools (88.1%), and they felt a team spirit in the IE process agreeing on their working relationship with class teachers, school social worker, school doctor, and other teachers has improved through project work toward inclusive education (85.4%). Data in Table 15 shown by target areas demonstrates **higher improvements in the teachers' capacity in Uvurkhangai, Songinokhairkhan, and Khovd target schools.**

Table 15. Training benefits rated as strongly agree & agree by target school teachers (location and percentage, %)

No	Training outcomes	Total teachers	Uvurkhangai	Songinokhairkhan district	Khovd	Chingeltei district Bayanzurkh district	Bayanzurkh district
1	Teachers felt their knowledge about CwSN increased.	94.7	96.8	96.8	93.3	93.6	92.9
2	Teachers are encouraged to teach CwSN.	88.1	90.3	90.3	93.3	87.2	82.1
3	Teachers' confidence has increased to teach CwSN regardless of the disability/special need.	89.8	90.3	91.9	90.0	89.4	87.5
4	Teachers felt inclusion can work at all schools.	88.1	93.5	90.3	90.0	85.1	83.9
5	Teachers felt their working relationship with class teachers, school social worker, school doctor, and other teachers has improved through project work toward inclusive education.	85.4	93.5	90.3	86.7	83.0	76.8

1.1.3 Changes in teaching practice and skills of teachers working with CwSN

Teachers' rating of their skills to work with CwSN demonstrate a substantial increase in their confidence to work with CwSN Table 16. At the start of the project the target school teachers assessed their readiness to work with CwSN mainly at 'moderate and 'insufficient' levels Table 16. Upon the completion of the project, this rating was reversed.

Table 16. Comparison of teachers' rating of their skills to work with CwSN, by pre and post (project period, rating levels, %)

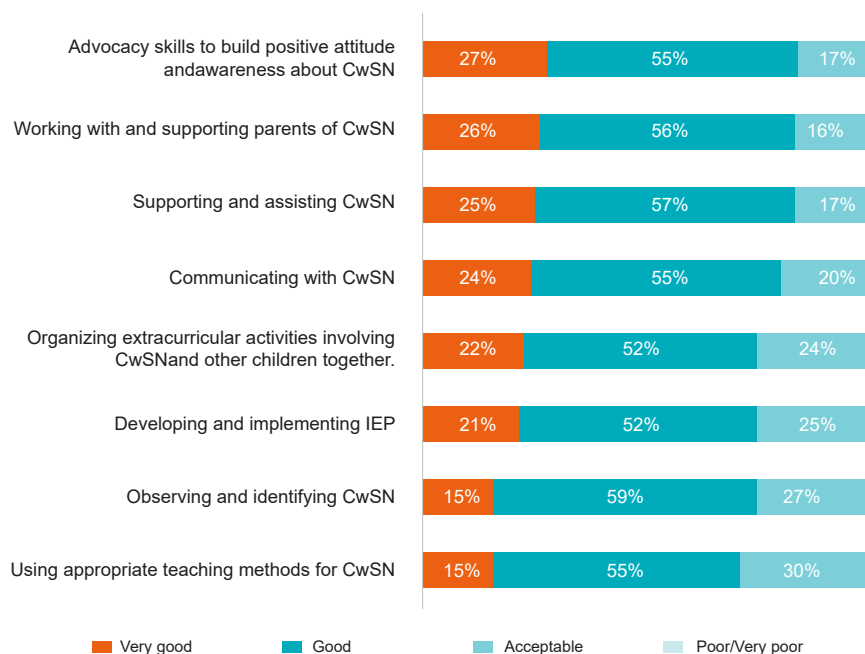
No	Self-assessment of skills	At the start of project			At the end of project			Difference
		Sufficient	Moderate	Insufficient	Sufficient	Moderate	Insufficient	
1	Methodologies to work with CwSN	12.5	39.2	48.3	76.8	22.2	1.0	+64.3
2	Using appropriate teaching methods for CwSN	13.4	42.9	43.7	69.9	30.1	-	+56.5

... Teachers now develop IEP and can teach (CwSN) using appropriate teaching methodology... Teachers are now able to do themselves various teaching and learning tools considering the level of CwSN... The books and tools are available ... only teachers should be warm-hearted and show commitment to working with these children.

Note from KII with a primary school teacher

The project enhanced target school teacher capacity through organizing training, support activities, consultation and advising by professionals, exchange of information and experiences, and other activities. Target school teachers rate highly their advocacy skills to build a positive attitude and awareness about CwSN (82.3% target school versus 34% control school). A substantial difference in rating is shown in regard to skills “observing and identifying CwSN” and “using appropriate teaching methods for CwSN”. Self-rating stands at 100% for target school teachers in control school teachers 76% and 74%, respectively. Target school teachers feel confident in their skills to develop and implement IEP (only 1.8% rated as “poor”). However, it is the weakest skill for more than one-quarter of control school teachers.

Figure 12. Target school teachers’ self-assessment of their skills to work with CwSN



Teachers' involvement in project activities over 3 years demonstrates the effectiveness of capacity-building activities of the SCJ project as shown in Table 17. **Knowledge and skills gained through the training conducted by the project were applied well in activities by the teachers at their schools.** The results of qualitative and quantitative data show teachers worked enthusiastically to apply their learning obtained at IE training and workshops into practice to provide inclusive education to CwSN. Teachers (1) created IE teaching and learning tools to use in their classes (89.8%), (2) conducted training on IE to parents of their classes (88.9%), (3) organized public awareness-raising activity on IE at their schools (86.4%), and (4) participated in exchange learning activities (77.9%). These activities are regarded as the most successful accomplishments as a result of project involvement.

The measurements for the work of teachers involved the implementation of an IEP for CwSN (71.7%) and collaboration with stakeholders in screening and assessment of CwSN (71.2%). This is a highly satisfactory indicator in terms of the effectiveness of Outcome 1 activities. An analysis by location of teachers' activities at their schools is shown in Table 17. Target school teachers of Khovd and Uvurkhangai provinces showed 12.6% higher performance in comparison to teachers of Ulaanbaatar target schools. **All target school teachers showed more willingness and commitment to promoting IE** since the start of the project. This is evident from a range of activities carried out by target school teachers but differences between urban and rural teachers need more exploration.

Table 17. Teachers' efforts for IE in the last 3 years (target areas, %)

No	Teachers' activities	Provinces	Districts
1	Created IE teaching and learning tools to use in my class.	95.1	87.5
2	Conducted training on IE to parents of my class.	91.8	87.3
3	Participated in exchange learning activities regarding CwSN	86.9	74.6
4	Implemented IEP for CwSN.	83.4	67.6
5	Organized public awareness raising activity on IE at school.	80.2	60.8
6	Disseminated best practice to other teachers	78.6	62.9
7	Collaborated with stakeholders in screening and assessment of CwSN.	75.5	69.2
8	Conducted general training on IE teaching methodology to other teachers at the school.	68.9	57.4
9	Taught demonstration lesson on IE teaching methodology to other teachers.	65.7	37.5
10	Participated in activities of the School Support group.	62.6	64.3
11	Did home visits and provided consultation to CwSN.	62.3	43.4

In spite of these achievements, teachers face numerous challenges and difficulties in regard to

- How to prepare teaching and learning materials appropriate for CwSN, and do screening of CwSN, and manage teaching in multigrade class (24.7%)
- Increase in workload, inadequate school environment, no or little support from school administration (23.8%),
- How to communicate with parents of CwSN, parents of class, and peers (19.5%).

A number of challenges faced by children with special needs to study in public schools were identified by the survey participants. Challenges related to:

- The needs in terms of building positive psychological environment for CwSN. CwSN express their need for more work for changing attitude of peers and parents of other children because they feel discrimination and dislike from some peers and other people.
- The needs to build more accessible school and classroom environment. Especially children with physical impairment wish the schools make accommodation to respond to the needs of CwSN such as moving classrooms to the first floor.
- The availability of schools for CwSN to study. The survey found it is important for CwSN that their schools were close to their home because they commute to their schools with the help of family members and other people. A quote by CwSN “It will be nice if my home is close to my school” underlines the need for improving policy and actions regarding school catchment area and school dormitory situation in rural areas to accommodate specific needs of CwSN and their families.
- Due to COVID-19 situation all the teachers, parents, and CwSN found difficult to study online. CwSN need more support and encouragement to continue their schooling during the pandemic quarantine period.
- The shortage of books and handouts for CwSN to study. As a result of the project, target school teachers were equipped with books, handouts and other teaching and learning tools and materials. However, CwSN lack books and learning materials.
- Difficulties for CwSN to participate in the after school or extracurricular activities at their schools. CwSN expressed they do not know how to participate in their interested activities and clubs such as chess and checkers’ clubs.

1.2 Establishment of school system in promotion of inclusive education

Education services at schools facilitate children’s development academically and socially by providing an equal opportunity and building a safe environment that is free of discrimination. The project aimed to strengthen the capacity and structure of public schools by improving school information collection systems for new students and establishing mechanisms connecting a child with potential disabilities and special needs to needed social services.

1.2.1 School activities towards becoming inclusive schools

Target schools greatly benefited through project activities since the signing of MoU between SCJ and the target schools. As a result of becoming target schools in the project, **all 16 schools in 5 target areas undertook the school system self-assessment on the current situation of inclusivity and provision of inclusive education to CwSN.** The school self-assessment conducted in 5 domains including (1) School policy, (2) School environment, (3) Teachers and human resource, (4) Teaching methodology and instructional activities; and (5) Parents’ and community engagement. According to the SCJ MEAL, Phase 2 target school self-assessment rating increased by 22.5% (from 40.4% to 62.9%). For Phase 1 target schools the self-assessment rating increased from 68.7% to 76.8% contrasting the beginning and the end of Phase 2 activities⁹.

Following provisions in the “Regulation to provide inclusive education to CwD in mainstream schools”¹⁰, and ‘Guidelines for Providing Comprehensive Support for Children with Disabilities’¹¹, target schools established School Sup-

⁹ Project document, SCJ-PIU, 2020

¹⁰ Ministry of Education, Culture, Science and Sports’ Minister order A/292, 2019

¹¹ Joint resolution # A/304, A/699 and A/460 of the Ministry of Education and Science, Ministry of Labor and Social Welfare and Ministry of Health, 2018

port Groups in the 2019-2020 academic year and made efforts to increase school enrollment of CwD and to build inclusive and supportive learning environments for CwSN of their catchment areas. However, the evaluation found operations of the School Support Groups at schools are of an adhoc nature and do not fully meet expectations set forth in the regulations.

According to the teachers' assessment of their schools' responses and initiatives towards inclusive education over the last 3 years the SCJ project yielded satisfactory results Table 18. The difference between target and control schools are found to be statistically significant ($p=0.0001$). According to teachers, target schools successfully incorporated IE concepts into school policy and planning documents (93.4%), reviewed the school enrolment and registration system to collect CwSN data (91.6%), conducted an assessment of school readiness to become an inclusive school (91.2%), and made their school environment more accessible to CwSN (78.3%).

This assessment regarding changes in target schools is 2.6 times higher compared to control school assessment. Teachers' assessment by locality reveals that target schools of Songinokhairkhan district and Uvurkhangai province have made many improvements over the last 3 years except for supporting teachers with financial incentives. According to 41.2% of target school teachers, no change was observed at their schools supporting teachers working with CwSN with financial incentives. The evaluation emphasizes that target schools benefited through participation in the project and were able to implement policy and regulations on IE more effectively compared to control schools.

According to the teachers' assessment of their schools' responses and initiatives towards inclusive education the SCJ project yielded satisfactory results Table 18. According to teachers, target schools successfully conducted an assessment of school readiness to become an inclusive school (67.3%) and incorporated IE concepts into school policy and planning documents (67.7%). However, according to 41.2% of target school teachers, no change was observed at their schools supporting teachers working with CwSN with financial incentives.

Table 18. Teachers' view regarding their schools' responses towards IE (target areas, %)

No	Activities	SKHD	Uvur-khangai	ChD	Khovd	BZD	Control schools
1	Reviewing the school enrollment and registration system to collect CwSN data within their area.	94.4	82.9	80.7	85	78.8	54
2	Incorporating IE concepts into the school policy and planning documents.	90.3	80.5	84.2	77.5	78.8	36
3	Establishing a special taskforce group to promote IE (such as School Support Group).	87.5	80.5	70.2	77.5	69.7	24
4	Assessing a school's readiness to become an inclusive school.	86.1	80.5	80.7	75	78.8	34
5	Improving child developmental activities making it more inclusive for every child.	86.1	75.6	75.4	67.5	68.2	38
6	Building an accessible environment for CwSN to study with other children.	81.9	61	64.9	62.5	69.7	30
7	Supporting teachers working with CwSN with financial incentives.	40.3	56.1	43.9	72.5	40.9	32

1.2.2 Improvement of learning environment in public schools

School environment should be child-friendly in order to provide inclusive education. According to the 2018 needs assessment survey, the reasons for CwSN not enrolled in education relate to the inaccessibility and poor environment in public schools, lack of school infrastructure and teaching and learning materials. The project effectively addressed this problem.

School environment self-assessment was the lowest (31.4% for Phase 2 target schools) at the beginning of the Phase 2. Nevertheless, a lot of improvement (29% against about 22% in other domains) was made in the school environment self-assessment. According to KII, target schools' environments became more inclusive by establishment of CFS, restructuring of infrastructures such as adaptation of stairs, class table and chairs and equipment, moving classes with CwSN to 1st floor of the school building, and teaching classes by adjusting appropriate instructional tools. 91.6% of teachers participated in the evaluation survey stated that their schools made improvements in school infrastructure by establishing accessible environment for CwSN. In Phase 1, CFSs were established in all the target schools and project beneficiaries felt highly satisfied. Teachers and managers who participated in the evaluation found the CFS set the most valuable investment in addition to the provision of training handouts and guidelines for teachers.

Target school teachers reported that they use teaching and learning resources and instructional tools obtained within the project Table 19. All teachers use the "Inclusive education training module" book (100%). Teachers widely use the "Methodology to raise awareness and understanding of parents, community, and school on inclusive education" book (98.7%), "172 innovative teaching and learning methods book" (98.2%), "Guideline and tool for screening developmental disorder" (97.3%), and "Guideline to develop IEP for CwSN" (95.6%). The evaluation found training materials and instructional tools developed by the project meet the needs of teachers teaching in inclusive classrooms. The process of revision and updating of modules, guidelines, and tools reflecting feedback and comments by teachers and other professionals and staff contributed to its effectiveness.

¹³ Project document, SCJ-PIU, 2020

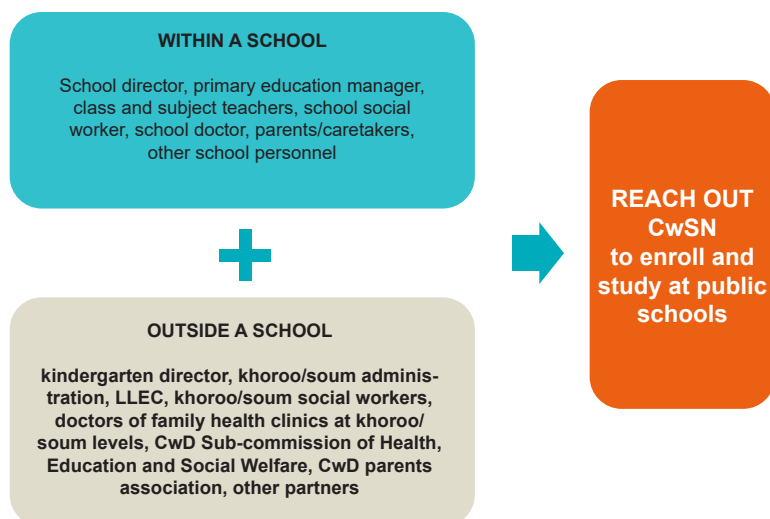
Table 19. Usability of the teaching and learning resources and instructional tools obtained within the project (%)

No	Teaching and learning resources and instructional tools	Used frequently	Used sometimes	Not used
1	172 innovative teaching and learning methods book	65.9	32.3	1.8
2	"Inclusive education training module" book	60.6	39.4	-
3	Guideline and tool for screening developmental disorder	59.3	38.1	2.7
4	"Methodology to raise awareness and understanding of parents, community, and school on inclusive education" book	58	40.7	1.3
5	Guideline to develop IEP for CwSN	57.1	38.5	4.4
6	Tool for assessment of a child's learning and cognitive development	36.7	57.1	6.2
7	"Methodology to work with children with speech and language disorder" DVD with video classes	35.4	52.2	12.4
8	Online public awareness-raising materials	34.5	54.9	10.6
9	Advocacy video materials of UurUur campaigning	29.6	56.6	13.7

1.2.3 Collaboration of stakeholders in promoting inclusive education

Activities towards becoming inclusive schools demanded various stakeholders to collaborate systematically Figure 13, especially in improving data collection of CwSN entering public schools and strengthening mechanisms for connecting CwD with the Commission (and sub-commission in province/districts) of Health, Education, and Social welfare of CwD.

Figure 13. Demand for collaboration within and outside school system for reaching out CwSN



Collaboration between school and local parties

According to the “Regulation to provide inclusive education to CwD in mainstream schools”¹⁴. All public schools are responsible to collaborate with various stakeholders including soum/ district/khoroo level government organizations to provide inclusive education to CwSN. It is worthy to note that an effective collaboration of the SCJ PIU at a policy level greatly contributed to the endorsement of this important regulation. However, the evaluation found stakeholders lack operational understanding about the Committee on supporting school enrollment established in the soums/khoroo. There is no clear evidence that shows the effective collaboration of Soum/Khoroo’s Committee on Supporting School Enrollment and School Support Group at schools.

Within the project, target schools successfully reviewed the school enrollment and registration system to collect CwSN data within their area in collaboration with various stakeholders such as LLEC, local education department, Sub-commission of Health, Education and Social Welfare of CwD and other government grass-root organizations (70.4%).

... Before the SCJ project implementation, we (teachers) did not know what to advise parents when they needed help with their child with disability...Now we know in person khoroo social worker, know a doctor of khoroo family clinics and know what information to give about Sub-commission of Health, Education, and Social welfare of CwD. For IE relationship building is found very important...

...Also information exchange enhanced in this project... For example, kindergarten informs the school a number CwSN to enter the next academic year.

Note from KII with a primary school teacher

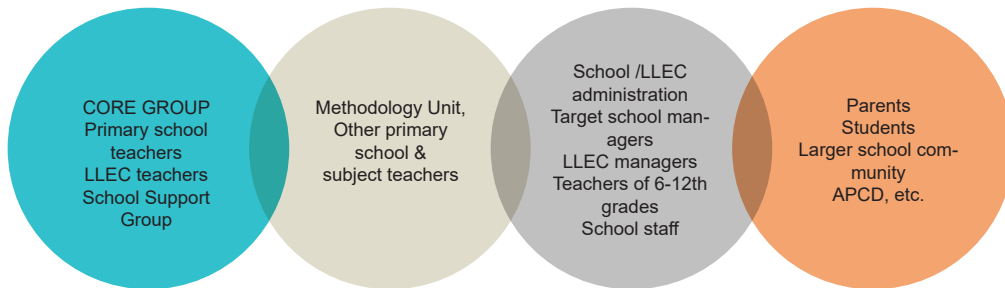
Project implementation was supported by local baghs, soums, khoroo, parents’ association of the CwSN, and government agencies such as province and district Education and Culture Departments. For instance, the khoroo police, khoroo social worker, khoroo unit leaders, and khoroo family practices have organized training, meetings, open day events, and registration and surveys in collaboration with primary level public service organizations that work most closely with families of CwSN. All these activities have played an important role in building child-friendly social, psychological and community support.

¹⁴ MECS order A/292, 2019

Collaboration of professionals within the school

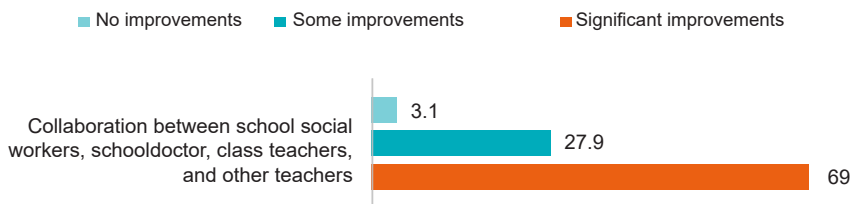
It is important to facilitate collaboration of professionals within the school in promoting inclusive education, and children with and without special needs (Figure 14). The evaluation found collaboration among the professionals in school was appropriate. Knowledge and experience sharing activities effectively addressed the needs of teachers who previously lacked understanding and information about IE and the relevant teaching methodology to work with CwSN.

Figure 14. Overview of collaboration within the school



According to the project intervention, all target schools successfully established the School Support Group to address needs of CwSN (73.5%). Building process of the school support group made significant improvements in enhancing collaboration between professionals within the school (96.9% target school versus 62% control school). The project enhanced the collaboration between a school social worker, a school doctor, class teachers, and subject teachers through dissemination training and other activities in the process of providing inclusive education for CwSN (Figure 17).

Figure 15. Level of improvements in professionals collaboration (%)



However, schools lacked the staff to assist CwSN. Also, primary school teachers are concerned about the continuum of support for CwSN to study at public schools. In this regard, dissemination training to other teachers including subject teachers, secondary and upper secondary class teachers was noted as very important.

Collaboration between school/teachers and parents

The evaluation found collaboration of teachers with parents increased in target schools. Parent's involvement in target schools assessed as "unsatisfactory" is drastically lower (5-7 times less) compared to control schools. For example (1) parents' acceptance of their children studying together with CwSN in the same class 7.5% (target school) versus 38% (control school); and (2) parental involvement in activities of a school 3.1% (target school) versus 28% (control school). In Bayanzurkh district and Uvurkhngai province, the teachers assessed as low the acceptance of parents (Moderate-very poor rating 43.9% in both areas). Teachers' response about parents' acceptance of their children study together with CwSN in the same class is lowest in Khovd province (Poor and very poor rating 22.5%).

Target school teachers rated the parents' involvement and their collaboration with the school and teachers twice higher than control school teachers. The rating "good and very good" constitute 76.9% of target school teachers' responses. This is one of project effectiveness result demonstrating an increase stakeholders' involvement and collaboration through the project.

More detailed results on involvement of parents promoting inclusive education are included in the Outcome 3 section.

Collaboration between school and LLEC

Another important activity to promote collaboration of stakeholders in inclusive education was experience of exchange activities between public schools and LLECs. **Teachers of public schools and LLECs viewed there was significant improvement in collaboration between school and local LLEC through exchange activities, training and shifting children from school to LLEC Table 20.** It is the desired change because the needs assessment survey revealed even though LLECs were operating in classrooms of public schools, collaborative activities between the LLEC and a public school in children's development, mentoring, and extracurricular activities, was non-existent or very limited (Needs assessment survey report, IRIM, 2018).

Table 20. Assessment of LLEC, target and control school teachers regarding collaboration between a (local LLEC and a public school, %)

No	Assessment by	Many improvements	Little improvements	No improvements	DK
1	Target school teachers	84.1	6.5	3.1	6.2
2	LLEC teachers	70	20	-	10
3	Control school teachers	24	18	8	50

The results of the collaboration between LLECs and local schools are as follows:

- A number of activities have been carried out with the joint management, teachers, staff and parents to implement the ITP and support CwSN in LLEC and regular schools.
- Improved understanding and attitudes of parents, children, teachers, school staff and the public about the activities of LLEC and the needs and specialties of CwSN
- There was a result of preventing CwSN transferred to public schools from the risk of dropping out again.
- Cooperation between LLEC and public schools has commenced and sustainable development activities have been carried out.

As a result of the cooperation, more opportunities were provided to LLEC students to get services in the Art Hall or room, Child development room and Club. LLEC students are able to get the same educational services as public school children. When LLEC students participated in different sports events and competitions organized by the school. Accordingly, they develop together with public secondary school children equally. A positive attitude among teachers, parents and peers towards CwSN was created. The attitude of the school administration developed positively as training plans improved.

Table 21. Number of the participants who participated in activities implemented jointly by LLEC and secondary school (duplicated numbers)

No	LLEC name	# of children	# of parents	# of teachers
1	Songinokhairkhan LLEC	113	0	10
2	Bayanzurkh LLEC	40	40	30
3	Chingeltei LLEC	70	0	0
4	Uvurkhangai soum LLEC	20	10	8
5	Uyanga soum LLEC	0	35	2
6	Khovd, Jargalant soum LLEC	50	0	0
7	Khovd Buyant soum LLEC	50	0	0
	Total	343	85	50

Another important indicator of cooperation between local schools and LLECs is the number of students who moved from LLEC to secondary school as a result of stakeholder cooperation. During the project period, a total of 28 LLEC students were transferred to the local public schools which is higher than data prior to the project implementation. According to the NAS, there were only 4 children transferred from LLEC to public school in the target schools, but this number increased 7 times after the project implementation, and by 2020, a total of 28 students transferred from LLEC to public school.

Table 22. Number of students transferred from LLEC to public school (2018-2020)

No	LLEC	Phase 1	Phase 2	Phase 3
1	Songinokhairkhan district	0	3	5
2	Bayanzurkh district,	0	8	5
3	Chingeltei district	0	1	0
4	Khovd-Buyant	0	0	2
5	Khovd-Jargalant	0	0	0
6	Uvurkhangai-Arvaikheer	1	3	0
7	Uvurkhangai-Uyanga	0	0	0
	Total	1	15	12
			28	

During the project implementation period, targeted LLECs focused on the transition of CwSN to the public schools and provided with the assistance and guidelines in organizing training with CwSN to be transferred to a public school with ITP, provided them with face-to-face training and additional repeat classes during out-of-school time. The teachers gave them standard tasks and homework, organized extra training to reinforce school education, provided them with psychological consultations when they lived in the dormitory by collaborating with the receptionist teacher.

Figure 16. Activities towards the CwSN transferred from LLECs to the regular schools

Overall, the evaluation finds a number of strategies contributed to the effectiveness of the project activities for Outcome 1. These are (1) a comprehensive approach to promote IE at public schools such as professional development training of primary school teachers and other school staff, changing the school system, and building inclusive learning environment; (2) collaboration with relevant stakeholders within and outside the school system as well as involving national and local organizations; (3) capacity building of key players across sectors in order to provide quality services to respond to needs of CwSN; (4) evidence-based interventions including needs assessment, teaching and experience sharing, feedback and follow-up; and (5) awareness-raising efforts to build a supportive environment for IE in general and for CwSN specifically.

Although the COVID-19 pandemic affected the implementation process of Phase 3 project activities, the effectiveness of the project as a whole was assured through successful management and coordination as well as by the commitment of target schools, teachers, and stakeholders.

Outcome 2: Strengthening the structure and capacity of Life-long Education Centers and outreaching to out-of-school children

The key results of the project included capacity building of LLEC, improvements of partnership with key stakeholders of LLEC, financial supports in daily activities of LLEC, and introduction of the registration system for CwSN or children left behind school. In the area of capacity building of LLEC, LLEC teachers' improved understanding and concepts regarding CwSN, improved teaching methodology for the CwSN and provision of the training guidelines, materials and tools were observed.

There is support in the multidisciplinary partnership of stakeholders in terms of screening and identification of out-of-school children, implementing home-based teaching (HBT) to the children not being available to access a LLEC or schools due to various reasons such as severe disabilities. The LLECs played key roles during the project: major research in screening and the identification procedure for out-of-school children versus facilitators in training for those CwSN.

Teachers in LLECs carried out research to screen and register out-of-school children and worked with key stakeholders such as social workers or primary authorities in the nearest local areas through undertaking collaborating studies. Teachers played a training facilitator's role providing a methodology to organise partnership activities, supplying necessities such as fuel for transportation, a series of training to local social workers, authority for improving understanding and skills to work with CwSN, and provision of training materials and tools. Allocated trainers, teachers, social workers, or local administrators to CwSNs revealed by the study had provided training to parents to improve teaching methodology, training workbooks, and training kits at the first visit. At the next visit, they assessed the child's progress, taking notes, discussion with parents, and giving feedback and spiritual support to the parents. The frequency of home visiting varies by the distance of locations, and seasonal circumstances.

There is a need to create legal environments including the rule of laws that regulates interactions between stakeholders, their responsibilities and roles, and financial solutions to provide sustainability. In addition, there is a need to carry out research on influencing factors to the effectiveness of the HBT. These factors can be divided into personal and environmental factors including a family's socio-economic status, according to the social model of disability. The findings from the research will assist to assess the needs of the next project on inclusive education in Mongolia.

Table 23. LLEC teachers and staff involved in project training

No	Project beneficiary	Total	UB	Uvurkhangai	Khovd
1	LLEC teachers	258	173	61	24
2	LLEC management staff (director, manager)	56	32	17	7
3	Other LLEC staff	15	8	3	4

In total, some 258 LLEC teachers, 56 management staff and 15 LLEC administration staff were involved with training within Outcome 2 activities of the project.

The fact that training content of the project was based on the urgent needs of LLEC teachers, such as increasing knowledge, understanding teaching methodologies, and improving the learning environment to work with CwSN played an important role in effective implementation of the project.

As a result of the Project Team's organization of meetings, discussions and events for LLEC management staff and teachers by collaborating and supplying them with information and advice on teaching methodology, teaching aids and learning tools for CwSN, stakeholders saw many positive results, including teachers being able to understand the essence and importance of inclusive education and conduct their classroom activities based on the needs of the CwSN.

2.1 Capacity building of teachers at LLECs

2.1.1 Teachers' knowledge and understanding on CwSN

From project training implemented over 2018-2020, the largest number of teachers were involved in the following:

- Methodology training on teaching a multigrade class with CwSN and implementing a LLEC curriculum;
- General training on inclusive education teaching methodology; and
- Methodology to raise the awareness and understanding of parents, the community, and schools on inclusive education.

Table 24. Training organized by the project over 2018-2020 and involvement of LLEC teachers (%)

No	Training	Yes	No
1	Methodological training on teaching a multigrade class with CwSN and implementing LLEC curriculum	90	10
2	General training on IE concepts and methodology	85	15
3	Methodology to raise awareness and understanding of parents, the community, and school on inclusive education	85	15
4	Training on methodology to work with children with a learning difficulty	60	40
5	Exchange learning activity (visiting a school/LLEC)	55	45
6	Training on 172 innovative teaching methodology book	55	45
7	CFS training	55	45
8	Training on assessment of child cognitive development	50	50
9	Exchange learning activity (online)	45	55
10	Training on methodology to work with children who have Autism Spectrum Disorder	45	55
11	Sign language training	25	75

One out of every two teachers, who were involved in the evaluation, participated in exchange learning activities and on-the-job and online training such as “Training on a methodology to work with children with a learning difficulty”, “Training on 172 innovative teaching methodology book”, “CFS training”, “Training on assessment of child cognitive development” and “Training on a methodology to work with children who have Autism Spectrum Disorder”. Only 25% of teachers were involved in Sign language training. This is the lowest percentage.

I was involved in many different training exercises. I became aware a lot about the features of CwSN development. In the past, we didn't know how to work with CwSN. For example, when a CwSN enters our classroom, we have to develop an Individualized Education Program (IEP). We have learned how to work face-to-face and it was very beneficial to us.

Note from KII with LLEC teacher

Targeted LLEC teachers knowledge of inclusive education and CwSN has improved from the period before the project was implemented. Specifically, understanding of an IEP increased by 73.3%. Understanding about inclusive education increased by 71.6%. Understanding about special needs increased by 56.6%.

Table 25. Rate how targeted LLEC teachers understanding of CwSN has changed (%)

№	Understanding about IE	Before the project		After the project		Difference
		Sufficient	Insuff	Sufficient	Insuff	
1	Understanding of IEP	16.7	83.3	90	5	+73.3
2	Understanding of the concept of IE	23.4	76.6	95	5	+71.6
3	Characteristics of CwSN and the concept about the special needs	23.4	76.6	80	20	+56.6

Teachers rated their understanding about the responsibilities of stakeholders in IE activities as good (95%).

LLEC teachers are satisfied with the outcome of the training organized by SCJ. They evaluated that

- they had met indicators such as the objectives of the training which were clear and have practical importance
- training activities were practical and useful
- training materials were informative and appropriate to the objectives
- training materials were sufficient to use by all trainees
- the training provided opportunities for discussions and to ask/answer questions, and
- the trainer's methodology was enabling, interactive and participatory.

When we made a survey of the children who dropped out-of-school in our area, the number of the very ill and spoon-fed children was more than the previous years. The only people behind them were their parents. So, the parents of such very ill and spoon-fed disabled children had very little understanding to get enrolled their children in the school before the project implemented. After project implementation and as a result of the impact measures, the parents' attitude has changed and attitude to get LLEC service has been changing.

Note from KII with LLEC teacher

Figure 17. Evaluation of training through the evaluation of LLEC teachers



38.5 % of parents involved in the survey participated in two training exercises

- 30% in one training exercise
- 24.6% in three training exercises, and
- 6.9% in four training exercises.

2.1.2 Changes in attitude of teachers towards CwSN

Most LLEC teachers were supporting special schools regarding the involvement of CwSN in NAS. Earlier, they had an ambivalent attitude towards IE Table 26. The attitude of teachers has changed after involvement with project activities.

Table 26. Attitude of teachers toward the education of CwSN before the project implementation (2018, %)

No	Education of CwSN	Agree	Disagree
1	Teaching CwSN separately will influence their study positively.	73.4	26.6
2	It is beneficial to train CwSN face-to-face in special schools.	61.6	38.4
3	Training separately is beneficial to the socializing of CwSN.	50	50
4	By going to the special school, the CwSN will be able to be free from misunderstanding, bullying and insults.	50	50

According to a survey conducted in 2018, 73.4% of teachers advised that “CwSN training in an isolated special school will have a positive effect on academic achievement” and 61.6% said that “Individual training in special schools is beneficial for CwSN”. This shows that there was a lack of knowledge and attitude towards teaching CwSN in public schools. As a result of the project, the knowledge and attitude of the targeted LLEC teachers about inclusive education have changed.

Results of end-line evaluation data show that a teacher’s understanding of Inclusive Education **rejected** the concept of “Inclusive Education is a teaching process to train CwSN in a special school” (0%) and **agreed** to the concept: “Inclusive education is to provide educational service to fit the needs of each child” (95%).

Table 27. Changes in the interactions and attitudes of teachers (results from the qualitative data)

Teachers' attitudes	The changes as results of the project
The interactions and attitudes for the staff in LLECs	<ul style="list-style-type: none"> Exchanging expertise based on discussions with the staff on the CwSN progress and changes benefited from the project. Increase in active participation of CwSN through changes in attitudes for staff including teachers. Training with more self-confidence for teachers.
The teachers' interaction with CwSN and teachers' attitudes toward those children	<ul style="list-style-type: none"> The changes in the mindset of staff in LLEC leading to a free mindset for children at the center. Rise in self-confidence for the CwSN by support from teachers. Appropriate environments in the classrooms. Support from teachers respecting the passions and self-interests of each child. No concern on absence from schools. Positive trends in self-esteem and independent learning for CwSN.
The interaction between teachers and parents and the teachers' attitude towards the parents	<ul style="list-style-type: none"> Reductions of absence rates benefited from collaboration with parents. A considerable rise in teachers' attention toward CwSN in case of any violation of the child's rights Increase in support from parents to teacher's activities.

The confidence of teachers has increased to teach CwSN regardless of the disability and its degree by improving their knowledge and understanding about CwSN. Teachers are more inspired to collaborate with parents of CwSN and successfully collaborate with other teachers including teachers from secondary schools.

Table 28. Changes made in the teacher's attitude toward their work as a result of the project activities (%)

Nº	Teacher self-assessment	Strongly agree	Agree	Neutral
1	My confidence has increased in working with children falling behind at school	70	25	5
2	I feel comfortable to develop curriculum/IEP for CwSN	70	25	5
3	My confidence has increased to teach CwSN regardless of the disability and its degree	65	30	5
4	I feel my knowledge and skill to work with CwSN has increased	60	40	-
5	I am more interested to collaborate with parents of CwSN	60	40	-
6	I feel my working relationship with other teachers and local public schools has improved.	50	40	10

We can now consider how a teacher's previous attitude has changed on the possibility of involving CwSN in a multigrade group with different levels of students. It was found that the special needs varied as a result of project implementation. The teachers who participated in the survey responded that it is possible to educate CwSN with the following range of special needs where the most promising progress has been made:

- Visual impairment (+51.7 %)
- Hearing Impairment (+30%)
- Speech and Language disorder (+30%) and
- Autism Spectrum Disorder (+25%)

Table 29. The possibility of involving CwSN in the LLEC in percentage (%)

№	Type of the special needs	Before the project		After the project		Change
		Possible	Impossible	Possible	Impossible	
1	Visual impairment	33.3	66.7	85	15	+ 51.7
2	Hearing Impairment	40	60	70	30	+ 30
3	Speech and Language disorder	60	40	90	10	+ 30
4	Autism Spectrum Disorder	50	50	75	25	+ 25
5	Intellectual disability	53.3	46.7	70	30	+ 16.7
6	Learning Difficulty (reading, writing, math)	80	20	95	5	+ 15
7	Mobility impairment	80	20	95	5	+ 15
8	Attention Deficit Hyperactivity Disorder	80	20	90	10	+ 10
9	Dropped out-of-school	100	0	95	5	-5

According to the survey, the increase in the percentage of respondents who say that it is possible to educate children with all types of special needs in LLEC is an important result of the project based on a teacher's knowledge and understanding to work with CwSN and teaching methodologies. At the start of the project LLEC teachers rated low their knowledge and understanding on IE and preparedness to work with CwSN. The survey results demonstrate project trainings contributed to the improvements in teachers' understanding of different types of disability as well as their capacity to work with CwSN. LLEC teachers have previous experiences of working with drop-out children and 95% of them believe that it is possible to educate school drop-outs.

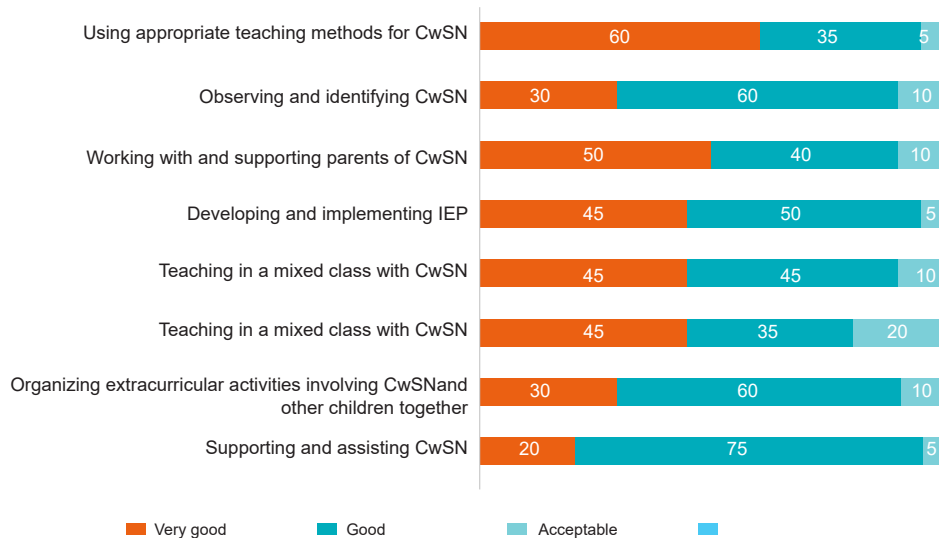
However, this rating after the project is slightly lower than rating before the project. Although there is an improvement in the availability of LLEC activities and preparedness to receive CwSN to LLECs the school drop-out problem remains not fully addressed. This concerns the social and economic vulnerability of many out-of-school children families and their ability to pay for their children's school costs. This may be due to a number of factors, including household migration to the city or countryside, poverty, and access to basic social services. One out of every two teachers believes that it is possible to teach children with multiple disabilities and minority children.

2.1.3 Changes in teaching practice and skills of teachers working with CwSN

LLEC teachers who participated in the survey assessed their skills in working with CwSN as good or very good as follows:

- Supporting and giving advice to CwSN (95%);
- Communicating and making connection with CwSN (90%);
- Organizing out-of-school activities with CwSN and other students together (90%);
- Skills to teach in a multigrade class (90%);
- Developing and implementing IEP (90%);
- Collaborating with parents of CwSN (90%);
- Observing and identifying CwSN (90%);
- Instructing with a teaching methodology to fit the characteristics of CwSN (95%).

Figure 18. Skills of LLEC teachers to work with CwSN by self-assessment



When considering to what extent project beneficiaries are using teaching and learning resources and instructional tools obtained within the project training, the results are:

- Guideline to develop IEP for CwSN (95%);
- Methodology training on teaching a multigrade class with CwSN and implementing the LLEC curriculum (85%)
- IE methodology to support learning activities: 172 innovative teaching methodology books on the example of primary school. 80% of the teachers use this textbook. The results of the survey show that teachers are using most of the methodologies and tools obtained within the project for teaching purposes.

Table 30. How teaching tools and learning resources are used, which were obtained as a result of the project (%)

No	Teaching tools and learning resources	Always	Sometimes	Not used
1	Guideline to develop IEP for CwSN	85	15	
2	Methodology training on teaching a multigrade class with CwSN and implementing LLEC curriculum	85	15	-
3	IE methodology to support training activities	80	20	
4	"Methodology to work with children with speech and language disorder" DVD with video classes	70	30	
5	Methodology for assessment of a child's learning and cognitive development: Guideline for primary school teachers	70	25	5
6	Test for "defining intellectual development level and learning style"	60	40	-
7	Online public awareness-raising materials	60	30	10
8	Advocacy video materials of the UurUur campaigning	45	45	10
9	Methodology to raise awareness and understanding of parents, community, and school on inclusive education	-	25	75

LLEC teachers are using project handbooks and textbooks in everyday teaching. Most use the methodology 172 innovative teaching methodology book. There are many methods in this handbook which are important for making multigrade class lessons interesting. Teachers point out advantages such as teamwork, adapting methods to suit the individual characteristics of the CwSN, and giving tasks to the students that suit their level.

In accordance with the methodological recommendations obtained at project training, teachers have been successfully developing and using IEP for multigrade classes of students with different developmental characteristics. This includes HBT with an IEP.

Student A is 9 years old and has Downs Syndrome. When we received and worked with her, the first year she did not speak at all. When teachers wrote something and give it to her, she can re-write it. When the picture was drawn by the dots and given to her, she can draw it on those dots. This way her painting skill and handwriting improved gradually day by day, but it was difficult that she could not speak.

I wanted her to speak at least with other students so much if she was not willing to speak with me. Even I thought of some plans together with my students. We failed continuously.

But on the day, when the toys came, she said "Let's play the game, teacher" in a basic way and it made me so happy. She made a discovery in our class. Since then, every time she says a word, I let her play and while she was playing I let her speak. Her vocabulary has been increased day by day. She started to tell me what happened at her home, what she did, how she fought over the toys with her younger brothers and sisters, who wrote on her notebook, what food she ate for her lunch, what grade the teacher gave, and what subject she learned. These little things opened the gate of a new world to the girl. It became a big lesson to me. The teacher could not learn the characteristics of CwSN completely.

Note from KII with LLEC teachers

Target LLEC teachers have improved their teaching and methodological skills through project activities and have learned how to work with CwSN, resulting in many fundamental changes in their professional skills and attitudes towards their work. Teachers involved in the evaluation, made the self-assessment that their confidence has increased in working with CwSN such as children with disability and children who dropped out-of-school, and developing and using IEP to fit their characteristics according to teaching technology.

Table 31. Changes in professional skills for the teachers, the results from qualitative research

Teachers' activities	Changes that benefited from the project
Knowledge and understanding	<ul style="list-style-type: none"> • Skills in undertaking the needs assessment of CwSN. • Expanding the knowledge on disability types and teaching technologies. • Skills carrying out the study to identify the children who dropped out-of-school. • Unified perspectives on CwSN for staff in LLECs. • Sound understanding of the characteristics and difficulties of CwSN. • Being able to produce the training papers on CwSN. • Improvements in knowledge on IEP, training curriculum and programs
Skills to produce the training materials	<ul style="list-style-type: none"> • Improvements in skills to produce the IEP. • Progress in filling out school records for CwSN. • Improvements in planning class programs. • Tightening skills of multi-level teaching. • Progress in ability to identify CwSN • Improvements in assessing children's progress. • Improvement in teaching skills in a heterogenously grouped classroom with adapting curriculum. • Some achievements on making contracts with parents.
Teaching methodology	<ul style="list-style-type: none"> • Improvements in planning and teaching skills for a multigrade class. • Novel teaching strategies. • Skills to choose appropriate tools fitting into the child's special requirements. • Methodologies to work with CwSN by the application of IEP. • Counselling to parents and care-givers of CwSN. • Advances in needs assessments for CwSN. • Advances in capability to develop and apply databases on CwSN. • Obtaining skills to undertake studies on children's progress and achievements through homeschooling • Advances in research skills on school drop-outs. • Improvements on abilities to facilitate advocacy and to collaborate with interlocutors.

As a result of the project, teachers' knowledge and skills in inclusive education have improved, their ability to teaching considering unique special needs of CwSN has improved, and student participation, learning skills and attitudes have also changed positively.

...I studied in the 2nd grade. I have been studying in my class for a year. I have a lot of friends in my class. My best friend is Otgontsetseg. It's nice to go to school. This year, I watch my homework on TV and study at home, but I miss my classmates, my teacher, and my school. The class teacher helps me a lot. She helps me to learn the subjects. She teaches me numbers. She lets me to sit in the front row and tells me to help my friend. I play with my classmates. Mom and Dad teach me and buy school supplies.

Note from an interview with a LLEC student

2.2 Capacity building of LLECs on inclusive education

Throughout the project, targeted LLEC have included issues related to CwSN training in their rules, procedures and work plans. In addition, the introduction of alternative HBT in accordance with the specifics of the CwSN has changed the participation of children with serious illnesses and spoon-fed children, who are unable to attend class or out-of-class education. There have been significant changes in the involvement of CwSN in extracurricular development activities and in the development and use of CwSN registration and databases.

The project provided assistance and training to LLEC teachers in developing a multigrade class curriculum, curriculum development, multigrade class teaching methodology training, and supplied them with training materials to solve problems in teaching multigrade classes. This assistance contributed to making an 80% change in the supply of material resources and teaching quality.

Table 32. Changes made in LLEC to support IE by implementing the project, as a percentage (%)

No	LLEC activity	Significant changes	Some changes	Little changes	Don't know
1	LLEC rules and procedures to provide education to CwSN, annual work plans and activities	95	5	-	-
2	Alternate training: HBT program	95	-	-	5
3	Evaluation and methodology to assess CwSN	90	10	-	-
4	Out-of-school activities of the LLEC	90	5	5	-
5	Database and use of CwSN registration system	85	10	-	5
6	Multigrade class curriculum and teaching plans	80	20	-	-
7	Support to the teacher working in the multigrade class	80	20	-	-
8	Multigrade class teaching methodology, teaching and learning activity	80	15	5	-
9	Collaboration of the local public schools	70	20	-	10

According to project beneficiaries who participated in the generation of qualitative data, the main project results were:

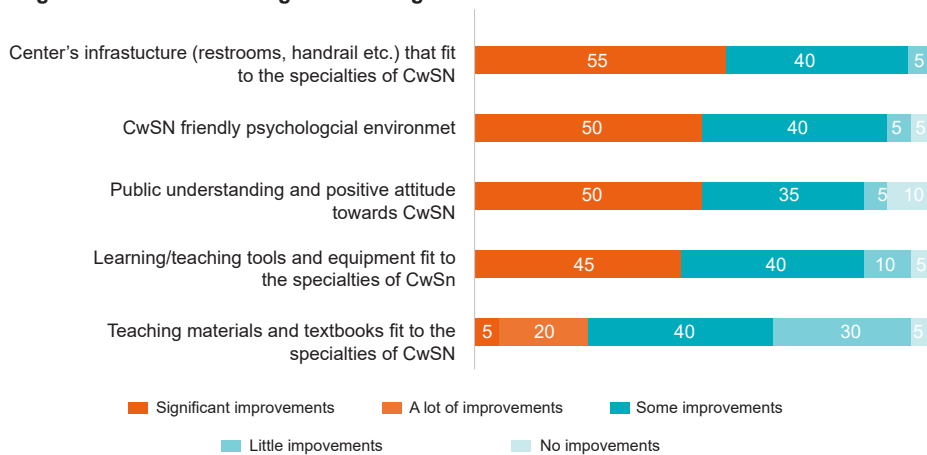
- the negative attitudes of teachers, parents, the public and the stakeholders has been reduced as a result of the project
- common understanding about the IE was created among the LLEC teachers, staff, parents and collaborating organizations
- professional skills of teachers improved
- parental attention, care and support increased and
- attitudes improved toward the inclusive education of CwSN in their learning and living environments.

Improvement of learning environment in LLECs

One of the difficulties in activities of the targeted LLEC was financial, depending on the state budget allocated to the learning environment, training materials, and tools. This was observed during the pre-assessment of the project. Therefore, SCJ supported improvements in the quality of inclusive education programs through upgrading learning environments, training guidelines, materials, and tools. It is concluded that this support for LLEC deliverables led to a considerable amount of progress in project outcomes.

During the project's needs assessments, it considered improvements of learning environments as a need of the project through several meetings with the managers and teachers of LLECs. At project implementation stages 1 and 2, the project provided various books, toys, training's and classroom materials and tools, audio CDs, CD players, desks and chairs, bookshelves, shelves for toys, and materials for the teachers' needs (i.e., learning kits, projectors, laptops, printers, and laminators) to each classroom in the LLECs to improve learning environments and to create CFS. This supplementary support made a considerable improvement to project outcomes.

Figure 19. Changes made in the teaching and learning environment of the LLEC



The teachers involved in the evaluation evaluated the improvements made through assistance of the project in terms of the learning environment as follows:

- teaching materials and textbooks fitted to the specialties of CwSN improved by 95%
- learning/teaching tools and equipment to fit the specialties of CwSN improved by 90%
- establishing public (local organizations, parents, teachers of the public schools) understanding and positive attitude towards CwSN improved by 85%, and
- creating a CwSN friendly psychological environment improved by 85%.

As a result of providing training guidelines, materials and tools to each participant within the training, the active participation of teachers in the LLECs improved. This contributes to the efficiency and sustainability of the project through keeping knowledge and developing expertise at the workplace for the teachers in the LLECs.

... in 2020, based on the proposals of the teachers in the targeted LLEC, the project team, along with "Deaf Education" NPO, carried out the sign language training to 25 teachers and workers in Uvurkhangai province and 24 teachers and workers in Khovd province from target schools, special kindergartens, and the LLECs. During the training, a dictionary with 1000 sign words, DVDs for sign language, and 50 brochures of sign language alphabets handed to each participant of the training. As a result of training, the participants gained the elementary level knowledge and skills to understand sign language to communicate with children with a hearing impairment.

Source: Midterm report of the project, Phase 3, 2020

Although most of the targeted LLECs did not have their own training venues, they ran classes in rented classrooms. However, it was difficult for the project to improve LLEC infrastructure. As a result of the project, the LLEC's CFS, stress relief rooms and classrooms were renewed and improved. Many learning environments were improved with tangible assistance of the project.

We can consider the impact of the project on training methodology and learning materials provided by the project to support the CwSN learning environment, using the example of Arvaikheer LLEC, a beneficiary of the project in the province of Uvurkhangai.

Table 33. Project support provided to the CwSN on the improvement of learning environment of Arvaikheer LLEC

Type	Details
Teacher resource material	Laptop, LCD, printer, paper cutter, laminator machine, inclusive education book. Psychological basis to teach to the children with different impairment
Books	Cognition 1-6, Let's introduce world life, Cognition card, 100 exercises, 100 fact - scientists, 100 fact - astronomy, 100 fact - best story, 100 fact - horses, 100 fact - animal, Child dictionary, Village, Story of Gulliver, Robinzon Cruso, 80-day travel, Capitan, Cold house, Canterville castle, Robinhood legend, Story of city, Magic house - 1, 2, Cognitive exercise, Mathematic and Mongolian language subject exercise - 1 grade-5 grade, Primary grade students dictionary, Mathematical problem, Knowledge - 1, IQ test - 1-5, Speech therapy exercise, Speech word, Alphabet, Multiply card, Mongolian tradition, Mental development of children, Literary card, Number card, Three Musketeers
CD	Mogjoohon son, Sugar, Maamuu come in, Jubilation, World Nature, World - earth, Story, Best songs 2, Child song -2, About the animal
Equipment, furniture	Student desk with chairs, teacher desk, bookshelves, multi-functional desk, individual desk with chair, rubber floor, mirror, wall-shelf, shelf toys, lockers, rug
Toys	Guitar, standing board, wooden board, chess set, draughts, rubik bricks, puzzle, lego, shaped blocks, 3D toy set, alphabet toy with magnet, balance toy, calendar toy, inlaid toys, toy to practice tie, massager rubber, clay to calm down children, finger development jigsaw, surprise egg toys to improve hand squaze, talking animals sound toys for children with speech impairment, soft toys, basketball, volleyball, football

During project implementation, as a result of all support provided by the project to improve the learning environment of the LLEC and conditions for CwSN, the project beneficiaries have an improved situation. A comfortable teaching environment fitting the special needs of the CwSN has strengthened teachers' performance and has improved them by supplying them with handbooks, textbooks and teaching aids, which met educational standards. They have been actively involved in capacity-building training.

... In our LLEC, the supply of material resources from the Ministry and the NCLE is a bit poor. As Uyanga soum of Uvurkhangai aimag did not have a LLEC unit, the project negotiated with the aimag administration and moved to the Museum named after Namnansuren. Having a LLEC place has solved a big problem. In Uyanga soum, a Child calming room was provided with the support of the project. Child development rooms have been established at two LLECs in Uvurkhangai aimag, and each of them has been provided with equipment worth over 10 million MNT, which has increased the equipment and material base to be used. Previously, 10 soums were involved in the "Improving Primary Education Outcomes for Herder Children in Remote Areas" project implemented by the Japanese "Save the children fund" in 2017. Now, with the participation of two soums in this project, the learning environment has greatly improved.

Note from KII with LLEC manager

Outreaching to out-of-school children

Detection and identification of out-of-school CwSN. During the pre-assessment of the project, there is no official data on the out-of-school children. Available data was biased, and not reliable, for a stable methodology to collect the data on the out-of-school children. Hence SCJ, along with the LLECs, produced the methodology to collect this data and organized the survey of out-of-school children including school drop-outs. When organizing this work, the project supplied LLEC teachers with training, teaching methodologies and manuals, and funding for making this survey. Local soum, khoroo and bagh Governors, social workers, social welfare officers, section leaders and Health Center staff and citizens were included in the Working Group established by the LLEC. This activity has had a solid outcome and is having a positive impact on survey results.

It can be considered as a new stage in the detection and identification of CwSN. We only taught our children who came to our center before, but we didn't know what is that child like? Is there another child like that? What kind of organization did they work with?. Now we have a lot of information. Our teachers have conducted two surveys to identify school drop-outs. The survey methodology and manuals were provided, the results of the survey were provided by our teachers, and funding for making the surveys was made by the project at that time.

Note from KII with local LLEC manager

In the future, the targeted LLECs will conduct regular surveys of school-age children who are not enrolled in school in cooperation with local authorities such as soums and districts. LLECs are including this activity in their annual work plans.

Activities to deliver education service for out-of-school children.

Under the project, screening survey to detect children out of the local school services was conducted, and a total of 729 children were revealed. The following activities were undertaken to support and provide the educational services to 365 out of these children. The table below shows the children who received the educational services following the screening survey.

Table 34. Number of children received educational services after the Detection and Identification survey

№	LLEC name	Survey result			Follow up action											
		Screened children			To secondary school			To LLEC			To special school			To HBT		
		I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
1	SKH LLEC	205	32	62	29	0	0	40	2	46	19	0	0	0	10	7
2	BZ LLEC	23	27	51	0	0	0	4	0	1	2	2	4	0	8	8
3	CHE LLEC	50	8	8	0	0	0	11	3	6	0	0	0	0	0	6
4	Khovd, Jargalant	9	23	3	0	0	2	3	2	1	0	0	0	0	6	3
5	Khovd, Buyant	0	9	7	0	0	3	0	0	4	0	0	0	0	6	3
6	UV, Arvaikheer	53	17	70	5	3	14	15	0	26	10	0	13	0	7	9
7	UV, Uyanga	0	36	36	0	4	1	0	0	0	0	4	4	0	10	4
	Total	340	152	237	34	7	20	73	7	84	31	6	21	0	47	40
			729			61		164		58		82				

Home-based teaching (HBT). A targeted HBT program was initiated by the project with the purpose of working with school drop-outs, and providing teachers with the relevant training. The project tested this form of training. HBT has been successful and showed solid results in involving and developing CwSN, who do not have access to classroom training at a LLEC. It involves providing training tailored to the specifics of CwSN development, and supporting parents with the knowledge and methodologies by also involving them in the training. The targeted LLEC is working to develop this methodology by (1) updating HBT handbooks, (2) developing guidelines for HBT for LLEC teachers and parents, and (3) developing and approving legal regulations for home-based learning activities.

For example, 82 children identified in a survey to identify out-of-school children were included in the HBT Program. The selection of children to involve in the HBT program is based on the following criteria: 1. Children between the ages of 6 and 14. 2. Parents and caretakers must allow involving their children in training. 3. They Must live in the project target areas. For these CwSN, more than 20 teachers from the targeted LLECs visited their homes for 6-24 hours of training.

In Arvaikheer, there are 13 children receiving HBT, 7 of whom have a disability. We prepared our teachers by providing methodological training to ensure that the training in CwSN is well adapted to the special needs of the children in order to include this CwSN in the equivalent program training.

Note from KII with local LLEC manager

This project enabled us to understand that we need to do our best in teaching serious and very serious-ill children. These children should at least raise their hands, have their food and learn to communicate with other people. The project activities let us well understand that CwSN should not be ignored and forgotten.

Note from KII with local LLEC manager

During project implementation, the HBT training was planned to last for three months, but the planned training was canceled due to the Covid-19 pandemic quarantine period.

“Mobile Training Package”. LLEC teachers introduced the Mobile Training Package to ensure the continuity of CwSN education in the scope of HBT to (1) build student interest in learning, (2) rely on parental support, and (3) support them to spend their summer vacations effectively. This has had a significant project result. For instance, the project supplied training packages including training books and materials for the Mobile training package, Mongolian and Mathematics exercise books, intellectual development toys, a set of learning materials and books, and hygienic advice to LLEC of Arvaikheer soum, and Uyanga soum in Uvurkhangai province. Although the training package was initially delivered for a small number of children, the teachers of the LLECs believe that it has become effective and an example of good practice to use in home-based education.

Outcome 3: Awareness-raising activities for stakeholders in the local community

One of the key goals of the project was awareness-raising of key participants and stakeholders on inclusive education and inclusion of CwSNs. Within the project framework, awareness-raising materials have been developed, published and distributed to main stakeholders and representatives of the public in the form of brochures, newsletters and training materials. Awareness-raising activities included the social media campaign, competitions and specifically focused events for particular groups of people. The stakeholders and the public have been informed through project newspapers and social networks. The most important outcome in this area was a series of training organized for the parents of children of target schools and LLECs. It has been reported that awareness-raising activities reached out more than 18,913 parents and guardians (project report, 2021).

The key activities can be summarized as follows:

- The training module. "Methodologies for improving understanding of IE among parents, the public and teaching staff" was developed in Phase 1 of the project and went through substantial revision over April-June 2020. In addition to materials on IE used during the training, the revised version has been enriched with more resources such as videos and UurUur 1, 2 and 3 awareness-raising campaign content, provision of laws on the rights of people with disabilities, additional resources and information for participants including visual graphics, pictures, practical examples, and best practices and experiences.
- HBT manual. Within the project framework, an outreach activity, the HBT manual was developed and piloted for teachers and parents of target LLECs.
- Parents Brochure. One of the three brochures developed and published during the project, specifically addressed issues related to parents with CwSN. It includes practical tips for parents on how to help and support their children on a daily basis. This will be finalized and published in October 2021.
- Project Newsletters. Over the entire period of project implementation, 8 volumes of the Project Newsletter were developed, published, and distributed to target participants and stakeholders. They were used to disseminate project activities, experiences and best practices to parents, teachers, school staff and the general public. They are available in English and Mongolian.
- Social media campaign. As a part of advocacy and public awareness-raising, the social media campaign 3 times, UurUur 1, 2 and 3 campaigns were organized with the aim to promote a positive parental and public understanding of CwSN through social media. Within these campaigns 12 videos, 8 posters, 4 brochures have been developed. These were advertised through 15 TV and 7 radio programs, as well as 22 publications in newspapers and sites on 4 TV channels, 2 radio stations and 4 social networks. As it has been reported for the latter, a total number of views reached 3,559,414 with 67,449 reactions (Project report, 2021) which in turn evidenced effectiveness of these materials in reaching out the public and meeting the needs. One of the substantial contributions of the project to the awareness-raising on IE, was the "UurUur" campaign that took place in winter-spring 2020. The aim of this campaign was to introduce the concepts

¹³ 6,638 parents in the 1st phase, 12,103 parents in the 2nd phase and 172 parents in the 3rd phase (the final phase was resulted by the Covid-19 lockdown)

of IE, identify current issues, increase knowledge and attitude of parents with CwSN, teachers, schools, and students. The videos, art posters, digital posters, and stories have been developed to reach out to the target audience for presenting IE concepts, issues as socialization, communication, and education and understanding and identifying unique developmental qualities and differences of children, and professional values and commitment of teachers. The design and form of these materials (stories, artworks, posters) allowed people to hear the voice of children on IE matters along with some practical advice for teachers to be used in classroom teaching. These materials have been distributed to target schools and LLECs contributing to their resources to be used for awareness-raising activities. The training managers disseminated the videos via school Facebook pages and teachers', parents', and students' internal groups. In addition, 3 videos of "Uur uur" social media campaign were uploaded on to the Ministry of Education and Science Facebook page. 4 videos with English subtitles were disseminated to other SC offices, such as SC Ethiopia, SC Japan, SC United States, SC Sweden, and 5 videos were uploaded to the SC International Resource Platform.

- In December 2020-January 2021, in the time of pandemic restrictions, the project team managed to implement some of the awareness-raising activities planned for phase 3 of the project. For instance, a training of 269 teachers from non-target 24, a training for 100 teachers of the target schools and LLECs, a training for 203 people including members of the Sub-commission for CwSNs in December, a training for teachers and members of Association of Parents of Children with Disability of three districts in Ulaanbaatar, a training for 31 teachers of non-target LLECs, a training on modules 1 and 2 in two provinces, a training for 156 social workers, teachers and psychologists on provision of the basic psychological consultancy in cooperation with the Child Protection program of SCJ.

Awareness-raising activities in provinces (Uvurkhangai and Khovd schools):

- Brochure to raise awareness of parents, caretakers, and community members on inclusive education. One of the target schools in Uvurkhangai province developed brochures aimed at awareness-raising of parents, caretakers, and community members on inclusive education. A total of 457 people participated in this event, of which 450 were parents of primary school students. It aimed at informing parents and community members about inclusive education, the concept of international declarations and national legal documents on inclusive education, differences between children with different special educational needs, and some provisions of the Law on Persons with Disability. This information amounted to 150 copies distributed to the people of Arvaikheer soum. 300 were given to parents of 1-5th grade students, and 50 copies were placed in the CFS. In addition, the information was shared via Facebook pages.
- Competition for best practices of working with CwSN. A competition among teachers and parents of target schools on the best practice of working with CwSN was organized by training managers and primary teachers of Uyanga soum, Uvurkhangai province. This competition was organized in May 2020. 24 parents, 12 teachers, one training manager, one social worker took part. The purpose of this competition was to disseminate best practice on IEP for CwSN by involving parents in IEP training. The outcome of this event was exercising the best practice and methods on how parents work with their children, teachers, and CwSN. It was disseminated via Internet sources.

- The online training on best practice to increase parental participation in Khovd. The online training "Methods and best practices to increase parental participation in school activities" was organized in April 2020 in Khovd. A total of 45 participants, including 4 training managers, one principal, 40 teachers from 4 target schools participated in the training. The participants were provided with tips that could be used for increasing parental involvement, and best practice of parents of school No.7 in school activities. These were discussed by ZOOM application followed by a chat and video discussion.
- Collaboration with local organisations. An awareness-raising event plan was developed, identifying partners to co-organize these events.
- Parent Day events. Phase 1 and Phase 2 target public school Parent Association members developed the awareness-raising plan and implemented activities in December 2020.

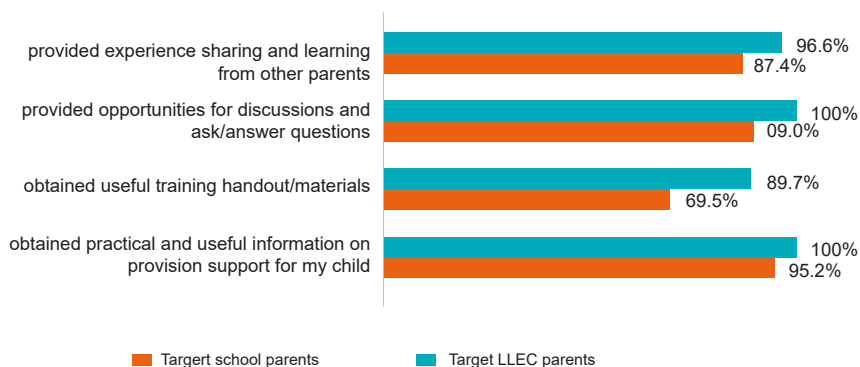
Summarizing the results of the Outcome 3 activities, it is concluded that the project has made a substantial contribution to overall IE awareness-raising of the parents, main stakeholders and the public through various activities. This is specifically true for parents who were involved in the well-articulated training with their active, participatory approaches and methods, and the materials to be used not only during the training, but also after training in parents' everyday communication with children. Apart from this direct impact, it can be concluded that the parents not only became more aware of the importance of collaboration with the teachers, schools and other parents in dealing with the learning of their children, but also the importance of being informed about IE issues and use this knowledge and understanding in daily communication with their children and other members of their family.

The main activity of the Outcome 3 was training to raise awareness on inclusive education for parents. 73.6% of target schools parents and 58% of LLEC parents out of 277 of a total number of parents whose children go to these schools and LLECs have been involved in training to raise awareness of inclusive education. In relation to frequencies of the involvement in training 89.2% of parents were involved in 1-3 training exercises Table 35.

Table 35. Parental' involvement in the project training (%)

Number of training	Total percentage	Target school parents	Target LLEC parents
	N=196	N=167	N=29
1-3	89.2	89.8	86.2
4-6	7.6	7.8	6.9
7-10	3	2.4	6.9

95.4% of all parents involved in training said that the training met their needs and expectations. In terms of practicality and usefulness of the content of training, 97.6% responded that they obtained information on how to provide support for their child, and 79.6% of parents received handouts and other materials during the training that can be used after training. 94.9% were satisfied with the methodology that provided them with discussion opportunities and asking questions. Importantly, 92% of them agreed that training provided a good experience for sharing and learning from other parents (Figure 20).

Figure 20. Parents' evaluation of project training (by target schools and LLECs)

As a result of project training, parents were provided with training materials and handouts. According to the survey, 79.6% of parents use the training handout and materials in their everyday lives which is the lowest percent in comparison with other rating. For target LLEC parents, evaluation for all statements is substantially higher compared to school parents. From one side, it can be assumed that LLEC parents rated the quality of training higher because this was aligned with the direct obligations and duties of LLECs. On the other hand, this area could be considered as being left behind or to be infrequent in terms of importance for LLECs.

3.1 Parents' knowledge and understanding of inclusive education and CwSNs

A questionnaire was used to clarify the general understanding of parents on the benefits of inclusion of CwSN in classes in public schools, the influence of this inclusion on their learning achievement, and their peers, and support provided for them by appropriate methodologies of teachers.

The responses show,

- 93.6% of parents of children of target schools agreed that CwSNs have a right to get educated in public school together with other children. This data is quite close to the data of parents of children of control schools which is 90.2% ($p=0.004$). This is dramatically higher when the data is compared to needs assessment survey data (IRIM, 2018) of 376 parents, which was 6.9%.
- 81.1% of respondents for target schools agreed that inclusion of CwSN in public schools has a positive influence on the learning and socialization of other children in the classroom. This data is somewhat lower than the data for control schools which is 90.2%, but this difference is not statistically significant.
- 82.1% of parents of children of target schools are sure that inclusion of CwSN in public schools has a positive influence on their learning achievements (reading, writing, Mathematics skills) which is close to what parents of children of control schools responded (80.4%). The data for target schools is substantially higher compared to the needs assessment study where only 31.9% of parents responded positively on this matter.

In relation to parents' knowledge and understanding of benefits and influential factors for the development and learning of CwSNs, all parents agreed on the importance of community awareness-raising (77.5%) and parental involvement in school activities (79.7%). As shown in Table 35, 84.6% of parents of target schools, 74% of parents of LLECs answered that they know well about importance of parental involvement, and 79.8% of parents of target

schools and 78% of LLEC parents responded that they know very well/know well about importance of awareness-raising of the public Table 36. In regard to importance of a class teacher assistance 86% of LLEC parents answered positively and 74% of them are sure that they know very well/know well about importance of child differences and unique qualities. However, all parents gave the lowest evaluation to the importance of identifying a child's special needs and using effective methodologies for working with them. This is somewhat contradictory to what they responded to concerning the question on assistance of teachers.

LLECs parents gave more importance to assistance of teachers in supporting CwSN (86.0%) and understanding of a child's unique qualities/needs (74%) compared to other factors. This can be explained by their day-to-day duties

Table 36. Parents' understanding of the support factors for the child learning (by the order of importance (%))

No	Statements	Total	Target schools	Control schools	Target LLECs
1	Importance of parental involvement in school/learning activities	79.7	84.6	80.4	74
2	Importance of community's awareness of not discriminating CwSN	77.5	79.8	66.6	78
3	Assistance of school/LLEC teachers in supporting CwSN	67.1	66.9	49.0	86
4	Understanding a child's unique qualities/ needs	64.6	61.6	68.6	74
5	Benefits of CwSN going to public schools	53.9	45.0	58.9	38
6	The importance of identifying a child's special needs	47	46.7	47.1	48
7	Effective methodologies for working with CwSN	43.3	43.2	29.4	58

Knowledge and understanding of parents of target schools in comparison to control schools, has been rated much higher in four areas. This was expected due to their active involvement in various project activities. The differences in two areas such as importance of community's awareness of not discriminating CwSN ($p=0.004$), assistance of school/LLEC teachers in supporting CwSN ($p=0.0001$) were of significant importance. What draws attention is a much

lower rate (-13.9) for benefits of CwSN going to public schools of parents of target schools the parents of LLECs (-20.9) compared to control school parents.

3.2 Parents' understanding and involvement in School/LLEC activities

91.5% of all 328 respondents representing parents of target schools and LLECs and control schools expressed that their children are satisfied with the learning together with other children. This data is valid for parents with children with special needs (52.7%) and parents without special needs (47.3%). As parents responded, 55.5% of children of target schools, 88% of children of LLECs, and 5.9% of children of control schools have a special need.

As parents reported, the satisfaction of children of target schools is 91.6%, but this data is higher for children of control schools reaching 98.0%. The satisfaction of the children of LLECs is lower, at 84.0%.

The majority of 328 parents limit their participation in school activities by their child's class activities in collaboration with a class teacher and other parents. Almost half of them are involved in public awareness-raising activities and a lesser percentage of them get involved in the after school activities for CwSN and evaluation of school development policy and strategies. The smallest percentage have been involved in the development of school/LLEC policy and development plans. It can be concluded that the latter activities are relatively new for parents and they lack of knowledge and experiences due to their rare involvement in them.

Overall, parental involvement in school activities is limited to a few activities mostly those that are organized in the class and/or for the class where their children study.

Table 37. Parents' involvement in school activities (by the order of involvement; by %)

№	Statements	Нийт
1	Collaborated with a class teacher of my child	98.5
2	Initiated/participated in class activities with other parents	81.9
3	Informed about school/LLEC policy and activities	79.4
4	Participated in public awareness-raising activities	48.9
5	Involved in after-school activities for CwSN	47.0
6	Involved in the evaluation of school/LLEC policy and activities	41.6
7	Involved in the development of school/LLEC policy and development plans	23.3

As for the parents of LLECs, 84.0% of them are well informed on LLEC policy. 100% participation is seen in collaboration with a class teacher. 66.0% of them collaborated with other parents which is substantially lower than for parents of target and control schools.

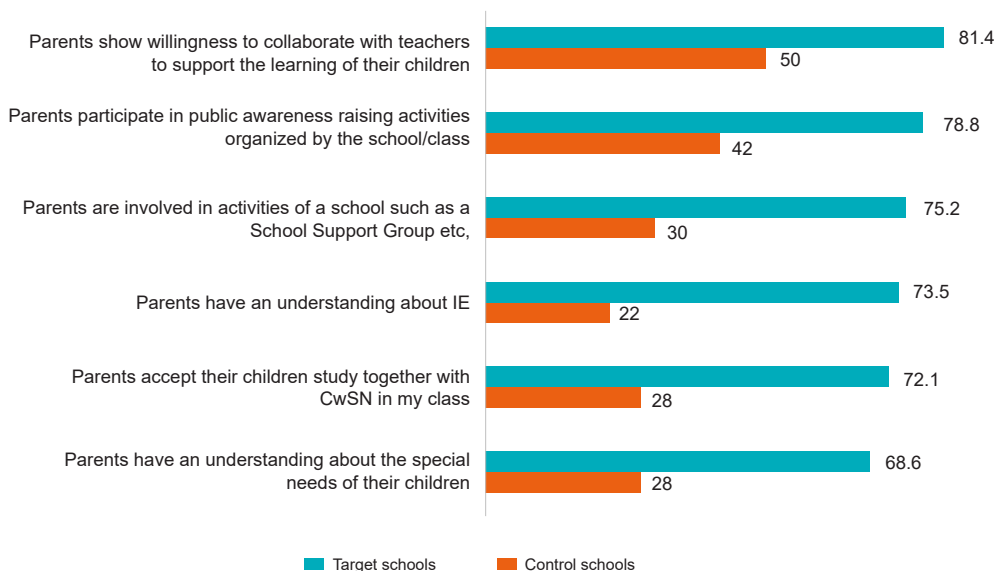
The comparison of the involvement of parents of target schools and control schools in the activities revealed that parents of control schools participated more actively in their child's class activities in collaboration with a class teacher and other parents ($p=0.0001$), but are less involved in public awareness-raising activities ($p=0.007$) and in after-school activities for CwSN ($p=0.0001$). Compared to the parents of control schools, the parents of both target schools and LLECs are more involved in the evaluation of school/LLEC policy and policy development and plans. They participate more in public awareness-raising activities and afterschool activities specifically targeted for CwSNs and IE. Parents of control schools are more active in traditional school-related and/or class activities cooperating with class teachers, individually and/or with other parents.

Table 38. Comparison of parents' involvement in the school activities (target schools vs control schools, %)

No	Statements	Target schools	Control schools	Target LLECs
1	informed about school/LLEC policy and activities	75.8	78.4	84
2	involved in the evaluation of school/LLEC policy and activities.	50.2	35.3	44
3	involved in the development of school/LLEC policy and development plans.	24.2	15.7	30
4	involved in after-school activities organized for CwSN	53.3	17.6	54
5	initiated/participated in my child's class activities in collaboration with other parents	89.4	90.2	66
6	collaborated with a class teacher of my child	97.4	100	98
7	participated in public awareness raising activities	59.5	35.3	52

With the aim to clarify parental understanding of IE and special needs of their children as well as their involvement in school and class activities, teachers of target schools and LLECs, and control schools were questioned. As the results show, in all 6 statements of the questionnaire, teachers of target schools evaluated the parents considerably (75%) higher compared to the control schools (33%) with the difference of -42 (Figure 21).

Figure 21. Teachers' evaluation of the parents' understanding of IE and involvement in school activities (target and control school, %)



The LLEC teachers responded in their survey that more than 60% of parents have:

- a good understanding about their child's special needs and characteristics
- show willingness to collaborate with teachers to support the learning of CwSN
- accept their children to study together with CwSN
- participate in public awareness- raising activities organized by the LLEC

were the same with the statements for the teachers of the target schools. It is worth noting that 63% of LLEC teachers evaluated their parents know very well/know well, which is lower in (-13.5) of target schools, but higher in (+26) of control school teachers.

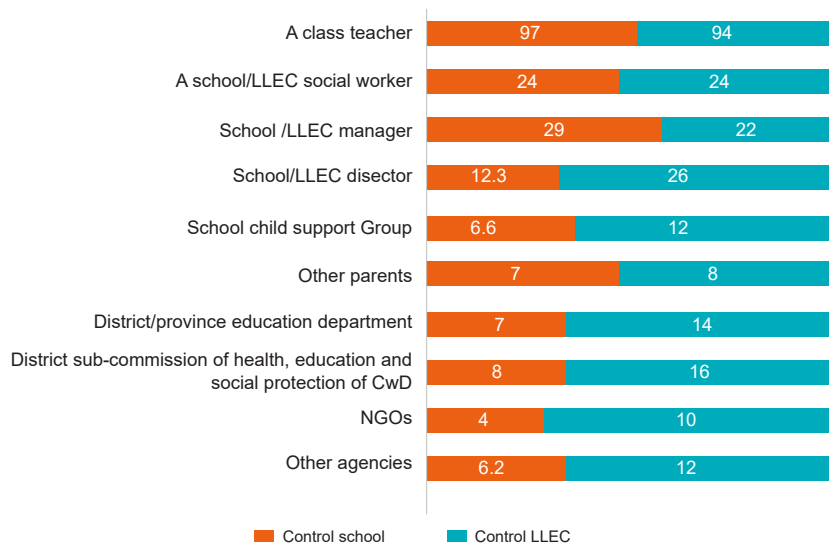
As concerning two statements specific for LLECs as:

- are willing to take their CwSN to/from LLEC
- understand and support their children's involvement in learning in LLEC, 63% of teachers responded know very well/very well.

Survey results showed that it is necessary to seek parental support of CwSN and collaboration continuously by involving inactive parents more in learning activities of CwSN. It can be also concluded that teachers' evaluation of parents' knowledge, participation and willingness to transfer their children to a public school is of average and/or lower than the average level.

Concerning parental awareness about who to seek for and receive assistance and support for their child's learning, the majority would seek support and assistance from people who work closely with their children, and who would be available at schools/LLECs. 97.3% of them responded that they would seek a teacher's support, 26.8% for a social worker's support, and 27.4% for a school/LLEC training managers, and 16.2% principals (Figure 22). The remaining organizations and agencies comprise a small number of positive responses, which the parents can approach on specific cases and issues.

Figure 22. People/organizations whom parents of target schools/LLECs and control schools approach for their support in working with their children (control school, LLEC, %)



As concerning the control school parents, 100% of them rely on teachers, 37.3% would approach social workers, 25.5% training managers, and 23.5% of them school principals.

3.3 Parents' understanding of the schools/LLECs learning environment

Concerning the assessment of a learning environment to support a child's learning, 94% of parents of target schools, LLECs and control schools responded "sufficient/more than sufficient" in regard to textbooks and other learning materials, 91% of them think that the school/LLEC policy and planning are supportive to their child's learning, and 99% of them evaluated the class teacher support and guidance more than sufficient/sufficient ($p=0.043$). This comprises on average 93% for these statements except school/LLEC infrastructure (restrooms, handrails) which is slightly lower - 81.7% Table 39. However, the support provided to the children of respondents has been illustrated in comparison to the response of parents of target and control schools. The parents evaluated a learning environment of control schools much higher, with the difference ranging between 1.5-9.5 compared to the target schools and LLECs. This might be a result of less experience in evaluating learning materials. Parents of the target schools and LLECs are more critical due to their close involvement in school/class activities, as well as in work with their children.

Table 39. Parents' evaluation of the learning environment (target schools vs control schools, %)

№	Бодомж	Target schools	Control schools	Target LLECs
1	Textbooks and other learning materials that support the learning of your child	88.5%	98%	96%
2	School/LLEC infrastructure (restrooms, handrails) that supports the learning of your child	82.8%	84.3%	74.0%
3	School/LLEC policy and planning that supports the learning of your child	88.5%	88.2%	96%
4	Class teacher's support and guidance in assisting the learning of your child	96%	100%	100%

3.4 Individual Educational Plans for supporting a child's learning

Within the project, the importance and benefits of IEP were emphasized during the training and some practical implementation took place in target schools and LLECs. A small number of parents responded to the question of whether IEP was developed for their child positively: 26.9% of parents of target schools, 48% of parents of LLECs and 7.8% of parents of control schools. Here, the highest data is shown for parents of LLECs.

For those parents who responded positively to the question, 74.6% of them worked together with the school/LLEC teachers. This was equally valid for target schools, control schools and LLEC parents. In terms of a practical help of an IEP to the child's learning, 85.2% of the parents of target schools, 91.7% of parents of LLECs, and 100% of parents of control schools responded "very helpful/very much helpful". This data showed that parents are more interested in the individualized support of their children.

3.5 Changes in parents' experiences of working with their child

To the general question to probe changes in parental experiences of working with their child after being involved in the project training, a total of 278 parents responded that they revisited their approach towards their child's needs and support that included some reflection and evaluation. In particular, their responses can be grouped as follows:

- 35% of parents realized the importance of more active communication with their child, make consistent efforts to understand them more, and should provide every help and assistance that their child would need
- 22% of parents advised that they understand their child and realized the advantages of using appropriate learning methods. In addition, many of them emphasized benefits of experiential learning by letting a child try out by themselves and learn.
- 18% of parents responded that they need to help their child accept and understand CWSNs, not to discriminate against them, and encourage their child to socialize and help them
- 13% of parents realized the benefits of learning from the experiences of others, active collaboration with teachers and schools, and when needed, they should seek and get a class teacher's advice

12% of parents responded that they have not taken any action because they have not learned anything and/or are not aware of what and how to change.

To the open-ended question Have you used any materials and experiences learnt from training to provide more support to your child? 144 parents responded. 49% of them found materials on supporting proper communication with their children very useful and tried them out quite a lot. 24% help their children with homework, select and use methods appropriate for particular cases, if any arise in their learning process. Interestingly, 15% of parents advised that they tried out most training materials on everything regarding their children's learning and development. 10% of them needed additional support from a class teacher in understanding and for clarifying some of the materials to be tried out, and only 2% of parents said they do not remember or do not know.

To the question Have you provided any kind of psychological support to your child? the majority or 79% of them responded that they now talk and socialize more with their children and encourage their learning and development by providing their input and support. However, 12% said that they prefer to leave their children on their own and do not know how to give psychological support to them. A small percentage of parents, 9%, responded that they improved the learning environment (more technical and material supplies) at home.

Outcome 4: Policy Advocacy

With the purpose of clarifying project outcomes for policy advocacy the qualitative data (interviews of representatives of key stakeholders), quantitative data (questionnaires of teachers and school managers) and SCJ project implementation reports have been drawn upon. Based on the data available, the analysis focused on (1) the project's contribution to policy development and improvement, and (2) project contribution to the inclusive education policy implementation process. The evaluation of the latter was conducted in support to learning and development of CwSN, in the capacity building of educational institutions and human resources, provision and improvement of teaching and learning environment, and disseminating good practices and experiences gained during the project implementation.

4.1 The project contribution to the policy development and improvement

In October 2018, upon signing of MoU between MEDS and SCJ, core project groups such as Inclusive Education Coordination Mechanism (IECM), Technical Assistance Group (TAG) and the project Working Group (WG) were established. The groups consisted of key players representing MEDS Policy Division, MNUE, Institute for Teachers Professional Development (ITPD), Education Departments of target provinces and Ulaanbaatar districts, National Center for Life-long Education (NCLE), and other related international organisations such as JICA and UNICEF, as well as the Local Project Committees (LPC). These groups served as a platform for bringing inclusive education policy issues for wider discussion and policy improvement. They played a key role in sharing information on project achievements and good practice, and advocating for them at the policy level throughout the project.

During 2018-2020, the GoM has made a substantial leap in development of inclusive education by issuing a number of coordinating and regulatory documents. As the MEDS official pointed out, "the groups established within the SCJ project have been a great support to the development and discussion of the Ministry policy and regulatory documents over the last three years". In particular, the project has made a substantial contribution to policy development and improvement in the following regulatory documents:

- The development process of the "Regulation on Providing Inclusion of CwD in Mainstream Schools" (MEC order A/292, 2019) and the project's inputs were reflected in regulating teacher education, incorporating lesson costs in the school budget, establishing a system for the school support team to discuss issues of CwSN in public schools and providing them with an additional support.
- The development and revision of the "Coordination procedures of activities of the Child Development Rooms in public schools", (MECS order A/249, 2020). Project inputs included issues related to sharing and disseminating CFS practice and experiences of the project at the national level. Suggestions from SCJ concerned how to provide financial and human resource support for the CFS with further reflection in the school budget and providing additional support in coordinating and promoting CFS at the school level. Through this document, the roles of the schools, school principals, school managers, social workers, and teachers in charge of the Child-friendly Space have been clarified in relation to organizing learning and other support activities for CwSN. The SCJ project team was involved in the development process by emphasizing practical issues related to implementation of the guidelines fitting into the context of target schools.
- The project has provided inputs into the Regulation on provision of adequate learning environment and materials for CwD in educational institutions at all levels (A/184, 2020).

4.2 The project contribution to the inclusive education policy implementation process

During 2018-2020, a number of important policy and regulatory documents related to inclusive education were approved and are now in place. In general, it can be concluded that the planned and implemented activities within the project were fully aligned with the current national inclusive education policy, with special emphasis on the provision of support in implementing these documents. In addition to these regulations, significant support has been provided in implementing “The Guidelines on Integrating Children with Speech Impairment into Mainstream Schooling” (order A/305, 2020), “The Sample Plan and Guidelines for Developing IEP for CwSN in secondary schools” (order A/155, 2018), “Providing Support to Learning and Development of CwSNs (order A/249, 2020), “Regulation on Assessment of Secondary School Students” (order A /425, 2018).

Providing support to learning and development of CwSN:

- In collaboration with the target LLECs and schools in three Ulaanbaatar districts, Khovd and Uvurkhangai provinces the HBT program has been developed and put in action in 2019. This alternative home-based education in accordance with the specifics of the CwSN has made a contribution to reach out to children with serious illnesses and spoon-fed children, who are unable to attend classroom or out-of-class education. It is reported that more than 80 children have been involved in this program. Due to the pandemic, this was limited to provision of a “Mobile learning package” to help the LLECs and their students to continue their learning in times of restriction. The package included books, handouts, workbooks of Mongolian language and Mathematics, intellectual games, learning kits, and hygiene tips. The project provided stationery for preparing the package.
- With the aim to provide more individualised support to CwSN and capacity building of teachers, as well as parental involvement in learning and development of their children, the IEP has been initiated. This is in line with inclusive education concepts and policies to ensure the development of the CwSN considering their individual strength, issues and needs. The project has provided teachers with knowledge and skills including appropriate methodologies on how to develop and use IEPs.
- In the project target schools and LLECs, 32 CFSs have been established. They were provided with furniture, equipment, toys and books to be used in learning activities of children. In addition, the teachers have been assigned to manage learning activities in these rooms. The rooms are provided with a registration database of CwSN, have developed schedules for learning activities and IEP development and implementation. Within the scope of the project, 858 children received education services in those rooms. It was a good start for supporting the implementation of the MEDS regulation on Child Development Rooms.
- During project implementation period, targeted LLECs have made alterations to their rules, procedures and work plans in regard to the issues of teaching to CwSN. In addition, the project provided assistance and training to LLEC teachers in developing a multigrade curriculum, teaching methodology training, and supplied them with practical tips for solving specific problems they encounter in teaching multigrade classes.

Capacity building of educational institutions and human resources:

- Target school teachers, management staff and parents have been involved in general and specialised training on inclusive education. The modules that have been developed include general concepts and

principles of inclusive education, methodology of teaching to multigrade classes and CwSN within an equivalent program, and on awareness-raising of parents, community and school staff. One of the important actions was taken in May 2020, when these modules were certified by the ITPD (order A123) after thorough changes and improvement. This means that these modules have been accepted at the national level to become a part of teacher professional development programs. In addition, responding to the needs and requests of schools and teachers, SCJ has organized practical training and workshops on diagnosing children with ASD, sign language, active teaching methods for CwSN, parent involvement, and maintaining a positive discipline. These activities were supported by visits to special schools.

- Teaching/learning materials including published books and handbooks, training methodologies for working with CwSN and practical experiences and experiential learning accumulated during the project implementation period, have become an invaluable asset contributing to the professional development of teaching and working staff at their places of work. Most teachers, involved in the current study emphasized the practical importance and relevance of all books and other materials developed and distributed within the project. They specifically pointed out the practical relevance of the book by Tsykimori Hisae that has been translated and adapted and fit into the context of Mongolian schools. This book introduces 172 innovative ideas on how to support children with LD, ADHD, ASD by effective learning, day-to-day life skills and promotional activities for the positive behavior of children.
- There were a few cases initiated by the schools of providing teachers working with CwSN with additional incentives, cash and non-cash, that are considered to be an additional support to their income generation. For instance, last 2 years, upon the relevant changes in their regulations, school No7 (5% of a teacher's regular salary) and school No 3 (2%) in Khovd province have provided their teachers with incentives. As teachers from some local schools reported, the schools provided them with stationary and papers.
- With the purpose of improvement of a registration database of CwSN, new data templates have been prepared for the national Education Management Information Systems for ensuring validity and reliability of data on out-of-school children, as well as for improving the quality and accessibility to the information by reducing duplication of information. Through the effort and expertise of the project and the EMIS consultant team, in February-March 2020 the LLEC data collection tools, processes have been analyzed and based on 9 templates (BDB templates) for data collection on school staff, students, and their learning achievements have been renewed. In parallel to putting this into LLEC practice, the focused training for specialists and teachers of LLECs with support of MEDS was organized on the practical use of new templates. The module has been published and disseminated to LLECs. Since these templates have already become officially part of the Ministry EMIS, they will be used for providing more appropriate placement of children in home-based and other types of educational programs. Prior to this action, partnership meetings were organized for kindergartens, khoroo administration, family clinics and target schools on collaboration and data collection for pre-school and school-aged CwD who were out of educational service. Within this activity 729 children of out-of-school have been identified and 365 of them were admitted to educational services in schools and LLECs (Project report, 2021). In addition, thanks to continuous efforts and support of LLEC teachers, 28 children (2 children in phase 1, 15 children in phase 2 and 12 children in phase 3) in Khovd, Uvurkhangai and 3 districts of the capital city have been transferred from target LLECs to the public schools. This has been an outcome of LLEC teachers who provided these children with an additional compensation teaching, involvement them in IEP, provision of psychological support, as well as a sound collaboration with the school teachers on this particular matter.

Improvement of the learning and teaching environment:

- The project purchased and equipped the CFSs and target schools with teaching materials for teachers and

parents, intellectual games, learning aids for children, and necessary equipment such as boards, printers, computers, as well as tables and chairs for improving the learning environment. In addition, a number of methodology materials, specifically focused on diagnosing and assessing CwSN that have been developed within the training. These make a substantial contribution to teachers of schools and LLECs.

As an Institute of Education interviewee pointed out “all materials developed and distributed to teachers within the project, especially the methodology book on 172 new ideas, training modules and handbooks, 15 video lessons on Speech therapy, and the methodology of organizing learning activities for multigrade class of students” were of high importance, and regarded as real assistance to teachers in managing their day-to-day reality of classroom teaching”.

From the interview with Institute of Education...

- The project cared for improving school infrastructure by constructing ramps for 9 schools to improve the access of children with wheelchairs to school buildings. In addition, some initiatives were taken to improve information accessibility in the school environment by providing signs/pictures for those children who cannot read. One can argue that this is a small thing, but this is a sign of willingness to make the school environment more child-friendly.

Developing inclusive education awareness-raising of key stakeholders and the public:

- The project contributed to raising awareness of the importance and need for public awareness-raising on understanding inclusive education and CwSN as well as becoming informed about the current state of inclusive education. Project groups established within the project can be considered as a good example of stakeholder collaboration by bringing together all interested parties and beneficiaries to be informed about and/or raise issues in the field of inclusive education, and to jointly seek solutions. As the interviewee from the Ulaanbaatar City Education Department emphasized “I think one of the biggest achievements of the project was bringing together the schools, LLECs, Ulaanbaatar city government, Education Department, NGOs, and a team of Khoroo representatives for collaboration. Just to mention one example is the provision of psychological help to families with CwSN in collaboration with the “Emotional Education” NGO. This organization also helped to train 1-3 trainers. We see it as a rewarding experience in collaboration in dealing with inclusive education issues”.
- The video materials developed within this activity were distributed to target schools with dissemination to parents, school staff, and the public through school Facebook pages. These video materials have been uploaded on to the MEDS Facebook page. Some videos with English subtitles were uploaded to the SCI Resource Platform reaching the international community for passing information and sharing experiences with other Save the Children offices in other countries. Project newspapers have played a role in public awareness-raising, as well as in sharing the project’s best practice with other schools and the public.

4.3 Collecting, disseminating and re-examining good practices, tools and teaching materials developed in the project.

There are a number of activities directed towards collaboration of stakeholders, inclusive education awareness-raising of the public, school/LLEC development, teachers and working staff development, and learning environment that can be regarded as good practices. Many respondents of the evaluation mentioned collaboration of stakeholders, handbooks of training modules, data collection templates, IEP, CFS, HBT (Mobile Learning Packages used during the pandemic quarantine), and the social campaign Uur uur as the best practice accumulated within the project. They have been developed, put into school practice, tested by teachers, evaluated and improved during the entire period of project implementation. They served as timely and appropriate responses to the needs of the school and LLEC teachers.

Effective activities implemented within the SCJ project in regard to ensuring and supporting collaboration of stakeholders, teacher development, school/LLEC development, learning/teaching environment and inclusive education awareness-raising of the public and communities are to be kept in the field, and disseminated.

From the interview with specialist from MEDS

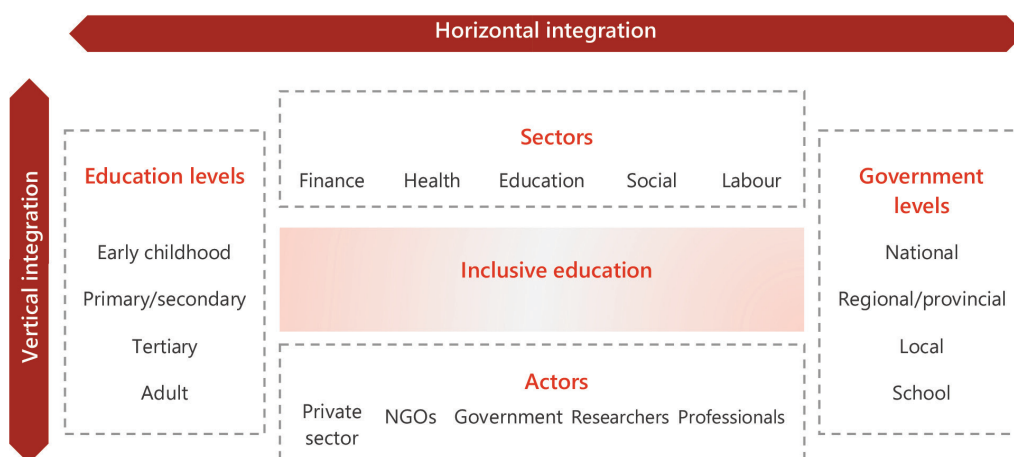
3. EFFICIENCY OF THE PROJECT

The evaluation team aimed to assess:

- Synergies between project components on an inclusive education system at public schools and the capacity of LLECs inclusive education, and
- The partnership and coordination efficiencies between schools and other stakeholders.

UNESCO's 2020 Global Education Monitoring Report provided a conceptual mapping of stakeholders promoting IE within the education system (from early childhood to adult education), across sectors (education, health and population, social protection), across government levels (from central to local) and between government and non-state institutions (e.g., civil society and the private sector) .

Figure 23. Conceptual mapping of partners needed for inclusive education



Source: Global education monitoring report, 2020: Inclusion and Education: All means all

The project "Promoting inclusive education for every last child in Mongolia" addressed this scope of partnership and collaboration of various stakeholders. The collaboration started from signing the MoU of the project with MEDS in October 2018 and establishing three core project groups: namely IECM, TAG, and WG (later local committees were added). This structure laid a good foundation for effective and efficient implementation of project activities.

¹⁴ UNESCO. 2020 Global Education Monitoring Report: Inclusion and Education: All means all. p89

"Structures bringing together government entities to coordinate service delivery are a common first step towards integration"

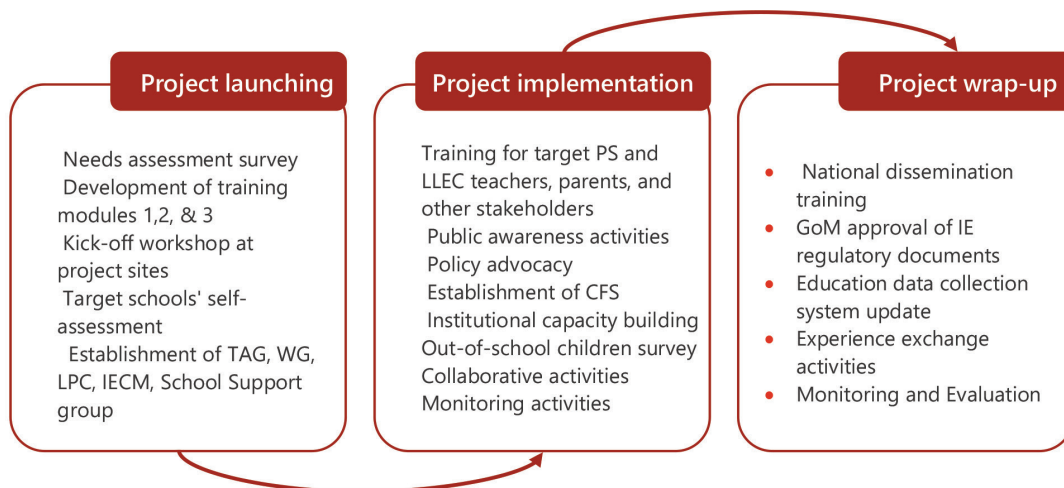
2020 Global Education Monitoring report, UNESCO

The qualitative and quantitative survey results show that the coordination of project components was satisfactory to reach project outcomes outlined in Figure 23. This included establishing an inclusive education system at public schools; strengthening the structure and capacity of Life-long Education Centers; raising activities for stakeholders in the local community, and advocacy at the policy level. The SCJ PIU provided strong leadership and management implementing project activities efficiently towards project goals and beyond to promote IE in Mongolia.

The evaluation assesses the project level efficiency as highly satisfactory. Project activities were coherent in terms of planning, implementation and reporting processes as well as engagement of project constituencies teachers, schools, parents, education professionals, central and local government institutions, and other stakeholders. The objectives of the Phase 1 and Phase 2 project activities were achieved on time.

Due to the quarantine during COVID-19 pandemic Phase 3 project activities were postponed or were organized using the online mode of delivery. Project activities of Ulaanbaatar target schools were affected by quarantine restrictions, so the schools and teachers had to modify project activities in terms of their initial planning which resulted in slowing down the implementation pace, stakeholders' collaboration dynamics, and experiential learning among teachers' at respective workplaces.

Figure 24. Mapping of project level efficiency



The evaluation assessed the extent to which project components have been coordinated across various stakeholders, and related synergies and efficiencies in implementation of the project. Key informant interviews involving 47 people claim that collaboration, cooperation and coordination of stakeholders was satisfactory and efficient.

...SCJ project efficiently involves various relevant stakeholders such as MEDS, ITPD, NCLE, and Institute of Education. To me, it is a good practice in terms of project governance to involve representatives from local stakeholders and civil society such as MEA & APDC. For IECM there was a representative from countryside, a director of Uvurkhangai aimag's Education department.

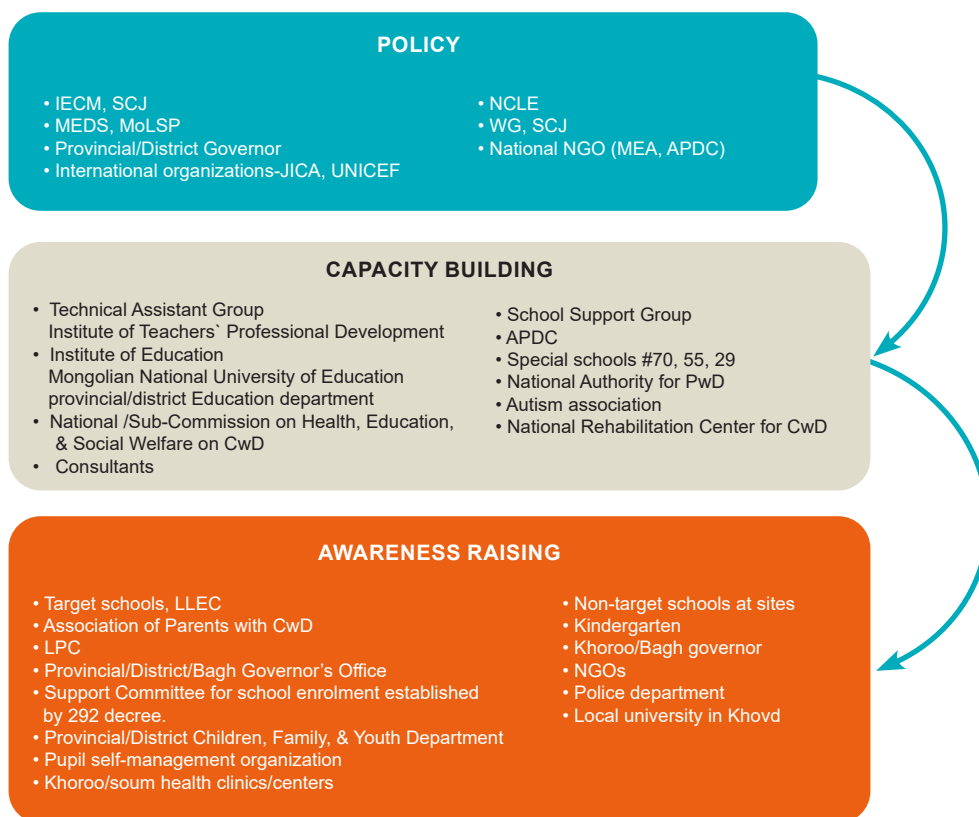
Note from KII with IECM member, MEA, NGO representative

As the project was implemented across three dimensions the vertical collaboration of various stakeholders in the project was enhanced as outlined in Figure 25. Education sector collaboration was promoted through the involvement of government educational institutions such as MEDS, NCLE, ITPD, Institute of Education, MNUE, the city, province, district Education departments, LLEC, and schools in project activities. The collaboration is formally obligated by responsibilities of educational institutions to implement policies and regulations approved by the MEDS. The project efficiently addressed the needs of these education stakeholders in implementing the relevant policy and regulations on IE through capacity building, policy advocacy, and awareness-raising activities.

Successful vertical collaboration was observed regarding the work of national and local institutions such as Education departments and schools, as well as within the schools between teachers, methodology unit, and school administration. Horizontal collaboration was also in place via the activities of the Central and sub-commission on Health, Education, and Social Welfare of CwD cross-sectoral collaboration was promoted. The Local Project Committee played an important role in establishing an IE system at target schools and strengthening participating LLEC, and raising awareness of parents, local community, and other stakeholders in Uvurkhangai and Khovd provinces. As described in Section 1.2.2 the project effectively implemented activities to reach Outcomes 1-4 in collaboration with stakeholders in promoting inclusive education throughout Mongolia.

¹⁵KII involved 7 staff at the policy level, 5 staff at the province/district level, 22 school level staff, 13 teachers and two PIU officers

Figure 25. Stakeholders' overview by project dimensions



The IE concept and practice are widely promoted across the international and national arena. The Government of Mongolia works towards establishing legal environment for IE by approving policy and regulations to build inclusive schools and provide inclusive education to all children. However, as needs assessment survey carried out by the SCJ project revealed public schools were not prepared to teach CwSN and relevant stakeholders lacked common understandings. The implementation of the project was timely and relevant to translate policies into action. The synergy of project activities shows the project efficiency Table 40.

¹⁶Needs assessment survey, IRIM, 2018

Table 40. Synergy of project activities in terms of stakeholder collaboration by factor and outcome

	Activities promoting stakeholders' collaboration	Efficiency factors	Efficiency outcome
Policy	<ul style="list-style-type: none"> • IECM meetings 6 times involving 12 institutions • LPC meetings every two months • SCJ PIU management, monitoring, and supervision • WG meetings total 12 meetings (online 6 meetings in 2020) • Decision making at schools and LLEC 	<ul style="list-style-type: none"> • Communication • Information sharing • A shared goal/agenda • Relationship building • Feedback • Leadership of SCJ PIU • Problem-solving 	<ul style="list-style-type: none"> • Integration of ideas generated from the project implementation in the approval of regulatory documents; • Reached common understanding and established work structure; • Better coordination of IE actions; • Clarified roles and responsibilities; • School/LLEC policy and plans incorporated IE principles; • Joint planning of activities; • Satisfaction of collaborative effort
Capacity building	<ul style="list-style-type: none"> • Development and update of training modules 1, 2, and 3 • Development and update of training handouts • TAG meetings 6 times • CFS establishment and training • Joint training involving Commission on Health, Education, Social welfare on CwD • Experience exchange workshops & field visits • National dissemination training • Partnership activities between target and non-target schools • School support group activities 	<ul style="list-style-type: none"> • Communication • Relationship building • Information and expertise sharing • Supervision & consultation • Experience exchange • Feedback • Monitoring, evaluation, accountability and learning • Self-assessment • Reflective practice • Problem-solving • Experiential learning 	<ul style="list-style-type: none"> • Joint planning of activities of schools, LLEC, among teachers; • Increased knowledge and understanding, practice skills, and positive attitude of teachers, school administration, and school/LLEC staff; • More effective use of resources • More enthusiasm to promote IE among stakeholders; • More willingness to work with CwSN • More acceptance of CwSN to public schools leading to improvement of quality of education for CwSN; • More teaching and learning resources produced;
Awareness raising	<ul style="list-style-type: none"> • Awareness-raising training for parents, school and LLEC staff, other stakeholders • Awareness-raising advocacy campaign • CD production for training and awareness-raising campaign • Joint research on out-of-school children • Media broadcast • Publications (Parents' brochure, Newsletter, etc.) 	<ul style="list-style-type: none"> • Communication • Relationship building • Problem-solving • Information sharing • Leadership by target schools/LLEC, SCJ PIU, field officers 	<ul style="list-style-type: none"> • Increased involvement of parents, community members, NGOs; • Increased understanding, skills, and positive attitude among parents and local community and other stakeholders; • Increased collaboration of stakeholders horizontally and vertically; • Improved volume of nationwide and local resources for awareness-raising;

The evaluation highlights the efficient IE practice largely depends on collaboration at the school level. Schools, LLEC, and teachers have responsibilities to implement the regulations, guidelines, and policy approved by MEDS, ITPD, and local Education departments. In case of implementing IE regulations approved in 2018-2020, the SCJ project contributed by increasing school and LLEC capacity building and improving teacher competence using a cascade model for professional development training and providing a teaching methodology to work with CwSN. The fact that 41% of target school teachers and 95% of teachers from LLECs are working with CwSN in the 2020-2021 school year indicates efficient implementation of project activities.

Overall, the evaluation concludes that PIU and local field officers managed project activities efficiently. Knowledge and expertise shared among project implementing units and constituencies greatly contributed to project effectiveness and efficiency. Various stakeholders were involved in project activities and their collaboration is regarded highly by them including that the PIU and beneficiaries have been efficient. The cascade training module to provide in-service professional development of teachers was effectively employed by the project. Through capacity-building efforts of the project, the competence of target schools' and LLEC teachers was improved. The project contributed to school-wide changes to provide inclusive education to CwSN. Lessons learned from project implementation are that the results are brought about through engagement and participation of stakeholders. It has demonstrated that through a joint effort efficiency and effectiveness were achieved.

4. SUSTAINABILITY OF THE PROJECT

As government policy on education is now paying greater attention to inclusive education to the educational system, this has led to increasing equal access to education and improving the capacity of schools to educate CwSN. Within this development, the project implemented activity to strengthen the capacity of inclusive education at the LLECs and targeted schools. In the first phase of project implementation, the establishment of the Local Project Council and the development of a Project Sustainability Plan had an impact on maintaining and strengthening the results of project phases.

In the framework of project objectives activity concerned the organization of the training to improve the understanding, knowledge and capacity of the target schools, and management and teachers of the LLECs working with CwSN, and preparing approximately 50 teachers of the target schools and 14 teachers from LLECs. This was achieved. This involved organizing the training for teachers, parents and the public to increase their awareness and attitude towards CwSN. The project outcome and best practice disseminating activities had an impact on the strengthening of understanding, knowledge and attitude of stakeholders. Also, the creation of teaching and learning CwSN-friendly environment at the LLECs and target schools, step-by-step activities to create cooperation of stakeholders in the implementation of IE and local support ensured the project had a sustainable outcome including strong cooperation. This is now discussed.

Outcome 1: Creating inclusive education in public schools

Teachers and staff of the target schools, who were involved in the survey, considered that the project has increased equal opportunities for CwSN education, improved the knowledge and capacity of teachers to provide training tailored to special needs, and improved training policies, planning, and learning environment for implementing IE. It is possible to maintain this sustainable result in ongoing school activities.

- Relevant regulations such as involving CwSN in the inclusive education, and are provided with equal opportunities to receive educational service, organize training by developing IE plans to fit to the unique needs of the CwSN; evaluate and support child development in the action plan; and training and teaching documents of target schools.
- Management: school manager, teachers and staff of the targeted schools have a common understanding about IE and knowledge and methodological skills of teachers to organize training to fit the special needs of CwSN. They will continuously use this knowledge and skills in to extend teaching activity sustainably.

All the teachers make a lot of effort in working with CwSN. They actively and willingly participated in training. By participating in the training, teachers have more opportunities to develop themselves by sharing what they have learned with their classmates and changing their approach to working with the CwSN. It is possible to use this knowledge and skills to expand and develop.

Note from the KII with target school teachers

- As a result of the project, there are Child-friendly Space classrooms, halls and consulting rooms were established for creating learning environments for CwSN at the target schools, reserves of teaching materials and a teaching material fund suitable to the age and psychological needs of CwSN. These teaching materials are used in training. For instance, handbooks for daily training, textbooks, training materials, videos, equipment and tools, devices and teaching aids (a device for developing small muscles of the hand, device for learning while playing, tools for developing creative skills) for CwSN are used for teaching.
- Routine movement and job changes among the teachers of public schools had an impact on keeping the sustainability of the skills and knowledge of teachers and staff, who were trained as project beneficiaries at target schools. During project implementation, the movement of teachers and staff was low at the schools of Khovd province, Chingeltei District and Sukhbaatar District, but it was high at the schools of Uvurkhangai province and Songinokhairkhan District.
- Providing opportunities to involve parents and carers of CwSN in project training, meetings and activities, supplying them with training information and handbooks, and exchanging their experiences was in place and successful. Some practical outcomes and changes were made such as improvement of their knowledge and concept about IE, collaborating with the school, teachers and other parents more closely, obtaining the inspiration and goals to send their children continuously to the school and supporting the progress and development of their child.
- Knowledge and understanding improved regarding the child protection policy, child protection at the school environment, relevant laws and regulations, procedure and methodology to work with child violence.
- Facilitators/trainers trained within the framework of the project are playing a role in improving the understanding and positive attitude of teaching personnel, students, parents and the public. As a result, a positive attitude has been created with the cooperation of schools and local stakeholders to support CwSN.

Outcome 2: Strengthening the structure and capacity of LLEC

- The project is being implemented at 7 target LLECs. It creates the best practice in strengthening the capacity of inclusive education in project implementation and focused on ensuring the sustainability of project activities.
- Project goals were included in the performance agreements of LLEC directors, managers and teachers. It made it possible to institutionalize project results by reflecting the goals clearly in connection with teaching activity of the CwSN in the action plan and internal rule of the LLECs.
- Changes in the methodology of the teachers of LLEC to work with CwSN by obtaining new knowledge and methodology from training are the main project results. Teachers think that the project increased opportunities to develop their skills further.

A teacher said that it is easier to work, because they learnt the methodology and teaching methods to work with CwSN. In the future it is possible to continuously use this methodology if I exchange my experience with other teachers. If the teachers exchange their experiences and knowledge further and discussing each other's mistakes and achievements, then sustainability of the project will be maintained.

Note from the KII with target school teacher

- It is considered that the trainees of the LLECs make it possible to continue their activities in providing the concept of IE to the public and changing the attitude and knowledge about CwSN.
- LLEC teachers are expected to continue to work on improving training modules, developing their knowledge and skills to work with CwSN, disseminating best practice to other LLEC, and exchanging their experiences.
- Development of an IE plan suitable to the special needs of children, a methodology for teaching in multi-grade groups, preparation of training materials suitable for the specific needs of CwSN, adjustment and use of training materials, methodology for developing and evaluating CwSN were obtained through project activity.
- Knowledge and methods acquired by teachers within the project are not only used in primary school CwSN training, but also in a middle and high school equivalent program training and adult life skills training, which is considered to have an unexpected positive result of the project.
- During the project implementation period, upgrading and improving the infrastructure of the centers to create a CwSN-friendly learning environment for all targeted LLECs, establishing a Child-friendly Space, a stress relief room, registering the implemented works of creating training and teaching material fund in the center's fixed assets registry, and instructing teachers and staff how to use training materials by following the guidelines and procedures are being implemented.
- Teachers and staff surveyed consider that teaching aids and tools, equipment and devices, handbooks, textbooks and material resources for training, which are supplied by the project to the LLECs will continue to be used further.
- The material base, which is created as a result of an earlier project and program activity is used actively at some LLECs. The project's material support and supply will be used continuously in teaching activities for CwSN. For instance, the Save the Children project "Improving primary education outcomes of the most vulnerable children in rural areas" was implemented successfully during 2012-2017 at the LLEC of Uvurkhangai province and they concluded that they have had an experience of using the material support of the project continuously.

Outcome 3: Increasing the cooperation of local stakeholders

By implementing the project, local cooperation of the targeted LLEC was activated and there are many achievements such as making new connections regarding IE, collaborating with professional organizations, improving the coordination of their activities and strengthen cooperation of the stakeholders. So, it is possible to maintain cooperation. For instance:

- Targeted LLEC collaborated on IE with primary level public service organizations which are running activities in the study, living and developing environments of the CwSN such as bagh, khoroo and family practice hospitals.

Our LLEC activities were far from the public school. Since the project has started, we contacted the public school and our activities are linked more by cooperating with it. Now we plan our work plans together, organize the activities together and collaborate and organize the activities with our children. We always collaborate with Bagh Governors. Identifying school drop-outs, disseminating information and news to the CwSN, which are in the remote bagh or getting inquiries from Bagh Governor in case we cannot communicate with children living in winter migration with herds for better pastureland. I consider that progress is made in collaborating with the parents of CwSN.

Note from the KII with LLEC teacher

- As a result of project training, meetings, and discussions, activities where local stakeholders were involved, the concept and understanding of the IE and CwSN improved. Stakeholders have a common understanding and their attitude has changed considerably. For example, targeted LLECs continue to build the foundation to actively cooperate with local organizations on providing education to the CwSN. As a result of this cooperation, the LLEC representatives consider that equal access to education and to accept the importance of inclusive education has improved. This work will continue.

Table 41. Sustainable stakeholders of the targeted LLEC according to the quality survey results

Targeted school/ LLEC	Organizations and stakeholders that actively collaborated during the project implementation period
Targeted school and LLEC of Arvaikheer and Uyanga soums of Uvurkhangai province	<ul style="list-style-type: none"> • School # 1, 2, 4 and 5 of Arvaikheer soum • Governor's Office of Arvaikheer and Uyanga soum • Baghs of Arvaikheer and Uyanga soum • LLEC unit of Taragt and Khujirt soum • Governor's Office of Uvurkhangai province • Education, and Culture Department of Uvurkhangai province
Targeted school and LLEC of Khovd province	<ul style="list-style-type: none"> • 2 LLEC, 15 units of Khovd province • School # 3 and 7 of Khovd province • Health Center of the bagh and family • Savings and Credit Cooperatives Department (SCCD) of Khovd province • Education, and Culture Department of Khovd province • Governor's Office of Jargalant soum • Parents' Association of the CwD
Targeted school and LLEC of Chingeltei District of Ulaanbaatar city	<ul style="list-style-type: none"> • LLECs of UB city • Public schools of Chingeltei District • Health, Education and Social Protection Commission for CwD • "Gegeelen" NGO • Parents' Association of the CwD
Targeted school and LLEC of Songinokhairkhan District of Ulaanbaatar city	<ul style="list-style-type: none"> • LLECs of UB city • Public schools of Songinokhairkhan District (SKhD) • Khoros and Family Practice of the SKhD • Police agency of SKhD • Parents' Association of the CwD
Targeted school and LLEC of Bayanzurkh District of Ulaanbaatar city	<ul style="list-style-type: none"> • LLECs of UB city • Public schools of Bayanzurkh District • MNUE • Khoroo • Health, Education and Social Protection Commission for CwD • Parents' Association of the CwD

- As a result of the project, LLECs and target schools collaborated with local organizations in collecting, re-searching, and sharing information about CwD and providing education services to preschool and school-age CwD outside of educational services. The teachers and staff involved in the survey believe that co-operation in identifying, registration and use of information on CwSN who have dropped out-of-school will continue in the future.

According to the suggestion made to identify the out-of-school children, the LLEC made joint plan in the scope of Bagh Governors, Family Practice doctors and schools and organized meetings to involve the children of their area in the Inclusive education 100%. We will continue making this survey in the future. There were initiatives to collect information about the CwSN from their kindergarten teachers, after they entered the school and develop collaboration between the pre-school education teachers and primary school teachers. We are discussing to continue this cooperation further.

Note from the KII with s representative of the partner organization

- The results of the project have not only brought changes to the target schools and LLEC partners, but increased participation and improved the attitude of local people.

The SCJ project has pursued goals based on the cooperation and participation of multiple organizations in the project plan, implementation and monitoring activity such as the Ministry of Education and Science, Ministry of Labor and Social Protection, National Center for Life-long Education, Institute of Teacher's Professional Development, Education Department, provincial and district Education and Culture Department, International organizations, special schools and local state administrative organizations.

This cooperation involved a wide range of activity including stakeholder engagement with beneficiaries, project meetings, training, discussions, and the development and updating of training modules and manuals, research on best practice, and community outreach activities. As a result of these activities, the knowledge, information, capacity and experience of project beneficiaries in IE have increased and cooperation has strengthened.

Managers, teachers and staff of the targeted schools and LLECs, involved in the survey have a positive attitude and advise that project results and support will be maintained in the future. Based on the quality survey results, we can consider what factors will support or hinder project outcome sustainability in the ongoing activities of LLECs.

Table 42. Factors influencing in the sustainability of the project activities

Factors support the sustainability	Factors hinder the sustainability
<ul style="list-style-type: none"> • IE was reflected in the work plan and performance agreement of management, managers and staff of the targeted schools and LLECs • Management support of the targeted schools and LLECs has had a positive result. • By involving management, teachers and staff of the targeted school and LLEC in project training and activities, a common understanding on IE is created among them and it improved the capacity to solve the problems and contributed to organizing IE training. • Child-friendly space and resources of the teaching aid have been created and improved the training outcome to fit to the special needs of the CwSN at the target school and LLEC. • Initiatives to involve CwSN in the school and cooperation to identify CwSN and create a database have improved. • Collaboration between teachers, parents, schools and LLEC improved. • Knowledge and understanding of parents about their CwSN changed and their participation and attitude improved. • Participation and involvement of universities, professional organizations, local and civil society organizations in the IE have improved. • Public concept, understanding and support increased and a positive attitude was created. 	<ul style="list-style-type: none"> • Due to high workload of primary school teachers, the access and time to work with CwSN has been reduced for these teachers. • Low funding from the state budget for public schools and LLECs became a factor reducing the supply of teaching aids, textbooks and training materials, • Most of the targeted LLECs do not have their own venue and this presses the need to maintain Child-friendly Spaces. • Frequent replacement or movement of public servants in the local administrative organization for education and local Governor's Office (election result, salary and movement) caused a negative impact on the project cooperation. • The social and economic vulnerability of households with CwSN became factors hindering their continuous study at schools (poverty, unemployment, food shortage, child safety and movement of the remote rural family). • Further support is needed to improve the capacity and institutionalizing of civil society organizations (Parents' Association of CwD), which work to support the education of CwSN.

Outcome 4: Advocacy at the policy level

Benefits: The development of project documents through harmonizing project planning and implementation with existing national legislation in the field of inclusive education, developing project initiatives, methodologies, training modules, training and technical assistance on IE in accordance with educational standards; and reflecting the views and positions of partners. This created the conditions to implement all of this in training for CwSN.

- In the framework of the project, consultative meetings to discuss developing guidelines, recommendations and draft legal regulations to be developed, and the exchange of views and opinions were organized jointly with professional organizations at different stages. As a result of this activity, instructions, rules and procedures and recommendations about the training methodology and learning environment of CwSN were approved and target schools and LLECs are following these.
- Consultative meetings were organized when developing project documents and this involved collaboration with many government and international organizations such as MEDS, Communications and Information Technology Authority, MNUE, NCLE, JICA, UNICEF and representatives of civil society organizations. For instance, Procedures for regulating the activities of the Childfriendly Space, Logbook of CFS are followed in the activities of the targeted schools and LLECs.

- The project collaborated with many experts and specialists to get advice on many activities such as teachers training module content on IE, giving additional wages to the teacher for working overtime with CwSN, reflecting the training cost on teacher's development issues in the school budget, discussing CwSN issues at the Support Team of the school, creating CFS, developing an evaluation system of the CwSN to be transferred to the public school and regulation to implement IE plans.

According to survey results, there are many successful project outcomes in the target schools and LLECs. This includes the material support which enabled the creation of an IE system that is able to be maintained in ongoing activities of schools and improve the knowledge, methodology and capacity in the training activity of the CwSN. The following activity can be maintained:

- School policy, training procedure and regulations to train CwSN
- Teaching methodology for CwSN, for knowledge and understanding of teachers and staff
- Preparedness and attitude of teachers of schools and LLECs to receive CwSN
- Cooperation between the target schools, LLECs and local organizations
- Learning environment for CwSN: Child-friendly Space
- Legal regulations on IE approved by the MEDS and the PIU.

5. IMPACT OF THE PROJECT

Project impacts can be identified in the following areas:

5.1 Collaboration

One of the important gains of the project lies in bringing all interested parties together for fruitful discussions on IE issues through the teams and groups related to the project such as the IECM, TAG, WG and LPCs. Stakeholders realized the importance of being informed about the current state of development of the project, and IE developments at the national and local levels. The project developed the understanding of LLEC and schools heads, teachers and key stakeholders of the benefits of this collaboration to align the actions of target schools and LLECs their own institutions this enabling reaching a common goal.

The successful discussions and inputs from stakeholders made a substantial contribution to the development and improvement of a number of regulatory and policy documents. This contributed to the overall development and implementation of the national IE policy.

The collaboration of all key players at the decision-making level including allied central ministries and local governments of Ulaanbaatar districts and provinces, ITPD, MNUE,, provincial and district Education Departments provided an opportunity for them to collect first-hand information and evidence at a grassroots level. At the implementation level, the collaboration of khoroos, baghs, family clinics, schools, LLECs, and kindergartens including non-governmental organisations made it possible for them to become more involved in the decision-making processes for addressing issues related to the identifying needs of CwSNs, their successful transfer from LLECs to public schools, and providing effective support.

Project activities allowed the target schools and LLECs to realize more of their responsibilities within a practical involvement. This involved collaboration as key players in improving access to education for CwSN and the timely and smooth transfer of project innovations to public schools, and working more closely in organizing joint activities for the children within these schools.

Parents of children of the target schools and LLECs were provided with opportunities to get more involved in school/class activities of their children. They could get better understandings of the benefits and possibilities in assisting the development and learning of their children through collaboration with school teachers, parents and allied organizations.

Collaboration of teachers in target schools and LLECs has been improved and, as a community of practice, they started cooperating with each other more often by developing their lesson plans, conducting lesson observations and discussions, creating a warm learning atmosphere for children, and in selecting and using appropriate methodologies to provide adequate support to their learning. This cooperation allowed the teachers to realise the importance and benefits of sharing experiences and putting a joint effort in addressing issues faced by CwSN.

5.2 Human resource development

Through project training the skills of teachers has improved. This includes multiple professional development opportunities, theoretical and methodological knowledge and skills of the teachers of target schools and LLECs in dealing with issues related to learning of CwSN and in providing the required support.

Within the project, target schools and LLEC teachers have been trained as trainers who will be invaluable assets to reach out to non-target schools and LLECs for further dissemination of project outcomes and the best practices.

Knowledge and understanding of parents of children of the target schools and LLECs on inclusive education was improved by means of training and other school-related activities. Their attitudes towards CwSN have changed

based on a better understanding of the benefits of inclusion. Importantly, teachers have benefitted from psychological support. They are no longer alone in providing learning and emotional help for their children.

5.3 Awareness raising activities for the public

One of the soundest impacts of the project lies in developing a positive understanding and attitudes of the public towards IE and CwSN. This was secured through various awareness-raising activities that employed different sources, information types and transmitted by means of various channels including social media and the press.

5.4 The improved learning/teaching environment

The improved infrastructure and provision of learning/teaching materials to target schools and LLECs serves as a solid example of creating an adequate learning environment for CwSN, as well as providing substantial support to teachers of schools and LLECs in their professional activity. The guides, tools, methodology materials and publications including some e-materials, targeted for different players, have been developed over project implementation by experts in the IE field. These resources are and will be highly valued for their relevance, professional insights, and practicality for bringing attitudinal and behavioural changes to those who were involved in the project.

Tools and methodology materials, publications, EMIS database development were key developments.

CONCLUSIONS

RELEVANCE (Evaluation Question 1): How is the project relevant to the country context, whether the project adapted to meet the different needs of target areas?

The project was couched within major policy documents prepared by the Government of Mongolia concerning inclusion in general, inclusive education and attending to people with a disability. Numerous documents prepared by the United Nation have been developed. These include detailed policy and strategy documents that have been adopted and followed by the government. The policy dialogue between Save the Children Japan and key ministries including the Ministry of Education and Science and Ministry of Labour and Social Protection has been healthy and robust and includes a memorandum of understanding. This was signed in March 2018 at the Embassy of Japan in Ulaanbaatar, involving the Government of Mongolia, the Government of Japan and Save the Children (Japan), under the heading of Promoting Inclusive Education for Every Last Child in Mongolia funded by the Ministry of Foreign Affairs of Japan.

This amounts to a high-level consultation entailing long-standing bilateral agreements between Mongolia and Japan. Accordingly, the project progressed according to this agreement and other key policy documents prepared by the Ministry of Education and Science. The evaluation observed close cooperation between the project and government and involved an ongoing dialogue keeping the policy outlook for inclusive education in line with other developments driven by the Ministry of Education and Science. This provides a platform for the project to be continued by means of expansion to secure wider coverage over a longer period of time.

The project played close attention to stakeholder context at all levels: national/central, provincial, district and school levels. This involved paying attention to the role of agencies at each level within the agreed policy framework. The evaluation mentions frequently the activity of province, khoroo and bagh levels of administration within the project and the support received from governors and other senior officials. The project had a focus on parents, parental involvement and the contributions of parents to project activity. Parents benefitted from professional training and information dissemination exercises. Parental input was measured as high and has underpinned aspirations for sustainability once project funding winds up. The evaluation advised that according to the Regulation to provide inclusive education to CwD inschools all public schools are responsible for collaborating with various stakeholders including soum/local government and khoroo/district levels government and other organizations to provide inclusive education to CwSN. This policy and regulation were acknowledged by the project informing policy dialogue at the subnational level. Throughout this report, stakeholders and stakeholder action were mentioned on 60 occasions.

EFFECTIVENESS (Evaluation Question 2): Has the project achieved its intended results to promote inclusive education in target areas through capacity building of teachers, establishing systems, and improving the learning environment in public schools and LLECs?

The project has made a sound and solid contribution to the inclusive education system at public schools. The project contributed to professional development of key players through capacity building of LLECs regarding CwSN and outreaching to out-of-school children. The training was comprehensive and successful securing high-levels of satisfaction amongst participants. This activity extended to the engagement of parents and community members in addressing inclusive education. Parental participation was highly satisfactory and appreciated by the parents involved. This was an important dimension owing to the historical stigma associated with parents with a CwSN. This activity was supported by effective policy advocacy involving media (local media, social media, traditional media, mass media, media networks), the press and videos and other forms of online media (e.g., Facebook). This resulted in good reach to the public and a better understanding of inclusion and inclusive education.

The project resulted in inclusive education being approached as a system within public schools. The purpose was to include normally marginalized children in day-to-day teaching and learning. This was successfully achieved and promptly with the target schools and LLECs demonstrating an early acceptance to include CwSN and to locate school drop-outs. The evaluation found steady progress in this domain over a short period of time.

EFFICIENCY (Evaluation Question 3): To what extent have project components been coordinated. Was stakeholder partnership within the project efficient?

This evaluation question assesses the extent to which project components have been coordinated across stakeholders, and related synergies, and efficiencies in implementation. Here, synergies between project components on an inclusive education system at public schools and the capacity of LLECs in inclusive education were assessed. The efficiency of the project has been favorably assessed and included sound and early progress in assisting CwSN to feel welcome in routine school programs. The project efficiently addressed the needs of key education stakeholders in supporting and implementing the relevant government policy and regulations on inclusive education. This involved stakeholders at all levels and is testimony to the project's willingness to attend to both central and 'grass-roots' development assistance. The project worked within school and LLEC systems and planning mechanisms. The use of inclusive education plans is an example of teachers and managers planning according to need rather than theory.

The evaluation has shown that the project was well coordinated with ample examples of joint planning. Numerous instruments were drawn upon to improve coordination both vertically and horizontally. This included signing a memorandum of understanding between the Ministry of Education and Save the Children Japan, core project groups including the Inclusive Education Coordination Mechanism, Technical Assistance Group and project Working Group. Project liaison extended to the Ministry of Education Policy Division, Institute for Teachers Professional Development, National Center for Life-long Education, and local khoroo education and culture departments. Project Local Committees were also involved. This umbrella of stakeholders testifies to robust community engagement as part of the policy advocacy process. Comparatively speaking, this was a small project that secured significant social outreach and engagement amongst important stakeholders.

SUSTAINABILITY (Evaluation Question 4): To what extent did the project build inclusive education systems and institutionalize a model of inclusion through policy advocacy?

The main results of the project in promoting Inclusive Education to ensure the sustainability of the project in the future are as follows:

- Provisions and regulations related to CwSN support are reflected in planning documents of the schools, internal regulations of the LLECs, staff performance agreements, and annual work plans, which have created a policy environment to support EI at the primary school.
- Training of trainers to continue the implementation of content of the training provided under the project has provided human resources capable of organizing training for CwSN and ITP module training at targeted schools and LLECs. This includes the regional and organizational level.
- As a result of the project, the methods and forms of cooperation between teachers, parents, the community, schools and LLECs have improved and become more stable. It has created opportunities to keep the practice of solving problems together through continuing advocacy and training for the parents of students in the targeted schools and LLECs.
- Improving the understanding and knowledge of local stakeholders about CwSN within the project has had a positive impact on the school's collaboration initiatives and collaborative capacity to support the target school and LLEC. This result has enabled capacity to conduct regular surveys to detect and identify out-of-

school children, to involve CwSN into educational services, and to continue to build the database.

- There is an improved readiness of target schools and LLEC teachers to receive CwSN, knowledge and skills to work with CwSN. However, this is due to a high workload of primary school teachers and the poor evaluation of the work of teachers and staff working with CwSN. This reduces the time and access to CwSN. In other words, although there have been positive changes in the understanding and knowledge of teachers, working conditions have limited their ability to work with CwSN.
- Child-friendly space and resources for teaching aids and materials have been created in the target schools and LLEC learning environments that take into account of the specifics of CwSN. However, the lack of a state budget for schools and LLECs, and the absence of their own building for most of the targeted LLECs, are becoming factors that further weaken the supply of CwSN training, teaching aids and learning materials. This prevents the Child Friendly Space from maintaining a more sustainable environment.
- As a result of the project, learning activities for and attitudes of CwSN in targeted schools and LLECs have improved. However, most CwSN live in socially and economically vulnerable families, which hinders the quality of education and their further education.

Given these results of IE at the grassroots level, such as schools and LLECs, there are conditions for maintaining sustainability across primary schools. Regardless of the project team's efforts and unpredictable external factors, these conditions can be mitigated. There are some risks though. For instance, the workload of pre- and post-Covid educational institutions, the limited budget of educational institutions, the replacement of trained human resources, and other constraints on pandemic-related training activities.

Top-down policy support is essential to mitigate these risks and to sustain and improve the results of the project. Taking account of the Ministry of Education and Science's inclusive education policy, the positive changes at the primary school and LLECs created under the project are sustainable and supportive. In particular, the implementation of the project over 2020 coincided with the outbreak of the Covid-19 pandemic, which reduced the quality and accessibility of general education in a context where distance learning became operational at the national level. Therefore, there is a need for the Ministry of Education and Science to pay additional attention to the education of children with disabilities and CwSN over the 2022-2023 school year to compensate for lost time. This may have a positive impact on the continuation and support of project results.

Finally, the project was implemented over a short period of time. The involvement of multi-stakeholders, especially with representatives of the MEDS, helped to provide information on how to disseminate the achievements, successes and best practices. It also involved activity on the use of them in future activities. Except for the Ministry of Education and Science, other stakeholders of IE (MNUE, ITPD) have the information and experience to use and sustain project products and results in their future activity. This is an important factor in assessing the sustainability of the project.

SHORT-TERM IMPACT (Evaluation Question 5): To what extent did the project generate or is expected to generate significant higher-level effects on the establishment of an inclusive education system.

Assessing impact involves figuring out the project contribution to the overall goal including intended and unintended effects of the project. The evaluation exercise assessed that project impact was positive and even. Teachers, parents, stakeholders and importantly CwSN have benefitted from an intervention that remains a work-in-progress. It is clear that amongst the target schools and LLECs, impact has been 'felt' at all levels with a clear recognition that inclusive education is not sitting on the outer but is closer to being mainstreamed. This means that inclusive education is understood as something more than policy but an action enabling otherwise marginalized groups to receive the benefit of school education offered to other students. It is clear that school managers, teachers and parents have embraced the approach to inclusive education carried by the project.

Work undertaken within the area of policy advocacy has had the benefit of communicating the agreed dimensions of inclusive education so that inclusive is becoming a behavior that makes sense to an audience that has previously experienced exclusion and marginalization. To this end, it can be expected that a final evaluation of the project will be overwhelmingly positive. This is a very sound result for considering the expansion of the project to new beneficiaries.

LESSONS LEARNED

Related to the partnership with stakeholders:

- The groups established at the initial stage of the project such as IECM, TAG, and WG that represent key stakeholders in IE policy and implementation field can be regarded as one of the substantial achievements of the project for their role in sharing information and experiences as well as coordinating the activities for developing IE. In future, this collaboration has to be maintained with some actions for increasing a number of representatives of other related organizations/agencies more (Council for School Enrollment, National Centre of Lifelong Learning etc.) ensuring their equal participation and expanding a level of their collaboration to bring a positive impact on the quality of IE.
- The establishment of CFS, project training, and experience exchange activities contributed to greater collaboration within and outside the public schools. This collaboration has to be maintained through strengthening School Support Group at schools.
- The project achieved better collaboration between public schools and LLECs. However, there is a need for guidelines and clear procedural regulations how to manage transfer of students from LLEC to public school.
- Vertical and horizontal collaboration in the project implementation was ensured well at target provinces. Cross-sector collaboration (health, education, social welfare etc) needs to be strengthened with more and continued collaboration with CCHESWCWD, and local professional NGOs.

Related to the capacity building of teachers:

- As a result of training organized within the project, teachers' competence to work with CwSN is greatly improved. However, teachers' concerns need to be addressed in terms of how to work with children with intellectual disability, ASD, and LD, and how to deal with CwSN behaviour in class and with their peers.
- Teachers' knowledge and skills improved to adapt their teaching to the needs of CwSN. Further actions has to address teachers' challenges regarding how to prepare teaching/learning resources appropriate for CwSN, how to do screening of CwSN, and how to manage teaching in multigrade class.
- Teachers seek for a continuum of support. They found methodological unit is effective to discuss lesson plans, prepare teaching and learning tools to use in their teaching, etc. School managers are regarded as a helpful resource person to assist teachers in developing IEP and managing learning activities for CwSN, evaluating them, etc. Involvement of school administration in the project activities contributed to build a supportive workplace environment for teachers.
- The project implementation brought about good results reaching out CwSN and increasing their enrolment in public schools. The evaluation found that teachers are challenged by an increase in their workload. It necessitates a good support system for teachers to prevent them from burnout and discouragement to work with CwSN.
- Within the project implementation period, all activities tailored to the needs of the target LLECs have been effective and brought positive changes in their activities and teachers' competencies in assisting learning of CwSN. So, these achievements should be maintained with further planning and implementation of specific actions to make parents more proactive in regard to their children's learning and work more closely with the LLECs and the teachers.

- Providing support to LLECs by organizing meetings for their targeted teachers and conducting survey to identify main challenges and obstacles that CwSN face in their learning has proved to be efficient in increasing project's overall effectiveness.
- Training provided for LLEC's teachers and staff, was an effective opportunity for their professional development at the job places.

Related to the involvement of parents:

- Another significant achievement is a substantial increase in parental knowledge, understanding and involvement of target schools that has to be maintained. Along with doing so, considering their uneven participation in school/classroom activities, mostly limited by class meetings, and participation in traditional activities such as celebrations, arts and sports events, and maintenance when necessary, as well as answers never participated from a certain percentage of parents surveyed, it will be important to take sound actions to increase their participation, specifically in evaluating and developing school development policies and plans.
- Teachers are still concerned about attitude of parents of children with and without special needs. The project evaluation shows an improved understanding of parents about IE and CwSN. Thus, it is imperative for promotion of IE in public schools to continue awareness raising activities involving all parents of schools.

Related to the development of CwSN:

- Due to Covid 19 restrictions, in Phase 2 and 3 the project activities promoting IE at schools were experienced some modification and implemented. CwSN and their parents, as well as teachers, managed schooling based on "learning by doing" principles. CwSN found online teaching and TV classes challenging. Therefore, schools and teachers need to think about other alternative educational services for CwSN using a variety of means and resources.

RECOMMENDATIONS

1. POLICY ADVOCACY

1.1 Ministry of Education and Science

- Continue to support cooperation teams and units and form new ones (e.g., Inclusive Education Coordination Mechanism and Technical Assistance Group) for developing the policy and regulatory documents for the CwSN and implementing and improving the existing ones through professional discussions and ensuring various stakeholders' participation ;
- Provide Ulaanbaatar City, district and provincial Education Departments, and the NLLEC with practical guidance on implementation of policies, regulations and guidelines;
- Collaborate with the local educational departments and divisions to conduct data collection, assessment and supporting activities on the implementation of the existing policies and legal documents;
- Update the information of the CwSN in the Education Management Information System and use it as an evidence base for developing activity plans to ensure inclusivity of education and future decision making regarding to the CwSN and taking interventions;
- Take actions in support of human resource development by providing more specialised professional development trainings for teachers, human resources (for example, ASD, ADHD, and learning difficulties) and create favorable policy environment;
- Provide support to the further development and dissemination of best practice and experiences: child development room, individual education program, hometraining modules, collaboration of schools and LLECs, social media campaigns, and Mobile Training Package) developed within the project;
- Solve financial constraints for providing lunch costs for LLEC children;
- Develop and put in action diagnostic tools of CwSN in collaboration with the Ministry of Health and the Ministry of Labour and Social Welfare;
- Disseminate the existing best practice of the Commission of Health, Education and Social Welfare, Association for Parents with Disabled Children and improve the collaboration of the commissions at the local levels;
- Ensure regular operations of CFSs, invest on their maintenance.

1.2 Institute for Teachers' Professional Development

- Expand inclusive education services by including TVET modules in teacher training programs (basic training, vocational training, new teacher training etc.), and organizing customized trainings at the request of schools and general schools and LLECs and use the organization's online training system

1.3 Ulaanbaatar city, District and Province Education Departments

- Collaborate with the relevant organizations to create database on out-of-school children and children out of educational services and the CwSN;
- Introduce and incorporate the best practice of the project to implement the education policies and programs in Ulaanbaatar city and support schools to provide inclusive education and support schools to share their

experiences and practices;

- Provide support to schools by investing in developing their adequate physical and learning and teaching environment for supporting CwSN;
- Include IE requirements in awarding teacher professional degrees (methodologist teacher, advisory teacher and leading teacher);
- Ensure representation of professionally trained teachers and training managers from target schools and LLECs in the School Enrolment Support Committee.

2. CAPACITY BUILDING AND EXPANSION OF ITS ACTIVITIES

2.1 National Centre of Life-long Education

- Incorporate teachers' knowledge, skills and methodologies gained from the project trainings into programs, including equivalent program, mixed group training, and give support;
- Extend collaboration with other key stakeholders such as the district and provincial governments and Education Departments, Teacher Training Institutions and Institute of Teacher's Professional Development;
- Organise training for dissemination of knowledge, skills and experiences of project teachers to non-target Lifelong Education Centres and dissemination of good practice;
- Incorporate provisions for the content and methodology of home-based education, the variable costs of children, and the rights and responsibilities of teachers in the regulation of equivalency training.

2.2 Schools and LLECs

- Prepare for the transfer of CwSN to general secondary schools while ensuring the preparatory activities to ensure cooperation of these schools, and other relevant local organizations (baghs, khoros, soums, districts);
- Explore, use and develop different types and forms of learning materials and resources to meet the different interests and needs of learning and development of the CwSN in collaboration with other teachers, centers, relevant professional organizations, associations, NGOs, and teacher training schools and continuously develop the learning environment;
- Regularly conduct research on the needs of parents in schools and, and organize counseling, training, discussions and exchange of experiences with the help of professional organizations, teacher training schools and other parents on issues facing them;
- Provide bonuses, incentives, recognition, promotion, encouragement and support to teachers working with CwSN in accordance with regulations;
- Continuing, evaluating, and refining project-generated and proven best practices (eg, monitoring and evaluation tools), child development room, individual training program and home-based education.

3. AWARENESS RAISING OF THE COMMUNITY MEMBERS

3.1 Professional organisations and NGOs

- Continue and intensify advocacy activities through introducing programs and activities implemented by professional organizations (teacher training schools, IPDT, the NLEEC, Commission on Health, Education and Social Welfare of CWD, association of parents of CWD and Autism Association etc.) by introducing and promoting the concept, basic principles, its benefits and advantages;
- Provide professional training and counseling services to schools and LLEC teachers and parents on issues

facing the successful training and development of CwSN, promote their services, and provide information to schools, centers, teachers, and parents.

3.2 Schools/LLECs

- Organize and regularize advocacy activities within the school and center, as well as outside the training, using the resources and materials created by the project as part of the media campaign, with a clear plan for the public, parents and stakeholders;
- Involve advocacy activities to improve knowledge and understanding of inclusive education and CwSN in activities such as open fair day, parents day, competitions, contests and exhibitions;
- Support and encourage peer education and child support activities in school and center internal activities (e.g., classrooms, hall) on inclusive education and CwSN especially based on children's initiatives and participation.



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