

Issues raised in the Terms of Reference

Education Policy and Programs

1. The Constitution of Mongolia, the Law on Education, the Law on Primary and Secondary Education and other relevant legislative acts determine the principles, system, content, management, organization as well as rights and responsibilities of the parties of the secondary education in Mongolia as well as regulates citizen's right to education.

During the last years, a reform has been undertaken to renew the educational system in consistence with the market relations, make the training content closer to student's needs, implement active training methodology, reduce time for management decision-making and carry out a decentralization. As a result of creating a unified system of education, implementing the objectives to provide secondary education to all and making adults literate, 97.8 percent of the population is literate and 50,000 children annually receive their basic and secondary education.

The Mongolian Government is pursuing a policy to implement the 20/20 initiative by mobilizing national domestic resources for children's well being. Many projects are being implemented in the country within the framework of about 20 specialized programmes on protection of children's interests and health, provision of education, and development of their talents; the country has increased its allocations for children's basic social services from year to year. Spending at least 20 percent of the State budget revenues for the education of children and youth were enshrined in the law.

The Government made a switch to 11-year secondary schooling system from 2005 and to a 12-year schooling system starting with the academic year of 2009-2010. Also new standards for pre-school, primary, basic and full-secondary education have been revised. The new standards have four goals: to bring the contents of primary and secondary education closer to the internationally accepted level, to improve the structure and links of content, to increase applicability, and to increase student's knowledge-based comprehensive capacities.

As a follow-up to the Global Conference on Universal Education held in Dakar, a national plan of action up to the year 2015 was adopted and the "National Forum of Universal Education" was established. The Government has taken measures to repair all school buildings. Public funding for school dormitories has had a positive impact on the school enrolment rates since 2000.

Furthermore, the Mongolian Government and UNESCO have signed a memorandum of mutual understanding and are making every effort to implement its proposals for action up to the year 2015 within the framework of a public education action plan and the Dakar Action Plan.

Mid-Term National Action Plan for “Improving Education for All in Mongolia (2002-2005)”¹

Within the Dakar Framework of Education, the Mongolian Government developed the Mid-Term National Action Plan, which focused on three main goals:

- I. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children and children from herder families
- II. Providing quality basic education for all children
- III. Reducing illiteracy and ensuring the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

The social sector’s main goals of the Action Program of the Government of Mongolia are to create an environment for ensuring human development, enhance the living standards of citizens, promote the access to social services, and reduce unemployment and poverty. A short-term objective in this regard is to form a national partnership of the government, civil society, national and international partners in order to ensure and sustain public access to high-quality basic education for all.

In addition, considering the emerging needs to provide education to children who have dropped out from school in rural areas, the Government of Mongolia has implemented national programmes such as “Distance Education Programme (2002-2006) and the “National Programme on Non-Formal Education (1997-2004)”. Within the framework of these programmes, the Ministry of Education, Culture and Science has been promoting catch-up literacy training courses for children and youth with the support of UN organizations and other international donors.

National minority

Mongolia is a unitary state and has one official language and culture. However, as every ethnic group have its own language, culture and valuables the national minorities Tsaatan people has its own distinct culture and language. Since teaching of the children of national minorities their native language and conveying their unique way of life and customs to the next generation is universally recognized an issue regarding conveying the language, culture and customs to their next generation is a part of state policy.

The National Human Rights Action Program approved by the Parliament in 2003 has specific provisions on the rights of minorities to education and information in native language, to preserve their heritage of native language and scripts, customs, history, and cultural traditions.

In December 2005 the Government has adopted “Tuva language program” which is aimed at supporting national minority Tsaatan’s desire to preserve their native language, culture and

¹ For the full text of the MNA refer to the attached document

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their unique way of life as minority and exploring opportunities in conveying the language to young generation. The program will be incorporated in their secondary school curricula.

In addition, issue of providing children of national minorities with the right to education and working out of education program suiting their needs and its implementation are also mentioned in such policy documents as “National Program for Improvement of Child development and protection” approved by the Government of Mongolia, and “Policy of development of child-friendly schools” approved by the order of the Minister for Education, Culture and Science of Mongolia.

Non-formal Education

The new education law recognizes the role of non-formal education in a wider scope as it defines that “non-formal education” is a set of organized activities that deliver educational services to the population outside formal education system and states that the education system of Mongolia is the combination of formal and non-formal education. Mongolia has identified as the main goal in the sector of non-formal education to create a non-formal education system, particularly to determine the non-formal educational content, forms and methodology based on human needs, interests and possibilities, to create the personnel and material bases for non-formal education. It is required to develop the sector of non-formal education nationwide; set up a network that meets the population’s needs in education and provide non-formal educational services.

National Human Rights Action Programme²

The Parliament of Mongolia adopted the National Human Rights Action Programme (NHRAP) in October 2003. The programme among other issues has addressed the need to reform the system, content and methodology of education, and to teach the skills necessary to enjoy and protect one’s own rights, and to raise the level of general education and legal awareness of its citizens.

The NHRAP is a document that sets out the direction and methods of broadening the participation of state organizations, civil society, particularly, local self-governance organs, non-governmental organizations, mass media and the private sector and improves their efficiency and encourage citizen’s initiatives to strengthen state efforts to guarantee human rights and freedoms and create mechanisms for ensuring them, to fight against violations and for providing remedies when rights are infringed. In conformity with the nature of democracy and market relations, the main purpose of the NHRAP is to reform social, cultural and intellectual relations relating to human rights and freedoms, including through social and state institutions, local administrative systems, and to broaden state coordination and legal guarantees and to create appropriate mechanisms. Specific to the right to education it plans to implement the following:

- The form, content, and delivery of education shall be continually reformed to meet modern requirements. A legal environment and the necessary

² National Human Rights Action Programme of Mongolia, 2003

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implementing actions shall be established to meet the national objective of providing free and compulsory primary education for all children

- Policies will be developed to eliminate the disparities in the equality of education in rural and urban areas. Informal and distance learning courses tailored to various age and gender groups shall be developed to eradicate illiteracy
- Steps will be taken to improve the consumer value of secondary education and to enable graduates to explore their professional interests. Schools shall begin to offer vocational training
- The formal and informal structures of pre-school education shall be increased, with the eventual aim of full coverage in the future. A pre-school education programme shall be developed to include at least 50% of pre-school children from urban and settled areas, including herders and farmers' children within 5 years
- The education and cultural rights of minorities shall be guaranteed through practical measures to preserve the heritage of native languages and scripts, customs, history and cultural traditions
- Special attention shall be paid to stabilizing the supply of rural teachers and facilitating their work. Steps shall be taken to ensure that all mandatory classes designated as such by the central public administration are taught, including if necessary during non-scheduled hours. School officials shall be held accountable if mandatory classes fail to be taught
- Public and non-governmental organizations and community groups shall be encouraged to provide educational opportunities, collaborate through common information networks, continually monitor and analyze the situation and offer solutions
- Step-by-step actions shall be taken to broaden the economic and financial basis of education services and to strengthen its capacity

Human Rights Environment in Secondary Schools

The Ministry of Education, Culture and Science developed a policy document on “Policy Framework for Promotion of Child Friendly School” on May 2004. The Child Friendly School initiatives and efforts being made by Mongolia and its successful implementation is a feasible practice of great value that contributes to the fulfillment of the goals and strategies towards creating a world fit for children, ensuring the world's community efforts for universal education and education programme started in “Dakar Framework for Action for Education for All” adopted by the Education summit in 2000 and the “Millennium Development Goals” adopted by the World Summit in 2000. The main concept of the above mentioned document is

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that every school should create a child-friendly environment for children to study with full satisfaction.

National Programme of Action for the Development and Protection of Children 2002-2010

The Programme is an important document covering a wide range of issues such as child health, nutrition, development, education, social participation and protection of their rights and their living environment. It focuses on the benefits to children of decentralization. The objective of the programme is to build a legal environment to protect the rights of children in Mongolia, and to develop children themselves, allowing them to obtain a good quality education and profession, and to improve their livelihood. The programme is a part of the state policy on population and will be implemented stage-by-stage as part of the development of the national social and economic potential.

Justifiability of economic, social and cultural rights with respect to the right to education

2. N/A
3. N/A
4. N/A

The right to receive an education: available, accessible, acceptable, and adaptable

Availability

Expenditure

5. The state budget allocation system with regard to education is based on free and equal delivery of resources to all children. On the basis of the guarantee by the Constitution of Mongolia that states "provision of free general education for all", a system was created where the State undertakes the educational expenses estimated per student at the public and non-public schools of general education. These norms have been in force since 1998 and depending on price changes they are increased annually.

The Article 33 of the Law on Education (revised) adopted in 1995 mandates that "an adequate budget required for normal functioning of educational activities shall be approved by the Parliament, provinces and capital city Assemblies of Citizen's Representatives. An expenditure level of education sector should be not less than 20.0 percent of the budget expenditure." The exemption of donations to schools and educational institutions from income taxes established in the Law on Education of 1995 was incorporated into the Law on Income Tax of Economic Entities and Organizations. This was a great help to increase financial sources for educational institutions.

According to the Law on Education, teaching and operational budgets of kindergartens and schools is divided into fixed and variable costs. Therefore, the budget of a school is calculated on the basis of the total of fixed and variable costs per child and financed from the state budget. The government approves a new budget for schools each year.

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For instance, the Government set the variable cost per primary school student at MNT 61,900³ in 2003, MNT 62,400 in 2004 and MNT 79,100 in 2005. The variable costs per child are set differently for primary, secondary and high school students and depending on regional locations. Also, each year, the government sets food and other related expenditures per child enrolled in kindergarten and per student living in a school dormitory and allocates the money from the state budget. The introduction of this method of financing in school and kindergarten budgets has created a legal environment for improving the quality of service, decreasing school drop-outs; planning expenses in the budget realistically and approving, monitoring, and reporting on it.

Unfortunately, the main components of the expenditure in primary and secondary schools consist of heating, electricity, water supply and transportation fees, which account for 28.9%; expenses, salaries, wages and additional payments of teachers and workers 55.2%; food expenses 4.3%; school and dormitory building maintenance expense 1.6%; class and practical training expenses 0.2%; and other repair work expense 7.4%. Thus, the budget cannot be considered as an incentive to promote the quality of education because most of the education sector budget is spent on indirect expenditure.

There are some cases when the allocated normative expenditure is not sufficient in remote schools and sub-urban areas of the capital city. The physical isolation of many rural communities and small urban centers poses a severe challenge to the provision of social services and other public goods. Lack of investment in education led to two major problems faced by schools in these areas: the lack of appropriate furniture (desks/tables and chairs in sufficient number or in poor condition) and the lack of textbooks. The insufficient budgeting in education directly affects the availability, accessibility and quality of the service and has serious impacts on all children, and especially on poorer children.

Allocations for education and their share in the social budget (different types of education, i.e. pre-primary and secondary education)

The Government of Mongolia has increased its efforts to improve the education of children allocating an average of 20% of the budget to the education sector. Over the last 6 years from 44.4% to 52.3% of the State budget expenditures or the amount totaling from 11.3% to 21.5% of the GDP were spent for provision of basic social services, in particular, education, social security, cultural and recreational programs. Total expenditure on education went up from 4.6 percent of GDP in 1995 to 8.8 percent in 2001. In 2002, education accounted for 18.9 percent of total budget expenditures. However, most of the public spending on education goes to heating and maintenance costs. Too little money is spent on the development of school curricula and the capacity building of teachers. In urban centers, there is a shortage of classrooms, exacerbated by the increased rural to urban migration.

³ Exchange rate \$1USD=1186 MNT

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Table 1 Budget allocations to education⁴

Indicators/years	2003	2004	2005
State budget for education sector (MNT million, current prices) ⁵	111,006.8	135,830.7	147,341.4
Education sector as percentage of total State budget	20.7	23.4	20.9
Education sector as percentage of GDP	8.2	9.0	7.6

Source Ministry of Education, Culture and Science, Economic and finance Department, April 2005

Table 2 Social budget expenditures for educational activities

Year	Total social expenditures (share in total budget expenditures)	Share in total budget expenditures	Total social expenditures (share in the GDP)	Share in the GDP
1995	49.1	17.0	13.3	4.6
1996	44.4	15.9	11.3	4.0
1997	45.5	16.2	16.0	5.7
1998	46.2	17.1	19.4	7.1
1999	48.2	17.8	19.1	7.0
2000	52.3	19.1	21.5	7.9
2001	-	20.4	-	8.8
2002	-	18.9	-	-
2003	-	19.7	-	-
2004	-	18.4	-	-

Source: Ministry of Finance, 2004

The resources are mobilized from the State and local budgets for the child education purposes:

- Pre-school education
- Primary, basic and secondary education
- Children's alternative education
- School dormitory supply and services
- Development, publication and distribution of textbooks for school children
- Primary, secondary education and professional orientation courses

⁴ Data on budget allocations to different types of education is not available

⁵ Exchange rate \$1USD=1186 MNT

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- Non-formal education
- School supplies for children from families with many children and in vulnerable groups

6. Financing of education – Law on Education /2002/

Article 39. Education Funding

- 39.1. The budget shall be approved by the Parliament (State Great Hural), Citizen Representative's Board of provinces, the capital city, local units, and districts. Education funding shall constitute not less than 20 percent of the annual revenue of the state budget.
- 39.2. The financial resources of an educational institution shall consist of allocations from the state centralised and local budgets, investments, tuition fees, contributions, soft loans from local and foreign organisations and citizens, and operational revenue of the educational institute.
- 39.3. An educational institution may in conformity with the legislation conduct business activities in order to increase its financial resources and ensure social protection guarantees of teachers and staff. A director of an educational institution shall exercise the power to spend such operational revenue for the purposes as stipulated in the law.
- 39.4. It shall be prohibited to reduce the centralised and local budget funding of an educational institution on the basis of its revenue.
- 39.5. Educational research and methodological institutions, province and the capital city educational centres shall be funded from the centralised and local budgets and research projects.
- 39.6. Costs of the part-time, short-term and informal training courses shall be covered from respective local budgets.
- 39.7. A state education fund shall be established in order to provide students with soft loans and grants. The Government shall set the regulations for the use of the state education fund.
- 39.8. A public-initiated education fund may be established at the level of provinces, the capital city, local units, and districts.
- 39.9. It shall be prohibited to use education funds and budgets for purposes other than educational purposes.
- 39.10. Assets provided by the founder and the institution in conformity with its basic activity purposes, regulations, and a contract made between the founder and the institution shall efficiently use assets of an educational institution generated in the course of its activities.

Article 40. Funding of Government Owned Educational Institution

- 40.1. A Government owned educational institution shall be financed by fixed and normative expenditures.
- 40.2. Fixed expenditures of the universities, institutes and colleges shall be financed from the state-centralised budget. Fixed expenditures of general education schools and total expenditures of dormitories, and normative expenditures per capita/student irrespective of the form of ownership of kindergartens and general education schools shall also be financed from the state budget.

Article 41. Funding of Non-Government Owned Educational Institution

- 41.1. Financial resources of a non-government owned educational institution shall be composed of the assets of the founder, part of normative expenditures per capita/student financed from the state budget, tuition fees, contributions, soft loans, and its operational revenue.
- 41.2. The Government shall support a non-government owned educational institution to improve teaching environment and to provide training for their staff.

- 7. Relevance of international law in the national jurisdiction.

The Constitution of Mongolia /1992/ - Chapter 1

Sovereignty of Mongolia, Article 10

1/ Mongolia shall adhere to the universally recognized norms and principles of international law and pursue a peaceful foreign policy.

2/ Mongolia shall fulfill in good faith its obligations under international treaties to which it is a state party.

3/ The international treaties to which Mongolia is a party shall become effective as domestic legislation upon the entry into force of the laws or on their ratification or accession.

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Chapter 3. Implementation and monitoring of the international human rights treaties

3.1. Ratification and implementation of the international human rights treaties

3.1.1. Increase use of international mechanisms and improve cooperation to protect and promote human rights

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3.1.1.1. Mongolia shall fully implement the recommendations of the UN Commission on Human Rights and other human rights bodies. To that end, the comments of the treaty monitoring bodies shall be reviewed by the Government Cabinet or, if related with legislation, by the State Great Hural (Parliament), and the decisions taken thereon shall be enforced

3.1.1.2. Close collaboration shall continue to be pursued with organizations such as UNDP, UNESCO, UNICEF, UNFPA, UNIFEM, ILO, OHCHR, WHO and their representative field offices in Mongolia to obtain the necessary support for the implementation of programs and projects for promotion and protection of human rights

3.1.1.3. NGOs shall be encouraged to collaborate with each other, international NGOs and charitable organizations in the field of human rights

3.1.1.4. UN activities in the Asia-Pacific region shall be supported. Mongolia will also support the establishment of a regional human rights legal and institutional framework

3.1.1.5. A list of the outstanding international human right treaties, which Mongolia has not yet ratified, shall be drawn up and the desirability of their ratification shall be the subject of in-depth examination

8. N/A

Infrastructure

9. During the socialist period, the Mongolian government considered education a priority area and in spite of the lack of infrastructure education was of a high standard and as result there was 97% literacy rate and the percentage of enrollment at primary education level was 98%, at a junior education level 85% and at a higher education level 17%. Attention was paid to the needs of rural children and dormitory places were provided in schools in province centers for those children whose families lived in remote areas. Education was fully subsidized by the State. In 1989 there were 615 state schools, and 14.5% of students lived in dormitory accommodation.

Since 1990 Mongolia has undergone through a rapid political and economic transition, looking more towards the West for development models than that of the Asian countries, which have gone through a gradual transition to a market economy. Although some of the changes brought about by the transition have been positive, many factors have also affected education. The education sector, in the initial years of reform faced a series of setbacks following the cessation of Soviet aid. In particular, inadequate resources were available for heating and maintenance of the school infrastructure.

Though the economic crisis during the transition period in Mongolia has had adverse effects on education, recent trends during the last few years have shown the steady increase in all education indicators from pre-school to higher education level.

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One of the components of policies on pre-school, elementary and secondary education was to increase the access to the education of these levels. In 2000, 494.5 thousand children studied in 683 general secondary schools with 280 thousand seats. This situation limits the possibilities to organize in-class and out of class training. In other words, the classroom seats satisfy only 60% of all schoolchildren. As a result of sharply increasing rural migration to urban areas for the last few years, the population density augmented in the capital city Ulaanbaatar, other big cities and nearby areas, schools started to operate in three shifts, the classes started to count 45 to 50 students each and normal functioning of schools is being negatively affected.

The Government, since 2000, has fully subsidized expenses in school dormitories. As a follow-up to the Global Conference on Universal Education held in Dakar, a national plan of activities up to the year 2015 was adopted and the “National Forum of Universal Education” was established. The Government took measures to repair all school buildings. Public funding for school dormitories has had a positive impact on the school enrolment rates since 2000.

The Government completed the Education Sector Development Programme (ESDP), which was funded by the ADB. The programme played an important role in school rationalization and upgrading, textbook provision, teacher re-training and capacity building. UNICEF cooperates with the Government on the Child Friendly School Initiative and a related policy that was adopted in 2004. UNICEF supports the Government with a child-centered learning approach in school rehabilitation, non-formal education, and development of community-based approaches to pre-school and primary education.

In addition, the Soros Foundation has an ongoing programme for modernizing teacher training, educational publishing, and ICT development. In 1997-2001 UNESCO’s “Learning for Life” project was implemented, supporting long distance learning and non-formal education initiatives.

Ministry of Education, Culture and Science and Ministry of Health adopted the National Programme on Equal Education for Children with Developmental Difficulties with the aim to improve the access of children with developmental difficulties into regular schools.

Unlike in many developing countries, girls in Mongolia have equal access to education. Mongolia has achieved impressive results regarding girl’s education. In primary, secondary and tertiary schools 50.1% of the students are girls.

The children are not discriminated on the basis of gender, but the inequality of participation in the school education grows between girls and boys with the increase of their age. Schools enrolment indicates an unusual “reverse gender gap”, with more girls enrolled than boys – in every province across the country. This is particularly noticeable at the higher levels of education where typically girls greatly outnumber boys. In secondary education, gross enrolment rates of girls are 20.0 percent higher

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than boys, while in tertiary education women now account for 70.0 percent of all students.⁶

For instance, starting from the kindergarten age (3-7 years old) the boys' participation is much lower than the girls at 31.5% and 35.9% respectively. This reveals that at the early stage of education, there is already a disparity between boys and girls participation. Basic education has been deteriorated both in terms of participation rate and quality of facilities. When entering the first grade, the number of boys and girls is mostly equal but at the senior level 62% of school children are girls and 38% are boys, and these proportions are reflected in school dropout ratios. 69% of the children who dropped out of their school live in the rural areas.

As gender equality has been distorted 42,078 boys aged 8 to 15 years do not go to school. They count for 61.7% of the out-of-school children. 51,690 rural children of 8 to 15 years not attending the school make up 75.8% of the out-of-school children. The distortion of gender equality starts from the middle grade classes. School children completing the fourth grade level decreased from 97.6% before the transition to about 85% in 2000. In the academic year of 2000-2001, schoolgirls counted for 52.3% of all school children. They make up 50.1% of primary grade students, 53.4% of junior grade students, and 59.4% of senior grade students. Thus, in Mongolia girls have higher participation rate than boys while boys have higher dropout rate. According to Millennium Development Goals report "the main cause for the increased number of school dropouts are Mongolia's large territory, the nomadic lifestyle, and poverty.

Every child should be provided with all the conditions for study and development. In Mongolia, for the present, many children do not have textbooks, school uniforms, study desks, chairs, and space at home and are even deprived of elementary hand washing facilities.

Furthermore, the verdict of 96 percent of teachers is that schools do not have any policy on medical services.⁷ In the countryside, due to the shortage of doctors children do not have access to regular medical examinations. Also 75 percent of teachers complained about inadequate water and heating systems, 75 percent of school children complained that school toilets are dirty and smell badly. In the countryside children cannot use washing facilities after using toilets, which limits prevention from infections and deceases.

Child Friendly Schools (CFS) project

Since 2004, the Ministry of Education, Culture and Science has approved and has been implementing a programme entitled "Policy Document to Develop Child-Friendly Schools" in order to pursue the government policy "to deliver efficient, positive and quality education services to every child". The main concept of the above mentioned document is that every school should create a child-friendly environment for children to study with full satisfaction.

⁶ Human Development Report Mongolia, 2003

⁷ Alternative report of the National Coalition of NGO's on the Rights of the Child in Mongolia, 2004

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Unfortunately, the general understanding of school staff of a “friendly school environment” still primarily concerns the state of school buildings and the availability of manuals, notebooks and writing utensils.

In overall, the right to education is being impeded by remoteness (in rural provinces), poor infrastructure, natural disasters and the deteriorating livelihood of rural families due to poverty and unemployment. Most of the resources are concentrated in the urban centers, particularly in the capital Ulaanbaatar, while rural areas experience a shortage of professionally trained personnel, poor working conditions and the lack of necessary materials and equipment.

Teachers and support staff

10. Since the activities and functioning of local or individual education institutions depend mostly on the work methodology and the management skills of school administration, the Ministry of Education, Culture and Science has developed and is implementing from 1999 the standard requirements for education management.

Since 1996, teachers have been provided with additional benefits for professional degree and skills, and since 1997 the difference in the base salaries of teachers in primary, secondary schools and kindergartens have been eliminated. In the academic year of 1998/1999, the non-professional teachers occupied 9.1% of teachers in general education schools. Many training courses and seminars were organized toward enhancing professional qualifications and skills of teachers in consistence with the new content, methodology and technology of education. The teachers of general education schools and kindergartens are provided with advanced training courses. The professional training course expenses have been granted to the teachers through certificates since 1998.

A Unit for Social Work in Schools is working under the Ministry of Education, Culture and Science with the assistance of the Norwegian Child Care Foundation and in cooperation with the Mongolian Center for Child Rights. The objectives of this unit are to prepare, retrain social workers to work in secondary schools and provide them with methodological assistance. The Resolution No.157 of the Government adopted the guidelines of measures to be taken in the coming years for supporting the child development in 2000. These guidelines envisaged expansion of the activities such as restoration of secondary school dormitories, purchase of schoolchildren’s uniforms from the State funds for children of the poorest families, strengthening of the non-formal educational “Gegeerel” Center in the capital city, provision of school drop-out children with alternative education, work and professional orientation, and labor skills. And these guidelines are being implemented.

As to the education reform, in 2004 the teaching standard was approved by the Government and the Ministry of Education, Culture and Science was carrying out a national study aimed to create a programme to improve activities on and safeguard the rights of children at schools. Nine modules were created to improve teacher training and to create favorable conditions at school. The Government had also been carrying out a programme for school dropouts.

Teaching facilities and materials

11. Every child should be provided with all the conditions for study and development. In Mongolia for the present, many children do not have textbooks, school uniforms, study desks, chairs, and space at home and are even deprived of elementary hand washing facilities.

In recent years the state paid attention to the development and distribution of textbooks, but the quality of paper and printing is not adequate. Only those organizations and individuals who offered the lowest budget publishing options were supported, which lead to low quality publishing. Consequently, textbooks are easily worn out, do not meet health standards, gradually develop bad smell and even contain bacteria. Thus, it is required that the main criteria for textbooks should be consideration of child's health requirements in addition to the content and cost.

The Ministry of Education, Culture and Science require that the textbooks borrowed from school libraries to be used for minimum 5 years. One of the disadvantages of this is that children, especially at the primary levels, have to use torn, old books, which discourage them from reading the books. On the other hand, since 2000, the Government has been providing free school supplies and textbooks without a user fee to children who belong to vulnerable families or families with three and more children enrolled in school at the same time. This was designed to allow children to have equal opportunity to study and develop.

Except for textbooks, children's literature for the further development of a child outside school programs is totally absent. There is no policy to encourage children to read and the cost of translating world classis books into Mongolian is not included in the state budget. The state must invest in school libraries, create reading facilities and books for children and provide them with other learning resources besides basic textbooks that have not been adequately provided.

Accessibility

Non-discrimination

12. Non-discrimination and the access for all – The Constitution of Mongolia /1992/

Chapter 2. HUMAN RIGHTS AND FREEDOMS, Article 14. Equality, Rights to Personality

1/ All person lawfully residing within Mongolia is equal before the law and the courts.

2/ No person may be discriminated on the basis of ethnic origin, language, race, age, sex, social origin or post, religion, opinion, or education. Everyone is a person before the law

Right to compulsory and free primary (or basic) education on a non-discriminatory basis
Law on Education /2002/ Chapter 1 General Provisions
Article 5. Basic Principles on Education

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- 5.1.1. Education shall be developed as a priority sector and shall be under the state patronage and co-ordination, and state and public supervision.
- 5.1.2. Education in Mongolia shall be humanistic, democratic, continuous, and accessible to all citizens and shall be based on mankind's cultural and historical heritage, and progressive traditions and science.
- 5.1.3. Education in its methods and forms shall be diverse, free and open.
- 5.1.4. Education shall be accessible to the citizen regardless of nationality, language, colour of skin, age, sex, social and property status, work and official position, religion, and opinions; the citizen shall be provided with conditions to learn in his/her native language.
- 5.1.5. It shall be prohibited to organise training which adversely affects the rights, health and security of the citizen and society.
- 5.1.6. Educational organisations shall be treated equally regardless of the type and form of ownership.

National Human Rights Programme /2003/

Chapter 2. Protecting and Promoting Fundamental Rights

Article 2.4.3. Right to education

2.4.3.2. Policies will be developed to eliminate the disparities in the quality of education in rural and urban areas. Informal and distance courses tailored to various age and gender groups, shall be developed to eradicate illiteracy.

2.4.3.5. The education and cultural rights of minorities shall be guaranteed through practical measures to preserve the heritage of native languages and scripts, customs, history and cultural traditions.

Article 2.4.6. Rights of specific groups

2.4.6.2. Public advocacy programs shall be regularly conducted, aimed at changing attitudes of discrimination and prejudice. A mechanism to ensure own participation shall be created.

Access to education by the disabled children and children from vulnerable social groups

The Ministry of Education, Culture and Science and Ministry of Health have adopted a National Programme on Equal Education for Disabled Children with the aim to improve access of children with developmental difficulties to regular schools.

Before 1989, disabled people were provided with special schools and care centers and the state considered their needs separately. This served the basic needs of disabled people, but on the other hand they were left out of the social and political life of the country. After the economic and political changes in 1990, all the above institutions were destroyed. Facing the financial

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difficulties the special schools were closed down and social security supplies for disabled children have dropped dramatically.

During 1994-1998 the initiative to integrate disabled children into normal schools emerged, and a project on the “Integration of Disabled Children” from DANIDA (Danish Government Project) was implemented in 4 provinces and 2 schools. Also Save the Children UK has started the “Inclusive Education” project to make changes on the policy level for disabled children. There have been no policy actions taken to involve disabled children who are outside of the school system. The Ministry of Education and Science has reported that 37 percent of disabled children are outside of educational system.

The main reason for non-enjoyment of their right to education by the children left out of the preschool, primary and basic educational services is directly related to the poverty of population. When parents become unable to earn their minimum living, the possibility of their children to be schooled is limited. It is required to create favorable psychological environment for the training in schools. A lot should be done in training and education of the children with special needs, alteration of the social attitude to them. 4% of the total children of school age or 34'000 children are disabled or suffer from mental disorder, and 37% of them are out of school.

The disabled or impaired children in local areas have limited possibility to have access to special education services in their localities. In 2000, about 2000 children studied in 5 special schools. The State is responsible for school tools and materials of one child of each family with 4 or more children or of each family from vulnerable groups.

The programs and projects implemented with assistance from the UNICEF and other international agencies have contributed to the reinforcing of the access to basic social services for children in rural areas and for disabled children. Activities for providing disabled and impaired children with possibilities to grow and develop in an ordinary environment and consequently rehabilitating them with reliance on public efforts were implemented with success in some selected districts in cooperation with international organizations. The school dropouts in rural areas were relatively decreased and the majority of the dropout children are covered by projects on alternative education.

Considering the emerging needs to provide education to children who have dropped out from school in rural areas, the Government of Mongolia has implemented national programs such as “Distance Education Programme (2002-2006) and the “National Programme on Non-Formal Education (1997-2004)”.

Activities to improve access to basic services for children with disabilities throughout the country

The National Programme for Improving Disabled People’s Livelihood approved in 1998 and other national laws, regulations, decrees, policies and programs are creating a favorable legal environment to improve the access to basic services for children with disabilities throughout the country. The Government of Mongolia proclaimed the year 2001 as Support Year for Disabled People.

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In 2003, the Ministry of Education, Culture and Science and the Ministry of Health and the Ministry of Social Welfare and Labor jointly approved the Programme on Inclusive Education for Children with Developmental Problems and Special Needs. In addition, a unit responsible for developing a national policy on inclusive education for disabled children and facilitating the implementation process was established under the Department of Primary and Secondary Education of the Ministry of Education, Culture and Science.

Within the scope of the implementation of this programme, special attention is drawn to establishing a favorable condition for allowing disabled children to study in regular schools and kindergartens and to improving or introducing services, which meet their special educational needs. A number of training courses have been conducted among parents and teachers; manuals and materials have been developed; and an advocacy campaign directed to changing the social stereotype towards inclusive education or disabled children have been run. An evaluation system for both teachers who work with disabled children and pupils with mental or physical impairments has been redeveloped. Provision for barrier-free access to buildings and special environment for disabled people is included in the Strategy Paper of the Ministry of Infrastructure endorsed in 2004.

The Government cooperates with national and international non-governmental and donor organizations to provide disabled children with access to education, health and social welfare services. UNICEF, Save the Children UK, World Vision International and other international organizations have contributed to improving disabled children's protection and development.

Gender parity and gender equality

13. Law on Education /2002/ - Chapter 1. General Provisions, Article 5

Basic Principles on Education

- 5.1.7. Education shall be developed as a priority sector and shall be under the state patronage and co-ordination, and state and public supervision.
- 5.1.8. Education in Mongolia shall be humanistic, democratic, continuous, and accessible to all citizens and shall be based on mankind's cultural and historical heritage, and progressive traditions and science.
- 5.1.9. Education in its methods and forms shall be diverse, free and open.
- 5.1.10. Education shall be accessible to the citizen regardless of nationality, language, colour of skin, age, sex, social and property status, work and official position, religion, and opinions; the citizen shall be provided with conditions to learn in his/her native language.
- 5.1.11. It shall be prohibited to organise training which adversely affects the rights, health and security of the citizen and society.

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5.1.12. Educational organisations shall be treated equally regardless of the type and form of ownership.

National Programme on Gender Equality /2002/

...to improve gender balance among students in higher educational facilities to undertake necessary measures that balance gender among professions.

Physical accessibility

14. Availability of school boarding facilities is crucial to provide access to primary education in rural areas and to reduce the number of school dropouts. From early 1990s the entire system of managing rural school dormitories had collapsed. An attempt to charge fees in order to run the boarding houses simply failed due to weak financial capacities of herder families.

Certain improvement may be observed starting from 1997. Thus the number of pupils staying at school dormitories increased making the figures to 27,978 children receiving this service out of the total of 41,448 applications in 2001-2002. However, services at the boarding schools are still very poor - for instance, most of the boarding houses are not heated in winter.

There is an increasing tendency among herders to take out their children from schools due to high need of labor at the family farm. According to the survey conducted in 4 provinces by the Social Development Center within the ILO funded IPEC project, among 291 children working at home as herders 53,8% had reported to run away from schools and 8.3% of them never attending school at all.

Despite the crying evidence of sizable and consistent abandoning of schooling by children from poor families, the local administration do not pay serious attention or take adequate measures to remedy the situation.

Survey results reiterate the fact that either children from poor families or abandoned children would usually tend to drop out from school. "Tapping money" from pupils for any event or campaign of the school or even imposing bureaucratic requirement to shape up their clothing in order to promote the image of the school make the children of vulnerable background feel offended and indirectly contributes to non-attendance.

Statistics show that there are 34,000 disabled and mentally slow children in Mongolia. There are 5 special schools, which enroll over 2,000 disabled children. In the countryside the chance for disabled children to acquire basic education is very limited in order to not use a harsher terming. Thus dropping out of school is the predestined outlook. There is an urgent need to take measures in order to increase number of specialized schools and to provide access for disabled children to school threshold in rural area.

Economic accessibility

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Primary education and Secondary education (15-19)

Free and compulsory primary education for all is enshrined in the Constitution of Mongolia.

Right to education – The Constitution of Mongolia /1992/

Chapter 2. HUMAN RIGHTS AND FREEDOM, Article 16. Citizen’s Rights

7/ The right to education. The state provides basic general education free of charge. Citizens may establish and operate private schools if these meet the requirement of the State.

Law on Education /2002/ - Chapter 1 General Provisions

Article 6. Basic Rights and Duties of Citizen With Regard to Education

6.1 The citizen of Mongolia shall have right to obtain all levels of education in accordance with provisions and regulations of the law, on a free of charge or chargeable basis, and full or part-time basis.

6.2 Public general education shall be provided by the State free of charge, as stipulated in the Constitution of Mongolia.

6.3 The citizen of Mongolia shall have the duty to obtain basic education.

National Programme of Action for the Development and Protection of Children /2002-2010/

Educate Every Child. Every child shall receive a good quality, free initial and primary education, and access to secondary education.

Objective 9. Improve the quality of public educational services, give children equal opportunities for education, and improve their access to professional directions and ways of life.

Mid-Term National Action Plan for “Improving Education for All in Mongolia (2002-2005)”⁸

Within the Dakar Framework of Education, the Mongolian Government developed the Mid-Term National Action Plan, which focused on three main goals:

- I. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children and children from herder families
- II. Providing quality basic education for all children

⁸ For the full text of the MNA refer to the attached document

III. Reducing illiteracy and ensuring the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs

Nowadays, the literacy rate and educational levels of the population of our country has approached that in the developed countries. This is as a result of the attention the Mongolian Government has given towards the involvement of everyone in education, providing education of relevant level to all students and preventing them from possible dropouts by creating a relevant law environment closely related to the specific features of the phases of the social and economic development of the nation and by taking organizational measures for implementing those laws and legislations.

Our country had successfully implemented the goals of developing primary and secondary schools and providing primary and basic education to all school-aged children until 1990. Since Mongolia has transitioned to the market economy, educational law updates have been made according to the new Constitution of Mongolia (1992) and other relevant laws and legislation, considering them as the key sources for developing every citizen of Mongolia in all ways, speeding up progress in science and technology, as well as economic and social development and ensuring development of good values. The Government has considered the above mentioned as the basis of national sovereignty and security.

Paragraph 7, Article 6 of the Constitution states the right to education and development. In accordance to the Paragraph 7, Article 16 of the Constitution of Mongolia (1992), state provides a free general education for all. Paragraph 2.3, Article 39 of the Law on Education provides that a child shall be provided with a free, compulsory basic education up to 17 years of age, and his or her interest and desire to learn should not be hindered. On the basis of this provision, the Paragraph 1, Article 6 of the Law on Protection of Child Rights (1996) states that the State shall support a free general education, study of native language and literacy and development of their ability. The Education Law and the state policy provide for basic principles of education such as a free general education for all, creation of all conditions for children's education, equality and non-discrimination in education.

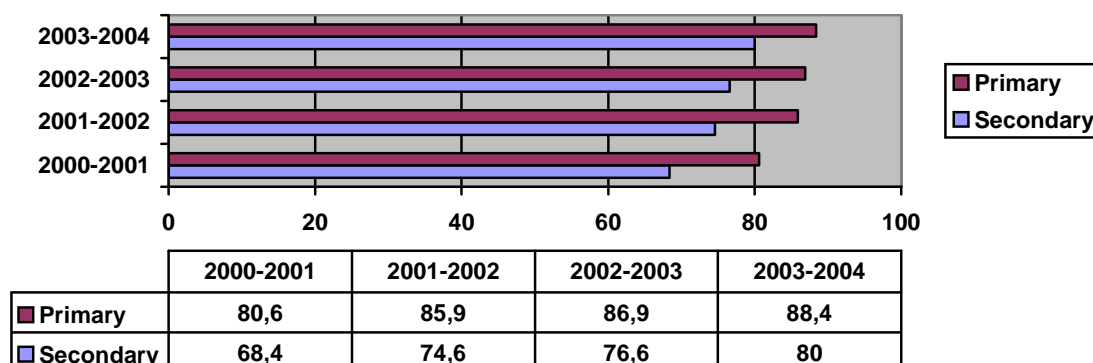
The implementation of various educational programmes over the last decade has had substantial effects in meeting a child's right to learn and to have access to educational services. Fundamental priorities for primary education, as laid down in the National Programme of Action for Children up to 2000, have been implemented and a new system of non-formal education set up.

School-age children make up 21% of the population. 78% of these school-age children and 67% of all students live in rural areas. School attendance is the indicator mainly belonging to the certain age limit of the population and the concept of school-aged children used to comprise children of age 8-15 (18), however the 2000 Population and Housing Census considered learners aged between 7-29 in conformity with the international standards.

Percentage of children completing primary and secondary education

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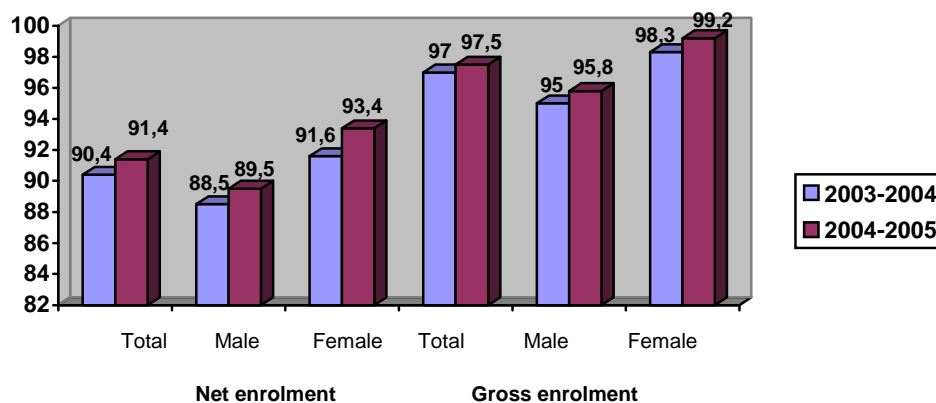
Figure 2 Completion rate of primary and secondary education from 2000-2004



According to the findings of the 2000 Population and Housing Census, 47.8%, specifically, 44.5% among males and 51.1% female out of the total population aged 7-29 had attended schools up to a certain educational level.⁹ The Mongolian Law on Primary and Basic Education requires eight-year-old children to be admitted to primary schools. According to the amendments made on 23 July 1998, children aged 6-7 can be enrolled in primary schools by forming classes or groups if certain special circumstances and conditions are met.¹⁰

There are striking rural urban differences concerning the primary enrolment rates (Figure 1).¹¹

Figure 1 Basic education by gender



Source: Ministry of Education, Culture and Science, Education Statistics

⁹ Population and Housing census 2000, "Education and literacy", 2002

¹⁰ The package of educational laws were revised and updated in 2002

¹¹ The Government of Mongolia and UNICEF Country Programme of Cooperation: 2002-2006, Midterm Review Report, Ulaanbaatar, May 2005

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The net primary enrolment rate has gradually reached 91.0 in 2000, with 96.0% in urban areas compared to 85.0% in rural areas. In the majority of provinces the primary enrolment rates were below 90%. The net primary enrolment rate has slightly decreased with 90.4% in the 2003-2004 school sessions. In 2004, the net primary enrolment had reached 96.0% in urban areas compared to 85.0% in rural areas.

Joint Program of the Ministry of Education, Culture and Science and UNICEF Mongolia 2002-2006 “Basic Education Project”

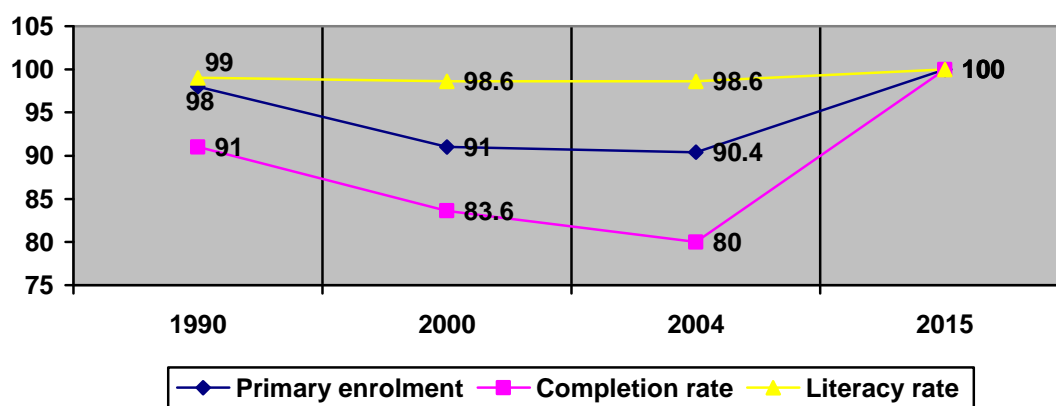
The goal of the Education project is to promote the establishment of a child friendly learning environment by developing policies, strategies, models and introducing new teaching methodology that are appropriate to Mongolia. The objectives are to:

- Increase pre-school gross enrolment rate up to 40%
- Increase net enrolment rate of primary education up to 94%
- Increase net enrolment rate of basic education (primary and lower secondary) up to 90%
- Ensure that no less than 85% of boys in rural areas are enrolled in basic education

The government of Mongolia is committed to improving the education of children. Free and compulsory primary education for all is declared in the Constitution of Mongolia. Following to the 2002 amendments to the Law on Primary and Secondary Education, the secondary education school system has been converted to an 11-year schooling system in 2005 starting from 7 years of age. In addition, primary and secondary education standards have been revised. The new standards have four goals:

- 1) To bring the contents of primary and secondary education closer to the internationally accepted level,
- 2) To improve the structure and links of content,
- 3) To increase applicability, and
- 4) To increase the student’s knowledge-based comprehensive capacities

Figure 3 Net primary enrolment, completion rate and literacy rate



Source: Millennium Development Goals, National Report, 2004

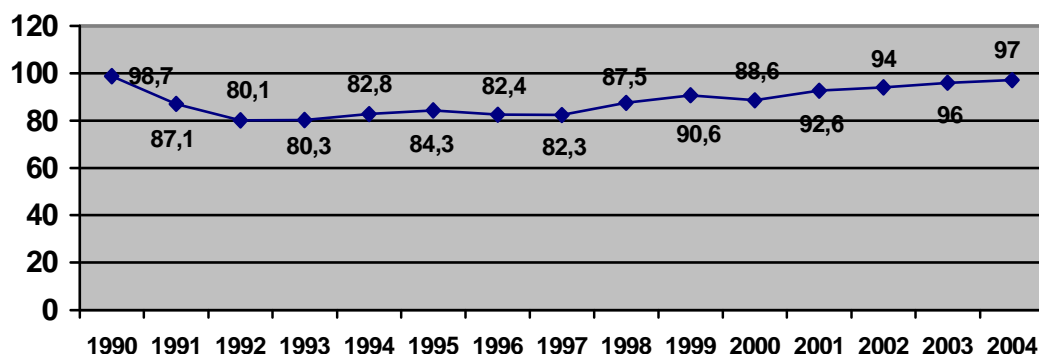
Statistics on rate of enrolment in pre-primary schools, primary schools and in secondary schools; percentage of dropouts, repetition and retention; number of children in private schools; and ratio teacher per children and number of children per class

Table 3 Main education statistics

Indicators	Academic year								
	2002-2003			2003-2004			2004-2005		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Rate of enrolment in kindergarten	34			34			37.2		
Rate of enrolment in pre-primary schools				43.1			44.9		
Rate of gross enrolment in primary schools	100.4	100.2	100.6	101	102	100.1	101	102	101
Rate of enrolment in secondary schools	96	93.9	98.1	97	95.8	98.3	97.5	96	99.2
Percentage of dropouts	2.24	1.42	0.82	2.26	1.33	0.93	2	1.2	0.81
In urban area	0.27	0.19	0.08	0.26	0.17	0.09	0.26	0.2	0.09
In rural area	3.64	2.29	1.35	3.27	1.92	1.35	2.88	2.1	0.78
Percentage of repetition and retention	0.4			0.3			0.2		
Number of children in private schools	2.4	1.2	1.2	3	1.5	1.5	3.5	1.7	1.8
Ratio teacher per children and number of children per class	32.8			32.8			32.5		

Source: Ministry of Education, Culture and Science, 2005

Figure 4 Basic education gross enrolments



Source: Ministry of Education, Culture and Science, Education Statistics

Non-formal education

20. The new Education Law of Mongolia recognizes the role of non-formal education in a wider scope as it defines that “non-formal education” is a set of organized activities that deliver educational services to the population outside of formal education system and states that the education system of Mongolia is a combination of formal and non-formal education.

A national system of non-formal education has started to be formed as an alternative education for the population. The Government of Mongolia adopted a national policy on non-formal education (1997-2004) with a mission to establish and develop non-formal education system that enables each Mongolian citizen to receive continued education in non-formal way at the appropriate time and in an appropriate manner. As a result of the implementation of the 1st stage of the non-formal education national policy, the non-formal education system was established and has been strengthened over the years.

In the past several years, the alternative education was provided to 19,970 children and youth, and 7,877 of them obtained their education certificates meeting appropriate standard levels of education. In 2000, 3,856 children were able to enter their corresponding grades at secondary schools through the alternative education. With the help of alternative education, 10,979 individuals obtained their primary education, 3,880 individuals received their basic education and 2,237 individuals a complete secondary education. International organizations such as UNICEF, UNESCO, ILO and other institutions in Mongolia play a significant role in this endeavor.

Acceptability

Quality of education and minimum standards

21. According to Articles 15.7.1, 15.7.2, 15.7.4, 16.2.5, and 16.3.3 of the Law on Special Permit to Conduct Business Activities, a special permit to establish educational training institution shall be issued to university, institute, college and vocational training centre by the State Central Administrative Authority / Ministry of Education, Science and Culture/ in charge of education to general education schools by Governors of provinces and the capital city, to kindergarten by governors of the local units and districts respectively.

The State Central Administrative Authority in charge of education shall exercise the following powers:

- Organise implementation of the legislation on education at the national level;
- Develop and adopt short- and long-term development plans, procedures, regulations, policies and concepts, scope of activities, programmes and projects to enforce the education legislation;

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- Exercise professional guidance of primary, secondary and high education;
- Develop standards and norms of all levels of education and monitor their implementation;
- Provide other organisations with professional and state administrative support on formal and informal education training and co-ordinate such activity;
- Request respective administrative authorities to resolve matters concerning the training of administrative staff and teachers under unified policy and directions, their re-training and provision of social guarantees to them;
- Organise in co-operation with respective organisations the provision of equipment, training facilities, textbooks, and literature to kindergartens and schools of all level;
- Evaluate kindergartens and schools of all levels;
- Support non-government educational organisations in accordance with provisions of the appropriate legislative acts;
- Co-operate with foreign and international organisations on educational matters and improve the results of such cooperation;
- Establish contacts between foreign universities, institutes, colleges, and vocational training centres and students to study abroad either on the basis of self-financing or with financial support of a sponsor. Include such students in the data registry;
- Appoint and replace directors of government owned universities, institutes, colleges, and vocational training centres;
- Provide provinces and the capital educational centres with professional and managerial support.

Citizen Representatives' Boards of Provinces, Capital City, Local units and Districts Councils shall exercise the following powers:

- Consider reports on education of population submitted by Governors;
- Approve budget for financing of activities of educational training institutions on the basis of respective taxation and supervision over expenditures.

Governors of provinces and Mayor of the capital city shall exercise the following powers in respective units:

- Organise the implementation of laws and decrees on education;
- Develop and implement programmes and plans of educational training of citizens, training and re-training of staff;

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- Consider issues related to establishing, restructuring, and dissolving local government owned educational training institutions;
- Allocate the budget, support educational institutions to increase their funds, organise activities to provide educational institutions with training premises, dormitories, equipment, textbooks, and literature;
- Provide non-government owned educational institutions with support as stipulated in the legislation;
- Issue special permit to establish an educational institution and register it in the State Registry along the procedures stipulated in the Law on Special Permit to Conduct Business Activities;
- Improve social security benefits of teachers and students, conduct evaluation of their work, provide them with incentives and rewards, and other support;
- Conduct the administrative supervision of activities of educational institutions;
- Develop and submit to relevant organisations reports, information and data on education issues;
- Appoint and replace directors of local government owned general education institutions;

The heads of local units and districts shall exercise the following powers in respective units:

- Organise the implementation of the laws and decrees on education;
- Provide administrative support to provision of pre-school, primary and secondary education;
- Submit for consideration to province governors and mayor of the capital city issues concerning establishing, restructuring, and dissolving local government owned educational institutions;
- Issue special permit to kindergartens and register them in the State Registry along the procedures stipulated in the Law on Special Permit to Conduct Business Activities;
- Appoint and replace directors of kindergartens;
- Set respective population areas to be covered by services of local government owned kindergartens and general education schools;
- Allocate the approved budget between educational institutions within the term assigned by law, support educational institutions to increase their funds;

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- Resolve in accordance with regulations issues concerning the provision of kindergartens with the appropriate premises and facilities, general schools with training premises and dormitories and provision of food to students who live in dormitories;
- Provide non-government owned educational institutions with support as stipulated in the law;
- Improve social security benefits of teachers and students, conduct evaluation of their work, provide them with incentives and rewards, and other support;
- Prepare reports and information on education issues and submit them to the respective organisations as stipulated in the law.

The heads of villages and districts of the capital city shall exercise the following powers in respective units:

- Provide pre-school and basic education training to children of respective units;
- Conduct studies on educational status of the population and if required submit the issues to respective organisations for consideration;
- Organise activities on further educational training.

Specialized agencies/authorities that have a mandate on the right to education

- The National Authority for Children (NAC) – the implementing agency responsible for regulating, implementing and monitoring policies on child rights, which is under the office of the Deputy Prime Minister.
- The National Council for Children (NCC) - responsible for overall implementation, monitoring and coordination of the National Programme of Action for the Development and Protection of Children with the support from NAC. The NCC has 25 members, representing government ministries and agencies, NGOs and children themselves. Also on the Council there is a representative of the NHRCM who is responsible for child rights issues.
- The National Human Rights Commission of Mongolia, the Ministry of Education, Culture and Science, Ministry of Social Welfare and Labour and Local self-governance institutions are other state institutions mandated with the protection of the right to education.

22. The Primary and Secondary Education Standards have been revised 2005. The new standards have four goals: to bring the contents of primary and secondary education closer to the internationally accepted level, to improve the structure and links of content, to increase applicability, and to increase students' knowledge-based comprehensive capacities.

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The Government completed The Second Education Sector Development Programme /ESDP/, which was funded by the ADB. The programme focused on textbook provision, teacher training and capacity building. Currently the Third Education Sector Development Programme has been developed covering the years of 2006-2011 and had three main components:

1. Developing a national curriculum framework and aligned education standards;
 2. Improving teaching and learning environments in primary and secondary schools;
 3. Promoting demand-driven vocational education for youth.
23. The State provide policy support to the effort of establishing the environment, where every child can enjoy his/her equal, learning and development rights and improve with this purpose:
- Access
 - Effectiveness
 - School/learning environment
 - Contents, teaching methodology
 - Skills of teachers and parents nationwide in the pre-school, primary and basic education through strengthening the education and school management capacity.

Currently, school environment and right to education is evaluated on the basis of attendance, grade and success of education. In decision 321 the Ministry of Education, Culture and Science “Guidelines for examining and evaluating activities of the primary and secondary schools” human rights perspective with respect to protection and respect for human rights were not included. Accordingly, measures should be taken in creating standards of evaluating and monitoring the human rights-based environment in all schools.

School management should take into consideration principles of human rights for evaluating their teachers, equality, ensure for opportunity among students, accountability and discipline mechanisms that ensure respect for human dignity and reputation. Therefore, there are need to develop and enhance evaluation-monitoring mechanisms in school systems based on human rights.

24. N/A

Discipline

25. Officials of state administrative bodies or educational institutions shall be liable for disciplinary punishment due to his/her insufficient execution of duties to provide basic education.

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An offender of the Law on Education not liable for criminal responsibility shall be imposed the following administrative measures:

When an educational document has been illegally granted, forged or used wrongfully, a citizen shall be imposed a fine of 20,000-30,000 MNT, an executive employee a fine of 40,000-60,000 MNT, and a business organisation a fine of 100,000-200,000 MNT, and the illegal document shall be confiscated.

Organisations, which have failed to the duties in Article 47, Clause 2: To provide students studying on a contract basis with conditions and opportunities for professional practice;

- To pay tuition of students studying on a contract basis;
- To support their staff in self-education and education of their children;
- Shall be imposed a fine of 50,000-75,000 MNT.

Persons which have intentionally prevented a teacher from fulfilling his/her duties and have caused damage to a teacher's reputation shall be imposed a fine of 10,000-30,000 MNT.

When training activities have been carried out by an educational institution without a special permit and registration in the State Registry a citizen shall be imposed a fine of 30,000-50,000 MNT, an executive employee a fine of 40,000-60,000 MNT, a business organisation a fine of 100,000-250,000 MNT, the revenue of the educational institution shall be confiscated, tuition fees shall be released back to students, and training activities of such institution shall be suspended.

An offender of Article 46.2.3.Law on Education: "To have the child obtain mandatory basic education before he/she reaches 16 years" with no reasons shall be imposed a fine of 10,000-30,000 MNT.

A judge, governor of soum or district, and an authorised national inspector on education shall decide determination of penalties.

Curriculum

26. Education curriculum shall be aimed at implementing the purposes of education in conformity with age, physical and mental specifics, talent and interests of a student as well as private and public needs, and evolution of national traditions, science and technology.

Education curriculum shall be classified into pre-school, primary, secondary and high levels. Education curriculum shall be defined according to stipulations of the Law on Primary and Secondary Education, Law on High Education and Law on Professional Education and Training respectively; the State Education Standards shall comprehensively determine the education curriculum.

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27. As to Mongolia, there is still no principal human rights education policy. The failure of the recently adopted National Human Rights Action Program /2003/ to address the human rights education shows that there is a strong need to advance this issue in the future.

As to the formal education system, the good news is that legal education curriculum of secondary schools was revised under the “Street Law” program implemented by the Ministry of Education, Culture and Science in cooperation with the Mongolian Foundation for Open Society. The program renewed the content of human rights course in a much more different way than it was studied previously and it was made much more compliant with international standards relating to human rights education. However, the quality of training is not satisfactory.

The education standards have been revised and renewed in connection to the transformation from 10-year secondary education to 11 years starting from the academic year of 2005-2006. Accordingly, human rights are taught from 1st to 11th grade in relation to age and psychological specifics of students. This is an important step forward.

There are a few research and studies that explored about human rights education in universities and other higher education institutions. The current research and studies are carried out in different ways to study human rights education in law schools and other universities and colleges. There is an essential need to integrate human rights education into the curriculum of universities and colleges. A number of research and studies demonstrate that it is common for employees both in public and private sectors to violate human rights and freedoms.

Human rights have been studied in law schools since 1997 following a joint decree by the Minister of Justice and the Minister of Enlightenment for 36 hours a year. However, very few law schools offered human rights as a compulsory course whereas majority offered it as an optional course which is not adequate to educate lawyers about human rights. There are still views among the university managements to undermine importance of teaching human rights as a separate subject and to try to squeeze human rights into other courses of legal education.

Currently, the legal education curriculum of universities and colleges is being revised with the support of the World Bank and specialists are showing hard efforts to make human rights one of the compulsory courses. The pilot curriculum includes 40 hour optional course of Human Rights Law and 48 hour optional course of the Rights of the Child for specialising.

As to other universities and colleges, although they claim that they teach human rights it is taught only within the Constitutional Law and there is no link between human rights and specific professional courses. Moreover, a number of university management, lecturers and students regard human rights as a subject that is relevant only to lawyers.

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Parents/Legal Guardians

28. According to the Law on Education parents and legal guardians have following rights and duties. Rights:

- To choose type and form of education for their child in accordance with rules and regulations;
- To present proposals regarding educational institution and teachers;
- To obtain evaluations made by educational institutions or teachers with regard to knowledge, skills, capacity, and talent, physical and mental condition of their child.

Duties:

- To support talent and abilities of their child from early childhood, provide with necessary conditions to obtain education, co-operate with teachers, and assist the child in choosing a profession;
- To fulfil the requirements of educational institution and teachers in order to maintain regular educational activity;
- To have the child obtain mandatory basic education before he/she reaches 16 years;
- To obtain skills to teach the child in home conditions.

Religious and cultural practices, languages of minority groups

29. National Human Rights Programme /2003/ - The education and cultural rights of minorities shall be guaranteed through practical measures to preserve the heritage of native languages and scripts, customs, history and cultural traditions

In appeal of the NHRCM the Government has adopted “Tuva Language Programme” in December 2005 which is aimed at supporting national minority Tsaatan’s desire to preserve their native language, culture and their unique way of life as minority and exploring opportunities in conveying the language to young generation. The program will be incorporated in their secondary school curricula.

Adaptability

Education and work

30. Paragraph 2.3, Article 39 of the Law on Education provides that a child shall be provided with a free, compulsory basic education up to 17 years of age, and his or her interest and desire to learn should not be hindered.

Minimum age of employment; The Labor Code of Mongolia /1999/

Chapter 8. EMPLOYMENT OF MINORS, DISABLED PERSONS, DWARFS, AND ELDERLY PERSONS PEOPLE

Article 109. Employment of minors

109.1 A person who reaches 16 years of age has the right to conclude a contract of employment

109.2 Except as otherwise provided in Article 109.5, a person who reaches 15 years of age may conclude a contract of employment, if permitted by his parents or guardians

109.3 A person who reaches 14 years of age may enter into a contract of employment for the purpose of acquiring vocational training and work experience, but only with the consent of his parents or guardians and the State central administration organization in charge of labour issues

109.4 An employer shall not employ a minor in a job, which will adversely affect his intellectual development or health

109.5 A list of work for which a minor may not be employed shall be established by the Member of the Government responsible for labor matters

31. Since the ILO/IPEC project started its activities in Mongolia, in 1999, it has provided support to the Government of Mongolia in carrying out projects for children in child labour. Main activities covering rural children are as follows:

- Building the capacity of local government officials to implement and coordinate child labour policies
- Promoting understanding of local media representatives in relation to child labour issues to increase awareness of herding families on consequences of child labour on children's health and development
- Improving the commitment and capacity of educational organizations in non-formal educational training employing basic education equivalent curriculum
- Increasing educational opportunities for rural school dropout children by providing non-formal education

Under the Juvenile Justice project, being implemented by the Ministry of Justice and Home Affairs, law enforcement agencies have been introduced to the Convention on the Rights of the Child and other relevant international instruments, including the Beijing Rules, the Riyadh Guidelines and the UN rules. In order to improve the situation of children deprived of their liberty, capacity training has been conducted for the personnel at the child detention center and pre-trial detention center where juveniles are located separately from adults.

Juvenile detention centers has several classrooms and vocational training rooms. Juveniles are provided with training on secondary education curriculum. Mongolian Child Rights Center, a national NGO, has provided basic and law education programs for detainees with the support of Christina Noble Foundation and the Hans Zeidel Foundation.

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Education for women

32. Men and women have equal rights, according to the Constitution all person are equal before the law. Mongolia is signatory to a number of international conventions on protecting the rights of women and children and human rights. In 1990, Mongolia ratified the UN Convention on the Rights of the Child and its Optional Protocols were ratified in 2002. In 1981 the Convention on the Elimination of All Forms of Discrimination Against Women was ratified.

Special needs education

33. Considering the emerging needs to provide education to children who have dropped out of school in rural areas, the Government of Mongolia has implemented national programs such as “Improving Education for All in Mongolia (2002-2005)”, “Distance Education Programme (2002-2006)” and the “National Programme on Non-formal Education (1997-2004)”. Within the framework of these programs, the Ministry of Education, Culture and Science has been promoting catch-up literacy training courses for children and youth with the support of UN organizations and other international donors.

In addition, since 2003, the Government has supported the SOS – Kinderdorf International Children’s Village where some 100 orphan children have been provided homes akin to family environment to grow up healthy and educated. Social work education and training has been promoted. Currently, twelve higher education institutions provide social work baccalaureate programs. The Association of School Social Workers has undertaken a variety of activities among school social workers assigned to every school of the country.

34. N/A

Part 2: Activities of National Human Rights Institutions

1. The National Human Rights Commission of Mongolia (NHRCM) is an independent organization established in consistence with the “Paris Principles Relating to the Status of National Institutions”. The State Great Hural (The Parliament of Mongolia) adopted the Law on the National Human Rights Commission of Mongolia on 7 December 2000.

According to its founding act, the Commission holds mandates to promote and protect human rights, and monitor implementation of human rights and freedoms guaranteed by the Constitution of Mongolia, laws and international treaties of Mongolia.

Main functions by the law:

- Analyzing compliance of national legislation with international human rights standards and principles;
- Putting forward recommendations and proposals for better compliance;
- Raising public awareness of human rights;
- Human rights education;
- Carrying out human rights research, study and inquiries;
- Producing annual human rights status reports and submitting to the Parliament;
- Handling human rights complaints;
- Encouraging ratification and accession to international human rights treaties

2. Complaints from N. Bold and G.Dudari from the province Darkhan-Uul written to the Commission was reviewed and established following data in examination.

B.Oyuntugus who is son of N. Bold in July of 2001, passed examination to enter to the Police Academy and when he went to the Preparatory fundamental Course of the Police officers, under statement which said , “There is no objection in working in any Police organization from family members, relatives and friends, and such person does not have any habit of cheating, lying” Police Department of the Darkhan-Uul province stated that, to the following Article 2-v of ”Directions of the Skilled staff” by the General Police Department, B.Oyuntugus has been rejected due to not satisfying of ethical requirement, but in order to his willingness to be a lawyer, in 9th of July, 2001 has been released statement number 721, which stated that, B. Oyuntugus can enter to the “Khalh Joram” Law School.

From above point, B.Oyuntugus regained his permission to enter to the Police Academy, National Human Rights Commission send two following demands to the General Police Department.

Briefing of the demand:

First. Article 2-v of “Directions of the Skilled staff” by the General Police Department’s ethical requirements not valid for B.Oyuntugus, who’s brother was convicted to the crime, according to above also there has been breach of the Constitution of Mongolia, which says “The penalties imposed on the convicted shall not be applicable to his/her family members and relatives”.

Second. Police organization violated rules of entrance examination by preparing materials related to send person to another university which also violates B.Oyuntugus’s rights to study in university, in which he has been accepted.

According to the Article 17.1.3, 19.2 of the Law of National Human Rights Commission, NHRC demanded following: B. Oyuntugus is fully required for the ‘Ethical requirements of the Police organization’, and above person can enjoy his rights to study.

3. The Commission has conducted study on Status of the vulnerable social groups in 2002. The one of the main chapter of this study was the Rights of the Child, especially the Right to Education.

Although considerable progress has been achieved in restructuring the public education system, improving learning environments and decentralizing of education with the introduction of private schooling, equitable access to education still remains a challenge.

Insufficiency of primary and secondary education facilities not only makes them enormously overcrowded but also adversely impacts on the quality of after school curriculum, including creative and leisure activities as an integral part of child development. The government urgently needs to take crucial steps in order to reduce overloading public schools by building new and expanding existing facilities, and encouraging initiatives for development of private school networks.

Despite the crying evidence of sizable and consistent abandoning of schooling by children from poor families, the local administration do not pay serious attention or take adequate measures to remedy the situation.

Survey results reiterate the fact that either children from poor families or abandoned children would usually tend to drop out from school. “Tapping money” from pupils for any event or campaign of the school or even imposing bureaucratic requirement to shape up their clothing in order to promote the image of the school make the children of vulnerable background feel offended and indirectly contributes to non-attendance.

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According to a questionnaire conducted among 290 pupils in Ulaanbaatar city 23% of respondents had confirmed that the school administration and teachers systematically “tap money” and 58,4% answered “from time to time”. In general parents never cease to complain that schools force to purchase numerous handbooks not obligatory within the normal curriculum, or insist to buy various show tickets, and charge “fines” for missing the class or being late.

There is an urgent need to take measures in order to increase number of specialized schools and to provide access for disabled children to school threshold in rural area.

In 2005 the Commission carried-out study on “Human rights education in secondary schools” which was supported by UNESCO. The main objectives of the study was to evaluate and assess the quality, effectiveness, content, methodology, adequacy of teaching materials, current state of teaching staff and environment of human rights at schools and further to issue recommendations directed toward improving and strengthening teaching methods and advancing course curricula of this course and developing guidelines on teacher requirements.

STUDY RESULTS

- The decree 100/1998 of the Ministry of Education, Culture, and Science has included human rights course into the formal education system, however in some schools human rights course has never been taught and even in some it was not included into their education programs at all. Therefore, related institutions should pay proper attention that human rights course is adequately taught in become compulsory in all state and private schools. Through this course efficiency of the evaluation-monitoring mechanisms of the whole education system should be enhanced. Furthermore, human rights course needs to be taught at the same level as the other subjects.
- The contents and evaluation standards of human rights education as reflected in the “Standards of Formal Education” are basically in line with the recommendations and directions provided by the OHCHR. With regards to changes in formal education from 10 years to 11 years the Ministry of Education, Culture and Science decree 132 points out that human rights course shall be taught in the 7th grade for 35 hours which was an important provision to eliminate significant differences in teaching of human rights course.
- The textbook on “Human Rights for All” which was developed within the Open Society Forum project “Street Law” along with the teachers’ manual was an important contribution in teaching human rights course. However, further revision and improvement of the textbook is required to suit differences in child’s age, physical and psychological developments. For instance, conclusions were made which criticized subjects such as conditions of pre-detention centers, whether death penalty is necessary and restrictions of human rights to provide for security are not suitable for 6th and 7th grade students. Therefore, content and subjects of the textbooks should be revised.

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- There are differences in human rights course content in secondary schools depending on the hours taught. In some schools human rights course is taught for a few hours which in turn cannot build-up complex human rights knowledge, abilities and attitudes for students.
- Still there are deficiencies in human rights course teaching methods which have an adverse effect on course objectives, content, methodology. Traditional and passive teaching methods prevail in many schools. Deficiencies in teachers' knowledge of the subject and its content, lack of management of teaching methodology, out-dated methods of professional and occupational support from executive side of schools and overcrowded classes negatively affect development of human rights course.
- Even though overall allocation and distribution of human rights course textbooks for secondary schools is adequate in some schools there is insufficiency in supply of textbooks. There are deficiencies in distribution, and allocation of textbooks. Particularly, the availability of textbooks is lower in private schools than in public schools. The same is true with regards to the allocation of teachers' manuals. Except for the course textbook there are no other materials, books, journals and manuals related to human rights in schools. Schools are not supplied and provided with new books, and manuals. Therefore, there is little opportunity for teachers and students to acquire additional knowledge besides the textbook. Majority of schools do not have law and human rights related rooms. Hence, it becomes necessary to set-up study rooms and with it human rights related books and manuals in order to enhance and improve the importance of human rights course.
- Even though human rights course program and textbooks are in compliance with the requirements, unavailability negatively affect standards and requirements for teachers and training of teachers' implementation of the new standards of human rights education in secondary schools. Because human rights course is mainly taught by teachers with different backgrounds other than human rights the importance of the course greatly diminishes. Therefore, it becomes necessary to train and re-train teachers and develop criteria for the qualification of teachers and implement human rights education related policies in this regard. In addition, secondary schools must ensure that all other subjects have human rights perspective.
- Quality, significance and efficiency of human rights course in secondary schools is closely related with the human rights environment at schools. Based on the findings of the study human rights environment in secondary schools is not adequate. Provision of human rights education is not only contingent on the classroom but also on the environment outside the classroom. An important objective of human rights education is to create human rights-based environment in the communities and the society. Therefore, everything in the school starting from the rules and regulations should be sensitive to human rights. School management should take into consideration principles of human rights for evaluating their teachers, equality, ensure for opportunity among students, accountability and discipline mechanisms that ensure respect for human dignity and reputation. Democratic school environment is the most sought condition for the advancement of human rights education.

CONCLUSION

Including human rights education in our formal education system and stressing a rights and responsibilities based context while comparing it to history and social studies was an important development achieved by the government which had fulfilled its obligation to its citizens in ensuring human rights education for all.

However, the research shows that currently there are significant deficiencies in the quality and efficiency of human rights courses and all the more it did not achieve its main goal. The factors include:

- A lack of teachers with a history and knowledge of teaching human rights, inadequacy of human rights management capacities in the administration of secondary schools, and the failure to monitor and control human rights education standards and programs in related institutions;
- A lack of human rights educational materials in secondary schools
- Human rights based environment in schools that has not been adequately developed.

RECOMMENDATIONS

The United Nations has emphasized that one of the fundamental bases for the realization of human rights and freedoms is a human rights education, and within this scope it has adopted many important decisions and documents. For example, the General Assembly, in 1994, proclaimed the period of 1995 to 2004 as the United Nations Decade for Human Rights Education, and consequently, adopted a ‘World Program for Human Rights’. The first phase activities of this program (2005 – 2007) are directed towards infusing human rights education into primary and secondary school systems as a part of making human rights education a component of compulsory education.

Since the 1990’s, a lot has been done to advance and reform the methodology and content of human rights education in Mongolia’s secondary schools. One of the primary tasks in this area was determining the content of human rights education in the “History and Social Science Educational Standards”. However, the measures taken towards promoting human rights education in primary and secondary school systems did not meet our expectations, and the results thus far lack coherence.

Additionally, there is a lack of substantial progress being made in the field of human rights in other sectors of formal and informal education. This situation is connected to the government’s absence of common policy in respect to human rights education.

Therefore, the National Human Rights Commission of Mongolia makes the following **RECOMMENDATIONS TO** the competent authorities and officials:

To the State Great Hural (Parliament) of Mongolia:

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1. Define a common state policy and create guidelines for the provision of human rights education, and monitor its implementation. This policy can be developed and implemented in the form of a Sub-Program of the ‘National Human Rights Action Program’;
2. Reform the legal environment to promote human rights education, and build a culture of human rights education in schools.

To the Government Cabinet of Mongolia:

3. Prepare and draft state policy and programs on human rights education, adopt it through the State Great Hural, coordinate its implementation, and provide and distribute the necessary human and financial resources for carrying out such activities;
4. Promote and disseminate international human rights instruments, international and national laws, legislation, documents, handbooks and materials on human rights at the local and national level.

To the Ministry of Education, Culture and Science:

5. Within the scope of promoting human rights education in the primary and secondary school systems, organize trainings for teachers and strengthen their professional skills. For this, implement a policy for the inclusion of compulsory course content and a program for vocational training of teachers at the universities with pedagogical specialization and specific credit hours;
6. In training and re-training of administrative workers, pay particular attention towards teaching skills on the planning, implementing, and monitoring of human rights classes;
7. Include quality indicators on the assessment of teachers’ human rights knowledge and attitudes into the requirement for teacher qualification;
8. Prepare, adopt and adhere to the requirements for the qualification of professionalism and functions of human rights educators;
9. Develop human rights teaching materials, textbooks, handbooks, manuals, and other educational materials, and support initiatives in this area;
10. Upgrade the quality and effectiveness of implementation, monitoring and review of history and social science educational standards, and establish appropriate accountability mechanisms;
11. Include indicators on whether the given school’s rules and regulations conform with the human rights standards and norms, and reflect the indicator of its human rights environment into the requirement for assessment and evaluation of the work performance of secondary schools, school administrators, and teachers;

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12. Regularly support initiatives and activities of governmental and non-governmental organizations, schools, scholars, teachers and individuals in the field of human rights;
13. Implement a policy on conforming the primary and secondary school educational goals, content, textbooks and teaching materials to human rights standards.

To the State Professional Inspection Agency:

14. Institute a practice of regular monitoring, review and assessment of human rights educational standards of secondary schools in accordance with the educational laws, legislation and legislative acts, and the international treaties and conventions to which Mongolia is a state party to;
15. Remedy the violations revealed in the course of such assessment, analysis and review, and hold the relevant officials accountable for such violations. Institute a practice of making public the results of such monitoring and inspection.

To the Institute of Education:

16. Prepare the scientific basis for Mongolian government policy and programs on education, and initiate activities on cooperation with relevant international and national professional organizations in this area;
17. Regularly conduct monitoring and review of primary and secondary school educational standards, programs, and textbooks, and provide the relevant organizations with scholarly and methodological advice;
18. Organize capacity-building training activities and offer professional advice to provincial and capital city methodologists, school administrators, managers and human rights teachers;
19. Determine the direction of scholarly research with the aim of infusing human rights education into all sectors of society and education, and recruit a broad representation of scholars and teachers for such activities;
20. Develop principles and indicators for assessing the adherence of primary and secondary school educational content, textbooks, and teaching materials with the standards of human rights, and monitor its implementation;
21. Initiate and organize activities towards publishing studies, reviews and articles on the development, theory and methodology of human rights education, and make them available to the public.

To the Provincial and Capital City Institutes of Education and Culture:

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22. Provide methodological advice and recommendations to secondary school administrators on the management of human rights education, and monitor its implementation;
23. Periodically monitor and review the quality and implementation of human rights educational standards in primary and secondary schools;
24. Provide expert and methodological advice to the human rights teachers, and support their work;
25. Institute a practice of organizing discussions and professional competitions aimed at exchanging experiences among human rights teachers.

To Teacher Trainer Universities:

26. Devise a human rights educational program, and include it as a compulsory component to be studied by university students that are training to be teachers;
27. Develop and implement programs for vocational training and re-training of human rights teachers at schools;
28. Organize trainings and workshops that bolster the significance and value of human rights classes, and establish an information center for the purpose of providing teachers and students with books, journals and handbooks on human rights;
29. Organize trainings on human rights capacity building for provincial and capital city methodologists, school administrators and managers;
30. Support research studies on human rights education for teachers, and assist in developing research materials.

To the Primary and Secondary Schools:

31. The school principal and administrators should possess the knowledge and skills necessary for providing human rights education with leadership;
32. Select human rights teacher candidates according to the “Requirements for Qualification of Teachers of Human Rights Classes”, and organize capacity-building training among teachers at schools;
33. Strive towards the establishment of a positive human rights environment at schools, which constitutes the basis for human rights education. Within this scope:
 - ✓ Devise a set of school rules and regulations according to the standards of human rights;

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- ✓ Require the adequate knowledge, understanding and attitudes on human rights from all teachers, and reflect this requirement for assessment of their job performance;
- ✓ Provide a school environment based on the culture of equality, integrity, respect for each person's human dignity and worth, free from any form of discrimination, and with adequate conditions for a healthy and safe living environment;
- ✓ Institute a practice of organizing different types of participatory activities on awareness building for pupils, teachers and parents on human rights issues

34. Cooperate and exchange experiences on human rights education with governmental and non-governmental organizations specializing on human rights and children's rights, the mass media, and pedagogical universities and schools.

The above recommendations were developed on the basis of the results of the study on "Human Rights Education in Secondary Schools", which was carried out by the National Human Rights Commission in 2005, and by means of obtaining suggestions from the participants of the Roundtable discussion that involved a broad representation of governmental, non-governmental, and international organizations.

4. The Constitution of Mongolia /1992/ is stated Article 16.7. – The right to education. The state provides basic general education free of charge. Citizens may establish and operate private schools if these meet the requirement of the State.

The Law on Education /1995/, the Law on Primary and Secondary Education /1998/, and the Law on Higher Education /1995/ were enacted the State Great Hural in conformity with the Constitution.

Also there are several Governments' programme and policy on education issue, such as the Government Improvement of Child Development and Protection, Child Friendly School, Integrated Early Childhood Development, Multi-grade Teaching etc.

However, related state policies are not consistent, and absence of proactive measure for genuine implementation of long-established legislation is apparent. In this respect, there are needs sound management, together with active involvement of relevant organizations to ensure actual implementation of the child and for safe environment, health protection and to education.

5. The Commission conducted the following in this regard:

- ✓ Broadcasted 2 radio programmes, and 1 TV programme on Right to Education
- ✓ Conducted several trainings and workshops on that issue, and around 150 teachers and students have been trained

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✓ Carried-out study on issue Right to Education

6. **A.** According to the law, one of the main duties of the Commission is to promote human right education. Thus, the Strategic Plans of the NHRCM (2000 and 2004), state that promotion of human right education is one of the main objectives of the NHRCM. Accordingly, the Commission has developed and implementing a Human Rights Education Plan. The main objective of the program is to apply the human right principles to all social norms and actions. The plan targets three main groups:

- Training for specific target groups
- Formal education systems
- Public lectures
- Media
- Publications
- Competitions
- Human Rights Open Days

Between 2002 and 2005, the Commission organized in total 170 training sessions of 1541 hours involving 7052 participants. As well as, published 20 handouts, 14 books, 9 newsletters, 2 journals and 10 posters.

B. The Strategic Plan of the Commission sets up to cooperate with relevant Ministries and agencies on development and implementation of a principal policy to integrate human right education into the curriculum of secondary schools and colleges.

The NHRCM has had active participation in development of human right education programs since it was established. For instance, the Chief Commissioner and the staff contributed into creation and editing of a human rights textbook for the students of the 6th grade of secondary schools.

One of the largest works that the Commission has been running is a project on “Human Right Education in Secondary School” with the support of UNESCO since 2005. The objective of this project is to evaluate how human right education is taught in secondary schools, develop proposals and recommendation to the relevant authorities, and to develop minimum qualification standards for the teachers of human rights. The report of the research is at completion followed by next activities.

Furthermore, the Director of the Commission has contributed into development of a teachers’ handbook on human rights in secondary schools funded by HURISTMON project. In the current situation of lack of specialized teachers, this handbook will definitely make difference in improving human rights education and be very useful to the teachers in rural areas.

One of the significant activities that the Commission carried out to integrate human rights education in formal education was the project on “Human Rights Education” supported by Canada Fund. Within the framework of this project, we developed a Model Human Rights Curriculum law schools. It is essential to prepare lawyers who

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have advanced human rights knowledge and human rights approach in the society that has proclaimed in the Constitution to build a humane and democratic society and where human rights and freedoms have acquired totally new and genuine meaning. The reason is that there is a strong conviction in the public to regard the justice institutions as state spear to investigate and punish individuals. Research and studies carried out by the Commission and other organizations show that there are serious violations of human rights and freedoms in administration of justice.

Goal of the Model Human Rights Curriculum for law schools was defined as building complex abilities in students including advanced human rights knowledge, ability to use the human rights protection and provision mechanisms, and attitude to value the human rights and freedoms.

The objectives of the Model Human Rights Curriculum are to:

- Provide knowledge and understanding of human rights and freedoms, national and international human rights mechanisms;
- Learn from new trends in human rights study;
- Learn using all national and international human rights mechanism in order to identify, investigate and eliminate human rights violations;
- Develop balanced and critical approach, learn to make decisions based on abilities to listen to and cooperate with others;
- Develop human rights approach.

The Model Human Rights Curriculum is a comprehensive document that suggests a number of modern participation methods; it contains an information part for the reference of lecturers and a methodology part suggesting commonly used participatory teaching methods. To make the Model Curriculum more realistic and effective, it was piloted in three universities for a summer course involving 20 students. Using those programs, we held 3 training of 60 professors from 20 universities (in duplicated number). At the end, we held a conference to bring to the knowledge of all the stakeholders the importance human rights course in law schools.

Moreover, NHRCM staff shared their experience with a team developing human rights curriculum for teacher training universities.

All the above mentioned activities have been carried out by the NHRCM with the purpose to integrate human rights education into the formal education system and we will maintain hard efforts to reinforce our work.

7. The Commission addressed the issue of the right to education in Status Reports 2002, 2003.
 - Status Report 2002 CAP4. Social and Cultural Rights, Section 4.3 Right to Education pg. 80.

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- Status Report 2003, CAP1, Status of Rights of the Vulnerable Social Groups, Section 1. Status of Rights of the Child – Right to Education, pg.10.

8. N/A

9. All are ratified by Mongolia.

The Commission’s Strategic Plan states that the Commission’s goal under Objective 2.3 is to influence and support in regular reporting and improving the quality of reports submitted by the Government to international treaty bodies. The Commission:

- Compiled government reports under the international human rights treaties, produce, and disseminate a booklet on the reports.
- Taking other actions, such as trainings, seminars and workshops to improve the capacity of government officials to write reports to international human rights treaty bodies.
- Produced 6 training packages for UN Conventions, which require reporting.

10. The National Human Right Commission of Mongolia Act, Article 24.3 is states “The Commission may establish ex-officio boards, which consists of the representatives of advocates’ association, confederation of trade unions and/or human rights NGOs, to be assisted in conducting its activities”. And under the Goal 3 of the Strategic Plan of the Commission, The Commission has an Ex-Officio board which includes presentation of 28 NGOs. A few examples of the Commission’s cooperation with civil society would be joint trainings, conferences, workshops, human rights open days, investigations and studies.

The Commission cooperates with the following international organizations and institutions in human rights promotion, education, training and other matters:

- Office of the United Nations High Commissioner for Human Rights (OHCHR)
- Danish Institute for Human Rights
- New Zealand Human Rights Commission
- Asia-Pacific Forum of National Human Rights Institutions
- Australian Human Rights and Equal Opportunity Commission
- National Human Rights Commission of India
- National Human Rights Commission of Korea
- Canadian Human Rights Foundation (Equitas)
- Canadian Human Rights Commission
- Raoul Wallenberg Institute of Human Rights and Humanitarian Law (Sweden)
- Canada Fund
- Save the Children (UK)
- UNDP