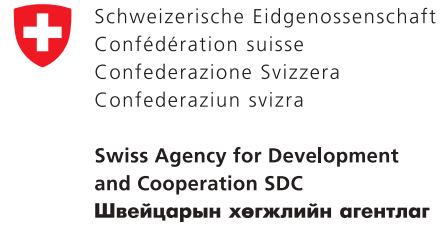


PROJECT FUNDING ORGANIZATIONS



PROJECT IMPLEMENTING ORGANIZATIONS

At National Level

At Local Level



MEMBER OF GLOBAL
FOUNDATION FOR
ENVIRONMENTAL EDUCATION

INFORMATION AND
TRAINING CENTRE
FOR NATURE AND
ENVIRONMENT

EDUCATION II

for SUSTAINABLE DEVELOPMENT

project

Quarterly Newsletter

Issue no. 2

Quarter 1, 2021

MILESTONES:

- TACG of ESD-II project evaluated the projects 2020 operational performance.
- Successfully conducted ESD-II project baseline survey and defined the benchmarks.
- Analysed integration of ESD concept into the general education program related documents framework.
- Mother Language International Day organized.

WE AIM TO COLABORATE AT ALL LEVEL IN 2021

ESD-US



In February, "ESD-II" project Technical Assistance and Coordination Group (TACG) evaluated the project's operational performance for 2020 and discussed the 2021 activity plan, national and local level cooperation, operational coherence, and potential challenges. The project team defines the result of 2020 performance.



O. OYUNTUNGALAG,
"ESD-II" PROJECT
COORDINATOR:

The "ESD-II" project aims to achieve three main results.

First, we aim to strengthen the human resource capacity of all levels of ESD operations and increase their knowledge and skills.

To produce this result, the National Technical Advisory Coordination Group (TACG), consisted of representatives of professional organizations, is working under the leadership of the Mongolian Institute of Educational Research (MIER), the mainstay of the project. Last year, the "ESD-II" project organized 4-5 training sessions for its members. Within the framework of this training, the members of the TACG provided training to the staff of their respective organizations. The project has provided training to 341 people in duplicated numbers. The "ESD-II" project aims to keep men's participation at all levels of the project at a minimum of 20 percent. Currently, 23.1 percent of the participants are men.

In each of the 9 member organizations of the TACG, a Sustainability Committee which consisted of 5-7 people is functioning to support two members of the "ESD-II" project team. These committees work with the two members to improve the organization's core human resources. Because today, we can only succeed if we work together and understand each other at all levels. Our project focuses on this, as the importance of partnership and cooperation are being emphasized more and more throughout the world.

Secondly, another key activity of the "ESD-II" project is research.

With the help of our researchers from the Mongolian Institute of Educational Research, we analyzed the inclusion of ESD in the policy documents related to the curriculum. The result of the survey show that there is a need to include key issues in the policy, focus on implementation and support, and work together at all levels on feedback.

Thirdly, another result of the "ESD-II" project is to strengthen the results of the "ESD-I" project, improve coordination and expand it.

In this context, we aim to improve the availability and content of the "green book", one of the major works done in the first phase, and deliver it to teachers, parents, and students in a series. This is a great ESD manual for teachers. This handbook is unique in that it explains how to integrate ESD and provide ESD through lessons.

In this way, the main results of the project were achieved in a short period. Furthermore, we plan to focus on bigger tasks in 2021 and emphasize cooperation at all levels.



WE WILL NOTIFY
MONGOLIA'S
EXPERIENCE IN
REDUCING WASTE TO
THE WORLD

ESD Project International
Consultant Mita Nangia
Goswami

ESD Project International Consultant Mita Nangia Goswami emphasized that she will reveal to the world Mongolia's initiative to reduce waste production during the International Sustainable Development Education Forum in May of this year.

The COVID-19 Pandemic is putting the whole world in a difficult position today, making us realize that we need to reconsider our lifestyles and live more sustainably. While ESD respects the cultural differences between present and future generations, it also preserves the ecosystem, ensures social justice, is economically viable, and empowers decision-makers with knowledge and information. Lifelong learning is an important part of quality education.

A network of UNESCO-associated schools and the Foundation for Environmental Education (FEE) has called on member countries to participate in a joint learning process on waste management and even sustainable development. For example, the Trash Hack program is an activity-based approach to transformation. Julie Satio, the coordinator of the international program, said that carrying your lunch with your dishes and chopsticks is a simple example of this program.

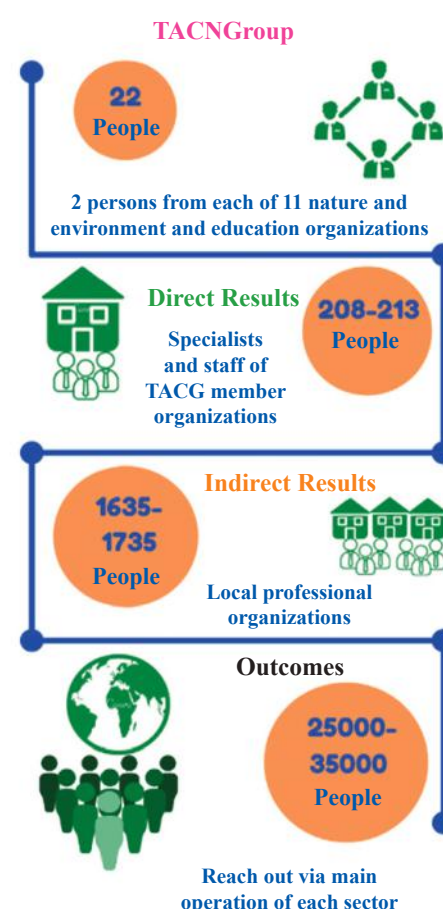
Only when it involves the majority, it does bring a change in the system. For example, if more people carry their food in their containers, the supply and delivery of plastic and disposable food will be reduced and demand will decrease. This will reduce the pressure on global resources.

For more information regarding our work, you can visit TRASHACK.ORG and download the teacher's manual. Also, if you can notify us of your initiatives by April, we will introduce your idea to the world during the upcoming International Sustainable Development Education Forum scheduled to be held in Berlin on 17-19th May.

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"EDUCATION FOR SUSTAINABLE DEVELOPMENT – II" PROJECT BENEFICIARY MATRIX



PARTNERSHIP – COOPERATION – DEVELOPMENT



The goal of education for sustainable development resides on the inclusion of the sustainable development principles, values, and experiences into all level education and training activities. Thus, the Education for Sustainable Development (ESD) - II project implemented by the Government of Mongolia with support from the Government of Swiss Confederation actively partners with the education sector organizations such as the Ministry of Education and Science (MES), Mongolian Institute of Educational Research (MIER), Institute of Teachers Professional Development (ITPD), Mongolian State University of Education (MSUE), Education Evaluation Center (EEC), and the National Center of Lifelong Education (NCLE), etc. This time we are having Dr.Ya.Shiilegmaa, Head of Scientific Research and Innovation Division of MSUE, at our Guest corner, to discuss sustainable development and education.

MSUE is one of the leading institutions in promoting education for sustainable development through integrating the sustainable development principles into the training curricula and content. So, can we start our discussion on what and how are the needs and challenges related to this?

Thank you. Greetings to our dear readers on behalf of the Education for Sustainable Development – II project team. Following the Global change, sustainable development skills are becoming as important as reading and writing skills to everyone. All environments of society rapidly adopting artificial intelligence, robotics, nano-technology, biotechnology, smart city, and cyber system in the era of the fourth industrial revolution. According to the researchers, by the year 2030, about 60 percent of all job places would be shifted to automatic systems resulting in 375 million people changing their jobs or learning new skills and knowledge. Therefore, it is the main justification for education for sustainable development being the education for the new century. It also shows that there is a need to change education whether we want it or not. In this new environment, it is really important to have strategy and policy towards reflecting the sustainable development tendencies into the higher education sector while implementing the brand programs on training and research which are market dynamic sensitive.

In the last century, people have been operating under the belief that “it is better to take nature's resources by force instead of expecting them to hand themselves over”. As a negative side effect of this system, both the society and economy as well as nature itself have faced significant problems. There is only one earth. Mongolia has a nomadic culture and tradition of using natural resources wisely and living in harmony with nature. However, over the past 50 years, as the country's economy boomed and became more and more urbanized, the environment has continued to deteriorate and the balance of pristine

YA.SHIILEGMAA: EDUCATION FOR SUSTAINABLE DEVELOPMENT- EDUCATION FOR THE NEW CENTURY

nature and ecosystems has been disturbed by the misuse of natural resources. A 1992 meeting in Rio de Janeiro identified education as a key tool for achieving sustainable development goals as the world's ecosystems continue to deteriorate. Nobel Prize-winning economist Robert Schiller's important warning, "You need to ensure your house before it catches fire," is only now being fully understood and initiated. This is education for sustainable development. There are many ways to do this. However, the most effective of these many approaches is to incorporate the concept, content, and methodology of sustainable development education into the curriculum of teacher training universities.

I would like to clarify this issue. How does the MSUE incorporate the content of education for sustainable development into its curriculum and other activities?

MSUE is initiating many activities to provide future generations with the skills necessary for sustainable development and to develop updated educational programs for the Z Generation who are born after 1995. As a result of initiating international projects to implement the content of sustainable development in educational curricula and plans, we conducted nationwide large-scale research, published papers, reports, books, and conducted training seminars for local teachers. Besides, MSUE funded project was implemented to update and spread the content of the teacher training curriculum based on the ESD concept. Furthermore, the concept of ESD is reflected in the content of in-service teacher training.

Within the framework of the “Education for Sustainable Development - II” project, we have established a Sustainability Committee at the Mongolian State University of Education in 2020, and we are spreading ESD through the activities of the committee. By establishing a Sustainable Development Education Sector under the Education Baseline Research Center at the MSUE, we will be able to reform and update the teacher training and professional development curriculums, change pedagogical methods, and raise awareness against discrimination based on gender, race, and ethnicity, as well as training students to develop curriculums and ESD modules. Therefore, we view this as a process of reforming all levels of education based on the ESD concept.

MSUE has set a goal to establish a green office and improve waste management this year. Have these projects begun implementation? What results do you expect?

We have set a goal to become a "Green Office" in 2021 and have begun a lot of work. Garbage sorting bins with reminders have been placed to encourage teachers and staff to practice waste sorting. Because there will be reminders to sort on the bins, we see this as a way to get a little bit of information even when you're throwing out the trash. We believe that change can begin with our daily routines. Thus, we are incorporating even simple tasks into our day-to-day plans. It was mentioned at the MSUE



that a Sustainability Committee is operating with the support of the project. Such as encouraging people to live zero waste, minimalist lifestyles, avoiding plastic bags and plastic containers, installing battery recycling containers, living without food waste, turning off lights and computers, and reducing unnecessary water consumption. Finally, GREEN is not just a color. It's a philosophy. It's a way of life.

What are the steps and approaches for creating a green office?

Everybody knows that the main culprit of global warming is deforestation and the burning of coal to produce paper and electricity. However, they are not doing enough to change it for the better. To create a green environment, first, we plan to organize training and advocacy on energy and water efficiency. To do this, you first need to make "green purchases". We require that products purchased for the office have an ENERGY STAR® logo. These products are, on one hand, civilized consumption, while on the other hand, they are one of the main components in slowing down global warming, and reducing the negative impact on the environment. We also encourage our staff to primarily choose recyclable products. All of this needs to be taken into account when purchasing new ones as the computers and monitors we use to take up 85-95% of our total power consumption. Therefore, we are starting to make changes such as training officials to choose products such as printers, fax machines that can be put into standby mode to save power.

The lights of some office buildings stay on all the time. People know how much energy they consume but still neglect to do anything about it. Thus, turning off the lights during the daytime, keeping your windows clean to make sure your room stays well lit are some of the biggest contributions you can make to sustainable development. For example, energy consumption can be reduced by up to 40-50 percent by changing regular lights with efficient lights high in electronic ballasts. The most effective lights are LED bulbs.

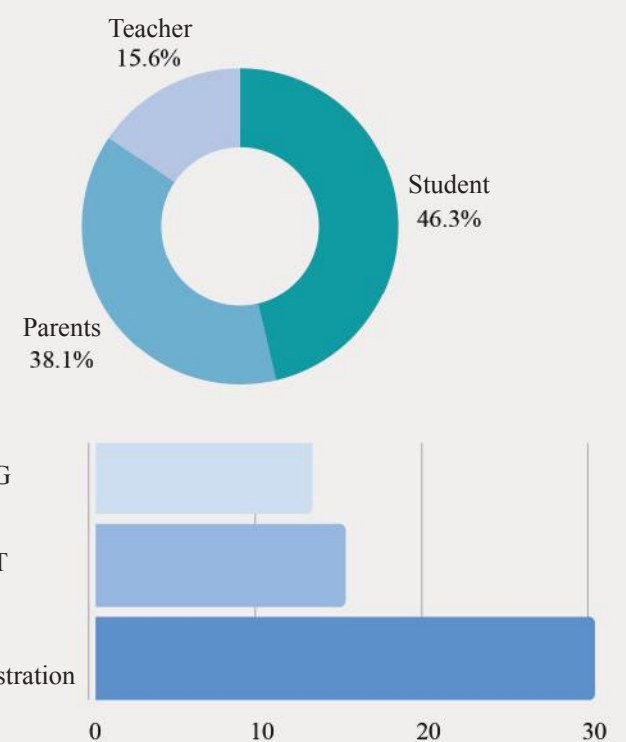
Just like this, we have ESD mindsets and vast knowledge regarding this issue.

On the occasion of the 70th anniversary of the first university to train Mongolian teachers capable of creating and leading development, we are pleased to announce that we are initiating and implementing many activities to further develop education for sustainable development at the organizational level.

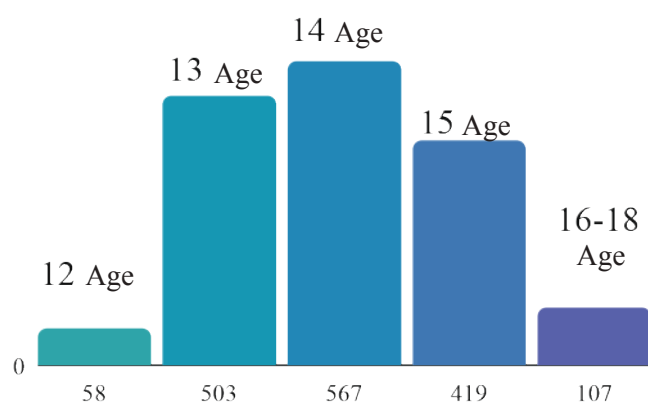
Thank you.



“EDUCATION FOR SUSTAINABLE DEVELOPMENT – II” PROJECT BASELINE SURVEY INTRODUCTION AND RESULTS



STUDENTS



GRADE	STUDENTS	%
Grade 8	600	36.1%
Grade 9	548	32.9%
Grade 10	516	31.0%



EVALUATION

Macro | 84.6

- TACG operational assessment at macro level - 84.6%

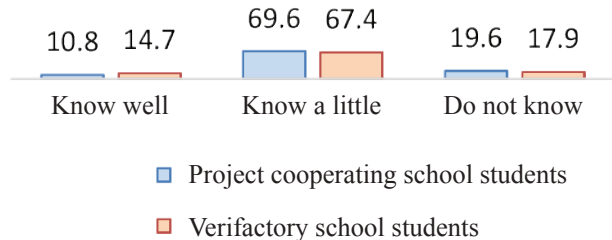
Meso | 65.2

- ESD –II project cooperating schools current operational situation assessment-66.1%
- TACG operational assessment at meso level - 64.3%

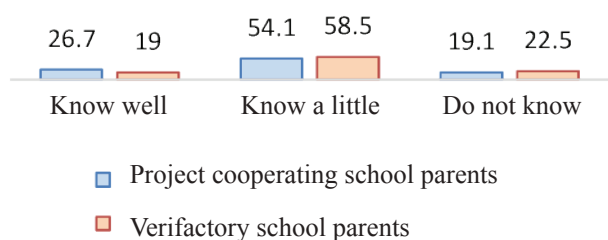
Micro | 21.5

- Project cooperating school students ESD knowledge -10.8%
- Project coordinating school students parents response total - 26.7%
- Suggestion for solving the local challenges percentage (teacher - 21.9%, student -19.7%, parents -13.2%)
- Changes in ESD knowledge, understanding, skills and attitude -37.2%

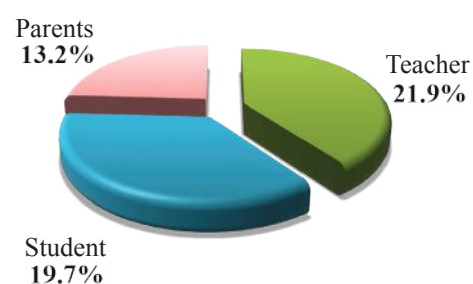
Students' knowledge on ESD



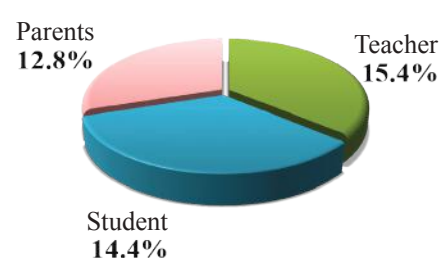
Parents' knowledge on ESD



Suggestion for solving the local challenges (project coordinating schools)



Suggestion for solving the local challenges percentage (verifactory schools)



BASELINE SURVEY RESULTS

Based on the project baseline survey results, the following threshold indicators were defined: at macro level – 84.6% or “well”; at mezzo level – 65.2% or “moderate”; and at micro level – 21.5% or “low”.

The baseline survey team concludes that the active participation at the higher level participants of the project implementation will influence to the improvement of meso and micro level participation and implementation.

SEC
CONSULTING CENTER



THERE IS A NEED TO IMPROVE THE SCHOOL CHECKLIST

Within the framework of adjusting the “School collective work approach/attitude: self-evaluation and assessment methodology and School performance evaluation checklist, the General Agency for Specialized Inspection (GASI), a member organization of “Education for Sustainable Development – II” project Technical Assistance and Coordination Group (TACG), has conducted specific activities. About the results of this work, we discussed with Dr.M.Nyamsuren, head of a division, GASI, a member of “ESD-II” TACG, associate professor.



Dr.M.Nyamsuren, head of education and culture division, GASI, associate professor

How would you describe the results of the evaluation checklist adjustment process?

As a member of “ESD-II” project TACG, in order to improve implementation of ESD goal, we have adjusted the “Checklist criteria for monitoring the general education school operation” developed by the GASI with the “School collective work approach/attitude: self-evaluation and assessment methodology” developed by the Information and Training Centre for Nature and Environment and improved based on the contractual obligation. By adjusting and improving the checklist, it is expected to improve the implementation of ESD goals at the organizational level while at the inspection body level, it will enable the sustainability of the education system through efficient enforcement of the policy documents. Consequently, schools will learn to self-evaluate by following the checklist criteria and requirements that ensure sustainable development.

What was the difference between the self-assessment criteria for the school collective work and the checklist from the professional inspection body?

The maturity rate chart of the model schools for sustainable development shows that human resource capacity development is at 1.91 and school and learning environment is at 1.86, which is higher than the average of other indicators and moves from the threshold level to the regulated level. Therefore, in order to take these good initiatives to the next level, it is necessary for the inspection agencies to work together to support and encourage them.

Last year, the General Agency for Specialized Inspection identified more than 5,100 violations from 186 secondary schools' assessed through the 6.2 code-based checklists. The risk probability was estimated at 27.19 percent. According to the performance inspection, more than 1,500 violations were recorded, and the risk probability was 8.11 percent. More than 460 violations were eliminated through performance inspection. According to the checklist sections, 46 percent of the schools did not meet the requirements of the secondary school environmental safety standard /MNS6782: 2019

standard/ which is why we selected to adjust and improve the school environment safety section of the checklist.

In order to increase the maturity level of the model schools that are introducing School Collective Work Methodology/ Approach, it is important that the professional inspection body updates the criteria for the school performance checklist and evaluates the work of the schools in the field of ESD. Therefore, we, the members of the project team, have reviewed the legal documents in order to change the checklist criteria, and made changes to accurately reflect the main content and objectives of the ESD.

A comparison of the two checklist sections and indicators shows that the core content, health, and social service indicators of ESD are not reflected in the checklist of the professional inspection body, and the work of schools to create an eco-friendly environment and reduce the ecological footprint is not adequately recognized, encouraged and supported. In addition, we have determined that environmental safety indicators regarding children's safety and gender sensitivity have been neglected and have made adjustments and improvements in this sector. However, it is not possible to include all the criteria for self-assessment of the school collective work methodology/ approach to the checklist of the professional inspection organization. This is due to the fact that it is not regulated by law but only included in the Declaration of Human Rights and the Development Program.

What are the results of the improvements in the “Learning Environment Safety” section of the checklist?

The safety criteria for schools and learning environment have been changed as follows - students will have to be provided with a comfortable green environment, surveillance cameras to protect them from crimes, violence, and abuse, an outdoor area for physical education, gymnasiums, and other activities, and buildings and facilities that meet the needs of people with disabilities, allowing them to traverse without extra effort.

In addition, 6 criteria such as a gender-sensitive room for health, psychological counseling and information in accordance with

children's rights, age, and gender differences, adequate classrooms and areas for extracurricular activities for children with specific conditions (for example 6-year-olds, female students with disabilities, etc.) were added to the previous checklist and was grouped and changed for each classroom. An improvement also included the requirements such as adequate classrooms and laboratories for science subjects (mathematics, physics, chemistry, biology, botany, zoology, etc.) and these must be equipped to train students for skills to reduce the students' ecological footprints. Music, life skills, and health classrooms requested to be upgraded to meet ESD standards and content.

The legal basis of the improved checklist criteria was reviewed, and a “Variation to change the learning environment” was developed and consolidated with comments from senior state education inspectors of the aimag and the capital city. By placing the revised checklist in the Specialized Inspections Agency's Transparent Inspection System with the approval of the Deputy Prime Minister, it is beneficial for secondary schools in Mongolia to be able to implement and evaluate their activities in accordance with the criteria.

Will such adjustments be made to the future education checklists?

This time, the checklist was adjusted to the “School Environment Safety” section of the 6.2 code school checklist, and the checklists for universities and vocational training centers were updated and improved. In the future, the checklist needs to be reviewed and refined for each section. We believe that this cooperation will have a positive impact on the education process for sustainable development aimed at promoting a healthy lifestyle and will make a significant contribution to the sustainable development of Mongolia.

Баярлалаа.





“ESD – II” project is promoting the TACG member organizations operations through preparing series of articles and information. This time, we have prepared information from General Agency for Specialized Inspection of Mongolia.

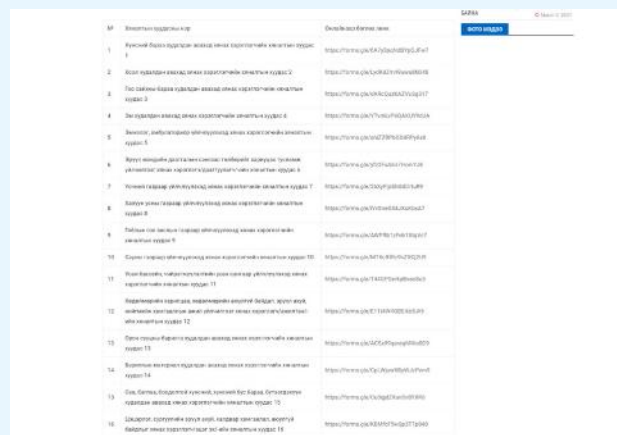
GENERAL AGENCY FOR SPECIALIZED INSPECTION - THE REGULATORY AGENCY OF THE MONGOLIAN GOVERNMENT

STARTED USING THE CHECKLIST



The General Agency for Specialized Inspection had conducted the risk assessment and inspection for 145,000 entities using 277 checklists with 40 risk criteria from 2015 to 2020. Individuals and business entities can download the checklists and use them for internal monitoring purposes. The checklists are essential for making the inspection agency and state inspectors' operations open and transparent, come up with a realistic evaluation and conclusion, and promoting the relevant law, regulation, and standards to the business entities.

USERS HAVE A RIGHT TO CONTROL



The GASI developed the Users Monitoring Checklist in order to improve the user control, responsibility, and knowledge on business entities, individuals, and legal bodies operation and to prevent potential risks, ensure the security as well as to promote the relevant laws and regulation and placed in <http://inspection.gov.mn> website.

If a certain organization is not meeting the requirements provided in the Users Monitoring Checklist, the user can refer to the GASI. The user has a right to control.

CONDUCTED THE RISK ASSESSMENTS TO 62,000 ENTITIES



Transparent/glass inspection system is in function to record and present the specific information on the State organizations monitoring and inspection to the private entities, its frequency, scope, as well as the load of the business entities.

In 2020, the GASI conducted the risk assessments to over 62,000 entities.

INSPECTION FREQUENCY DECREASED

The GASI puts more importance on improving the users' knowledge in preventing their businesses from potential risks and providing assistance besides the inspection operation.

In 2020, a total of 69,500 entities inspected through various forms of which 32.5 percent was inspection, 67.5 percent was observation,

assistance, and confirmation.

GASI conducted the risk assessments to about 150 entities and the result came out as i) 14.5 percent of the business entities operation assessed to be at high risk to human life, health, environment, and social wellbeing; ii) 57.8 percent at moderate risk, and iii) 27.7 percent at low risk.

ОБЪЕКТ 99572



STARTED IMPLEMENTATION OF THE “DIGITAL TRANSITION – USER COLLABORATIVE MONITORING” PROJECT



In 2021, jointly with the Communication and Information Technology Agency, the GASI started implementing the “Digital transition – User collaborative monitoring” project.

By implementing this project, the GASI aims to define the development goal in line with the technology development, creating the digital infrastructure, developing the new model of the user collaborative monitoring implementation, prompt information exchange between the citizens, users, and the business entities as well as to provide the smart services.





REFLECTION OF ESD CONCEPT: DOCUMENT ANALYSIS REPORT

(Documents regarding secondary school curriculums)

BACKGROUND

The purpose of the analysis is to identify the ESD concepts and approaches reflected in the basic education and training documents of Mongolia and to develop recommendations.

The results of the analysis will be used as a source in the framework of the general education curriculum reform in 2024 (development of the curriculum concept, the establishment of policies and directions for the implementation of the program, etc.).

METHODOLOGY

The analysis is based on the following criteria: 1. ESD concept/approach, 2. Introduction of the ESD and its implementation mechanism/management, 3. Reflection and coordination of ESD's implementation and performance evaluation/feedback, etc. 2-4 for each, a total of 9 indicators were identified and used.

Criteria	Detection indicators
Criteria 1: ESD concept / approach	Equal inclusion training/ equal opportunity
	Lifelong learning
	Quality education
	Gender equality
Criteria 2: Introduction of the ESD and its implementation mechanism/management	Implementing organization/institution
	Participation, obligations, and the responsibilities of the parties
	Implementation management process: governance
	Implementation process: management - planning / implementation
Criteria 3: Reflection and coordination of ESD's implementation and performance ation/ feedback	Criteria for evaluation of results
	Whether the data collection mechanism and the responsible entity are clear

RESULTS

DOCUMENT ANALYSIS, RESULTS

The analysis of the long-term policy paper shows that the ESD concept is reflected in a total of six objectives. In addition, the six objectives include management through the introduction and implementation of ESD, human resource development, and in terms of evaluation criteria, most of the six indicators are aimed at assessing the quality of inclusive education. Of these, 65.2 percent (46) reflected the concept of ESD and were “directly related in content”. However, 18.10-33.3 percent of the ESD introduction and implementation management and ESD implementation and performance evaluation/feedback are consistent.

The medium-term policy document includes a total of 123 measures related to the curriculum and program policy of primary and secondary education, and 9 indicators to evaluate them. According to the analysis, the level of gender equality and lifelong learning in Criterion 1 is low compared to other indicators, at only 17 percent.

The Law on Education, Law on Primary and Secondary Education, directly and indirectly, reflects the provisions on equal access to education, lifelong learning, and quality education, which express the concept and approach of ESD. These laws do not contain clauses on gender equality.

RESEARCH RECOMMENDATION ANALYSIS AND RESULTS

The UNESCO Education Policy Review for 2019 focuses entirely on building a lifelong learning system and ensuring equality in the education sector and provides a total of 37 recommendations, directly and indirectly, related to primary and secondary education. A total of 11 recommendations are relevant in the issues we are studying which are reflected in the Education Policy Review of Mongolia in terms of four indicators: “equal enrollment / equal opportunities, lifelong learning, quality education, and gender equality”.

To improve the quality of education in Mongolia since 2015 and to assess the current situation and process, a total of 104 relevant indicators were registered and evaluated following the methodology, of which 56.7 (59) percent is relevant, 38.5 (40) percent were “indirectly relevant” and none “irrelevant”.

REVIEWED DOCUMENTS

Policy document	Research report
<ul style="list-style-type: none"> Mongolia's long-term development policy 2020-2050, (index 1, 2, 3) Government policy on education The medium-term development plan for the education sector (2021-2030) Five-year guideline for Mongolia's development in 2021-2025 Action plan of the Government of Mongolia for 2020-2024 ESD National Program 	<ul style="list-style-type: none"> Report on the process of developing, implementing, and evaluating Mongolian secondary school curricula Education policy review and recommendations Curriculum implementation research Mongolian ESD, GC, Green Growth Policy, Legal Environment, Implementation, and outlook study report Preliminary report of the research “Determining the comprehensive competencies of Mongolian students in the twenty-first century by educational level”

CONCLUSION

Analysis of Mongolia's long- and medium-term development policy documents and some legal acts show that these documents have the advantage of having been developed with relevance and coherence to each other. These policy documents also incorporate the ideas and concepts of the ESD, and the ESD program is considered to be one of the foundations for developing medium-term policies and plans for the development of the education sector.

The analysis shows that further policy decisions and its development process need to be improved based on some legal documents and the medium-term policy of the education sector. In particular, there is a need to include detailed and new regulations related to the reform of the education package. It is also important to clarify and

ensure gender equality while implementing the policies and activities.

This is due to the fact that the gender ratio of teachers and staff in the education sector has been lost, the academic performance of boys in general education has been significantly lower, and the goal of ensuring gender equality policy has been weakened.

The analysis shows that policies and activities regarding Criterion 2 “obligations of the parties, responsibility enforcement agency/institution, implementation management process: governance” had the fewest results. This means that while quality policies and goals are set, not enough attention is paid to the implementation process of said policies and goals.

WORLD MOTHER LANGUAGE DAY

IN AVERAGE, ABOUT 18 LANGUAGES ARE BECOMING EXTINCT EACH YEAR

40% of the world's population speak Chinese, Spanish, English, Arabian, and Hindi while the remaining 60% speak 6900 different languages. The chief among these is Portuguese, Bengali, Russian, Japanese, German, and French. Also, the number of Chinese speakers increased as of late. According to linguists, about 16-18 languages are becoming extinct each year. If this goes on, over 50% of the aforementioned 6900 languages will have become extinct by the year 2100.

"Ethnology" magazine, American Institute of Linguistics

MOTHER LANGUAGE REDUCES SOCIAL INEQUALITY

This year, UNESCO emphasized the unifying aspects of the mother language. Audrey Azoulay, Director-General of UNESCO, said: "Mother language brings speakers together and creates social cohesion, innovation, and imagination. According to a UNESCO study, learning in a language other than one's own not only hinders learning but also breeds inequality.

UNESCO has traditionally celebrated International Mother Language Day on February 21 every year since 1999 to promote cultural diversity and knowledge of the mother language. According to the organization, almost 40 percent of the world's population are unable to learn the language they speak and understand.

IMMUNITY OF THE MONGOLIAN LANGUAGE

MONGOLIA'S DEVELOPMENT POLICY "VISION 2050"

"The Government of Mongolia has stated in the "Vision 2050" long-term development policy that the goal is to ensure that every citizen acquires sufficient knowledge of the Mongolian language and script as a part of the fourth objective of the "Sustainable Development Goal 2030" program: The goal of quality education. In the medium and short-term policy and planning based on the "Vision 2050" development policy, the planning and implementation of specific measures to achieve this goal are in line with the basic principles of the "Sustainable Development Goal 2030" to develop together without leaving anyone behind. We believe that Mongolians have learned the content and principles of sustainable development, such as learning in their mother tongue, receiving a quality education in their mother tongue, being proud of their mother tongue, and promoting it around the world.

ABOUT THE MOTHER LANGUAGE...



Audrey Azoulay, Director-General of UNESCO: In the early years of school, the mother tongue plays an important role in literacy, with basic skills such as reading, writing, and arithmetic. These skills are the foundation of personal development. The mother tongue is not only a unique expression of the nation's traditional and creative thinking but also a source of knowledge and innovation.



Teacher and researcher G. Battogtokh: Orthography is just like traffic rules. Ignoring the rules of the alphabet is like running a red light. It looks very rude.



Leading researcher of the Institute of Linguistics of the Mongolian Academy of Sciences, academician L. Bold: Mother tongue seems to mean speaking the language you learned from your mother. Knowing the nature of the Mongolian language in more depth and on a scientific basis means looking at the future of the Mongolian language on a scientific basis.



Doctor of Linguistics, Professor Ts. Unurbayan: Saying "I'm gonna" and writing "I'm going" is holding back the development of the language. Written language is in danger of extinction due to the rapid development of spoken language.



Dr. S. Dulam

On the occasion of International Mother Language Day, Dr. S. Dulam, Doctor of Linguistics (SC.D), clarified some things.

There are many problems with the use of the mother tongue in the current situation. What do we need to focus on today?

UNESCO Director-General Audrey Azoulay has called for the promotion of multilingualism around the world on International Mother Language Day. Today, as a result of the global pandemic, over 1.5 billion students are reported to be out of class and out of reach of distance learning. That is why the principle of sustainable development: including equal access to education and equal development for everyone, is being violated everywhere.

S.DULAM: MONGOLIAN LANGUAGE IS A RICH AND LUXURIOUS LANGUAGE ABLE TO INTEGRATE INTO ITSELF ANY OTHER LANGUAGE IN THE WORLD

The lack of access to e-learning is particularly relevant to the use of the mother tongue. In our country, too, it is important to note that students are late for school due to a lack of electronic environment and equipment. However, Mongolian citizens have relatively good access to education in their mother tongue.

Last year, you encouraged people to write and communicate correctly in their native language online. How can this be changed?

This is an issue that everyone should pay attention to and use daily. In particular, professional journalists and teachers need to set an example for other online users.

There are various suggestions for translating and using foreign words. Some fear that translating new foreign terms into Mongolian will cause them to lose their original meaning.

We are going to publish four volumes of terms and 115 thousand terms in the Mongolian language, which were established by the State Terminology Commission for the period of 1921-1979. Based on this, a translation database of terms from various fields of science is being compiled. The State Terminology Commission, which had been on hiatus for some time, has been re-established, and the professional branches have begun to sort out their new terms and publish them from the start.

In general, when a foreign word comes into Mongolian, you should try to accurately translate it as much as possible. For example, when the word "pluralism" came into being in the late 1980s, we analyzed the origin of the word and translated it as "multiple pluralistic views." It's a word taken from a five language dictionary. The word is like vegetation in terms of botany and geological minerals. Using this meaning, we successfully developed a formula called "multiple pluralistic views" and the word has been fully integrated into the Mongolian language.

Also, when the word "globalization" came in, the phrase "Dayan irgen from sunrise to sunset" in the "Secret History of the Mongols"



was translated into a linguistic variant to create the Mongolian word "dayarshil". "Dayar" means surrounding the entire globe. But "dayarchlah" means to force. The natural process is expressed in Mongolian by the suffix "-shih".

Thus, Mongolian is a rich and luxurious language that has the resources and ability to absorb any foreign words making it easy for a foreign language to enter the vocabulary.

Today, about 10 million people speak the Mongolian language throughout the world. According to UNESCO criteria, a language is considered a dying language if the younger population does not use it but only the elderly does. According to this criterion, Mongolian is not a dying language.

Therefore, the younger generation must maintain sufficient knowledge of the language. In particular, it is very important that our future generations speak and learn Mongolian.

Thank you.

ESTABLISHED A “HALL OF TRADITIONS”



is being planned to teach Mongolian household games and activities such as shagai, shagai slinging, khasaa, halter knotting, discussing myths and riddles, as well as teaching horse giingoo titles. B.Munkh-Orgil, acting director of the school in Galshar soum, Khentii aimag,

A secondary school student from Khentii aimag was selected for the ESD-II Project for his plan to build a "Hall of Traditions". They have built it in a five walled yurt. In addition to showing how Mongolians lived in the yurt, the students will be taught the intricacies of building a yurt, starting with the installation of a wall. It

said that the aim of the hall was to teach children Mongolian customs and to convey an understanding of the meaning and cultural significance of Mongolian life. He further stated that the "ESD-II Project had provided this great opportunity for the school to be able to do so and believed that the project would have a great impact on reviving Mongolian customs and traditions, and through it, in instilling a positive attitude and behaviour in children. Children from other soums would also be welcome to study there. The people of Khentii have fast horses. That's why they will teach their students the art of horse riding in the House of Traditions. Mostly local elders would educate the children in these matters.



“NO PURCHASE DAY” ITSELF WILL REDUCE WASTE



According to a survey conducted by a secondary school in Bayan-Adarga soum, local students, parents and teachers said they wanted to reduce waste and live in a clean environment. Representatives of the school's teachers and students initiated the “Our Clean Environment” project, which aims to teach beneficial practices such as waste reduction, sorting and reuse, to encourage and influence the soum residents in this area, and therefore, was selected for

the “Education for Sustainable Development-II” project. The school plans to continue its habit of collecting and disposing of recyclable plastic containers through the “ESD-II” project. In addition, they have informed all soum organizations about the dangers of waste, provided information on proper waste sorting, and conducted ecological footprint research. Bayan-Adarga soum school teachers said that in the future, they will work on placing waste sorting bins around the school and on reviving the habit of making smart and green purchases.

Shuree Dawatsend > Баян-Адарга Сум Сургууль

ТХБ-2 төсөлд хамрагдаж буй Хэнтий аймгийн Баян-Адарга сумын ЕБС-ийн “Цэвэр цэмцгэр бидний орчин” төслийн баг төслийн танилцуулга мэдээллээ бэлтгэж байна.



Shuree Dawatsend > Баян-Адарга Сум Сургууль

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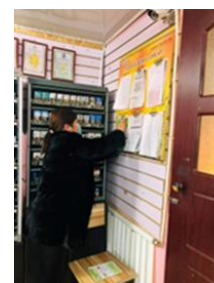


B.Ankhubayar, principal of Bayan-Adarga soum school, said that students and teachers have taken the initiative to start cleaning the soum starting with their school and are currently waiting for the support of the “ESD-II” project. “Making the right purchases and having a healthy diet are equally as important in reducing waste. Finally, through children, we want to establish habits for parents and families to reduce and sort waste, reuse it, and eat healthily. This will reduce waste in Bayan-Adarga soum” said Mr. B. Ankhubayar.

ONLINE TRAINING IN REDUCING WASTE BEGINS



Khan Khentii Complex School of Khentii aimag will implement waste reduction, sorting, collection of recyclable plastic containers and delivery to “Bayalag Khurkh” LLC on a monthly basis through a small project selected for the “ESD-II” project. They plan to include about 20% of the soum's residents in their project. The selected work of teachers has been posted online on Youtube for the purpose of reducing, sorting and promoting waste reduction. In addition, posters and flyers were distributed to soum residents and households to promote and spread word of the project's activities.



“HEALTHY FOOD, PEACEFUL LIFE” PROJECT WILL CHANGE UNHEALTHY EATING HABITS

The “Temuujin” complex school of Kherlen soum, Khentii aimag, which was selected for the “Healthy Food and Peaceful Life” project in the “ESD-II” project, has received funding to begin its implementation. The director of the complex school M.Zolzaya clarified about the project.

How many people are involved in the project and what are the results you aim to achieve?

As part of the “ESD-II” project, we are very happy that the project team, teachers, students, management and parents are all learning and developing together in order to become an ESD model school. We plan to include around 70 percent

of the school's students and about 40 percent of the parents, as well as all of our staff members. In total, about 500 parents from 250 households will take part. The goal is to make children, young people, families, and parents aware that they need to eat right in order to live a healthy life, and to encourage them to make the right choices and work together to do so.

How was the project initiated?

When classifying and studying the waste generated in the school environment, the packaging of semi-finished products such as carbonated drinks, juices, instant noodle containers, and oil-stained papers of khuushuur and piroshki accounted for more than 30 percent of the total waste. This is proof that our teachers and students have very unhealthy eating habits. It was also evident that students were buying these products from nearby shops and cafeterias during lunch breaks. There is also an urgent need for parents to stop sending their children to school with cash, as it is directly causing harm to their health instead of meeting their needs.

In general, what opportunities do you see for the effective implementation of the ESD-II project at the local level?

I believe the ESD project provides the information and insights that everyone, regardless of age, gender or education needs in making the right choices, developing the right attitudes, and saving themselves, as well as their family's present and future. Therefore, it is an extremely important project.



Other projects are for one-time purpose only, while the ESD project is for a lifelong purpose. The project has many benefits, such as involving local families and communities in protecting the local environment, reducing waste, streamlining consumption, helping people make the right choices, managing water and energy, reducing unnecessary costs and increasing green space. For example, the project is giving us a chance of recalculating the area of all government organizations in our aimag, installing heat meters, reducing inefficient expenditures, streamlining budget allocations and expenditures, creating economic savings, and creating opportunities to solve necessary problems.

