

PROJECT FUNDING ORGANIZATIONS



PROJECT IMPLEMENTING ORGANIZATIONS



# EDUCATION II

for SUSTAINABLE DEVELOPMENT

## project

Quarterly Newsletter

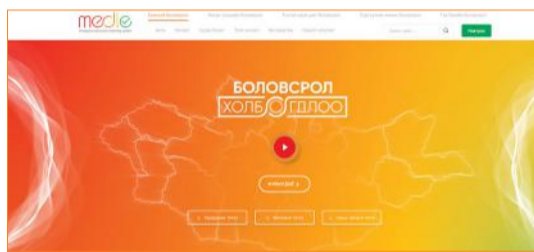
Issue no. 4

Quarter 3, 2021

HIGHLIGHTS:

- FOR TWO YEARS, STUDENTS WILL STUDY 45-68% OF THEIR CLASSES ONLINE
- SCHOOL PSYCHOLOGISTS START WORK
- IMPLEMENT “GREEN LIGHT” ACTIVITY BASED ON THE PRINCIPLE OF EQUAL INCLUSION
- “EQUAL EDUCATION - QUALITY EDUCATION” GUEST INTERVIEW
- ESD-II PROJECT SUPPORT ORKHON AIMAG
- INTRODUCTION TO EQUAL INVOLVEMENT AND DIFFERENT LEARNING METHODOLOGY

STUDENTS WILL STUDY 45-68% OF THEIR CLASSES ONLINE



This is the average of the last two years. In 2020, as a result of the quarantine imposed due to the outbreak of COVID-19 pandemic, students spent 75 days, or 15 weeks, in other words, 45-47% of the total study time learning from distance.

In 2021, local students spent 100 days (20 weeks), or 62% of their total study time, while students in Ulaanbaatar spent 110 days (22 weeks), or 68% of their total study time distance learning.

In the last 2 years, during the height of the pandemic, a total of 5,284 sign language supported TV lessons were developed and aired. In addition, 104 interactive lessons, 2,775 e-lessons, 50 e-content, 30 radio and audio lessons were developed and delivered to students through econtent.edu.mn and other online resources, according to the Institute of Education.

SCHOOL PSYCHOLOGISTS START WORK

Starting this school year, state-owned secondary schools will have psychologists. The training of educational psychologists was organized by the Ministry of Education and Science, the National Host Organization for Education for Sustainable Development II, the Institute of Educational Research, the Local Implementer, the Information and Training Centre for Nature and Environment, the Institute of Teachers Professional Development and the Mongolian Psychologists Association in March of this year. Currently, a total of 72 educational psychologists have been trained and started their work.



They received a 12-hour training course on “Educational Psychology” from professional trainers and researchers from the Mongolian Psychologists Association and practiced in professional organizations. Throughout the school year, educational psychologists will work under the guidance of a mentor.

Please read relevant information and interviews on the ESD-COOPERATION page.

ELECTRONIC TRANSLATION OF SIGN LANGUAGES USED BY ABOUT 4,000 PEOPLE IN MONGOLIA

The international Sign Language Day is traditionally celebrated every year on the 23rd of September. Since the first congress of the World Federation of the Deaf (WFD) was held in September 1951 in Rome, Italy, the last days of September has been marked as International Week of the Deaf since 1958. This year, the day is celebrated around the world under the theme “Celebrating Thriving Deaf Communities” and our country is celebrating this day for the 12th year.



Sign language is the native language of the deaf. This is reflected in the laws of our country. Therefore, learning to communicate in sign language is a key form of securing their rights. However, for the deaf, access to education and translation services in the mother tongue is poor. Deaf people and professional associations say that the budget for this type interpreters is still lacking in law enforcement and other official services.

The Mongolian Sign Language Translators Association's “Sign Language Video Calling” online translation service is currently used by more than 4,000 people nationwide.

“SHINE EHLEL” SCHOOL ESTABLISHES E-CENTER



One of the host schools of the ESD-II project, “Shine Ehlel” secondary school in Ulaanbaatar which has an international curriculum, has established an “Electronic Center for Sustainable Development Education”. Within the core content of education for sustainable development, an integrated content-based curriculum with integrated course content and methodological solutions will be developed, a set of training materials and content will be prepared and posted in the e-center, and used in training and other activities. In collaboration with teachers, students and officials of the school, we have started to prepare these materials and video content in the studio established by the project.

N.Oyungerel, the principal of “Shine Ehlel” school, emphasized that within the framework of the ESD-II

ESD-NEWS

project, the whole school is successfully introducing the approach to the school's activities. “School activities are planned not only by the administration, but also by students, parents, guardians, teachers and staff, with the participation of district authorities, khoroo residents, parents and students. We have also started training our students as peer educators. They will teach and spread to the next generation everything they know and practice within the content of the SDGs” said Ms. Oyungerel.

The school launched its “Growing Together” campaign in four phases last May. The goal of the campaign is to start a healthy lifestyle on your own, and then work together as a family and community to spread good practices to the public and to influence others to do the same.

A total of 30 schools are involved in the ESD-II project jointly implemented by the Ministry of Nature, Environment and Tourism, the Ministry of Education and Science, and Swiss Agency for Development and Cooperation and the schools are being supported by the Environmental Information and Training Center.

EXTRIMELY RARE MEDICINAL PLANTS ARE BEING CULTIVATED



The “Plant Research and Training Methodology Center” of the Mongolian State University of Education has planted 48 species of very rare and rare medicinal and ornamental plants of 16 genera for training, research and experimental purposes.

These include the main raw materials of medicine, such as fine-leaved irises, dewdrops, licorice and pagoda tree. Founded in 2017, the center has been conducting research on the cultivation and localization of natural plants in Mongolia for the past five years in order to provide teachers, students and pupils with education on sustainable development, protection of natural plant species, cultivation and introduction of medicinal and useful plants.

Ya. Gerelchuluun, director of the center and doctor of biological sciences, said, “We can grow and use high-consumption plants ourselves. Some organizations have also started planting and using them. If we always pick from nature, the plants will go extinct in the wild. This will destroy natural diversity and upset the ecological balance.” In 2011, Mongolia's flora accounted for 55 species in need of protection, but has since tripled in only seven years.

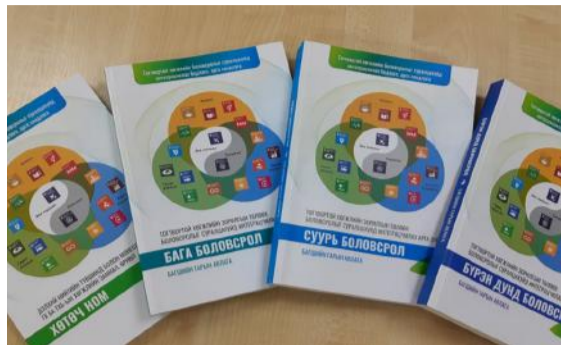
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**"METHODOLOGY FOR INTEGRATED EDUCATION FOR SDG EDUCATION" TEACHER'S MANUAL-PACKAGE BOOK REPUBLISHED**

The book provides an overview of the history of global sustainable development since 1972, the process of sustainable development education, the integration of their



goals, content and approaches based on key UN documents, and its reflection in Mongolia. It also aims to show teachers the possibilities of integrating content and techniques for SDGs into the lessons and learning activities of each class and subject.

For each level of education, "We believe that it will be a table book for school administrators and teachers by reflecting on how to integrate education into education for sustainable development.

**"WOMEN FOR SUSTAINABILITY" TRAINING ORGANIZED**

Within the framework of the "Education for Sustainable Development-II" project, the Temporary Committee for Sustainability of the Mongolian State University of Education organized a regular training on "Women for Sustainability". A creative day was spent instructing our teachers and staff on how to change the trend of over-consumption, prepare healthy products that are not harmful to the environment in order to meet the needs of their families.

During the July training, Ya.Shiilegmaa, Head of the Research and Innovation Department, and D.Uuriintuya, Head of the Foreign



Relations Department, shared their experiences and exchanged information on the topic of "Changing Attitudes - Contributing". "We have an opportunity to set an example and influence our colleagues, family and friends. For example, when trash is sorted at home and dumped at the town's waste sorting point, garbage production decreases greatly. So we realized that our waste is recyclable waste. Sweden, which has run out of waste, is recycling it from neighboring countries. Once we develop a habit of sorting our waste, it is possible to turn our waste into profitable material just like Sweden" said Ms. Shiilegmaa.

Interview

**TELEVISION, DIGITAL TEACHERS AND STUDENTS TWO YEARS LATER ...**

*Due to the COVID-19 pandemic, teachers and students who have been studying at a distance for almost two years have started to combine e-learning and classroom studying this school year. What lessons have students and teachers learned from the past?*



*Biology teacher, school No. 122, Songinokhairkhan district, Ulaanbaatar*

**CH.ERDENETSETSEG: DISTANCE LEARNING TECHNOLOGY**

-For two school years, the school's activities operated online. During this time, there were many pros and cons, right?

The global epidemic has had both positive and negative effects on the education system. On the plus side, we teachers learned the techniques of distance learning. Our children are also getting used to e-learning. Also, parents get to spend more time working with their children. As for me, I show my students how to grow vegetables through a video and see how my students do it. In some cases, parents have come to us to ask questions as well.

The downside is that there is no real face-to-face communication, so children tend to distance themselves from their teachers and friends. Also, if you do not work closely with children who choose the profession of biologist, it could affect their success in the field.

-To what do you think we need to pay extra attention to in order to make e-learning more effective in the future?

Our kids live in Germany. There, lessons cycle week by week. One week in the classroom, next week online at home. Teachers and students have all learned distance learning techniques. Independent learning system for children is well developed in Germany, so it seems to be more effective than ours.

Therefore, teachers' computers need to be upgraded and other necessary training materials has to be provided. Today, our situation is difficult because most of the computers provided by the government do not meet the quality requirements, and most teachers have to pay for the training materials and other expenses.

We also need to create more opportunities for students to learn and develop independently.



*Student, 11b class, school No. 122, Songinokhairkhan district, Ulaanbaatar*

**L.LHAGVA: WAITING FOR THE SITUATION TO SETTLE DOWN**

It's nice to meet classmates, friends, and teachers as classroom lessons begin. Most importantly, I felt that understanding the lessons and the opportunity to develop myself by going to extracurricular activities was limited.

I am a member of my school's Eco Club. We are well aware of the conditions under which the environment deteriorates, so we do not want to create more waste or harm the environment in other ways. If the Covid pandemic subsides and school activities continue as normal, I would like to recruit new members to the Eco Club and go on a club and class trip.



*Training manager, School No. 28, Bayangol district, Ulaanbaatar*

**TS.MYAGMARJAV: IT IS DIFFICULT TO ELIMINATE DEFICIENCY THROUGH BOTH CLASSROOM ACTIVITIES AND DISTANCE LEARNING**

If we divide children from one class into two classes, teachers' workloads increase a lot. In other words, if the teacher normally has to work 20 hours a week, it will increase to 40. Therefore, through e-learning, we made it possible for all of the 200 children in the five groups of the sixth grade to be taught only once. Our teachers are quite well versed and experienced in e-learning now.

According to our teachers, there is a significant deficiency among students. It is kind of difficult for students to catch up through both e-learning and classroom learning. For example, a class that is taught two hours a week should be taught 32 hours in total per semester. But now, it is being taught two hours a week and one hour the next week. Which amounts to a total of 24 hours per semester. In addition, it is difficult for the students to catch up because teachers are not able to work with each child individually.



*5a class teacher, School No. 28, Bayangol district, Ulaanbaatar*

**M.BATZAYA: TEACHING MONGOLIAN LANGUAGE FROM THE BEGINNING**

For the past two school years, teachers have prepared their lessons as clearly as possible and taught them to their students.



*Teacher 3b class of Secondary school of Bulgan province*

**D.BOLORYUTA: OUR STUDENTS ARE STILL THE SAME AS HOW THEY WERE IN 2ND GRADE**

My students learned in the classroom for half a year in the first grade and for two months in the second grade, and at other times they studied on TV or online. They need to have memorized the mathematical wheel, learned to add, subtract, multiply and divide. But the children's levels are different. Children to whom their parents and siblings paid more attention to are good. But most of them have not memorized the wheel and cannot write correctly and diligently.



*Physics teacher of Bulgan province Secondary school*

**TS.SARAN: TURNOUT FOR ONLINE CLASSES IN RURAL AREAS WAS VERY LOW**

Most of the students at our school are herders' children. They live not very far from the soum center in places without any network. Therefore, it is very rare for them to attend online classes. Only 4-5 children show up to online classes. Others do not show up at all due to the fact that there is no network in the countryside. They only barely watched the TV classes. Therefore, it is obvious there will be a lot of deficiency. The same is true in other rural areas. Our teachers went to the herders' homes in the spring. High school students were busy running errands for their parents, helping with the livestock. What can be seen from this is that in today's world, it is difficult to provide education to rural children through e-learning. But it could possibly be effective if you house those children in the dormitories and teach them from distance. At the beginning of the school year, their brothers and sisters in the dormitory were teaching their younger siblings, and they all appeared to be actively involved in their studies.

Interview

# SH. BATSUKH "PSYCHOLOGISTS HAVE A KEY ROLE IN EDUCATION FOR SUSTAINABLE DEVELOPMENT"

There are about 670 state owned schools operating in Mongolia and this academic year, the Ministry of Education and Science made a decision to appoint certified psychologists for total of 72 schools of which 30 host schools of "Education for Sustainable Development-II" project and 42 international and laboratory schools.

We had interviewed doctor, professor Sh.Batsukh, the advisor to the Minister of Education and Science, Head of Mongolian Psychologists' Association, and the head of working group to clarify some information.

I would like to ask about the situation of progress on preparation for appointing the certified psychologists to general education schools.

This work started last March when the Minister of Education and Science, L.Enkhamgalan, had a meeting with psychologists and expressed the idea of having psychologists at secondary schools and interest to cooperate with the psychologists. A total of 839 general education schools operating in Mongolia of which 670 are state owned schools. Remaining are private schools. The sector ministry set up a goal to prepare educational psychologists by the sector policy and appoint to all schools until the end of 2024. Now, as a first step, we are able to appoint certified psychologists to 72 schools. As for now, about 70 private general education schools have professional psychologists.

Since March, we did a lot of work. We developed short and medium term plan for psychological service to teachers, parents and guardians, and students at schools, report and recommendations. We developed many documents such as training curriculum, job descriptions, code of conduct, and operational regulation and etc., and conducted surveys. After that, we selected psychologists through 2 steps and conducting training sessions for about 70 people to be certified. All parties tried their best to train psychologists to be able to work at schools right after completing the 45 days professional training program. Many experienced psychologists and teachers conducted training sessions.

How did you choose the schools to appoint the education psychologists?

This work will be implemented at 72 schools of 2 groups that included 30 host schools of ESD-II project and laboratory and international schools under the MES. As this work requires relatively high cost, at first, we are organizing training sessions with financial support from Swiss Agency for Development and Cooperation and "Badamlin" NGO. Some people ask "why we choose exactly those schools?" This is only, because of the budget required. Starting next year, the Ministry already planned to prepare 200 educational psychologists each year and reflected the budget to the sectorial budget plan. If the Parliament approve the budget fully, this work will be implemented smoothly.

Expense for preparing one psychologist into certified educational psychologist calculated to be 8-12 million MNT based on the training hours. Realistic tuition fee for one person is 1 million MNT, handbooks and material cost for 1.3 million MNT and on top of it, the

work tools and equipment cost will be added. I would like to express my appreciation to Swiss Agency for Development and Cooperation and ESD-II project for supporting this work and covering all the cost. Schools are contributing through providing comfortable psychologists offices at schools. For laboratory and international schools under the MES, as the ministry is responsible for budget allocation, it solves issues related to psychologists' work place and salary fund. I also appreciate the "Badamlin" NGO for cooperating with us through support and contribution to psychologists training cost.

Does it show the psychologists roles and responsibilities for providing quality education to all that ensured equal participation and equal opportunities?

The equal participation to education is a huge concept for preparing individuals to be a part of the society. Psychologists' advice parents and guardians "not to compare their children to anyone else".

Why the finger prints of all people are different? It shows that, each person has his or her own unique and specific features, and the one and only person and individual. It is very important to accept this fact and develop accordingly. For this, psychologists play an important role. We are aiming to enable our children to obtain education that is directed and fitted to sustainable development. One must be skilled and developed the ability to accept and receive rapidly changing world; to adjust to different conditions and challenges and be able to overcome; to be mentally strong to overcome the risks and hazards; to love the nature and environment, and not to discriminate and be able to lead a normal life. This expresses how psychologists work is linked to the education for sustainable development.

Can I understand from all this information that I received, the foundation for certified psychologists to work in general education school already set up?

In the Chapter 2: Human Development of Mongolia's Long-Term Development Policy "Vision-2050" document it is provided that psychologists will be appointed to work in all general education schools. This provision need to be implemented. There is a provision in the Law on Primary and Secondary Education adopted in 2002 that stated to have psychologists to work in schools for special needs. Also, the previous ministers have made decisions to appoint psychologists to general education schools. But, it is never implemented. Probably it is because of budget and workplace related issues as well as lack of enforcement of the plan on the ground. As I mentioned before, the



MES calculated and included the budget into its budget projection to train 200 educational psychologists per year for the next 3 years. If the Parliament understands its importance and approve the budget, by 2024, state owned 670 schools will have certified educational psychologists functioning. This proposal is reflected to the draft of General Law on Education to be approved. An American psychologist and notable scientist Erich Fromm said that "if we want to successfully develop the present society, we need to prepare citizens who understand the society objective and directed to achieve it. If we fail to do so, the present society will break". We have a broad essence objective defined in the Constitution of Mongolia that aimed to develop and build humane and democratic and civil society. We need to develop and outgrow citizens who would implement and achieve this objective and the psychologists support will be very important for them.

School psychologists system is a sub-system that newly enters to the main education system. In order to mature this sub-system, commitment from all relevant parties needed. Therefore, we had conducted number of online meetings with local Governors, the heads of local Education, Culture and Arts Department and principals of the schools to discuss and clarify the priority issues. Profession of psychologist is included to the top 10 careers list in the world.

Do we have a sufficient number psychologists in terms of human resources?

Starting 1992, psychologists were trained and prepared in our country. There is a survey result that reveals about 2000 psychologists are being trained. For now, we have resources. Furthermore, universities started admissions to prepare educational psychologists at bachelors' level and they are informing that this profession is being very much popular. But, those specialists should not be left out after just one professional training, instead, need to be regularly re-trained and updated. We have many further things to do.

Thank you.

## BENOIT MEYER-BISCH "SCHOOL PSYCHOLOGISTS ARE THE POWER TO CHANGE THE GAMES"

The Swiss Agency for Development and Cooperation is one of the main organizations that support educational psychologists' professional training and other relevant activities. The Deputy Head of Swiss Agency for Development and Cooperation, Mr. BENOIT MEYER-BISCH emphasized the importance and impact of investment to the mental health for country, regions and global level sustainable development in his speech addressed to educational psychologists and the public and suggested the whole country to shoulder the educational psychology related burden together.



Here are some highlights of The Deputy Head of Swiss Agency for Development and Cooperation, Mr. BENOIT MEYER-BISCH speech:

"...Due to the pandemic that lingered too long, taking care of mental health had become the priority for all. It is important to carefully consider the advantages and disadvantages of any restriction from the mental health impact point of view.

...With poor mental health, people usually feel that they are not being able to; or lacking the ability to perform day-to-day tasks such as behave properly, education, employment and lead a normal social life, and etc. Therefore, mental health investment is necessary for countries, regions and world sustainable development. For the first time, the Sustainable Development Goal (SDG) 3.4 highlighted the importance of mental health at the world level. Countries started taking it seriously and investing indirectly to families' wellbeing through investing mental health of students and teachers.

You, the school psychologist are the power of changing the games and the part of a whole system. It is not necessary for the schools to shoulder the burden of students' mental health issues alone. It is important to partner with other mental health service providers, specialists and organizations at national, local and community level.

I believe that you, the educational psychologists, will greatly contribute to the development of healthy and safe society and creating stronger and skillful education system.

## T.OIDOVCHIMED "EVEN THE LAW ENFORCEMENT PERSONNEL DO NOT HAVE A RIGHT TO RAID THE SAFETY BOX OF A PSYCHOLOGIST"

Psychologist of "Shine Ekhlel" general education school:

I am happy to be trained and certified as school psychologist and appointed to a school for work. Back in the days of university student, we defined that there is a real need for schools and kindergartens to have a professional psychologists and conducted some survey on this issue for practical exercises. As for me, I wanted to work with children as a professional since then. For the past few years, people are getting to understand for what and why psychology sector needed and becoming ready to accept psychologists.



I can tell an example. Parents of a middle school boy moved to a different place and transferred his school prior to inform him about it. This affected the boy resulting him to stress a lot, so, he communicated with his new classmates and teachers with depression. Then, the class teacher, the parents of that boy and that boy himself communicated with me almost at the same time. They did not inform to each other, did not discuss and agree and just choose to seek a psychologists help. They all wanted it, so, issues solved quickly for the short period of time and successfully. The boy has changed. And, the others stopped

referring him as an angry and difficult kid.

We are supposed to help and assist a specific person based on his or her own request and will. Also, we are responsible to be confidential about the clients' personal information. Psychologists work with most valuable, secret and unique information of an individual. Therefore, even the law enforcement personnel do not have a right to raid the safety box of a psychologist. We are professionals who took an oath just like doctors.

## B.CHINGUUN: "I WILL PUT MORE ATTENTION TO PREVENTION"

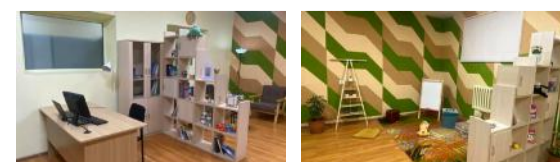
Psychologist of General Education School No.122:

I graduated from the NUM in 2020 majoring in psychology. An educational psychologist is a practical performer. Therefore, I am planning to focus on preventing from psychological urgent problems occurring.



I understood that psychologists are required and needed greatly for schools and kindergartens. I will plan my work based on the present and real situation assessment. Thank you all for allowing me to work and creating my work environment.

## SCHOOL PSYCHOLOGISTS HAVE CORNERS THAT SUIT TO THEIR CLIENTS SPECIFIC FEATURES.



ESD emphasizes “EQUAL EDUCATION INVOLVEMENT” in ONE TOPIC. Equal inclusion in education is a subset of equal inclusion in society.

*The commitment to Sustainable Development Goal 4 to ensure “inclusive and quality education for all” and to promote “lifelong learning for all” is a part of the United Nations 2030 Agenda for Sustainable Development, which promises that no one will be left behind.*

*From the UNESCO Report Presentation*

**WARNING THAT EDUCATION ENROLLMENT IS DECREASING DURING THE PANDEMIC...**

The UNESCO Education Monitoring Report on Equal Inclusion and Education in 2020 identifies poverty as a major barrier to accessing education. In addition, UNESCO warns that the lack of access to education during the COVID-19 pandemic is deepening in countries around the world.



A study of the implementation of 209 countries working to achieve the education goals set out in the Sustainable Development Goals 2030 program found that 258 million children and youth are not fully enrolled in education due to poverty. The report concluded that 40 percent of low- and middle-income countries did not support low-income students during the temporary closure of schools. One of the obstacles to equal access to education was identified as the discriminatory beliefs of parents. For example, 15 percent of parents in Germany and 59 percent in Hong Kong, China, fear that children with disabilities will interfere with other children's learning.

Almost half of low- and middle-income countries do not collect enough information about the education of children with disabilities. The key to categorizing education data is household surveys. However, 41 percent of the countries that hold a total of 13 percent of the world's population did not conduct such research or did not disclose their survey data. The Equal Inclusion and Education report states that learning figures are often obtained from schools without regard to those who do not attend school.

The report contains 10 tips including expanding the awareness of inclusive education, direct funding to out-of-service groups, sharing knowledge, experience and resources, actively working together with the public and parents, and training, empowering and motivating the education workforce.

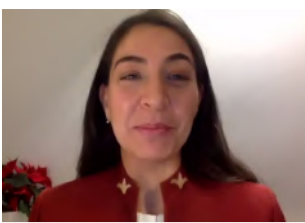


**HELEN CLARK**  
"WE SHOULD CONTINUE THE WORK TO ELIMINATE ALL DIFFERENCES IN EDUCATION..."

"...Equal inclusion in education is about ensuring that every student feels valued and respected and has a clear sense of belonging to the school. Discrimination, stereotypes and isolation are leading many people to feel excluded. The report reminds us that we must continue to work to bridge the gap in education and to bridge the gap in universal access, which should be the basis for equal inclusion."

CHAIRMAN OF THE ADVISORY COMMITTEE ON EDUCATIONAL MONITORING REPORT

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**MANOS ANTONINIS**  
“PLAGUE GIVES US A REAL OPPORTUNITY TO REVIEW THE EDUCATION SYSTEM”

“The COVID-19 pandemic has given us a real opportunity to review our entire education system.

Moving to a world that understands and appreciates the value of diversity is not something that can be done overnight. Clearly, there is a clear difference between teaching all children under one roof and creating the best learning environment for students. But COVID-19 has shown us that if we try to stay focused, we can do things differently.”

EDUCATIONAL MONITORING AND ANALYSIS WORLD REPORTING TEAM DIRECTOR

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**AUDREY AZOULAY**  
"THERE IS NO WAY OTHER THAN TO STRIVE FOR THE TRANSITION TO EQUAL EDUCATION"

“... Stigma, old fashioned views, stereotypes and discrimination

are alienating millions of students from the classroom. The current crisis is likely to continue in many forms of non-inclusion. The closure of schools due to the COVID19 pandemic has affected more than 90 percent of the world's students, and the world is in a state of unprecedented chaos in the history of the education sector. There is no other way to successfully overcome the challenges of these times than to strive towards a more inclusive education.”

DIRECTOR GENERAL OF UNESCO

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**Policy-Program**

**WILL IMPLEMENT “GREEN LIGHT” ACTIVITY BASED ON THE PRINCIPLE OF EQUAL INCLUSION**

*Students studied 45-47 percent of their total classes in the 2020 school year; 62-68 percent in the 2021 school year distance learning.*

Due to the rapid spread of new types of coronavirus in the world, the Mongolian Special Commission held a meeting on January 24, 2020 to temporarily close the teaching and learning activities of all levels of educational institutions and training centers from January 27, 2020 which was extended four times afterwards.

In the school year of 2020, secondary school students studied 45-47 percent of the total content of the class for 75 days or 15 weeks by distance or tele-lessons.

In connection with the outbreak of the COVID-19 pandemic in our country, based on the 12th resolution of the World Health Organization dated January 11, 2020, the Order No. A / 146 and A151 of the Minister of Education and Culture in 2020, and the orders A165 and A24 in 2021, respectively declared that the training and activities of education institutions of all levels have been extended from November 11, 2020 to the end of the 2021 academic year.

In 2021, 100 days or 20 weeks (62% of the total training) for local secondary school students, and 110 days or 22 weeks (68% of the total training) for Ulaanbaatar secondary school student were spent distance learning.

During the COVID-19 epidemic, or in the past two years, 5,284 tele-lessons were prepared and distance learning was conducted on television along with sign language translation.

**Research and methodology**

**EQUAL INCLUSION**

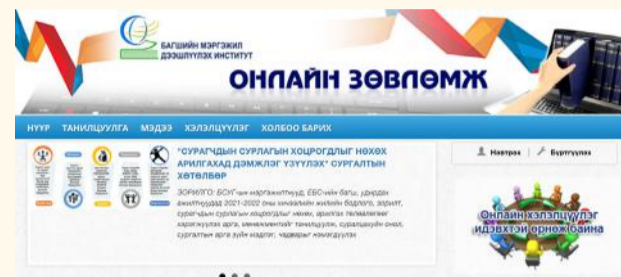
In the "Policy on education equalization" (UNESCO 2009), it is described as a process of reducing negative attitudes toward their differences, and it states equal inclusion and education quality are two sides of the same coin and it is about providing equal learning opportunities to not only children with disabilities, but also minorities, local children and children who live on the city's outskirts, people of all ages with social, psychological and learning disabilities as well. Teachers need to master and apply inclusive learning methods that are appropriate for students' differences, learning characteristics, and styles that encourages their active participation.

Here is an article on the training methodology of some researchers.

In addition, 104 interactive lessons, 2,775 e-lessons, 50 e-content, 30 radio and audio lessons were prepared and delivered to students with the support of econtent.edu.mn and other online resources.

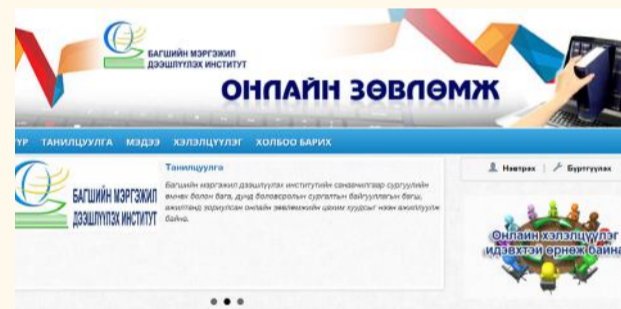
**Scope of training and activities to be implemented in secondary schools in 2021**

- Support and develop students' self-directed learning. Students understand their learning process, are motivated and responsible to learn, and work together with teachers to change the learning environment. To do this, we will develop and implement a step-by-step “Self-study workbook” for all students.
- Teachers will work to make up for and eliminate students' deficiencies, and support student learning based on progress assessments.
- Each school will develop an integrated platform for assessment of teaching methods, environment and progress, and support the participation of teachers, students and parents.



To this end, in the 2021-2022 academic year, we began implementing the “Green Light” activity to provide social, psychological and hygienic advice and support to students, diagnose learning deficiencies, plan and implement a combined learning environment and methodology, and include it in the “Independent Learning Workbook”. We have also begun researching and methodological work has begun to identify and attempt to reconnect back with the school students who may be dropping out.

**Goals and objectives of the “GREEN LIGHT” activity**



The management of the “Green Light” activity is based on the principle of inclusive education and aims to re-open the school after the pandemic and to plan, implement, monitor and improve the activities of the students and the school community. The “green light” activity has the following 5 objectives.



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Educational program of the Institute of Education  
Head of Research Sector

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**EQUAL INCLUSIVE TRAINING METHODOLOGY**  
**D.MUNKHJARGAL**  
Doctor of Education, Professor

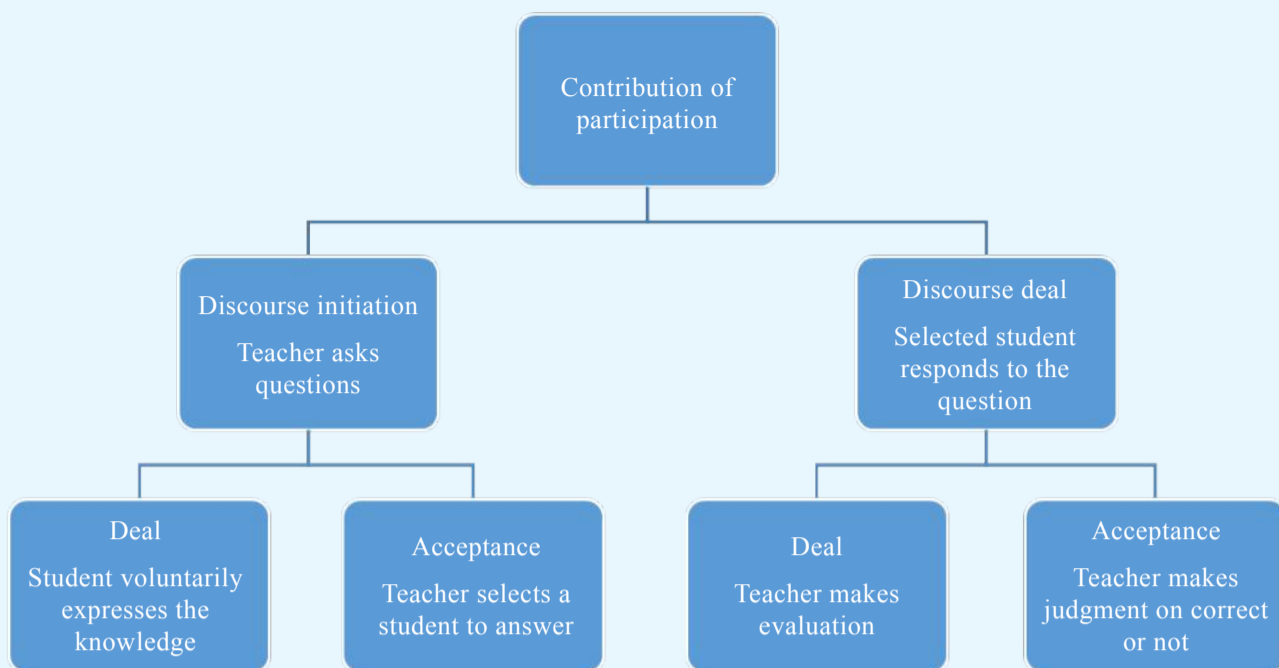
In recent years, inclusive teaching methods have been used to study and promote discourse theory, and I have been advising teachers on how to change the style of discourse based on the results of a 2003-2006 survey of primary school students in the United States (Munkhjargal. D, 2006).

The passive pattern of discourse, Initiation-Response-Evaluation (Initiation-Response-Evaluation IRE Pattern), shown in the first figure, is common in the classroom. In this type of discourse, the teacher initiates the question and chooses the student to answer it. After the selected student answers, the teacher evaluates the answer and closes the discourse. In this case▶

►In the lesson discourse, the teacher controls the teacher-dominant line, also, student's strengths and opportunities, and the student's

line is not yet open, dichotomy is not used, and all decisions are made independently.

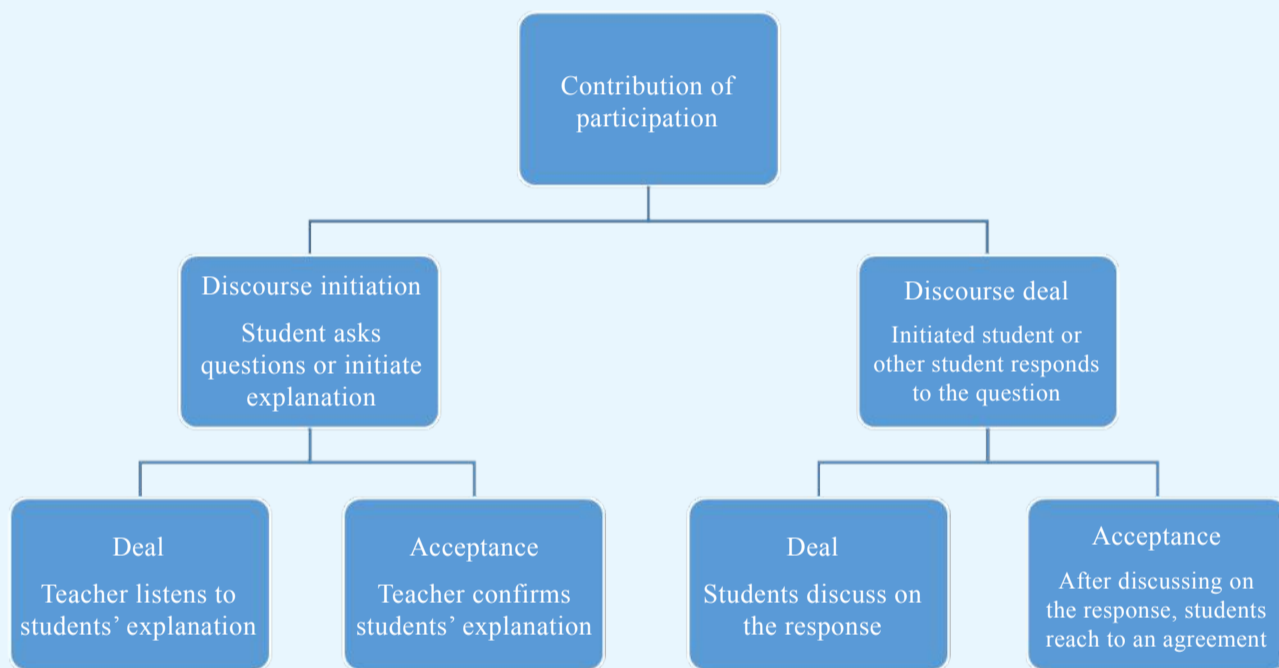
Figure 1. Type of discourse "Initiation - Response - Evaluation"



However, after discussing the answers suggested by the researcher shown in the figure below, the "Student Voice Acceptance" in the Consensus on Knowledge Creation is reached. In this case, the teacher's discourse pattern (Revoicing pattern) in the lesson discourse does not dominate the student's question, but initiates the students' active lines and explanations, and the

students open themselves and answer the teacher's position together with the students. The teacher recognizes the student's voice, uses the student's strengths and abilities, and repeats all the decisions and the student's response. Students have the opportunity to reach an agreement.

Figure 2. Type of discourse "Student voice recognition"



Teachers at all levels of education should approach the methodology of equal inclusion if they observe and study the passive pattern of discourse pattern of discourse in their subject

(Figure 1) and seek and use the active form of discourse (Figure 2). Note: For more information, please visit BMDI website.

NEWS FROM THE UNITED STATES

US LAUNCHES EDUCATIONAL PROGRAM TO ELIMINATE DEFICIENCY

B.Munkhnyam, Executive Director of the Department of Health Metrology under the Standing Committee on Health under the US Congress, reports:



In the United States, each state has its own administration and policy, so the administration's education department makes its decisions. This means that they are not subject to the decisions of a single ministry, but operate separately. In the United States, for example, during the plague, only schools in states with high levels of COVID-19 were temporarily closed and schools in other states were operating normally. There were many parents who were afraid their children might get infected with the plague, so the school administration kept the school library and computer room fully open. As a result, students who do not have access to the Internet and books at home have the opportunity to get the books and materials they need from the school whenever they want. Especially in sparsely populated states, teachers had the students who came to their classrooms keep their distance from each other.

Last year, about 30 of the 50 states in the United States closed classes for 1 to 3 months, and the remaining 70 percent operated normally.



A few days ago, President Joe Biden announced a special education program in response to the COVID-19 situation. The program will measure the level of children across the United States and then take three steps. The government has agreed to research and estimate the number of children who are stunted and to cover the costs of their activities.

It is projected to eliminate student deficiency by August 2022. In addition, it also focuses on children's socialization and upbringing, and research was conducted among parents and children in this area.

Research has shown that learning in the classroom, with teachers, and with each other leads to better quality education and is more effective. Parents say, "Because of the quarantine, children stay at home, lag behind, and grow up to be selfish. It also emphasized that parents agreed to open classroom lessons declaring their support for open classrooms in order to have their children grow up to be respectful and polite people. This indicates that classroom teaching methods are still the best.

In order to determine the effectiveness of e-learning during quarantine, research was conducted involving teachers from eight countries, including the United States, Japan, Australia, and Canada. They were asked to rate the quality of the education they teach through e-learning on a scale of 1 to 10. They gave it a score of 4.8 out of 10. I don't think it's easy to say what Mongolia is like if countries that have reached a high level of development rate their e-learning performance at 50 percent.



DIFFERENTIATED LEARNING METHODOLOGY

CH.OYUNBILEG Senior Lecturer, School of Arts and Sciences, University of Culture and Arts, Teacher, Consultant, Department of Art Education

It is a duty and responsibility of the teachers to explore and understand each students' specific features, needs and interests and choose the teaching approach that

is based on their advantages to work with them. Therefore, it has become priority to accept students' differences (interest, talent, prior knowledge, skills and approaches) and introduce training approaches that provide an equal opportunities for all students and meet their different needs and different conditions (gender, social status, ethnicity, livelihood, family support, language, culture and tradition, development difference, and learning ability level, and etc.)

Differentiated learning is not an individual program for every student. Instead, children in the same class with different levels, different interests, and different learning styles will be grouped by similar characteristics, and the program will be delivered to each student in a flexible and different way. The key is to diagnose each child's readiness, interest, information processing skills, and level of knowledge and skills, work in different ways according to it,

focus on the results to be achieved, calculate the workload, how much to give, and allow students to make choices and set tasks and tests that are appropriate for each student's level.

I believe that it is important to increase the growth of students' knowledge and skills. This is where you can expect good results.

For example, if students are grouped by specific characteristics or given the opportunity to choose the activity that best suits them, they can develop new knowledge and information according to their skill level, interests, and learning style.

Some students are best at learning through face-to-face approach while others have better self-learning skills. In other words, they have different abilities to work as team or individual performance not requiring same level of support from the teacher. Some students carefully listen to the teachers' explanation, ask questions and take notes, and some are good at expressing their opinions while looking at the object and their expression is mainly focused on the point of view. Some students even learn by doing.

The most important part is to identify the characteristics of the students and use the appropriate methods to create knowledge, acquire new skills and practice, and the results will be improved.

We used to do start-up evaluations. But it only sets the level. But now we want to take into account the different learning needs of each student, their interests, readiness to learn, learning abilities and methods, in other words, to provide equal access to quality education and services regardless of the differences of the children.





T. Nyam-Ochir, Director of Primary and Secondary Education Department of the Ministry of Education and Science, was invited as an “ESD-GUEST” to discuss the topic of “equal inclusion-quality education”.

One of the goals and commitments of the global SDGs is to provide quality education and lifelong learning that creates inclusive and equal opportunities. What are the main policies and activities of the Government of Mongolia and line ministries aimed towards this goal?

It is important to make education a universal right and to exercise this right for everyone. The many challenges and difficulties remind us that access to education still remains unequal. One in five children did not receive any access to education even before the outbreak of COVID-19, according to the UN report. Furthermore, we must realize that discrimination, old stereotypes and attitudes are stealing equal opportunities from thousands of children.

The COVID-19 pandemic is making social inequality more apparent. It is time to pay more attention to inequality that is outside education in order to strengthen the education sector. And the digital divide is a real problem nowadays.

**IT IS IMPORTANT TO GIVE EVERY STUDENT A FEELING OF SELF-RESPECT AND SENSE OF BELONGING TO THE SCHOOL**

The Ministry of Education and Science submitted the draft General Education Law and accompanying draft laws to the Parliament last spring. We aim to change the goals and objectives of education. It is important to give each student a sense of self-worth and respect and a sense of belonging to the school. That is why the concept of learning from teaching is being incorporated into the law. The Law on Preschool and General Education provides for an independent chapter on equal enrollment. The issue of lifelong learning has been redefined in law. In addition to formal and non-formal education, the law provides for independent learning from the family, the workplace, and the environment, or “learning in a living environment”.

Although legal reforms are needed, there are many obstacles to achieving that ultimate goal. The transition to a system that meets the needs of students with disabilities and each individual requires the participation of everyone.

## T.NYAM-OCHIR “STARTED IMPLEMENTATION OF A COMPREHENSIVE PLAN TO ELIMINATE STUDENTS’ LEARNING LOSS”

It is our responsibility to study in many ways how to make a difference, whether to reconsider the system based on the independence of developed countries, or whether to create a completely new system from the beginning, and to find a sustainable and good solution.

**STUDIES HAVE REVEALED HIGH LEVELS OF ANXIETY AND CRISIS IN CHILDREN**

**How is the current situation caused by the Covid pandemic and quarantines affecting the education sector in Mongolia, especially at the general education level?**

Uncertainty during the pandemic, the inability of adolescents to communicate with their peers, changes in routines, their parents being forced to work from home, and the stress of losing their jobs can all have a negative impact on children's mental health.

Many children are malnourished and unable to get the nutrients they need. So it shows how important school meals are. Of course, studies have shown that children have higher levels of anxiety and depression nowadays.

I agree that there is no substitute for classroom training. Especially at the pre-school and primary level. Although we were introducing and implementing many possible distance learning options, we were not ready for many things, such as infrastructure, equipment, and human resources.

Our vision is to create a dual learning environment in each school, to develop a combined learning methodology in which each teacher can manage the learning situation at any time regardless of the situation of the climate and plague, and to introduce new forms of self-directed, independent learning for children and parents.

**A COMPREHENSIVE THREE-YEAR PLAN (2021-2023) TO ELIMINATE SECONDARY SCHOOL STUDENTS’ LEARNING LOSS HAS BEEN DEVELOPED AND APPROVED BY THE GOVERNMENT.**

**In countries such as the United States, extensive research and special programs are underway to address the educational gap caused by the epidemic. What actions are our country taking in this direction?**

A comprehensive three-year plan (2021-2023) to eliminate secondary school students’ learning loss has been developed and approved by the government.

Compensation for learning loss is a systematic process, not a one-time measure. Furthermore, we believe that the development of appropriate teaching methods for each child, and the assessment and support of children's progress, should be a part of the education reform and localization process.

TV-lessons during emergency period, their results, suitability surveys, children's socio-psychological issues, risk surveys, and social sample surveys (distance learning) are organized and the results are reflected in policies and decisions.

At the beginning of this school year, we have begun implementing the “Green Light” guidelines for teachers, students, and parents on social and psychological issues. At the national level, we will start diagnosing our children. An “Exercise Workbook” has been developed and launched to address the student gap. In each province and district, teacher groups have been established and are working together to provide guidance and ensure that the gaps are addressed and managed.

**CHILDREN WITH DISABILITIES ARE OPEN TO ENROLL IN THE SECONDARY SCHOOLS OF THEIR DISTRICT**

**Some citizens and researchers warn and criticize the lack of education among children with disabilities, herders and working children. They believe this is due to the fact that some are treated differently and isolated from society. What is your policy on this and what actions are you taking to rectify this problem?**

We have approved the procedure for equal enrollment in secondary schools. Accordingly, it is open for children with disabilities to enroll in the general education schools in their district.

In other words, secondary schools need to develop flexible learning policies and programs that respect the diversity and needs of children, early detection of developmental delays, individualized curricula, preparation of learning environment and appropriate materials for children with disabilities, use of information technology in education, and the legal environment for possible risk prevention has to be put in place.

There is a support team to provide inclusive education in secondary schools.

There is also a policy of providing basic education to children affected by domestic violence. We continue to support the provision of educational services to children at risk due to their living conditions, and to cooperate with schools, committees, and the police in compiling and exchanging research and information on these children.

A 6-year-old child from a herder household can also enroll at the age of 7 if his or her parents so request.

**Of course, quality education is directly related to budget and finance. How have current expenses and investments changed this school year from 2019 and 2020?**

The most important part of the reform in the education sector is the budget. It is important to change the methodology of variable costs per child to calculate the effect of each tugrug spent on education in the future.

While the state budget for education is not declining, it needs to be reconsidered whether budgeting is being done to meet growing needs.

In 2016-2020, the largest investment was made in the education sector. As a result, productivity has greatly increased.

**FIRST OF ALL, IT IS IMPORTANT TO ENSURE READINESS AT ALL LEVELS TO CONTINUE COURSES AND TRAINING**

**“Everywhere there is talk that the goal of providing quality education with equal inclusion and equal opportunities is not just the responsibility of the government or the sector. So what is the role of the community and parents, and how should they work together?”**

All members of society must participate equally in the development of their society, benefit from it, live well, be born in a healthy environment and receive a good education. This is a basic principle of sustainable development.

Changing the attitude of every citizen is probably the first step. However, it is important to localize a culture in which we participate through our day-to-day activities, not through forced planning.

**What are the main goals for this school year?**

The goal of this school year is to support children's development, overcome learning barriers, and effectively organize lessons and learning activities to ensure all-around cooperation and participation in successful learning.

First and foremost, it is important to ensure readiness for continuing education at all levels. Our main choice is to develop digital technology as a basic tool for teaching and learning activities.

Furthermore, children need to be supported to learn and develop without fear, anxiety or stress. It is important to create a database of exercises and assignments that support students' independent work and use them effectively.

Finally, it is recommended to improve the quality and efficiency of teaching and learning activities based on the available resources of the teaching and learning environment.

**Thank you.**

## GREETINGS



The global outbreak of COVID-19 has changed the quality of our lives and our way of working, making us aware of the importance of living in one container and building a sustainable future, and living in new and uncertain conditions.

Human development, population growth, rapid technological advances,

environmental and climate change are bringing new challenges to people's lives. Therefore, in 2017, UNESCO issued the "Education for Sustainable Development" document, which recognizes that in order to live sustainable lives, consistent economical and societal growth, find the balance of nature, and the guide to the future, EDUCATION is the main too for these ends. This paper considers everyone in the world as a learner and describes the learning objectives, content topics, methods, approaches, and techniques aimed at achieving the goals and objectives of the GC.

Mongolia and the Mongolian education sector have been working to observe and implement new global initiatives and activities at every stage of the Sustainable Development and Sustainable Development education history.

"The Education for Sustainable Development-1" project was successfully implemented with the direct support of the Swiss Agency for Development and Cooperation. Within the framework of the UN "Sustainable Development Goals 2030", Mongolia adopted the National Education for Sustainable Development Program, established a green development policy in the "Long-term development policy Vision 2050", and considered education based on the concept of Sustainable Development and started implementing the "Sustainable Development Education-II" project.

Director of the Institute of Teacher's Professional Development  
**J. BOLORMAA**

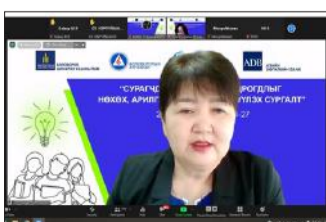
## TOGETHER FOR A "GREEN OFFICE"

As an organization that supports education for sustainable development, we have been using paperless technology based on cloud technology, in our training and office activities in order to become a "Green Office" in the future. These include:

- Gmail and Google Drive, as well as their accompanying applications, are routinely used by management, departments, and divisions. As a result, there is no need to draft or print official documents on paper.
- We also organize live video webinars and meetings using Google Meet, Zoom and Teams.
- We have been using the www.esurgalt.itpd.mn LMS platform for 7 consecutive years since 2014, and have implemented a combination of e-learning and classroom training.
- In 2020-2021, due to the situation caused by the pandemic, basic, specialized, ordered and optional trainings for all teachers and staff of kindergartens and preschools have been transferred to 100% electronic form.
- We have prepared 17 manuals for basic professional development training in electronic form, placed them on our training platform, organized trainings, and issued training certificates through <http://batlamj2021.itpd.mn>.
- Due to the situation caused by the pandemic, the specialized training for school and kindergarten teachers before the start of the "New School Year" was transferred to electronic format and covered about 39,200 teachers.



For example, in August 2021, for the first time in the country's history, a training on "Methods to support students in overcoming and eliminating deficiency" was organized electronically using the ZOOM and GMEET platforms. More than 8,740 teachers participated in live video classrooms in 17 subjects. A total of 39,177 teachers participated in the training, which was watched live on OBS studio and Facebook Live by 30,436 people.



## IN A FEW SENTENCES

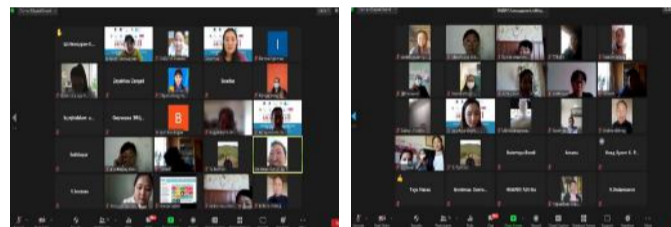
### AN EXAMPLE INSTITUTION FOR THE DEVELOPMENT OF GENDER EQUALITY EDUCATION



The organization's strategic plan, 2021 annual plan, internal regulations, employment contract, and human resource development program were analyzed for gender, and amendments were made to the organization's internal labor regulations based on the results of the analysis.

In the future, we aim to be a model organization for the development of gender equality education through open and hidden programs.

### TRAINING WITH MORE THAN 1000 PARTICIPANTS PER DAY



In cooperation with the Education for Sustainable Development-II project, we developed the content and curriculum /sub-module/ of the "School-wide approach" and organized the training of school teachers. 1658 administrators, teachers and staff representatives from 30 secondary schools participated in the training according to the program. The training was attended by 1082 participants per day and 499 participants from 1 point. Preparations are now underway for the second phase of the training.

### TEACHER DEVELOPMENT CENTER USES PURIFIED GRAY WATER



Because the Teacher Development Palace is close to the Selbe River, groundwater seeped through the basement's walls. Based on this situation, a plan was put in place to use groundwater as toilet water, and in 2016, we started to introduce the first technology to treat and use groundwater in Mongolia.



Initially, there were two 20-ton water tanks, but in 2019, the Municipality of Ulaanbaatar added an additional 50-ton water tank to the surrounding area to irrigate the surrounding green space. Today, the Teacher Development Center uses the gray water stored for the toilets of the restrooms, saving about 50 cubic meters of water per month.

### N.MUNKHBAYAR "MY LITTLE GREENHOUSE IS MY PLACE OF REST"

*/Everything that is stable and long-lasting is simple./*

Let us introduce our readers to N.Munkhbayar, the head of the Student Development Department at BMDI, who is implementing the Sustainable Development Behavior in his life.

**-Let's start the conversation with your experience of implementing education for sustainable development in your life.**

Since 2015, our family has leveled the slopes of our summer house, sifted the sand, and planted a few trees and shrubs around the fence. In the evening, after work, I really started to enjoy going to my summer house to water the trees and lawn.



On the weekends, weeds are harvested, watered, and fertilized. My husband told me that I was leaving the roots of the weed so he grabbed a pair of pliers and showed me how to properly pull them out.

We felt that we were talking about green development and ecological education, even though we don't even know the difference between pine and spruce. When the trees and bushes I planted with my own hands began to sprout and bloom, I often rushed to my summer cottage. I talk to the trees, rejoice to see it blossom, become sad to see the pine and spruce turn yellow, and feel depressed when I see them eaten by worms and other insects. All of this became a great way to vent after a day full of work and a great vacation. We're one of those people who deals with a lot of paperwork, spends a lot of time at the computer, and lives a busy city life.

**-If possible, we believe dust and dirt levels in the city will be reduced if everyone who owns land planted trees, shrubs and vegetables on their property.**

That's right. That's how I nature became my lifelong friend. When I come home from work and look at the trees and bushes, it becomes a great way to rest and relax. In 2019, I built a greenhouse and tried to grow cucumbers. It requires care and attention just like a baby. Adjust the air and water, fertilize and care. When I haven't been there for a few days, I worry about how big it became and whether it has become yellow and dried or not. I walk into my greenhouse as soon as I enter the fence. Today, there are about 1,000 trees and shrubs in our yard, including pine, spruce, sea buckthorn, currant, monos, lilac, and yellow acacia.

Garden flowers have been growing since last year. When it blooms into many different colors, I become really happy. Only now, I realized why people say humans are natural animals. The COVID-19 situation makes me understand this even more.

**-The lifestyles of people infected with the COVID plague are changing involuntarily. What changes are you feeling?**

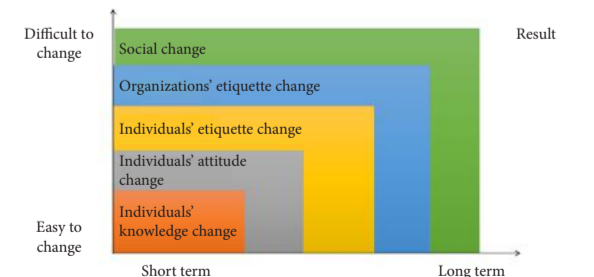
The COVID situation had a direct impact on people's lifestyles, attitudes, and decisions. Perhaps we need to understand this in relation to the complex potential of sustainable development.



This situation demands from us the ability to approach a problem, the ability to make a decision, the ability to take action and they require a new way of thinking, a new ethic, and new management skills.

I think we need to start with short-term change and action to achieve great results. The beginning of this process is introducing simple consumption and good habits in our lives. These are everyday activities such as saving water and electricity, being environmentally friendly, loving animals, caring for the elderly, being responsible at work, and having a culture of communication.

### FIVE LEVELS OF CHANGE



Individual knowledge, attitudes, and behaviors can easily change in a short period of time. You just have to try hard. But organizational and societal change takes a long time. Individual change and commitment to sustainable development bring about organizational and social change. Find what you want to change in the map below that shows the five levels of change. I want to say that someone who knows what they are looking for can find it. I think everything that is stable and long-lasting is simple.

**-Thank you.**



**ORKHON PROVINCE DEPARTMENT OF EDUCATION, CULTURE AND ART IS**

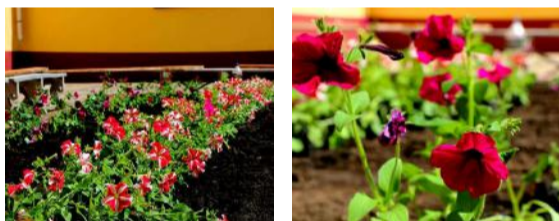
Since 2013, the Department of Education and Culture of Orkhon aimag has been organizing specific activities in cooperation with other organizations in order to care for the planet, communicate properly, study the application of theoretical knowledge, develop teamwork skills, and discover children's interests and talents.

The school development management program set the goal of "creating a healthy, safe and risk-free eco-environment in line with the sustainable development policy" and the teachers and students of the school's "Eco Club", "Energy" and "Water Messenger" clubs worked together in order to achieve this goal. For example, the use of toilets was monitored on a regular basis, paper and soap were provided, recommendations were posted, addresses were made, water and electricity consumption and waste in schools and classrooms were assessed and improved on a quarterly basis.



Through the "Eco Corner", we provide students with knowledge and understanding of the benefits of drinking water, the choice of water bottles, proper use, hygiene, sanitation, and water conservation.

Within the framework of the international "Eco-school" program and "ESD-II" project, the "Eco-school-Green future" campaign was launched for 14 days among all classes and groups in order to increase the real participation of students in improving classrooms and school environment, reducing carbon footprint, and developing smart consumption, good practices and attitudes.



**CHOSEN AMONG THE BEST OF "THE WORLD'S BIG LESSON"**

In the national discussion "World's Big Lesson-Education for Sustainable Development" organized by the "ESD-II" project, the aimag participated in 14 subjects in pre-school education-3, primary education-4, basic education-3 and upper secondary education-4. The best course was selected and posted on Esurgalt.itpd.mn and registered in the "World's Big Lesson" database.



**WILL PLANT 100,000 TREES WITH STUDENTS AND PARENTS**

In the first half of this year, about 34,000 students, parents and teachers from 76 educational, cultural and art organizations in Orkhon aimag planted more than 54,000 trees under the "More than One Hundred Thousand Trees", "Green-Erdenet" projects. A total of 76 working groups have been established to plant 100,000 trees in 2021.



**TEACHERS AND STUDENTS MADE THE ROOF OF THE HOUSE**

Within the framework of the ESD-II project, in order to create a real environment for Mongolian citizens to know, inherit, protect, develop and cherish their national characteristics, heritage, traditions and history, The 4th school of Bayan-Undur soum of Orkhon aimag established a house of culture. The house was decorated with 12 items such as toys, morin khuur and Mongolian ger instruments as part of the "Let's build a house of heritage, history and culture together" volunteer campaign among parents, teachers and the public.

The roof and rafters of the ger were made by students and teachers in a design and technology class. In addition to the more than 3,100 students at School No. 4, more than 50 businesses and community members, including nearby kindergartens and organizations, will use the house for training and other activities.

Also within the framework of the ESD-II project, the school has started researching school curricula, developing school-based programs tailored to the specifics of the school, creating an electronic cognitive database, and creating a Mongolian living and traditional environment on the third floor of the school building.



**SAVING 1.6 MILLION MNT A YEAR AND REDUCING 9 KG OF CO2**

The recipient of the Bronze, silver and green flag honors of the International "Eco School" program, the 14th secondary school of Orkhon aimag, in cooperation with the aimag's eco-product manufacturer "And Energy" company, replaced 250 incandescent lights in 31 rooms of the school's public area, cafeteria and library.

The school has 1,615 incandescent and daytime running lights, and if it is operated for 2 hours a day, it amounts up to 8,900,000 MNT per year in electricity bills, including the use of electrical appliances, and produces and leaves behind 49,560 kg of CO2 footprints. It is estimated that replacing 1,615 lights with 600 LED lights will save an average of MNT 3,800,619.38 per year and reduce 21,018 kg of carbon footprint.

By replacing 250 incandescent and daylight lamps with LED lights, we will save more than 1,600,000 MNT per year, reduce 9 kg of carbon footprint, and create conditions for teachers, staff and students to work and study in a safe and healthy environment. In the future, parents will work to establish a testing corner on energy efficiency, to create and spread a positive impact on parents, and to incorporate it into the curriculum. The school also encouraged people to save water and electricity, learn good habits, and have a positive attitude towards the online environment as part of the implementation of the international "Eco-School" program and the ESD-II project. To this end, a drawing, essay, video, and podcast competition under the theme "Save Water and Electricity" was organized online for all students. In the competition, 7a class with teacher Kh.Sarantuya, 6c class with teacher M.Byambasuren, 4d class with teacher S.Altantsetseg and 2b class with teacher Ts.Enkhtuya received the most Likes, comments and were selected as the best.



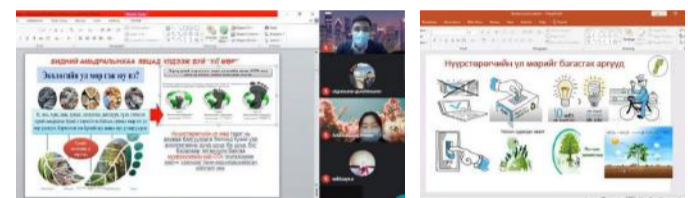
**IMPROVED INDOOR AIR QUALITY**

One of the supporting schools of the ESD-II project, Secondary School No. 5 in Bayan-Undur soum, Orkhon aimag, is successfully implementing the "Air Quality-Safe Environment" project to create a child-friendly learning environment that meets the air quality and safety standards of its school environment.

More than 220 students, parents, guardians and teachers were involved in a total of 9 online discussions, trainings and meetings on the causes of pollution in the school, its dangers and how to improve air quality.

In order to improve the air quality of the school's chemistry classrooms, a drawer worth MNT 4,500,000 was bought for and installed by the ESD-II project, and some classrooms were supplied with Russian Ballybrand humidifiers. The school also used its resources to work with parents to install window blinds in all classrooms. As a result of these projects, the indoor air quality of the school is expected to meet the requirements of MNS 4585: 2016 standard. D.Tsengel, the training manager, said, "On average, there are about 50 children in primary school and about 40 in middle school. Therefore, the classroom can feel overcrowded and the ventilation system can be poor. "Now we've improved the ventilation by installing humidifiers and restricting the windows."

School No. 5 is one of the largest schools in the aimag with a total of 61 groups and 2,400 students.



**SCHOOL 15 WILL HAVE A WINTER GREENHOUSE**



School No. 15 of Orkhon aimag has successfully started its "Winter Greenhouse" project within the framework of the ESD-II project. Currently, more than 50 percent of the construction of the greenhouse has been completed. The greenhouse will be used in a variety of ways including to experiment as part of the science class, contribute to the growth of local green spaces, and teach students life skills.

The school has planted 2,850 trees this year as part of the Green Erdenet project, which is being implemented in partnership with the Orkhon Aimag Department of Environment and the Department of Education and Culture. 900 yellow acacia trees have been planted around the school, 50 pines have been planted at the school entrance, and 650 larch trees have been planted at the "Buren bust" ovoo which is growing well and decorating the environment.



In order to motivate students during the quarantine and pandemic, to support their learning methods, and to increase green space, an online competition was organized among students called "Sowing and planting various plants". In February of this year, School No. 15 was awarded the Green Flag and the Golden Covenant by the International Eco-School Program. The school would like to thank the staff of the Environmental Information and Training Center, the Swiss Agency for Development and Cooperation, the Ministry of Nature, Environment and Tourism, and the local government for their cooperation and support.



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