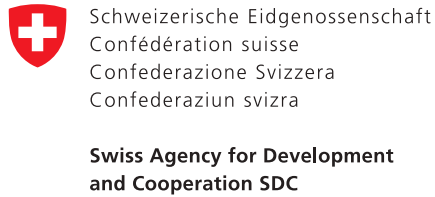


PROJECT FUNDING ORGANIZATIONS



PROJECT IMPLEMENTING ORGANIZATIONS

At National Level



MONGOLIAN INSTITUTE FOR EDUCATIONAL RESEARCH

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. 5

Quarter 4, 2021

HIGHLIGHTS:

- The ESD-II project national team worked on pilot schools for sustainable development in the project provinces and the capital city
- More than 29,000 students, 30,000 parents, and more than 2,600 teachers and staff from 30 schools directly benefited from the ESD-II micro project.
- Overcoming the crisis in the education sector, which has been described as a “one-time catastrophe,” is a challenge for every country.
- ESD project implementing schools have started to share their experiences and learn from each other
- Reminded us to link our sustainable development and human rights development policies and to plan our budget
- Advised to pay attention to the psychology of both students and teachers, and to plan and manage their lessons

NOTE

“ESD-II” IS PRESENTING ISSUE NO.5 OF THE NEWSLETTER

The main goal of the Education for Sustainable Development II project, supported by the Government of Mongolia and the Government of the Swiss Confederation, is to support Mongolian citizens in creating an environmentally, socially and economically responsible, equitable and sustainable future through education for sustainable development.

The mainstay of the Education for Sustainable Development II project is The Institute of Educational Research under the Ministry of Education and Science and the National Technical Advisory and Coordinating Team (TACT) within the said institute, consisting of the central government organizations in charge of education and the environment, their agencies and non-governmental organizations. In order to support the implementation of the above goals and objectives, the project publishes the “Education for Sustainable Development” or “ESD” e-newspaper on a quarterly basis to educate sustainable education and green growth educators and the public. On the eve of the New Year, the project team is happy to present the 5th issue of the newspaper.

We are always open to any comments or feedback you may have regarding the articles in the newspaper.

Editorial board of “ESD” electronic newspaper.

ESD-INTERNAL NEWS

agricultural and infrastructure buffers, and reforestation in arid regions.

Universities and research institutes under the Ministry of Education, Science and Culture provide new technologies, scientific knowledge and methods for training and capacity building of forestry specialists, seedling growing, seed supply, genetic resources, seedling growth, increasing vitality, and further care. The Minister stated that he intends to take the lead in the implementation of the program. The education and science sectors plan plant more than 8,100,000 trees a year. It is estimated that by 2030, a total of 65 million trees will have been planted.

TRAINING AND RESEARCH

CHILDREN’S DECREASED LEARNING ACTIVENSNESS MAKES DIFFICULT TO ELIMINATE LEARNING LOSS



In October and November, the Teachers' Professional Training Institute (ITPD) organized a training, research, and consulting event on “Support for Combined Learning Methodology” for more than 2,000 teachers and staff from 500 schools in 312 soums of 19 provinces and Baganuur district. Representatives from 158 province centers, 312 soum and 30 bakh schools participated and have studied e-learning and combined classroom teaching methods and have been trained as school-level trainers.

During this time, the teachers identified the challenges of organizing lessons and trainings as follows.

- There is no e-learning equipment
- Insufficient school internet speed (especially in soum schools)
- In the case of combined training, the teacher's workload is doubled and he / she works overtime, but there is no salary increase
- There is a lack of knowledge, experience and methodology for e-learning and combination learning theory and methodology
- Insufficient parental and family support for students, inadequate e-learning tools, inadequate internet environment /mobile phones, internet devices, data/

In addition, over the past two years, children have become overly dependent on the screen, have lost interest in learning, and have significant learning, social, and emotional backwardness, making it difficult to make up for it. Herder families and parents in rural soums view e-learning weeks as vacations and thus, are more interested in taking their children for a week off.

To address these issues, The ITPD has identified the support and arrangements needed for secondary schools and teachers.

EVENTS

WE BELIEVE THAT THE ESD PROJECT WILL DISTRIBUTE GOOD SCHOOL CULTURE



The ESD-II project team, in collaboration with the ITCNE, held a meeting in Ulaanbaatar in November with members of the provinces and district technical advisory and coordination local teams (TACLs) implementing the project.

The purpose of the meeting was to provide information on the concept of education for sustainable development, ESD-II project activities, to discuss the implementation of the ESD-National Program at the local level, to determine the direction of further activities, and to mobilize members. A total of 114 people, including local team members and province leaders, were in participation. The organizers believe that the participation of the province and local authorities is important for the project to provide comprehensive information on its activities and to aid in further cooperation.

During the meeting, T. Nyam-Ochir, Director of the Primary and Secondary Education Department of the Ministry of Education and Science, said, “Generation alpha has followed in the footsteps of the current generation Z. The foundation of ESD is for the current generation Y (millennials), to lead the training and prepare the upcoming generation Z for the upcoming future. We need to understand what uncertainty we are going to leave them with and to prepare them for an uncertain future.”

“Also, we need to be aware of the psychology of the students and teachers and plan and manage their lessons.” He suggested changing the traditional approach of relying only on teachers saying: “There is a need for whole support teams at schools, not just teachers and social workers, but psychologists, doctors and cooks as well.”

The Ministry of Education, Culture and Science hopes that the ESD-II project will create a good school culture based on the interests and needs of the children.

SCHOOLS DEFINING PROBLEMS AND SOLUTIONS AS A TEAM IS A GREAT SUCCESS



In September and October, members of the ESD-II project worked in cooperation with the project's technical advisory team at the pilot schools for sustainable development in Arkhangai, Bulgan, Khentii, Orkhon, Khuvsgul, Khovd provinces as well as Songinokhairkhan and Bayangol districts of the capital city. The teams got acquainted with the school project process, provided advice, identified best practices, talked to teachers, students and parents, held consultations with province and district team members, and exchanged information on the concept, content, and methodology of sustainable development education.

/Read more on page 2/

BY 2030, THE MES SECTOR CAN PLANT 65 MILLION TREES



The Ministry of Education and Science has announced that it will take the lead in creating a favorable legal environment for the successful implementation of the “Billion Tree Planting Movement” initiated by the President. Universities and research institutes will work together to organize a billion-tree planting movement in a number of key areas that is, including reforestation, increasing urban green space, establishing

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EACH SCHOOL DEFINING THEIR CHALLENGES ENCOUNTERED AND WAYS TO OVERCOME AS A TEAM IS A BIG ACHIEVEMENT

Implementing teams of ESD-II project jointly worked at project implementing 30 schools

Continue:



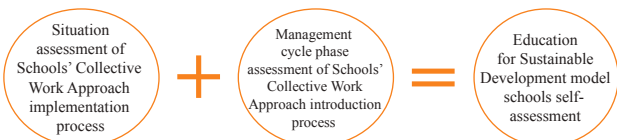
30 schools in Arkhangai, Bulgan, Khentii, Orkhon, Khuvsgul, Khovd provinces and the capital city are supporting schools of the ESD-II project, and each school is implementing a small project worth a total of 15 million MNT. Half of the budget is funded by the ESD-II project and half by the local budget. The value of this project is that, through this project, students, parents, and school leaders learn to work in teams and as a whole, define their goals and activities for sustainable development, create motivation to act, and influence the environment and community to encourage and motivate the community for sustainable development.

As a National host organization of ESD-II project implemented by the MES, MNET, and the Swiss Agency for Development and Cooperation, the Institute of Educational Research, as a local implementing organization, the Information and Training Centre for Nature and Environment (ITCNE) NGO are working.

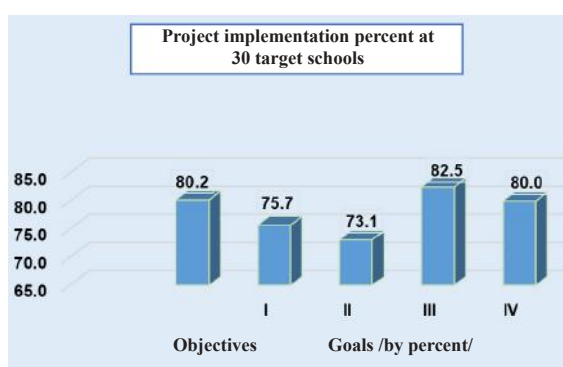


Results and achievements:

A total of 30 schools in the above provinces and districts evaluated the "Schools' collective work approach and self-assessment methodology" methodology and modeling, and launched a micro project in May 2020 to identify and address issues. This is a major achievement in integrating the principles of sustainability into all aspects of school life and effectively implementing the ESA.



The parties agreed that it is a great achievement for each school to identify its problems as a team and come up with solutions with the participation of the school team and the community.



A total of 500 people participated in the event, including 30 school administrators, school project team representatives, and province and local administrators.

It was concluded that the ESD-II project is being well implemented throughout schools and it is producing many results. /See graphic/

Project beneficiaries

Category	Beneficiary Type	Count
Directly	Students	29422
	Teachers	1832
	Staff	776
	Parents and public	29758
Through	Students	21720
	Teachers	1658
	Staff	1904
	Parents and public	36544
Effective	Students	20710
	Teachers	1178
	Staff	1975
	Parents and public	62634

These numbers of project beneficiaries indicate that the parents and public are well involved in addressing the issues identified by the school's self-assessment and is working together to become a model school for sustainable development.



Further issues to consider:

- Deficiencies and untimely resolution of local funding in some provinces and districts
- The difference in implementation of school projects is attributed to the pandemic, inflation, school management, team skills, community atmosphere, and team knowledge and skills.

Some people are of the opinion that a project is just a matter of creating something with a lot of money. The micro-projects implemented by 30 secondary schools under the ESD-II project are unique in that they instill a culture of low-cost school-wide approaches and, consequently, spread education for sustainable development.

The advantage of this project is that the school as a whole works with students and parents, and based on the acquired knowledge, creates new ideas and changes people's behavior and attitudes. Here are some examples of how and in what way we are creating.

SCHOOL NUMBER 122 OPENED A CHILD DEVELOPMENT INCUBATOR CENTER

One of the largest schools in the capital city, school No. 122, which supports the ESD-II project, has established a "Child Development Incubator" center as part of the ESD-II project. Students, parents, and the school community have planned to work together on a variety of different activities for sustainable development at the center. In the future, they plan to share their knowledge and activities for sustainable development with more than 60,000 children in 26 schools in the district.



B.BADAMKHAND, Education Officer, Songinokhairkhan District Governor's Office:

School No. 122 belongs to more than 9,800 residents and parents of the 34th khoroo of Songinokhairkhan district with a total of more than 3,240 children. As a first step, the school has launched a program to provide training for students at the Child Development Incubator Center; a micro project of the ESD-II project. Some students were late for school due to problems such as lack of internet and one-on-one phone calls. There is also a great need for psychological services. In this way, the center will work to serve the target group of children and their families, reduce and eliminate inequalities. According to the survey, 20 percent of all students in school number 122 are in the target group.

STUDENTS ENJOY STUDYING AT THE HOUSE OF HERITAGE

It is rare for the six-walled ger in the yard of a secondary school in Munkhkhairkhan soum, Khovd province, to stand idle. This is because Mongolian language, history, civic ethics, technology, music, and many other public activities are taught in this place. Children love to lie down, play, and study in a beautiful ger with felt rugs, silk curtains, and old Mongolian household items. In the recent Mongolian language class, the teacher showed the saddle harness, fleas, stilts, pedals, and antlers, and introduced the words. In the previous technology class, the Uriankhai ethnic deel was introduced and the sewing and dressing technology was taught. Sometimes it Mongolian puzzle technology is taught as well. Music lessons The "Palace of Heritage" is a small folk art performance. This is the "House of Heritage" established with the support of the ESD-II project by the community of Munkhkhairkhan soum, Khovd province.

The house was funded by the project, and some of the interior and exterior materials were crafted by the school's teachers, parents, and students, while some were donated. Uriankhai deel clothes, horse fiddles, milking buckets and puzzles are also donations from local people and parents.



D.BATNASAN, Specialist, Education Department, Khovd province Governor's Office, Member of the EITI-II Project:

"This is one of the results of implementing a small ESD-II project at school. The construction of the house to protect, spread and pass on the language, culture and customs of the Uriankhai ethnic group is bearing fruit. In this way, the schools in Khovd province, which are implementing a small ESD-II project, are working to communicate ESD ideas to the local community through their activities."

Last fall, the Munkhkhairkhan soum school hosted its art festival online making it more interesting and rewarding, based on the "Heritage House".



SCHOOL EXPERIENCE BEGINS TO BE IMPLEMENTED SOUM WIDE

A survey conducted among students, teachers and parents in Bayan-Adarga soum, Khentii province, found out that they generally wanted to reduce waste and develop a clean living environment. Representatives of the school's teachers and students initiated the "Clean and Clear Environment" project, which aims to encourage and influence soum residents to learn good practices such as waste reduction, sorting and reuse, and was awarded with the implementation of the Education for Sustainable Development II project. The school continues to collect and dispose of recycled plastic containers with the "ESD II" project.

In addition, all soum organizations were informed about the dangers of waste, information on proper waste segregation, and ecological footprint research. Garbage bins have been set up around the school and the practice of smart and green shopping has been revived.

B.BANKHBAYAR, principal of Bayan-Adarga soum school:

"Students and teachers offered to start cleaning the soum starting from the school and received support from the ESD-II project. Everyone agrees that proper procurement and healthy eating are also important in reducing waste."



EDUCATION II

for SUSTAINABLE DEVELOPMENT II project

National host organization
INSTITUTE OF EDUCATIONAL RESEARCH

Local implementing agency of the project
INFORMATION AND TRAINING CENTRE FOR NATURE AND ENVIRONMENT / ITCNE / NGO

WE ARE IN 2021

- The ESD-II project's "Technical Advisory Coordination National Team" focused on engaging its members in a series of ESD trainings, spreading them to their representative organizations, monitoring the activities of ESD model schools, and strengthening their capacity to implement micro-projects in their organizations. This provides an opportunity to incorporate ESD ideas into the activities of these organizations and to institutionalize ESD at the national level.
- The ESD-II project hosted the "Collaborative Initiatives and Partnerships for Education for Sustainable Development" national virtual integrated event organized by the Ministry of Environment and Tourism, the Ministry of Education and Science, the project host organization - the Institute of Educational Research, and the local implementer – the Information and Training Centre for Nature and Environment, co-organized with UNESCO. With more than 108,500 participants, the forum was an important event for spreading ideas of ESD at the national level, gaining common understanding, and establishing cross-sectorial cooperation and coordination.
- Work has begun to develop recommendations for integrating ESD concepts and content into general education curricula. This is one of the key outcomes of the project, which will support the reform of the curriculum in 2024 and create conditions for the implementation of ESD ideas in the content and methodology of general education
- The ESD-II project implementing agency, ITCNE, has developed a package of handbooks on "PPP and Self-Assessment Methodology" to develop and support the "Model School for Sustainable Development" by introducing the "School as a whole" approach to school management developed in collaboration with academics and researchers, and organized trainings for school teams in cooperation with the Institute of Teachers' Professional Training and other professional organizations. In total, we reached more than 2,800 people.
- At the Education Evaluation Center, we opened a chat box service to provide psychological counseling to students taking the general entrance exam, in cooperation with NGOs to train and specialize educational psychologists, and focus on creating human resources and a stable working environment. The project has invested 4-5 million MNT in one school, a total of over 120 million MNT.
- In addition to monitoring the implementation of micro projects implemented by 30 schools in 6 target provinces and 2 districts, the project has been organized electronically, and a joint team has been working at the local level.

WE ARE IN 2022

- Develop, test, and improve training modules on 25 sub-topics in 8 areas of ESD education that are in the global spotlight at three different levels with the participation of member organizations
- "Organize a national event on "Collaborative Initiatives-Partnerships for Education for Sustainable Development" in a combination of both hall and electronic form
- Finalize the quality assurance of Schools collective work approach in cooperation with professional organizations and researchers
- and make it ready for implementation in school management
- Support and cooperate with representative organizations through the implementation of the "Green Office" standard through members of the Technical advisory and coordinating team/TACT
- Conduct academic research to support integration in the general education curriculum based on recommendations for integrating ESD concepts and content

ESD-II PROJECT NATIONAL TEAM

Finally, through children, we want parents and families to establish habits such as waste reduction, recycling, and healthy eating. By doing so, we are reducing the amount of waste in Bayan-Adarga soum to a certain extent."

The local government has implemented this school experience in Bayan-Adraga soum and has begun to change its management by reducing, sorting and reusing waste. It also supports the school's car-free day initiative, with the soum making every Wednesday a car-free day.



Residents of Bayan-Adraga soum said that herders, who are used to herding livestock by vehicles, use their horses to pick up their children from school on horseback or on foot. All of this work is based on a school-wide approach.

YOU CAN READ IT LYING DOWN

The Erdmiin Urguu school in Bulgan province has changed its style of reading only with chairs and tables with its new eco-library. The hall is also decorated with paintings and objects depicting Mongolian traditions, naadgai (traditional game), rare local animals and plants. This is a two-room eco-library established by the school community as a micro project of the ESD-II project. In addition to some classes, the "Eco-Environment-Child Development" hall is announcing a "Reading Challenge" for the class, community, and student clubs, as well as book activities, posters, and authors' birthdays.



"Many of our schools have suggested that they have an eco-library in order to identify their problems through the СБААХ. All of this has helped children to become more interested in books, to spend their free time doing productive things, to learn, and to inspire the local people, organizations, and schools to create a model library in their homes and offices. Recently, the school team of Bugat soum studied the experience," said Kh. Munkhzul, a biology teacher at the school.



More than 100 teachers and staff of the "Erdmiin Urguu" laboratory school, over 1,400 students and more than 2,870 parents directly benefit from the "Eco-environment-child development" hall. In addition to purchasing books, the school's eco-library has received donations of more than 400 books from teachers, parents, students and community members.

Thus, "Erdmiin Urguu" school, Khishig-Undur, Mogod soum and Khyalganat village secondary schools in Bulgan province are identifying their problems and needs as a team, discussing ways to change, renovate and create within the framework of the ESD-II project. For example, these schools have established science experimentation sites, eco-camps, and local development halls through small ESD projects, some of which have already begun operations.



COVID-19 has been described by UNESCO as a "catastrophe of the ages" in which not only academic backwardness but also depression has occurred in the education sector due to the pandemic. Getting out of this crisis is one of the challenges for every country.

A. Enkhtogtokh

-In most countries, children are considered to be the most affected by the COVID-19 pandemic. Some concluded that there was a setback in their education and development. How do you evaluate?

For more than two years, our country has closed classroom training and conducted distance learning instead. During this time, teachers faced challenges in learning about e-learning methods and ensuring that schools were ready for e-learning. Therefore, based on a 2018 survey, which found out that more than 80 percent of all households have a television, the decision was made to air lessons on TV first. This is a temporary measure. Due to the long period of detention, there is a need for teachers to connect with their students remotely and to develop e-learning. Starting from this school year, the school activities were conducted in a combination of classroom and electronic form based on the principle of 5: 9. Continuous distance and classroom training is provided through a combination of learning methods to make online learning more effective, such as watching TV lessons instead of speaking, gaining knowledge and understanding, and supporting independent assignments.

In general, if you are unable to attend classes due to other reasons, such as COVID or any other problems, you should be prepared for distance learning. However, in reality, not all schools have Internet access, and not every teacher has mastered distance learning technology.

Classroom lessons last 40 minutes, while e-classes last 20 minutes. This is a scientifically sound period that takes into account the workload of teachers and students. Researchers have found that people pay 50-100 percent of their attention for only 6-12 minutes to concentrating on electronic content. After that, their attention begins to wane. Therefore, the duration of e-learning has been adjusted to be as short as possible. Schools are taking steps to reduce the workload of their teachers. For example, if one teacher taught three classes in the 6th grade, the three groups would be merged to provide access to e-learning, and arrangements would be made for teachers of the same profession to take turns. Other countries also do not require all schools and teachers to use the same model of combined training.

There are technical and technological difficulties such as expensive equipment. For example, computers provided to teachers in 2014 no longer meet the requirements. But before that, there are lessons to be learned for teachers and school leaders.

-On the other hand, it was observed that the technical conditions for children to receive e-learning are uneven. Teachers in rural areas, in particular, reported that children were often late for e-learning.

Therefore, children who are unable to take classes online have been instructed to go to class and use school resources. It is not possible for all schools to use the same template, so each school should select and use the appropriate template. In the fall of 2021, an online teacher training was conducted and seven models of combined training were introduced. In the first quarter of the 2021-2022 school year, schools have adopted a 5:9 approach to selecting and implementing a combined curriculum that is appropriate to their school's specifics, and are likely to see results from the beginning.

EDUCATIONAL BACKWARDNESS IN MALE CHILDREN PROJECTED TO INCREASE

-Knowledge can be compensated. However, many parents worry that good learning foundations are hard to instill if too late.

COVID-19 has been described by UNESCO as a "catastrophe of the ages" in which not only academic backwardness but also depression has occurred in the education sector due to the pandemic.

A. ENKHTOGTOKH "IT IS IMPORTANT TO MAKE SOLUTIONS THAT ENABLES TO KEEP AND CONTINUE TRADITIONS OF ACHIEVEMENTS RATHER THAN IGNORING THEM"

This time ESD-Guest corner is having Mrs. A. Enkhtogtokh, an advisor to ECRS of MIER, researcher, and member of ESD-II Technical Advisory and Coordination Group as a guest. One of the most experienced specialists of the education sector, Mrs. A. Enkhtogtokh has been working in the sector more than 20 years as a teacher and researcher, and we discussed with her about some of the most critical issues of general education.

What can be done to overcome this crisis is one of the most pressing issues in every country. In our country, in 2020 and 2021, high school students spent 56 weeks distance learning. During this long period of time, the children, who had mastered the independent learning method, collected the knowledge and information they had acquired and contacted their teacher to verify it. Unfortunately, the vast majority of students do not have the skills to learn on their own, so it is clear that they will not be able to keep up. Thus, the results of the study show that due to distance learning, children who already had some form of educational backwardness were negatively affected the most not only in education but in their socialization and physical development as well. Overcoming this difficulty is not only a challenge for our country, but for every other country as well.

So, starting in the second quarter, we need to pay more attention to the combined training approach. Teachers need to be trained on how to integrate classroom learning into distance learning, how to get their students to watch TV lessons, how to help them with what they don't know, and how to guide their independent learning process. The school schedule, the teacher's lesson plan, and the student's time for independent study should be clear. In this way, the child will have the opportunity to learn under his or her own control, to focus on his or her own development, and to develop.

-According to the results of the survey, how bad was the backwardness in children's learning?

The diagnostic assessment conducted by the Center for Educational Evaluation has the first results on which subjects are lagging behind in terms of content. It was clear that there were many delays, especially when classes were not held in person. Teachers need to address this gap in content.

-I remember a lot of dropouts during the social transition of the 1990s. I noticed that when a child did not go to school for a few days, his interest dropped dramatically, and the parents seemed to stop caring sometime later. Isn't that a risk?

School dropouts for 6-14 year olds and boys are on the rise. In the 2017-2018 school year, 682 children dropped out of school. Of these, 75.4 percent did not attend school at all, while 24.6 percent dropped out of school. According to a survey conducted in the 2021-2022 school year, there are 1,794 students who have not returned to school since the previous school year, and 137 students who have not entered the first grade. Of these, 72% are male and 28% are female.

-How to work with these children who may drop out of school? Also, how many cases of school age children not being enrolled in school?

At the beginning of the new school year in the fall, schools were given directions. There is a need for local communities, school administrators and teachers to study and visit the families of children who may drop out of school and return them to their schools. Children from herder families can be enrolled in school at the age of 6 or 7. Therefore, some herders wait until their children are 7 years old before enrolling them.

GENERAL EDUCATION COURSE CONTENT IS AT AN INTERNATIONAL LEVEL

-There used to be interesting extracurricular activities such as various arts and sports lessons. But they no longer operate due to the pandemic. What to do next?

Additional activities to develop children's talents are limited. The future of these activities will depend on how the COVID situation develops. In general, the education system needs to have free choice programs. For example, it may include classroom lessons, global topics that children need to know, and developmental skills. How can such topics be included in the curriculum, and how can schools implement free choice programs for child development? These are a must.

-There is a lot of criticism of the general education sector, such as textbooks, teaching methods and programs. What issues do you think need to be addressed in the general education sector without delay?

There is a need to pay more attention to teacher teaching methods. It has been talked about for many years, but teacher-centered approach is still being used to this day. According to a study by the Institute of Educational Research, about 70 percent of all teachers teach in a traditional teacher-centered manner. If we do not change this approach, there is no possibility of implementing the next training program. Teachers and students also need to learn how to use technological advancements in teaching. Although some progress has been made in distance learning due to the COVID-19 epidemic, there are many urgent issues that need to be addressed in order to further improve and adequately equip schools and teachers. We will not succeed at implementing the next program unless we solve these problems firsthand.

-Some parents and researchers believe that the workload of primary school children is high. However, the tasks and lessons of some private schools are even more difficult than those of public schools.

The content of Mongolian primary school textbooks was compared with the content of Japanese textbooks. The difficulty of the content and curriculum of our textbooks are low. For example, the content of one unit in the 6th grade textbook of Japan, Digestive System, is included in the 6th, 7th, 8th, and 9th grade textbooks in Mongolia.

There is a curve of children's forgetfulness. Therefore, there is a difference in the way the curriculum is developed in accordance with the knowledge and skills to be acquired in addition to the lessons learned in the 6th grade.



So I don't know where the research stating primary school content is hard came from. According to our research, the course content is at an international. However, the level of difficulty of the curriculum content may vary from country to country, depending on the teaching staff and the learning environment. But how much workload is put on the child depends on the experience of the teacher. When teaching a child to work with tools, it may not be appropriate for the teacher to ask the child to name and draw the structure of the equipment. In order to teach a child to learn independently, a teacher needs to be a good mentor and facilitator. So we need to look back at the teacher training system. In addition, it is not clear whether our learning environment and school infrastructure have reached international standards. Also, everyone is noticing that the workload of the schools in the center of the capital city is overloaded due to lack of an enrollment circle. What happens when a teacher who is supposed to work with 25 children works with 50 instead? Rising ranks in secondary schools are one of the reasons for the overcrowding.

RISING RANKS IN SECONDARY SCHOOLS ARE ONE OF THE REASONS FOR THE OVERCROWDING

-Scientific research should be used as a compass in decision-making in any field. What organizations are responsible for conducting this research in the education sector?

There are three professional organizations under the Ministry of Education and Science: the Institute of Educational Research, the Institute of Teachers' Professional Training, and the Educational Evaluation Center. The Institute of Educational Research is responsible for studying educational trends, curriculum concepts, and curriculum implementation. In particular, research will be conducted to identify the implementation and results of previous training programs, social needs, and student needs. Furthermore, the rationale for developing a curriculum that meets these needs will be developed. It also examines how the school curriculum is implemented. The Institute of Teachers' Professional Training is responsible for retraining teachers based on research.

In the case of the Educational Evaluation Center, it is responsible for monitoring the progress that children have made through the implementation of the curriculum. The new curriculum examines the progress and decline of children. Based on the research and information provided by these three organizations, the current curriculum will be evaluated and the rationale for developing a new curriculum will be clarified. In order for education to develop in a research-based way, it is important to listen to the professional institutes, discuss the research results of those institutions, evaluate their mistakes, and make decisions that will be retained and kept. It is worth mentioning that there is a lack of human resources in terms of the number of scientists and researchers who are doing the same research and skills today.

THE SCHOOL SHOULD BE A DISTRIBUTING CENTER OF ESD

-I see schools as one of the most effective channels for education for sustainable development. Exactly how and what methods are used?

The school should be a distributing center for ESD. Countries around the world are implementing ESD in their curriculum content and methodologies. There is a consensus that the school should be the center for its distribution.

-What kind of citizen, what kind of society and what kind of world is ESD aiming to create?

We all live in the same house called "earth." So, just as it is the duty of family members to take care of their homes and to live orderly, thrift fully, and cleanly, and every human being needs to love the environment, be responsible for the well-being of other human beings, and live economically. I think it is important to teach ESD from an early age through lessons and training activities.

-Thank you.

Member of the National Technical Advisory and Coordination Group of the ESD-II project - NATIONAL CENTER FOR LIFELONG EDUCATION INFORMATION.

ABOUT US



Assuming that the Government of Mongolia will meet the lifelong learning needs of its citizens by improving the combination of formal and non-formal education, the Law on Education states that “Mongolia’s education system is a combination of formal and non-formal education” and “Citizens may receive formal and informal education.”

Lifelong learning through non-formal education is an integral part of the civil right to education. It is a key tool to meet everyone’s different needs due to socio-cultural inequalities, to build a knowledge-based society, and to acquire the knowledge, skills, and attitudes that people need, to lead their own lives, and to improve their quality of life.

Mission: To create a peaceful, healthy and dignified living environment from the time a person is born to the moment he or she passes on, to enable him or her to continue his or her lifelong education.

Activity:

- Provide information to the Ministry of Education, Science and Culture in formulating national lifelong education policies;
- Provide methodological and management guidance to Lifelong Learning Centers and Units of provinces, soums and districts nationwide;
- Organize lifelong education and skills training for teachers and staff working in the sector;
- Conducting research on citizens’ learning needs;
- Development of books, textbooks, training materials and programs for classroom, non-classroom, self-study, distance and online learning for citizens,
- Preparation and printing of printed, electronic, audio and video materials for distance learning,
- Develop materials for the media and the Internet

Inter-sectorial cooperation:

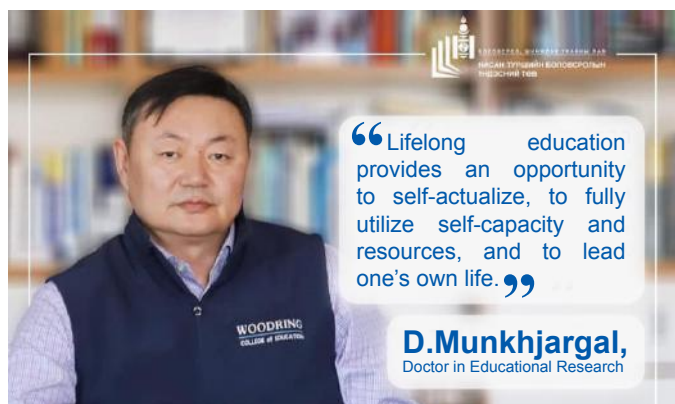
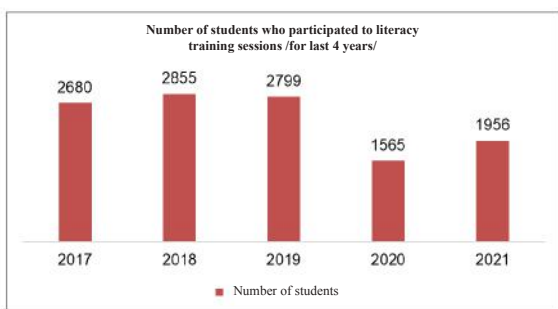
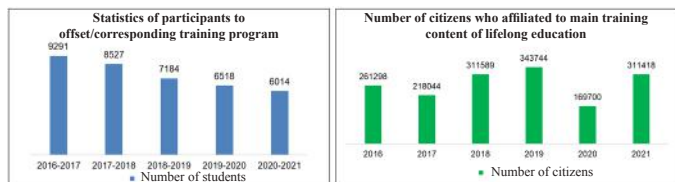
The Ministry of Nature, Environment and Tourism, the Ministry of Social Welfare and Labor, the Ministry of Health, the Ministry of Defense, the Ministry of Finance, and the Bank of Mongolia are cooperating with some government agencies to develop national programs, implement projects and programs, and to organize trainings and develop manuals.

Foreign cooperation:

Cooperation with international organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), UNICEF, the Population Fund, Save the Children Japan, JICA, the Swiss Agency for Development and Cooperation, and the German Cooperation is continuing and achieving results.

THERE ARE 355 LIFELONG EDUCATION CENTERS

As of 2021, there are 355 lifelong education centers nationwide, of which 29 are operating independently, and 326 centers are operating in rural areas under the auspices of general education schools or soum governor’s offices. There are a total of 683 staff in the lifelong education sector, of which 525 are lifelong education teachers.



SUB-PROGRAM TO EXPAND SOCIAL PROTECTION OF HERDERS BEGINS



The National Center for Lifelong Education (NCLE) in cooperation with the International Labor Organization and UNFPA is implementing a Social Security Expansion Sub-Program called “Supporting Herders ‘Living Skills’” aimed at increasing herders’ awareness of sexual and reproductive health, gender, communication skills, and the importance of social insurance, supporting their livelihoods, and strengthening herder cooperative governance.

Within the framework of the program, a training was organized in Khentii province to improve the life skills of herders, increase household production, and support herders’ knowledge about the benefits of social insurance and cooperatives, and developed methodological recommendations.

S. Amarsaikhan, Head of the Department of Public Health, said, “Investing in herders’ health and education is important not only to ensure the social participation and well-being of young people and help them mobilize their resources, but also to improve public health and gender equality. At this time, we are working together to support herder citizens who are financially independent and understand the importance of working together to increase their household income, and to increase their social insurance coverage.”

In addition, trainings on gender-based violence prevention, reproduction and communication skills were provided to herders in some provinces to provide comprehensive health and sexual education.

TRAINING “NATIONAL TEACHERS” TO IMPROVE THE LIVING SKILLS OF HERDERS

A training to support the training of national trainers with the International Labor Organization was held in Ulaanbaatar this month as part of the “Livelihood Support and Social Security Sub-Program for Herders”. Teachers who participated in the training were awarded the “National Trainer” certificate.



The National Youth Development Program aims to teach young herders how to run a business, learn traditional herding techniques, develop their knowledge, skills and competencies to improve their livelihoods, and improve the quality and access to lifelong learning activities. Today, in order to maximize the health and well-being of young herders, it is important for the society to increase the intellectual investment of the herders, said the leaders of the BTC.

Our country has more than 300,000 herders. They make up about 30 percent of the country’s workforce.



A joint project with UN agencies to expand social protection for herders and increase preparedness to respond to shocks is being implemented in Zavkhan province.

EDUCATION FOR SUSTAINABLE DEVELOPMENT IS VERY IMPORTANT FOR EDUCATIONAL REFORM

It is more important to bring sustainable development to citizens and the public through education.



Interview with L. Bolortungalag, Director of the National Center for Lifelong Education.

-What do you mean by lifelong education?

According to the global approach to education, lifelong learning is defined as formal and non-formal education and learning from life. Simply put, a person develops and matures from the time he or she is conceived to the time he or she passes away. In our country, citizens study in formal education from the age of 3, such as preschool, general education, vocational and higher education, master’s and doctoral degrees, until they are around 30 years of age. If a person lives to be 100, then the issue of learning and developing for the remaining 70 years will be discussed.

Global development trends also focus on human development and lifelong learning, and recognize and validate the process of learning from life and continuous development.

Our country has paid attention to this and in its “Vision 2050” long-term development program of Mongolia, Human Development has been identified as the main pillar.

-Is it possible for everyone to get a lifelong education?

In the rapidly changing and evolving era of information technology, there is a constant need for citizens to actively participate in the social environment, use new job opportunities, develop their knowledge and skills, and learn in order to keep up with the development of the society and improve their quality of life. During the COVID-19 epidemic, we faced many challenges. At the very least we had to learn how to do a haircut without going to a barbershop. We also feel the need to improve our information technology and digital skills as all activities take place electronically. In the same way, lifelong learning activities apply to the entire population and are not limited to one target group.

Lifelong learning centers are open to the public.

The most important thing is that for citizens to have the motivation and desire to learn continuously and to be aware of their own needs and circumstances. Another important thing is to learn from life. People learn from their daily lives in their families, in their communities, and at work.

The world is emphasizing that learning from one’s own life is a more effective way. Although Mongolia’s lifelong education policy does not meet world standards in terms of legislation and funding, it aims to improve the quality of education, provide equal opportunities, implement mutually beneficial cooperation, and promote broad participation, taking into account the needs of every citizen.

The Education Law should address the issue of lifelong learning in a comprehensive manner. And if we have a lifelong learning strategy and program, we will have the opportunity to learn for a lifetime, and anyone, anytime, anywhere.

-How does lifelong education relate to the goal of sustainable development education?

It is more important to deliver sustainable development to citizens and the public through education, and Sustainable Development Education is implemented in all forms of lifelong learning.

The motto for “Sustainable Development 2030” emphasizes the importance of “developing together, leaving no one behind” and “the participation of every citizen.”

Individuals, families and countries will develop only if every citizen has a clear understanding of sustainable development. Through Lifelong Learning Centers, we provide guidance, methodology, and management for lifelong learning and Sustainable Development education for all citizens and the general public of Mongolia.

In Mongolia, 11 organizations, including the Institute of Educational Research, the National Center for Lifelong Education, the General Agency for Specialized Inspection, and the Mongolian State University of Education, are cooperating as technical advisory and cooperation teams in the Education for Sustainable Development II project implemented by the MES, MNET and the Swiss Agency for Development and Cooperation. As part of this project, a large-scale online conference with the largest number of participants, the “Collaborative Initiatives and Partnerships for Education for Sustainable Development” was held last May. The results were very favorable.

Thank you.

Member of the Technical Advisory Team of the ESD-II Project - CENTER FOR FRESH WATER RESOURCES AND ENVIRONMENTAL INFORMATION

NEWS

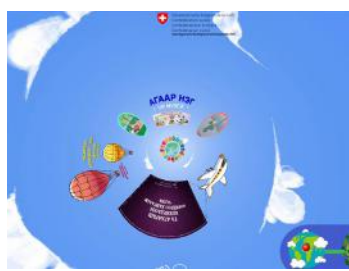
BUS EXHIBITION AND TRAINING INCREASED AWARENESS OF AIR POLLUTION

In September and October of this year, trainers from the Center for Freshwater Resources and Environmental Protection organized a bus exhibition and training on "Air Pollution for Children" among 2,055 students in Bayankhongor, Gobi-Altai, Umnugovi provinces, and Bayanzurkh and Songinokhairkhan districts.



Supported by the United Nations Children's Fund (UNICEF), the event aimed to raise awareness of the importance of everyone's participation in reducing air pollution and climate change as part of the Sustainable Development Goals, increase eco-club student participation, and ensure a healthy and safe school environment. The innovative activity was very interesting for the children.

"ONE AIR" VIRTUAL 360 INTERACTIVE WORK IS RELEASED



Funded by the United Nations Children's Fund (UNICEF) and the Swiss Agency for Development and Cooperation (SDC), the Center for Freshwater Resources and

Environmental Protection (ESWD) has created a virtual 360 interactive content for children and youth. This virtual 360 interactive content is designed to provide children and young people with comprehensive information about the environment through 360 environments and to find innovative ways to interact with the public through web design.

The CDC regularly uses the Internet to provide e-learning, video and audio podcasts, and electronic content such as video guides and info graphics.

The 360 virtual environment, on the other hand, is unique in that it combines the above information and opens it up in an "interactive" way.

The "One Air" Virtual 360 interactive content includes information on air pollution and how to protect and prevent air pollution. Visit the virtual environment and get information.

Please visit this link. https://uptech.mn/vr_projects/AireditedV/index.htm?fbclid=IwAR1YPjKCSF4LndJ1S8cSANVO_7uzk3cqE5tUFWxndIQb9u9Kk9rN-DBwKw

"OUR WORDS TO YOU" PROJECT IS IMPLEMENTED AMONG STUDENTS WITH DISABILITIES

Funded by the UNDP, UNICEF, and the Swiss Agency for Development and Cooperation (SDC), the "Our Word to You" project was implemented to raise the voices of students with disabilities in secondary schools and increase their awareness of air pollution.

Students with disabilities often have the difficulty of relying on other people to socialize and to receive information. Therefore, it is encouraging and inspiring

for students with disabilities to be able to access information on their own rather than through school, teachers, parents, or family members, and to be able to keep pace with their peers in society.

The "Our Word to You" project aims to raise the voices of secondary school students, including students with disabilities, and increase their awareness of "Air Pollution". In the middle of the competition, a photo contest entitled "Color of Air Pollution-In Our Lives" was organized. Out of 61 works submitted by students with disabilities, the contest included:



In the "Air Pollution" drawing competition:

1. First place: B.Sergelen, 9A class student of the 29th school of the capital city;
2. Second place: Kh.Enkhsaran, 6th grade student of the 29th school of the capital city;
3. Third place: D.Enkhmend, a 6A class student of the 29th school of the capital city, were selected.

In the photo contest "The color of air pollution in our lives":

1. First place: E.Oyundari, 10th grade student of the 29th school of the capital city;
2. Second place: G.Munkhbadral, 11B class student of the 29th school of the capital city;
3. Third place: B.Urantsetseg, 11A class student of the 29th school of the capital city were selected.

IT IS IMPORTANT TO LEARN TO REDUCE AND CLASSIFY WASTE AT THE SOURCE

The Center for Freshwater Resources and Environmental Protection has established a "Sustainability Council" to raise awareness among the center's staff and organizations operating in the center's premises. These include:

1. Organize trainings on waste management for the center's staff and organizations operating at the center, and provide them with knowledge and understanding on waste segregation at the source;
2. Place sorting bins on each floor of the center;
3. Place a dedicated sorting landfill outside the center;

INTRODUCTION

FROM THE HISTORY OF FRESH WATER RESOURCES AND ENVIRONMENTAL PROTECTION CENTER

The Center for Freshwater Resources and Environmental Protection was established on November 9, 2011. Our center operates in 4 main areas. These include:

1. Organize ecological education training for all
2. Protect freshwater and other natural resources
3. Carry out and conduct research work
4. Organize environmental awareness campaigns

As part of our goal to educate the public about ecological education, we have provided training to more than 200,000 people on Mongolia's water resources, their use and consumption, sustainable development education, biodiversity, natural resource management, environmental pollution and degradation.

Our center regularly conducts multi-faceted activities aimed at protecting the environment for all ages, educating the public about the environment, and developing good practices, including preschools, schools, universities, businesses, and the general public.

In addition, we have been continuously working to build the capacity of the sector's staff and publicize the sector's legislation and its implementation.

Successfully implemented projects and programs



To date, our center has successfully implemented more than 20 projects and programs in cooperation with international organizations and projects.

From the work we have done:

- Starting in 2018, the "Green Passport" campaign, which aims to increase the participation of children and youth in environmental protection activities, has organized more than 40 activities involving more than 150,000 students to develop good habits and attitudes to protect the environment.
- The "Green Passport-Green Grove" campaign was successfully organized in 21 provinces and 9 districts, and about 15,000 trees and shrubs were planted. In the future, we are working to join the "Billion Tree" national movement by intensifying tree planting and tree multiplying activities.

The mission of the Center for Freshwater Resources and Environmental Protection is to maintain the balance of the environment and ecosystems by creating science-based, results-based knowledge, skills, attitudes and values for all and is aiming to become an information center.

LET'S TALK

EVERYONE'S INVOLVEMENT IS IMPORTANT IN REDUCING THE EFFECTS OF CLIMATE CHANGE

Ch.Batsansar, Director of the Center for Freshwater Resources and Environmental Protection, guest of the ESD-US corner:

ON THE ORGANIZATION OF THE NATIONAL TEAM OF SUSTAINABLE DEVELOPMENT EDUCATION-II PROJECT



Our organization has been cooperating with the Education for Sustainable Development-I project since 2016. In 2016-2017, with the support of the Swiss Agency for Development and Cooperation's "Education for Sustainable Development-I" project commissioned by the Ministry of Nature, Environment and Tourism, Successfully implemented "Sustainable Development, Green Growth,

Education for Sustainable Development" and "Project Writing Methodology" training projects aimed at building public attitudes and building the capacity of sector staff and to make the concept of sustainable development understood and spread at the decision-making level to employees and officials of the environmental sector, to create public attitudes towards further development of the country through sustainable development, and to empower sector employees. Since 2020, we have been a member of the National Technical Advisory Coordination Team for the Education for Sustainable Development-II project. As a member organization of Sustainable Development Education-II project, in order to increase the participation of children and youth in ESD in order to make a real contribution to the implementation of SDGs worldwide by 2030 and to the implementation of Mongolia's development policy, plan and "ESD-II" project; We are working to support their initiatives by enabling them to express their views and voices equally, and to coordinate programs and projects for sustainable development, sustainable development goals and education for sustainable development, and to enable them to be effective and sustainable partners.

FROM THE RESULTS OF OUR WORK IN 2021

This year, we have moved our training, advocacy, and activities to a more electronic format in response to the spread of the coronavirus (COVID-19) pandemic. Successfully organized the online forum "Voices of Youth-Young Environmental Reporters" at a national virtual event organized within the Education for Sustainable Development project. It can be seen that there are many advantages to organizing activities electronically, such as saving money and time. We have also begun to introduce Green Office Management to our organization in order to spread the concept and knowledge of sustainable development education to the public.

Our organization has developed a strategic plan for the environment and tourism sector for 2021-2024 in accordance with 36 sector laws, including 12 major laws, 15 national programs, and an organization's strategic plan in accordance with international agreements and conventions.

WE WILL PLANT AND GROW 120 THOUSAND PLANTS

Our organization supports the national movement to plant 1 billion trees initiated by the President of Mongolia and plans to plant a total of 120,000 trees. We are working with the Embassy of Japan as well as other businesses to build a tree nursery at our research site at the Gorkhi-Terelj National Park. Also, based on our own resources, we plan to plant conifers and grow 20,000 seedlings each year. Citizens and the public are invited to cooperate with us in all aspects.

We wish everybody a great new year full of happiness and success.

Three of the ESD-II project support schools are in the Bayangol district of the capital city. Within the framework of the Bayangol-e-School program, the district is working to study the successful implementation of the Sustainable Development Education projects of Shine Ehlel, Erdmiin Urguu and 28th secondary school, and to promote and spread good practices in the district.

ESD-ULAANBAATAR corner prepared from Bayangol district of the capital city.

LET'S TALK

D.JARGALSUREN "ESD PROJECT GIVES OPPORTUNITY TO STUDY AND LOCALIZE GOOD PRACTICES"

"We aim to study and implement best practices together to improve the quality and accessibility of education in our district. There is also a need to cooperate in the same way."

-ESD-II Interview with D.Jargalsuren, Deputy Governor of Bayangol District of the Capital City and ESD-II Project Team Leader.



The ESD-2 project is being successfully implemented at three secondary schools: School No. 28 in the Bayangol District of the Capital City, Erdmiin Urguu Complex School, and Shine Ehlel School, which has an international curriculum. The purpose of this project and the micro project initiative initiated by the selected schools are in line with our "Bayangol-e-School" program, so we have an opportunity to study, implement and localize the good practices of the ESD-II

project.

In order to organize e-learning included in the Action Plan of the Governor of Bayangol district of the capital city for 2020-2024 and to digitalize the relationship between parents and students, our district began working to develop the "Bayangol-E-school" program and provide schools with necessary equipment with 2 billion MNT from the state budget. The program aims to provide students with equal learning opportunities, as well as combined classroom and e-learning.

-What opportunities do you think will be created?

Under this program, an ERP system is being developed to digitalize teacher-student-parent communication and bridge learning gaps. Parents will be able to monitor their children's lesson contents and progress electronically and provide feedback. In addition to studying the main content of the course, the teachers have the opportunity to receive in-depth training and the opportunity to receive and study the curriculum of the laboratory schools from the "E-school".

In 2021, we initiated and implemented the "Digital Classroom" project in cooperation with the "New Era" school, which has an international curriculum, as part of the "e-school" program. Under the guidance of their leading teachers, more than 2,500 children graduating from the 12th grade took the university enrollment exam and 13 students scored 800 points. The district-wide average score was 537.3 points, an increase of 21.7 points from the previous year.

This program will help to change the gap between students who get 800 points when they graduate from school and those who fail to graduate from another school, as well as opportunities for children with learning disabilities to study. In addition to parent-teacher-student relations, the Bayangol District e-School is expected to have a number of outcomes, with the Bayangol District Education Department having a dual role.

The program will reach more than 56,000 students in 47 schools across the district. Therefore, ESD-II micro projects are a good experience for us.

-There are plans to set up electronic studios in schools. What will the studio be used for?

The "New Beginning" high school electronic studio has been established as part of the ESD-II project. After introducing this experience, we are planning to establish an e-studio among 5-6 schools in the district on a regional basis. An "Electronic Studio" with a total budget of 28 million MNT is being established based on the "Erdmiin Undraa" complex school. We are very grateful that we have the opportunity to directly implement and localize good practices without wasting time first studying and implementing this work in our district.

I would also like to highlight the good practice of the 28th laboratory school, part of the ESD-II project. As part of the project, the school has successfully implemented a campaign to listen to children, reformed child protection policies through participatory

methods, and started to develop a model. We are working to create a model for children to listen to what they are facing, what adults do not understand, what they need, and to involve them in decision-making. We are also exploring the possibility of introducing this model of child participation in other schools in 2022 using the child protection policy developed by our 28th school.

-One of the main criteria for the ESD-II micro project is the partnership of teachers, students, parents, local decision-making and implementation teams. What progress has been made in this area in your district?



This goal is the reason we were involved in the ESD-II project. We aim to study and implement best practices together to improve the quality and accessibility of education in our district. There are many good practices in schools, but they end up being implemented on their own. So, let's implement these good practices at the district level and introduce them. Looking back four years later, we see that the development of the education, health and social sectors has reached a slightly different level. To do this, there is a need for us to cooperate.



The Bayangol District Governor's Office and the Education Department under the Governor's Office have launched a website that allows parents to listen to their voices, exchange ideas, and receive information from a single source. One of the tasks of this work is to try to hear what mistakes we are making and what problems we are facing.

-Thank you.

NEWS

"NEW BEGINNING" ELECTRONIC STUDIO ESTABLISHED

Secondary schools in the Bayangol district of Ulaanbaatar are participating in the "ESD-II" project and are working to introduce the "Schools' collective work approach" to their school activities.

In the academic year of 2020-2021, the staff of "Shine Ehlel" secondary school in Ulaanbaatar, which has an international curriculum, developed and successfully implemented the "Shine Ehlel e-studio" project through a micro project of the ESD-II project.

We have fully studied the equipment of the e-studio, purchased the necessary equipment and machinery, and fully equipped the studio.



During the project, an e-learning tool was developed using an e-studio to develop a model "Soil" program that integrates the content of sustainable development education at the basic education level.

Teachers, staff, students and parents are involved in the "Developing Together" advocacy initiative, which aims to help teachers, staff and students make a real contribution to sustainable development education, to develop the right attitude and maturity, and to learn and empower creative activities to use reusable materials. Students in grades 7-12 exhibited the results of the campaign in November and reported of their progress in a video to teachers, staff, students, and parents.

The staff of "Erdmiin Urguu" complex school, which cooperates with our school, got acquainted with the activities of the electronic studio and exchanged experiences.



"New Beginning" secondary school

WILL SHARE EXPERIENCES AND WORK TOGETHER WITH SCHOOLS

The Ulaanbaatar General Education Laboratory "Erdmiin Urguu" complex school has 5765 students and 250 teachers and is implementing the "Education for Sustainable Development-II" project in its school and local area in 2020-2022. Our school's "Development Pillar" project has been selected for the "Education for Sustainable Development-II" project competition and is being successfully implemented.

The goal of our project is to prepare a regular lesson based on the video lesson methodology, align the 17 Sustainable Development Goals with the core curriculum goals, spread them to our fellow teachers, and share our experiences.

The following activities have been carried out within the framework of the Development Pillar project.

- Step-by-step trainings on "ESD concepts and what we can do" were organized for students, parents, teachers and staff.
- SDGs were integrated into school curricula and distributed to students in each lesson and spread among students
- A video library was created to prepare regular lessons in accordance with the objectives of the core curriculum.

"Erdmiin Urguu" complex school.

STUDENTS 'PROGRAM READY FOR PUBLIC BROADCASTING

The staff of School No. 28 in the Bayangol district of the capital city is implementing the ESD-II project "Strengthening Child Protection Partnerships through Child Participation". Through this project, the students of the school selected 9 of the common rights of children and made a TV program, which is ready to reach the public. The script was written and directed with the help of teachers, psychologists, human rights and journalism experts as well as hosted and acted in the program.

They also selected and talked to the guests on the show.

- The right to child protection
- The right of the child to think freely
- The right of children to live in a healthy and safe environment
- The right of the child to participate
- The right of the child to development
- The right to be free from child abuse
- Children's right to education
- The right of the child to express his or her views
- The right of children to be free from discrimination

"These nine programs are ready to be broadcast through the Mongolian National Public Television and the Internet to promote a participatory partnership-advocacy model. We have also established the "Phoenix 28" TV studio based on our technical, technological and human resources capabilities" said the 28th school team.

The parties consider the project to be an innovative and unique solution, as it emphasizes the initiative and implementation of children themselves, rather than just speaking on behalf of children, identifying problems and making key decisions.

The main goal of the project is to develop and model a child protection partnership between the government, local government, civil society, international organizations and parents based on children's participation.

The staff of School No. 28 will soon hold a meeting-conference among the schools of Bayangol district to present and share their experiences.

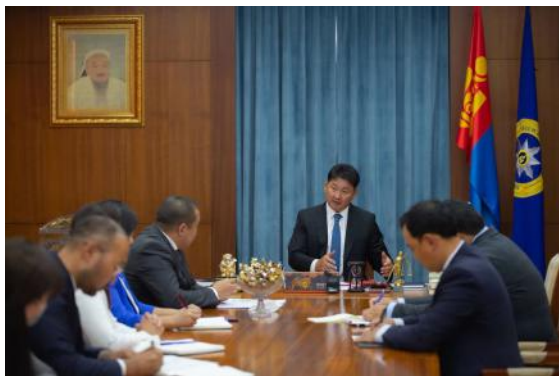
28th secondary school

The human right is a core of the sustainable development goals. Therefore, it is considered that no sustainable development consist in an environment where the human rights are not guaranteed. The UN emphasized that just like human rights depend on all objective implementation of the sustainable development and their progress, the sustainable development objectives also consistently implemented with human rights framework progress. This year,

countries are united for International Human Rights Day which celebrated in December of every year, under the motto of "FREEDOM-EQUAL OPPORTUNITY-UNITY". On this day, Human Rights National Forum-2021 organized under the auspices of the President of Mongolia and the ESD electronic newsletter is highlighting the economy and social rights related topic and publishing some presenters and researchers presentations and opinions on the subject.

THE MOST IMPORTANT THING IS TO BUILD A HUMAN RIGHTS SENSITIVE CITIZEN

U.KHURELSUKH, President of Mongolia: The most important thing is to improve public education on human rights issues instill a sense of human rights in children from an early age and cultivate a human rights-sensitive citizen.



Therefore, in close cooperation with the NHRCM, we supported the proposal to revive the tradition of holding the annual National Human Rights Forum under the auspices of the President.

THERE IS NO CONCEPT THAT ONE CAN BE SUCCESSFULLY RESOLVED BEFORE SOLVING THE OTHER IN ECONOMIC, SOCIAL AND CULTURAL RIGHTS



R.OCHIRBAL, a teacher and researcher at Otgon Tenger University: For example, if the death penalty is prohibited by law on civil and political rights, it will be enforced. However, if economic, social and cultural rights are protected by law, all mechanisms for the progressive implementation of these rights must be established in a comprehensive and systematic manner. All of these rights belong to each other. For example, there are many issues to be addressed in Ulaanbaatar due to migration. Infrastructure is overloaded. Like 50 or 60 children studying in a class designed for only 30 children at most. Therefore, economic, social and cultural rights are interrelated, and there is no concept that one can be successfully resolved before solving the other.

The issue of this right is getting stuck for two reasons. First, human rights education. Citizens do not benefit from laws, policies, and government practices because they do not know much about them. This is due to inequalities in education and access to information. Therefore, human rights education should be integrated into all levels of education, from pre-school to lifelong learning. For this, education for sustainable development itself is very important.

WARNED TO TIE UP DEVELOPMENT POLICIES WITH HUMAN RIGHTS AND SUSTAINABLE DEVELOPMENT AND TO BUDGET ASSETS



B.BUNDKHOROL, Head of Development Policy and Planning Department, Leading Auditor of the National Audit Office:

As of 2020, the average implementation of the program was at 78 percent. A total of 21 programs worth 1.5 trillion MNT have been implemented, including 5 in preschool education, 1 in special needs education, 7 in general education, 1 in lifelong education, 4 in higher education, and 3 in science and technology.

In 2020, 31 schools, 63 kindergartens, 22 dormitories and 12 sports halls were put into operation with the state budget investment, and the number of school seats increased by 35,500, kindergartens by 10,000 and dormitories by 1,300 children. Although there are enough policy documents and laws in our country, there is a lack of coordination between them, and there are many delays in enforcing laws and regulations. We were also warned against restraining policies for sustainable development, basic human rights and free development, and spending budgets. For example, there are not enough schools and kindergartens in the districts, and large complexes are planned without schools and kindergartens



DIFFERENCES IN EDUCATION ARE DIFFICULT TO COMPENSATE



B.KHISHIGSAIKHAN, Legal Program Manager, Open Society Forum NGO, a member of the Human Rights Forum:

Human rights are a key indicator of sustainable development. A recent economic study found that employment of people with higher education was much higher than that of people with secondary or primary education. However, during the pandemic, people's right to education is declining. This has many negative consequences, ranging from deepening inequality. In addition, access to education for children in remote areas is declining due to the pandemic. Public schools did not teach every subject online. In particular, there were complaints that the 2020 e-learning program did not make good progress and that the course content was not well understood. Such disparities in the education sector will be difficult to bridge.



EDUCATION FOR SUSTAINABLE DEVELOPMENT IS VERY IMPORTANT FOR EDUCATIONAL REFORM

B.Tungalag, Coordinator of national civil society association "All together for Education":

Behind each objectives of the sustainable development, one or more human rights exist. In this period of the time, the world is admitting the fact of setback in the implementation situation of right for education in many countries. We need to change the angle of view to see the education. For this, I consider that one of the ways is to give an education for sustainable development. Today, we are talking about whether to renew the training curricula, or to renew the school culture, governance and management, or to change teacher training methodology; and seeking for the ways to solve. This is defined as "new ordinary", meaning to change and renew the things that are considered "ordinary" before and make them "ordinary". Today, we have no other way but to change the ordinary and used to curricula objectives. Today, we need to prepare the cosmopolitans.



WE ARE AFRAID TO CALL IT "SPECIAL NEEDS"



B.Chuluundolgor, head of the Mongolian Wheelchair Users Association:

We are afraid to call it "Special Needs". Naming us like that encourages other people to isolate us from society and the environment. It's awkward to be surprised, exaggerated, and praised when we are simply participating, discussing, and acting like everyone else. This is an old fashioned and wrong attitude of viewing us as incompetent and miserable people. We will have no other problems if we solve the environmental barriers and change the attitude of "good luck" and "poor". In other countries, such as Japan and Korea, only the inability to control one's mind is considered a disability. At other times, all of us have the same ability to learn, participate, work, and live just like everybody else.

Today, there are more than 106,400 people with disabilities in Mongolia. Most of them, around 90,000, are of working age. However, less than 20 percent of them are employed.



EDUCATION SECTOR BUDGET NEEDS TO TAKE 20 PERCENT OF THE STATE BUDGET



B.Batjargal, Executive director of Education Cooperation Association:

Sustainable development goal has the general meaning of equally accessible, equal rights guaranteed quality education and lifelong learning for everyone. Sources needed to implement it. And, financing is very important to provide sources. The education sector cost increase a lot in relation to the Mongolia being with a wide territory, very sparse settled population and a long cold climate.

Thus, the Education sector budget needs to take up to 20 percent of the State budget in line with the International maximum standard. In accordance with the International standard, countries spend 15-20 percent of the budget, or 4-6 percent of GDP to education.

Based on the MES information, 13 percent of the total budget will be allocated to education sector in 2022. This is not much capital to consider the above mentioned characteristics. For example, a professional and skilled teachers required to work with children with special needs and different needs. Then, do we have financial source to prepare and continuously develop such teachers, and other incentives and support for those teachers? How about support for sign language instructors, psychologists, career guidance, and child development specialists and textbooks?

Today's dormitory students' variable cost only covers the bed and food. Then, what about the protection, development and participation of children who stay there 9 months in a year and 24 hour a day. Also, it is important to see how the budget is spent to children, to students, and to schools. In order to solve these issues, the variable cost for a child needs to be renewed and optimized. Besides the Government, the budget disbursement needs to be controlled by the parents and civil society representatives at all level. We have urged these suggestions to be reflected to the Human Rights National Forum Recommendations.



ESD-COUNTRY corner prepared from one of the ESD-II project support provinces, Arkhangai.

ARKHANGAI SCHOOLS WITH TESTING FIELDS, HOT WATER AND LOCAL BRANDS

/Steps for education for sustainable development of students, teachers and parents/

In October, National Technical Advisory Coordination Team of the "Education for Sustainable Development-II" / ESD-2 / project visited the schools of Arkhangai, Bulgan, Khentii, Khuvsgul, Khovd provinces, Songino Khaikhan and Bayangol districts of Ulaanbaatar to get acquainted with the process of the Education for Sustainable Development project and provide professional and methodological advice.

The 30 schools in the above provinces and districts are the mainstays of the ESD-2 project, and each school is implementing a micro project worth a total of MNT 15 million. The budget is co-financed by the ESD-2 project and the local budget. Students, parents, teachers and school leaders learn to work as a team and as a whole, and define their goals and activities for sustainable development. The value of the project lies in the fact that it motivates the community to take action, to influence the school environment and the community, and to motivate and inspire the community for sustainable development.

The Institute of Educational Research is the national support organization for the ESD-2 project jointly implemented by the Ministry of Education, Science and Culture, the Ministry of Nature, Environment and Tourism and the Swiss Agency for Development and Cooperation.

TO BE A MODEL SCHOOL OF SUPPORTING SUSTAINABLE DEVELOPMENT EDUCATION

/There are four ESD-II supporting schools in Arkhangai province/

In the open space and corridors of the school, mostly trees and flowers are placed with English and Mongolian names and descriptions. There are waste sorting bins on each floor. Outdoor lights are powered by solar energy. These are some of the initiatives for sustainable development of the secondary school No. 2 in Erdenebulgan soum, Arkhangai province.

The school initiated the Green Future project this year to reduce waste at the source, sort it, and create an eco-friendly environment at the school as part of the ESD-2 project. They are also working with Kh.Batbayar, a local manufacturer and ankle inheritor, to build a playground to develop the mind outside.

With more than 1,700 students and more than 120 faculty and staff, the team set out to become a model school for sustainable education of the ESD-II Project.

N. Gerelchuluun, principal of the 2nd school of Erdenebulgan soum, Arkhangai province:



It seems that making the school's exterior and interior green is not only changing the school's environment, but it is also helping students, teachers, and parents to develop an ESD-oriented, sustainable development vision. For example, solar-powered lighting, touch-sensitive sinks, and waste sorting bins are designed to promote the benefits of living in an environmentally friendly and economical environment and learning the right habits.

On the other hand, we incorporate the concept of sustainable development into each curriculum and incorporate ESD into each subject area. This school year, our school opened two new classrooms: a one-on-one classroom for psychologists and a classroom for children with disabilities.

The halls are fully equipped with the necessary equipment. This is another big step towards achieving the

basic principles of sustainable development, which will be not leaving anyone behind and developing together.



SOME CLASSES WILL BE HELD IN THE TESTING FIELD

The 3rd secondary school of Arkhangai province has started to build a four-season greenhouse and a training center based on the ESD-2 project. Its founders believe that the training center is important for children to protect the environment, develop and strengthen their cognitive thinking, and thus understand, confirm and analyze the concept of sustainable development. The school teacher also introduced the development of a unified curriculum for the training site.

School 3 welcomed 1,580 students with an open corridor library in the new school year. Students have the opportunity to read and review their schoolwork in the open air at school during breaks and free time. World Vision donated 1.2 million MNT worth of books, and the necessary materials for the bookshelves were donated by parents, teachers and staff.

"This is the result of the ESD's entire school approach to learning," said the school's teachers.

Due to the pandemic in October, there was no time to open the corridor library because their children were studying online.



B.ENKHBOLD, principal of the 3rd school of Erdenebulgan soum, Arkhangai province:

The ESD-2 test site will consist of a wind speed measurement section, a soil area, four four-season greenhouses, and an information point. Non-classroom training for students in grades 4-11 is planned at this site. The content and curriculum of the training have been developed in this area.

STUDENTS WILL NOT QUEUE FOR THE BATHHOUSE IN THE SOUM

A school in Battsengel soum, Arkhangai province, used a total of 15 million MNT donated by Swiss government for sustainable development, as well as from the local budget to renovate its dormitory with hot water, toilets and sinks.

As a result, the dormitory students can now have comfortable baths for four people at the same time, as well as modern toilets and sinks. Thus, the "Proper Use-Good Practices" project, initiated and implemented by the school community as part of the ESD-2 project, has improved the living and learning environment for dormitory students. In some places, such renovation work costs up to 90 million MNT, according to school teachers.

G.Nyam-Adiya, Mongolian language teacher, Battsengel soum, Arkhangai province:

This is the demand emerged from our lives. First, the school assessed itself using a holistic approach. A total of 65 teachers, 130 students, 28 civil servants and more than 140 parents were surveyed, most of whom identified the dormitories as lacking hot water and



access to bathing, and suggested that the dormitories be changed to meet hygiene requirements.

The three dormitory rooms were furnished by the teachers themselves and now have a bathroom. Also, two toilets and six hand sinks were replaced.



"MOTHER AND GIRLS" CLUB TO PRODUCE LOCAL BRAND

Teachers, staff and parents of secondary schools in Tariat soum, Arkhangai province initiated the "Local Brand-Value" project within the framework of the ESD-2 project. The members of the "Mother and Girls Club", which is based at the school, have ordered a weaving machine to produce local brands by weaving products from yak wool.

M.BOLOR-ERDENE, principal of Arkhangai Tariat soum secondary school:



Our Tariat soum's brown yak wool is of high quality. The project is open to technology teachers, students, mothers and school staff to learn and work together. If this project is successful, it could inspire the local people.

THOSE WHO TAKE INTO ACCOUNT AND DISCUSS PROBLEMS TOGETHER ARE SUCCESSFUL

Sh.Oyuntsetseg, Head of Training Department, Information Training Centre for Nature and Environment NGO, local host organization of ESD-2 project:

Due to the pandemic situation, we provided online counseling and guidance to schools. While some of the schools that reacted to the project in an abstract and emotional way are having problems, the schools that have identified the problems together and are research-based are doing very well.



D.Uuriintuya, Member of the Board of Directors of the ESD-2 Project, Head of the External Relations Department, Mongolian State University of Education:



The most important guide to sustainable development is the teacher and school environment. In this sense, the schools' collective work approach is very important in developing the ideas and values of ESD. It is believed that the attitude and values for sustainable development are formed only when the whole structure of the organization, the whole school, and the provinces and local areas are made public.

In the same way, schools that have adopted a well-functioning partnership approach are doing well. The pandemic and e-activities have been observed to have some impact on project results. There are also problems with rising prices for goods and services. However, schools in Battsengel soum, Arkhangai province, and schools 2 and 3 in Erdenebulgan soum are successfully implementing their projects. We will continue to talk about the challenges we face. I hope to reach a definite solution. The Arkhangai province management team also hopes that the project will be supported and funded quickly.

JOURNALIST D.DAVAADULAM



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