



Mongolia: Education for Children with Disabilities

Project Name	Education for Children with Disabilities
Project Number	52103-001
Country	Mongolia
Project Status	Proposed
Project Type / Modality of Assistance	Grant
Source of Funding / Amount	
Strategic Agendas	Inclusive economic growth
Drivers of Change	Governance and capacity development Knowledge solutions Partnerships
Sector / Subsector	Education - Pre-primary and primary
Gender Equity and Mainstreaming	Gender equity
Description	
Project Rationale and Linkage to Country/Regional Strategy	<p>Persons with disabilities (PWD) face considerable disadvantages compared to the rest of the Mongolian population. Among households with one or more person with a disability, the poverty rate is more than double that of households with none. Disability is both a cause and consequence of poverty and vulnerability. Disability can cause poverty because of barriers to education and skills development, and therefore employment. It also involves significant additional expenditure, including on health services (footnote 1). It can be a consequence of poverty both because poverty can limit access to needed services and because poverty may increase the likelihood that a person is exposed to an environment that may adversely affect health. Estimates of the number of Mongolians with disabilities vary. The National Programme on the Rights, Participation and Development of Persons with Disabilities, 2018-2022, estimates nearly 101,000 PWD Mongolia of whom just over 10,400 are children aged 0-17.</p> <p>In Mongolia, among PWD of working age, only 19% are employed (footnote 3). This is in stark contrast to working age people without disabilities, among whom 64% are employed. Low educational attainment is a major contributing factor. School attendance for children with disabilities (CWD) is much lower than for children without disabilities, and particularly low in rural areas. There are also gender differences: girls' attendance is higher than boys', especially in higher grades, both in the general population and among CWD. Among children 6 to 18 years old, almost half of children with disabilities (CWD) are unable to read, whereas just 4% of those without disabilities are unable to read. Nearly two-thirds (64%) of CWD age 3-5 are not attending kindergarten, versus nearly one-third (32%) of young children without disabilities. Women are the overwhelming majority of primary caregivers for CWD not attending school. While the social assistance system includes a caregivers' allowance, the benefit level is low.</p> <p>PWD are left considerably behind in terms of the highest level of education achieved. One out of five Mongolian PWD has not completed any level of education, compared to less than 4% of the rest of the population. Census data, which distinguishes between acquired and congenital disability, reveals huge differences among those aged six and older: 47% of people with congenital disabilities have not completed any level of education, compared to only 12% of those who acquired a disability. This confirms significant barriers to education for CWD. The root causes of those barriers include (i) limited access to schools primarily because of poor infrastructure, negative parent and community attitudes, and lack of access to transportation; (ii) poor quality education for CWD given a lack of capacity among teachers at regular schools, insufficient teaching and learning materials, and unmet demand for assistive devices, augmentative and alternative communication equipment, and innovative assistive technologies to support functionality; and (iii) inadequate school and aimag education department support for inclusive education because of a lack of capacity and resource centers to support inclusive cultures, policies and practices at schools</p>
Impact	Equal participation of persons with disabilities without any discrimination in all aspects of life
Outcome	Access to and quality of education for boys and girls with disabilities improved
Outputs	Access to regular schools and kindergartens improved Quality of inclusive education enhanced Inclusive education support resources and policy strengthened
Geographical Location	Nation-wide
Safeguard Categories	
Environment	C
Involuntary Resettlement	C
Indigenous Peoples	C
Summary of Environmental and Social Aspects	
Environmental Aspects	
Involuntary Resettlement	
Indigenous Peoples	
Stakeholder Communication, Participation, and Consultation	
During Project Design	
During Project Implementation	
Responsible ADB Officer	Schelzig, Karin Mara

Responsible ADB Department	East Asia Department
Responsible ADB Division	Urban and Social Sectors Division, EARD
Executing Agencies	Ministry of Education, Culture, Science & Sports Government Building-III, Suite # 514, Baga toiruu-44, Sukhbaatar district Ulaanbaatar, Mongolia

Timetable	
Concept Clearance	11 Jun 2019
Fact Finding	03 Jun 2019 to 07 Jun 2019
MRM	-
Approval	-
Last Review Mission	-
Last PDS Update	11 Jun 2019

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