



POST-CONFERENCE
PROCEEDINGS OF
THE JOINT SESSION

INTERNATIONAL CONFERENCE
OPEN MIND MONGOLIA 2023

**Policy and practice in disability and development
towards inclusive social change:
Implications for social work**

28 SEPTEMBER 2023

Editors

Masateru Higashida and Oyuntsetseg Dugarsuren

International Conference Open Mind Mongolia 2023

Post-conference Proceedings of the Joint Session on

*‘Policy and practice in disability and development
towards inclusive social change:
Implications for social work’*

28 September 2023

Edited by

Masateru Higashida and Oyuntsetseg Dugarsuren

Joint Session Co-Hosted by

Department of Sociology and Social Work, National University of Mongolia
and
Asian Research Institute for International Social Work, Shukutoku University



Published in Japan by the Asian Research Institute for International Social Work (ARIISW), Shukutoku University, 200 Daiganji-cho, Chuo-ku, Chiba 260-8701, Japan.

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Title: Policy and practice in disability and development towards inclusive social change:
Implications for social work

ISBN: 978-4-908912-16-0

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Foreword (Opening Speech)

I would like to warmly welcome you as I inaugurate the 2023 Open Mind Mongolia international academic conference. I am delighted to meet you for the second time in the framework of this conference. Like you, I look forward to listening to scholarly presentations themed on ‘Exploring Innovative Solutions for Contemporary Social Challenges’ by academics working in the domains of the social sciences and humanities.



Our social sciences division is affiliated with the School of Arts and Sciences of the National University of Mongolia. The division has six departments and offers nine Bachelor’s, Master’s and doctoral programmes. Every department and programme in the social sciences actively conducts research and cooperation activities and organises academic conferences that engage and connect researchers and scientists from the discipline. This international conference is a wonderful example of such an event.

The Open Mind Mongolia conference encompasses several key features. First, the conference aims to expand interdisciplinary research and international collaborations. Second, it adopts a holistic approach that seeks to integrate issues related to environmental concerns, climate change, gender equity, social inclusion and socio-economic difficulties. Finally, it entails the cooperation and participation of branch institutes of National University of Mongolia (NUM) along with foreign universities and research institutes.

I hope successful and fruitful collaborations will continue to be forged between representatives from the Asian Research Institute for International Social Work, Shukutoku University, and China’s Belt and Road International Development Research Academy, all of whom are co-organisers of the 2023 Open Mind Mongolia conference. I hope to continue my endeavours to foster further cooperative events with these organisations.

The cooperation, based on the Memorandum of Understanding, between the Asian Research Institute for International Social Work, Shukutoku University, and the National University of Mongolia began officially in 2018. Since this time, this collaborative venture has successfully spearheaded two research agendas: the diverse responses to social challenges and policies and practices relating to disability and development towards inclusive social change.

We hope that the participants of this conference will learn substantively about the issues of their interest and that they will discover future collaborative opportunities, research directions, and partners to further their research activities. I extend my gratitude to the conference organisers. This exciting research event would have been impossible without their support and hard work.

Professor Tamir Chultemsuren
Deputy Director of the Social Sciences Division, School of Arts and Sciences,
National University of Mongolia

Preface

Disability issues relate closely to other social issues such as poverty, marginalisation, or intersectionality. This joint session probed the associations between social work including the macro practices and education of this domain and the disability and development initiatives being promoted to address the relevant issues in Mongolia. The joint session also highlighted practical implications for the actualisation of an inclusive society. The seminar adopted an international perspective on social work, focusing on the experiences and actions of stakeholders in inclusive development contexts. Diverse stakeholders delivered presentations and we discussed specific policies and practices related to disability and development initiatives through the lens of social work. In particular, the joint session underscored the importance of learning from the voices and experiences of varied stakeholders such as people with disabilities without necessarily privileging the dominant (Western-rooted) knowledge and discourses of professional social work.

Some significant aspects were discussed during the joint session: among others, the close relationship between social work in the general sense and disability-inclusive development and wide-ranging social actions and policy formulation by diverse stakeholders including people with disabilities, even when such acts and guidelines are not necessarily described as social work. In other words, those discussions included views that would differ from old social work discourses, which might stereotypically position people with disabilities only as welfare targets and beneficiaries.

We also cite some examples of other questions that were simultaneously asked, of which some were not fully discussed. What is disability from the social work viewpoint with a focus on society? What issues of intersectionality and marginalisation should we explore in these social work contexts? How do social work stakeholders cognise the relationship between international norms and local knowledge?

This joint session was hosted by the Department of Sociology and Social Work of the National University of Mongolia and the Asian Research Institute for International Social Work (ARIISW) at Shukutoku University in collaboration with the governmental and non-governmental organisations with which the presenters were associated.

This report is based on the oral presentations and discussions interpreted excellently by Ms Naran Dashdondov. The content was edited by the presenters as well as the editors of this volume. Some scholars also contributed papers on this theme after the joint session of the conference was concluded. We thank all the presenters, authors and participants of the conference.

Editors,

Dr Masateru Higashida
Asian Research Institute for International Social Work,
Shukutoku University

Mrs Oyuntsetseg Dugarsuren
National University of Mongolia

Acknowledgments

I wish to sincerely thank the co-organisers and participants of the joint session entitled ‘Policy and practice in disability and development towards inclusive social change: Implications for social work’ at the 2023 Open Mind Mongolia international conference hosted by the National University of Mongolia (NUM). The joint session was successfully co-organised and hosted by NUM and the Asian Research Institute for International Social Work (ARIISW).



This joint session attended to social work-related international perspectives on disability issues and initiatives. The experience shared by five presenters who are also practitioners in some form helped us understand the implications of social work. Therefore, it is a great pleasure to issue these post-proceeding articles based on their presentations and discussions because it enables us to broadcast their experiences.

Our previous collaborations underpinned this joint session. Exchanges between NUM and ARIISW have continued and we have become reliable research partners. NUM scholars participated in the ARIISW international forum in 2017; ARIISW members participated in the 2019 Open Mind Mongolia conference. A joint online session on Buddhist social work was also held in 2021. Indeed, professors from NUM have contributed to the writing of ARIISW’s research series and reports based on our collaborative research. I believe this joint session represents an instance of sowing the seeds for further collaborations.

The Japanese saying, ‘Iris for six days, chrysanthemums for ten days’ (Muika-no-ayame, toka-no-kiku) indicates that we should not miss the opportunity presented in the present moment. Many collaborations are required because the time is now right. We hope to continue to nurture such mutually cooperative relationships.

Professor Noriko Totsuka
Director,
Asian Research Institute for International Social Work,
Shukutoku University

Abbreviations

ARIISW	Asian Research Institute for International Social Work
CRPD	Convention on the Rights of Persons with Disabilities
DET	Disability Equality Training
DPUB2	JICA's project for promoting employment of persons with disabilities
ICF	International Classification of Functioning, Disability and Health
JICA	Japan International Cooperation Agency
NGO	Non-governmental organisation
NUM	National University of Mongolia
UN	United Nations
WHO	World Health Organisation



Joint session on 28th September 2023

OPEN-MIND MONGOLIA 2023

“Exploring innovative solutions for contemporary social challenges”

Interdisciplinary international conference

Session: Diverse responses towards social challenges

Place: Conference room #502 - Development
Center for Teacher and Student

Date: September 28, 2023

11:00-13:00 Policy and practice in disability and development towards inclusive social change: Implications for social work

Chair: **Masateru Higashida**, Asian Research Institute for International Social Work

11:00 **Masateru Higashida**, Asian Research Institute for International Social Work, Shukutoku University:
“Policy and practice in disability and development for inclusive social change: Implications for social work”

11:15 **Chuluundavaa Undrakhbayar**, ‘Universal Progress’, an independent living centre:
“Increasing social participation by persons with disabilities”

11:30 **Boloroo Buyanjargal**, Division for Development of Persons with Disabilities, Ministry of Labor and Social Protection:
“Policies, actions, and future objectives being implemented for persons with disabilities”

11:45 **Hisao Chiba**, JICA’s Project for Promoting Employment of Persons with Disabilities (DPUB2), Koei Research & Consulting Inc, Japan:
“Disability and social work experiences from JICA technical cooperation projects in Mongolia”

12:00 **Oyuntsetseg Dugarsuren, Erdenechimeg Munkhbayar, Oyuntugs Bayaraa**, National University of Mongolia:
“The need to support students with disabilities at the National University of Mongolia and the achieved results”

12:15 **Mieko Ikehata**, Shukutoku University:
“Developmental Stages and Clinical Support for Children with Intellectual Disabilities”

12:30 Q&A including designated comments

12:40 Discussion and Q&A

12:45 Closing of the session

13:00-13:50 Lunch break #Poster Session



1. Keynote address: Policy and practice in disability and development towards inclusive social change: Implications for social work

Masateru Higashida
Asian Research Institute for International Social Work,
Shukutoku University

This session is very experimental: I am excited about viewing today's events. In this session, we aim to explore the relationships between social work and the disability and development initiatives currently promoted in Mongolia. We also hope to derive some practical and international suggestions for the actualisation of an inclusive society. Regarding the expected outcomes, we are considering publishing the proceedings of the joint session after the conference. I hope the post-conference proceedings will benefit social work students and our colleagues in Mongolia.

1.1. Structure

Our session will proceed in the following manner. Please refer to the detailed handouts of PowerPoint slides. My keynote address will be followed by presentations of from each of our distinguished guests, who will elucidate their experiences and perspectives. I will soon introduce the presenters but, as this slide suggests, the topic will be approached from varied positions. Therefore, I expect a wonderful discussion with you.

1.2. About myself

I would like to begin with my personal and organisational background to describe why we are co-hosting this session. I have worked with disability issues, including two years in Ulaanbaatar. I have thought about the close relationship between disability and development and social work throughout my career, during which I sometimes performed practical social work without the title of social worker.

1.3. ARIISW

I must also mention my institutional background at ARIISW because this session's theme is

related to this institution. The research conducted at ARIISW has been focused on international social work (ISW) and Buddhist social work (BSW) since the institute's inception. ARIISW has been concerned about the hegemonic imposition of the dominant social work frameworks (Cf. Hugman, 2022; Midgley, 2009). ARIISW's scholars sometimes call such dominant perspectives 'Western-rooted professional social work' (Akimoto, 2017; Akimoto et al., 2020). Professional social workers and qualified professionals are likely to follow the assumptions of such theories: I have also experienced life as a professional social worker. These may not be a major issue in general social work discussions.

However, through varied projects such as our research on BSW, we have discovered cases that do not fit the dominant discourse on social work professions (Akimoto et al., 2020; Higashida, 2023). ARIISW promotes international discussions about what social work is meant to represent. We also explore social work inclusively and holistically through the ISW lens.

1.4. Session overview: Keeping an open mind

Today's agenda is simple. We will attempt to explore the implications of disability and development, and disability studies, for social work and education. I will now explain each of these terms. First, the concept of social work generally involves development and social change (see Appendix 2). However, the assumptions and opinions of the actors presenting their views today could differ. We would not assume that social work is performed only by conventionally-abled professionals who assist clients with disabilities. In fact, such unidirectional interventions tend to be common in social work. However, we are extremely open-minded about social work today, as you can see from the title of the conference. I will intentionally and strategically not attempt to define social work in this speech.

1.5. Disability and development

Next, what is disability and development? An international conference on disability was held in Ulaanbaatar in 2019. I participated in this conference. I hope disability issues are adequately discussed in Mongolia.

I will mention only the most fundamental information on disability-inclusive development in this speech and explain why this issue is significant. According to international organisations (World Health Organization & World Bank, 2011), around 15% of the world's population is expected to experience some form of disability. A vicious circle is generally observed: people with disabilities are poorly positioned; thus, they tend to confront problems in receiving sufficient education and healthcare, which makes it difficult for them to access decent

work opportunities, which leads them back to being poorly positioned and perpetuates the cycle of difficulties (Higashida, 2017).

Disability-inclusive development is encouraged across the world to address global and local issues. The shift towards inclusiveness has occurred largely through the efforts and social movements led by people with difficulties. However, what about the relationship between disability-inclusive development and social work? Again, this theme will be discussed today.

1.6. Why is this session unique and innovative?

I am aware of numerous scholarly debates on disability issues. Many critical discussions are ongoing, including deliberations on critical disability theory (Burghardt et al., 2021; El-Lahib, 2017; Goodley, 2016; Nusbaum & Lester, 2024). Although numerous theoretical and philosophical disputes, including postcolonial perspectives, tend to become complex, such academic debate should be promoted. Nevertheless, I am still concerned about the gap between the academic discourses and lived experiences of persons with disabilities in Asian or other regional contexts (Goodley, 2016; Grech, 2015).

Rather than relying solely on Western and/or academic knowledge, I would like to learn from the experiences of individuals who are actually engaged in discrete positions in varied social work and disability contexts. This diversity is crucial because we sometimes observe a gap between academic concepts and practical applications or policies. In this session, we would like to discuss the relationships between practice, policy and education in social work both from the conceptual and experiential standpoints.

To add a note, our guest presenters may not necessarily describe their activities as social work. However, I think their actions and pursuits may be associated with social work in the broad sense. At the very least, their activities are strongly affiliated with social work.

Welcome to the Joint Session
at the Open Mind Mongolia 2023



Policy and practice in disability and development towards inclusive social change:

Implications for social work

28 Sep 2023
Asian Research Institute for International Social Work (ARIISW)
Shukutoku University

Masateru Higashida (TERU), PhD.

1

Objectives

- To explore the relationship between social work (SW) and the disability and development
- To draw practical implications for realising an inclusive society
'Exploring innovative solutions for contemporary social challenges'

Expected Outcomes

- To record and publish the presentations and discussions in the post-proceedings
- To explore the future collaboration

2

This joint session is ...

Co-hosted by

- National University of Mongolia
- Asian Research Institute for International Social Work (ARIISW)

With

- NGO: 'Universal Progress', an independent living center
- Gov: Division for Development of Persons with Disabilities, Ministry of Labor and Social Protection
- International: JICA's project for promoting employment of persons with disabilities (DPUB2)

3

Schedule

- Explanation of objective and scope (15 min)
- Presentations (15 min per each)
 - 1) **Mr Chuluundavaa Undrakhbayar**
NGO: 'Universal Progress', Independent Living Center
 - 2) **Ms Boloroo Buyanjargal**
Gov: Division for Development of Persons with Disabilities, Ministry of Labor and Social Protection
 - 3) **Dr Hisao Chiba**
International cooperation: JICA/DPUB2
 - 4) **Prof Oyuntsetseg Dugarsuren**
Academic institute: the National University of Mongolia
 - 5) **Ms Mieko Ikehata**
Developmental Clinical Research Center, Shukutoku University
- Comments and discussion (30 min)
- Closing of the session

4

Who am I?



- 2005-2015: Social work and related activities in disability and mental health fields
- 2018-2020: The Project for Promoting Social Participation of Persons with Disabilities in **Ulaanbaatar** City (JICA/DPUB)
- 2021-present: **International social work** research at ARIISW

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Asian Research Institute for International Social Work Since April 2016



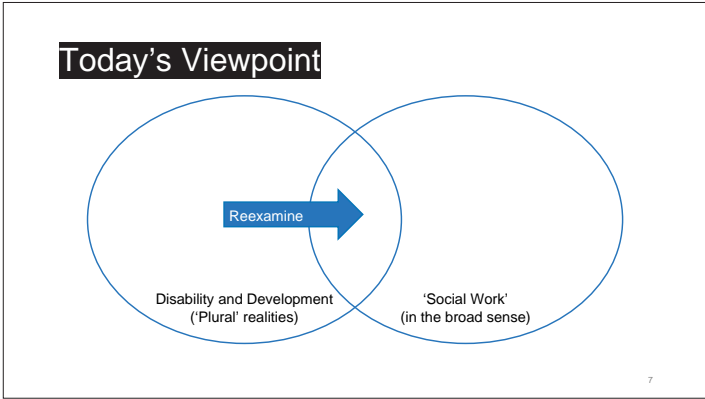
- **Mission:**
To promote international social work research in Asian and the world

- **Main study areas:**
International social work
Buddhist social work

- **Specific views:**

ARIISW never deny the Global Definition of **Social Work Profession**.
But, we have found cases which do not fit the definition, while **promoting the international discussion about what social work meant to be and should be.**





Social Work with Open Mind

- We recognise the Global Definition of Social Work (Appendix 1) and the definition of 'social worker' in the Law of Social Welfare, Mongolia. (Similarity to certified social workers in Japan, perhaps)
- But, this session would **NOT** assume 'social work' in disability issues as **only** those by (abled) '**professions**' to support disabled persons (as '**clients**').

↓

- We'd like to explore the nature of social work and its education.
- Towards **social work by and with all people**

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The 4th Asia-Pacific **Community-Based Inclusive Development (CBID)** Congress 2019 held in Ulaanbaatar

(Social) Development is:
an effort to reform the status quo, towards a state of being better (Nishigaki & Shimomura 1999)
'to create an enabling environment for people to enjoy long, healthy and creative lives' (UNDP, 1990: 9)

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Disability-Inclusive Development

- **15%** across the globe experiences some form of disabilities
- Vicious circle of **poverty**, limited access to **healthcare**, and inadequate opportunities of **education** and **employment** etc.

↓

- Global shifts of the emphasis from specialised programmes for disabled people to **inclusive society**.
- **Participation** of disabled people, agent of change, in formulating the development programmes and systems.
- Realisation of the UN's Convention on the Rights of Persons with Disabilities (**CRPD**).

→ **Mainstreaming & Inclusion** and **Empowerment**

*Also important: Critical disability studies (CDS); Models of Disability; Disability Equality Training (DET).

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What's unique and innovative?

- Learning from **experiences** of stakeholders: Not only from the dominant concepts and professionalism rooted in the global North (El-Lahib, 2017; Hugman, 2010)
- Innovative/interdisciplinary discussions with **disabled people, researchers, policy makers and civil society**, regardless of whether they have any social worker's title
- Beyond the potential contradictions/conflicts? (Burghardt et al., 2021; Meekosha & Dowse, 2007)

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Not from conceptual discussion
 but from **experiences/actions**

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Scope & Questions

Implications of disability and development for social work (education)?

- First, learn from the experiences in policy and practice of disability and development

Q1. **Lessons:** What are the fundamental views, strategies, or challenges in the disability and development settings?

- Second, think about the relationship with SW education

Q2. **Positioning/actors:** Does social work tend to consider people with disabilities only as 'clients' or 'recipients of services/supports' provided by (abled) professionals? Is there any different view or experience?

Q3. **Actions/practices:** What views and values in disability and development are related to social work education oriented towards inclusive social change and actions?

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Discussion Points

Implications of disability and development for social work (education)?

1. **Lessons:** What are the fundamental views, strategies, or challenges in the disability and development settings?
2. **Actions/practices:** What views and values in disability and development are related to social work education oriented towards inclusive social change and actions?

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Further debates in the future...

- 'start with disability but never end with it' (Goodley, 2011:157), considering the **intersectionality**.
- How can overcome the **dichotomy** between **abled/disabled**, **discourses/bodyminds**, **theory/practice** and so on, or even such dominant arguments written in English? (Cf. Meekosha & Dowse, 2007; Nusbaum & Lester, 2024)
- Learning from experiences with '**polyphonic voices**' is a key to examine the assumptions?

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Appendix 1: Social Work

Extracted from the Global Definition of the Social Work Profession

'Social work is a practice-based **profession** and an **academic discipline** that promotes **social change** and **development**, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing. The above definition may be amplified at national and/or regional levels.'

Note: Approved by the IASSW General Assembly and the IFSW General Meeting in July 2014. Emphasis with red is by the presenter.

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Appendix 2: Social Change and Development

Extracted from the Global Definition of the Social Work Profession

- The **social change** mandate is based on the premise that social work intervention takes place when the current situation, be this at the level of the person, family, small group, community or society, is deemed to be in need of change and development. It is driven by the need to challenge and change those structural conditions that contribute to marginalization, social exclusion and oppression. Social change initiatives recognize the place of human agency in advancing human rights and economic, environmental, and social justice. The profession is equally committed to the maintenance of social stability, insofar as such stability is not used to marginalize, exclude or oppress any particular group of persons.
- **Social development** is conceptualized to mean strategies for intervention, desired end states and a policy framework, the latter in addition to the more popular residual and the institutional frameworks. It is based on holistic biopsychosocial, spiritual assessments and interventions that transcend the micro-macro divide, incorporating multiple system levels and inter-sectorial and inter-professional collaboration, aimed at sustainable development. It prioritizes socio-structural and economic development, and does not subscribe to conventional wisdom that economic growth is a prerequisite for social development.

Appendix 3: Classic Models of Disability

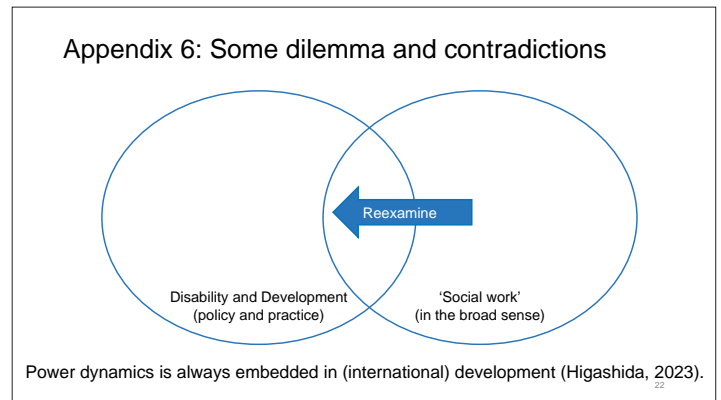
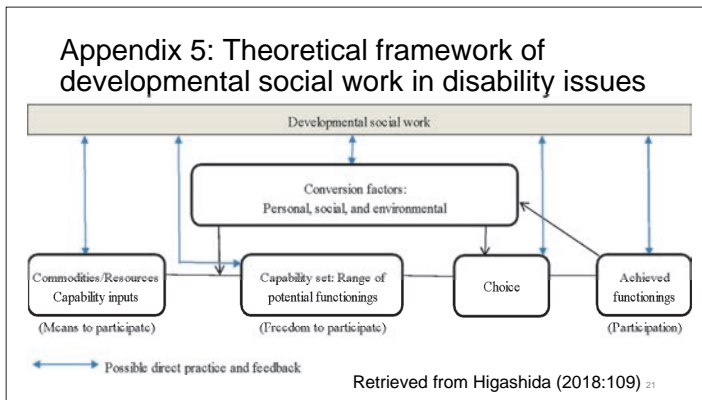
Medical Model (welfare?)	Social Model
Individual tragedies and personal issues	Disability as social issues, such as discrimination, oppression and inequality
To focus on individual's impairments	To focus on social and environmental barriers
To change a person with disabilities through therapy and rehabilitation	To change society through actions and movement
To make decisions by medical and other 'professionals' (PWDs = 'clients' or 'recipients' of services/supports')	To make decisions by disabled people ('experts' or 'agent of change')

Note: Created by the presenter, referring to Haeghele & Hodge (2016) and Oliver (2013). 19

Appendix 4: Case of social welfare/work education in Japan

- One of 23 standardised subjects is 'Welfare for persons with disabilities' (障害者福祉論)
 - 1) concepts and characteristics of impairments/disabilities;
 - 2) living conditions and the social environment;
 - 3) history of welfare for people with disabilities;
 - 4) domestic legal system and institutions;
 - 5) **role and practice of relevant institutions and professionals** (emphasising individual consultations, and support for life and work)
- Assumptions (?)
 - Relationship between the served (client/consumer/survivor) and the provider (SW)
 - Bias towards individual intervention > environment, society and relationships

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2. Increasing the social participation of persons with disabilities

Chuluundavaa Undrakhbayar

Universal Progress

Abstract: This presentation from the perspective of a non-governmental organisation discusses measures to promote the social participation of persons with disabilities. The content of this presentation is based on the experiences of an independent living centre in Ulaanbaatar and its activities related to people with disabilities. The presenter will first describe policy frameworks and actions taken to ensure the rights of persons with disabilities and outline the international standards and norms. The presentation will then attend to ways of realising the right of independent living in the Mongolian context. For instance, the presenter will show a practical case of involvement in the formulation of policies, such as procedures relating to services to support independent living for persons with disabilities.

I would like to begin my presentation on the social participation of people with disabilities by saying that numerous policies, legal frameworks and documents exist to enhance the social life and civic participation of people with disabilities. Universal Progress, the NGO at which I work, is closely connected to endeavours such as facilitating independent living and skills development in communities. We have worked for more than ten years in this sector and have attempted to develop some novel practices connected to independent living in the country.

This slide outlines my topic. I will speak on four subjects. First, I will speak about the need for a system that can deliver policy improvements in social and other sectors. Second, I would like to explain the principal ideas about increasing opportunities for people with disabilities to enable them to actualise independent living. Third, I will also mention some cases and examples of increasing the social participation of people with disabilities. Finally, I will discuss some other issues such as the potential effects of the proposed system, the impact of disability-inclusive development on the general public and the notion of social development.

2.1. Independent living

Increasing the social participation of people with disabilities can be achieved through the concept of independent living, which is based on the principal notion of human rights. Human rights and human dignity would thus be significant for the issue under discussion. The exercise of human rights, especially human dignity, becomes quite challenging when disabilities become

severe: the fallout includes social discrimination and certain non-conducive environmental features. The idea of independent living emerged to address such problems and discharges a significant function in restoring human rights and dignity to people with disabilities.

2.2. Legal framework

I would also like to explain the policy and legal frameworks. We have an international agenda titled the Convention on the Rights of People with Disabilities (CRPD). Therefore, there is substantial discourse about the circumstances before and after the CRPD was adopted. Much revolutionary change occurred with the international approval of CRPD. Mongolia ratified the CRPD in 2009 and adopted the Law on Human Rights of Persons with Disabilities based on the convention. Thus, some conducive positive provisions related to supporting the independent living of people with disabilities can be found in Mongolian laws.

2.3. Medical or individualist model of disability

The medical or individualist model (of disability) is another relevant subject for discussion. According to the clinical model, people with disabilities are considered recipients of government support or as patients at hospitals. What is wrong with this view? In such a perspective, the problems confronting people with disabilities would remain family issues that would concern only the individual family and not society as a whole. This mentality is quite strong in Mongolian society and it is sure to yield many negative consequences.

For instance, people with disabilities will be accorded no opportunities for general social engagement. They would also face discrimination and stigmatisation. In addition, the living conditions of their family members would deteriorate. Further, their economic well-being would be compromised. I have participated in many international conferences for people with disabilities. Thus, I can compare Mongolia with other nations. Of course, Mongolia is not the worst-performing country in its stance towards people with disabilities.

2.4. Governmental investment

Government spending exists; the legal framework has been formulated. However, how are the laws implemented in real life? How is the money being used? Is the money spent in a very targeted manner or is it not? Perhaps, some inefficiencies may be observed in the use of some government funds. I will elaborate on this issue later.

2.5. Involvement of stakeholders

The Mongolian system of supporting the independent living of people with disabilities is supposed to result from work accomplished by institutions designated to this purpose as well as people with disabilities. However, an overall societal effort is required: government agencies and non-government actors must also become involved.

Developing favourable conditions for people with disabilities can be considered important in many sectors: for instance, people with disabilities can be engaged in tourism-related products. In the last decade, our country has increasingly attended to the subject of mainstreaming people with disabilities and granting them their rights. I represent an NGO in Mongolia but I have also been working as an adviser to the prime minister on this particular topic over the last two years. In addition, I have been very engaged in the current government's policymaking on issues connected with disability.

2.6. Policy changes

I have reviewed the current policy changes. For instance, a lot more work must be accomplished apropos the employment of people with disabilities. Also, some reform agenda on education and social protection is reflected in the government's four-year action plan as well as the vision document 2050. The 2050 vision document is established for 30 years, with certain mid-term milestones set for each decade of the programme.

People with disabilities have recently received substantial social protection. However, it may be challenging to ascertain whether such efforts are accurately aimed or whether they aim to determine the needs of people with disabilities. Government policies should become more targeted and specific. Also, a shift from social protection to employment can be observed. However, such a transferral should not imply that the government would eliminate all support and cease all social protection actions. Rather, the social welfare and employment promotion policies should combine and harmonise so that people like me can expect better employment opportunities and simultaneously be assured of continued social protection.

Further, social actors should cooperate on the subject of people with disabilities. The voices of the citizenry should be privileged. In such an event, the role enacted by people with disabilities is expected to increase, especially concerning social protection and social welfare activities.

2.7. Implementing the right to live independently with CRPD

The next slide presents my primary topic. I have mentioned that the CRPD represented a significant system that changed the world of people with disabilities. The convention was revolutionary in its implications. Services to support independent living denote another important evolution that has ushered substantive practical changes to societies. The delivery of services conducive to independent living has yielded many positive transformations.

Article 19 of the CRPD is reflected in the Law on Human Rights of Persons with Disabilities adopted in 2016. For instance, the law prescribes the provision of personal assistance to people with disabilities, which may be considered an important instrument to aptly implement the concept of independent living.

The interim strategy document is also significant. This ten-year plan for Asian countries was valid between 2013 and 2023 plan and was titled the ‘Incheon Strategy to “Make the Right Real”’. Article 4 of this plan also concerns support for independent living. This interim strategy worked as an accelerator for the implementation of the CRPD for Asian nations.

2.8. Legal framework and changes in Mongolia

The Mongolian legal framework has become increasingly conducive. Mongolia ratified the CRPD and was expected to report on its implementation of the convention. The first report was issued in 2015, after which Mongolia received a set of 37 recommendations and one demand from international bodies. The suggestion to provide support services for independent living was also important for us because it was connected to assuring that people with disabilities were granted opportunities for social engagement.

Mongolia also sent a second report to the convention body, and new recommendations similar to the suggestions offered for the first report have recently been posted on the UN website. Nevertheless, the recent recommendations reflect more specificity: for instance, they advise increasing the available funding and highlight the need to reflect the voices of people with disabilities and seek their feedback in policymaking.

2.9. Inclusive development and advocacy

I will now turn to inclusive development, which has received substantial attention from Mongolia. We have conducted numerous studies, performed analyses and initiated advocacy and communication activities. The Law on Human Rights of Persons with Disabilities was enacted in 2016 based on the advocacy of our NGO and other organisations. Other

developments are also evident. For example, we undertook a few small model projects on implementing legal provisions. We piloted many of the services, and youth with disabilities who desire to live independently became the recipients and beneficiaries of some of our pilot projects.

We now have ten young persons who now live independently despite initially confronting substantial difficulties. Our pilot activities accorded us some good experiences, and we would like to expand our services nationwide based on the findings of the trial projects. During the last decade, we have been challenged by the fact that government agencies and the general public harbour a very simple understanding of what living independently entails for people with disabilities.

People believe that independent living services seek to increase mobility or self-feeding capabilities or offer a personal assistant who can push wheelchairs or help with physical training. In fact, independent living is a much more expansive concept. The absence of personal assistance would require certain appropriate living conditions to be made available for people with disabilities, along with adequate funding to satisfy their basic needs. The attitudes of the general public must also be taken into account. The mere delivery of a few services without consideration of the larger issues would not suffice to ensure independent living.

2.10. Positive changes and challenges

Some positive changes have occurred. The experiences of other countries have exhibited reasonable benefits and displayed increasingly visible improvements. For instance, government and non-government collaborations have been quite active and successful in many countries. We must also show some improvements related to support for NGOs, particularly in the relevant areas. Some global good practices also help people with disabilities to become employers. However, the mentality that people with disabilities are always patients or recipients is quite strong in our society, and we must change this perception.

Many obvious measures should be taken to create the same opportunities for people with disabilities that are available to ordinary people. All we need in our country is to make further improvements: for instance, all facilities such as public transportation, part-time job opportunities or elderly care should be interconnected.

In sum, I may look like a person with disabilities. However, if I perform a needs assessment using the new methodology, I would understand that I am not someone who must continue to live with disabilities. My society can become inclusive and for that to translate to reality, we must be accorded certain services that would enable us to live independently. In contrast, people with disabilities can add some positive value to our society by providing

services for the tourism sector and other enterprises. Much positive change is possible. Economic planning can improve if our society increasingly embraces inclusiveness.

INCREASING SOCIAL PARTICIPATION

BY PERSONS WITH DISABILITIES

CH. UNDRAKHBAYAR

Content

- Subject needs and necessity
- Policies and actions to implement
- Policy to ensure the right to live independently
- Activities carried out within the framework of the right to live independently
- Miscellaneous



To implement the "right to live independently"

Article 19 CRPD: Living independently and being included in the community

Persons with disabilities have access to a range of in-home, residential, and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community;

Incheon Strategy to "Make the Right Real"

32.2. Personal support services, counseling groups, or mutual learning and counseling services can ensure the right of a person with a disability to live independently.

The Working Group to develop the Mongolian Sign Language Law was established in 2023.

To implement the "right to live independently"

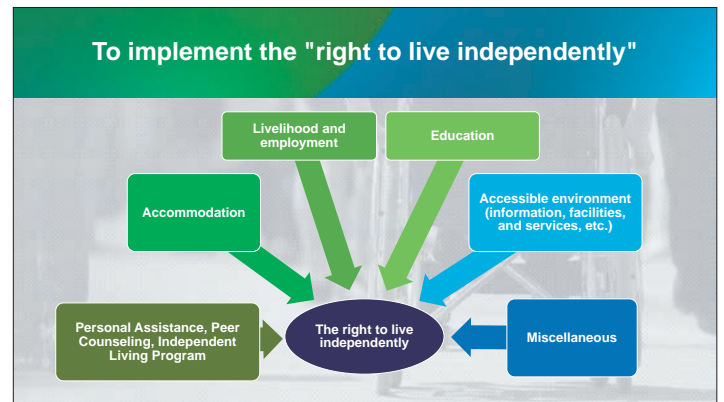
Recommendations of the UN Committee on the Rights of Persons with Disabilities

Positive aspects

- The Rights of Persons with Disabilities Act 2016 was passed;
- In 2016, a national and branch council was established to ensure the rights of PWDs;
- Established the National Committee;
- 2018, establishment of the National Board;
- Amendments to promote the employment of PWDs were introduced in the Labor Law in 2021;
- The Working Group to develop the Mongolian Sign Language Law was established in 2023.

Recommendations

- The Committee recommends that the State party develop a plan to dissolve the institutions, in consultation with the PWDs, with supportive measures such as personal assistance regardless of whether they have a family or not;
- Intensify training, support, and services for individuals with disabilities to help them live independently in the community, and increase the budgets of personal assistants;
- Lack of efforts to include fiscal and other measures related to personal support services.
- Concern about the lack of awareness of the rights of PWDs to live independently, to participate in society, where and with whom to live, and to make choices and obligations in the society and among government institutions;



Projects implemented by the Center of Universal Progress

- Base-line survey**
 - In the process of implementation of the OHOITY (OHOITY): Consulting service
 - In UB city and 8 provinces, people in need of constant care and family members
- Drafting and implementation of the Law and Regulations to realize the CRPD**
 - Regulatory Office
 - Personal assistant training program
 - Independent Living Program
- Model projects**
 - Personal assistant and peer counseling service (6-year-old living independently)
 - Model for independent living
 - Owner or influence activities

The outcomes of the implementation of the right to live independently

- Ensure human rights in reality
- Ensure state and civil society partnership
- Management, organization and capacity building of NGOs for PWDs
- Development of services and actions based on the opinions, views, and participation of persons with disabilities
- Create employment opportunities for persons with severe disabilities
- An opportunity for a person with a disability to be an employee and an active participant in society
- Establish an hourly work system
- Increase the positive attitude towards persons with disabilities in the society
- Create an accessible environment for everyone

CONCLUSION

- Ensure the implementation of Vision 2050 long-term development policy and SDG 2030.
- Action Program of the Government of Mongolia for 2020-2024
- Possibility of implementation in coordination with other policies and actions. For example: in tourism, accessibility, housing, employment, and education systems
- It is the foundation of human development, citizen participation, and transition systems
- Support for the reform of the social welfare system
- It is to be the support and influence of policies and methods in countries with the same level of economic and social development.

3. Policies, actions and the implementation of the future objectives of social work for persons with disabilities

Boloroo Buyanjargal

Division for Development of Persons with Disabilities,
Ministry of Labour and Social Protection

Abstract: This presentation shows the Mongolian government-driven policies and practices related to persons with disabilities. This presentation will first overview the official statistics and legal environment before discussing the structures, systems and future goals of disability-inclusive development in the Mongolian context. The presenter will also articulate her practical experiences, including her involvement in policy formulation and other relevant social actions.

I would initially like to impart some general ideas about policies that are currently implemented, where we stand at the moment, and what actions could become necessary in the future. My presentation will be brief. Let me first introduce myself. Obviously, I have an impairment related to cerebral paralysis. I graduated from NUM in 2012 with a degree in political science and social sciences. In 2014–2015, I worked as a contract employee on communication for the Ministry of Environment. I have been working for the Ministry of Labour and Social Protection since 2016.

I was designated a contracted staff member until 2020, and my primary duty was to communicate relevant information. Later, I began working full-time as a civil servant at the ministry in a position I wanted. In this position, I can serve as a government officer to implement policies connected to the international convention. I can also serve as a bridge between people with disabilities and the government.

To outline my background, I am currently engaged in drafting a law on infrastructure improvement to enable increased accessibility for buildings and roads. I am also working on amendments to the Law on Human Rights of Persons with Disabilities. Additionally, I am responsible for reposting the CRPD. I am responsible for offering recommendations to other ministries about the application of convention-based concepts. People are probably aware that JICA helped Mongolia through an instruction model titled Disability Equality Training (DET) (Higashida et al., 2020). Numerous trainers, including myself, were skilled as a result of such capacity-building activities. I am part of a team of researchers working on the theme of empowering people with disabilities.

3.1. Statistical information and the Mongolian context

The theme of today's session concerns four important concepts. The statistics evidence that Mongolia's population comprised 3.4 million people in 2022. Around 3% of this total, or 150,000 persons, have disabilities. Of the 150,000 people with disabilities, 12,000 are estimated to be children aged between 0 and 18 years. The majority of people with disabilities, around 77,000 individuals, are rural residents.

Mongolia encompasses 21 *aimags* or provinces. Ulaanbaatar city encompasses 9 districts and as I have already stated, most Mongolian citizens with disabilities live in rural locations. I am highlighting this point because the UN analysed our report and many of its recommendations on our implementation of CRPD related to the reinforcement of government actions, especially for people with disabilities living in rural contexts. Our people would experience issues and types of impairment such as mobility and other incapacities. Mr Undrakhbayar also mentioned the situation in Mongolia: we joined the international convention and we have subsequently enacted the Law on Human Rights of Persons with Disabilities. The international convention was adopted in 2006. Mongolia joined in 2009. Thus, we were ready to participate in the CRPD within two years but we did not prepare appropriately to implement the convention.

Conversely, countries such as Japan ratified the UN convention in 2014. In the interim, they undertook activities to improve their domestic legal frameworks and ready themselves to apply the CRPD. Mongolia joined the convention and then began to introduce certain new concepts to Mongolian society: for instance, the social model of disability (Oliver, 2013) and concepts such as accessibility are becoming well-known. If there was no microphone stand today, somebody would have been available to hold the mic for me.

3.2. The legal environment for an inclusive society

Mongolians are becoming increasingly aware of the concept of inclusiveness and the importance of creating an enabling environment. Joining the convention has caused two significant changes to occur in terms of mentality and philosophy. Before joining the convention, people with disabilities were considered by the Mongolian government to concern only the Ministry of Health and the Ministry of Labour and Social Protection. The other ministries realised their roles in mitigating problems related to disabilities once Mongolia joined the convention. It became universally understood that the ministries of education, roads, construction and other sectors must all be engaged in the implementation of the CRPD. After

Mongolia ratified the convention, all stakeholders became adequately aware that the ministries were not supposed to act or make decisions on their own. The voices of the beneficiaries were expected to be heard and reflected in policymaking.

These realisations represent the two major achievements. We joined the CRPD in 2009 and the Law on Human Rights of Persons with Disabilities was subsequently enacted in 2016. This law was based on the idea of promoting human rights. What legal statutes existed before the current law was passed? Of course, there was a law based on the welfare model: it declared that people with disabilities were to be treated as patients or considered recipients of government services or medical assistance. Our current rights-based law stipulates outcomes such as independent living or the provision of appropriate equipment to people with disability.

We must recognise without doubt that joining the CRPD is a symbolic gesture. Being a party to the convention obliges us to exhibit our accomplishment of the convention's articles to the international community. We are supposed to regularly report our progress in applying the principles of CRPD to the UN. We sent our first report in 2011. That report was discussed in 2015, and a set of 37 recommendations was subsequently issued to us by the UN.

Later, in 2019, we submitted the second and third reports. However, the novel coronavirus pandemic occurred and the UN discussions were postponed until recently. We explained our report to the UN in August 2023.

3.3. Reforms in the legal environment

We are planning substantial legal reforms. Many accessibility-related laws such as the regulations governing public transport or buildings must be improved. Access should be considered one of the most important pillars on which people with disabilities can build their social activities. Articles 8 and 9 of the Law on Human Rights of Persons with Disabilities describe the concept of inclusiveness. Unfortunately, this law is not enforced equivalently across different sectors. We would now like to pass a new law on accessibility that governs the physical approachability of roads and buildings.

This law will comprise six chapters that will define and prescribe four crucial accessibility aspects: public transport, services, information and buildings. The role of NGOs will be amplified vis-à-vis the evaluation, assessment and monitoring of the implementation of the proposed separate law on accessibility. Also, the new position of accessibility inspector will be created by the relevant government organisations.

3.4. The desired improvements and the challenges confronting the new laws

Government inspectors must be charged with instituting amendments to the Law on Human Rights of Persons with Disabilities, which was adopted in 2016. Seven years have already passed. It is good that we already have a rights-based law. However, some articles of this legislation overlap with the other laws. The current law also evinces some gaps and is thus being amended.

Two laws are now being drafted and almost 70% of the content of the existing law will be improved and altered in some manner. In particular, the articles on accessibility will be separated to form a distinct accessibility law.

One chapter of the 2016 law on accessibility will be abolished. However, a new chapter will be adopted on establishing a fund to support people with disabilities. The chapter on the proposed fund would stipulate that a fund must be available for immediate actions to be taken. The new idea of human resource capacity building and development for government efforts to assist people with disabilities will also find a place in the revisions to the 2016 law. Another new concept that will be strengthened by ensuring proper funds concerns social work and other actions taken by civil servants apropos people with disabilities.

Moreover, the new provisions of the law will stipulate and regulate collaborations between approximately 600 NGOs whose work is somehow relevant to the topic of disability and the government of Mongolia. The reform agenda is also crucial. Our country has a very substantial labour law which was restructured in July 2021: a new legislation on labour was defined and has been in force since 2022.

Notably, the previous labour law specified that people with disabilities should work shorter hours. However, the UN would consider this regulation erroneous or violating human rights. Therefore, the new labour law allows people with disabilities to work full-time.

The Mongolian government did not prescribe jobs that people with disabilities could accept. However, it would earlier issue a list of jobs that could be performed by people with disabilities; this proscription is now abolished. Another major change is that when people with disabilities are hired for a job, the employers must provide physical equipment enabling them to accomplish their work. Not doing so will be deemed a violation by the employer. Hence, the new law exhibits some constructive aspects.

3.5. Recent situation and future goals

As I have shown, some advancements have occurred in Mongolia since we joined the CRPD in 2009. For instance, a relevant division was first established at the ministry in 2012. In the past, the topic of disability was addressed by the officer who was also charged with the elderly. We now have a clear division.

We also now have a new structure and new unit regulating the services related to children with disabilities. The Law on Human Rights of Persons with Disabilities was enacted in 2016, and the Rights Protection Council was subsequently established. This structure was quite innovative: sub-councils on the rights of people with disabilities were instituted at each ministry. These sub-councils would make new plans at the ministry level about what they could do for people with disabilities.

The sub-councils at the ministries are expected to consult personnel working at NGOs. The Rights Protection Council and the sub-councils are very beneficial. Moreover, the *aimags* have subcommittees and sub-councils on the rights of people with disabilities. The members of the councils include rural government institutions as well as local NGOs.

Human resource development focusing on people with disabilities represents another progression. The development of such human resource capacities with the approval of the 2016 law is novel for us and its implementation began with the JICA project. The JICA project has granted us trainers skilled in disability and rights. NGOs could also enhance their abilities and awareness through the project's activities. In addition, the job coach system was introduced by the JICA project to support employment. The human resource capacity has improved because of better advocacy and the dissemination of good practices. Further, sign language interpreters and other professionals were trained. Moreover, training is being imparted on mobility services for people with disabilities to some professional practitioners.

The training and advocacy work has now become more systemised. Also, NGOs have been working towards attaining financial and other forms of support from the government. Further, a law on sign language is being drafted.

I mentioned that I served as the secretary of a working group on completing the report to the UN on the CRPD. In the future, Mongolia must introduce the International Classification of Functioning, Disability and Health (ICF). The problems will persist if this concept is not instituted. Welfare assistance cannot be effectively targeted or become beneficial without ICF.

More focus is now needed for the social protection and social engagement of people with disabilities living in rural conditions. The employment of people with disabilities is supposed to be achieved using diverse methods.

Social engagement and inclusiveness imply the undertaking of diverse activities, especially inculcating a positive general public attitude towards people with disabilities. These activities must be accomplished with the appropriate involvement of people with disabilities. The government has achieved a lot in a short time. I have been a beneficiary of the policy and services and have also been an officer and civil servant. I would say that Mongolia has made sizeable achievements within the limits of its powers.

POLICIES, ACTIONS, AND FUTURE OBJECTIVES BEING IMPLEMENTED FOR PERSONS WITH DISABILITIES

*Boloroo
Specialist and Trainer
Department of Population Development Policy
Implementation and Coordination of,
Ministry of Labor and Social Protection*

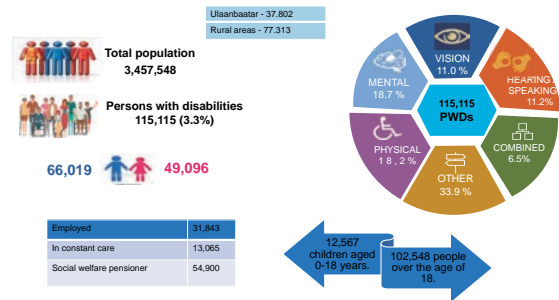
Speaker introduction

- **Type of impairments (disability):** Cerebral palsy
- **Profession:** Political scientist, social science teacher (NUM-Department of Sociology and Social Work)
- **Work experience:**
 - 2014-2015: Press officer at the Media Office of the Ministry of Environment and Green Development
 - 2016.09-2020.04: Contract employee in charge of information accessibility, public attitudes and understanding at the Department of Development of People with Disabilities, Ministry of Labor and Social Protection
 - April 2020-Present: Specialist in legislation and social participation, Department of Development of Persons with Disabilities, MLSP
- (Develop reports on the Convention on the Rights of Persons with Disabilities, and ensure implementation, formulate policy proposals for legislation, Amendments to the Law on the Rights of Persons with Disabilities and the Draft Law on Accessibility)
- **Disability Education Competencies:**
 - 2016, Training facilitator of Disability Equality Training (DET)
 - 2018, Senior training facilitator of DET
 - 2019, Trainer of DET
 - 2020, Researcher on the Empowerment of Citizens with Disabilities

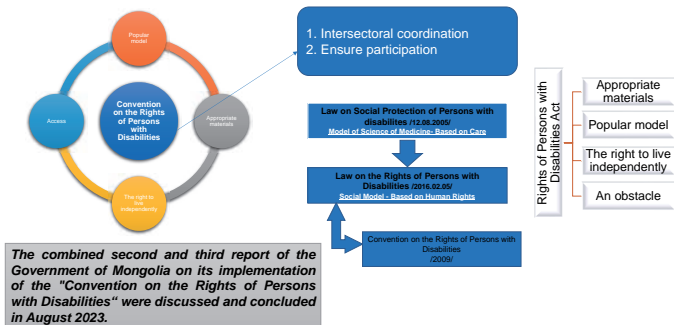
CONTENTS

- Statistics
- Legal environment
- Structure and system
- Future goals

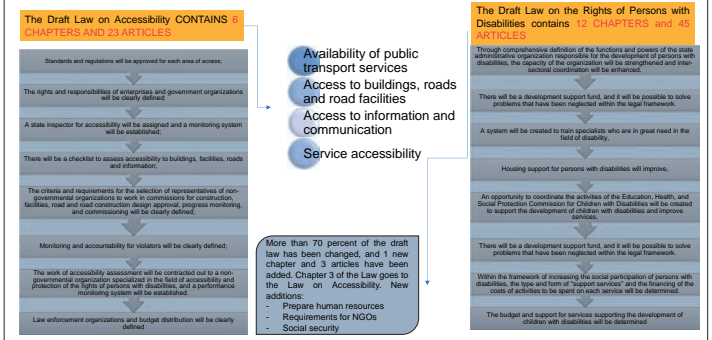
Statistical Information



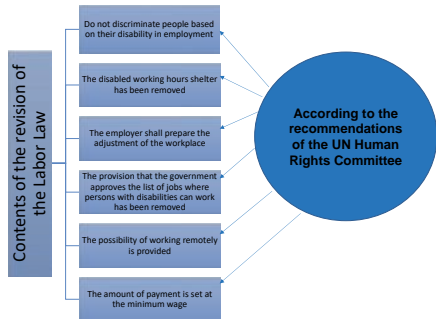
Legal environment



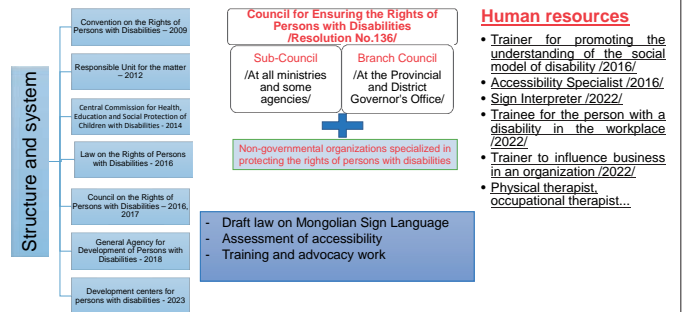
Legal Environment



Legal Environment



Structure and System



Future Goals

- Introduction of the method of determining disability according to the International Functional Disability System /ICF/;
- Bring domestic legislation into line with the Convention on the Rights of Persons with Disabilities ;
- Improve access to roads, buildings, facilities, and information, support initiatives aimed at creating an accessible environment, and increase citizen control and participation;
- Increase the social participation of persons with disabilities through cultural and sports development;
- Improve the opportunities and conditions for persons with disabilities in rural areas to receive public services;
- Increase public awareness of disability and foster a rights-based approach.



**PERSONS WITH DISABILITIES:
ACTIVE MEMBERS OF SOCIETY, EMPLOYER, AND WEALTH CREATOR**

THANK YOU FOR THE ATTENTION

4. Disability and social work: Some experiences from the JICA technical cooperation projects in Mongolia

Hisao Chiba

JICA's project for promoting employment of persons with disabilities (DPUB2),
Koei Research & Consulting Inc, Japan

Abstract: This presentation explores the associations between disability studies, disability and development, disability-related movements and social work. The presenter suggests a practical model of the significant roles enacted by persons with disabilities based on the presenter's diverse practical and academic experiences, particularly during the current international cooperation project. This model is intended to facilitate the realisation of an inclusive society. The presenter will also examine the implications of the described practices and related disability discussions for social work.

This session represents an advantageous opportunity for me because I can review my disability studies and the applications of social work related to disability and development in Mongolia. I head two JICA technical cooperation projects: the first encourages the employment of Persons with disabilities, and the second promotes the social participation of Persons with disabilities in Ulaanbaatar city.

My doctoral studies involved disability movements, especially in Thailand and the Philippines (Chiba, 2020). When I was conducting my research towards my PhD degree, my professor mentioned that my research project in Mongolia resembled social work. I thought my research related to disability studies and not social work. Therefore, I questioned myself: 'Is it really social work or disability and development?' My self-reflection did not yield a clear answer. Therefore, this opportunity would benefit me because now, I can contemplate this question once more, after attaining some practical experience.

4.1. Disability studies and disability and development

The term 'disability studies' denotes an academic movement that adopts the point of view of disabilities. This conception of disability transcends the conventional notion of the word. In general usage, a 'disability' indicates a condition that requires some kind of medical care, rehabilitation or social welfare intervention. Instead, the social model of disability offers a new

perspective (Oliver, 2013): disability is not merely a physical phenomenon; rather, it is more environmental and social.

Next, the concept of disability and development essentially excludes persons with disabilities from measures instituted for their advancement when they should be included in the process of development as participants and active members. Persons with disabilities must become participants in their development and not remain the recipients of development. The basis of our current project is to promote the social model of disability in Mongolia. We advocate this concept through DET programmes, as Ms Boloroo has just explained. Persons with disabilities have been empowered in large numbers after we began disseminating this concept in Mongolian society and among groups of persons with disabilities.

4.2. Roles of persons with disabilities in DPUB

Empowered persons with disabilities become activists, advocates or policymakers and attempt to reduce physical and information barriers. They also promote accessibility and public awareness.

Such actions signal a dismantling of social barriers which, in turn, leads to inclusive societies. Disability movements can energise such changes, as I discovered during my research endeavours in Thailand and the Philippines. Disability movements were mandatory for the reduction of many social barriers and promoted progressive policies.

4.3. Disability movements

However, the circumstances differ somewhat in Mongolia. First, I would like to introduce the definition of disability movement for my research project. In my view, a disability movement essentially concerns a social movement led by a person with disabilities.

The term 'social movement' may be described as a longstanding set of political activities aimed at a particular direction of social change. However, participants in social movements do not usually enjoy political rights. They are not the decision-makers. They have no political power. Therefore, they join forces. A disability movement thus denotes activities aimed at promoting the social model of disabilities and reducing social barriers (Oliver, 2013; Shakespeare, 2006). Persons with disabilities are trying to change societies through such activities.

4.4. Applications in Mongolia

Our style is essentially the same in Mongolia. We promote the social model of disability, which delivers the positive effect of promoting the disability movement in this country. In addition, the social model of disability motivates studies on how to foster an inclusive society.

The social model has radically changed the mindsets of persons with disabilities. They become activists and/or policymakers, like Ms Boloroo and Mr Undrakhbayar. Therefore, several empowered persons with disabilities are now attempting to diminish social barriers in Mongolia.

They also advocate the institution of a universal design by policymakers to create an inclusive society. A council of persons with disabilities has been formed to formulate policies in Mongolia because of the CRPD, as has been stated in previous presentations. Several persons with disabilities can participate in this committee.

Thus, persons with disabilities now wield some political power. They have the power to influence policymakers. That situation differs somewhat from the history of other countries such as Thailand and the Philippines, where disability movements could only exert their limited powers to influence policies.

As the chief adviser for the JICA project, I would be pleased to listen to the feedback and opinions of those participating in this session. Do you think that the JICA project or my work represents social work? I leave this deliberation to the audience.



Disability and Social Work

Experiences from JICA Technical Cooperation Projects in Mongolia

Hisao CHIBA, Ph.D.
Senior Consultant for Disability & Development
Koei Research & Consulting Inc.

Chief Advisor
JICA Project for Promoting Employment of PWDs in Mongolia

28 September 2023

Who I am

2021-2025	JICA Project for Promoting Employment of PWDs in Mongolia (DPUB2)
2016-2020	Promotion of Social Participation of PWDs in Ulaanbaatar City in Mongolia (DPUB1)
2013-2016	Board Member and Director, Disability Equality Training (DET) Forum in Japan
2007-2012	Program Officer, the Nippon Foundation
2002-2007	JICA Expert on Information Accessibility for PWDs, Asia-Pacific Development Center on Disability
2001-2002	Associate Expert, United Nations Economic and Social Commission for Asia and the Pacific
2020	Ph.D. A Comparative Study of the Development Process of the Disability Movement in Thailand and the Philippines - Perspectives on International Disability Welfare and Practice of International Cooperation

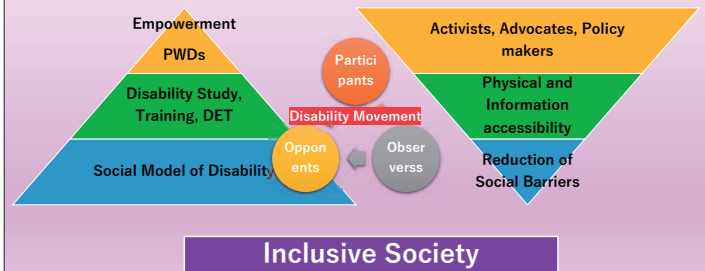
Disability Study

- ✓ An academic, intellectual, and knowledge movement that establishes **disability as an analytical point.**
- ✓ It **does not view disability** or disabled people **from the conventional perspectives** of medical care or social welfare.
- ✓ It is an **attempt to break away** from the framework of "people with disabilities," i.e., the subjects of disability welfare.
- ✓ It **focuses on disability as a culture** and the **value of living as a person with disabilities**, aiming to establish a perspective unique to disability.
(Nagase : 1999, translated by author)

Disability and Development

- ✓ **New Issues** in the Development Field (Mori: 2007)
- ✓ Until now, **people with disabilities have been left out** of the development process. However, future development approaches "should shift to a perspective in which **people with disabilities are involved as active members of the process.**"

Role Played by PWDs in DPUB



Disability Movement

Social Movement

- Long-term political activities aimed at social change
(Participants do not have political decision-making power)
Barnartt & Scotch (2001)

Disability Movement = Social Movement by PWDs

- Activities aimed at promoting the concept of a social model of disability and reducing social barriers

Does social work support disability movement ?

Practice in Mongolia

Promotion of Social Model

- Promotion of Disability Movement
- Promotion of Knowledge
- Radical Change in Mind
- Policy Maker, Advocate

Empowerment of PWDs

Reducing Social Barriers

- Physical & Information Accessibility
- Advocacy to Policy Maker
- Universal Design
- Beneficiaries are not only PWDs but all

Inclusive Society

Is this social work?

5. The need to support students with disabilities at National University of Mongolia and the achieved results

Oyuntsetseg Dugarsuren, Erdenechimeg Munkhbayar, Oyuntugs Bayaraa
National University of Mongolia

Abstract: NUM opened the Student Development Centre for students with disabilities in the academic year 2023. Since 2017, NUM has discussed inclusive education concepts and has expressed the desire to integrate these ideas into NUM policy. Some improvements are now visible in terms of facilities. For instance, there are accessible toilets in some buildings, the library has converted some audio and reading materials to braille letters, and teachers and students have acquired more knowledge about students with disabilities.

Three important resources exist for students with disabilities studying at NUM: The Department of Sociology and Social Work, the Head of the Student Development Centre and a specialist in the Student Development Centre. This article will briefly discuss how these three resources interact and successfully assist students with disabilities at NUM. NUM instituted a four-year developmental plan to support students with disabilities. Three different studies were conducted over the designated four academic years and several reasonable accommodations have been subsequently effected at NUM between 2020–2023.

Keywords: inclusive education, reasonable accommodation, situational assessment

5.1. Brief history

The Department of Sociology and Social Work at National University of Mongolia

The chronicle of fostering social work to include people with disabilities at NUM begins with the establishment of its Department of Sociology and Social Work. The sociology programme was initiated when the Sociology Department was established at NUM in 1991. The department introduced a social work programme in 2000, and the name of the department was officially changed to ‘Sociology and Social Work’ in 2006. This social work programme is the third of its type in Mongolia, and 467 specialists have attended and passed this programme over the twenty years that have elapsed since its inception.

Curriculum development: ‘Social Work for People with Disability’ (SOWO427)

I developed a course titled ‘Social Work for People with Disability’ (SOWO427) for the social work programme. At that time, the department had entered into a collaboration with Munster Catholic University in Germany. In part, the collaboration was intended to restructure the Bachelor’s and Master’s curricula and host an exchange programme for students from 2004 to 2008. Professor Sh. Oyunkhand was designated the project coordinator and Professor S. Gombo was nominated the Head of the Department of Sociology and Social Work. Our Department and Munster University collaborated on the organisation of several training and exchange programmes as well as a field site visit in Germany. These activities were essential to the curriculum development process I undertook at that time.

Since 2000, a core course in the Bachelor’s programme in social work has been labelled ‘Social Work for People with Disabilities’. Around 20 Master’s theses have also been written in the department in the field of disability, which I have managed and supervised. In sum, the work conducted on disability has been instrumental in informing the creation of the student development programme at NUM. It aims to ensure the institution of appropriate policies, processes and practices to enable the equal inclusion of students with disabilities in higher education.

The ‘Student Development Centre’ at NUM and related studies

The second historical event I wish to recount started in 2017–2018 when M. Erdenechimeg, the Head of the Student Service Centre, requested me to undertake a fundamental study to better understand students with disability at NUM. The focus on students with disability was intended to help NUM develop an evidence-informed student development programme.

Subsequently, between 2019 and 2023, I supervised theses written by three graduate students on themes related to students with disabilities at NUM. The first study was critical to the development of the centre and its plans and was titled, *The needs of students with disabilities studying at NUM* (Tungalagbolor, 2019). The second study was entitled, *The need for a student service centre to support learning in students with disabilities studying at NUM* (Buyansaikhan, 2020). This study investigated student service centres in other countries to better understand their structures and offer recommendations that could be implemented at NUM. As a result, NUM could begin its Student Service Centre to support students with disabilities. The third diploma thesis was titled *NUM professors’ perceptions of reasonable accommodations to support learning by students with disabilities* (Tserendolgor, 2023). It identified teachers as being most involved in facilitating learning in students with disabilities at NUM and elucidated the extent to which NUM teachers understand reasonable adjustments (or do not).

Search for a specialist

My third historical narrative harks back to 2019 when I invited B. Oyuntugs as a guest lecturer for my class. She was exactly the person I sought in terms of knowledge about supporting disabled students. She defended her Master's degree in the United States on a topic related to reasonable adjustments. After this initial connection, I introduced her to M. Erdenechimeg, the Head of the Student Service Centre. Since our collaboration began in 2019, B. Oyuntugs has worked as a specialist Certified Rehabilitation Counsellor at the Student Service Centre at NUM. She is responsible for fostering reasonable accommodation(s) for students who need help in obtaining access to services.

5.2. Developmental process

Numerous steps and consequential studies related to the progression of students with disabilities have been taken by NUM between 2017 and 2023:

- In 2017–2018, NUM mooted the idea of initiating support services for students with disabilities
- In 2018–2019, developmental plans were created based on the conducted research
- A mid-term developmental plan was initiated in 2019–2020 to support students with disabilities at NUM
- A reasonable adjustment programme was successfully implemented in 2020–2023 and changes were instigated to support students with disabilities at NUM

2017–2018: data collection at NUM

NUM attempted to develop support services for students with disabilities like other countries and began the process by utilising existing data about NUM students with disabilities. A total of 101 students identifying as having disabilities were enrolled at NUM at the time of data collection. The students with disabilities at NUM attended the:

- | | |
|---|-------------|
| • School of Arts and Sciences | 53 students |
| • School of Engineering and Applied Sciences | 18 students |
| • School of Law | 10 students |
| • School of International Relations and Public Administration | 2 students |
| • School of Business | 18 students |

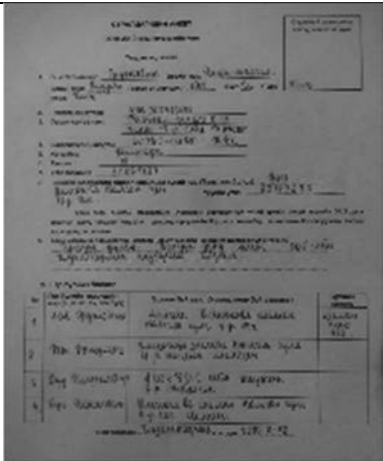

The registered disability types included mobility issues (30), hearing difficulties (2), vision-related problems (21), mixed concerns (3) and other conditions (46). The mid-term plan devised

as a result of the data collection primarily attended to problems related to mobility and vision.

2018–2019: establishing a developmental plan

I supervised a thesis titled *The needs of students with disabilities studying at NUM* (Tungalagbolor, 2019). A developmental plan was established at NUM based on this study, which identified that the current university admissions process did not take into account whether an individual faced disability issues or ascertain any related reasonable adjustments the person could require.

The initial form (image A) inquired only about a student’s permanent residence, family-related details, need for dormitory accommodations or scholarship support requirements. Subsequently, Tungalagbolor (2019) proposed a second process based on the social work concept of situational analysis. This procedure took into consideration a student’s family, school and social environment (image B) and intended to identify the activities that the student could accomplish in the three environments. In this manner, the proposed procedure sought to determine whether a student would need support. However, this new approach did not work successfully despite the best efforts of the university: many students left sections of the form blank because it was too detailed and because it focused on issues personal to students, especially when they were applying to enrol at NUM. Oyuntugs, a certified rehabilitation counsellor, revised the form to create its third and current iteration. This form has been employed for the last two years (image C) and is based on the concept of reasonable adjustments. It is uploaded to the internal student e-system known as ‘CC’.

A. Initial NUM form	B. Redeveloped form based on study	C. Current form
 <p>A scan of a handwritten form with several sections and fields, some of which are filled out with text.</p>	 <p>A scan of a printed form with multiple sections containing checkboxes and text boxes, designed for situational analysis.</p>	<p><i>Freshman students are asked four questions:</i></p> <ol style="list-style-type: none"> 1. Do you have any disability issues? Yes, No 2. If yes, what type of disability? <i>Mobility, Vision, Auditory/Hearing, Others</i> 3. What is the extent of your disability? <i>< 50% 50–60% 60–70% 70–80% 80–90% 90–100%</i> 4. Do you need reasonable accommodation? <i>Yes, No</i>

A recent study revealed that students with disabilities desire support from both service personnel and teachers. Such support mechanisms are often labelled reasonable accommodation or reasonable adjustment in foreign university contexts such as in Australia, the USA and Japan. According to the CRPD, reasonable accommodation assumes a ‘peculiar bridging role’ (Lord & Brown, 2010, p. 21). The application of reasonable accommodation across all rights, including civil, political, economic, social and cultural, brings together and re-aggregates human rights law. Reasonable accommodation requires positive measures to be adopted to address the unique needs of persons with disabilities to ensure their equal rights to work, education, health and adequate standard of living, which is usually programmatic (Lord & Brown, 2010, p. 277).

Instructional accommodations denote additional support mechanisms that enable a student with disabilities to participate actively in class and allow the student’s learning to be fairly assessed. Notably, the use of accommodations should not be interpreted as affording an advantage over other students to a student with disabilities. Rather, such allowances may be construed as tools that help to remove obstacles and create conditions conducive to equal participation and the acquisition of equal knowledge at equal levels by all students. For example, NUM teachers were reminded to ask students with disabilities where they would like to sit in the classroom and were advised to enquire about the kinds of reasonable adjustments they could require, especially during exams. The importance of volunteer students who can help their peers was also highlighted. In particular, volunteers could provide information about students with disabilities and help them if required by visiting different classrooms or acting as the ‘guardian’ of a particular school building.

As a result of this study, NUM has postulated six goals and 18 objectives to better support students with disabilities and ensure that they can attain fair and equitable access to education. This process includes providing accessible environments for students with disabilities at NUM, improving accessibility to health services and educational tools, enhancing the internal and external educational environment and supporting job placements for graduate students, including the facility of a job database.

2019–2020: The mid-term developmental plan and the Student Service Centre

A mid-term developmental programme to support students with disabilities was developed and approved by the NUM Council in the academic year 2019–2020. Some initiatives resulting from this study were approved by NUM leadership for implementation. One such element was the goals and objectives of the developmental and mid-term plan, which is now implemented as part of the everyday learning process. For instance, Rule A/329 on student dormitories was approved by the NUM principal on the 16th of Nov, 2020. It reads:

- There may be special rooms for students with disabilities
- Students with disabilities have the right to choose their rooms first

Subsequently, Rule A/256 on the educational process was approved and clause 4.3.21 of this rule indicated that students with disabilities would have the right to choose their subjects one day before other students. They could also ask for support from a specialist among the educational staff members and avail of medical services for check-ups.

Many activities have been organised related to support to ensure the learning of students with disabilities. NUM has improved the accessibility of the walkways, the library ramp at the entrance to the Second Building and the restrooms in each building to ensure students with disabilities can access outside environments. The study materials in the library have also been improved to assist students with vision impairments: books and other materials can now be viewed in HTML format and large font. For example, course books have been prepared in audio format for blind students in the following areas: human development, globalisation, fundamentals of world studies, history of Mongolia, theory and methodology of public speaking, business and society and human geography.

Simultaneously to these actions, I supervised another student project towards a Bachelor's degree. It was titled, *The need for a student service centre to support learning in students with disabilities studying at NUM* (Buyansaikhan, 2020). The results of this study indicated that only 25% of students with disabilities at NUM voiced their opinions to their departments when they confronted difficulties, 21% reported to the Department of Education, 18% informed their professors and the remaining 18% raised their concerns with their families. Therefore, the NUM Student Service Centre should improve its supporting role in light of these findings.

This study also identified examples from other countries, citing the appearance of discrete features in different countries. For example, the NGO Deutsches Studentwerk exists in every state in Germany. It is responsible for finding accommodation for students with disabilities and acts as a bridge between the students and universities. Special service centres in British universities provide scholarships for students with disabilities and focus on curriculum changes at the request of students with disabilities. Freshman students fill out a special registration form at Arizona State University in the USA, which is evaluated by an interdisciplinary team. The University of Tsukuba provides support networks for students with disabilities, offers a range of student organisations and affords certificates of competence to assist students with disabilities. The university provides access to different kinds of support if a

student asks. Thus, every country has established discrete ways of supporting the learning processes of students who require specific accommodations to be made for them.

NUM must further develop the following adjustments through its Student Service Centre, including access to computer lab-assisted tools, library support, day-to-day engagement assistance, increased inter-professional team collaborations composed of psychologists, sociologists and social workers along with exam-related support mechanisms.

2020–2022: Period of reasonable adjustment

As mentioned earlier, the idea of reasonable adjustments being supported through the Student Service Centre has been discussed in NUM since 2017. Recently, NUM established a Student Service Centre in the academic year 2021–2022 and implemented several reasonable adjustments through this facility. The Student Service Centre sent adjustment emails to 90 NUM lecturers; however, only three replied. The other 97 did not even acknowledge the receipt of these emails. Therefore, I supervised another student project titled *NUM professors' perceptions of reasonable accommodations to support learning by students with disabilities* about reasonable accommodations to support learning for students with disabilities (Tsedenkhorol, 2023). This study aimed to identify the opinions and attitudes of NUM lecturers vis-à-vis adjustments and their implementation so that the process could be better monitored. The study's findings suggested that the emails should be labelled differently through the internal CC system; otherwise, the messages would not be identified.

Case

*I received a lot of letters, especially at the beginning and end of the semester. Therefore, if this is about a student with disabilities and a student whom might need adjustments, please put this sign (#, *) in front of student's name and then officially inform teachers through internal CC system.*

Research respondent: School of Science

The Student Service Centre is currently working with the IT staff at NUM to execute this modification.


The centre has now contracted a specialist to work on reasonable adjustments. Professional specialist Oyuntugs creates adjustments for students who request them. She has also initiated numerous comprehensive activities for students, teachers and staff members to improve accessibility throughout the NUM environment. In addition, she has promptly converted textbooks and exam materials into accessible formats. Students who are assisted

through such adjustments and staff members who provide the required services can freely communicate with each other using special codes through the online CC system at NUM. The CC system is designed to ensure confidentiality, assure quick responses and ensure that the required services are arranged. Of course, the Student Service Centre still requires additional support from other organisations. Therefore, we must advance foreign relations with similar organisations in Asia and beyond to ensure that NUM's Student Service Centre is not constrained by the university's budget.




The need to support student with disabilities at the National University of Mongolia and the achieved results

D.Oyuntseteg, MA, Senior lecturer of Sociology and Social Work department, National University of Mongolia
 M.Erdenechimeg Ph.D, Head of the Student Development Center of National University of Mongolia
 B.Oyuntugs, MA, Specialist of Student Development Center of National University of Mongolia



Content

- Three stories:
 - Sociology and Social Work department & Curriculum on Social work with Disabled people
 - Collaborating with Student Development Center
 - Inviting guest lecturer
- Developmental steps of supporting students with disabilities
- Fundamental study on 'Students with disability at NUM' for developmental program
- A reasonable accommodation
- Future challenges




A. Sociology and Social Work Department

- Sociology department was established in 1991
- Since 2000, Social Work program was opened
- In 2006, officially called as 'Sociology and Social Work' department at NUM

Our Social Work program is the third program in Mongolia. 467 specialists have been trained since 2006

'Social work with Disabled people' SOWO 427 curriculum was developed within this Social Work program



Sociology and Social Work department in 2005

School of Social Sciences at NUM

Developing curriculum on 'Social Work with disabled people'

2002
 Dr.Sh.Oyunkhand- Project Coordinator, NUM
 Dr Magdalena Shtemmer Luke, Munster university


2004-2008
 Improving BA& BG curricula
 Student and Professor's exchange program





B. Collaborating with Student Development Center

- 2017-2018 academic year, SDC of the NUM was initiated development program of mid term program of NUM. Head of SDC, Dr Erdenechimeg asked me to support these programs by doing researches
- To approaching above these goals, I supervised 3 student's projects, especially in supporting students with disability at NUM. There are
 - The needs of students with disabilities studying at NUM (Tungalagbolor, 2019)
 - The needs of Student Service Center to support the 'Learning' of students with disabilities studying at NUM (Buyansaikhan, 2020).
 - NUM professors perception of reasonable accommodations in order to support learning for students with disabilities (Tserendolgor, 2023)



C. Invited guest lecturer & found an appropriate person

- 2019 invited Oyuntugs Bayaraa, Fullbright scholar, graduated her MA degree in USA, especially focusing students with disabilities on learning to the 'Social Work with disabled people' subject at NUM
- I introduced her to the head of Student Service center, Dr Erdenechimeg
- Since 2019 our collaboration have been started
- Now she has been working as a specialist for Student Service Center of disabled students ay NUM.(Certified Rehabilitation Counselor). She is developing a reasonable accommodation to those students who want to get services



Developmental steps of supporting learning needs of students with disabilities at NUM

- 2017-2018 Initiated as a another services of NUM
- 2018-2019 Developmental plan was done based on research.
- 2019-2020 Mid terms developmental plan for supporting students with disabilities at NUM
- 2020-2023 Mid term plan is being Implemented successfully some regulations of NUM

Inclusive education in higher education

NUM tried to develop student's service for student's with disabilities like other countries.

NUM's school focused on statistics of students with disabilities. There were 101 students

- School of Arts and Sciences counted-53 students
- School of Engineering and Applied Sciences-18
- School of Law-10
- School of International relations, public administration-2
- School of Business-18

Type of disability: 30 of them mobility problems, hearing-1, vision-21, joined 3, other 46

Developing developmental plan based on research

The needs of students with disabilities studying at NUM (Tungalagbolor, 2019). Results are;

- Registration process had problem

3 questions asked while students to be a freshman

- Do you have any disability issues? Yes, No
- If yes, what type of disability? Mobility, Vision, Auditory/Hearing, Attached, Others
- What is your disability rate? 50-60% 60-70% 70-80% 80-90% 90-100% under 50%
- Do you need a reasonable accommodation? Yes No

NUM proposed 6 goals and 18 objectives

- To support accessible environment for students with disabilities at NUM
- To improve accessible health services to students with disabilities
- To improve educational accessible tools to students with disabilities
- To provide educational environment internally and externally
- To implement job placement for graduate students with disabilities
- To provide data base of students with disabilities

Developing mid-term developmental plan based on research

NUM did these activities:

- Student development center of the NUM was developed mid term developmental plan and it was confirmed by NUM
- In terms of external environment, NUM wanted to improve footpath, library slope path, accessible toilets for all buildings and educational learning tools at the library
- One of the important results is students can use audio books for their fundamental subjects, including Human development, Globalization, Introduction to global study, Mongolian history, Business and Society, Human geography were prepared HTML format.

NUM changed external environment

NUM changed Internal environment

Library and accessible tools for vision

8 textbooks converted into EPUB



Developmental step:
2019-2020

Developing mid-term developmental plan based on research

At the same time, another project: The needs of Student Service Center to support the 'Learning' of students with disabilities studying at NUM

(Buyansaikhan, 2020) Results are:

25% of students with disabilities of NUM proposed their opinion to the department when they had issues, 21 % of them department of Education, 18% of them to the professors and other 18% of them to the family. Thus the NUM student Service center need to improve it's role

This feature is the different in other countries. For example
-In Germany every state has the NGO's that is responsible for finding out houses, likewise kind of bridge between the students and universities.

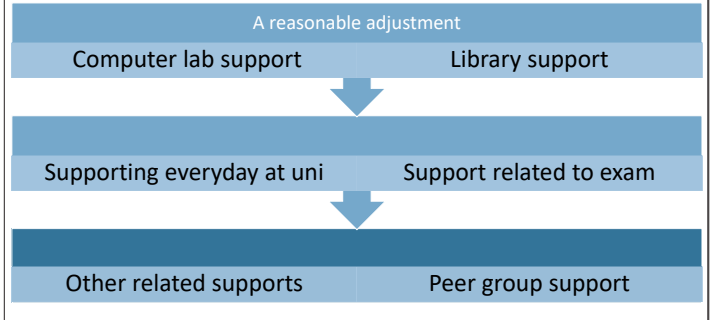
-In Britain the special service center at the university and giving scholarships and NGO for student with disabilities. This center more concentrates on curricula, if some disabled students want to change it

- Arizona state university in USA, freshman students need to filled out special registration forms and it will be evaluated by joined team



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Developmental steps 2019-2020: Student service center's role



Successfully implemented years: NUM proved by rules and implemented
2020-2023

A reasonable adjustment has been implemented successfully

Goals and objectives of developmental and mid term plan had approved by the NUM decision makers and implemented in everyday learning process.

Rule of Student's dormitory, A/329 was approved by NUM principal at 16th of Nov 2020

- There may be special rooms for students with disabilities
- Students with disabilities have right to choose their rooms at first

Rule Educational process, of A/256 was approved and indicated in 4.3.21 said that

- Students with disabilities can have right to choose their subjects 1 day before from other students by asking support from specialist in educational staff.

- Medical check up services

This feature is the different in other countries. For example

-In Germany every state has the NGO's that is responsible for finding out houses, likewise kind of bridge between the students and universities.

-In Britain the special service center at the university and giving scholarships and NGO for student with disabilities. This center more concentrates on curricula, if some disabled students want to change it

- Arizona state university in USA, freshman students need to filled out special registration forms and it will be evaluated by joined team

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Implemented activities

Students got a reasonable adjustment from the specialist of Student Service Center

Medical check-up for students with disabilities

Student.num.edu.mn accessible to student with disabilities &

№	Schools	Mobility		Hearing		Vision		Joined		Others		Total
		male	female	male	female	male	female	male	female	male	female	
1	School of Art and Sciences	0	1	1	0	1	1	1	0	0	1	6
2	School of Applied Science and Engineers	1	1	0	0	2	0	0	1	1	1	7
3	Business school	0	0	0	0	0	0	0	0	0	2	2
4	Law school	0	1	0	0	0	0	0	0	0	0	1
5	School of International relations and Public Administration	1	0	0	0	0	0	0	0	0	0	1
Total		2	3	1	0	3	1	1	1	1	4	17



- Assistive technology is usable for student with vision impairment
- To read and write brail
- To participate e-learning
- To get accessible textbooks

Job placement services; 10 disabled students got job

Implemented activities in 2022



Neil Duchac, DrPH, Ed.D, Ph.D.
Executive Director of the Academy for Inclusive Learning and Social Growth
Associate Professor, Social Work and Human Services
WellStar College of Health and Human Services

Visited Sociology and Social Work department; Prof Oyunkhand & Tenuunjargal



Successfully implemented years:
2020-2023

A reasonable adjustment has been implemented successfully

In 2023 another project done; 'NUM professors perception of reasonable accommodations in order to support learning for students with disabilities' (Tserendolgor, 2023). Goal of this study was to know perception of NUM professor and to know inappropriate issues, especially where? and what?

- Specialist of a student service center developed reasonable adjustment for student with disabilities and sent them in to the 90 professors. Only 4 received mail from the 90s and rest of them answered that they did not know about it

I received a lots letters from the students before and end of the semester.

Interview
So I need some special sign (#, *) whether I have student with disability or not especially in sisi system and the same signed mail should be sent to me. In that case I will focus on these mails and have to respond. (Professor of School of Arts and Sciences)

- Thus, now we know how to introduce them by internal sis program and how to collaborate PROFESSORS and Student Service Center and STUDENTS

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Future challenges of Student Service Center

Future challenges

- Based on research, Student Service Center should collaborate with internal sis system of NUM
- Also advocate professors how to work with student with disability Thus, now we know how to introduce them by internal sis program and how to collaborate PROFESSORS and Student Service Center and STUDENTS
- Specialist B. Oyuntugs, Student Service Center has planned comprehensive services to students with disabilities, including to convert textbooks and test materials in to the accessible formats, specialists have own access and to communicate each other, to develop Student Service Center's sites,
- Student Service Center need to develop international cooperation, especially for same service centers and universities and collaborate donor organization, especially for providing technical support, such as buying brail printer
- To require all new building have to be accessible

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6. Developmental stages and clinical support for children with intellectual disabilities

Mieko Ikehata
Shukutoku University

Abstract: Children with intellectual disabilities and autism display delays related to speech and communication., It is crucial to use sensory, perceptual, symbolic and linguistic concepts during their early education to nurture them step by step. Since 1973, Shukutoku University's Developmental Clinical Research Centre has employed teaching tools for young children with intellectual disabilities to offer music therapy and learning activities. We currently assume four staged developmental levels based on the analysis of our clinical cases. This presentation will overview the four stages and cite some examples of our centre's activities.

First, I would like to introduce you to the therapeutic education programme at the Developmental Clinical Research Centre at Shukutoku University. This centre has been engaged since 1973 in using teaching tools for children with autism and other intellectual disabilities to offer them music therapy and learning activities for their development. We have acquired many teaching tools and have accrued around 2000 varied types of learning materials.

A step-by-step programme that applies sensory, perceptual, symbolic and linguistic concepts is crucial for the early education of children with learning disabilities. We currently use a four-stage and nine-level development programme. I would like to describe the four stages.

6.1. Stage 1

Children exhibit many self-stimulation behaviours and difficulties at this developmental stage. They can recognise or manage people and things. The educational approach at this stage targets enhancing the gross motor skills, postural integration and tactile and auditory growth of the children. These teaching tools allow the laying of a comprehensive foundation to encourage learning in the later stages.

6.2. Stage 2

At this stage, we apply teaching tools and strategies to ameliorate the hand manipulation of objects and improve visual discrimination. We believe that fitted boards such as the one displayed on this slide are particularly effective. Therefore, we have created numerous fitted

boards as teaching tools because we can use these to communicate with children without words. Children can respond by pointing. At this stage, they must have access to augmentative and alternative communication skills as I have demonstrated here.

6.3. Stage 3

Children at this stage start enjoying imitation and symbolic play. They begin to understand the meanings of words and phrases but often only apprehend the overall content. Conceptual understanding is still difficult. The images shown in this slide show imitation activities and symbolic play in therapy. We use books, materials and other objects to improve the language-based understanding and expression of the children.

6.4. Stage 4

Children learn to read, write and count at this stage. They enjoy playing and building peer relationships. The device that is displayed is meant for reading and counting objects. We emphasise small group communication activities and reading skills for vocabulary development, using, music therapy, games or other activities.

Shukutoku University
Clinical Center for Child Development

Developmental Stages and Clinical Support for Children with Intellectual Disabilities

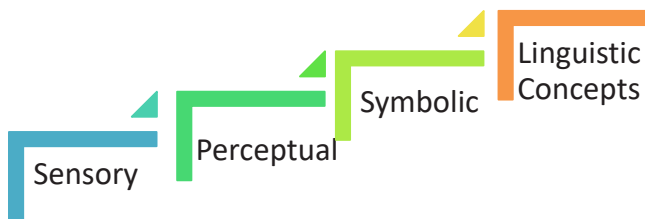
Mieko IKEHATA

ikehata@soc.shukutoku.ac.jp

Since 1973, the Clinical Centre for Child Development has been involved in music therapy and learning activities using teaching tools for young children with intellectual disabilities and autistic children.



In their early education it is important to develop them step by step through sensory, perceptual, symbolic and linguistic concepts.



We currently use a 4 stage 9 level development.

Stage 1

Approaches to Sensory Acceptance

- The approach aims at their gross motor, postural integration, tactile, and auditory development.



Stage 2

Approaches to Perceptual Understanding

- This stage promotes the development of children's hand manipulation and visual discrimination.
- The use of a fitted board is particularly effective.





Responding by pointing.



At this stage it is important that they have access to augmentative and alternative communication skills.

Stage 3 Approaches to symbolic functions

- In this stage, children begin to enjoy imitation and symbolic play.
- They begin to understand the meaning of words and phrases, but often only in terms of concrete content; conceptual understanding is difficult.



Expression of language

Stage 4 Approaches to Language

- Children learn to read, write, and count.
- They enjoy playing and building relationships with their peers.



7. Discussion and Q & A

Moderator: Masateru Higashida
Asian Research Institute for International Social Work,
Shukutoku University

7.1. Questions for discussion

Higashida: Now that we have heard from all the presenters, let us engage in a moderated discussion to explore the connections between their experiences. Because time is limited, I would like each presenter to address two questions: First, what are your fundamental perspectives of disability and development, and what are the strategies you use or the challenges you confront in such settings? Second, could you consider or focus on the implications of today's presentations for social work and related education?

7.2. Comments from presenters

Undrakhbayar: I have already described some of our cases and practical experiences. My response would follow the same line. Independent living is quite an emergent concept and practice in our country. For people with disabilities, it is even more a very new system. We must undertake adequate communication measures and disseminate appropriate messages. Some time must be spent on the communication of information. We now have the law and some legal provisions supporting the practice of independent living. People are now more aware, but the concept is still new. We would probably need to go through some transitional stages before we can make it a systemised approach.

We understand that better transitioning would benefit society. Transitioning would require the institution of more pilot projects. Companies and NGOs must also be involved and better understanding must be generated, especially for employers and enterprises. Further, people with disabilities would need to acquire additional knowledge. Moreover, we should demarcate an effective and well-structured transitioning period for the shift to the new model. The steps undertaken in Ulaanbaatar can differ from rural activities. The population density is low in rural areas. Some advanced methods should be created by considering the local contexts of living independently. We should not hurry to produce the model we will introduce. Rather, we must perform proper analyses, prepare ourselves fully and operate pilot programmes and trials.

Second, to comment on the implications of our presentations on social work, our

independent living practices are very new. We must distribute more information to the general public to obtain a universal design for our society. Our system is not oriented just towards people with disabilities, it is meant for our whole society. The engagement of citizens is important; the role of social workers will be especially essential. A needs assessment should be accomplished for our model. Also, the methodology should be understood by professionals such as social workers. Some good results can be achieved in a shorter time if social workers become better equipped and if social workers can become activists in promoting our independent living concept.

Therefore, the role of social workers and the universities that train social workers can be enhanced. We must initiate more advocacy activities with universities and professional social workers.

Boloroo: As I mentioned in my presentation, many changes are now occurring in Mongolia with the approval of the Law on Human Rights of Persons with Disabilities and other programmes such as the National Programme on Promoting Human Rights and Development of Persons with Disabilities. Some results are already visible.

In 2016, the legal provision about employing one person with disabilities per 25 employees was quite new. The general awareness about the physical accessibility of roads and buildings was also new. However, we now see a more positive public mentality on these issues. Nevertheless, the engagement of the general public in these areas can be further enhanced.

The empowerment of people with disabilities can represent an important method of disseminating the practice of inclusiveness across the country. The roles discharged by NGOs are also critical. NGOs have learned some advantageous experiential lessons about how their work can be better organised. Also, their roles have grown as leaders championing the cause of making ordinary people and people with disabilities more active. We must now ensure that the designated resources are appropriately utilised.

The empowerment of people with disabilities and the NGOs who work for them should be properly accomplished. For instance, speaking to the Minister of Education about issues to be dealt with by the Ministry of Health is not a good approach: the process will be extremely long. Thus, a well-organised and targeted collaborative effort to address the challenges and bring the voices of people with disabilities to the decision-makers of certain sectors will be more helpful. NGOs now need to improve their knowledge and skills vis-à-vis working in more targeted and beneficial ways. Also, our NGOs can become more empowered in terms of using the available resources. We can reinforce efforts to empower NGOs working on

disability issues.

To address the second question, yes, my work is conceptually related to social work. We are shifting from the clinical model to the more inclusive paradigm. Therefore, social work can be relevant. Human resources such as social workers can prove extremely powerful in disseminating the idea of inclusiveness across the country. Students at universities will become social workers in the future. Their curriculum must give them better access to the proper knowledge and skills related to disability rights. We must intensify efforts to reform and improve our curriculum and pedagogy. The national government as well as local administrations are paying more attention to this topic.

Chiba: The first question is also very difficult but as the two previous speakers have stated, Mongolia is now moving in a constructive direction regarding policymaking on disability as well as the participation of persons with disabilities. I want these movements to continue. However, speaking of challenges or difficulties, we should not work only in disability-related fields; we should work for society at large, especially to ensure the social protection or welfare of all citizens, including the elderly and other disadvantaged groups. I think the social participation of persons with disabilities would also remain limited to a certain level if such encompassing drives are not undertaken. That is my answer to the first question.

To answer the second question, I doubted my professor when he said that my work resembles social work. Perhaps in my flawed understanding, social workers were more grassroots practitioners. They were not actually engaged in political activities. Perhaps they assisted in policy formulation in some small way but were not really political activists. However, contrary to my initial conception, social workers working with the disability movement or persons with disabilities are actively involved in political debates and policy formulations. My other misconception about social workers concerns their medical activities or medical care. I thought social workers were actively engaged in the direct medical care and/or rehabilitation of individuals. In the disability field, however, we deal with the issue at the more macro or societal level. We do not take an individualist view of persons with disabilities.

These two points differ from my understanding and my work or project. If a new Asian style or open-minded style of social work could be created, it would transcend all such distinctions in my mind. I could then agree that a new style of social work could exist and know that something new was emerging. I am afraid that my understanding of social work may be incorrect, but that is my answer.

Dugarsuren: I think the profession of social work is critical if we are to change the current

situation in Mongolia. In the current circumstances, decision-makers make rulings without appropriate knowledge about disability and without the adequate participation of people with disabilities. Evidently, the solution and decision will always be incorrect in such a scenario. My goal is to educate and include students who desire higher education. Thus, we would like to advocate for the cause of such students with disabilities to our university lecturers, other students and other administrators. We have now more than 100 students with disabilities. However, most administrators and lecturers still do not know how to cooperate with these students. This is the first step of advocacy for all people with disabilities: to educate the general public to ask them questions such as ‘Do you need any reasonable adjustments’? or ‘What is your dream about personal achievement’?

Oyuntugs Bayaraa: Thank you for inviting me and acknowledging my contribution. Professor Oyuntsetseg has provided you with a general image of the university and the initiatives we have thus far introduced for our students with disabilities. I will quickly indicate the tasks we have accomplished and those that we must implement in the near future.

First, we must improve our architectural accessibility, especially for students with mobility limitations. Second, we must advocate for our students with disabilities to our teachers and students so we can raise their awareness and change their attitudes. Second, I am personally conducting individualised accommodation counselling sessions with all our students with disabilities to determine the reasonable accommodations they may require for lectures or examinations. I perform these activities in my professional capacity, but our implementation is really poor.

Some accommodations are material, some are not. No material accommodations can be immediately implemented. The affording of material accommodations requires more support and more funds. Second, we must prepare our human resources: for example, people who can assess the needs and conduct confidential individual sessions with each student, write up their cases and influence all university systems to implement the accommodations. Hence, we are also thinking of sending potential staff members, teachers and students from our university to institutions overseas for practical training. I refined my practical skills during my studies for my Master’s degree in the USA, where I interned at the Disabilities Research Centre at my university. Our human resources could engage with such initiatives at this university. We must execute these tangible tasks.

7.3. Questions from the floor

Audience: We have heard about visibility issues in social workers and their roles in disability-inclusive environments. My question is about the concept of disability because presentations in Mongolia appear limited to people with physical disabilities. However, other countries have established disability categories such as behavioural, cognitive or learning, especially in education. How would we change our mindsets? How can we expand public perspectives and disseminate the issue of disability and inclusiveness to society as a whole? This is my question.

I know that projects tend to encompass only five categories of disability/impairment: visual, hearing, physical, mental and combined disabilities. We see just these five categories in all the presentation reports. Inclusive of the classification of combined disabilities, we limit ourselves to only 150,000 people. There are a lot of people in Mongolia with other kinds of disabilities. They are not identified, ignored or they are restricted to the combined category. This is the situation in Mongolia.

Higashida: This is an important point even though we are focusing on society from a particular perspective. For example, intersectionality and some other issues, such as mental health issues, have also not clearly discussed in this session. Do you have any ideas or comments?

Bayaraa: I also have a comment or suggestion. The first clarification question came from our guests from Japan. Is there a reasonable accommodation in educational settings or high education? Is it connected or implemented in connection to an employment objective? I discovered during my study that the goal of employment and this higher education are linked because the ultimate objective of our students with disabilities is to obtain employment.

That is why they are currently struggling their way through this poor infrastructure to acquire the knowledge and skills from higher education courses. They can support this struggle because reasonable accommodation funding is also allowed for students with disabilities in higher education in Mongolia. Is this kind of practice implemented in Japan? Do you consider whether it is possible to connect higher education and employment goals and support students with disabilities financially to use the reasonable accommodations they need?

Chiba: I think the second question is easier for me to answer. Actually, in Japan, reasonable accommodation in higher education and employment are not really related. Importantly, university students with disabilities must themselves request the reasonable accommodation they need; this facility is not automatically granted. In this manner, students can learn to express the type of reasonable accommodation they require. Thus, students at universities and

other educational institutions can develop their concepts and abilities. They can then actually ask for the same or some other more improved reasonable accommodation if they work at companies.

This ability can be developed at the student stage. The first question is not really in my area of expertise, so I do not have an appropriate answer. However, I understand that someone with intellectual or developmental disabilities, especially children, may find it quite difficult to request reasonable accommodations. Therefore, it becomes difficult to offer support. Studies and their implementation remain ongoing because many related matters exist. Therefore, I cannot offer clear answers.

Dugarsuren: Well, I would like to answer your question because you asked about concepts. Our Sociology and Social Work Department has already conducted social work with people with disabilities. The work concept is theoretically and practically based on the human-centred approach. What does human-centred mean? We must include people with disabilities who would like to study or get a job. Social work practitioners must consider what people with disabilities desire. This is the current conception. Now we would like to shift from theory to practice.

Undrakhbayar: Just one comment. People with disabilities have been receiving social protection and social welfare assistance, of which 90% is usually cash or cash-based support. However, monetary assistance is not enough to further enhance or support the social participation of people with disabilities. Social welfare allowances or cash assistance should be continued. However, the government sector can also allocate other resources and invest in making people with disabilities become more socially active. Social workers would be essential in such scenarios and their role would be crucial if the government sector wanted to increase the engagement of people with disabilities.

Boloroo: When I visited Japan, I saw that people with disabilities were employed in some manner, especially people with intellectual disabilities. The disability and employment concept is not adequately permeated in Mongolia. However, intellectual/psychosocial impairments concern a range of issues such as having difficulties concentrating or suffering from depression. We must introduce the ICF concept to Mongolia. If this is accomplished, we will know more about the types of impairments, which would then help children with learning difficulties because we could train specialist professionals.

We must enrich the disability registry at the National Statistics Office. Since 2015, we have instituted a ‘mental disability’ category. However, intellectual and psychosocial impairments are different. Very few research projects have been conducted on this topic.

Establishing just one category for two types of impairments is quite confusing for non-professionals. Perhaps, we must reexamine the categories of disability registration in our country in collaboration with the National Statistics Office.

7.4. Closing

Higashida: As we near the end of our session, I would like to highlight the key takeaways from our panellists' presentations and discussions. Several common and notable themes emerged throughout our discussions.

First, themes that form the context and content of disability and development include learning from various activities, the involvement of people with disabilities in policymaking, raising awareness, removing barriers and capacity development towards inclusive social change.

Second, many stakeholders must be engaged in the process of instituting various policies and practices, ranging from micro to macro. Of course, people with disabilities should be involved, but other actors, researchers and international experts must also participate in disability-inclusive activities movements. Partnerships of various kinds must thus be formed with people from diverse backgrounds and such connections must transcend conceptual or practical positions.

Third, the implications of the presented research for social work are very interesting. Obviously, these actual policies and applications adopted through diverse participation channels indicate the importance of reflection for social work practices and education. Sometimes, social work education may not focus on the themes discussed in today's session. However, these topics offer keys through which we can question the assumptions of social work. For instance, who are the actors and what activities does social work involve?

These takeaways collectively provide a deeper understanding of how social work can be influenced by policies and practices relating to disability and development towards inclusive social change. I would like to extend my heartfelt gratitude to our panellists for sharing their expertise and experiences. This discussion has constructed a valuable platform from which we exchange ideas and explore the international implications of social work in this specific context.

However, today's discussion marks only a first step. Many issues and perspectives remain undiscussed. For instance, according to a scholar, 'to start with disability but never end with it: disability is *the* space from which to think through a host of political, theoretical and practical issues that are relevant to all' (Goodley, 2016, p. 157: Original emphasis).

Hence, all intersectionalities must be explored, including nodes that connect with disabilities as well as other societal issues. We have imbibed some simple lessons on social work and related education from today's presentations: we must always learn from the experiences and voices of stakeholders; we must reflect on and interrogate the assumptions of social work, *with an open mind*.

8. Comments and notes after the conference

8-1. The present and future of the Era of the Convention on the Rights of Persons with Disabilities: From discussions held at the 2023 Open Mind Mongolia conference

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I reviewed diverse materials from the 2023 Open Mind Mongolia conference session to avail the opportunity to learn from the discussions at the joint session ‘Policy and practice in disability and development towards inclusive social change: Implications for social work’. The very title of the session indicates the theme of disability and development. Almost all the presentations by the speakers appeared to be influenced by the CRPD.

The CRPD was adopted by the United Nations in 2006 and has contributed substantially to the transformation of concepts such as disability. This conception is associated with the politics of disability, and varied laws and systems have changed based on the CRPD. The effects of the CRPD are inseparable from social work practice: the CRPD is intensively connected with social work practices ranging from the micro to the macro levels. In this paper, I will consider the presentations made by each speaker during the joint session and discuss the theme of disability and development from the points of view of independent living for persons with disabilities, their empowerment and issues remaining for future discussions.

The speakers of this session reported important issues resulting from the CRPD, such as the practice of independent living movement in Mongolia, the politics of disability and education. The societal view of disability is still strongly based on the medical and/or personal model but as Mr Chuluundavaa Undrakhbayar has stated, the CRPD is a driving force for the realisation of the rights of persons with disabilities to live independently. He argued that personal assistance as stipulated in Article 19 of the CRPD is important for independent living, which matches the Japanese context. Japan received recommendations from the UN Committee on the Rights of Persons with Disabilities in 2022 to promote deinstitutionalisation measures and encourage inclusive education. Therefore, Article 19 is significant for the future advancement of support for inclusive community living.

The UN’s recommendations in the concluding observations also requested Japan to promote inclusive education. This issue has also been flagged for Mongolia. NUM has

undertaken the renovation of sidewalks and toilets and has made the use of audiobooks possible in core subjects as reasonable accommodations for students with disabilities. This aspect should be further implemented in higher education in Japan. Access to information is particularly important for all people: students of higher and general education institutions as well as those not currently engaged in the study of any educational curriculum. Such access must be provided in the future to all people of Japan.

CRPD was adopted with the participation of persons with disabilities as members and adopted the slogan ‘Nothing about us without us’. Hence, the empowerment of persons with disabilities forms the context of establishing the convention and its practices with the input of persons with disabilities in every country that ratifies the CRPD.

The DET methodology has contributed substantively to the empowerment of persons with disabilities. This training programme is extremely valuable for the reinterpretation of one’s disability experiences from the perspective of the social model and helps to connect one’s disability-related cognition to social action. Ms Boloroo Buyanjagal has taken DET and has subsequently become involved in disability policymaking. Dr Hisao Chiba has also stimulated and conducted research on DET. The significance of creating policies with persons with disabilities as the main actors can be understood from this report.

The CRPD targets all degrees and types of impairments/disabilities. However, it cannot be easily asserted that each ratifying country has established equally advanced policies for all disabilities. Ms Mieko Ikehata has practiced for many years at the Shukutoku University’s Developmental Clinical Research Centre, which implements therapeutic education for children with intellectual disabilities and autism. However, Japan is still limited with respect to the quality and quantity of support, both for the therapeutic education of children with autism and intellectual disabilities and the employment and community living assistance extended to adults with disabilities.

The practical and policy challenges do not merely concern differences between types of impairments/disabilities. Dr Masateru Higashida highlighted the perspective of intersectionality at the end of the question and answer session. This standpoint is also important to the discussion of current and future theories and policies on disability. Even among people with disabilities, aspects of disability experiences differ for men, women or other genders, and also vary with discrete ethnicity and income levels, among other classifications. Dr Higashida quoted the phrase ‘critical disability studies start with disability but never end with it’ (Goodley, 2013, p. 632). This statement is critical to all discussions about disability.

This session has revealed many facets of the disability and development circumstances

in Mongolia that overlap with Japan. I hope to introduce discourse utilising the perspective of intersectionality, which could not be comprehensively addressed in this conference. Such conversations can offer profound implications for social work practices in every domain.

8.2. Suggestions and recommendations for stakeholders

Tumenbayar Batdulam

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1. *Suggestions to increase the social participation of people with disabilities:*

- a. Disability support services are crucial for people who wish to live independently. There is insufficient legislation or regulation regarding how support services must be provided.
- b. The selection and training of people who can provide support services remains challenging.
- c. The hourly wages of those who provide support services are low and the criteria for the evaluation of their work are unclear.
- d. The legal mechanisms to resolve disputes between a person with disabilities who receives services and a support worker who provides services are weak.

2. *Recommendations for government policies and future goals:*

For healthcare:

- a. It is crucial to use ICF to update methods of determining work-related incapacities of people with disabilities

For education:

- a. A friendly environment must be created for people with disabilities to improve their quality of life and facilitate their participation in all levels of education
- b. Access must be provided to school environments and learning materials
- c. Teachers must be clearly instructed in the use of pedagogic tools and communication methods appropriate for people with disabilities
- d. Schools must institute psychological and movement therapy cells
- e. Schools must cooperate with parents and guardians and organise training courses for them
- f. Due attention should be paid to the provision of quality education in an accessible format to ensure comprehensive sexuality-related education for students with disabilities

For employment:

- a. Currently, some corporate employers in Mongolia induct citizens with disabilities but do not utilise their efforts in their workplaces; instead, they contract employees, pay their social insurance, pay them a small percentage of their wages to fulfil their quotas and allow the contracted people with disabilities to remain at home
- b. Such situations occur because employers do not understand the rights of people with disabilities to work in their communities

- c. Employers must be imparted relevant training on how they can adapt workplaces to suit citizens with disabilities

For social welfare:

- a. Support services necessary for the independent living of people with disabilities must be incorporated into the social welfare fund system
- b. Funding must be increased for services, psychological counselling, training and self-employment aimed at children with disabilities, their parents and guardians of adult citizens
- c. Parents of students with disabilities should support the establishment of centres that provide comprehensive sexuality education and counselling for caregivers

To create an accessible environment:

- a. Regulations must be clarified and legislated to create an accessible environment, structure its implementation, institute a control system and assign responsibilities
- b. funding for accessibility must be included in the state budget along with a specific plan

3. *The significance of JICA-funded technical cooperation projects in Mongolia:*

- a. These projects contribute substantively to empowering citizens with disabilities as well as government and non-government organisations
- b. The government is endeavouring sincerely to improve services provided to people with disabilities and is providing unstinting support by reviewing the experiences of other countries

8.3. How well do family members, soum health centre physicians and Medical Accreditation Commission doctors know and understand the International Classification of Functioning, Disability and Health?

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Abstract: This study aimed to determine the extent of the present knowledge, understanding and use of the International Classification of Functioning, Disability and Health (ICF) by family physicians and medical doctors in Mongolia. The study used a qualitative survey approach and was conducted based on a previously developed questionnaire. In total, 69 physicians were interviewed, including family and soum doctors and physicians commissioned in the Ulaanbaatar districts of Bayanzurkh and Songinokhairhan and in Ovorkhangai and Dornod aimags. Only 12 (17%) doctors affirmed that they knew about ICF. Knowledge was found to be higher among older doctors and family and soum physicians. Information about ICF was attained primarily from short training programmes (81%), online courses (42%) or postgraduate instruction (40%). Only 3 (5%) out of 65 doctors had utilised the ICF in their professional practices. However, many doctors believed that they required ICF for their work (81%). Most respondent doctors stated that they would benefit from a standard for registration of disabilities. Many of the participating doctors (61/88%) also thought it would be efficient and worthwhile to work in multi-professional groups. This study revealed that family and soum health centre doctors and Medical and Accreditation Commission physicians examine and provide services to persons with disabilities. However, their knowledge and understanding of ICF is insufficient. Therefore, sequenced training programmes must be organised on ICF and its use in disability assessment must be encouraged.

Keywords: disability, family and soum health centre physician, Medical Accreditation Commission doctor, International Classification of Functions Disability and Health

Introduction

Mongolia has thus far applied a purely medical or illness-based approach to assess disability. However, the UN Human Rights Commission's recommendations dated 17 April 2015 offered the following suggestion to the Mongolian government:

The Commission views that Mongolia is following the WHO understanding of disability that is congenital or health impairment of persons but fails to implement an approach that is environmentally and rights based. The Convention views that disability is an evolutionary concept but Mongolia's approach is limited to an understanding of 'permanent disability'.

Therefore, Mongolia has been advised to use the ICF to execute disability assessments. ICF is used internationally and is based on social and environmental factors that affect functional limitations and capacities. ICF also considers the limitations of social participation.

Moreover, Article 37.1.2 of the Law on Rights of Persons with Disability stipulates the use of ICF. The following negative consequences occur when disability assessments are founded only on a person's functional impairment, classification, timing and loss of working capacity:

- lack of attention to the rehabilitation of lost capacity
- reduced focus on the development of a person's remaining capabilities, related training needs, readiness for labour, guidance, counselling and intermediary services
- inadequate addressal of environmental barriers when a person with disabilities returns to social life
- persisting social misperceptions about people with disabilities as being unable to perform any work, dependent on social welfare assistance, unable to live independently, etc.

Conversely, the ICF enables assessment of the extent of the impact of social and environmental factors on a person's functional limitations and capacities. Therefore, implementing the ICF presents the following advantages:

- attention to the rehabilitation of functional and bodily limitations of the person with disabilities
- determination of environmental barriers for people with functional impairments, investigation of ways to eliminate barriers and relevant guidance and instruction for persons with disabilities
- training persons with disabilities to adapt and adjust to prevailing conditions, increasing their ability to study and work independently and effectively facilitating their social participation

Study objective

This study aimed to examine the current knowledge, understanding and usage of ICF by

medical doctors.

Specific objectives

- examine the existing knowledge of ICF
- evaluate the extent of ICF usage
- study whether disability assessments entail multi-professional teamwork
- deliver recommendations for the implementation of ICF

Methodology

The study used a qualitative survey approach based on a previously developed questionnaire. An aggregate of 69 doctors were interviewed for the study, including family and soum physicians as well as doctors commissioned in the Ulaanbaatar districts of Bayanzurkh and Songinokhairhan and Ovorkhangai and Dornod *aimags*. The SPSS statistics software was utilised for the data analysis.

Results and discussion

Of the 69 interviewed doctors, most (68.1%) were family healthcare (FHC) physicians, 61 (88%) were women and 8 (12%) were men. The age distribution was even (Table 1).

One-third of all the interviewed doctors stated that they examined more than 100 persons with disabilities in six months. Compared to the other two groups (63.4%), almost all FHC physicians (94%) frequently examined patients with disabilities.

Table 1. Main characteristics of respondents

Characteristic	Frequency	Percentage
Age group		
20–39	32	46.4
40–65	37	53.6
Types of doctors		
FHC Family doctor	47	68.1
Soum/bagh physician	8	11.6
Commissioned doctor	14	20.3
Regions		
Aimag	18	26.1
District	51	73.9

Knowledge and use of ICF

However, the 69 interviewed doctors evinced insufficient awareness of ICF, with only 12 (17%) affirming their knowledge of this classification (Table 2). Older doctors, and family and som physicians displayed a higher understanding of ICF. The doctors attained their knowledge about ICF primarily from short training programmes (81%), online courses (42%) or postgraduate instruction (40 %).

Only three (5%) of the 65 doctors used ICF in their professional practices. However, many asserted that they should employ it (81%) (Table 3). The main reason for using ICF was articulated as the determination of disability. However, the interviewed doctors also mentioned that ICF would make assessments simple and clear and that their evaluations could then conform to international standards.

As many as 62 (90%) doctors stated that a standard for registration of disabilities would be useful. The doctors were aware of certain other types of assessment tests such as ASQ (9/69, 13%) or BSID III (4/69, 6%).

Table 2. Percentage of doctors affirming their knowledge of ICF

Indicators	Percentage
Age group	
20–39	6.3
40–65	27.0
Type of doctor	
FHC physician	19.1
Soum/bagh physician	25.0
Commissioned doctor	7.1
All participants	17.4

Table 3. Need for ICF in the professional practices of medical doctors

Purpose	Frequency	Percentage
Determine disability	27	39.1
Make it simple and clear	15	21.7
Conform to international levels	10	14.5
Know the socio-economic group of the persons with disabilities	3	4.3
For self-development	3	4.3
Renew the employability of persons with disabilities	1	1.4
Cannot say why despite recognising the need	3	4.3
Do not know how to use	5	7.2

Multi-professional team to assess disability

Most doctors (56/69, 81%) worked in either multi-professional groups or with other professionals. The most frequent professions with which they worked included social workers, specialist doctors and physiotherapy doctors (Table 4). Most doctors (61/69, 88%) also found working in multi-professional groups to be efficient and worthwhile. However, a couple of the respondents preferred to work on their own and six were unsure.

Conclusions

This study revealed that FHC and soum physicians and Medical and Accreditation Commission doctors examine persons with disabilities and provide services to them. However, their knowledge and understanding of ICF is insufficient. Therefore, they do not utilise ICF for their disability assessments. The study results allow the recommendation that relevant training programmes on ICF must be delivered, followed by its mandatory implementation in health practices. This effort requires the following steps:

- translating the ICF into Mongolian, issuing guidelines on its usage, publishing standardised forms and organising training programmes
- initially piloting the implementation of ICF in one *aimag* and district in tandem with relevant training programmes
- using a pivotal approach to implementing ICF by assessing disabilities with multi-disciplinary teams such as physical, occupational and speech therapists along with social workers, psychologists, orthopaedics, prosthesis technicians and teachers
- establishing health service delivery organisations in disability-friendly environments to improve access to services and train professionals to adopt superior communication methods

Table 4. Percentage of collaborating professionals

Persons included in multi-professional teams	Frequency	Percentage
Social workers	41	59.4
Specialist doctors	34	49.3
Physiotherapy doctors	33	47.8
Nurses	18	26.1
Physical therapists	15	21.7
Psychologists	15	21.7
Speech therapists	14	20.3
Social welfare and social insurance specialists	12	17.4
Occupational therapists	11	15.9
Prosthesis and orthopaedic specialists	11	15.9

9. Closing remarks at the 2023 Open Mind Mongolia conference

Dear distinguished keynote speakers, chairs, presenters and guests. We have had a wonderful day of collectively discussing the theme of ‘Exploring innovative solutions for contemporary social challenges’ and sharing our research and practices from diverse angles and disciplines. Our presenters and participants have represented a diverse range of contexts and countries of origin. Let me briefly share some statistics about our conference presenters.

A total of 41 speakers presented their research at today’s conference. These speakers represented varied countries including Japan (6), Korea (5), Mongolia (23), Russia (1), China (2), the USA (1), Kazakhstan (1), Belarus (1) and Australia (1). I am sure you will agree that the topics and contents of these presentations have been incredibly productive and informative.

The day began with three keynote speakers sharing their valuable insights into emerging social challenges and their solutions through an opening plenary address. The views of the keynote speakers were inspired by their shared interdisciplinary lenses of sociology and social work. Their insights were respectful of both indigenous and global knowledge systems or the Eastern and Western perspectives.

After the conference was inaugurated, the participants separated into two separate sessions: ‘Developmental responses towards social challenges’ and ‘Diverse responses towards social challenges’. The ‘Developmental responses towards social challenges’ session was split into morning and afternoon sub-sessions during which a total of 15 speakers presented their research. The speakers represented numerous countries: five were from Mongolia, two from China, four from Korea, one from Kazakhstan, one from Belarus and one from Russia.

The morning session focused on ‘Environment, social-economic issues and climate changes’ and was chaired by NUM Professor Munkhbat Orolmaa. The international scholars shared their investigative findings from their local studies, addressing issues related to the impact of environmental protection and prevention on discrete social groups. The focus shifted in the afternoon session to ‘Education, governance, social movements and civil society’ and was chaired by Dr Bayartsetseg Terbish. The presenters delivered interesting contextual and systematic findings from their local and international studies.

Likewise, the concurrent session titled ‘Diverse responses towards social challenges’ was divided into morning and afternoon sub-sessions. A total of 13 speakers representing varied countries delivered presentations on this theme: one from Australia, five from Japan and seven from Mongolia.

The morning sub-session was titled ‘Policy and practice in disability and development towards inclusive social change: Implications for social work’. This sub-session was organised

and chaired by Dr Masateru Higashida from the ARIISW at Shukutoku University in Japan. The presenters at this sub-session shared their valuable academic and practical studies on policy and practice related to disability, inclusiveness and child development in two different contexts: Japan and Mongolia. The afternoon session related to 'Gender, social inequality, families and health' was chaired by Mrs Oyuntsetseg Dugarsuren from the host department at NUM. In this session, local and international presenters shared insightful findings into policy and practice that impact people from a range of age groups, genders and cultures in local and regional contexts.

The conference was effectively planned and executed thanks to the hard work and collaborative efforts of the following people: Members of the Department of Sociology and Social Work and Deans of the School of Arts and Sciences, Social Sciences, NUM, Shukutoku University and the ARIISW and Academy of International Development of the Belt and Road Initiative.

Our appreciation is also extended to the following:

- our keynote speakers, Professor Batbaatar Monkhooroi, Professor Munkhtur Dashzeveg, Professor Noriko Totsuka, Professor Ki-Soo Eun and Professor Ange Fitzgerald
- our conference chairs and moderators, Oyuntsetseg Dugarsuren, Badamdash Dashdavaa, Munkhbat Orolmaa, Bayartsetseg Terbish and Masateru Higashida
- the distinguished participants and members of the young sociologist and young social worker clubs
- the photographers who provided photographs for the conference poster and agenda, Davaanyam and Ireedui from Noise Art Media
- Professor B Tuvshintur from the Department of Journalism and Mass Communication for assistance in developing the conference website

The 2023 Open Mind conference was effectively and efficiently organised, thanks to all our guests, presenters and participants who generously devoted time and effort and participated actively in sessions and discussions. We appreciate all your contributions and look forward to meeting you all again in two years for the 2025 Open Mind conference.

Please click the link below to view the activities and pictures of the 2023 Open Mind conference: https://fb.watch/osbjj_hAU7/, <https://fb.watch/osbmdAJMrH/>

Organisers of the 2023 Open Mind Mongolia conference

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Joint Session Co-Hosted by
Department of Sociology and Social Work, National University of Mongolia
and
Asian Research Institute for International Social Work, Shukutoku University

