

GENDER ANALYSIS ON EDUCATION

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According to this standard, textbook editor will be teacher, methodologist, researcher, academician, expert, recruited by MECS, attended textbook training, have teaching experience and professional qualification, methodology and have no conflict of interest. Printing editor is required to have experience in publishing.

According to this standard, set following general requirements:

- Ensuring equality to access education.
- Integrating national language, thought, history and cultural distinctiveness with modern values of humanity.

Requirements for content and teaching or learning strategy includes 'consideration of pupils' needs, interests'. The stereotyped requirements are generally aimed to create equal opportunity for girls and boys and consideration of their needs. Other than that, there is no condition where gender bias and gender stereotypes are included in the textbook content, selection of texts or message and pictures and illustrations.

Textbook sector of the education institute is to support textbook authors team and to form working group to monitor textbook development process so it complies with educational curriculum and standards¹⁴. Also textbook content and printing editors have to analyze the textbook and based on user feedback, authors' team have to revise the manuscript. Manuscript, accepted by working group of the textbook sector will be delivered to the relevant unit of the Ministry. If the unit will accept for printing, selected printing company will be responsible for preparation, printing and distribution of textbook according to the regulation.

It should be noted that the reviewed regulation and standard does not include or regulated activities that considered needs of boys and girls that will use the textbooks and testing of the textbooks. Therefore, we would conclude that there is no opportunity for children who is main user of these textbooks to participate in textbook development and printing process.

3.1.1 Gender balance in textbooks

Currently, 33 for elementary education, 62 for secondary education, 37 for full secondary education which were published since 2012, have been used in schools. Our analysis focused on two textbooks of "social studies" which is directly responsible for gender education and "Mongolian language" which is indirectly responsible for gender education (Table 3). The analysis was done using content analysis method and reviewed gender ratio, gender role, psychological descriptors in the textbook imagery, texts using gender lens.

Table 3.6 Name of the textbooks analyzed, by each grade

Title of textbooks	Mongolian Language	Social studies	Grade
Mongolian Language I	1	Initial textbooks	1
Mongolian Language V	5	Human environment I	5
Mongolian Language VI	6	Human and Society II	6
		Social studies III	9

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Mixed teams including men and women authors wrote the analyzed textbooks.

Graph 3.4 Sex proportion in the studied textbooks (by means)

Textbook	Women	Men
Mongolian Language IX	9	91
Mongolian Language X	10	90
Mongolian Language XII	12	88
Social studies IV	10	90
Social studies VI	12	88

Photo 3.1 The example of illustrations in Human and Environment I (Enkhtogtokh A. Boyarmaa G. Banchuluun Ye and others, 2015, pp. 37)

In figure 3.1, shown average gender ratio of men and women depicted in imagery and texts of the Mongolian language and Social science textbooks. The fact demonstrates that number of men depicted in the textbooks is twice than number of women. It is observed that this does not depend on subject difference and type of description (image or text) of the textbooks. The textbook standard without gender ratio requirement led to printing of textbooks which dominantly depicted men.

We reviewed whose images and commentaries from men and women academics are more included in the textbook and in the reviewed social studies textbooks, there was no single image of female academic person. In the Mongolian language textbook, average number of women academics depicted was 0.33 and average number of men depicted was 10 (3.67) times more. Social studies textbooks commented and described about male academics in average 17.0 times and average number of females depicted was 0.67 or 23 times. The Mongolian language textbook also appeared to have similar case (men-11.6, women-1.0). This shows the analyzed textbooks deliver message "academic"

Series "Social Studies" Data Labels

Review of number of pages that first revealed that name of men and women showed that name of men first appeared in page no.15 (average), name of women appeared in average in page no.26. From the analyzed textbooks, only in a textbook of social studies III or of 9th grade, name of woman appeared first (in page no.19 and name of men appeared in page no.27). In 10th grade Mongolian language textbook, name of man first appeared in page no.5 and name of woman first appeared in page no. 41. This shows that there is gender bias on who will appear first in textbook.

develops plural attitude, to be not restricted by "isms" and secondly, will learn to avoid confrontation, conflicts. Therefore, it has positive impact on personal development to allow gender equity. However, in Core curriculum of basic education, didn't develop general skill and content

household chores and heroic and leaders' roles, traditional trend is observed not also in texts. Comparison of the gender shows that men and women are additional ways in texts than imagery. Maybe this is due to the fact that sources include old Mongolian literatures and classical works. It is inevitable that literature in the Mongolian language textbook will show historic and reform of Mongolian languages. However, use of texts such as where Kubila Khan, emperor of vast empire amazed at wisdom of his wife who was young before his queens can transmit message about gender equality for education.

Photo and Portrait of Exemplary Girl and Boy (Olziiv L and others language, Ulaanbaatar, pp. 66; 63)

7. Kubila, acted in serials that page. He was described that he gallantly rescued his friend's family from suffering carbon monoxide. In the text, there is no any statement on his household responsibilities. Image size was bigger than Kubila's picture. page 1.18, pp. 8, 145)

6. Munkhtalkhan | (2013) Mongolian language 6th grade, UB, pages 87-88

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This report expresses only the research team's position.

LIST OF ACRONYMS

ADB	Asian Development Bank
ECD	Education and Culture Department
EEC	Education Evaluation Center
EFA	Education for All
FGD	Focus Group Discussion
GoM	Government of Mongolia
ITPD	Institute of Teacher's Professional Development
HEIs	Higher Education Institutions
NER	Net enrollment rate
MECS	Ministry of Education, Culture and Science
NGO	Non Government Organization
NSO	National Statistical Office
SDA	Swiss Development Agency
SDG	Sustainable Development Goals
SY	School Year
TEI	Teacher Education Institute
TVET	Technical and Vocational Education Training
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
WB	World Bank

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INTRODUCTION

The education system in Mongolia has been experiencing a period of reform over the past decade: have restructured the school education system three times, initiated three rounds of curriculum revision, dropped the threshold age of entry from 8 to 6 years, and stepwise transition to a 12-year school education cycle between 2007 and 2015. The first cohort of students to have completed the full twelve-year cycle will graduate in 2020.

As of 2015-2016 academic year, over 500 thousand students are studying in 762 schools 330 soums of 21 aimags, and 9 districts of capital city Ulaanbaatar of Mongolia. The education system now consists of 5 years of primary school, 4 years of lower secondary school, and 3 years of upper secondary school. Primary and lower secondary schools start at age of 6 years, enrol both boys and girls in mixed classes and provide 9 year basic education which is free and compulsory. Upper secondary school is free but not compulsory and a prerequisite for university admission.

The central education authority in Mongolia is the Ministry of Education, Culture, and Science (MECS). MECS formulates national educational policy and sets the standards for each level of school education. MECS also administers teacher training, curriculum development, and state examinations and is responsible for the accreditation of higher education institutions (HEIs). Each aimag has an Education and Culture Department (ECD) under the MECS that oversees the educational and financial performance of schools and kindergartens. Their responsibilities also include teacher professional development and student assessment.

MECS has stated its intention that Mongolia's education system be a provider of high quality skills and a key driver of growth. Several challenges must be addressed to provide higher quality education. A brief summary is given below (Education quality reform project):

- The lack of learning materials in rural areas has inhibited the student experience.
- Available information on student learning outcomes shows alarmingly low performance, and disparities exist between Ulaanbaatar, aimag centers and soums.
- The lack of a systematic and institutionalized comparable assessment of student performance, starting from the earliest years is a large obstacle in improving the quality of basic education.
- The quality of teaching in primary and secondary schools in Mongolia is an area of prime concern.
- Teacher training system that is not very dynamic, and does not appear to be reaching a high level of quality in terms of preparing teachers for future service.
- Finally, instructional time in Mongolian schools is relatively low.

To address these issues, MECS has recently introduced a rigorous reform agenda to improve the quality of basic education.

The Government commitments towards achieving gender equality in and through education

The Government initiated structural reforms in education sector are in line with international commitments in the field and aimed for universal access to quality education and upgrading education outcomes to international standards. UNESCO promotes gender equality in and through education so as to ensure that girls and boys have equal access to learning opportunities, as well as fair treatment in the learning processes, equitable outcomes and advancement in all spheres of life. International commitments towards universal access to quality education and gender equality in education are enforced in the following key agendas which serve as an guiding principles to the Government in the sector.

- The Dakar Framework for Action, Education for All 2000-2015
 - In 2000, at the World Education Forum in Dakar, Senegal, 164 governments agreed on the Dakar Framework for Action, Education for All: Meeting our Collective Commitments, launching an ambitious agenda to reach six wide-ranging education goals (EFA goals) by 2015. Goal 5 is "eliminating gender disparities in primary and secondary education by 2005, and achieving gender

equality by 2015, with a focus on girls' full and equal access to, and achievement, in basic education." Goal 5 is the only two-stage goal among the EFA goals, since it calls for gender parity by 2005 and gender equality by 2015.

- Transforming our world: the 2030 Agenda for Sustainable Development
 - Education for All initiatives had been assessed in EFA Global monitoring report: Education for All 2000-2015, Achievements and Challenges (UNESCO Bangkok, 2015), and a new set of development agenda has been introduced by UNESCO in 2015" Transforming our world: the 2030 Agenda for Sustainable Development."(UNESCO, 2015)Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
 - 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Education achievement of Mongolia in last decade was noteworthy: increase in enrollment, attendance, completion and decrease in school drop outs, achieving gender parity in primary and basic education levels (Chapter 1). However, gender parity and gender equality are the two distinct concepts gender parity in education is a prerequisite for gender equality in education.

The concept of gender equality is much broader, including issues such as the learning environment, learning and teaching processes, learning achievements and the link between the individual development of the student and broader social development. The degree to which gender equality is realized in education can only be measured by analysing the learning environment, learning and teaching processes and learning outcomes. Gender inequalities around the world are manifested in many aspects of education, including access, retention, learning outcomes, and career choices and opportunities. This is both a cause and a result of systemic discrimination and gender stereotyping.

Goal 4 of the 2030 Agenda for Sustainable Development aims at achieving inclusive and equitable education for all, the notion embedded in EFA goals and has been reaffirmed and enhanced with linkage to sustainable development. Sustainable development is economic, social and environmental development that ensures human well-being and dignity, ecological integrity, gender equality and social justice, now and in the future. Gender equality and sustainable development are inseparable since the causes and underlying drivers of unsustainability and gender inequality are deeply interlocked. Promotion of gender equality in education is seen as conducive environment for sustainable development by ensuring equal participation of men and women in any society, and sustainable development can be achieved by:

- By ensuring women's effective participation in and equal benefit from sustainable development
- By actively addressing entrenched discriminatory stereotypes and inequalities

National policy and legal framework for promoting gender equality in primary and secondary education

Policy and legal framework on education sector is favorable for both boys and girls, no gender discrimination is exercised. In paragraph 6, article 16 of chapter 2, the Constitution of Mongolia (1992) stipulates that the Government shall provide basic general education free of charge. This guarantees the rights of girls and boys to education and determines the function of Government in education sector for its citizens. Moreover, this law accepts private educational institutions to provide educational services.

The Education Law was amended in 2002. According to the Education Law, the goal of education is to provide the citizen with appropriate intellectual, moral and physical skills, and develop respect to the principles of humanism and ability to learn, work and live independently. This law establishes the basic principles of education as follows:

- To monitor the education sector under public acceptance

- Education shall be humane and democratic in nature
- Education shall be free, accessible, variable adjusted to individual and developmental specialties, type of education and needs of the learner
- Mongolian citizens shall not be subject to educational discrimination in any other form

The basic principles of Education of Mongolia guarantee the rights of boys and girls to education and provide the legal favorable environment to attain the gender equality through education. The basic principles of education are significant since it defines that general education is provided to everyone free of charge and basic education is compulsory.

The education system of Mongolia comprises formal and informal education including pre-school, primary, secondary, upper secondary, vocational and high education. According to the Education law, the content and standard of formal education will be defined by the regulations of the Education Law and elementary and secondary education can be obtained by the curriculum equivalent to informal training (The Education Law , 2002).

The Primary and Secondary Education law (2002) reflects the content of primary and basic secondary education based on individual attitude and values. The honest and humane citizens who have learned from national and humankind culture and values and have enforced the law, and who are able to manage their personal lives will be prepared in accordance with it. In general, this will make a certain contribution to gender education.

The Millennium Development Goal-based Comprehensive National Development Strategy (further it will be stated as the Comprehensive strategy) was adopted by the

Parliament of Mongolia on January 31st, 2008. The policy on gender equality was considered in the part 4.2 of this strategy as follows: **To reflect the issue of ensuring gender equality in the state policy and legislation, and enforce a law on gender equality; promote gender sensitivity through education curricula at all levels**(The Millennium Development Goal-based Comprehensive National Development Strategy).

In addition, the policy on education development was reflected in the part 4.4 of the comprehensive strategy. The first stage of this strategy is expected to be implemented from 2007-2015, and the following objectives have been set within the strategy. Strategic objective regarding the gender equality of learners and teachers had been taken into our consideration as follows:

Strategic objective 1. Provide learners with equal opportunities for accessible, qualitative education that meets their needs:

The strategic objective has been set as below.**achieve gender balance among students and teachers of educational establishments of all levels**; provide support for re-education; organize preschool education for herders' children aged 0-6 years by considering their nomadic way of life; **implement a program to increase educational level of boys**;....

Strategic objective 2. Enhance all level educational standards and curricula to meet students' needs and social requirements:

The strategic objective has been set as below.... **Direct all-level educational curricula at nurturing national consciousness and awareness, feeling of pride of own history and culture, at cultivating sense of respect to own as well as foreign culture, sense of appreciation of education, at developing creative mind, skills, knowledge and proper upbringing, and providing multiple choices to students**;

In 2011, the Law on Promotion of Gender Equality was adopted by the Parliament of Mongolia, and it became the main step to carry out this Comprehensive Strategy. The purpose of this law is to establish the legal basis for the creation of conditions to ensure gender equality in political, legal, economic, social, cultural and family relations, and to regulate relations related to their implementation. The following

education related regulations were established by this law (The Law on Promotion of Gender Equality, 2011):

- The equal rights in the fields of education and culture were stated in the article 12 of this law in which men and women shall have equal rights to obtain education, and they shall not be subject to educational discrimination in any other form.
- Education standards and curriculums for all levels shall incorporate mandatory for a student **content, methodology and assessment relevant to gender equity and equality**.
- Textbooks and learning materials used in general education schools and other educational institutions shall be **free of content that denies the concept of gender equity**. The above articles of this law define the requirement of gender mainstreaming in the educational curriculums and the content of learning materials.
- The action report of the Educational Organizations in all levels should reflect the result of the **initiatives regarding the gender mainstreaming, implementation of actions against the violation of gender equity**. And this will be one of the **core criteria for evaluating the operation of school administrators**.

In 2010, Government of Mongolia adopted and started implementing “Education” national program (2010-2021). This program presented 6 objectives which include provision of equal rights to attain quality education, upgrade of education standard and curriculum that meet students’ special needs and social development demand, support of teacher development, enhancement of the function of Government to raise the level of the national educational system to an international level, flexible and open education system which allows citizens to freely transform into other jobs and development of school-centered management.

The second step of the first strategic objective wholly reflects the promotion of gender equality. It includes:

- To provide gender equality of the number of students, teachers and staffs of all levels of educational organizations;
- To develop and implement a policy to increase educational level of boys;
- To strategically support gender equality in educational institution;
- To promote gender equality at decision-making level in education sector;

The initiatives above are planned to be implemented in the sphere of education sector. The significance of this policy document is the foundation of gender equality policy and its implementation. However, expected outcome in the 10th part of the document overlooked the result of above-mentioned initiatives.

”The State Education Policy for 2014-2024” is based on the concept of above mentioned steps to provide accessible and quality education for every citizen of Mongolia. Furthermore, the statement in the 12th provision of the 3rd chapter of this document “Step-by-step policy to ensure gender equality in education sector will be carried out through the phase” is influential(Khural, 2015). However, it’s not a new concept compared with the goal of the “Education” national program which was adopted 5 years ago. The implementation criteria of the above-mentioned strategy didn’t include the criteria regarding the gender equality.

In 2013, the Government of Mongolia adopted the national program “Right Mongol Child”. This program aims to help every child to obtain creative intelligence and to become confident, to educate all children with various skills and knowledge about making decisions, learning, living together peacefully, and to make them respect national language, culture and traditions(GoM, Right Mongol Child National program, 2013). Although, there are differences in age, gender, ethnicity, religion, social status and social condition, this program is important to focus on providing quality educational service for every child equally and developing them in all aspects. Therefore, the program is ensuring the principle of providing participation of family, public and civil society organizations.

The national program is specially focused on creation of teaching\learning environment to develop every child. The program pays attention to support comprehensive initiatives including creating technology resources; improving a quality of in-service and pre-service teacher training; creating effective and supportive management environment; incorporating these initiatives as a criterion for evaluation and monitoring of schools and teachers within this focus. This framework of the program has positive impact on promoting gender equality since it provides an opportunity for every child to participate in teaching and learning process at school.

Moreover, the national program aims to improve learning environment and learning materials of pre-school, primary and secondary schools, refine the standards of textbooks, and create a mechanism for reflecting the users' and public opinions in improving the quality of textbooks, capacity building of textbook authors and researchers. It's opening up the opportunity to reflect gender equality in policy documents. The creation of favorable management environment aims to change the condition related to the administration appointment of school and kindergarten dependent on political parties and forces, create legal environment which appoints administrators with participation of local professional institutions and public, refine the current system of preparing administrators and improve their professional skills. However, initiatives which are directly relevant to gender are not planned at all, and even they are not included in evaluation criteria for implementation.

Thus, the objective which policy on promotion of gender equality is planned to be developed and implemented in education sector, is not well-enforced in practice within 6 years. Consecutive policy documents didn't include gender-related objectives and initiatives which promote the gender equality. It should be concerned that although the Law on Promotion of Gender Equality was adopted and implemented 5 years ago, the concept of this law hasn't been reflected in the content of the large-scale programs which were carried out in educational sector.

Key issues and challenges achieving gender equality in and through education

Most pressing gender issues are, as described in Gender Overview Desk Study of Mongolia, violence against women, gender based discrimination, under presentation of women in both elected representatives and at senior levels of the civil service, women's dominance in public service sectors, namely, in education and health are still in a place, despite actions taken by and many efforts of national government, national non governmental organisations and international donor organisations. Mongolia fully supports international human rights standards and is a signatory to all major international instruments pertaining to women's rights and gender equality, including CEDAW. The Law on Promotion of Gender Equality was approved and enacted in 2011.

Socio economic indicators, related to gender, such as girls' education attainment and the ratio of women's labor participation, have been improved in Mongolia. However, female employees are concentrated in sectors that are typically paid through state budgets and have the lowest salaries, such as education, health care, social services and culture(IRIM, 2015). For instance, over 80 percent of teaching staff in secondary schools were women in an academic year 2014-2015. Moreover, women and men face different obstacles because cultural norms and behaviors which support the stereotyped gender division of labor. Women are expected to engage in a double burden for both productive and reproductive work.

Education is one of the social sector where women are successfully exercising their rights and performing better than male counterparts: women are dominant in the sector workforce, girls perform better at schools than boys, girls take 64.3 percent of tertiary school graduates, and 70 percent of managerial positions at schools (school director and training managers) fulfilled by women. The number of researches on educational issues has been increasing year by year. However, the extent of studies on gender equality in education is relatively small.

The Institute of Educational Research has made gender analysis(Institute of Education Research, 2003) on curriculum and content of textbook in the framework of the project implemented in the early of 2000, and the researcher O.Purev has published his article based on the research outcomes in his book "Some theoretical and practical issues in humanizing Mongolian education system" (2007)(Purev, 2007). He has made gender analysis on the content of the figures, images, texts, exercises and assignments in a textbook on

history, and has identified that only 3.4% of 352 images contained woman-related issues. As a result, he has concluded that the content of the textbook had failure in terms of gender sensibility and it was urgently required to consider the gender role and girls' and boys' learning style as well as incorporation of assessment tools and assignments for gender education(Ibid, 2007).

Through studying the gender segregation in employment in the education sector, the researcher S. Tumendelger has raised an issue related to a teacher-parent and how she combines her employment and parenthood. In the explanation, the researcher has stated that two reasons has influenced (Tumendelger, 2008) on dominant percentage of women in the sector such as, first, the traditional concept that “the women are more talented in educating activities” and second, “flexible work timetable offers more pleasant condition to mothers”.

In addition, the partnership of NGO's for the education and Monfemnet organization have made gender and social analysis on 31 school textbooks and 27 teachers book for 7-11th grades(Tungalag, Recommendations and conclusion of the gender and environmental analysis team for the schoolbooks for 7-11th grades and the books composed by the teachers, 2015). The research findings and recommendations were delivered to the Ministry of Education, Culture and Science. In the recommendation, it is stated as follows: Although the issue of gender in the textbooks has been considered attentively year by year, the concepts that might support gender bias and stereotype have been still observed in the main texts, images and exercises of the textbooks. It shows that the textbooks contain some failures of imposing only one “truth” rather than having ”pluralist” approach. In addition, the researcher has stated that education sector of Mongolia was lacked of national policy on improving the gender sensitivity of the textbook and improving in gender education of textbook authors.

The researchers S. Enkhtuvshin and Ts. Mongolkhatan have carried out “Gender survey among TVET teachers and students in Western region of Mongolia” in 2015 under supports of Swiss Development Agency. The goal of this research was to identify the aspects to be taken into consideration for ensuring gender equality by identifying the level of gender culture and legal environment for gender equality at vocational education service. Majority of the participants in the study had traditional gender approach, and the stereotype that “the women are not experienced in working with technical equipments” was popular among them(SDA, 2015). In addition, the survey shows that the discrimination and pressures for female and male teachers was differently revealed. Precisely, while the male teachers are forced to perform the tasks and duties over than those specified in the job description, the female teachers are likely to be affected by negative emotional pressures. In addition, the survey participants have concluded that the gender discrimination is popularly observed in getting various supports and incentives such as retraining opportunities. The survey also revealed that the female teachers had less possibilities of ensuring work-life balance as well as the school provided less support for them. As a result of the survey, it is recommended to take appropriate measures aimed at developing and implementing a policy on ensuring gender equality at TVET, maintaining positive culture as well as providing gender education to the teachers and students (Ibid, 2015).

In the below paragraphs we considered some surveys and researches whose outcomes are relevant to gender analysis in education, though they are not directly relevant to gender analysis of education. In particular, a team managed by the Ministry of Education, Culture and Science, supported by SDA has carried out “Education for Sustainable Development in Mongolia: Multilevel baseline survey”. The survey showed that while the participation of school girls and school boys was not different when they were elementary school children, the participation of girls was more considerable than that of school boys at the basic and complete levels. The survey team has observed a strategy for promoting gender equality at 42% of the observed classes, and it was investigated that the participation of boys and girls was balanced when the strategy for promoting gender equality is used. In addition, it is stated that more that 84% of the target schools had distributed and posted placards and postcards promoting gender equality(EEC, 2013). But the report has not mentioned that the postcards and placards present gender bias and gender stereotype.

The national survey on evaluating primary education mathematics and reading skills – 2008 has shown that the girls and boys were similar in terms of math's skills and the girls' reading skill was higher than that of boys(ECA, 2005). Other surveys also show that the more boys are promoted to higher grades, the

more their participation and learning achievements reduced. In terms of admission examinations, the average score of the girls was higher than that of boys. It is a must considerable issue(UB, 2014).

The findings of the research “School dropout in Mongolia” carried out by the Education Cooperation Association have raised an issue that the official statistical data on children who dropped out of the school was not absolutely accurate and identified that the boys are likely to be affected by school dropout. In particular, the survey stated that the factors such as poverty, animal husbandry and child’s employment influences on boys’ school dropout(Development). The survey conducted by the Child and Family Development Center of Ulaanbaatar city has stated that 290 of the children were boys among 439 children who dropped out of the school. The case survey: Social services in the suburban areas: involvement in education (2011) has criticized that the official statistical data had shown different data which shows 3 times less number of children dropping out of the school, and revealed that the number of boys dropping out of the school was two times more than the number of girls.

The study carried out by UNESCO to investigate key factors influencing how well boys are performing in an education, the factors investigated were the way in which boys and girls are perceived and treated differently, and given different opportunities. This research finds existing gender stereotypes leading to mistreatment of boys in classrooms, boys are more likely than girls to leave school early because of likelihood of violence for boys and highlighted that entrenched violence and discrimination are persistent and pervasive problems(UNGEI).

Thus in this way, above mentioned surveys and researches prove that there was an urgent requirement for carrying out thorough research on determining the possibility of gender equality through the fundamental gender equality principle and gender education.

Objective of the gender analysis in primary and secondary education

“Gender Analysis on Education” is commissioned by Education for Sustainable Development project in Mongolia, and it is the first comprehensive gender study on elementary and secondary education. Purpose of the study is to describe and analyse the provision of secondary education through gender lense and identify the areas where gender gap is prominent or where policies are gender blind and propose actions to promote gender equality at schools.

- To define gender issues for Mongolian educational institutes in order to analyze policy on teacher training and education, management and curriculum, content, methodology and educational tools then to find out observed norms and reproduced gender norms and roles in related to gender issues.
- To clarify gender issues in education that are related to sustainable development of education, research team analyze census and other related statistical data
- To analyze legal and policy framework for education sector, education law and policies whether policies tend to provide sustainable development and education quality as well as ensure gender equality.
- To study how gender norm and perception are shaped to the following educational phase; formal general education management, structure of decision making and procedure, curriculum, teaching methods, recruitment policy, teacher training and retraining, parent’s attitude/ expectations.
- To define attitude and expectation of teachers, school executives, parents and students

The content of the report is based on the series of researches conducted from 15 December, 2015 to 15 March 2016, first, documentary analysis, such as a desk review, content analysis of core and national curriculum, content analysis of teachers’ syllabus, content analysis on the selected textbooks, and content analysis of schools rules and other administrative documents, second, field work, such as school environment observation and observation in a classroom for physical settings and dynamics with focus on teacher and student interaction, third, questionnaire interviews with school administrators, teachers, students and parents, fourth, focus group discussions with students and parents, and fifth, at last, individual interviews with policy makers and key informants in the sector.

RESEARCH DESIGN AND METHODOLOGY

Research design. Quantitative and qualitative methods were used. Data collection process consisted of the following three steps.

- a. Desk review: existing statistical data, legal documents and other secondary sources.
- b. Individual interview and questionnaires used in order to study attitude and expectation of teachers, administrators, parents and students.
- c. Content analysis on textbook, curriculum, other educational tools, monitoring of teacher's employment and school policy, evaluation policy, procedure, policy of recruiting new employment and school rules.

We developed the survey methodology, instrument in partnership with Stefan Bengtsson, professor of the UPPSALA University and used methods of "Promoting gender equality in education" GENIA toolkit for data collection and processing after testing it.

This research used the holistic approach which is combined version of the following five frameworks of gender analysis: the Harvard Analytical Framework, Moser Framework, Gender Analysis Matrix, Women's Empowerment Framework, and the Social Relations Approach. The researchers suggested that the holistic approach consists of 3 three steps: analyzing current real situation; raising awareness and enhancing positive attitudes; implementing and evaluating gender sensitive policy and program. However, our research implemented only the 1st step of the holistic approach that aims to determine the existing gender situation in education of Mongolia. Based on gender analysis results policy recommendations will be disseminated to the project teams and policy makers. The gender analysis focused on the following characteristics:

Analysis existing statistical gendered data on educational main indicators. It is mainly focused on whether equal opportunities provided for girls and boys, to get quality educational service.

Review gender proportions of employees in all level; decision makers, policy developers in national level, local and organizational level and etc. We analyze who implement while who make decision. In addition to this, we determine gender gap and analysis on gendered opportunities in career development and promotion, as well as getting a job position.

Analysis on legal environment in terms of national, local level and schools or colleges. It aims to interpret what ideology defines it and how it provides equal opportunities to gender groups.

Review national and local policies and programs on gendered education and sustainable development. During the review examined how are the policies and programs addressing gender equity issues and gender mainstreaming interventions.

Analyze education core curriculums, teachers' course syllabuses, learning plans, students' handbooks and other relevant teaching and learning materials. We carried out content analyze on these materials for determining gender roles and norms in texts, figures, photos and assignments focusing on gender dimensions.

Study interactions between teacher and students; students and students; administrators and teachers, aims to describe how teachers account students' gender while teaching; how they provide equal opportunities to participate in class activities; is there gendered difference between girl and boy on assignments; what languages they use during communication with students and etc.

Physical environment observation in schools and colleges. We focus on conditions that are relevant to safety or girls' and boys' protection problems; as well as any misleading information related to gender on walls, wall papers etc.

Data collection methods

Desk review. To clarify gender issues in education field on of the main indicators is number male and female students ratio and ratio of decision makers and managers.

The following documents were analyzed;

- Education law and other legal documents
- State policy on education and Master plan, national programs
- National education program, core program, guidelines
- Formal textbooks, teacher's books

- Curriculum developed by teachers, evaluation tasks and other tools
- Curriculum of teachers' training and retraining, Core subject's curriculum of teacher training and retraining including psychology, education studies, pedagogy, related standards and other related documents.
- School disciplines and rules and etc.

Questionnaire Teacher, students and parents interviewed by questionnaire. Teacher's questionnaire includes education management, decision making process, policy of recruiting employees, possibility of career development, teacher's training and retraining curriculum with special concern on whether it provides acknowledgement of how to be gender sensitive, and how teachers work with male and female students, experience of working with students and understanding and expectation about sustainable development and gender.

Student's questionnaire identifies the following ideas: whether school environment provides comfortable environment for both male and female students in terms of tangible and intangible way, such as social conflict and conformity of male and female students and communication between the students and teachers during the teaching process; student's plan and selection of future occupation and understanding about sustainable development.

Parents' questionnaire identifies attitude and expectation of gender and sustainable development.

Observation : Total 48 teachers including 29 female Mongolian language, social studies and primary school teachers and 19 male from primary level and who teaches various subjects, were involved the survey. The learning of girls and boys and teaching processes of teacher in classroom and how this is aligned with teacher's syllabuses and gender roles of teachers were observed for 40 minutes. The observation focused on whether boys and girls are involved equally in the learning process and how the different needs of girls and boys are considered and different methods are applied and whether each child is given opportunity and whether participation of special needs children are ensured, approaches for setting discipline and whether teacher is acting from biased gender view etc. We reviewed impact of desk arrangements in classroom, classroom spacing, boys and girls' seats and routine of teacher in 40 minute timespan during the observation study.

48 teachers and their 1239 students in 48 classes in urban and rural schools were observed. 19 teachers were male and 29 were female. Almost all classes were mixed gendered, only two single-sex classes were for boys which were taught by male teachers.

Classes were chosen randomly by two criteria, first, by subjects taught and second, by sex of a teacher, to capture differences among female and male teachers' behaviors in the classroom. The subjects selected for classroom observation were in line with the subjects chosen for curricula and textbook content analysis in order to see implication of curricula in teachers' syllabi and the classroom interaction. For this purpose Mongolian and social science subjects were observed along with other subjects taught by male teachers.

The data were obtained via classroom observations, a seating chart and the audio-recording of all classroom interactions during the study. The process of classroom observation was comprised of two parts: in-a-class and after-a-class. In-a-class observation included observation of classroom settings: from wall posters to seating arrangement, teacher movements in the classroom and teacher-student interaction. After-a-class observation continued by an individual interview with the teacher reflecting on the class been taught and content analysis of the teacher's syllabi. (Observation sheets attached in Annex)

Two researchers carried out observation in a classroom as a non-participant observer with carefully designated tasks and took notes on the observation sheets. A lead researcher interviewed a teacher after a class and conducted content analysis on teacher's syllabi. Totally, 48 classes were observed, each class lasted about 40 minutes. In sum, over 1920 minutes (32 hours) of classroom interaction were observed.

In depth interview: Through interview accompanied the observation we made gender analysis of the syllabus, program of the subjects taught in classroom and whether lesson was conducted according to the syllabus and determined whether there is need for training of teachers gendered perception for future classroom programs and activities.

Expert's interview: We interviewed officials from the Ministry of education, members of textbook and syllabus development team, those from Teachers' university and questioned about: gender experience, competence, program, whether gender content is considered for development of textbook development, how these are strengthening biased gender attitude, conventional understanding, gender education, focus on

gender education, gender equality, re-training program of teachers with gender responsibility and needs that possibly rise up.

Interview Administrators and educators were interviewed. Interview focuses on understanding about sustainable development of teachers and identifies gender norm and role during the teaching process also defines gender sensitivity for teacher training and retraining policies.

492 teachers were surveyed, of which 23.2 percent is primary school teachers, 14.4 percent is natural science teachers, 11 percent is foreign language teachers, and 10 percent is mongolian language and literature teachers. Majority of primary school teachers are women, 93 percent of primary school teachers interviewed were women, only 8 out of 114 primary school teachers were men. Some subjects are more likely to be taught by male teachers, for instance, health and physical education (35 male teachers and 5 female teachers interviewed), design and technology (19 male teachers and 14 female teachers interviewed).

Focus group discussion Focus group discussion conducted with students and parents in urban and rural area. It defines the following contents; how teachers work and communicate with male and female students and understanding about gender and sustainable development. Student's focus group discussion shared opinions in interactions of students to each other and students also students and teachers, student's choice of professional career, understanding about gender and sustainable development.

Sampling We had short amount of time and limited budget given by funding organization. Thus, research team has decided not to do random sampling. Based on funding organization's interest, study scope includes two criteria; a) urban and rural area b) representation of population who are different than each other in terms of nationality, religion, age, socio-economy. The selected sampling units cover four different areas. For example; Ulaanbaatar city will be sampled from ger district and apartments. Aimags will be sampled from aimag center soum and people in remote areas (rural herdsman).

Table 1 Quantitative and qualitative research sample size, by research tools, location and respondents

Criteria	Questionnaire				Interview	Focus group discussion		Classroom observation, teacher interview, analysis of teachers' syllabus			School observation
	School executive personnel	Teacher	Student	Parents	School executive personnel	Student	Parent	Subjects	Interview	Syllabus analysis	
Location											
Uvurkhangai	6	34		20	2	2	2	4	4	4	2
Orkhon	6	35		20	5	2	2	4	4	4	2
Dundgovi	6	34		20	5	2	2	4	4	4	2
Selenge	6	33		20	4	2	2	4	4	4	2
Sukhbaatar	4	34		20	5	2	2	4	4	4	2
Khovd	6	35		20	4	2	2	4	4	4	2
Zavkhan	5	34		20	4	2	2	4	4	4	2
Ulaanbaatar	11	253		150	7	9	9	18	18	18	9
Sex											
Male	18	141		121							
Female	50	351		169							
Ethnicity											
Khalkh		-	718	248	-	-	-	-	-	-	-
Kazak		-	20	11	-	-	-	-	-	-	-
Other		-			-	-	-	-	-	-	-
Total	68	492	738	290	36	16	16	46	46	46	46

In average, 8 people representing parents, pupils participated in one focus group discussions and total 256 parents and pupils participated in total 32 focus group discussions in urban and rural areas. Total 64 teachers in 23 schools participated in observational study and from them, 141 were male teachers, 351 were female teachers.

Table 2 Interview of experts

№	Experts	Interview of expert	Focus group discussion
1.	Chairman of training affair of MNUE	1	
2.	Educators of educational research institute and teams for curricula development		1
3.	Education evaluation center	1	
4.	Professionals of MoE and administrative of ERI	1	
5.	Chairman of Institute of in service teacher training	1	
6.	Teams for curricula development		1
7.	Non government organization for education	1	
8.	Head of education department of province and district	16	
	Total	21	2

Data analysis Quantitative data analysis will be done by using SPSS-20.0 software. Descriptive statistical analysis (frequencies, central tendency and standard deviation) and correlation analysis by sex (Pearson's; Spearman's rho and χ^2 tests) will be done for quantitative data. Main results will be used for writing report.

Qualitative data analysis will be done following stages: open coding; categorizing; qualitative correlation analysis among the categories and themes. In addition to this we will use the special qualitative analysis techniques such as analytic comparison; typology and matrix analyze. Gender is main dimension on all kind of analysis.

CHAPTER 1. GENDER RESPONSIVE SCHOOL ENVIRONMENT

Chapter 1 tries to illustrate an overall gender-sensitive school environment that is conducive to girls and boys development and learning at schools, by looking at gender disparities in enrollment, attendance, completion rates, assessment and learning outcomes and accessing exterior and interior school environment, services offered to students at school out of instruction time, for instance, extra curricular activities, career counselling, health and physical development services. A gender responsive school is one where the academic, social and physical environment and its surrounding community take into account the specific needs of both girls and boys. The academic delivery, including teaching methodologies, teaching and learning materials, classroom interaction and management of academic processes, is also gender responsive.

1.1 Access to and quality of primary and secondary education

This Chapter 1.1 examines key indicators in education and identify the areas where gender gap is prominent.

1.1.1 Enrollment, Attendance, and Completion Rates

There has been significant improvement in access and enrollment, and the national net enrollment rates (NERs) are now 97% and 91.6% for primary and secondary education, respectively. The gross primary completion rate increased from 75% in 1995 to more than 100% in recent years. The transition rate from primary to lower secondary schools rose from 85% in 1995 to 98.7% in 2014(ADB, 2015).¹

Table 3 Key Education Statistics, Mongolia (selected years during SY2005/06–SY2013/14)

Item	2005/06	2007/08	2010/11	2011/12	2012/13	2013/14
Total no. of institutions	724	754	751	752	755	756
Public institutions	585	602	609	614	621	628
Private institutions	139	152	142	138	134	128
Total no. of full-time teachers	22,628	22,891	26,358	26,492	26,863	27,205
Student- teacher ratio	24.6	25.5	19.4	19.1	18.5	18.3
Total enrollment	556,876	537,546	512,213	505,409	496,123	497,022
Female enrollment	285,128	273,271	257,302	253,456	248,974	248,893
Upper secondary	83,486	85,640	73,727	79,550	95,418	93,124
Lower secondary	223,768	212,243	172,847	169,275	155,318	146,632
Primary	249,622	239,663	265,639	256,584	245,387	239,343

Source: National Statistical Office, 2005-2015

Overall, gender equity is prevalent in primary education, however, a gender gap is prominent at secondary and tertiary education levels favoring female students. The ratio of girls to boys in primary education is GPI 0.96 in 2015 and the ratio at the lower secondary and upper secondary education level is 0.99 and 1.13 respectively, indicating a higher proportion of girls. At the tertiary education level, the share of female students far exceeds the share of male students at a ratio of 1.53.(See Figure 1.1)

¹(ADB, 2015) J. Sarvi et al. Transitions to k–12 education systems: experiences from five case countries. Mandaluyong City, Philippines: Asian Development Bank, 2015.

Figure 1 Students sex ratio by education levels

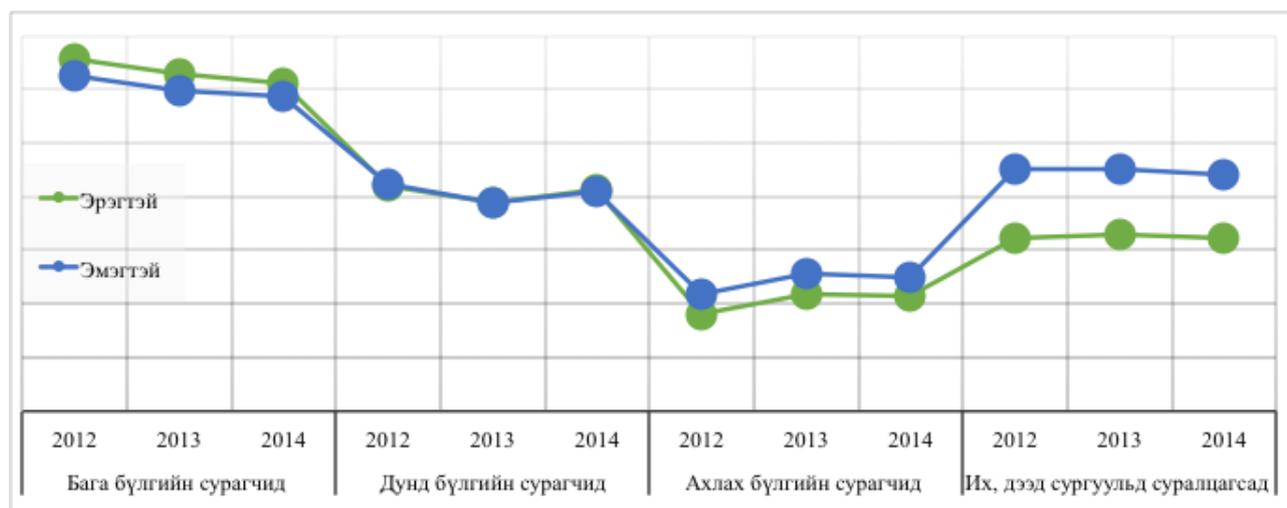
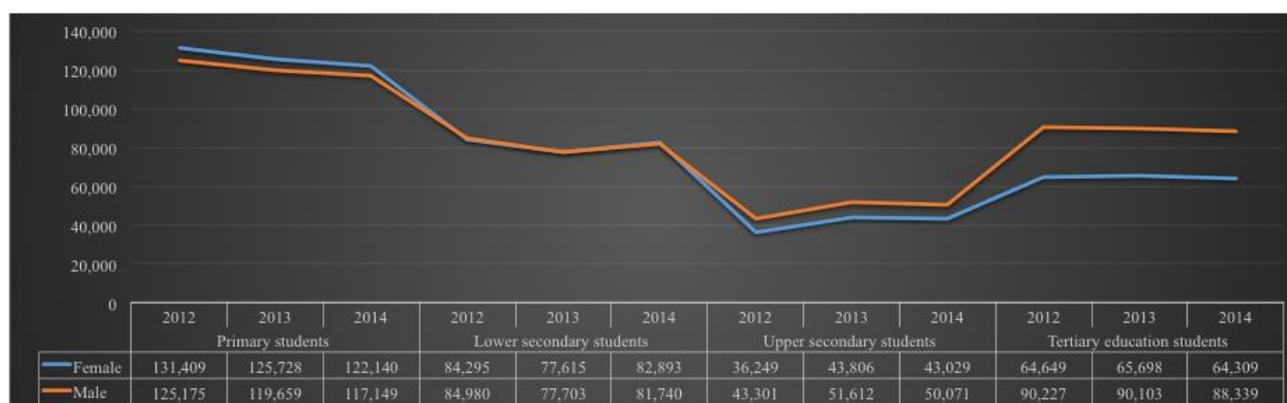


Figure 2 Students sex ratio by education levels



According to 2015 Education, Culture, Science sector statistics data of the MECS, in 2014-2015 school year, 505816 students were studying in 762 secondary schools nationwide and of which 50.1 percent is female students.

Table 4 Main indicators of secondary schools, by gender

Main indicators	Male	Female	Total
	%	%	
Number of students	49.9	50.1	505816
Number of new enrollments	51.3	48.7	60205
Number of students staying in a dormitory	48.2	51.8	32858
Drop out students (6-14)	65.4	34.6	1169

Source: Statistical year book Education, culture and science, UB 2015

As illustrated in table 2, 1169 children in 6-14 year age range dropped out schools and of which, 65.4% were boys, and school dropout case is highest in rural areas (95% or 1075 children).

Table 5 Main indicators of secondary schools, by gender

Main indicators	Urban		Total	Rural		Total
	Male	Female		Male	Female	
Number of students staying in a dormitory	52.7	47.3	2771	65.3	34.7	180758
Drop out students (6-14)	58.9	41.1	95	65.6	34.4	1075

Source: Statistical year book Education, culture and science, UB 2015

However, official statistics did not capture a reality because of poor registration system. For instance, number of children skipped school due to lack of schools in districts, migrant children transferred to another schools, but failed to enroll and 6 years olds that didn't enroll schools are excluded from the official statistics. The survey revealed that children of herders and 6 year old children skip schools due to sickness and other causes for dropout include disability, low living standard, decisions of parents. Especially, boys drop from schools to help their families and to work and earn money, or work in animal herding based on their or parents' decisions.

Table 6 Drop out students (6-14), by gender

Indicators	Boys	Girsl	Total
Low living standards	148	119	367
Unwilling to do study	92	36	128
Labour	15	-	15
Illness and disability	329	198	527
No particular reason	76	56	132
Total	760	409	1169

Source: <http://www.meds.gov.mn/data/1503/BDB14-15.pdf>

According to statistics of Ulaanbaatar Education Department, in 2014-2015SY, 94 children in 6-14 year age range were out of school and the number has been increased by 19.0% compared with the previous year. Moreover, 60.6% of out of school children in Ulaanbaatar never been in school, 39.4% were enrolled but dropped out later. Main causes for children that never went to schools were illness and disability, for children that dropped out school was low living standards.

The issue of gender in Mongolian education is in many ways the reverse of what is seen in most countries at a similar stage of economic development. Both genders show roughly 100 percent completion rates for primary education, but girls achieve slightly more secondary schooling and much more tertiary education than boys. Momentum over the past decade has swung in favor of boys. Boys' primary school enrollment rates are now slightly ahead of girls, and the difference in secondary enrollment rates has declined from over 10 percent to 1 percent in less than a decade. But boys presentation still remain lower than girls in higher education levels.

1.1.2 Assessments and Learning Outcomes of Students

Recent achievement tests show difference in learning outcomes for boys and girls, although for both genders, learning levels are worrisomely low. In academic year 2014-2015, nationwide 19293 students and candidates entered for General Admission test, fewer than the previous years because of transition form the 11-year school system to a 12-year school system. As reported in General admission test report 2015, candidates were tested for 10 subjects, 43 percent of candidates were male and 57 percent were female. Test results are shown in the Table below by sex of candidates and subjects tested. Female candidates performed better than male candidates at the subjects of mongolian, social study, english, biology and chemistry. Whereas male candidates performed better at geography and history of Mongolia acquiring higher scores than female candidates.

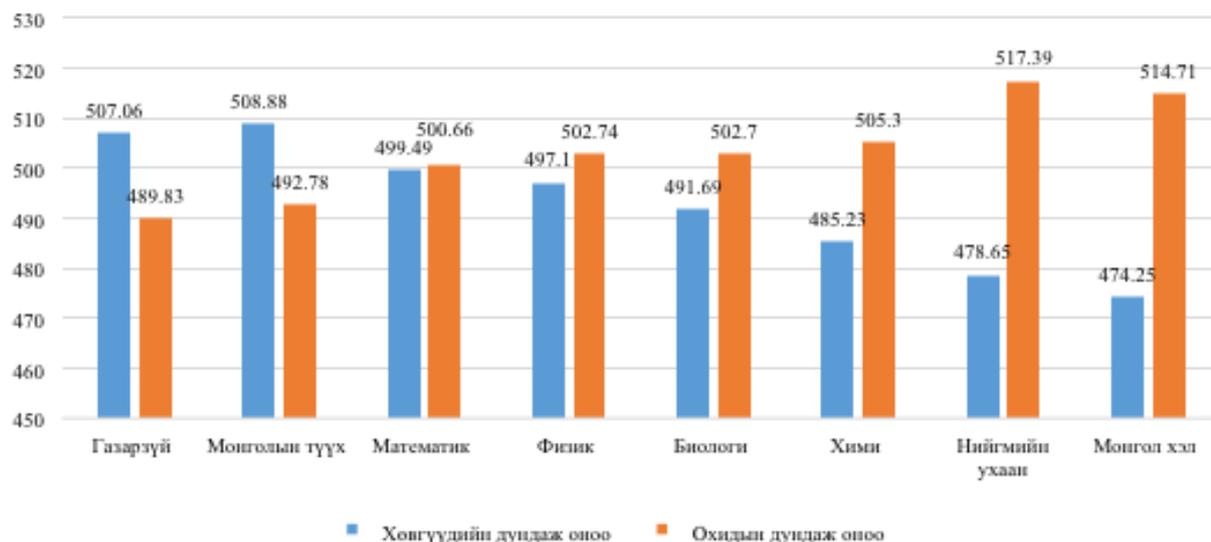
Table 7 General Admission Test Results, by subjects and sex

Subject	Male			Female		
	Scores	Average of first scores	Average of scale scores	Scores	Average of first scores	Average of scale scores
Mathematics	7721	25.5	499.49	8881	24.93	500.66
Matematics\pilot	131	23.44	497.06	170	22.49	493.08
Mongolian	3768	51.77	474.25	6539	57.51	514.71
Social study	5931	43.10	478.65	7307	47.75	517.39
English	5762	30.82	491.71	8093	32.11	506.00
Russian	333	53.23	506.23	592	56.43	530.06
Geography	1252	26.10	507.06	882	24.70	489.83
Physics	5691	28.95	497.10	4419	29.20	502.74
Physics \pilot	107	32.34	526.49	57	31.79	528.75
Biology	1081	44.54	491.69	3372	46.59	502.70

Biology\pilot	8	40.63	474.13	40	46.58	500.78
Chemistry	1187	29.93	485.23	3409	32.52	505.30
Chemistry \pilot	24	30.54	502.13	37	30.49	496.05
History of Mongolia	543	35.77	508.88	679	33.79	492.78

Source: General admission test report 2015

Figure 3 General Admission Test Results, by subjects and sex



Today 178.3 thous. students are studying in universities and colleges nationwide, of which 161.6 thous. or 90.7 percent of students are studying at the capital Ulaanbaatar. 91.2 thous. female students are in tertiary education taking 56.4 percent of total students. Although female students take higher percentage of students in tertiary education, according to Ministry of Education, Culture and Science, compared to the previous academic years proportion of female students in tertiary education is reducing, thus gender gap is narrowing. But boys are still less likely than girls to attend college and to receive a bachelor's degree. Meanwhile, female college students continue to be underrepresented in such technical fields as engineering and computer science. The evolution of the gender gaps in achievement as children mature suggests that what occurs in schools and classrooms may play an important role.

Gender gaps in enrollment, attendance, achievement and learning outcomes suggest the existence of gender bias in the classroom. Girls tend to stay in school longer, have better attendance records, and outscore boys on most national tests except for geography and history of Mongolia.

1.1.3 Teaching Staff

Women account for the large majority of teachers in primary and lower secondary education. In all secondary schools of Mongolia, 27205 full-time teachers are working in 2014-2015SY, the great majority of teachers are women and one fourth are men, as shown in Table below. The proportional gender imbalance is highest in urban schools, in which less than 20% of teachers are men.

Moreover, the proportion varies according to the level of education: the younger the children, the higher the number of women teachers. There are very few men teaching at primary level: male teachers comprise approximately 5% or less. Women are the majority among primary teachers with proportions varying between 97.4% in urban and 95.1% in rural. However, female representation decreases the higher the level of education in both rural and urban schools.

Table 7 Teaching staff and school administrators, by sex and location

	Total	% of female	Total		Urban		Rural	
			Male	Female	Male	Female	Male	Female
Full time teachers	27205	81.05%	5154	22051	1641	8406	3442	13823
Primary school teachers	8901	96.12%	345	8556	81	3162	264	5394
Principals	792	55.93%	349	443	97	149	252	294

Training managers	1373	77.85%	304	1069	733	336	246	727
Social workers	705	73.04%	190	515	48	144	189	369

Source: Statistical year book Education, culture and science, UB 2015

Teacher professional qualification degrees are as stated in Article 21.4 of the Law on primary and secondary education and “Regulation to issue and revoke teaching license, professional qualification degrees” approved by decree no.A/305 of the Minister of Education, Science and Culture dated on Aug 15, 2013 “Teaching methodologist teacher”, “Senior teacher”, and “Consultant teacher”. Total of 52.9 percent teachers (14395 of the full-time teachers) working in the secondary schools have consultant teacher, senior teacher, and teaching methodologist teacher degrees. According to table below, 48 percent of male teachers and 54.06 percent of female teachers have professional qualification degrees, thus have advanced knowledge and skills of application and implementation of methodology and technology to develop each pupil in the teaching activity. Percentage of male teachers with the highest qualification degree is slightly more than female teachers, specially in urban schools, 0.73 percent and 0.67 percent respectively.

Table 8 Primary and secondary school teachers qualification by sex and location

	Total	% of female	Total		Urban		Rural	
			Male	Female	Male	Female	Male	Female
Advisor-teacher	187 0.68%	79.6%	38 0.73%	149 0.67%	24 1.46%	83 0.98%	14 0.40%	66 0.47%
Lead teacher	4119 15.14%	87.44%	517 10.03%	3602 16.33%	155 9.44%	1301 15.47%	362 10.51	2301 16.64%
Teaching methodologist teacher	10089 37.08%	80.97%	1919 37.23%	8170 37.05	374 22.79%	3053 36.31%	1545 44.88%	5117 37.01%
	52.91%		48.00%	54.06%	33.69%	52.78%	55.81%	54.14%

Source: Statistical year book Education, culture and science, UB 2015

Emphasis on mastering methodology to develop each pupil and produced results in regulation to issue professional degree is important regulation that may contribute to setting gender equality in education sector. Dominance of female teachers in primary and secondary education were kept among teachers with the professional degrees.

55.93 percent of school principles were female, low percentage of female training managers is evident in urban schools. Here, the percentage of female training managers is more than twice less than male training managers.

Feminisation of the teaching profession in particular at pre-primary and primary education levels is regarded as an issue of concern at policy level. Concerns are raised with respect to a lack of male role models for children as well as a potential risk of falling prestige of the profession. However, no policies have developed aimed at attracting more men into the profession, except for initiatives of teacher education institutions to admit more male students. Since the 1970s, there has been a significant and continuous decline in the number of males entering the teaching profession, particularly at primary level

1.2 Healthy and Safe Physical Environment

School is the vital environment for school children at their age. School environment has to be safe and positive to school children. This section is based on analysis of legal documents concerning health and physical safety in school environment and observation study of school environment of 23 surveyed schools. Mongolia has acknowledged the following the legal documents about healthy and safe environment in school. Without introducing these legal documents, it is difficult to understand whether school has healthy and safe not healthy and not safe environment. For example;

- Package of law on education approved in 2002 considers “material basis is the one key factor for creation of school environment” and furthermore, this is specified in detail in article 42.1 of this law concerning school environment of educational organization: “Building, equipments, appliances of educational organization shall meet specifics of teachers, staff and pupils and special needs of disabled pupils and also shall meet health, safety requirements”.

- Mongolian Education Master Plan 2006-2015 stated following goals in article 2 of the section on goal and strategy of primary and secondary education as “Revise and approve requirements and standards for school and dormitory buildings, its furnitures, appliances, classrooms, labs and equipments, textbooks and other materials and create comfortable environment that meets **gender, health and safety** requirements”
- Sample regulation of secondary school approved by Mongolian MECS on Oct 25, 2010. It is indicates that; “School will provide primary, secondary and full secondary education services in environment that meets standards, **health and safety requirements** will follow relevant regulations to ensure health and safety of teachers, staff and pupils”
- Article 3.40 of the construction norm and regulation standard /66-88/ concerning building of educational organization:“Open sports arena shall have running path, horizontal bar for gymnastics exercises and handball and basketball courts”
- Article 9.1 of the law on hygiene concerning water, sanitation, hygiene of kindergarten, secondary school, dormitory and clauses 2.1.1, 2.1.13, 3.1.1 /Orders no. A/253, 251,163 of the Minister of Education, Culture, Science and Minister of Health, Minister of Finance dated June 29, 2015: It shall have 1 toilet per 30 girls and 1 toilet per 40 boys /1 urinal/ which corresponds with height of children. 1 sink per 40 pupils which corresponds height of children. Gym hall shall have clothes change room and WC room.
- Article 25.1 of the Law on health, Article 10.9 of the sample health regulation for children and adolescents’ teaching and educational organizations: It shall professional, licensed medical doctor and doctor’s room with needed equipment

The above laws and legal acts, documents, standards requires that material condition of educational organizations (in some documents, it is referred as material basis) or school building, facilities, classroom, equipments, textbooks, dormitory have to meet health, safety requirements and special needs (disability) customers and create favorable environment for teachers and pupils(UNDP&MECS, 2011).However, it is inadequate in consideration of needs of girls and boys and female and male teachers.

1.2.1 Gender analysis of exterior environment of school

For observational study of outside environment of schools, we considered the following facilities: sports ground, playground, application of these, how many boys and girls to use it, toilet facility of school, whether these facilities are separate for girls and boys.

Table 9 General data about outside environment of school

No	Indicators		City	Rural
1	Sport facilities	Yes	100.0	85.7
		No		14.3
2	Toilet	Lavatory	100.0	42.9
		Pit latrine		57.1

20 or 87.0% of the surveyed 23 schools have open sports ground for athletic development of pupils and 7 or 30.4% have playground. Average number of instruments installed outside and in the sports ground was 4-5 and all these are both for girls and boys. Also availability of the equipments and instruments in the sports and playground were very inadequate. According to the observation, these were very old and outdated metal structures and dates back to socialist time and can not guarantee safety of pupils.

According to the standard MNS 8124-4-2011(MNS, 2011) sport facilities only can afford children under 14 years old in terms of materials except basketball and football area. Thus, schools need to consider outside facilities in order to focus boy’s and girl’s specialty.

15 or 65.2% of the surveyed schools have modern toilets and 8 or 34.8% of the schools have pit latrine outside.Schools in Ulaanbaatar have modern toilets divided into male and female. Even though some aimag center have male and female toilets, they don’t work because of renovation and other reasons. Most soum schools in rural area have pit latrine outside. Soum schools built pit latrine by different standard. Therefore it is not meet outside environment standard of school. Nowadays these kind of pit latrines in soums. There are;

- Male and female is not separate.
- Both male and female. However there is separator no doors.

- Both male and female divided by separators and separate doors.

Some soum schools have new special pit latrine facility for 6year old boys and girls and during break, the boys and girls line up outside this facility to use it under instruction of class teacher. During one-on-one interviews, school directors, social workers mentioned about situations where latrine steps freezes during winter and there is risk for primary graders to slip and fall into the pit.

Figure 4 Pit latrine of soum school



Figure 5 Lavatory of Ulaanbaatar school



87.0% of the schools with outside pit latrine and inside modern toilets have separate facilities for men and women. It is a good sign that waste bin have been placed in each latrine and toilet.

We assessed number of school toilets enough or not enough to number of school students based on rural and urban schools.

Table 10 Number of students and school toilets

Rural area						
School name	Number of male students	Number of male toilet	Number of male students for one toilet	Number of female students	Number of female toilet	Number of female students for one toilet
School no.1,Sukhbaatar soum, Selenge aimag,	624	12	52	696	12	58
Goviin Ireedui Complex school, Saintsagaan soum, Dundgovi aimag	498	17	29	551	19	29
Jargalant soum school, Orkhon aimag.	258	8	32	220	7	31
Urgamal soum school, Zavkhan aimag	104	3	34	92	3	30
Ulaanbaatar city						
School no.75, Khan-Uul district, Ulaanbaatar.	645	6	107	561	3	187
Mongeni Complex school, Bayangol district, Ulaanbaatar	759	12	63	800	16	50
Gun Galuutai school, Baganuur district, Ulaanbaatar	995	8	124	988	14	70

According to school facility standard. A vault toilet is not separated for male and female in rural areas and a provision “one flush toilet for every 30 female students, one flush toilet/urinals for every 40 male students should be set and it should be suitable for the students’ height” is not followed by most schools.

1.2.2 Gender analysis of interior environment of school

We studied men and women's depiction in the boards, illustrations and famous quotations displayed in school corridor and public spaces and average number of depiction of women in the schools was 35 and men's depiction was 15 and average number of depiction of both man and woman was 21. In terms of observation there are many women's portrait and photos on school board because of number of female teachers higher than male teachers.

Average number of laboratory and specialized classrooms of the surveyed schools was 5. For example, the schools commonly have chemistry, physics, information technology labs and specialized classrooms from the natural sciences and specialized history, Mongolian language, social studies classrooms from social-humanitarian sciences and music classroom from arts. Teachers and management staff needs to ensure that interior improvement of labs and specialized classrooms have gender sensitivity. For example, portraits of all male composers were hanging in the walls of music classroom in one of the surveyed schools and this is a fact to prove that traditional gender understanding is still dominant. Also another common issue was old, outdated equipments and application materials in the labs and specialized classrooms which were not enough for all pupils to use and apply. For example, although some of the schools have natural science labs, these do not meet relevant standards and requirements and can't perform tests included in the nucleus program, according to responses of most the teachers.

Table 11 Data of interior school environment (by percentage)

No	Indicators	Variable	Urban	Rural
1	Sport hall	Yes	100.0	85.8
		No		14.2
2	Room of school doctor	Yes	100.0	71.4
		No		28.6
3	Library	Yes	100.0	92.9
		No		7.1
4	Music and artwork hall	Yes	100.0	85.7
		No		14.3

According to the research findings, 17 schools have a sport hall, a doctor's room, a library, and a music and artwork hall. Due to the lack of facilities, a good and normal teaching can't be provided in rural areas. Facilities used in a sport hall, a library and an artwork hall are not particularly designed for one gender and there is no gender discrimination under the observation. It is observed that the schools pay more attention to the girls' health than boys because there were 2 health related information for the boys, 6 health related information for the girls and 5 health related information for both of them in school doctor's room. School doctor's room is not facilitated for the girls and the boys. Most schools have one room for the girls and boys.

1.3 Extra curricular activity

Support activities for primary and secondary education nucleus program includes civic education, life skills learning, extra curriculum activities to be implemented in natural environment, social and cultural environment. We analyzed participation of girls and boys in planning, implementation of extra curriculum educational work and its gender content, specifically, traditional gender role activities and other activities that may strengthen traditional gender understanding about girls and women. According to responses of management staff of 23 surveyed secondary schools, 65.2% said they ensure participation of girls and boys in planning of extra curricular activities and 73.9% admitted that planning of the extra curricular activities do not consider needs and interests of girls. During one-on-one interviews, it is mentioned that some school social workers get opinions of all pupils through classroom teacher, class leader pupil, pupils' organizations after development of draft extra curricular activities. Although, collecting feedback and opinion of all pupils in development of the plan is way of providing equal opportunity for girls and boys, the draft plan is based on initial idea and management of adults, according to observation.

...”In order to develop teaching and educational work, we ask questionnaire from the students through to teachers and student's union.

(Ulaanbaatar Nalaikh district, Social worker)

Table 12 Participation of girls and boys in development of extra curricular activities, by location

Criteria	Yes	No	Total
When you develop teaching and educational work, do you consider boy's and girl's interest and needs?	26.1	73.9	100.0
When you develop teaching and educational work do you consider boys and girl's participation?	65.2	34.8	100.0

There is difference between less consideration of girls and boys' needs and interest in extra curricular activities and higher percentage of ensuring participation of girls and boys. Also involvement of all stakeholders such as boys and girls, parents, pupils in planning of extra curricular activities is a practice with positive impact on setting gender equality in education sector. Some of the surveyed schools organized Cinderella fashion competition which expressed traditional gender roles during its extra curricular activities and also organized activities such as training on protection of girls' rights and for boys a training on crime prevention, for girls, health training and "Whisper of girls", activities which considered needs of boys and girls.

We note that it is a positive gender approach that schools are working with initiative to involve each child in planning and implementation of extra curricular activities. However, because of gender education of management, teachers, social workers of schools, these contain some ideas that may strengthen conventional perception about gender.

Creation of opportunity to develop each child through extra curricular activities depends from gender responsible school management, teacher, social workers and their competence and training.

According to responses of school social workers, Sa Sa training or gender violence training, rights right and responsibility training, family value, risk prevention and reproductive health peer-to-peer trainings have been organized in partnership with NGOs, children's organizations and ensuring participation of boys and girls.

1.4 Career counseling

The main aspect which can influence directly on the development of any country is the skilled professionals who are adapted to demand of the society and the country must have the best system to prepare those professionals. In recent years, the professional education has been an urgent issue in Mongolia and many activities on the issue has been organized, such as career counseling day at the general education schools (high schools). Based on the career orientation, other influences, and aspects the students make their final decision on the career. That decision is relied on individual's success, living, wellness of the household and the development of the country. Series of lectures have been organized by the ministry of Education and Culture and Science, the program "Providing career orientation and encouraging career counseling" has been set and implemented by the Ministry of Labour. By implementing those programs, it is significant that high school students can be able to choose the right career, has a chance to familiarize with the career and can major in the career which attracts their interest and on demand in the labour market.

We have studied how the administrators, teachers, parents and other aspects influence on career choice of male and female students of high schools.

Table 13 School administrators and teacher and parent's participation of student's future career

Administrators n=68	Do school administrators organize any activities in order to provide students' future	Response	Male		Female	
			Number	Percent	Number	Percent
		Yes	15	83.3	48	96.0

	career?	No	3	16.7	2	4.0
Teachers n=492	Do teachers discuss with students about career?	Yes	119	84.4	291	82.9
		No	22	15.6	60	17.1
Parents n=290	Who influence mostly to student's career choice?	Father	2	1.7	8	4.7
		Mother	1	0.8	7	4.1
		Both father and mother	40	33.1	42	24.9
		Child	72	59.5	99	58.6
		Father and mother with child	6	5.0	13	7.7
Students in 6-12 grade n=492	Does school organizes any career counseling and training to students?	Yes	127	55.2	146	55.9
		No	103	44.8	115	44.1
	Total			100.0		100.0

According to the data provided by the 68 administrators of the schools who enrolled in the research, they have organized the following activities related to career orientation in their schools. Those are:

- Training on career choice and discussion (8 male administrators, and 36 female administrators)
- Career day (6 male administrators, and 10 female administrators)
- Advertisement board (1 male administrator)
- Counseling (2 female administrators)

Activity on providing career orientation for the administrators of educational organization and schools

...”Promoting engineering profession as it is most needed for the country and talking about through lecture and trainings and career counseling. “

Individual interview: Head of education department of Zavkhan aimag
...”We regularly promote career choice. In September, we organize consolidated training for parents.”

Individual interview: School principal of Uvurkhangai aimag
...”Nowadays, private universities promote their schools and career counseling at the same time. Without their participation, we can't cope all these activities at the same time in school.”

Individual interview: School principal of Sukhbaatar aimag
...”In rural area, female students more interested in doctor and teacher's career and male students interested in engineer and economist and lawyer. We say to pupils to select their career based on their interest. However, career choice has not been changed by students and their parents based on gender difference as a male and female.”

Individual interview: School principal of Khovd aimag
...”In terms of career choice, parents offer lawyer, engineer. Female students more followed by parent's offer. Thus they discuss with their parents and choose subjects. School organizes career counseling to students.”

Individual interview: School principal of Uvurkhangai aimag
...”Parents influences to student's career choice. Parents thought that boys can take by themselves in order to do manual work and to study professional training school and herding...”

Individual interview: Head of Education department of Dundgovi aimag
...”We advise to pupils to select their career based on their interest. Teachers of senior grades orients pupils to their future career choice.”

Individual interview; Social worker of Songinokhairkhan district

...”Last year, we invited director of technological university and conducted a discussion for students. Children were very interested in that activity. Generally, school social workers and classroom teachers and professional teachers provide career counseling for the children.”

Individual interview; Training manager

...”Our school tries to develop student’s talent, interest from the primary class. Social science department team organizes career counseling activities constantly.”

Individual interview; School principal of Bayangol district

...”Upper class students divided by 4 groups based on parent’s and student’s interest of the future career. School was invited professional psychologist in order to give advice for students.”

Individual interview; School principal of Chingeltei district

According to research qualitative data, the role of administrators of the school, professional teachers, teaching methodology and a social worker is important for the career orientation and career choice. The social worker of the school and classroom teacher and professional teachers organize special activities for the high school students annually. For example,

- To choose a career and deliver a presentation on the career
- To organize a meeting with students and parents
- To invite lecturers of the universities and organize a lecture
- To advertise majors of the universities
- To introduce majors on demand in the labour market

However, some activities on career choice of the high school students have been organized in rural areas influences of the parents are big while male and female students tend to choose their careers by themselves in urban areas.

But 45.5% of male teachers, 57.7% of female teachers of high schools answered that they counsel students based on demand of the society. Both male and female teachers try to give an advice adapted to students’ ability and interests. According to the research findings, it shows that there is no gender discrimination among teachers that position of teacher is suitable for the woman and position of construction is suitable for the man.

Total 290 parents who enrolled in the research answered that parents should influence on the career choice of their children. If we look into the gender it shows that 33.1% were male and 24.9% were female. However, it shows that some parents still influence on their children’s career choice, however, a half of the parents think it is important for the children to choose their own careers. It shows that parents have the knowledge and opinion about their own children’s choice.

Attitude of parents towards career choice of their own children

...”We offer to be a doctor to my girl. Boy will choose whatever he wants.”

Parent’s focus group discussion; Khovd aimag

...”Girl to be a doctor or teacher and boy will be military career as we wished. Even though, parents are actively involved in their career choice, children choose their career based on their interest.”

Parent’s focus group discussion; Selenge aimag

...”Children need to choose their future career by themselves, while parents give support and advice them. School organizes career counseling to students.”

Parent’s focus group discussion; Bayanzurkh district

...”In terms of career choice, children need to choose by themselves and study what they want.”

Parent’s focus group discussion; Bagakhangai district

...”First I need to talk with my children and then make decision. Parents not only to requires what they wants they need to support their children.”

Parent’s focus group discussion; Songinokhairkhan district

Apart from children's interest and decision, parents' choice and decision influence on the children's career choice based on parent's focus group discussion in rural areas. On the contrary, parents in urban area said that children should choose their own career based on their interest and ability.

55.5% of the students enrolled in the research answered that the administrators and teachers of the school give advice on the career choice. They agree that it is important that children should choose their careers based on the interest and wish, however, parents still influence on their decision.

Attitude of children towards career choice

...”However, students want to choose the future career parents and teachers are involved. School organized career counseling to students.”

Boy's focus group discussion; Orkhon aimag

...”Mothers are more involved in girl's career choice. School teachers give advice to students about career choice.”

Girl's focus group discussion; Zavkhan aimag

...”I ask my cousin, now he is a student, while I choose my future career. School social worker gives advice to students on career choice.”

Boy's focus group discussion; Uvurkhangai aimag

...”School was invited people who are achieved to their career. In order to choose future career, my interest is most valuable than my parents wishes.”

Girl's focus group discussion; Bayanzurkh district

...”Parents more influenced to student's career choice. School teachers give information about career choice.”

Boy's focus group discussion; Nalaikh district

...”Parents more influenced in children's career choice. Mother wishes her girl would follow her profession, on the contrary father wants the same to his boy. However, most students are choosing needy profession at the market.”

Girl's focus group discussion; Khan-Uul district

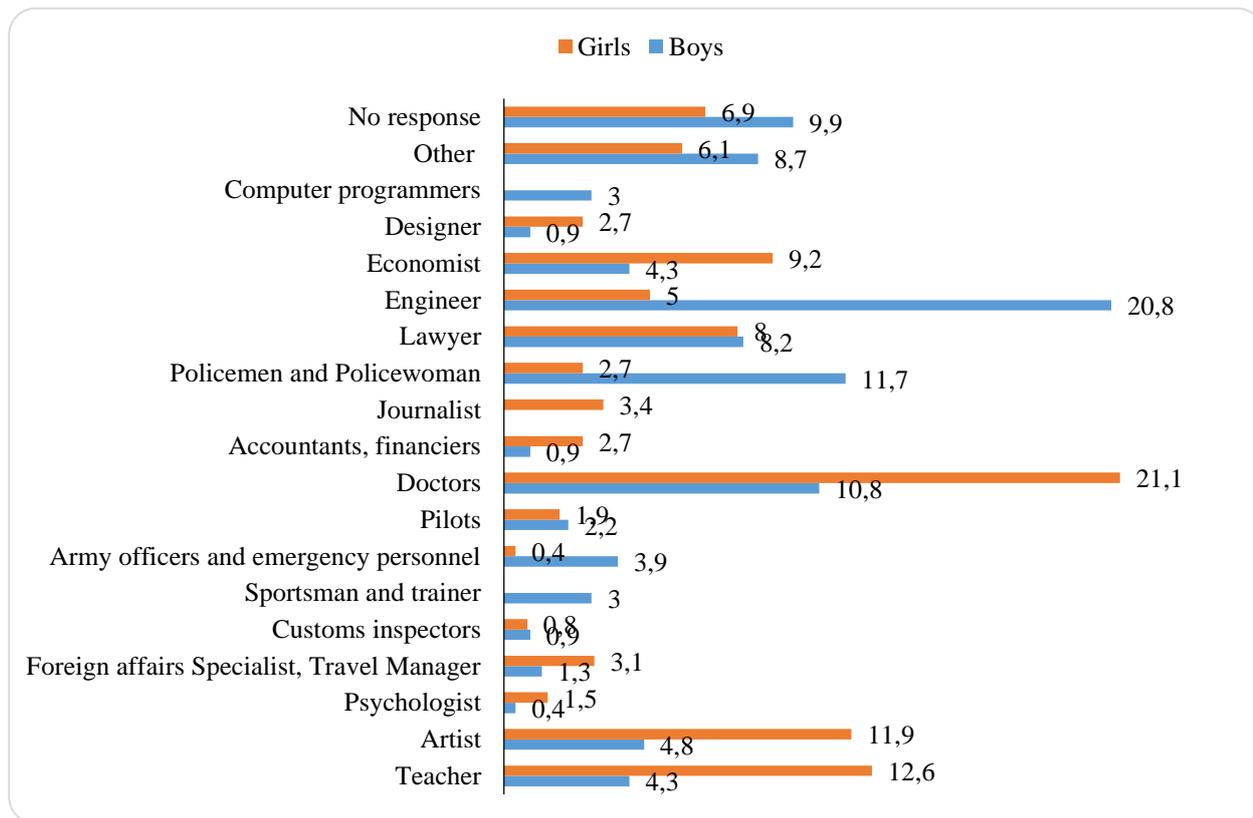
44.5% of middle and high school students enrolled in the research answered that there is no activities on career choice organized by the administrators and teachers of the school. It should be considered further that those activities are only directed to graduate students of high schools. It will be more effective if we organize some activities from primary schools.

According to the questionnaire result, students are planning to take following steps after graduation of secondary schools. These are:

- To enter university – 318 boys and girls (64.8%)
- Will study at foreign universities – 109 boys, girls (22.2 %)
- Will work in Mongolia – 22 boys (4.5%)

Gender breakdown of the students shows 62.3 % of the boys, 66.9% of the girls are planning to study in domestic universities. 1/5 of the surveyed girls and boys are planning to enter foreign universities after graduation of secondary schools. 5 boys and 4 girls are interested to study in vocational schools and this shows that students are more interested to study in university and become university graduate with higher education rather than studying in vocational schools and become professional workers which have high demand in the labor market.

Figure 6 Profession and career paths chosen by lower and upper secondary students, by sex



We studied career and profession selection of the students and sample of most commonly selected professions by sex.

Girls want to become:

- ✓ teacher, creative worker, psychologist, medical doctor, lawyer, accountant, financier, economist, designer, journalist etc.

Boys want to become:

- ✓ Customs inspector, athlete, sports trainer, military officer, pilot, policeman, lawyer, engineer, computer programmer.

8.3% of the surveyed students said they didn't think or decided about it.

Selection of profession by students

..."Daddies want their children to have the profession they want. They say "you become a doctor when you grow up". Mom says "my daughter, you choose the profession you like".

Ulaanbaatar, Girls' focus group discussion

..."In future, I will become architect, electrical engineer, mining engineer, footballer. My own interest and dream is important in selection of profession."

Ulaanbaatar, Boys' focus group discussion

There is need for secondary schools to take concrete measures about selection of profession or career focused on students.

CHAPTER 2. GENDER POLICY AT SECONDARY SCHOOL ENVIRONMENT

The second part analyses certain documents of secondary schools, highlighting how gender issues addressed. Also, we evaluated the fulfillment of employment related terms in Gender Equality Law, in secondary school environment. This chapter covers survey findings from 68 administrative personnels of 23 schools, face to face individual interviews with 32 authorities and referring documents from 23 schools.

2.1 Gender equality at school environment

Secondary school teaching staff, the sex ratio imbalance and about 25 percent of the average of the last 10 years, main teacher was a male teacher (Table 2.3.)(MECS, Statistical data on Education, 2016.06.01).This statistics shows the teaching staffs in secondary schools that do not have sufficient representation of male teachers.

Table 14 Teachers, sex, 2004-2015 school year

Years	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
Teachers	21,458	22,628	22,891	23,897	25,543	26,070	26,358	26,492	26,863	27,205	27,449	
Sex	Female	17,205	18,337	18,621	19,462	20,755	21,320	21,614	21,717	21,936	22,05	22,285
	Male	4,253	4,291	4,270	4,435	4,788	4,750	4,744	4,775	4,927	5,154	5,164

According to Law of Mongolia on promotion of Gender equality 4th article 4.1.4 section “gender discrimination” as any action or inaction resulting in discrimination, exclusion or restriction based on sex or attributes of sex and marital status of men and women in political, economic, social, cultural, family and other spheres.” Thus is focused gender discrimination in school employment and labor relations, male and female teachers and opportunities for a man and a womanteachers to combine their professional and family responsibilities, to bear and care for a child, to take care of his/her health, to enjoy labor safety, equal pay and bonus for equal work and to enjoy equal working conditions.

Situation of Gender discrimination and employer and managing officials in school labor relations

Quotation* Law of Mongolia on promotion of Gender equality 11 article 11.1

“Gender discrimination in employment and labor relations shall be prohibited. Unless otherwise provided by an international treaty ratified by Mongolia and other relevant laws, it is also prohibited to treat preferentially, to restrict or to dismiss an employee based on his/her sex, pregnancy, child care-taking roles, or family status”

According to the law on labor 7th article of 7.4 section “unless related to the work or duty to be performed, when recruiting an employee, no questions pertaining to the private life, ideology, marital status, political party membership, religious beliefs, or pregnancy of the employee are allowed.”

Total 77.5 percent of the administrators were answered that they’re required to answer the questions on family planning as well as their marital status during their recruiting. And remaining 22.5 percent were answered that they were “never asked” to answer their family status. The family related questions were including their marital status (47.2 percent), whether they have children (13.5 percent), whether they have young aged children (11.2 percent) and whether they’re planning to have children for recent.

For our school, we do not hire the woman who has young aged or 5 or 6 month children. Because they should have responsibility to raise their children healthy. According to our internal order, we noticed to employee that they should not back for their job until a year, once they requested to ask for a leave to take care of their children.

Note from the individual interview with secondary school administrator ...

Due to keep the stability for training activity, we ask candidates about their family status. Because once teacher changed, it influences the students’ academic performance directly. That is why stability of teacher is important to us.

Note from the individual interview with secondary school administrator ...

The administrators were mentioned that they ask question about family status from new employees, in order to keep regularity of training for students. They explained the reason as the majority of new employees are active reproductive aged women or recently graduated students. Survey and interview results were showed that administrators who involved the study, had no awareness on article 7:7.4 in Law of labor.

Decision making and preferment for same job with same wages

The civil servant employee in education sector is paid by extra payment with certain rate in accordance with Law of Labor article 50: 50.1, 50.2; article 52:52.1 & article 53:53.1 and Law of Education article 43. According to the Law on Civil Service, article 28:28.9, the rate of the extra payment and the lowest level of the extra payment are ruled by Government based on the suggestion of Central Organization of Civil Service. Education sector follows 219th Government order(Service, 2016.06.01) of “Defining extra payment rate for employees in Education sector” in 2007.

According to the 219th Government order of “Defining extra payment rate for employees in Education sector”, the secondary school teacher can be able to paidup to 20 percent extra payment including 10 percent for class teacher, 5 percent for laboratory class and leading didactic team respectively. Moreover for the specialization, methodist teacher receives 10 percent, leading teacher receives 15 percent and consulter teacher receives 20 percent of extra payment based on their fixed salary².

Young and new teacher is paid by 539.000 tugrug fixed salary with TUBD (Civil servant small and medium level) 4-1 level while experienced senior teacher paid by TUBD 4-5 level of fixed salary in secondary school. The lowest level of the salary for teacher is 539.000 tugrug while highest level of the salary is different for each employee depending on their working year as well as specialization.

Study on structure of wage (2013) by Labor Research Institute mentioned the average salary for the employee in Education sector is 627.300 tugrug which is lower than national average wage with 642.200 tugrug. School principals explained because of the inadequate salary, the number of the male teachers is lower than female teachers.

Since they are civil servants, the secondary school teachers are paid by their salary with “same job for same salary without any discrimination of gender” in accordance with Civil servant employee wage scale and Government order on extra payment rate for Education sector employees.

Due to the lack of human resource in rural area, the school principal/ kindergarten director, training manager, kindergarten methodologist, school social worker, dormitory teacher, informal education teacher, school librarian and school/preschool doctor in soum (the administrative unit of Mongolia), village, bag (the smallest administrative unit of Mongolia) are received 6 months fixed salary at once for every 5 years in accordance with Law of Education article 43.1.7. This regulation did not violate an issue on same job for same salary since it gives equal opportunity for male and female employees and supports the human resource in distant bag and soum in Mongolia.

The possibility to get promoted

Having an equal possibility to get promoted for men and women can be influence the schools to have gender sensitive environment. The administrators who involved the research noticed that male and female administrators have different perspectives on problem and different concentration.

Table 15 Number/gender/percent of the administrators in school, 2014-2015 school year

N ^o	Occupation	Male	Female	Total
1	Principal	349 44.1%	443 55.9%	792 100%
2	Training manager	304 22.2%	1,069 77.8%	1,373 100%
3	Social worker	189 26.8%	516 73.2%	705 100%

Around 25 percent of the total employees are male in school human resource. Thus, the similar rate also shown in administrative level (table 2.2.3). For instance, 22.2 percent of the training managers, and 26.8 percent of the social workers were male employees in total human resource at school. However, it has higher percent with 44.1 of the male employees in all level of the directing position at secondary school. The result reveals, equivalent gender balance exists in directing position at secondary school.

Committee on Civil Service, Administration division of the district/province of Public Administration, Department of the Education and Culture and Governors of district/province are involved in recruiting process for school principal.

Figure 7 Stage to selecting administrator



School principals and training managers make resulting contract with local Governor. Thus, Governor of the province/district is the authorized subject to assign the school principals. The recruiting process for administrator is regulated by Law on Education, article 281.1.7 and Civil Service 60th order of “Selection rule of assignment on administrator for Civil servants” in 2016. The candidates should meet the requirements of Law of Civil Service, article 10.1 as well as certain requirements (described in job description) approved by authorized person.

As stated in the decree # A/32 approved by the City Education Department on April 15, 2015, the “procedure of selecting directors and principals for public schools” are indicated. Anyone who is interested in the mentioned positions should qualify the followings:

- 3.1.1 Minimum of 5 years of experience working in education sector
- 3.1.2 Has qualified teaching skills
- 3.1.3 Has basic knowledge of finance and law
- 3.1.4 Has to have profession of teacher
- 3.1.5 Has to have a diploma education and/or higher than that
- 3.1.6 Be skillful in management and leadership

Based on the above mentioned qualification, there is no gender specific preference and thus fair selection is appears possible. Further, based on the development of job description which is developed by an officer who has the authority to assign the manager level position, the candidate has to fulfill all required qualifications on that job description. This indicates that there is no universal agreement on the selection qualifications for manager level position. This may also imply more possibilities for some persons can be included and hence more specific and universally applied qualifications should be developed nationwide. For instance, the qualifications of experience and education are not followed equally and they are not the same for each candidates.

As for 2016, following different qualifying criterion were applied for the position of manager level.

1. To have working experience of less than 15 years in education sector and more than 8 years of working at manager or higher level position(DA, 2016.06.01)
2. To have working experience of less than 8 years in education and more than 1 year working experience at manager or higher level position
3. To have working experience of more than 7 years in education and more than 1 year working experience at manager or higher level position

Also in the qualification criteria in 2016 the vacancy notices for manager level positions at schools were announced as follows:

1. To have master and/or higher degree
2. To have bachelor degree and/or higher degree

Although in most instances differences are witnessed in the qualification for selection of manager level positions it can be implied that there is no gender preference or restriction. In the selection announcement there is a subcategory of special asset of the candidates as to have required knowledge, practice and experience related to special characteristic of school and this enabled others such as teacher, school manager, and social worker to apply for the new position with the advantage of knowing and having the work experience in the same school.

It is also possible to imply that women and men enjoy equal possibilities of job promotion even there are different patterns of job qualification apply in real life because of the specific requirement of having knowledge, practice and experience of working at a particular school which enabled other personnel such as teacher, training manager and social workers.

Participants revealed gender preference that because of the men's natural capabilities of managing and leading and also suitable for higher level position it is better for men to be a school principals and directors. They also indicated several advantages and disadvantages between male and female being at higher position at school. Male principals tend to pay less attention to female teachers and their family tasks such as not giving day off when their children fall sick.

...”The numbers of male and female principles are getting somewhat balanced. The women are far better in creating friendly atmosphere whereas the men are good at managing people”

From the interview note. Representatives from

...“Men are not easily affected. They trust whom they give the tasks and responsibilities to. As rumor says, women tend to be involved in gossips etc.

From the in depth interview with managers from schools

...”These kind of positions are more suitable for men. They are skilled at insisting. There should be more men. Male directors are more persistent. They just mind the most important task rather than running after several tasks. They are not easily affected”

From the in depth interview with managers from schools

Based on the interview, there were specific patterns relevant for male versus female school principals, each anticipates its own advantages and disadvantages. Participants elaborated that male principles tend to focus less on the details and hence leads to loose control whereas female principals have the disadvantage of paying attention to single details, tend to create small groups that deal with gossips. Training managers and school social workers revealed that they prefer to be led by male directors because naturally they tend to be talented in leading people. It is therefore observed there is gender stereotypes and preference in manager and higher level positions at schools.

Equal opportunities of specializations and improving the title

In the scope of this research, 1008 teachers were involved from 23 schools and from these teachers 823 teachers were short trained in specific theme for the last year. This is relatively high indication. In recent years, because of the curriculum reform that took place among schools numerous short trainings were held for teachers. According to sex, from 173 male teachers 108 teachers which accounts for 62.4% whereas from the total of 835 female teachers 539 teachers which accounts for 64.5% had been trained in short training. This indicates that there is equal opportunities for men and women for improving their qualification.

Quotation* Law of Mongolia on promotion of Gender equality 11 article 11.3.9

“Short trainings shall be available for staff who are on maternity leave or who have several days off in order to raise their qualifications and hence be competitive in labor market.”

School directors and principals stated that they support their staff to improve their qualification and this procedure is regulated by “Article of 2.3, 2.4, and 2.5 of rule of improving the school teachers professional qualification where it is stated regardless of their gender, staff who work at their 1st, 5th and 10th year of employment shall be trained”.

Currently, “Rule of issuance of teaching licensure, professional entitlement and aborting licensure” which was approved by the decree # A/305 by Minister of Education, Science and Culture on August, 15 2013. In the third section of this rule, detailed qualification criteria were specified and now there are equal opportunities for teachers to improve their professional qualification.

Table 16 Indicators for issuance professional entitlement

Common criteria	Specific criteria
3.1.1.Has to have licence of teaching in schools	3.2.1. To have working experience more than 5 years in schools
3.1.2.Has to exercise ethical conduct and follow ethically all relevant laws and procedure;	to be eligible for professional entitlement of “ Supervisor teacher”
3.1.3.Has to be well trained in contemporary teaching and learning approach to explore each trainees’ talent and intelligence;	3.2.2. To have working experience more than 10 years in schools to be eligible for “Lead teacher”
3.1.4. To be able to conduct research, has foreign language, and information technology knowledge	3.2.3. To have working experience more than 15 years in schools to be eligible for “Consulting teacher”

Due to the “Rule of issuance of teaching licensure, professional entitlement and aborting licensure” which was approved by the decree # A/305 by Minister of Education, Science and Culture on August, 15 2013 it can be seen that there is equal opportunity for all who are interested.

2.2 Gender policy in school documents

Opportunity of combining of family and work tasks for employees

In the internal rule and regulation of schools, it is possible that employees of school are entitled to enjoy the rights that are stated in the laws and other regulations to provide the support that are necessary such as for material deprivation and other difficulties in their lives and that should be regulated internally in schools.

Quotation* Law of Mongolia on promotion of Gender equality 11 article 11.2

“In the contract made by the stakeholders in relation to labor communication, male and female employees should be able to be considered by the combination of their professional as well as household roles, to have kids and take care of them, to have their health be in optimal level, and to be employed in safe condition and also to be possible to increase the wage and additional fee and to have similar conditions as others.”

All schools participated in this research have organized their employees to be supported due to their entitled rights such as combining professional and household tasks in more detailed and specific manner. Following features were included in the internal organizational rules of those schools:

In rural area

- Teachers and staff will get coverage of full medical diagnosis and check-up service once a year. Absence of leaves of teachers and staff (personal and family reasons, sickness) will be given by director using leave form.
- If teacher, staff have their or their children's wedding in 450 km from soum they are living, 1-5 days leave with 5000 tugrug support will be given.
- 2 people per year will receive fire wood discount.
- If takes up to one's 8 year old children to hospital for check-up, will be given 3-14 day paid leaves.
- If teacher is to get medical diagnosis and treatment in Ulaanbaatar, two way car travel expenses will be given based on medical form no.13 .
- If parents, spouse, children of teachers get sick and have to go to UB to get medical diagnosis, two way car travel expenses based will be given based on medical form no.13.
- If parents, in-laws and children of teacher dies, cash assistance equal to minimum 50% of the salary will be given one time without duplication.
- If someone from family of teacher gets sick and needs to look after him/her, that teacher will be given 5-10 days paid leave. This kind of regulations are commonly included in school regulations.
- In the case of wedding, 3000 tugrug will be collected from each person for gif to newly- weds.
- If birth child enters university, will give paid leave.

In Ulaanbaatar city

- If school staff is to marry for the first time and have wedding or receive honorary awards and organizes party, will be given 150 thousand tugrug.
- If birth -children of teachers and staff studies in that school, will be 100% exempted from school tuition and and if these are grandchildren, will be 50% exempted from school tuition based on work performance, duration of employment etc.
- If wife of teacher or staff gives birth, new father will be given 5 paid leave days.
- If someone under care of teacher gets sick, will be given 3-5 days paid leave and also paid leaves will be given in other difficult times and also monetary assistance will be given. In other cases, will give 147 unpaid leave days twice a year.

Employee who has a family member that needs special care and has disability and hence needs continuous care and support is eligible for having leave with or without salary or other types of monetary support and in case of employee is fallen sick has the similar condition for him/her.

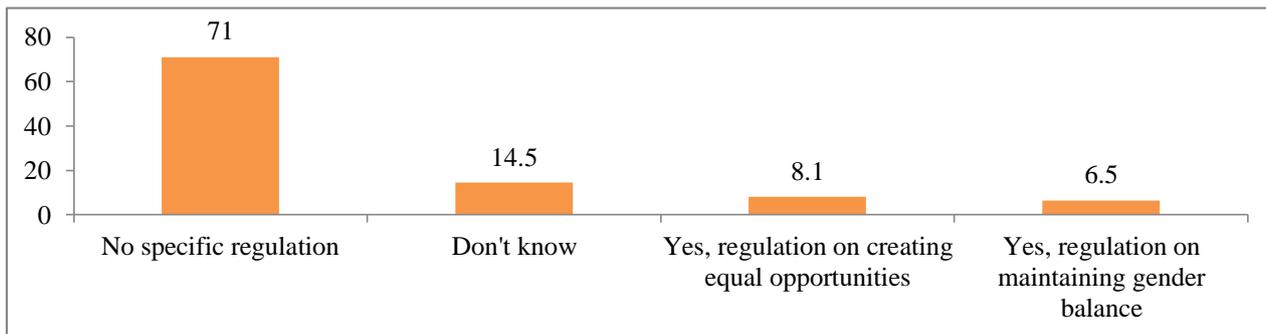
In the internal regulations of schools, it is outlined to create condition for teachers and staff to exercise their rights specified in law and regulation and to be provided by social security provisions and give allowances, assistances in case of problems and issues. Review of the clauses on providing support related to performance of family roles and a responsibility reveals that the rural secondary schools regulated these more in detail.

Roles of manager and higher level staff

Quotation* Law of Mongolia on promotion of Gender equality 11 article 11.3.1

“There shall be programs and projects that aim to implement to promote gender equality and constant information sharing about those activities, monitoring and its results”.

Figure 8 Gender responsiveness of teacher selection procedure



Out of 23 schools participated in the research, five schools had their own “Policy document to develop the school and strategic development of schools” and specifically planned the relevant activities to promote the gender equality but none of them has ever implemented those planned activities. The school management staff said professional growth opportunities such as advancement of professional qualification, skills and trainings and promotion are provided equally to all teachers regardless of male or female.

...“In terms of the policy, we try to keep balance of gender ratio of teachers., however, mostly women apply for jobs of teachers. As for workers, gender ratio of workers such as plumber, dormitory receptionist , fire maker are equal. As for teachers, it is hard to keep the ratio equal.”

Interview with school director/training manager/social worker...

...“Each year we have selection and hiring of teachers. This is announced openly through TV and radio in our aimag. Each year, relevant statistics are produced. If ministry says certain percentage of new hires should be males and females, we will follow it. I think this is not necessary. Teachers have to be hired based on their competence and skill level.”

Interview with representatives of aimag and district education departments...

“...Prefers to recruit a male teacher if available on the selected applicants. But there often all are female applicants”

Interview with school director/training manager/social worker...

... “Women are chasing after increasing their professional degree and men are not chasing after it despite the fact he is already qualified for it. One male teacher is growing and developing professionally, however, he didn’t get his professional teaching degree despite the fact his employment years exceeded that. Therefore, needs to pay attention to such issues of male teachers and support them.”

Interview with school director/training manager/social worker...

...“We are creating opportunity for all teachers to develop themselves professionally on their jobs. If individual wants to grow professionally, that person can develop , otherwise, there is no possibility to develop professionally by force. We are providing opportunity and information.”

Interview with school director/training manager/social worker...

According to one-on-one interview notes, there is no gender policy and direction that applies in selection and hiring of teachers of secondary schools. The interviews with representatives of aimag and district education departments also shows that the respondents consider gender balance of secondary school teachers is not that important.

Out of all school principals and staff in leading positions, 38.2% think in the school strategic development plan document activities related to the promotion of gender equality has been included. Also in the internal organizational regulation and other policy documents, regardless of gender preference employees and staff are entitled to improve their professional knowledge and skills. Also it was noted that gender specific needs should be incorporated in the further policy documents. The reason of not implementing the related gender equality activities is that they lack competence and experience on how to implement those activities and also there is no guidance or supervision on how to organize those activities.

Quotation* Law of Mongolia on promotion of Gender equality 11 article 11.3.3

“ in hiring employee the consideration of gender balance of that certain organization should be paid attention and hence the decision should be less employees in one gender classification should be made”

Although in Gender equality law it is clearly stated that the decision of hiring employee should consider gender balance of that organization and hence less employees in one gender classification should be hired, no school principal was aware of this particular article of the law. But the school principals revealed their preference in one gender in hiring employee and belief that it has its own advantage. For instance, they appreciate if male candidates show up for the job interview but in reality not's not always the case.

Based on the interview notes, it was clear that there is no strategy or policy in place at schools in vacancy announcements. Also from the interview with the representatives from the Education department they stated that gender balance is not sole priority rather the decision has be based on the competence and skills that are essential for those positions.

...“Majority of the teachers are females and hence male teachers are preferred. In requesting teachers, male teachers who have professional performance well are so wanted. This is not stated in policy and strategic documents and elsewhere. Sometimes female rights are violated because of wanting male teachers more.

From in depth interviews of school principals

...” Even male teachers are wanted women were never fired from their work place just because of male teachers are needed”

From in depth interviews of school principals

From in depth interview, even though the school principals prefer the gender balance between male and female teachers in the selection of teacher for the position almost no male candidates show up. This may linked to insufficient salary to support and feed their families as it might be men's role.

Out of the school principals who attended in this research, 38.2% said that there is considerate attention was paid in the inclusion of gender balance issues in the strategic and policy documents. In the internal organizational rules and regulation there is no gender specific preference in relation to the obtaining possibilities of advancing their professionalizations as well as developing the student's skills activities. Further, in policy documents some changes such as gender specificity should be made.

Quotation* Law of Mongolia on promotion of Gender equality 11 article 11.3.10

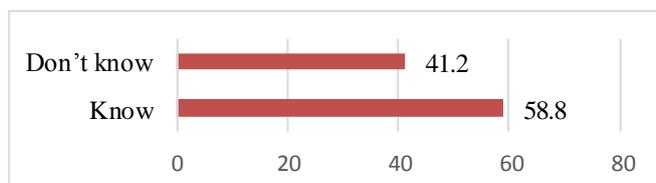
“every organization or entity shall report about how the gender equality was achieved at institutional level no later than December 20 of each year to the Soum or District governor”.

This article of the law is not being implemented because schools participated in this research revealed never being written report separate on this issue.

The implementation of the particular law is underway and school principals are irresponsible for reporting separately about gender equality which they are obeyed to do so. It is also linked with the low level knowledge and information of gender equality law implementation.

Out of the school principals, 41.2% said they are not aware about this particular law. Although majority of them knew about this law (58.8%), the implementation of the obeyed responsibilities are underway which shows that they are less aware about this particular law.

Figure 9 Knowledge of the Law Bar Figure by Ulaanbaatar Aimag Rural School executive personnel



Quotation* Law of Mongolia on promotion of Gender equality 3 article 3.1 “In educational institutions' reports the activities of achieving gender equality and its outcomes, conflicts aroused and actions to solve those conflicts and the actions been taken to promote gender equality is one of evaluation indicators of school and kindergarden principals performance.”

There was no written report was collected from schools on how they conducted in achieving gender equality by the entitled institutions in order to evaluate performance of school principals. It is important for them to provide related information and raising awareness of this particular law and its implementation.

...”Never attended gender training. Was reading about it while preparing for exam of civil official. Therefore, I have understanding about law on gender equality.”

Interview with school director/training manager/social worker

...”Our school tries to ensure gender balance. When hire staff, we try to hire men as much as possible. However, no men comes around looking for job of teacher.”

Interview with school director/training manager/social worker

...”Don’t know much about gender.”

Interview with school director/training manager/social worker

Prevention from sexual harassment at work place

Quotation* Law of Mongolia on promotion of Gender equality 11 article 11.4.1

“in the internal regulation of entity, norms of preventing and intervening with complaints of sexual harassment should be included.”
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In the same law, the article 11.4 of 11 states that higher level position has responsibility to create an environment where sexual harassment is not tolerated at all and thus preventing from it should take place. During the review of documents of those 23 schools who participated in this research, there is none to include and implement the norm to prevent and work through the complaints of sexual harassment at work place. Also there was no one sex preference as well as maltreatment of certain gender. Out of those school, 5 schools or 21.7% had a mission of gender equality included in their policy documents.

CHAPTER 3. GENDER ANALYSIS OF NATIONAL AND LOCAL CURRICULA, AND TEXTBOOKS

This chapter presents findings about how gender sensitive are the national curriculums, teachers' syllabuses, observed during the field study and textbooks of Mongolian language and Social Studies (I-XII grades). Beginning of the chapter we described how gender is addressed as part of development of the national curriculum for primary, basic and general secondary education. The next section of the chapter includes the findings on real description of teachers' responsiveness to gender in their syllabuses. The main findings of the third section covered on textbook development process, the standards for textbook, selection process of the authors and editors, sexual proportions of authors, editors of the studied textbooks and researchers of the Unit of textbook, as well as content analysis findings of the textbooks.

3.1 Gender analysis of 12 years secondary school curriculum and Core curricula for primary and basic education

3.1.1 Gender issues in development of national curriculum

Educational policies with aims to reform philosophy and theoretical paradigm, content, teaching and assessment strategy radically are being implemented since 1990 democratic revolution in Mongolia. Public and most of private schools follow national level documents such as educational standard, national curriculums, training plan, academic year structure. Total 20 educational standards covering primary, basic, full secondary education are being implemented since 2004. These standards are evaluated in 2009. Since 2008, in relation to transition from 11 years to 12 year school system national curriculums have been developed by each subject.

Core curriculums are being developed and implemented within the sub program "Reform quality of pre-school and primary and secondary education" of the framework of "Right Mongol Child" national program since 2013. According to TIMSS/PIRLS-2011 pilot survey done in 2010, average score of math and natural science evaluation of 8th graders was 25,8%, and for 4th graders, this was 39.6% and this demonstrates that quality of the education is very inadequate (GoM, "Right Mongol Child" National Curriculum, 2013). This study results realized needs to make a change that leads to design educational new curriculum for improvement of quality of public education. Before development of the "Right Mongol child" program, team of researchers designed model of "Right Mongol Child". But didn't do any assessment to clarify girls' and boys' needs and interest before designing the curriculum.

Core curriculum of primary and basic education has been implementing since 2013-2014 academic year. But core curriculum for upper secondary education is been developing and piloting only in 40 laboratory schools in this academic year, 2015-2016. Therefore, 12 year national curriculum for upper secondary education is being implemented in other schools since 2012-2013 school year.

Three teams have been working on the development of the Core Curriculum. These teams have different responsibilities: first, Policy and Management, second, Designing curriculums, third, Advising and Piloting. Teams are all mixed but all are woman dominated. For example, 87% of total leaders and 67% of total members of Designing Curriculum teams are female. Main stakeholders are included Ministry of Education, Culture and Science as a client, Educational research institute as a coordinator and advisor for teaching and learning, Mongolian National University of Education and National University of Education as a consultants\designers and lab schools as implementers. The teams were built with stakeholders' representatives who are as close a match as possible to the requirements, included experiences in educational curricula and textbook development; well skilled in teaching or didactics and expert in concrete subjects' education. Recruitment procedure was not open for all interested people. The participants of FGD organized among the researchers of curriculum research unit in Educational Institute presented that they have lack of skills how gender sensitively instruct and how gender is addressed as part of a curriculum. Few of them received gender training, therefore, the findings present a need to raise awareness on gender equity in general and prepare members well on gender responsive pedagogy.

3.1.2 Gender sensitivity in core curriculum for primary and basic education

Conceptual framework of Core curriculum for primary and basic education is firstly, its emphasis on “each child, each pupil”(MECS, Core curriculum of primary education , 2014), (MECS, Core curriculum of basic education, 2015)or on concrete level rather than child (pupil) in “general term”. This concept that offers equal opportunity to study for all has positive impact on gender equality in education. “Provision equal opportunity” is mentioned in the section of principles for development of core curriculum for basic education although it is “concrete“measure, but it can be conceptual basis for build equal condition to participate in learning process for girls and boys (Table 16).

Table 17 Principles and objective of the curriculum (Core curriculum for primary and basic education)

Core curriculum of primary education	Core curriculum of basic education
Principles used for development of the curriculum	Principles used for development of the curriculum
<ul style="list-style-type: none"> - Serve as basis to develop, support talent, interest, capacity, individual characters of <i>each child</i> - Create condition for planning and organization of curriculum in flexible way based on methodology to work with <i>each child</i>(MECS, Core curriculum if basic education, 2014) 	<ul style="list-style-type: none"> - Reflect concepts of <i>sustainable development and human rights</i>, - <i>Create condition for each pupil to learn based on creative process</i>, - Focus on <i>each student mastering learning methodology</i>, - To support achievements, progress and development of <i>each pupil</i>, - To provide <i>equal opportunity</i> for each pupil(MECS, Core curriculum od primary education, 2014)
Objective	Objective
“Organize training and activities activities focused on <i>each child</i> to uphold mother tongue, <i>national culture, customs and tradition and learning skills and become a citizen capable of cooperating with others</i> ”(MECS, Core curriculum of basic education, 2015)”	“... <i>provide equal opportunity for each pupil</i> to master learning skills and uphold mother tongue, history, culture and become a citizen with <i>democratic and humanistic values and attitudes</i> (MECS, Core curriculum of basic education, 2015)”

It is crucial that the core curriculums (Table 3.1) aim to contribute for student’s personal development as a citizen that upholds national culture, language, history, traditional inherits and develops it. It expresses development of citizen that knows Mongolian customs, tradition and proud of the motherland and with positive nationalism, however, according to reports of some researchers, content that likely strengthen traditional gender biases have been included in the textbooks(Tungalag, 7-11th grade textbook, teacher`s manula, assessment and recommendations of gender and environmental analysis teacher , 2015). It is considerable issue that it contains conditions that may include ideology of traditional culture that has prejudices on certain social class or category and discriminated them, violated their rights.

Content of primary education curriculum is defined by two sub-sections of general learning outcome and scope of content. The primary education curriculum aims to develop the following skills:

- Describe problem, suggest alternative solutions and compare them;
- Search and find information from various kind of sources, compare them and create it’s classification;
- Listen to others;
- Express positively one’s emotions;
- Avoid harming with others and etc.

These will firstly, provide opportunity to develop pluralist attitude, to be respectful for others and differences in views, opinions. Secondly, content of the curriculum will contribute in development of student’s attitude that is to avoid violent way of expression. Therefore, it has positive impact on personal development to allow gender equity however, it did not give any attention to raise awareness of gender equity.

Table 18 Curriculum methodology

Primary education curriculum	Basic education curriculum
<ul style="list-style-type: none"> - Develop independent learning skills based on child's needs, interest, experience, capacity, - Each child to participate in discussion, interview and debate - Each child create knowledge, - Equal learning opportunity, - Consider diversity of learner (gender, learning skills and etc.)(MECS, Core curriculum of primary education curriculum, 2014) 	<ul style="list-style-type: none"> - Based on creative activity of pupils: independently inquiry based learning, problem solving, making contacts with others and cooperating.... - Prepare and use alternative sources, exercises, tasks(MECS, Core curriculum of basic education curriculum, 2015)

According to the above table, the instructional methodological recommendations for the primary education curriculums are concerned gender differences. However, there is a statement on consider gender differences in instruction but it is not enough for making teaching and learning processes gender responsive. Methodological section of the Core curriculum of the basic education focuses on development of each pupil's inquiry based learning, problem solving skills. This allows equal opportunity for girls and boys to take part in learning. It also provides opportunity each student to create knowledge her/himself based on studying alternative sources and doubt "the single truth" and offer alternatives. This also helps pupils to learn to accept differences and diversity from dominants of society.

Basic education curriculum emphasizes importance of assessment and determined principles such as criteria and evidence-based, to ensure future development, openness, transparency(MECS, Core curriculum of basic education curriculum, 2015) to follow. Although, principles such as non-discrimination based on gender, consider opinions and interests of boys and girls, ensuring their participation are not included, in "general" term, it is based on criteria and evidence which is reducing subjectivism and prevents discrimination from teacher. The principles such as openness and transparency are crucial for girl and boy's participation in assessment process.

This curriculum does not have subjects segregated by sex and with additional fee and tuition and this demonstrates that it is focused on creating equal opportunity. The reviewed curriculums are not concerned concrete approaches and solutions to be responsive to girl and boy's needs, interest, gendered differences in learning process. Therefore, this curriculum tends to be "neutral" and in "general" term, it is focused on setting gender equity, however, there is no concrete measures that include actions reflecting gendered needs and differences to contribute in building gender equality.

3.1.3 Gender sensitivity of Core curriculum of primary education of Mongolian language and social science subjects

Core curriculum of primary education of Mongolian language curriculum is focused to provide four types of competencies of reading, writing, speaking-listening, grammar, vocabulary for each pupil(MECS, Core curriculum of primary education curriculum, 2014). It selected teaching\learning methodology of imagination, reading, discussion of traditional literature, literature and other genre and creating writing as solution for learning these skills(MECS, Core curriculum of primary education, 2014). The teaching methodology of the curriculum allows opportunity for each pupil to take part in classes. From the curriculum, can see importance of "textual source" in Mongolian language curriculum and selection of source is one of important issues that should be discussed more in education of values and attitude. There are 8 principles for selection of sources to be used in classes and these principles did not include criteria not to use texts that may strengthen traditional gender stereotype and expresses biased attitude or criteria related to human rights, equal rights, freedom, justice. Subject of Mongolian language plays important role for young generations' learning of national heritage and culture. Therefore, it paid special focus on this outcome. But, we could not find any messages to prevent use of texts with prejudices and stereotypes in classes.

Expected outcomes by each grade are defined that are to provide skills such as use of many diverse sources, comparison, listening others, express one's own opinions, polite communication with others, self-expression. These outcomes are important for development of plural attitude among pupils.

In primary education level, social sciences curriculum is developed and implemented without being divided into subjects of history and social studies. Expected outcome of the curriculum have general content, however, following outcomes that may contribute positively to gender education are observed. These are:

- Accepting and respecting gender differences:
 - “Listen and understand others and respect their positions and opinions”.
 - “Compare different views and opinions, find common aspect and evaluate”.
- Development of independence, self-confidence of girls and boys:
 - “Express one’s values such as evaluation and attitude”
- Learn positive social values and develop one’s personality along these:
 - “Learn and assess values of individuality, family, and community”
- Refuse from negative communication, specifically, violent behavior:
 - “To learn to control one’s emotion when dealing with others.

Content of the curriculum is focused on human rights, responsibility, and participation in social life. This is important as it is directed to human rights, equity in general terms even though it is not directly touched issues such as gender equity, equality of men and women, participation, its types. *Content of the 5th grade textbook includes outcome” to learn diversity of people (age, gender, social, cultural etc.) and communicate with them based on these*(MECS, Core curriculum of primary education, 2014)and this directly focuses on gender education. Although the analysis is more focused on social study subject, but we described about what specifics are in content of history in primary education. The curriculum offers to study about historic kings such as Modun Shanyu, Chinggis Khaan and his descendants. These are all “men” so it could be concluded that gender bias is observed. Also “learning to talk about“ Chinggis Khan’s glory and honorable deeds” and describe about “his achievements and success” is forcing pupils to see things from one perspective only rather than from plural perspective. Therefore, it is one of the considerable issues in Social studies education.

The curriculum offers opportunity for each pupil to learn individually or in team, active participation in class, use of different sources. Therefore, this gives equal opportunity for girls and boys to participate in learning activities. However, it didn’t include concrete measures about how to consider differences and needs of girls and boys, how to prevent gender discrimination. Some sections of the primary education curriculum of social studies are directly focused on providing gender education, however, some of these may hinder development of plural attitude towards social and historical events and facts.

3.1.4 Gender sensitivity in Core curriculum of basic education of Mongolian language and social science

Core curriculum in basic education of Mongolian language aims student becoming citizen that skillfully communicates by written and verbal language in social environment and has language sensitivity and upholds mother language and culture and respects national consciousness(MECS, Core curriculum of basic education curriculum, 2015). It focused on development of inquiry based learning, working on different information and communication skills of pupils in basic education level.

Under the framework of skills of “speaking-listening” of this curriculum planned by each grade, in 6-9th grades, pupils are to learn skills of “ talking, presenting, discussing, debating, expressing one’s opinions about problems in daily life of classmates, school and community”. This has positive role in development of positive gender attitude because it is offering pupils the opportunity to select topics open and free, seek and solve problems, study problems in plural perspective and offer alternative solutions and versions, listen others’ opinions, tolerate and learn from others. As core curriculum of primary education, it considers textual source as main learning material, but it didn’t describe requirements for source selection.

This curriculum says by studying social studies in basic education level, student will become a citizen that has learning skills of inquiry questions about social process and phenomena and inherited national pride, culture and tradition and respects common values of humanity(MECS, Core curriculum of

basic education, 2015). As Mongolian language curriculum, it is focused to development of inquiry based learning skill of student. Especially, by developing social inquiry, problem solution skills and expression of thoughts as main learning competencies(Ibid, 2015). This is positive contribution to gender education as it will develop plural views based on evidence. Also the curriculum aims student to “respect democratic values and contribute to strengthening of democracy” (Ibid, 2015). This is important for development of upbringing that respects human rights, equity, justice, active participation in community.

In terms of content, although it didn’t directly consider on conceptual knowledge on gender but contents about human rights, equity, non-discrimination, cultural diversity, structural affects in social and private life and democracy is important by non-direct way for development of positive attitude toward gender relationship (Table 17). Considerations on learning the following dispositions: polite dealing with others, prevention of harming, and positive solution of conflict are important for student’s socialization of positive gender culture (Table 17).

Table 19 Key ideas related to gender in the content of basic education of social science

7 th grade	7 th grade	9 th grade
Polite dealing, Conflict positive solution, Respect and accept others’ culture, Child rights and responsibility Participation in co-management	The problems varies depending on social statuses and roles, and cultural difference Respect and tolerate other’s culture Human rights and responsibility, human rights principles Citizen participation in local government	Structural difference in interpersonal relation, to be free from stress and depression Adaptation in multi-cultural context Types of human rights Human rights and law Citizen’s belief, values, participation in democratic and non-democratic regimes

However, similarly to general core curriculum, these curriculums left out concrete measures to consider needs of girls, boys for learning/teaching process, how to involve them equally in learning activity, how to prevent of gender discrimination.

3.1.5 Gender sensitivity in 10-12th grades’ curriculum of 12 year school’ curriculum of Mongolian language and social science

These curriculums are developed in relation to transiting to 12 years school system and officially began to be implemented since 2011-2012 academic year.

Mongolian language curriculum content is described to have the following domains: word, sentence, and composition. Content of curriculum includes knowledge, skill, and application as three sub contents. Curriculum content was generally described based on linguistic framework, therefore, so there was little opportunity to make gender analysis. However, assessment criteria of 11th grade’s curriculum says” whether express one’s view and attitude when compose a genre”(MECS, 10-12th graders` curriculum of secondary school: curriculum, recommendation: Mongolian language literature, Mongolian script, 2012), in 12th grade curriculum, it talks about learning skills to “describe a concrete problem and link it with real life situation and use evidence and facts when write essay and make presentation and speech(Ibid, 2012)” and these show the curriculum is focused on civil education. Although, these objectives didn’t consider on gender themes directly, it will contribute positively for gender education.

The expected outcomes of social studies curriculum (10-12th grade)(MECS, 10-12th graders` curriculum of secondary school: curriculum, recommendation, History, social studies, 2012) are in below:

- Exercise and respect social, cultural, ethical, moral and legal norms and rules;
- Learn economic activities and rational choice;
- Active participation in community and organization activities;
- Learn others and affect positively others;
- Communicate politely with others (group, community, individuals, organizations and people)

- Study citizen's rights and responsibilities and moral codes as well as respect others;

However these are not included gender theme but it will make concrete contribution to positive attitude.

Table 20 Gender related themes of social study curriculum of the 10-12th grade

10 th grade	11 th grade	12 th grade
Human trafficking as human rights violations, prevention it,	National and international system to ensure and protect human rights, National and international human rights organizations National and international human rights documents	Alternatives of social inequality: Gender, sex, gender inequality and gender discrimination

In content of social studies curriculum of 12th grade, gender was included as one concrete form of social inequality. For 10-11th graders, aimed to provide gender education within the framework of law under the themes of national and international protection system for human rights, human rights violations, human trafficking issues. In addition to this, gender bias and traditional gender stereotypes were not included in this curriculum. Therefore, it can be concluded that is designed to make positive contribution to gender mainstreaming through education. However, these curriculums didn't include concrete measures on how to consider differences of girls and boys, how to create equal opportunity and how to prevent gender discrimination etc.

3.2 Analysis findings of teachers' syllabus

3.2.1 Gender analysis of teachers' syllabuses: ensuring equal opportunity

This section was written based on gender analysis of unit syllabus and its teaching materials of teachers who participated in the observation. Syllabuses of Mongolian language, mathematics, design technology, drawing, geography, social science, civil education, Russian and English languages, computer, history, biology, chemistry and physics, taught in secondary schools of 8 districts of Ulaanbaatar and Uvurkhangai, Zavkhan, Khovd, Dundgobi, Orkhon, Selenge aimags were analyzed by content analysis sheet. Total number of analyzed syllabuses is 42, including 11 syllabuses of primary grade subjects, 21 secondary grade subjects and 10 upper secondary grade subjects.

There are no any statements how to address gendered needs in the analyzed syllabuses. 85.7% of all syllabuses, analyzed considered to ensuring all pupils equal opportunity to some extent. Although these are not specifically focused on differences between girls and boys, teachers who participated in this study have planned to implement following activities in order to provide equal opportunity for each student to study:

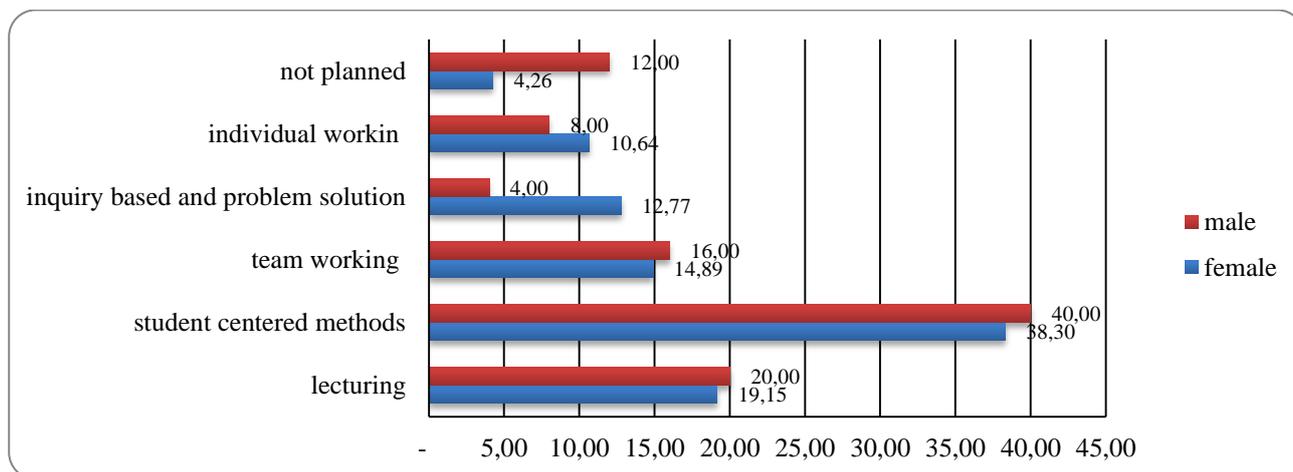
- Teach\instruct for each child,
- Work in teams,
- Select participant through lottery draw,
- Organize discussion,
- Work on math tasks, exercises, texts,
- Independent assignment and etc.

Consideration on ensuring equal opportunity for each pupil was not really dependent from sex of teachers. However, male teachers were little bit careless about this issue than female teachers. Information on teaching methodology and methods, stated in the studied syllabuses is crucial to study about provision equal opportunity to each pupil in real classes. In order to find out about this, we used following probe questions for our analysis of the syllabuses. These are:

- 1) What training methods are planned to use for instruction?
- 2) How is planned students' activity for getting involvement pupils in class activities?
- 3) How are planned special activities for girls' and boys' participation in class?

About 20% of male and female teachers, participated in the survey planned to teach as lecturing, 40% planned to use student-centered methods. 16% of male teachers, 15% of female teachers planned to use team work, 13% of female teachers, 4% of male teachers planned to use inquiry based and problem solution methods, 10% of female teachers, 8% of male teachers planned to use individual learning methods. But 12% of male teachers, 4% of female teachers didn't mention in their syllabuses on what method to use for their instruction (Figure 3.1). However there is no big difference in teaching between male and female teachers. Very few male teachers consider on inquiry based teaching, and 3 times more female teachers than male teachers, caring about it.

Figure 10 The planned teaching methods in the studied syllabuses, by gender



The teachers planned to use the following techniques with exact names for their instruction. These are:

- | | |
|------------------------------|--------------------------|
| Working together, | Team work |
| Problem solution | Marathon writing |
| Explanation | Conduct simple test, |
| Lecturing, | Draw lottery |
| Individual work, | Use of lights signal |
| Work on tasks and exercises, | Assemble and disassemble |
| | Game method |
| | Use of worksheet |

We analyzed the planned learning activities in the syllabus how student's role described as active or passive. For this, we defined *an active* as student independently studying not much depending on teacher, *combined* as pupil studying not fully dependently on teachers activity and *inactive* if pupil is studying fully dependently on teacher's activity. The teachers planned students' role commonly by "combined model". 78% of all female teachers, 40% of all male teachers planned students' class activities, while 7.4% of female teachers planned the special activities for each pupil. But 53.38% of the male teachers, 14.8% of female teachers planned content/themes of subjects to teach instead of students' activities. Also, 6.7% of the teachers didn't have lesson plan or syllabus and all were male teachers. There are no a single male teacher that planned his action plan to work with special needed pupil. According to analysis result, certain names of teaching methods mentioned by teachers in their syllabuses and planned teaching/learning activities are not aligned (Figure 3.1, Figure 3.2 and Figure 3.3). Male teachers are inadequate in planning the syllabuses and, specially, student centered activities. But there is not observed a difference in planning activities among the teachers which subject teach.

Figure 11 The planned learning activities

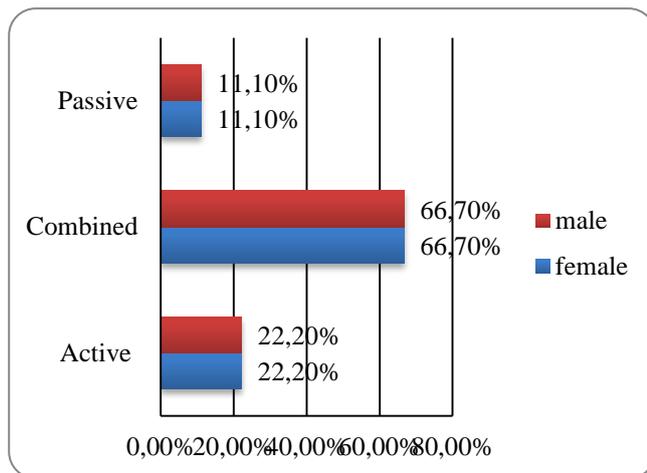
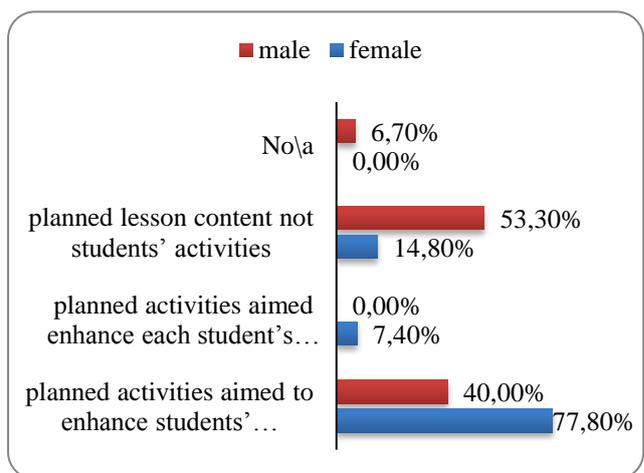


Figure 12 The plan of male and female students' participation



Planning of activities that considers specific needs of children is essential for involvement of each pupil in learning process. According to analysis of the syllabus, 93% of the male teachers, 74% of the female teachers, did not plan activities that considered specific needs of children. 11% of female teachers planned to work with disabled children, also same percentage of the female teachers planned to work with weak pupils, 7% of male teachers planned to work with some of the pupils (pupils that migrated in, those who are lazy etc.). The findings about how teachers plan teaching or learning activities shows that mission of core curriculum to develop creative thinking and learning competencies of each pupil are not reflected in most of teachers' syllabuses. In another word, findings of the analysis presents that the core curriculum's mission is not realized in real context of most of students' and teachers' activities. There are worries that it remains only in paper (*classroom observation will provide detailed information about it*)

One fifth of the female teachers and one third of the male teachers included general principle against gender discrimination in their syllabuses. However, there was not a single teacher that included concrete measures against different types of gender discrimination in the syllabuses.

3.2.2 Content of the syllabus and gender issues

3.2.2 Content of the syllabus and gender issues

Creation of equal opportunity for girls and boys to study same contents of the curriculum is essential for gender mainstreaming through education. We clarified that there is any gender segregated and differentiated class in the syllabus. Gender segregated or differentiated class means that same sex class study same themes. There is only one subject of Design and Technology is taught for single sex class. All the schools we visited still kept the tradition of boys and girls studying separately the design technology subject except themes related to Figure design. Review of the national curriculum revealed that there was not a single sex subject, however, in reality, it implements in opposite way. This shows that local curriculums of Design and Technology are designed based on traditional household labor division and gendered occupational segregation. How to meet the need to support non-traditional career choice of girls and boys and change household labor division for gender equality within this circumstance?

It is observed that 64% of the content of the reviewed syllabuses didn't touch issues related to some social categories (men, women, disabled people, LGBT people, ethnic minority and etc.). The remaining 36% touched issues related to ethnic minority, disabled people, men etc. These issues are mainly studied through socio-humanitarian subjects. It is a positive sign that issues related to these groups are discussed by pluralist view.

Only about 7% of the studied syllabuses are included gender related themes. These themes are taught for 5 hours in average under issues of “human rights” in subject of Social Studies and “sustainable development” in Geography subjects.

Task to define gender role in the teachers’ syllabus and teaching materials was difficult in empirical context. Because most of the reviewed syllabuses didn’t mention social activities. Especially, it was impossible to analyze math and natural science subjects. We were able to find some information that can help us analyze Mongolian language and Social study subjects. In table below shown traditional gender roles of men and women in teaching materials used for teachers’ syllabuses.

Table 21 Gendered roles and characteristics in teaching materials (results of content analysis in teachers’ syllabuses)

Women’s role and characteristics	Men’s role and characteristics
- Older women	- Economically active
- Care taker	- Assertive
- Assertive	- Curious
- Obedient	- Leader
- Leader	- Historical figure
- Mother	- Father
- Non parent	- Non parent
- Girl	- Obedient
- House wife and etc.	- Criminal
	- Boy and etc.

For example, in 10th grade Mongolian language subject, one teacher planned to write a “Portrait” as a main activity. Pupils are given task to write a portrait about “Mongolian Robin Hood: Toroi Bandi”. The portrait is featured Toroi Bandi, folk hero who steals livestock animals from rich and distribute it to poor as traditional heroic and brave man. He also used additional teaching material that has explanation with single view. It didn’t allow pupils the opportunity to create morally critical view about Toroi Bandi.

Not a single teacher didn’t include gender based non-discrimination principle in the assessment section of the syllabus. It is a positive sign that 37% of the female teachers and 40% of the male teachers included the opportunity for pupils to select assessment assignment. For this, the teachers focused on providing opportunity for pupils to select task theme and types in consideration of his/her competence level and interest. Also provided opportunity for pupils to build their team openly and defend their views and conclusion based on evidence. This has positive impact for pupils to learn to work with and respect others and listen and respect others’ views and opinions.

All teachers are using textbooks and teacher’s manual as main teaching materials. These were all jointly written by male and female authors. Few teachers used additional literatures and all have male authors. There was not a single teacher that used gender related literature.

3.3 Result of analysis of textbooks: Mongolian language and Social studies

3.3.1 Process of textbook development

Order no.131 of the Minister of Education, Culture and Science in 2009 approved “Regulation on authoring, publishing and distribution of textbooks” and according to this, every year, Ministry of Education, Culture, Science (MECS) will approve list of textbooks to be published new or re-published. The ministry holds the copyright of all textbooks using formally at public schools. Between 2005-2009, used alternative textbooks however, it was stopped because of economic situation of households, inadequate participation of teachers’ in selection of textbooks, knowledge based curriculum, implemented during this time period. Therefore, although it is currently not included clearly in the official regulation, public schools must use only textbooks published and distributed by the ministry.

Authors’ teams have to write a manuscript of textbook. According to standard requirements for primary, secondary education textbooks (MNS 5418:2008) authors’ team have to include textbook researcher, methodologist, professional teacher, editor and designer. Authors’ team of textbook was selected by open recruitment competition but since 2014 it is been being open only for team members of core

curriculum development. But publication and designing companies are selected through open bidding process.

According to this standard, textbook author and editor will be teacher, methodologist, researcher, academician, expert, recruited by MECS, attended textbook writing training, have teaching experience and professional qualification, methodology and have no conflict of interest. Most of authors and editors attended short training on Sustainable Development Education organized by ITPD and SDC. During this training gender related issues were taught for very short time period for them. Therefore, most of participants in FGD included authors expressed that they have lack of awareness and experiences in gender responsive pedagogy. Printing editor is required to have experiences in publishing.

According to this standard, set following general requirements for textbook:

- Ensuring equality to access education,
- Integrating national language, thoughts, history and cultural distinctiveness with modern values of humanity.

Requirements for content and teaching or learning strategy includes that “*is to consider and address to pupils’ needs, interests*”(Metrology, 2008). The above-mentioned requirements are generally aimed to create equal opportunity for girls and boys and address on their needs. Except of these, there is no gender related requirements in this standard. No requirement related to gender leads to condition where gender bias and gender stereotypes are included in the textbook content, selection of texts or messages and pictures and illustrations.

Textbook sector of the education institute is to support textbook authors team and working group, established by it is to monitor textbook development process that it complies with educational curriculum and standard(Ibid, 2008). Also textbook content and printing editors have to review the textbook. Authors’ team have to revise the manuscript and based on editors’ feedback. Manuscript, accepted by working group of the textbook sector will be delivered to the relevant unit of the Ministry. If the unit will accept for printing, selected printing company will be responsible for designing, printing and distribution of textbook, according to the regulation. It should be noted that the reviewed regulation and standard does not include activities that assess needs of boys and girls and pilot first drafts at classes for improvement of textbook quality.

3.3.2 Gender balance in textbooks

Currently, 33 textbooks for elementary education, 62 for secondary education, 37 for full secondary education that were published since 2012, have been used in schools. Our analysis focused on two subjects’ textbooks of “Social studies” which is directly responsible for gender education and “Mongolian language” which is indirectly responsible for gender education (Table 3.6). The analysis was done based on content analysis design and analyzed gender ratio, gender roles, and psychological descriptions in pictures, illustrations and texts of the textbook using gender lens.

Table 22 Names of the textbooks analyzed, by each grade

Mongolian Language		Social studies	
Title of textbooks	Grade	Title of textbooks	Grade
Mongolian Language I	1	Human-environment I	1
Mongolian Language V	5	Human and Society II	5
Mongolian Language VI	6	Social studies III	9
Mongolian Language IX	9	Social studies IV	10
Mongolian Language X	10	Social studies VI	12
Mongolian Language XII	12		

Mixed teams including men and women authors wrote the analyzed textbooks.

Figure 14 Sex proportion in the studied textbooks (be means)

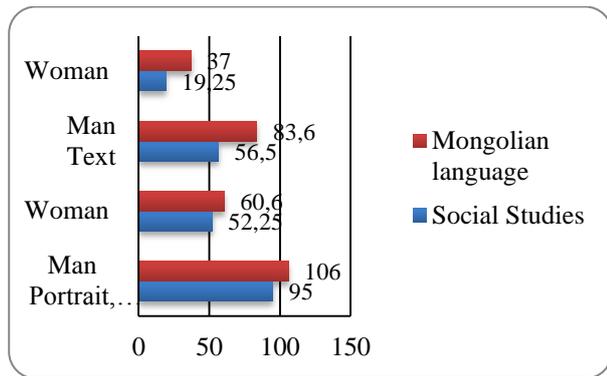


Figure 13 The example of illustrations in Human and Environment 1 (Enkhtogtokh A, Bayarmaa G, Batchuluun Ye and others, 2015, pp:37)



Figure 13, shown average gender ratio of men and women depicted in imagery and texts of the Mongolian language and Social science textbooks. The fact demonstrates that number of men depicted in the textbooks is twice than number of women. It is observed that this does not depend on subject difference and type of imagination (picture or text) of the textbooks. The textbook standard without gender ratio requirement led to printing of textbooks which dominantly depicted men.

We reviewed whose images and commentaries from male and female academics are more included in the textbook. In the reviewed social studies textbooks, there was no single image of female academic person. In the Mongolian language textbook, average number of female academics depicted was 0.33 and average number of men depicted was 10 (3.67) times more. Social studies textbooks commented and described about male academics in average 17.0 times and average number of females depicted was 0.67 or 25 times. The Mongolian language textbook also appeared to have similar number of cases (men-15.6, women- 1.0). This shows the analyzed textbooks deliver message “academician are men” to pupils.

Review of number of pages that first revealed that name of men and women showed that name of men first appeared in **page no.15 (average)**, name of women appeared in average in **page no.26**. From the analyzed textbooks, only in a textbook of Social Studies-III for 9th graders, name of women appeared first (in page no.19 and name of men appeared in page no.27). In 10th grade Mongolian language textbook, name of man first appeared in page no.5 and name of woman firstly in page no. 41. This shows that there is gender bias on who will appear first in textbook.

Figure 15 Source list, used in the textbook (UnurbayanTs, Jumdaan I, Munkhsaikhan J (2015) Mongolina language-VI, Ulaanbaatar, pp: 144)

ЭХИЙН ГАРЧИГ

1. "Эх хэл" Б.Нацагдорж	48. "Монгол улс" Олон улсын каталог 2012
2. "Эх хэл" Б.Яауухулан	49. "Цоорхой хувин" Энэтхэг ардын үлгэр
3. "Монгол хэл" Б.Ренчин	50. "Эх шувуу" Сургамжит өгүүллэгээс
4. "Сурцгаа дүү нар минь" Ч.Лхамсүрэн	51. "Бардам гөлөг" Дэлхийн хүүхдийн уран зохиол номоос
5. "Есдүгээр сарын нэгэн"	52. "Баавгай өвлийн тухай яагаад мэддэггүй вэ?" М.Доржсүрэн
6. "Гэрэлт нарны хүүхдүүд" Ш.Бадарч	53. "Жинчин дагасан могой" Монгол ардын аман зохиолын түүвэрээс
7. "Эрдэмтэй хүү" Л.Н.Толстой	54. "Бэгваахай цэцэг" "Өгүүллэгийн түүвэр" номоос
8. "Сурагчийн ширээ мөнхийн сунгаа" Б.Оюунаа	55. "Монгол бичиг" Ц.Шагдарсүрэн
9. "Тэр" Д.Алтанцэцэг	56. "Таван хуруу" Г.Батаа
10. "Эцгийн захиас" Д.Баттогтох	57. "Ядам хуруу" Сайжбо Ясо
11. "Ижийн минь үүрдэг араг" Б.Бямбасүрэн	58. "Чимбай нэрт чамбай хатан" Юань улсын судрын орчуулгаас
12. "Халуун гурил" Ж.Лхагва	59. "Найманыг эзлэн авахад" Н.Сүхдорж
13. "Хасар" О.Сундуй	60. "Уран Гомбожав" Монгол ардын үлгэр
14. "Чулуун сахиустай баавгай" Д.Батжаргал	61. "Хил давлаа" Ц.Бадамжунай
15. "Цэцэн цагаан" Ц.Баттайван	62. "Ганган зараа" Ц.Чинбат
16. "Амьдрал дурсамжаар баян" Б.Пүрэвдорж	63. "Эгч дүү хоёр" Ж.Дагдандог
17. "Нар л зөв эргэдэг" Н.Пүрэвсүрэн	64. "Сүү" Ж.Дагдандог
18. "Чингис хааны хөвгүүддээ айлдсан сургаалаас" "Лу Алтан товч"-оос	65. "Тэнгэрт өлгөөтэй бяслаг" Монгол ардын үлгэр
19. "Сүх хүү" Ч.Лувсанжав	66. "Монгол хэл" Ч.Пүрэвдорж
20. "Модон морь" Сургамжит өгүүллэгүүд	67. "Монгол гэдгээ бүү март" Д.Сумъяа
21. "Морины хүүхэд" Л.Мөнхтөр	68. "Зараахан" Орос ардын үлгэр
22. "Нар ээж хоёр" С.Лувсанвандан	69. "Арслан" "Амьтны ертөнц" номоос
23. "Ээл дүүрэн гүүтэй болсон нь" "Монгол домгийн чуулган" номоос	70. "Монгол хүний зурхний бичээс" Т.Галсан
24. "Талуу тогоруу хоёр" К.Д.Ушинский	71. "Хүн анх хэлтэй болсон нь" Б.Нямсүх
25. "Амьдрал дурсамжаар баян" Б.Пүрэвдорж	72. "Хүн, дэлхий хоёр" Д.Ч
26. "Тэр" Ж.Дагдандог	73. "Дэлхийг би үүрч явна" Н.Доржцэрэн
27. "Хутагтын сургаал" Д.Равжаа	74. "Дэлхийн бөмбөрцөг" Ч.Даваажав
28. "Тэрхийн цагаан нуур" Ардын домог	75. "Дэлхий анх тогтоон нь" Монгол ардын домог
29. "Монгол" Д.Болд	76. "Арван хоёр сар" Дэлхийн хүүхдийн шилдэг зохиолоос
30. "Дэлүүн болдог" О.Сундуй	77. "Арван хоёр сар" үлгэр
31. "Миний чулуу" Д.Батбаяр	78. "Хоёрхон дүү хөх тэнгэрээс асуусан нь" "Хэл бичиг 4" Өвөр монголын сурган хүмүүжлийн хөвлөлийн хороо
32. "Нутгийн чулуу" Д.Ганзориг	79. "Сар хиртсэнийг сонирхсон нь" "Хэл бичиг 4" Өвөр монголын сурган хүмүүжлийн хөвлөлийн хороо
33. "Аргамагны чулуу" Т.Очирхүү	80. "Араншин" Н.Өлзийбат
34. "Миний аав адуучин" Ө.Жамъяндорж	81. "Охиндоо бичсэн авын захидлууд" Жавахарлал Неру, орч Б.Байрмаа
35. "Нутгийн уул бид хоёр" Б.Батсайхан	82. "Тэнгэ унасан мод" "Хүн хүнээрээ явахын учир" Б.Насанбаяр
36. "Манай аялагч" С.Пэрэнлэй	83. "Ойд" Н.Өлзийбат
37. "Чулуусан мөр" Д.Дагддорж	84. "Талраас цэцэг төсөлдөө" Б.Бааст
38. "Би монгол хүн" Ч.Чимэд	85. "Монголын хээр талаас бичсэн захидал" Г.Мэнд-Оюу
39. "Бурхан халдун" О.Сундуй	86. "Сүүдэр" Ц.Түвшинбаяр
40. "Холбоо шүлэглэл" Г.Ловэр	87. "Цэцэгсийн хувилбар" Дан Нямва
41. "Миний нутаг" Д.Баттогтох	
42. "Хэн баян бэ?" Сургамжит өгүүллэгээс	
43. "Энэ гүүний гэдсэнд хурдан ажоня бий" Хийморь.ин	
44. "Иххүрээг суурьшуулсан домог" Монгол ардын домог	
45. "Алтан овооны аварга могойн тухай" Г.Мэнд-Оюу	
46. "Манай өвөө багш" Ан охин Хулан	
47. "Эх орон" Ч.Чимэд	

In this textbook, there are 87 sources, outlined in page 144. There are only three female authors' sources. In addition, there is no any publication on gender issues.

We tried to analyze gender ratio of the authors of reference in the textbooks. Some textbooks didn't include list of works used and this restricted our analysis to some extent. In the bibliography of the textbooks, there were **18 (average)** works by male authors and **3 (average)**, works by female authors while **2 (average)** works with joint authors. Although this has to do with the fact that most of the works used in the subjects were written by men, it is also related with selection of the authors. Overall distribution of the male dominated publication affects on the gendered description of bibliography in the textbooks. In addition to this, preference of the authors also, influence on it.

It is observed that there is male dominance in pictures, texts and citation used in the textbooks. The survey evidences show that there is need to address the issue of equal representation or imagination of men and women in the textbook standards.

3.3.3 Analysis of gender roles and responsibilities in the textbook

Analysis of depiction of men's role in the pictures and illustrations of textbooks revealed by (32.99%), nonparent (15.19%), working (11.6%), playing and doing homework (9.15%), caring about others (6.83%), as leaders (5.26%). In the text, men are described as presenter (21.29%), boy (10.57%), leader (10.09%), father (8.74%), nonparent (7.93%), playing and doing homework (6.58). As for women depicted in pictures and illustrations, they were depicted as girl (39.46%), nonparent (13.42%), doing household

chores (9.38), doing homework and playing (11.26%). In the texts, women were described as girl (16.03%), old women (12.02), doing household chores (7.73%), nonparent (6.58%), as leaders (6.30%).

When data is compared by gender difference is observed that woman was more described and portrayed as mom, old woman (grandma), girl, someone doing domestic work, evil person in the text and pictures, illustrations while man was more described and depicted as adult man, leader, and historical figure (Table 3.7). Furthermore, 49.98 % of all men’s role and 31.49 % of all women’s role were described with traditional role in the texts. In the portraits and illustrations of textbooks, 23.2% % of the men roles, 17.96% of the women’s roles were presented the traditional structure. In portraits and illustrations men and women’s neutral description is dominated while in texts their role is more described by traditional structure or images. But women’s depiction with traditional role is relatively less than depiction of the men in the same way in any imagination type.

Table 23 Gender roles in portraits, illustrations and texts of the studied textbooks (by percentages)

Gender roles	% men’s portraits	% men’s role in text	Gender roles	% women’s portraits	% women’s role in text
Traditional	23.2	49.98	Traditional	17.96	31.49
Father	1.97	8.74	Mother	3.96	16.03
Resting	11.60	2.86	Doing household chores	9.38	7.73
Working	5.26	10.09	Taking care of others	1.04	4.29
Leader (boss, executive, champion)	1.62	5.04	Listener	1.74	1.72
Historical figure	0.82	21.29	Executer	1.82	1.72
Presenter	1.93	1.96			
Hero, good doer	23.2	49.98			
Nontraditional	12.96	12.05	Nontraditional	8.34	19.13
Doing household chores	0.91	4.20	Working	1.56	5.84
Taking care of others	6.83	1.96	Leader (boss, executive, champion)	1.56	6.30
Listener	2.22	5.04	Historical figure	1.04	2.40
Executer	3.00	0.84	Presenter	1.74	2.87
			Hero, good doer	2.43	1.72
Neutral	63.84	37.97	Neutral	73.7	49.38
Non parent	15.19	7.93	Non parent	13.42	6.58
Old man	2.63	5.88	Girl, adolescent girl	39.46	21.04
Boy, adolescent	32.99	10.57	Old woman	4.35	12.02
Evil	0.68	1.68	Evil	1.56	3.44
Resting	3.21	5.32	Resting	3.65	5.15
Others	9.15	6.58	Others	11.26	1.15
Total	100	100	Total	100	100

Differences in roles were observed between portraits, illustrations and text of the textbooks. For example, in pictures, percentages of working men are higher than working women and while in texts this was opposite. Percentage of caring men is higher than caring women’s percentages in pictures and caring women were more than caring men in texts. Also, working image of men is shown more in pictures than in the texts. But working women is shown more in text. Depiction of listener and executives is similar. Men and women

with non-traditional roles is relatively less (*in images, men is - 12.96%, women – 11.99%, in texts, men – 12.05, women – 24.28%*). Nontraditional women are 2 times more than nontraditional men in texts, also same comparison result is observed between nontraditional picture of women and nontraditional writing image of women. These findings demonstrate that traditional gender role is changing to some extent.

In the following roles including doing household chores and heroic and leaders' roles, traditional structure is observed not only in pictures but also in texts. Traditional images of men and women are described more in texts than pictures. Maybe this might be caused by that textbooks of Mongolian language cited old Mongolian literatures and classical publications. It is inevitable that use of historic sources, literature in the Mongolian language textbook for studying tradition and reform of Mongolian language and literatures. However, use of texts such as “Wise queen Chimbai” where Khubilai Khaan, emperor of vast empire amazed at wisdom of his queen and admitted his wrongdoing before his queens can transmit message about gender equality and contribute to gender education (Ts Unurbayar, G Jumdaan, J Munkhsaikhan, 2013).

Figure 16 Copies of Photo and Portraits of Exemplary Girl and Boy (Olzvoi L and others (2014) Mongolian Language, Ulaanbaatar, pp: 60; 63)

“Адтай жаалууд” киноны Гэгээлэн буюу Ц.Хулан
 Цэрэндоржийн Хулан нь бага, дунд насныханд зориулсан “Адтай жаалууд” киноны Гэгээлэн нэртэй охины дүрд амжилттай тоглосон.
 Тэрээр “Монгони” сургуулийн 8а ангид сурдаг бөгөөд “Полюсийн найзууд” нэвтрүүлгийн хөтөлгөөний дугуйлангийн дэргэд “LN” нэртэй охиныг хамтлагт дууддаг аж. Мөн тэрээр Монголын хүүхдийн байгууллагын “Аялса” алтан медаль хүртэж байжээ. Үе тэнгийнхэндээ үлгэр дуурайлал болж буй Ц.Хулан хоёр дүүтэй бөгөөд тэр бүлийнхэндээ ч багагүй анхаарал тавьдаг, халамжтай хүүхэд ганц.

“ТҮВ” телевиз

2. Дээрх хоёр эхийг харьцуулъя.
 (1) Дээрх хоёр эхийг харьцуулан ялгаатай болон ижил талыг бичье.

Ялгаатай тал	Ижил тал	Ялгаатай тал
“Адтай жаалууд-3” кино, нээлтээ хийлээ 1. Сонинг мэдээ 2.	Хоёр эх 1. Мадаа 2.	“Адтай жаалууд” киноны Гэгээлэн буюу Ц.Хулан 1. Телевизийн мэдээ 2.

3. Уншсан хоёр эхийг харьцуулснаа дүгнэж бичье.
 (1) Батын дүгнэн бичсэнийг уншаад өөрийн дүгэлтийг бичье.

Бат	Чиний дүгэлт
Уг хоёр эх нь “Адтай жаалууд” киноны тухай мэдээлсэнээр нэг сэдэвтэй. Харин сонинг мэдээ, телевизийн мэдээ гэдгээрээ ялгаатай байна ... гэж мэт.	?

(2) Өөрийн бичсэнэийг найддаа уншиж өгье.
 (3) Найзынхаа уншсанг сонсоод минийхээс өөр байвал тэмдэглэж авъя.

Нэг сэдвийн хүрээнд үзсэн, сонссон зүйлээ харьцуулан дүгнэе.

1. Нэг сэдвийн хүрээнд үзсэн, сонссон хэд хэдэн мэдээлэл цуглуулъя.
 (1) Нэг сэдвийн хүрээнд үзсэн, сонссон хэд хэдэн мэдээлэл цуглуулъя.
 (2) Цуглуулсан мэдээллээ уншъя.

2. Уншсан мэдээлэлүүдээ харьцуулъя.
 (1) Хоёр мэдээллийн ялгаатай ба ижил талыг ажиглаж.
 (2) Ялгаатай ба ижил талыг бичье.

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Унших эхээ сонгохдоо амьдралд хэрэгтэй, шинэ, санаа авахаар, сургамжтай мэдээг сонгоорой. Тухайлбал: илтгэл, хэлэлцүүлэг бичихэд хэрэгтэй, сонирхолтой санагдсан эх.

(4) Сонгосон эхээ уншъя.
 (5) Уншихдаа өөрт хэрэгтэй мэдээллийг тэмдэглэе.

Есөн настай хүү найзынхаа амийг аварчээ
 Чингэлтэй дүүргийн 17-р сургуулийн суралч Б.Тэмүүлэн хүү найзынхаа гэр бүлийг аюулаас аварчээ.
 Тэр өдөр Б.Тэмүүлэн найзтайгаа тоглох гэж гэрт нь очжээ. Гэтэл түүний найз Бүрэнтөгс ааж, эгч, дүүгийн хамт бугдаараа толгой эргээд, дотор нь муухайраад угарсан байжээ. Эзэг нь хагас ухаантай орон дээр хэвтэж байгаад Б.Тэмүүлэн хүүгээ утга гаргахыг гуйжээ. Б.Тэмүүлэн хүү ээжийнх нь зөвлөснөөр дуулаач утгарч байгаа гал дээр жаахан ус хийгээд хугтан утга гаргажээ. Тэгээд найз Бүрэнтөгсийгөө босгож утгаар үлдэц байна. Дарва нь 103 дуудаж яаралтай арга хэмжээ авснаар найзынхаа гэр бүлийг аварчээ.

Өдрийн сонин, 2013 он, №02, Сэтгүүлч Н.Баяржаргал

2. Сонингоос мэдээлэл хэрхэн цуглуулснаа найддаа танилцуулъя.
 (1) Дараах харилцан яриг уншаад хэрэгтэй мэдээлэл цуглуулах аргыг мэдье.

Сонингоос хэрэгтэй мэдээлэл цуглуулснаа ямар дарааллаар танилцуулах вэ?

1) Эзгийг ямар сонингоос авсан ба?
 2) Сонгосон эхийн нэр?
 3) Эхийн товч агуулга нь юу вэ?
 4) Эхийг бичсэн сэтгүүлчийн нэр?
 5) Өөрт хэрэгтэй мэдээлэл нь юу вэ? гэсэн дарааллаар танилцуулъя.

3. Сонин сэтгүүлээс өөрт хэрэгтэй мэдээллийг цуглуулъя.

1. Сонин уншиж хэрэгтэй эхийг сонгоё.
 (1) Захиалсан сонингоо дуустал уншъя.
 (2) Хэрэгтэй эхээ сонгоё.
 (3) Сонгосон эхээ уншъя.
 (4) Өөрт хэрэгтэй мэдээллийг олж тэмдэглэе.

60

A main actress Ts.Khulan, acted in serials “Adtai Jaaluud” was written in that page. She was described as a talented in art and have good responsible for caring about family members. The image size was smaller than boy’s who mentioned in same textbook.

Temuulen who is 9 years old boy was written in that page. He was described that he gallantly rescued his friend’s family from suffering carbon monoxide. In the text, there is no any statement on his household responsibilities. Image size was bigger than Khulan’s picture.

Figure 17 Copy of Illustrations on Russian story and Compliments (Oyuntsetseg and others (2014) Mongolian language I, Ulaanbaatar, page: 8; 145)

Ойлгож уншъя.

Бэлгэтэй сайхан үгс

Би зун хөдөө явж, өвөөгийнхөө очиж амрав. Өвөө намайг саахалтын айлгаар дагуулж явлаа. Доной гуай гэрийнхээ гадаа хонь хяргаж суув. Өвөө Доной гуайтай мөндлээд
 "Хайч нь хурц
 Хайчилсан хонь нь мянга түм хурч байг" гэхэд
 Доной гуай хариуд нь "Мөр зохь" гэлээ.
 Гэрт нь ортол Должин гуай цай самарч байв.

Өвөө маань
 "Буцалсан цай чинь бурам болж
 Буусан айл маань баян бол" гэв. Должин гуай
 "Ерөөл бат оршиг" гэж хариуллаа. Намайг хотоос
 авчирсан чихэр жимсээ Должин гуайд өгөхөд
 хоёр гардан аваад
 "Уулаас өндөр биетэй
 Уснаас гүн эрдэмтэй болоорой" гэж өрөөлөө.

Би хариуд нь

Хэн хэн юу гэж хэлсэн ба?
 1. Хэн, юу гэсэн асуултад хариулагдах үгсийг түүж бичье.

Хүн **Доной**

Юм **Хайч**

2. Өгүүлбэрийг дуурайн бичээрэй.

Ерөөл бат оршиг.

Утгын мэдэв **Зөв бичсэн**
 саахалт айл, хонь хяргаж, мөр зохь хариуллаа, хайчилсан

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During the analysis of gender roles in the textbooks, researchers reviewed household roles of men and women. Men’s duties in the household were fewer than women’s. Roles of the men were described as the following: caring about children’s education and upbringing (18.07%), caring about animals (19.35%), working on lessons (15.48%), prepare woods (11.61%), help to milking animals (9.67%), cooking (7.74%), repair household facilities (3.87%), child rearing (2.59%). As for women, textbooks depict them performing many different duties and tasks. These include: working on lessons (19.73%), milking animals (13.17%), caring of children (10.05%), care about child education and upbringing (10.76%), cooking meals (5.38%), take child to/from school, play with them, cleaning of homes, sewing, fetch water etc. These findings show that men and women are mostly depicted by traditional images and non-traditionally to little extent. The above pictures (Photo 3.3) are examples of the textbook images with traditional role that depicted grandma, preparing meals and grandfather who is waiting for cookies and tea.

Figure 18 Gendered roles in texts of the studied textbooks (by percentages)

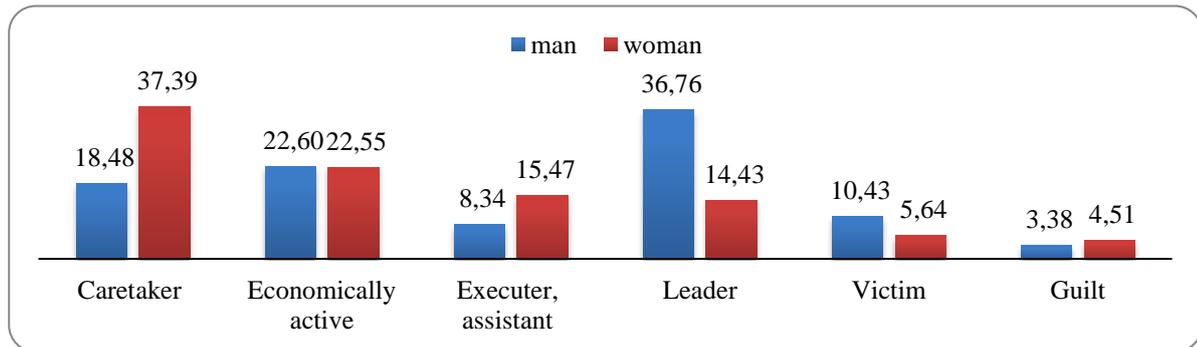
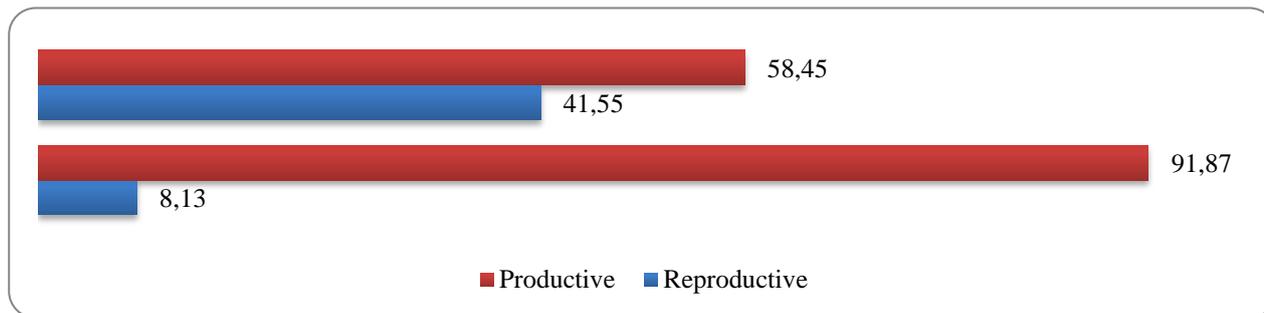


Figure 19 Man's and woman's productive and reproductive role in texts (by percentages)



We analyzed concrete gender roles in textbooks and also studied how the following confronting roles are depicted in texts. According to description of these confronting roles, traditional images are observed in the textbooks to certain extent. Because, there are that caretakers and executives are depicted by women and leaders are depicted by men. However, gender difference was not very much observed in economically active figure. This is caused by that women's participation in workforce is higher and role of "working woman" is common Mongol women. Average number of women depicted in the textbooks as guilty persons were higher than men while men were depicted as victims (Figure 3.5).

Although, both men and women are depicted more in production roles, but percentages of women with reproductive roles were five times more than men with similar role while percentage of men with productive roles were twice more than same women (Figure 3.6). This demonstrates that roles of men and women are described by stereotyped ideology.

Types and descriptions of man's occupations depicted in the textbooks were 2.5 times more than the women's occupations. Women were mostly depicted as teacher, milkmaid, salesperson, herder, journalist, factory worker, worker, poet, writer, librarian, researcher. These don't include any other occupations, male dominated (except physicist). As for men, they are depicted with various kinds of occupational positions ranging from emperor of country, president to simple worker. It includes all jobs that are male dominated and neutral. Also, it includes salesperson, medical doctor and teachers that are female dominated occupations. No one working woman is depicted as a person who holds managerial position. Gender stereotype and bias is observed in the gendered occupations.

Figure 20 Gender difference in place that was portrayed and described (by average)

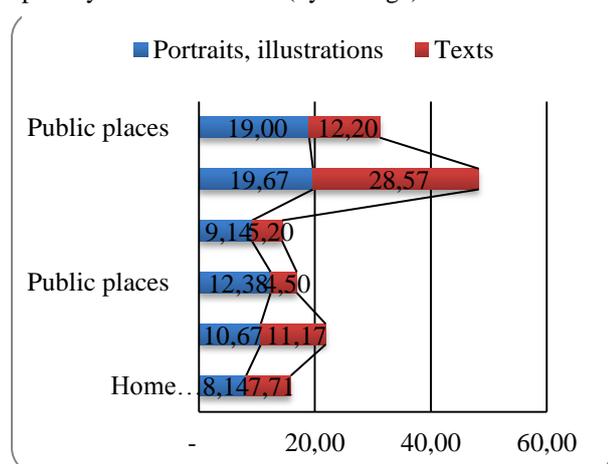
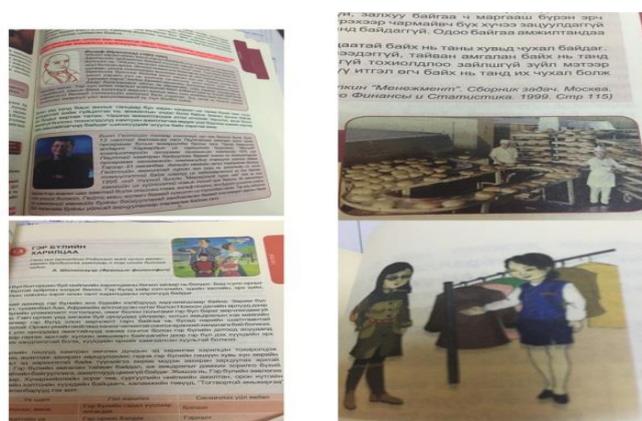


Figure 21 Gendered portraits and illustrations (Altanzaya L, AltangerelCh, Nemekhjargal and others (2012) Social Studies IV. Pp; 23, 111, 131)



In the texts, men are mostly depicted in nature or public resort, picnic places. Women are mostly depicted at work places and men are least depicted at home. In pictures of the textbooks, men is mostly depicted at work places and nature or public picnic places and least depicted at home. Women is mostly

depicted at work places and least depicted at home. Little difference was observed in texts and pictures. As for men, no difference in depiction in pictures and texts was observed (Figure 3.7). Men were depicted with traditional roles in both of texts and pictures. Women were depicted with traditional role in texts and non-traditionally in pictures. Since number of men depicted at work places are always higher than women's, so, it is give us to conclude that gender stereotype is observed in somewhat level.

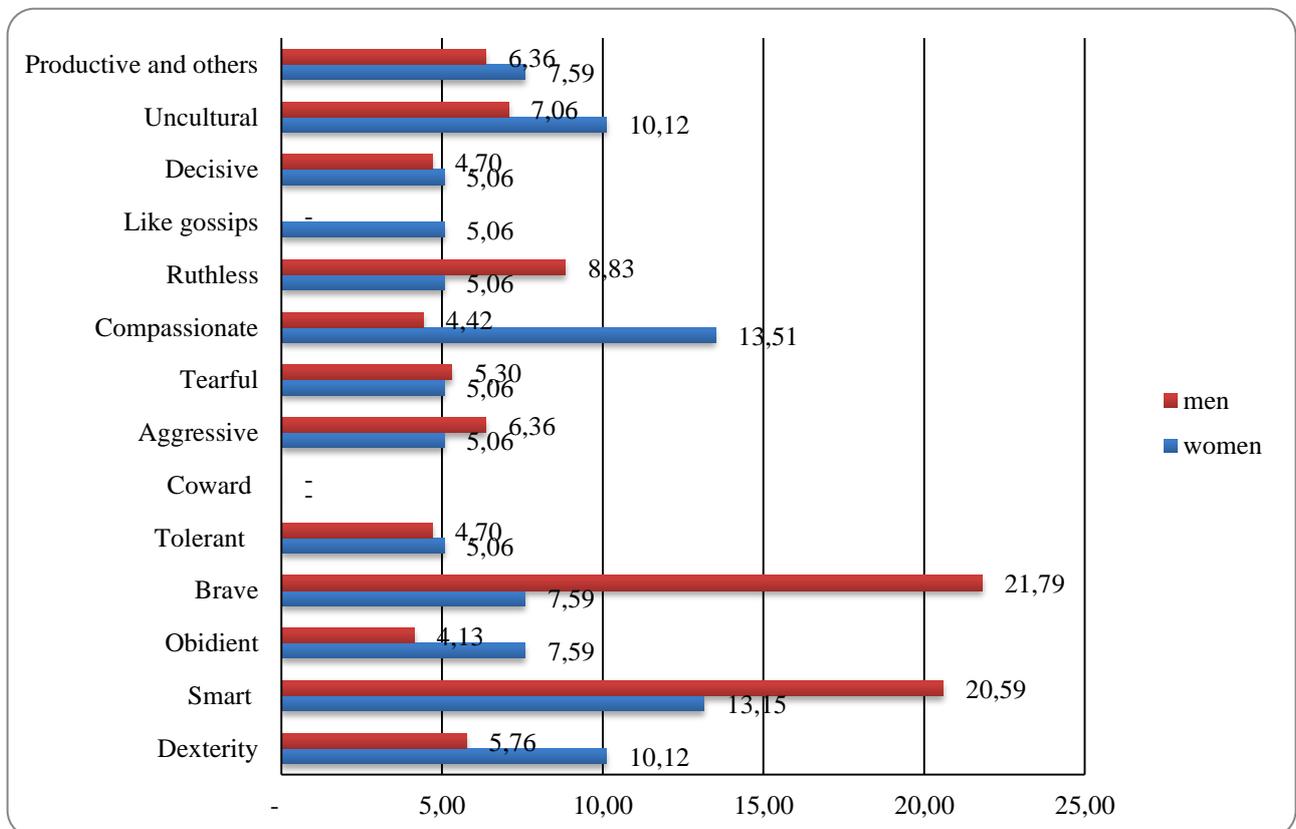
Although in recent years there have been significant improvements in the quality and breadth of teaching materials, we still find an over representation of males in comparison to females and stereotypical gender roles are portrayed. Teachers must choose the resources that they use in class carefully to avoid promoting and propagating preconceived gender roles

3.3.4 Other issues related to gender difference in textbook

We aimed to find out differences in physical appearance of men and women in the textbook pictures and texts. However, it was difficult to do detailed analysis of outside appearance of women and men depicted in the textbooks because of printing quality of textbooks. In most cases, men were depicted with short hair and in very few cases, with long hair. Women were depicted with both short and long hairs, however, depiction with long hairs were dominated. Not much gender difference was observed in height, short, fat, thin, masculine characteristics in the imagination, however, there were several cases where "fat" man was depicted for someone in management position. For depiction of men, men with moustache or bald were used in some cases. Women were depicted mostly pretty and beautiful.

Gender difference in psychological characteristics in the textbook was also observed. In all textbooks, there was single case of depicting man as someone who likes to gossip. Men were commonly depicted as smart, brave, aggressive and ruthless but women were depicted as dexterous, obedient, compassionate, loves to gossip and un-cultural (Figure 3.8). Men and women's mental and emotional portrayal in the textbooks are described by traditional gender stereotype in certain way.

Figure 22 Mental and emotional portrayal of men and women in texts, by percentages



We analyzed descriptions how men and women are ranked in one picture and texts. As for pictures, women were dominantly depicted in higher ranking and men were dominantly depicted in higher ranking in texts. People depicted in lower ranks in the texts had no gender differences. Depiction of men in lower rank in terms of imagery and picture is 4 points higher. 13 percentages of pictures and 6 percentages of texts are described men and women with equal status. These findings realized a need to consideration on gender balance in social ranking in both of texts and pictures of textbook.

Table 24 Hidden stratas in portraits\illustrations and texts (by percents)

	Portraits\Illustrations	Texts
Men are superior	25.54	59.15
Women are superior	40.42	23.94
Men and women are equal	12.77	5.63
Men are inferior	12.77	5.63
Women are inferior	8.49	5.63

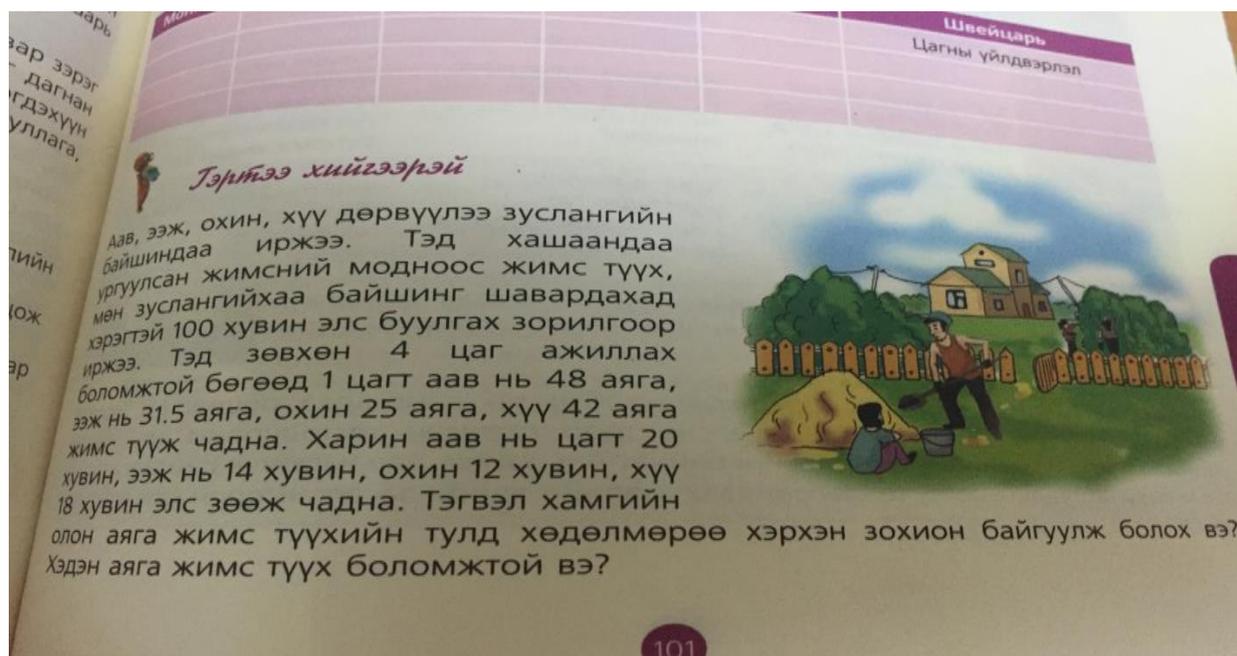
The reviewed social studies textbooks were focused to providing gender education to certain extent. Especially, chapters on society and social interaction, human rights, protection of human rights covers gender issues under topics of human rights, family relationship, gender relation, social inequality, and stratification.

A. “Human and society” textbook is based on rights principle and this contains concept of setting gender equality, therefore, important for transmission of gender education. The textbook has potential to provide positive knowledge and skills on equal rights, relationship between people, child rights, responsibilities, human rights, regulations and relevant exercises for the boys and girls. Content of the “Human and society” textbook is closely aligned with social science and history class contents and features men as historic real person, hero, fighter for independence, revolutionary fighter etc. On one hand, the textbook is contributing to equal gender rights, rights-based principles, it is observed to have imagery and stories that contains traditional gender concepts. The textbook features boys and men as aggressive, brutal, fighter, examples of taking other people under one’s possession, heroic fighter, politician, statues of heroic men, historic and heroic people, administrator and girls and moms performing in substitute production works and medical doctors, teachers, seamstresses, kindergarten teachers working in secondary level jobs.

B. Social science III (9th grade) textbook has presented about rights and responsibilities of family members and domestic violence in section 6 of the third chapter, in page 82. For this, it describes that domestic violence is serious breach of human rights and explains distribution of authority in family as a main cause of violence, defined its types, characteristics of the acts and included information about whom or what organizations to contact when such acts occur. Furthermore, it assigned pupils to write essay with theme “most precious family value” and this is important for pupils to confirm what they just learned and understand the value. Insertion of topics such as how to protect one’s right, contact human rights body, submit complaints and participate in decision-making process is very important for human rights education.

We observed several issues that need to address. In pages 44-45 and 49 of the textbook, there is assigned to work on texts and in these texts, role to take care about kids and pay attention to them is demonstrated only through role of mom. Describing mom’s caring role is important, however, father’s role for his kids and family should not be left out. Homework in page no.101 depicted men as most productive in any case and this leads to conclusion that the assignment is developed based on gender stereotype.

Figure 23 Copy of the task, meaningfully of gender stereotype (Altanzaya I, Altangerel Ch, Nemekhjargal T and others (2012). Social Studies III, Ulaanbaatar, pp: 101)



C. Social science IV (10th grade) textbook, chapter 1 describes about importance of mutual respect of family members, especially husband and wife and equal rights. Page no.24 mentioned "Mongols consider that man should be family breadwinner, therefore, head of family should make decision on issues of migration, commerce, and own all assets and despite this, housewife or wife of family is traditionally respected as "goddess of fire"...."one of support pillars of family Father is responsible for upbringing of boy.....mother is responsible for girl.... And they should not participate in others duties". Even though this is talking about equal rights and mutual respect of family members, it is sad that this is publicizing that some members have no right to engage in commerce and own assets and its content contradicts itself.

Pages no. 96-97 of this textbook describes about what is crime of human trafficking, its types, risks, how to protect from this and prevention. Also included are creative exercises and homeworks to validate the knowledge. Furthermore, it touched issues such as conflicts, violence and protection of human rights in these conditions and this is important for gender education. Pages no.127-128 included questions "Is Cinderella vulnerable girl? Or Is she after fame? Or is she someone lazy?" in homework "Test yourself ". Whole matter of this question is feminist.

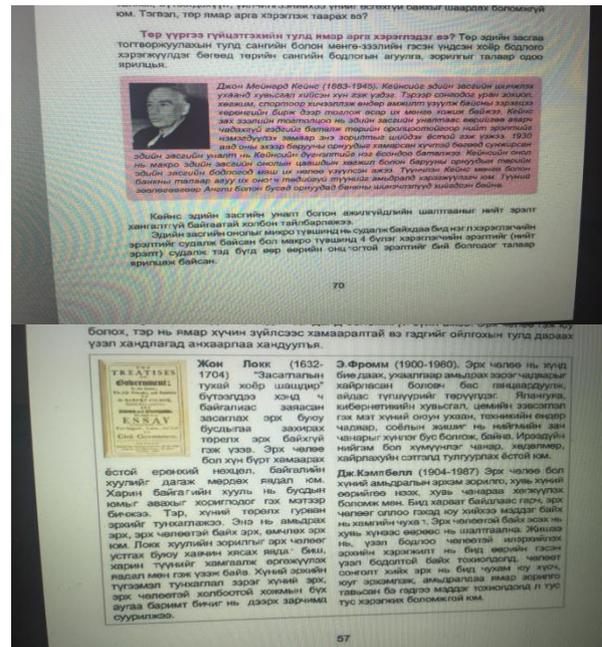
On one hand, it is touching content related to gender education even in smallest extent, it is contradicting some of the content. This should be noted. This demonstrates that the textbook is written without a common concept and values.

D. Social science VI (12th grade) textbook contains concepts about gender, gender inequality, therefore, it is aimed to provide education *about* gender. The textbook also includes homework and exercises with aim of validating knowledge, engaging in open discussion, make gender analysis of facts and also discussed issues of mutual relationship between gender and social stratification. Pages of 137-138 of this textbook included commentaries on Mongolian constitutional provision on non-discrimination and provided homework and assignments with questions related to gender equality rights. Nothing contradictory in terms of content was found in the textbook, however, there are issues related to gendered depiction in texts and pictures.

Figure 24 Copy of the textbook page that has explanations on sex and gender (Altanzaya I, Altangerel Ch, Nemekhjargal T and others (2014). Social Studies VI, Ulaanbaatar, pp: 19)



Figure 25 Copies texts and portraits of male dominated (ibid, pp; 57; 70)



Finally, the reviewed textbooks includes gender related contents and exercises that allows opportunity for each child to learn, participate in class activities, therefore, it has positive impact on formation of positive gender value, attitude. However, contradictory content and values depending on their author’s belief and are observed in the textbooks. Also, the fact argued that that male dominated depiction in pictures and texts of the textbooks. Furthermore, role of men and women, their psychological profiles are depicted based on gender bias and stereotype and this may hinder development of positive gender culture among the pupils. Therefore, needs to include gender related detailed requirements in the textbook standards and train textbook authors and editors.

CHAPTER 4. GENDER RESPONSIVE TEACHING AND LEARNING

This chapter examines gendered patterns in teaching and learning, how teaching and learning is proceeded in practice and how teachers promote gender equality and create equal opportunity and participation of both boys and girls in the classroom. Analysis of this chapter are based on findings of teachers' and students' questionnaire interviews and classroom observations.

Sub-chapter 1 discusses how gender sensitive teachers are in planning and organising the lessons, how they reflect different learning needs and interests of boys and girls, the common methods they utilise, the reasons of the chosen methods. Differences in teaching of male and female teachers are explored in a detail.

Sub-chapter 2 pays particular attention to classroom dynamics, whether teachers are able to create and inclusive, non discriminatory classroom of male and female students.

Sub-chapter 3 describes gendered patterns of learning behaviours of boys and girls. Differences in learning of male and female students are explored in a detail.

Sub-chapter 4 to present how gender sensitive is pre-service and in-service teacher education, with a particular focus on identifying and redressing gaps. Firstly, it looks at gender dimensions in initial teacher education, it then examines access to in-service trainings for rural and urban teachers, and its content, how far gender is included as a topic in continuing professional development for teachers. Finally, it concludes research findings and recommends actions can be taken to enhance gender dimension in pre-service and in-service teacher training.

4.1 Gender responsive pedagogy

Pedagogy includes everything that occurs in a learning environment, i.e. the teacher and learner interaction, the activities and assignments, evaluation and communication, making sure that the teacher is gender-sensitive. The didactics of this pedagogy comprise class management, teaching methodology and teaching techniques.

Even when teachers believe that they treat their students equally, they are more likely to chastise male students and pay them more attention, while at the same time creating greater dependency in their female students. Hence, a variety of studies from different countries have shown that both male and female teachers tend to encourage passivity and conformity in their female students while at the same time valuing independence and individuality in their male students. They thus allow boys to be naughtier because they think it natural and, for the same reasons, expect girls to take up 'domestic' related activities such as caring for others or cleaning-up in the classroom. Girls are generally perceived to be more cooperative and malleable, and boys more confident and able. Even when girls are seen as better students, the reason given is behavioural rather than cognitive or intellectual, i.e. that girls are more meticulous in their work and 'study harder' than boys. Thus teachers' general lack of awareness of how they use gender as an important organising and categorising factor, and their tacit assumptions about gender have together had a profound effect on student behaviour. One solution suggested to is to engage in gender sensitive teaching which both addresses students' different learning styles and preferences, and avoids the imposition of stereotypes.

The poorest skill male teachers acquired was communication skill with girls. Only 1.9 percent female teachers and 8.8 percent agreed that male teachers have better communication skill with girls, whereas 68.4 percent of female teachers and 38.6 percent of male teachers reported that female teachers are better at communicating with girls. See Table 23.

Table 25 Who is better at communicating with girls?

			Sex of respondent teachers		Total
			Male	Female	
Better communication skills with girls	Male teachers	No. of a teacher	5	5	10
		Percent	8.8%	1.9%	3.1%
	Female teachers	No. of a teacher	22	182	204
		Percent	38.6%	68.4%	63.2%

	Both	No. of a teacher	30	79	109
		Percent	52.6%	29.7%	33.7%
Total		No. of a teacher	57	266	323
		Percent	100.0%	100.0%	100.0%

A teacher must therefore constantly be aware of the fact that his or her actions/ attitude/ behavior/ perspective/ approach/ manner/ outlook/ mind-set will help to shape a child's gender role. He / she may use multiple strategies and interventions to ensure that students have equal opportunities to both create and obtain their goals. Studies have shown gender differences to have a direct relationship to preferential treatment, classroom dynamics and academic success.

Table 26 Student opinion on differences in male and female teachers skills by sex of student and teacher

			Sex of students		Total
			Boys	Girls	
Differences in male and female teachers in taking needs and interests of boys and girls	Male teachers	Count	44	21	65
		Percent	19.0%	8.0%	13.2%
	Female teachers	Count	57	96	153
		Percent	24.7%	36.8%	31.1%
	Both	Count	128	143	271
		Percent	55.4%	54.8%	55.1%
	Missing	Count	2	1	3
		Percent	0.9%	0.4%	0.6%
	Total	Count	231	261	492
		Percent	100.0%	100.0%	100.0%

Table 27 Differences in male and female teachers in mentoring students

			Sex of students		Total
			Boys	Girls	
Differences in male and female teachers in mentoring students	Male teachers	Count	29	19	48
		Percent	12.6%	7.3%	9.8%
	Female teachers	Count	90	131	221
		Percent	39.0%	50.2%	44.9%
	Both	Count	111	111	222
		Percent	48.1%	42.5%	45.1%
	Do not know	Count	1	0	1
		Percent	0.4%	0.0%	0.2%
	Total	Count	231	261	492
		Percent	100.0%	100.0%	100.0%

Table 28 Differences in male and female teachers in working closely and individually with students

			Sex of students		Total
			Boys	Girls	
Differences in male and female teachers in working closely and individually with students	Male teachers	Count	30	18	48
		Percent	13.0%	6.9%	9.8%
	Female teachers	Count	83	117	200
		Percent	35.9%	44.8%	40.7%
	Both	Count	118	126	244
		Percent	51.1%	48.3%	49.6%
	Total	Count	231	261	492
		Percent	100.0%	100.0%	100.0%

Table 29 Differences in male and female teachers in engaging all students

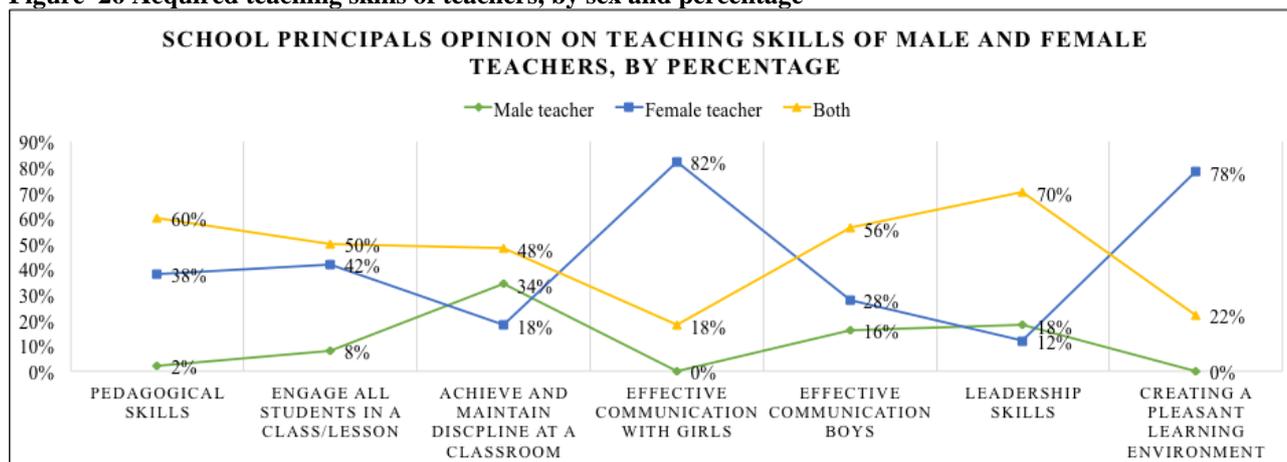
			Sex of students		Total
			Boys	Girls	
Differences in male and	Male teachers	Count	38	24	62

female teachers in engaging all students		Percent	16.5%	9.2%	12.6%
	Female teachers	Count	85	95	180
		Percent	36.8%	36.4%	36.6%
	Both	Count	108	140	248
		Percent	46.8%	53.6%	50.4%
	Don't know	Count	0	2	2
Percent		0.0%	0.8%	0.4%	
Total	Count	231	261	492	
	Percent	100.0%	100.0%	100.0%	

Teachers need to use descriptive instead of judgmental language if they seek to mainstream gender. They also need to establish communication patterns by considering words and phrases carefully before using them in class. For instance, although the engineering profession does not exclude women, this profession tends to favour males, thus reinforcing existing stereotypes. Teachers need also to be aware of other more subtle references so that they can avoid them when they teach or communicate with their students and other members of staff. They need to relate to female and male learners as individuals, and not through gender-based perspectives. Teachers need to focus on each individual learner's skills and/or weaknesses, and thus conduct a class session free from gender bias. Moreover, teachers need to make sure that they are fair in their treatment of students regardless of their gender.

Attitudes are a major indicator of a person's success in a subject area. Establishing a healthy, gender bias free environment in the class will render the teacher more capable of handling issues related to gender differences or other differences (i.e. racial, physical, ethnic, and so on). Teachers need to implement effective gender-sensitive strategies in order to provide quality education. This is supported by research studies that show that teaching behaviour is largely influenced by how teachers themselves were taught, and yet teachers 'must learn how to address the multiple needs arising because of gender, class, ethnicity, language and location' Teachers need to be aware of their own beliefs and behaviour towards male and female learners. For example, they need to reject their held belief that boys excel in mathematics and that girls should catch up with boys.

Figure 26 Acquired teaching skills of teachers, by sex and percentage



According to teachers opinion, evident gender differences in teaching skills of male and female teachers was observed in two areas. Female teachers are more skilled than male counterparts in maintaining effective communication with female students, whereas male teachers are better than female teachers in achieving and maintaining discipline at a classroom.

As shown in Figure 4.2 female teachers overperform male teachers in most skills except the leadership and maintaining classroom discipline. Female teachers are more skilled in creating pleasant learning environment, engaging all students in a class. Regarding to good pedagogical skills teachers of both sexes acquire, no gendered differences stated by respondent teachers. 75.8 percent of respondent teachers think that male and female teachers both have good pedagogical skills. However, students and parents may have different opinions.

...”Female teachers have maternity leave and absent from work otherwise their skills are as good as male teachers. Skills are not gender specific, it depends on a person.”

Parents focus group discussion: Baruun-Urt soum, Sukhbaatar aimag

...”We don’t have much experience of having a male teacher, therefore it is hard to tell. But I think a female teacher is better with students, because of motherly instinct of hers.”

Parents focus group discussion: Khan-Uul district, Ulaanbaatar

...”Sex of a teacher does not matter, what matters is how attentive the teacher is to his/her job, how his/her students accept the teacher. It is important.”

Parents focus group discussion: Sukhbaatar district Ulaanbaatar

...”In my opinion, male teachers are better. Female teacher taught classes are very chaotic. When a male teacher in a classroom, class are very quite.”

Students focus group discussion: School 2, Sukhbaatar district Ulaanbaatar

Table 30 School executive personnel’s opinion on teaching skills of male and female teachers, by percentage

	Teaching skills	Male teacher	Female teacher	Both
1	Pedagogical skills	2	38	60
2	Engage all students in a class/lesson	8	42	50
3	Achieve and maintain discipline at a classroom	34	18	48
4	Effective communication with girls	0	82	18
5	Effective communication boys	16	28	56
6	Leadership skills	18	12	70
7	Creating a pleasant learning environment	0	78	22

As shown in the Table 4.2 school executive personnel assessed teaching skills of male teachers lower than female teachers, for instance, completely lacking of two skills: effective communication with girls and creating a pleasant learning environment. Male teachers are needed more support in improving their skills as stated by the key informant.

“Male teachers are outnumbered at a school. When a young male teacher joins in, there is no one to mentor him. Many male teachers left a job in early economic transition and during a sector structural reform in 2000s. There is a few of us, and as being a man, it is inconvenient for us to compete with woman. Therefore, we maybe don’t motivated to advance our skills and knowledge.”

Individual interview with male training manager of primary school

“Women are more suitable for primary grade teachers. As for mid-grade teachers, it depends on teachers. Since it is intellectual work, there is no gender difference, same skills.”

One-on-one interview with management staff of secondary school...

“I think teacher’s job is suitable for females. Male teachers are more suitable for math and natural science as they have more logical power. I think they give more to children. However, male teachers are not good in preparing documentations. Females are very accurate in processing documents. Under the framework of this core curriculum program, female teachers are better in preparing lessons.”

Interview with representatives of aimag and district education departments...

“According to observation, male teachers are better in natural sciences such as math and physics. In general, boys get better when they enter senior grades. I think it is better to train male teachers according to dedicated policy.”

One-on-one interview with management staff of secondary school...

“I observed one thing when I work as training manager, that is, it is important for male teachers to have someone to direct them. There are no exemplary, middle aged, solid, experienced male teachers in secondary schools. Teachers learn a lot from each other. Since, there is no exemplary male teachers to learn from, young male teachers experience difficulties, according to observation.”

One-on-one interview with management staff of secondary school...

“There’s this one boy in our school. He is a teenager and put himself in risky situation by wandering streets. The boy’s class mentor teacher is male and misunderstanding was observed between them. It was noticed that the teacher tries to settle the issue forcefully even when he didn’t understand the situation of that boy and ignored it. Female teachers are more suitable as classroom teacher. Lately, man has become very weak in decision making process. They would just wait unless someone does it for him. Therefore, i didn’t assign role of classroom teacher to any of our 3 male teacher. Male teachers are entangled in their personal life issues and also becomes victim easily. Lately, one male teacher was robbed in street and get beaten up. They have weakness of not paying attention to upbringing of children if role of classroom teacher is given to them.”

One-on-one interview with management staff of secondary school...

Teachers are required to deliver the content in a gender responsive manner using methods that increase the active participation of both male and female students, and that address different learning capacities. The following are some of the common teaching methodologies used:

Common teaching methods teachers use in primary, lower and upper secondary classes

Participatory methods

- Role play
- Demonstration
- Discovery
- Discussion

Expository methods

- Lecture
- Story telling
- Use of resource persons

- Experimentation

Common teaching methods teachers use in a classroom vary by sex of teacher, subject taught, grades taught, work experience of a teacher and learning facilities and equipments available at schools.

Creative teaching methods, analytic learning methods were the most popular methods used by teachers in primary, lower secondary and upper secondary schools. As shown in Figure 4.1.3 creative teaching methods are used by primary school teachers dominantly (50.4 percent), analytic learning methods are more used by teachers who taught in lower secondary and upper secondary grades.

“Teachers may also create learning environment in which boys are encouraged to succeed while girls are allowed to fail. 44.1 percent of teachers used creative teaching methods said that they use this methods because it develops learning capabilities and skills of students, 20 percent said that it enables to engage all students in a lesson. Whereas teachers used analytic learning methods said that it develops learning capabilities and skills of students (51.9 percent), delivers the content of a lesson comprehensively and all students understood the content (21.3 percent).

Some teaching methodologies like group work, group discussions, role play, debates, case studies, explorations and practicals can be very effective in encouraging student participation and will therefore give the girls opportunity to participate more actively. As noted earlier, however, these methods are not necessarily gender responsive in and of themselves. It requires from teachers skill, experience and knowledge to manage a class, for example, taking care of dominant individuals do not sideline less assertive ones. So, how does the teacher make such teaching methodologies gender responsive? Students share their opinions on a good teacher.

...”Let us work on cases. Teacher tries hard to make sure every student understood the topic. I am transferred in this school, and astonished with how teachers work closely with students here. I get better at the subjects previously I underachieved. Lessons are taught in interesting way, i started liking the school.”

Students focus group discussion, Urgamal soum, Zavkhan aimag

...”Monotone lessons are boring just staring at each other. It discourages to study. Group works, debates, and competition are interesting, more engaging.”

Students focus group discussion, Uliastai soum Zavkhan aimag

...”Students participate actively in an open day lesson. Because teacher uses different tools at a class, like cutting papers, and different methods. It is fun, and we compete with each other.”

Students focus group discussion, Sukhbaatar district, Ulaanbaatar

...”It fluctuates. One day I like it, the other day don’t like it. It depends on greatly how teacher engages students in their lessons.”

Students focus group discussion: Baganuur district, Ulaanbaatar

Active learning requires students to participate in class, as opposed to sitting and listening quietly. Inclusive teaching means teaching in ways that do not exclude students, accidentally or intentionally, from opportunities to learn. Gender responsive teachers understand and respond to the specific needs of girls and boys in the teaching and learning processes. They do this by being aware of the special needs of girls and boys and by encouraging equal participation and involvement of boys and girls in class activities and ensuring equal access to learning materials.

Teachers need to relate to boys and girls as individuals, and not through gender-based perspectives. Teachers need to focus on each individual learner’s skills and/or weaknesses, and thus conduct a class session free from gender bias. Moreover, teachers need to make sure that they are fair in their treatment of students regardless of their gender. Table below shown whether teachers treat boys and girls equally.

No different tasks were given to boys and girls in a class. During the observation none of the teachers were assigned different tasks based on individual needs of students, students all treated equally. Promoting equity in the classroom does not necessarily mean treating all students equally. That is, though it

does mean giving all students equal opportunities to succeed, it may also mean giving some students more encouragement to perform in class or structuring your class in ways that promote greater participation from a wider number of students. Explicitly encouraging quieter students by calling on them or by placing them in group settings where participation seems easier or less threatening is one example of how ensuring equity sometimes calls for additional measures. Paying closer attention to gender dynamics in the classroom leads both to better teaching and to better learning for male and female students.

4.2 Classroom setting and teacher-student interaction

This chapter draws on the findings of classroom observation, to illustrate, analyze, and discuss aspects of gender bias and gender awareness in a classroom, with focus on teacher–student interaction in primary, lower secondary and upper secondary schools.

Of course, few teachers would admit to bringing gender bias into the classroom, and much of their influence may be unintentional. Nevertheless, teachers may reinforce gender bias when they give more attention to boys or excuse boys' behavior with the excuse that "boys will be boys." Teachers may also reinforce gender bias simply by drawing distinctions between boys and girls. For example, lining up students or seating them by gender affirms the idea that boys and girls should be treated differently. Teachers may also influence students by the way they give praise, encourage a student to correct or expand an answer, criticize, or accept without evaluating a response. Research suggests teachers are more likely to respond to boys with praise or encouragement, whereas they are more likely to respond to girls by simply accepting or acknowledging a response without evaluating it. Because girls are typically socialized to be quiet and passive, teachers may need to actively encourage their participation in class in order to avoid boy-dominated discussion, or a situation in which boys receive more feedback from and interaction with teachers because they more actively participate in class.

4.2.1 Gender responsive classroom set ups

How the classroom is arranged can contribute positively or negatively to teaching and learning processes. It is important for teachers (and school principals) to understand how the configuration and maintenance of learning spaces affects the quality and gender responsiveness of the education provided therein.

A gender responsive classroom set up responds to the specific needs of both boys and girls. This approach considers the following:

- Classroom set up that mixes girls and boys.
- Classroom set up that enhances participation of both girls and boys.
- Arrangement of the desks that encourages girls to speak out and overcome their shyness.
- Stools in laboratories that are appropriate in size and shape thus enabling effective participation of both girls and boys.
- Fixtures and visual aids on the walls that send gender responsive messages.
- Appropriate size, shape and weight of desks and chairs.

Many classes observed have adequate or appropriate infrastructure (lightening, heating and air condition etc.) and furniture, desks and stools were sufficient in numbers. All students had own space for effective learning. Average class size of the observed schools was 26 students, the smallest class was with 15 students in rural schools, whereas the biggest class over crowded with 49 students in schools of Ulaanbaatar. Average class size in classes observed was 26 students, the biggest class size was in Ulaanbaatar schools with 49 students and the smallest was in rural schools with 15 students. An overcrowded classroom makes it difficult to organize seating arrangements that can enhance child-centred inclusive learning.

Classroom decorations mostly consist of information bulletins, wall posters and portraits of scientists and well-known or historic persons. Portraits of men were outnumbered: women's portraits take 13.5 percent of total 199 portraits hanged on a classroom wall of the 48 observed classes. Wall posters were mostly subject related depending on the specification of a classroom, a few were illustrative, containing images of

men and women. Wall posters were neither gender biased thus depicting girls/women inferior to boys/men nor reinforced traditional sex-role stereotypes, such as males were depicted as “masters” in their homes or females were depicted as nurturers of children and elderly. However, neither posters promote progressive gender roles nor encourage equal participation of both men and women in public and private life. For instance, no women were depicted as taking a profession traditionally seen as a male profession like a bus driver, no men were depicted as doing household chores and caring for a child.

Teaching aids and materials used in a classroom were mainly a blackboard and textbooks. Teachers admitted that lack of multimedia technology hinders use of various interactive teaching methods, to stimulate engage all students in learning process. These constrain the teachers’ ability to organize the classroom set up for effective learning. Despite these limitations, teachers organize the classroom set up in such a way that it is conducive to learning.

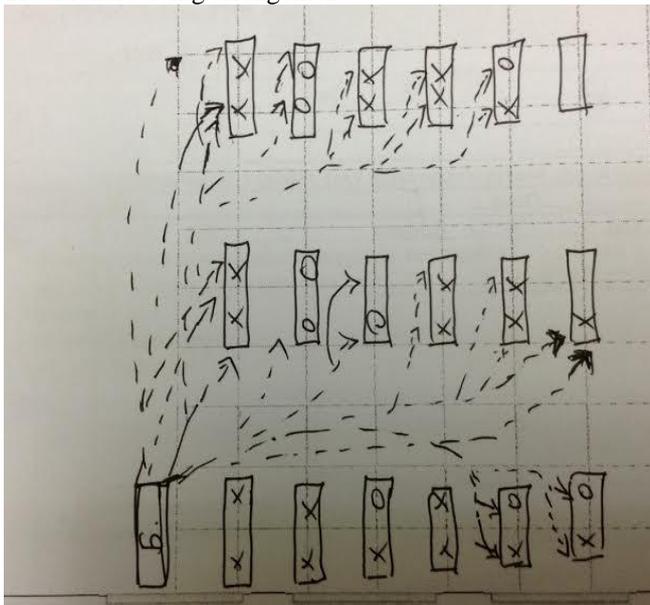
Seating arrangements in a classroom The most common arrangement in a classroom of the observed classes was traditional seating arrangement/rows and columns, 34 classes (73.9 percent) were held in this arrangement.² Teachers occasionally change seating arrangements, but this is not widely exercised.

“I do sometimes rearrange the class seating, but it takes a bit of time from my lesson.”

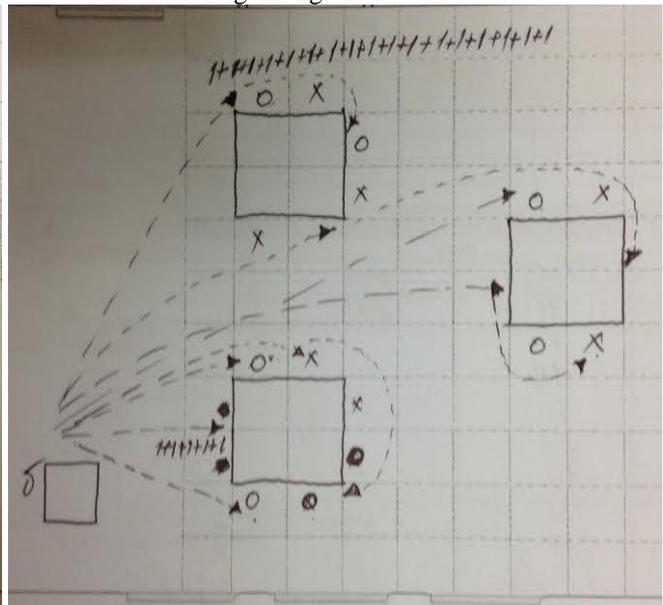
Interview with a female teacher, Ulaanbaatar

Figure 27 Seating charts developed during the observation

Traditional seating arrangement



Nontraditional seating arrangement



Legend: Broken lines follow teacher’s movement, “X” stands for a boy, “O” stands for a girl

Teachers "The single most important decision influencing the physical classroom environment is the seating arrangement assigned to students." (Partin, 2009) Apart from the gender of student, gender of teacher and ‘gender’ of classroom subject can also influence the way teachers allocate their attention to boys and girls.

4.2.2 Gender responsive classroom dynamics

Classroom dynamics involves the interaction between students and teachers in a classroom. The purpose of observing classroom dynamics is to learn whether the teachers are creating a learning environment

² The room is divided into three columns, have on average 5-6 rows and two seats each, sometimes, the center portion has four seats joined together.

where students feel comfortable learning and communicating with students free from gender bias thus ensuring equal opportunity for girls and boys. Good classroom dynamics consist in the engagement of everybody in the classroom in its activities and discussions, indeed, include both genders and be mindful of their different needs. Each student has his own interests and talents, so each classroom should be flexible enough to accommodate the individuality of its students. Students are more motivated when they feel that the classroom dynamics focus on their goals and interests. Therefore, teachers must show an interest in every individual student and encourage them to participate in the classroom.

Teacher movement: proximity and gender One class management issue is that of proximity. Teachers can better control student behaviour and check on their performance if they use the whole class territory as their own. However, there is always the risk of some teachers getting too close and making students uncomfortable by their very presence. It is important for teachers not to forget their own sex and to avoid encroaching on the territory of students of a different sex.

Walking between students helps teachers serve as a reminder to students that they are expected to continue working and engaging all students in a class regardless of the front, middle and back seats. On average 7.1 teacher movements directed to students were recorded during observation, but slightly less teacher movement recorded in traditional seating arrangements and teachers were most mobile in non-traditional settings, i.e. 5.6 and 11.3 movements respectively.

No differences in total numbers of teacher's movement in a classroom were observed between male (7.2 movements) and female teachers (7 movements), however, male teachers had more movements directed to boys (8.7 movements) than girls (5.7 movements), whereas no substantial gender difference was observed in female teachers' movements towards male and female students. (See the Table below) Moreover, teachers of natural science subjects (percent of them were male teachers) had more movements towards boys than girls, 9.5 and 7.1 movements respectively. On the contrary, teachers of foreign language had more movements towards girls than boys, 8.3 and 4.7 movements respectively.

Teachers taught in lower secondary classes were the most mobile, making on average 9.5 movements towards students per a class and teachers in upper secondary classes were least mobile making twice less movements (4.2 movements) than peer teachers.

Table 31 Average number of teacher movements towards students per a class, by sex of students

		Average	Girls	Boys
Sex of a teacher	Male	16.2	7.4	8.8
	Female	13.0	6.3	6.7
	Average	14.2	6.7	7.5
Subject	Natural science	17.7	7.6	10.1
	Foreign language	11.0	6.0	5.0
	Social science	12.1	6.2	5.8
	Average	14.2	6.7	7.5
Grade	Upper secondary	13.4	6.6	6.8
	Lower secondary	16.4	8.1	8.3
	Primary	11.8	5.0	6.8
	Average	14.2	6.7	7.5
Seating arrangement	Traditional rows	10.8	4.9	5.9
	Non-traditional	23.8	12.0	11.8
	Average	14.2	6.7	7.5

Classroom interaction Classroom interaction is another important element in the pedagogical process. Students are also boys and girls with gender specific needs. The teacher must recognize their different needs and interests, create equal opportunity to learn and avoid one gender domination at a class. As the classroom interaction is a two-way process involving the teacher and the student, it is important for the teacher to ensure that the students are learning. The teacher should encourage and receive feedback from the students to confirm that learning is taking place.

There are many dynamics in classroom interaction that have an impact on teaching and learning processes. Among these are the following:

- Content delivery by the teacher (competence, mastery, knowledge of the subject, innovation).
- Teacher–student interaction.
- Student–student interaction.
- Teacher presentation (dress, physical appearance, gestures, walking style).
- Student presentation (dress/uniform, physical appearance, walking/sitting style, gestures).
- Student behaviour (bullying, arrogance, shyness, teasing).
- Teacher behaviour (harshness/empathy, arrogance/ confidence, lateness/punctuality, drunkenness/ propriety).
- Teacher and student morale (commitment, motivation).

All these dynamics are critical to the success or failure of teaching and learning processes. They are doubly important in considerations of gender responsive classroom interaction. Because of limitation in time and resources, during observation researchers focused on teacher initiated teacher-student interactions.

Teacher and student interactions greatly varied by a class size, seating arrangement, sex of a teacher, the subject taught, grades taught, and at last, but not least, the teaching methods utilized. (See the Table below) The observation in the classroom reveals that during the 40 minutes of the class convened, teachers on average addressed a class as whole 17.8 times, called 7.3 students on blackboard, and interacted with 18 students individually. In other words, teachers were physically close to 61 percent of students (might be lower because it includes repeated cases), and were interacting individually with 72.6 percent of students (might be lower because it includes repeated cases) in a class, by asking questions, checking homeworks, instructing and assessing execution of tasks assigned. However, some students did not participate into any sort of individual interactions at all and some extremely active students interacted more than once with the teacher, for instance, secondary grade student boy had 6 individual interactions and the girl had 5 interactions with the teacher in the mongolian language class observed.

Boys received more individual interaction with the teacher in the classroom than girls, teachers approached on average 10.5 boys and 9 girls.³Insignificant difference in teacher-student interaction among male and female teachers was observed as female teachers had more individual interaction with students on average 18.3 students, male teachers more addressed class as whole on average 18.2 times.

Table 32 Number of teacher-student interaction by sex of a teacher

		Average		Taught by a male teacher		Taught by a female teacher	
		Individual interaction	Addressed class as whole	Individual interaction	Addressed class as whole	Individual interaction	Addressed class as whole
Grade	Upper secondary	19.5	18.7	17.2	17.8	21.8	19.5
	Lower secondary	19.3	18.2	18.6	19.8	20	16.5
	Primary	15	16.7	10	5	15.4	17.6
	Average	18	17.8	17.6	18.2	18.3	17.6
Class	Up to 20 students	22.7	17.4	21.5	16.5	23.3	17.9

³1227 student were studying in the observed classes, of which 47.51 percent were boys and 52.48 percent were girls.

size	21-30 students	17.9	21.4	18.8	20.9	17.4	21.8
	31-40 students	12.9	10.6	11	14	14.8	7.3
	40 and more	14.3	11.3	-	-	14.3	11.3
	Average	18.0	17.8	17.6	18.2	18.3	17.6
Subject	Natural science ⁴	19.0	15.4	18.9	18.2	19.2	8.2
	Foreign language	21.7	30	17	21	31	48
	Social science	16.9	18.1	9.5	15.5	17.6	18.3
	Average	18	17.8	17.6	18.2	18.3	17.6
Teaching methods	Group works	21.9	13.3	21.3	13.3	23.5	13
	Ганцаарчлан ажиллуулах	21	26	21	26	0	0
	Идэвхитэй сургалтын арга	18.3	18	24.5	17.5	17.7	18
	Лекцлэх, асуух арга	16.4	22.3	14.4	20.9	23.5	27.5
	Other	13.2	14.8	0	23	16.5	12.8
	Average	18	17.8	17.6	18.2	18.3	17.6

Teachers spent on average 10.7 minutes of their classroom time for individual interaction with students checking homeworks, receiving feedback, guiding tasks assigned and addressing students individually. Male students received slightly more individual interaction with their teachers than girls, 5.6 minutes and 5.1 minutes respectively.

50.3 percent of total teacher-student interactions occurred between a teacher and male students. Consistent with the most of the obtained results, classroom interactions gender-biased since teachers spending a minimum of 52.3 percent of their classroom time interacting with boys. The teachers were unaware that they were giving more attention to male students with more teacher time.

Table 33 Minutes spent on teacher-student interaction by sex of a teacher and students

		Average		Taught by a male teacher		Taught by a female teacher	
		Boys	Girls	Boys	Girls	Boys	Girls
Grade	Upper secondary	4.6	4.3	4.6	4.7	4.6	3.9
	Lower secondary	6.1	6.0	7.4	8.0	4.7	4.0
	Primary	5.9	4.5	3.0	6.0	6.1	4.4
	Average	5.6	5.1	6.1	6.7	5.3	4.2
Class size	Up to 20 students	9.3	6.2	7.9	6.0	10.0	6.3
	21-30 students	4.3	4.3	6.4	6.6	2.9	2.8
	31-40 students	5.4	7.4	3.9	7.7	6.9	7.1
	40 and more	2.0	0.9	-	-	2.0	0.9
	Average	5.6	5.1	6.1	6.7	5.3	4.2
Subject	Natural science	8.1	6.7	7.1	7.9	10.8	3.4
	Foreign language	6.5	5.7	3.4	3.4	12.7	10.3
	Social science	3.7	3.9	2.4	2.3	3.8	4.1
	Average	5.6	5.1	6.1	6.7	5.3	4.2

It has been generally assumed that gender is an affecting factor in the process of teacher/student interactions in the classroom. In other words, gender of both teachers and students influences the quality and the quantity of the interactions in the classroom. In their interactions with their students, are male and female teachers different from each other? As shown in the Table 4.5 no significant difference was observed.

Interaction in the learning environment Teachers and learners interact through various approaches; one frequent approach involves discussion and communication. Research shows that teachers therefore need

⁴ Natural science subjects are mathematics, physics, chemistry, geography, and biology, social science subjects are history, social studies, civic education, mongolian language etc.

to be aware of ‘gender dynamics’ so that they can avoid gender bias and the unjust treatment of learners based solely on gender. Grace and Gravestock (2009) list the following gender-based trends observed among some teachers; some do not even recognize the gender equality implications and gender stereotyping they embody. For example, some teachers do the following:

- Call on male students more frequently.
- Wait longer for males to respond to questions.
- Give male students more eye contact following questions.
- Remember the names of male students.
- Use these names when calling on male students.
- Attribute male students’ comments in class discussion.
- Interrupt female students before the end of their response.
- Ask males more questions that call for ‘higher-order’ critical thinking as opposed to ‘lower-order’ recounting of facts.

Table 34 Teacher student interaction time by sex

		Teacher student interaction time (мин)		
		Boys	Girls	Average
Sex of teachers	Male	6.1	6.7	12.9
	Female	5.3	4.2	9.5
	Average	5.6	5.1	10.7
Subject	Natural science	8.1	6.7	14.8
	Foreign language	6.5	5.7	12.2
	Social science	3.7	3.9	7.6
	Average	5.6	5.1	10.7
Grade	Upper secondary	4.6	4.3	8.9
	Lower secondary	6.1	6.0	12.1
	Primary	5.9	4.5	10.4
	Average	5.6	5.1	10.7
Seating	Traditional	5.3	4.5	9.8
	Nontraditional	6.5	6.8	13.3
	Average	5.6	5.1	10.7

Teachers of both genders also frequently give male students more interaction time than female students, and initiate more contact with male students than with female students.

What teaching methods trigger more teacher-student interaction? Teaching methodologies towards student-centered teaching approaches encourage more teacher-student interaction (average 21.6 interactions per a class) while traditional teacher centered lecturing establishes average 16.8 teacher-student interaction per a class.

Three findings became apparent after the study: there was no statistically significant gender imbalance in term of attention allocation from the teacher in the classroom; however girls tend to receive more positive responses from the teacher than boys do; boys tend to be more active in the early period of class while, in contrast, girls are getting more attention from their teacher in the later period of class in average 20 one to one interactions took place between teacher and students.

4.3 Gendered patterns in learning

We need to recognise that by putting students with different learning styles in the same classroom, although we may be providing them with the same opportunity, we are not actually facilitating their individual learning equally effectively. In an ideal world, teachers ought to take into consideration the individual learning style(s) and preferred means of perceiving, processing and presenting information of each of their students. It is important to ensure that teaching and learning methodologies are gender-responsive.

4.3.1 Influence of seating on learning

Students seating in a class is arranged by a class mentor at the beginning of an academic year. Students in primary and lower secondary grades follow the arranged seating throughout a year occasionally swapping seats by peers, while students upper secondary grades more often choose free seating depending on their subject interest. At the classes observed, subject teachers had not arranged seatings, except for group activities. Students took seats themselves either taking arranged seats by a class mentor or free seating.

...“Teacher allocates seats, but students choice free seating. If the student interested in mathematics, or is preparing to enroll universities that require high score on mathematics, then they choose to seat near the teacher at mathematics lesson. Students not interested in a subject take the back seats, and surf on internet, or chatting, and texting and disturb others.”

Focus group discussion with girls in upper secondary school

Seating arrangements can play a huge role in student performance. Students occupying the front rows are more attentive than those in the back. Students who sit near the teacher are often called on more frequently or receive more of the teacher’s attention. Classroom arrangement from a students’ point of view, symbolizes their personality. Often, the diligent, focused students occupy the closest seats to the teacher, in order not to miss out any vital information whereas the laid back, more casual students opt for the back benches to avoid being noticed by the teachers(PLB)

...“Boys often take back seats of the class, they don’t pay attention to the lesson. Teachers are not bothered with them.”

Focus group discussion with girls in lower secondary grades

The table below illustrates where do girls and boys sit in the classroom in relation to the teacher. The observation findings reveal gender differences that boys participate actively in classes taught by a male teacher by taking the closest seats to the teacher, on average 51.5 percent of boys in a class take the closest seats to the teacher, the least percentage of boys taking the closest seats to the teachers was observed in social science classes and classes taught by female teachers, 37.1 percent and 39.1 percent respectively. The highest percentage of girls taking the farthest seats from the teacher was observed in classes taught by male teachers and natural science classes, 40 percent and 38.7 percent respectively. Gender differences in seats taking reflect boys and girls interests in the subject taught, for instance more boys (50.4 percent) take the closest seats to the teacher in natural science subjects than girls (40.2 percent).

Table 35 Seats taking in the classroom in relation to the teacher, by percentage of girls and boys

		The closest seats to the teacher		The farthest seats from the teacher	
		Boys	Girls	Boys	Girls
Subject	Natural science	50.4%	40.2%	35.5%	38.7%
	Foreign language	57.9%	61.5%	42.1%	29.0%
	Social science	37.1%	37.1%	34.7%	31.8%
	Average	43.7%	39.9%	35.5%	34.4%
Grade	Upper secondary	39.6%	46.5%	44.8%	28.9%
	Lower secondary	47.8%	36.6%	32.6%	37.1%
	Primary	41.3%	39.0%	31.7%	35.0%
	Average	43.7%	39.9%	35.5%	34.4%

Sex of a teacher	Male	51.5%	38.9%	34.4%	40.0%
	Female	39.1%	40.5%	36.1%	31.0%
	Average	43.7%	39.9%	35.5%	34.4%

Moreover, gender difference in seating of girls and boys in a class was present in lower and upper secondary grades, as observed, percentage of boys and girls were taking the closest seats to the teacher did not differ at primary grades, 41.3 percent and 39 percent respectively. But percentage of boys taking the closest seats to the teacher was higher than girls in lower secondary grades by 11.2 percent, and lower than girls in upper secondary grades by 6.9 percent. This is another indication of that boys engagement in learning decreases as they mature.

4.3.2 Differences in learning motivation and interest

The teacher acts as a gender-specific role model, regardless of what he or she says or does. According to this theory, students are more engaged, behave more appropriately, and perform at a higher level when taught by one who shares their gender. We examined teacher perceptions of a student's performance and student perceptions of the subject taught by a particular teacher. I was especially interested in the influence of a teacher's gender on students' perceptions.

More male teachers (21.1 percent) than female teachers (6.4 percent) reported that boys are more interested in the subject he taught. However, two thirds of respondent teachers admitted that boys and girls both are interested in the subject they taught.

Table 36 Who is more interested in the subject you taught?

		Sex of respondent teachers		Total	
		Male	Female		
More interested in the subject taught by a male or female teacher	Girls	No. of a teacher	6	44	50
		Percent	10.5%	16.5%	15.5%
	Boys	No. of a teacher	12	17	29
		Percent	21.1%	6.4%	9.0%
	Both	No. of a teacher	38	196	234
		Percent	66.7%	73.7%	72.4%
	Do not know	No. of a teacher	1	9	10
		Number	1.8%	3.4%	3.1%
	Total	No. of a teacher	57	266	323
		Percent	100.0%	100.0%	100.0%

Boys had shown more interest in the subject when subject is taught by a male teacher, for instance, 21.1 percent of social science male teachers, 23.3 percent of natural science male teachers, and 12.5 percent primary school male teachers agreed that boys are more interested in the subject they taught. The percentage of boys more interested in the subject taught by a female teacher significantly dropped to on average of 6.4 percent regardless of the subject. See Table or Graphic

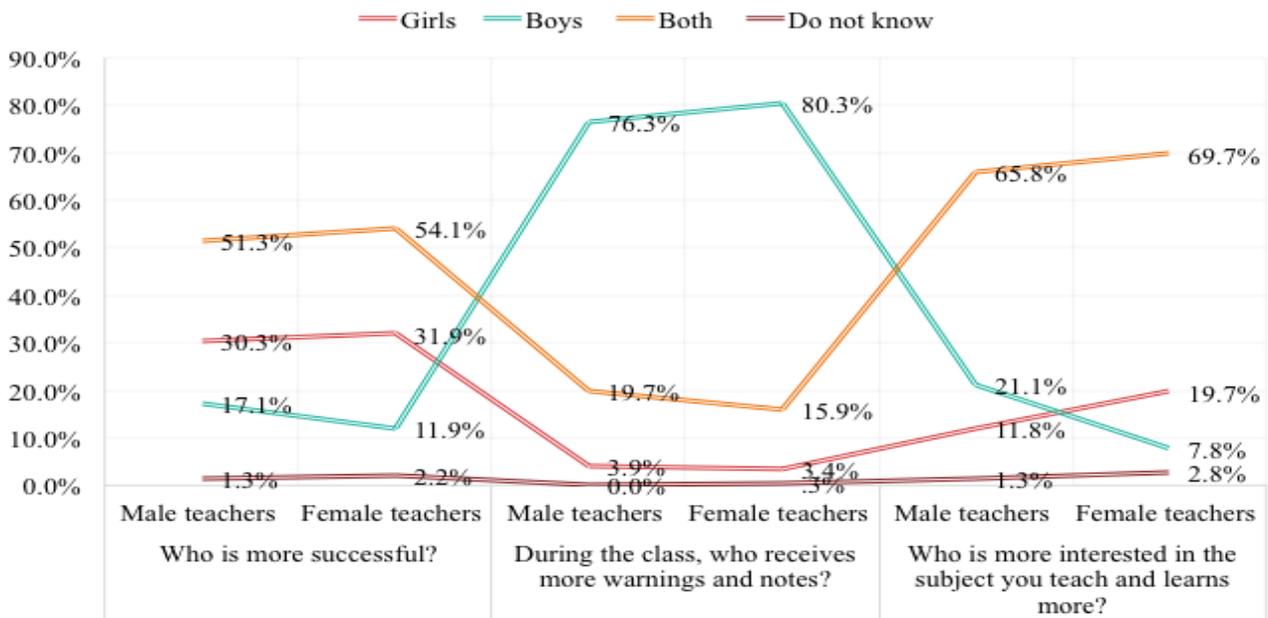
Table 37 Who is more study in your subject?

			Subjects			Total
			Social science	Natural science	Primary school teacher	
Male teachers	Girls	Count	3	3	0	6
		Percent	15.8%	10.0%	0.0%	10.5%
	Boys	Count	4	7	1	12
		Percent	21.1%	23.3%	12.5%	21.1%
	Both	Count	11	20	7	38
		Percent	57.9%	66.7%	87.5%	66.7%
	Do not know	Count	1	0	0	1

		Percent	5.3%	0.0%	0.0%	1.8%
	Total	Count	19	30	8	57
		Percent	100.0%	100.0%	100.0%	100.0%
Female teachers	Girls	Count	18	14	12	44
		Percent	23.4%	16.9%	11.3%	16.5%
	Boys	Count	5	5	7	17
		Percent	6.5%	6.0%	6.6%	6.4%
	Both	Count	52	63	81	196
		Percent	67.5%	75.9%	76.4%	73.7%
	Do not know	Count	2	1	6	9
		Percent	2.6%	1.2%	5.7%	3.4%
Total	Count	77	83	106	266	
	Percent	100.0%	100.0%	100.0%	100.0%	

Table 35 is shown students' performance in male and female teachers classes. It can be seen clearly that two thirds of respondent female teachers admitted that both girls and boys are interested in the subject she taught, and one third said that girls are better learners, and 42.7 percent of respondent female teachers think that girls are more motivated and active in learning.

Figure 28 Difference in boys and girls learning behaviours by male and female teachers



...”Nowadays there is not much differences in girls and boys motivation, interests. If one sets a goal and determin gender is no barrier. For example, since the Government stated that will send and train 1000 engineers in Japan many girls interested in the subjects in a field.”

Individual interview with social worker Baganuur district, Ulaanbaatar

...”Girls are studying better than boys in lower and upper grades. Performance of boys dramatically reduce in 6th and 7th grades. I wish I had a resource to investigate the problem. Parents pay unequal attention to boys and girls.”

Individual nterview with a female teacher, Khan-Uul district, Ulaanbaatar

4.4 Including gender in teacher education: Challenges and ways forward

As discussed on the previous chapters teachers are central to the teaching and learning processes, their understanding and awareness of gender issues is pivotal for ensuring equal participation of students. Moreover, teachers are the one of the key players in shaping and developing student's understanding of gender roles and can be carriers or breakers of traditional gender stereotypes within schools. Teachers themselves must be gender sensitive and practice gender-responsive teaching. It is therefore important to ensure that future and serving teachers receive appropriate gender-sensitive education and training, both pre-service and in-service, so that they can play a critical role in eliminating all forms of gender-related discriminations in and beyond the classrooms and intergrating sustainable development education more effectively at schools. The Government of Mongolia has emphasised the need to improve teacher education, continuing professional development in teaching, and the attractiveness of the teaching profession.

The aim of this chapter is to present how gender sensitive is pre-service and in-service teacher education, with a particular focus on identifying and redressing gaps. Firstly, it looks at gender dimensions in initial teacher education, it then examines access to in-service trainings for rural and urban teachers, and its content, how far gender is included as a topic in continuing professional development for teachers. Finally, it concludes research findings and recommends actions can be taken to enhance gender dimension in pre-service and in-service teacher training.

4.4.1 Gender aspects in initial teacher education

Currently about 30 public and private teacher education institutions (TEIs) provide initial teacher education in Mongolia and approximately 5000 students with a teaching qualification annually graduate these institutions.⁵ The largest is Mongolian State University of Education (MSUE) with 65 years of experience in teacher education, graduates about 2000 undergraduate students annually with a teaching degree in 14 teaching specializations. Initial teacher education consists of four-year teacher courses and 4-8 weeks of a practical training at schools annually. Preliminary findings from a Bank-commissioned study on how teachers are groomed, retained, and maintained reveals a teacher training system that is not very dynamic, and does not appear to be reaching a high level of quality in terms of preparing teachers for future service(WB, 2014).

Gender does not seem to have a prominent place within initial teacher education programmes, as none of TEIs has a specific mandatory course on gender, but optional course is offered but the extent its enrolment is unknown. Since 2010 the MECS has necessitated gender issues and gender equality education to be integrated in higher education and obliged a mandatory course Human development, ethics for communication to provide education on promoting gender equality(The Minister decree No. A285 on Approving the list of mandatory courses in 2014, 2014). Gender programmes usually taught by academics of Humanities and Social Science Schools of ETIs, however, the time allocated to gender topic is negligible, as 2 hours of lecture and 2 hours of seminar were devoted on gender out of 32 hours Human Development course.

Since gender is a new topic in teacher education, only 5.3 percent of the surveyed teachers were studied a specific course on gender. The majority of teachers (85.9 percent) admitted that they did not study a specific course on gender in the university and teacher training colleges.

“I graduated from Teachers college in 1983 as a primary school teacher, then the Institute for Foreign Language in 1990 as a russian teacher. Ever since teaching a russian language at lower and upper

⁵ As of 2015, 22,664 students were studying in teaching degree courses, constituting 12.7 percent of tertiary education students. Teaching is the third popular profession after commercial and business management (21.4 percent), and engineering (14.1 percent) in Mongolia.

secondary grades. At the time of my studying a gender was not taught at all either as a specific course or as a topic in any courses. I think, none of the teachers at my age know much about gender perspective. Anyway, I will be retired after 3 years upon turning 55 years old, some of teachers at my age already retired at age 50 on the condition of raising 4 and more children.”

Interview with a senior secondary school teacher, serving 26 years as a russian teacher

Besides knowledge of their subject, student teachers need to acquire professional skills. Their professional training includes both theoretical studies (pedagogy, psychology, etc.) and practical training in schools. Pedagogy (the educational theory of teaching) and psychology are core courses in teacher education universities and colleges, however, gender dimension is unsatisfactorily integrated in the curricula. Research findings reveal that three fourths of teachers were provided with inadequate skills and knowledge which they needed to apply to meet boys’ and girls’ different interests and needs, create equal learning opportunity and ensure equal participation of both boys and girls in a classroom, and to be a gender-sensitive teacher. Only 23.4 percent of surveyed teachers said that these courses adequately covered the issues.

“I graduated from Mongolian State University of Education in 2013 as a primary school teacher. The subjects I studied at the university, did not cover gender issues. I’ve been taught how to address different needs and interests of students, and tailor teaching accordingly by student ages, but not a gender.”

Interview with a young primary school teacher serving in third year, Ulaanbaatar

Based on the survey findings it can be summarised that teachers did not receive an adequate training on gender perspective and gender sensitive pedagogy in initial teacher education. Gender does not seem to have a prominent place within initial teacher education programmes, and where gender perspective has been integrated, the content and the time allocated is insufficient to enable future teachers not to gender discriminate and give equal opportunities to girls and boys thus promoting gender equity and equality in education.

4.4.2 Continuing professional development of teachers

Teacher is seen as a life-long learning profession, therefore it requires teachers to update their subject knowledge and advance their teaching skills constantly. Government is focused on providing various in-service trainings for teachers, thus enabling continuous on-the-job development, by addressing their development needs and challenges face in implementation of education reform, and adapting new curricula. Continuing professional development for teachers has been institutionalized,⁶ became more efficient in last years, based on policy efforts towards education reform. The Minister of Education has approved “Regulation on professional development of pre-school, primary and secondary schools teachers and staff” (Decree A/287 dated on 09 Aug., 2013), “Procedures on issuing and revoking teacher accreditation, professional qualification degrees” (Decree A/305/3 dated on 15 Aug., 2013) and “Teacher development program 2012-2016”. These policy documents imply measures and actions to improve professional qualification of teachers and create favorable environment for continuous on-the-job development, through organization of in-service trainings for teachers, school principles and educators, debates and discussion, and exchange of best practices at national, regional and local level.

Teacher accreditation supports quality teaching, helps train and develop teachers. Teacher accreditation, professional qualification degrees⁷ and professional development are intertwined: to start or return to work after 3 and plus years intermission as a teacher in pre- and secondary schools, teachers must be accredited by the Board of Teacher Accreditation and attendance of professional development trainings on the first, fifth

⁶ The Institute of Teacher’s Professional Development has re-established as an independent institution in 2012 by the decree no.180 of the Government of Mongolia.

⁷The ascending qualification degrees of a teacher are teacher, teaching methodologist teacher, leading teacher and consultant teacher. On the fifth year of service teachers are entitled for a teaching methodologist teacher, on the tenth year for a leading teacher and 15th year for a consultant teacher. The teaching methodologist and leading teacher ranks are valid for 5 years, the consultant teacher for 10 years.

and tenth year of employment compels as a prerequisite to extend teacher accreditation and upgrade a professional qualification degrees.

Professional development is provided by 3 types of in-service training: focal, specialized and on-the-job, which are offered by government agencies, non-governmental organisations and institutions, projects and programmes supported by international organisations. The professional development of teachers through in-service trainings aim for a number of objectives, including:

- to update teachers' knowledge of a subject in light of recent advances in the area;
- to update teachers' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research.
- to enable teachers to apply changes made to curricula or other aspects of teaching practice;
- to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice;

In-service focal trainings are funded by the state budget:⁸ focal training for the first, fifth and tenth year of employment to be organised at national level, and for the second, third and fourth year of employment to be organised at local level.⁹ The curricula for focal trainings are developed by the Institute of Teacher's Professional Development (ITPD) in cooperation with the MSUE, both are the key providers of the focal trainings as well as local teacher training colleges and Department of Education and Culture at aimag centers and the capital city. According to official statistics, in 2014-2015SY over 22,228 teachers participated in international, national, regional and local in-service trainings. For example, the ITPD has organised focal trainings for 1073 pre-school and school teachers on the fifth year of employment, and 1144 teachers on the tenth year of employment in 2013.

Table 38 Percentage of teachers attended in-service trainings by sex and location

		Urban		Rural		Total
		Male	Female	Male	Female	
Training in abroad	Number	158	937	544	2054	3693
	Percentage	4%	25%	15%	56%	100%
National training	Number	13	142	167	651	973
	Percentage	1%	15%	17%	67%	100%
Regional training	Number	400	2832	1212	5921	10365
	Percentage	4%	27%	12%	57%	100%
Local training	Number	945	4521	198	1533	7197
	Percentage	13%	63%	3%	21%	100%
Total	Number	1516	8432	2121	10159	22228
	Percentage	7%	38%	10%	46%	100%

Source: NSO Statistical year book Education, Culture and Science, UB 2015

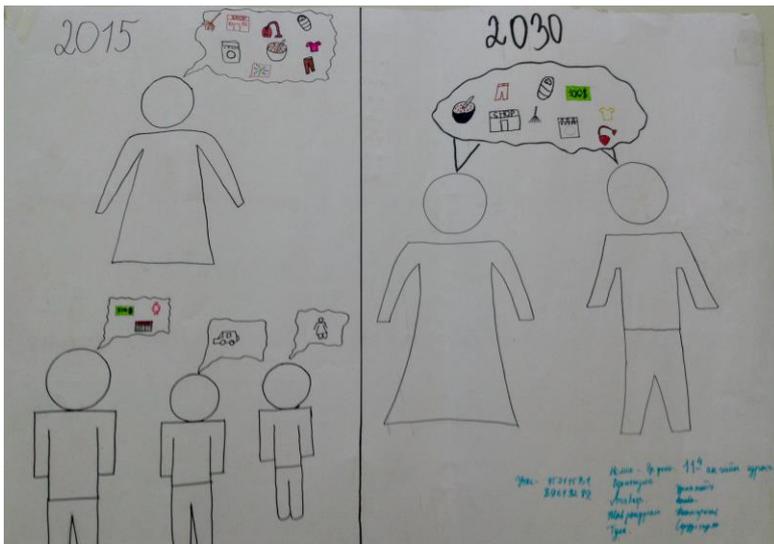
The curricula for in-service specialized trainings are developed by accredited institutions for professional development, for instance, TEIs, specialized training institutions, professional associations, non-governmental organisations and individuals. The curricula are evaluated and approved by the ITPD and teachers are entitled to select the interested training from the approved specialized trainings.¹⁰ As of 2016, the ITPD has received and evaluated 119 curricula for in-service specialized trainings, the evaluation working group consisted of representatives from MECS, ITPD, the Institute of Educational Research and Trade Union of Education. Main criteria for the selection was the training module oriented to certain skills teacher to master, instead of diverse contents. Although participation in specialized trainings is voluntary, it is taken into consideration for upgrading teacher's qualification degree.

⁸Law of Education

⁹In-service focal trainings at national level to be organised for 10 days, and at local level for 3 days.

¹⁰The institute of Teacher's Professional Development has approved the curricula of 84 specialized trainings from 28 institutions in 2014, 74 specialized trainings from 22 institutions in 2015 and 63 specialized trainings from 21 institutions in 2016.

However, gender as a topic of in-service trainings both focal and specialized trainings seems to be not integrated in the curriculum, if is integrated rather sporadic. Thus only 3 modules offered by non-governmental organisations, and by the State University of Education, of total 221 approved specialized training modules in last 3 years were gender specific, namely “Provision of Social Care Services to Child Victims of Domestic Violence”, “Integrating Equal Participation Principles into Schooling” and “A Child Has a Right Be Loved and Protected”. Moreover, only one school of 23 visited schools has organised gender training for teachers and upper secondary school students at the school. The training was organised by NGO, Mongolian Women’s Foundation, the foster developed by participants in the course of the training is shown below.



The proportion of teachers attended in such trainings is very low as 83.1 percent (Question 24.3 of teacher’s questionnaire) of the surveyed teachers and percent (Question 29 of school principal’s questionnaire) of the surveyed school principals admitted that they did not receive gender training within in-service trainings. School principals in rural/ aimag center/ urban schools Teachers in rural/ aimag center/ urban schools

Policies on continuing professional development do not particularly take into account the gender perspective, in-service training on gender appears to depend largely on the initiative of individual providers of teacher education. Moreover, and school principles, as they are a key decision maker on sending their teachers to specialized in-service training or organizing on-the-job training.

CHAPTER 5. GENDERED PATTERNS OF CHILDREN EDUCATION

Chapter 5. Gender stereotypes and prejudices are barriers to promote gender equality in education. This chapter tries to illustrate and address gender perspective and gendered perceptions among key players of education: parents, students and teachers. It investigates parents' perception about their children education, preference of boys or girls to get education, teachers perception of gender roles and norms and how children's gender identity and understanding of the gender has shaped.

5.1 Parents gender perception

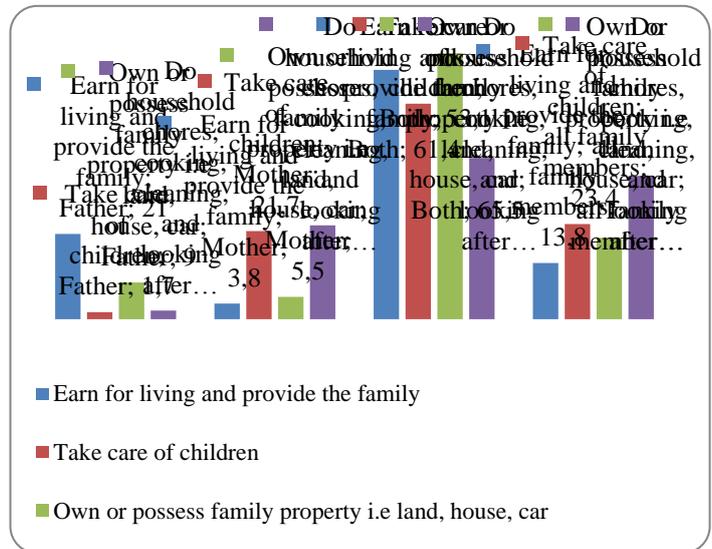
5.1.1 Gender role and gender stereotypes

80% of the surveyed parents said gender is equal participation of men and women in social life and decision-making level. 3.8% of the parents said correct response or "gender is understanding that reflects social and cultural differences of man and woman" and this correlates to educational level of the parents. In another word, parents with higher education gave appropriate answer. It is been about 10 years since Mongolia adopted law on gender equality. About 60% of the surveyed parents don't know about law on gender equality. According to quantitative survey result, personal weight of moms and parents with higher education account most of those who said they know about the law.

Figure 29 Parents focus group discussion



Figure 30 Parents perception and attitude on gender roles and responsibilities in a family



According to figure on measurement of traditional understanding on man and woman's role, (table 5.1), respondents consider that it is responsibility of both parents to earn income and feed family members and look after children and own property. However, response that said it is role of men to earn money and feed family and engage in active economic activity is 5 times more than the role of women. Also response that imposed responsibility of cooking, cleaning of home, caring of household members on women is 10 times more than the response which imposed this role on men. In general, family responsibility is equally divided into man and woman, parents, prefer men to have more active economic role(21%), and prefers women to have more roles in reproduction(21.7-23.1%).

Gender analysis of the responses about household responsibility of parents revealed following picture.

Table 39 Respondents' perception and attitude on gender roles and responsibilities in a family (n=290)

	Earn for living and provide the family		Take care of children		Own or possess family property i.e land, house, car		Do household chores, cooking, cleaning, and looking after family members etc.	
	Male	Female	Male	Female	Male	Female	Male	Female
Father	29.8	14.8	3.3	0.6	11.6	7.1	29.8	14.8
Mother	1.7	5.3	20.7	22.5	4.1	6.5	1.7	5.3
Both	54.5	66.3	55.4	51.5	64.5	66.3	54.5	66.3
all family members	14.0	13.6	20.7	25.4	19.8	20.1	14.0	13.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

According to figure 5.1, respondents emphasized collective family responsibility of wife and husband. In table 5.1, response of dads that said it is role of husband to earn money and feed family is twice more than responses of moms that said same and percentage of those that supported wife earning money and feed family is 1.7%(n=2). Compared with men, percentage of surveyed moms that considered it is role and responsibility of wife to earn money and feed family is 2.5 times more and varied attitude is shown. According to survey result, 11.6% considered it is role of dad to own family assets and property and 4.1% considered it is role of mom. Response that said ownership of family assets and property is role of men is 3 times more. Also 1.8% of the surveyed moms considered household chores which is mainly done by wife\women free of charge is responsibility of husband and 23.1% said it is responsibility of women. This shows that some of the surveyed parents still have thinking that reflects gender stereotype culture.

According to surveyed parents, 51.4% agrees and said that men and women have different responsibilities in family depending on time availability and opportunity; 24.8% said household members divided the family responsibility and roles depending on family tradition and customs; 16.2% said the division of roles and responsibilities are due to natural born nature of man and woman and remaining 7.6% said they don't know. According to outcome of the quantitative survey, imposition of various different family roles and responsibilities not just on woman nor on man, but to any gender whoever has time is positive in terms of gender role. However, the qualitative survey findings says despite the fact that men and women support equal rights in the family regardless of gender, in actual life, they are not really equal. This was validated by the focus group discussions.

Table 40 Parents' attitude about different family roles by men and women

	Women's response	Men's response
Kazakh(Khovd aimag)	<p>-Since the woman is head of household, does all work inside or outside of home</p> <p>-Follows Kazakh women's customs and tradition where men does all work outside of home and women does all work inside home.</p> <p>Young woman:Can do any household work and look after children without dividing it as "man's job" or "woman's job". If husband is away, wife can do work outside home.</p> <p>Middle aged woman:Woman learns what jobs to do from her parents. Mom tells her daughter how to clean home and cook.</p> <p>-People think "you are woman and girl, therefore, it is your job to clean home and do other things".</p>	<p>-Cooks when wife is away(3 times in a month)</p> <p>-Do not think there is men's or women's jobs</p> <p>-Man must have morality. He needs to take good care of his family and be a good dad. Woman must be a good mom and fulfill his mom's obligation well.</p>
Urban areas	-Since moms stay home most of the time, they	-As time is changing, traditional belief that men should not do household chores and

	do the household chores -It is up to women and men what jobs to do at home. -It is man's job to take care of family and feeding family members. -Whoever is not busy and came earlier does household work and cooks.	women should do it is changing and men and women are both doing the household chores depending on their spare time. -When wife is away, husband does household work
In rural area	-Men does outside work and herds animals and moms look after children and does household chores - In real life, women does and handles all work in or outside home. -People think all job must be done by women -It should not be like "woman must do household work" or "men should not do household work" -Men and women should have equal rights to division of labor. However, most of our households are not like that. -It is not about division of labor, it is about whoever can do it, should earn money and do the household do.	-Division of job between wife and husband is not that strict, however, because of life situation jobs are divided. When dads are away, moms does all work in or outside of home. -Whoever comes first does the household work -Because of my job, I have go to countryside, therefore, my wife does all work -It is not necessary to divide jobs into men's job or women's job. -It is wrong to label jobs as men's or women's job. In modern times, job is not divided as men's or women's job.

Source: Parents' focus group discussion

In table below shown gender analysis of surveyed parents' attitude about boys and girls expressed through interest, capacity, personal character of boys and girls. We identified distinctive differences of opinions of moms and dads. According to responses of dads, percentages of dads that agreed with statement that boys have leadership skills, have technical talent and response that said girls are good in foreign languages and social science classes, good in doing household chores were higher. During the one-on-one interviews, some of the teachers explained difference of girls and boys due to IQ and thinking speed of girls and boys, character development, learning differences (*girls are consistently good in all subjects, studies well throughout year, boys are good in selected subjects and prepares and makes effort these subjects, boys excel in their studies during mid and senior grades etc*).

... "Boys prepare more for one type of subjects. Girls are hardworking and makes much efforts" *Focus group discussion with academic research staff of the Institute of Education in charge of programs and textbooks*
 ... "Boys excel in studies, therefore, they go to schools which requires much intellectual capacity. Mostly girls enter our school which prepares teachers." *Khovd aimag, interview with training manager of secondary school*
 ... "Girls are good in studies. Girls pays much attention to their studies. Men acts careless. Boys excels in chosen subject. Girls consistently studies all subjects" *Discussion with girls and boys of secondary school in Orkhon aimag*

As shown in table 5.4, moms said girls freely expresses their opinions than boys and more open and better in doing household chores and boys are good in technical stuff and this was the highest percentage of the responses. This attitude was also observed from the qualitative survey finding.

Table 41 Stereotypes and prejudices on girls and boys behaviour, by parents

Stereotypes and prejudices	Male				Female				Total
	Fully agree	Partially agree	Fully agree	Don't know	Fully agree	Partially agree	Fully agree	Don't know	
Girls are better problem solvers than boys	22.3	57.9	14.0	5.8	24.9	53.3	10.1	11.8	100.0
Boys are talented for leadership	38.8	43.0	10.7	7.4	26.6	50.3	11.2	11.8	100.0

Boys are better at natural science	25.6	35.5	11.6	27.3	14.8	46.2	13.0	26.0	100.0
Girls are better at language and social science	40.5	35.5	11.6	12.4	27.8	42.6	10.1	19.5	100.0
Boys are reluctant to express their emotion	24.0	44.6	13.2	18.2	23.1	43.2	14.2	19.5	100.0
Girls express their views freely and are open minded compared to boys	30.6	47.1	10.7	11.6	37.3	42.0	9.5	11.2	100.0
Girls are better at household chores	62.0	24.8	7.4	5.8	63.3	23.7	5.9	7.1	100.0
Boys are better at machinery and construction	63.6	24.8	3.3	8.3	58.0	28.4	5.9	7.7	100.0
Boys are strong, brave and aggressive	29.8	46.3	11.6	12.4	30.2	48.5	10.7	10.7	100.0
Girls are weak, patient, considerate	14.9	27.3	47.1	10.7	14.8	43.8	31.4	10.1	100.0

Location analysis of the above attitudes of parents' related to girls and boys led to interesting differences. Higher percentages of parents surveyed in Khovd, Orkhon, Dundgobi aimags said girls are good in foreign languages and social sciences and also most of the parents from Sukhbaatar, Orkhon aimag said girls expresses their opinions freely. In other aimags except Zavkhan and Ulaanbaatar, there was no single respondent disagreed with the statement that said boys are good in technical stuff. About 60-85% of the surveyed parents in rural areas, 52% of the surveyed parents in Ulaanbaatar agreed with the statement that said girls are good in doing household chores.

...”Our middle son and daughter always quarrels with each other. When my daughter says to her brother“ you didn’t wash the dishes”, I tell her “ you are a girl. You don’t have to imitate him. Man is not someone to wash dishes. He is washing dishes in order to learn about life”. My daughter also says brother is not washing floor. I tell her stop this. He is not supposed to wash floor, however, we are having him do this. Human rights and equality are relative concepts"

Moms focus group discussion in Chingeltei district

...”Daddy: Girls like to write and read. Boys have good logical thinking. Daddy: Boys excel in math and physics and chemistry. Girls excel in Mongolian language and social science subjects.Dad: It depends from interest, dedication of individual child. It doesn’t matter if child or girl or boy”.

Dads’ focus group discussion in Selenge aimag

...”My son likes natural science class. My daughter likes math very much. She is very good at chemistry. Maybe her teacher teaches well. She is very active. It depends on the teacher”.

Moms’ focus group discussion in Selenge aimag

...”My daughter likes language class very much. She is not good in math. It depends on the teacher that teaches the subjects and efforts of that child.My son is better in drawing and technological classes.”

Moms’ focus group discussion in Bayangol district

Analysis of qualitative survey findings reveals commonly held perceptions of parents such as boys are good in math and girls are good in oral classes, foreign language etc. However, it is a positive sign that there were some parents which considered that children’s studies depends from other factors such as children’s interest, support for their enthusiasm, encouragement, advice and teachers’ consideration of specific needs of boys and girls.

Parents have much need to know about differences and specifics of boys and girls and how to deal with them based on these knowledge and this is proven by the fact that 85.2% of the surveyed moms' and 76% of the dads who said so during the survey. There is need for the project to include content related to learning approach of boys and girls, teaching process, relation of boys and girls, career choice when implement training and strengthen capacity focused on gender education of parents.

5.1.2 Expectation on boys and girls education

We analyzed parents' expectation about education of boys and girls, participation of girls and boys in learning process \ participation of girls and boys in same or different ways in learning process, whether learning process are reflected differently in girls and boys\, parents attitude towards future career choice of boys and girls, whether relation between parents and pupils affect in teaching process.

Parents focus on education issue of both of their girls and boys and want to provide higher education for their children regardless of gender and this was very common (76.7-80.5%). 3 out of every 4 mothers emphasized higher education for their girls and this was the highest percentage in the responses. Parents attitude to education of their girls and boys demonstrate traditional gender understanding to small extent. Percentage of moms and dads that want their children to learn to read and write and percentage of parents that want to send their children to vocational schools varies depending on gender of their children. For example, dads choose to send their girl and boy to vocational schools regardless of their gender difference and moms choose to send their sons to vocational schools and but not their girls. This is illustrated in table 5.3. According to qualitative evidence, parents have traditional gender understanding when it comes to education for their girls and boys. Some management staff of secondary schools and educational experts also didn't rule out this attitude of parents.

Table 42 Parents' educational aspirations for their sons and daughters (n=290)

Aspirations	Educate boys		Educate girls	
	Father's aspiration	Mother's aspiration	Father's aspiration	Mother's aspiration
Literacy	1.5	1.7	0.0	0.9
Basic education	0.0	0.0	2.3	0.0
Complete secondary education	4.5	0.0	1.1	3.5
College education	1.5	4.3	1.1	0.0
Tertiary education	78.8	76.7	78.4	80.5
Child will decide him/herself	13.6	17.2	17.0	15.0
Total	100.0	100.0	100.0	100.0

Qualitative evidence shows that parents want their daughters to continue their study and become medical doctor, teacher, artist, lawyer, translator, linguist with jobs available and want their sons to work in mining or to be construction engineers, military, police, banking and financing specialist, lawyer, technical specialist, public administration, management, business management, architects, medical doctor and teacher. Next survey results confirmed previous findings. 44.8% of the parents chose to continue education of those children who are studying successfully regardless of their gender. However, response of parents to continue education of their girls were 3 times more. Specifically, 11% of the parents want to continue education of their sons and 31% want to continue education of their girls. Response of dads who want to continue education of their girls was 3.5 point higher than moms'.

We discovered 2 school age children dropped from school during our survey and mother of one of them was a single mom, winning bread-self-employed and the other one was single woman either who have no income and has secondary education and lives in countryside. School dropout rate is decreasing every year, however, the school management staff mentioned during the one-on-one interviews that there are still cases of 6 year old children not attending schools and disabled children and boys of herder family are dropping from schools.

..."Mostly boys drop from schools. Also most of the children dropped from schools are disabled children. 11 child that are born after September didn't attend school and there are also 2 six year old child didn't go to school. After graduation of 9th grade, boys drop from school. Boys began to work. It very much varies parents to parents and the children."

(Khovd aimag, Khovd soum, director of secondary school)

...”According to observation, boys are mostly dropping from schools. Herders who migrated from western provinces drop their children from schools in order to have them help in animal herding work. There are cases of children dropping from schools due to livelihood of household, divorce or for health reasons.”

(Selenge aimag, head of education department)

Table 43 Parents’ preference on educating their girls and boys if they have had to choose between

Aspirations	Father’s preference	Mother’s preference	Total response	Ranking
Boy	6.6	14.2	11.0	
Girl	33.1	29.6	31.0	II
Have one child at school	14.0	11.2	12.8	
The one who is studying well	46.3	43.8	44.8	I
The oldest one	0.0	0.6	0.3	
Total	100.0	100.0	100.0	

We asked about priority of parents when considering education of their girls and boys. Percentage of parents’ response that said having education will help to have jobs, family, raise their children appropriately and by having education, jobs and income, will enable them to live with financial freedom was highest.

Table 44 Parents’ perception about their children having a good education

Aspirations	For boys		For girls	
	Father’s perception	Mother’s perception	Father’s perception	Mother’s perception
Get a job	61.2	57.8	43.2	28.6
Exercise a financial freedom	46.3	41.4	30.7	27.2
Enjoy a wealthy life by earning	11.9	10.3	15.9	15.8
Look at the world differently	28.4	33.6	18.2	19.2
Bring up own children educated and well-rounded	62.7	63.8	48.9	43.0
Became a good citizen and contribute to country’s development and	44.8	44.0	30.6	21.9
Support parents and relatives	20.9	20.7	18.2	21.9
Have a life that is no worse than others have	13.4	13.8	12.5	12.3
Live independently, the way one wants to	17.9	30.2	25.3	21.1

Quantitative and qualitative evidences show that traditional gender understanding of the parents affect attitude towards education of girls and boys, specifically, choice for higher education and future career and profession.

5.1.3 Gendered perspectives on teaching and learning

The survey reviewed issues related to consideration of different needs and interests of girls and boys’ in learning and teaching processes and approaches to ensure boys’ and girls’ participation in class activity and gender discrimination in learning and teaching processes and whether teachers respond differently to girls and boys.

As shown in table 5.9, asked parents about their views on 7 concepts focused on male and female teachers’ teaching, the respondents commonly said they do not focus on gender of teacher, but focuses on activities of teachers that supports learning of pupils. However, according to survey evidence, there are distinctive differences that emphasized gender and gender differences of teachers. For example, moms’ think female teachers help and advise their pupils more and work with each pupils and percentage of dads who thought so was several times less. This conclusion validates findings of previous evidences.

Table 45 Parents’ perception on gendered differences in male and female teachers (n=290)

	Father’s reponse				Mother’s reponse				Total
	Male teacher	Female teacher	Both	Don’t know	Male teacher	Female teacher	Both	Don’t know	

Who mentors better?	2.5	31.4	36.4	29.8	2.4	43.2	38.5	16.0	100.0
Who works more closely with students?	4.1	42.1	33.1	20.7	2.4	54.4	27.2	16.0	100.0
Whose given exercises and homework your child like to do?	5.0	14.9	49.6	30.6	0.6	27.8	50.9	20.7	100.0
Who does your child admire most and talk about them at home?	6.6	31.4	33.9	28.1	4.7	38.5	38.5	18.3	100.0
Who does your child dislike most and talk about them at home?	5.0	15.7	16.5	62.5	7.7	14.8	18.3	59.2	100.0
Whose assessment is more just?	8.3	14.0	43.8	33.9	4.7	24.3	43.8	27.2	100.0
Who do you think good at teaching ?	7.4	23.1	43.8	25.6	3.0	26.0	49.7	21.3	100.0

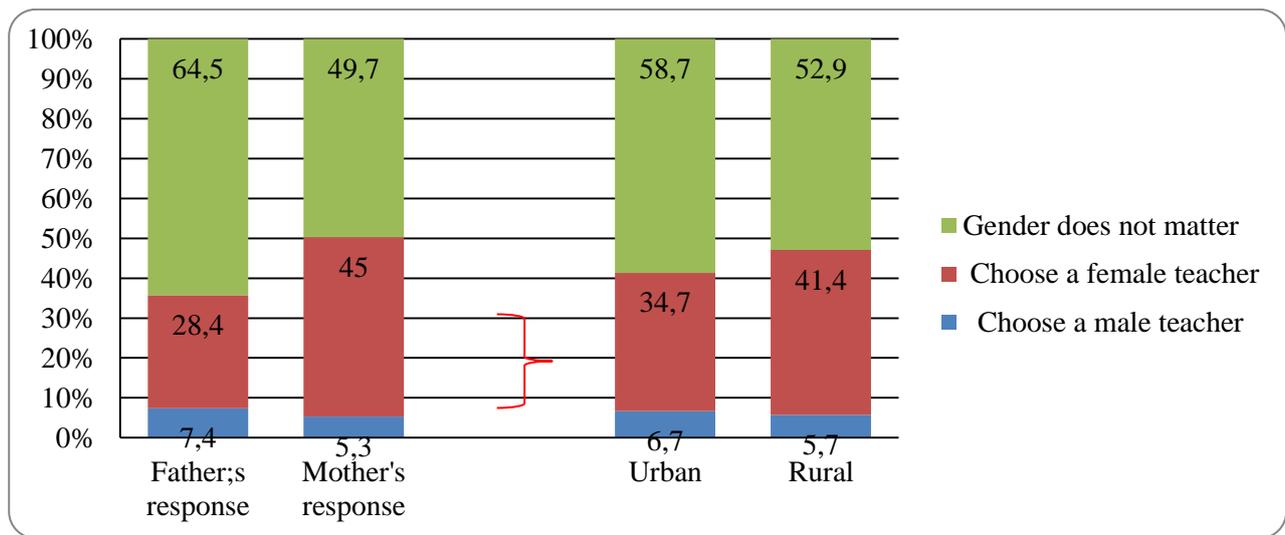
Three of every four respondent mothers highlighted the importance of higher education for their daughters, with specific preference on teacher, doctor, lawyer and office manager which are promising to find jobs. Although parents answered that they care more of their children’s interest over gender, the qualitative research data reveals that there are assumptions like “daughters are destined to live in another family (once they married)”, “daughters must be educated as much as possible in order to live same as other human beings”, “boys are capable of doing anything including hard works”. It shows the fact of typical rigid thought about girls to be vulnerable is still exists. In the interviews with secondary school administrators, they mentioned parents’ common comment which say ‘they would spend whatever they have for their daughters’ education’. The parents said, only that way the girls can live on their own without others’ help.

The parents, participated in the survey, were responding to their children’s education differently depending on their child’s gender. Whereas fathers assume they would let their daughter and son go for Vocational Training College, none of the mothers replied they let go of their daughter for VCT but their sons. (Table 45) Another significant factor for parents’ attitude toward their children’s education is common gender misconception that techniques and engineering doesn’t suit for girls and boys are more talented about them.

Both quantitative and qualitative research findings match on the conclusion - parents are likely to concern more on their daughters’ education. It is because of the parents belief that since daughters get married and belongs to another family someday, girls become daughter in law and they need higher education and occupation in order to live on their own, without someone else’s help.

Although, the parents do not emphasize gender difference of teachers, the surveyed parents consider that female teacher is much better in considering interest and needs of girls and boys and involving them in classroom activities and encourages and support them in learning.

Figure 31 Parents preference of a male and female teacher if they had an option (n=290)



55.9% of the parents said gender of teacher is not important as long as teacher is professional and gender preference is not appropriate, any capable teacher can understand and teach children and gender is not key factor and teacher’s method and approach is more important. Дээрх зурагт харуулснаар, судалгаанд оролцсон ээжүүдийн As illustrated above, about 50% of the surveyed moms prefers female teachers in teaching and this is 10.3 point higher than the same response of dads. Breakdown of location of the respondents show that parents in rural aimag and soums prefer female teachers and this is 6.7 point higher than the same response of parents that represents urban areas. Especially, management staff of the secondary schools participated in one-on-one interviews noted that having female primary grade teachers does have many benefits. According to survey result, personal weight of responses that preferred male teachers was less, preference of male teachers by dads was higher (7.5%) than same response of moms(5.3%).

Table 46 Parents gender preference of teachers

	Response of dads	Response of moms
Preference of male teacher	<ul style="list-style-type: none"> - Keeps discipline among pupils - Principled - Have male teacher put in charge of teaching boys 	<ul style="list-style-type: none"> - Strict - Man reaches good understanding with child - Man is honest and has more potential - Needs to learn to put male teacher in charge of children - Fair and determined - Not straightforward - Talks less and this is not tiring for children
Preference of female teacher	<ul style="list-style-type: none"> - Skilled - Caring for children - Responsible and diligent - She herself is mother, therefore, communicates closely with child - Has good approach to work with children 	<ul style="list-style-type: none"> - Requires high standard from children - Stays in close contact with parents - Have dedication for children - Female teacher stays very close with primary graders and very politely deals with them - Skilled - Communicates with children openly - Woman is very sensitive, therefore, easily reaches understanding with children - Cares for children and therefore, makes much effort for children - Responsible - Gives good advice - Female teacher with daughter has good understanding

As for female teacher: Parents prefer female teachers over male teachers because of following perceptions: These are: female teacher understands children more and stays close with them, female teacher is mother\woman, therefore, deals easily with children, makes much effort for children, has good approach to work with children, responsible, female teacher have better approach and teaching methodology over male teacher, stays close with children, better in persuading children etc.

As for male teacher: He is good at keeping good discipline among children in school environment, he is fair, honest, strict and less likely to discriminate children. However, his weakness could be if he don't directly deals with children.

During focus group discussion with the parents, they were critical about the fact that very few children are chosen and prepared for Olympiads, whereas secondary school education is on whole reform of Core curriculum conception- every child has a talent and it has to be nourished. Parents mentioned that it impacts on child's grade, even.

“...My son used to like Mongolian and he was very enthusiastic about attending Olympiad. But once the teacher is not supporting, he quit trying.. Now I have no idea what subject he likes. On the other day he said he liked mathematics, but after a while he no longer liked that, he said. I assume when children try a little harder but teachers don't recognize and support them then they just quits. Therefore teacher's support is more important than the curriculum. Teachers appraise one or two pupils in a class, the children think that good child is good but no one can becomes the good one, even when they tries their best.”

Zavkhan aimag, Urgamal soum, Mother's speech during parents' focus group discussion.

A qualitative research finding shows the different views of male and female teachers, director and managers about setting gender equality in administrative level in secondary school. Male supervisors looked like representing the patriarchal culture impact within the social structure, whereas female supervisors are against it, raising voice about managerial or administrative position is not necessarily for men but equal opportunity has to be provided for both gender. Interestingly there were a rare occasions when female directors clearly oppose the idea of male teachers to teach in elementary school. They explain the reason, for not supporting male teachers in elementary school, as because they are not as good as female teachers in working with each child face to face, recognizing each child's character or difference, skills and manner to help the child to grow. And they assured the worldwide practice is similar to ours.

We analyzed parents' gender assumption toward girls' and boys' learning process based on qualitative data. According to the data collected from parents and school administrative people, learning process of girls and boys looks like slightly influenced by their age and gender as follows:

According to qualitative survey, male and female teachers, directors, training managers, especially, male management staff of secondary schools expressed traditional gender concept and understanding of society. However, the female management staff expressed and proposed equal opportunity for all. There were one or two female management staff who did not support having male primary grader teachers.

Support for management positions

“...Man focuses on general things and do not do things on time and does not prepare for classes. Male primary grade teacher is worse than female teachers. He wants to be cared by many women. I can't imagine a man as teacher.”

(Bayanzurkh district, training manager of primary grades, female)

“...Man makes right decisions compared to woman and this is related to natural born qualities of man. There are no substantial consequence. Solid position of man is needed for management of many people. Everywhere men is in management position.”

(Bayanzurkh district, male social worker of secondary school)

a. Boys are more talented in technique and engineering. In quantitative research 63.3 percent of the parents assumed boys are more skillful in technical staff, and qualitative data explains it is because the parents have a gendered perceptions like boys' technical intelligence is rather developed. On the other hand there are parents who have positive attitude toward gender as well. Those parents have daughters who are good at history, social sciences, mathematics, physics and chemistry. They prefer their child's interest over gender. Some parents emphasized the reason girls tend to be good at language lesson is teacher's skill to

deliver that subject, during discussion. This note was verified by discussion involving girls and boys, which says they don't like the subjects when teachers just leave the subject as read and write down what's written. They also implied that they like teachers to conduct the lesson interestingly and keep it easy to understand, no matter if the teacher is male or female.

In a group discussion involving parents, administrative people and children, they talked about how teacher's skill influences girls' likelihood to be successful on language and social sciences, whereas boys tend to be successful on mathematics and physics. However, interesting finding from their discussion was common assumptions like idiosyncrasy speed and mental capability of boys are better, plus the fact of boys' sudden improvement in high school years.

b. Teenagers and maturity affects boys' success in learning

In the critical period of overlapped shifts, boys upgrade from elementary class to next level and teenage years changes, boys' gets lower grades. But in high school years, boys gain back the good grades, catch up girls and even becomes outlying successful on the subjects, hard sciences- mathematics and physics, as parents and school administrative people comment. Research findings demonstrates parents and teacher, administrative people's note matches about boys to be good at mathematics and hard sciences, contradictory girls are good at social and humanity sciences. In addition to that there were parents and administrative people who have a strong rigid gender misunderstanding who think "Boys are rather good at creativity, analyzing and questioning for further details. In contrast, girls get similar grades on all subjects, and they are accurate, persistent and motivated. However girls do not necessarily asks further questions, less interested in the topic. In general, intellectual level of boy is higher than girls'."

In the group discussion, about boys' and girls' active participation in learning process and their achievements, various ideas were shared. High school girls concern all the subjects and worries about them, whereas boys focus only chosen subject and succeeds on those. Elementary school representatives said girls are better than boys in all aspects. Junior school representatives affirmed what other two groups mentioned, that in earlier grades girls tends to be good and senior years boys become good at their subjects.

One thing observed from the qualitative research is that considering all subjects equally, persistent, motivated are the characteristics of girls. Contradictory boys' characteristics are defined as learning ability is good, strikingly successful in learning. Boys accepted, what their parents say during group discussion, that they focuses only few chosen subjects thinking they are the important ones and misses the other subjects, do not pay attention and gets bored on many subjects. Parents, teachers and administrative people and children all agree, from the senior years when they consider what profession to choose, boys get good grades and succeed rapidly comparing to girls.

c. Parents decision plays important role in children's learning process and choice of profession.

Findings from group discussion involving parents, school administrative people and children reveals parents are starting to consider their children's interest, discussing with their children about future profession, in recent years. However, there were varieties of different views such as mothers who forces certain profession to their children or fathers who respect child's choice and discuss with their children.

In table below shown participation of parents in learning process of children and who from moms and dads are more dominant in this participation. High percentage of response" no one participates" demonstrates that participation of moms and dads in their children's learning process is inadequate . Personal weight of surveyed moms that highly evaluated their participation tends to be higher. According to responses of moms, 52.7% of the moms\women participate in activities organized by school and 8.3% said dads participate in these activities. This shows moms evaluated their participation as more than 6 times than men. It is clear that both moms and dads participate in school activities of their children.

Table 47 Parent' involvement in school activities

Activity	Father's response	Mother's response	Total
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	Father	Mother	Both	None	Father	Mother	Both	None	
All activity organised by a school	39.7	28.1	12.4	19.8	8.3	52.7	9.5	29.6	100.0
Donate/ financially support	17.4	12.4	14.0	56.2	9.5	30.2	4.7	55.6	100.0
Elected for classparents committee	15.7	17.4	0.8	66.7	4.1	26.6	2.4	66.9	100.0
Participate in parent meetings	29.8	36.4	17.4	16.5	14.2	63.3	8.9	13.6	100.0
Observe	14.9	22.3	5.0	57.9	3.0	42.9	1.8	52.7	100.0
Elected for a School Board member	2.5	3.3	2.5	91.7	1.2	3.0	1.2	94.7	100.0

This quantitative result validates the qualitative finding. Interviews with school management staff and teachers found that parents with children studying in primary grades participate more in school activities and this decreases as children get older.

5.2 Students' gender perception, knowledge and attitude

Gender mainstreaming in education refers to strategy and planned process for addressing gender issues in all education stages and forms with a view to fighting against gender discrimination and promoting gender equality as a fundamental dimension of social justice, inclusiveness and social cohesion.

This part will assess student's perception, including role, status, belief and expectation of male and female, also wants to know, whether students have traditional thoughts of male and female role.

Figure 32 Boys and girls are filled out questionnaire



Total 738 students including 246 1-5th graders, 492 6-12th graders were interviewed for this survey. From them, 128 1-5th graders were from Ulaanbaatar, 118 were from rural area, 281 6-12th graders were from Ulaanbaatar, 211 were from rural areas. Total 23 focus group discussions that held in 14 schools of 14 soums of 7 aimags and 9 school in 9 districts of Ulaanbaatar were organized.

Table 48 General information of students by location and grades

Selected indicators	Grade 1-5		Grade 6-12	
	Number	Percent	Number	Percent
Location				
Uvurkhangai aimag	17	6.9	29	5.9
Orkhon aimag	15	6.1	30	6.1
Dundgobi aimag	15	6.1	30	6.1
Selenge aimag	14	5.7	37	7.5
Sukhbaatar aimag	19	7.7	27	5.5
Khovd aimag	19	7.7	31	6.3
Zavkhan aimag	19	7.7	27	5.5
Ulaanbaatar	128	52	281	57.1
Gender				
Male	120	48.8	231	47.0
Female	126	51.2	261	53.0

Age				
6-8	96	38.9		
9-10	150	61.1		
11-14			258	51.4
15-18			239	48.6
Housing				
Ger	58	23.6	98	19.9
Fencing	64	26.0	156	31.7
Apartment	107	43.5	205	41.7
Multifamily unit /dormitory	12	4.9	23	4.7
Private house	5	2.0	10	2.0
Family structure				
All family (husband, wife, child)	176	71.5	344	69.9
Woman headed household	14	5.7	63	12.8
Man headed household	2	0.8	22	4.5
Expanded family (husband, wife, child, father, mother, grandfather, grandmother etc.,)	54	22.0	63	12.8
Nationality				
Khalkh	157	63.8	373	75.8
Kazakh	12	4.9	14	2.8
Others (buryad,darkhad, dariganga, dorvod, zakhchin etc.,)	77	31.3	105	21.4
Total	246	100.0	492	100.0

In general, gender issues more related to religion, nationality and geograohycal location. Therefore we interested in students who live in rural and urban area as well as student’s religion.In terms of religious belief, 306 or 41.4 of the students were Buddhists, 76 or 10.2% were Shamanists, 41 or 5.5% were Christians, 20 or 2.7% were Muslims, according to the survey result.However, 1/3 of all respondents don’t have any religious belief and don’t have any knowledge about religion and influence of religion is little in family or school environment.

Gender balance is the main factor of the national development. In terms of Mongolian case, number of male teachers have not increased year by year based on the statistical data and result of different studies. When we asked all 246 surveyed primary graders about gender of their classroom teacher, there were 3 (1.2%) male teachers, 243 (98.8%) female teachers and this shows the education sector is dominated by women and with serious gender imbalance.Major cause for this is, mostly girls enter teachers’ college and on the other hand, men can’t meet their family needs by salary of teacher, therefore, works in sectors with high salary scale such as mining, construction, animal herding, agricultural farming and large businesses. This result shows that Mongolians still have been kept that the traditional understanding of male and female’s role, such as male have to be the host of family, they need to take care of the family

Nowadays gender balance is more equal than previous years. There are 237 thousand boys and 239 thousand girls are studying in 2014-2015 school year, based on MOECS statistics(MECS, Statistical data on primary education SY2014-2015, 2015). However, there is different feature in public activities in terms of boys and girl’s participation. Such as; When asked about gender of class leader (child leader), in terms of primary grade, 40.2 % of surveyed primary graders have boy leaders, 48.0% have girl leader, and 1.2% have both boy and girl leaders. As for mid-graders, 38.2 % have boy leaders, 57.5% have girl leaders and 4.3% have both boy and girl leaders and this shows that girls tends to serve more as class leaders and leads other students.

5.2.1 Students understanding about gender role, traditional understanding about gender

Some countries there are strong belief that male and female have different role and careful about their behavior based on biological differences. Consequently, there are several impacts are followed; boys and girls are discriminated by others in family and education environment, that in return supports inequalitywhich is harmful for student’s achievement and development. Therefore, we assess student’s perception of male and female role, status, belief and expectation. According to responses of the surveyed 6-12 graders 35.8% understands gender as equal social participation of men and women and 1/3 said they don’t know what is correct response about gender.This shows, students’ understanding about gender is inadequate.

Thus, education policy needs some changes to teach the future students the gender is the changable concept especially in terms of responsibility and function as equal participation etc.,
Table 5.9 Household works of boys and girls /response by multiple answers /

As for primary graders (1-5th grade), it is common for both girls and boys are equally responsible for looking after their siblings at home and duties of cooking and washing clothes is more imposed on girls and this is 2.5 times more than boys. As for location, in rural area, students do cooking at home while parents are away, washes clothes, chops wood, makes fire and keeps the home warm. Gender breakdown of response that said it is boys' responsibility to fetch water in families that live in khashaa plot and gers shows that it is 3 times more than girls and according to these responses, herding animals is responsibility of boys and this responsibility is never imposed on girls.

As for 6-12 graders, they regularly do works such as looking after their siblings at home, cook at home, clean home, fetch daily water for household, chop wood, making fire etc. According to the survey result 41.0% of surveyed boy students, 26.4% of the girl students said they have responsibility to clean their homes. Higher percentage of boy students are excused by the facts such as only child of the family, even if have brothers and sisters, they are gone to school in another place or lives separately, age gap of younger sibling etc as mentioned by the focus group discussions. Mainly girls are responsible for cooking, washing clothes and response of boys that said it is boys' responsibility to prepare and chop wood, make fire and herd animals is 7 times more than response of girls.

48.3% of the surveyed primary grader boys, 51.2% of the girl students said they like to do their household work because they like to do and this shows that ½ of the students do their household tasks without any pressure from someone. Responses of boys that said since I'm a child, I must do what others told me was twice more than responses of girls. 18.4% of the girls said since I'm a woman, I must do the assigned household works. Both parents requires girls and boys to do the home works equally regardless of gender.

According to result of mid-graders and senior graders' survey, 36.4% of boys, 31.8% of girls said they like to do their household works because they love to do it. Responses of boys that said since I'm a child, I must do what others told me is 4 times more than the responses of girls. 1/3 of the surveyed girls said since I'm a woman, I must do household tasks assigned to me, 1/8 of the boys said since I'm a man, I do the household work and tasks.

As for primary graders, it is determined that they do these household chores because "I like to do it, I'm a child, therefore, I'm supposed to do what I'm told, mom told me to do it" etc. In terms of gender, girl students said they like to do their household because they like to do it and 6-12th grader girls said they do these because I'm a woman. Parents constantly reminds girls to be good in sewing, hardworking and clean and perceives that woman must do household chores and this trend still exists today.

Quantitative study result above is proven by qualitative studies. For example:

Gender understanding and knowledge

..."Older people teaches that women should be good in household work. When my uncle comes to my home and helps in household work, I was told not to involve him in the household work as it is woman's responsibility to clean home. Also told me that man is like a king and woman is like a slave in home. I dreamed of becoming engineer when I was little and was told that since I'm a girl, I shouldn't think so. I wanted to play with other children who rode horses during Naadam festival in summer and was told since you are girl, go away and wash cups and plates and cook meal. I didn't like it very much at that time. I was also told not to approach horse tying place. But I love horses."

Girls focus group discussion in Sukhbaatar aimag

..."There is no such thing as job of girls or boys'. Girls cleaning homes is related to their personal characteristics. For example, man is powerful and solid, therefore, does works outside of home and repairs things and woman is mild and soft, therefore, does work such as caring of children and cleaning of homes, cooking meal etc."

Girls focus group discussion in Ulaanbaatar

..."I think manual work belongs to men. Girls do work such as cleaning of homes and washing of clothes. Boys are taught from childhood by their parents to respect women and don't have them do heavy work and don't

have your sisters do heavy lifting etc. I sometimes take out garbage. I don't clean toilet. Mostly my mom does it. It is said that cleaning toilet is bad for man's spirit. My mom, sisters mostly cleans it."

Boys' focus group discussion in Ulaanbaatar

..."Man should have long term vision and wisdom. It is because man will responsible for taking care of family. It is true that people visit family in the name of man and leaves it in the name of woman. This means, from outside, my name is associated with my family and once inside, it is associated with name of my wife. From housewife, visitor will see what kind of family is that family. The division of labor is based on physical characteristics of people. I agree with this."

Boys' focus group discussion in Uvurkhangai aimag

Girls considered causes of different household responsibilities and roles due to different natural characteristics of man and woman and the boys considered it as due to time schedule of people. Correlation of causes for different household responsibilities of men and women with grades of the respondents show that primary graders consider it due to busy schedule of men and women's employment and jobs. As for mid-graders and senior graders, they think the causes are due to natural born differences of men and women and employment and traditional family customs. The survey of the students shows that men and women are given different roles and responsibilities in family which is most important social institution due to gender.

Following image appears based on correlation of respondents' gender, graders with household responsibilities of girls and boys.

Table 49 Students perception and attitude on gender roles and responsibilities in a family

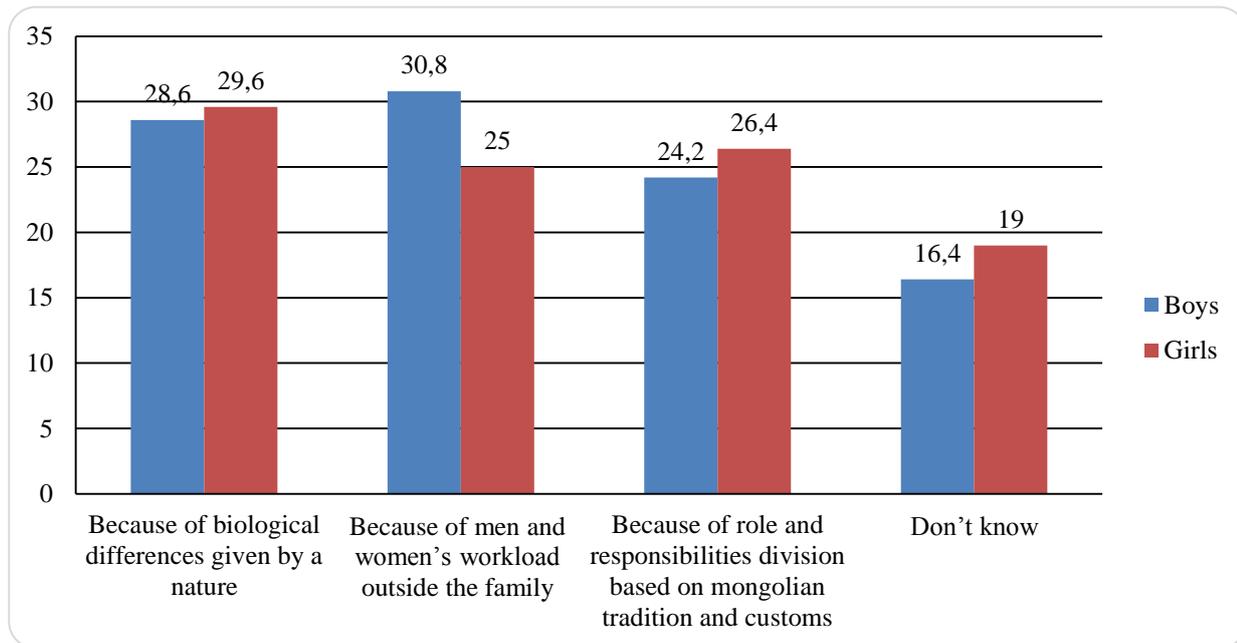
Role and responsibility	Variables	Primary 1-5 grade		Lower and upper secondary 6-12 grade	
		male	female	male	female
Earn for living and provide the family	father	21.7	19.0	13.9	18.0
	mother	8.3	8.7	5.2	3.1
	both	58.3	64.3	57.6	60.2
	all family members	11.7	7.9	23.4	18.8
Take care of children	father	1.7			0.4
	mother	65.0	70.6	26.4	24.5
	both	16.7	15.1	22.1	21.5
	all family members	16.6	14.3	51.5	53.6
Own or possess family property i.e land, house, car	father	49.2	38.9	22.1	21.5
	mother	1.7	7.9	3.0	3.8
	both	34.2	42.9	46.3	45.2
	all family members	15.0	10.3	28.6	29.5
Do household chores, cooking, cleaning, and looking after family members etc.	father	0.8	4.8	0.9	0.8
	mother	36.7	39.7	26.0	29.5
	both	28.3	22.2	10.4	15.7
	all family members	34.2	33.3	62.8	54.0
Total		100.0	100.0	100.0	100.0

According to responses of primary graders on household roles of parents, both girls and boys (28.5-32.9%) see that earning money and feeding household members is role of both father and mother and cooking meal, cleaning home and caring for family members is responsibility of mother. Female students consider that caring of children is responsibility of only mother and boy, girl together students see that only father owns the dwelling and cars.

According to mid-graders and senior graders, they think parents household responsibility is not defined by gender, but to be of equal participation, however, both girl and boy students consider that it is responsibility of mother to take care of children and owning assets and property is responsibility of father and 1/3 of girls think it is responsibility of father to earn money and feed family members.

Above these results, we need to focus on boys and girls have the same thought of role and function of based on biological differences and needs to give more broad information of gender role.

Figure 33 Reason of role difference between man and women



Female students assess the reason of role difference between male and female relates to biological difference. Male students responded that the reason of role difference relates to opportunity and time to do the task. Comparing to primary, mid and upper grade student's responses, primary school students responded that role difference among male and female relates to workload and busy life, mid and upper school students responded that was relates to characteristics of biological difference as a man and women and tradition. This result shows that the modern Mongolian family still keep the traditional culture to the role difference between male and female.

As for surveyed 1-5th graders, they fully agree with the statements “girls provide efficient solutions for anything, they are good in social science classes, freely expresses their views, good in household chores” and “boys have management talent, expresses their emotions slow, good in technical stuff, brave and strong” and this shows the boys and girls have traditional gender understanding. Child imitates anything they saw, seen and heard and actions of others around them. As for mid and senior graders, they agreed with some of the traditional gender understanding and this can be explained by the fact that they have increased knowledge about equal opportunities for any gender and right to make choices through media, family, school environment and from their peers.

According to gender breakdown of students' responses, 45.2% of girls fully agrees with the statements that girls are good in providing efficient solutions. 53.3% of the boys agree with that boys have management and leadership talents, 38.9% of the girls agree with this to some extent. Response of the girls disagreed with this was twice more than the boys'. Although boys and girls somewhat agree with the statement that boys are good at natural science classes, according to quantitative data, 1/4 of the girls disagree with this. 60.3% of the girls said girls are good in languages and social science classes and this is 2 times more than the boys. 51.2 % of the boys and 54.8% of the girls agreed with the statement that girls freely expresses their opinions and more open than boys. 85.7% of the girls, 77.5% of the boys said girls are much better in doing household chores than boys and this shows that both girl and boy students tends to see household chores as duty of women. Average percentage of girls and boys that fully agrees with the statement that boys are good in technical stuff and boys are brave and strong was 74.8% and this is 2/3 of all respondent students. It was interesting that 34.1% of the girls (1/3) fully agreed with the statement that girls are weak, patient and kind.

Thus, students agreed that they have prejudice of role and function of male and female based on the biological differences not only quantitative but also qualitative studies. In our study there are several prejudices have observed related to boys and girls.

Table 50 Gender prejudice by girls and boys

Gender prejudice related to girls	Gender prejudice related to boys
Girls make appropriate decision	Boys can have leadership skill
Girls are better humanitarian subject and language	Boys are better to natural sciences
Girls are skillful to housework	Boys are more skillful to technical things
Girls are weak and obedient	Boys are strong and brave

All subjects, especially parents and teachers need to introduce to their students in order to make clear understanding about gender equality and to have the equal possibility to participate social development then to gain the same result.

5.3 Gendered perspectives on teaching and learning

This section describes about biased gender attitude and long term perspective in relation between teacher and students and teaching and learning processes based on survey.

According to the survey result, primary grade teacher demonstrates less gender discretionary actions when dealing with students and considers both girls and boys when ask questions from students, encourages them and give warning or ask them to clean classroom. According to male students or boys, teacher gives more assignments to girls than boys and this is twice more than the same response by girls. Percentage of girls that said teachers believe girls will be leaders than boys is higher.

Both female and male teachers actively involve students in the lesson and female teacher is more helpful to students as she advises them and works with each students and spares much effort and dedication such as calling students to come before blackboard, ask questions, give assignment and organize team works etc. As for male teacher, he is more concerned about setting discipline in the classroom.

19.0% of the surveyed male students said male teacher considers their needs and interests and 36.8% of the female students said female teacher considers needs and interests of students more. This reveals a bias that respondents said teacher that represents their gender considers their needs and interests better. 1/2 of the girls, 1/3 of the boys said female teacher is more close to students more than male teacher and helps and works with them.

It is interesting that 20% of the male students are more interested to do homeworks given by male teachers. According to responses of girls and boys, both male and female teachers actively involve students in lessons. 24.2% of male students said male teacher evaluates studies of students fairly and 64.8% of the girls said both male and female teachers evaluates studies of students fairly. Response that said male teacher evaluates studies of girls fairly (4.2%) was twice less than the responses of the boys.

Table 51 Gendered patterns of male teachers in teaching in lower and upper secondary students

Questions	Answers	About male teachers		About female teachers	
		Boys	Girls	Boys	Girls
To whose question does your teacher answer more frequently?	Girls	12.1	7.3	15.2	11.1
	Boys	7.8	5.4	8.7	5.4
	Both	69.7	76.2	68.8	77.8
	Don't know	10.0	10.7	7.4	5.7
	Not applicable	0.4	0.4		
To whom does your teacher give more homework?	Girls	3.5	3.1	6.5	4.2
	Boys	12.6	7.7	8.2	2.7
	Both	71.4	76.6	77.5	82.0
	Don't know	11.7	11.9	7.8	11.1
	Not applicable	0.9	0.8		
Who does your teacher assess	Girls	11.7	5.7	14.3	10.7

more in an encouraging way?	Boys	13.0	9.6	7.4	3.8
	Both	66.2	70.9	71.9	75.1
	Don't know	8.7	13.4	6.5	9.6
	Not applicable	0.4	0.4		0.8
To whom does your teacher give warning more insulting way using inappropriate words?	Girls	1.7	2.3	3.5	5.8
	Boys	30.7	42.5	22.5	30.8
	Both	15.6	10.3	21.2	14.6
	Don't know	45.0	36.8	45.0	41.5
Who does your teacher sees as a future leader?	Not applicable	6.9	8.0	7.8	7.3
	Girls	13.4	23.4	19.0	23.4
	Boys	28.1	10.7	16.9	10.7
	Both	44.2	48.3	48.9	48.3
Total	Don't know	13.0	17.2	13.9	17.2
	Not applicable	1.3	0.4	1.3	0.4
		100.0	100.0	100.0	100.0

Male teachers of mid and senior grades do not express biased gender attitude during classes. However, according to responses of the boys, male teacher gives more homework and assignments to boys and 30.7% of the boys, 42.5% of the girls said male teachers use insulting words and phrases when he gives warning to boys. Maybe this is due to the fact that boys misbehave more during class and do not do their homework and assignments given by teacher. There is still having general belief that 'man's status is important and man is leader', based on boy's response.

Female teachers of lower and upper secondary classes do not express gender bias while they answer student's question according to student's response. Also female teachers assign the equal homework to their students and encouraging both male and female students. Female teachers will use bad words as a 'stray child and assist less and dump', If male students absent from the class without any permission and not implement works by female teacher is offered. According to girl's response, sometimes female teacher more assign cleaning task to female students. Also female teachers agree that male and female students both have leadership skill. However, female teacher have thought that female students have more leadership skill than male students in terms of participating public activities and more careful, study better and hasfulfillment of teacher's assigned task.

Different attitudes of male and female teachers

..."Advantage of male teacher is he can have students sit tight and explains things very well. He do not scold. Female teacher also explains well and gives advice. Both are same."

Ulaanbaatar. Girls' focus group discussion

..."When female teacher teaches in class, children gets very noisy and do not listen to her. When male teacher teaches class, the situation is better as boys behave well and do not disturb others. In terms of skill, female teacher is good in teaching and teaches in ways that students can understand easily. Currently, female teacher is more skilled. Our school have few male teachers. Classes taught by male teachers are technological and physical culture."

Girls focus group discussion in Zavkhan aimag

..."Actually, it is fun when male teacher teaches. However, teacher is teacher. It doesn't matter if teacher is male or female. However, teaching methodology of male and female teachers are different. We have only one class taught by male teacher. That class is chemistry class. The chemistry teacher is very open and teaches well. Nowadays, male teachers are rare in all schools. Teachers are mostly female. However, I think being male or female is not important for the job of teacher. "

Ulaanbaatar, boys focus group discussion

..."I like to be taught by male teacher, because they teach in very open and game-like way. Female teacher is more creative than male teacher. "

Selenge aimag, Boys' focus group discussion

Male and female teachers both skillful based on student's focus group discussion. Male teachers are skillful to make discipline and female teachers are good for teaching the subject and resilient.

According to the survey result, both boys and girls (62.2%) prepare for classes well, however, girls (32.1 %) are the ones who really fully and accurately does the homework and assignments given by teacher.

From all 246 surveyed primary graders, 124 or 50.4% never misses class and 55 or 22.4% misses class once a quarter. The reasons for missing classes are no adult to take child to school, have a job to do, gets sick. 85.8% of the students have time to do their lessons. 14.2% have no time to do their lessons.

According to students, the main reasons for this are various extracurricular clubs the children goes. Textbooks used by the students have more images of men (28.4%) and men are described as more smart, capable and talented, heroic and women are described as more hard-working, helpful and kind. 19.4% of the students didn't notice or observe this very well.

Reasons for missing classes

..."Children, especially boys do not attend last hour classes."

Ulaanbaatar. Girls focus group discussion

..."Generally, rural, boys miss classes. Especially, if their home are in countryside, they don't attend last classes of Friday. Their parents, relatives come from countryside and take them away. Teachers do not scold boys for missing classes, if girl missed class, teachers are more stern and gives warning. Teacher scolds us saying "you are a woman."

Zavkhan aimag, Girls focus group discussion

..."Boys miss classes a lot. For girls, it is rare."

Orkhon aimag, Girls, focus group discussion

..."When I take leave of absence in order to participate in sports competition, teachers mark it as missing classes. One girl from our class missed class since October and went to Korea without notifying teacher and contacting school. She came back in January and went back to classes. Teacher didn't make it a problem for her. However, it becomes a problem for boys even if they miss one class. When girls miss classes, teacher do not mark it in attendance sheet and when girl shows up, asks the reason and girl usually says she was sick. If boy tells he was sick, teacher demands him to bring doctor's diagnosis letter. Actually, the boy is speaking truth and I wonder sometimes about it."

Ulaanbaatar, Boys' focus group discussion

..."Boys miss classes a lot. They miss classes because they do household work, helps during family move, helps during harvest and planting season in spring and fall and during animal rearing. If girls miss classes, teachers mark it as leave of absence because girls have good reason for missing classes. For boys, they are directly marked as absent. Both male and female teachers reacts like that."

Khovd aimag, Boys' focus group discussion

From all surveyed 246 primary graders, 84.2% of the boys, 87.4% of the girls never misses classes and both girls and boys misses classes once in a quarter. The case of boys missing classes once in a month occurs twice more than girls. The causes for missing classes are no one to take child to school, have job to do, sick. 84.2% of the boys, 87.4% of the girls have time to do their lessons. According to the respondents, main reason for girls and boys not having time to do their lessons is extracurricular clubs.

274 or 55.7% of the mid and senior graders, including 49.4% of the boys, 61.3% of the girls never misses classes and this shows the girls and boys take their classes seriously and acts responsibly. Percentage of boys that misses classes once a quarter was 19.0, for the girls, this was 15.7. 14.3% of the boys misses their classes once a month, 8.7% misses classes 2-3 times in a month. Main reasons for missing classes: sleeps over and gets late for classes, lives far away from school, friends miss classes, gets sick. 87.9 % of the surveyed boys, 85.4% of the girls have sufficient time to do their homework. Main reasons for having no time to do their lesson is attendance of extracurricular clubs, doing hourly jobs, look after young brother etc.

In textbooks used by primary graders have more images of men (28.4 %) and men is described as more smart, capable, talented, heroic and women are described as more hardworking, helpful, kind. 19.4% of the students didn't notice or observe this well. Textbooks used by mid and senior graders features men being mostly in public places. Women are featured less and mostly being at home, café restaurants and shops. 46.2% of the students said they don't know about this. Maybe this is due to students not reviewing the textbooks fully, don't have textbooks or don't use it or have no sufficient gender knowledge.

Education and choice of profession by students

There is much discussion about providing professional orientation for students and developing individual talent and skills of the students. Selection of career or profession based on natural born talent, interest of students and market demand is basis for successful career and professional development.

Table 52 Most favorable subjects in primary and upper secondary students, compared by grade and gender/responses by multiple choice

Subject name of primary grade	Students in 1-5 grade		Subject name of mid and upper secondary	Students in 6-12 grade	
	Male	Female		Male	Female
Matematics	34.1	40.2	Matematics	21.0	46.0
Mongolian language	15.8	19.5	Mongolian language	9.7	15.2
English language	2.0	5.3	Geography	2.2	3.8
Physical education	21.1	11.4	Art and design, technology	7.0	6.0
Human and environment	4.5	3.6	Computer study	2.0	1.6
Art and design technology	14.6	14.2	History	3.4	2.2
Music	1.6	2.8	Music	0.6	1.2
Civic education	0.8	0.4	English language	8.1	11.1
Chess	0.8	1.6	Chinese language		1.0
Kazakh language		0.4	Russian language	0.8	4.6
Citizenship education		0.4	Physical education	19.3	12.0
			Biology	5.2	4.0
			Chemistry	4.4	8.1
			Physics	4.6	5.2
			Social study	4.6	7.7
			Mongolian script		0.6
			Civic education	0.2	0.2
			Selective course; Chess	0.4	

Favorite and interested subjects of the surveyed 1-5th graders were math, Mongolian language, physical culture, fine arts, technology. Some of the subjects selected by students as favorite and most interesting were disliked by other students, according to the survey. Highest number of male and female students were interested in and selected math, Mongolian language subjects. As for male students, they didn't like Mongolian language and "man and environment" subjects and female students didn't also like "man and environment" and social science subjects. However, female student's response twice times higher than the male students in terms of math subject and natural science. It shows female students are the same to the male students as choosing natural science. In other words, it is not proved hypothesis on only boys better to natural science especially math subject.

Table 53 Least favorable subjects in primary and upper secondary students, compared by gender/responses by multiple choice /

Subject name of primary grade	Students in 1-5 grade		Subject name of mid and upper secondary	Students in 6-12 grade	
	Male	Female		Male	Female
Matematics	4.0	3.6	Matematics	7.1	10.3
Mongolian language	10.5	5.2	Mongolian language	5.2	5.4
English	1.2	0.4	Geography	1.6	3.6
Physical education	3.6	4.0	Art and design, technology	4.2	6.0
Human and environment	11.7	8.9	Computer study	1.4	0.6
Art and design technology	4.8	2.8	History	2.2	1.2
Music	7.7	5.6	Music	0.4	1.2
Civic education	5.2	3.2	English language	5.4	3.6
Kazakh language	0.8	0.8	Chinese language	2.0	1.6
Human and environment	4.4	5.6	Russian language	2.2	7.9
			Physical education	4.2	4.6

			Biology	5.8	3.4
			Chemistry	5.8	7.7
			Physics	2.6	1.2
			Social study	1.6	4.0
			Mongolian script	0.8	2.6
			Civic education	7.1	10.3
			Selective course; Chess	5.2	5.4

Male students in primary class answered that their least favorable subjects are; Mongolian language, Human and environment. It terms of female students least favorable subjects are; Human and environment and Human and society. Although, mid and upper class female and male students answered that math, chemistry, physics are the lease favorable subjects. Again this result denies that only boys are better on natural science.

83.3% of the male primary graders, 93% of the female graders selected female teacher as their most favorite teacher and this maybe due to the fact that their classroom teacher and other subject teachers are mostly female teachers. The most favorite teacher teaches math, Mongolian language, drawing, English, music and chest. Subjects taught by the favorite teachers were clearly understandable (44.3%) and teacher used toys to explain subjects (22.0%), teacher discussed with students and exchanged opinion and involves them (44.3%).

55.9 % of the surveyed mid and senior grader boys, 81.2% of the girls like to be taught by female teacher and 1/3 of the boys also liked to be taught by female teacher. It was observed that girls like their female teacher more. Favorite teacher of students teach in clear, understandable way (46.3%), more closer with students and talks and exchanges opinions with them and involves them in class.

Favorite and interesting and most disliked and most boring subjects of the students

...”More interested in physical culture, English language, math, chemistry, physics. I’m interested in these. Also teacher teaches in very interesting way. It is also related to my future profession. There are subjects that are not interesting, hard-to-understand, not really necessary for learning profession. For example, Mongolian language, literature, biology etc.”

Zavkhan aimag, Girls focus group discussion

...”Most disliked and boring subjects are physics, Russian language. I was good in physics. When physics teacher changed, I began not to understand it and my score fell.”

Sukhbaatar aimag, Girls focus group discussion

...”Our favorite and most interesting subject is physical culture. We play basketball and other fun games during this lesson. Most disliked subject is music. It is very boring.”

Orkhon aimag, Boys’ focus group discussion

...”Favorite subjects are math, Mongolian language, physical culture, drawing, technology, biology and history. However, interest of each child varies. Don’t like Mongolian language class. Maybe it is related to my inadequate understanding from the start.”

Ulaanbaatar, Boys’ focus group discussion

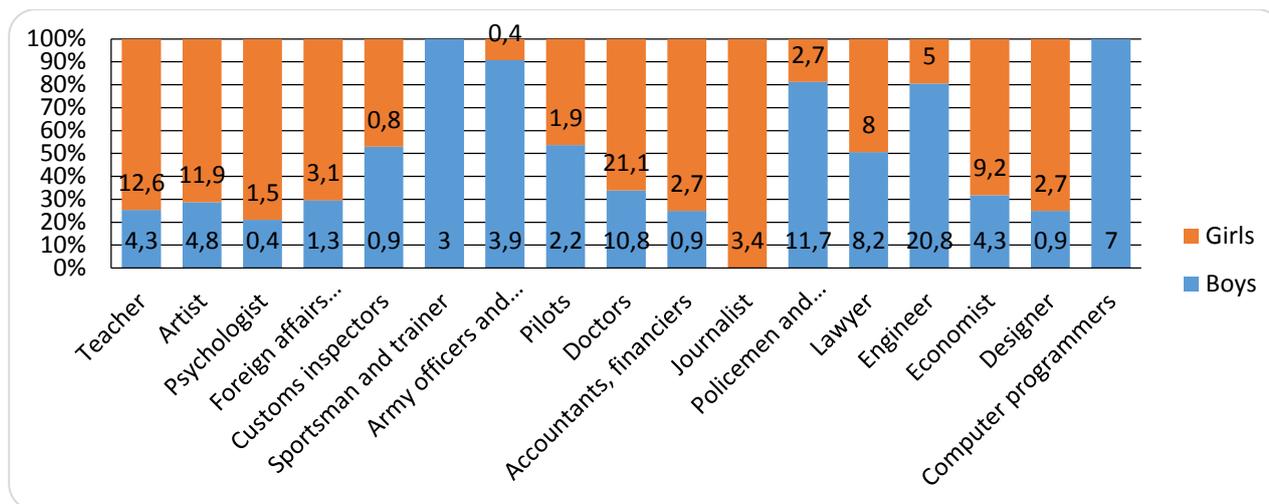
According to the questionnaire result, students are planning to take following steps after graduation of secondary schools. These are:

- To enter university – 318 boys and girls (64.8%)
- Will study at foreign universities – 109 boys, girls (22.2 %)
- Will work in Mongolia – 22 boys (4.5%)

Gender breakdown of the students shows 62.3 % of the boys, 66.9% of the girls are planning to study in domestic universities. 1/5 of the surveyed girls and boys are planning to enter foreign universities after graduation of secondary schools. 5 boys and 4 girls are interested to study in vocational schools and this shows that students are more interested to study in university and become university graduate with higher

education rather than studying in vocational schools and become professional workers which have high demand in the labor market.

Figure 34 Profession and career paths chosen by lower and upper secondary students, by sex



We studied career and profession selection of the students and developed list with total 28 professions and sample of most commonly selected professions by sex.

Girls want to become:

- ✓ teacher, creative worker, psychologist, medical doctor, lawyer, accountant, financier, economist, designer, journalist etc.

Boys want to become:

- ✓ Customs inspector, athlete, sports trainer, military officer, pilot, policeman, lawyer, engineer, computer programmer.

8.3% of the surveyed students said they didn't think or decided about it.

Asked about if schools are providing any advice, training regarding selection of profession and 273 students or 55.5% receives these and 219 students or 44.5% do not receive any information. There is need for secondary schools to take concrete measures about selection of profession or career focused on students.

5.3 Gender sensitive teacher

Teachers play a very important part in the early upbringing of the child and their ideas and beliefs can change the thought patterns of young students. Stereotyped behaviour and expectations based on gender can inhibit individual development and the realisation of the full potential of girls and boys. Teachers therefore need to be aware of how their expectations, attitudes and behaviour affect the development of their students.

Enhancing the gender acknowledgement and breaking gender stereotyping. Gender-based stereotyping is perhaps the most common feature of gender inequality. This can occur when someone makes a broad over-generalization on the basis of little evidence. An example is the statement that women are bad drivers based on a few personal experiences. Gender-based stereotyping is not only prevalent in the classroom environment, it is also reflected in the family, the general school culture and society. Teachers frequently form attitudes based on stereotyping acquired from their own upbringing and culture. Teachers may interact with boys and girls in ways that reinforce gender role and gender inequality. Male stereotypes are often perceived as strong, active, hard and rational, whereas female stereotypes are perceived as weak, passive, soft and emotional. Consequently, the primary goal of gender equality policies in education is to challenge traditional gender roles and stereotypes.

Irrespective of the culture around the world, the different perspectives on gender agree that gender is a socio-cultural construct, as opposed to the physical or biological differences between the two sexes. Majority of the teachers were not clear about gender and its implications. Two thirds of male and female teachers understand the gender as equal participation of men and women in social life. Percentage of teachers provided the correct answer is very low as 3 percent of female teachers and 7 percent of male teachers said gender is concept of reflecting social and cultural differences between men and women.

It has been observed that teachers reinforce gender roles also in the different expectations that they have for boys and girls in their classes. Moreover, many teachers may be completely unaware that they treat girls and boys differently. But none of these habits, when they occur, should be surprising. We all grow up among the influence of our family and cultures, and as teachers, we may see ourselves, right in the role of enhancing cultural values in the children in our classes”.

Majority of respondent teachers expressed that men and women’s roles in a family can be shared, for instance 84.7 percent of respondents said earning money and feeding family is responsibility of both wife and husband. The younger respondents more agreed with sharing roles in a family as percentage agreed respondents increased and as age of respondents increases, percentage agreed with the statement has decreased. 81.5 percent of the male teachers, 61.3 percent of the female teachers said earning money and feeding family is role and responsibility of both wife and husband or any member of family can take a role.

91.4 percent of male teachers , 71.3 percent of the female teachers said both wife and husband can own the family assets such as a house, car etc and the owners can be all family members. This shows that male teachers do not have rigid sex-role stereotypes that says man, as head of household has to own assets in their names.

Male teachers agreed that looking after child (26.9 percent) and cooking, cleaning of homes, looking after other household members (26.1percent) is responsibility of wife, about three of fourths of them the role and responsibility can be shared between wife and husband or all family members. None of them sees looking after children and doing household chores as man’s responsibility.

38.8 percent of all respondent teachers said that different family responsibilities of men and women are dependent from their time availability, 33.3 percent said it is due to family traditional division of labor of men and women in a family, 24.6 percent said it is due to their natural born characters of men and women. One third of all female respondents said household members follow traditional division of labor and this shows that traditional division of labor still dominates in the household.

Sex role stereotypes among male and female teachers are changing along with social change and traditional understanding is being replaced in younger generation. Insignificant number of male and female teachers supported the traditional attitude of only men have to earn money and feed family and considered asset ownership must be in the name of a man.

“Now I really understand how gender operates in our lives” commented a participant. Another added “Understanding gender roles and expectations has helped me analyze my own differential behaviour towards girls and boys”. Participants commented that understanding gender and using the gender lens would facilitate them to avoid gender discrimination in their personal and professional lives.

From a didactics point of view, gender responsive teaching aims at equally supporting the learning of male and female students. The fact that having mixed gendered classes and male and female teachers does not make teaching automatically gender sensitive. If teachers hold gender bias and gender-differentiated expectations from students, equal participation of girls and boys is unlikely will occur at a classroom. The research findings reveal that over one third of the respondent teachers have stereotyped ideas for their students learning behaviours. 44.7 percent of male teachers and 41.9 percent of female teachers somehow agreed with the prejudice “boys are better at natural science subjects”, and 46.8 percent of male teachers and 41.6 percent female teachers somehow agreed with the prejudice “girls are better at language and social science”. (See Table 4.1) The gendering of school subjects may, in itself, lead to gender bias in the

classroom, and, further down the line, gender inequality in the workforce. Engagement with an academic subject may be an important precursor to subsequent achievement levels, course selection in high school and college, and also occupational choice. For example, the underrepresentation of women in fields like engineering and computer science may be due to levels of confidence and interest in related subjects in school.

Table 54 Stereotypes and prejudices on girls and boys learning behaviour, by male and female teachers percentage

	Boys are better at natural science		Girls are better at language and social science		Boys are reluctant to express their emotion		Girls express their views freely and are open minded	
	Male	Female	Male	Female	Male	Female	Male	Female
Fully agree	20.6%	13.7%	20.6%	14.0%	17.0%	9.1%	18.4%	12.8%
Partially agree	24.1%	28.2%	26.2%	27.6%	24.8%	27.1%	25.5%	22.8%
Don't agree	35.5%	38.5%	30.5%	40.2%	41.1%	45.3%	42.6%	37.6%
I don't know	19.9%	19.7%	22.7%	18.2%	17.0%	18.5%	13.5%	26.8%
Total	100	100	100	100	100	100	100	100

...”I don’t agree with “boys are good at natural sciences, girls are good at social sciences”. Gender does not matter: who is more skilled in expressing his/her ideas is good at mongolian.”

Focus group discussion with students, school 84 Bayanzurkh, Ulaanbaatar

...“Boys are good at natural sciences, girls are good at social sciences” is the outdated perception. Performing good at a certain subject is dictated by interest of the student, profession s/he aspire to obtain.”

Individual interview with a training manager of Ulaanbaatar

Because teachers are central to the teaching and learning processes, their understanding and awareness of gender responsiveness is key to the equal participation of the girls and boys in learning processes. Male and female teachers do not noticeably differ from each other regarding their gender stereotypes and bias that they acquire towards their students. It may differ by age of teachers, places they live as older and rural teachers may aspire more traditional stance on the matter.

Having mixed gendered classes and male and female teachers does not make teaching automatically gender sensitive. Because teachers are central to the teaching and learning processes, their understanding and awareness of gender responsiveness is key to the equal participation of the girls and boys in learning processes.

5.4 Attitude and understanding about gender based discrimination and violence in school

Mongolia tries to eradicate gender based discrimination and violence for education environment in order to approving the essential laws against it. Fundamental principles of education legal justice and other rules were included in education law in 2002 and amendments in 2006. According to this law, education sector employees must be apart from the discrimination and never be involved corporal punishment and psychological pressure to students.. Therefore, schools are the main factor apart from the gender discrimination. If there is not any discrimination and violence at school, students and teachers will develop and choose proper selection in the future.

Basis of successful study, choice, development of pupils is school environment free of any threat, pressure and violence. We tried to find out about any violence, pressure due to gender targeting pupils occurs in 9 schools in 9 districts of Ulaanbaatar and 14 schools in rural areas based on our survey result. The study tends to define whether school’s rule and regulation do have gender bias, discrimination and violence.

Table 55 School related documents indicated how to prevent gender bias and discrimination at school

<i>Rural area</i>	<i>Ulaanbaatar city</i>
School needs to take care students live in dormitory in order to prevent risky situation, traffic accident, bad behavior and violence <i>Internal rule of secondary school</i>	As indicated school regulation 12, page 5.1.6, teacher never discriminate students and protect their student's prestigious. <i>Moral rule of secondary education law.</i>
School must to take care school in order to protect students negative consequences of social environment and student's health, sexual discrimination as well as crime,	School and teacher never have shown the following pressures, including physical and psychological and any other pressures and discrimination as well as to require students to transfer the current school. <i>Internal rule of secondary school</i>
School has not to discriminate socio-cultural identity, social inheritance, parent' education level, livelihood, education skill of students, exterior situation and to evaluate students by properly. <i>Moral rule of secondary education regulation</i>	

Even though, school has not have enough information about gender bias and discrimination, there are some documents already indicated slightly.

However, school's legal documents did not include counter reaction if there is gender based discrimination and sanction. This shows that school administrator's knowledge about gender discrimination is not enough as well as lack of training and advice in order to provide gender related understanding and attitude at school.

According to result of the survey questionnaire taken from school management staff, male and female teachers, boys and girls are not discriminated in school for their gender and experienced physical and psychological threat. However, female teachers (17.6%) and boys (13.2%) experienced psychological pressure in their work places and school. 58.8% of all surveyed 68 school management staff provided information included in school regulation if any teacher, pupil, staff becomes victim of violence such as notifying, registration, take measures to respond. Also 80.9% of them said teacher, staff, pupil, parents never submitted any complaint about violence, gender based discrimination, sexual harassment. One hand it looks like our schools are apart from the gender based discrimination, on the other hand gender issues might not transparent to others and always behind of the other problems. In other words, school does not have professional team which can keep individual's secret and provide them follow up actions. Therefore it is key totake in account of teacher's knowledge and understanding about violence at school.

Table 56 Physical violence at school

Incidences	Male teachers			Female teachers			Total
	Yes	No	Do not know	Yes	No	Do not know	
Female teachers are insulted physical violence	2.8	95.0	2.1	4.0	91.2	4.8	100.0
Male teachers are insulted physical violence	6.4	87.9	5.7	5.1	91.7	3.1	100.0
Girls are insulted physical violence	2.1	92.9	5.0	5.4	89.5	5.1	100.0
Boys are insulted physical violence	3.5	92.2	4.3	10.8	84.9	4.3	100.0

According to teachers survey questionnaire results, there is almost no incident of male and female teachers become victim of physical violence in their work places. 19.3% of all 492 surveyed teachers said female teachers experience psychological pressure.

82.1% of female teachers and 65.2% of male teachers responded that they always get warned and while they observed discrimination not only related to gender based but also race and strata etc., Also

teachers explained to students consequences of this unacceptable action. Thus, both male and female teachers have consideration about gender based discrimination and violence.

Table 57 Incidences of discrimination, bullying or violence against girls and boys at a school

Incidences	Male				Female				Total
	From girls	From boys	From teachers	Don't know	From girls	From boys	From teachers	Don't know	
Boys are discriminated or bullied as being "girl-like"	16.7	29.2	3.3	50.9	18.3	22.2	2.4	57.1	100.0
Girls are discriminated or bullied as being "boy-like"	10.8	29.2	0	60.0	13.5	33.3	1.6	51.6	100.0
Girl are teased regarding to physical and facial appearance	7.5	36.7	0.8	55.0	10.3	42.9	1.6	45.2	100.0
Boys are teased regarding to physical and facial appearance	29.2	16.7	1.7	52.5	22.2	13.5	0	64.3	100.0
Boys being touched	6.7	11.7	1.7	80.0	11.1	7.1	0	81.7	100.0
Girls being touched	5.0	5.8	1.7	87.5	7.9	12.7	0	79.3	100.0
Boys fight and bully others	2.5	69.2	0.8	23.0	8.7	63.5	1.6	26.2	100.0

According to the survey results, in primary grades, some boys are insulted for "being like a girl" and some girls are discriminated for being "like a boy" and some are taunted for their physical appearance and their body parts are touched. These are perpetuated by both girls and boys. According to responses of the male pupils, 36.7% said boys taunt girls because of outside appearance, 29.2% said girls taunt boys' outside appearance. According to female pupils (42.9 %) boys taunt girls for their outside appearance. Rather than girls, boys taunt and discriminate each other for being "like a girl".

According to responses of male and female pupils, boys fight with each other and threaten and demand money from each and quarrel in school environment. Teachers do not openly discriminate and threaten male and female pupils and impose physical, psychological and other types of violence on them, according to responses of the pupils.

Table 58 Incidences of discrimination, bullying or violence against girls and boys at a school in 6-12 class students

Incidences	Male				Female				Total
	From girls	From boys	From teachers	Don't know	From girls	From boys	From teachers	Don't know	
Boys are discriminated or bullied as being "girl-like"	16.5	36.8	1.7	45.0	19.9	33.0	2.3	44.8	100.0
Girls are discriminated or bullied as being "boy-like"	13.4	29.4	3.0	54.1	11.9	39.1	1.9	47.1	100.0
Girl are teased regarding to physical and facial appearance	6.9	46.8	2.2	44.2	13.0	57.1	1.5	28.3	100.0
Boys are teased regarding to physical and facial appearance	30.3	16.0	2.6	51.1	28.7	16.5	2.3	52.5	100.0
Boy's body being touched	8.2	7.8	2.2	81.8	6.5	10.3	1.1	82.0	100.0
Girl's body being touched	4.8	15.2	1.7	78.3	2.7	25.3	0.8	71.3	100.0

In school environment, 6-12 grade boys taunt, insult and threaten other boys "for being like a girl" and girl" for being like a boy" and based on their outside appearances.. Girls also taunt boys based on their outside appearance.

36,8% of the mid and senior grader boys said boys often taunt and discriminate each other for being “like girl”. 1/2 of the surveyed male pupils said girls are taunted for their outside appearance. From this case, girls and boys have received the traditional consideration of boys have to keep masculinity characters and girls have to keep femininity. It may be because of conventional perception is reflected to students and one of the main factor to act discrimination at school.

According to result of parents survey questionnaire, average percentage of response “Don’t know” about boys taunted for “being like a girl” and “girls taunted for “being like a boy”, girls and boys taunted for their physical appearances and touching and caressing their body parts was 74.2% and this might due to children not sharing this information with their parents or even if such incidents occurred in school, hides about it or maybe such incidents are very rare in schools. According to parents, boys taunting girls and girls taunting boys for their physical appearances, boys asking money from the boys occurs often in schools.

Is there any incidence of discrimination and violence at school

...”We have never heard about issues related to gender based discrimination, especially against girl’s right, violation at school. Sometime, boys have psychological pressure at school. For example; Boy who is studying upper class required to get money from my son. If my son was not give the money to upper class boys, they would beat him.”

Parent’s focus group discussion in Zavkhan aimag

...”We don’t know about violence and pressure and discrimination at school. However, there is incidence that students taunted each others. Parent’s don’t tell to school administrators while it happens.”

Parent’s focus group discussion in Khovd aimag

...”Girls and boys from the poor family much more get insulted discrimination.”

Girl’s focus group discussion in Orkhon aimag

Relatively it is not too much. Although upper class students robbed primary class students in terms of getting hand phone.”

Parent’s focus group discussion, Sukhbaatar district

...”Stranger robbed school students around school. Also upper class boys ask money from the lower class boys . When boys go to school cafeteria, they are careful about it.”

Boy’s focus group discussion, Bayangol district

...”There is no discrimination and violence at school. School policy is strong at the school.”

Parent’s focus group discussion, Bagakhangai district.

As a result of this, parent’s participation are not enough to school activities on teaching and studying as well as they don’t discuss with their children because of lack of knowledge about discrimination and violence.

CHAPTER 6. WAYS TO FORWARD: Areas required intervention

According to the findings, parents agree to take responsibility by both husband and wife altogether inside of the family. However, male had more traditional thoughts and that women need to do housekeeping jobs like, home related work including cleaning, taking care of baby and men have to own their properties. This indicates that male have more traditional gendered stereotype than the female.

More than 60 percent of parents respond that they did not know gender law. Parents, whose education level is high, that they knew Law of gender Equality Parents (76.7-80.5%) thought that they wish their children get educated in higher level then find good working place and high income, whether they are not considered boy or girl.. Result shows that mothers are involved in parent's meeting at school than fathers. Also there are significant number of parents say that they take low attention on their children's studying process. Based on this findings, parent's participation through to their children's education is not enough that children get success in the education.

1. Inorder to educate gender knowledge to parents, need to focus on specialty of girls and boys and activities that needs to develop skill of their children.
2. Addition to that, school need to upgrade communication between the school and parents then to introduce gender law and other education reform including primary and secondary education as well as engage parents to school activities.

Teachers play a very important part in the early upbringing of the child and their ideas and beliefs can change the thought patterns of young students. Stereotyped behaviour and expectations based on gender can inhibit individual development and the realisation of the full potential of girls and boys. Teachers therefore need to be aware of how their expectations, attitudes and behaviour affect the development of their students.

According to this study, ratio of male and female teacher's is noticeably unbalanced at the all school level. Every school has number of female teacher has tripled than the male teachers. This result indicates more significant in male teachers, whose age is getting old. Also number of male graduators from the teacher training university has been decreased for this years. Based on these findings, policy makers need to reconsider recruiting policy it's related documents in order to increase number of male teachers in the future. Teacher's social care, payment is relatively low comparing to other state sector employees. This is one of the biggest reason that number of male teachers has been decreased in this field. Teachers responded that social support is more important to teachers like other sector's employees. Teacher's payment is low, thus they can't get loan as well as they don't have opportunity to get involved housing and other support.

Students and teachers are not satisfied with career counseling. Nowadays, teachers and social worker as well as teaching methodology sector of teachers have done this responsibility. However, school principals, and education head masters evaluate that career counseling activity is moderately enough for the school, students have not satisfied with that. They need special program and person that carry out this responsibility.

Gender sensitive training needs to teacher training university. Teacher's 65 percent responded that the current teacher training curricula, plan of didactics and psychology, educology do not have gender issues and gender equality content. Therefore, teacher training school needs to reconsider content of those subjects and reconstruct related curricula and plan, in the future.

Short training courses also did not cover gender subject. Study respondents of 83.1 percent responded that they did not participate purely covered gender content training. School head masters needs to be involved gender perspective courses firstly in the future.

In terms of teacher's skill, there is not significant difference between the male and female teachers based on parent's and student's focus group discussion. Primary school teachers of 50.4 percent use creative

methods and middle and upper class teacher use more analytic methods. However, teachers did not emphasize that they included different methods in to the curricula and plan in relation to gender perspectives. In reality, through to teaching methods, gender perspective reach to girls and boys.

Male and female pupils consider that different family roles and responsibilities are due to natural born characteristics of man and woman, family tradition and customs and therefore, division of labor of household members are different.

It was common for male and female pupils to explain gender concepts in terms of equal participation of men and women in social life.

Male teachers assess academic achievements of pupils fairly, teaches in clear and understandable and interesting way. Female teachers helps and advises pupils more and work with each pupil and uses many methods to make the pupils more active such as calling pupils to come to board and asks questions and gives them assignments and tasks and have team work in teams. Boys and girls explained that male and female teachers teaches in interesting way and very close to pupils and talks with them, exchanges opinions and involves them in classroom activities, therefore, they are close to male and female teaches.

Secondary and upper secondary grade pupils are choosing professions which have high demand in the labor market. Girls are planning to select socio-humanitarian and business, boys are planning to select engineering, natural science majors for their study.

Internal regulation of school, ethical rule of school, pupils' rules have clauses against gender based discrimination and violence.

The survey results show that boys and girls discriminate each other, mock each other's physical appearance, touch body parts and boys insult other boys "you are like a girl" and threaten, beat, ask for money. Various types of insult, discrimination exists among the boys and girls.

1. To plan and organize gender education trainings that suits interest, needs of children and their psychology under the plan of extra curricular activities based on children's participation.
2. To ensure participation of children, parents in development, implementation, evaluation of syllabus and reflect their opinions
3. To ensure that the existing regulations are implemented in case of discrimination, violence in school environment by notifying social worker, joint child protection teams and respond to these cases and provide emergency services to children who have fallen victim to these cases.
4. Plan and implement activities that meets needs of girls and boys under the framework of extra curricular activities,

CONCLUSION

One. Gender responsive school environment

1. The hygienic issue and security of the school are regulated by the Mongolian law and some legal documents.
2. However, facilities installed in backyards and playgrounds of the schools are both for the male and female students it can be concluded that big changes and works should be done to ensure the needs and security of the students because of an earth ground; a lack of facilities; and broken yard.
3. A vault toilet is not separated for male and female in rural areas and a provision “*one flush toilet for every 30 female students, one flush toilet/urinals for every 40 male students should be set and it should be suitable for the students’ height*” is not followed by most schools. Looking into above mentioned examples, it is considered that a convenient environment met with gender, health and hygienic standard has not been built.
4. Facilities used in a sport hall, a library and an artwork hall are not particularly designed for one gender and there is no gender discrimination under the observation. School doctor’s room is not facilitated for the girls and the boys. Most schools have one room for the girls and boys.
5. Mongolian laws and legal acts regulate health and physiological safety of school environment. In terms of outside school environment, both boys and girls can use outside environment of school as well playground, however, there is no safety guarantee for pupils and their needs can’t be met. The pit latrines are far from school and dormitory and not comfortable and do not meet gender, health, safety requirements.
6. Schools don’t have sports gym and arts hall to enhance physical growth of boys and girls and increase their aesthetic and arts knowledge. Also school doctor’s office is not equipped for check-up of girls and boys. Most schools just have room for both gender .
7. Participation of girls and boys are ensured in development and organization of extra curricular activities plan and their needs are considered.
8. We note that it is a positive gender approach that schools are working with initiative to involve each child in planning and implementation of extra curricular activities. However, because of gender education of management, teachers, social workers of schools, these contain some ideas that may strengthen traditional gender understanding.
9. Career choice activities have become regular in secondary schools as presentation and introduction about jobs and professions interested by pupils are organized in partnership with universities and vocational schools. Career promotional events and parents meetings are also organized. School management staff, professional teachers, social workers are dominantly providing career choice counseling for the pupils.

Two. Gender policy at school environment

1. There is lack of guidance and supervision from the Education departments to the schools in matter of creating gender equality environment and thus leads to misimplementation of gender equality law.
2. The school principals had less awareness and information about gender equality law such as the article 12.3 of 12 which states that each organization and entity has to include in their report on solution to the gender equal environment and this is an indicator of performance evaluation of school principals.
3. The articles of law such as evaluating the school principals based on their report and hence obtaining their reports from the schools have never been implemented.
4. There is strong association between the school principals’ knowledge and gender sensitive perspective and inclusion of gender issues in the policy documents at schools.

5. There are more women employed at schools rather than males and hence there is gender imbalance at schools.
6. There is gender stereotype and belief that female teachers are more skilled at working with kids, teaching them, and preparation for the lessons ahead than male teachers.
7. There are some occasions where school principals refuse to select male teachers as class teacher because of their less confronting with children, understanding their concerns and consulting them.

Three. National and local curricula, and textbooks

1. Gender bias in textbooks remains pervasive in many subject textbooks. This bias can affect children's self-esteem, lower their engagement in schools and limit their expectations about their future opportunities, including career options.
2. Teachers were not equipped to conduct gender analysis of curriculum material, teaching and learning practices and school structures and the prevailing culture. "I will now use the "gender lens" to review methodology and lesson plans" shared a teacher. The training must be provided to create awareness as how to analyze texts before giving them to students, consider its holistic impact on them, and understand the hidden messages conveyed by pictures.
3. "Gender neutral language truly needs to be encouraged". It is important that all text, reading material and books be free of notion of gender inequality as bias is embedded in textbooks, lessons and teachers' interactions with students. This type of gender bias is part of the hidden curriculum taught implicitly to students through the everyday functioning of their classroom. Thus gender roles, expectations reflected by written text and pictures should be gender sensitive to promote the concept of gender equality.

Four. Gender responsive teaching and learning

1. In the final analysis, the teaching and learning process can only be conducted effectively if teachers identify, and are sensitized to, their learners' skills and needs. It is established that there are differences between males and females in a general sense. However, these differences should not become stereotypes. On the contrary, it is the role of the teacher to address the differences as diversity and treat situations fairly. There may be strengths that the teacher can draw on equally and fairly for both male and female students. Gender equality needs to become a reality in every learning environment, including in discussions, teacher-learner relationships, activities, assignments and evaluation. The teacher should also become a role model in promoting gender equality, and reducing gender-based stereotypes.
2. Percentage of boys and girls taking the closest seats to the teacher in the classroom greatly varies by the subject taught, by sex of a teacher taught the subject, and by grades, this may entail gender based differences in learning, furthermore be an obstacle to achieving equal participation of boys and girls. Seating shouldn't be permanent; it should change with the activity and lesson to ensure that students are not categorized as front or back benchers. Everyone is given an opportunity to sit in the front, middle and back. It is one way to provide students equal opportunity to learn especially for underachievers. Thus teachers can enhance learning through seating arrangements by integrating a rotation system into the classroom.
3. Moreover, teachers need to make sure that they are fair in their treatment of students regardless of their gender. Teachers also need to develop empathy towards attitudes that break gender-based stereotypes in class activities. For example, the common practice of appointing boys as group leaders and girls as note takers or reporters should be avoided. Such appointments should be made based on the individual skills of the learners regardless of their gender

Five. Gendered patterns of children education

1. Internal regulation of school, ethical rule of school, pupils' rules have clauses against gender based discrimination and violence. The survey results show that boys and girls discriminate each other, mock each other's physical appearance, touch body parts and boys insult other boys "you are like a girl" and threaten, beat, ask for money. Various types of insult, discrimination exists among the boys and girls. According to students and school administrators response there is not discrimination from the teacher's part. Also parent's did not have information about gender issues and did not get this information.
2. In general earning money, household works, babysitting, owning estate are matters of both wife and husband. The fathers participated in the research responded that active economic duties-earning money and being bread winner is men's duty whereas duties that reduces industrial working opportunity, such as cooking, cleaning and caring for family members are women's. It shows the patriarchal culture in social structure was inherited and still exists, especially for men. Qualitative data reflects mothers take household works, nursing baby and taking care of them as their duty.
3. Presumably gender misconception, gender stereotype is common among fathers considering their response in a questionnaire, saying boys are talented in leadership, boys are skillful at techniques and girls are good at language, social sciences and skillful for housework.
4. From the viewpoint of gender misconception and gender stereotype, men and women's duty in a household is shared inadequately, incapable to treat their daughter and son's education, disrespectful about their choice of occupation and insensitivity about boys and girls specific needs. Both quantitative and qualitative research findings matches that it is a potential barrier to keep equal opportunity, respectful for human rights.
5. All parents participated in the research concerns their daughter and sons' education and that is affirmed by many facts. Parents said that if it was possible they are willing to let their son and daughter all go for higher education and wishing them to have occupation. Three of every four mother put girls in prior over boys. They explain it is because girls go to another family and they should be capable of living without others' help. It implies the fact that gender stereotyping is existing strongly among parents.
6. Acknowledging parents about the renovation in education sector- concept about Core curriculum is important. The concept is about focuses on each child rather than focusing certain gender. Concerning every child's right to grow and gets educated, those in decision making authorities have to combine it with gender education. In the research both parents and children implied that it is not the gender that matters but teachers knowledge and skill, this fact is supported by qualitative and quantitative data. In terms of teachers' skill, parents agreed that female teachers are more skillful in recognizing boys and girls needs, involving them and encourages and compliments the pupils.
7. Parents and school administrative people emphasized the preference of female teacher in elementary school. They believe that female teachers are persistent to work with children, the working manner is better than male teacher, works face to face with the child, sensitive to child's specific needs, has warm heart like mothers, behavior, manner and professional skill is higher than male teacher. Universities with teacher's course and further training hosts have to consider the list of advantages- behavior, skill and manner that female teachers have and work toward delivering those skills to male teachers. In addition to University of Education, Sustainable development education project is offered to use this fact and implement trainings to improve male teachers' skill through either short term trainings or step by step training module. Government bodies that maintain educations service Ministry of Education and Sciences, Mongolian National University of Education, Education Academy have to collaborate with Education for all National Network of NGOs, NGOs in education sector to organizing trainings on gender education and apply foreign countries' best practice in preparing gender responsible teachers. Keep the trainings for gender education to be available to

involve social workers, school directors, managers, all teachers and boys and girls. Assessing the possibility to set school rules, policy, planning for implementation, guideline to run certain event, mentorship, mentor program that needs to solve problems related to gender issues.

RECOMMENDATION

One. Gender responsive school environment

1. It is important to reflect how to create a gender friendly school environment which is aimed to ensure the needs of male and female students in educational packages of law and other related legal documents
2. Based on different needs of male and female students, to conserve their health; to build a healthy body; to improve their sense of art and aesthetics; to create a secure school environment we should create an experience to cooperate with professional organizations and to expand the experience throughout the country.
3. Activities on career choice is becoming regular activities to present careers which students are interested in and on demand in labour market; schools are organizing a career day cooperating with universities and center for professional and technical training; and to hold a meeting with parents.
4. According to the qualitative and quantitative research findings, social worker. Professional teachers and administrators of the school have the main role in career choice.
5. However, parents influence on their children's career choice there is a tendency that children should choose their career based on the interest and wish.
6. To make a career choice related activity adapted to students' interests and demands and include it in compulsory lesson; to prepare a professional teacher and a social worker who give an advice on career choice.
7. To increase the number of participation of students and parents in the activities related to career orientation and choice.
8. To insert gender requirement that considered needs of girls and boys in the standard concerning outside and interior environment of secondary schools.
9. Avoid use of portraits, images, depiction, phrases that may strengthen traditional gender understanding in school environment and emphasize on positive impact that may contribute to setting gender equality.
10. To ensure that career choice activities are based on needs and interests of pupils and develop compulsory study subjects and train teachers and social workers that provides specialized career choice services
11. Creation of opportunity to develop each pupil through extra curricular activities in secondary schools depends from training and competence of school management and teachers and social workers of gender responsible schools. Therefore, needs to organize classroom and on-the-job step-by-step training to train gender responsible teachers for school social workers, teachers and management staff.
12. Educational system needs to be gender sensitive and gender friendly. This should be reflected in the sports, games and activities for girls and boys. Moreover the leadership also needs to be granted using a gender lense.
13. There needs to be development of criteria of meeting gender sensitive guidelines. These need to be set down by gender experts.

Two. Gender policy at school environment

1. There is need to enroll school management staff in gender trainings. Content of the training should focus on creating gender sensitive environment in schools. Specifically:
 - a. Develop policy that considers specific needs of male and female teachers and competence to work with girls and boys and weakness and strengths,

- b. How to consider specific needs and interests of girls and boys, how gender difference manifests in learning process and how to consider it in teaching process and different needs of school age children (6-18).
2. Needs to include regulations about equality of men and women and gender equality in development of school policy documents. Needs to insert requirement on regular monitoring and analysis of these regulations.
3. Assign Ministry of Education, Culture, Science or other educational organizations the task of development of secondary school gender policy and its review and analysis.
4. To make amendments of new father's 5 days paid leave to Labor Law.
5. To give reference to schools on "producing and implementing procedure to evaluate and assess the work of teacher" in accordance with A/293 order of Minister of Education, Science and to monitor the implementation.

Three. National and local curricula, and textbooks

1. It is important that all text, reading material and books be free of notion of gender inequality as bias is embedded in textbooks, lessons and teachers' interactions with students. This type of gender bias is part of the hidden curriculum taught implicitly to students through the everyday functioning of their classroom. Thus gender roles, expectations reflected by written text and pictures should be gender sensitive to promote the concept of gender equality.
2. The Dakar Framework for Action highlights the need for learning content and materials to encourage and support gender equality and respect. Therefore, gender-responsive curricula have great potential to build knowledge and skills that support students to examine dominant power structures, question gender stereotypes, promote positive gender relations, and advance towards gender equality.

Four. Gender responsive teaching and learning

1. Greater need of inservice training on gender awareness for teachers, organize trainings especially for male teachers.
2. Construct a set of criteria assessing gender equality in teaching. Based on these criteria, develop an instrument for the peer and self-evaluation of gender equality in teaching.
3. Perhaps, one classroom can be rearranged and renovated for group work purpose.
4. One of the general aims of early and primary education is to enable children to come to an understanding of the world through the acquisition of knowledge, concepts, skills and attitudes and the ability to think critically. Central to this aim is the individual child and his/her uniqueness as a human being.
5. Greater need of in-service training on gender awareness for teachers, organize trainings especially for the subject teachers, which aims at providing teachers with more theoretical and practical information on how they can promote gender equality and how they can act in a more gender-sensitive way in their work.
6. Review curriculum materials used in pre-service and in-service teacher training in particular.

Five. Gendered patterns of children education

1. However, school's legal documents did not include counter reaction if there is gender based discrimination and corporal punishment. School does not have professional team which can keep individual's secret and provide them follow up actions. It needs to be improved in the future.
2. School should invite professional psychologist to school and get advices to students.
3. To ensure that the existing regulations are implemented in case of discrimination, violence in school environment by organizing different activities and collaborating with school social

worker. According to the research results parents, teachers and children themselves have common assumption that boys are good at mathematics and technique subjects and girls are good at social sciences, boys' mental speed and intelligence is better than girls'. Therefore the concept message-“every child is capable to grow, create and do” has to be familiarized widely. At the same time, teachers have to able to address specific difference between boys and girls, teenage years' dynamics and observe any changes.

4. The requirements written above insist teachers to be a researcher as well. Therefore based on research results, project implementation unit is suggested to add research methods and its applicability within the trainings about gender.
5. Sustainable development project teacher, school director, policy makers in all levels has to be involved in the trainings. Plus trainings on basics of gender are also vital for boys and girls who inherit gender misconception and gender stereotype from their family. For example, corrects the gender misconceptions like “boys are good at mathematics”, “they think fast and girls think slow.”
6. Parents were repeatedly said that they do not have proper understanding and information about specific different needs of boys and girls, different interests, how to communicate with their children.
7. Gender education trainings content for parents has to be improved, considering the lack of awareness about Gender Equality Law, we suggest advertising the law on parents' event day, parents visit day to school and the day of presenting the report.

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