

National Human Rights Commission of Mongolia: Human Rights Awareness and Education Functions

National Human Rights Commission of Mongolia

ACCORDING to Article 7 of the Law on the National Human Rights Commission, the National Human Rights Commission of Mongolia (Commission) is responsible for raising awareness and promoting human rights education (sub-paragraph 7.1.5), and preparing and submitting to the State Great Hural (SGH) the annual status report on human rights and freedoms in Mongolia (sub-paragraph 7.1.12).¹ The Commission determines the situation of the human rights and freedoms in Mongolia per reporting year, submits to the SGH within the first quarter of each year the status report on human rights and freedoms in Mongolia, and the SGH issues a Resolution determining in accordance with the conclusions and recommendations of the report the measures to be taken by the Cabinet. Within its responsibilities, the Commission conducted analyses on the implementation of policies and programs on human rights education in Mongolia, incorporated into four status reports of 2007, 2008, 2015 and 2018 on human rights and freedoms in Mongolia, and delivered to the SGH the proposals and recommendations on the improvement of quality and effectiveness of the provision of human rights education in the formal and informal education systems.

The First Phase² (2005-2009) of the World Programme for Human Rights Education focuses on the primary and secondary school systems to encourage the provision of human rights education in the secondary schools, and to adopt comprehensive approaches towards rights-based quality education. Since the Programme priorities include evaluation on the provision of human rights education in the school systems for the period between 2005 and 2007, preparation of human rights education programs, and training of trainers, the Commission carried out the evaluation at the national level, and incorporated the outcomes in the 2007 and 2008 status reports on human rights and freedoms in Mongolia.

According to the survey “Child rights and protection”, conducted by the Commission in 2016, involving 4,264 children, 2,743 parents and one hundred fifty-two multi-disciplinary team members of seven districts of Ulaanbaatar and eight *aimags* (provinces³), the most common violations of child rights in Mongolia included violence against children and neglect. Therefore, policy proposals and recommendations on child rights and protection to eradicate, eliminate and prevent violation of child rights and to raise the human rights awareness and knowledge of children, adults and caretakers had been reflected in the 16th status report on human rights and freedoms in Mongolia.⁴ The report also incorporated the independent survey results,⁵ where some children had been subjected to peer harassment, discrimination and violence, and identified the needs and demands for taking certain measures against violation of child rights.

Laws and policies of Mongolia stipulate the principle of equal inclusion of children in regular schools without discrimination based on their disabilities, and parents of children with disabilities are interested in sending their children to regular schools. However, due to negative attitudes and communications of the school management and teachers, discrimination, mocking and nicknaming by peers, children with disabilities had no other choice but to go to a special school. Proposals and recommendations on taking particular measures had been reflected in the report of 2017.

In the context of the 2019 status report on human rights and freedoms, the policy on human rights education in Mongolia and its implementation had been included and evaluated as one topic. This report emphasized the role and importance of human rights education and training in the achievement of the sub-goal 4.7 of the fundamental global development document - “Transforming Our World: the 2030 Agenda for Sustainable Development,” contribution of efforts of each and every individual to the sustainable development, and facilitation of inclusiveness for everyone at all levels. According to the World Programme for Human Rights Education, the State-members are obliged to establish under the central state administrative body in charge of education a unit responsible for the implementation and coordination of human rights education and training at the national level. However, in Mongolia there is no such unit or structure to implement and coordinate this program and agenda at national level, and no reports and information on the implementation had been submitted.

After discussing the 2019 status report at the general session, the SGH adopted its Resolution No. 62, instructing the Cabinet of Mongolia to take

particular measures on promoting human rights education and training. However, the implementation of proposals and recommendations on the adoption and enforcement of state policies and programs on human rights education, incorporation of such in the accreditation criteria for higher educational institutions and universities, support for initiatives of civil society organizations (CSOs) and educational organizations and formalization of cooperation of stakeholders were inadequate, according to the official letter sent by the Commission to the Ministry of Education and Science (MES) in January 2021. Another recommendation on taking actual measures had been delivered.⁶

Review of Human Rights Education in the Formal Education System

At present, the Mongolian educational system⁷ includes formal and informal education, and comprises of pre-school, primary, secondary, vocational and higher education. The term “formal education” is defined as “educational activities organized with the aim of meeting the needs of a student to obtain general and technical education through an official educational institution,” “informal education” as “educational activities organized with the aim of providing citizens with education services which are not included in the formal education system,” and “lifelong education” as “an ongoing pursuit by individuals of all ages of ethical, aesthetical, civil, familial, scientific, and life education through formal and informal educational forms”⁸

Pre-school education

Of the four objectives of pre-school education, the following objective aligns with the human rights context:⁹

- helping the child to express himself correctly, to communicate respectfully to others, to be able to distinguish and report violence from forms of communications, and to learn about traditional custom.

Preschool education and training institutions develop their concepts according to the core curriculum of preschool education¹⁰ and six areas of study¹¹ and implement them in their daily activities. Pre-school education contents do not specifically include human rights education, but pre-schools teach particular behavioral and communications skills to children.

It is essential for pre-school teachers to raise their awareness and knowledge of human rights, plan their teaching activities using human rights-based approaches, reach every child, and make it possible for children and for themselves to grow and learn; and it is important for the government to provide support for the improvement of tools and materials for teaching human rights education, and conduct assessments on the contents and methodologies of the human rights-related core curriculum in order to increase effective human rights education in the pre-school sector.

Primary and secondary education

Of the eight objectives of primary education, the following three objectives align with the human rights educational contexts and principles:¹²

- provide knowledge and skills on aesthetics, humanities, national progressive traditions, cultural heritages, and hygienics;
- instill manners of respecting own and others' labour, and preferring honesty and cooperativeness;
- offer knowledge and communications skills of resolving conflicts in a non-violent way, and protecting oneself from any risks.

Of the five objectives of secondary education, the following three objectives align with the human rights educational contexts and principles:¹³

- nurture healthy, just, cooperative, generous, patriotic children with aesthetical and ethical culture, who are aware of their civic duties, abide by laws and rules, respect and cherish progressive national and humanity custom, and cultural heritages;
- provide basic understanding and cultural projection on healthy lifestyle and family life;
- offer knowledge and communication skills of preventing violence and resolving conflicts in a non-violent way, and protecting oneself from any risks.

Of the four objectives of complete secondary education, the following objective aligns with the human rights educational contexts and principles:¹⁴

- teach ways of maintaining physical fitness, pursuing a healthy lifestyle, leading family and home life, preventing and protecting oneself from violence, and respecting rule of law.

In this regard, the “Core Curriculum of Primary Education,”¹⁵ “Core Curriculum of Secondary Education,”¹⁶ and “Core Curriculum of Complete Secondary Education”¹⁷ were approved respectively. Human rights contents are included in the subjects such as “Human and the Society” at the primary education level, “Social Science” at the secondary education level, and “Sociology” at the secondary education level of these curriculums.

It shows that there is no independent subject of “Human Rights” in the secondary education system, but the subject of human rights is taught as a subject matter of the “Law” topic of the social studies curriculum in primary, lower secondary and upper secondary schools. Especially, educational contents to be provided to the upper secondary school students had been defined as either legal education or civic education, which is a narrow-sighted take on human rights education. Although human rights, democracy, and participation are included in the contents of the “Civic Education” course, the curriculum, textbooks, and materials are constantly changing, affecting adversely on teachers’ provision of comprehensive knowledge to the students and the improvement of their professional skills and methodologies. Teachers and students could not get sufficient knowledge and understanding on human rights, and thus they could not adopt the attitude of respecting human rights.

Therefore, it is crucial to prepare and approve the standard for teaching human rights course as core general course at secondary schools; train, specialize and advance human rights teachers, trainers and social workers; and develop human rights textbooks, training materials, methodological instructions and recommendations for students and teachers. In addition, it is important to add to the extracurricular activities the exercises and methodologies related to human rights education, to provide instructions and suggestions on implementing such activities as per the approved plan, and to provide methodological and funding support by preparing training, training tools and materials.

Higher education

According to the “Universal requirements for the curriculums of undergraduate courses of higher education,”¹⁸ the plan for implementing the Bachelor’s degree course curriculum should not be less than one hundred twenty hours, and general core courses should not exceed 30 percent, academic core courses should not exceed 25 percent, and specialized courses

should not be less than 45 percent of the total credit-hours, allowing the students to choose the contents. Of the eight general core courses, basic human rights are covered by the “Civic education” course, which is taught in three credit-hours.

Three credit-hour course “Human development and communications ethics and law (humanities courses)” is included in the list of compulsory courses of general core courses of the Bachelor’s degree program, and this course covers basic human rights, personal development, creative thinking, personal management, self-control, teamwork, participation in person in and organization of social and humanitarian activities.

Making this course as one of the compulsory general core courses has been a progress, allowing every Bachelor’s degree student to get general understanding on human rights and freedoms. Since it is limited only by providing basic understanding on human rights, it is essential to revise the curriculums for educating lawyers, legists/law specialists, teachers, social workers, physicians, healthcare workers, military staff, and journalists by enabling in-depth studies on human rights courses as specified in the World Programme for Human Rights Education. At the moment, human rights course is taught as compulsory or selective course at eleven universities and higher educational institutions. It is said that other universities and higher educational institutions teach human rights as part of any specialization course; however, they barely teach human rights subject in detail in relation to the specialization.¹⁹

Vocational education

Vocational education and training (VET) institutions teach for two and a half years to students who graduated from the 9th grade the human rights subject as part of “Life skills,” “Health” and “Social science” courses using the textbooks of 10th and 11th grades of secondary schools. Due to fewer hours and subjects of human rights classes in VET institutions, only theoretical knowledge is imparted. Also, extracurricular activities on human rights are organized as monotonous training and promotions. In few cases, human rights training on certain topics are organized in collaboration with the governmental, non-governmental and international organizations.²⁰ Since graduates from the VET institutions usually directly get jobs without enrolling in the next level training, it is important to incorporate “Human Rights” subject as an independent course in the contents of the fundamental courses of such institutions.

Lifelong education

Contents on human rights are reflected in the “Civic education” and “Familial education” of the main six areas of lifelong education.²¹ The lifelong education center and its units organize human rights training in partnership with governmental and non-governmental organizations, however it has not become a regular and on-going program.²² At the same time, it is crucial for teachers at lifelong education center and its units to specialize in human rights, improve their capacity, train with specialized human resources and increase their number.

There is still a need for reflecting human rights education in the formal and informal education systems based on the capacity of the existing educational and training institutions, and their teachers, specialists and human resources. It is important to formally incorporate human rights education in the curriculums of schools and educational institutions of all levels, and give importance to the official participation and support of other organizations in the formulation of these curriculums.

It is crucial for Mongolia to identify the comprehensive policy and concepts on human rights education that are consistent with the current situation and future perspectives of Mongolia by comparing global trends and pluralistic approaches on human rights education, and to systematically develop the structure by adopting relevant strategies, programs and standards, as well as monitoring of their implementation regularly.

Review of Human Rights Education in the Informal Education System

As stated in paragraph 37 of the Plan of Action for the Second Phase of the World Programme for Human Rights Education, professionals who have specific responsibility to respect and protect human rights include a) civil servants who, depending on national laws and governmental structures, may include officials and policymakers from government ministries and departments, diplomats, employees of local governments and municipalities as well as fiscal and economic agencies, teachers, public health professionals and social workers; (b) law enforcement officials, i.e., police, prison personnel and border patrols, as well as security forces and the military, when they are given police functions; and (c) the military.

Independent operations and efforts of the governmental organizations in the informal human rights education sector would play an important role

in the prevention of human rights violations. Upon enrollment in human rights training, public servants could change their attitude, and increase their knowledge on human rights and freedoms, and contribute substantially to the protection of and respect for human rights, prevention of violations, and restoration of the infringed rights when performing their duties.

The World Programme for Human Rights Education calls on state-members to raise awareness on human rights in every sector through informal education systems. The Government of Mongolia received one hundred sixty-four recommendations during the United Nations universal periodic review on the human rights situation in the country. The recommendations include the acceleration of the provision of human rights education to members of law enforcement, judicial and armed force organizations, training of the trainers, adoption of necessary budgets, and inclusion of human rights-based methods in the training and curricula of the law enforcement university.

The general plan of action to implement these recommendations in the years 2016-2019 was approved under Government Resolution No. 204, issued on 11 April 2016. According to the report on the implementation of the recommendations on promoting human rights education, the subject “Police work-Human rights” had been included to the curriculum of the Law Enforcement University and is taught to sophomore students for two credits or fifty-six hours. In 2018, the curriculum for the Bachelor’s degree course named “Safety of detention facilities-Law enforcement” was revised, and a compulsory course of “Human rights” of ninety-six hours or two credits had been added to the curriculum.

Participation and Initiatives of Civil Society Organizations

The role and participation of civil society organizations (CSOs)²³ in the promotion of human rights education is still important. For instance, according to the data received at the Commission in 2018, CSOs such as Amnesty International Mongolia, Mongolian Red Cross Society, Center for Human Rights and Development, Globe International Center, “All for Education” National Civil Society Coalition, National Center Against Violence, Mongolian Women’s Fund, Men for Health Center, “Tegsh niigem kholboo” (Equal society), Mongolian Bar Association, Mongolian Attorney Association, Center for Civic Education, MONFEMNET-National Network, Open Society Forum, International Labour Organization, United Nations

Children's Fund in Mongolia, Save the Children and Good Neighbors organized extensive activities to raise awareness and provide education on human rights, involving 42,629 individuals. The Civil Society Council supports cooperation on human rights education and provides human rights trainers. The Charter of this Council, with nineteen members, was revised in 2020.

Review of Human Rights Education of Media Outlets and Journalists

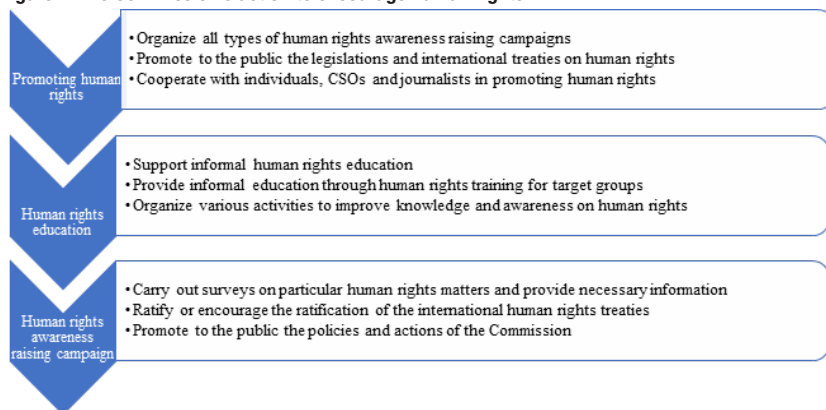
Print and broadcast journalists and media outlets play an important role in the protection and encouragement of exercise of human rights. A media outlet is a structure with special role in raising public awareness on human rights, instilling human rights-based culture, and bringing positive changes to the society.

The Commission formed the "Journalists for Human Rights" club in April 2012, organizing every month a specialized training on raising awareness on human rights for twenty-six journalists of nineteen media outlets.

Human Rights Promotion

As an institution charged with monitoring the implementation of the provisions on human rights and freedoms as provided for in the Constitution of Mongolia, laws and international treaties to which Mongolia is a party and mandated with the protection and promotion of human rights,²⁴ the Commission carries out the following activities to promote and encourage human rights:

Figure 1. The Commission's action to encourage human rights

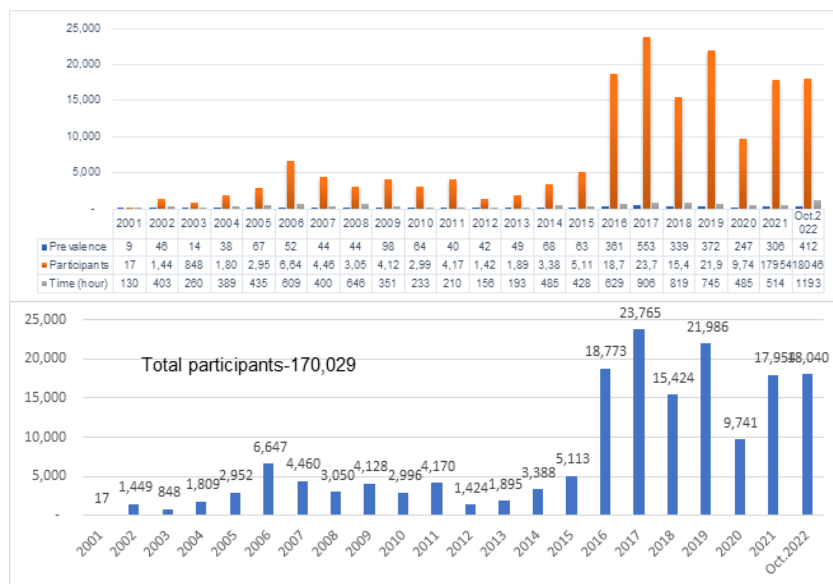


In the framework of its function to promote and disseminate human rights education,²⁵ the Commission is committed to continued strengthening of the national system for providing human rights education for all. Human rights training had been organized in numerous ways and forms. For instance, three hundred thirty-nine human rights training activities consisting of 818.5 hours had been organized in 2018 involving 15,424 individuals, secondary school students, university students, physicians and healthcare staff, journalists, lawyers, attorneys, public servants and representatives of the private sector.

The Commission had been training about one thousand human rights trainers since 2016, including four hundred twenty officers of government institutions in twenty-one *aimags*, forty-eight police officers, thirty-eight officers of the court decision execution agency, forty-five officers of the armed forces, twenty-two officers of the *Tegsh niigem kholboo* (Equal society) non-governmental organization, sixteen officers of the “Umbrella association of micro mining,” and four hundred twenty local government officers.

The Commission prepared in the years 2017 and 2018 the nine credit-hour curriculums comprising of subjects such as “The Constitution and human rights and freedoms,” “Child rights and protection,” “Applying international human rights treaties,” “Human rights and the detention facilities,” “Gender and human rights,” “International humanitarian law,” “Domestic violence and human rights,” “HIV/AIDS and human rights” and “Freedom of conscience,” which had been approved and accredited by the functions committee of the Mongolian Bar Association. In this regard, the Commission started organizing a credit-hour human rights training for the members of the Mongolian Bar Association and Mongolian Attorney Association since 2018.

The Commission approved a credit-hour short term post-graduate training program, which is accredited by the Health Development Center, with added subjects such as “Human Rights-based Approach and Public service,” “Right to health protection, healthcare and services,” “Right to work,” “Right of certain groups,” “Rights of persons with disabilities” and “Information transparency and the right to information,” and successfully organized training activities in 2018 and 2022.

Table 1. Number of training participants, 2001-Oct. 2022

The Commission organized a two-day training of trainers on human rights for those who were responsible for training activity within the police institution. The participants came from different units such as the central office, local office from Capital city and also the provinces. The Commission will organize more training of trainers next year with updated program and content.



Dr. Sunjid Dugar, Human Rights Commissioner, giving a presentation at the human rights training of trainers for Police Officers, 7 November 2022.



(This page and opposite page) Human rights training of trainers for local civil servants, April and November 2022.



With United Nations Development Programme (UNDP) support and in collaboration with the Civil Service Council, the Commission carried out in the framework of Output 3 “Enhanced gender equality in public administration” of the project “Towards a professional and citizen-centered civil service in Mongolia” the inspection and monitoring in a total of two hundred ten state administrative organizations in twenty-one *aimags* (ten organizations from each *aimag*) in 2018-2020 for the purpose of monitoring the implementation of the Law on Promotion of Gender Equality, and preventing gender inequality and discrimination in civil service and labor relations, and human rights violations such as sexual harassment in the world of work. In addition, four hundred twenty human resource officers of state administrative organizations of twenty-one *aimags* were trained as “Gender trainers”.

Cooperation with Government Institutions

Each governmental organization is obliged to disseminate human rights education to its subsidiary agencies and their officials and officers. This obligation can be fulfilled more effectively if it is done in collaboration with other organizations such as the following:

- State Great *Hural* and its standing committees;
- Local administrative and self-governing bodies;
- National Human Rights Commission;
- Educational institution for training public servants;
- Non-governmental organizations;
- Trade unions, etc.

Government organizations, for instance, Judicial research, information and training institute of the Judicial General Council, National Coordination Council for Crime Prevention in Mongolia, Authority for Family, Child and Youth Development, National Committee on Gender Equality, National Legal Institute, Training and Research Center of the State Prosecutor General's Office enrolled over 10,731 officers in human rights training in 2018. Among local administrative bodies, the Office of the Songinokhairkhan District Governor organized training to provide legal and human rights education to the citizens, involving two hundred sixty-three residents of twenty-four *khoroos*²⁶ (administrative subdivisions of Ulaanbaatar) in 2018.

National Academy of Governance included one credit-hour or twenty-hour subject "Human rights and the Administration" to the Diploma programs of "Public administration and management" and "Public management", and one credit-hour or twenty-hour subject "Human rights and the business" to the Diploma program of "Business management." In 2021, the Academy approved "Gender and Human rights" as a compulsory course.

Within the framework of the Public Legal Education Programme, adopted by the Government of Mongolia in 2018, public servants at primary units or *soum*²⁷ and *khoroos* levels or civil society officers are trained as legal guides. Legal guides are responsible for providing initial legal counseling to citizens on their concerns. The Commission contributes to the training of legal guides by teaching four courses on human rights.

In 2022, the Research Institute for the Constitutional Law, the Asia Foundation, Secretariat of the State Great Hural and the Commission prepared and piloted jointly the program titled "the Constitution –in our school" with eight subjects for students at secondary schools. This program will be extended and expanded in the future.

Strategy of the Commission

The goal for strengthening the national system for human rights culture and education had been set out in three directions as part of the sub-topic of the 2022-2025 strategic document:

- 1/ In the framework of the objective to contribute to the improvement of public human rights education and the development of human rights-based culture:

- Carry out activities to increase awareness on human rights theories, legal frameworks, national structure and the international mechanisms for human rights protection;
- Organize training and awareness-raising campaigns explaining the contents and the nature of regulations that prohibit the incurring of harm to the national security, rights and freedoms of others, as well as causing public disorder when exercising one's rights and freedoms.

2/ In the framework of the objective to promote human rights education in the formal and informal education systems:

- Revise training modules in the curriculum of all levels of formal education by aligning human rights contents with the specifics of some subjects;
- Provide support for activities to raise target groups' awareness on human rights, to increase their capacity and knowledge;
- Influence public officials and law-makers to get policies and decisions made on providing human rights education;
- Encourage informal human rights education for all, and cooperate with such initiatives.

3/ In framework of the objective to improve the quality and accessibility of training and research on human rights education:

- Prepare and adopt sub-program for human rights education under the National Programme for Human Rights Education;
- Establish training and research institute for providing human rights education.

In partnership with the Ministry of Education and Science, the Commission evaluated the situation of human rights in preschools and secondary schools in 2022.

With reference to coming into force of the Labour Code, revised in 2021, the Commission plans to produce new training modules such as "Prohibiting harassment and violence in the world of work" for the informal education system, "Keeping personal data" in relation to the ratification of the Law on Personal Data, delegating particular responsibilities to the Commission, "Human rights defenders" in relation to the adoption of the Law on Human Rights Defenders, and "Preventing torture" with regard

to the commencement of work of the Commissioner in charge of Torture Prevention, and to prepare handbooks and to train the trainers.

Conclusion

The 2021 survey on public attitude on human rights shows that people were aware of human rights, but less aware of how to solve the current problems in reality, and their understanding varies. As the ages of survey respondents get younger and their educational levels go up, they seem to be well aware of human rights, while as they get older and their educational levels go down, they seem to be less aware of human rights. In general, it can be concluded that public awareness on human rights is not at the knowledge level but at the information level.

Change of attitude is a long-term on-going process. Lack of reinforcement of the human rights education system in the policy planning and legal documents of the Mongolian education sector and non-clarity of values and priorities of the sector create a challenge to making the youth and the next generation adopt human rights-based culture and attitude that respect human dignity and values, and recognize and apply in their lives the human rights principles and standards.

Although people are aware of the significance of human rights education, their understanding, knowledge and capacity are not comprehensive and adequate to protect their rights and freedoms in social interactions and relations. In addition, no significant progress is made in terms of human rights education in the formal and informal education sector because of ineffective and non-systemized formal and informal human rights training activities, and non-existence of state policy on human rights education.

The present society needs and demands the strengthening of human rights education in the formal and informal education systems by using the existing educational and training institutions, their teachers, specialists and human resources. It is essential to formalize human rights education as part of the curriculums of schools and educational institutions of all levels, and to give importance to the official support and participation of other organizations in preparing and implementing such curriculums.

Endnotes

1 See Law on National Human Rights Commission of Mongolia, <https://en.nhrm.gov.mn/news/national-human-rights-commission-mongolia-act/>.

2 Resolution (A/59/525/Rev.10) of the United Nations General Assembly, 14 July 2005 <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/No5/253/74/PDF/No525374.pdf?OpenElement>

3 Officially, Mongolia is divided into three administrative tiers, with different types of administrative unit on each tier: a) *Aimag* (Province), which is divided into *Soums* (Regions), and each *Soum* is further divided into *Bag* (Hamlet); b) Capital city (Ulaanbaatar), which is subdivided into Districts, and each District is subdivided into *Khoroos* (Municipal subdivision).

4 The 16th status report on human rights and freedoms in Mongolia, 2017.

5 Report on “Young voices” survey, conducted by Save the Children in Mongolia, Mongolia, 2017.

6 Official letter No.1/155 of the NHRM, 9 February 2021.

7 Paragraph 7.1 of Article 7 of the Law on Education .

8 Sub-paragraphs 3.1.6, 3.1.7 and 3.1.20 of Article 3 of the Law on Education.

9 Paragraph 5.1 of Article 5 of the Law on Pre-school education.

10 Order No.A/301, issued by the Minister of Education, Culture and Science on 10 July 2015.

11 “Movement, health”, “Behavior, communications”, “Speech”, “Nature, social environment”, “Simple mathematical projection”, “Music, arts.”

12 Paragraph 4.1 of Article 4 of the Law on Primary and Secondary Education.

13 Paragraph 5.1 of Article 5 of the Law on Primary and Secondary Education.

14 Paragraph 6.1 of Article 6 of the Law on Primary and Secondary Education.

15 Order No.A/240, issued by the Minister of Education, Culture and Science on 3 June 2014.

16 Order No.A/302, issued by the Minister of Education, Culture and Science on 10 July 2016.

17 Order No.A/277, issued by the Minister of Education, Culture and Science on 27 June 2016.

18 Order No.A/174, issued by the Minister of Education, Culture and Science on 28 April 2014.

19 The 14th status report on human rights and freedoms in Mongolia, 2015.

20 Official letter No.11/2733 of the Ministry of Labour and Social Protection, dated 18 September 2018.

21 “Life skills”, “Familial education”, “Civic education”, “Ethics education”, “Aesthetics education”, “Scientific education.”

22 Official letter No.79/18 of the National Center for Lifelong Education, dated 14 September 2018.

23 According to the data on state registration of legal entities, there were 18,000 non-governmental organizations in 2018. As of 2017, according to the Immigration Agency, there were ninety branches and representative offices of international organizations and foreign NGOs operating in Mongolia. As mentioned in the 2017 data of the National Statistics Office, 48.5 percent or 8,578 organizations of the total of

17,685 NGOs run their activities. In other words, majority of NGOs registered at the state registration level were inactive, where 5,437 NGOs had not operated at all, 3,340 had suspended their operations temporarily, two hundred sixty-seven had stopped their operations completely, and sixty-three had no definite address or had been inactive due to other reasons.

24 Paragraph 3.1 of Article 3 of the Law on National Human Rights Commission of Mongolia.

25 Paragraph 7.1.5 of Article 7 of the Law on National Human Rights Commission of Mongolia.

26 See Note 3, *op. cit.*

27 See Note 3, *ibid.*