

Human Rights Education Program of the National Human Rights Commission of Mongolia

ALTANGEREL CHOIJOO

The 1993 World Conference on Human Rights held in Vienna, Austria recognized the obstacles facing all States in fulfilling their obligations to promote and protect all human rights and fundamental freedoms. The World Conference considered human rights education, training and public information essential for the promotion and realization of human rights and fundamental freedoms for all. In this regard, the international community emphasized the vital importance of human rights education and the development and implementation of a number of international policy documents and plans of action.

The promotion and protection of human rights depend on a common understanding and awareness of human rights and fundamental freedoms by everyone with a view to strengthening universal commitment to human dignity. Human rights education is an important strategy to achieve several principal goals notably empowerment, participation, transparency, accountability, the prevention of conflict, conflict resolution, peacemaking and peace-building and the more effective protection and realization of all human rights for all.

The national human rights institutions have the responsibility to support the movement for human rights education. The World Conference reaffirms the “important and constructive role played by national institutions for the promotion and protection of human rights, in particular in their advisory capacity to the competent authorities, their role in remedying human rights violations, in the dissemination

of human rights information, and education in human rights.”¹

This article examines the policy, current initiatives and some basic achievements under the human rights education program of the National Human Rights Commission of Mongolia (NHRCM). It also introduces the NHRCM’s strategy and actions in this field.

The National Human Rights Commission of Mongolia

National human rights institutions play a fundamental role in promoting and protecting human rights. They should support the universal human rights standards, as contained in international human rights instruments. The United Nations promotes effective monitoring of human rights and freedoms based on the existence of an active civil society, and an in-

dependent, strong and well-resourced national human rights institution in the country. The World Conference encourages the establishment and strengthening of national institutions, having regard to the "principles relating to the status of national institutions" and recognizing that it is the right of each State to choose the framework which is best suited to its particular needs at the national level.

The State Great Hural (Parliament of Mongolia) enacted the National Human Rights Commission of Mongolia Act on 7 December 2000. In the following month (January 2001), the State Great Hural approved in plenary session the appointment of three Commissioners headed by a Chief Commissioner. These constituted the first step in the establishment of a national institution in Mongolia with the mandate to promote and protect human rights and freedoms enshrined in the Constitution of Mongolia, domestic laws, and international treaties to which Mongolia is a party.

The National Human Rights Commission of Mongolia (NHRCM) is an independent organization established in accordance with the "Paris Principles Relating to the Status of National Institutions."² Article 13 of the National Human Rights Commission of Mongolia Act provides that the Commission shall exercise the following powers:³

- To put forward proposals on any human rights-related issues;
- To put forward recommendations and/or proposals on whether laws or administrative decisions are in conformity with the key human rights principles;
- To put forward proposals on the implementation of international human rights treaties and/or drafting of Government reports thereon.

NHRCM also has the power to undertake the following activities:

- To conduct research on human rights issues and provide necessary information;
- To collaborate with the international, re-

gional and other national human rights institutions;

- To produce reports on the human rights situation in Mongolia;
- To increase public awareness about the laws and/or international treaties relating to human rights;
- To promote human rights education activities;
- To encourage ratification of and/or accession to the international human rights treaties.

The NHRCM is now on its seventh year, following its establishment in February 2001. It has three Commissioners and operates in accordance with the principles of the "rule of law, independence, human rights protection, freedoms and legitimate interests, justice and transparency."⁴ The second set of Commissioners (along with a Chief Commissioner) was appointed in February 2007. The NHRCM has seventeen full-time employees responsible for policy analysis, complaints handling, human rights education and promotion, and administrative support. There are also working teams divided into the following:

- Human rights education team
- Complaint handling and monitoring team
- Policy analysis team
- Multilateral cooperation team
- Internal operation team.

The NHRCM has established dynamic working relations with many international, regional and national organizations and institutions in the human rights field. In 2001, the NHRCM became the ninth member of the Asia Pacific Forum of National Human Rights Institutions (APF). In accordance with Article 24.3 of the National Human Rights Commission Act, "The Commission may establish ex-officio boards, which consist of the representatives of advocates' association, confederation of trade unions and/or human rights non-governmental organizations" to assist in the implementation of activities. At the moment, the ex-officio board has expanded to include representatives of nearly

thirty non-governmental organizations (NGOs) and actively carries out or participates in human rights training and information activities.

General human rights education program

Since its establishment, the NHRCM has been doing much effort in human rights education, training and information activities. In accordance with Article 13.2.5 of the National Human Rights Commission Act, “The Commission shall carry out human rights education activities within its mandate.”

The first phase plan of action of the World Programme for Human Rights Education defines **human rights education as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:**

- (a) The strengthening of respect for human rights and fundamental freedoms;
- (b) The full development of the human personality and the sense of its dignity;
- (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- (d) The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
- (e) The building and maintenance of peace;
- (f) The promotion of people-centred sustainable development and social justice.⁵

The NHRCM has been upholding this definition of human rights education, as agreed upon by the international community, in all its educational and promotional activities.

To achieve its mandate and mission effectively, the NHRCM adopted a Strategic Plan for 2007-2011. It developed the Strategic Plan on the basis of comments and suggestions by the leaders of governmental and non-governmental

organizations in the field of human rights. Its Goal 1 states, “Advance public human rights awareness, culture and consciousness so that people are aware of their rights and freedoms, and prepared to stand up for them.”

The NHRCM has been implementing a number of human rights education initiatives at the national level. As a key function, its human rights education program targets a broad set of groups:

- Government organizations and authorities
- Professional and non-governmental organizations
- Educational institutions at all levels
- Mass media groups
- Vulnerable groups such as women, disabled and elder people
- General public.

Since its establishment, the NHRCM has undertaken the following activities:

- Specialized training programs for judges, prosecutors, police officers, NGO advocates and human rights activists, members of mass media
- Trainings for the members of the government reporting committee to the UN treaty bodies on the implementation of international treaties and conventions to which Mongolia is a state party
- Summer School, a special human rights promotion activity, for students and youth leaders held at the International Children Recreational Center
- Human Rights Open Days’ road shows organized in rural areas. This activity includes human rights trainings, investigation, complaint handling, consultation and mediation for the citizens, law enforcement agencies and officials of local administrative organs in the rural areas
- Nationwide competitions such as the essay writing contest, photo contest on the occasion of the International Human Rights Day among students at both school and university levels

- Human rights contests or academic events on specific themes among journalists, researchers and human rights activists, etc.
- Media education programs such as television documentaries and radio dramas on specific human rights issues developed jointly with the Mongolian National Television, Mongolian National Radio and other broadcasting companies
- Development and dissemination of *Human Rights* (quarterly journal), the *NHRCM Newsletter*, the *Annual Human Rights Status Report in Mongolia* and a number of handbooks, brochures, etc.
- Other promotional and dissemination activities to raise the human rights awareness and knowledge of the general public.

One of the important activities of NHRCM is the Annual National Forum on Human Rights on the occasion of International Human Rights Day under the auspices of the President of Mongolia. The recent Forums highlighted the rights of people with disability (2006), and rights and the protection mechanism for the victims of human rights violations (2007). The Forum develops and delivers recommendations to State Great Hural, the government and its agencies, NGOs and private entities.

Human rights education program in formal education

There is still a need to integrate the human rights education program into formal and non-formal education systems in Mongolia. The World Programme identifies the Ministry of Education as primarily responsible for developing the national human rights education strategy and implementing it through formal and non-formal educational institutions. In such context, NHRCM conducted some activities to assist the government efforts at the national level.

There are very few studies and feedback that explored human rights education in uni-

versities and other higher education institutions. Human rights have been studied in law schools since 1997 following a joint Decree #230/200 (1997) by the Minister of Justice and the Minister of Enlightenment. However, very few law schools offered human rights as a compulsory course while a majority of them offered it as an optional course. In most law schools, human rights subject was taught only within the Constitutional Law courses and with no link between human rights and other specific courses. Also, university administrations undermined the importance of teaching human rights as a separate subject and tried to squeeze human rights into other legal education courses.⁶ This situation was not adequate to educate law students about and for human rights. Obviously, there was an essential need to integrate human rights education into the curriculum of universities and colleges.

In 2004, NHRCM implemented a project called “Human Rights Education in the Law Schools” which aimed to integrate human rights courses in the law school programs at higher education level. Within the framework of this project, NHRCM developed a Model Human Rights Curriculum for law schools. The goal of the Model Curriculum in terms of learning competencies for law students included development of knowledge on human rights, ability to use human rights protection and redress mechanisms, and attitude to respect human rights and freedoms. These learning competencies are essential to prepare lawyers in their future role as judges, prosecutors, policy officers and government officials. To make the Model Curriculum more realistic and effective, it was piloted in three law schools, namely, the Law School of the National University of Mongolia, Shihihutag Law School, and Bileg Law School.

NHRCM holds training for university professors, teachers and educational supervisors. It produced eight lessons on human rights for secondary schools, originally meant as an eight-part television series and now used in training

teachers. The NHRCM plans to publish the Mongolian translation of *Taking the Human Rights Temperature at Your School* of the Human Rights Resource Center in the University of Minnesota (USA), and distribute them to the schools.

On the whole, however, there are no other systematic, long-term human rights education initiatives or projects focused on the primary and secondary school systems.

Educational policies supporting human rights education

The Government adopted a *National Human Rights Action Program* (NHRAP) in 2003 (annex to the resolution Number 41 of 2003 of the State Great Hural) which states that “[T]here is a need to reform the system, content and methodology of education, and to teach the skills necessary to enjoy and protect one’s rights by raising the level of general education and legal knowledge of children.” (Paragraph 11, Introduction: Program Justification and Goal)

The *National Human Rights Action Program* also includes articles relating to the role of the NHRCM and NGOs in the action program implementation, and articles relating to specific human rights education.

The government has also adopted a *Mongolia Masterplan to Develop Education (2006–2015)*⁷ that supports education about and for human rights. The Masterplan has provisions on various issues relating to vulnerable groups, enrolment, school retention, “herder” children, dormitories, the school environment, gender, disability, inequality, access to information and communication technology (ICT), health and hygiene. Chapter 4 of the Action Plan describes the issues and targets relating to early childhood education, primary and secondary education, non-formal and adult education, technical and vocational education and training (TVET), and higher education. Under this chapter, there are provisions on primary and secondary educa-

tion, definition of the ‘Program’, the ‘Program content’ and ‘Outputs’ grouped under ‘Access’, ‘Quality’ and ‘Management,’ strategies to improve access and equity include training teachers, the introduction of new learning methods and appraisal systems, development of special programs, and the development of educational resources. Specific programs are recommended to improve school enrolment and retention of vulnerable groups, including students with disabilities.

In sum, government policies provide a clear mandate for rights-based education and education about and for human rights

Evaluation and challenges in human rights education programs

The NHRCM evaluates its human rights education program. Its annual report to the State Great Hural, as required by Article 20.1 of the National Human Rights Commission Act, includes a section on human rights education. In the *Status Report of Human Rights and Freedoms in Mongolia, 2007*, the NHRCM has one chapter entitled “Current Status of Human Rights Education in Mongolia.” This chapter reviews the current situation, achievements and obstacles in the human rights education and public awareness in Mongolia.

One major activity in the formal education program was the project “Human Rights Education in Primary and Secondary Schools.” This project started in 2005 with the support of UNESCO Mongolia Country Office in accordance with the first phase plan of action of the World Programme. The objective of this project was to evaluate the situation of human rights education in primary and secondary school levels and develop recommendations to the relevant stakeholders. The study carried out in the Ulaanbaatar and six provinces, involved more than one hundred seventy-five schools, two thousand students and more than six hundred teachers and education authorities.

The evaluation of human rights education in primary and secondary schools identified the following strengths and weaknesses:⁸

1. Main strengths:

- The education standards have been revised and innovated in connection with the transformation from ten-year secondary education to eleven years starting from the 2005-2006 academic year
- Human rights subjects regularly taught from 1st to 11th grade students
- The human rights education standards aim at developing learner's competencies.

2. Existing main weaknesses:

- The human rights subject is not a permanent subject in the school curriculum, easily replaceable by other subjects
- Most teachers and school managers undermined the importance of human rights education
- There is a lack of teachers who are specialized in teaching human rights, and there is no significant support to teachers in terms of content and methodology
- Teachers are dependent on conventional methods of teaching
- The school managers fail to maintain regular supervision over the education standards and plans.

The school management should take into consideration the principles of human rights in assessing the teachers' fulfilment of duties and performance, equality of opportunity among students, accountability and disciplinary mechanisms that ensure respect for human dignity and reputation. It should recognize that a democratic school environment is the most favorable condition for the advancement of human rights education. The provision of human rights education is not only contingent on activities inside the classroom but also on the environment outside the classroom. An important objective of human rights education

is to create a human rights environment in the communities and the society as a whole. Therefore, everything in the school even classroom rules and other regulations should be based on human rights principles.

The results of the study showed that human rights education is still unsatisfactory at the national level. Recommendations for future action based on lessons learned throughout the study were developed and disseminated to the relevant stakeholders, authorities and the public. Within the framework of the work, NHRCM developed a minimum qualification standard for teachers who are teaching human rights. The teachers' standard establishes criteria to assess their performance on rights-based learning. (See Annex A for the complete set of requirements for teachers of human rights.) Providing bonuses to teachers based upon performance results will improve the quality of the teachers' instruction. Moreover, NHRCM staff members shared their experiences on human rights with teacher trainers for the development of human rights curriculums for teacher training. All these activities are carried out by NHRCM with the purpose of integrating human rights education into the formal education system.

Based on a review of the relevant laws and plans, the NHRCM presented in 2007 recommendations to the State Great Hural on how to improve the quality and effectiveness of the promotion of human rights education at formal and informal education systems at the national level. The recommendations are the following:⁹

1. Develop, approve and implement the human rights education sub-program as part of the NHRAP implementation process, and based on comprehensive baseline study on the status of human rights education at the national level. Develop the human rights education sub-program with reference to international policy documents and programs on the subject matter
2. Develop training materials, methodology and evaluation tools and provide method-

ological support to human rights education programs at formal and informal educational institutions

3. Incorporate mandatory human rights courses at higher educational institutions providing training for lawyers, public servants, military officials, medical practitioners and trainers. Include indicators on knowledge and awareness on human rights at professional accreditation exams such as for the medical profession, teachers and other professionals
4. Provide inter-agency support through coordinated policies to the development of human rights training manuals, textbooks and other educational tools, training of trainers and their continued professional development
5. Support, encourage and cooperate with civil society initiatives for the promotion of public human right education.

Upon the recommendation of the Subcommittee on Human Rights and Legal Standing, the Parliament of Mongolia adopted a resolution that obliged the government to implement the NHRCM recommendations and proposals. The NHRCM has taken the responsibility of monitoring their implementation.

One of the major challenges is the lack of collaboration and networking among relevant stakeholders in the human rights education field. This is partly due to the absence of government mechanism and action that would facilitate such collaboration and networking. A national mechanism that supports human rights education and promotion as well as training of trainers in all sectors, to be created through a Sub-Programme on Human Rights Education under the NHRAP, has yet to exist. An operational plan for the NHRAP (Resolution #17, January 2007) that made the Ministry of Education, Culture and Sciences and the Ministry of Justice and Home Affairs responsible for the implementation of the NHRAP with the broad participation of the civil society and NHRCM, took the government four years to adopt. In this

context, partnership and collaboration between the relevant stakeholders remain a challenge.

Further direction of the human rights education

The NHRCM has published a number of plans and reports relating to human rights education and promotion. A *Strategic Plan 2007–2011* (NHRCM, 2006) includes both general and specific strategies to promote and protect human rights. Goal 1, and specifically its Objective 3 (Establish and strengthen a human rights training framework at all levels of education) identifies a clear need for education about and for human rights. The NHRCM was able to set targets and indicators that could be used to improve human rights education generally.

In September 2007, an international consultant (Robert Baker, PhD, of CC International) was requested by the UNICEF Office of Mongolia to advise the Ministry of Education, Culture and Science, the Mongolian State University of Education, and other stakeholders about best practices in education about and for human rights. The objectives of the mission included developing recommendations on how rights-based education and education about and for human rights should be developed in Mongolia. In the mission report, the consultant offered a number of recommendations.

Firstly, a clear and precise vision statement for rights-based education and education about and for human rights should be developed, approved and disseminated. This vision statement should describe the essential elements of the detailed cross-curriculum on education about and for human rights and with input from key stakeholders in Mongolia. Secondly, it needs to meet national goals, priorities and obligations relating to human rights; the Civics and Citizenship course within the Mongolian school curriculum should guarantee teaching and learning about rights and responsibilities for at least one quarter of the course at all levels.¹⁰ These recom-

mentations translate into the development of a vision, the reform of curriculum, the creation of age-appropriate educational resources, targeted professional learning, and the development of real and virtual communities of duty-bearers and rights-holders.

The consultant also learned from the NHRCM that there was no common understanding in Mongolian schools on education about and for human rights, that there was critical shortage of textbooks relating to human rights, and that in a number of cases the school environment contributed to child rights violations. In this regard, NHRCM should be focusing all its education activities on the incorporation of education about and for human rights throughout the key learning areas at all stages of the national education system.

The NHRCM considers the teaching and learning about human rights within the formal and non-formal education systems as the primary vehicle for promotion and protection of human rights in the country.

Annex A

Requirements for the Qualification of Teachers of Human Rights Classes¹¹

The goals, content, and methods of teaching human rights classes have specific characteristics that set them apart from all other types of classes in primary and secondary school education. For example:

- Human rights are founded on the respect for dignity and worth of each person. They are universal, inalienable, indivisible, and embody principles of equality and non-discrimination. Therefore, it is essential to conduct human rights classes that conform to these standards and requirements.
- Human rights education aims at fostering principles of mutual understanding, recognition and democracy among all pupils.
- Human rights education plays an important role in developing valuable skills among pupils including the freedom of expression, standing up for their groups and communities, making decisions, advancing cogent arguments and evidence, listening to others, and respecting others' opinions and cultures.
- Human rights education is a life-long process that extends beyond the classroom context, and is cultivated in a positive social environment that includes classmates, teachers, school, family and friends.

Based on the above characteristics, human rights educators should meet specific requirements for qualification. This requirement should be used during the selection of appropriate human right educators, as well as in evaluating their performance.

I. The Knowledge of Comprehensive Teaching Skills:

Requirement 1: The understanding and knowledge of human rights values and content,

and the methodology to impart them to pupils through didactic teaching processes

This requirement reflects the following content:

- Possessing a comprehensive knowledge of the fundamentals of human rights, its historic development, its international and national mechanisms, and relevant laws and legislation aimed at the promotion and protection of human rights;
- Possessing an ability to select and utilize international and national human rights instruments and resources for each lesson;
- Possessing the knowledge and ability to select and devise teaching methods for the management of human rights classes and the simplification of its content.

Requirement 2: Knowledge and skills to provide leadership and coordination of human rights classes

This requirement reflects the following content:

- Possessing the ability to develop didactic materials, such as real life examples and case studies that are relevant to class content;
- Possessing the ability to select and utilize teaching methods and methodology that encourage and promote just and participatory pupil activity, and foster a democratic classroom environment.

Requirement 3: Comprehensive set of socio-cultural and communicative skills

This requirement reflects the following content:

- Possessing humanitarian values and attitudes that respect the inherent human dignity and worth of each and every person;
- Possessing sincere aspirations and goals for fostering a culture of human rights and the promotion of human rights knowledge among pupils;

- Possessing comprehensive learning skills that include understanding and respecting others, becoming a role model for others, learning from, cooperating with, supporting and helping others.

II. Uphold the Principles of Human Rights:

Requirement 4: Upholding the Principle of Equality and Non-Discrimination in Schools

This principle is based on respect for each person's inherent human dignity and worth, including the treatment of all persons with equality and non-discrimination without distinction as to their social status.

This requirement reflects the following content:

- The class content should conform to the above principles. For example, the class content, teaching materials, examples, case studies and displays should in no way encourage any form of discrimination and inequality based on age, gender, profession, or official post;
- Promote opportunities and conditions for non-discriminatory and equal participation of pupils;
- In the course of conducting and evaluating the classes, teachers should adhere to the principles of justice, sincerity and equality without distinction as to the pupil's class rank, family status, property, looks, or beliefs.

Requirement 5: Upholding the Principles of Respect for Human Dignity

Each person should be treated with respect without distinction as to age, culture, beliefs, race, sexual orientation, language, disability, or social status.

This requirement reflects the following content:

- Foster knowledge among pupils that human rights are inherent rights that constitute the basis for their existence;

- The class content, such as teaching materials, examples, case studies, pictures and displays should conform to this principle;
- In classes, teachers should treat each pupils' individual looks, characteristics and attributes with respect;
- In classes, teachers should strive towards creating a favorable learning environment where each pupil can sense their human dignity and worth, be proud of it, and, consequently, respect other's rights and freedoms.

Requirement 6: Upholding the Principles of Universal Human Rights

Human rights are a set of universal values that are recognized in all countries and regions of the world. Governments and their citizens have an obligation to promote and protect them. The principle of universal human rights means that every country, group and citizen around the world should possess a common understanding of human rights and freedoms, should possess and respect equal standards of international human rights and norms.

This requirement reflects the following content:

- Prior to conducting a class, teachers should possess a common knowledge of international human rights norms;
- The evaluation of class and pupil performance should be directed towards determining whether the pupils have a common understanding of human rights.

Requirement 7: Upholding the Principles of Indivisibility, Interdependence, and the Inherent Nature of Human Rights

Human rights exist in all spheres of life including the home, school, work, hospitals, and courts. Similarly, human rights violations are also interrelated to one another. The violation of one right often affect several other rights. The promotion of any one right has a positive

effect on other rights. All human rights such as civil, political, social, economic, cultural and collective rights are indivisible, which cannot be forcefully taken away. Human rights are not 'gifts' granted by the state, government or officials, but are inherent rights that are possessed by each person from birth.

This requirement reflects the following content:

- Possessing the ability to make students understand that only when all of our human rights are exercised can we live in dignity and respect (that it is incorrect to form an opinion that any one right is more important than another), to help pupils recognize and prevent violations of rights, and to assist pupils in acquiring skills that restore infringed rights;
- Possessing the ability to help students understand that when one right is violated, other rights are equally violated, and the violation of one person's right initiates the violation of others' rights;
- Classes should be directed towards providing conditions and opportunities for pupils to exercise their indivisible rights, such as the expression of ideas and opinions, access to information, and the right to non-discrimination.

Requirement 8 : Upholding the Principles of Responsibility in Studies

In the field of human rights, the issue of responsibility involves all social strata ranging from state, individual, civil or social responsibilities. *The state responsibility*: human rights are not granted at the state's discretion. The state should not violate the equal [recognition] of everyone's rights. In case of such violation, states should be held accountable. *Individual responsibility*: each person has a right to respect and promote human rights and take actions against organizations and people who violate them. *Civil society*: all branches of society including non-governmental organizations, foundations, and educational institutions have a responsibility to

promote and protect human rights.

This requirement reflects the following content:

- Class content should be directed towards making students understand that one person's rights are restricted through the exercise of other people's rights, and if the given restriction is breached, the guilty party should be held accountable. At the same time, all parties including the school management, teachers, workers and pupils should respect and take responsibility for the rights of all;
- In the course of the class, disciplinary measures against pupils who do not fulfill their study obligations should be just and conform to human rights standards and principles.

Endnotes

¹ Article 36, Vienna Declaration and Programme of Action, adopted by the World Conference on Human Rights on 25 June 1993.

² [www.unhchr.ch/Huridocda/Huridoca.nsf/\(Symbol\)/A.RES.48.134.En?Opendocument](http://www.unhchr.ch/Huridocda/Huridoca.nsf/(Symbol)/A.RES.48.134.En?Opendocument)

³ The National Human Rights Commission of Mongolia Act, Chapter 4, Article 13.

⁴ *Ibid.*, Article 3.3.

⁵ The World Programme for Human Rights Education, Plan of action for first phase (2005-2007) (A/59/525/Rev.1) Annex A.3 <http://daccessdds.un.org/doc/UNDOC/GEN/N05/253/74/PDF/N0525374.pdf?OpenElement>

⁶ Khishigsaikhan B., Director of NHRCM, Human Rights Education in Formal Education, presented at the APF 10th forum, August, 2005, Ulaanbaatar Mongolia.

⁷ Government of Mongolia, 2006: Master Plan to Develop Education of Mongolia, [English version] Ministry of Education, Culture and Science, Mongolia.

⁸ Report on Human Rights Education in Primary and Secondary schools: NHRCM, 2005, page 64.

⁹ NHRCM, Status Report of Human Rights and Freedoms in Mongolia, 2007, Ulaanbaatar, pages 58-59.

¹⁰ Robert Baker, Report to the UNICEF Office for Mongolia, Rights-based Education and Education about and for Human Rights in Mongolia, CCIInternational, October

¹¹ This is taken from Human Rights Education in Secondary Schools – Brief Report (Ulaanbaatar: National Human Rights Commission of Mongolia and UNICEF, 2005).