

[https://doi.org/10.52326/jss.utm.2025.8\(1\).04](https://doi.org/10.52326/jss.utm.2025.8(1).04)
UDC 378:376(517.9)



EXPLORING GLOBAL BEST PRACTICES IN HIGHER EDUCATION FOR STUDENTS WITH DISABILITIES AND OPPORTUNITIES FOR MONGOLIA

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Received: 12. 07. 2024

Accepted: 02. 04. 2025

Abstract. The right of students with disabilities to higher education is a fundamental aspect of social development and an essential human rights issue addressed globally. It reflects the core principle of humanism, which emphasizes equality, providing equal opportunities, and treating all individuals as equals without discrimination. Ensuring the equal inclusion of students with disabilities in higher education not only guarantees the right to education but also promotes their professional and economic independence. It enhances self-confidence, improves quality of life, and boosts societal participation, ultimately contributing to increased productivity within the population. This is a crucial step toward fostering a more equitable and fair society, offering students the chance to succeed in any field they choose. However, in Mongolia, there remain numerous challenges to providing higher education to students with disabilities, including infrastructure accessibility, the capabilities of educational institutions, and the training of teachers and staff. The lack of advanced technological tools and specialized methods within the learning environment stands as a significant barrier. Globally, several countries have made significant strides in ensuring equal access to education for students with disabilities. The United States, European Union, and Japan have introduced comprehensive laws, policies, support services, and cutting-edge technological solutions to facilitate greater access to education for people with disabilities. By adapting and implementing these practices in Mongolia, we can make substantial progress toward creating a more inclusive and equitable education system.

Keywords: *Equality, active participation, advanced technology, international experience, possibility of implementation in Mongolia.*

Rezumat. Dreptul la învățământul superior a studenților cu dizabilități prezintă un aspect fundamental al dezvoltării sociale și o problemă esențială a drepturilor omului, abordată la nivel global. Acest aspect reflectă principiul de bază al umanismului, care pune accent pe egalitate, oferind șanse egale tuturor, fără discriminare. Asigurarea incluziunii egale a studenților cu dizabilități în învățământul superior nu garantează doar dreptul la educație, ci și promovează independența lor profesională și economică. Îmbunătățește încrederea în sine, calitatea vieții și stimulează implicarea lor socială. Acesta este un pas crucial către

promovarea unei societăți mai echitabile și mai corecte, oferind studenților șansa de a reuși în orice domeniu pe care îl aleg. Cu toate acestea, în Mongolia, rămân numeroase provocări pentru a oferi învățământ superior studenților cu dizabilități, inclusiv accesibilitatea infrastructurii, capacitățile instituțiilor de învățământ, formarea profesorilor și a personalului. Lipsa instrumentelor tehnologice avansate și a metodelor specializate în mediul de învățare reprezintă o barieră semnificativă. La nivel global, mai multe țări au făcut progrese semnificative în asigurarea accesului egal la educație pentru elevii cu dizabilități. Statele Unite ale Americii, Uniunea Europeană și Japonia au introdus legi cuprinzătoare, politici, servicii de asistență și soluții tehnologice de ultimă oră pentru a facilita accesul la educație a persoanelor cu dizabilități. Prin adaptarea și implementarea acestor practici în Mongolia, putem face progrese substanțiale spre crearea unui sistem educațional mai incluziv și mai echitabil.

Cuvinte cheie: *egalitate, participare activă, tehnologie avansată, experiență internațională, posibilitate de implementare în Mongolia.*

1. Introduction

In Mongolia, opportunities for students with disabilities to pursue higher education remain limited, with many barriers preventing their full participation. These challenges are largely due to the lack of specialized programs, accessible learning environments, support services, and employment opportunities, which hinder the academic and professional advancement of students with disabilities. Despite the steady presence of people with disabilities in the country, these issues persist in limiting their access to higher education. From 2020 to 2023, the percentage of people with disabilities in Mongolia remained relatively stable, as shown in Table 1. Specifically, the percentage was 3.23% in 2020, 3.11% in 2021, 3.33% in 2022, and 3.17% in 2023. These figures suggest that the proportion of people with disabilities in Mongolia's population has not fluctuated significantly over the past few years. This steady presence of people with disabilities is important because it underscores the importance of considering their specific needs and challenges in education, healthcare, and employment. While the data indicates a stable prevalence, it also highlights an ongoing issue: the limited support systems in place to help students with disabilities access higher education. One of the key barriers is the lack of infrastructure that accommodates students with diverse needs. Many universities and colleges in Mongolia are not fully equipped to provide the necessary adjustments for students with mobility impairments, vision or hearing disabilities, and other forms of physical or mental impairments. This lack of accessibility means that many students with disabilities are either unable to attend college or face significant challenges while pursuing their education. In addition to infrastructure issues, there is a lack of specialized programs designed to meet the needs of students with disabilities. While some educational institutions may have programs in place to assist these students, the offerings are often limited and not comprehensive enough to address the wide range of disabilities. Furthermore, there is a shortage of qualified staff trained to provide support services such as sign language interpretation, physical assistance, and academic tutoring for students with disabilities. Without these critical support services, students with disabilities may struggle to fully engage in their studies and achieve academic success. Employment opportunities for students with disabilities also remain limited in Mongolia. Even after completing higher education, many graduates with disabilities face significant challenges in entering the workforce. The lack of accessible workplaces,

coupled with societal stigma and misconceptions about the abilities of people with disabilities, often leads to discrimination in hiring practices. Additionally, many employers may not be aware of how to accommodate employees with disabilities, further reducing employment prospects. The steady percentage of people with disabilities in the population, as seen in the disability statistics from 2020 to 2023, serves as a reminder of the need for more inclusive policies and programs that address the barriers faced by this group. In order to improve access to higher education and employment for students with disabilities, targeted efforts must be made to create inclusive educational environments, provide specialized programs, and ensure the availability of support services. This includes not only improving physical accessibility on campuses but also offering mentorship, training for faculty and staff, and promoting awareness about disability rights and inclusion. Furthermore, it is crucial to invest in programs that facilitate the transition from education to employment for students with disabilities. This could involve providing career counseling, job placement services, and workplace accommodations to ensure that graduates with disabilities can successfully enter the workforce and contribute to society. By improving access to higher education and employment for students with disabilities, Mongolia can create a more inclusive and equitable society for all its citizens, regardless of ability.

Table 1

Number of people with disabilities (2020-2023) [1]				
Type of Disability	2020	2021	2022	2023
Vision	11.871	11.695	12.696	12.053
Speech	4.060	4.074	4.220	3.618
Hearing	8.708	8.430	8.780	7.800
Movement	21.810	21.011	21.064	20.018
Mental	20.742	20.414	21.639	21.396
Attached	7.678	7.430	7.580	7.409
Others	33.530	33.115	39.136	38.934

The number of people with vision impairments increased by 1.5%, from 11,871 in 2020 to 12,053 in 2023. This increase, although slight, suggests a growing need for interventions to support individuals with visual disabilities. Vision impairment can severely impact an individual's quality of life, requiring specialized healthcare, assistive technologies, and accessibility measures. Early interventions, such as regular eye exams and public awareness campaigns, are vital to addressing this increase in prevalence. The number of individuals with speech impairments decreased by 11.2%, from 4,074 in 2021 to 3,618 in 2023. This decline could be attributed to advancements in early detection, speech therapy, and improved support systems. However, despite the decline in numbers, individuals with speech impairments still face significant challenges in communication, which may affect their educational, social, and professional opportunities. Continued efforts in speech therapy, communication aids, and education inclusion are crucial for improving the lives of people with speech impairments. The number of hearing-impaired individuals increased by 0.5%, reaching 7,800 in 2023. Although the increase is modest, hearing impairments are a major concern due to the potential social isolation and educational challenges they pose. The rising prevalence of hearing loss, especially in older populations, underscores the importance of expanding access to hearing aids, auditory rehabilitation, and inclusive environments that

support people with hearing disabilities. The number of individuals with movement disabilities has decreased by 8.2%, from 21.810 in 2020 to 20.018 in 2023. This decrease could be linked to improvements in medical treatment, rehabilitation therapies, and accessibility in public infrastructure. Despite this reduction, mobility impairments continue to present substantial barriers, including difficulties with transportation, education, and employment. Further improvements in accessibility and the integration of assistive devices, such as mobility aids and prosthetics, can help mitigate these challenges. Mental disabilities have shown a projected rise, with the number of individuals reaching 21.396 in 2023, reflecting a 3% increase. This upward trend points to the growing need for psychiatric care and mental health services. Mental health issues, including depression, anxiety, and developmental disorders, can have long-term effects on individuals' daily functioning. The increase in prevalence highlights the necessity of integrating mental health services into mainstream healthcare systems, fostering a more supportive environment for people with mental disabilities, and promoting mental well-being through awareness and early intervention programs. The number of individuals with co-occurring disabilities remained relatively stable at 7.409 in 2023. Co-occurring disabilities involve individuals who experience multiple forms of impairment, which can complicate care and support needs. This stable prevalence emphasizes the need for specialized services that address the unique challenges faced by individuals with more than one disability. Social participation and educational opportunities are essential for enhancing the quality of life for people with multiple disabilities, requiring policies that promote inclusivity and equality. The number of individuals with other disabilities remained high, with a projected 38.934 people in 2023. This category encompasses a wide range of disabilities, which can include cognitive, neurological, and other physical impairments not categorized elsewhere. The consistent prevalence of individuals in this category highlights the broad spectrum of disabilities that require specialized attention, services, and resources. Addressing the needs of people with various types of disabilities can improve social inclusion and overall well-being.

The data from 2020 to 2023 provides valuable insights into the changing landscape of disability prevalence, showing both increases and decreases in different categories. Vision and hearing impairments show gradual increases, while speech and movement impairments have declined, albeit slightly. Mental disabilities have notably risen, underscoring the need for greater focus on mental health services and psychiatric care. The prevalence of co-occurring disabilities remains stable, indicating a persistent need for inclusive education and social programs. The consistently high number of individuals with other disabilities highlights the ongoing challenges faced by people with a wide range of impairments. To address these trends, it is crucial to continue improving accessibility, healthcare, and social services for individuals with disabilities. Innovations in assistive technologies, inclusive education, and targeted healthcare interventions can significantly improve the quality of life for those affected. Moreover, public policies should prioritize disability inclusion, ensuring that people with disabilities have equal opportunities for participation in all aspects of society. As disability prevalence continues to evolve, it is essential to adapt support systems to the growing and changing needs of the disabled population, ensuring that they can live independently and with dignity in society [1].

This data highlights the urgent need to enhance opportunities for people with disabilities to participate in society and access education. It is crucial to implement policies aimed at improving their quality of life [2–4].

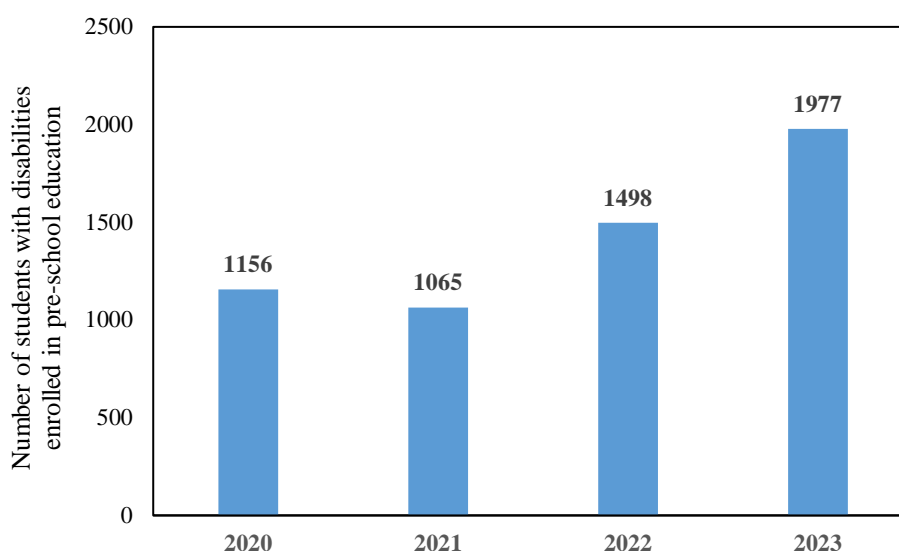


Figure 1. Number of students with disabilities enrolled in pre-school education.

Between 2020 and 2023, the number of children with disabilities enrolled in preschool educational institutions nationwide has increased. In 2021, the minimum enrollment was 1,065 students, while in 2023, this number rose to a maximum of 1,977 students (Figure 1). As this number continues to grow, it becomes crucial to address the special needs of these students and create inclusive learning environments [3–5].

In the 2023-2024 academic year, a total of 5,673 students with disabilities are pursuing education across various levels: 1,696 in special schools, 1,498 in preschool education, 643 in vocational and training centers, and 414 at the university level [1]. This research aims to enhance access to higher education for students with disabilities by identifying specialized programs, teaching methods, and support services tailored to their needs.

Reviewing successful international practices in higher education for students with disabilities and exploring their implementation in Mongolia will be a critical step toward improving our education system and ensuring higher education is accessible to all students, regardless of their abilities. By applying the findings of this research to educational institutions and government policies, we aim to expand opportunities for students with disabilities, promoting greater social participation and equality. The purpose of this study is to explore successful international practices in higher education for students with disabilities and provide recommendations for their implementation in Mongolia. This research will help identify effective strategies and solutions to improve higher education opportunities for students with disabilities in the country.

The primary objectives of this research are to examine best practices from around the world and assess their feasibility for adaptation in Mongolia. The research focuses on identifying policies and strategies that have successfully improved access to higher education for students with disabilities in other countries and evaluating their applicability in the Mongolian context. Additionally, the study aims to develop research findings that will propose policy recommendations aimed at enhancing higher education access for students with disabilities.

One of the fundamental goals of this research is the development and implementation of specialized curricula to transform learning environments, making them more inclusive and

accessible. In many countries, specialized curricula have played a pivotal role in addressing the diverse needs of students with disabilities. These curricula include modifications in teaching methods, classroom layouts, and learning materials to ensure equitable access to education. Drawing inspiration from successful models, the research will propose frameworks for designing inclusive curricula tailored to Mongolia's educational institutions. This effort is expected to improve learning outcomes and create an environment where students with disabilities feel valued and supported.

Furthermore, the creation of digital and hybrid learning systems is seen as essential in providing students with disabilities the flexibility they need to thrive. Digital learning platforms equipped with adaptive technologies, such as screen readers, speech-to-text software, and customized keyboards, have proven effective in other countries. These technologies cater to a wide range of disabilities, enabling students to engage with educational content more effectively. Hybrid learning models, combining online and in-person instruction, can offer additional flexibility, particularly for students who face mobility challenges or require personalized support. By incorporating these solutions, Mongolia can ensure that students with disabilities have equal access to quality education, regardless of their physical or geographical limitations.

The research also underscores the importance of financial support, including scholarships and dedicated support services, to ensure that students with disabilities have the resources they need to succeed academically. Scholarships specifically designed for students with disabilities can help alleviate the financial burdens associated with higher education. Countries like the Netherlands and Norway have established robust financial aid programs that provide tuition discounts, grants, and loans tailored to the needs of students with disabilities. Adopting similar programs in Mongolia would significantly enhance access to higher education for this demographic. Additionally, support services such as counseling, career guidance, and mentorship programs are crucial in addressing the unique challenges faced by students with disabilities. These services can help students navigate their academic journeys more effectively and build the confidence needed to pursue their goals.

Post-graduation, reforming workplace policies to support the employment of individuals with disabilities will be key in creating conducive working conditions. Inclusive workplace policies, such as reasonable accommodations, accessible office spaces, and anti-discrimination measures, have been successfully implemented in various countries. These policies not only facilitate the employment of individuals with disabilities but also promote a culture of diversity and inclusion within organizations. By introducing similar reforms, Mongolia can ensure that graduates with disabilities transition smoothly from education to employment, contributing meaningfully to the workforce and society as a whole.

The research also emphasizes the need for a robust policy and legal framework to support these initiatives. Drawing from international experiences, such as those in the Netherlands and Norway, it is crucial to implement specific laws and establish the necessary legal foundation to guarantee accessibility for students with disabilities. This includes legislation focused on ensuring accessible infrastructure, technology, and services within educational institutions. A strong legal framework will provide the foundation for sustainable improvements in higher education access for students with disabilities in Mongolia.

Another critical aspect of the research is the improvement of the school and learning environment. In countries like the Netherlands and Norway, educational institutions have been designed to create inclusive environments through modernized infrastructure and

accessible facilities. Mongolia should prioritize similar upgrades to its educational institutions, ensuring that classrooms, libraries, laboratories, and other facilities are fully accessible to students with disabilities. Incorporating universal design principles in new construction and retrofitting existing structures will be essential in creating an inclusive educational landscape [10–12].

Developing international partnerships and cooperation is another key recommendation highlighted by the research. Collaboration with developed nations and international organizations can provide Mongolia with valuable insights and resources to improve access to higher education for students with disabilities. Partnerships can facilitate knowledge exchange, access to funding, and technical expertise, enabling Mongolia to implement innovative solutions more effectively. For example, international partnerships could support the introduction of cutting-edge assistive technologies and training programs for educators specializing in inclusive education.

Aligning special programs and learning outcomes with international standards is also vital. Specialized programs, such as classroom instruction tailored to the needs of students with disabilities, counseling services, and assistive technologies, have been successfully implemented in various countries. By adopting similar programs, Mongolia can ensure that students with disabilities receive the support they need to succeed academically and socially. Integrating these programs into the national education system will help create a more inclusive and equitable learning environment.

By incorporating these innovative solutions, significant progress can be made toward improving the conditions for higher education and creating a more inclusive society for all students with disabilities in Mongolia. These initiatives, which align with best practices from successful international models, will open up new opportunities for students with disabilities within Mongolia's education system. Ultimately, the implementation of these measures will not only enhance access to higher education but also empower students with disabilities to achieve their full potential and contribute meaningfully to society.

2. Materials and Methods

In this study, a comprehensive review of literature regarding the development of people with disabilities in education was conducted, utilizing sources from internationally indexed platforms. The selected articles were analyzed through the content analysis method, which facilitated a detailed comparison of the methodologies, evaluations, and outcomes presented across these sources. The study also incorporated theoretical works and reports to derive both practical and theoretical conclusions. As a result, new insights were generated, highlighting how international practices in higher education for students with disabilities could be adapted and implemented in the Mongolian context.

3. Results

Mongolia has taken significant steps to support students with disabilities by implementing a variety of programs and activities. These initiatives are designed to foster an inclusive educational environment and ensure that students with special needs have access to resources that promote their academic and personal development. Various entities, including educational institutions, government agencies, universities, and businesses, collaborate to provide comprehensive support systems. This document outlines the key programs, university activities, and specific examples that highlight Mongolia's commitment to this important cause.

Several universities in Mongolia play a pivotal role in supporting students with disabilities by providing tailored programs, accessible facilities, and opportunities for skill development.

The National University of Mongolia (NUM) offers inclusive education programs designed to accommodate students with disabilities. The university ensures accessibility through adaptive classrooms, learning technologies, and mentorship programs. Additionally, NUM organizes workshops aimed at enhancing essential skills like communication, leadership, and teamwork. For instance, the "Empowering Every Student" workshop series includes activities that build confidence and promote inclusivity. Moreover, NUM provides internships and research opportunities, enabling students with disabilities to gain practical experience in their chosen fields.

The Mongolian National University of Medical Sciences (MNUMS) focuses on integrating students with disabilities into healthcare-related programs by offering accessible laboratories and specialized support for clinical training. Through its "Healthcare Accessibility Initiative," the university pairs students with mentors from the healthcare industry to provide academic guidance and professional development. Scholarships are also available to support students with disabilities pursuing degrees in medical and healthcare fields, ensuring access to quality education and career opportunities.

The University of Humanities in Mongolia actively supports students with disabilities through flexible course schedules and online learning options. To celebrate diversity and foster creativity, the university runs the "Cultural Inclusion Program," which includes extracurricular activities like art workshops, poetry readings, and storytelling events. Furthermore, the university's Career Center provides tailored counseling and job placement services to assist students with disabilities in securing meaningful employment.

The Mongolian University of Science and Technology (MUST) offers technical education programs designed for students with disabilities, including adaptive technology training and practical engineering courses. The university hosts annual hackathons and innovation challenges, providing opportunities for students with disabilities to showcase their technical and creative skills. In addition, partnerships with technology companies help facilitate internships and employment opportunities, bridging the gap between education and the job market for these students.

In addition to university-led initiatives, government agencies and private businesses play an essential role in supporting students with disabilities in Mongolia. The Ministry of Education and Science provides funding and resources to ensure that educational institutions can implement inclusive policies and practices. The National Inclusive Education Policy plays a vital role in integrating students with disabilities into mainstream education systems by outlining strategies and providing guidelines for developing accessible infrastructure. To further support these students, the government offers various scholarship programs, such as the "Inclusive Education Grant," which helps them pursue higher education. Additionally, skill development workshops are organized to prepare students for the workforce by focusing on essential skills like time management, problem-solving, and professional communication. The private sector also contributes significantly through corporate social responsibility (CSR) initiatives. For instance, Golomt Bank's "Empower Dreams" program provides scholarships and internship opportunities for students with disabilities in business and finance-related fields, enabling them to build successful careers. Similarly, Oyu Tolgoi LLC's Accessibility Project collaborates with universities to enhance campus infrastructure and deliver adaptive

technologies, ensuring a more inclusive educational environment for students with disabilities.

Examples of successful programs and activities for supporting students with disabilities in Mongolia include youth empowerment camps, accessible technology initiatives, internship and job placement programs, and extracurricular activities and clubs. Organized by non-governmental organizations in collaboration with universities, youth empowerment camps focus on building confidence and life skills through activities such as team-building exercises, leadership training, and career counseling. Accessible technology initiatives involve partnerships between universities and tech companies to provide adaptive tools, such as screen readers, speech-to-text software, and customized keyboards, enabling students with visual and motor impairments to access educational content more effectively. Collaborative programs between universities and businesses, such as the "Inclusive Workplaces Initiative," offer internships tailored to the specific needs of students with disabilities, ensuring inclusive environments. Additionally, many universities have established clubs and societies to promote inclusion and social interaction. For example, the "Diverse Abilities Club" at the National University of Mongolia organizes cultural events, sports activities, and peer support groups to foster community and engagement. Mongolia actively participates in international initiatives to support students with disabilities. Exchange programs and scholarships, such as the "Asian Development Bank's Inclusive Education Program" provide students with opportunities to study abroad and gain global perspectives. These programs not only enhance academic and professional skills but also promote cross-cultural understanding and collaboration. Mongolia's efforts to support students with disabilities demonstrate a strong commitment to inclusivity and equal opportunity. Universities, government agencies, and private sector organizations work together to create an environment where students with disabilities can thrive academically, professionally, and socially. Through tailored programs, accessible infrastructure, and skill development initiatives, Mongolia continues to empower students with disabilities, ensuring they have the resources and opportunities needed to succeed in their educational and professional journeys [13–18]. Additionally, competitions in areas like sewing arts and sports provide students with the opportunity to showcase and develop their talents. Exchange programs, cooperation agreements, and partnerships with international organizations also offer students opportunities to study abroad. Further, Mongolia has made strides in providing support for students with disabilities, including the expansion of special library materials and the implementation of psychological counseling programs. Regular sign language training for teachers and the organization of meetings, discussions, and conferences to promote employment and social participation for young people with disabilities are also part of these efforts. However, in addition to these activities, it is crucial to learn from international best practices to expand access to special needs education and enhance existing mechanisms.

To improve conditions for equal access to education for students with disabilities and support their active participation in society, it is essential that all sectors of society, not just educational institutions, contribute to the effort. Drawing on successful international practices, several key strategies have been implemented in universities across the United States to enhance the learning environment for students with disabilities. These strategies include:

1. Multidisciplinary support office: Many U.S. universities have dedicated offices for students with disabilities, offering specialized programs and services. These offices

provide counseling, course materials, translation services, and access to assistive technologies and learning materials. To ensure that learning materials are accessible to all students, universities promote the use of e-textbooks, audio lessons, and video lectures. This approach makes lectures available in multiple formats, enhancing access for students with disabilities [9,10].

2. Inclusive teaching special courses for professors and teachers, educating them on how to effectively teach students with disabilities. These programs ensure that educators are equipped with the skills to support diverse learning needs [11,12].
3. Infrastructure accessibility: Accessibility infrastructure is vital in the U.S. educational system. This includes the installation of ramps, elevators, and accessible public transportation options, ensuring that students with disabilities can participate in education without physical barriers [13].
4. Financial support: U.S. educational institutions offer various scholarships actually for students with disabilities. Federal and state grants are designed to reduce the financial burden of education for these students, making higher education more accessible [6,14].

These practices could serve as valuable models for improving the educational system in Mongolia, particularly in h disabilities.

In European countries, several educational support measures have been successfully implemented to support students with disabilities [15,16]. For instance, in the Netherlands, universities have established dedicated advisory services to ensure access to education for students with disabilities. These services provide specialized consulting, tailored course materials, translation, and customized technological support. The dissemination of learning materials in text formats, as well as the development of audiobooks and video lessons in accessible formats, is also a standard practice within the Dutch educational system focus is on both educational and financial support for students with disabilities. The country offers scholarships and loan programs, alongside accessible e-learning platforms and technology solutions. School buildings and classrooms are designed with lifts, ramps, and other adaptations to ensure that students with disabilities can fully participate in education.

In Japan, tends out due to its extensive use of advanced technology. Schools in Japan employ specialized technology, e-learning platforms, and communication tools to enhance the learning experience for students with disabilities. Teachers receive training on how to instruct students with disabilities through specialized programs. Universities also develop e-books, video, and audio content, alongside adapted technology, to create a fully accessible environment. Japan's approach is notable for its efficient incorporation of cutting-edge technology into education, setting it apart from both the United States and Europe in terms of technological integration [17,18].

Australia has developed robust policies and measures aimed at increasing access to education for students with disabilities [19,20]. Special advisory teams play a key role in enhancing both the learning environment and teaching methods. These teams not only provide essential counseling services but also implement projects designed to make educational institutions more accessible. The Australian system has a comprehensive network of counseling services for students with disabilities, surpassing the systems in the United States and Europe in terms of coverage and reach. Furthermore, continuous efforts are made to improve infrastructure and ensure increased access to schools for all students, including those with disabilities.

Australia has developed comprehensive policies and measures aimed at increasing access to education for students with disabilities. Special advisory teams dedicated to supporting students with disabilities play a pivotal role in enhancing both the learning environment and teaching methods. These teams provide essential counseling services and implement projects to make schools more accessible. Notably, the Australian education system boasts a more extensive network of counseling services for students with disabilities than those found in the United States and Europe. Additionally, continuous efforts are made to improve infrastructure and increase access to schools, ensuring that students with disabilities can participate in education without barriers.

Examining the initiatives in countries such as the United States, Europe, Japan, and Australia, it is clear that comprehensive measures are being implemented worldwide to improve access to education for students with disabilities. These measures aim to support students with disabilities, equalize their learning opportunities, and enhance access to education. By combining these successful international practices, opportunities to improve access to education for students with disabilities in Mongolia can be identified. One essential step is to enhance the policy and legal framework to ensure equal educational opportunities for students with disabilities. Drawing from international experiences, such as those in the Netherlands and Norway, it is crucial to implement specific laws and establish the necessary legal framework, including legislation focused on ensuring the accessibility of education for all students. Additionally, implementing technology support programs is another vital step in enhancing access to education. Support programs should include systems for reading and note-taking for the visually impaired, visualization and translation tools for the hearing impaired, as well as audio and video lessons for all students. The development of electronic learning materials would also play a key role in creating an inclusive educational environment. Furthermore, scholarships and financial aid for students with disabilities in Mongolia must be expanded. Following international best practices, such as those in the Netherlands and Norway, scholarship and loan programs should be introduced to alleviate future education costs and enhance workforce skills. It is necessary to create targeted financial assistance programs, including tuition discounts, to ensure that students with disabilities can access higher education. Another critical aspect is establishing training programs for special educators. In order to effectively educate students with disabilities, teachers need specialized training. European countries, such as the Netherlands and Norway, employ teachers who are specially trained to work with students with disabilities, and Mongolia should implement similar training programs to develop teachers' professional skills, equipping them with the necessary methods to support these students. Moreover, the accessibility of learning environments and school buildings is crucial for students with disabilities. In countries like the Netherlands and Norway, educational institutions are designed to create an inclusive environment. Mongolia should modernize the infrastructure of educational institutions to accommodate students with disabilities, ensuring classrooms and facilities are fully accessible and equipped with the necessary tools and technologies. Additionally, Mongolia should foster international partnerships to improve access to education for students with disabilities. Learning from the experiences of European countries and exploring the feasibility of implementing their measures can be highly beneficial. Cooperation with developed nations, seeking assistance from international experts, and exchanging knowledge will help drive reforms in Mongolia's education sector. Lastly, aligning special programs and learning outcomes with international standards is essential. A

key lesson from the Netherlands and Norway is the development and implementation of specialized programs, including classroom instruction, technology assistance, counseling services, and translation support for students with disabilities. Mongolia should develop similar specialized programs, introduce consulting services for students with disabilities, and integrate assistive technologies to create a more inclusive educational system. By following these steps, Mongolia can significantly improve educational opportunities for students with disabilities, ensuring they have the necessary support to succeed academically and socially.

5. Conclusions

Improving access to education for students with disabilities is a critical priority for Mongolia, and achieving this goal requires the effective application of international expertise, cooperation, technological support, and financial assistance. The foundation for equitable education lies in improving the educational environment, enhancing teachers' professional skills, providing financial support, and integrating technological solutions. Ensuring access to higher education for students with disabilities goes beyond upholding their right to education; it plays a crucial role in assessing their social participation, contributions to society, and overall quality of life. However, Mongolia faces significant challenges in this area, such as a lack of infrastructure, inadequate learning environments, and insufficient technology, which hinder the full inclusion of students with disabilities in higher education. By drawing from international experiences and adopting inclusive practices, Mongolia can create an education system that offers equal opportunities for students with disabilities in the future.

Conflicts of Interest: The author declares no conflict of interest.

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Citation: Altantogos, M.; Erdenechimeg, G. Exploring global best practices in higher education for students with disabilities and opportunities for Mongolia. *Journal of Social Sciences* 2025, 8 (1), pp. 51-63. [https://doi.org/10.52326/jss.utm.2025.8\(1\).04](https://doi.org/10.52326/jss.utm.2025.8(1).04).

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