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ANALYSIS OF HOW LEARNING ENVIRONMENT PARAMETERS IMPACT CHILD SAFETY

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ABSTRACT

This study aimed to assess the current state of the learning environment for children in Mongolia and evaluate the impact of policy and legal frameworks. The study involved 1,025 school-age children from 12 aimags, 9 districts, and 5 districts in 21 provinces, and utilized primary and qualitative data analysis. The findings revealed that the overall environment surrounding children (including school, family, society, individual, and community) significantly influences the safety of the learning environment. However, the study identified weak social and community support at the local level, inadequate internal security within families, and insufficient safety measures in school environments. It also highlighted the inadequate implementation of policies aimed at ensuring child safety. The study emphasized the need for effective coordination of laws, budgets, and initiatives to enhance the internal environment of schools. This research provides essential baseline data for policymakers and researchers to enhance child safety, promote school and community involvement, and improve the learning environment.

KEYWORDS

Child Safety, Learning Environment, Policy Influence, Qualitative Investigation

CITATION

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INTRODUCTION

The theoretical research in the first chapter highlighted the importance of taking a unified and comprehensive approach to analyzing the factors influencing children's safety in the learning environment and changes in public attitudes. This is necessary for the following reasons:

1. Changes in public attitudes and advancements in the learning environment are aspects of socialization that result from the interaction of social factors.
2. Changes in children's safety activities are reflected in the learning environment due to the influence of changing environmental factors. Therefore, a detailed examination of the impact of learning environment factors is essential.
3. Factors influencing the development of the learning environment in relation to child safety were identified through indicators and levels that are evident in the benefits of the learning environment.

The analysis of changes related to child safety concepts and learning activities was conducted within the framework of the advantages of the learning environment and the supportive environment, while changes in public attitudes were explored in the context of social factors.

RESEARCH HYPOTHESIS

The influence of child safety on the learning environment is contingent on the implementation of the concept and the consistency of activities. For instance, by enhancing the learning environment with safety programs, children's safety knowledge and skills are integrated into the setting, and the impact is gauged by alterations in their external and internal capabilities. The study's overarching hypothesis outlines the dependent and independent variables as stated below.

Dependent variables: Strategies to enhance the quality of the learning environment and methods to optimize the learning environment, such as:

Independent variables: Security and elements that impact the learning environment

Control variables: External and internal strengths of the learning environment, community attitudes towards enhancing the learning environment, and child safety.

RESEARCH ON WORK SAMPLING

In order to maintain the reliability of the research data and ensure that it is representative of the original population, a sampling design was developed that included 12 out of 21 aimags and 5 out of 9 districts as representative samples. The survey gathered data from 1,025 school-age children aged 6-18 using a questionnaire method. The data was collected from 12 aimags (n=690) and 5 districts of the capital city (n=335). Additionally, quantitative survey data was collected from adults aged 19 and over (n=1,000) from 12 aimags (n=720) and 5 districts (n=280). In the qualitative research, a total of 5 in-depth interviews and 6 focus group discussions were carried out.

CURRENT STATUS OF THE LEARNING ENVIRONMENT IN ENSURING CHILD SAFETY

The survey included various geographical areas and used random sampling and probability distribution methods. Ulaanbaatar city and aimag were randomly selected for inclusion in the survey. The distribution of the sample is detailed in Table 1.1.

Table 1.1 Distribution of samples an evaluation of the existing learning environment was carried out to ensure the safety of children (Figure 1.1)

No.	Aimag, capital city	N=number of adults	Percent
1	Arkhangai	60	6
2	Darkhan-Uul	60	6
3	Bayankhongor	60	6
4	Bulgan	60	6
5	Dornogovi	60	6
6	Dornod	60	6
7	Dundgovi	60	6
8	Zavkhan	60	6
9	Orkhon	60	6
10	Selenge	60	6
11	Tuv	60	6
12	Khentii	60	6
13	Bayanzurkh	65	6.5
14	Songinokhairkhan	65	6.5
15	Sukhbaatar	65	6.5
16	Chingeltei	65	6.5
17	Nalaikh	20	2
Total		1000	100

The survey categorized respondents aged 19 and above according to WHO classification, excluding those over 90 years old. The middle-aged (45-59 years old) and young (18-44 years old) populations accounted for 80 percent of survey participants. In contrast, the elderly (75-90 years old) and older adults (60-74 years old) participated less, making up only 20 percent of respondents.

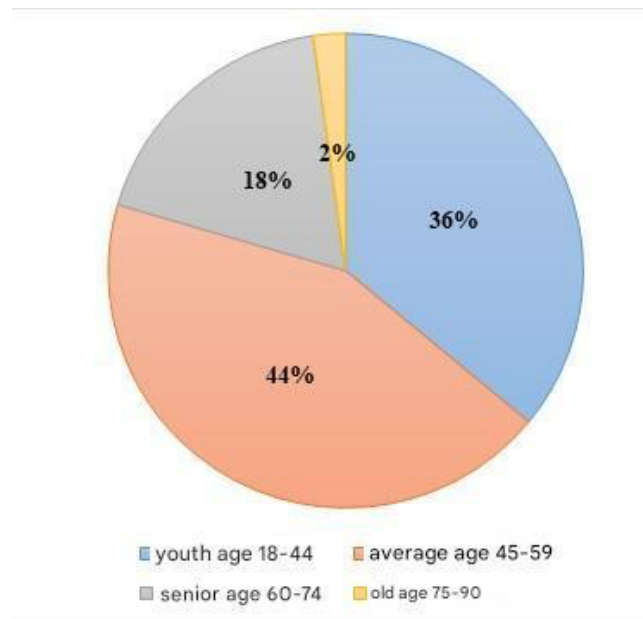


Fig. 1.1. The age distribution of the individuals surveyed.

Mongolia's long-term development policy, "Vision 2050", includes goals related to child safety and learning environments. These goals aim to develop, protect, and improve the quality of education for children, as well as create healthy and safe learning environments. These goals are influenced by changes in public attitudes and social factors.

1. Changes in public attitudes and the evolution of the learning environment are social factors that influence the implementation of goals and activities to ensure child safety.

Mongolia's "Vision 2050" long-term development policy aims to enhance child safety and learning environments, focusing on improving children's development, protection, and education quality, as well as fostering healthy and safe learning conditions.

Child Safety: The program encompasses various initiatives to safeguard children's rights and promote their well-being in a secure and nurturing environment.

Child protection system: Enforce policies to eradicate violence, exploitation, and discrimination against children, enhance access to child protection services, strengthen enforcement of laws safeguarding children's rights.

Healthy and safe environment: Enhance measures to shield children from road traffic accidents, enhance infrastructure to ensure the safety of children's living spaces in schools, kindergartens, and local communities, develop strategies and training to shield children from environmental hazards and disasters.

Learning environment: The program outlines the following objectives to enhance the quality and accessibility of children's learning environments:

Quality and accessibility of education: Ensure that all children have equal opportunities to receive quality education and create conditions that support this goal. Improve access to educational services for children living in rural and remote areas, enhance the educational environment, and build the capacity of teachers to support children with special needs.

Modern technology-driven education: Creating digital learning platforms, equipping students with cutting-edge technologies, fostering innovation, and nurturing creative thinking.

Healthy and comfortable learning environment: Create a by renovating school and kindergarten buildings to meet international standards, ensuring access to clean water and sanitation, and establishing a child-friendly environment that promotes good health.

Child Psychology and Social Engagement: Enhancing children's social and psychological well-being, expanding availability of school-based counseling services, and Hosting regular training and events to promote children's rights and engagement.

The program has the following primary goals, which are centered around child development, protection, and education:

- Boost funding for education.¹
- Expand preschool education to reach 100% coverage.
- Develop infrastructure to provide a safe environment for children to grow and thrive.
- Introduce family education initiatives to enhance child development.

Since Mongolia ratified the UN Convention on the Rights of the Child in 1990, it has implemented various laws such as the Laws on the Rights of the Child, Child Protection, Child Care Services, and Combating Domestic Violence. The country has made efforts to establish a comprehensive system and services for children's rights, protection, and equal participation across all sectors. Mongolia has prioritized global issues related to children's rights, development, and protection, continuously refining its state policies and regulations to address evolving societal, economic, and human needs. The Law on Child Protection marked the first national legal framework for Mongolia's child protection system, outlining responsibilities and participation of various sectors at national, local, and grassroots levels. The Mongolian government is currently conducting a study on the "Map of the Child Protection System in Mongolia" as part of the "Compact Partnership Agreement on Child Protection" in collaboration with the US Department of State. This study aims to assess the current state of child protection in Mongolia, including legal frameworks, services, capacity, accountability, cooperation, child protection mechanisms, life skills, and participation at national and local levels. The findings emphasize that addressing children's rights requires collaboration across sectors, with a focus on cooperation, human resources, budgeting, and financial policies to enhance child protection in Mongolia.

...I understand a lot about child protection and child safety by studying the many dangers my children face that I don't even realize...

During the focus group interview

Children's safety is influenced more by the social circles they engage with regularly rather than their parents or guardians. It is crucial to ensure that the child's immediate social groups are well-educated on safety measures so that everyone can look out for one another.

During the focus group interview

This research indicates that Mongolia must create numerous new and updated structures and organizations in various areas of activity, such as state policies, programs, laws, and related regulations concerning children's rights.

2. Public opinion plays a crucial role in shaping the strategies and actions taken to ensure child safety:

The current structure of the national child protection system in Mongolia involves the Ministry of Labor and Social Welfare, the Ministry of Social Welfare, and the Ministry of Child Protection taking the lead at the national level. Local child protection services are provided by the Ministry of Social Welfare, the Ministry of Social Welfare, and local self-government organizations, while the Joint Team at the primary level is responsible for delivering child protection services at the local level.²

The laws are adequate in terms of naming and implementation. There are numerous regulations that align with the laws. However, there is a lack of actual implementation. Mongolia's policies, laws, and regulations are of high quality. The only unresolved issue is the implementation process, including who will carry it out, where, how, and at what cost. They are unable to write their laws in a way that ensures consistency.

From an interview with a child protection service provider

From the above 98% of respondents aged 18-44, 97% of respondents aged 45-59, 100% of respondents aged 60-74, and 100% of respondents aged 75-90 identified the living environment as the main danger to children. Additionally, 5% of all respondents aged 18-59 highlighted the learning environment as a significant risk. While the majority emphasized the living environment as the primary concern, the principle of ensuring child safety in Mongolia is outlined in various laws, including those related to child protection, combating domestic violence, human trafficking, witness and victim protection, and criminal procedure. However, the implementation of this principle, which encompasses a wide range of services, appears to be lacking based on research findings and observations.

In the strategic research, children, parents, and guardians were well-informed about the child helpline and indicated that they would contact 108 in case of any issues. However, parents and children who had

¹ <https://vision2050.gov.mn/alsiinharaa2050.html>, 2020

² Mongolia Child Protection System Survey Report 2022

actually used the service expressed discontent with it during the interviews. It was also apparent from the interviews that children primarily viewed 108 as akin to the 102 number for reporting crimes and violations, expecting immediate assistance from a police officer upon calling, rather than just receiving advice.

In relation to the aforementioned issue, 41 percent of the survey respondents were male, with 36 percent falling within the marriageable age range of 18-44 years. Among the 18-44 year olds, 75 percent were married, 25 percent were single, 11 percent were students, and 5 percent did not specify reasons due to other family obligations. Additionally, there was a positive assessment from the public regarding the educational environment, with the construction of modern kindergartens in new residential areas contributing to a perceived increase in comfort. All survey participants (100 percent) indicated that both the learning and outdoor environments were safe for students.

Educating citizens to protect themselves effectively relies on a sustainable ideology. It is crucial to revive children's history, culture, education, and intellectual development, fostering a sense of patriotism and promoting positive values and attitudes. A survey revealed that 35 percent of children found their learning environment unpleasant, while 65 percent reported occasional discomfort. There were no respondents who claimed to never experience any issues. While safety in learning environments is showing improvement, there are ongoing discussions about maintaining safety, implementing camera surveillance, and addressing the concerns of various stakeholders.

The Child Protection Information Management System (CPIMS) is a web-based case management system and database designed to efficiently handle case management by storing, processing, monitoring, and evaluating information to ensure effective delivery of services to children at risk. The system offers service providers, decision-makers, and policymakers access to real-time, dependable information on child protection cases, streamlining data management and ensuring consistent, coherent, and sequential care and services. Additionally, it is utilized to monitor and assess the quality and availability of child protection services and to formulate evidence-based policies.¹

Each child is assigned a registration number, but without the ability to access education, health, and protection services through it, information remains siloes and disconnected at the local level. As a result, different sectors operate independently. However, a foundational step in the child protection system is to establish a common information platform. By utilizing child support services, parents and guardians can advocate for their children's education and overall development.

From an individual interview

There is still no comprehensive Child Protection Information Management System that encompasses the entire child protection system. The lack of a unified database and a system for timely and accurate information exchange hinders the collection and analysis of child protection data, leading to underutilization in child protection services and policy development. In the study, inconsistencies were found in the information collected on children served by child protection case management, NCC, and CSC from various sources such as the Ministry of Social Affairs, provincial and district CSCs. Ministry of Labor and Social Protection (XHXЯ), the Ministry of Justice and Internal Affairs (MJIA), and the General Department of Child Protection (GDCP) The Ministry of Social Affairs' introduction of the e-tuslamj system (www.etuslamj.mn) for the information system of child protection service recipients in 2020 is a positive step. However, it is crucial to ensure that this information system is accessible to all child protection service providers, facilitates information exchange with other sectors, maintains data security, and enables analysis of registered data to enhance service quality, accessibility, and the legal framework.

2. THE INFLUENCE OF LEGAL ENVIRONMENTAL POLICY AND REGULATION ON ENSURING CHILD SAFETY

The indicators of intrinsic strengths, such as the desire to learn, the importance of the final outcome of learning, belief in one's abilities, and problem-solving skills, are typical for school-age children (Table 1.2). However, school-age children in Dundgovi, Bayankhongor, and Dornogovi aimags lack guidelines and principles for making healthy life choices, as well as skills for effective communication, decision-making, and adapting to new situations.

When assessing intrinsic strengths, the learning environment in classrooms, internal school environment, and surrounding areas and sports facilities are weak in Dundgovi, Bayankhongor, and Dornogovi aimags.

¹ Mongolian Child Safety and Statistics Compilation, Ulaanbaatar, 2019

Table 2.1 Indicators of intrinsic strengths

Names of Provinces	Classroom	School interior	The area around the school	Sports facility area
Average	22.4	20.9	20.2	21.1
Arkhangai	23.4	21.8	21.4	21.6
Darkhan-Uul	22.5	21.3	20.5	21.3
Dornod	23.5	21.7	21.0	21.6
Bulgan	22.1	21.1	19.7	21.1
Dundgovi	19.6	18.7	18.3	19.1
Bayankhongor	20.6	18.8	18.1	19.1
Selenge	23.5	22.1	20.6	21.7
Zavkhan	22.3	21.1	20.3	21.3
Orkhon	23.4	22.2	21.7	22.3
Dornogovi	21.6	19.5	18.4	19.5
Tuv	21.7	20.9	20.0	20.8
Khentii	22.3	20.4	19.1	20.8
Bayanzurkh	22.0	20.6	19.7	21.1
Songinokhairkhan	22.0	20.3	19.8	20.5
Sukhbaatar	22.7	21.3	20.5	21.3
Nalaikh	22.3	20.9	20.6	21.6
Chingeltei	22.6	21.2	20.8	21.0

The study aimed to determine the influence of exposing school-age students to risky situations in the educational setting and fostering a positive learning environment on their internal values, self-protection, and self-awareness. It was found that the quality of danger is influenced by the pleasantness of the learning environment. Through these observations, students can develop skills to safeguard their well-being and look out for others. Additionally, instilling traits of self-respect and accountability is crucial in their development.

1. Does the environment impact the recognition and understanding of risky situations in school-aged children?

1. **Personal strengths** encompass various aspects of behavior, self-esteem, values, attitudes, and abilities in school-age children, reflected in traits such as honesty, modesty, planning, decision-making skills, and emotions.

2. **Social strengths** pertain to school-age children's interactions with peers, problem-solving abilities, positive influence, communication skills, and relationships with others.

3. **Family strengths** revolve around the relationships among family members, demonstrated through family support, family dynamics, opportunities within the family, and roles within the family.

4. **School strengths** focus on the relationships within the school setting, including motivation for academic success, engagement in school activities, a welcoming school environment, and educational opportunities.

5. **Community strengths** involve relationships in the broader community beyond the school, characterized by community values and programs tailored for school-age children. These environments are depicted in Figure 2.1.



Fig. 2.1. *The five environments that contribute to the development of maturity advantages.*

Establishing a social setting that promotes children's involvement in creating a secure learning environment is a collaborative effort that requires the cooperation of various entities, including both governmental and non-governmental organizations, as well as the active engagement of families and preschools. As discussed earlier, the environment (comprising the individual, society, family, school, and community) plays a crucial role in shaping a child's development, with parental and guardian involvement, along with the child's own participation, being key factors in this process.

As people and the environment continually interact and adjust to each other, it is essential for those seeking to assist children in their support, growth, and protection to not only focus on the child or their immediate surroundings (such as family, daycare, school, etc.), but to also consider the interaction within a wider framework. Therefore, it is more beneficial to design and carry out educational and training initiatives aimed at the development of children within the context of the interplay between school-age children and their surroundings.

By utilizing skilled personnel who can engage with and assist school-aged children, it is feasible to offer safety education tailored to their developmental stage and enhance their growth through secure learning environment initiatives. Collaborative efforts will be made by various entities within the child's sphere (the child, family, preschool, school, community) to promote awareness of safe learning environments through educational and advocacy endeavors. Organizations are encouraged to not only support and partner in initiatives led by primary stakeholders to facilitate children's involvement but also take the lead in generating impactful activities that foster ongoing engagement.

The family environment is crucial for a child's development, with parents playing a vital role in raising and socializing their children. As society evolves, parenting methods must also adapt. It is important for parents to not only provide for their children's material needs but also adjust their parenting techniques to address the physical, psychological, and emotional changes that occur as children grow. In today's digital age, parents should create an open and supportive environment where children feel comfortable discussing their experiences, discoveries, challenges, and concerns. By being present, loving, attentive, understanding, and receptive, parents can foster healthy communication and relationships with their children.

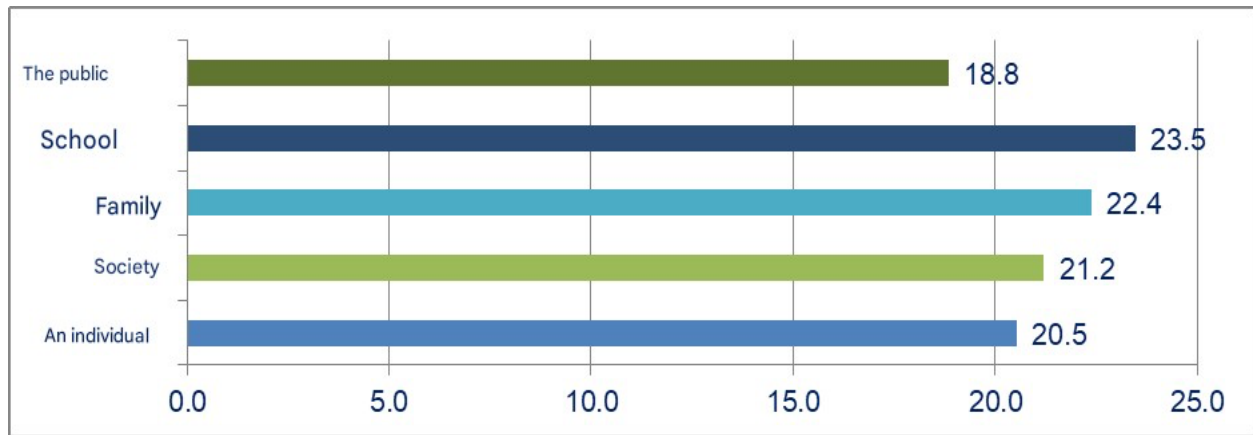


Fig. 2.2 The average scores of the 5 areas comprising the advantage

The school environment provides the strongest support (23.5 points) for school-age children. Children expressed that they enjoy school, complete their homework, like learning, and actively engage in new learning and school activities. They also feel that the school takes care of them and provides a safe and secure environment, indicating that school rules and the guidance provided by teachers are supportive enough (801 children who took part in the study rated them as successful). Family, community, and individual support were also deemed sufficient (22.4-20.5), with children feeling that their families support and encourage them well, spend quality time at home, are aware of their whereabouts and activities, stand up for their beliefs, are content with themselves, can avoid negative influences, have a positive outlook on the future, help friends and family, and serve as good role models. However, public support was not as strong (18.8, with 830 children rating it as successful and 125 finding it challenging). For instance, there is a lack of children's involvement in community activities and insufficient community support to assist them.

Given the varying levels of environmental support for school-age children at the aimag and district levels, individual and community support is identified as vulnerable or at its lowest (15-20 points for vulnerability, community 18.5-21.1; individual 20.0-22.8). With inadequate public and individual support for school-age children nationwide, there is a need to promote active community engagement in initiatives that foster child development and participation, leveraging the strengths of other environments at the aimag and local levels.

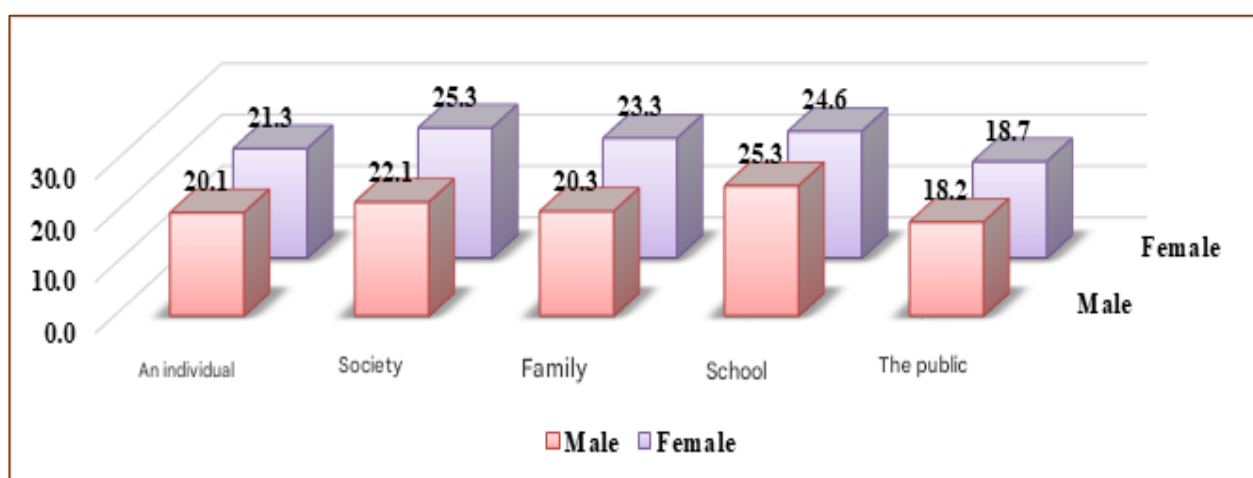
Table 2.2 Average environmental hazard quality score (by region)

By region	Individual	Society	Family	School	Public
Ulaanbaatar city	22.8	21.5	22.9	23.5	21.1
Province/Region	20.0	20.7	21.2	23.1	18.5

Given the environmental risks in certain aimags, public support in Dundgovi, Bayankhongor, and Dornogovi aimags (scoring 21.0-22.8) is average, while support for school-age children in Selenge aimags, Bayanzurkh, Sukhbaatar, and Songinokhairkhan districts (scoring 18.5-19.2) is challenging or insufficient. As school-age children play a crucial role in connecting the community, family, and government within their surroundings, it is beneficial to concentrate on altering public perceptions and providing education on safety.

Table 2.3 Average environmental hazard quality score (by province)

Names of province	Individual	Society	Family	School	Public
Arkhangai	20.9	22.6	23.3	23.1	18.6
Darkhan-Uul	20.8	21.1	23.8	24.7	19.5
Dornod	21.5	21.7	23.1	24.4	18.3
Bulgan	20.9	20.7	23.1	23.9	19.1
Dundgovi	18.5	18.7	20.5	20.7	17.9
Bayankhongor	18.6	18.9	21.1	21.0	17.9
Selenge	21.4	21.9	24.6	24.0	21.2
Zavkhan	20.9	21.5	23.1	23.7	19.2
Orkhon	21.9	22.2	23.8	24.5	19.9
Dornogovi	19.2	19.2	21.2	22.9	17.5
Tuv	20.4	20.4	22.3	23.0	18.7
Khentii	20.1	20.5	22.5	24.3	18.2
Bayanzurkh	20.8	20.8	23.2	25.6	22.8
Songinokhairkhan	20.2	20.8	22.6	25.6	22.4
Sukhbaatar	21.0	21.6	23.0	24.3	22.6
Nalaikh	20.9	21.2	23.6	23.9	21.0
Chingeltei	21.0	21.5	23.0	23.5	19.3

**Fig. 2.3** Average environmental quality score (by gender)

The strengths of the child's environment, including the individual and family levels, social environment, and school environment, are vulnerable for boys (22.1-25.3) and girls (24.6-25.3). Both girls and boys are vulnerable to social and school environments (22.1-25.3), suggesting a lack of community and local support for ensuring the safety of school-age children and their environment.

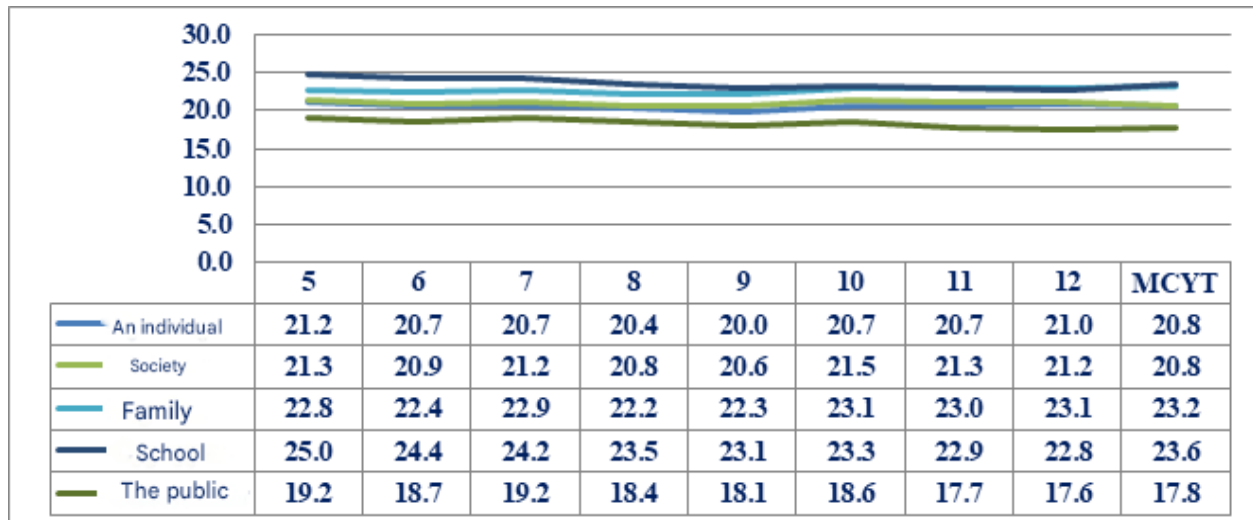


Fig. 2.4 Average environmental quality score (by class, age)

One of the five factors that contribute to the safety of children's environment, the safety of the learning environment, is lacking for school-age children aged 10-18 or in grades 5-12. For instance, school-age children's involvement in enhancing their living environment, participation in clubs, engagement in addressing social issues, accountability, participation in various creative activities that offer education, knowledge, and skills related to the safety of the learning environment, environmental safety indicators, and neighborhood support are all inadequate. 11-18 year-olds enjoy school, complete their homework, feel secure at school, strive to actively engage in activities, and receive normal levels of support and assistance from school teachers (22.8-24.4). For 10 year-olds or those in grade 5, this indicator is successful (25.0) and very good. Students in grade 12 have normal levels of environmental support that foster strengths; students in grades 10-11 receive normal levels of social, family, and school support but struggle with individual support; and students in grades 6-8 receive normal levels of family and school support but face challenges with social and individual support.

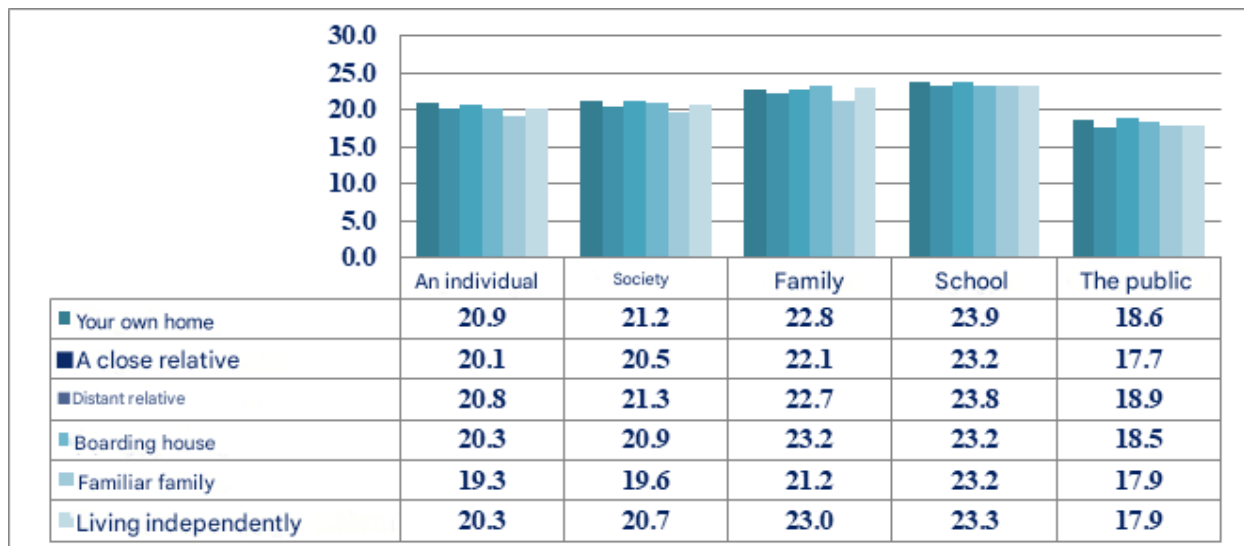


Fig. 2.5 Average environmental quality score (Where you live)

Irrespective of the living situation and caregivers, school-aged children are vulnerable to safety concerns in their environment (scoring between 17.7-18.9 points). Family safety support for independently living school-aged children is rated as normal (scoring between 23.2-23.9 points). The level of support for personal, social, and public safety for school-aged children living in familiar households is vulnerable (scoring between 17.9-19.6 points). Personal safety support for school-aged children living in various settings such as their own

homes, with distant or close relatives, or in boarding schools is challenging. Safety support for school-aged children living independently, in boarding schools, or with close relatives is deemed vulnerable and inadequate. The study underscores that the living conditions and separation from families can impact the risks faced by children, their access to care, safety, protection, and services. Economic reasons leading to children living apart from their families may heighten the risks of neglect and violence towards minors.

Table 2.4 Average score for environmental quality
(based on the employment status of parents and guardians)

Work in progress	Individual	Society	Family	School	Public
In a government organization	21.1	21.5	22.9	24.1	19.0
In the private sector	20.9	21.2	22.5	23.9	18.3
Herder	20.5	20.9	22.8	23.7	18.4
Personally	21.2	21.6	23.1	23.9	18.9
Retired	20.1	20.7	22.1	23.3	17.8
Unemployed	20.3	20.7	22.1	23.5	17.9

School-age children whose parents or guardians are not employed are considered vulnerable (scoring between 17.8-19.0), while those with retired or unemployed parents, guardians, or dependents score 1.2 points lower than other environmental indicators. Children with parents or guardians working in government agencies, the private sector, or who are retired or unemployed are also vulnerable (scoring between 20.1-20.9) in terms of personal safety support. Similarly, children with parents or guardians working as herders, retired, or unemployed are also vulnerable (scoring between 20.7-20.9). This trend may be attributed to a social phenomenon where parents prioritize their children's safety over other concerns such as work.

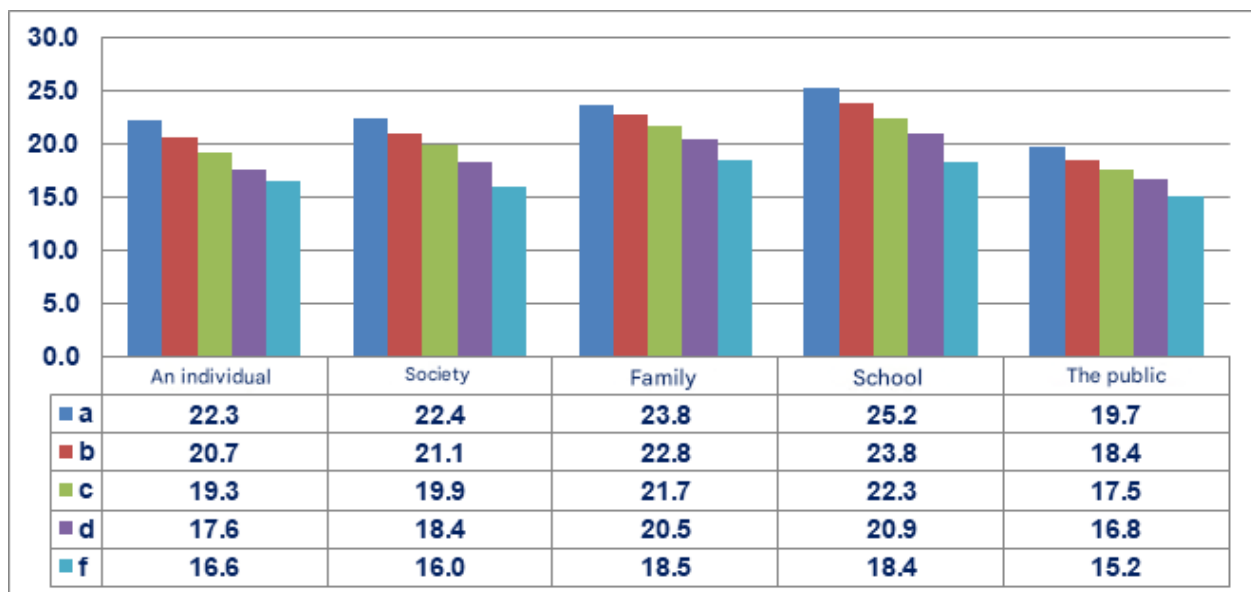


Fig. 2.6 *Fostering a high-quality environment that encourages academic achievement and the growth of school-age children.*

It is crucial for school-age children to engage in activities that enhance their standing within their family, peer group, and school community. School-age children with low social support (15.2-19.7) are not solely reliant on their academic achievements. Those who rate themselves as F, D, or inadequately learning have lower social support (4.5-2.9 points). Students at levels B, C, D, and F exhibit weak personal support, while those at level A have the highest school support (25.2 points). Children at levels C, D, and F demonstrate limited social support, and those at levels D and F lack family and school support. Parents, caregivers, and educators should be aware that a decline in social support among school-age children, a critical developmental

factor, is linked to a decrease in academic performance. This suggests that inadequate environmental support leads to insufficient academic achievement.

2) *Methods and findings from qualitative analysis of initiatives carried out through social, family, and educational systems as part of efforts to safeguard child welfare.*

To uphold laws pertaining to child rights, protection, and prevention of domestic violence, the prescribed legal measures are being adhered to and put into practice.

Legislator takes action to enforce laws related to children's rights, child protection, and the prevention of domestic violence.

Article 18 of the Law on Primary and Secondary Education emphasizes the importance of extracurricular learning in enhancing student's knowledge and skills, as well as nurturing their talents and interests. The central state administrative body responsible for education, in collaboration with relevant professional organizations, has developed a model program for extracurricular learning. This program provides guidelines for the operation of circles, sections, and clubs in general education schools and lifelong education centers. General education schools are required to create a plan for extracurricular learning and activities, with extracurricular activities accounting for 2.9 percent of total classroom time. These activities are organized based on the recommendations outlined in the core program for extracurricular activities approved by the Minister of Education, Culture, and Science. These include:

- Promote education and growth within the family;
- Educate on healthy and safe living habits;
- Learn skills to prevent potential risks and violations;
- Enhance physical fitness and talents;
- Encourage the responsible use of information technology;
- Foster social and public cooperation;
- Promote patriotic and labor education;
- Foster environmental and ecological education.

The activities mentioned above are carried out in accordance with policy and regulations to support the development of school-age children. However, children studying in 2-3 shifts are unable to participate in school clubs and sections, as these activities are primarily focused on training and may not capture the interest of children or contribute to their development. A study indicated that certain aspects of the school environment, such as lack of interest in school, incomplete homework, feelings of insecurity, limited participation in school events, lack of support from the school, and inadequate guidance from teachers, may hinder children's development.

Schools are perpetuating inequality among children by imposing fees on parents for "payments" or charging students for using facilities like the gym. This practice may exclude children from low-income families and working children from accessing development services and activities offered in the school environment.

CONCLUSIONS

This study examined the impact of child safety on the learning environment, focusing on the current state of child safety in the learning environment and the influence of policy and legal factors. The study reached the following conclusions:

1. *Current State of Child Safety in the Learning Environment and Policy/Legal Impact:*

- Survey results showed that citizens aged 18-44 rated the child safety environment positively, while those aged 45-59 rated it negatively. Citizens aged 60-74 and 75-90 rated it moderately, indicating a need for improvement in the 45-59 age group.
- 95% of citizens believe there is potential to improve the learning environment for children, but implementation of improvement plans is lacking. 56% of participants rated the learning environment as subpar.
- These findings highlight the importance of government attention to creating a safe learning environment for children.

2. *Comparison with Previous Studies:*

- Participants expressed a strong commitment to improving the learning environment, but a 2021 study by the Institute for Strategic Studies identified "parental involvement" as a top factor negatively impacting Mongolian children's learning quality. This suggests a need for increased parental education and involvement.

- Changes in herders' lifestyles, moving towards semi-nomadic and semi-sedentary living, have led to family breakdowns, alienation, and increased divorce rates, posing challenges to child safety in Mongolia.

Results of the analysis of factors influencing children's safety in the learning environment:

1. A study was conducted to assess the level of school-age children's involvement in learning about environmental safety and their ability to influence the establishment of a safe environment as a habit. The study involved 58 questions to determine the extent of support and advantages provided by themselves, friends, family, school, and the community.

2. The study results identified key areas for improvement, including:

- Involving parents, guardians, teachers, and professionals to enhance children's knowledge and attitudes towards safety.

- Fostering awareness of safety among school-age children to boost their self-confidence and problem-solving skills.

- Encouraging active participation in social safety activities to enhance communication, decision-making, and problem-solving skills.

RECOMMENDATIONS

1. Enhance funding and monitoring mechanisms to improve infrastructure for safe and comfortable learning environments.

2. Expand training, advocacy, and community engagement efforts to increase parental and community involvement.

3. Implement safety standards in local schools and establish a comprehensive monitoring and evaluation system.

4. Utilize information management systems based on international best practices to monitor school safety effectively.

5. Implement educational programs to teach children about safety and equip them with self-defense skills.

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