ERI-Net 2013 Research Programme: “Integrating Non-cognitive/transversal Skills in Education Policy and Practice

Country Case Study: Mongolia

Dr. J. Sukhbaatar Institute of Finance & Economics, Mongolia

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Country Case Study: Mongolia

A  Situation of education reforms, focusing on improving learning outcomes

B  Policies and strategies on integration of non-cognitive skills in education

C  Analysis of curricula in relation to integration of non-cognitive skills in education

D  Achievements, challenges and recommendations

E  Concluding remarks
Country Case Study: Mongolia

Situation of education reforms in Mongolia

Currently, school-aged children comprise around one fifth of the Mongolian population. In 2012, there were 752 secondary schools with a total of 505,409 students.

About 51 per cent of students are female. Out of the total number of students, 50.2 per cent are primary grade students.
Situation of education reforms in Mongolia

Reforms in education:

- Decentralization, strengthening the role of local authorities, increasing the financial and administrative autonomy of schools, establishment of private schools, and renewing curriculum and textbooks.

- "Education Sector Master Plan" (1994) played crucial role in education reform.
Situations of education reforms in Mongolia

Reforms in education:

• Shift from 10-years schooling to 12-years of study in primary and secondary education.
• Until 2002, 4+4+2 structure existed and children started school at age 8.
• The school admission age was changed to age 7 in 2005 and then to age 6 in 2008. New structure: 5+4+3
Situation of education reforms in Mongolia

Reforms in education:

• New education standards were introduced in 2003. The objective was to introduce a common national qualification framework and align to the world education practices.

• These standards were readjusted in 2005 to reflect an extra year in primary education.
## Policies and strategies on integration of non-cognitive skills in education

<table>
<thead>
<tr>
<th></th>
<th>Resource</th>
<th>Skills</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Education Law (<a href="http://www.meds.gov.mn/director-content-60-315.mw">http://www.meds.gov.mn/director-content-60-315.mw</a>)</td>
<td>None</td>
<td>Paragraph 44 of the law specifies teachers rights and responsibilities including recognition of individual personality of students, treating them properly and supporting character formation and self-development of students.</td>
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<tr>
<td>2</td>
<td>Law of Primary &amp; Secondary Education (<a href="http://www.meds.gov.mn/director-content-58-315.mw">http://www.meds.gov.mn/director-content-58-315.mw</a>)</td>
<td>Integrity, Collaboration, Respect for self- and others work, Knowledge of environment</td>
<td>Paragraph 4 states that the content of primary education should be directed towards achieving the mentioned skills as the objectives of primary education. Paragraph 5 reflects integrity, collaboration, patriotism, Human relations, respect for national and international ethics, customs and cultural values as some of the objectives of basic/compulsory education.</td>
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<tr>
<td>3</td>
<td>Complete Secondary Education Standard (National Center of Standards and Measurements, 2004)</td>
<td>Problem-solving and creativity skills, Critical thinking, Active, committed and reasoned decision-making</td>
<td>These skills have been specified as personal and social demands. The goal of secondary education is to form citizens with set of skills able meet these demands.</td>
</tr>
</tbody>
</table>
### Policies and strategies on integration of non-cognitive skills in education

<table>
<thead>
<tr>
<th></th>
<th>Ethical norms of teachers of general education schools and kindergartens (<a href="http://www.meds.gov.mn/director-content-179-318.mw">http://www.meds.gov.mn/director-content-179-318.mw</a>)</th>
<th>Awareness and respect for diversity</th>
<th>Paragraph 2.1.1 obliges the teachers not to discriminate students on the basis of social-cultural difference, social origin, intellectual ability, appearance, and difference in their parents’ education and income levels. Many respondents referenced this ethical norm as a policy document for reflecting non-cognitive skills</th>
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<tr>
<td>4</td>
<td>Ethical norms of teachers of general education schools and kindergartens (<a href="http://www.meds.gov.mn/director-content-179-318.mw">http://www.meds.gov.mn/director-content-179-318.mw</a>)</td>
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<td>5</td>
<td>Project work and citizen’s education courses</td>
<td>All the non-cognitive skills and competencies</td>
<td>Many respondents believe that non-cognitive skills are developed through the contents of these courses. School and teachers usually determine the content of these courses.</td>
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<tr>
<td>6</td>
<td>Teaching methodology of general education subjects</td>
<td>Problem-solving</td>
<td>Respondents believe that the development of problem-solving skill is actually included in teaching methodology of all subjects.</td>
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<tr>
<td>7</td>
<td>Government program on “right Mongolian child” (<a href="http://www.meds.gov.mn/director-content-445-317.mw">http://www.meds.gov.mn/director-content-445-317.mw</a>)</td>
<td>Creative thinking, self-confident, decision making, collaboration, life-long learning, respect for national language, culture, customs and ethics</td>
<td>These skills were defined as the main objective of the program. The program consists of three sub-programs: Quality reform of preschool, primary and secondary education; Talent; and Book. The program is a specific program for integrating non-cognitive skills in education. It was approved by the government in 2013 and will be implemented by 2016.</td>
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</tbody>
</table>
In terms of the rationale behind integrating non-cognitive skills in education in Mongolia, the majority of policy-makers agreed that increased international cooperation, meeting social demand and response to employers’ demands to increase “employability” of students, alike can serve as a rationale for integrating non-cognitive skills.

Around 87% of policy-makers stated that the integration of non-cognitive/transversal skills in education is extremely or very important.

This can be compared with teachers’ response as follows: 33% - very important, 60% - moderately important and 7% - slightly important.
### Policies and strategies on integration of non-cognitive skills in education

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<th>Skill</th>
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<td>Respect for the environment</td>
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<td>Self-discipline</td>
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<td>Collaboration</td>
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<td>Communication</td>
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<td>Problem-solving</td>
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<td>Awareness and respect for diversity</td>
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<td>Creativity</td>
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<td>Integrity</td>
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<td>Tolerance</td>
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<td>Commitment</td>
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<td>Self-motivation</td>
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<td>Reasoned decision-making</td>
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<td>Perseverance</td>
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<td>Working with others</td>
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<td>Reflective thinking</td>
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<td>Compassion</td>
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<td>Organization skills</td>
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<td>Resourcefulness</td>
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<td>Enthusiasm</td>
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<td>Decision-making</td>
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<td>Digital literacy</td>
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<td>Application skills</td>
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<td>Entrepreneurship</td>
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</tbody>
</table>
Policies and strategies on integration of non-cognitive skills in education

- (Career) planning: 4
- Respect for the environment: 4
- Problem-solving: 4
- Reasoned decision-making: 5
- Working with others: 5
- Enthusiasm: 5
- Application skills: 5
- Collaboration: 8
- Creativity: 11
The latest general education curriculum was approved in August 2013 by the order of the minister for education and science of Mongolia (Order no. A/311).

In accordance with the curriculum, first grade students study 4.5 hours per day, 22.6 hours per week and 724 contact hours per academic year. For the 12th grade students, 7 contact hours per day, 35 hours per week and 1225 hours per academic year. Contact hour is 35 minutes for 1st and 2nd grades and 40 minutes for 3rd to 12th grades.

National curriculum is designed to meet educational standards for primary, secondary and complete secondary education.
Analysis of curricula in relation to integration of non-cognitive skills in education

- Stable content and additional content:
- Additional contents: citizen education, project work, and elective subjects.
- Citizen education course taught in all grades: Respect and care for national customs, traditions, and values, collaborative and humanistic attitude.
- Project work course is taught in grades III-VI to determine urgent issues, find solutions to those issues and encourage children’s participation in social and community activities.
- The content of elective courses should be decided by the school to meet needs and demand from students for their development.
## Analysis of curricula in relation to integration of non-cognitive skills in education

<table>
<thead>
<tr>
<th>Regular subjects</th>
<th>Specific non-cognitive skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Creativity, problem-solving, reflective thinking,</td>
</tr>
<tr>
<td>Natural science</td>
<td>Respect for the environment, collaboration, self-motivation, decision-making, reflective thinking</td>
</tr>
<tr>
<td>Social science</td>
<td>Communication, presentation skills, organization skills, collaboration, enthusiasm, compassion, integrity, openness, intercultural understanding</td>
</tr>
<tr>
<td>National language</td>
<td>Presentation skills, communication, perseverance, compassion</td>
</tr>
<tr>
<td>Foreign language</td>
<td>Presentation skills, communication, media/information literacy, self-motivation, working with others</td>
</tr>
<tr>
<td>Moral/social studies</td>
<td>Compassion, integrity, commitment, awareness and respect for diversity, tolerance</td>
</tr>
<tr>
<td>Arts (e.g., creative art, music, drama, etc.)</td>
<td>Self-motivation, creativity, resourcefulness, application skills, reflective thinking</td>
</tr>
<tr>
<td>Others (please specify)</td>
<td>Changes in teaching-learning methodology. Development of non-cognitive skills is important for cognitive skills of students Citizen education</td>
</tr>
</tbody>
</table>
Analysis of curricula in relation to integration of non-cognitive skills in education

- Community activities
- After-school sports and arts activities
- School council activities
- Local cultural activities
- Other: “Talent” program-2, “books” program; Principal-
- Volunteering
Analysis of curricula in relation to integration of non-cognitive skills in education

Community activities
After-school sports and arts activities
School council activities
Local cultural activities
Other: “Talent” program-2, “books” program; Principal-
Volunteering
Achievements, challenges and recommendations

- Conducted in-service teacher training
- Revised textbooks
- Developed teaching guides for teachers
- Reformed pre-service teacher training
- Reformed the course/curriculum standard
- Reformed the student assessment system
- Other: training should be conducted after improving instructors skills
- Advocated parents and other stakeholders
Achievements, challenges and recommendations

- Communities
- Families
- Other: use of mass media
  - ECD; NGO
- Private sector
Achievements, challenges and recommendations

- Reforming pre-service teacher training
- Reforming the student assessment system
- Revising textbooks
- Developing teaching guides for teachers
- Increase in-service teacher training
- Advocacy for parents and other stakeholders

Government future actions
Achievements, challenges and recommendations

- Insufficient teaching/learning materials targeting development of non-cognitive
- Lack of training among teachers
- Lack of understanding among parents
- Lack of understanding among teachers
- Lack of capacity among teachers
- Lack of time conducting related activities 2

Challenges by policymakers
Achievements, challenges and recommendations

Lack of understanding among parents and other stakeholders

Unclear assessment standards

Insufficient guidance for teachers

Unclear definition of non-cognitive skills

Lack of information on implementation of the new curriculum

Lack of experiences among teachers

Lack of knowledge among teachers

Challenges by teachers
Achievements, challenges and recommendations

- More teaching/learning materials
- Clearer guidelines
- More in-service teacher training
- Mentoring
- Information sharing among teachers
Achievements, challenges and recommendations

- Teacher evaluation
- Student assessment
- Curriculum program evaluation
- Teacher training
- Pedagogy
- Value of non-cognitive skills
- Textbooks
- School evaluation
- Other: Improving living environment

Values on the x-axis range from 0 to 10.
Concluding remarks

• The reform of primary and secondary education is underway in Mongolia. The most notable reform is the transition to 12-years of schooling which will be completed in 2014.

• It is important for policy-makers to reach a consensus regarding the definitions of non-cognitive skills.

• Several policy documents reflect some non-cognitive skills. In these documents non-cognitive skills usually included as the goals and objectives of the policies.

• There is no single policy document that includes all non-cognitive skills.

• Government program “Upright Mongolian child” reflects many of non-cognitive skills.

• Teachers’ understanding of non-cognitive skills is quite narrow.
Country Case Study: Mongolia

Thank you very much for your kind attention!

Questions? Comments?

jsukhbaatar8@hotmail.com