ERI-Net 2016 Annual Meeting
Comparative Study: “Integrating Transversal Competencies in Education Policy and Practice” (Phase III)
Country Case Study: Mongolia

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Outline of presentation

A  Current education reforms in Mongolia

B  Summary of Findings from Phase II education

C  Analysis of teachers’ perceptions on TVC learning

D  Review of education policy documents on the globalization and regional integration

E  Concluding remarks
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Mongolia at a glance

A landlocked nation in the East Central Asia

- **Population**: 3.0 mln (Mongols - 95%; Kazakhs - 4%)
- **Territory**: 1.56 mln km² (19th)
- **Climate**: continental with four seasons
- **Political system**: parliamentary republic
- **Major economic sectors**: mining, livestock
- **GDP (PPP)**: $15.2 Bln (2012) and $5,371 per capita
- **HDI (2013)**: 0.675 (medium, 108th)
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Current education reforms in Mongolia

- There are 762 schools with total enrolment of over 505,816 children and 27,449 teachers (2014-2015)
- Roughly a half of total enrolment is in primary grades.
- Transition to 12-years of study in GE completed in 2014-2015 with structure: 5+4+3
- Recent reforms focus on student-centred education
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Current reforms in education (cont’d):

- **IN PRIMARY & SECONDARY EDUCATION**
  - ADB TA: “Education sector development” project focused on school resource management
  - ADB TA: “Improving school dormitory environment in western region” - building 20 dormitories
  - WB: “Education quality reform” project - small grants for schools $30 mln

- **IN TECHNICAL & VOCATIONAL EDUCATION & TRAINING**
  - ADB: Skills for employment – focus on demand-driven TVET $25 mln
  - EU TA: Support to TVET sector & Support to employment policy
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Current reforms in education (cont’d):

IN HIGHER EDUCATION


- JICA: “Engineering education” – to improve the quality of engineering programs, $75 mln.
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Summary of findings from phase ii:

- It was found that Government program “Upright Mongolian Child” serves as a policy document entirely focused on the integration of TTVC in education practice.
- School curriculum provides some space for nurturing transversal competencies in students, through “project work” and “citizen’s education”.
- International school of Ulaanbaatar can serve as an example that how a school can focus on international mindedness and global citizenship as its main goal for children’s development.
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Summary of findings from phase ii (cont’d):

- The majority of schools have school development plans and in those plans, a high priority is given to the development of competencies such as teamwork/collaboration, communication, creativity, compassion and self-discipline.
- Teachers expect that in the classroom students should learn collaborating with other students, developing innovative ideas, constructive participation in discussions, and building their own opinions and their logical presentation.
- Assessment practice in school needs to be improved to become more appropriate for measuring students’ transversal competencies.
- Majority of teachers and school principals believed that reform to integrate TVCs resulted in positive changes in students’ “application skills”, “teamwork/collaboration”, “creativity”, “communication skills”, “sociability” and “computer literacy”.
Teachers and school principals agree that “learning of transversal competencies is an essential part of student learning” and “teaching of transversal competencies should be a formal part of the school policy”.

Support from parents and teachers' commitment were the most frequently named factors influencing teaching transversal competencies.

There was a lack of practical guidelines and instructions on how to integrate and develop non-cognitive skills within existing curricula and subjects.

Teacher training is conducted 1-2 times per academic year in average and the training on specific TVCs was “to some extent”.
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**Teachers’ perceptions on TVC learning:**

Data used in this analysis collected through survey of 60 teachers from schools in Songinokhairkhan District of UB.

- Songinokhairkhan is one of 9 districts of UB
- 32 khoroo, 23 public schools, 270,000 inhabitants
- Teachers: 92% female, 86% teaching in primary grades, 70% - less than 11 years of work experience

Focus group discussion with teachers

Interviews with training managers (3) and members (2) of quality reform working group
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**Teachers’ perceptions on TVC learning:**

<table>
<thead>
<tr>
<th>Skills important to promote TVCs</th>
<th>N</th>
<th>%</th>
<th>% of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>45</td>
<td>5.9%</td>
<td>83.3%</td>
</tr>
<tr>
<td>Organizational skills</td>
<td>41</td>
<td>5.4%</td>
<td>75.9%</td>
</tr>
<tr>
<td>Assessment skills</td>
<td>35</td>
<td>4.6%</td>
<td>64.8%</td>
</tr>
<tr>
<td>Collaboration</td>
<td>35</td>
<td>4.6%</td>
<td>64.8%</td>
</tr>
<tr>
<td>Creativity</td>
<td>35</td>
<td>4.6%</td>
<td>64.8%</td>
</tr>
<tr>
<td>Fairness</td>
<td>33</td>
<td>4.4%</td>
<td>61.1%</td>
</tr>
<tr>
<td>Listening skills</td>
<td>31</td>
<td>4.1%</td>
<td>57.4%</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>31</td>
<td>4.1%</td>
<td>57.4%</td>
</tr>
<tr>
<td>Maintaining leadership by</td>
<td>30</td>
<td>4.0%</td>
<td>55.6%</td>
</tr>
<tr>
<td>encouraging enthusiasm, interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and effort in classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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**Teachers’ perceptions on TVC learning:**

Why critical thinking, reflective thinking & comprehensive knowledge of the subject matter & student development were rated low?

Interview revealed that being good teacher is not anymore judged by these skills.

But teachers possess:

- communication & listening skills,
- comprehensive knowledge of subject matter & student development,
- passion/love for teaching,
- collaboration and empathy to a greater extent than other skills.
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Teachers’ perceptions on TVC learning:

<table>
<thead>
<tr>
<th>Agreement with some statements</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>My achievements to facilitate students’ TVC learning are reflected in my appraisal</td>
<td>3.60</td>
</tr>
<tr>
<td>My effort to facilitate students’ TVC learning is well understood and supported by my supervisors</td>
<td>3.70</td>
</tr>
<tr>
<td>Ensuring acquisition of TVCs among students requires additional preparation</td>
<td>4.10</td>
</tr>
<tr>
<td>Ensuring acquisition of TVCs among students is time consuming</td>
<td>4.20</td>
</tr>
<tr>
<td>Parents understand the importance of TVCs</td>
<td>3.80</td>
</tr>
<tr>
<td>Students understand the importance of TVCs</td>
<td>4.00</td>
</tr>
</tbody>
</table>
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**Teachers’ perceptions on TVC learning:**

What kind of support is most needed?

“Financial support for teaching aids & materials is essentially needed for teachers.”

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**Satisfaction with the current level of support in facilitating TVC learning**

- Very much: 32%
- To some extent: 47%
- Very little: 14%
- Not at all: 7%
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**Teachers’ perceptions on TVC learning:**

**Positioning of professional development**
- 25%: PD is mentioned in school plan & organized by school
- 38%: PD is not reflected in school plan but organized by teachers
- 37%: PD is not reflected in school plan but conducted by teacher

**Setting goal for PDA**
- 46%: I set my goal in consultation with school management
- 43%: I set my goal in consultation with master teacher
- 11%: I set my own goal
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Teachers’ perceptions on TVC learning:

- Peer coaching, lesson study and self-directed professional development are highly relevant to facilitating TVC learning.

  Interview: “The most effective way to train teachers is to invite them to real lessons and show them how lessons are conducted using new methodology. However, such demonstration requires careful preparation for show-case lesson. We do that as a team.”

- Participation in formal PD activities occurs 2-4 times per academic year.
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Good practice: Core Program

<table>
<thead>
<tr>
<th>Subjects</th>
<th>I Grade</th>
<th>II Grade</th>
<th>III Grade</th>
<th>IV Grade</th>
<th>V Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory program</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Mongolian Language</td>
<td>203</td>
<td>224</td>
<td>231</td>
<td>231</td>
<td>231</td>
<td>1120</td>
</tr>
<tr>
<td>Mathematic</td>
<td>116</td>
<td>160</td>
<td>165</td>
<td>165</td>
<td>165</td>
<td>771</td>
</tr>
<tr>
<td>Human &amp; Environment</td>
<td>87</td>
<td>96</td>
<td>99</td>
<td></td>
<td></td>
<td>282</td>
</tr>
<tr>
<td>Human &amp; Society</td>
<td></td>
<td></td>
<td></td>
<td>33</td>
<td>66</td>
<td>99</td>
</tr>
<tr>
<td>Human &amp; Nature</td>
<td></td>
<td></td>
<td></td>
<td>66</td>
<td>66</td>
<td>132</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art &amp; Technology</td>
<td>58</td>
<td>64</td>
<td>66</td>
<td>66</td>
<td>66</td>
<td>320</td>
</tr>
<tr>
<td>Music</td>
<td>58</td>
<td>64</td>
<td>66</td>
<td>66</td>
<td>33</td>
<td>287</td>
</tr>
<tr>
<td>Physical Education</td>
<td>58</td>
<td>64</td>
<td>66</td>
<td>66</td>
<td>66</td>
<td>320</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>99</td>
<td>99</td>
</tr>
<tr>
<td>Total for subjects</td>
<td>640</td>
<td>672</td>
<td>693</td>
<td>693</td>
<td>792</td>
<td>3490</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities to support learning</th>
<th>I Grade</th>
<th>II Grade</th>
<th>III Grade</th>
<th>IV Grade</th>
<th>V Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizen education</td>
<td>29</td>
<td>32</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>160</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td>58</td>
<td>32</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>189</td>
</tr>
<tr>
<td>Activities to learn life skills</td>
<td></td>
<td></td>
<td></td>
<td>33</td>
<td>33</td>
<td>66</td>
</tr>
<tr>
<td>Total for component</td>
<td>87</td>
<td>64</td>
<td>66</td>
<td>99</td>
<td>99</td>
<td>415</td>
</tr>
</tbody>
</table>

| Total hours per academic year  | 727     | 736     | 759      | 792     | 891     | 3905  |
| Average per week               | 22.7    | 23.0    | 23.0     | 24.0    | 27.0    |       |
| Average per day                | 4.5     | 4.6     | 4.6      | 4.8     | 5.4     |       |
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**Good practice: Core Program (cont’d)**

- 2013 MECS Working group with 59 members to develop a core program and methodology for student-centred education.
- The Task of WG: investigate and develop reform roadmap or “what presents the quality reform in primary education”.
- Core Program in primary education (Order of MECS No. A/240 of 2014).

1. Develop in children independent and self-learning methodology based on their need, interests, experience and abilities;
2. Children’s learning of collaborative and participatory methodology through discussion, debate, role play, and team exercise, task solving, project and homework.
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Good practice: Core Program (cont’d)

The following competencies were determined as general competencies to be acquired as result of core program:

Cognitive competencies:
- Thinking skills
- Problem-solving skills

Language and Societal competencies:
- Communication
- Collaborative learning

Life competencies:
- Independent learning
- Use of ICT
- Developing healthy life style
- Right relationship with nature & environment
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Good practice: Core Program (cont’d)

• Piloting in 40 lab schools in 2013-2015 and full implementation since 2015
• Development of core program for secondary education

Competencies to learned during “activities to learn life skills”

a. Investigation;
b. Determination of a problem, critical thinking of alternatives for solution, solving the urgent problem by applying acquired knowledge and skills;
c. Creative teamwork, learning by doing and development of motivation and methodology for learning
d. Collaboration and communication and
e. Thinking about person’s own ways of living and communicating these ways to others.
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Review of education policy documents on the globalization & regional integration

- Over 10 major policy documents that apply to primary and secondary education have been reviewed. Recent education project documents were also reviewed.

- However, no specific provision on the impact of globalization or regionalization on education and no direct references made in relation to preparing students for inter-connected, globalized society were detected.

- The impact of globalization on education and the way how it influences education practice may be subtle and indirect.
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Review of education policy documents on the globalization & regional integration

Interview: “we firmly believe that whatever we do for implementing core program and student-centred education, particularly, in terms of student development through three components of activities to support learning, should actually help students to be successful wherever they live or whatever they do, because, right behaviour, learning skills, creativity, communication skills and self-confidence that we strive to develop are essential. We should create the same environment here in Mongolia as we see in other countries. We behave differently in other countries respecting culture, ethics, customs and regulations in that country. However, we should promote same kind of behaviour in children here in our school.”
“Core program” - a remarkable reform towards student-centred education and student development. As a result, teachers' role is changing.

Inclusion of “activities to learn life skills” in the curriculum provides an opportunity for facilitating TVC learning.

Teachers are confident that they are prepared to facilitate TVC learning (especially in communication and listening skills, knowledge of subject matter, passion/love for teaching, collaboration and empathy).
Concluding remarks (cont’d)

Frequency of teachers’ participation in PDAs is quite low, 2-4 times per year, although learning from peers and involvement in different study-groups occur often.

Not all the PDAs are focused on TVC learning, even though teachers benefit from the training for facilitating TVC learning.

Teachers mainly satisfied with the support they receive for facilitating TVC learning, but they need more, especially some equipment, teaching aid and materials that they can use for classroom activities.
Important for students in inter-connected society skills are creativity, application, resourcefulness and reflective thinking, as well as communication, teamwork and compassion. Ethical use of ICT was also rated as very important for students.

Although most teachers believe that school policies somehow reflect globalization, no evidence of such reflection was presented.
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Thank you for your attention!

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