



**Bangkok Office**  
Asia and Pacific  
Regional Bureau  
for Education

United Nations  
Educational, Scientific and  
Cultural Organization

Asia-Pacific

**ERI-NET**

Education Research Institutes Network



**東京工業大学**  
Tokyo Institute of Technology



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

DR. J. SUKHBAATAR, INSTITUTE OF FINANCE &  
ECONOMICS, MONGOLIA

FEBRUARY 23, 2016, TOKYO, JAPAN

# Country Case Study: Mongolia



---

## 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

# Country Case Study: Mongolia

## Mongolia at a glance

A landlocked nation in the East Central Asia

- Population: 3.0 mln (Mongols - 95%; Kazakhs – 4%)
- Territory: 1.56 mln km<sup>2</sup> (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)



# Country Case Study: Mongolia

## 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



# Country Case Study: Mongolia

---

## 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

# Country Case Study: Mongolia

---

## Current reforms in education (cont'd):

### IN HIGHER EDUCATION

- ADB: “Higher education reform” project – to improve quality, relevance and effectiveness of HE programs \$22 mln.
- JICA: “Engineering education” - to improve the quality of engineering programs, \$75 mln.

# Country Case Study: Mongolia



---

## 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.

# Country Case Study: Mongolia



---

## 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".



# Country Case Study: Mongolia



---

## Summary of findings from phase ii (cont'd):

- 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”.

# Country Case Study: Mongolia



---

## 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

# Country Case Study: Mongolia

## Teachers' perceptions on TVC learning:

Skills important to promote TVCs	N	%	% of cases
Communication skills	45	5.9%	83.3%
Organizational skills	41	5.4%	75.9%
Assessment skills	35	4.6%	64.8%
Collaboration	35	4.6%	64.8%
Creativity	35	4.6%	64.8%
Fairness	33	4.4%	61.1%
Listening skills	31	4.1%	57.4%
Assertiveness	31	4.1%	57.4%
Maintaining leadership by encouraging enthusiasm, interest and effort in classroom	30	4.0%	55.6%

# Country Case Study: Mongolia

---

## 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,

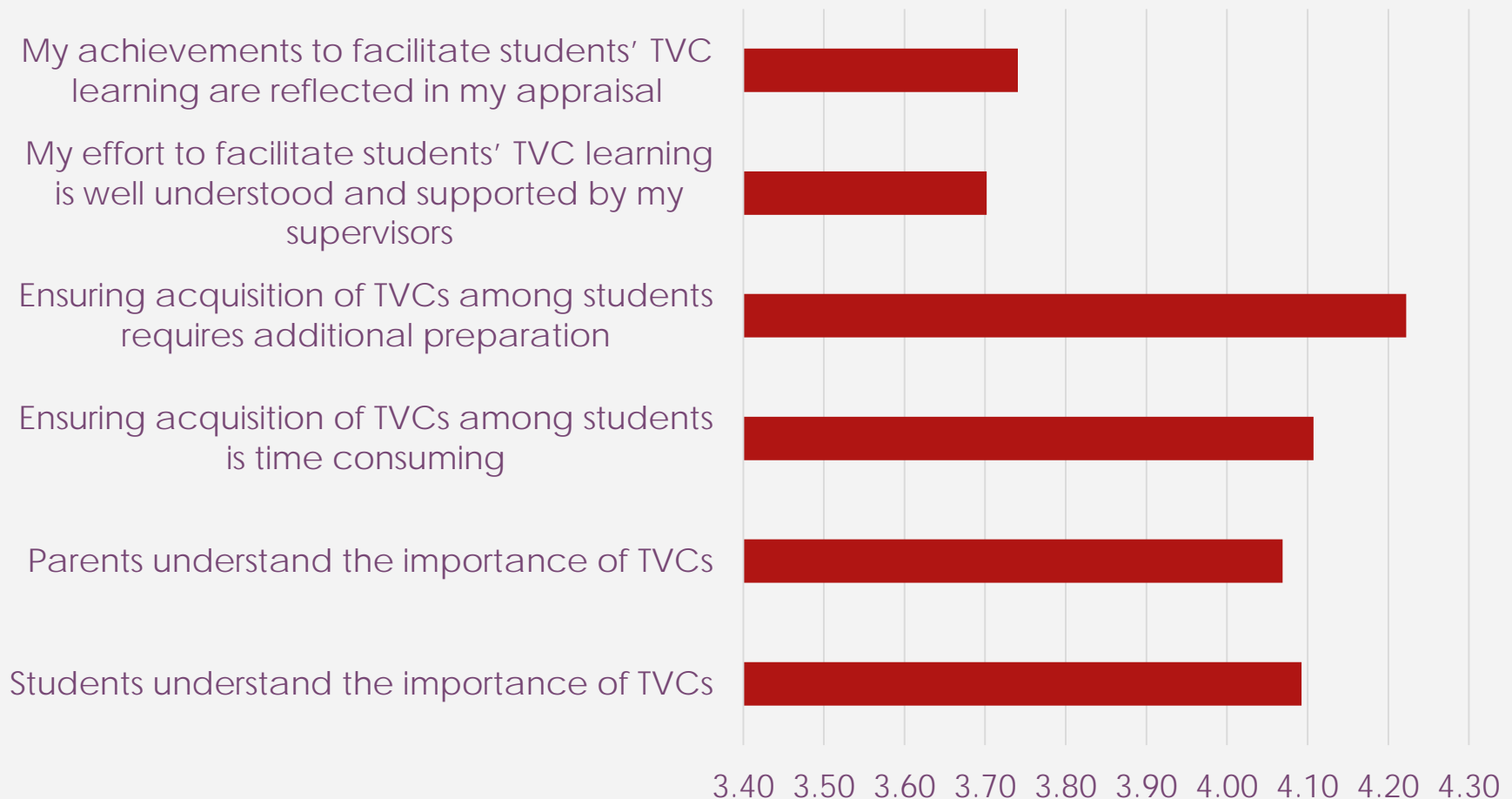
- passion/love for teaching, &

- collaboration and empathy to a greater extent than other skills.

# Country Case Study: Mongolia

## Teachers' perceptions on TVC learning:

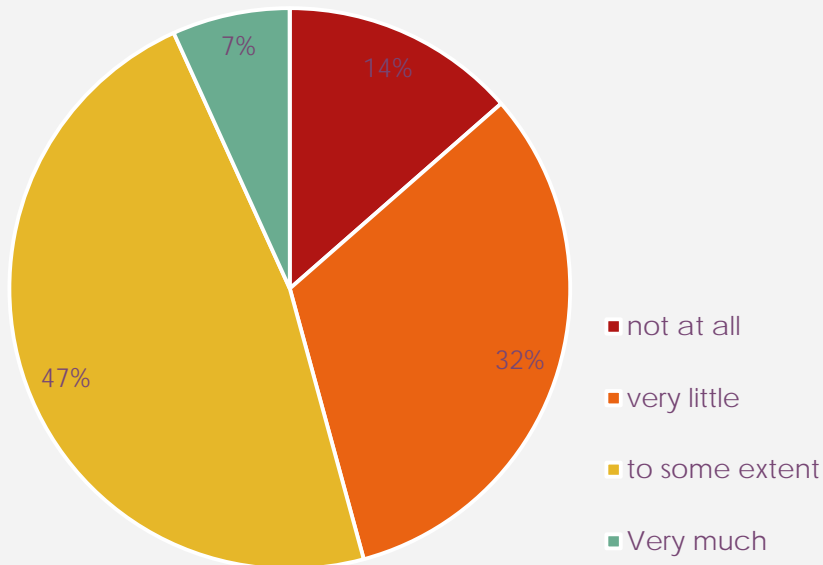
### Agreement with some statements



# Country Case Study: Mongolia

## Teachers' perceptions on TVC learning:

Satisfaction with the current level of support in facilitating TVC learning



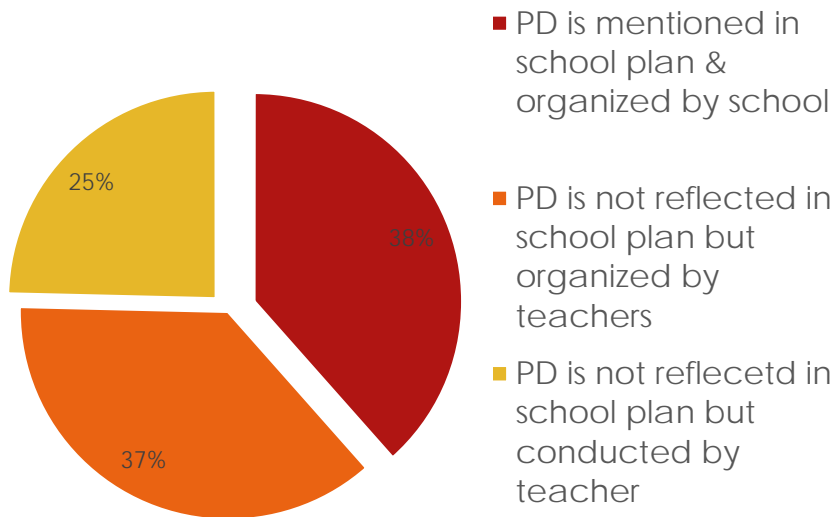
What kind of support is most needed?

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

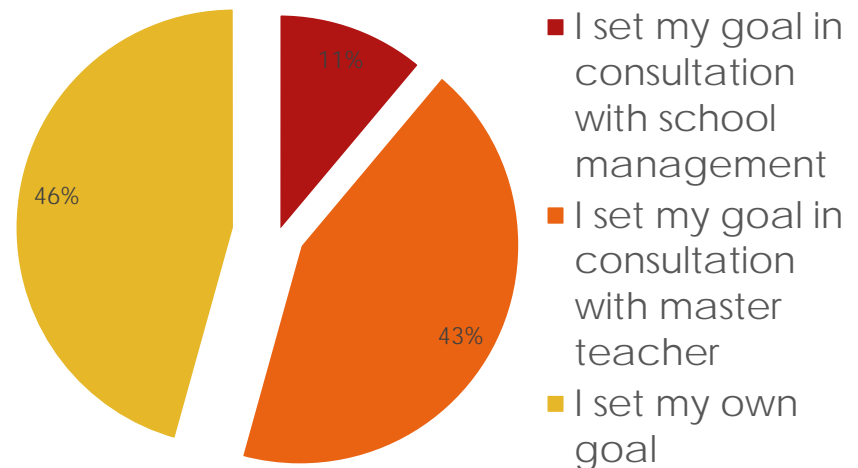
# Country Case Study: Mongolia

## Teachers' perceptions on TVC learning:

Positioning of professional development



Setting goal for PDA



# Country Case Study: Mongolia



---

## 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 is occurs 2-4 times per academic year.



# Country Case Study: Mongolia

## Good practice: Core Program

Subjects		I Grade	II Grade	III Grade	IV Grade	V Grade	Total	
Subjects	Preparatory program	60					60	
	Mongolian Language	203	224	231	231	231	1120	
	Mathematic	116	160	165	165	165	771	
	Human & Environment	87	96	99			282	
	Human & Society				33	66	99	
	Human & Nature				66	66	132	
	Art	Art & Technology	58	64	66	66	66	320
		Music	58	64	66	66	33	287
	Physical Education		58	64	66	66	66	320
	English						99	99
Total for subjects		640	672	693	693	792	3490	
Activities to support learning	Citizen education	29	32	33	33	33	160	
	Extracurricular activities	58	32	33	33	33	189	
	Activities to learn life skills				33	33	66	
	Total for component	87	64	66	99	99	415	
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		

# Country Case Study: Mongolia



## 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 home work.

# Country Case Study: Mongolia



---

## 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

# Country Case Study: Mongolia



---

## 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.

# Country Case Study: Mongolia



---

## 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.

# Country Case Study: Mongolia



---

## 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.”**

# Country Case Study: Mongolia

## Concluding remarks

“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)



# Country Case Study: Mongolia

---

## 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.



# Country Case Study: Mongolia

## Concluding remarks (cont'd)

Important for students in inter-connected society skills are creativity, application, resourcefulness and reflective thinking, as well as communication, team work and compassion. Ethical use of ICT was also rated as very important for students.

Although most teacher believe that school policies somehow reflect globalization, no evidence of such reflection was presented.



# Country Case Study: Mongolia

---

*Thank you for your  
attention!*

[jsukhbaatar8@hotmail.com](mailto:jsukhbaatar8@hotmail.com)

