MINISTRY OF
EDUCATION AND
SCIENCE

GOVERNMENT OF
MONGOLIA

UNITED NATIONS
MONGOLIA

UNITED NATIONS
TRANSFORMING
EDUCATION
SUMMIT 2022

# "TRANSFORMING EDUCATION" NATIONAL CONSULTATION REPORT OF MONGOLIA

Ulaanbaatar
2022

## 1. NATIONAL CONSULTATION PROCESS

Convenor's name: Mr. Enkh-Amgalan Luvsantseren, Minister of Education and Science of Mongolia

Number of consultations ((if more than one consultation takes place): 6

*Basic information on the consultation(s) convened*

| Date | - 16 June<br>- 22 June<br>- 24 June<br>- 29 June<br>- 01 July<br>- 05 July |
|---|---|
| Themes | - Digital learning and transformation<br>- Inclusive, equitable, safe and healthy schools<br>- Teacher, teaching and teaching profession<br>- Learning and skills for life, work and sustainable development<br>- Financing of education |
| Types (e.g. National/Subnational) | National and Sub-national |
| Venues: | - Panel discussion 1. Teacher's development palace - scientists and researchers<br>- Panel discussion 2. Open education center of the MUST. Representatives of youth, civil society, enterprises, organizations and media<br>- Panel discussion 3. "Tuushin" hotel. Representatives of adolescents (15-17 years olds)<br>- Panel discussion 4. Bulgan aimag/province, Hyalganat village. Representatives of school management, teachers, students and local administration<br>- Panel discussion 5. "Nars/Pine" children's summer camp. Representatives of adolescents (10-15 years olds)<br>- Plenary session: "Tuushin" hotel. Representatives selected from Panel discussion 1-5 |
| Number of Participants for each consultation | Panel discussion 1- 40<br>Panel discussion 2- 215<br>Panel discussion 3- 42<br>Panel discussion 4- 155<br>Panel discussion 5- 40<br>Plenary session – 139<br><br>Total 631 |

| Language | Mongolian and English |
|---|---|

| Thematic areas/focus | Target group 1 Youth representatives | Target group 2 Representatives of school management, teachers and students | Target group 3 Representatives of civil society | Target group 4 Representatives of enterprises and organizations | Target group 5 Media |
|---|---|---|---|---|---|
| Digital learning and transformation | + | + | + | + | + |
| Equitable, inclusive, safe and healthy schools | + | + | + | | + |
| Learning and skills for life, work and sustainable development | + | + | | + | + |
| Teacher, teaching and teaching profession | + | + | + | | |
| Financing of education | | + | + | + | |

*Number of participants:*

Participants who provided information on age and gender are included.

| Age of participants: (numbers) | |
|---|---|
| 87 | 0 - 17 |
| 47 | 18 - 29 |
| 188 | 30 - 59 |
| 5 | 60+ |

| Gender of participants: (numbers) | |
|---|---|
| 89 | Male |
| 234 | Female |
| 4 | Prefer not to say |
| | |

| Number of participants from each sector: (numbers) | | | | |
|---|---|---|---|---|
| 243 | Education | | 25 | Government |
| 26 | Child protection | | 32 | Civil society |
| 7 | Health | | 5 | Communications |
| 11 | Business | | 14 | Information technology |
| 33 | Youth | | 10 | Social welfare |
| 5 | Finance | | 16 | Media |
| 5 | Local administration | 60 | Other | |

| Number of participants in panel discussions (numbers) | |
|---|---|
| 96 | Teachers, educational staff, training coordinators and professors |
| 104 | Youth and students (children and adolescents) |
| 21 | School administrators (e.g., from UNESCO ASPnet school network) |
| 2 | City and Local authorities |
| 6 | Parents and Guardians |
| 8 | SMEs and Industry associations |
| 10 | Nationally recognized businessmen |
| 2 | Members of the State Great Hural |
| 0 | Multinational corporations |
| 5 | Local administration |
| 10 | Government organizations |
| 6 | Civil service |
| | Regional Economic Association |
| 12 | Local NGOs |
| 7 | International and/or regional financial institutions |
| 9 | International NGOs |
| 0 | Local indigenous people and community leaders |
| 15 | Scientific society, academia, universities and research institutes |
| 14 | Media |
| | Other |

## 2. PRINCIPLES OF ENGAGEMENT

| How did you organize the consultation to ensure the following principles in national consultations? | |
|---|---|
| + | A whole-of-government approach |
| + | Ensuring inclusion, equality and safety |
| + | Focusing on youth as 'agents of change' |

### 3. NATIONAL CONSULTATION FOCUS AND OUTCOMES

A national consultation on "Transforming Education" was organized based on the Vision-2050, the national long-term development policy, the Medium-term education sector development plan-2030, and the UN International Commission on the Future of Education Report titled "Reimagining our future together: A new social contract for education", and in line with thematic focus areas of the UN "Transforming Education" Summit.

***Thematic focus areas***

The researchers of the MIER prepared a short background (Annex 1) for each of the 5 thematic areas and also developed discussion materials incorporating the challenges and issues identified in these summary documents.

*Equitable, inclusive, safe and healthy schools:*
- *Rising Poverty and Socio-economic Disparities in Learning:* The economic situation of the households during the pandemic affected the students' learning, especially children from poor families are at risk of being more affected by educational interruptions and learning delays. According to the research, children from families with low and below-average living have high rate of school dropout, while academic achievement tends to decrease in the following order: schools in the capital city, aimag centers, soum centers and baghs [1]. Achievement and cohort size in primary and secondary education vary by region and location. This is influenced by migration and urban-rural disparities, which have negative consequences for the quality and results of educational services [2]. According to the Global Competitiveness Report, the pupil-teacher ratio in primary education ranks 110 out of 141 countries, which is not a sufficient indicator. [3].

  One in five or 20.2% of all children cannot participate in pre-school education services, among them, children from poor and migrant families in urban areas, children from rural herders, and children with special needs prevail. This may be related to the lack of development of educational infrastructure services suitable for the living standards of families and the different needs and lifestyles of pupils. According to the research, there are differences in the quality of services and children's development indicators depending on the location and ownership of the kindergarten.

- *Remoteness:* School readiness and school dropout of children of herder families is a challenging issue. In the 2021-2022 academic year, 108 of the 987 children aged 6-14 who are out of general education schools are herders' children. In addition, when looking at the employment status of

parents of pupils who are at risk of dropping out of school, 33% are herders. During the pandemic, 21% of pupils did not attend tele-learning, 73% of whom live in rural areas. According to the evaluation of the quality of secondary education organized at the national level, the academic achievement of pupils of rural schools was 2.0-8.2% lower than that of urban pupils [2]. During the pandemic, the least accessible to tele- and online learning are students from herders, remote from the center, low-income families and students with weak parental care [4]. For example, 4 out of 10 rural children have not attended TV/Radio lessons [5]. It also includes vocational and university students.

- *Special needs:* Although the legal environment for learning of children and youth with special needs has improved and social attitudes are changing, the enrolment of learners with special needs varies, and the implementation of policies and procedures is not uniform [6]. Currently, 1,023 or 63.0% of 1,629 children of pre-school age, and 6,208 or 70.7% of 8,873 children aged 6-17 are enrolled in schools. There are 400 students with special needs in universities and 777 students in vocational education and training institutions, but there are still students who are leftout of educational services. Although all tele-lessons for students with hearing impairments are broadcast with sign interpreters, the results of tele-lessons in the local areas have been very poor due to the small number of children who can sign and understand standard sign language.

  Inadequate early detection of developmental delay and the support needed.
- *Language and culture differences:* When the language of instruction (usually the national or official language) is different from the language used at home, ethnic minority children's language and developmental skills may lag behind those of other children. For example, according to the data of the general entrance examination of the past years, grades of students of the graduation  class of Bayan-Ulgii aimag/province were lower than the examinees of other aimags. Also, the average performance of the 2021 diagnostic evaluation Mongolian language course was the lowest among other aimags. (Grade VI 30, Grade VII 28.6, Grade VIII 28.2, Grade IX 31.9, Grade X 29.5, Grade XI 33.2, Grade XII 31.9)
  Children with special needs, ethnic minorities, and children of herders and low-income families are at high risk of being out of school and dropping out, which contributes to the low level of literacy among young people [2].
- *Gender:* Out of total, 67.0% of 965 elementary school pupils at risk of dropping out are boys, 630 or 76.0% of 825 secondary education students are boys, and 113 or 80.0% of 141 high school students are boys [3]. When looking at the the gender ratio as the number of female students per 1 male student, as of 2021, the gender ratio of students in vocational educational

institutions is 0.7, and the gender ratio of students in higher educational institutions is 1.6 [7]. The tendency to pay less attention to the education of boys, drop out of secondary education, and put them into work requiring less skills early is common in families with low level of living standards, especially in herder families. During the COVID-19 curfew, reproductive health issues among children and adolescents (pregnancy, abortion, STIs) and domestic and sexual violence affected their ability to return to school and study.

- *Healthy and safe educational institution:* "The curfew during the COVID-19 pandemic had a negative impact on the psychology of students, leading to negative consequences such as loneliness, boredom, frustration, and fear of falling behind in studies and if relationship, emotional, and behavioral problems continue for a long time, these may affect their physical, cognitive, social and personal development." [8]. Also, according to the risk assessment, 177 secondary schools or 31% were assessed as medium risk and 64 schools or 11.4% as high risk [9]. According to the results of the survey, which included 1,236 students aged 11-16 in 9 districts of Ulaanbaatar, 37.9% of the respondents had been bullied or insulted in some ways, 40.7% had seen other children being beaten and bullied, and more than 80% had been harassed, teased, or bullied in some ways and some answered that they do not know where and whom to approach for help in case of problems occur [2]. Based on these data, it can be concluded that the implementation of safety standards and legislation to prevent children from potential risks is insufficient at the unit level. There is still a negative psychological atmosphere such as harassment and discrimination among teachers, staff, and students of some vocational and higher educational institutions.

Challenges related to the infrastructure and equipment of kindergartens, schools, dormitories/boarding houses, food production, centralized water supply and sanitation, especially in rural areas, have not been fully resolved. For example, 357 schools or 52.3% of all schools, 220 kindergartens or 22.9%, 242 boarding houses or 45.2% have pit toilets outside [3]. Schools have begun to make infrastructure upgrades, emphasizing the provision of unhindered access and safe travel in school and educational institutions' environment for students with special needs, but the data on the quantitative indicators is insufficient. Also, despite the creation of integrated information network of the education sector connecting all public general education schools, but dormitories and pre-schools are not fully connected to the Internet. And there is no internal network environment.

*Learning and skills for life, work and sustainable development:*

- According to the results of the "School Readiness Assessment Survey" conducted by the Education Evaluation Center and the "Curriculum Implementation Survey" conducted by the Mongolian Institute for Educational Research at the pre-school level, the level of social development of 4-5-year-old kids is relatively weak, and the ability to play with others, understand others, cooperate and respect others is not well developed. Specifically, in the study of the Mongolian Institute for Educational Research, the social skills are relatively weak, and in the study of the Education Eveluation Center, the sociability is 63.5%, which indicates the weak performance of this area of skills. Also, it is necessary to pay attention to the fact that the understanding of hygiene habits such as brushing teeth and washing hands is less than 70%.

- Emphasis on acquiring ICT skills, adaptability, conflict resolution, risk-taking, business thinking, knowledge and understanding of global citizenship, and free democratic participation at the elementary education level; and at the secondary education level, it is necessary to look for opportunities to include information technology and Mongolian and global citizenship skills in the curriculum according to the characteristics of each subject, and to ensure the balance of skills. The fundings of the study emphasized that pupils of general education schools need to learn basic labor skills and learn to work in a team [7]. In addition, the results of some studies have shown that general education school students' creativity in science and mathematics is weak [10], [11]. Specifically, it was highlighted that the ability to think creatively and propose innovative ideas in the mathematics course of the 9th grade students of secondary education, and the higher-order thinking ability of the 5th grade students in the natural science course, for example, the ability to think creatively to solve problems and analyze, are poorly developed.

- For vocational education, the lack of implementation of innovative funding arrangements specified in the Law on VET adversely effecting the sector innovation, partnership-multilateral participation, teaching quality, and student and graduate qualifications. Employers pointed out of the need for providing graduates with skills such as knowledge of foreign languages, use of information technology, document processing, working independently, employability, teamwork, and rational decision-making, development of individual attitudes, occupational safety, hygiene and legal knowledge and practice. This clearly indicates that the skills acquired by the graduates do not meet demand of the labor market [12].

As mentioned above, it can be concluded that the graduates have not acquired the skills needed in the labor market and are not prepared for employment. Henceforth, in vocational education, independent learning in

accordance with the demands and needs of the labor market, global development trends, creative and innovative thinking, critical thinking, technological skills, green skills, foreign languages, computers, workplace safety, hygiene, professional skills, problem-solving and decision-making skills need to be clearly reflected in the training programs and documents in such a way as to integrate them into the course content [13].

According to the results of the Global Competitiveness Report, the digital skills of the active population are ranked 96 out of 141 countries, indicating an improvement over the previous year, but still needing improvement [14]. This result is also supported by national surveys. For example, while the demand for digital literacy is high, half of the youth aged 15-24 do not have this literacy [15], and the digital skills of teachers are weak [12]. Also, in the Global Competitiveness Report, Mongolia was ranked 119th out of 141 countries in terms of skills of graduates, and 100th out of 141 countries in terms of the quality of vocational education [14]. Although this is an improvement over the previous year, it is still an insufficient indicator. In addition, Mongolia is ranked 113 out of 141 countries in terms of "skills of future workforce", which is a decrease from the previous year, and it is ranked 140 out of 141 countries in terms of "ease of obtaining skilled workers" [14].

Although the above-mentioned competencies are included in policy documents and curricula to a certain extent, the assessment and validation work at the national level is not done well enough, due to the lack of reliable assessment tools and experience [16].

Enrollment in vocational education and training institutions, including the number of female students, tends to decrease, and the principle of supply and demand in the education-labor system is not met [12]. According to the fact that 1 out of 2 graduates with vocational education are employed in a different field, it is necessary to identify and pay attention to whether they are enrolled in professions with low absorption in the labor market, whether there is a skill gap in the job, and whether there are errors in the choice of profession [17].

- According to the research conducted on graduates of higher educational institutions, the highest percentage of suggestions or concerns were made to improve the quality of internship, extend the duration, and link students with enterprisess and organizations and industries. In spite of the fact that the Ministry of Education and Science pursues a policy of eliminating overlapping and integrating the higher education curriculum, in line with the expansion of the labor market, there are challenges in developing and implementing training programs for completely new professions [7].

- Regarding lifelong education, as of 2018, there are only 4 centers in the country that have their own separate building out of 354 centers operating at the national level (including 3 in Ulaanbaatar and 1 in rural areas) is a very insufficient indicator [18]. In addition, the challenge of lifelong education is not limited to reparation of education, but also has a cross-sectoral nature, so it is necessary to ensure harmonization of policies for integrated coordination and management and institutionalization covering the continuous environment starting from preschool to adult education, and to increase the capacity of the system created today [16 ]. Adolescents and young people express the need to learn communication skills such as thinking, planning, decision-making, connecting with others, managing emotions, self-confidence, managing stress, understanding others, and preventing harmful habits and violence [12] .

*Teacher, teaching and teaching profession:*
At all levels of education, the rate of adequacy of teachers is high and the foreseeable shortages has been eliminated, but the unforeseen shortages has not been eliminated.

- *Teacher reputation, value, working conditions.* In Mongolia, teachers are working with a social status and value that do not match their actual workload, pressure on teachers, responsibility to the society, and professional activities that require high skills. The facts include:
- *Living conditions.* Out of every 1000 teachers, 444 live in apartments, 300 live in detached houses, 154 live in Mongolian Gers, 31 live in communal apartments, 25 live in houses, 21 live in premises of other families, 16 live in dormitories, 6 live in student boarding accommodations, and 2 are living in non-purpose premises (guard room, basement, etc.)[19].
- Salary. The average salary of teachers is lower than that of average international teachers's salary and the salary of employees in other sectors of the country, does not keep up with inflation, and when estimated by the increase in the dollar exchange rate, the salary in 2020 has decreased by $96.5 from 2014 salary [18].
- *Burden on teachers.* Teachers are working under pressure from parents, the community, management, lack of professional skills, and frustration. In addition, there are limited legal opportunities to participate in the decision-making process, and it is common for employers to have unvalued employees and their interests are harmed due to non-fulfillment of their obligations. For example, the class size is regulated to be 20-25 in kindergarten and 35 in general education school, but no solution has been found to manage the extra load of teachers who exceed the norm [20].

- *Governance.* Instead of focusing on self-development and training, the teachers are worried about understanding with management and keeping their job. *The leadership and management of educational institutions are changing too frequently and depend on party membership [21]. The following figures show that the selection and appointment of managers is chaotic and seemingly haphazard. In the 2018-2019 academic year, 25.8% of kindergarten principals, 17.4% of general education school principals, 8% of principles of vocational training institutions, and 5.3% of university principals were newly apppointed young executives who had only up to 5 years of working experience in the field of education [21].*

*The realistic situation mentioned above is leading to:*
- negatively affecting the teaching profession and its reputation, resulting in the conditions for teacher shortages.
- create a chain of interrelationships between low-quality enrollment, low-quality teachers and low-quality training;
- create conditions for training and services with non-official payment and leading to the actual creation of "shadow education".

- *Teacher training, continuous teacher development, and teaching:* A weak coherence between teacher training programs, general education curricula and sustainable development goals is observed, and the teacher training through non-accredited programs may have affected the quality of graduates [22]. The difference in the competence of the graduates indicates the difference in the quality of training programs and quality of training of universities. Activities to support continuous professional development of teachers are often far from reality, with a "focus on weakness only" approach, designed at the center, "one-off" and often organized outside the workplace. The need for continuous professional development of teachers is recognized, but the supply-based and top-down approach prevails, and the principle of "delivering continuous professional development based on teachers' demand and needs" has not been developed at all levels of administration and management [21].

In Mongolia, since 2004, competency-based education standards have been introduced, and during the transition of the school system from 10 to 11 years, and from 11 to 12 years, teachers have undergone orientation training. Although the assessment of students' academic achievement and grading of general education schools have been changed 4 times, and the criteria and indicators for evaluating teachers' performance have been changed 3 times frequently, these problems have not yet been fully resolved. Over the past 20

years, 22 decisions on change have been adopted, and each time a new policy and curriculum has been developed and implemented [18].

We are aloof from the precious heritage of Mongolians, which was formed on the basis of human development: teaching children by example (behaviorism), supporting their independent actions in a real environment (constructivism), and developing the mind with unique cognitive tools (cognitivism). In this regard, UNESCO has concluded that *"it is necessary to think about how the education system of Mongolia is shaping the next generation of global citizens who further Mongolia's journey of integration into the global community while respecting its unique cultural heritage* [21].

It is important for teachers and administrators at all levels of education to understand and make it a belief that "students are not receivers of transmitted knowledge, but users of criticism, knowledge creators who demand more innovative teaching and learning approaches." This belief should be a concept in which a teacher not only focuses on knowledge, but also teaches students how to learn and develop their learning skills, and focus more on emotions and behavior.

Administrative functions prevail in the activities of the Department of Education and Culture (DEC) of the Capital city and aimags, and the professional competence to implement educational reform in the educational unit has weakened significantly, so schools are lagging behind in transformation and teachers are losing opportunities for continuous development. Out of 217 full-time staff of the DEC in the Capital city and aimags, 186 (85.7%) have administrative functions, and 31 (14.3%) have professional functions [23].

*Digital learning and transformation:*
- The *digital divide* often is affecting people who live in an environment without infrastructure in geographically remote areas or with no financial resources and who differentaited because of gender, special needs, language, and culture.
    - During the COVID-19 pandemic, 172,300 pupils of 330 soum schools and 6,277 pupils of 46 bagh schools in Mongolia, a total of 178,577 pupils had no opportunity attend e-learning classes, due to lack of infrastructure or remoteness, or no internet, or no electricity and or no device, etc. [3].
    - Between 4 and 6% of all general education school students (varies depending on location) had no access to tele-learning or had no opportunity to use information technology (absent or non-functional). For example, the herders' children who live far away from the aimag or soum center, those who cannot attend school

due to severe winter and spring, those who are in encampment experiencing the network is cut off due to wind and storms, those who cannot pay their internet and cable bills in the settlements or those who do not have information technology devices, or children of low income households and national minorities exposed is common. The national average percentage of television avail was 81 [4].

- The problems such as the overlapping of tele-school hours in families with 2 or more children, and inability to fully attend classes depending on the personal characteristics of children with special needs were noticible [4].

- Although access to e-learning is available, there are still skill gaps among learners/students in terms of how to access and benefit from educational services [7]. They are unable to participate due to the weak ability to use technology, the ability to work in the e-learning system, and the lack of support in this area.

- Policies and plans related to the digitization of the education sector are being implemented, but there is a need for further improvement, as noted in the "Review of Information and Communication Technology in the Education Sector".

- *Universal digital literacy*
    - *The digital literacy of teachers is poor.* According to the research, 73.3% of all teachers have no experience in teaching through distance learning, and 20% do not know how to use electronic devices [24].
    - *There is a need to develop students' digital skills framework and self-learning skills, which are essential for distance and online learning [25].*
    - *Parents' digital literacy are insufficient, and preparation to support their children's self-learning is poor [4] .*

- *The ICT infrastructure in the education sector is lacking.* Despite the creation of integrated information network of the education sector connecting all public schools thoughout the country, some schools, boarding houses/dormitories and pre-schools are not fully connected to the Internet. Also, there are challenges, including a lack of internal network environment, and problems related to human resources such as no position for network specialist in general education schools, and the lack of professionals working in schools due to low salaries [7].

- *Open educational resource repository* (e-textbooks, tele-courses, audio, video, e-courses, content, interactive, self-study exercises, workbooks, etc.) has been developed, however, the level of access is low, and a

common repository for students at all levels of education has not been established*.

- *Poor reliability and use of data and information.* Real-time primary data and information for monitoring and evaluation of educational technology development is unclear and incomplete.
- *The shift to e-learning* is increasing the risk of social-psychological problems related to changes in learner relationships, mood, and behavior [8], screen addiction, bullying, online violence, and cyber security.

*Financing of Education:*
- *Strengthening and diversifying education financing.*
    - Due to the fact that the ratio of education funding to GDP is not included in the law, and the provision in the law on Education which states that at least 20% of the state budget shall be spent on the education financing has been invalidated, the risk of the sector's funding being cut or reduced during budget deficits depending on the economic cycle is still real.
- *Improving equality and inclusiveness in education financing*
    - The reform of variable costs is implemented at the level of general education schools and preschool education. Equality and inclusiveness shall also be considered at the level of vocational education, higher education and lifelong education. In the future, there is a need to address and continuously improve the inclusiveness, effectiveness and efficiency of financing.
- *Improving the effectiveness of education financing*
    - Budget allocation, performance on spending, methods for assessing its results and efficiency, awareness activities have not been fully developed and strengthened. For example, there is still a lack of research [9, 10, 11] to estimate the effectiveness of financing, migration and education.
    - Although there are provisions in the law for public participation in budget allocation and implementation, regulations are weak on how to ensure participation. This is becoming the basis for weak spending control.

### *MAIN OUTCOMES OF THE NATIONAL CONSULTATION*

The outcomes of the national consultation are summarized based on the results of the thematic Panel Discussions (Annex 2) and the results of the Plenary Session.

*One: Overcome the impacts of COVID-19 pandemic, and make up for and eliminate learning backwardness*

Affirm the results of fully reopening schools after COVID-19 pandemic and ensure access to education for all children. For this to happen:
- Based on the results of diagnostics and assessment, the characteristics and differences of each student, to fill up the learning content and ability lags, and continuously develop related resources;
- Promote the participation and partnership of all stakeholders in creating an accessible environment for ensuring every child equally in education, supporting learning in accordance with their characteristics and learning styles and provide educational services that suited to individual distinctions.

Also, the following issues were raised, when summarized the main considerations (commitments) of the stakeholders involved in the consultation regarding overcoming the impacts of the COVID-19 pandemic, filling up and eliminating learning backwardness:
- teacher competence, teacher support and
- support for policies and activities in this area, making schools student-centered, especially support for students from groups that may have left out
- provide sufficient funding.

*Two. Transforming education and education system*

The participants of the national consultation noted that they believe that they will be able to organize and transform the education system if educational goals are prioritized, innovation is introduced and make a leap.

The following proposals and initiatives are being put forward in each of the 5 thematic focus areas when summarized all panel discussions and Plenary session of national consultations. These include:

**Skilled and adequate standard of living guaranteed teachers**
Teachers are at the heart of transforming education and the country needs well-trained, motivated, socially valued teachers who not only teach but also support

and mentor and guide students' independent learning and development. Therefore,

1. Update the teacher's standards in accordance with the changes in the teacher's duties and working environment, and implement a specific policy for recruiting alented students to teacher training schools, and improve the quality of teacher training;
2. Support the active cooperation and participation of stakeholders in the development of a system to promote the continuous professional development of teachers, and provide opportunities for on-the-job teacher development (learning digital skills and content creation skills, systems where professionals collaborate in schools and with professional groups at local and national levels);
3. Support the cooperation between government and the private sector to improve the reputation, value, and quality of life of teachers, and to initiate special support initiatives considering teachers as leading experts in society;

**Learning and skills for work, life and sustainable development**
4. Emphasis will need to be placed on providing students with knowledge and skills needed for life, skills in an environment where jobs change, and skills for sustainable development.
5. Develop skills such as Metacognition/Thinking about thinking, learning to learn, emotional regulation, goal orientation, perseverance and empathy, and support and invest in training and advocacy activities that support lifelong learning through collaboration and partnerships;
6. Ensure the participation of employers in evaluation of skills of applicants and graduates of vocational education and training institutions, universities and colleges, cooperate in the development and certification/verification of skills and the creation of partnerships on a large scale;

**Equitable, inclusive, healthy and safe schools**
7. Transform the school management at the national level (introducing a systems thinking approach);
8. Significantly improve an equitable, accessible/inclusive, healthy and safe learning environment by promoting independence of the school and ensuring the participation of students, parents and the community in decision-making, increasing partnerships and cooperation, and using resources efficiently;
9. In terms of material and psychological environment, create a complex favorable and friendly environment for students to learn and develop, in particular, paying attention to social and psychological support services for students and increasing the role of parents;
10. Each and every student should be given the opportunity to learn for life in any circumstance.

**Digital learning and transforming education**

11. Create a digital transformation in education policy and legal regulations, develop long and medium-term strategic plans for digital transformation, and support it by mobilizing necessary funds and resources;
12. Develop an open educational resource repository, establish integrated database (taking into account level, choice and diversity), develop and introduce learning platforms, and provide with an open and equal opportunity for their use (free of charge);
13. Develop equipment, high speed reliable networks, and infrastructure that are accessible, and prevent digital divide, flexible, and secure;
14. Support for universal digital literacy, develop skills in safe, ethical and meaningful use of technology. Also, train qualified information and communication technology human capital.

**Financing of Education**

15. Ensure multipartite participation in increasing education funding sources, introduce innovation in funding, and create an oversight;
16. Increase incentives and support from the government related to investment in education by enterprises and businesses and ensure cooperation;
17. Increase multi-funding initiatives for improving the quality of education and teacher development;
18. Develop and implement education budget and plans through targeted strategy that are non-discriminatory and which ensures equal opportunity.

-------------------oooOooo---------------------

## REFERENCE

[1] MIER, (2019). Diagnostic evaluation report.

[2] Save the Children, (2017). Voices of Adolescents.

[3] MES, MIER, (2021). Research report on the detection of children who may drop out of school.

[4] MES, UNICEF, IRIM. (2020). A report on telelearning, its outcomes and appropriateness in emergencies.

[5] NSO, UNICEF, MICS Plus (NCS+), (2020). Research report

[6] MECS. (2019). Research report on equal access for students with special needs in education.

[7] MES, UNESCO. (2022). Mongolia's Sustainable Development Goal 4: Implementation progress review report (2016-2021).

[8] MES, UNICEF. NUM. (2020). Research report on the detection of children's socio-psychological problems and risks.

[9] MES (2019). Risk assessment report on general education school environment.

[10] Gendenjamts, S. (2020). The Development of test to measure higher order thinking skills in science among Mongolian primary school students, Unpublished doctoral dissertation submitted to Hiroshima University, Japan.

[11] Otgonbaatar, Kh. (2020). Examining Mathematical Creativity Among Mongolian Ninth-Grade Students Using Problem-Posing Approach. Journal of Education and Practice, 11(27), pp 69-75.

[12] MLSW, (2022). Evaluation report on cooperation between the government and partner organizations, adolescents and youth in Mongolia

[13] Amarjargal, A. et al. (2016). Research reports: A New competence policy and its implementation.

[14] Schwab, K. (2019). The global competitiveness report, 2019. in the World Economic Forum (Vol. 9, No. 10). December.

[15] Ministry of Education and Science, Science and Technology Foundation, Institute of Education, (2021). Determining the Comprehensive Competence of the 21st Century Mongolian Student by Level of Education, Research Report.

[16] Asian Development Bank, Ministry of Education, Culture and Science, (2019). Lifelong Education Subsector Research Report.

[17] Research Institute for Labor and Social Protection, (2020) Graduate Employment Survey Report.

[18] Institute of Education, (2019). Mongolia's Education background research report.

[19] MES, Institute of Education, (2021). Research report on social problems of secondary school teachers.

[20] Institute of Education, (2020). A report on the analysis of legal documents related to the status of teachers.

[21] UNESCO. Education Sector, (2019). Mongolian education policy review report.

[22] Enkhtuvshin.J., Tsogbadrach.S. (2020). The issue of improving the coordination of primary and secondary education core programs and teacher training programs. Journal of Higher Education ISSN: 2707-6202. No. 02.

[23] MES, BDB-13, 2021-2022 academic year report

[24] MES, (2021). Policies and reports aimed at reducing the impacts of COVID-19 on the education sector, Ulaanbaatar.

[25] MES, (2021). The report of the working group to make recommendations and conclusions on the measures to be implemented by monitoring and evaluating the e-learning environment and activities of higher education institutions, Ulaanbaatar.

[26] UNESCO, (2019). Migration, Displacement and Education, Global Report on Education Monitoring.

[27] International Organization for Migration (2018). Urban Migrant Vulnerability Study Report

[28] International Organization for Migration (2018). Internal migration in Mongolia research report (2018).

-------------------oooOooo-----------