Mongolia

CONTEXT

Being the least densely populated country in the world, Mongolia has an education system that is characterized by many medium- or small-sized schools that are geographically isolated. While Mongolia has done well in extending access to pre-primary and basic education in part by offering free compulsory primary education to all children starting from age six, the government has now placed a much sharper focus on improving the quality of primary and secondary education.

FOCUS AREAS OF READ TRUST FUND GRANT SUPPORT

Improving capacity to generate and use assessment information

Introducing new program for teacher training in classroom assessment practices

Strengthening capacity for use of assessment data for impact evaluation

AS A RESULT OF THE READ TRUST FUND, MONGOLIA IS:

Improving teaching methods and monitoring progress in learning outcomes by using early grade learning assessments

Ministry of Education, Culture, Science and Sport (MECSS) carried out the country’s first Early Grade Reading and Math Assessments (EGRA and EGMA) under Mongolia’s Education Quality and Reform Project (EQRP).

In 2017, two national-level EGRA and EGMA dissemination workshops presented initial results from the two assessments and focused on designing a reading intervention. Based on this experience, school principals and teachers are thus developing an understanding of key findings and follow-up interventions.

The data generated from the first round of these assessments provides an important baseline for monitoring changes and improvements.

Improving technical skills of education stakeholders to implement evidence-based education policy

Mongolia has committed to strengthening its capacity to assess student learning by continuing and scaling up the activities supported by the READ 2 Trust Fund grant. Since 2020, efforts have been made under the EQRP to revise the teaching curriculum to integrate EGRA and EGMA methodologies, develop online training modules for both methodologies, and provide in-school support and coaching for teachers on EGRA and EGMA usage.

Technical skills of MECSS officers responsible for teacher professional development are being improved through experience gained in understanding the benefits and uses of formative assessments, interpreting EGRA/EGMA results, and reportwriting. The READ 2 Trust Fund also supported capacity building of the Monitoring & Evaluation unit of MECSS to use early grade assessment data for evaluating the impact of teacher-administered formative assessments.

Such activities strengthen the understanding and capacity of those in key leadership positions on using assessment data to evaluate the impact of education interventions. With a culture of evidence-based policy making and enhanced knowledge and understanding of early learning outcomes among key social and economic groups in Mongolia, national and provincial education policy makers will be empowered to design effective policy solutions that would lead to improved student learning. Enhancing the capacity of the teaching workforce by preparing new teachers to use classroom assessment effectively

MECSS rolled out a teacher training plan to pilot the use of formative assessments as part of routine classroom practice in grades 1 and 2. Workshops and trainings are strengthening the technical skills of MECSS officers responsible for the professional development of teachers and faculty in pre-service teacher training institutes, thereby improving the understanding of the benefits of formative assessment in improving student learning and imparting best practices in using classroom assessment.

In total, 1,787 primary grade teachers in 108 primary schools were trained on conducting formative assessments and reporting results at the school level, and on using formative assessments to track and improve early reading and math outcomes.

Improving the quality of teaching and learning

Through evidence-based interventions that improve instruction and learning environments, and through a better design of education policies, it is expected that teachers’ pedagogy will improve, and students will learn more effectively.

Ensuring the availability of relevant and timely information on teaching and learning via a strengthened Education Monitoring Information System (EMIS)

With the support of the READ 2 Trust Fund grant, Mongolia is working to improve EMIS to capture data from formative assessments to provide support to teachers and schools.