## "TRANSFORMING EDUCATION"
## NATIONAL STATEMENT OF COMMITMENT
## OF MONGOLIA

### PREAMBLE

In anticipation of the Transforming Education Summit to be held under the auspices of UN Secretary-General Antonio Guterres, the Ministry of Education and Science of Mongolia has convened the national consultations with the support of the United Nations Resident Coordinator's Office, UNICEF and UNESCO. The consultations have ensured the participation of children, youth, teachers, researchers, civil society organizations, enterprises, entrepreneurs, representatives of the media and government organizations to collectively discuss the issues and challenges that we face in education, with added emphasis on learning loss and setbacks caused by the COVID-19 pandemic, and have reached a common grounds on the futures of education, our national vision and commitment for betterment of education.

The participants have highlighted the adverse effects of COVID-19 pandemic had on education, which has created a compounding inequality and diminished future prospects of a whole generation. In addition to the learning loss caused by prolonged period of school closure, the aftermath had been detrimental to the psychosocial wellbeing of young people.

In order to prepare resilient future generation for socio-economic, climate and environmental uncertainties, it is necessary to recover the learning loss, facilitate their psychosocial wellbeing and equip our youth with essential skills such as thinking about thinking, learning to learn, emotional regulation, goal orientation, perseverance and empathy.

Universal access to education in Mongolia is generally high, but equity in education is still a challenge for children and youth from different groups. To address this gap, measures have been taken to establish an open educational resource repository accessible to all children, broadcasting of TV lessons, provision of smart devices to vulnerable and herder family children in cooperation with international development agencies and leading businesses, as well as to improve the of connectivity together in partnership with internet service providers. Yet, due to barriers such as geographic location, language and cultural differences, special needs, ethnic minorities, socio-economic differences, gender, migration, and the digital divide, inequalities on quality and accessibility of services still persist at all levels of education.

The stakeholders involved in the discussion unanimously agreed that education should be a public good and mission and noted that it is highly important to jointly support and participate in the development of necessary skills and competence for the children and youth who are the future of Mongolia. This includes the remedial learning support for children and youth who are behind in school, through strengthening partnerships that provide opportunities, and by introducing innovative multi-participatory financing.

**PRIORITY INITIATIVES OF MONGOLIA**

We are moving towards a common understanding and perspective on transforming education. The stakeholders mutually agree that transforming education is not about solving a certain problem, but a continuous process in retaining the good practices and traditions of education and training, inclusively deliberating and implementing new concepts, methods, and solutions together. Our long-term goal is to develop a new policy, methodology, approach, and governance that will create an education system that is resilient, relevant and ensures inclusive and equitable quality education for every child, ready to take on the uncertainties of the future.

Therefore, children and youth must be at the center of the decision-making process, and improve the correlation of the existing regulatory and legal frameworks to foster the agenda, to provide inclusive and equitable quality education that is flexible via the use of innovative technology. In addition, there is a need to develop criteria and methods for results-based management, organization, monitoring and evaluation, pooling of data into centralized education management system, and carry out evidence-based policy planning, and to ensure the inclusive participation of all stakeholders.

Participants of the consultations have come to terms on the following priorities for transforming education:

### 1. Eliminate discrimination and inequalities in education and increase opportunities for children to learn in a healthy and safe environment

1. Regularly evaluate and analyze students' learning, update contents, organization, and format of learning based on their characteristics and differences, and develop digital systems, platforms, and database for children to foster self learning;
2. Provide every child with inclusive and equitable quality education through the collective efforts of stakeholders on establishing open, inclusive and accessible digital learning environment that delivers personalized learning to cater to the individual needs, characteristics, formats and styles of the learner;
3. Develop medium to long-term plan against bullying and discrimination both online and in school, increase access to in-school psychological services, provide social-emotional training and other support activities. In terms of resources and environment, create an integrated and friendly environment for children to learn and develop, with emphasis on providing psychosocial support services for children, and to increase the role of parents;
4. Institute an environment that enable lifelong learning to all regardless of pre-existing or any circumstances;

### 2. Transforming pedagogy

1. Anticipate the foreseeable and unforeseen shortage of the near future, introduce flexible pre-service and in-service teacher training, provide government support for pre-service students, additional support such as increase in allowances for those

who choose to teach in remote areas and in the countryside, and introduce additional avenues and innovative ways to provide financial support;

2. Revise the roles and responsibilities of teachers by advancing the principles, values and standards of teacher, reflect the functions of being an agent of change in the legal and policy frameworks;

3. Enable policy environment that fosters teacher who is capable of collaborative development and carries out inclusive, equitable, digital and lifelong learning for all children;

4. Transform the pre-service and in-service training system with up to date standards and requirements, introduce digital training and skill development platforms to ensure the opportunity continuous professional development;

5. Support from the government in determining the continuous professional development need of teachers, support the active cooperation and participation of stakeholders in the development of teachers, and providing opportunities for on-the-job development for teachers;

6. Foster initiatives of public and private sectors in improving the socioeconomic status and standard of living of teachers, institute special support that elevates the status of teachers as priority human capital and revise the performance evaluation and renumeration of teachers accounting for the additional workload presented by post-COVID remedial learning and other extracurricular activities;

### 3. Transforming curriculum, content and methodology

1. Transform the curriculums and contents based on foresight in education equip learners for the distant uncertainties in social and economic circumstances, develop knowledge, skills and capabilities on the quality of use of emerging technologies, preserve national identity and culture and traditions, cultivate the values of loving and protecting the environment, develop digital skills framework and its integration into curriculums, content and methodology, establish an digital scientific research repository, and to have it accessible by all children;

2. Empower children with skills such as Metacognition/Thinking about thinking, learning to learn, emotional regulation, goal orientation, perseverance and empathy, collaborative learning, working, decision-making, working in an online environment, heutagogy and self-learning required for living, working and finding personal fulfillment in an ever evolving society. Concerted effort from all stakeholders in fostering practices that support lifelong learning and development, instilling the principles of peace, security and green development. Develop social-emotional, artistic, aesthetic, digital skills as well as survival skills required for pandemics and natural disasters for children and youth;

3. Transform the pedagogy into project-based learning to foster teamwork, collaborative learning and decision-making to enable students to identify, analyze and solve problems at the global, national and provincial levels. The collective efforts of all levels of educational institution is vital for the successful implementation of this initiative, and in particular strengthening the leadership of higher educational institutions;

### 4. Provide inclusive and equitable quality education through digital transformation

1. Implement integrated policies and strategies for the digital transformation of education;
2. Develop open educational resource repository for all levels of education in cooperation with international and national EdTech companies, and to disseminate it through lifelong learning and training centers;
3. Develop learning management system for all levels of education, to evaluate and analyze the learning progress, to continuously guide  and aid, and to create equal opportunities for the learners through the help of digital system;
4. Promote  open educational resources, establish integrated database, develop and introduce digital learning solutions as digital public good, and provide adequate connectivity to all educational institutions and lifelong learning centers, invest in marginalized community children to alleviate  digital divide, and improve cyber security;
5. Establish digital learning and open education centers at all levels of education, through government investments and new ways of innovative financing;
6. Promote universal digital literacy and  develop skills for safe, ethical and quality of use of digital technologies. Furthermore, prepare qualified information and communication technology  human capital;

### 5. Introduce innovative  new ways in financing of education
1. Ensure multi-stakeholder participation in increasing education financing sources, introduce innovation in financing, and institute results-based planning and monitoring;
2. Increase incentives and support from the government related to investment in education by private sector, and introduce joint financing schemes;
3. Implement projects and programs with new financing schemes and mechanisms in cooperation with international development organizations;
4. Improve educational quality, increase multi-funding initiatives for teacher development, and pilot impact bonds;
5. Figure out the long and medium-term efficiency of education financing and include it in the financing scheme;
6. Introduce a performance and results-based strategy aimed at creating non-discriminatory and equal opportunities in education budgets and plans;

### 6. Path forward

1. Reimagine the national philosophy of education and teacher, reformulate the principles, values and competence of teacher, and  revise the curriculum, methodology, pre-service and in-service training and teacher's requirement accordingly;
2. Government support for pre-service teachers with paid opportunity to work as assistant teachers;
3. Revise the structure, organization, and functions of teachers' occupation, strengthen the evaluation system for assessing their performance results, and transform teaching into a cooperative (collaborative) activity;
4. Provide professional support necessary to transform learning into an personalized activity, which supports on-the-job professional development, is

effective, and open to every teacher, and has equal opportunities for engagement;

5. Reduce inequality in access to education, adopt a "Systems Thinking" approach to the development of an inclusive education system, create a friendly environment and infrastructure for equitable and inclusive education, and introduce an inclusive culture by supporting interdisciplinary cooperation and partnerships;

6. Diagnose learning loss among children due to the COVID-19 pandemic, determine the learning content and capacity loss based on the personalized approach for each child, and take appropriate response tailored to each child's characteristics and learning style;

7. Develop evaluation methods to assess the level of skills and attitudes required for citizens of the 21st century in all levels of training programs. Consider the common competence that citizens of the 21st century need to possess, and acquiring knowldege and skills necessary to address the challenges and complex dilemmas facing humanity in the updated training programs based on the evaluation results. And empower teachers;

8. Develop policy for digital transformation in education sector, digital skills framework, and strengthen teachers digital literacy;

9. Ensure equal and active participation of information technology companies and innovators in the the process of digital transformation in education sector, and to prepare qualified information technology human capital;

10. Develop digital learning solutions, open educational resource repository and platforms that support open learning with the participation of all stakeholders, and establishing mechanism in accrediting the knowledge and skills acquired through online learning;

11. Specify (in number and percentage) the allotment of financing provided by the state to educational institutions of all levels in the relevant legislation;

12. Introduce innovation in financing of the education sector and create a monitoring system;

13. Increase incentives and support (tax credit) from the government related to investment in education by enterprises and businesses and ensure cooperation;

14. Ensure the active participation of parents, students, civil society organizations and other stakeholders in the activities, budget planning, spending, monitoring and evaluation of educational and training institutions;

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