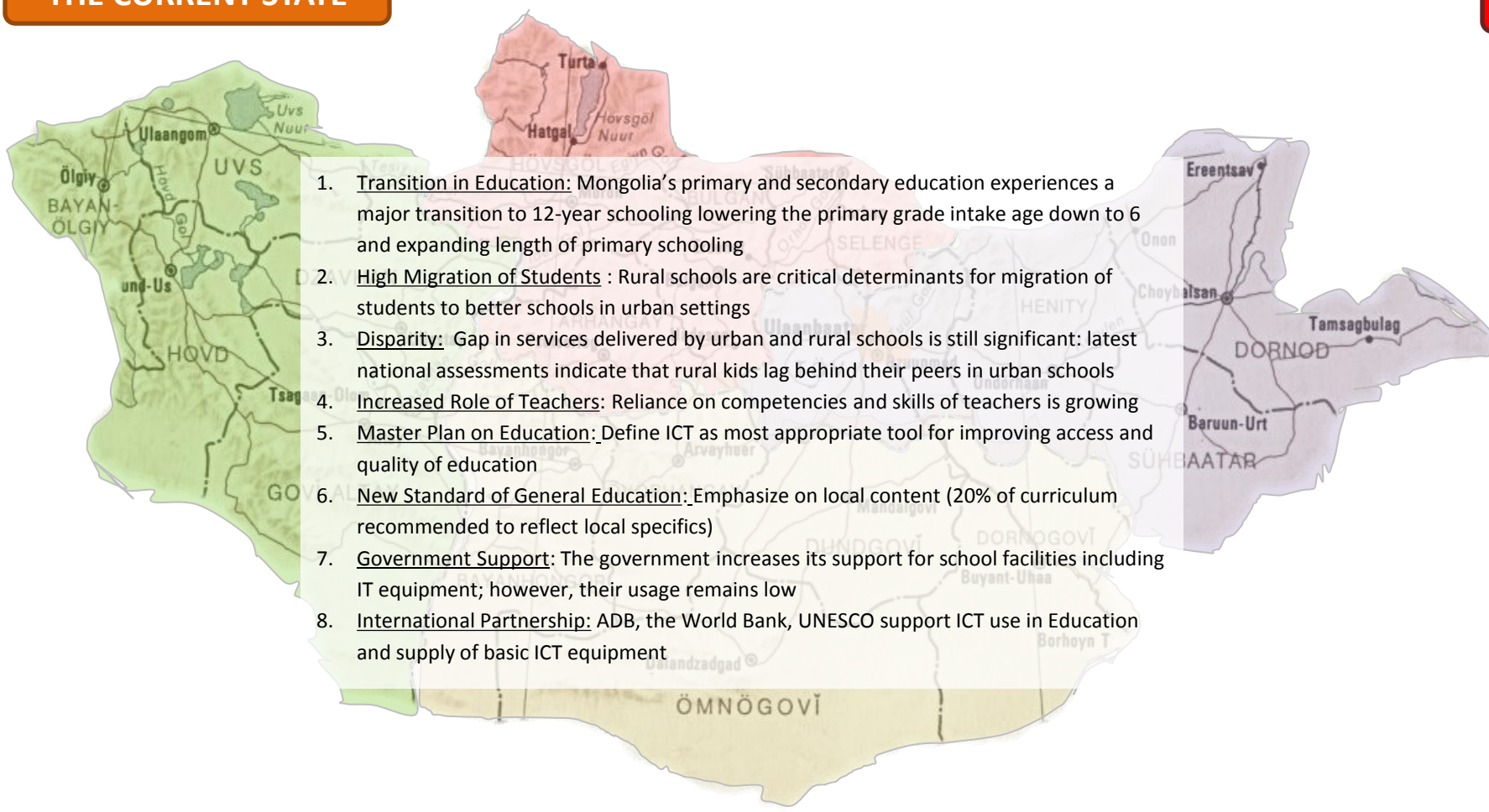


## THE CURRENT STATE

- 
1. Transition in Education: Mongolia's primary and secondary education experiences a major transition to 12-year schooling lowering the primary grade intake age down to 6 and expanding length of primary schooling
  2. High Migration of Students : Rural schools are critical determinants for migration of students to better schools in urban settings
  3. Disparity: Gap in services delivered by urban and rural schools is still significant: latest national assessments indicate that rural kids lag behind their peers in urban schools
  4. Increased Role of Teachers: Reliance on competencies and skills of teachers is growing
  5. Master Plan on Education: Define ICT as most appropriate tool for improving access and quality of education
  6. New Standard of General Education: Emphasize on local content (20% of curriculum recommended to reflect local specifics)
  7. Government Support: The government increases its support for school facilities including IT equipment; however, their usage remains low
  8. International Partnership: ADB, the World Bank, UNESCO support ICT use in Education and supply of basic ICT equipment

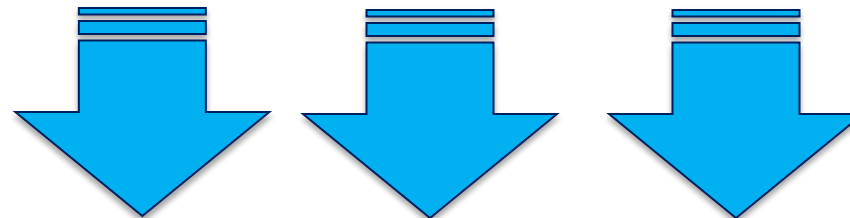
## THE PROBLEM

### 1. Lack of teacher training

- a. Rural schools experience limited access to teacher training resources
- b. Teachers in rural schools are unable to renew their knowledge and competencies in this important transition

### 2. Lack of localized training materials

- a. Insufficient training materials
- b. Absence of locally contextualized contents



## THE NEED

### **Urgent Need**

of Systematic and Continuous Improvement of Teachers Skills and Knowledge  
with Active Participation of Rural Teachers

## THE GOAL

*Improve quality of teaching at rural schools  
by creating the most-demanded (locally-contextualized),  
high-quality digital training contents  
for rural primary school teachers*

## OUTPUT 1

Capacity of teacher training institutions is enhanced to produce high quality digital teacher training products

## OUTPUT 2

Education Culture Department (ECD) methodologists and mentor teachers will be trained on how to design and develop digitalized training materials

## OUTPUT 3

30 different localized VCD and/ or DVD contents will be produced and tested by teachers

2

## PRODUCTION

180 Teachers and ECD involved in local production material, working with MSUE

**North – Team 1:**

**6 teachers x 6 subjects = 36**

**Ulaanbaatar – Team 2:**  
**36 Teachers**

**East – Team 3:**  
**36 Teachers**

**Govi – Team 4:**  
**36 Teachers**



1

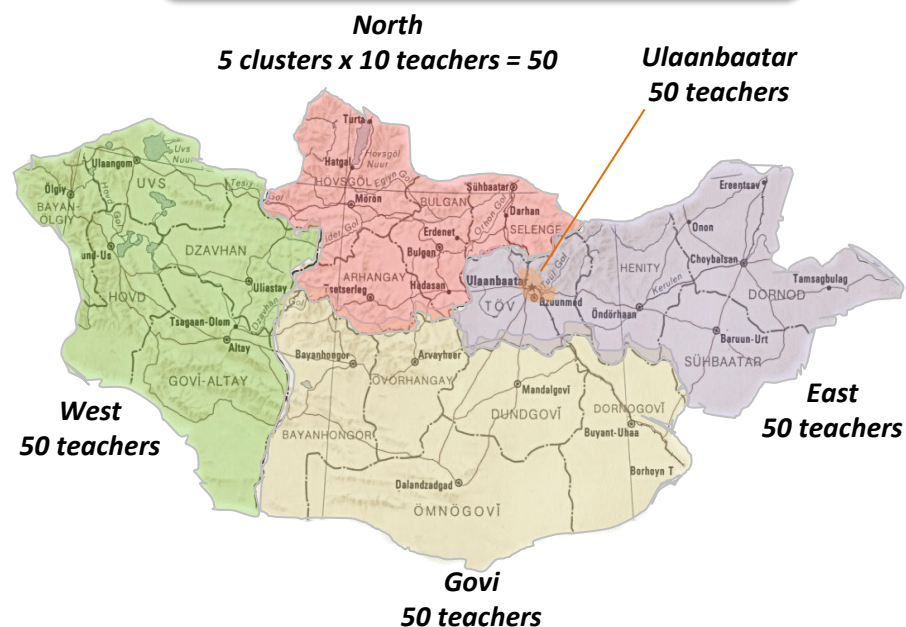
## SELECTION

- a. Aimag level competition
  - b. National level competition
- One set of 6 subjects x 5 regions = 30 subjects

3

## TESTING

250 Teachers review on VCD and feedback (3 days session)



4

## FINAL PRODUCTION

- Improvement and revision on
- A. VCD
  - B. Guidelines
  - C. Interactive materials (potential)

## BASELINE SURVEY

- a. To identify the state of teacher training
- b. To see the teacher perception on self-development
- c. To see the extent of use of training materials at school - level

## Aimag Level Training

5 cluster schools (x 5 schools)

x  
3 teachers (each school)  
= 75 teachers (per aimag)



21 Aimags and Ulaanbaatar

Total = 1,650 teachers will be involved in training

## TRAINING

### STEP 1

Ulaanbaatar Training: 5 days  
How to design and develop digitalized training materials

22 ECD Methodologist  
(21 Aimags and Ulaanbaatar)  
72 Mentor teachers (3 teachers x 21 Aimags + 9 Ulaanbaatar teachers)

ECD and Mentor teachers will conduct training

Bayan-olgiy

West

Dundgovi

Govi

UB

Ulaanbaatar

Hovsgol

North

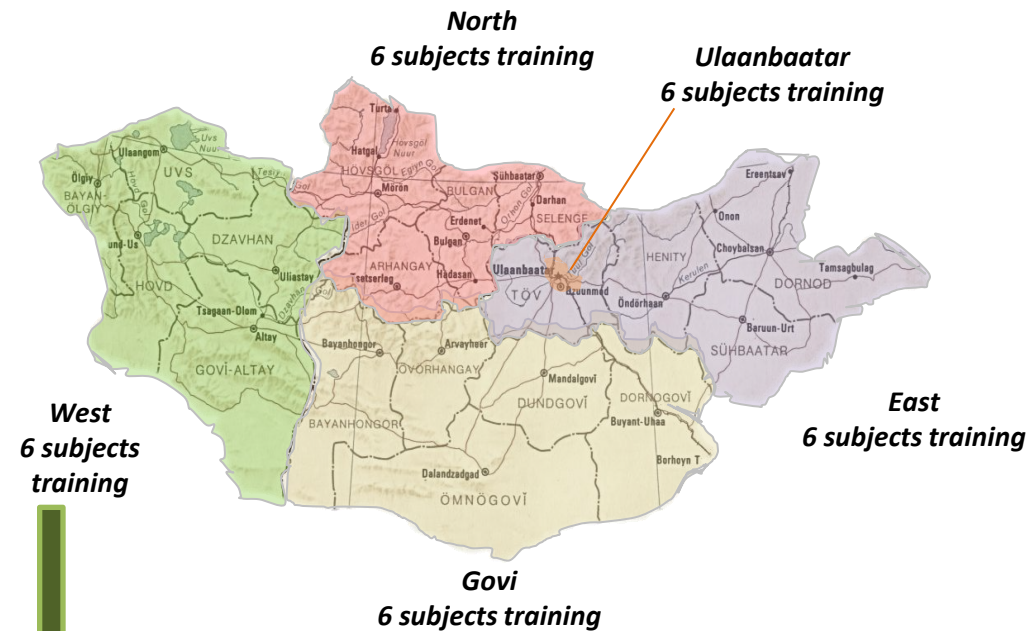
Dornod

East

## OUTPUT 4

Teachers are trained with localized digital training materials using cascade model

70 teachers x 5 regions  
350 teachers/ school principals will be trained



In each region, participants are (on average)  
 \* (1 ECD methodologist + 3 mentor teachers) x 5 Aimags = 20 Trainees  
 \* Training managers and principles x 25 schools = 50 participants

## OUTPUT 5

Pilot schools to illustrate the effective classroom teaching

- Selection of 5 schools representing 5 regions
- Study visit to Japanese schools (3 teachers x 5 schools = 15 teachers [10 days])
- Development of classroom teaching plan and manuals (instructional)
- Model teaching sessions (monitoring)

## FINAL PRODUCTS

### 1. Fully-functional professional team and production studio

Fully operational education video studio is created at MSUE

### 2. Trained teachers training development

Core team of specialists equipped with the skills and knowledge to develop digitalized training material will be formed in each province and Ulaanbaatar districts including 94 methodologists of EDCs and mentor teachers.

### 3. Localized teacher training VCDs

About 30 different locally-contextualized contents in VCD/DVD format will be produced and delivered to teachers in relevant areas. Additional guideline and potential interactive training materials can be an option

### 4. Teacher training materials specialist

The number of skilled teachers able to develop digital content is increased to at least 10 percent (involving 1,650 teachers)  
 At least 10% of primary school teachers' skills and competencies in developing digital training materials are improved

### 5. Piloting schools for effective classroom teaching

Use of ICT-assisted instruction in at least 3 schools

## IMPACT SURVEY

- To identify the state of teacher training
- To see the teacher perception on self-development
- To see the extent of use of training materials at school -level