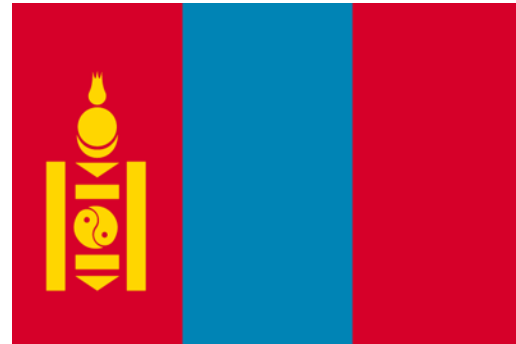
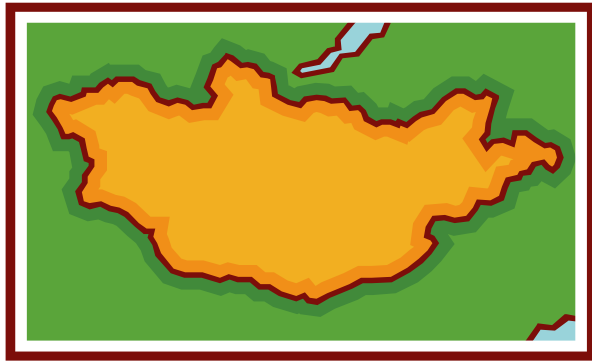


Has the lesson study changed the teachers of Mongolia?



WALS International Conference 2013
7 September 2013 Gothenburg, Sweden
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Overview

1. outline of Primary and Secondary School Education
2. Teaching Method Improvement Project assisted by Japan(JICA)
3. Lesson Study in Mongolia
4. Changes observed in Teachers

1. Primary and Secondary Education (1)

- *Population:* 2.8 million, 1.2 million in its capital Ulaanbaatar, 300, 000 are considered Nomads or semi nomadic
- *Area:* 156, 4 million m²
- *Political system:* Republican (Presidential and Parliamentary cabinet system)
- *GDP per capita :* 2,562US\$ (2011World Bank)
- *Major religion:*
Tibetan Buddhism
- *Major exporting goods:* mineral resources (copper, carbon) and cashmere products
- *History from 1924 to 1992:*
 - Mongolia became the second Socialist country in the world in 1924 following the USSR. The close alignment with the Soviet Union continued for 70 years.
 - Peletoika and Glasnost in USSR influenced Mongolia, led to peaceful revolution. A multi-party election was held in 1990. “People’s Republic” was dropped from the country’s name. A new constitution was adopted in 1992. Transition to market economy started.

1. Primary and Secondary Education

(2)

- Current education system of Mongolia is based on the one established in the socialist era. Today's **high enrolment rate is considered as the outcome of the socialist regime.**
- Education by the Government started in 1920s. There have been frequent **“education reforms”** until now.
- In 1921, the first primary school was established in Ulaanbaatar. In 1923, the First Secondary School was established. This school is still popular among parents.
- The number of schools increased by 1940s. The first teacher education college was established.
- In 1942, the Government decided to use **Cyrillic alphabet** in school education, and in official documents. Traditional Mongolian alphabet was thus set aside for many years.

1. Primary and Secondary Education (3)

- 6 years' old children started enrolling schools and transition to a 12-year education started in 2008.
- **12-year education of 5 years-4 years-3 years** started in 2012.
- In Ulaanbaatar and schools in urban area, students can study in one school for 12 years. In rural area as well, students can study at least 9 years in one campus.
- **School calendar starts in September.** There are 4 semesters; the 1st semester : Sep. to Nov. , 2nd.: Nov. to Jan., 3rd.: Jan. to Mar. 4th.: Mar. to June. After the 4th. Semester, there is a *long summer holiday of more than 2 months.*
- **Annual hours of lesson is short.**
*1st. Grade : Japan – 850 hours, Mongolia- 724 hours.
4th. Grade :Japan- 989 hours, Mongolia- 816 hours One unit of lesson is 35 minutes for the 1st. & 2nd. Grade students, while 40 minutes for the Grade 3 and above.*

1. Primary and Secondary Education (4)

Enrolment

- 1) Enrolment, Promotion, Drop out Rates
 - Enrolment rate is 90.5% in 2009.
 - Attendance is the requirement for promotion to the next grade.
 - Major factors for drop out are: health problem of children, parents' indifference to education. Not many drop out children reported.
 - However, there are **many children who are not able to follow lessons.**



1.Primary and Secondary Education (5)

School Selection

Schools accept children residing in the designated area. Schools however accept children residing in the area outside the designated area when there are rooms to accommodate. Some schools organize “special classes” such as Mathematics and Foreign Languages, they conduct entrance examination to choose students. Any children can apply for this examination. Donation is often required when children enroll in schools other than the designated one. Famous schools attract children from wealthy family and receive good donations. Facility and equipment will further become better.

Shift

Ulaanbaatar and in urban area, 2 shifts' education is common. There are some schools running in 3 shifts. The last lesson finishes around 20 h.

1. Primary and Secondary Education (6)

Shortage in Teachers at Secondary Schools for some subjects

There are few teachers who can teach Physics, Chemistry, IT in rural schools. It is important to invite teachers from neighboring schools, and specialists of Department of Education , for lesson review sessions otherwise the discussion remain superficial.

Teacher Education

Teacher License

In order to become a primary school teacher, it is required to graduate from Mongolian State University of Education, and other five major universities. For secondary school teachers, graduates of other universities can obtain necessary credits to become teachers. Those who have not obtained necessary credits in universities as well can obtain teacher licenses by taking required training afterwards.

1. Primary and Secondary Education (7)

Appointment and Job Rotation

- Teachers are recruited by schools. Department of Education and other related local government offices may introduce and recommend candidates to schools. However, recruitment is made by school principals.

Teachers move to other schools, however, there is no job rotation arranged by the Department of Education.

Status of Teachers •Gender Balance

- Public servants' (including teachers) salary was increased several times since 2006. However, teacher can not be considered as a good profession in terms of income. However in rural area, teacher must be considered as a good profession taking into account the fact that there are few employment opportunities other than village/municipality office, branch of bank, and hospital for those who completed higher education other
- Female teachers dominate both in primary and secondary schools.

1. Primary and Secondary Education (8)

Other issues

- Since 2009, only 1 government-approved/designated textbook for each subject is used nationwide.

Inconsistency among chapters, and textbooks of different grades is noted by many teachers. In mathematics textbooks, there are many exercises (to increase the number of pages, so that authors will get more money.)

- Teachers /schools of Ulaanbaatar welcomes this national textbook because it enables them to see the progress of students who transferred to UB from schools in rural area.

1. Primary and Secondary Education (9)

Other issues

- **School lunch** program started 5 years ago.
- Participation in **Mathematics, Physics, and Chemistry Olympics** is popular.
- **Teacher contest**, and nominating outstanding school are commonly held.
- The Ministry of Education likes to refer to “No child left behind” and “every child’s development”. However, teachers/schools tend to find capable students and to pay more attention to them. Capable teacher contest.

*“Багшлахуйн арга зүйн хөгжлийг
түгээн дэлгэрүүлэх тогтолцоог
бэхжүүлэх” төсөл*



2. The Project to Improve Teaching Method (assisted by Japan) (1)

Background:

In accordance with the new education standard of 2004, the teaching methods were also expected to change from conventional teacher-centered to student-centered ones. However, at the school level, it was difficult to implement the new education standard because its contents are rather academic and difficult for teachers to put them into practice.

Stakeholders	Model Schools	Target Subjects
Ministry of Education	3 schools of Ulaanbaatar	Human and Environment
National University of Mongolia	3 schools of Selenge	Human and Nature
Mongolia State University of Education	3 schools of Dornod	Physics
Institute of Education		Chemistry
		Mathematics primary
		Mathematics-secondary
		IT
		Integrated Studies

2. The Project to Improve Teaching Method (2)

Japanese	8 subject groups
Introduced Lesson Study/Kyozai Kenkyu	Development of Teachers' Guidebooks
Training in Japan	Participated in the training in Japan
Provision of advice in the process of Teachers' Guidebooks development	Acted as trainers for model schools and Department of Education officials
Provision of training towards model school teachers/ monitoring during research lesson	Monitoring and provision of advice during research lesson
	Improving Teachers' Guidebooks Development of Audio-visual materials

Outputs

Teachers' Guidebooks 8 subjects×3 years
Audio-visual 8 subjects
Lesson Monitoring Manual

A sample of training in Japan Program

- Organization of School-Based Lesson Study -



2 .The Project to Improve Teaching Method 2010-2013 (3)

In order to disseminate the teaching method based on Lesson Study nationwide,

- Development of training materials
- Provision of training towards personnel who are expected to be trainers
- Monitoring of Lesson Study
- Development of video material on Lesson Study

2. The Project to Improve Teaching Method (4)

*In the previous phase, introduction of Lesson Study and training on those who are highly motivated were conducted.

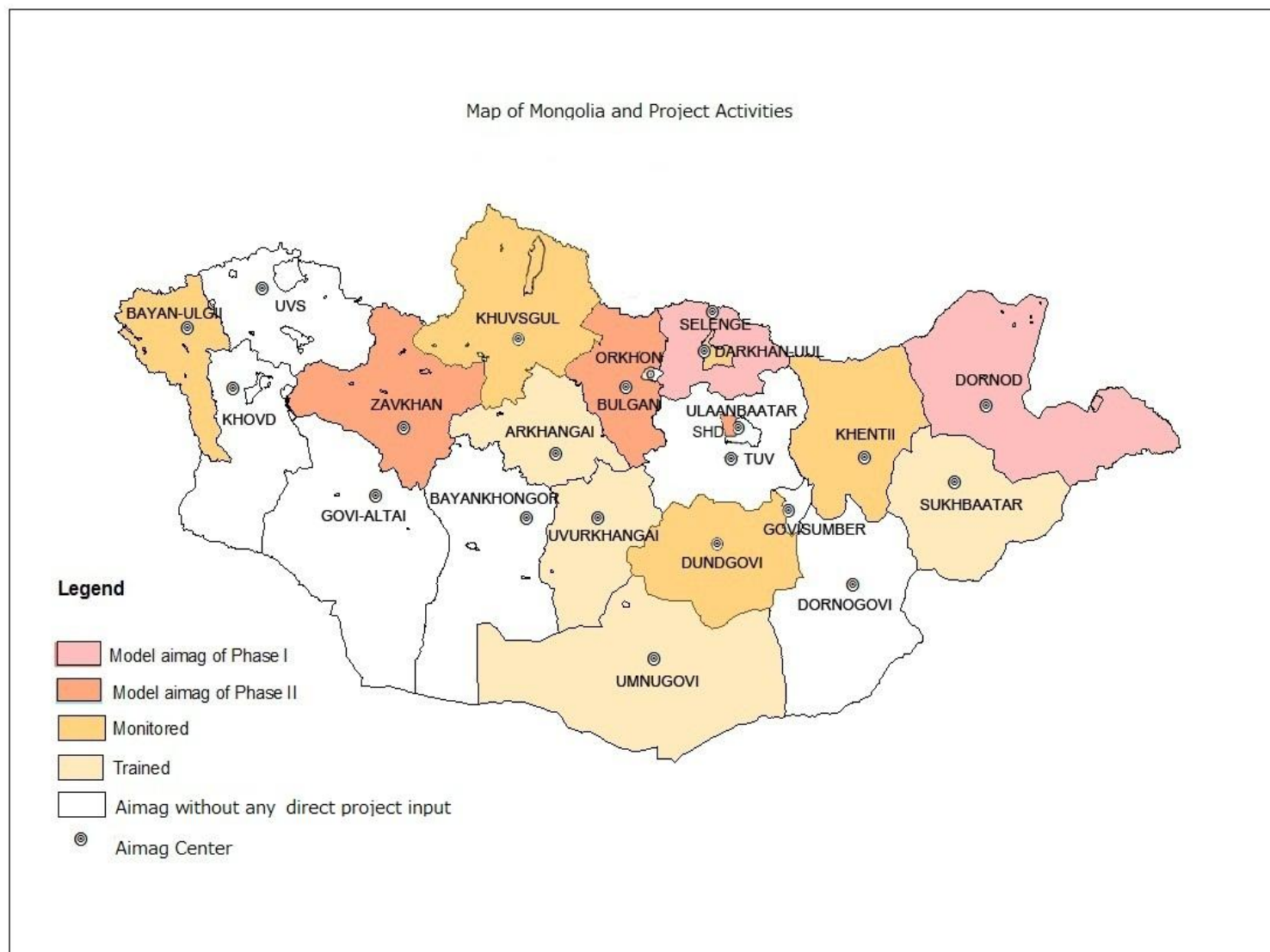
*In the 2nd. Phase,

- *Inputs to School principals, Training managers, Director and specialists of Department of Education* were made.
- Training/Monitoring throughout Mongolia

Model District/Aimag: 3

Model Schools: 14

2. The Project to Improve Teaching Method (5)



3. Lesson Study in Mongolia (1)

Explanation given to Mongolian stakeholders on Lesson Study

- Lesson Study is a tool to improve teaching method
- Lesson Study is a forum to exchange new ideas, but not to evaluate lessons or teachers
- Differences between Primary and Secondary Schools in Lesson Study

Primary: emphasis is on how to teach (How to encourage children's inquiry, how children can understand)

Secondary: emphasis on teaching and learning materials (With or on What materials children can learn more, are more interested in learning)

3. Lesson Study in Mongolia(2)

Process of Practicing Lesson Study in Model Schools' Teachers

0. *Introduction by the Project*
1. *Compulsory Implementation* (School administrators, Department of Education, Ministry of Education, the Project)
2. *Resistance* (Teachers considered that they were being criticized after research lesson, and Increased work load)
3. *Acceptance*
4. *There are two groups of Teachers: 1) Highly motivated teachers, 2) Felt “forced to” do LS*

3. Lesson Study in Mongolia(3)

Difference in approaching Lesson Study by

*Urban/Rural, and Primary/Secondary Schools

	Urban	Rural
Primary	Inactive (less interest)	Active
Secondary	Active	Difficult

Urban=Ulaanbaatar, and Provincial center

Rural=a school is located 150km from Provincial center. There are only one Physics, Chemistry, IT teachers in a school.

3. Lesson Study in Mongolia(4)

Some achievements of 2012/2013 concerning Lesson Study

- 487 schools out of 752 schools (64%) in the country conducted the Lesson Study at least twice in 2012/2013.
- 16 *Aimags* (Provinces) out of 21 and Ulaanbaatar City Education Department conducted the training on Lesson Study in 2012/2013.
- Total of 14,932 teachers participated in these training out of 26, 492 teachers of the country.

3. Lesson Study in Mongolia(5)

Contributing Factors for Disseminating Lesson Study

1. Provision of Training: School administrators, Specialists of Department of Education, Teachers
2. Training in Japan (and Visit to Indonesia)
3. (External advisors') Lesson Study Monitoring (Twice a year)

In addition to the above efforts of the Project, the following external factors contributed

1. 2009 Minister's Order : Hours of Work per week is set as 40h
2. Increase in Public Servants' salary
3. 2010-2011 Ministry of Education's policy objective" Teachers are requested to conduct Lesson Study twice a year"

Existing mechanism as

4. Teaching Methodology Study Groups organized by subject
5. Open Lesson

4. Changes in Teachers(1)

Changes observed in Teachers:

1. Increased opportunity to observe other teachers' lessons
2. Increased opportunity to have lesson observed
3. Increased opportunity to discuss teaching methods with peer teachers

Change observed in Principal:

Increased interest in pedagogy/lesson content

Changes observed in Specialists of DE:

1. Increased number of school visit (at least once a year)
2. Change in objective for visit (equipment/facility, budget issues to lesson quality)

4. Changes in Teachers(2)

Teachers with (Self Esteem) :

1. Teachers who were not given much attention at schools. They are now seen as capable teacher who conduct “research lesson.”
 - * Teachers of neighboring schools come to observe their lessons.
2. Students’ Reaction
 - * “Research Lesson” is more enjoyable than ordinary lesson.

Students’ reaction



Teacher's effort

4. Changes in Teachers(3)

Davaabayar, Primary Teacher of Zavkhanmandal Soum School, Zavkhan Aimag

“Students’ reaction to my lesson became much better after preparing for a research lesson. Then I realized that I should always conduct lesson this way.”

NyamKho, Chemistry Teacher of #45 School, Ulaanbaatar :

“I have worked as a chemistry teacher for almost 30 years. I have always been just a chemistry teacher Nyamkho. Nobody has paid attention to me. However, I was given a chance to teach “research lesson”. Then I felt that it was very much interesting to conduct lesson though it was really hard to prepare for the research lesson.”

4. Changes in Teachers(4)

Difficulty in continuing LS

1. *Lack of ability of DE Specialists*

- Not trusted/relied on

2. *Lack of reference materials*

- Lack of reference materials other than Textbooks
- Quality of Textbooks

3. *Shortage of Secondary School Teachers*



4. Changes in Teachers(5)

Difficulty in continuing LS

- 4. *Shift education*
(difficult to collaborate with colleagues)
- 5. *Lack of Teachers' room*
(to prepare for lesson)
- 6. *Shortage in lesson hours* (too many contents to teach)



4. Changes in Teachers(6)

Way Forward :

1. How to utilize (How to master) Lesson Study
2. How to avoid LS becoming a mere name/empty shell?
3. How to effectively conduct “Lesson review session”
-Vague and without reflection comments to insights
4. Will financial incentive and certification for a good teacher work?
5. When do we confirm students’ improved academic achievement?



Lesson Study Website of Mongolia
<http://hicheeliin-sudalgaa.mn/>

Mongolian Association of Lesson Study (MALS) will be established soon.