

# Mongolia Education Fact sheets 2020

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Analysis for learning and  
equity using SISS 2018  
data

MICS-EAGLE

## Acknowledgement

The 2021 MICS-EAGLE Mongolia Education Fact Sheet was jointly developed by Tserennadmid Nyamkhuu, Khurelmaa Dashdorj, Ulziisaikhan Sereeter (UNICEF Mongolia), Munkhbadar Jugder (Data and Analytics Section, UNICEF Headquarters), and Gansukh Sukhbaatar (independent consultant). Technical assistance came from Suguru Mizunoya, Sakshi Mishra, and Diogo Amaro from (Data and Analytics Section, UNICEF Headquarters).

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# INTRODUCTION

## What is MICS and SISS?

UNICEF launched Multiple Indicator Cluster Survey (MICS) program in 1995 to monitor the status of children around the world, and it has become the largest source of statistically sound and internationally comparable data on women and children worldwide.

Over the past 20 years, more than 300 MICS surveys have been carried out in more than 100 countries. MICS is a major source of data used to measure Sustainable Development Goals indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6 includes new modules that track SDG4 indicators on learning (SDG4.1.1), information and communication technology (ICT) skills (SDG4.4.1), parental involvement in education and child functioning (child disability—SDG4.5.1), early learning (SDG4.2.1. and SDG4.2.2).

The Social Indicators Sample Survey (SISS) was carried out in 2018 by the National Statistics Office (NSO) of Mongolia as part of the global MICS program. Technical support was provided by the Global MICS Team of the United Nations Children’s Fund (UNICEF). UNICEF and United Nations Population Fund (UNFPA) provided financial support to aid the Government of Mongolia.

It also produces data necessary for monitoring national policies and programs Sustainable Development Vision of Mongolia 2030 and others.

Further information on the SISS can be found at [www.1212.mn](http://www.1212.mn) or [www.mics.unicef.org/surveys](http://www.mics.unicef.org/surveys).

## What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) initiative in 2018 with the objective of improving both learning outcomes and equity issues in education by addressing two critical education data problems: data gaps and lack of data utilization. The initiative is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

This fact sheets present the education related findings from the 2018 SISS undertaken in 2018. It combines such education analysis with policy and practice recommendations from a workshop organized in June 2020 and Jan 2021 and multiple consultations with the Ministry of Education and Science, the Education Institution and relevant government agencies and development partners. Education related data from the survey are analyzed in terms of a series of key research questions concerning the following topics.

## How is this fact sheets structured?

- Early childhood education and development
- Access to each level of education
- Skills (learning outcomes, ICT skills and literacy rate)
- Repetition and drop out (internal efficiency)
- Completion
- Out of school children
- Education and child protection (child labour and child marriage)
- Inclusive education (with a focus on functional difficulties)
- Parental involvement in children’s learning
- Summary of recommendations
- Definition of indicators (Definition of base populations and indicators of interest)
- Annexes (references, detailed tables of descriptive statistics with hypothesis test results and regression tables)

## Methodology

The MICS education indicators, but not limited with, used in the study are defined and constructed according to standardised MICS6 computerised tabulation programs for data analysis, which have been customised according to SISS2018 country questionnaires. See <http://mics.unicef.org/tools#analysis>.

The analysis is performed on subsets of the SISS 2018 data (i.e. pooled data of the children under 5 and 5-17 year-old children datasets) at the child level. Geographically, a selection of household and child-level indicators relating to education characteristics are tabulated for national, regional, district (available) and intra-urban areas, splitting the capital into apartment and ger areas. In indicator definition section, we describe the identification of intra-urban areas in the data. Graphs are presented in the main body of the factsheets for readability, and the full tabulations are presented in the annexes.

The analysis is of descriptive mostly and inferential natures where relevant. Statistically significant differences are reported and marked with asterisks (\*). The more asterisks are shown, the more likely it is that observed differences are due to real differences between the groups rather than being due to chance. Where asterisks are not displayed, this does not necessarily mean that there is no difference between the groups, but rather that there are insufficient data to discern that there is a difference. In addition, we also present the unweighted sample size 'N' on which the estimates are based. The test for significant differences is conducted in the indicator estimates between the indicator of interest and background characteristics.

We use a method of multivariate analysis called logistic (multiple) regression modelling. Logistic regression estimates the degree to which attendance to early childhood education, for example, is correlated with wealth, while excluding (or controlling for) any association with the other indicators, such as mother's education, ethnicity and region. This model is appropriate for this study as all indicators of interest are dichotomous (i.e. the answer can only be one of two choices, here usually 'yes' or 'no').

We use the variable 'wealth index quintiles' throughout the study provided in the SISS2018 data. The wealth index is a composite measure of a household's cumulative living standard and is calculated using data on housing characteristics, household and personal assets, and on water and sanitation. Once the wealth index has been calculated (via principal components analysis), the total sample of household members in the survey data are equally distributed into five groups known as quintiles, with the poorest 20% in quintile 1 and the wealthiest 20% in quintile 5. See <http://mics.unicef.org/tools#analysis>.

Topic 1

EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

Guiding questions

1. Who attends early childhood education? What factors determine ECE attendance?

2. Do children of ECE school age attend ECE schools?

3. How do students transition to primary education?

4. Which children are developmentally on track (measured by ECDI)? How do ECE and support for learning connect to child development?

Figure 1.1.1 ECE attendance rate for children aged 2-4 years, by socio-economic characteristics

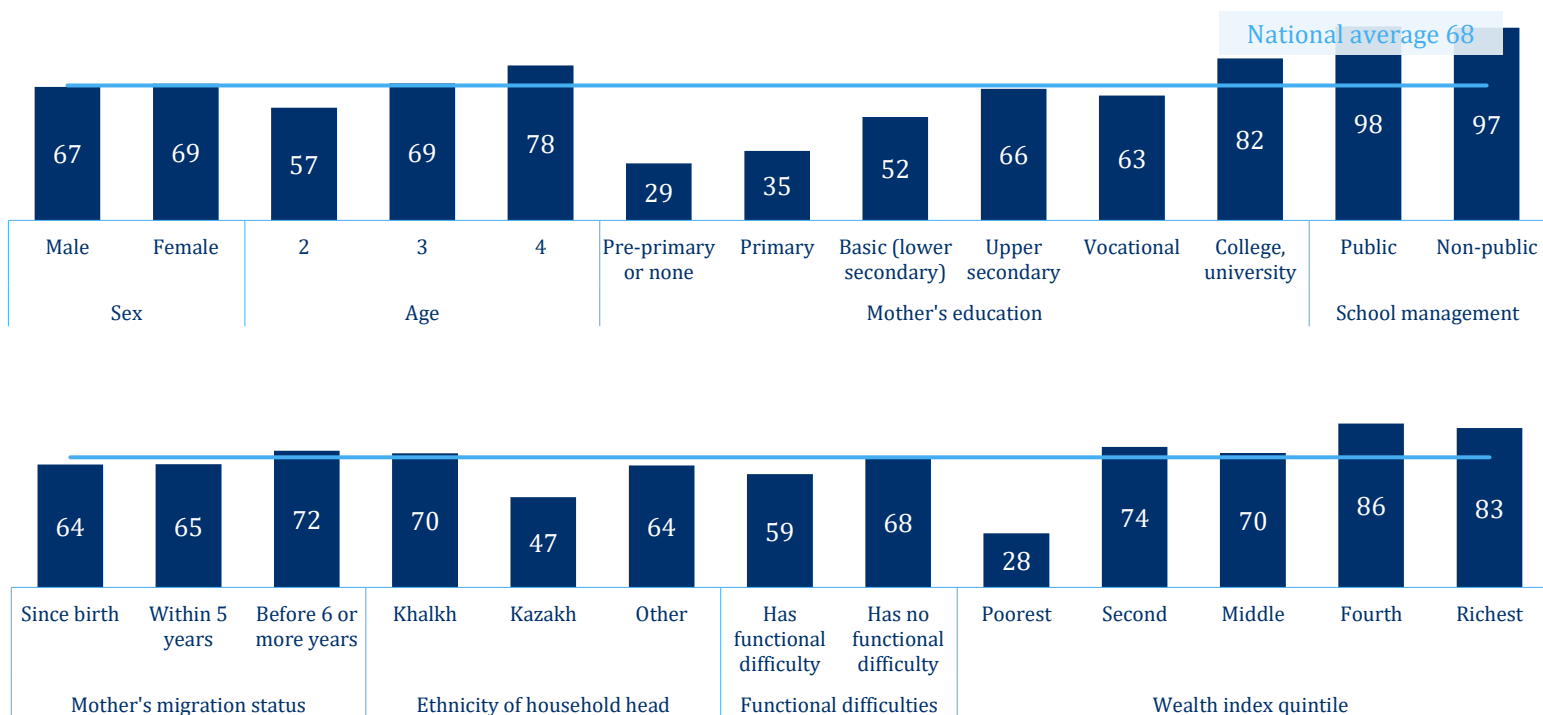


Figure 1.1.2 ECE attendance rate, by geographic areas

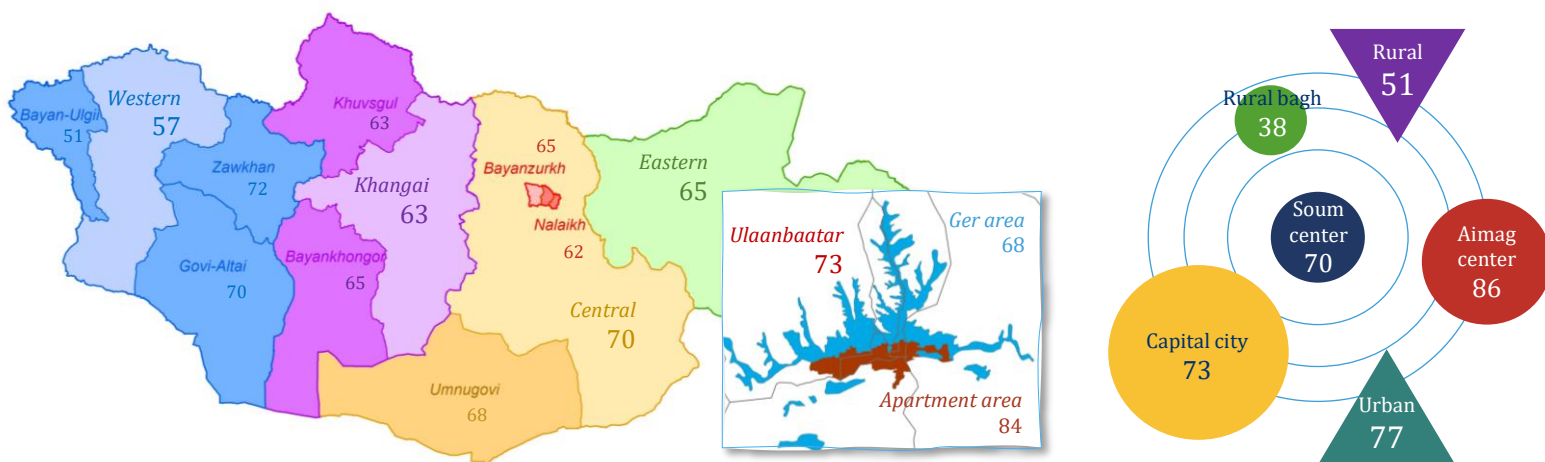


Figure 1.1.3 ECE attendance rate, by child’s characteristics and environment at home

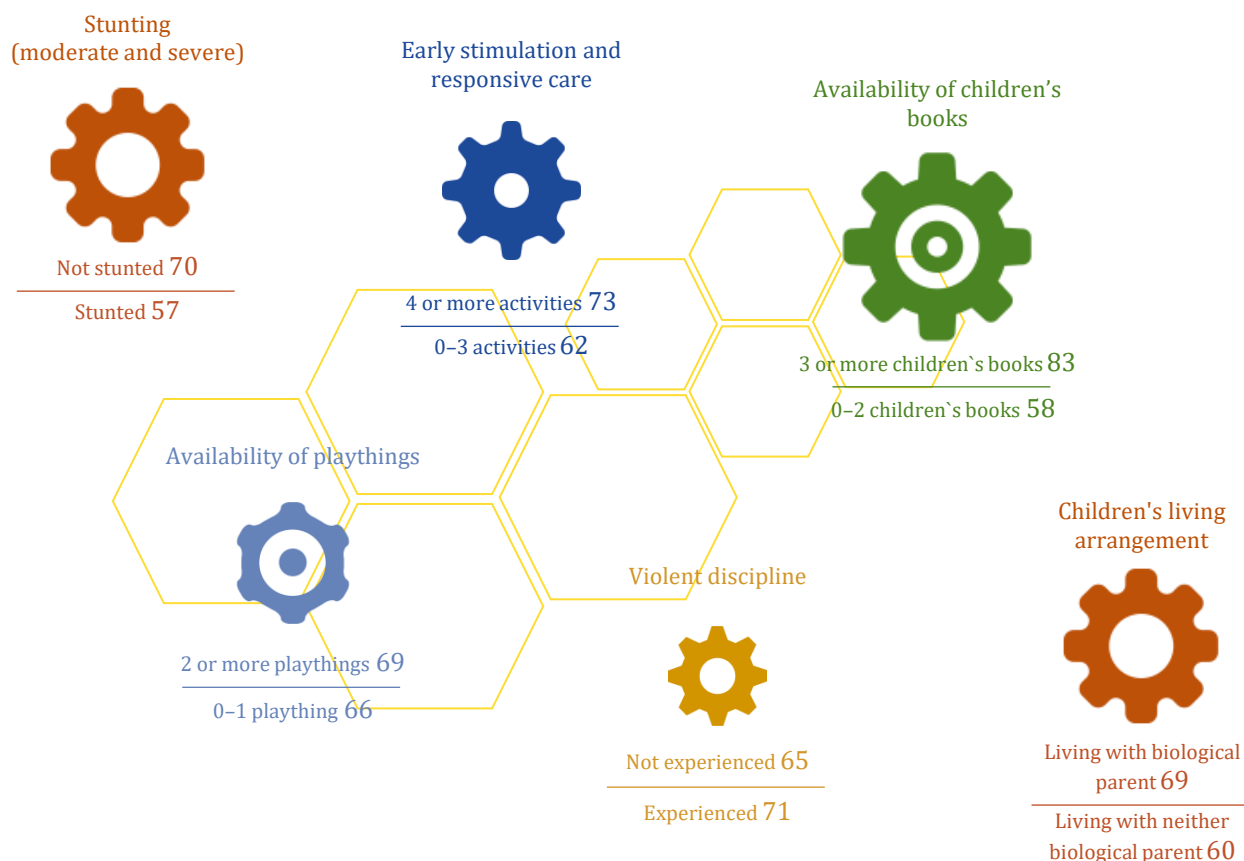
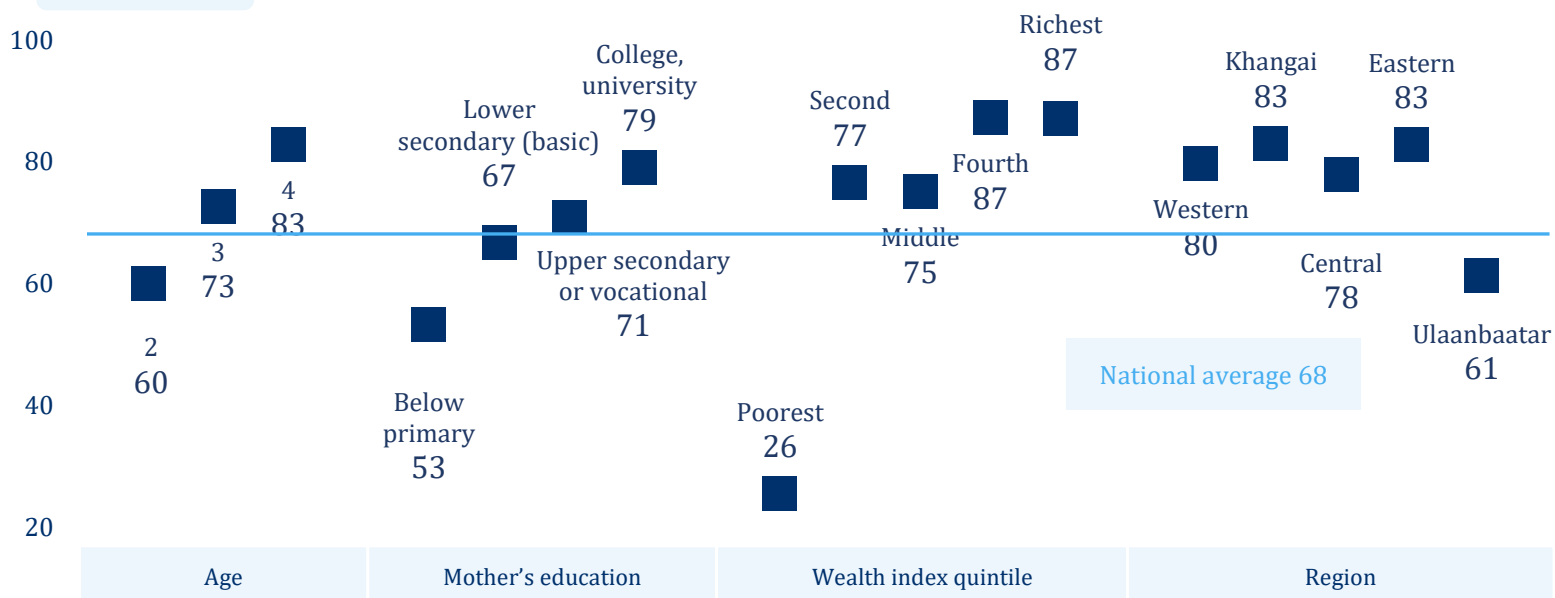


Figure 1.1.4 Likelihood of attending ECE, by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are child’s age, sex, nutritional status (stunting), living arrangement (living with biological parents), mother’s education, household wealth quintile and region (refer to annex B.1 for detailed results).

**Guiding questions**

1. Who attends early childhood education? What factors determine ECE attendance?

2. Do children of ECE school age attend ECE schools?

3. How do students transition to primary education?

4. Which children are developmentally on track (measured by ECDI)? How do ECE and support for learning connect to child development?

Figure 1.2.1

Level of education attended by children aged 5 at beginning of school year, by socio-economic characteristics

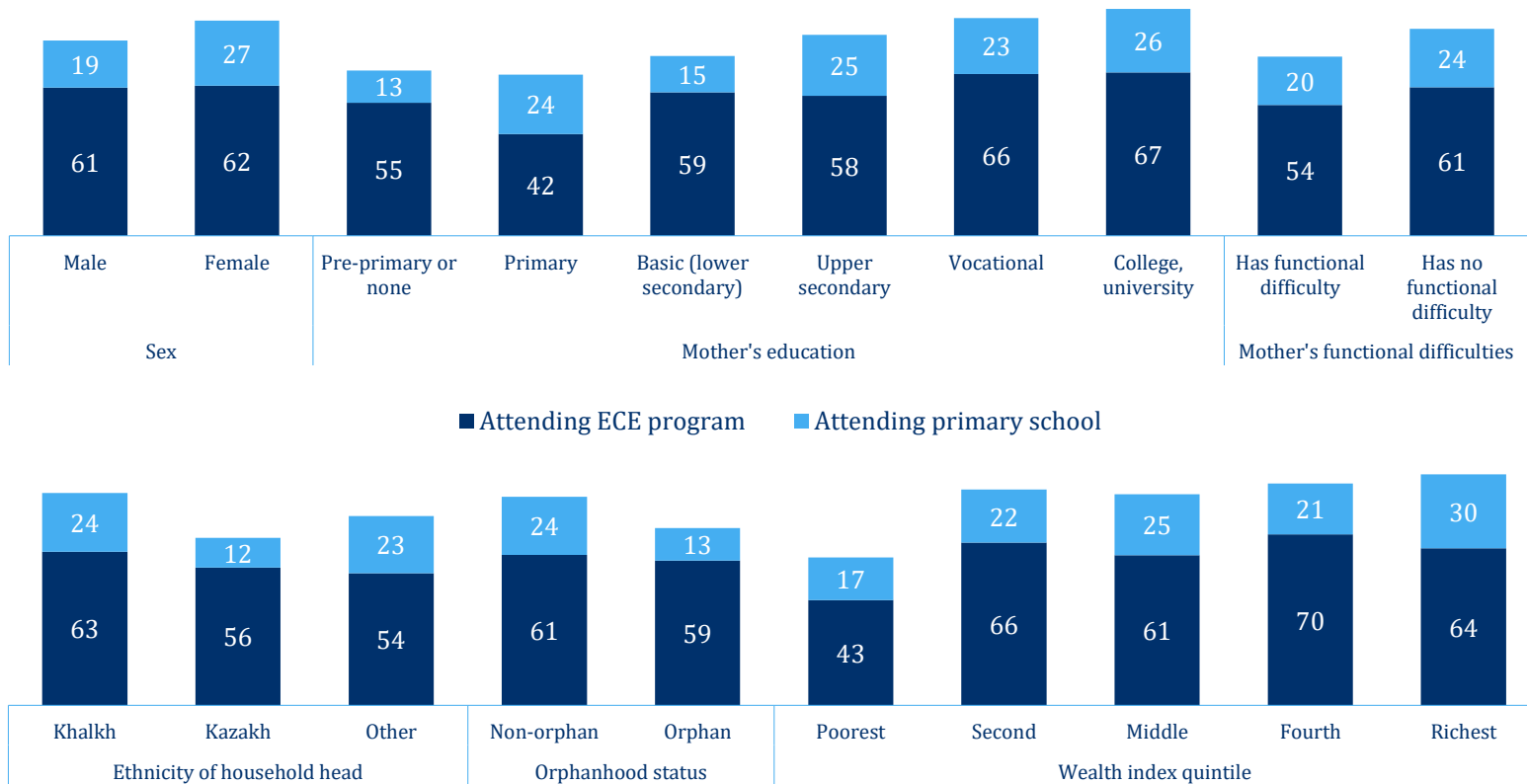


Figure 1.2.2

Participation rate in organized learning, by geographic areas

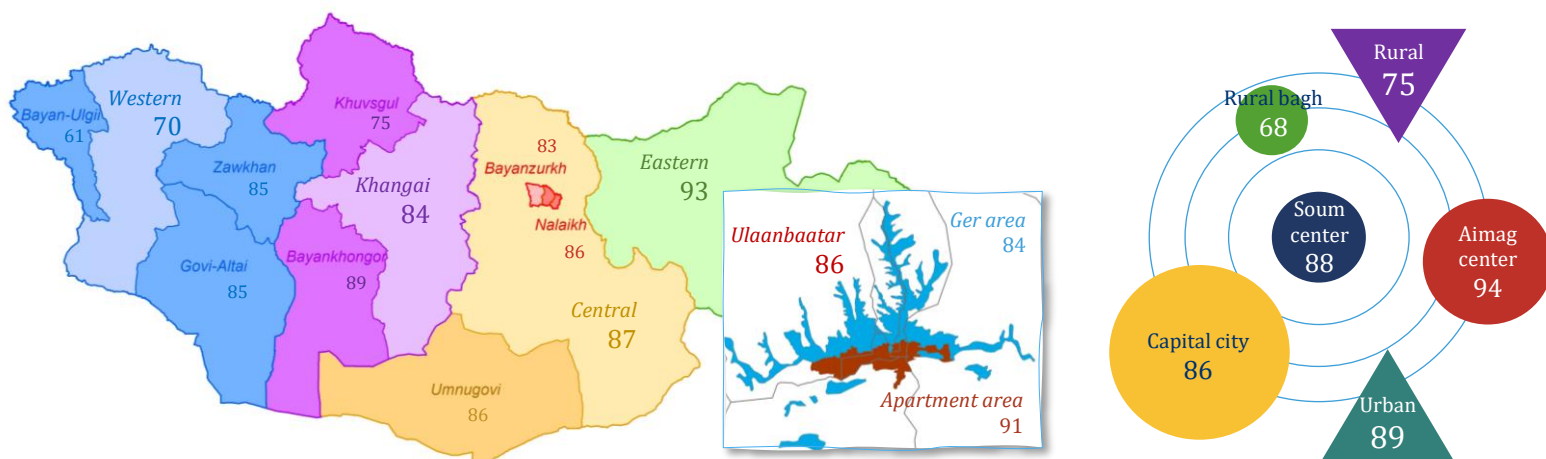


Figure 1.2.3 Level of education attended by age

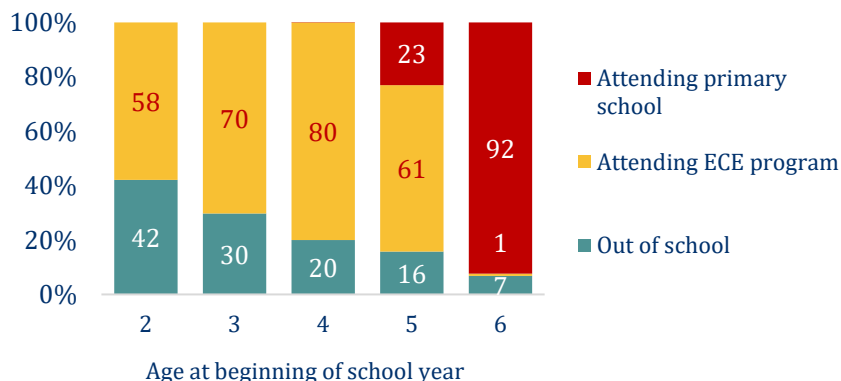
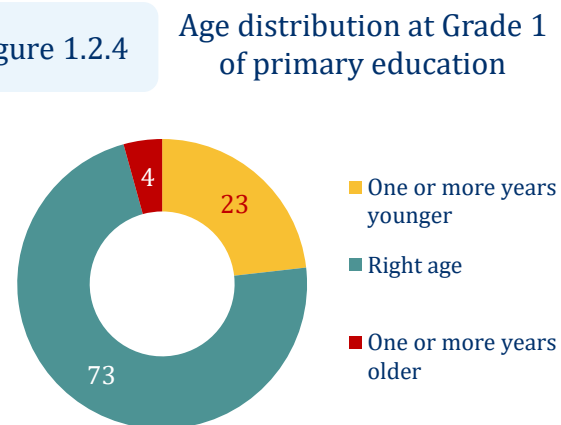


Figure 1.2.4 Age distribution at Grade 1 of primary education



## SUMMARY OF FINDINGS

Figure 1.2.3 shows that 84 percent of children aged 5 years old attend some form of organized learning, of which 61 percent attend ECE, the education specifically designed for their age, and the rest of 23 percent attend in primary school. Moreover, Figure 1.2.4 demonstrates the age distribution of Grade 1 students and the data reveals that 4 percent of students are late comers and 23 percent attend younger than their age.

ECE attendance is 1.5-2.2 times lower among 2-4 years-old rural and rural bagh children compared to those of city and aimag centres. Moreover, it is 19-26 percentage points lower among 5 year-olds (Figure 1.1.2; 1.2.2). ECE attendance among Kazakh children aged 2-4 years is 47 percent, and 56 percent among 5 year olds. ECE attendance is 18-42 percentage points lower among poorest quantile compared to the middle quantile (Figure 1.1.1; 1.2.1).

Several factors impact on the ECE attendance such as parents' attitude, their education level, geographical location, child physical development, family support and household environment. Also whether they have books at home and whether child lives with biological parent affect on child's ECE attendance. (Figure 1.1.3).



**Guiding questions**

1. Who attends early childhood education? What factors determine ECE attendance?

2. Do children of ECE school age attend ECE schools?

3. How do students transition to primary education?

4. Which children are developmentally on track (measured by ECDI)? How do ECE and support for learning connect to child development?

Figure 1.3.1

Children attending first grade of primary school who attended ECE in the previous year, by socio-economic characteristics

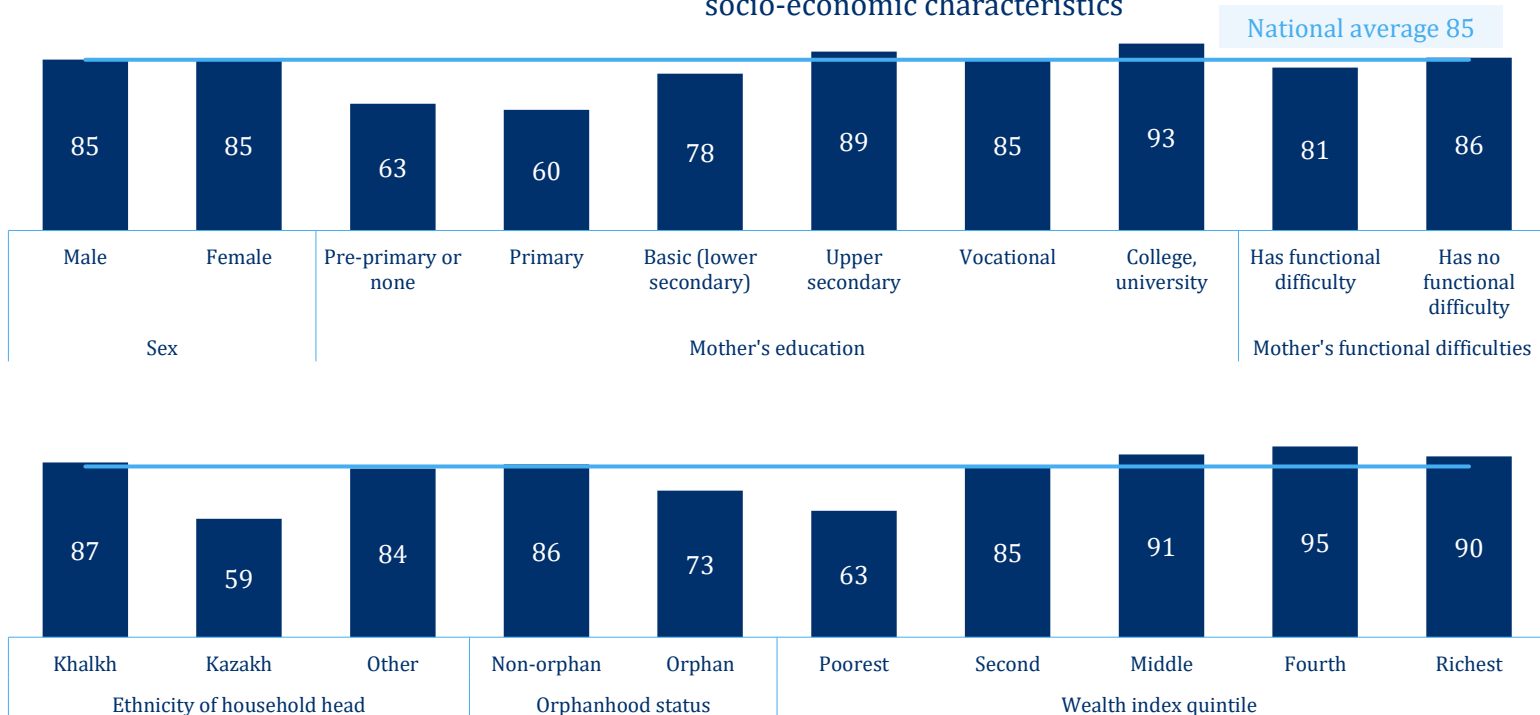
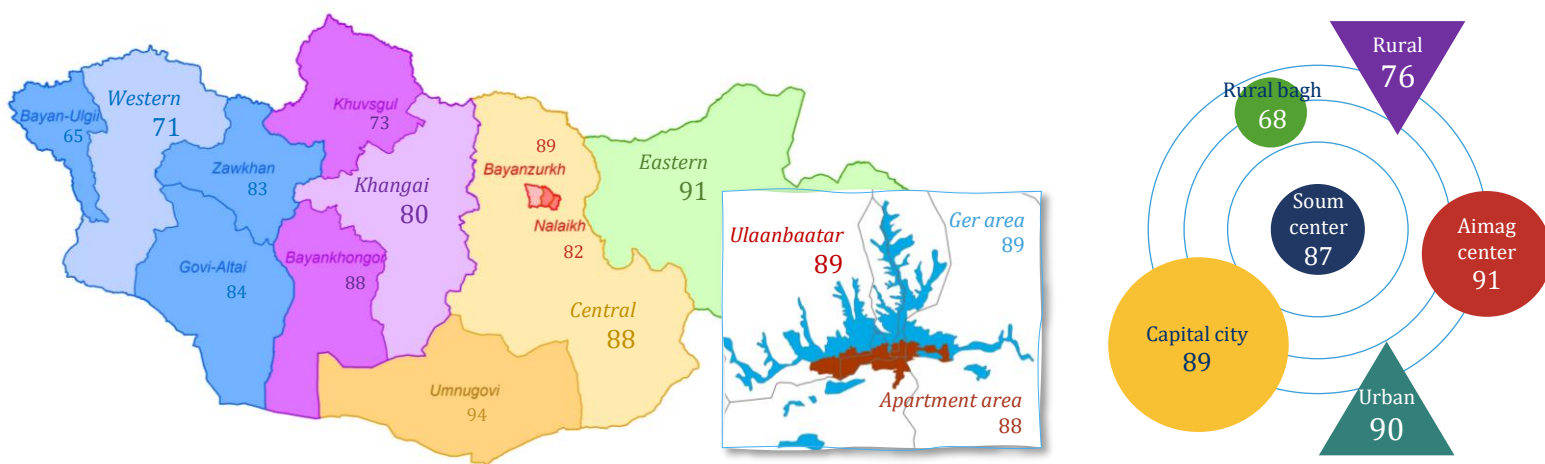


Figure 1.3.2

School readiness, by geographic areas



**Guiding questions**

1. Who attends early childhood education? What factors determine ECE attendance?

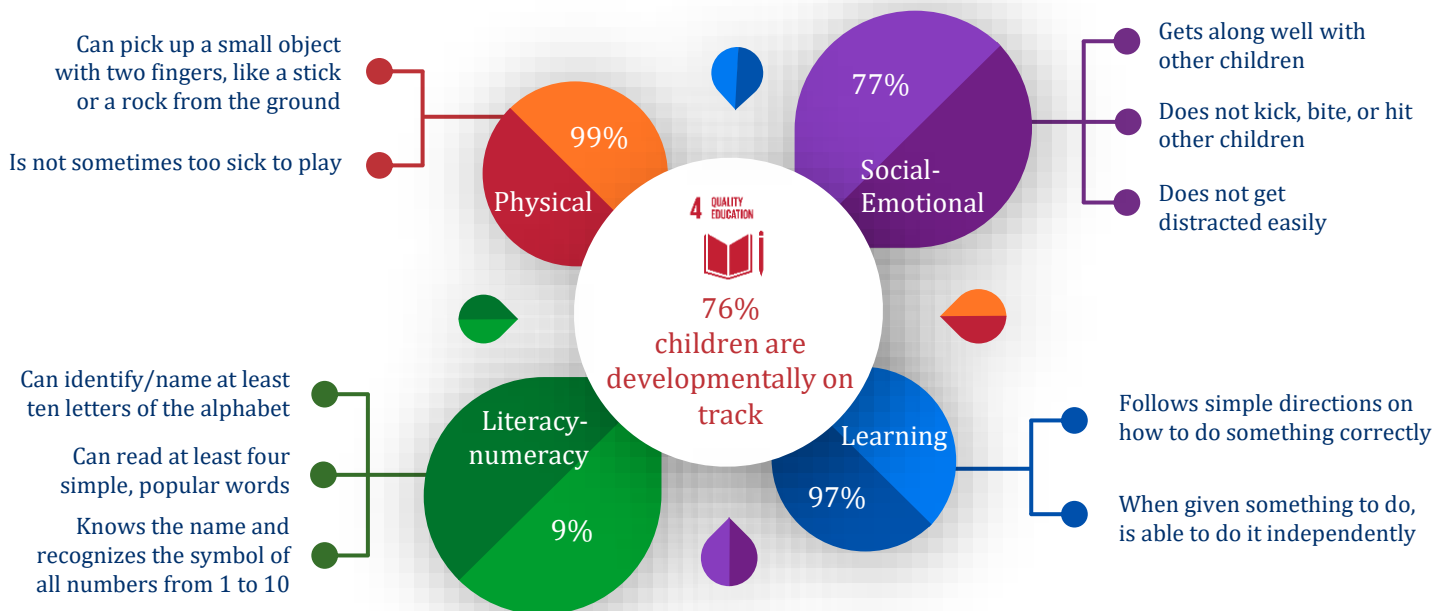
2. Do children of ECE school age attend ECE schools?

3. How do students transition to primary education?

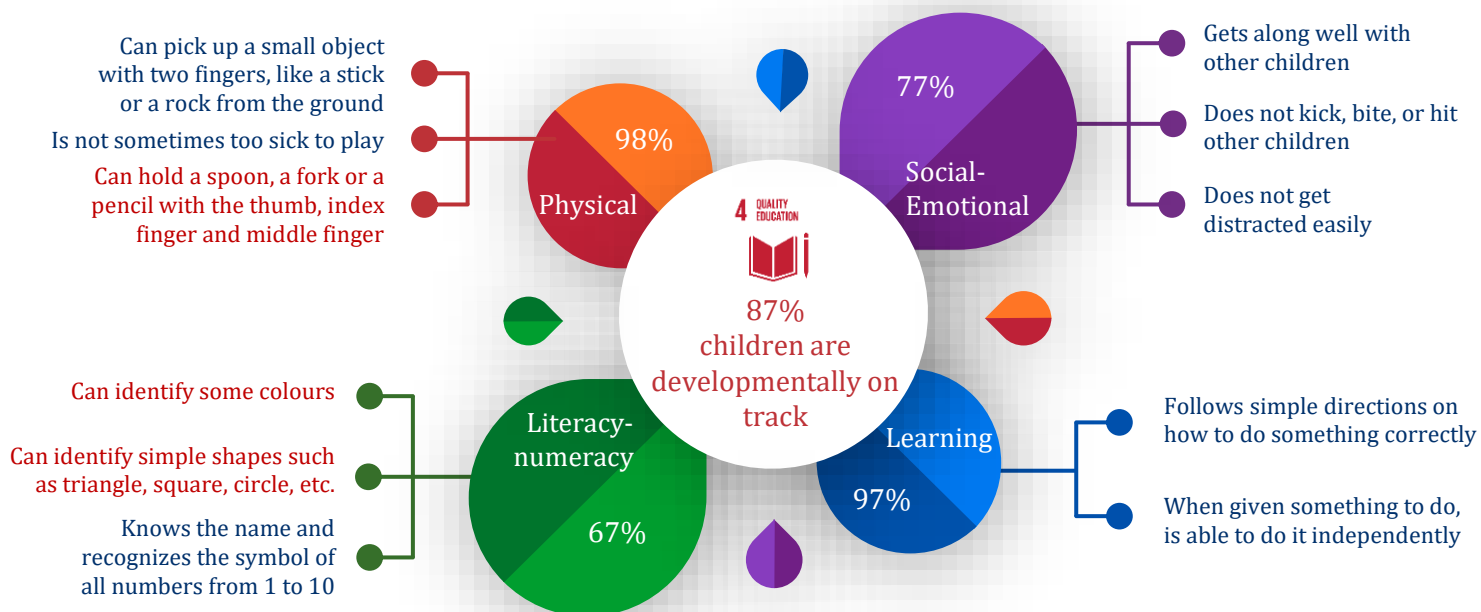
4. Which children are developmentally on track (measured by ECDI)? How do ECE and support for learning connect to child development?

Figure 1.4.1

**Children aged 3 to 4 developmentally on track according to UNICEF definition of ECDI**



**Children aged 3 to 4 developmentally on track according to country-specific definition of ECDI**



Note: Country-specific ECDI components are highlighted in red

Figure 1.4.2

Children age 3-4 years developmentally on track in literacy-numeracy, by socio-economic characteristics according to UNICEF and COUNTRY-SPECIFIC definitions of ECDI

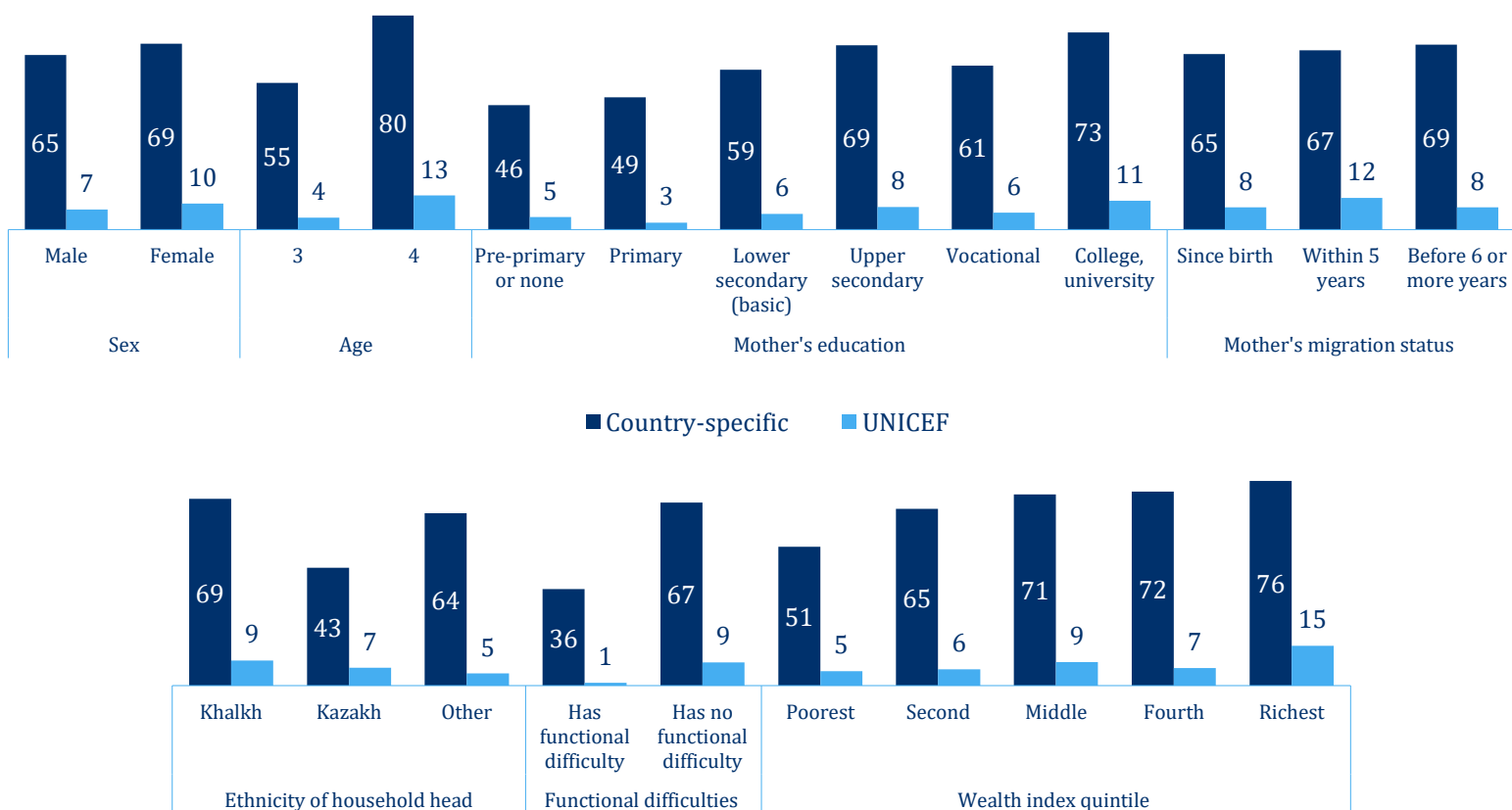


Figure 1.4.3

Children developmentally on track of ECDI (country-specific), by socio-economic characteristics

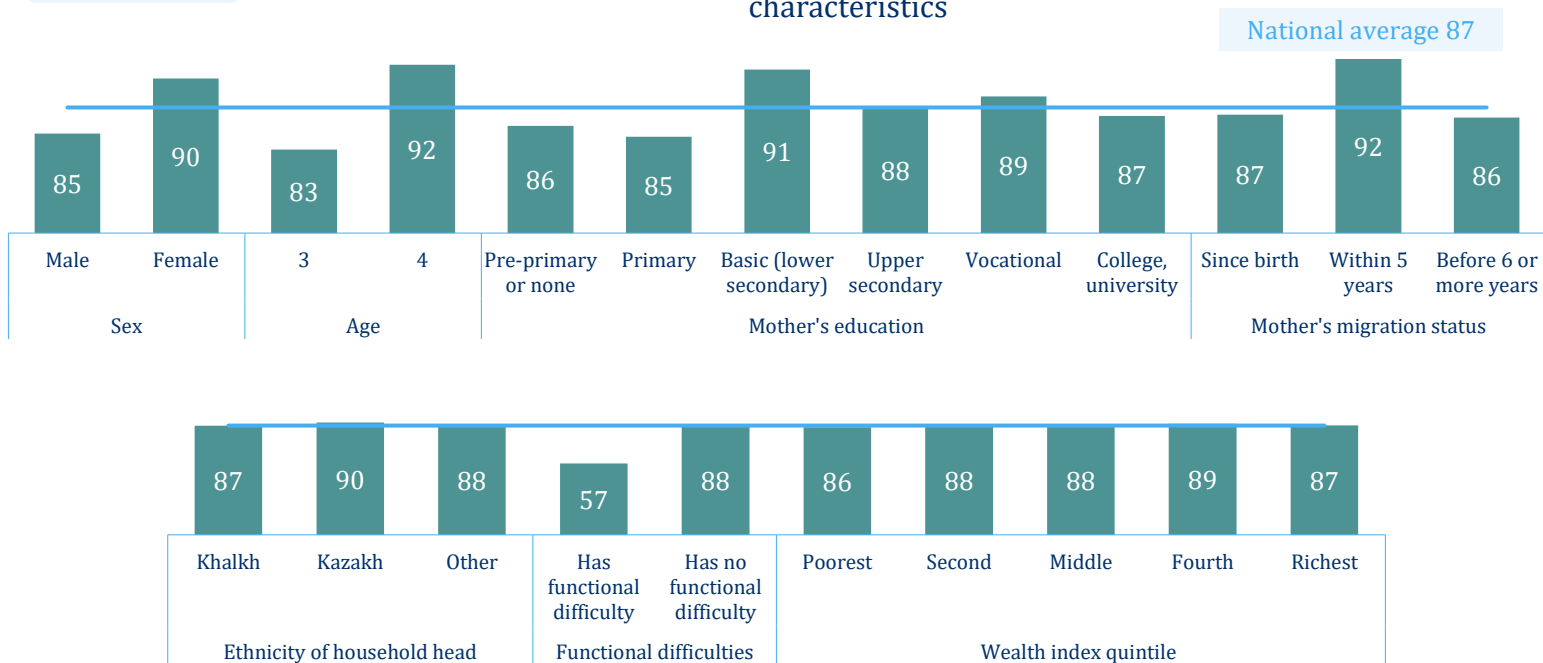


Figure 1.4.4 ECDI (country-specific), by geographic areas

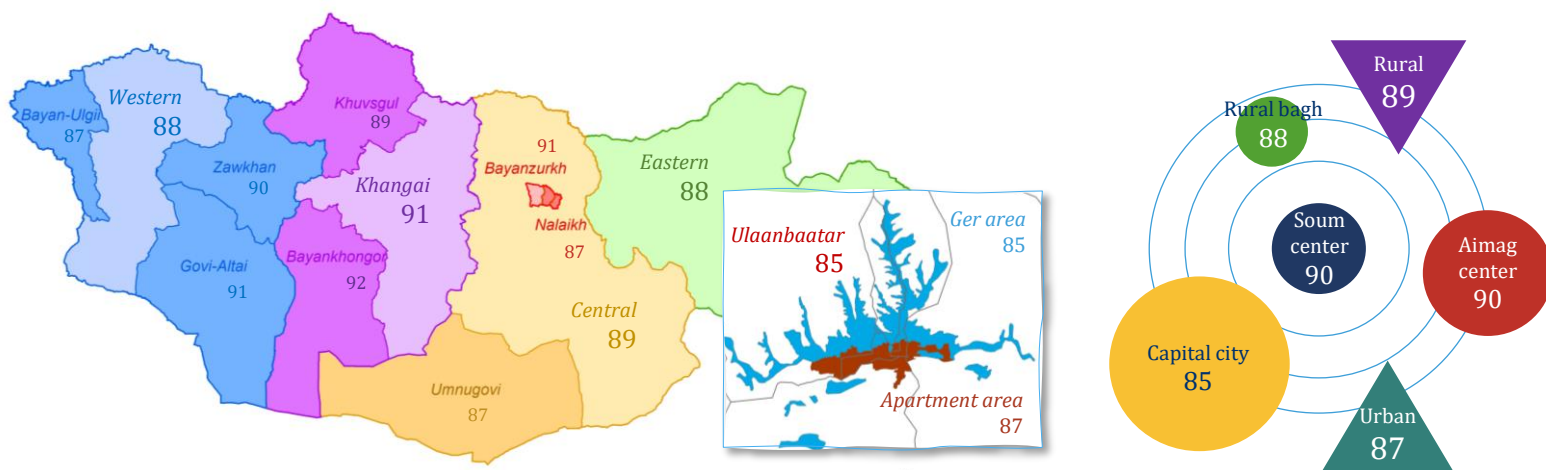


Figure 1.4.5 ECDI (country-specific), by child’s characteristics and environment at home

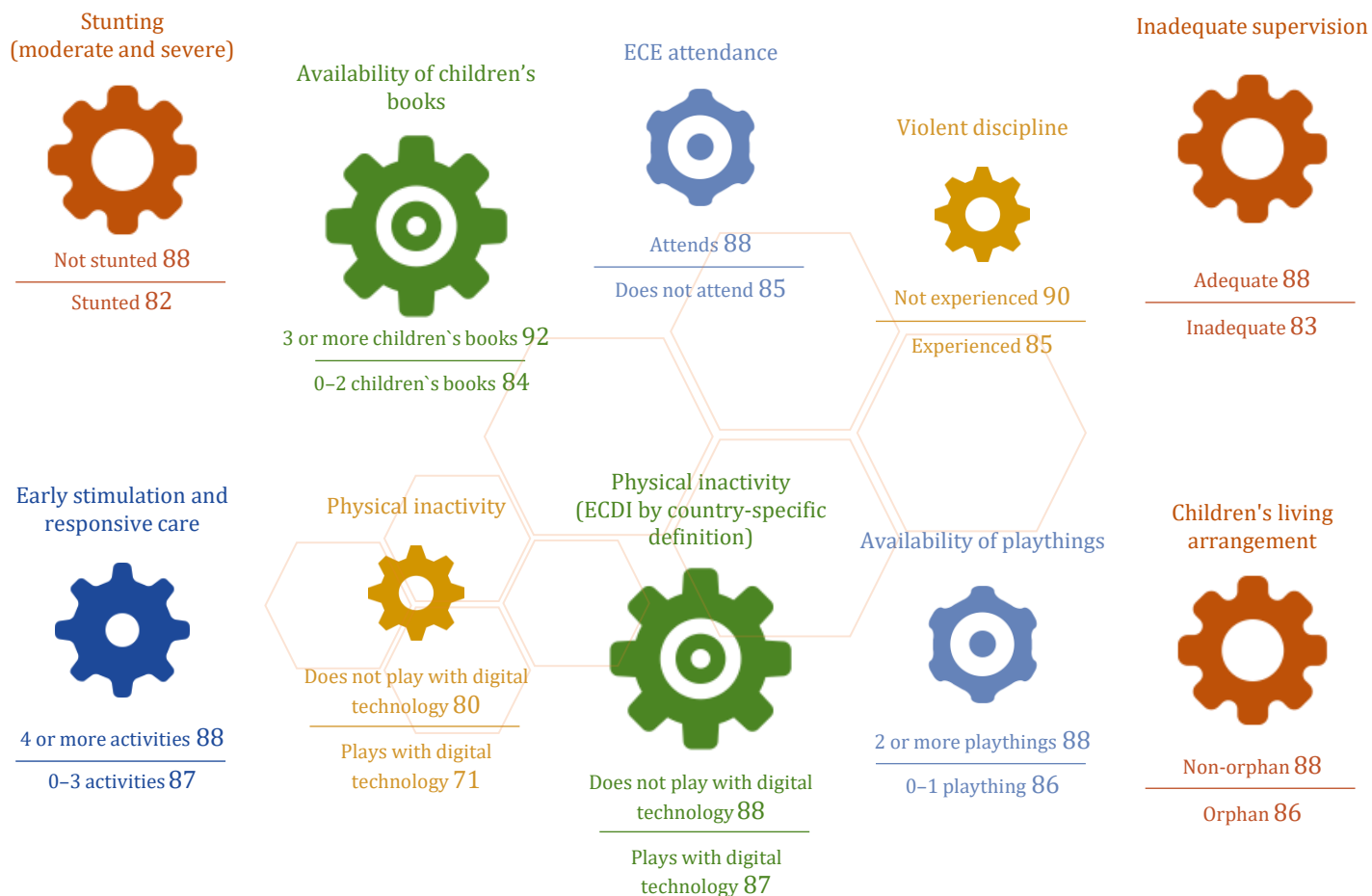
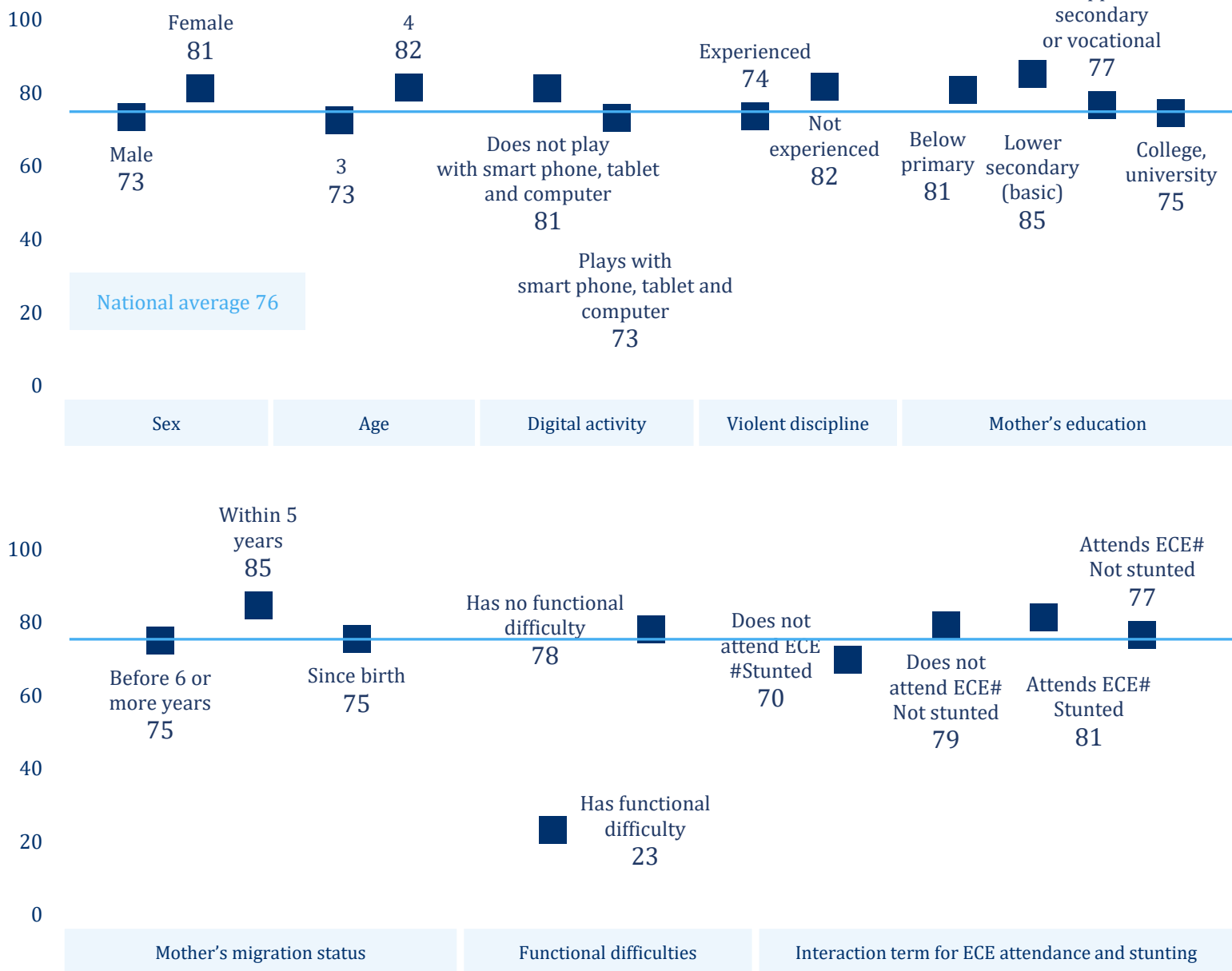


Figure 1.4.6

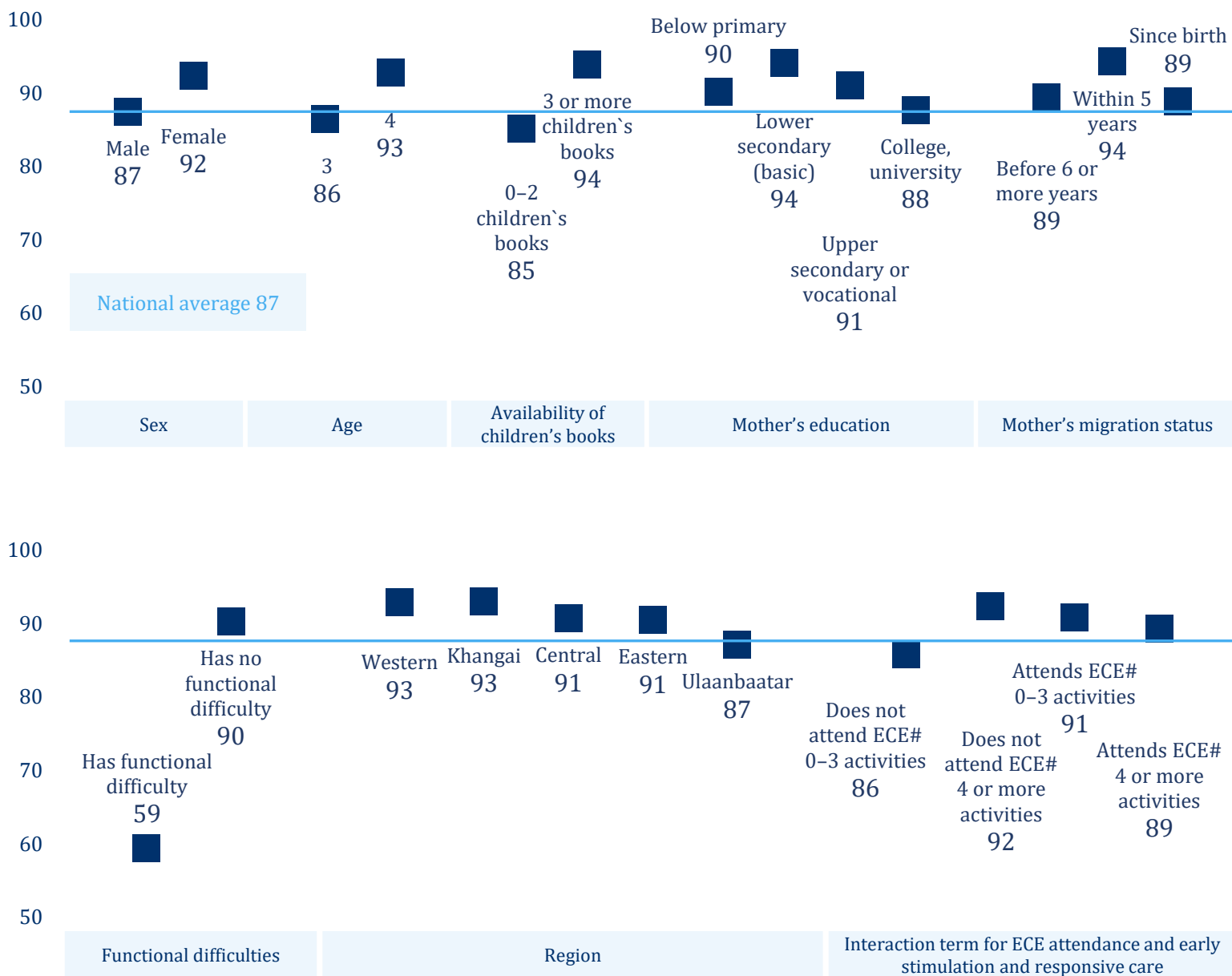
Likelihood of being developmentally on track of ECDI (according to UNICEF definition), by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are child's age, sex, nutritional status (stunting), ECE attendance, functional difficulties, availability of children's book at home, digital activity, experience of any violent discipline method, mother's education, migration status and region (refer to annex B.1 for detailed results).

Figure 1.4.7

Likelihood of being developmentally on track of ECDI (according to country-specific definition), by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are child's age, sex, ECE attendance, functional difficulties, stimulating support for learning at home, availability of children's book at home, inadequate care, mother's education, migration status and region (refer to annex B.1 for detailed results).

### SUMMARY OF FINDINGS

Early Childhood Development Index (ECDI) was assessed against UNICEF and national definition. The country definition in numeracy and literacy domain was 58 percentage points lower than that of UNICEF (Figure 1.4.1). Though this domain was worst by most of children, the other 3 domains were almost same.

Early childhood development is affected hugely by child's functional difficulties, and as shown in the Figure 1.4.2 and Figure 1.4.3 there are many other factors as mother's education level, wealth and family migration contribute to the child development. In addition to all these factors, ECE attendance and caregivers' supervision impact on the ECDI. (Figure 1.4.5)

### RECOMMENDATIONS

To ensure equal access for ECE to every child and provide opportunities for age appropriate learning there is still a room for improvement in access and quality of education. Notably, the low attendance among children with functional difficulties and children from poor quantile and Kazakh families (28-59 percent for 2 to 4 years-old and 43-56 percent for 5 year-olds) shows that we have to work more to ensure the equity in education. Moreover, proportion of children attending to ECE who are developmentally on track is still only 67-69 percent for 2 to 4 year-olds and 61-62 percent for 5 year-olds at national level. On one hand, low rate of ECE attendance may be linked with availability, insecurity and quality issues about ECE. On the other hand, parents may be undervaluing the role of ECE to equip children with the necessary skills to start primary school.

The following actions and policy interventions are recommended:

#### *Policy intervention*

- Create the data sharing mechanism on early childhood education, development and care
- Increase state budget for ECE
- Ensure equal and quality ECE services to all children no matter of geographical location, training approaches and family environment
- Build more kindergartens in outskirts districts of Ulaanbaatar, expand the alternative learning in rural areas, and provide training for teachers and assistant teachers through pre-service and in-service training

#### *Improving implementation strategies*

- Increase ECE attendance in Bayan-Ulgii province through kindergarten and alternative learning, reflecting their cultural identities, provide bilingual education in collaboration with parents and train the teachers
- Strengthen parents' awareness on the importance of the age-appropriate education programme, so that the children be prepared adequately to progress up the primary education as well as the number of children per teacher at Grade 1 decreases which contribute also to the quality of education.
- Strengthen the collaboration between ECE and primary school teachers for ensuring smooth transition from ECE to primary
- Accelerate information sharing and collaboration between national and local agencies working in education, social welfare and health

#### *Further research*

- Child development is measured using different variables as social and learning skills. Learning skills equip children with necessary reading and numeracy competencies to start primary school. Though Mongolian national curricula is updated in 2019, it has not included the reading comprehension. In order to make comparable the foundational skills of Mongolian students at International level and to ensure the implementation of Mongolian language policy at all levels of education, it is necessary to investigate the possibility of including the reading of simple words and identifying the alphabet letters as well as recognition of numbers from 1 to 10 in the new curriculum. Develop a comprehensive assessment tool for child development and school readiness
- Assess the usage of digital tools by young children and their impacts on child development, and report the results to the parents, education and other relevant agencies as ICT companies, mass media etc.

Topic 2

ACCESS TO EACH LEVEL OF EDUCATION

Guiding questions

1. Who attends primary education? Who is left behind? Who should be targeted to improve access to education? What factors determine primary school attendance?

2. Who attends lower secondary education? Who is left behind? Who should be targeted to improve access to education? What factors determine lower secondary attendance?

3. Who attends upper secondary education? Who is left behind? Who should be targeted to improve access to education? What factors determine upper secondary attendance?

Figure 2.1.1 Children of primary school entry age entering grade one, by socio-economic characteristics

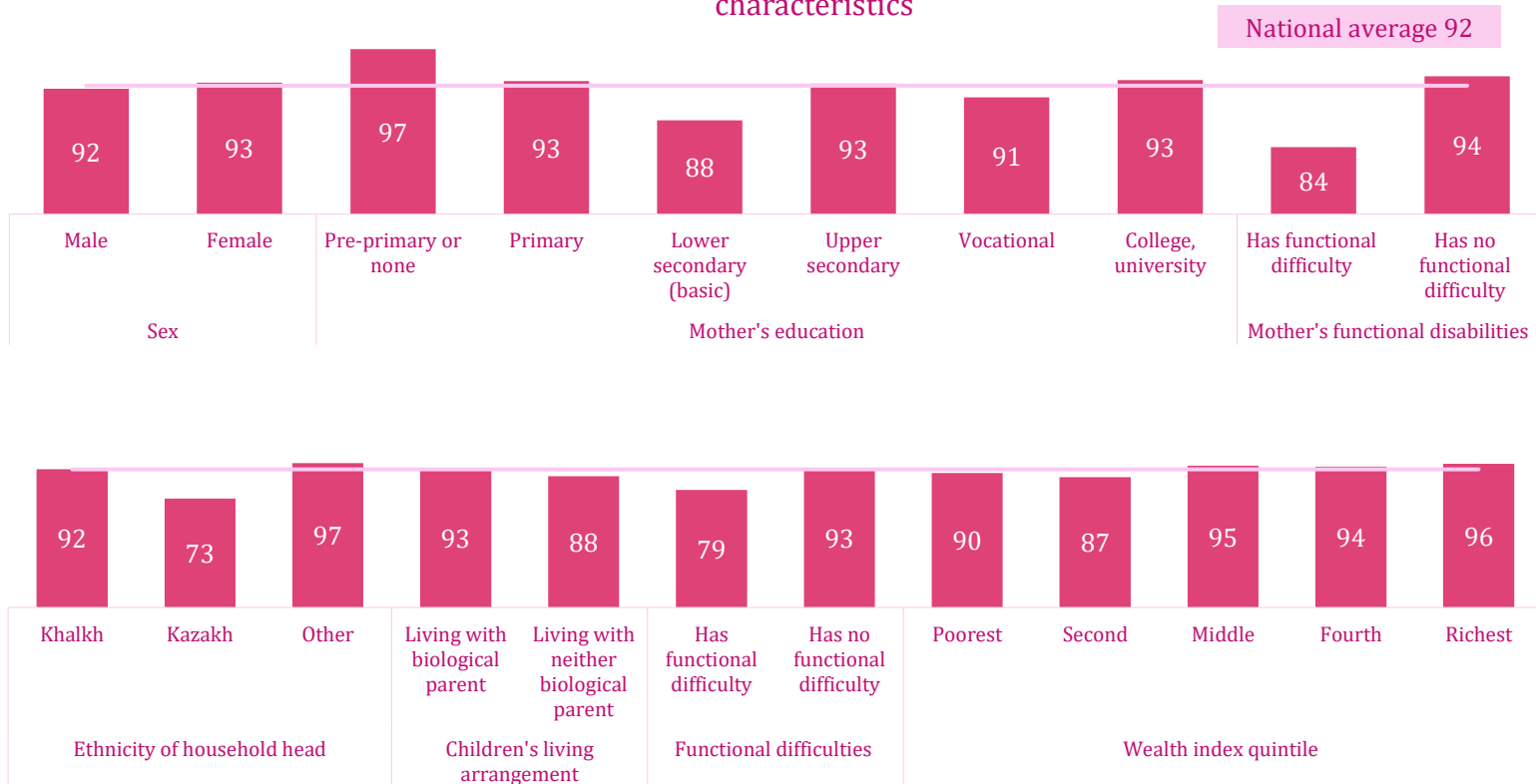


Figure 2.1.2 Primary school entry, by geographic areas

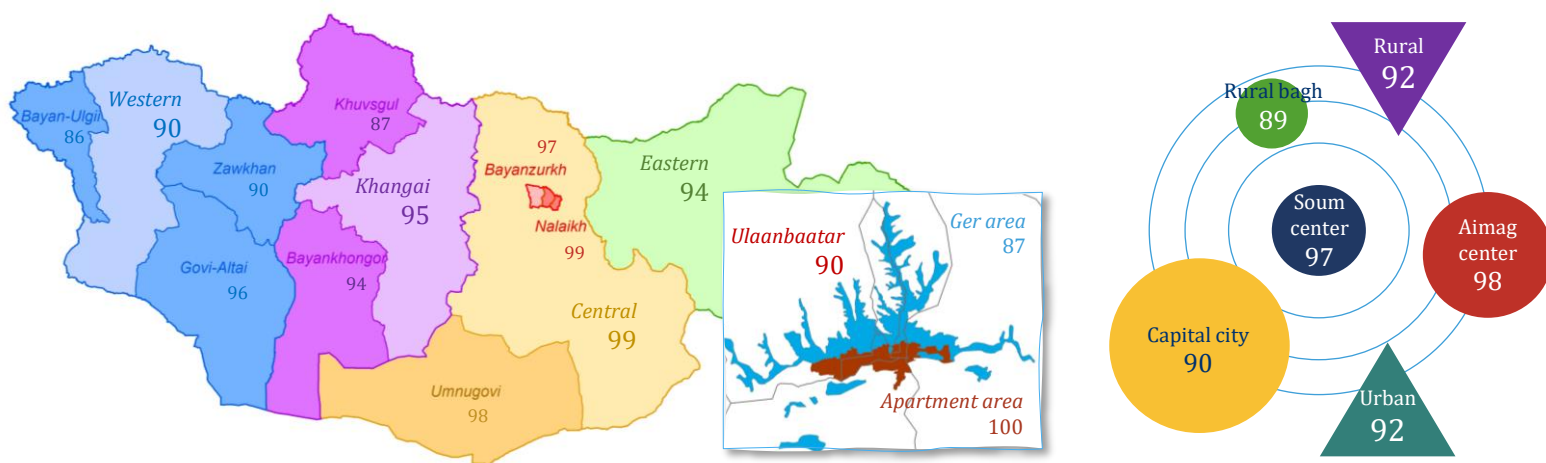




Figure 2.1.3 Adjusted net attendance rate (ANAR), by level of education

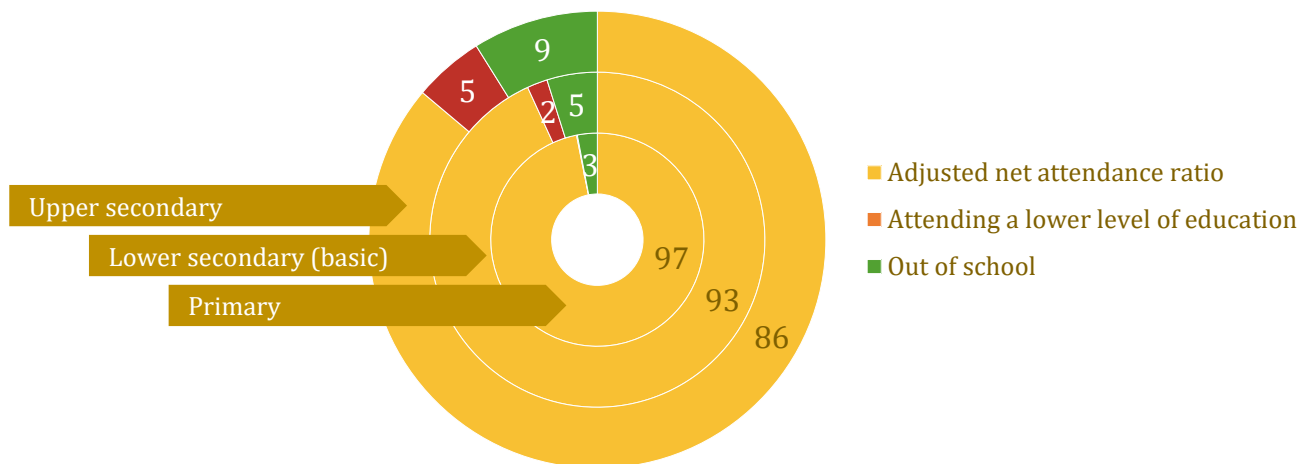


Figure 2.1.4 Primary school adjusted net attendance ratio, by socio-economic characteristics

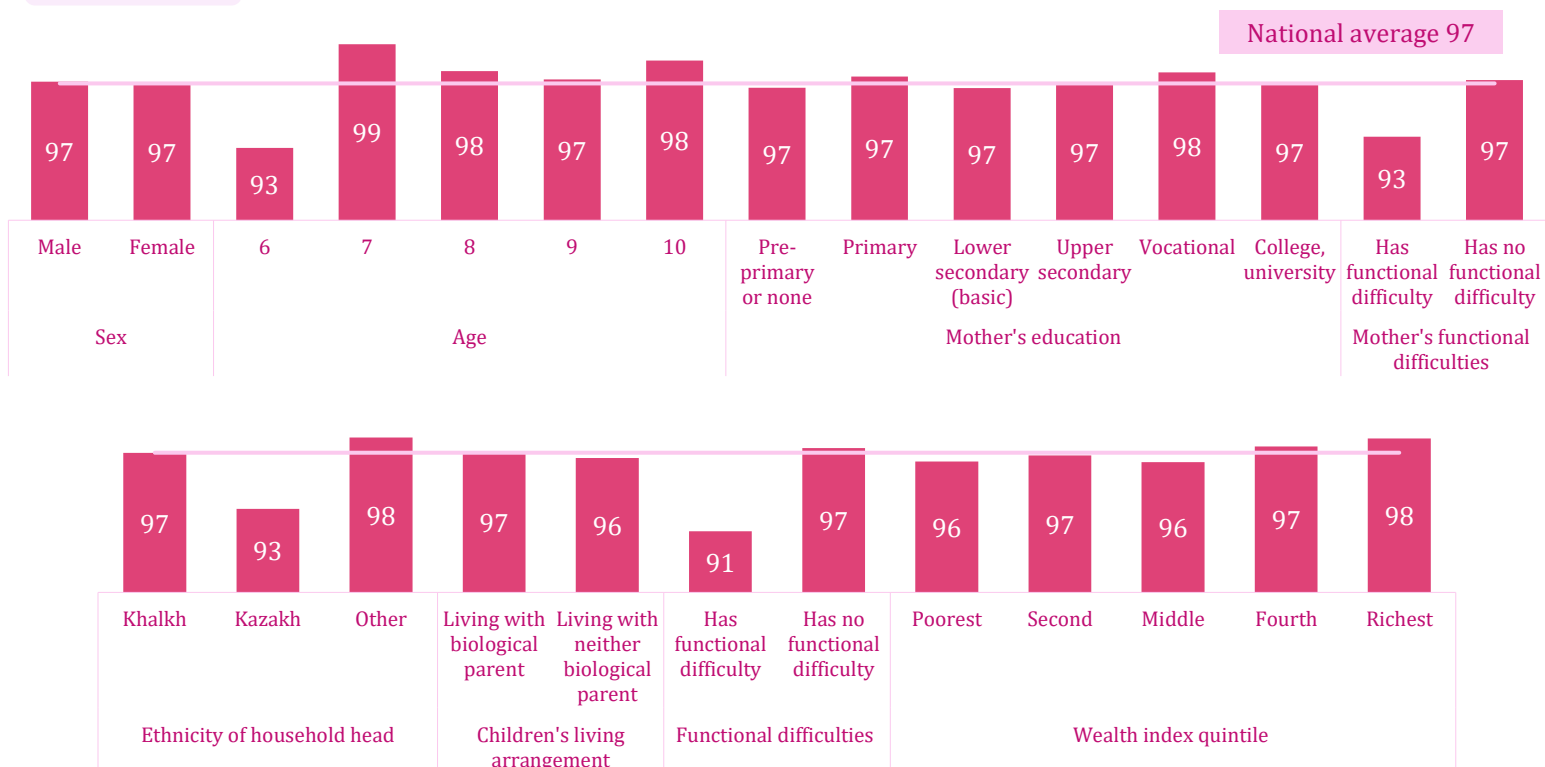


Figure 2.1.5 Primary ANAR, by geographic areas

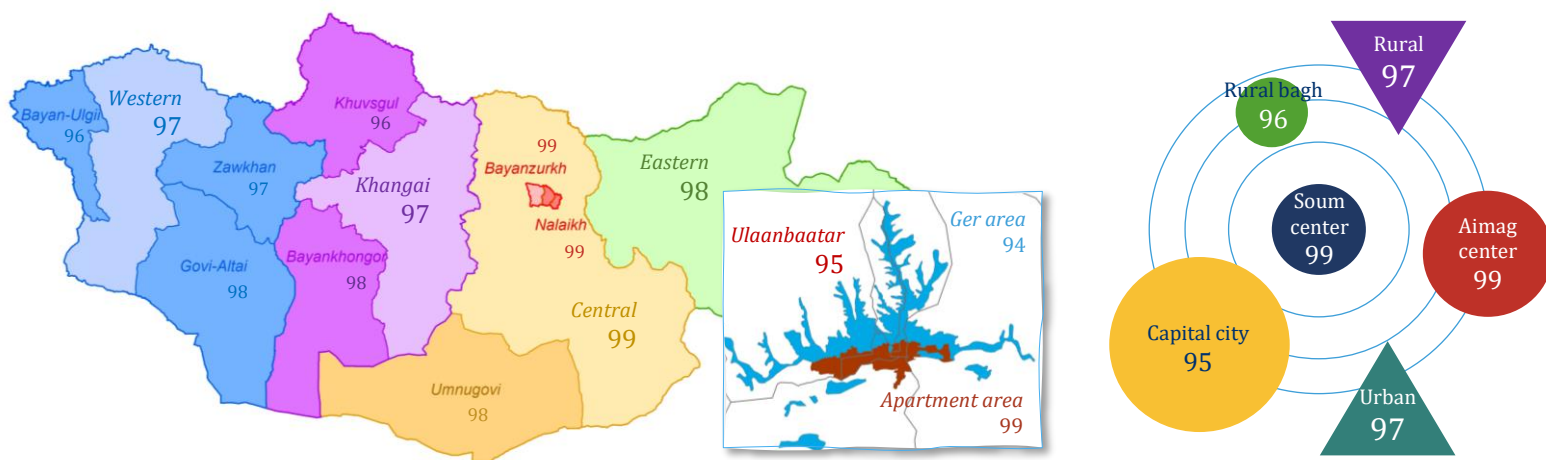


Figure 2.1.6 Age distribution in primary school, by socio-economic characteristics

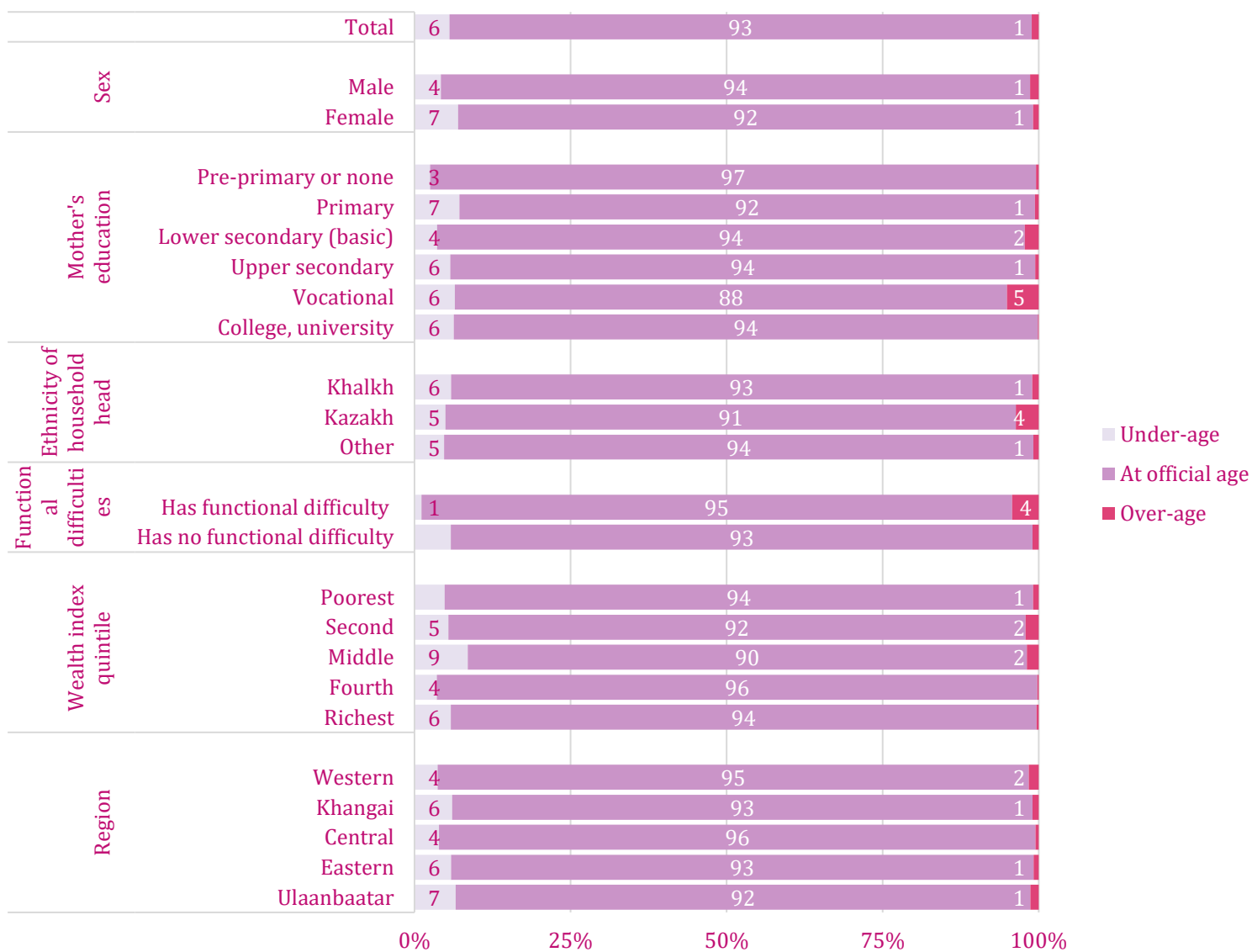
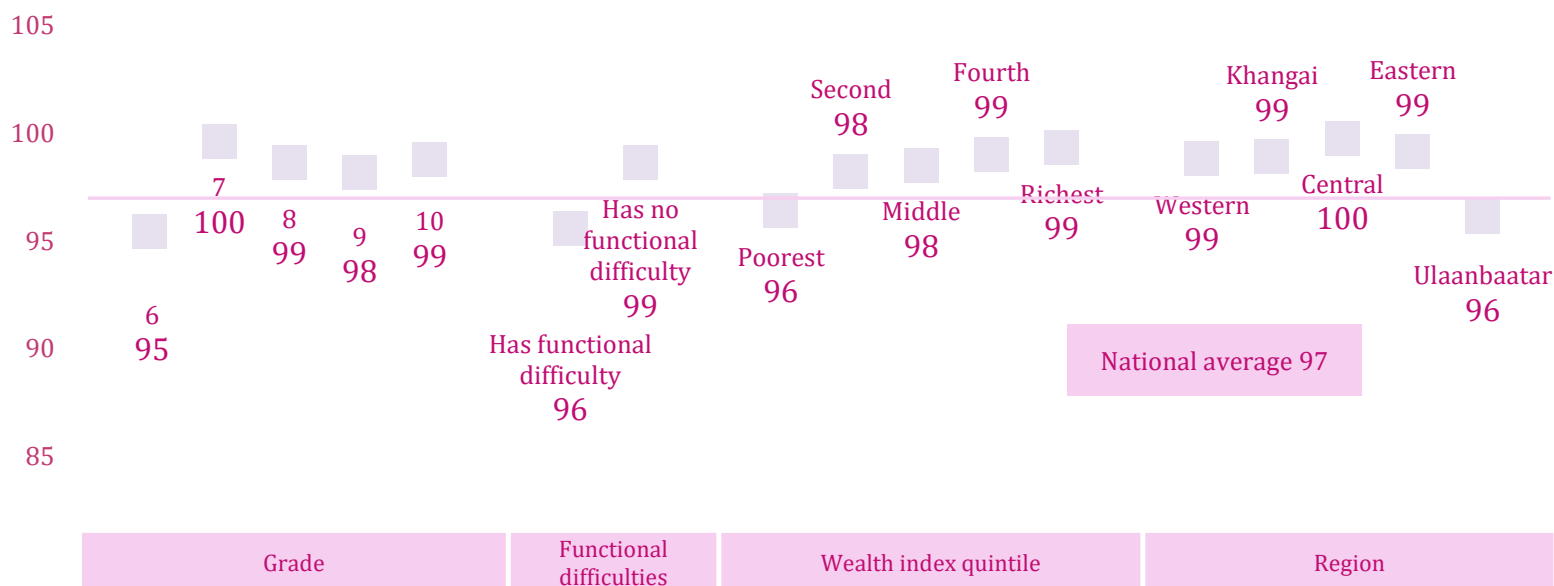


Figure 2.1.7 Likelihood of attending primary school, by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are child’s age at the beginning of the school year, sex, living arrangement (living with biological parents), functional difficulties, mother’s functional difficulties, household wealth quintile and region (refer to annex B.2 for detailed results).

## SUMMARY OF FINDINGS

Share of 6 year-old children in Grade 1 is 7-9 percentage points lower among Ulaanbaatar and rural bagh children than those of soum and aimag centres. Attendance rate is lower among children whose mother has functional difficulties (10 percentage points), children with functional difficulties (14 percentage points) and among Kazakh children (19-24 percentage points) (Figure 2.1.1; 2.1.2).

Adjusted net attendance rate of primary school students is 97 percent, while the rate is 93 percent for lower secondary and 86 percent for upper secondary education. What’s more, 3 percent of primary school-aged children, 5 percent of lower secondary school-aged children and 9 percent of upper secondary school-aged children are not in school (Figure 2.1.3; 2.1.4).

Primary school adjusted net attendance is lowest among 6 year-olds, which is 93 percent. Children with functional difficulties or those whose mother has difficulties have 4-6 percentage points lower attendance than those without difficulties, while Kazakh children’s attendance is 4-5 percentage points lower compared to other ethnicity groups (Figure 2.1.3; 2.1.4).

Children in primary school exhibit significant age variation: 6 percent are younger their sanctioned age of 6, and 1 percent is older than their cohorts (Figure 2.1.6).

## Guiding questions

1. Who attends primary education? Who is left behind? Who should be targeted to improve access to education? What factors determine primary school attendance?

2. Who attends lower secondary education? Who is left behind? Who should be targeted to improve access to education? What factors determine lower secondary attendance?

3. Who attends upper secondary education? Who is left behind? Who should be targeted to improve access to education? What factors determine upper secondary attendance?

Figure 2.2.1 Lower secondary school adjusted net attendance ratio, by socio-economic characteristics



Figure 2.2.2 Lower secondary ANAR, by geographic areas

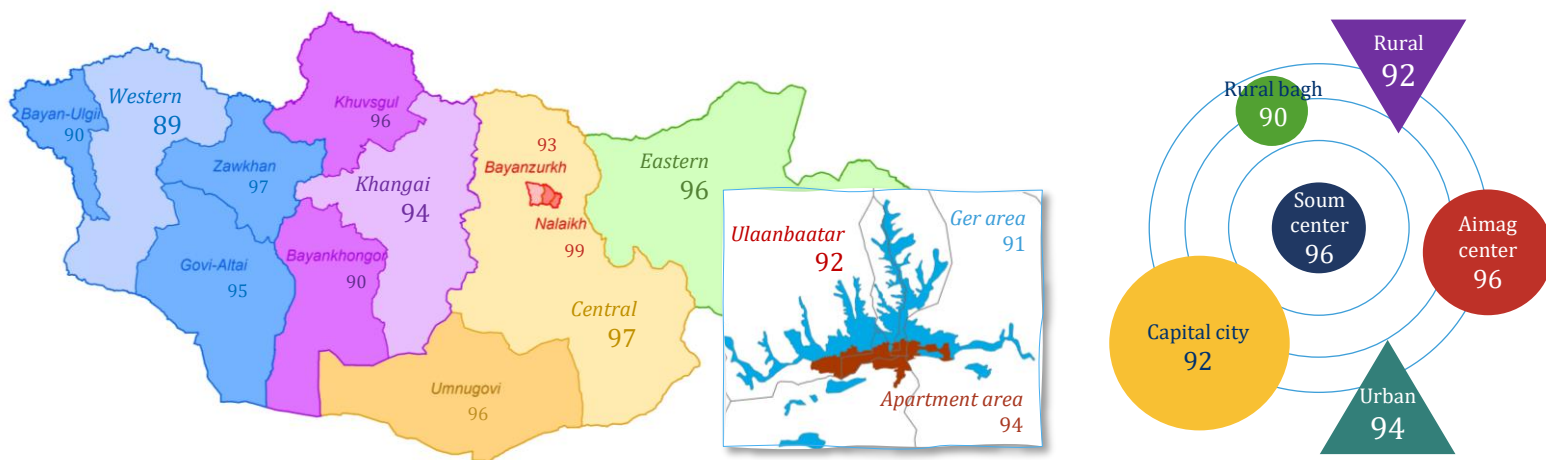


Figure 2.2.3

Age distribution in lower secondary school, by socio-economic characteristics

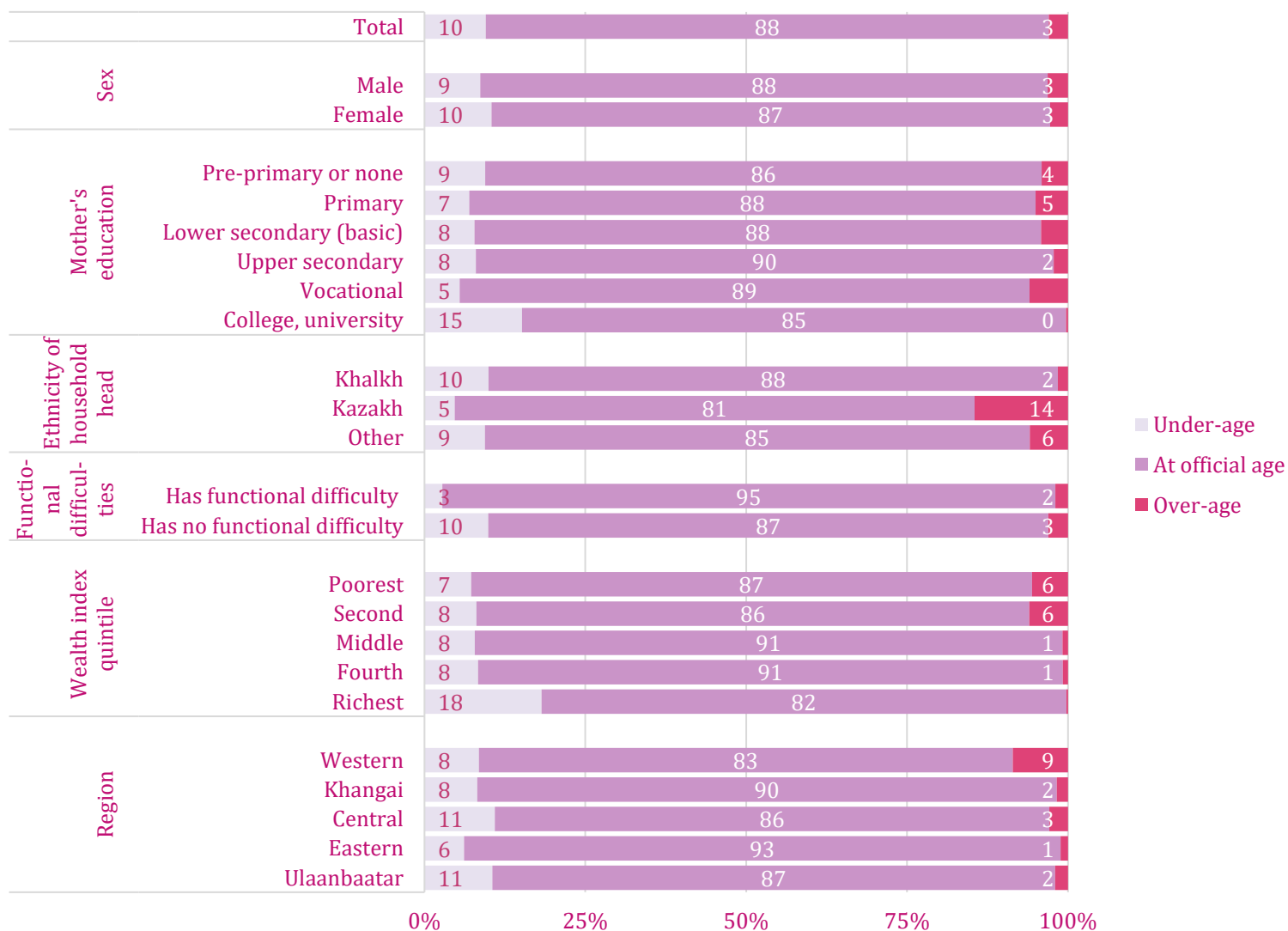
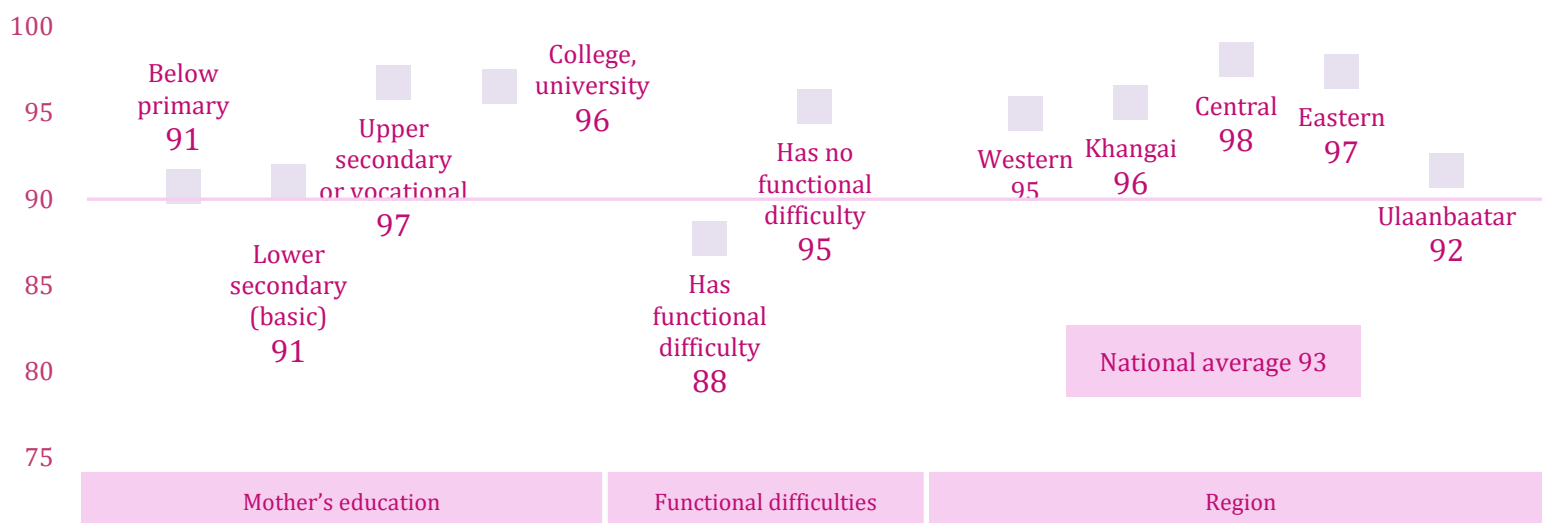


Figure 2.2.4

Likelihood of attending lower secondary school, by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are child's age at the beginning of the school year, sex, living arrangement (biological parents dead), functional difficulties, mother's education, ethnicity of household head and region (refer to annex B.2 for detailed results).

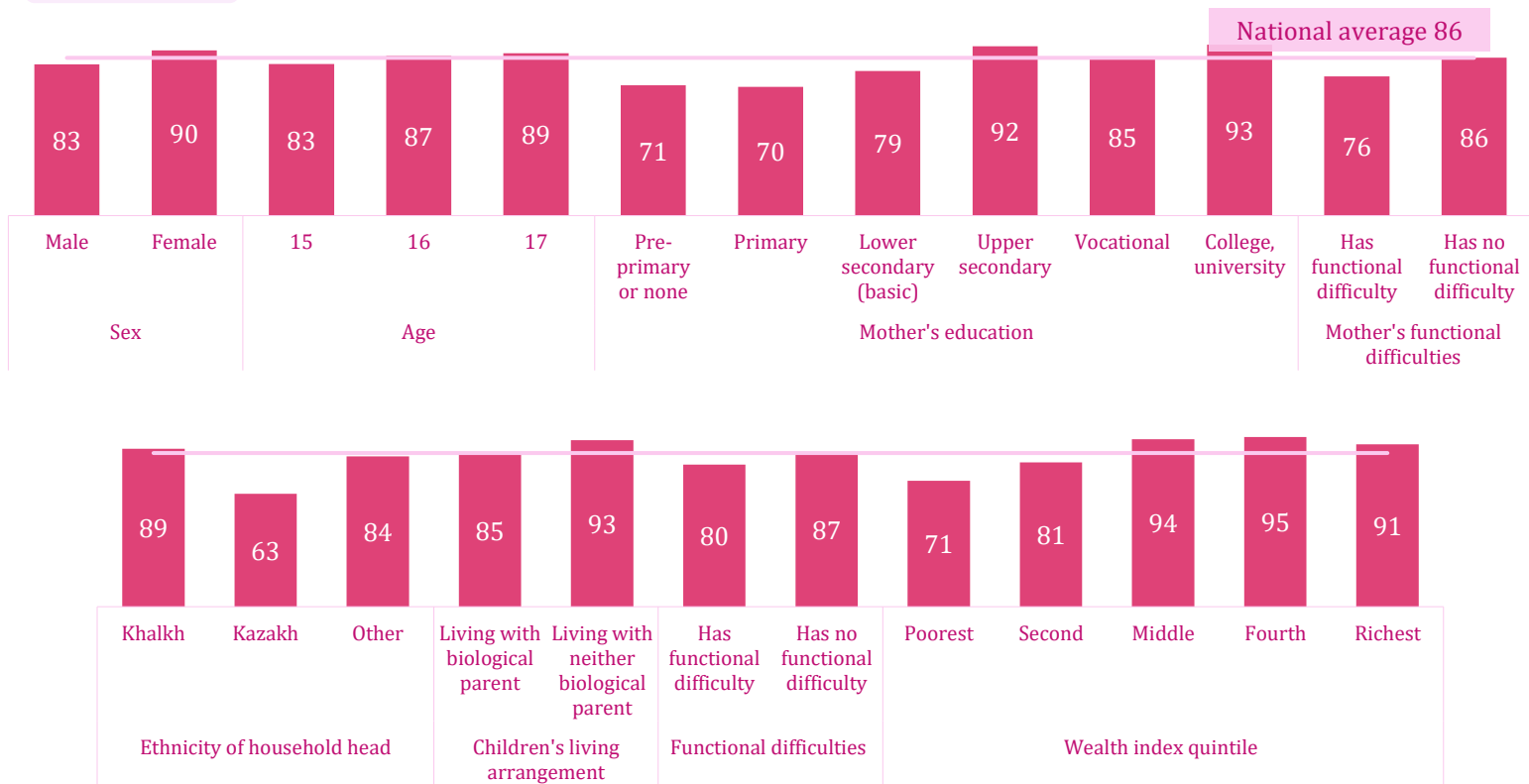
**Guiding questions**

1. Who attends primary education? Who is left behind? Who should be targeted to improve access to education? What factors determine primary school attendance?

2. Who attends lower secondary education? Who is left behind? Who should be targeted to improve access to education? What factors determine lower secondary attendance?

3. Who attends upper secondary education? Who is left behind? Who should be targeted to improve access to education? What factors determine upper secondary attendance?

**Figure 2.3.1** Upper secondary school adjusted net attendance ratio, by socio-economic characteristics



**Figure 2.3.2** Upper secondary ANAR, by geographic areas

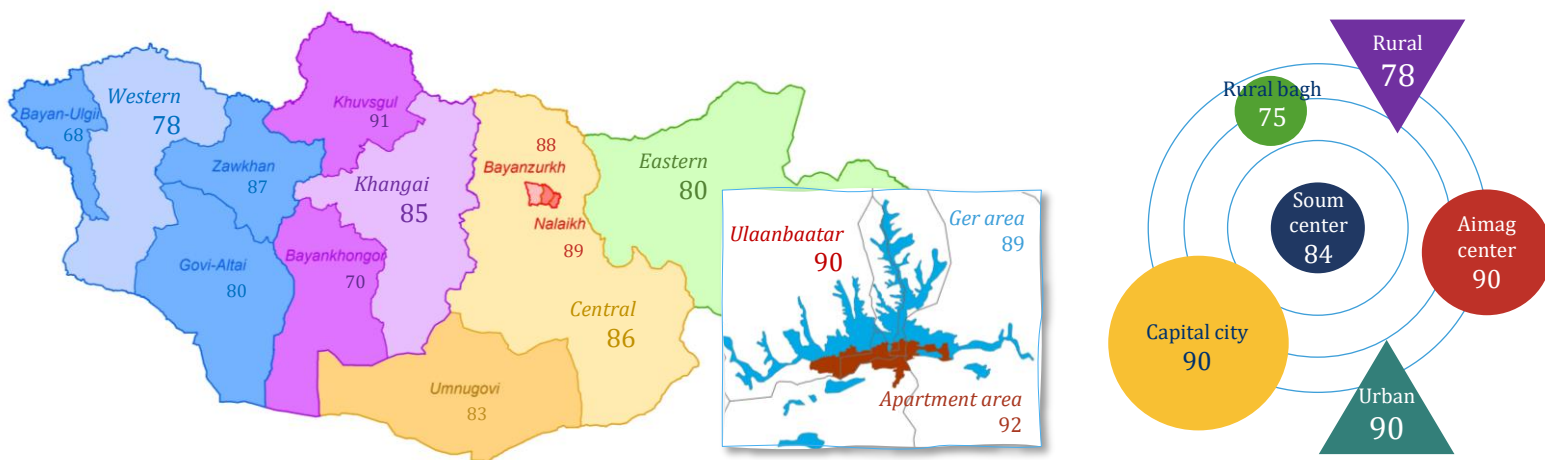
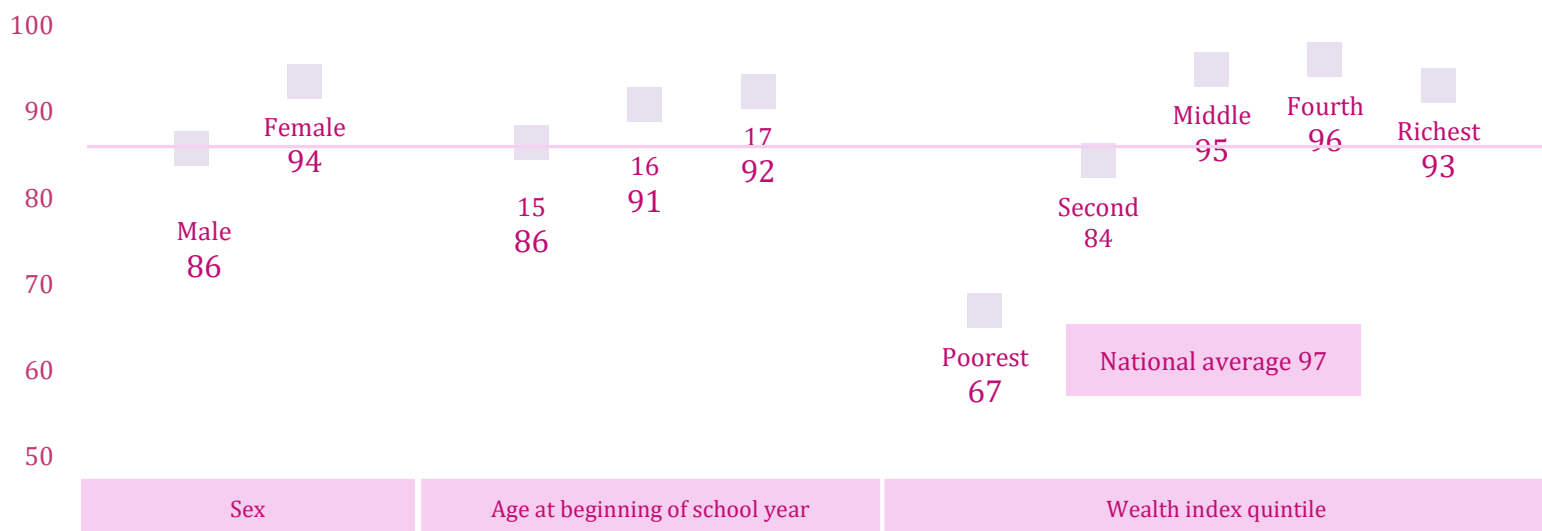


Figure 2.3.3 Likelihood of attending upper secondary school, by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are child’s age at the beginning of the school year, sex, living arrangement (living with biological parents), functional difficulties, household wealth quintile and region (refer to annex B.2 for detailed results).

## SUMMARY OF FINDINGS

Lower secondary education adjusted net attendance is lowest among 11 year-olds, which is 3 percentage points lower than national average and it is 2 percentage points lower among boys compared to girls. Compared to children without any functional difficulties, children with difficulties have 13 percentage points lower attendance rate (Figure 2.2.1).

9-10 percent of lower secondary students attend school earlier than the official sanctioned age and 3 percent of students are over-aged. Under-age attendance is 18 percent in the richest quintile, 11 percent in Ulaanbaatar and Central region and 15 percent among students whose mother has college or university education. However, over-age attendance is highest in the Western region (9 percent) and among Kazakh children (14 percent) and slightly high among children with functional difficulties (Figure 2.2.3).

Upper secondary education adjusted net attendance is lowest among 15 year-olds (83 percent) and boys have 7 percentage points lower attendance than girls. Compared to children without any functional difficulties, children with difficulties have 7 percentage points lower attendance rate. What’s more, mother’s functional difficulties make the rate 10 percentage points lower compared to those without. In rural and rural bagh the attendance is 13-15 percentage points lower than in Ulaanbaatar and aimag centre (Figure 2.3.1; 2.3.2).

Compared to girls, boys have 8 percentage points lower likelihood of attending upper secondary education, and students in the poorest quintile have only a 67 percent chance attending this level of education compared to students belonging to the richest quintile (Figure 2.3.3).

Low attendance among children aged 11 and 15 at primary and lower secondary levels may have some relations with education quality and curricula, though at primary education it could be affected by a high number of nonattendance among 6 year-olds.

### RECOMMENDATIONS

#### Policy intervention

- The share of under-age and over-age students is quite high both at primary and lower secondary levels. This increases the likelihood of further under-performance and further grade repetition and dropouts. Therefore, it is essential that students attend the education that is appropriate to their age and on the other hand there is a need to improve the boarding facility, its infrastructure and safety.
- Ensure that all students, including children from herder families start schooling at the age of 6.
- Develop an Intervention support programme for those who enter school over their age, aimed at ensuring that they catch up. This programme would be in addition to the learners' existing school lessons and require additional training and hours for the teachers delivering them. It would also require a balance between after-school, out-of-lesson time and other learning methods such as distance learning.

#### Improving implementation strategies

- Pay special attention to the most disadvantaged groups as children with functional difficulties or children whose mother or caregiver has functional difficulties, children living in outskirts area of Ulaanbaatar, remote rural areas and Western region, children from the poorest quintiles, and Kazakh children whose attendance is the lowest. With respect to their diversity and cultural differences, ensure that these children get equal access to education and developmental services regardless who they are, where they live or how much the family earns.
- The boys' school attendance is low across lower and upper secondary levels. So maximize the collaboration of parents and teachers to increase the parents' involvement in children's education, especially their intervention in boys' education attainment.

#### Further research

- Conduct careful investigation on the issues and needs of the people who are in foremost need of support. Pay attention to low attendance of children with difficulties and children belonging to the poorest quintile at lower secondary level.
- Investigate the needs and possibilities to develop a pre-school curriculum framework for children who child could not enter school at official age. The framework would deliver the same standard of learning, but learning from an earlier age, over a longer time-period, in less formal settings.



Topic 3

SKILLS

Guiding questions

1. What is the share of children of 7 to 14 year-olds who have foundational skills? What are the factors that determine the acquisition of foundational skills?

2. Are adolescents and youth equipped with enough ICT skills? What factors determine ICT skills?

3. What is the relationship between education background and literacy? What factors determine literacy rate?

Figure 3.1.1

Foundational learning skills for children aged 7 to 14 years, by sex, according to indicated domains

Foundational numeracy skills



Foundational reading skills

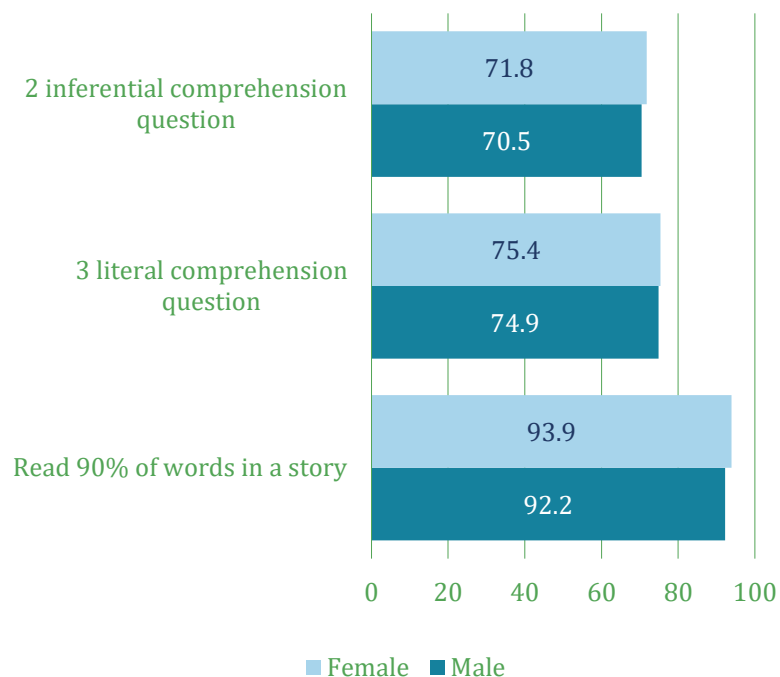


Figure 3.1.2 Foundational numeracy skills, by socio-economic characteristics

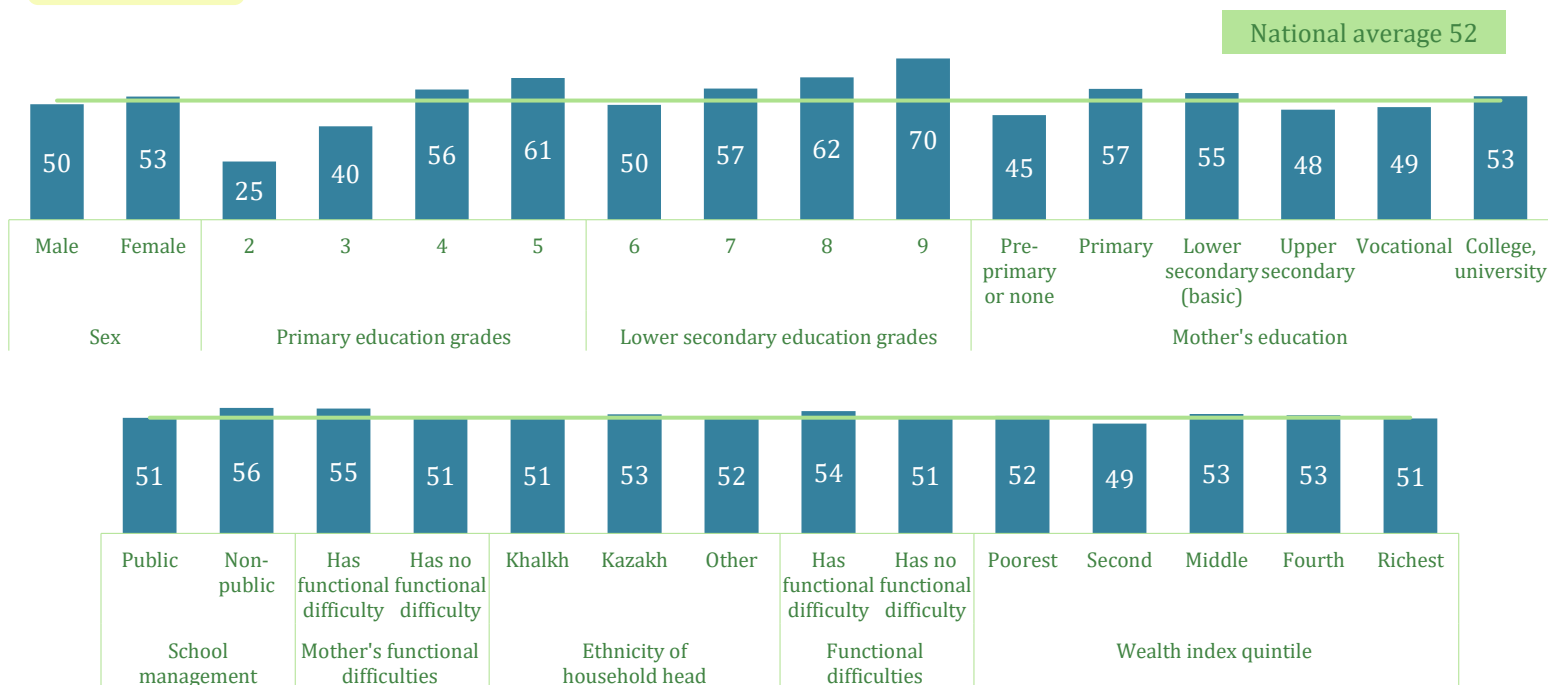


Figure 3.1.3 Foundational numeracy skills, by geographic areas

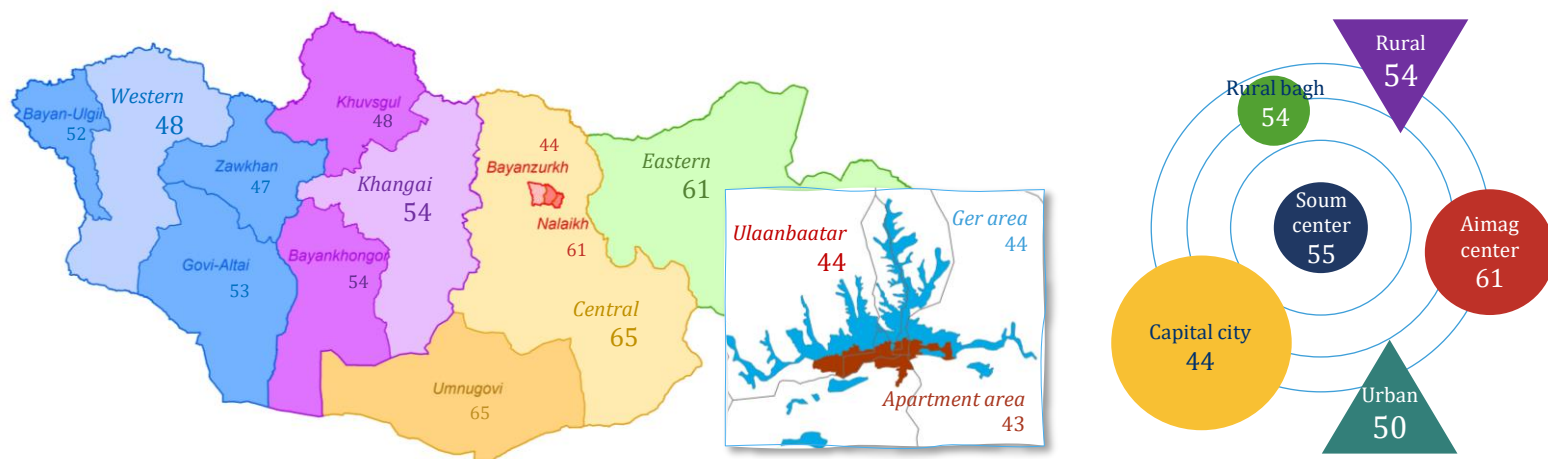


Figure 3.1.4 Foundational numeracy skills by parental involvement, attendance status and child labour status

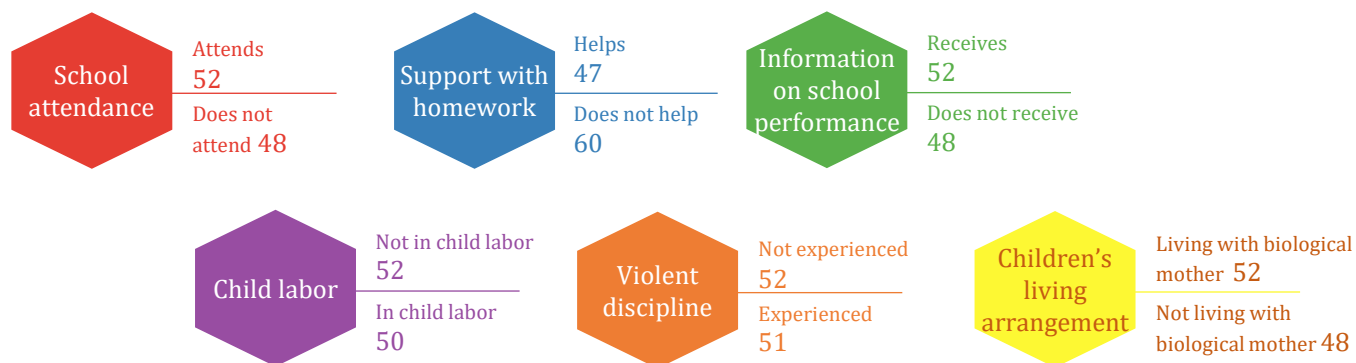
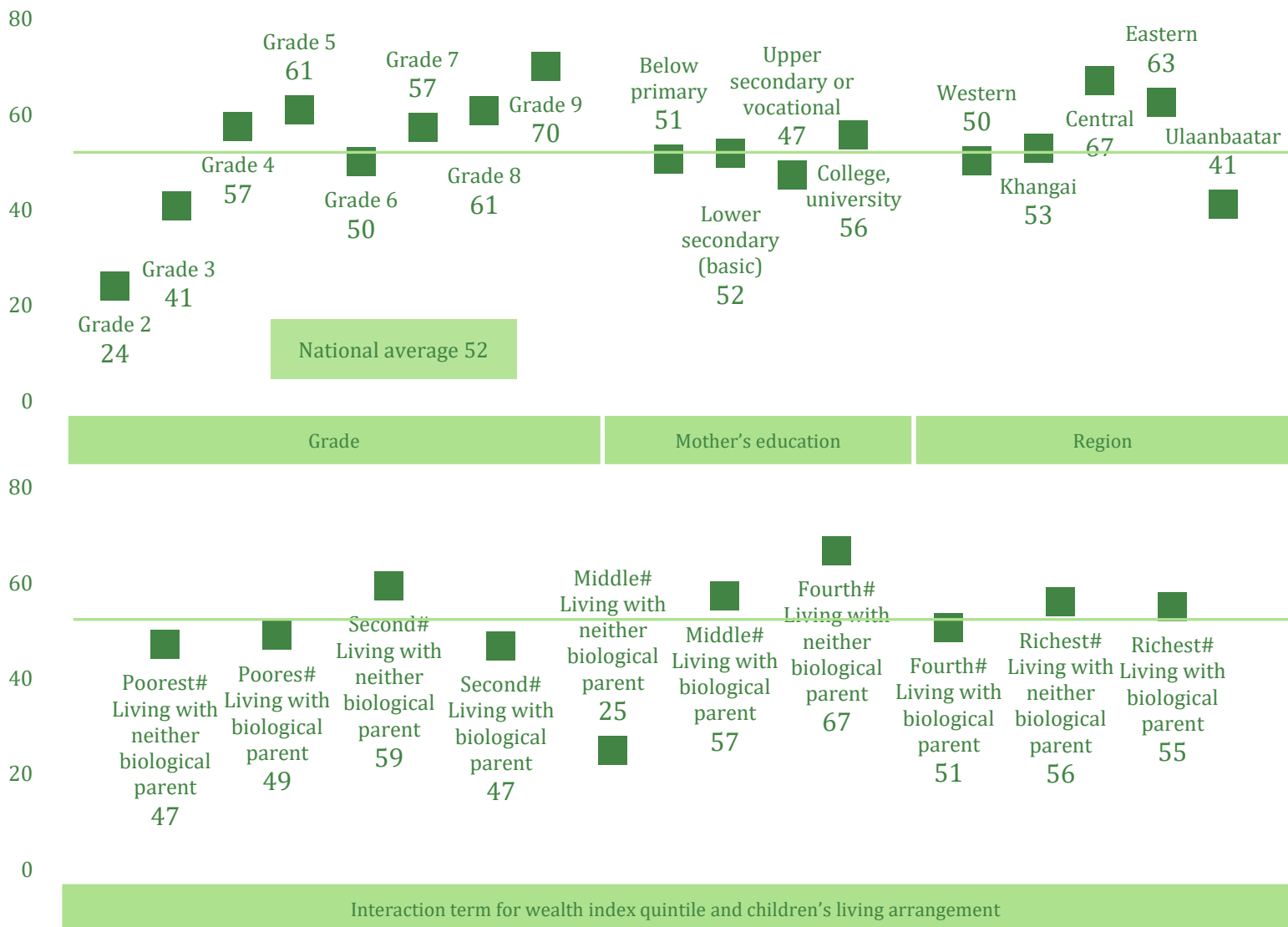


Figure 3.1.5

Likelihood of demonstrating foundational numeracy skills, by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are child's sex, grade, support for homework at home, availability of children's school performance card, living arrangement (living with biological parents), child labour status, mother's education, household wealth quintile and region (refer to annex B.2 for detailed results).

Figure 3.1.6 Foundational reading skills, by socio-economic characteristics

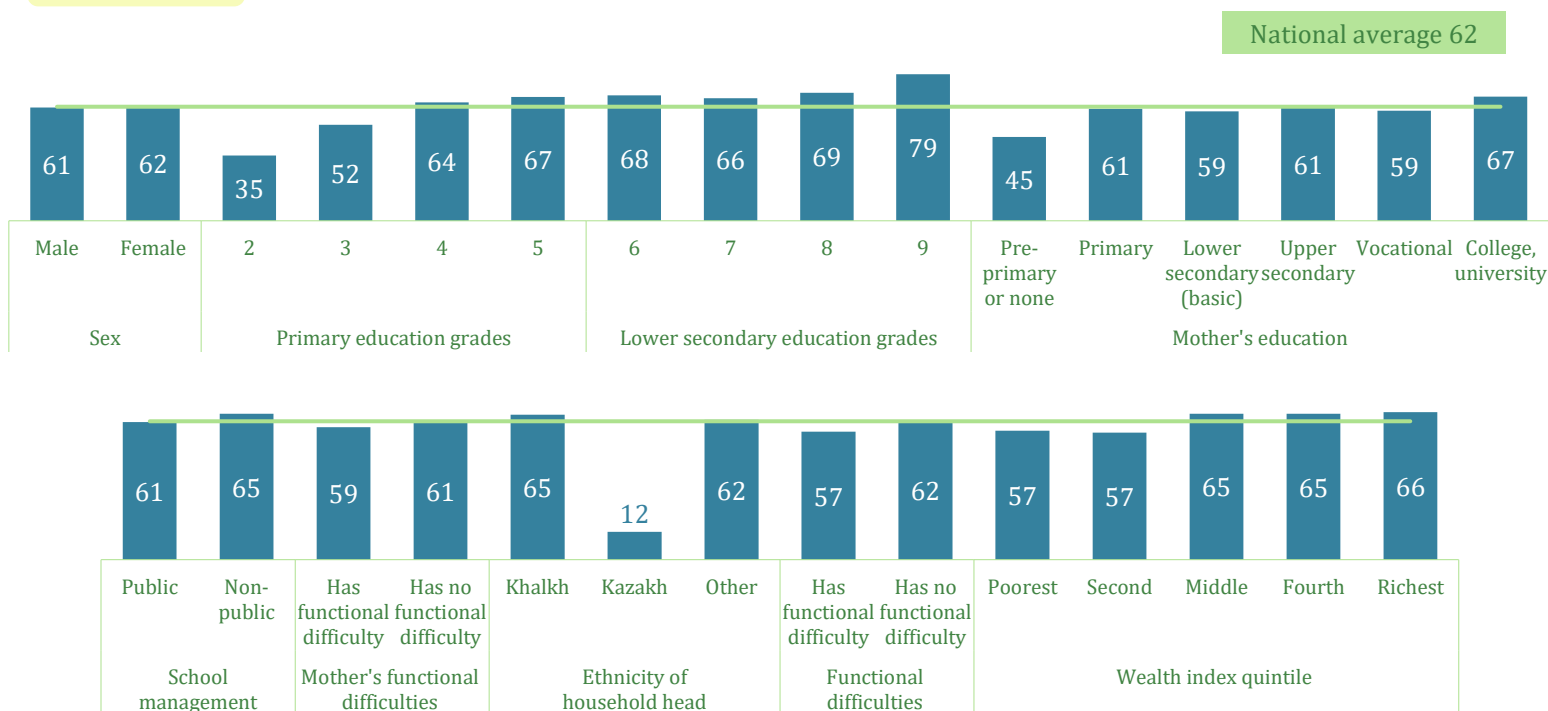


Figure 3.1.7 Foundational reading skills, by geographic areas

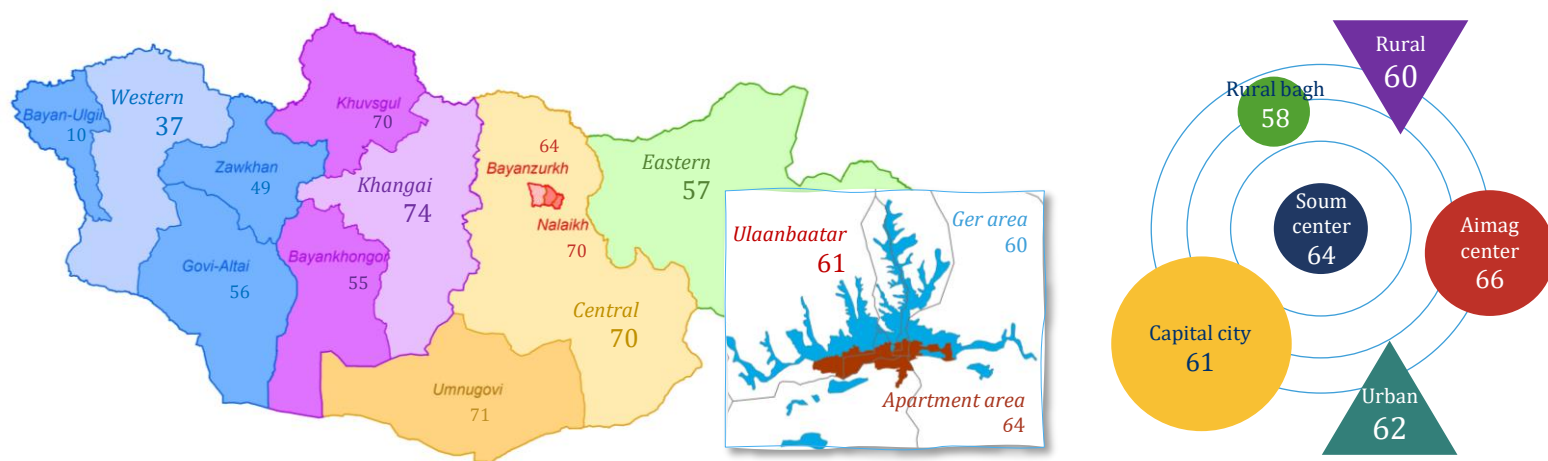


Figure 3.1.8 Foundational reading skills, by parental involvement, attendance status and child labour status

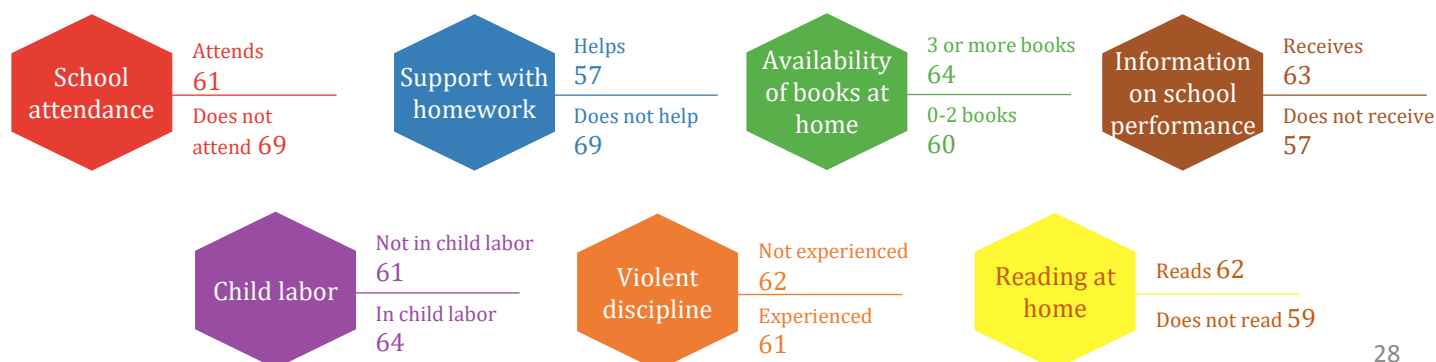
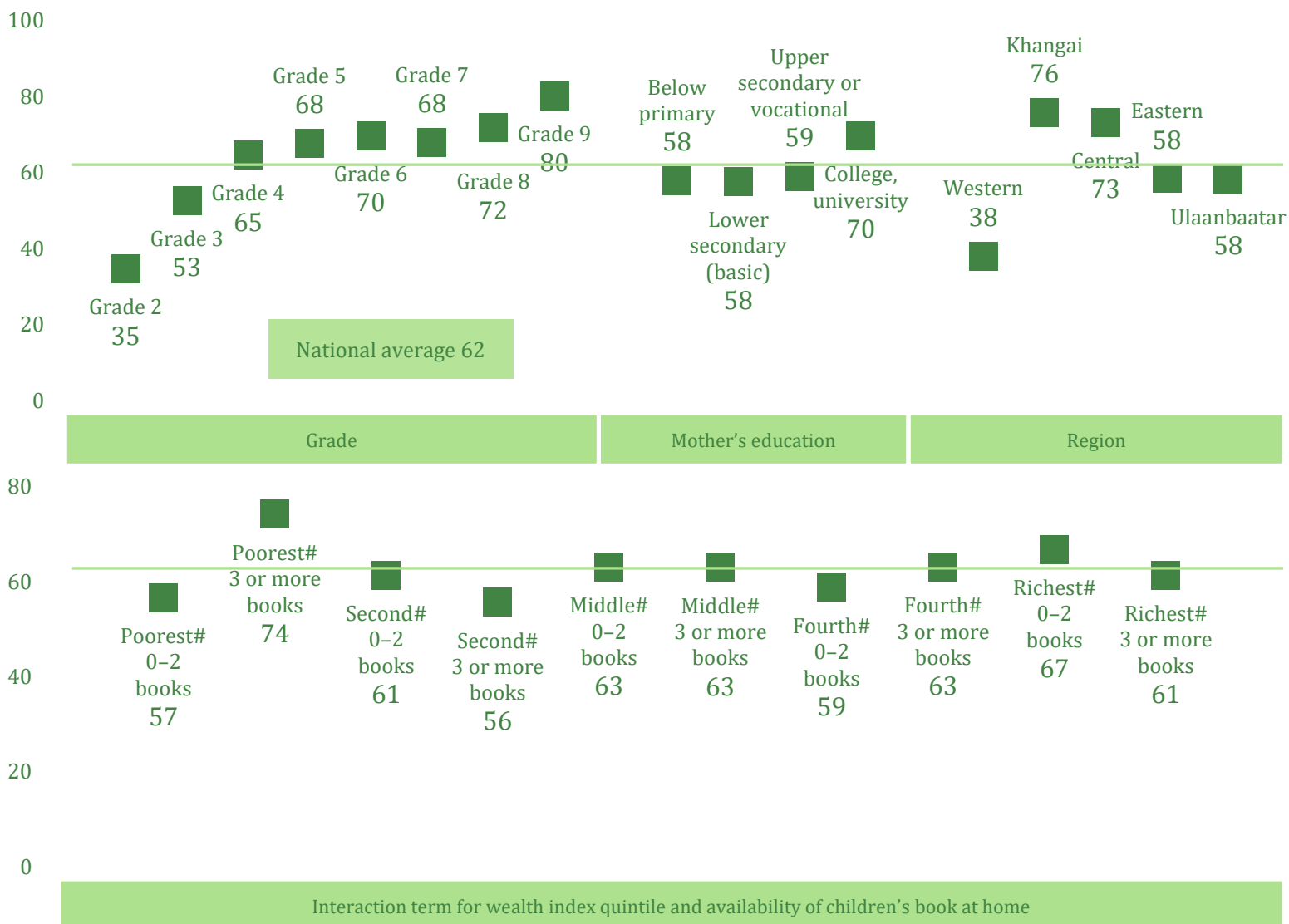


Figure 3.1.9

Likelihood of demonstrating foundational reading skills, by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are child's sex, grade, availability of children's book at home, support for homework at home, availability of children's school performance card, living arrangement (living with biological parents), child labour status, mother's education, household wealth quintile and region (refer to annex B.2 for detailed results).

## SUMMARY OF FINDINGS

The proportion of children with foundational numeracy skills is higher among girls aged 7 to 14 in each of skill domains (Figure 3.1.1). Numeracy skills acquisition are lowest in Western provinces and Ulaanbaatar city compared to other regions. Moreover, the proportion of children with foundational numeracy skills declines at Grade 6 and increases gradually in more advanced grades. Recognizing patterns and calculating addition questions is 10-30 percentage points lower than recognizing numbers and discriminating numbers questions. The share of those with foundational numeracy skills is lower among Ulaanbaatar and city students than aimag, soum and rural students (Figure 3.1.2 ; 3.1.5).

The proportion of children with foundational reading skills is higher among girls aged 7 to 14 in each of skill domains except for literal comprehension questions (Figure 3.1.1). Reading skills acquisition is low in Western provinces but high in Khangai regions. Pattern recognition question is 13 percentage points and reading skills 2-5 percentage points lower among public school students compared to private school students. However, share of reading skills is lowest among rural students (Figure 3.1.3; 3.1.9).

Foundational reading skills is 14-17 percentage points lower among Kazakh students compared to other ethnic groups, though the reading comprehension was assessed in both Mongolian and Kazakh languages (Figure 3.1.3; 3.1.8).

Likelihood of demonstrating foundational reading skills is lower than national average in Western provinces and in Ulaanbaatar, by 24 percentage points and 4 percentage points respectively. Moreover, the likelihood of demonstrating foundational reading skills among children from poorest households who have books is 7 percentage points higher than the richest households who have no books at home (Figure 3.1.11).

**Guiding questions**

1. Are children of primary and lower secondary education equipped with enough foundational learning skills? What factors determine basic learning skills?

2. Do adolescents and youth have ICT skills? What factors determine ICT skills?

3. What is the relationship between education background and literacy? What factors determine literacy rate?

Figure 3.2.1

ICT skills for adolescents and youth age 15-24 years, by sex, according to indicated domains

**ICT skills**

45%  
43%

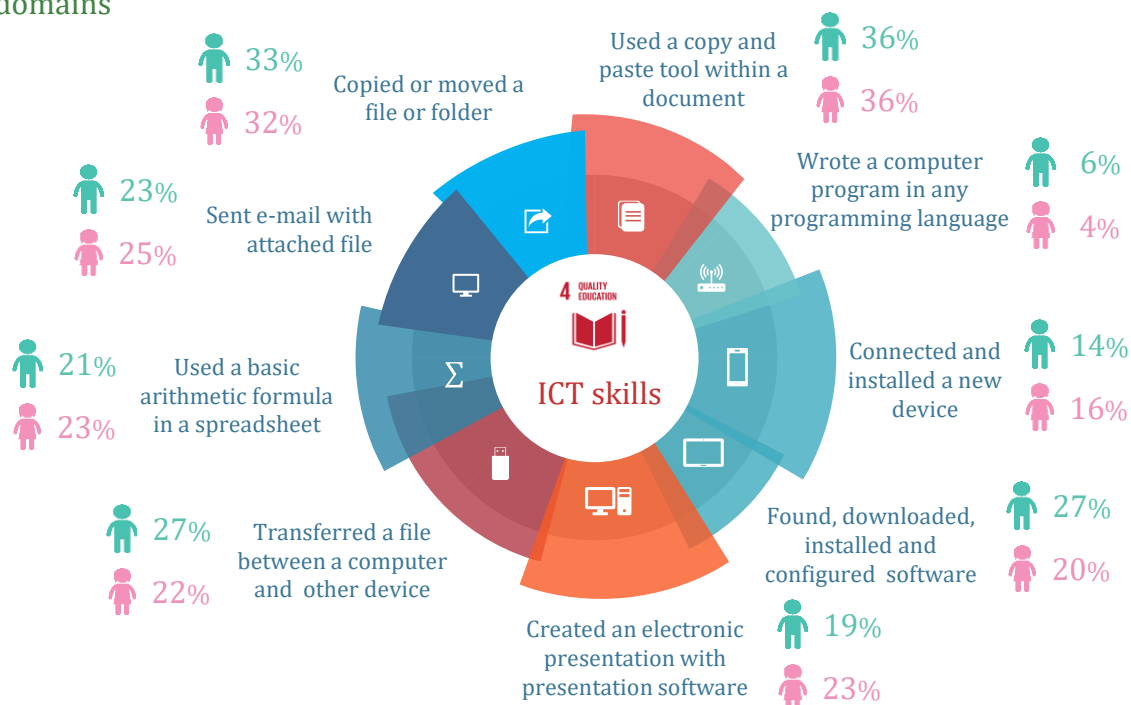


Figure 3.2.2

ICT skills for adolescents and youth age 15-24 years, by socio-economic characteristics

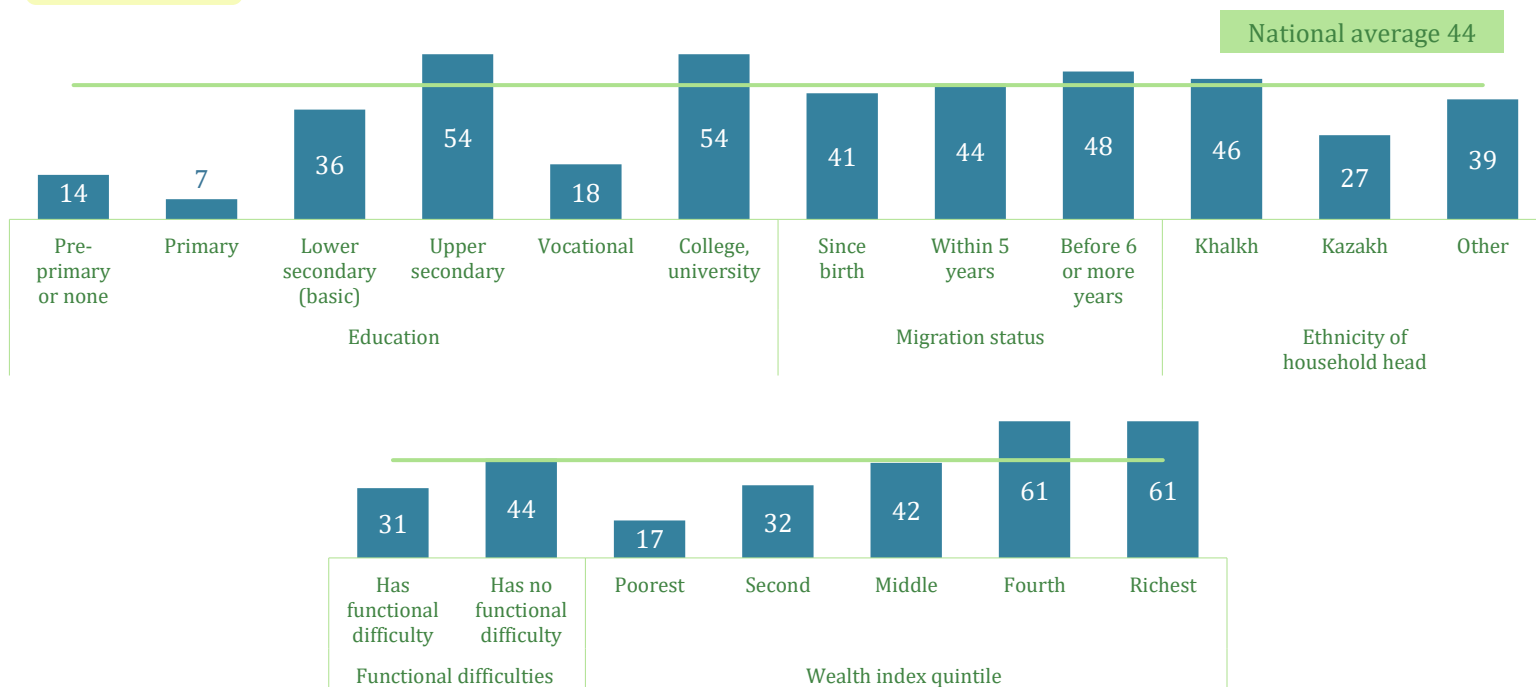


Figure 3.2.3 ICT skills for adolescents and youth age 15-24 years, by geographic areas

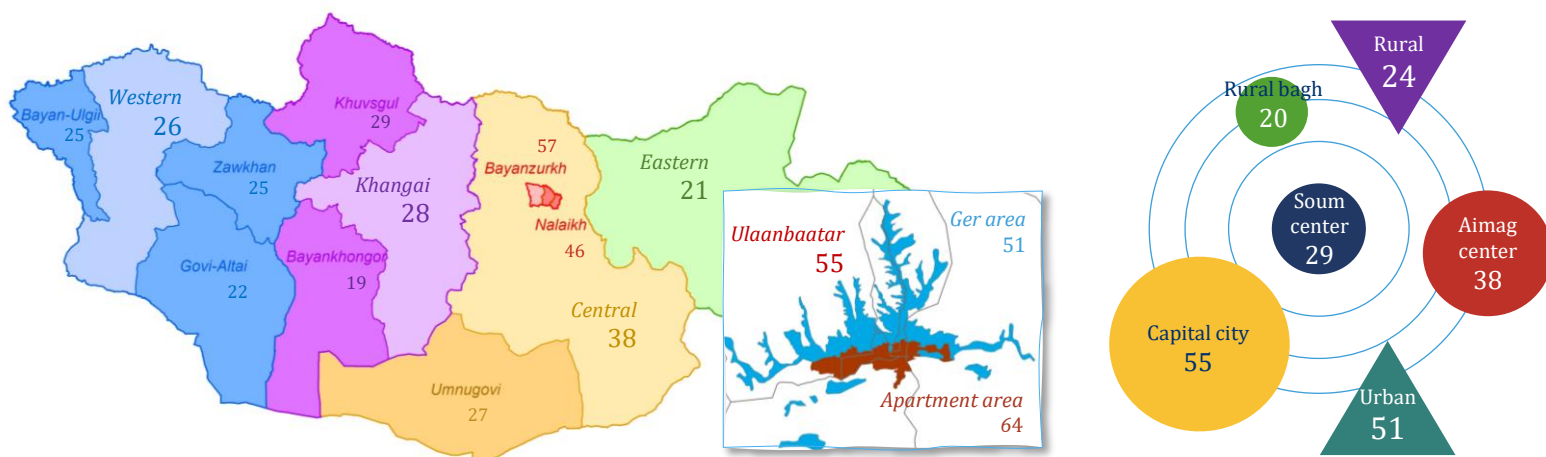
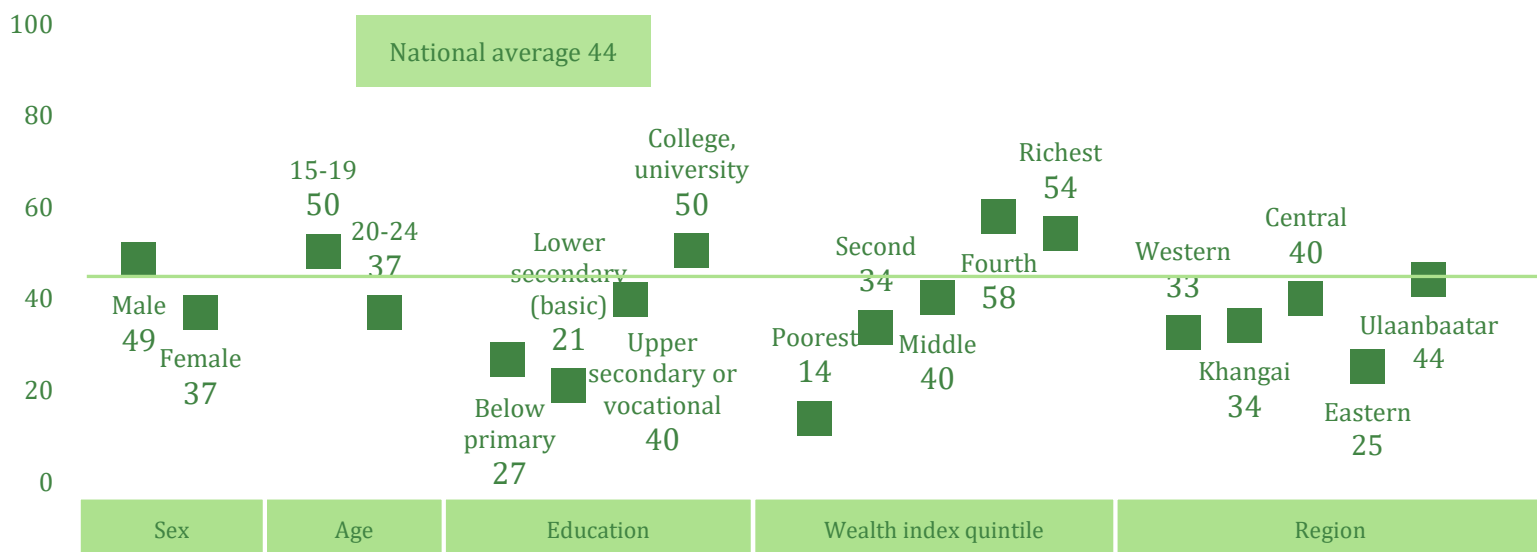


Figure 3.2.4 Likelihood of performing at least one ICT activity, by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are person's age, sex, education, functional difficulties, early marriage status, literacy, household wealth quintile and region (refer to annex B.3 for detailed results).

## SUMMARY OF FINDINGS

The lowest rate of ICT skill acquisition among 15 to 24 year-olds is exhibited by youth who have primary and vocational education levels and Kazakh people. Moreover, functional difficulties and poverty have a significant impact on ICT skill acquisition (Figure 3.2.2). ICT skill acquisition is demonstrated 2.1-2.7 times higher among youth from urban than those of rural and rural bagh which argues the urban-rural divide in ICT (Figure 3.2.3).

It is observed that ICT skill acquisition is hugely influenced by wealth quintile and education level, in order words the higher the education level the chance of acquiring ICT skill increases (Figure 3.2.4).

Likelihood of literacy acquisition is high among youth 20 to 29 year-olds no matter of sex, early marriage and functional difficulties, however, poverty has a clear effect on it (Figure 3.3.3).



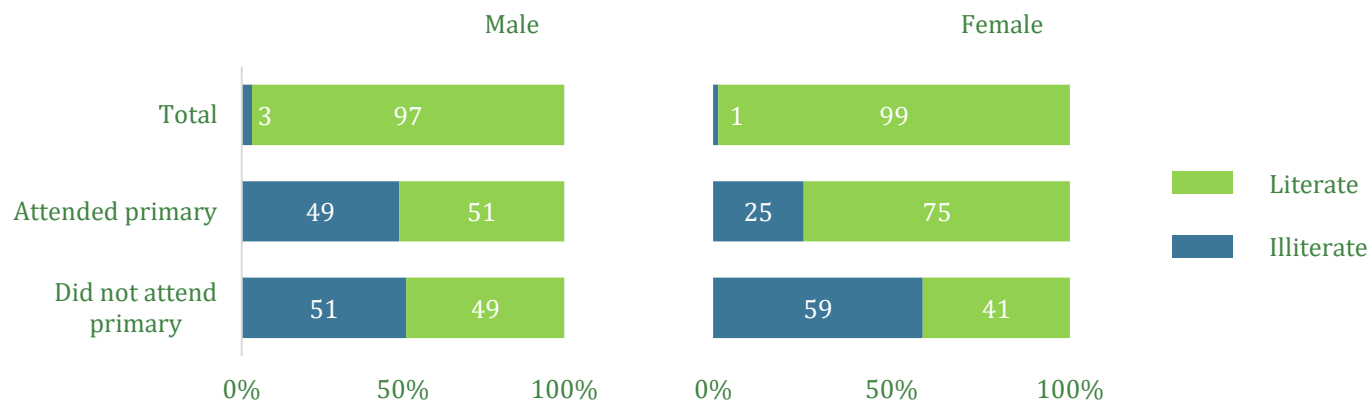
**Guiding questions**

1. Are children of primary and lower secondary education equipped with enough foundational learning skills? What factors determine basic learning skills?

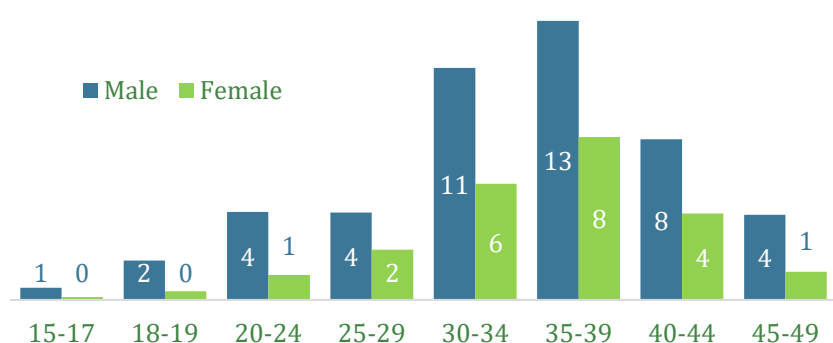
2. Are adolescents and youth equipped with enough ICT skills? What factors determine ICT skills?

3. What is the relationship between education background and literacy? What factors determine literacy rate?

**Figure 3.3.1** Adult literacy among aged 15-29 years by primary education attendance status



**Figure 3.3.2** Illiteracy rate among aged 15-49 years, by age and sex



**Figure 3.3.2** Literacy and education of adults age 15-29 years, by wealth quintile

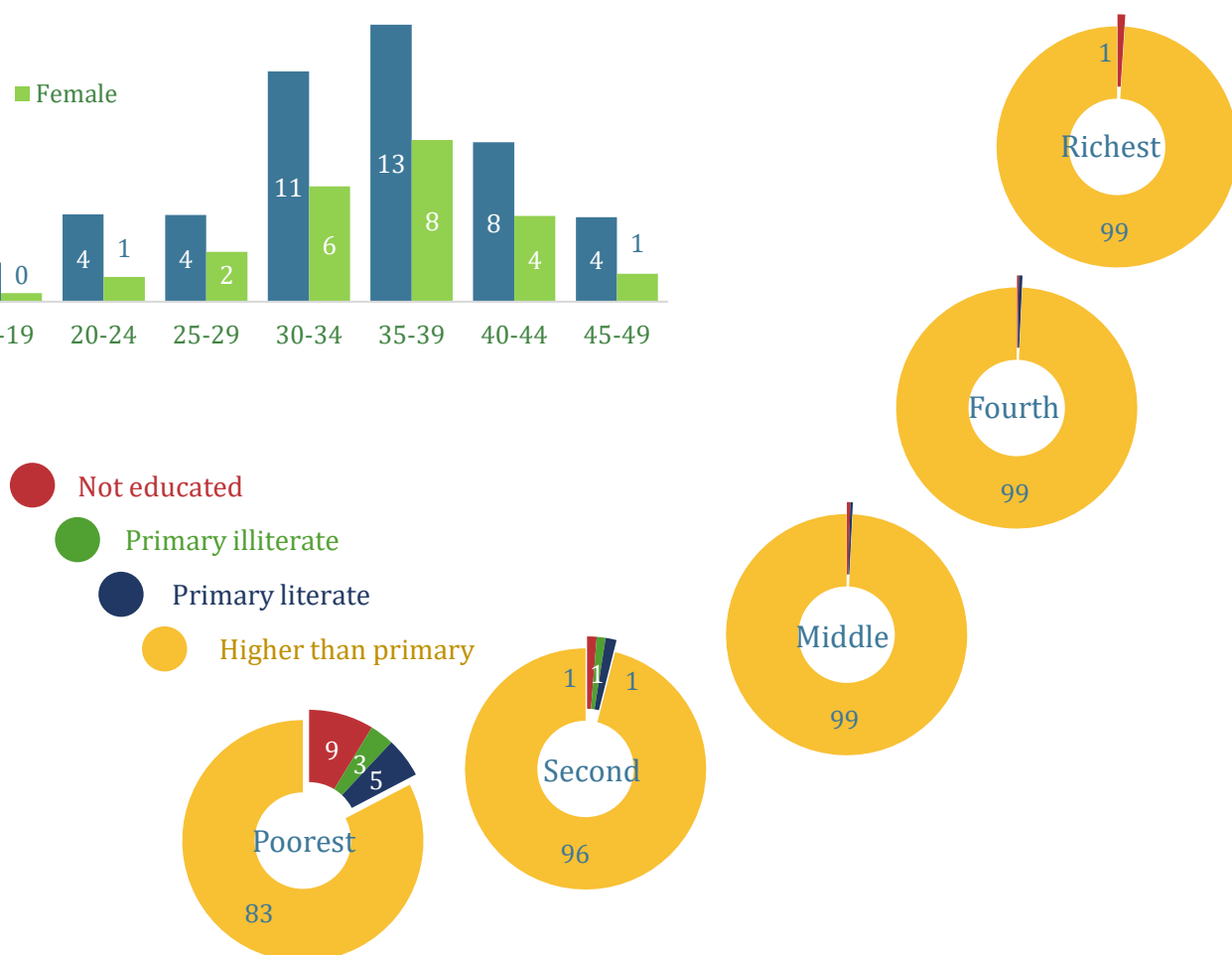
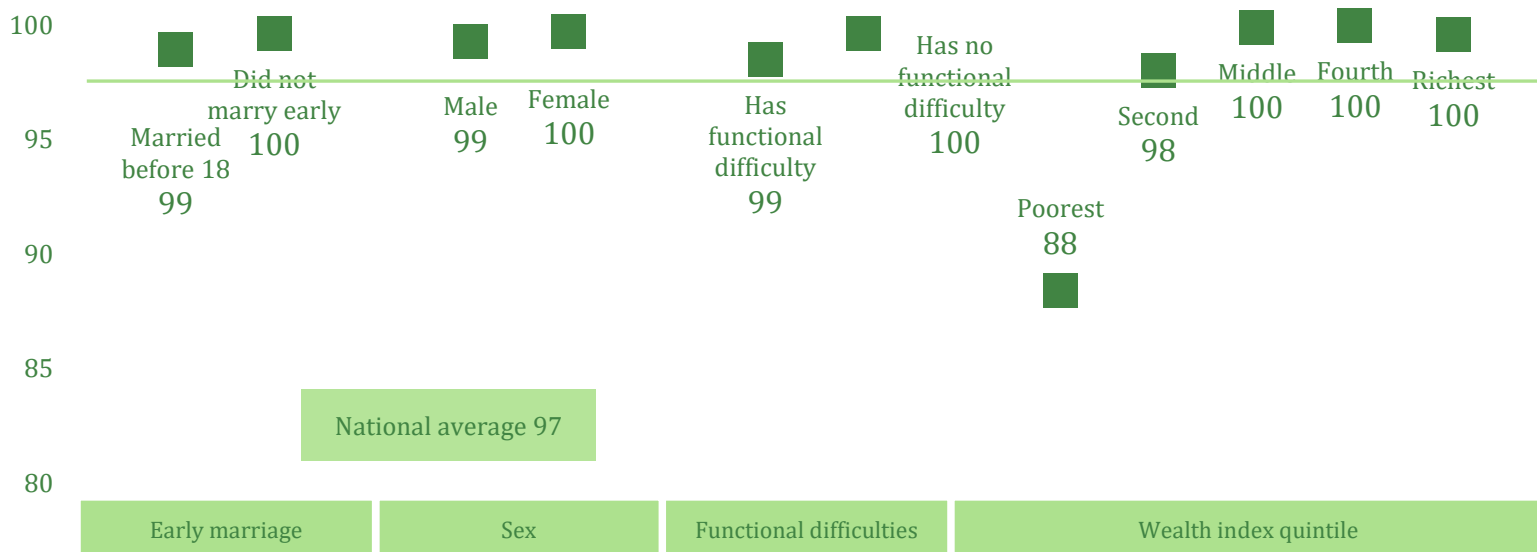


Figure 3.3.3

Likelihood of being literate, by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are person’s age, sex, education, functional difficulties, early marriage status, household wealth quintile and region (refer to annex B.3 for detailed results).

## SUMMARY OF FINDINGS

51 percent of males and 59 percent of females who have not attended primary school are illiterate, moreover, 49 percent of males, 25 percent of females are not literate, even though they have completed primary education (Figure 3.3.1).

Illiteracy is highest among 30 to 39 year-olds and especially among males. 99 percent of young people aged 15 to 29 from middle, fourth and richest quintile and 96 and 83 percent of youth from the bottom two quintiles, respectively, have attended primary school. Out of 83 percent from bottom quintile 5 percent have acquired literacy and 3 percent could not possess adequate literacy skills (Figure 3.3.2).

### RECOMMENDATIONS

#### Policy intervention

- The study has shown that children are not acquiring grade 2/3 level reading and numeracy skills by the first grade of the lower secondary education. The importance of developing more robust, comprehensive assessment systems to assess learning outcomes of foundational reading, writing and numeracy skills at critical points of early primary and lower secondary education is being advocated by international development agencies. In Mongolia the quality assurance assessment has been carried out since 2014 to investigate the education impact factors and their correlations. So it is recommended to include more primary schools in the assessment and share the reports with all assessment covered schools, teachers and parents so that the schools and teachers could reflect their teaching as well as parents understand the weak and strong points of their children's learning.
- As revealed with this survey, 25-49 percent of young people have not acquired literacy skills though attended primary school which alarms us on the quality of primary education and urgency of creating the literate environment at all settings as home, school, cultural and all educational institutions. Learning environment is important to literacy retaining and improving the quality of life and opportunity for employment. So it is vitally important to build and ensure learning supportive environment through availability of books, reading materials as well as ICT devices.
- Lower levels of attainment by 7 to 14 year-old students in higher order thinking skills as recognizing patterns and answering inferential questions and the difference in skill acquisition among public school students compared to private school students, as well as urban and rural gaps demonstrate that concentrating on education access is not enough and we also have to pay more attention to the quality of education, skill acquisitions earned at educational institutions. So we have to equip our children with most important skills as reasoning, problem solving and critical thinking skills which needed for individuals and for socioeconomic development of country, and train the teachers who will be teaching these skills.

#### Improving implementation strategies

- Provide literacy and continuing education programmes for 30 to 39 old people who make the majority of the illiterate population so that they could retain literacy skills and acquire relevant vocational skills that are linked with economic opportunities
- Promote ICT utilization in teaching and learning, provide ICT literacy skills training to the most disadvantaged groups as poor, disabled and less educated people through schools, vocational training centres and Lifelong learning centres; Improve digital literacy skills of children and the youth.

#### Further research

- Develop comprehensive tools to assess the literacy skills and use the tools to reveal the proportion of adults with no literacy skills and proficiency levels of the population

Topic 4

REPETITION AND DROP OUT

Guiding questions

1. At which grades do children fail to progress?

2. Which students repeat grades and drop out?

3. What determines drop out in Mongolia?

Figure 4.1.1

Repetition and drop out rate for children of secondary school age at the beginning of the school year, by education level attended the last year

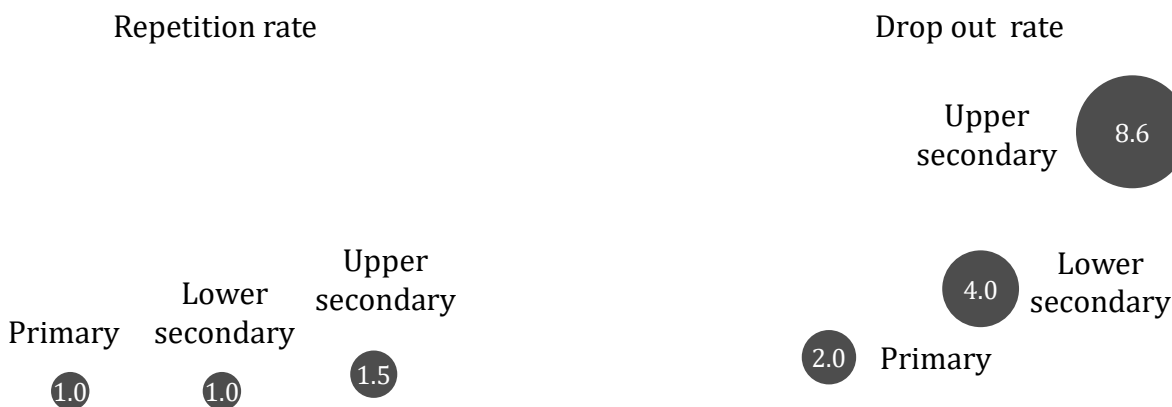
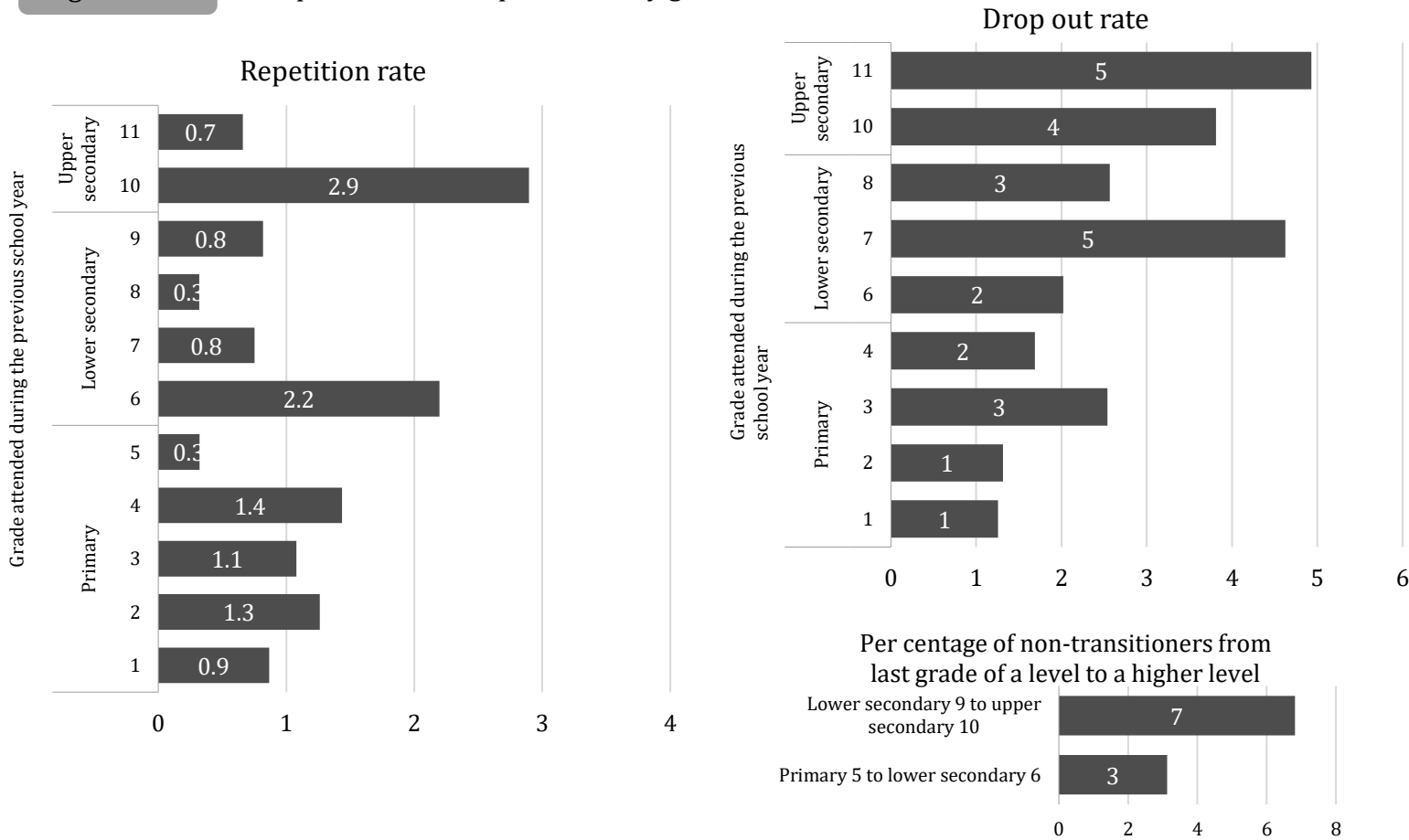


Figure 4.1.2

Repetition and drop out rate, by grade



<b>Guiding questions</b>	1. At which grades do children fail to progress?	2. Which students repeat grades and drop out?	3. What determines drop out in Mongolia?
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Figure 4.2.1

Repetition rate for children of secondary school age at the beginning of the school year, by socio-economic characteristics

National average 1.0

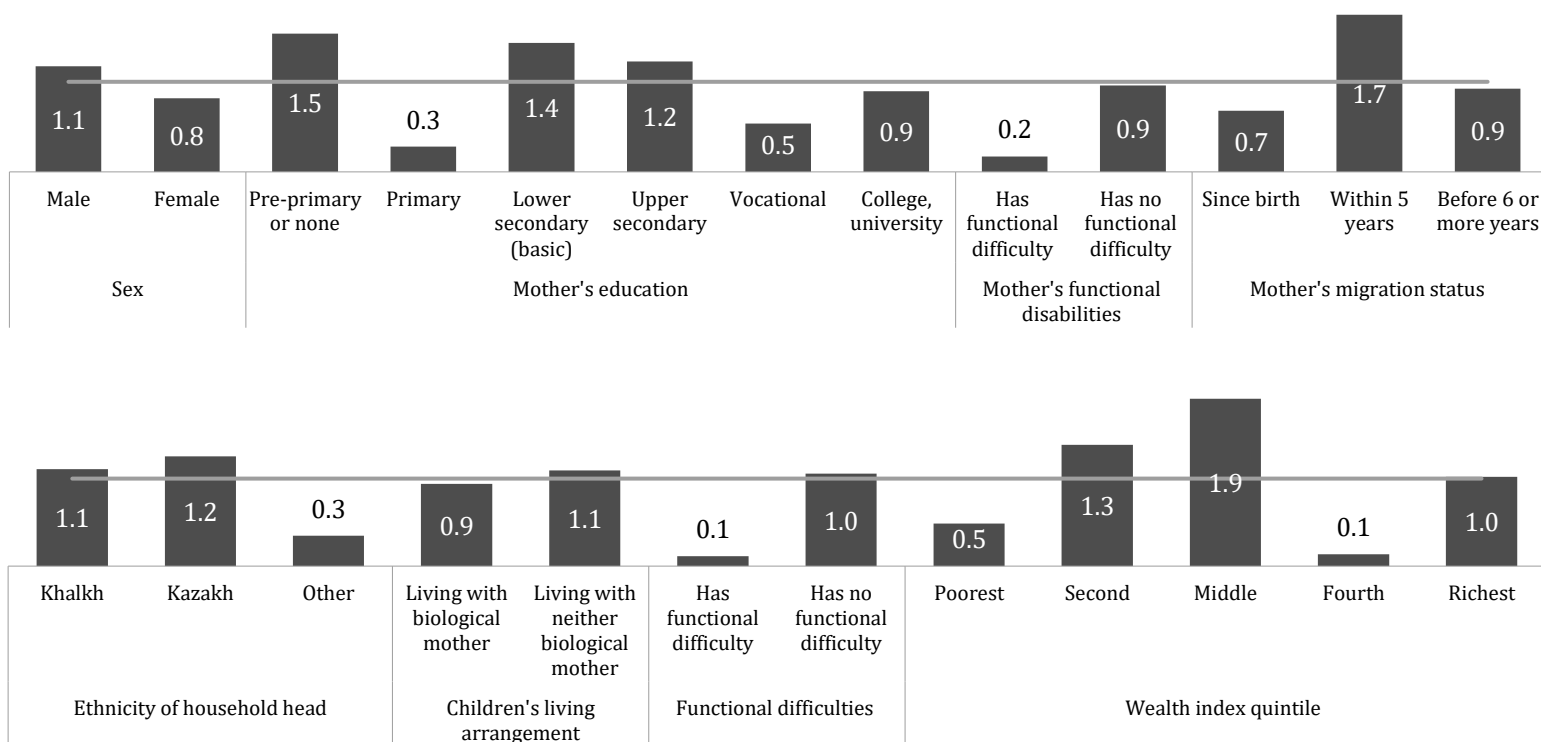


Figure 4.2.2

Repetition rate for children of secondary school age at the beginning of the school year, by geographic areas

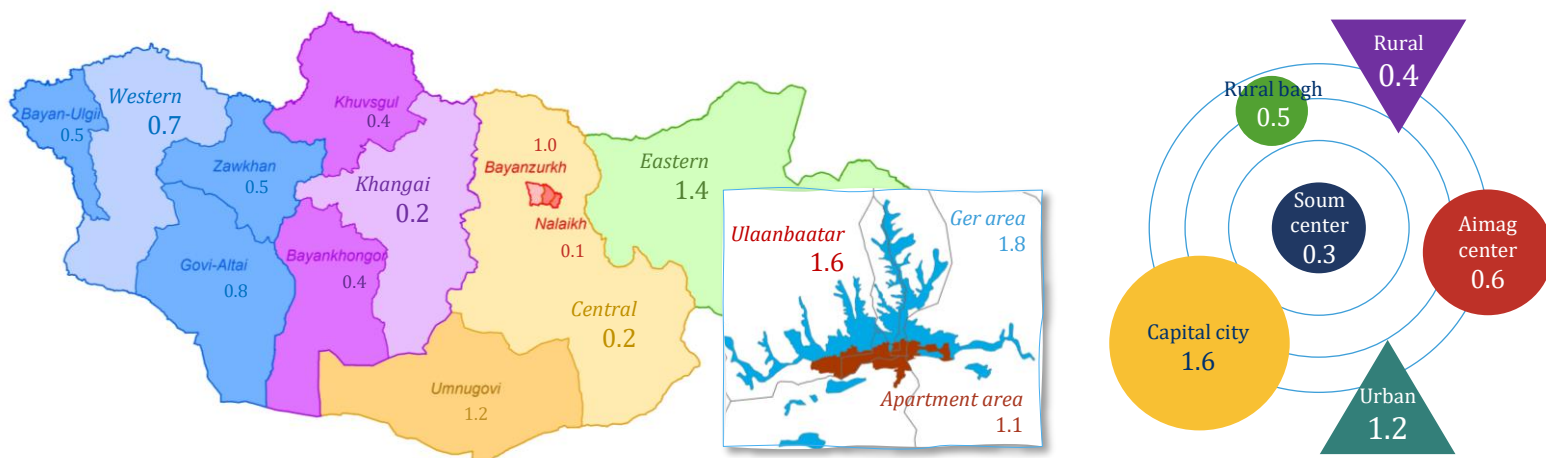


Figure 4.2.3

Drop out rate for children of secondary school age at the beginning of the school year, by socio-economic characteristics

National average 3

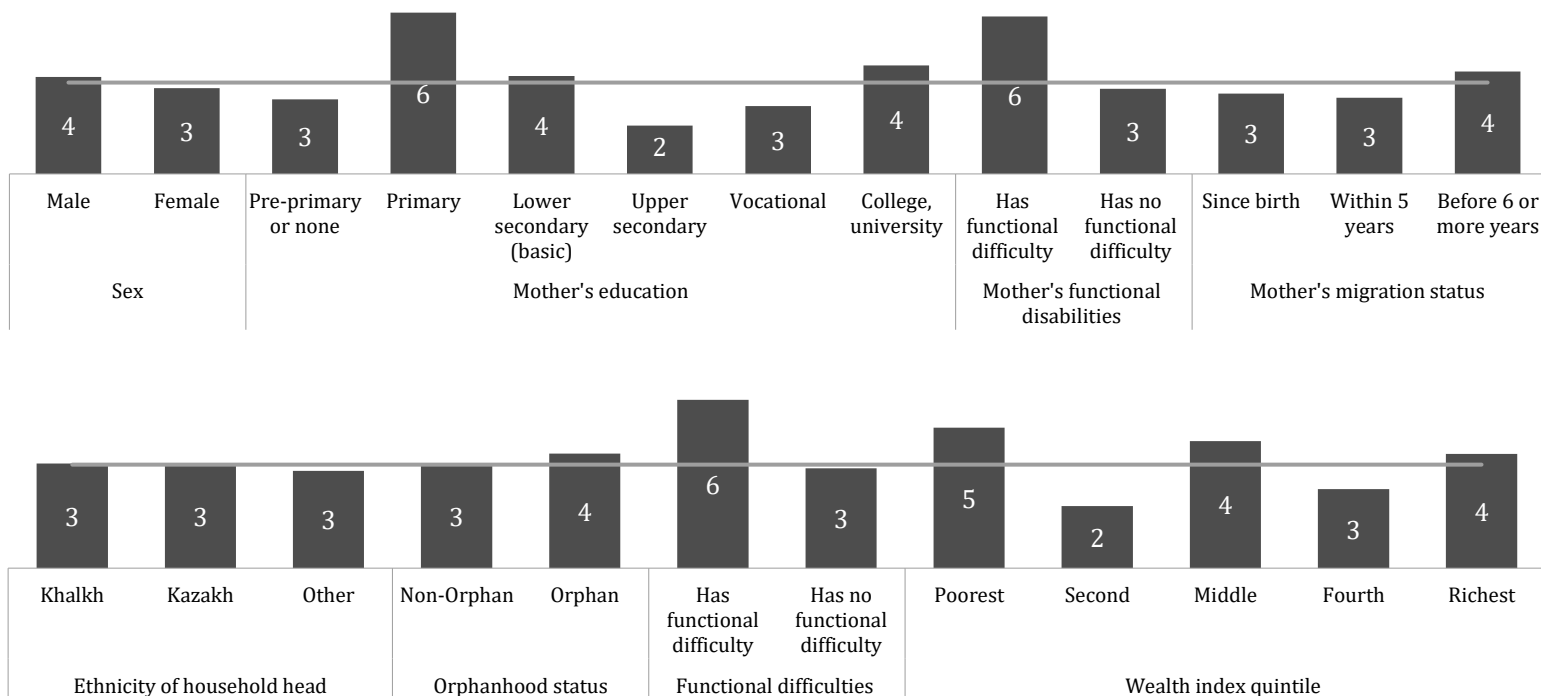
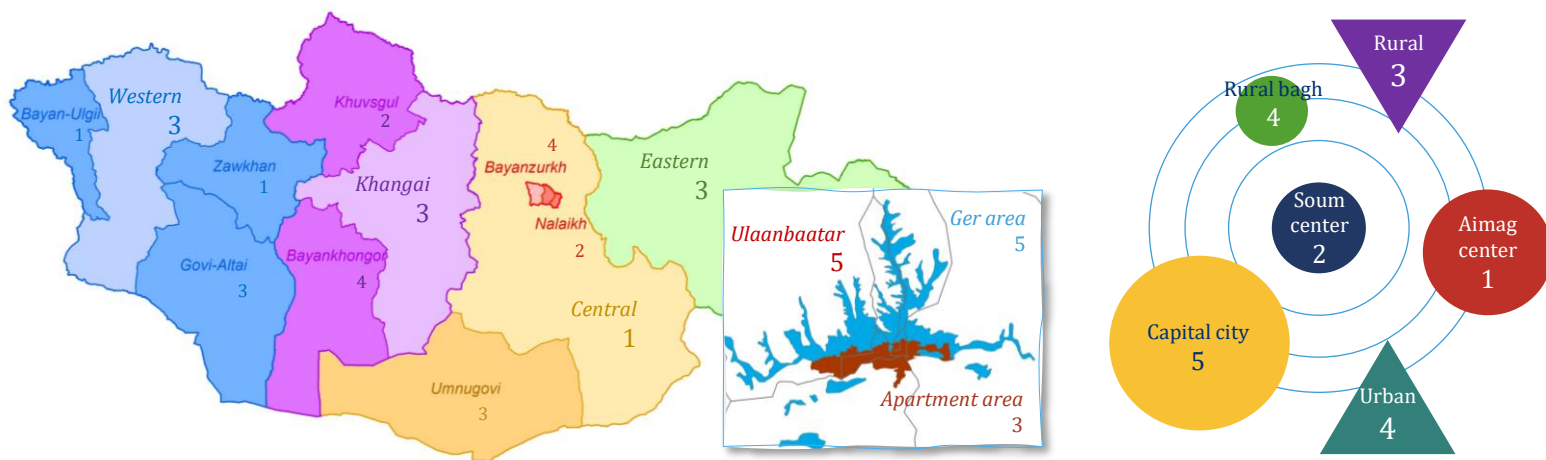


Figure 4.2.4

Drop out rate for children of secondary school age at the beginning of the school year, by geographic areas



**Guiding questions**

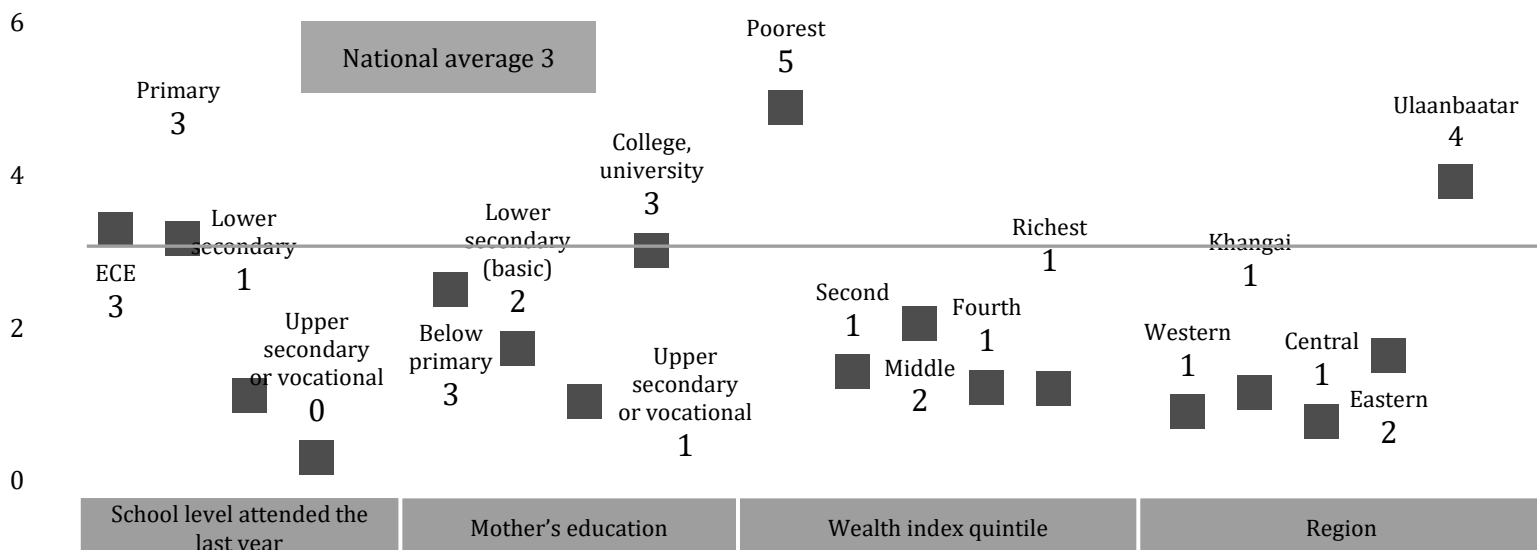
1. At which grades do children fail to progress?

2. Which students repeat grades and drop out?

3. What determines drop out in Mongolia?

Figure 4.3.1

Likelihood of being drop out, by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are child's age at the beginning of the school year, school level attended during the previous school year, mother's education, household wealth quintile and region (refer to annex B.4 for detailed results).

**SUMMARY OF FINDINGS**

Repetition rate is significantly higher in grade 6 that is the first grade of the next education level. This tendency is observed also in transition from lower secondary to upper secondary, as it decreases in Grades 7-9 and again shoot up to 2.9 percent in Grade 10. Moreover, the share of students who drop out from school increases 2 times in each education level, reaching the highest rate in Grade 9 and Grade 12, which are the last Grade of lower and upper secondary levels (Figure 4.1.1).

There are more boys (0.3 percentage points higher) who repeat than girls. Repetition rate is 2-5 times higher in urban areas compared to rural area and soum centre. While poverty and migration status impact on students' repetition greatly, the disability does not contribute to the repetition of the students (Figure 4.2.1; 4.2.2).

## RECOMMENDATIONS

### Policy intervention

- There are highest repetition rates in Grade 6 and Grade 10, which are the first years of lower and upper secondary levels, and also highest dropouts in the last years of these levels in Grade 9 and Grade 12. High rates of repetition and dropouts in these Grades could be related to the students' transition within education institutions and the social and economic reasons. However, this may have some relationships with school and curricula. Starting the first year of each level of schooling may be difficult change for many students, which explains less preparedness of students and on the other hand, the curricula may not assure the smooth transition in each education level. Therefore, if the revised curricula implemented from 2019/2020 academic year do not reflect this issue then there is a need to evaluate the curriculum coherence of primary, lower and upper secondary education and revise them.
- Implement the transition programme for the students entering to next level of education where necessary  
*/It could be the same programme recommended for secondary level in Topic 2/*

### Improving implementation strategies

- Advise schools on how to effectively organize teaching and learning activities in various circumstances in consideration of sufficiency of classrooms, number of students and supply of qualified teachers.
- Support the out-of-school children with functional difficulties and children whose mother or caregiver has functional difficulties to get involved in learning through Equivalency programme and through Individualized curriculum.
- Build capacity of teachers and school leaders on cooperating with parents and community to reduce repetition and drop outs.
- See for specific recommendations on preventing children in the poorest quintile from dropping out of school (Topic 7), supporting of migrant children and boys' education (Topic 5)

### Further research

- Further study is needed to provide better opportunity to students studying at upper secondary level to specialize and prepare for their next steps, decrease number of subjects and strengthen Grade 9 year-end assessment so that it provides accurate information in all schools for students to choose their pathway and subjects for Grade 10.



Topic 5

COMPLETION

Guiding questions

1. How many students complete each level of education? Why can't students complete lower and upper secondary school?

2. Why are students absent from school?

Figure 5.1.1

Completion rate for children age 3-5 years above the intended age for the last grade of primary, lower and upper secondary school, by sex and according to education level

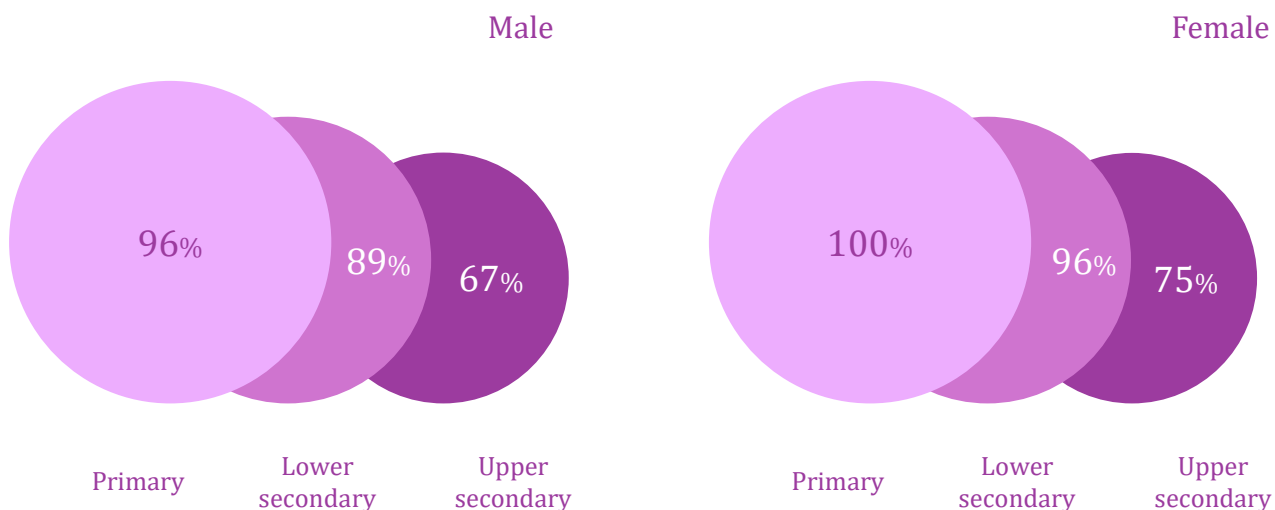


Figure 5.1.2

Primary completion rate for children age 13-15 years, by socio-economic characteristics

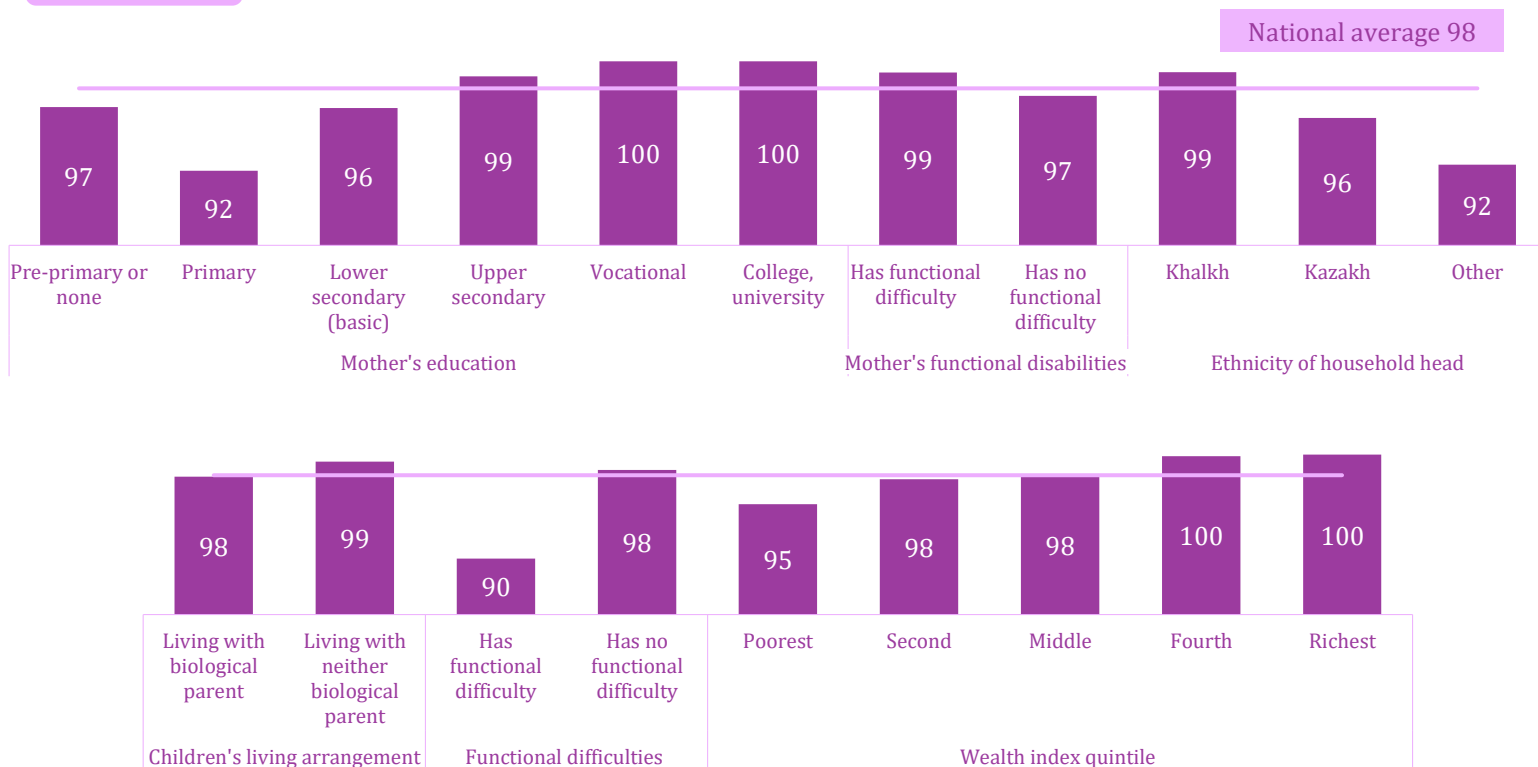


Figure 5.1.3 Primary completion rate, by geographic areas

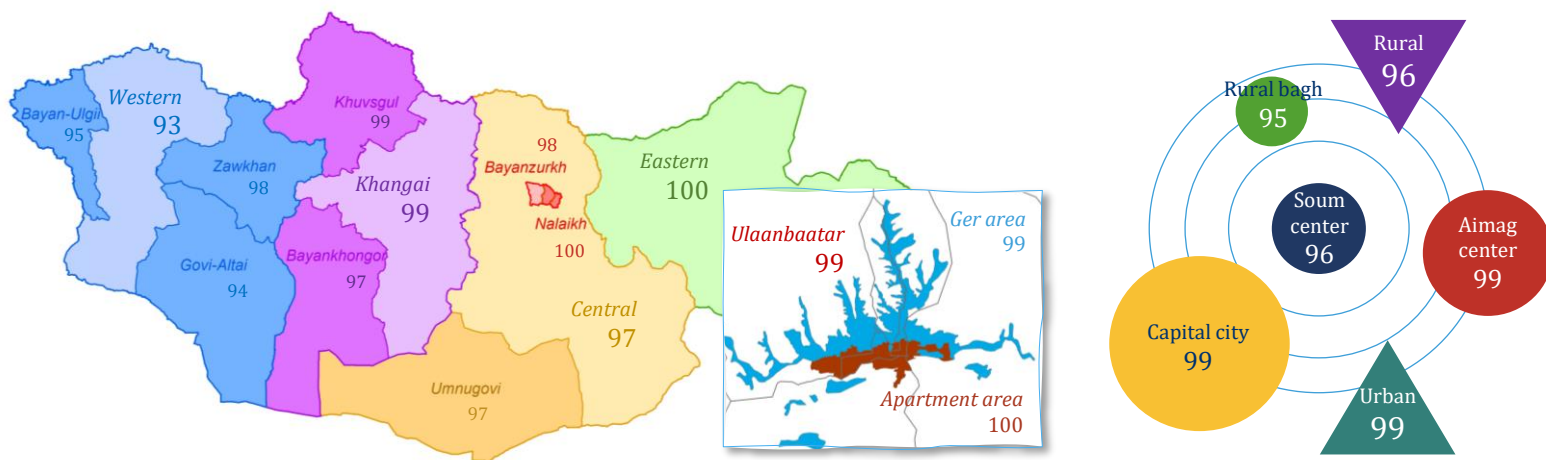


Figure 5.1.4 Lower secondary completion rate for young adults age 17-19 years, by background characteristics

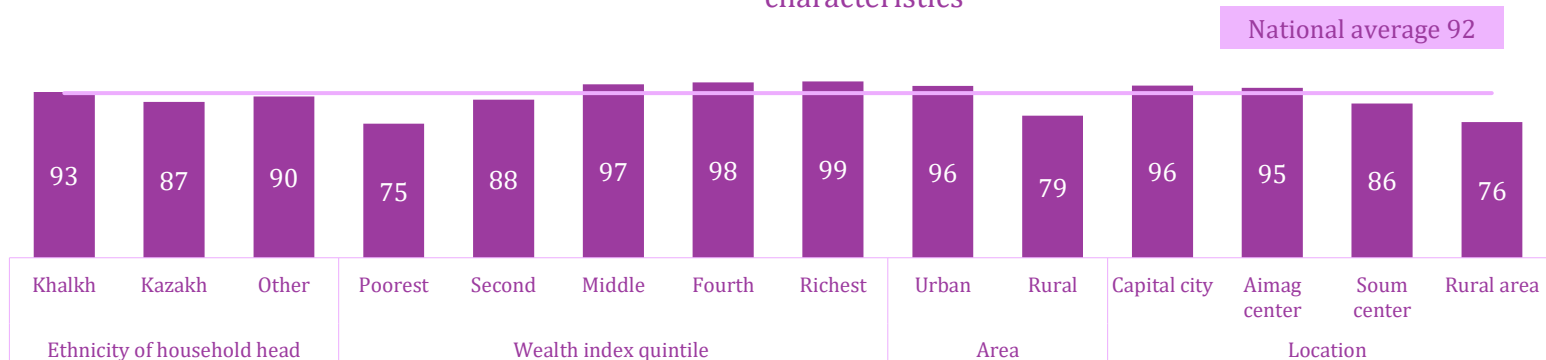


Figure 5.1.5 Lower secondary completion rate, by geographic areas

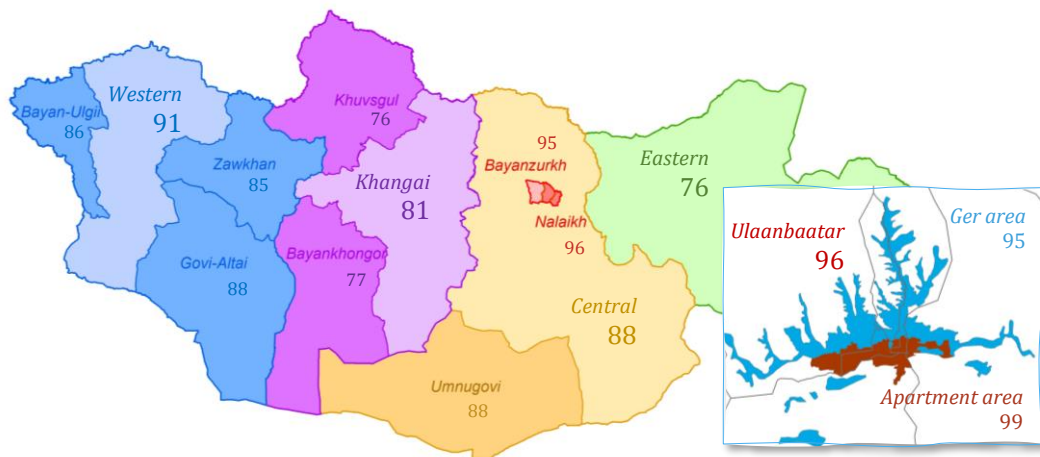
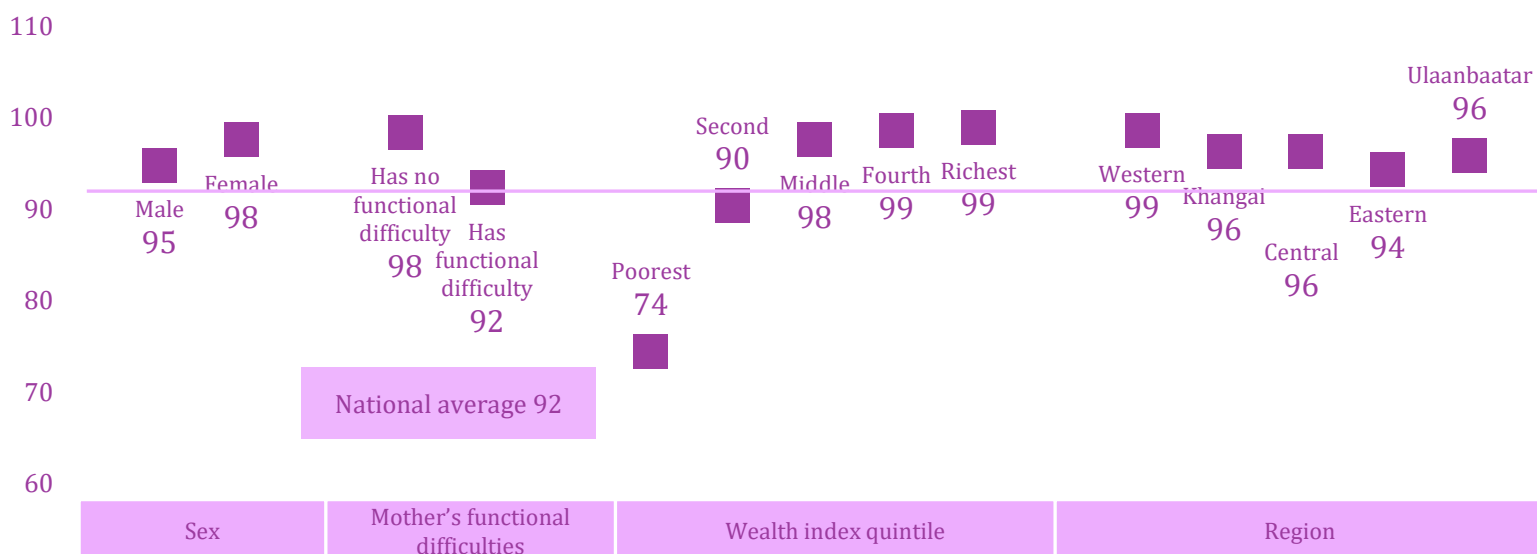


Figure 5.1.6

Likelihood of completing lower secondary school, by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are child's sex, living arrangement (living with biological parents), mother's functional difficulties, household wealth quintile and region (refer to annex B.5 for detailed results).

Figure 5.1.7

Upper secondary completion rate for youth age 20-22 years, by background characteristics

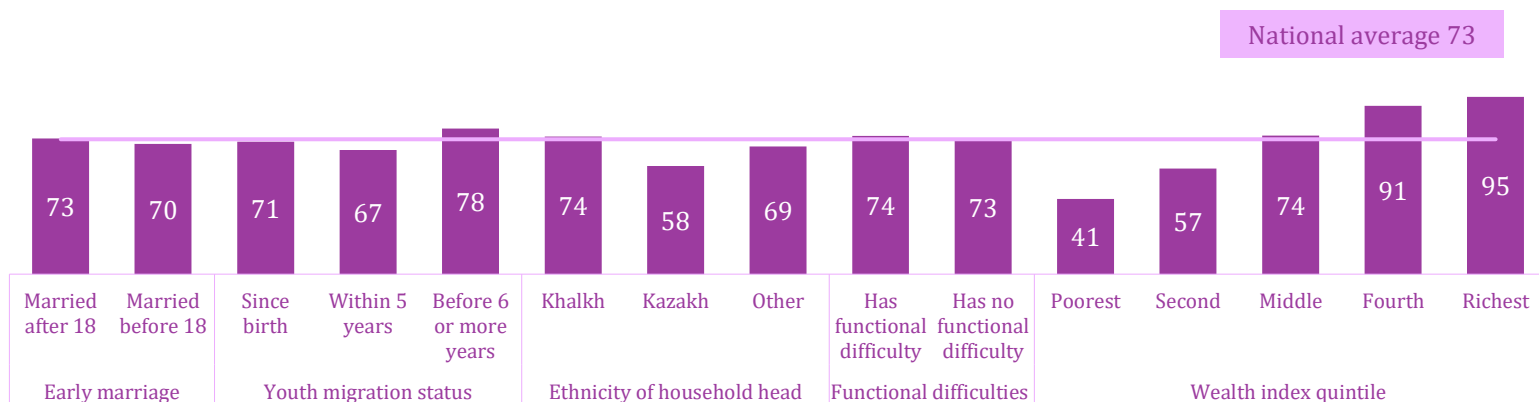


Figure 5.1.8

Upper secondary completion rate, by geographic areas

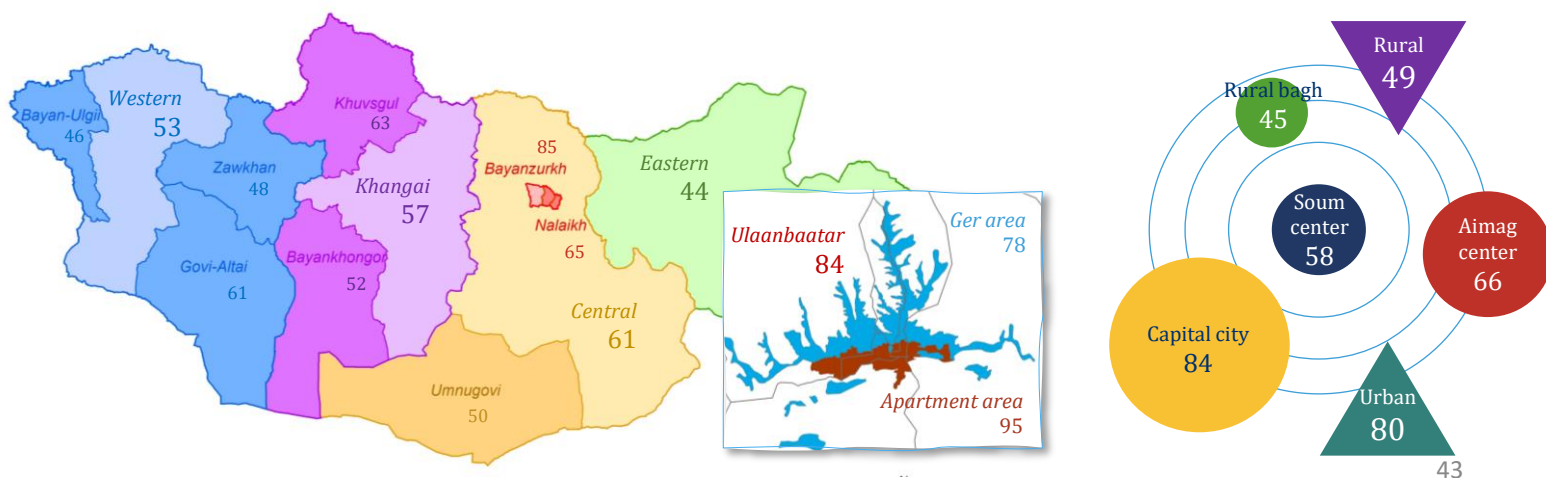
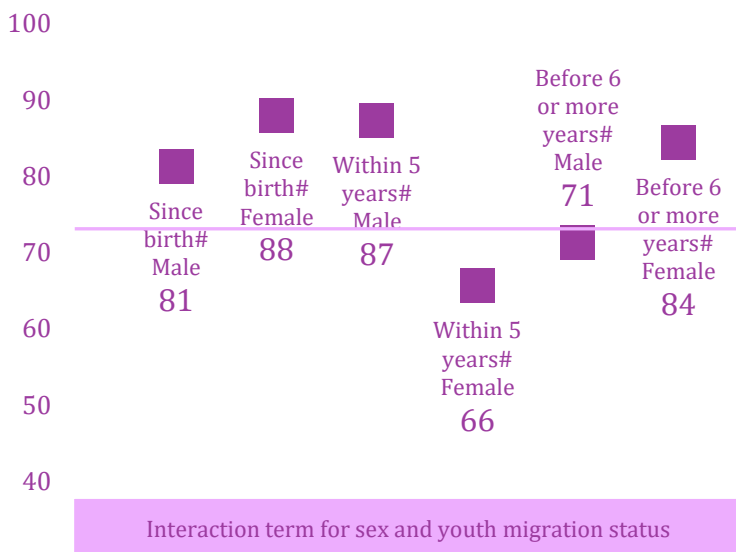
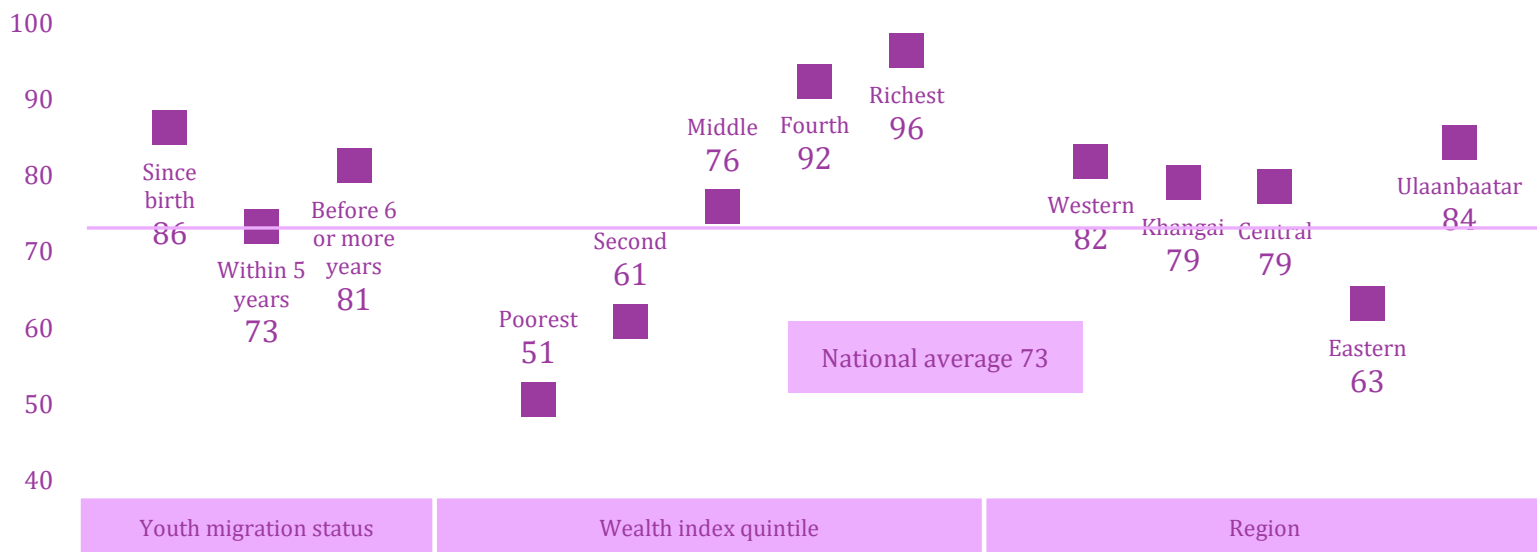


Figure 5.1.9

Likelihood of completing upper secondary school, by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are person’s sex, functional difficulties, migration status, household wealth quintile and region (refer to annex B.5 for detailed results).

**Guiding questions**

1. How many students complete each level of education? Why can't students complete lower and upper secondary school?

2. Why are students absent from school?

Figure 5.2.1

Children age 7-14 years unable to attend class in the last year due to teacher's absence or school closure, by socio-economic characteristics

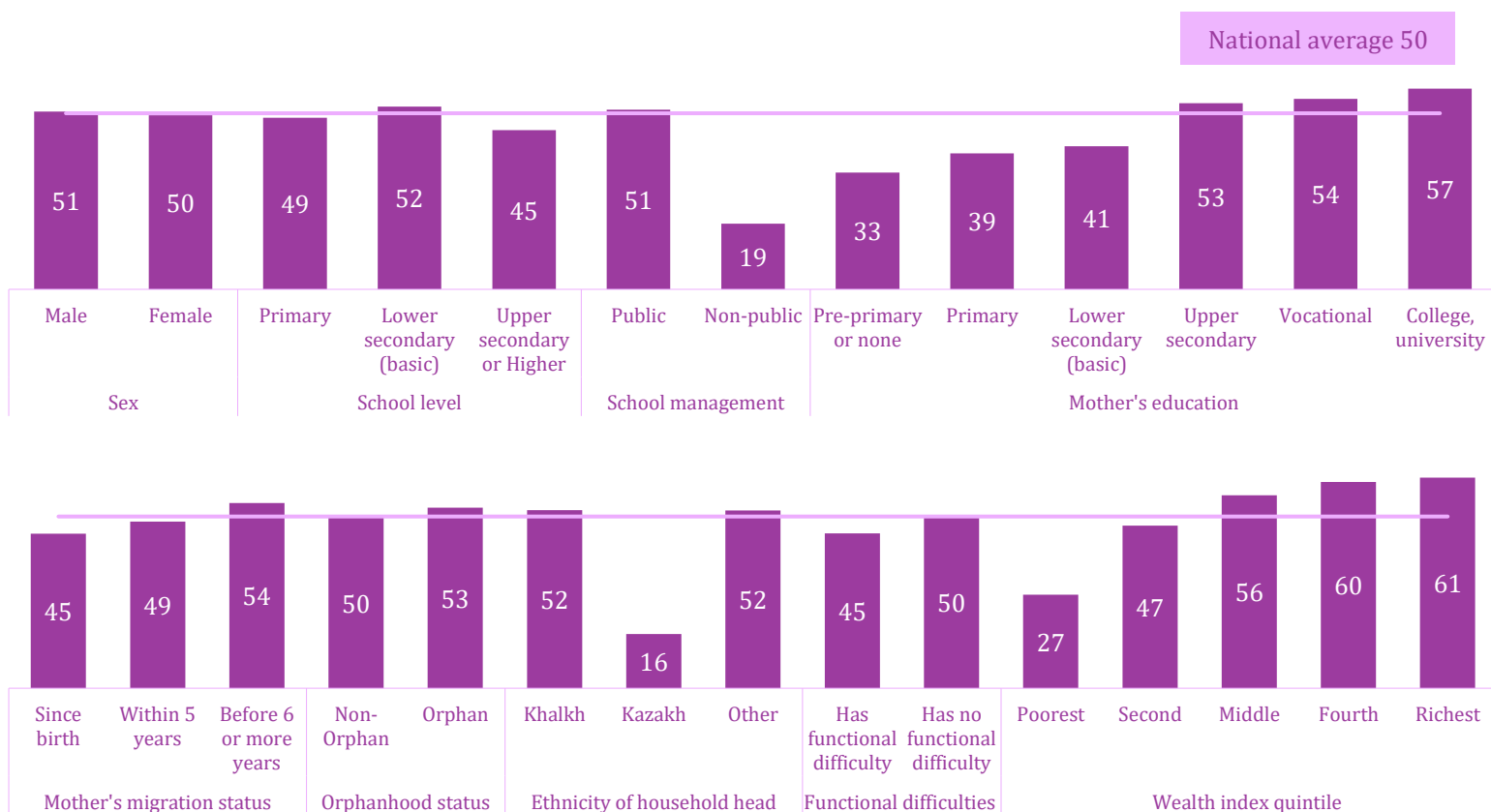


Figure 5.2.2

School-related reasons for inability to attend class, by geographic areas

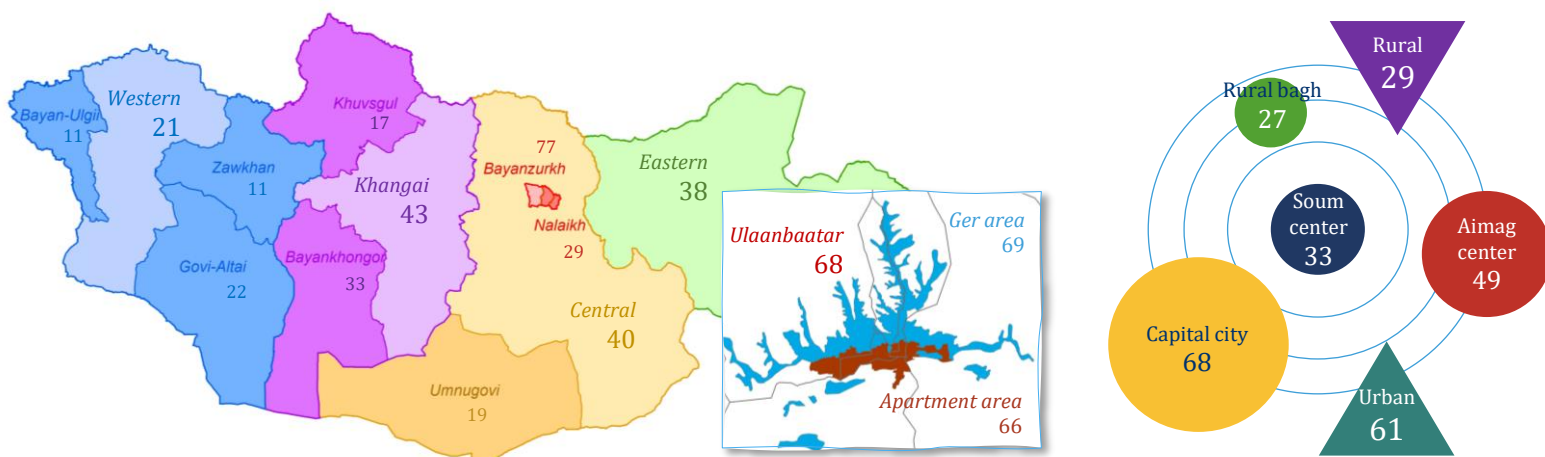
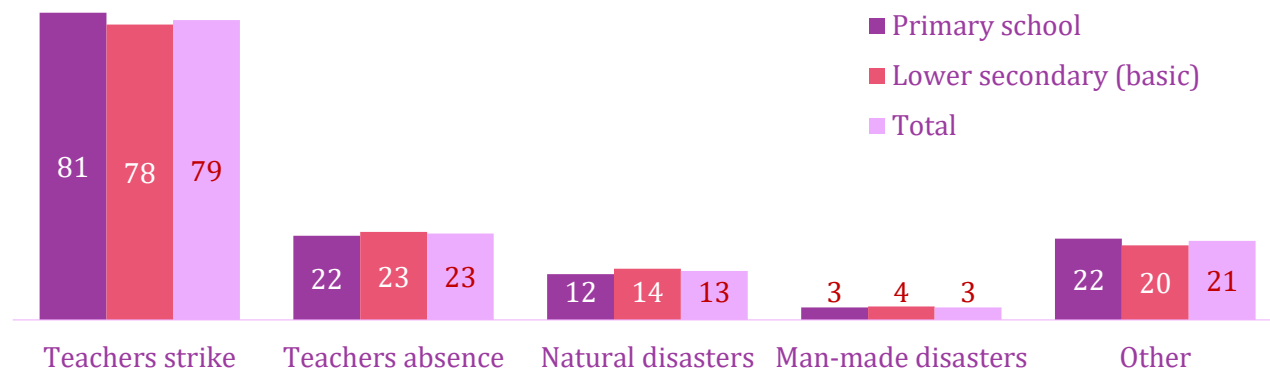


Figure 5.2.2

Children unable to attend class in the last year due to various reasons, by education level



## SUMMARY OF FINDINGS

Compared to the girls, boys’ completion rate is low at each education level as 4 percentage points in primary, 7 percentage points in lower secondary and 8 percentage points in upper secondary level (Figure 5.1.1).

As shown in Figure 5.1.2 and Figure 5.1.4 regional and socio-economic disparities impact the share of children aged 13 to 15 years completing primary education. Completion rate declines at lower secondary level among Kazakh children, and greater divergence is seen according to wealth quintiles and region (75-88 percent of the poorest and second quintiles and 79 percent in rural areas which is 17 percentage points lower than that of city).

Likelihood of completing lower secondary education fall below the national average by 2-18 percentage points and 12-22 percentage points at upper secondary education among children belonging to the poorest and second quintiles. This is also same for children living in Eastern region and those who migrated last 5 and more years (Figure 5.1.6; 5.1.9).

The impact of disparities in wealth and region becomes quite prominent among 20 to 22 year-olds. The proportion of youth from the poorest and second quintiles completing upper secondary level is 2 times smaller than that of middle and above level quintiles (41-47 percent), while it is 26-39 percentage points lower in rural and rural bagh compared to soum centre and Ulaanbaatar (Figure 5.1.7; 5.1.8; 5.1.9).

School absence by 7 to 14 year-old is 2 times greater among Ulaanbaatar and city schools compared to those of soum centre and rural schools. It is also 2 times greater in public schools compared to private schools. The main reason for school absence is either the school is closed or teacher doesn’t appear at school. 73 percent of school absence is caused by teacher’s absence (79 percent is due to teacher’s strike and 23 percent due to teacher’s absenteeism) (Figure 5.2.1; 5.2.2; 5.2.3).

### RECOMMENDATIONS

#### Policy intervention

- Teachers are the most significant inputs into students' learning and education quality, thus need more careful attention on teachers' working condition, and investment in teachers and their continuous professional development along with the improvement of infrastructure
- Monitor whether school assessment to evaluate the students' learning achievement is carried out effectively, and whenever necessary conduct additional training so that the students who are left can catch up.  
*/This could be implemented through Intervention support programe/*
- Develop an Intervention support programme for those who enter school over their age, aimed at making sure that they catch up. This programme would be in addition to the learners' existing school lessons and require additional training and hours for the teachers delivering them. It would also require a balance between after-school, out-of-lesson time and other learning methods such as distance learning.
- Repetition, completion and dropout rates at all levels of education are worst among boys This may be related to the boy's labor due to family's poverty. On the other hand, there might be some hidden factors related to education as school environment and school curriculum. So it is recommended to evaluate whether education and curricula is relevant to the boys' needs, interests and lives

#### Improving implementation strategies

- Increase the school and teachers' intervention to influence on parent's negative attitude to undervalue boys' education. Give more opportunities to boys to take responsibilities inside and outside of the classroom, to participate in fun activities including sports clubs, school events etc.
- Completion rate among Kazakh children across all levels of education is quite low. So there is a need to take necessary actions as upgrading the teachers' bilingual knowledge and instruction skills, improving access and quality of bilingual learning materials and increasing learning outcomes
- The students' school completion is affected by the wealth of their parents and by the migration status. Children experience stress of navigating unfamiliar surroundings and challenge of making friends in new school. Therefore, school and teachers' support and their cooperation with parents is very essential to ease the move. It is recommended that school to think of introducing school programme or initiative to support students and help settle into new school and adopt in new environment.

Topic 6

OUT OF SCHOOL CHILDREN

Guiding questions

1. How many children are out of primary education? Why are children out of primary school?

2. How many children are out of lower secondary education? Why are children out of lower secondary school?

3. How many children are out of upper secondary education? Why are children out of upper secondary school?

Figure 6.1.1

Out of school rate for children of secondary school (primary, lower and upper secondary) age at the beginning of the school year, by some socio-economic characteristics

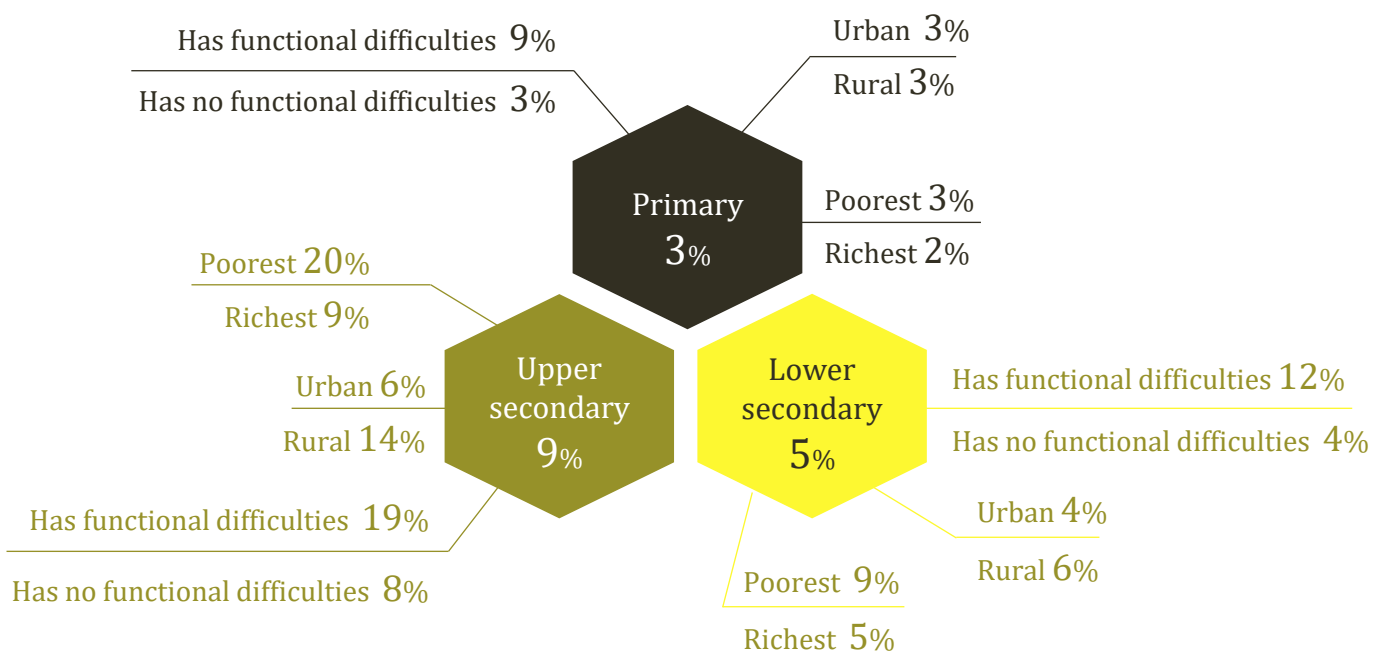


Figure 6.1.2

Estimated number of out-of-school children in each level of education

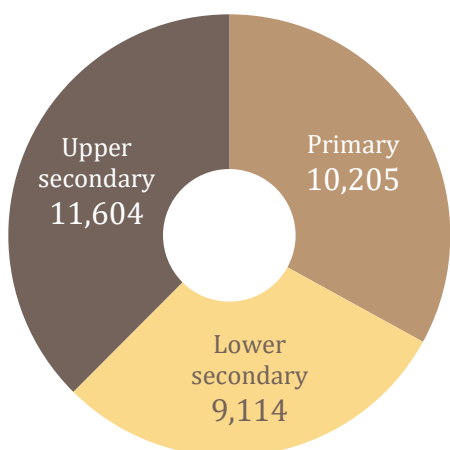




Figure 6.1.3 Primary out of school children, by socio-economic characteristics

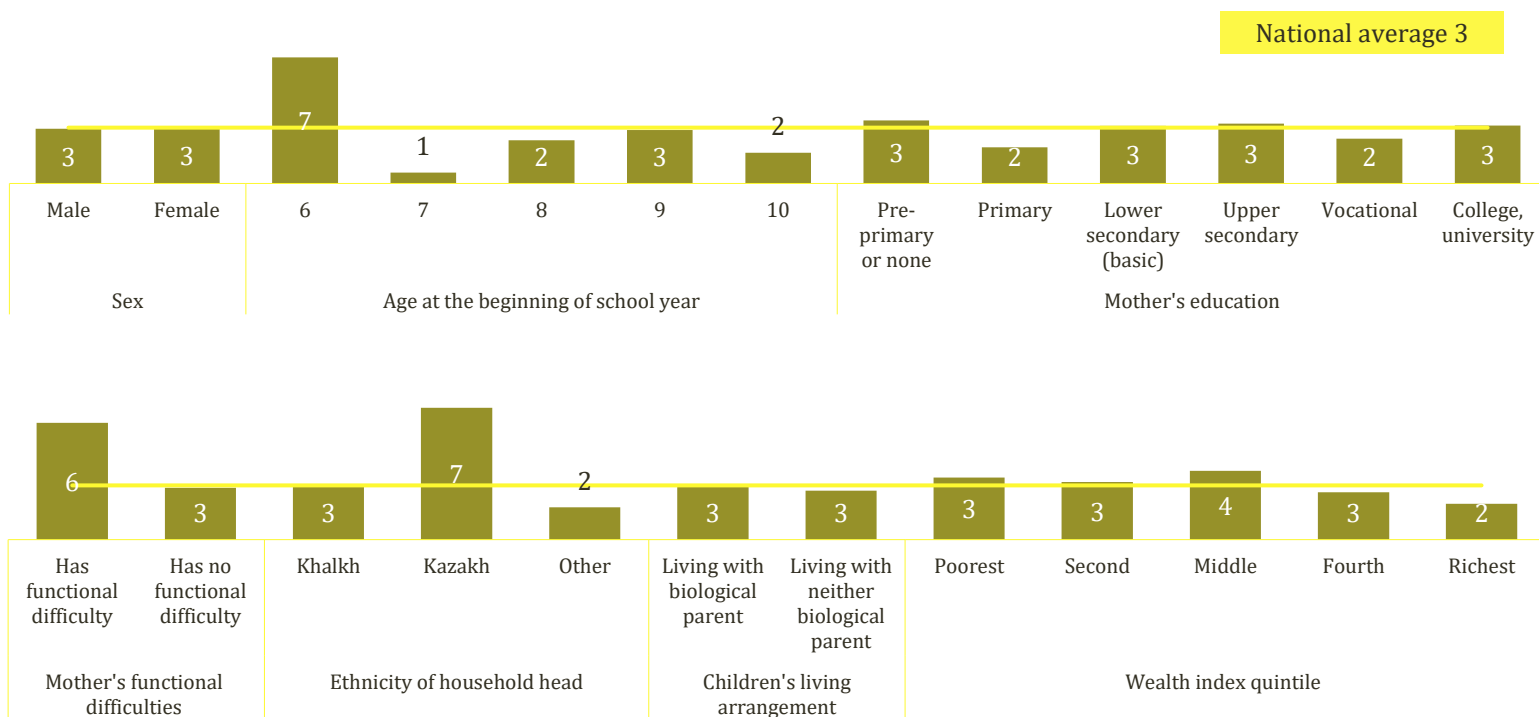


Figure 6.1.4 Primary out of school children, by geographic areas

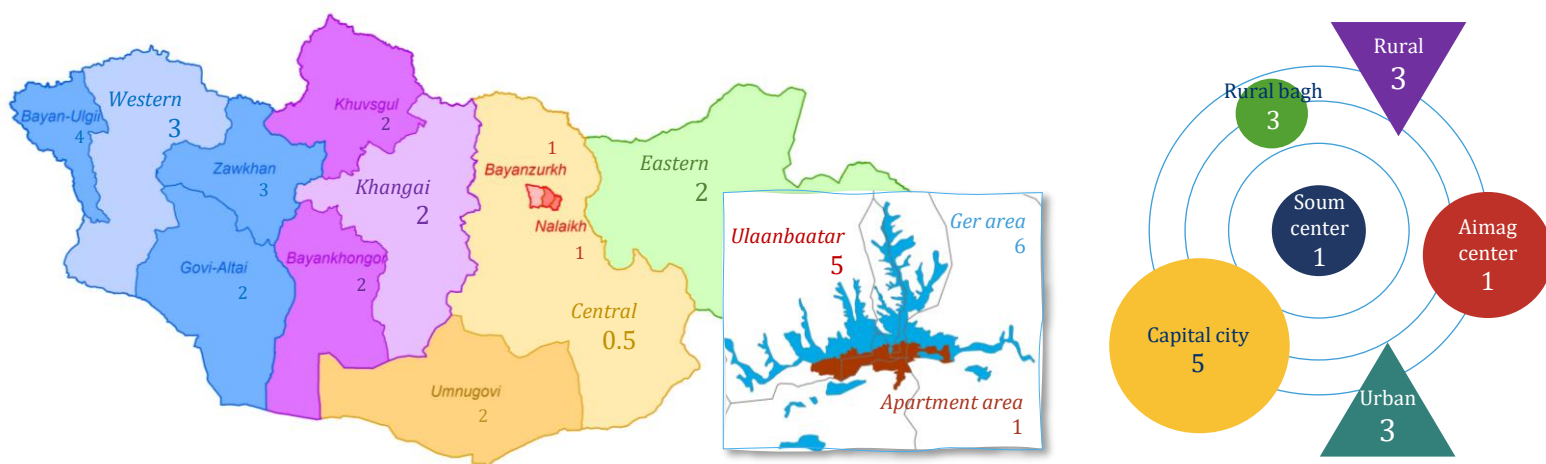
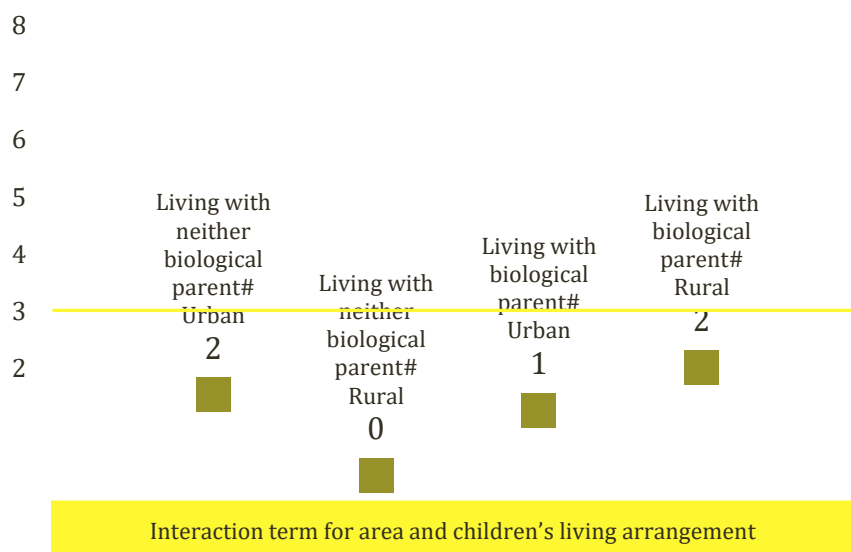
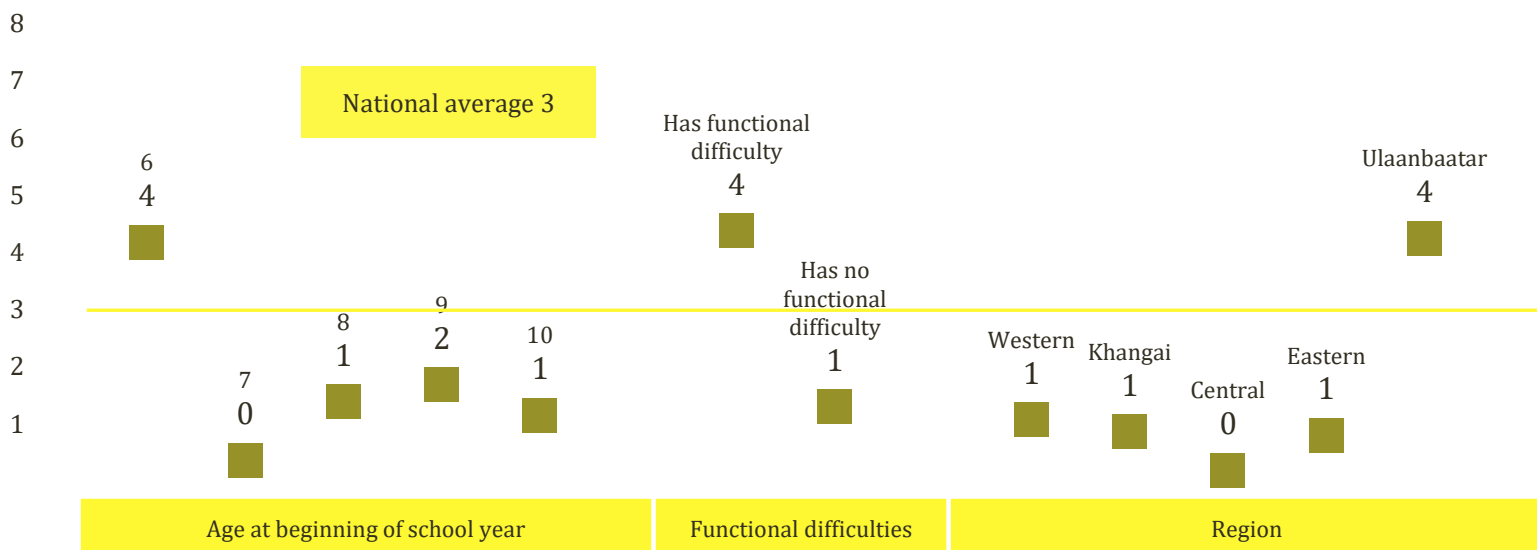


Figure 6.1.5

Likelihood of being out of primary school, by socio-economic factors (%)

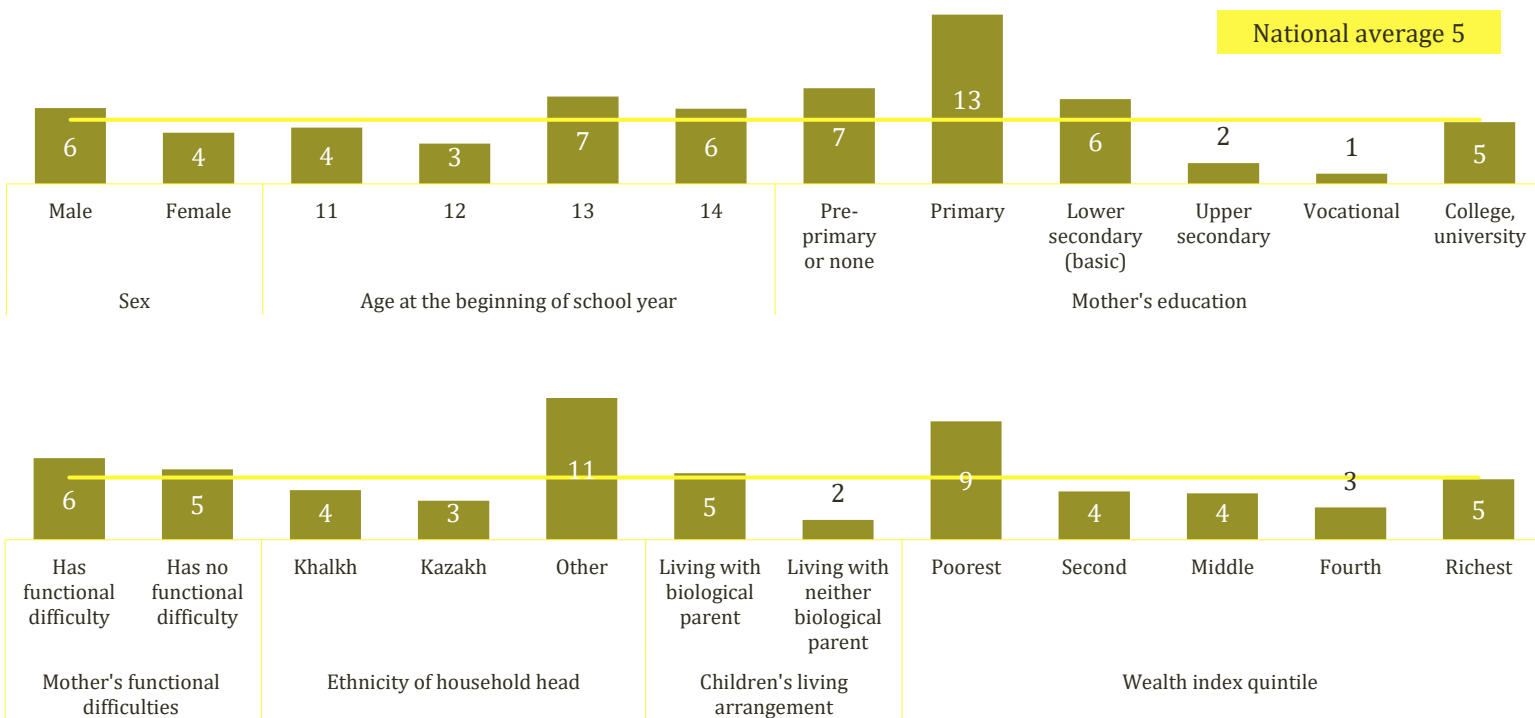


Note: This is the logistic regression model and controlling variables are child's age at the beginning of the school year, sex, functional difficulties, living arrangement (living with biological parents), household wealth quintile, area and region (refer to annex B.6 for detailed results).

<b>Guiding questions</b>	1. How many children are out of primary education? Why are children out of primary school?	2. How many children are out of lower secondary education? Why are children out of lower secondary school?	3. How many children are out of upper secondary education? Why are children out of upper secondary school?
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**Figure 6.2.1**

Lower secondary out of school children, by socio-economic characteristics



**Figure 6.2.2**

Lower secondary out of school children, by geographic areas

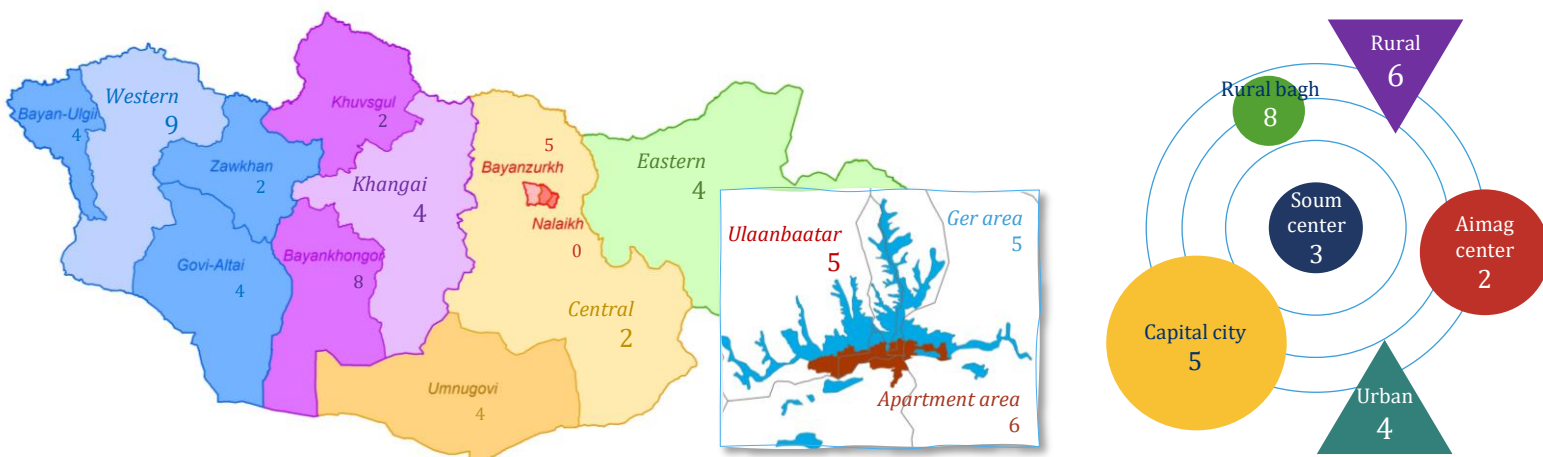
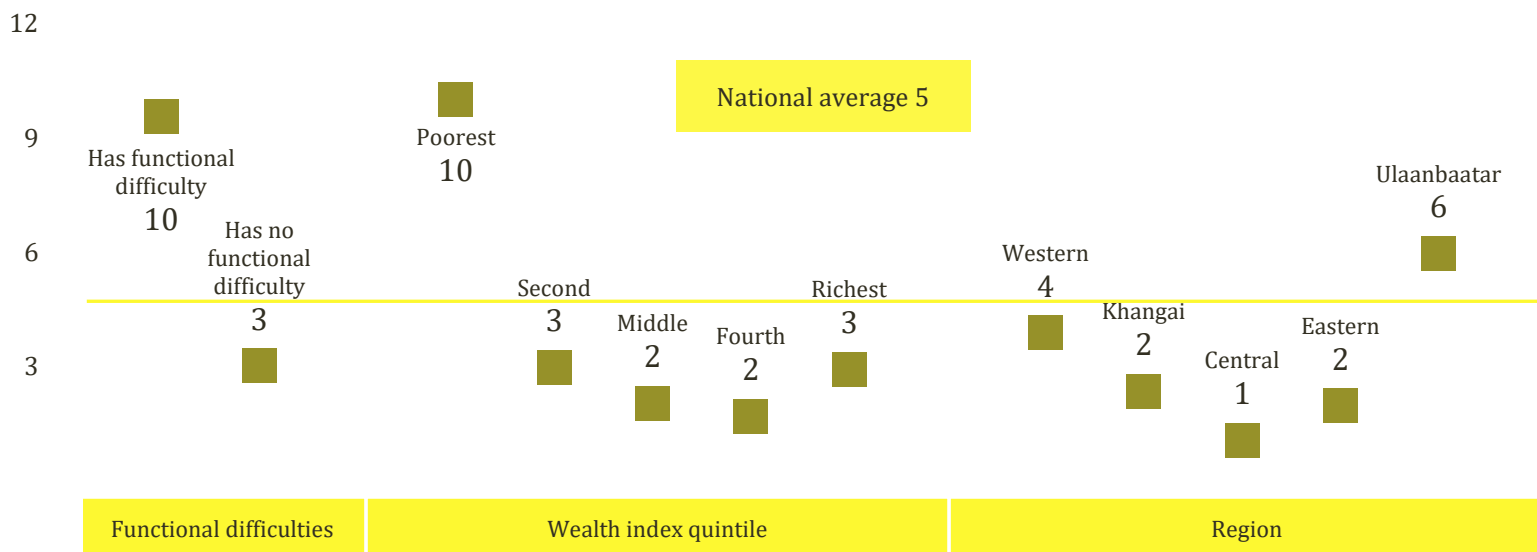


Figure 6.2.3

Likelihood of being out of lower secondary school, by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are child’s age at the beginning of the school year, sex, functional difficulties, living arrangement (living with biological parents), household wealth quintile and region (refer to annex B.6 for detailed results).

<b>Guiding questions</b>	1. How many children are out of primary education? Why are children out of primary school?	2. How many children are out of lower secondary education? Why are children out of lower secondary school?	3. How many children are out of upper secondary education? Why are children out of upper secondary school?
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Figure 6.3.1

Upper secondary out of school children, by socio-economic characteristics

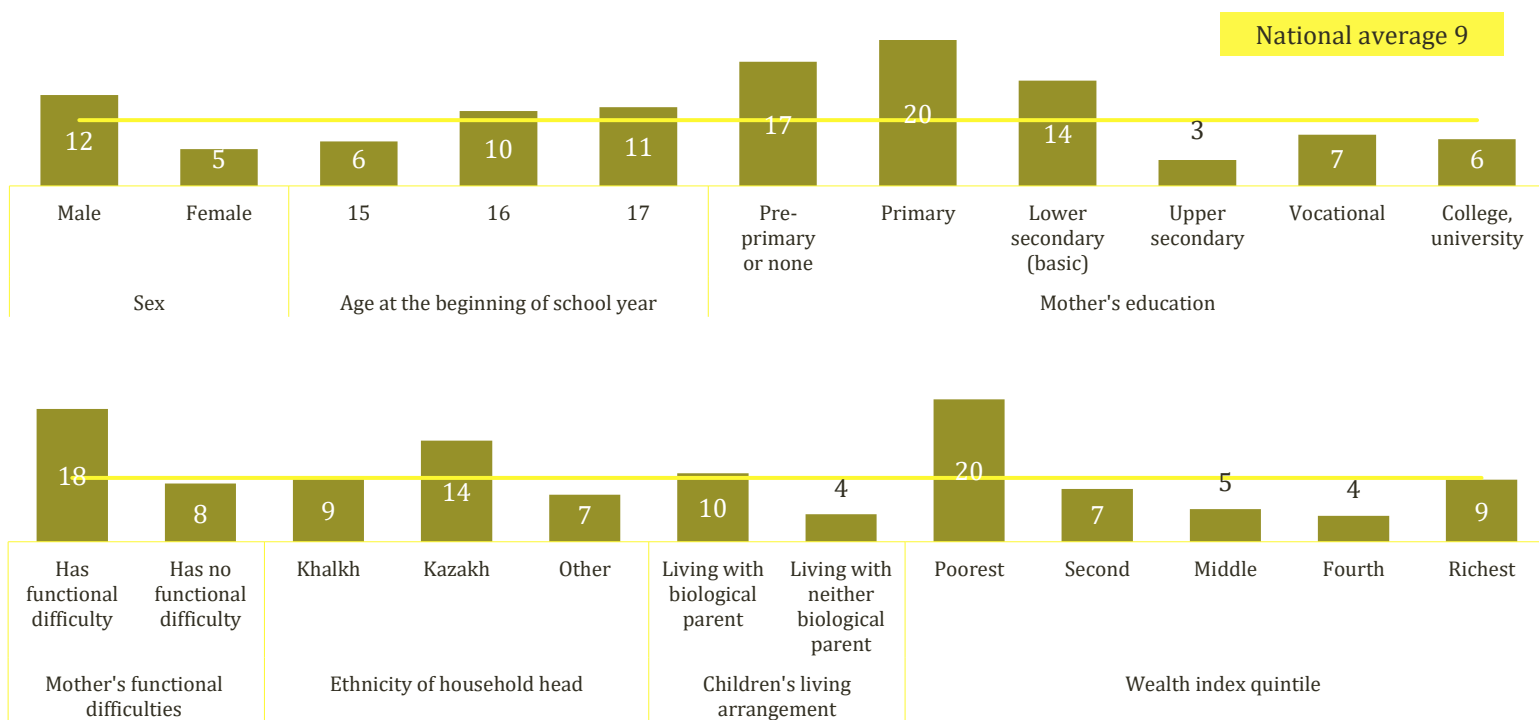


Figure 6.3.2

Upper secondary out of school children, by geographic areas

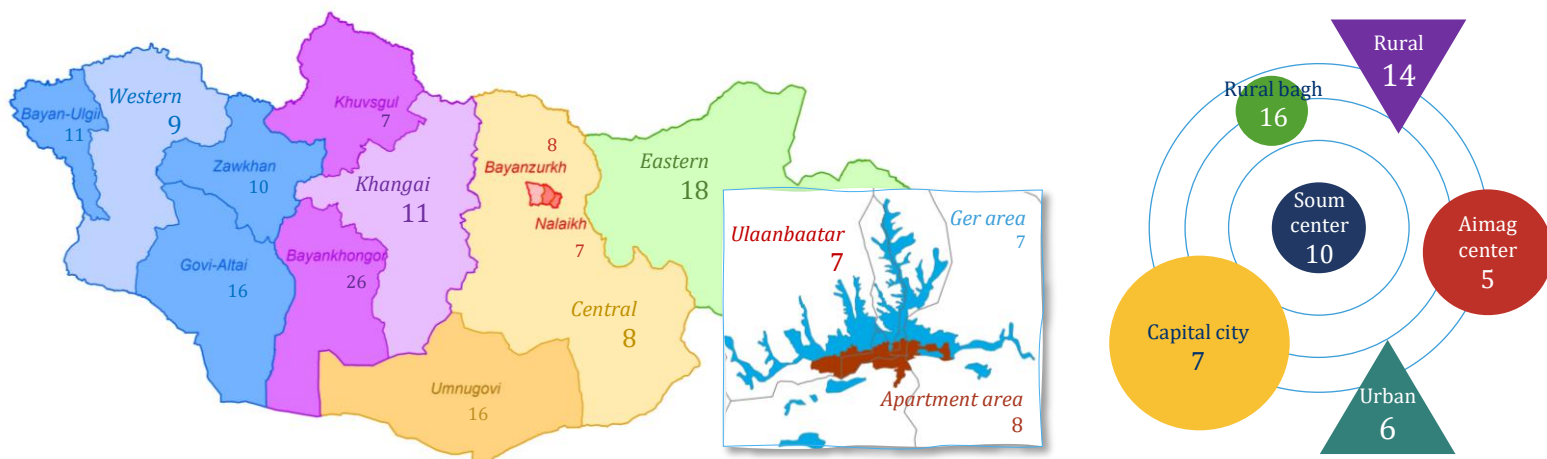
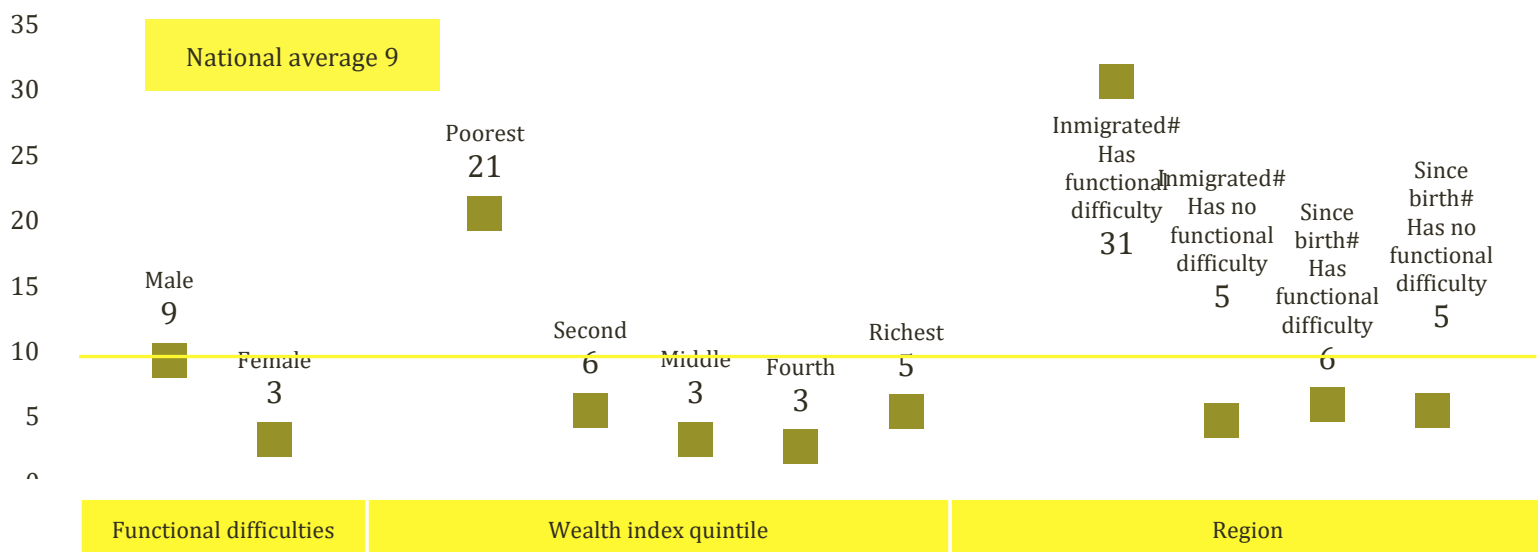


Figure 6.3.3

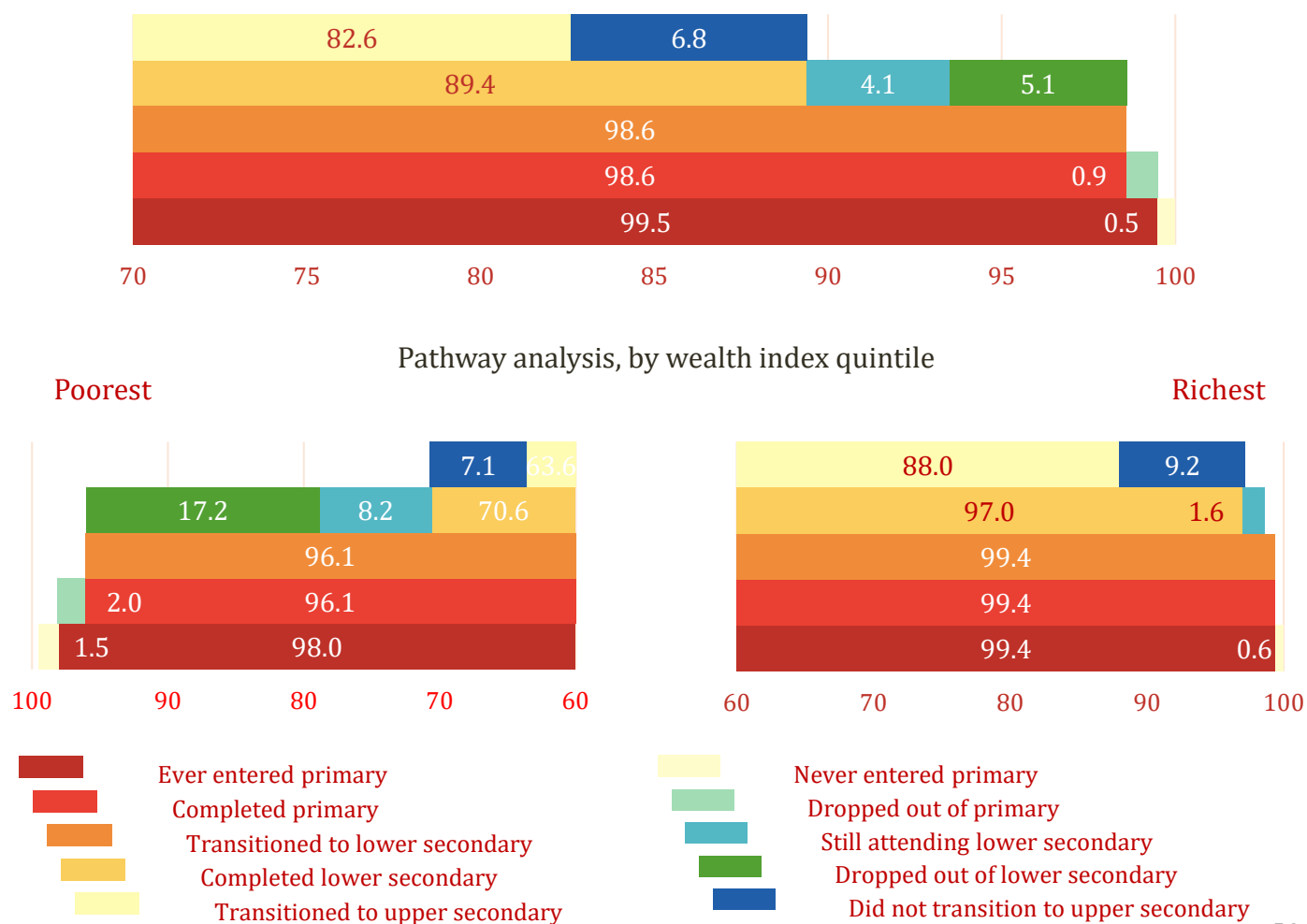
Likelihood of being out of upper secondary school, by socio-economic factors (%)



Note: This is the logistic regression model and controlling variables are child's age at the beginning of the school year, sex, functional difficulties, living arrangement (living with biological parents), mother's migration status, household wealth quintile and region (refer to annex B.6 for detailed results).

Figure 6.3.4

Overall education picture – Pathway analysis



## SUMMARY OF FINDINGS

The functional difficulty is reported to be the main reason of withholding the children from school. Also at primary and upper secondary levels children whose mother or caregiver has functional difficulties attend school twice less than those without difficulties (Figure 6.1.1; 6.1.3; 6.3.1).

At lower and upper secondary levels, children in the poorest quintile and in less educated families drop out school 2-3 times more than those in middle quintile and in families whose education level is higher than upper secondary (Figure 6.2.1; 6.3.1).

The school entrance rates for children from the poorest quintile are at primary level 1.4 percentage points, at lower secondary level 3.3 percentage points and at upper secondary level 24.4 percentage points lower compared to the richest. Moreover, 17.2 percent of these children drop out from lower secondary school and 8.2 percent repeat, while their completion rate is 26.4 percentage points lower than the richest quintile children (Figure 6.3.4).

Out of school rates are high across all levels of education in rural area. Ulaanbaatar has relatively high rates at primary level, while at primary and upper secondary level the rate is high among Kazakh children. (Figure 6.1.3; 6.1.4; 6.2.2; 6.3.2).

Factors affecting the children to be out of school are shown by each level of education as below:

1. At primary level, 4 percent of 6 year-olds and children in Ulaanbaatar are out of school. Also out of school rate is high among children living in the city without their biological parent and children who live in rural area with their biological parent (Figure 6.1.5).
2. At lower secondary level, children's functional difficulties and the poverty are the main reasons for children to be out of school and one in ten children remain excluded from education for these reasons (Figure 6.2.3).
3. At upper secondary level, gender, poverty and migration are the factors negatively impacting on school attendance. School dropout rates remain 4-7 times high among the poorest quintile compared to middle and richer quintiles. What's more, migrant children with functional difficulties tend to dropout from school 5-6 times more than those of migrant but without difficulties or non-migrant with and without difficulties. Boys' dropout rate is highest at upper secondary level and it is 6 percentage points higher compared to girls (Figure 6.3.3).

99.5 percent of the children attended in primary school, while this percentage is 98.6 in lower secondary and 82.6 in upper secondary. At lower secondary level, 4.1 percent repeat and 5.1 percent drop out from school (Figure 6.3.4).

## RECOMMENDATIONS

### Policy intervention

- Support teachers of ethnic minority groups with training and improve quality of learning materials as well as infrastructure. Make sure that the quality of education delivered both in Mongolian and Kazakh languages has same quality and to national standard.

### Improving implementation strategies

- Drop outs are highest among children from the poorest quintile, children with functional difficulties, or those whose mother has functional difficulties. The rate remains high in rural areas and among migrants and Kazakh children. Ensuring better collaboration and linkages between education, social welfare and health agencies are necessary so that these children get access to education, on track to complete their education and get equipped with necessary knowledge, skills and attitudes.
- Coordinate the activities of governmental and NGOs, projects and programmes to empower parents and family members of out of school children and to organize life skills and livelihood training so that these children's rights to an education be fulfilled.
- Build capacities of local actors as health, education and social welfare committees, school support units and teachers, and facilitate their services to support children with functional difficulties as early detection and intervention, providing appropriate educational services and ensuring school's physical accessibility.
- Strengthen the activities of school, khoroo (community) and social development unit to support out-of-school children and youth with Equivalency programme and life skills training and provide with necessary information.



Topic 7

EDUCATION AND CHILD PROTECTION

Guiding questions

1. Which groups of children are more frequently involved in child labor? How does child labor affect children’s learning skills?

2. Who are the children marrying early? How does child marriage affect youth literacy and ICT skills?

Figure 7.1.1 Child labor for children age 5-17 years, by sex, according to indicated domains

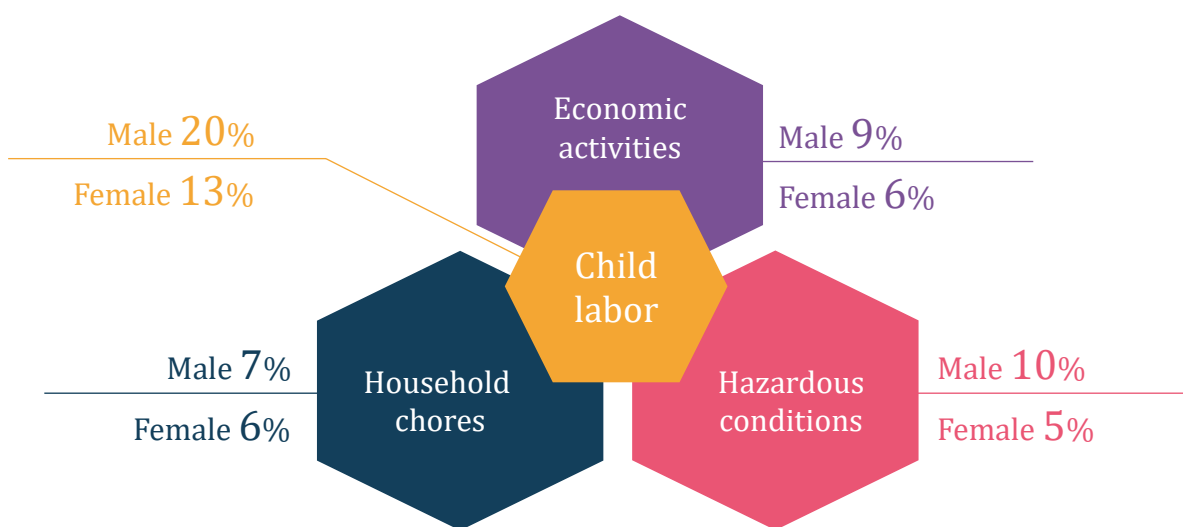


Figure 7.1.2 Children’s engagement in economic activities and household chores, by socio-economic characteristics

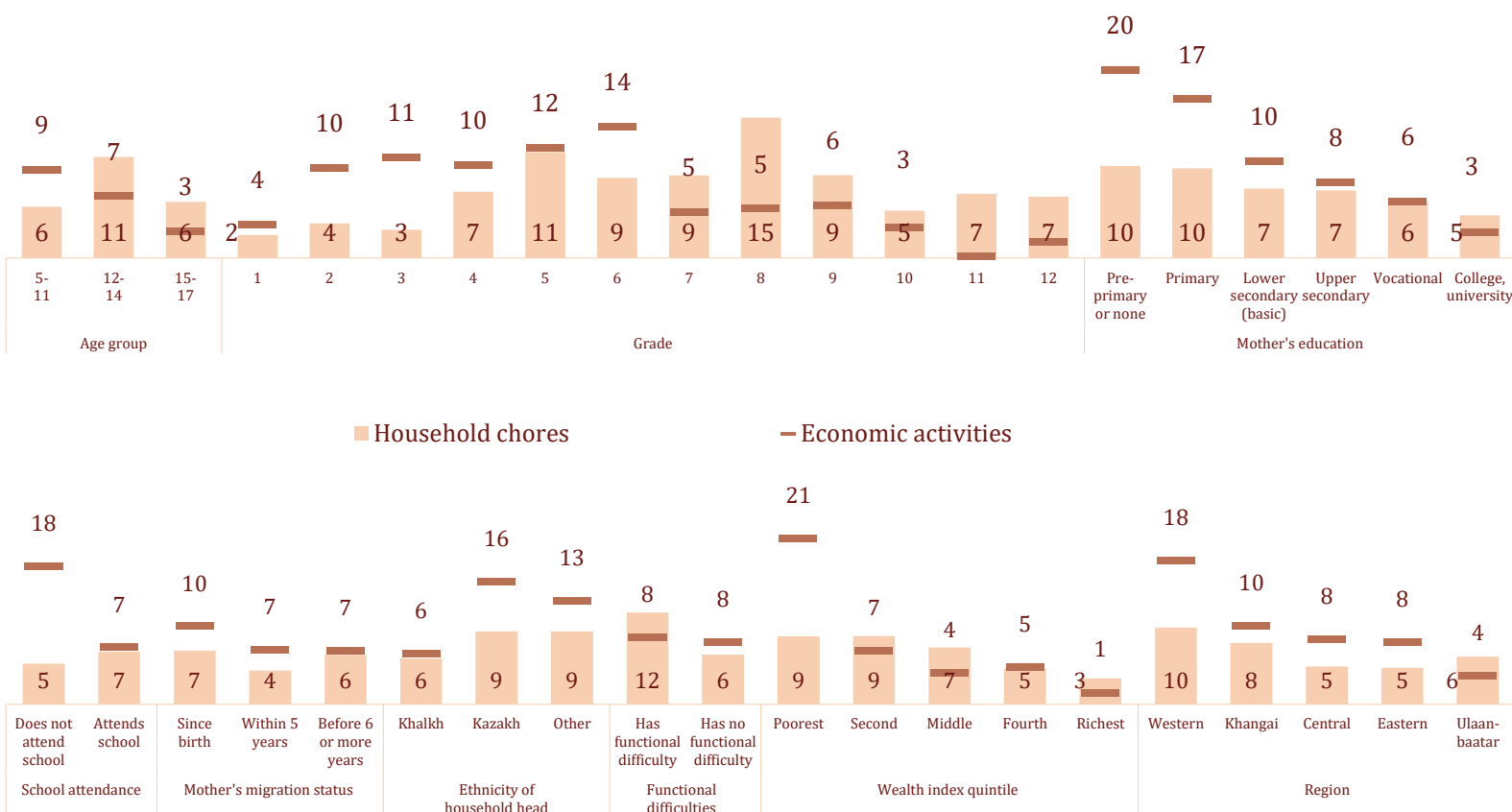


Figure 7.1.3 Child labor for children age 5-17 years, by socio-economic characteristics

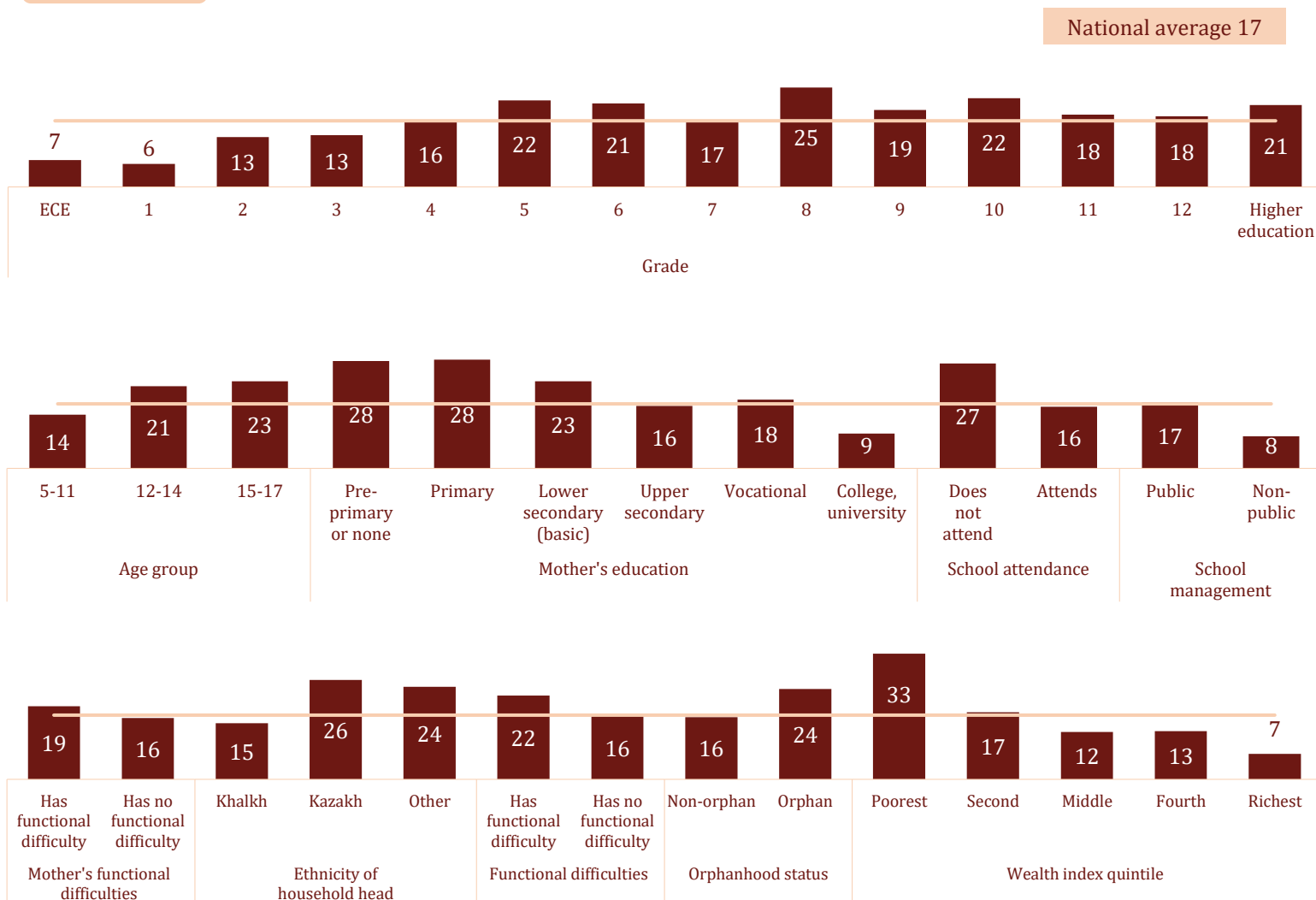


Figure 7.1.4 Child labor, by geographic areas

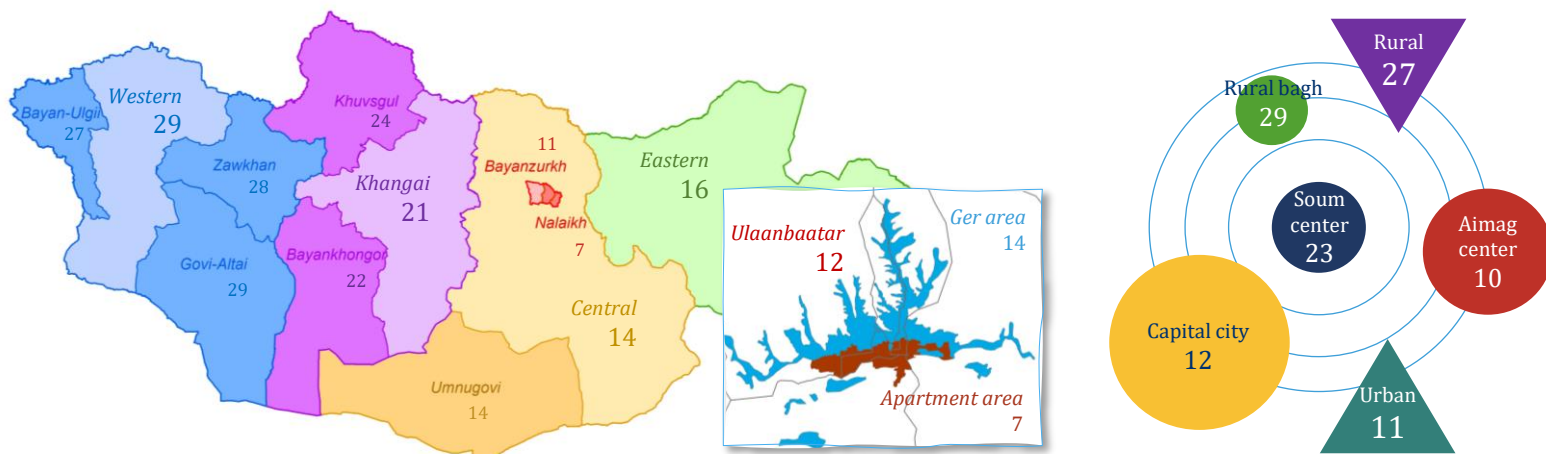


Figure 7.1.5

Children attending school by child labor status among those 5-17 years

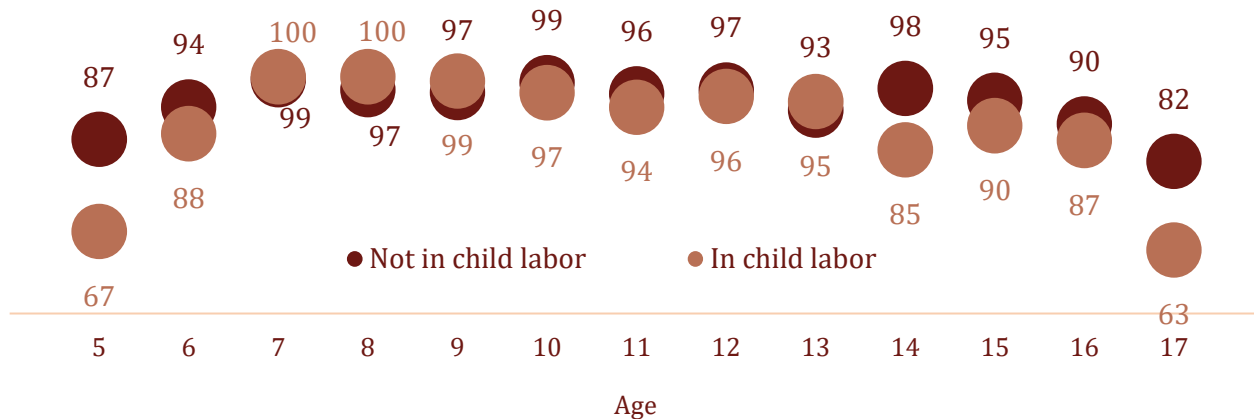
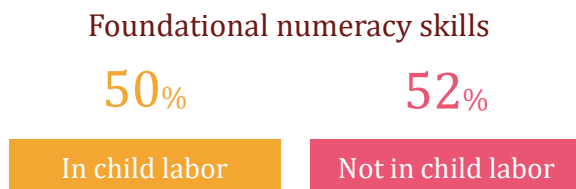


Figure 7.1.6

Foundational numeracy skills by child labor status among children 7-14 years

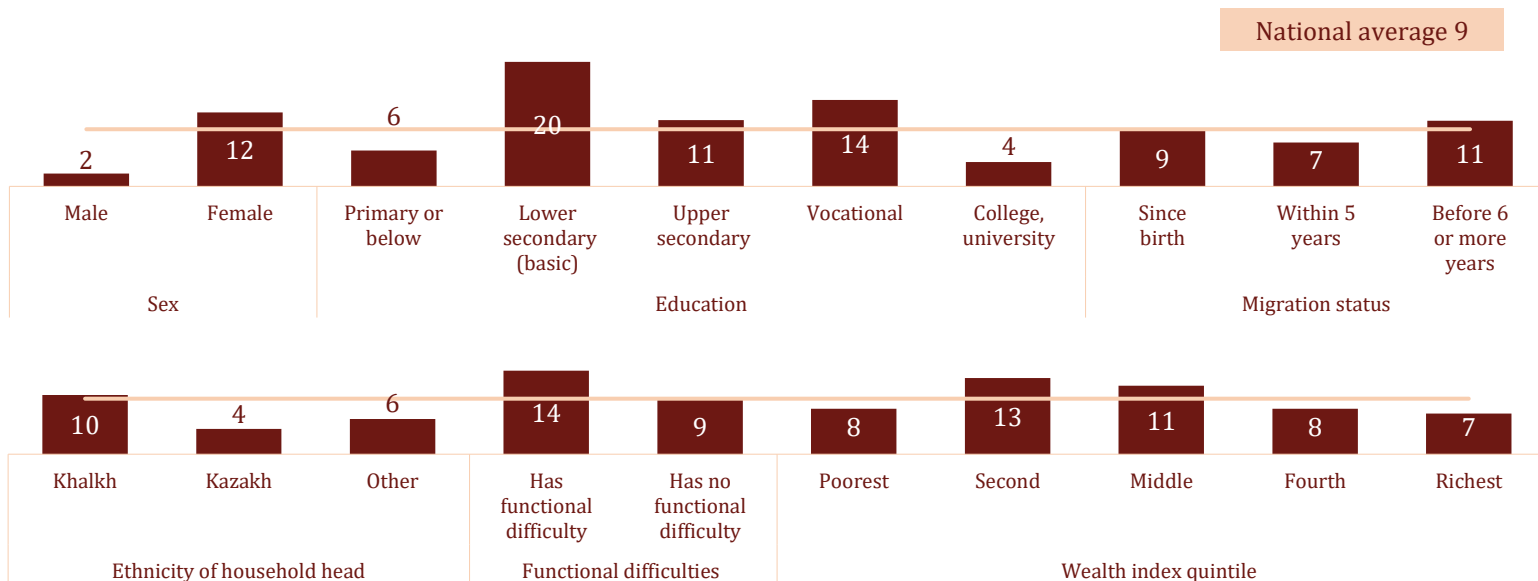


**Guiding questions**

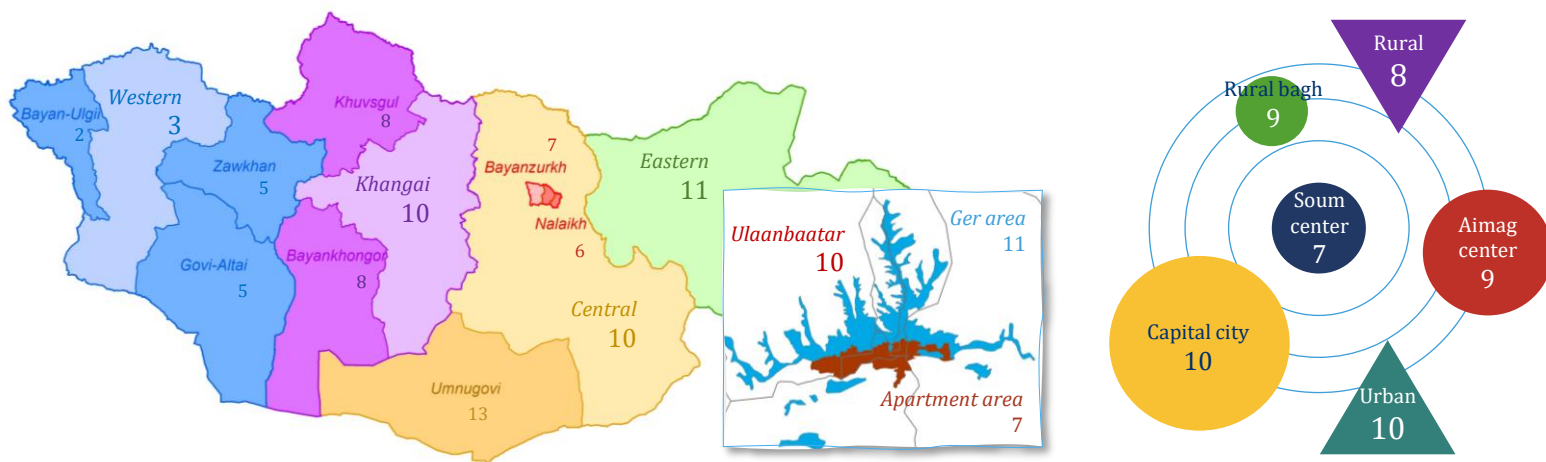
1. Which groups of children are more frequently involved in child labor? How does child labor affect children’s learning skills?

2. Who are the children marrying early? How does child marriage affect youth literacy and ICT skills?

**Figure 7.2.1** Youth age 20-24 years married before their 18th birthday, by socio-economic characteristics



**Figure 7.2.2** Early marriage, by geographic areas



**Figure 7.2.3** Impact of early marriage on youth ICT skills and literacy



### SUMMARY OF FINDINGS

A total of 20 percent of boys aged 5 to 17 years are engaged in some forms of child labour which is 7 percentage points greater than girls. Children are mostly involved in hazardous work and income-generating activities, and child labour is highest among out of school children. (Figure 7.1.1; 7.1.2; 7.1.3). Hazardous work is most common among 15 to 17-year-old upper secondary school-age adolescents reaching 18 percent. 10-14 percent of primary school children from Grade 2 to Grade 6 are involved in Income generating activities (Figure 7.1.2).

Children may be driven into work for various reasons. Most common factors that impacted seem lower educational level of caregiver, poverty and location. In particular, child labour occurs highest in Western and Khangai regions. In Western region child labour in hazardous work and income-generation is 2-2.2 times greater than Central and Eastern regions. Children from the poorest quintile are engaged in work 4-5 times greater than the middle quintile (Figure 7.1.2).

Women's marriage before the age of 18 is 6 times greater than men, and it is more prevalent among women whose highest level of education is primary and secondary school. Early marriage is 5 percentage points higher among young people with functional difficulties compared to those without and slightly higher in rural areas (Figure 7.2.1; 7.2.2).

### RECOMMENDATIONS

#### *Improving implementation strategies*

- Dropout rate for working children is 13-19 percentage points higher than that of non-working children which shows that child labour can make it more difficult for students to remain in school (Figure 7.1.5). So it is crucially important to raise parent's awareness on harmfulness of child labour for their children's education, physical development and future; and to strengthen the social service workforce to prevent the school-age children from engaging in child labour, especially in hazardous work. Moreover, it is also important to make aware the parents and caregivers that excessive household chores heighten the child risk of falling behind.
- Child labour is linked to poorer social-economic condition, so there is an urgent need to ensure wider cooperation with Ministry of Labour and Social Protection and other projects and programmes to empower the parents and family members and to engage the adults in employment
- Draw back the work-engaged drop-out students into learning through Equivalency programme and vocational training and improve the school, community and Social development unit partnership
- Improve the awareness of the entrepreneurs and employers on the laws and legislation about child labour
- Monitor the enforcement of Child labour laws and regulations about prohibitions on child labour, minimum age of employment, safety and health protection for children
- Those who are less educated and having functional difficulties seem to get married early and as the survey reveals education and functional difficulty are more correlated with early marriage than socio-economic background. As education influences early marriage, the school and parent involvement in the prevention of adolescents, especially girls from dropping out school is crucial. Moreover, increasing the awareness of youth on the educational outcomes as personal development, long term social and economic benefits is important.
- Improve the quality of reproductive education for adolescents

Topic 8

INCLUSIVE EDUCATION

Guiding questions

1. For what groups of children are disability rates higher? What are the most common functional difficulty domains among children?

2. How does functional difficulty vary by children’s socio-economic characteristics?

3. How is functional difficulty linked to education indicators?

Figure 8.1.1 A concept of child functioning and disability

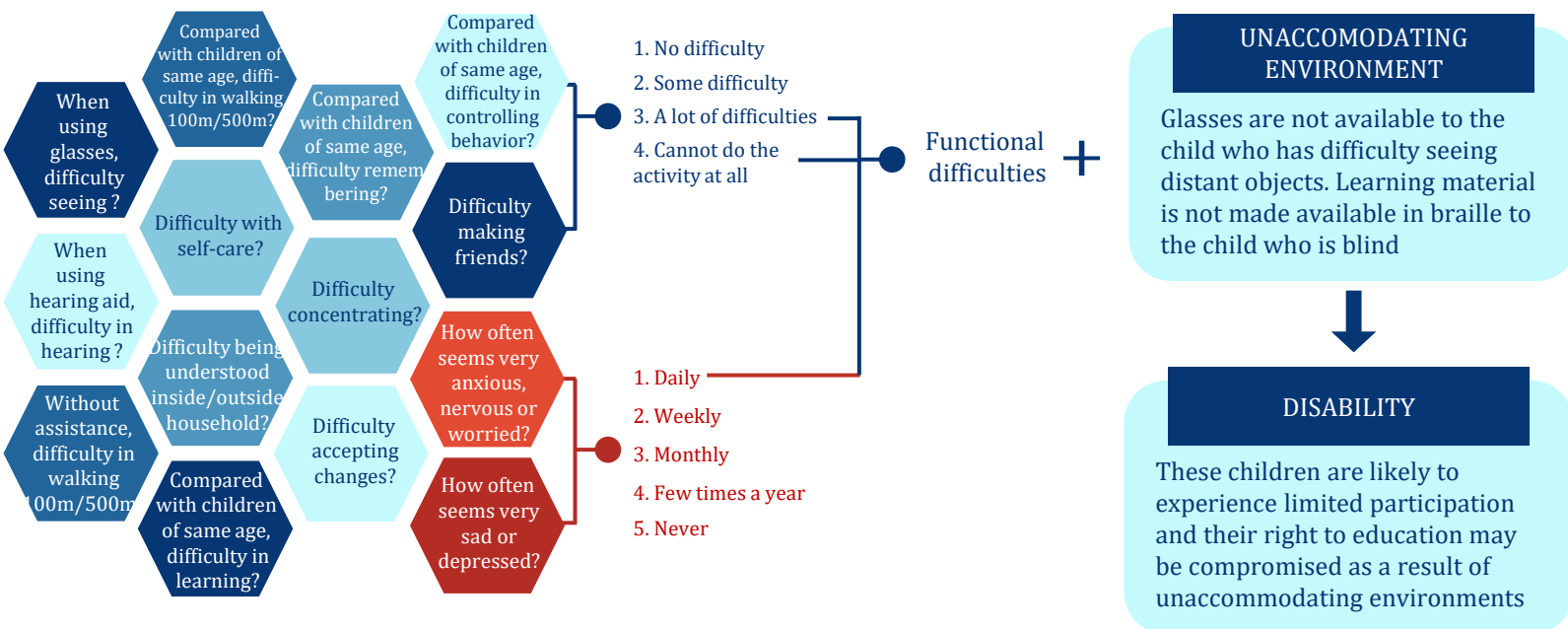
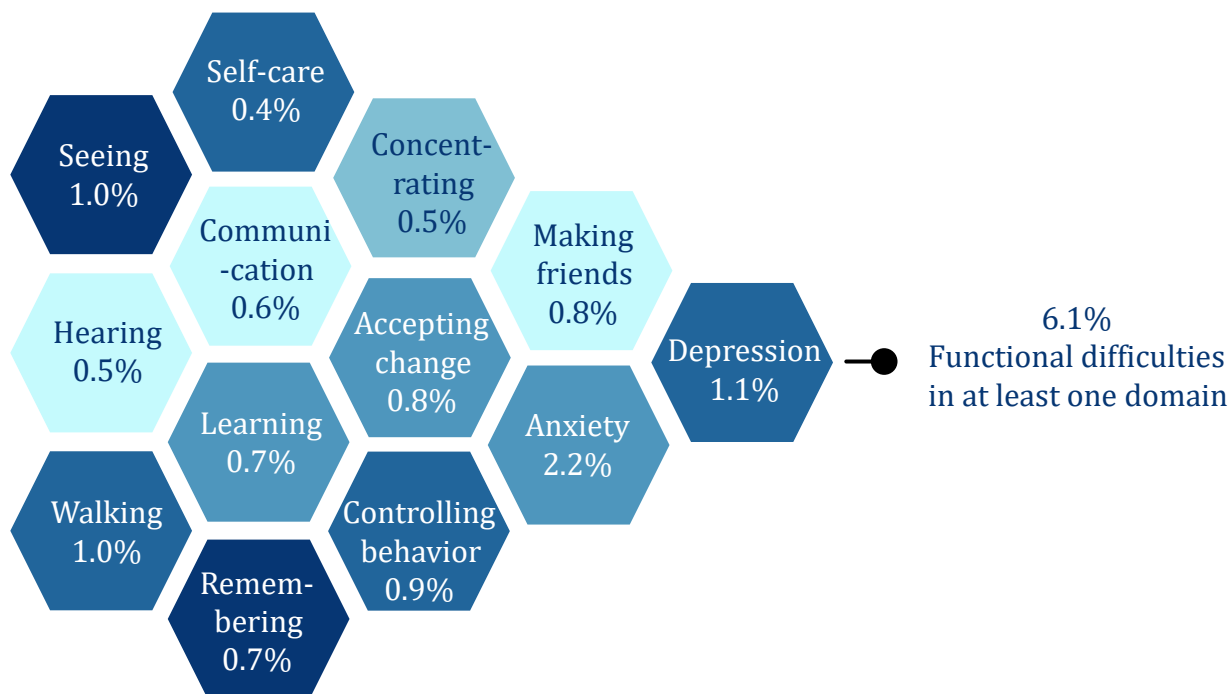


Figure 8.1.2 Prevalence functional difficulties among children age 5-17 years, by domains



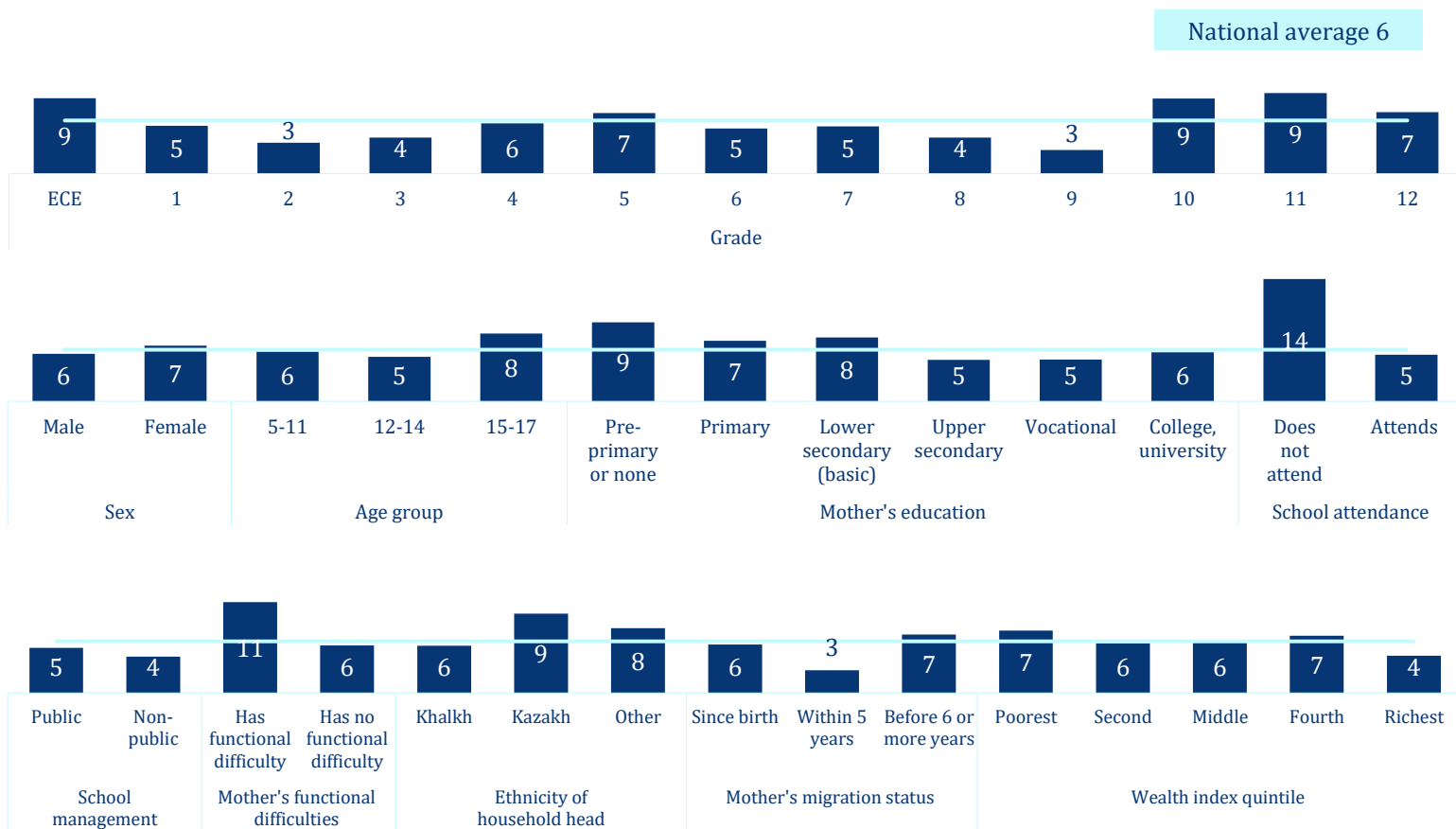
**Guiding questions**

1. For what groups of children are disability rates higher? What are the most common functional difficulty domains among children?

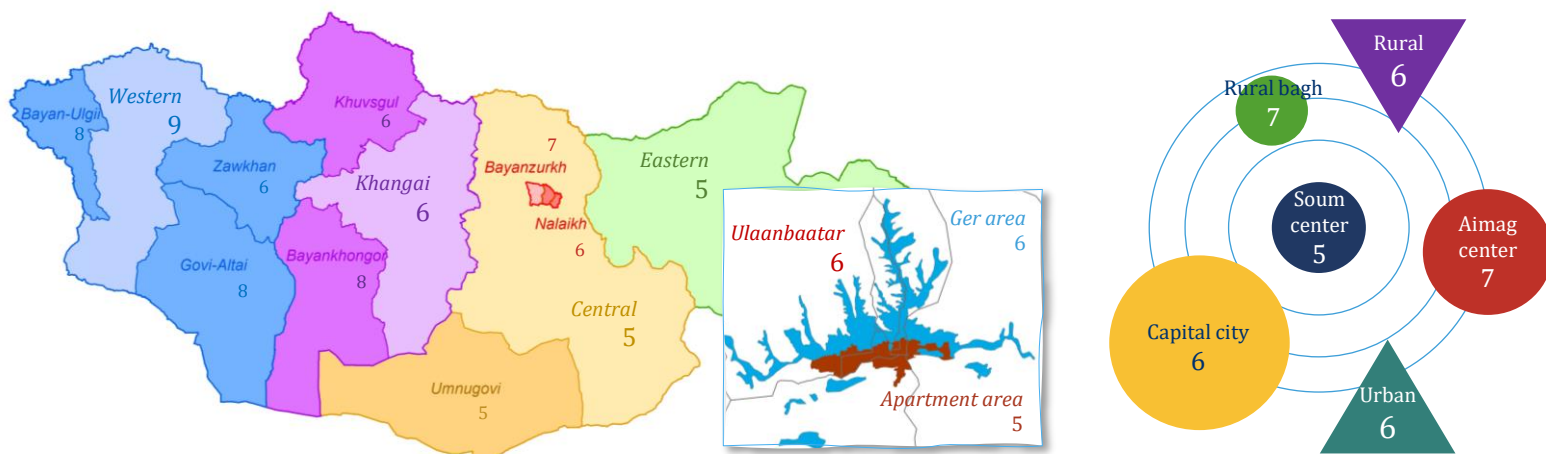
2. How does functional difficulty vary by children’s socio-economic characteristics?

3. How is functional difficulty linked to education indicators?

**Figure 8.2.1** Functional difficulties among children age 5-17 years, by socio-economic characteristics



**Figure 8.2.2** Functional difficulties, by geographic areas





**Guiding questions**

1. For what groups of children are disability rates higher? What are the most common functional difficulty domains among children?

2. How does functional difficulty vary by children’s socio-economic characteristics?

3. How is functional difficulty linked to education indicators?

Figure 8.3.1 Foundational learning skills, by functional difficulties among children age 7-14 years



Figure 8.3.2 Attendance to ECE and adjusted net attendance ratio, by functional difficulties among children age 2-17 years

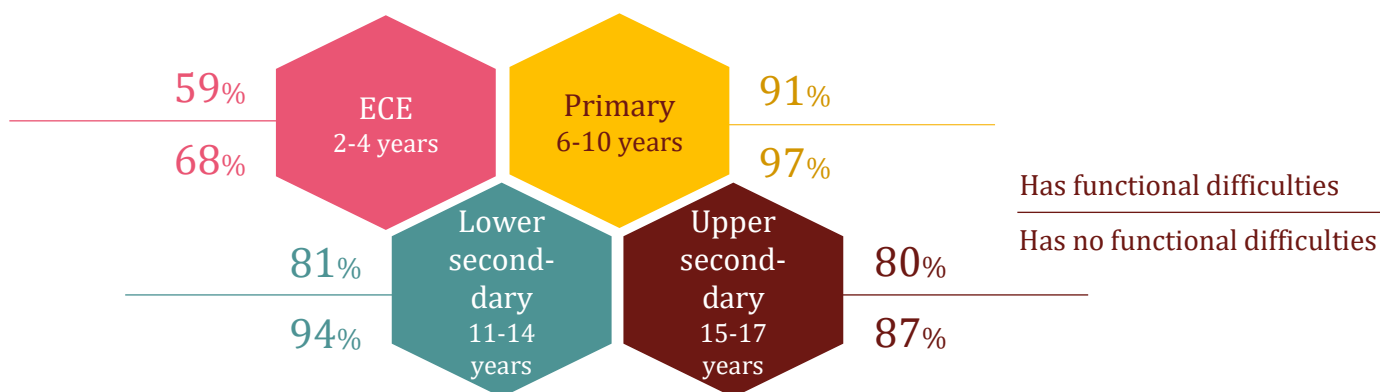


Figure 8.3.3 Repetition and drop out rate, by education level among children 6-17 years

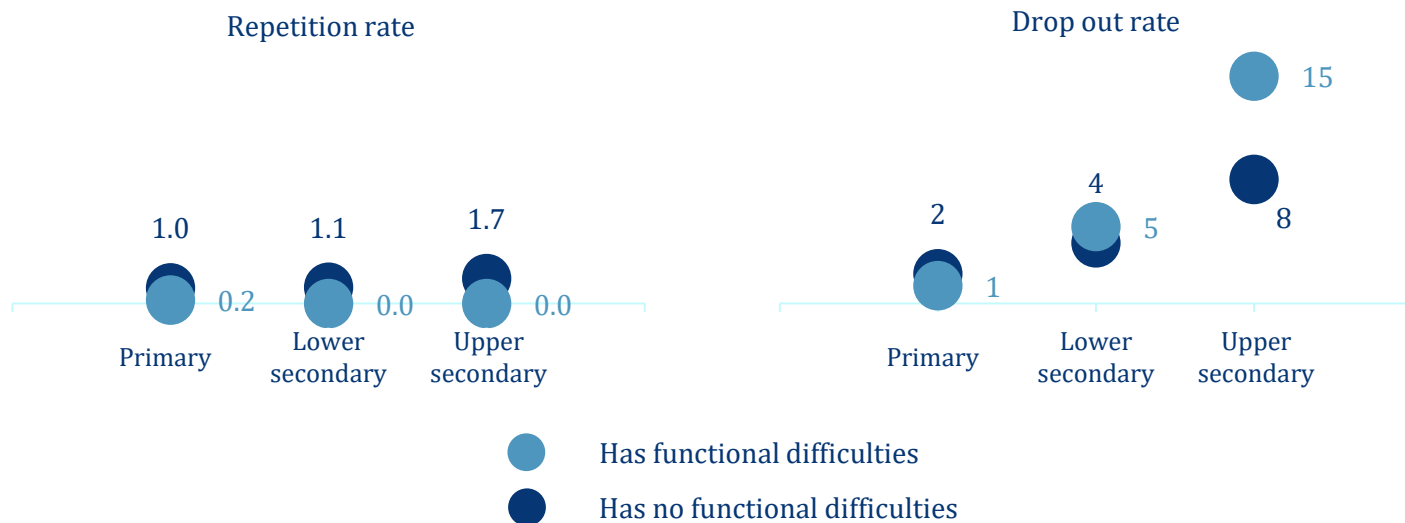
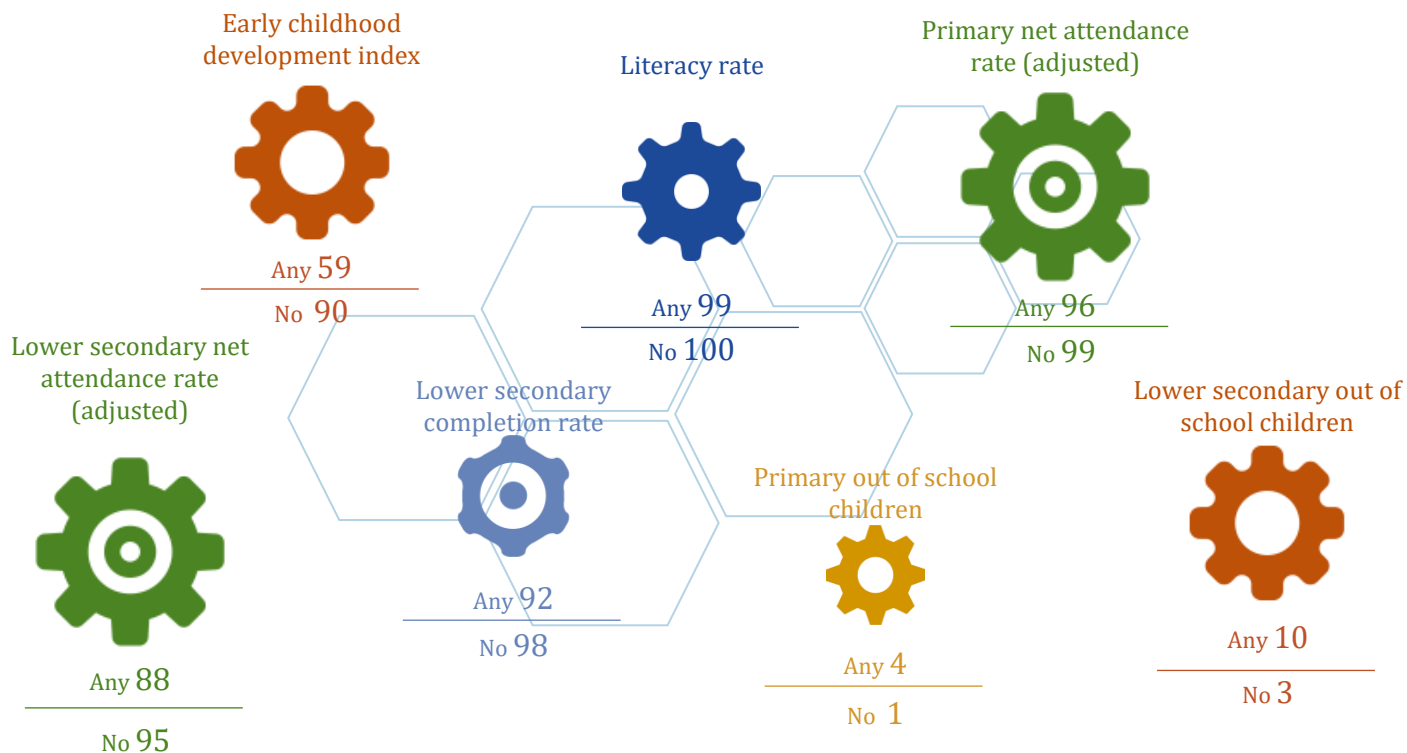


Figure 8.3.4

Likelihood of children with functional difficulties performing in education outcomes, by socio-economic factors (%)



## SUMMARY OF FINDINGS

The prevalence of different types of child functional difficulties varies widely. Difficulties related to behavioural characteristics as anxiety (2.2 percent), depression (1.1 percent) are highest while seeing (1 percent) and walking (1 percent) are most common among other difficulties (Figure 8.1.1; 8.1.2).

Schools seem much less accommodating to 5 to 17 year-old children with functional difficulties demonstrating 14 percent of out of school rate. The mother’s functional difficulties and migration also contribute negatively on school attendance (Figure 8.2.1

Children with disabilities are likely to be left behind at all levels of education. ECE and school attendance for 2 to 17 year-old children with functional difficulties is 6-13 percentage points lower compared to the cohorts without difficulties. Dropout rates among children with difficulties raise to 15 percent at upper secondary level which is 7 percentage points higher than those without difficulties (Figure 8.3.2; 8.3.3).

Literacy and numeracy skills are 2-4 percentage points lower among children with functional difficulties compared to their cohort students (Figure 8.3.1).

Likelihood of school attendance with high outcomes is very doubtful for children with disabilities. Compared to their cohorts without difficulties, children with difficulties demonstrate 31 percentage points lower performances in ECDI. Moreover, children with difficulties have only a 88 percent chance of being in lower secondary school, while children without any functional difficulties have a 95 percent likelihood. They also have 10 percent chance to be out of school, while their cohorts without difficulties have 3 percent likelihood, which is significantly different (Figure 8.3.4).

## RECOMMENDATIONS

### *Improving implementation strategies*

Since survey conducting period significant progress has been made in creating legislative environment to enable the inclusion of children with disabilities in education. Notably, to support children's attendance to ECE and school in their place of residence, to triple per child cost, to increase teacher's salary by 10 percent, to provide learning materials and equipment to all educational institutions and to approve exemplary curricula. Moreover, in order to ensure successful implementation of the policy the followings should be taken into consideration. They are:

- It is important to know which functional difficulties schools are more prepared and which ones are less prepared to accommodate children with difficulties. Monitor school infrastructure standards and requirements to accommodate them, remove barriers and make public transportation and school buses accessible for disabled children and youth
- Train teachers on implementing Individualized curriculum for children with functional difficulties
- Understanding the child functional domain of cognitive and behavioural characteristics is important for ensuring education equity and promoting inclusive education. So increase parents' understanding and knowledge for getting early diagnosis and preventing developmental delay for their children and providing opportunities to study and develop together with their peers
- People get handicapped largely because of limited and unaccommodating environments in the society rather than physical difficulties. So it is vitally important to train the school social workers and teachers to work with children with various special needs on how to address challenges of students and efficiently educate them
- Encourage school psychologists, who assist students in mental health, learning and behavior, also to provide training and expertise to school leaders, teachers and parents on how to support children with special needs so that these children could succeed academically, socially and emotionally.
- Increase public awareness on children with functional difficulties and their special characteristics through mass media so that inclusive child friendly settings are established at school and in society

Topic 9

PARENTAL INVOLVEMENT IN CHILDREN'S LEARNING

Guiding questions

1. How do parents participate in children's education?

2. How does the learning environment differ from child to child?

Figure 9.1.1

Involvement by adult in school management for children age 7-14 years attending school, by background characteristics

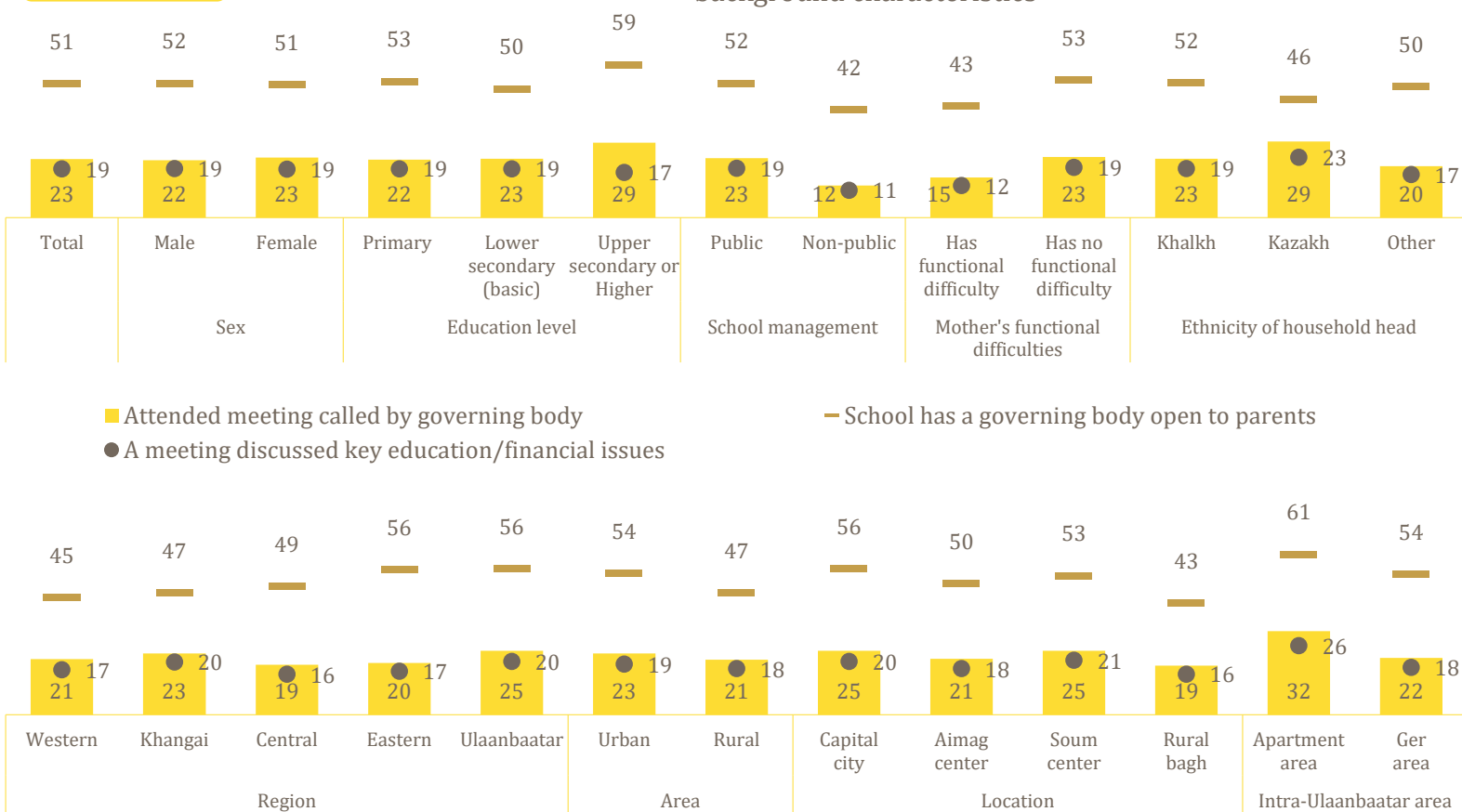


Figure 9.1.2

Involvement by adult in children's learning, by mother's education

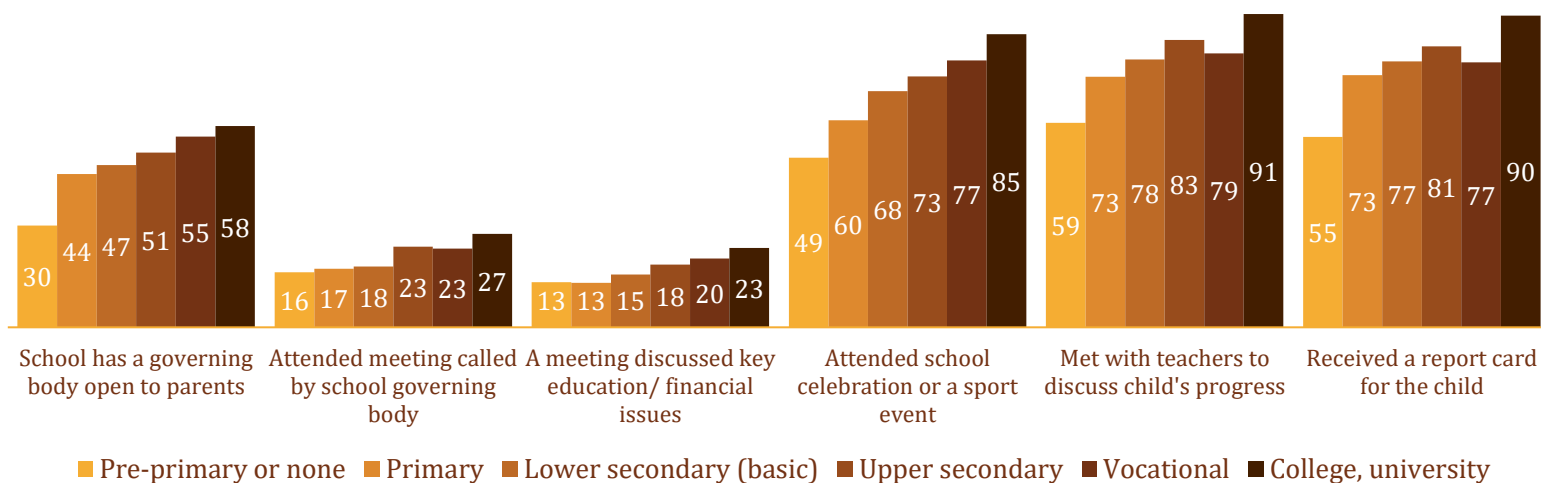


Figure 9.1.3

Involvement by adult in school activities and in child’s learning age 7-14 years attending school, by background characteristics

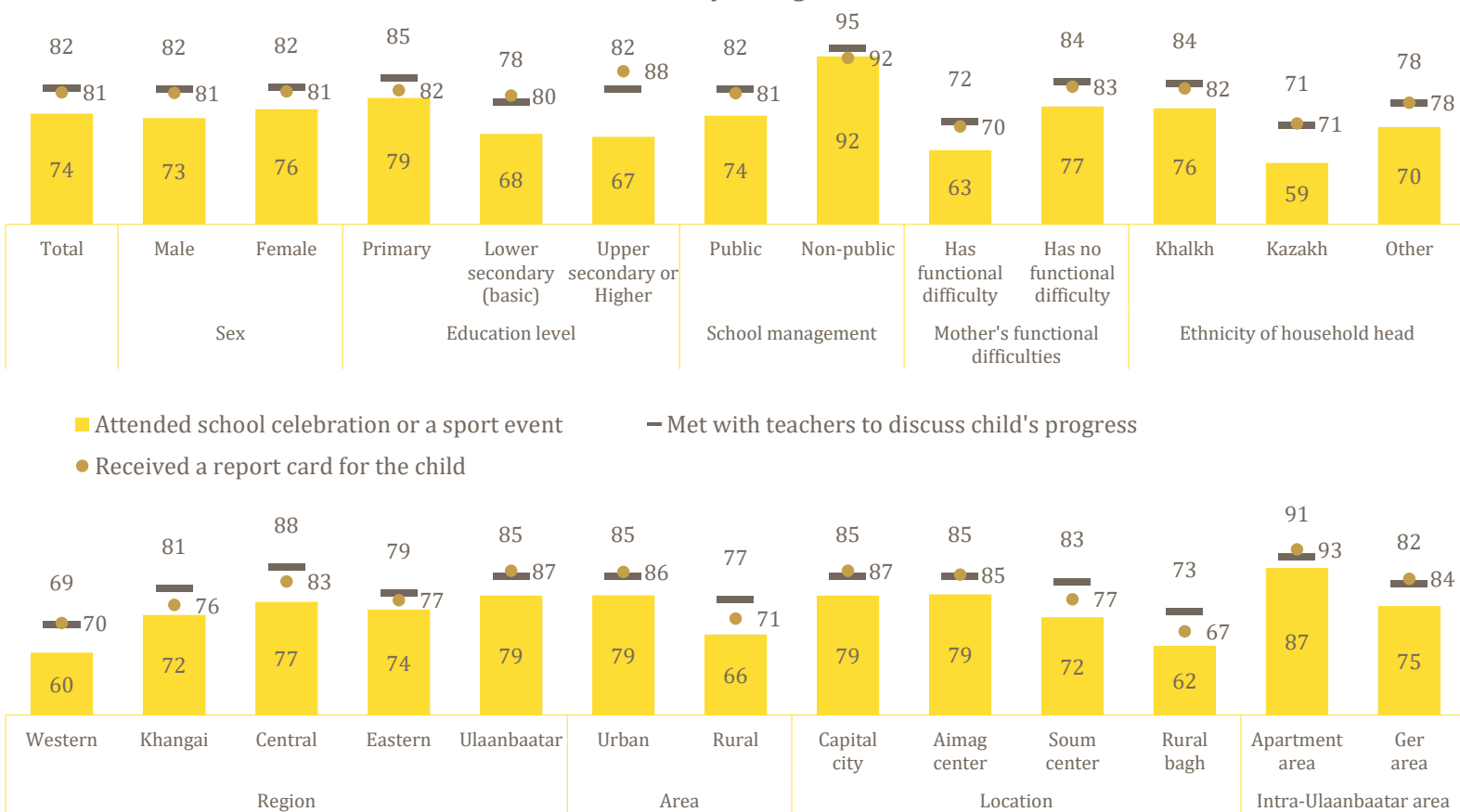
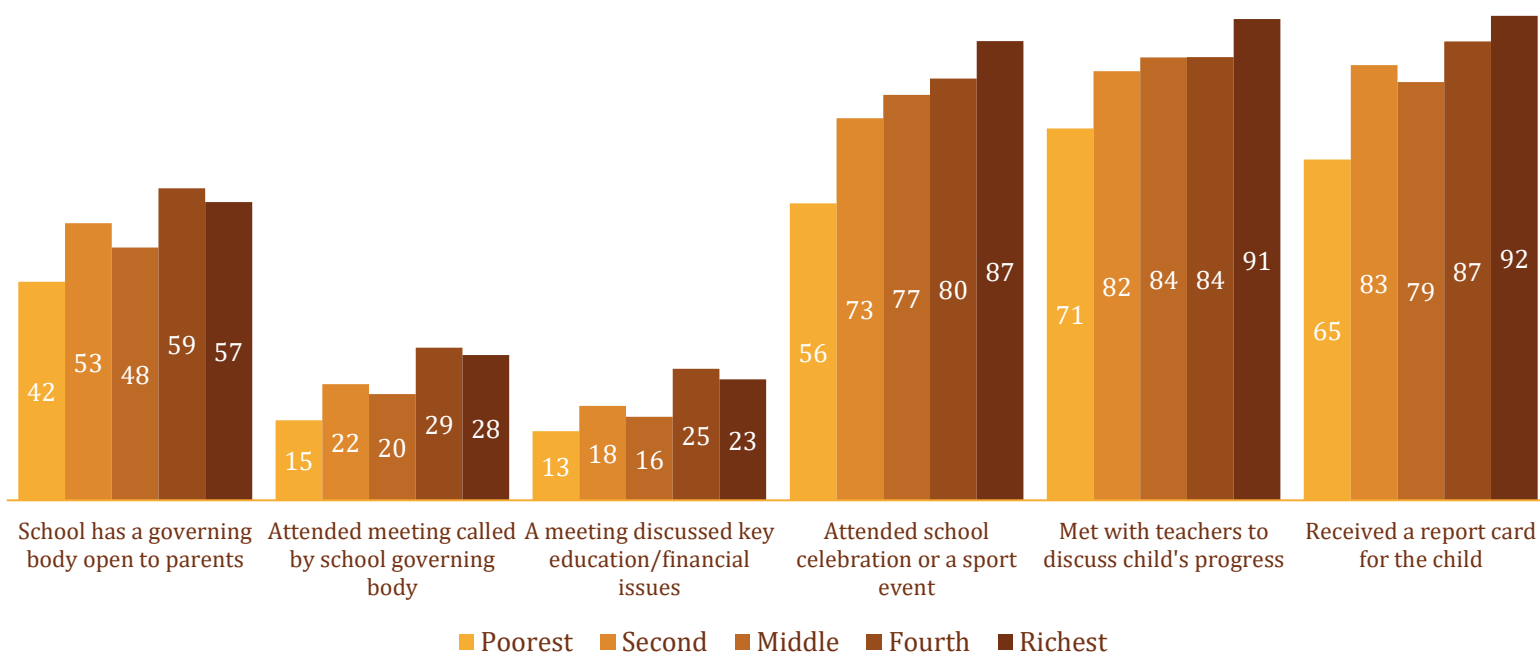


Figure 9.1.4

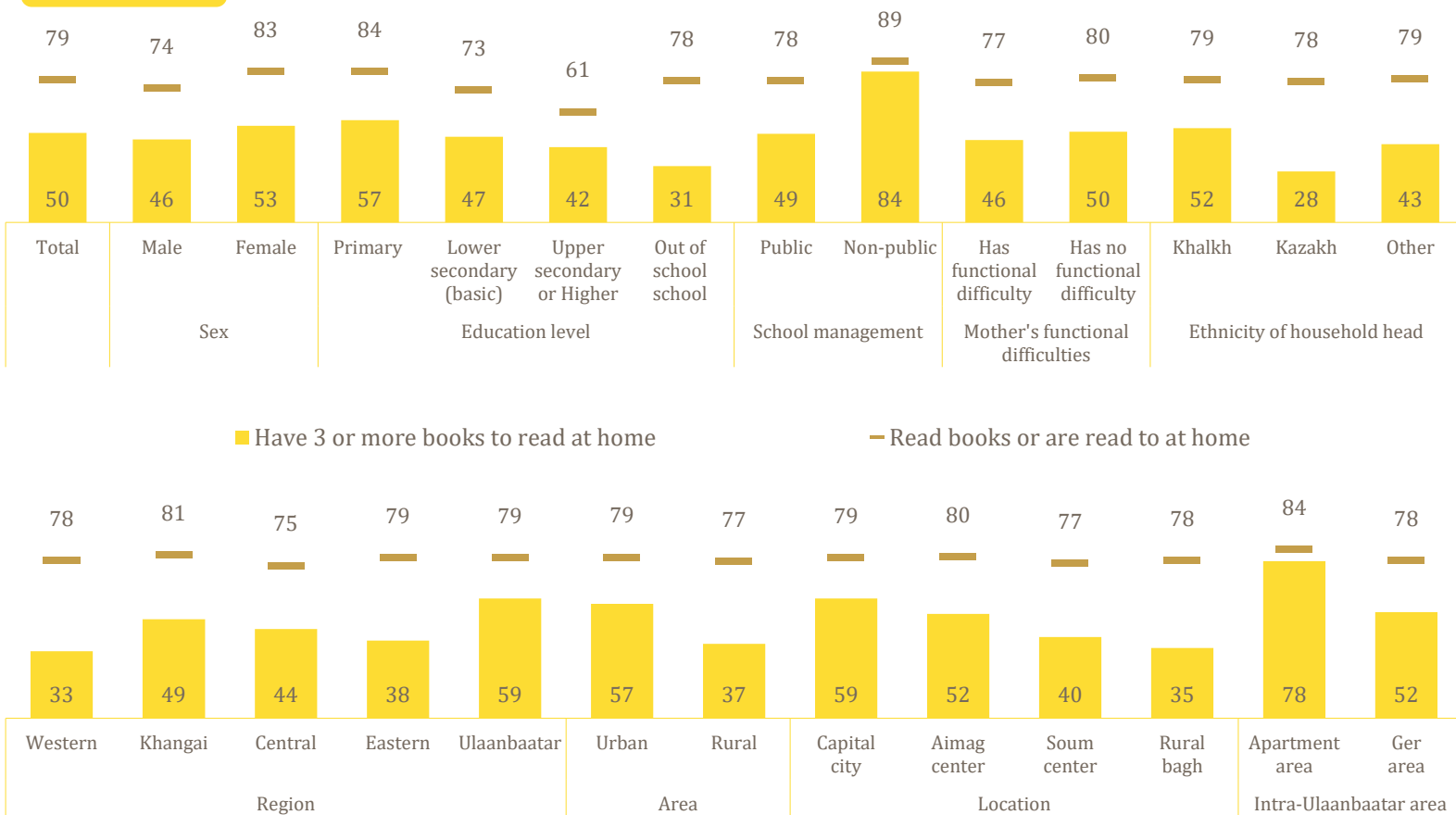
Involvement by adult in children’s learning, by wealth quintile



<b>Guiding questions</b>	1. How do parents participate in children’s education?	2. How does the learning environment differ from child to child?
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**Figure 9.2.1**

Learning environment for children age 7-14 years, by background characteristics



**Figure 9.2.2**

Learning environment for children age 7-14 years, by mother’s education and wealth quintile

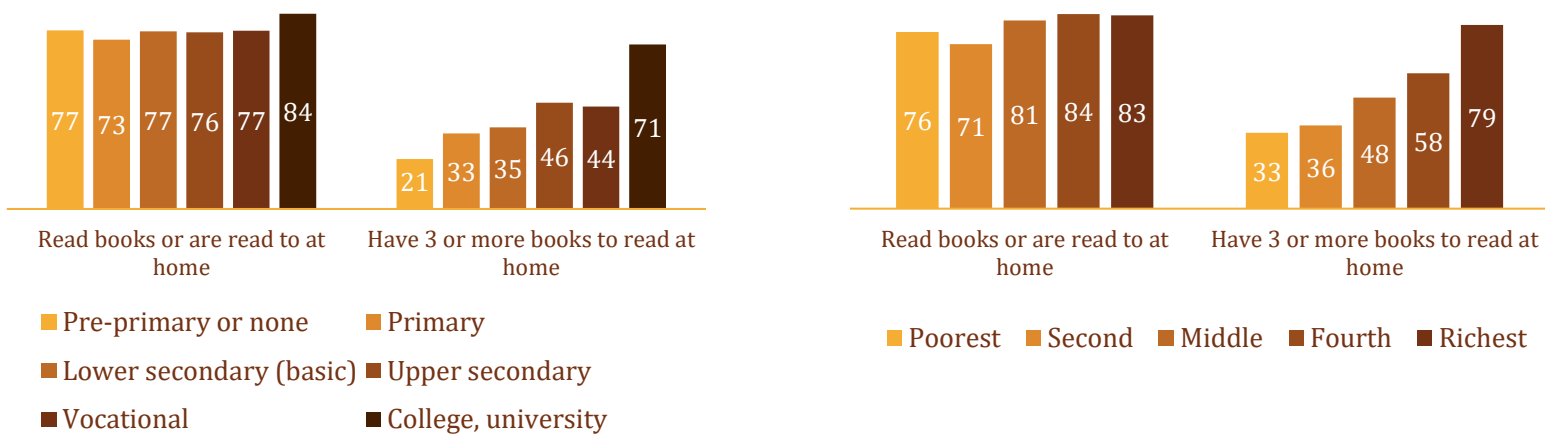


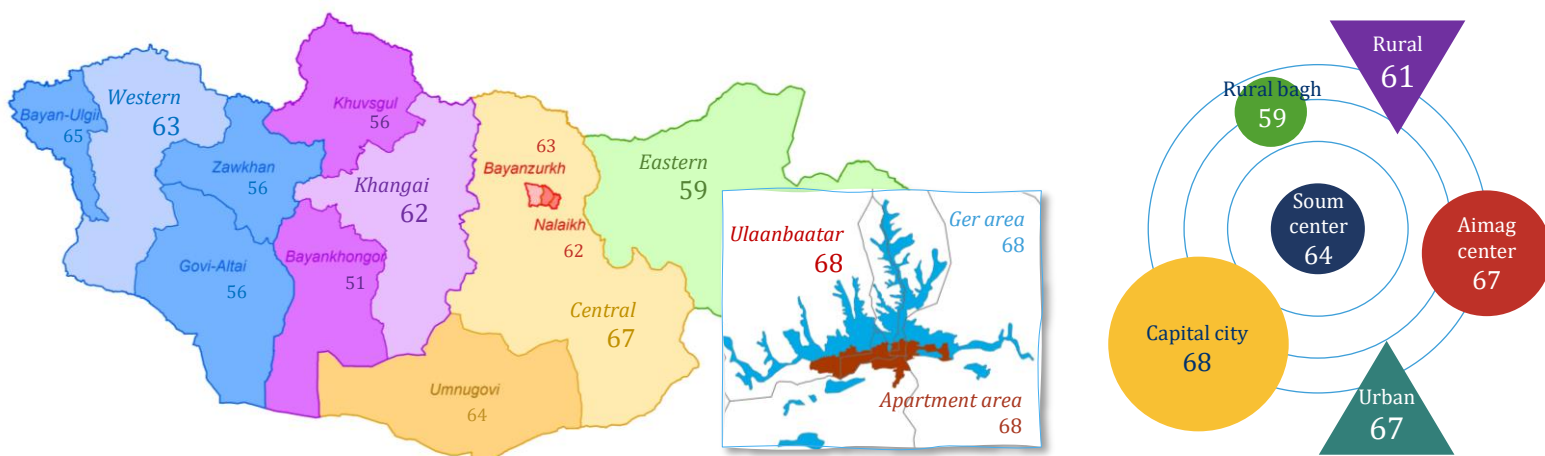
Figure 9.2.3

Help with homework for children age 7-14 years attending school and having homework, by socio-economic characteristics



Figure 9.2.4

Help with homework, by geographic areas



### SUMMARY OF FINDINGS

Though more than 50 percent of parents report that school council activities are open, their participation in parent meeting and decision-making activities is not sufficient, which is only 20 percent. However, their involvement in the activities organized at school and in the children's learning is quite high, especially in primary education, indicating about 80 percent. This is influenced by geographical location, caregiver's functional difficulties, school type, housing conditions and household head's ethnicity (3ypar 9.1.1; 9.1.3).

Parent's engagement in ger districts of Ulaanbaatar is 10 percentage points lower than those of living in apartments. The low rate of engagement is also common in rural area and especially in Western region (Figure 9.1.2; 9.1.3; 9.1.4).

31 percent of out of school and 28 percent of Kazakh children aged 7-14 report that they have more than 3 books at home which is the worst compared to other groups, however 78 percent responded that they read books or someone at home reads books for them. Having books available at home is insufficient among families in rural area, especially in Western region (33 percent), in ger district of Ulaanbaatar (52 percent) (Figure 9.2.1).

Reading books at home has no relationship with mother's education and wealth of the family, but having books available at home has some relationships (Figure 9.2.2).

Parent's help with their child's homework is 80 percent in primary school, 47 percent in lower secondary school and it drops to 13 percent in upper secondary and above levels. Helping child in their homework is high among parents who have higher education level and those who have not migrated within last 5 years as well as among parents in public schools. Also it is affected by whether parent or caregiver has functional difficulties, whether child is orphaned and by wealth (Figure 9.2.3).



## RECOMMENDATIONS

### *Improving implementation strategies*

Parental engagement has a large and positive impact on children's learning and behaviour. Parents can be involved in their children's education through helping with their homework and engaging in school activities.

As the survey reveals parents' engagement in children's learning is not sufficient, especially at higher grades though their involvement in school activities and children's learning is quite good at primary education level. Policies developed by the Ministry of Education and Science to increase and stimulate public and community participation in school activities and to make contract with parent and caregiver would accelerate parental engagement in their children's education. Further the following activities and strategies should be put in place to initiate and enhance interventions to support parental engagement:

- Train teachers to work with different socioeconomic background parents on supporting their children's learning and development, and managing their behaviour
- Empower parents on parenting skills and supporting their children's learning at home environment. Also as future parents educate adolescents and youth on parenting education
- Family constitutes the child's foremost important social environment. Positive attitude of parents influence greatly on child's reading habit. The survey result shows that most children are being read books by the parent though the family has no books at home, which is very good attitude from the parents. So the parents can think of creating a small home library or even reading corner of printed materials and materials composed by parent together with their child so that child is motivated and encouraged to read, to value the books and to build reading culture which would impact on their lifelong habits.

### Summary of Recommendations

The survey results indicate that poverty remains one of the key factors negatively impacting on the education acquisition by children and youth. Disparities in education still exist between different regional and ethnic groups. On the other hand, migrant children and children with functional difficulties are also left behind. Educational attainment for Kazakh children are considerably low, indicating low attendance and completion rates, high dropout, and lowest level of foundational reading skills. Also high rates of boys' repetition and school dropout demonstrate that gender disparity in education have become an issue to be solved immediately.

Regardless of their socio-economic background, ethnicity, disabilities and places of living, all children have the right to education and learn. The below shows the summary of recommendations in abovementioned 9 topics to provide equity of education and improve education quality for every child.

- Ensure good partnership between all levels of education, that includes cooperation among ECE, primary, lower secondary and upper secondary teachers, as well as curricula coherence
- Extend quality assurance assessment to include more primary schools so that learning outcomes of foundational skills could be diagnosed and assessed at early stages of primary.
- Give attention to the high teacher absenteeism in public schools. Invest more in teachers and their continuous professional development along with the improvement of infrastructure
- Create literate environments at home, in the classroom, in the community, in educational and cultural institutions to promote literacy and build literate behavior. Promote ICT utilization in teaching and learning and improve digital literacy skills of children and the youth.
- Implement an Intervention support programme for those students who enter school over-aged and for those who are left behind in learning
- For supporting inclusive education at all levels of education it is important to ensure the supply of teachers, human resource, infrastructure and learning materials. But vitally important is that a quality of suitable curricula and assessment system are in place along with increased understanding of parents on early detection and diagnosis of child disability or difficulties. It is also necessary to promote participation and social inclusion of children with disabilities through public awareness, change of other students' and teachers' attitudes towards disability and to increase financing and investment.
- Make sure that the quality of education delivered both in Mongolian and Kazakh languages has same quality and to national standard. Support teachers of ethnic minority groups with training and improve quality of learning and teaching materials as well as infrastructure
- Secure that the school-age children are not engaged in child labour, especially in hazardous work. Monitor the enforcement of Child labour laws and regulations
- Ensure whether school curricula meet the needs and interests of boys, whether there is a quality issue. There is also a strong need to change the parents' attitude towards boy's education
- Encourage schools to introduce school programme or initiative to support migrant students and help them adopt in new school environment.
- Empower parents and family members of out-of-school children and provide them life skills and livelihood training
- Accelerate the partnership and coordination of local actors working in health, education, child development and child protection. Provide comprehensive education, health and social care services to the children who are out of school, migrant and children living apart from their parents.

# Indicator definition

#	Indicator	Definition
<b>EARLY CHILDHOOD EDUCATION AND DEVELOPMENT</b>		
1	Early child development index (UNICEF definition)	<p>Percentage of children age 36-59 months who are developmentally on track in at least three of the following four domains: literacy-numeracy, physical, social-emotional, and learning</p> <p>Literacy-numeracy: Children are identified as being developmentally on track based on whether they can identify/name at least ten letters of the alphabet, whether they can read at least four simple, popular words, and whether they know the name and recognize the symbols of all numbers from 1 to 10. If at least two of these are true, then the child is considered developmentally on track.</p> <p>Physical: If the child can pick up a small object with two fingers, like a stick or a rock from the ground and/or the mother/caretaker does not indicate that the child is sometimes too sick to play, then the child is regarded as being developmentally on track in the physical domain.</p> <p>Social-emotional: Children are considered to be developmentally on track if two of the following are true: If the child gets along well with other children, if the child does not kick, bite, or hit other children and if the child does not get distracted easily.</p> <p>Learning: If the child follows simple directions on how to do something correctly and/or when given something to do, is able to do it independently, then the child is considered to be developmentally on track in this domain.</p>
2	Early child development index (Country specific definition)	<p>Percentage of children age 36-59 months who are developmentally on track in at least three of the following four domains: literacy-numeracy, physical, social-emotional, and learning.</p> <p>The definitions about the social-emotional and learning domains are same as in the standard MICS calculation (UNICEF definition).</p> <p>Literacy-numeracy: Children are identified as being developmentally on track based on whether they can recognize/differentiate colors, recognize simple forms like, triangle, square or round, and whether they know the name and recognize the symbols of all numbers from 1 to 10. If at least two of these are true, then the child is considered developmentally on track.</p> <p>Physical: In addition to the two standard MICS items, i.e., the child can pick up a small object with two fingers, like a stick or a rock from the ground and/or the mother/ caretaker does not indicate that the child is sometimes too sick to play, if the child can hold objects with his/her thumb, index finger or middle finger, like a spoon, fork or pen then the child is regarded as being developmentally on track in the physical domain providing that at least two of these are true.</p>
3	Attendance to early childhood education	Percentage of children age 24-59 months who are attending an early childhood education programme. ECE programmes include programmes for children that have organised learning components as opposed to baby-sitting and day-care which do not typically have organised education and learning.
4	Participation rate in organised learning (adjusted)	Percentage of children age 5 years who are attending an early childhood education programme or primary school
5	School readiness	Percentage of children attending the first grade of primary school who attended early childhood education programme during the previous school year
<b>ACCESS TO EACH CYCLE OF EDUCATION</b>		
6	Primary school entry (Net intake rate in primary education)	Percentage of children of primary school-entry age who enter the first grade of primary school
7	Net attendance ratio (adjusted)	Percentage of children of <ul style="list-style-type: none"> <li>(a) primary school age currently attending primary or secondary school</li> <li>(b) lower secondary school age currently attending lower secondary school or higher</li> <li>(c) upper secondary school age currently attending upper secondary school or higher</li> </ul>
8	Age distribution in primary and lower secondary school (Over-age for grade)	Percentage of students attending in each grade who are 2 or more years older than the official school age for grade <ul style="list-style-type: none"> <li>(a) primary school</li> <li>(b) lower secondary school</li> </ul>

SKILLS		
9	Literacy rate	Percentage of a population who are able to read a short simple statement about everyday life or who attended secondary or higher education
10	ICT skills	Percentage of youth age 15-24 who have carried out at least one of nine specific computer related activities during the last 3 months.  Activities are: 1) copied or moved a file or folder; 2) used a copy and paste tool to duplicate or move information within a document; 3) sent e-mail with attached file, such as a document, picture or video; 4) used a basic arithmetic formula in a spreadsheet; 5) connected and installed a new device, such as a modem, camera or printer; 6) found, downloaded, installed and configured software; 7) created an electronic presentation with presentation software, including text, images, sound, video or charts; 8) transferred a file between a computer and other device; and 9) wrote a computer program in any programming language
11	Children with foundational reading skills	Percentage of children aged 7-14 years who successfully completed three foundational reading tasks. Tasks are: 1) correctly read 90% of words in a story, correctly answered comprehension questions, consisting of 2) three literal and 3) two inferential questions.
12	Children with foundational numeracy skills	Percentage of children aged 7-14 years who successfully completed four foundational number tasks. Tasks are: successfully completed 1) number reading, 2) number discrimination, 3) addition and 4) pattern recognition and completion.
REPETITION AND DROP OUT		
13	Repetition rate	Percentage of children attended a grade the previous year who repeated that grade in the current school year
14	Drop out rate	Percentage of all children attended secondary education (except grade 12 of upper secondary school) the previous year who no longer enrolled in the current school year. Children who repeat are not included in the calculation for the dropout rate.
15	Non-transitioners	Percentage of children who attended the last grade of an education level but did not continue to the next level.
COMPLETION		
16	Completion rate	Percentage of children age 3-5 years above the intended age for the last grade who have completed that grade (a) primary school (b) lower secondary school (c) upper secondary school
17	School-related reasons for inability to attend class	Percentage of children age 7-14 years who were unable to attend class in the last year due to a school-related following reasons: 1) natural disasters; 2) man-made disasters; 3) teacher strike; 4) teacher absence and 5) other
OUT OF SCHOOL CHILDREN		
18	Out-of-school rate	Percentage of children of (a) primary school age who are not attending early childhood education, primary or lower secondary school (b) lower secondary school age who are not attending primary school, lower or upper secondary school or higher (c) upper secondary school age who are not attending primary school, lower or upper secondary school or higher
19	Pathway analysis	Percentage of children of upper secondary school age who (a) ever entered primary school (b) never entered primary school (c) completed primary school (d) dropped out of primary school (e) transitioned to lower secondary school (f) still attending lower secondary school (g) completed lower secondary school (h) dropped out of lower secondary school (i) transitioned to upper secondary school (j) did not transition to lower secondary school

## EDUCATION AND CHILD PROTECTION

		Percentage of children age 5-17 years who are involved in child labour
20	Child labour	<p>A child that performed economic activities (paid or unpaid work for someone who is not a member of the household, work for a family farm or business) during the last week for more than the age-specific number of hours is classified as in child labour:</p> <ol style="list-style-type: none"><li>age 5-11: 1 hour or more</li><li>age 12-14: 14 hours or more</li><li>age 15-17: 43 hours or more</li></ol> <p>A child that performed household chores (household chores such as cooking, cleaning or caring for children, as well as collecting firewood or fetching water) during the last week for more than the age-specific number of hours is classified as in child labour:</p> <ol style="list-style-type: none"><li>age 5-11 and age 12-14: 28 hours or more</li><li>age 15-17: 43 hours or more</li></ol> <p>Hazardous work is defined as that requires 1) carrying heavy loads; 2) working with dangerous tools such as knives and similar or operating heavy machinery; 3) working at heights; 4) working with chemicals, such as pesticides, glues and similar, or explosives; 5) a working environment that exposed to dust, fumes or gas; 6) to extreme cold, heat or humidity; 7) to loud noise or vibration; 8) to processes or conditions bad for child's health or safety.</p>
21	Early marriage	Percentage of women and men age 20-24 years who were first married or in union before age 18

## EDUCATION AND CHILD FUNCTIONING

22	Children with functional difficulty	<p>Percentage of children age 5-17 years reported with functional difficulty in at least one of the following domains: seeing, hearing, walking, self-care, communication, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, anxiety and depression. MICS collected data on disability for all children under 18 through either the child functioning module questionnaire for children under 5 or the questionnaire for children aged 5–17 years developed by UNICEF and the Washington Group on Disability Statistics. In the case of children under 5, data on functional difficulties is collected on the following functional domains: seeing, hearing, walking, fine motor, communication, learning, playing and controlling behaviour.</p> <p>For children aged 5–17 years, data on functional difficulties is collected on the following functional domains: seeing, hearing, walking, self-care, communication, learning, remembering, concentrating, accepting change, controlling behaviour, making friends and affect (or children with difficulties controlling their emotions, which is calculated using metrics for anxiety and depression).</p>
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## PARENTAL INVOLVEMENT IN CHILDREN'S LEARNING

23	Availability of information on children's school performance	Percentage of children age 7-14 years attending schools whose student report cards provided to parents
24	Opportunity to participate in school management	Percentage of children age 7-14 years attending schools whose school governing body is open to parental participation, as reported by respondents
25	Participation in school management	Percentage of children age 7-14 years attending school for whom an adult household member participated in school governing body meetings
26	Effective participation in school management	Percentage of children age 7-14 years attending school for whom an adult household member attended a school governing body meeting in which key education/financial issues were discussed
27	Discussion with teachers regarding children's progress	Percentage of children age 7-14 years attending school for whom an adult household member discussed child's progress with teachers
28	Contact with school concerning teacher strike or absence	Percentage of children age 7-14 years attending school who could not attend class due to teacher strike or absence and for whom an adult household member contacted school representatives when child could not attend class
29	Availability of books at home	Percentage of children age 7-14 years who have three or more books to read at home
30	Reading at home	Percentage of children age 7-14 years who read books or are read to at home
31	Support with homework	Percentage of children age 7-14 years attending school who have homework and received help with homework

BACKGROUND CHARACTERISTICS	
32	Children's living arrangement Children age 0-17 years living with neither biological parent
33	Orphanhood status Children age 0-17 years with one or both biological parents dead
34	Early stimulation and responsive care Children age 24-59 months engaged in four or more of the following activities to provide early stimulation and responsive care in the last 3 days with any adult household member Activities are: 1) read books; 2) telling stories; 3) sing songs; 4) be taken outside; 5) play with; 6) name/count or draw)
35	Availability of children's books Children under age 5 who have three or more children's books
36	Availability of playthings Children under age 5 who play with two or more types of playthings
37	Play with smart phone, tablet and computer Children under age 5 who play with smart phone, tablet and computer
38	Inadequate supervision Children under age 5 left alone or under the supervision of another child younger than 10 years of age for more than one hour at least once in the last week
39	Violent discipline Children age 1-14 years who experienced any physical punishment and/or psychological aggression by caregivers in the past one month
40	Stunting prevalence Children under age 5 who fall below minus two standard deviations (moderate and severe)
41	Apartment area Capital city's (Ulaanbaatar) built-up core where the majority of residential buildings are apartments, having better access to water, heating, roads, and waste collection services than elsewhere
42	Ger area Surrounding and peripheral area of the capital city's core that is farther from primary infrastructure and services, highly dependent on water from tankers and simple pit latrines for sanitation, having expanding and meandering streets that can be difficult to access, and locating on hazardous sites in some parts due to a lack of subdivision guidance or layouts
43	Urban Capital city and aimag centers
44	Rural Soum centers and rural baghs

### References and Related legal documents

- Pre-primary curriculum, 2019
- Lower secondary curriculum, 2019
- Upper secondary curriculum, 2019
- Cambridge Assessment International Education, 2015, National Curriculum and Assessment Model: Summary report and recommendations (Mongolia Cambridge Education Initiative)
- UNICEF, 2020, MICS, Towards achieving inclusive and equitable quality education for all, A manual for statistical analysis using MICSs
- Labour law, 2016, amendment
- International Agreement of Mongolia, 1973, Minimum Age Convention
- Education, Culture and Science Ministerial Decree, A/144, 2020, Mongolian language policy
- Education, Culture and Science Ministerial Decree, A/425, 2018, Regulation on student assessment and Quality assurance
- Education and Science Ministerial Decree, A/177, 2021, Enrolling children with disabilities in Pre-school education
- Education and Science Ministerial Decree, A/292, 2019, Enrolling children with disabilities in school; List of teaching and learning materials required in Child development cabinet /Annex 2/
- Government Resolution 208, 2020 amendment, Special education institutions' expenditure and staff subsidy salary, Annex 4, Section 3.3
- Education and Science Ministerial Decree, A/296, 2020, Guideline on subsidy salary for kindergarten and school teachers working with children with disabilities
- Education and Science Ministerial Decree, A/184, 2020, Creating appropriate learning environment at all levels of educational institutions to accommodate children with disabilities
- Education and Science Ministerial Decree, A/249, 2020, Guidelines on Child development cabinet activities
- Labour and Social Protection Ministerial Decree, Education and Science Ministerial Decree, and Health Ministerial Decree, A/304; A/699; A/460, 2018, Guidelines on comprehensive developmental support for children with disabilities
- Education, Culture and Science Ministerial Decree, A/305, 2020, Exemplary curriculum on language development
- Education and Science Ministerial Decree, A/119, 2019, Exemplary guideline for improving parent/caregiver, citizen and community's participation and responsibilities in school activities
- Education and Science Ministerial Decree, A/508, 2019, Contract with parents/ caregivers of school students