



# TEACHER PROFESSIONAL DEVELOPMENT IN MONGOLIA

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## ABOUT THE LEARNING CYCLE ON TEACHER PROFESSIONAL DEVELOPMENT AT SCALE (TPD@SCALE)

This case study is a result of the KIX EMAP Learning Cycle “Teacher Professional Development at Scale (TPD@Scale)”. Facilitated by the TPD@Scale Coalition for the Global South, through the Foundation for Information Technology Education and Development, Inc. (FIT-ED), this course ran from 23 September until 16 December 2022. Across 11 weeks, this Learning Cycle enabled participants to examine how Information and Communication Technologies (ICT)-mediated Teacher Professional Development (TPD) programmes can be scaled through adaptation/localization for a large number of teachers to improve students' learning outcomes. 13 national teams took part in this Learning Cycle: Bangladesh, Bhutan, Georgia, Kyrgyz Republic, Maldives, Moldova, Mongolia, Nepal, Sudan, Tajikistan, Uzbekistan, Vietnam and Yemen.



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## LIST OF ACRONYMS AND ABBREVIATIONS

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CEE	Centre For Educational Evaluation
CPD	Continuing Professional Development
CPE	Cambridge Partnership For Education
EITC	Education Information And Technology Centre
MoES	Ministry of Education And Science
GAE	General Authority For Education
HEIs	Higher Education Institutions
ICT	Information and Communications Technology
ITPD	Institute of Teachers' Professional Development
MNIER	Mongolian National Institute For Educational Research
MNUE	Mongolian National University Of Education
PD	Professional Development
PLGs	Professional Learning Groups
TPD	Teacher Professional Development
TPDI	Teachers' Professional Development Institute
UNESCO	United Nations Educational, Scientific And Cultural Organization
UNICEF	United Nations Children's Fund

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# POLICY BRIEF

## Context and Background

On 13 May 2020, the Mongolian Parliament approved Vision-2050, a long-term, state-of-the-art development policy to redefine Mongolian social strategy in a more citizen-centred way. This policy document includes Objective 2.1, which states that the government will aim to provide for all an equal opportunity to receive a quality education; establish education as a basis for personal development, family security and the country's development; and strengthen the lifelong education system (State Great Khural of Mongolia, 2020b). To achieve this goal, the state will pursue several important measures, including implementing a comprehensive human resource policy in the education sector; creating a merit-based selection and professional development (PD) system; ensuring gender equality in the sector; and providing housing for educators in rural and remote areas.

The Fundamental Education Law has been extensively revised and was adopted by the Parliament of Mongolia on 7 July 2023. By law, formal education comprises the following levels: pre-school education, general secondary education, vocational and technical education and higher education. Successive reforms in the education sector have greatly affected the education system, but the system faces significant challenges, including those related to achieving equity, population movements, quality-management issues and consistent teacher policy. Mongolia has experienced four distinct phases in its teacher development policies: (i) 1990–1995 saw the disintegration of the previous system; (ii) from 1995–2006, the government developed policies and programmes to cultivate professional teachers within the emerging new education system; (iii) from 2007–2011, a new legal environment was created to support teaching based on constructivist learning principles and a competency-based curriculum; and (iv) 2012–2018 marked a phase of restoring and institutionalising a system of PD for teachers (UNESCO, 2020).

For example, rules for teacher compensation and remuneration were introduced in 2007 (MoES, 2007), and a national programme for pre-service and in-service teacher development ran from 2008–2015 (Government of Mongolia, 2008). In 2018, entry to teaching as a profession was regulated

by Ministry of Education and Science (MoES) Regulation A/195 (MoES, 2018). Thus, numerous amendments and changes have been added in 365 government orders, regulations and other legal documents in the education sector since 2000 (General Authority for Education [GAE], 2023c). While these policies represent a gradual evolution of teacher development in Mongolia, they have resulted in a somewhat fragmented situation, with various programmes, legal instruments and government orders that require consolidation to improve quality.

Students in Mongolia must obtain an undergraduate degree to become teachers. However, the newly adopted education law allows Mongolian professionals in fields other than teaching to become qualified as teachers by attending a specialised teacher preparation programme (State Great Khural of Mongolia, 2023). As of the 2022–2023 academic year, 52,989 teachers and educators were working in 2,418 educational institutions throughout Mongolia. There are 36,118 secondary school teachers currently employed in the country who work in 859 schools throughout Mongolia's 21 provinces, but almost a quarter (23.1%) of secondary schools are situated/operating in the capital, Ulaanbaatar (MoES, 2023c). Mongolia has a total population of 3,504,741 (National Statistics Office, 2023) and one-third (1,195,600 people) are receiving education through educational institutions at all levels.

From 2012 to 2019, the Institute of Teachers' Professional Development (ITPD), a former branch organisation of the MoES, administered Mongolian teachers' PD policies and programmes. ITPD previously organised teacher professional development (TPD) training in person for teachers at secondary schools and kindergartens. Since the Covid-19 pandemic began, the training has been organised online.

The government of Mongolia decided to dissolve the ITPD and establish the GAE as a government implementing agency in December 2021 (Government of Mongolia, 2021). Currently, the GAE has eight departments with 145 employees (GAE, 2022) and the Department of Teacher, Employee and Institutional Development manages and organises TPD training as stipulated in the 12th provision of the Fundamental Education law and the 16th provision of the Teacher Development

Support Act (State Great Hural of Mongolia, 2018). The GAE, Centre for Educational Evaluation (CEE), Education Information and Technology Centre (EITC) and Mongolian National Institute for Educational Research (MNIER) are the main branch organisations of the Ministry of Education and Science of Mongolia.

## Mongolia’s Teacher Professional Development System

Mongolia’s TPD system includes mandatory training and modular training for teachers, managers and school principals of secondary schools and kindergartens.

**Table 1. Structure of formal teachers’ professional development training in Mongolia**

1	Mandatory training	
2	Modular training	2a. Targeted training
		2b. Specialized training
2a.	Targeted training	Compulsory
		Selective

Source: GAE (2023b)

Centralised mandatory training is provided through a combination of classroom and online formats to teachers and non-teaching staff every five years during their initial, fifth and 10th year of employment at the pre-school and secondary education levels. Mandatory training is delivered through teacher development specialists of the GAE, which is responsible for selecting teams and developing content and curriculum for 48-hour, month-long training. The government pays the mandatory training costs through the GAE, which includes trainers’ salaries, participants’ transportation costs and other costs. As of the 2019–2020 school year, 5,510 people were registered for this training, and 4,787 staff attended the mandatory training (GAE, 2019).

Under Government Resolution No. 91 and Minister’s Order No 170 (MoES, 2022) online, modular training is conducted annually for all teachers and employees of educational institutions. Modular training includes two levels: targeted and specialized courses. To earn one credit, teachers are free to choose from specialized, personal development courses offered by selected PD providers. Targeted training consists of two types of training: compulsory and selective. The GAE usually makes open announcements to select the teams interested in delivering online modular training (GAE, 2023a) and it collaborates with various training providers. In the 2023–2024 school year, 154 online courses are scheduled to be offered to teachers and administrators at the pre-school, primary school and secondary school levels (GAE, 2023b). The GAE recruited a selection panel with 60 experts from the Mongolian National Council for Education Accreditation, MoES, MNIER and other institutions, which chose from 230 applications the 154 courses

that fully met the requirements. Each teacher is required to attend two TPD (compulsory and selective) courses twice a year. The government provides the funding for schools directly, and this budget is used for the costs of TPD training chosen by or assigned to teachers.

Of the 154 courses, 113 are targeted, tutor-led courses, which were conducted during the school break in January 2024. Teachers who are placed in the fifth or sixth index (index meaning level) are required to attend compulsory courses, and those evaluated in the first to fourth index are required to attend selective courses. As GAE officials explained, 50% of all teachers were evaluated in the fifth and sixth index in 2023 (MoES, 2023b). The teacher indexes are described below in the Budgeting for Teacher Professional Development section.

The remaining 41 courses are specialized, self-study courses and were also organised in January 2024. Forty thousand teachers and educators will be able to choose from those courses based on their personal and professional needs. Up to 1,000 people can choose one tutor-led and/or self-study course.

Major organisations involved in TPD include the following:

- National University of Mongolia, Mongolian National University of Education (MNUe), Mongolian University of Science and Technology, Mongolian National University of Medical Science, University of Culture and Arts, Etugen University, Otgontenger University, University of Finance and Economics, Mandakh University and other universities and schools
- Science Academy of Mongolia, Academy of Management, National Council on Language Policy, EITC, Metropolitan Education Department, CEE, MNIER
- Non-governmental organizations (e.g. Mongolian Education Alliance, Educational Science Academy, Tegsh Tavan Ukhaan, Equal Opportunities in Education and others) and private entities, including kindergartens, schools and companies.
- Individual teams of trainers

### Online Professional Development

The GAE’s predecessor, the ITPD, began using the Moodle platform (GAE, 2022) and conducting online TPD training since 2014. The GAE now uses its own Moodle platform in combination with the digital platforms of private entities. Currently, the mandatory training is conducted through the Moodle platform, and other trainings are organised using the digital platforms of private companies.

A teacher development platform (GAE, 2024) was piloted in 2023. This digital platform is being developed to establish a unified national platform through integration with other state platforms, e.g. Mongolian education learning system (Education

Information Technology Centre, 2022) and education sector information system (Education Information Technology Centre, 2014), in collaboration with the Singaporean platform developer Nodma. The unified national teacher development platform is expected to become fully operational in 2024, and the GAE plans to conduct all types of online TPD training through this platform.

### **Other Activities Related to Teachers' Professional Development**

Training, workshops and seminars are organised through school colleagues and/or interschool cooperation to support continual teacher development at local levels. These initiatives include school- and local-level professional learning groups (PLGs), lesson observations, action research, etc.

Teachers have begun to join professional learning communities and to work with and learn from mentor teachers in the workplace. Teachers also have other opportunities to ensure their continual PD, including the following:

- organising and attending on-site training in their workplaces
- writing methodological recommendations and handbooks together with colleagues
- participating in discussions, workshops, seminars and consultations
- sharing best practices by implementing interschool exchanges and activities

In the past, secondary school teachers were issued four different professional degrees depending on their year of service and work scope: regular teacher, methodologist teacher, leading teacher and advisor teacher. Methodologist teachers received 10% above their basic salary, leading teachers and advisors received 15% and 20% above their basic salaries, respectively, while regular teachers received no additional benefits. The MoES has recently decided to annul the current regulation (MoES, 2023a) and plans to revise it in compliance with the new law on education.

### **Budgeting for Teacher Professional Development**

The MoES introduced performance-based financing reform in state-owned kindergartens and secondary schools in 2021. In the past, the budget of educational institutions comprised fixed costs and variable costs, including salary and other costs. The budget structure is now divided into 10 components of costs at the school level, including teaching resources, TPD, use of internet data, health diagnosis expenses and other costs (Government of Mongolia, 2022). Those costs are included in the variable cost per child (MoES, 2022).

Concerning the performance-based financing reform, the CEE is working to establish an appropriate quality assurance system

at all levels of educational organisations. The CEE administers performance evaluations of all teachers and institutions at the pre-school and secondary school levels, which play a major role in teachers' bonuses, additional salaries and PD routes.

Based on the performance evaluation, teachers are ranked from 1 to 6 in the teachers' index and receive a bonus if they are ranked in places 1–4 (Government of Mongolia, 2024). For instance, teachers ranked 1 receive 25% above their basic salary. Teachers ranked 2 to 4 receive a bonus of 20%–10%, but teachers receive no bonus if they are evaluated at 5 or 6 (MoES, 2024). All teachers are required to attend targeted PD training conducted by the GAE based on their performance evaluation results and PD needs.

Beginning in 2020, the system transitioned to digital training courses. As mentioned above, modular training \targeted and specialized\ is conducted every year virtually through digital platforms chosen by the GAE. In 2021–2023, an average of 6,800 to 7,000 teachers and employees have participated in PD training annually.

### **Existing TPD Issues and Challenges**

Since the beginning of 2023, Mongolia started to test the Pearson English Learning Program in 38 public schools. In 2023–2024 school year, the government introduced the program to 5<sup>th</sup> and 6<sup>th</sup> grades of all public schools in the country. Secondary school students are also now utilizing the math learning digital platform "Eduten" of Finland. Thus, Mongolia's education system has undergone significant transformation in recent years, with a focus on improving the quality of teaching and learning. Central to this transformation is the need to enhance TPD programmes to ensure that educators are well equipped with the necessary skills and knowledge to provide a high-quality education to their students. However, several existing challenges must be addressed to foster effective TPD initiatives and create a more robust, comprehensive PD system in the country.

Recent policy documents, such as Mongolia's Vision-2050 and the Education Sector Mid-term Development Plan, acknowledge the need to raise the quality of teaching at all education levels. Despite numerous programmes and activities, systematic gaps persist within Mongolian education policy, largely due to the scarcity of good quality primary research, teacher professional standards and TPD policies. A mechanism for assessing the quality of education is not yet possible, so more sources of data on education standards are needed to make more precise assessments of the quality of education (World Bank, 2018).

For teacher evaluation, 21 up to 100 of a teacher's students are randomly selected to be tested on their subject knowledge. Teachers are evaluated by their (randomly selected) students' performance as the primary element of their performance

evaluation (which comprises 100 total points as follows: student learning and progress: 45 points; student personal development and wellbeing: 20 points; TPD: 30 points; participation in school and public events: 5 points). The appraisal result is directly linked to teachers' salary and remuneration, which causes arguments, dissatisfaction, annoyance and misunderstanding among teachers, who tend to disagree with and are reluctant to accept their performance results. This, in turn, adversely impacts teachers' well-being, job satisfaction and, ultimately, teacher retention, resulting in future teacher shortages (Orgil et al., 2023). Experts say that the initial (pre-service) teacher education system of Mongolia is likely to produce about half the required number of beginning teachers per annum.

In addition, teachers face increasingly complex demands in their professional lives due to a sharper focus on students' learning outcomes and academic achievement, greater demands from employers and parents, evolving curriculum and content reform and the growing demand to use new technology. This situation harms teachers' performance as well as their reputation in society. Women dominate secondary school teacher jobs in the country, with 81.9% of secondary school teachers being female and only 18.1% male. Relevant bodies work to upskill teachers and strengthen in-service teacher training programmes without adequate research results or analysis, and it will remain hard to make educational decisions without the benefit of systematic theoretical knowledge about TPD provision. Thus, the need for a policy discussion regarding TPD has become increasingly evident. Among others, the challenges to successful TPD in Mongolia include the following:

- Problems with the quality and conditions of various providers that offer TPD training.
- Mismatches between the quality of teacher training and PD programmes and the rapidly changing needs of the education sector.
- Misalignment between teachers' professional knowledge, skills and attitudes and the demands of 21st century citizens.
- The teaching profession's poor reputation in society, resulting in the profession being less attractive to high school graduates.
- Inadequate efforts by employers, communities and local level administrations to prepare, employ, develop and support qualified teachers and professionals.
- Insufficient information and communications technology (ICT) skills among teachers, hindering the digital transformation of the education sector.
- Gender inequality, with around 80% of teachers at the secondary education level being female.
- Weaknesses in educational leadership due to potential mismanagement and absence of firm educational values and virtues.
- Insufficient enforcement of teacher standards developed

before 2009 and a lack of reliable information to support the process of monitoring and ensuring implementation of the standards.

- Weak public participation and control due to ineffective legal regulations that give school principals and kindergarten managers full authority over decisions related to human resources and budget in their organisations.
- Challenges with network infrastructure in remote and rural areas due to Mongolia's vast territory and large nomadic population. The speed and availability of the network varies, and because herders looking after their livestock live in the rural areas of the 21 provinces, their children especially have unequal opportunities to connect to the internet at home. The EITC states that 863 of 1,122 school premises are now connected to the internet, and they are working to connect the remaining schools. Policymakers are pursuing a goal of not only connecting school buildings to the full network but also gradually connecting all educational institutions, increasing the speed of the internet and soon reducing the number of institutions connected to the very-small-aperture terminal (VSAT) network.
- Challenges with smart devices and online tools, including the need to support learning through 'smart' classes and digital classrooms, provide teachers and students with laptops and devices and increase the amount of e-learning materials and tools containing advanced technologies, such as AR and VR.
- The provision of TPD training only during business hours, making it hard for some teachers to find time to attend training.
- Challenges with vaguely described terms, such as *performance-based evaluation*, *quality assurance system* and *quality assessment*.
- The demand that, due to state budget constraints, schools directly transfer the training costs of their teachers to the private company that owns the digital TPD platform. Continuing Professional Development (CPD) vouchers for providers need to be introduced to recover costs, or other appropriate measures should be implemented to end the current practice of circulating a vast amount of money around TPD training.

## Proposed Solutions and Policies

Government policy documents, including the government's policy on education, the five-year development direction of Mongolia in 2021–2025 (State Great Khural of Mongolia, 2020a) and the 2020–2024 action programme of the Mongolian government, emphasise that national educational standards will be updated in line with international standards and that educational standards and requirements will be developed and implemented sustainably. MoES is working to establish Teachers' Professional Development Institute (TPDI) as

stipulated in the new law on education. TPDI will be part of MNUE and will provide professional and methodological support to the country's teacher development support centres. Recently, MoES also approved three-pillar policy on teacher education to intensify the teacher education reform as well.

Regarding TPD, two notable projects stand out: first, the project to strengthen the in-service teacher training system led by GAE in collaboration with Cambridge Partnership for Education (CPE) and, second, the UNESCO project, 'Promoting the Professionalisation of Teaching in the Asia-Pacific and Africa through the Development and Operationalisation of National Teacher Competences and Standards Frameworks', led by a national technical working group (NTWG).

The concept of a 'Model/Standard of the Teaching Profession' has been referenced in numerous policy documents, including the Teacher Development Support Act, the Competent Teacher Programme and the Teacher Development Programme. MNUE is working in collaboration with CPE to develop the standard of university graduates ('Model/Standard of the Teaching Profession'), who will become teachers and practitioners upon completing their studies. As MoES has stated, about half of secondary school teachers graduate from MNUE, while other universities and colleges prepare the remaining secondary school teachers. The MoES believes that those projects will significantly contribute to the development and adoption of teacher standards and consistent TPD policy and practice. This is crucial, because the standards are mandatory, and their implementation is monitored by public agencies.

To foster a supportive environment for novice and newly appointed teachers, it is crucial to establish a systematic induction programme that aligns with their specific needs. This programme should incorporate participation in training sessions within professional communities and offer supplementary guidance from well-qualified mentors. Since 2014, both 'Common Requirements and Standards for bachelor's degree Programmes' and 'Common Requirements for Master's and Doctoral Degree Programmes' have been implemented in higher education institutions (HEIs). Teacher training institutions and universities need to adopt the same quality assurance systems to ensure consistency in educational standards. To enhance the teaching and learning process within HEIs, it is crucial to conduct in-depth research on the processes and outcomes of curriculum reform. This research provides an important tool for ensuring the quality of higher education, allowing for the identification of strengths and weaknesses. The CEE has conducted quality assurance, and Mongolia's HEIs were ranked for the first time (CEE, 2023).

During in-service teacher training workshops with Cambridge experts, GAE colleagues stated that there is an established system for using professional learning communities to support TPD in Mongolia. GAE, MNIER and CEE specialists also have fruitful discussions regarding the alignment of policies, including teacher standards, teacher

appraisal and TPD routes. When the participants reflected on existing practice, they agreed that it has several strengths:

- The system encourages peer learning.
- There were over 3,000 PLGs in existence in August 2023.
- There are good models of best practice on which to base future work.
- Subject-based PLGs (including teachers of the same subjects) are good for sharing best practices, materials and ideas.
- Teaching pedagogy PLGs (including teachers of diverse subjects) are useful for establishing quality classroom practices.
- New teachers can learn experientially from more experienced teachers.

The participants also agreed that there were areas of existing practice that merit further development and improvement (CPE, 2023):

- Senior teachers need training on how to lead PLGs in their schools.
- The understanding of effective practice based on research should be deepened.
- A shared understanding must be cultivated of what PLGs are, why they are important to teacher PD and how they can best support TPD.
- A more consistent guidance should be taken to PLGs.
- University training should play a role and contribute to PLGs.
- Consideration should be given to how leaders of PLGs are rewarded/credited/renumerated for their work.
- The impact of PLGs should be measured by a system of agreed-upon baseline questions.

Based on the analysis of current results and the insights of colleagues involved in the aforementioned key projects, we propose the following solutions for scaling up TPD:

- School-based CPD proves more relevant and efficient, as it involves learning through the identification, diagnosis and resolution of issues in actual school and classroom environments. Primarily, it encompasses classroom-based action research carried out by individual teachers, which should be acknowledged through CPD credits. This approach is supported by peer-coaching and peer-support mechanisms during the operation of PLGs. To significantly improve educators' teaching skills and abilities, it is essential to offer suitable PD training and activities at both the national and local/regional levels. MNIER and other institutions need to work together to conduct primary research to explore in depth the established system for using PLGs. The research results will inform meaningful change in TPD policy and practice. It is important to note that this is not the first collaboration between the MoES of Mongolia and CPE, as the MoES

initiated a similar project in partnership with CPE a decade ago. The current effort marks the second instance of collaboration aimed at enhancing teacher standards and TPD policy in Mongolia.

- Implementing teacher standards along with evidence-based and data-driven approaches to policy planning, execution and evaluation will undoubtedly facilitate the assurance of high-quality education across all educational levels.
- MoES, MNIER and GAE should actively join forces to develop professional standards for teachers and enhance the coordination of existing projects in the near future.
- High-impact policy discussions should be facilitated that focus on the knowledge, understanding and skills required by teachers throughout their professional journey and on how these elements correlate with established teacher standards. This should lead to a consensus on the curriculum for TPD, ensuring that it meets the evolving needs of educators. Effective TPD approaches should be investigated and identified that can be adopted as a national model in Mongolia, fostering widespread improvement in teaching quality. Greater attention should be paid to the PD of school leaders, recognising their pivotal role in the success of educational initiatives. The agreed-upon processes must be designed to be both scalable and sustainable, allowing for long-term implementation and impact across the educational sector.
- Bringing together the main stakeholders in the field will provide opportunity for policy planners to make evidence-based, research-informed decisions. Researchers, policy advocates and practitioners could lend their expertise to support the development of effective policies in TPD. The sharing of ideas, activities, research results and expertise in formal meetings could support education policy planning at the ministerial level. In this way, policy discussions will also empower policy implementers with innovative, evidence-based approaches.
- ICTs can enable more equitable distribution of professional learning opportunities for teachers in underserved communities or less accessible regions. GAE is still developing an online platform for teacher development that supports continual teacher development. Currently, this platform does not effectively disseminate the best methods and practices available to the schools.
- An 'E-school' (Education Information Technology Centre, 2022) could provide opportunities for students to take online courses based on the needs of students, whose schools are facing challenges in offering elective subjects/ courses in their schools due to inadequate teaching staff availability. Appropriate PD training and activities for those subject teachers of high schools need to be delivered alongside this solution.
- Further examination should be made of the participation of main education stakeholders, including governmental,

non-governmental and private sector organisations, in PD training and the activities of teachers and employees in terms of improving the quality, equity and efficiency of TPD.

- Training and activities need to be carefully planned and implemented to improve teachers' information, communication and technology skills and English skills.
- The capacity of teachers' professional associations and non-governmental organisations should be strengthened, and some activities of public agencies aimed at supporting teacher development need to be transferred to other TPD providers.
- Standards should be established representing basic qualifications for teachers at each level, basic regulations for teaching behaviours, basic criteria for leading TPD and important principles for teacher pre-service and in-service training, enrolment and evaluation.
- In continuing PD programmes and activities, relevant education authorities could be involved in improvement, implementation and outsourcing to diversified providers.
- A list should be created of accredited CPD providers, including universities, teacher education institutions, local education authorities, private training institutions, etc.
- Innovative relationships should be fostered between school leaders, teachers and external experts in line with National Teachers' Competency Standards, leading to the accreditation of the CPD programmes.

## Prioritised Area for Scaling Up TPD

The primary focus in scaling up TPD in Mongolia is ensuring that at least 90% of all teachers engage in TPD programmes, thereby significantly enhancing their teaching capabilities. A critical component of this initiative is the development of a supportive legal framework tailored to the specific needs of teachers operating in remote rural regions. To boost accessibility, efforts are being undertaken to establish a unified national platform for the continual professional growth of teaching staff across various educational institutions. This platform emphasises a bottom-up approach, recognising the importance of grassroots contributions from teachers and school leaders in formulating a realistic, practical TPD model. This model, once sufficiently tested, could be formally rolled out across various regions.

Recent experiences during the Covid-19 pandemic have underscored the urgency of rethinking development policy, including in the education sector. Therefore, Mongolia is making strides towards a comprehensive digital transformation within this sector, a move designed not only as a response to the pandemic but also as a proactive strategy for future crises and the establishment of a robust online education system. The primary aim is to improve both access to and the quality of online education and training at the national level.

Towards this end, the country is formulating a mid-term plan for the 2022–2026 period that envisages a sweeping digital transformation. MoES has recently opened a Big Data analysis system for the education sector: “Education – Big Data – AI (Artificial Intelligence)”. The system includes whole data of educational service delivery including the creation and distribution of textbooks, e-learning resources and materials, movement of teachers, human resources and the various educational and/or exam results etc. in the education sector. This unified, Big Data analysis system aims to introduce data-driven information and support evidence-based policy planning both in making daily decisions and strategic decision-making at the government level.

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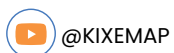
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