



Knowledge hub - Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Using digital technology to reimaging learning

2. Country or countries where the practice is implemented *

Mongolia

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

UNICEF Mongolia

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Transforming traditional classroom teaching into immersive and fun digital learning content.

6. What makes it a best practice? *

Reimagining the way we learn

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

When schools and kindergartens closed in February 2020 due to COVID 19 outbreak in neighboring country, the Government of Mongolia carried out a swift response on maintaining educational services via a mammoth task of transforming all level of classroom teaching into televised format. This shift in educational modality has affected total of 900,000 children in pre-primary and general education. A study conducted by UNICEF revealed that the tele-lessons often failed to capture the learner's attention and lacked engagement resulting in increased risk of learning loss. Ministry of Education and Science's statistic of 2021 highlights that 178,577 general education children, roughly 1/3, have experienced learning loss due to school closure and 47,478 children have not returned after March 1st, 2021 school reopening. Moreover, many other vital aspects of the distance learning environment were still absent such as learning management system for pre-primary and general education sector which further exacerbated the impact of COVID-19.

In order to address these deprivations, UNICEF has initiated several innovative solutions to strengthen e-learning system and online learning contents of pre-primary, primary and secondary education. Firstly, UNICEF in collaboration with Ministry of Education and Science have initiated the development of Medle.mn, a centralized open educational resource repository with learning management system that is integrated with the existing educational Management Information System of MoES. Second, development of innovative digital learning contents which transform the traditional learning objectives of a classroom teaching into highly visual 2D cartoon animation where each content starts with a unique plot-driven story that leads to a problem-solving activity which the learner must partake and immerse in the learning process. Third, in order to address the learning needs of remote herder family children without access to TV or internet, UNICEF has developed audio contents using teaching by storytelling method and have delivered the contents to the children via the use of audio player devices.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

*

Through UN MPTF funding, during the period of June 2020 to June 2021, UNICEF, UNESCO and UNFPA have developed 104 exemplary interactive contents designed to support digital learning of pre-primary and general education children. 60 contents of pre-primary and primary education was developed by UNICEF, 28 contents of general education was developed by UNESCO and 16 contents on health education was developed by UNFPA. The development of interactive contents involved over 250 professionals from MoES, private sector, CSOs working on inclusive education and teachers. The completed contents were uploaded to MoES official website of Medle.mn and was well received from both parents and children. Currently, UNICEF is scaling up the initiative with additional 60 contents of pre-primary and primary education. Furthermore, UNICEF is developing first full feature educational game designed for IOS and android platform. Budget required to develop one interactive content is approximately 2,200 USD.

Second activity of UN MPTF funding was designed to develop centralized open educational resource repository with learning management system integration which was led by UNICEF in collaboration with MoES. The implementation was during the period of June 2020 to June 2021, involved 30 professionals and the budget was 95,000 USD. Outcome of the project is MoES Official website of Medle.mn.

Third activity of UN MPTF funding was designed to develop 30 audio contents using teaching by storytelling method to reach remote herder family children without access to TV or internet. This project was led by UNICEF in collaboration with MoES and private sector. The implementation was during the period of June 2020 to June 2021, involved 30 professionals and the budget for each audio content was approximately 800 USD. The completed contents were delivered to the target children via the use of audio players as well as broadcasted nationwide through Mongolian National Public Radio channel, uploaded to Medle.mn and various other mainstream apps free of charge.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

In contrast to standardized curriculum which more often anesthetize the learner's creativity, the interactive contents are intended to draw learner's attention and enthusiasm with more natural esthetic experience. Furthermore, to ensure equitable access to all children, the interactive learning contents were made available also in ethnic minority languages of Kazakh and Tuvan as well as sign language and format appropriate for visually impaired children was developed. UNICEF has led a field monitoring trip and have developed human interest story on how children received the contents.

"As there is little opportunity to speak Kazakh in Ulaanbaatar, I appreciated that the modules were available in Kazakh" (Akhmed Jenisbekh, 5th grade student of Oyunlag school)

"Interactive lessons were much easier to follow compared to tele-lessons and in person-lessons" explains Galdan who has hearing difficulty "until middle school it was very challenging for me to follow the lessons but with these interactive contents, I quickly grasped why I'm studying these things and how I can put into action the new things that I learn."

These initiatives has set an example for future digital learning contents and a standard to promote inclusive learning for children.

Within a span of one year, the interactive contents have recorded over 350,000 visits and meanwhile audio contents have recorded 450,000 visits.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

i) What were the key triggers for transformation?

Children's learning, well-being

ii) What worked really well – what facilitated this?

Exploring new ways to deliver educational contents, reimagining learning. Collaboration of numerous stakeholders of various sector and profession.

iii) What did not work – why did it not work?

Initially, MoES tried to have teachers to develop digital learning contents but this did not go very well. Instead, it put a lot of pressure on teachers. Development of digital learning contents require professional content developers, animators, programmers, professionals on CWD, voiceover actors and many more. Teachers are only there to make sure the learning objectives of the contents have been met.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”.
What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

These initiatives are still in the early stages to provide elaborate findings on its effectiveness. But scholars and academics all agree that we need to rethink and reimagine teaching and learning for all and that the process must be spontaneous and personalized.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

<https://unicef.sharepoint.com/teams/EAPRO-Education/SitePages/Reimagine-Education-in-Mongolia.aspx>
Medle.mn