Literacy Assessment and Monitoring Programme (LAMP)

UNESCO
INSTITUTE
for
STATISTICS

United Nations
Educational, Scientific and
Cultural Organization

# COUNTRY SUMMARY FOR MONGOLIA

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## BACKGROUND

In 2003, the UNESCO Institute for Statistics (UIS) launched the Literacy Assessment and Monitoring Programme (LAMP) in partnership with several countries and organizations. The aim was to develop a new methodology to measure reading and numeracy skills among youth and adults, and to improve the body of statistical evidence in this field. A forthcoming international report will combine data which have undergone statistical tests and inferential analysis for all participating countries which have conducted the LAMP assessment (Jordan, Mongolia, Palestine and Paraguay). However, the early release of summary data in this document allows the selected countries to produce national reports and analyses. This summary provides the final results of the LAMP assessment conducted in Mongolia.

## DATA

The UIS, the Ministry of Education, Culture and Sciences of Mongolia (MECS) and the Institute of Education jointly conducted the LAMP main assessment in Mongolia and completed the data collection activities in November 2010. The country made the data available to the UIS in August 2011. The sampling weights were computed and finalised in March 2012 based on this data. This paper presents a synthesis of the data collected.

Based on a nationwide sample of participants, this summary presents the distribution of respondents for three literacy domains, reported by performance level, overall and for selected subgroups defined by socio-demographic variables (e.g. gender, age and education). The three domains of literacy assessment are Prose (continuous text), Document (non-continuous text) and Numeracy (written computation). Each respondent's skill estimates were classified into one of three performance levels.

## THREE DOMAINS OF LITERACY ASSESSMENT

### *PROSE*

The Prose domain addresses reading comprehension of continuous texts, typically organized in paragraphs.

### Level 1

Typical respondents can identify literal, concrete information in *reading-to-do* passages (e.g. job vacancy notices, product labels, vaccination information) or simple one-paragraph passages, given certain conditions: i) identical language is used in the passage and the question; ii) only everyday colloquial vocabulary is required; and iii) distractors are absent. These respondents can produce answers that require minimal action (e.g. circling, underlining, copying a short fragment of text).

Since this is the lowest level, respondents with no Prose skills are also included in this category.
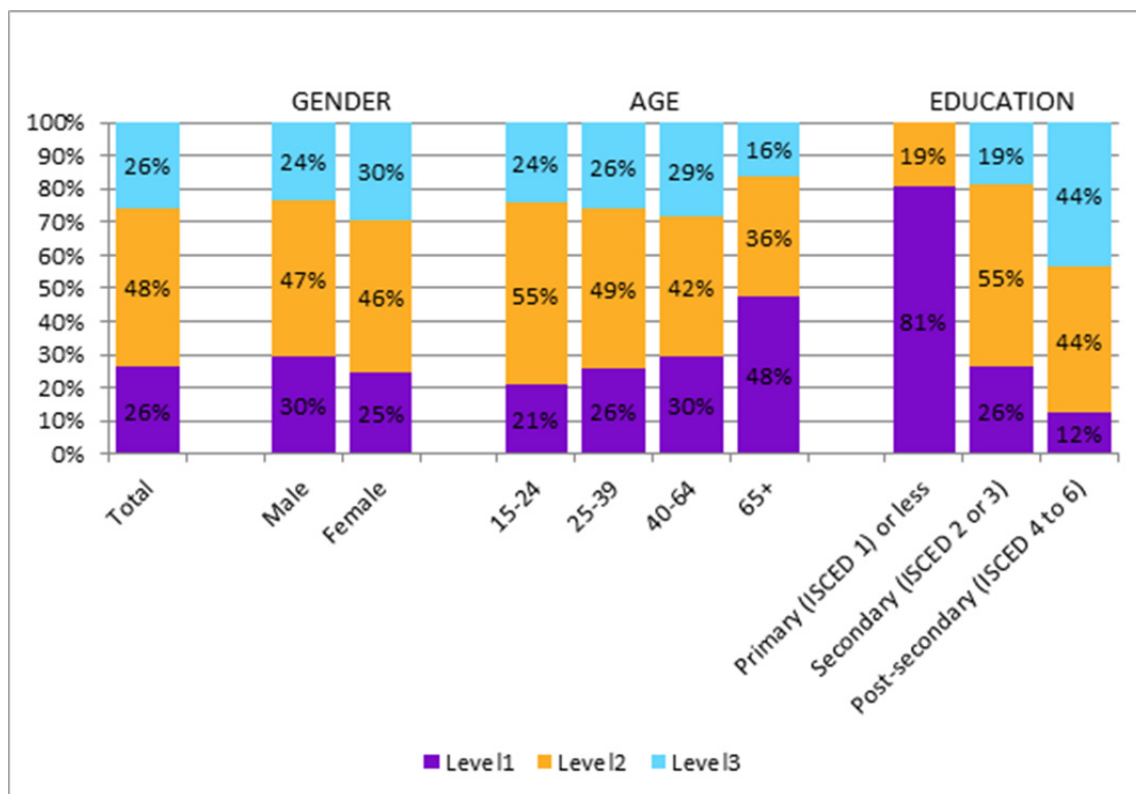
### Level 2

Typical respondents can identify literal information in *reading-to-do* or *reading-to-learn* passages, provided that the required information appears: i) in *reading-to-do* passages, in a brief and is clearly marked section; or ii) in *reading-to-learn* passages, near the beginning of the text. In addition, distractors are absent; the language of the passage and the question are not identical; and respondents can paraphrase, understand more "academic" language, and write answers that require full sentences.

**Level 3**

Typical respondents can identify literal information in longer *reading-to-learn* texts (one to ten paragraphs), even in those with challenging features, such as: i) potential distractors; ii) linguistically dense passages; or iii) required information that appears not at the beginning, but in the middle or towards the end. The language of the passage and the question are not identical. Respondents can paraphrase, understand more "academic" language, and write answers that require full sentences.

**FIGURE 1.    PROSE DOMAIN: PERCENTAGE IN EACH PERFORMANCE LEVEL BY SUBGROUP, MONOGOLIA, 2010**



*Source: UNESCO Institute for Statistics.*

*DOCUMENTS*

The Documents domain addresses reading comprehension of discontinuous texts, typically not organized in paragraphs, such as tables, graphs, schedules and forms.

**Level 1**

Typical respondents can identify a single piece of information in simple *reading-to-do* or *reading-to-learn* texts (passages, graphs or tables), given certain conditions: i) mostly identical language is used in the passage and the question; ii) only one or two variables are included; and iii) there is little to distract them (although potential distractors are always present).

Since this is the lowest level, respondents with no Documents skills are also included in this category.

**Level 2**

Typical respondents can handle *reading-to-learn* graphs or tables that include two or three variables with descriptive labels. They can compare or contrast numerical information or process, coordinate and match parallel information (e.g. time and activity data in one table). They can do this even when several distractors are present. However, the language of the passage and the question are usually identical.

**Level 3**

Typical respondents can handle complex texts and integrate information from complex sources, densely packed tables or multiple graphs. They can fill out a complex form by turning personal data into categorical variables or integrate information from dense documents and/or multiple graphs in order to identify numerical values, given a set criterion. They can do this even if several distractors are present, the language of the passage and the question differ, or some language is "academic" (e.g. value, rates).

**FIGURE 2.    DOCUMENTS DOMAIN: PERCENTAGE IN EACH PERFORMANCE LEVEL BY SUBGROUP, MONGOLIA, 2010**
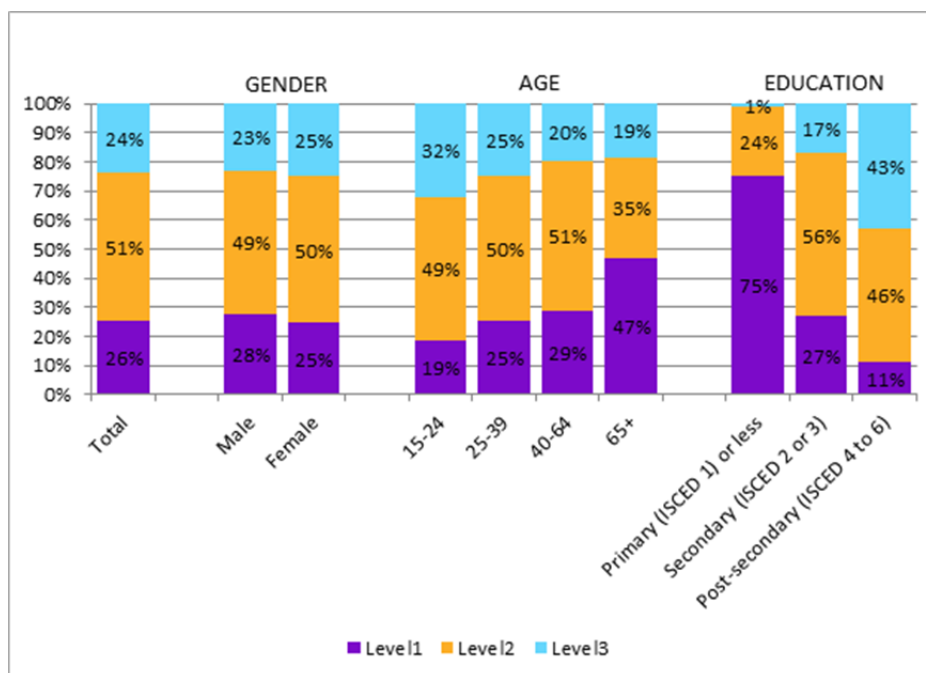


*Source:  UNESCO Institute for Statistics.*

*NUMERACY*

The Numeracy domain addresses mathematical operations performed with the possibility of written support. Therefore, it differs from oral quantitative skills, sometimes referred to as "mental calculations". However, some of the respondents may have chosen to perform these tasks without using paper and pencil until the very end, only reporting their final results in written form.

**Level 1**

Typical respondents perform well in familiar contexts and when the quantitative information provided is easily accessible: little text and the use of visual representations. The question must be explicit and ask for a one-step, simple operation. They add easily three whole numbers with two and three digits or with decimal numbers in the context of using money. They can subtract two whole or decimal numbers in the context of using money. No distracting information is present.

Since this is the lowest level, respondents with no Numeracy skills are also included in this category.

**Level 2**

Typical respondents perform well in familiar contexts at tasks where the quantitative information involves some fractional and decimal numbers. They are able to understand and use some simple fractions such as one-half (½) written as a numerical form or with words. They have a certain understanding of the meaning of decimal numbers. They can perform multiplication using a decimal number and a whole number.

**Level 3**

Typical respondents can perform complex tasks involving more than one different visual representation, provided the question is explicit, even when additional (potentially distracting) information is present. They can perform multiple-step operations: multiply (although maybe by repeated addition) and then use this answer to find the quotient of a division (although maybe by repeated subtraction); subtract a percentage from an initial value; find a proportion such as the price of a quarter using more than one operation in a money context (sometimes with decimals); find the sum of three monetary addends (sometimes with decimals) after computing two of them through multiplication by 10 or 2. They understand measurement units in either the metric or imperial systems (e.g. pounds) and read time on a clock or in numeric form. They can interpret useful qualitative or quantitative information presented on a table or on supermarket tags containing percentages, decimals and whole numbers, and representing money and weight.

**FIGURE 3.  NUMERACY DOMAIN: PERCENTAGE IN EACH PERFORMANCE LEVEL BY SUBGROUP, MONGOLIA, 2010**
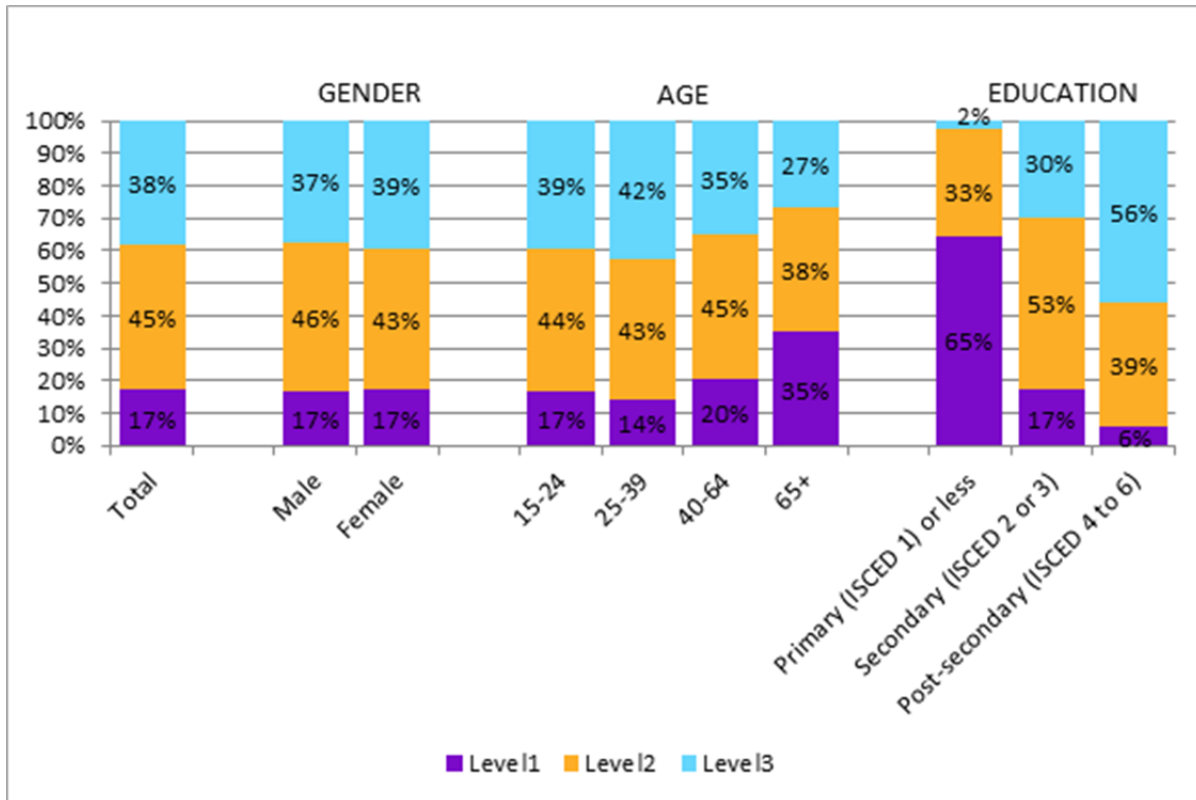


*Source:  UNESCO Institute for Statistics.*

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