

TVET Country Profile

Mongolia



June 2020

Compiled in collaboration with the UNESCO Beijing Cluster Office and the Vocational Education and Training Partnership Mongolia

Contents

Statistics.....	3
1. TVET system.....	5
2. TVET strategy and key policy documents.....	8
3. Governance and financing	10
4. TVET teachers and trainers	13
5. Qualification system and quality assurance.....	13
6. Current reforms and policy discussion.....	15
7. References and further reading.....	18

TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC’s online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more at www.unevoc.unesco.org/l/68.

Acknowledgements

The following report has been compiled in collaboration with the UNESCO Beijing Office and the Vocational Education and Training Partnership Mongolia.

UNEVOC Network in Mongolia

UNEVOC Centres in Mongolia include [Vocational Education and Training Partnership, Mongolian Institute for Education Research](#), and the [TVET Assessment, Information and Methodology Centre \(TVET AIMC\)](#).

Statistics¹

General information

Category	Indicator	Statistics
Demographic	Total population ²	3,238,479 (2020)
	Population growth (annual %) ²	2.16% (2020)
	Median age of population ²	28.2 years (2020 est)
	Population aged 15-24 years ²	473,373 (2020)
Socio-economic	GDP growth (annual %) ³	-1 % (2020 est)
	GDP per capita (current US\$) ⁵	13,735 (2019)
	Unemployment rate (%) ⁴	7.8% (2020)
	Youth literacy rate, population 15-24 years, both sexes (%)	98.6% (2018)

Participation in education by level and by programme orientation

Category		Gross enrolment ratio (%)		Gross Enrolment Rate Female (%)	
Primary education (ISCED 1)		96.8 (2019)		96.7 (2019)	
Secondary education, all programmes	Lower secondary (ISCED 2)	-	97.5 (2019)	-	98.3 (2019)
	Upper secondary (ISCED 3)	-	44.6 (2019)	-	53.7 (2019)
Postsecondary non-tertiary, all programmes (ISCED 4)		0.5 ¹ 47.5 ²		0.39 ¹ 17.4 ²	
Tertiary education, all programmes (ISCED 5-8)		65.6 (2018)		61 (2019)	

Category		Number of students enrolled in vocational programmes, both sexes		Number of students in vocational education who are female	
Secondary education, all programmes	Lower secondary (ISCED 2)	30,807 (2020)	-	12,050 (2020)	-
	Upper secondary (ISCED 3)		-		-

Indicator	Both sexes (%)	Percentage of students who are female (%)
Percentage of students in post-secondary non-tertiary vocational education (ISCED 5)	17.9 (2020)	47.4 (2020)

¹ Non-tertiary programmes for higher education

² Non-tertiary programmes for vocational education

Education Finance

Category	Indicator	Statistics
Expenditure	Government expenditure on education as % of total government expenditure (%)	15.3 (2019)
	Expenditure on secondary and post-secondary non-tertiary vocational education as % of total expenditure of MLSP (%) ⁶	6.3 (MLSP)

SDG thematic indicators related to TVET and skills

Category	Indicator	Statistics
Selected SDG thematic indicators	Participation rate in technical-vocational programmes (15- to 24-year-olds) (%)	5.89 (2018)
	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills (%)	-

TVET institutions in Mongolia ⁶

Type of institution	Education level	Ministry responsible	Number of institutions
Secondary vocational education schools (VTPC)	Upper secondary education and General education certificate	The Ministry of Labour and Social Protection (MLSP)	41 (2020)
Higher vocational education colleges	Post-secondary non-tertiary education	MLSP	22 (2020)
Training centres under higher education institutions and companies	Competency certificate	MLSP	17 (2020)

Other useful statistics related to TVET and skills development⁵

Indicator	Statistics	Source
Public TVET institutions	50 (2020)	MLSP
Private TVET institutions	30 (2020)	MLSP
The total number of TVET students	40011 (2020)	MLSP

¹ Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

² World Population Prospects UNDESA <https://population.un.org/wpp/>

³ IMF World Economic Outlook – April 2020 <https://t1p.de/b6vz>

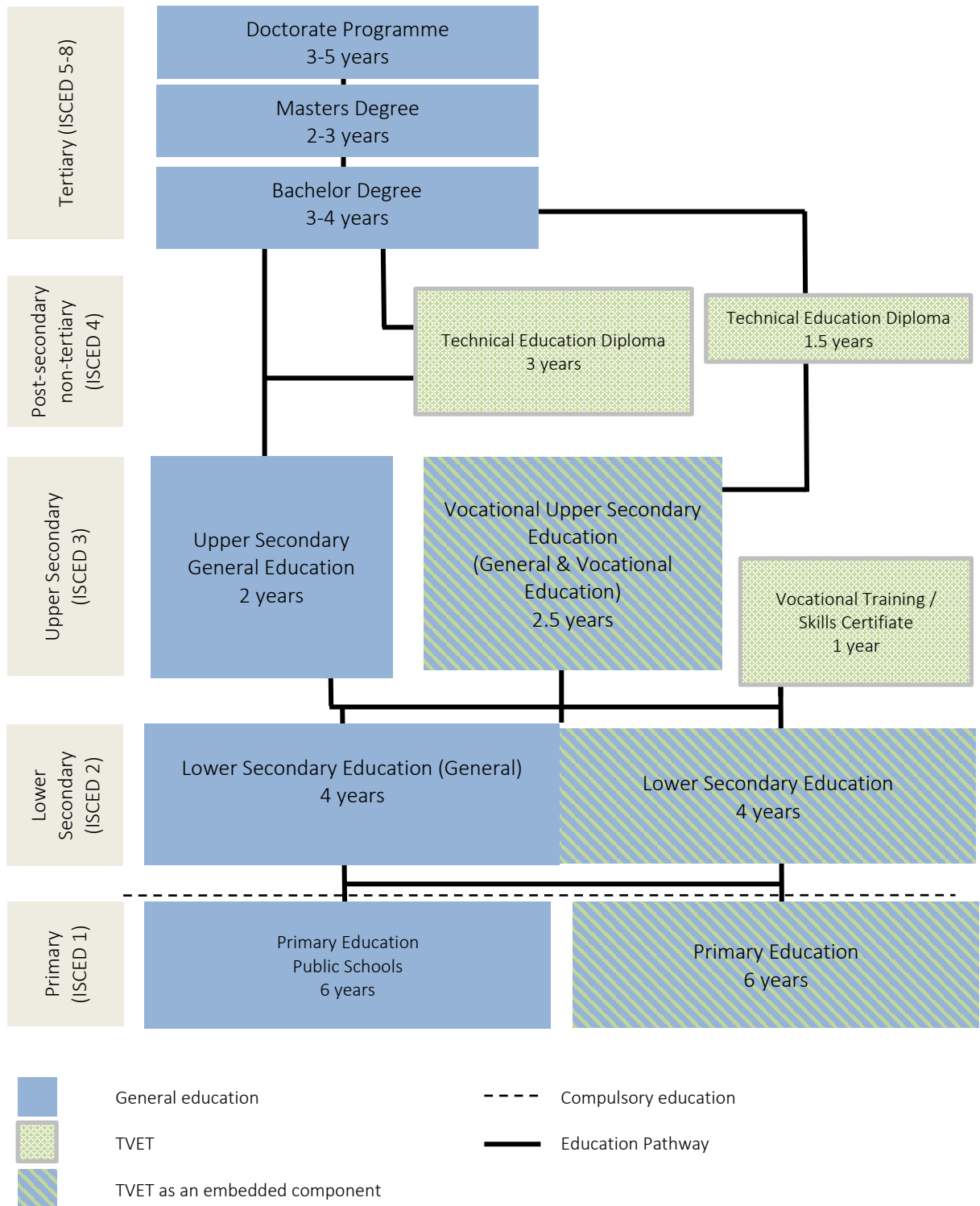
⁴ ILO Estimates 2020 ilostat.ilo.org

⁵ World Development Indicators data.worldbank.org

⁶ Mongolian National Sources – Ministry of Labour and Social Protection (MLSP)

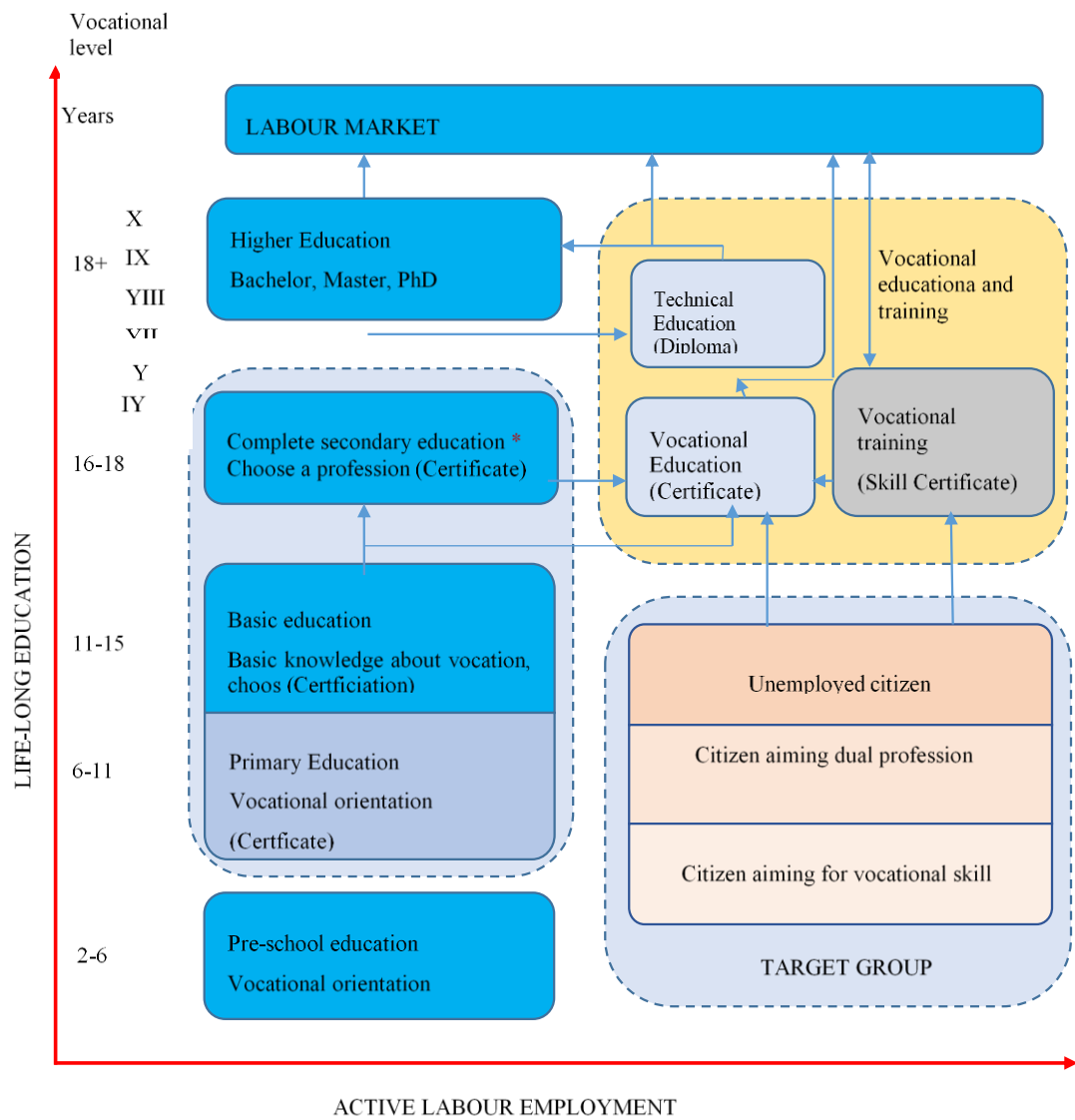
1. TVET system

TVET in the Mongolian Education system⁵



⁵ Compiled by UNESCO-UNEVOC International Centre. For further details, please see the education system mapping according to the Ministry of

National Education System – Mongolia



Source: Vocational Education and Training Partnership Mongolia

Formal TVET system

The formal TVET system in Mongolia is structured as follows:

Programme Title / Level	
Vocational education is offered at upper secondary level (ISCED 3)	
Duration:	2.5 years
Admission requirements:	Completed Lower Secondary School
Taught in:	Secondary Vocational Educational Schools (VTPC)
<p>Graduates from lower secondary school are able to proceed to Secondary Vocational Educational Schools (VTPC) or to general upper secondary school. Graduates of the VTPCs receive both vocational education and general upper secondary education certificate.</p>	

Programme Title / Level	
Vocational training is offered at upper secondary level (ISCED 3)	
Duration:	1 year
Admission requirements:	Completed Lower Secondary School
Taught in:	Secondary Vocational Educational Schools (VTPC), Polytechnic colleges
<p>Vocational education training for one year is a flexible training program, which admits adults and graduates of lower secondary education based on employers' need and occupation-specific features.</p>	

Programme Title / Level	
Higher vocational education is offered at the post-secondary non-tertiary level (ISCED 4)	
Duration:	1.5 - 3 years
Admission requirements:	Completed Upper Secondary Vocational Certificate or Certificate of Upper Secondary Education
Taught in:	Polytechnic colleges
<p>Graduates from VTPC receive technical diploma after 1.5 years of training at Polytechnic colleges. Graduates who completed upper secondary education receive technical diploma after 3 years of training. Those transferring from Polytechnic colleges to higher education can graduate with bachelor's degrees after 2-3 years.</p>	

Non-formal TVET system

In Mongolia, the TVET system is comprised of various types of formal and non-formal training institutions as in other education sub-sectors. The government is seriously considering reforming the education system to promote flexible life-long learning pathways in the long-term. The recent 2019 UNESCO led education sector review had highlighted the importance of building a lifelong learning system. The non formal skills training should be integrated into lifelong learning system in an effort to create a skills based knowledge society. According to the

latest data (2020) of MLSP, top five TVET trades in high demand are cook, auto repair, welding, textile sewing and plasterwork. Short-term courses are offered by private sector business entities and training providers, but there is no government managed short-term providers registered. These short-term TVET courses, in general, are not required to confer qualifications and are thus considered non-formal.

Non-formal vocational training programmes are short-term (up to three months) skills trainings and are delivered by registered vocational training centres. These centres operate as training entities or additional training programmes by formal TVET institutions and industries. Until recently, provision of short-term training was a possible part of businesses of any legal entity and there were more than 2,000 entities registered as providers of such training. Since 2018, MLSP established new procedures for the registration of short-term vocational training providers requiring them to meet certain conditions to assure quality of their provision. Thus, as of 2019, there are 712 short-term vocational training providers in addition to VET institutions licensed to offer formal vocational and technical education programmes.

Programme:	Short-term vocational training
Ministry/organization responsible:	The Ministry of Labour and Social Protection
Target audience:	Unemployed and underemployed
Admission requirements:	N/A
Qualifications received:	Competency certificate

Short-term vocational trainings are often tailored to serve the needs of unemployed and underemployed individuals seeking to acquire new skills or competencies. Those who complete vocational training may receive a competency certificate. Currently, the Vocational Education and Training Assessment, Information, Methodological Centre (VETAIMC) of MLSP organizes testing of vocational skills and competencies of individuals including those who complete VET programmes. On-the-job training at the industry is designed for new employees or to enhance the skills of a company’s own workforce. At the moment, there are no registered government provider of short-term training, and these trainings are privately provided. All trainees may undergo testing for certification by the VETAIMC.

2. TVET strategy and key policy documents

The following key documents help guide the development of TVET in Mongolia.

Name of document	Sustainable Development Vision of Mongolia-2030
Date entered into force	5 February, 2016
Website link	https://www.legalinfo.mn/law/details/11725
Key Points and Objectives	Within the framework of the “Sustainable Development Vision of Mongolia -2030” objective to “improve the vocational education and training system to meet the priority development and to provide students with high professional skills”, The government national strategy aligned with all the 17 SDGs and related targets especially TVET and Skills related to SDG8 on decent work and economic growth and SDG4 Quality Education target 4.3 and 4.4. The following national targets have been set:

<ul style="list-style-type: none"> • By 2020, enforce poverty decrease programs, provide social security access to target groups, enroll citizens to vocational trainings, establish employment environment, and decrease poverty rate to 18% • By 2020, "Based on social partnerships, improve the capacity of the vocational education and training sector's teaching personnel, expand internship bases, increase student numbers to sixty thousand" • By 2030, fully meet the demand for national workforce with highly skilled professional workforce 	
Name of document	Government Action Plan (2016-2020)
Date entered into force	9 September, 2016
Website link	https://www.legalinfo.mn/law/details/12120
<p>Key points and objectives:</p> <p>The objectives and activities of the VET sector and address the following issues: Reform of the Vocational Education and Training to match the labour market demand, establishment of veritable mechanisms for public-private partnerships, diversification in accordance with the demands produced by industrial development, reform of training standards and curricula, didactical and professional – at the engineer technician level - capacity building of teachers, in-company training bases, modernization of laboratories, provision with textbooks and teaching materials, introduction of services based on needs of citizens and establishment of a suitable legal framework, and transition to a VET structure with multiple financial resources.</p>	

Name of document	Law on Vocational Education and Training
Date entered into force	13 February, 2009
Website link	https://www.legalinfo.mn/law/details/376
<p>Key points and objectives</p> <p>In 2009, the revised Law on Vocational Education and Training enhanced vocational training responsiveness to labour market demands, improved vocational training standards, curriculum, teachers' training and technology and strengthened the private sector's role in skills development</p>	

Name of document	National Programme on Vocational Education and Training (2016-2021)
Date entered into force	6 June 2016
Website link	https://www.legalinfo.mn/annex/details/7387?lawid=12062
<p>Key points and objectives</p> <ol style="list-style-type: none"> i. Broaden social partnership and improve reputation of the sector; i. Introduce national qualifications framework; ii. Improve quality assurance and institutional management and governance; iii. Introduce competency-based training and assessment system; iv. Strengthen capacity of human resources and continuous professional development of managers and faculty; v. Improve funding system 	

Name of document	The State Policy on Employment
Date entered into force	2016
Website link	https://www.legalinfo.mn/annex/details/7371?lawid=12035
<p>Key points and objectives</p> <p>The State Policy on Employment adopted in 2016 provided for an employment-centred development framework to improve decent work outcomes in strategic areas including: (i) training opportunities; (ii) career counselling; (iii) employment services; (iv) the legal environment for labour relations; (v) targeting of disadvantaged and remote regions for investment; (vi) skills upgrading opportunities; (vii) support to small and medium- sized enterprises (SMEs) as engines of employment growth; and (viii) incentives for employers and for green investments.</p>	
Name of document	Education Sector Medium-Term Development Plan 2021-2030
Date entered into force	December 2019
Website link	www.mecss.gov/media/uploads
<p>Key points and objectives</p> <p>The document is committed to strengthening the existing quality education system and creating new structures and mechanisms to support the lifelong development of the Mongolian people. This document outlines a five-pillar policy and an equal and inclusive education development plan to strengthen the foundations of quality life for citizens through quality education.</p> <p>Lifelong learning, proposed in the Medium-Term Education Sector Development Plan 2021-2030, is a strategically integrated strategy that integrates the following areas. These include:</p> <ul style="list-style-type: none"> • Continuous and comprehensive personal development; • Knowledge-based society; • Need-based, efficient finance and investment; • Evidence-based planning; • Universal, open, online education, training and flexible learning; • Continuous development of organizational and human resource capacity; • Lifelong learning capacities of the Mongolians. 	

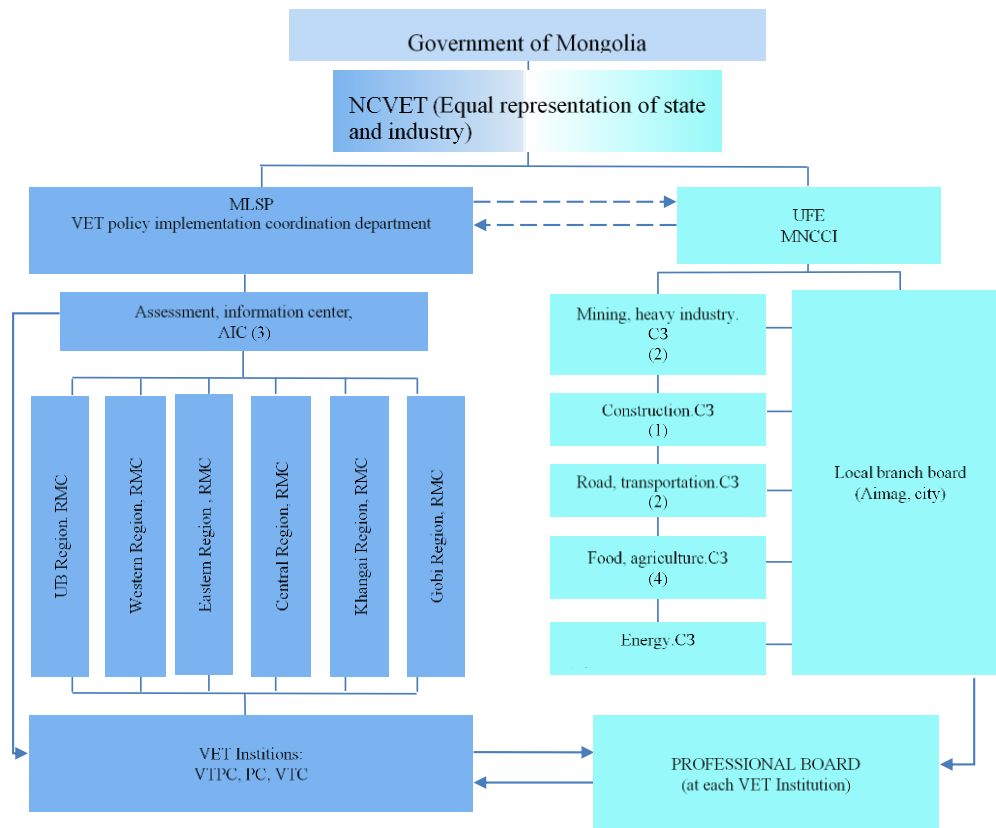
3. Governance and financing of TVET Sector

Governance

The TVET law of 2009 stipulates that the highest authority for TVET is the National Council on Vocational Education and Training (NCVET) composed of equal numbers of representatives from the public and private sectors. Thus, following the passage of the law a new national body NCVET, responsible for strategy setting for TVET, coordination of actors and oversight of policy implementation, was established.

Three distinct functions of the administration of vocational education and training are undertaken by three bodies, namely, state administration by the government, public-private blended administration by advisory task forces composed of representatives from the government and industry.

TVET Governance Structure in Mongolia



The Ministry of Labour and Social Protection (MLSP) is responsible for coordination and implementation of TVET policy, strategy and planning. TVET Department of MLSP responsibilities included licensing of public and private training institutions, providing support and guidance to TVET institutions, organizing activities to promote new methodologies and technologies in instruction, provision of training materials and textbooks, professional development of TVET Teachers, teachers’ certification, reviewing and approving curriculum content, including practical training activities, developing occupational standards (with the participation of trade associations, professional and industrial experts), and maintaining a database of statistics and information pertaining to TVET. The Ministry of Labour and Social Protection is also responsible for the training of TVET sector professionals in Mongolia. The methodological administration is under the Ministry in charge of TVET. The Regional methodological centres cover guidance on curriculum design and development, delivery of education and training standards, and instructional technology as well as providing teachers with in-service training and professional development.

In terms of social partnership, there are two main institutions of employers’ representation:

I. The Mongolian Employers’ Federation (MONEF) :

As an independent, non-government and self-financing organization, MONEF provides its members and member-organizations with relevant information and consultancy services on a variety of business-related issues, such as training on entrepreneurship, occupational safety and health management systems and human resource development. MONEF has an important role in national tripartite dialogue. MONEF is a member of the International Organization of Employers (IOE).

II. The Confederation of Mongolian Trade Unions (CMTU)

Founded in 1927 as the Central Council of Mongolian Trade Unions, the CMTU's mission is to protect workers' rights and interests through its active participation in national tripartite dialogue and negotiation of tripartite agreements. In the past few years, the CMTU has taken a leading role in setting up the dispute settlement mechanism and public-sector wage fixing. It offers legal advisory services to its members and their citizens.

Financing of TVET

Financing of the public TVET sector in Mongolia comes from four different sources:

- i. Public funds from the national budget;
- ii. Foreign worker levy from the private sector;
- iii. International development assistance from major multilateral organizations and bilateral development agencies; and
- iv. Funding from large private sector corporations.

The primary source of funding for the state TVET sector comes from the annual national budget. There are two main funding sources for TVET sector: the Government and TVET Promotion Fund. In 2019, the Government expenditure on education sector was 15,3%, of which TVET sector expenditure was 6,3%. Assistance from international development partners including US MCA, SDC, ADB, GIZ, EU, AusAid, KOICA etc. and funds from large corporations accounted for the remaining 9% of TVET funding. The estimated total funding for the TVET sector in 2016 was about US\$40 million³. The majority of funding was dedicated to renovation of training facilities and equipment, capacity development of teaching staffs and managers, social partnership, upgrading of training curricula and content.

Additional government-financing for TVET comes from two special funds: the Employment Promotion Fund (EPF) and the TVET Promotion Fund (TVETPF). The EPF was established in 2001 and is used for employment promotion activities, 'including short-term skills training to unemployed people, and to those wanting to acquire new skills or upgrade their skills in order to improve their employability' (ILO, 2016). The EPF generates half of its funding from payments from employers for hiring foreign citizens on a contractual basis. About 25% of the total EPF goes to the TVET Promotion Fund to cover monthly stipends for all TVET students (both public and private) as well as the variable cost per student in private TVET schools. The TVETPF also provides funding to support TVET projects that promote skills development and training of the labour force as well as the provision of micro-loans to foster entrepreneurship or self-employment opportunities.

Public financing for TVET is based on an input-oriented funding formula which assigns a fixed cost per student (ILO, 2016). Private sector financing for TVET comes in the form of a foreign worker levy, a payment from employers for bringing in foreign nationals to work in Mongolia in accordance with a signed labour contract. Proceeds from the Foreign Worker Levy provide a substantial share of funding needed for building TVET skills and promoting employment generation in Mongolia. Other sources of private sector financing, particularly from large corporations, are channelled through public-private partnership arrangements.

³ UNESCO 2020, Mongolia TVET Policy Review

4. TVET teachers and trainers

The Ministry of Labor and Social Protection, Regional Methodological Centers and TVET institutions and organizations are primarily responsible for issues of vocational education and training content, methodology and human resources development. Currently there is no established system for pre-service TVET teacher training as used to be in practice prior to the 1990s. Now, TVET institutions hire field specialists as teachers and they take short-term training at Regional Methodological Centres (RMC) for teaching certification. RMCs are the main methodological facilitators in curriculum development and in-service training of teachers.

The Ministry of Labour and Social Protection is responsible for approval of professional training for TVET teachers and trainers primarily in terms of in-service training. The Mongolian National University for Education has been responsible for the pre-service training of secondary school teachers but since 2005, there has not been a stream as either a major or minor for vocational education and training.

There are no professional requirements and standards for teachers endorsed at a national level. The national standard for TVET teachers is currently under development. The MLSP revised and approved competency requirements for TVET teachers for the regulation of teacher performance based on prescribed credit hours. The TVET teacher qualification framework and measures for defining TVET teacher standards has been developed as a result of TVET development project. This included specifying job descriptions, task, and duties by means of a DACUM method, and describing career pathways. In the current education sector environment, the qualification framework has not secured official status.

The graduates of TVET institutions or engineer and technical staffs are further trained to become TVET teachers through pre-service training and on-the-job training. The Regional Methodological Centers conduct pedagogical training including 144-hours of theory and 6 months of on-the-job training. The common feature was use of a competency-based training (CBT) approach and CBT approaches to training and assessment. Currently, ICT and technology skills training are embedded in the TVET teachers training which include ICT, E-course development and technology. Lately, with support from developing partners, training of not only TVET teachers but also industrial instructors has been widened: in 2017, cumulatively, 1,629 teachers and 650 management officers attended various multiplier trainings both domestically and internationally, and more than 400 industrial experts were trained by company instructors and trainers. Between January and May 2018, a total of 2,100 teachers and management level officers attended capacity-building activities (MIER, 2019). There are already more than 200 TVET teachers certified at 85 Australian TAFE IV level through an Oyu Tolgoi mining corporation-funded vocational training programme. Around 820 teachers throughout the country have become eligible for this TAFE IV certificate as a result of this Oyu Tolgoi-funded programme.

5. TVET Qualification system and quality assurance

Qualification System

A development of a Mongolia National Qualification Framework (NQF) is currently well underway in Mongolia. In 2012, a sectoral Vocational Qualifications Framework (VQF) in the

form of a qualifications' hierarchy structure was approved by National Council for VET. This VQF defines six occupational levels with descriptive indicators covering all vocational training streams, including long-term, short-term, and informal education.

In accordance with TVET Law (Article 16), the assessment of skills and competencies of TVET trainees are conducted by the respective training institutions and by VET Assessment, Information, and Methodology Centre (VETAIMC). Thus, formal TVET institutions, VTPCs and Polytechnic colleges confer their certifications and diplomas upon completion of the respective vocational or technical education programme requirements. Skills and competencies acquired through short-term vocational training are tested by assessors certified by VETAIMC, according to recently established procedures. VETAIMC maintains registration of all competency certificates issued by VTCs. In the future, the authorization of qualified professional organizations for skills testing and certification is proposed and VETAIMC is preparing to start assessments of individuals' prior learning upon request.

Vocational Qualifications Framework (VQF) of Mongolia:

VQF Level	Training programme	Certification
5-6	Technical education (1.5 and 3 years)	Technical diploma
3-4	Vocational training (1 year)	Vocational certificate
	Vocational education (2.5 years)	Vocational certificate and General education certificate
1-2	Vocational training (short-term)	Competency certificate

Source: The Ministry of Labour and Social Protection (MLSP), 2020

Quality assurance in TVET system

The TVET quality assurance (QA) system in Mongolia is currently developing in line with international practices combining both external and internal QA mechanisms. The external QA mechanisms include licensing of formal TVET institutions, performance contracts with state-owned institutions, institutional review and attestation of performances by MLSP, institutional and programme accreditation by the National Council for Educational Accreditation (NCEA), inspection by the State General Inspectorate, and, most recently, certifications of skills and competencies of graduates by VETAIMC. Currently, the integrated TVET sector database is underway – which will be coordinated by VETAIMC.

TVET institutions delivering formal vocational and technical education programmes must meet conditions specified by MLSP in order to start operating as TVET providers. Specifically, the TVET Law (Article 14) states that private vocational training institutions may be established by a legal entity and should be licensed for operations, in accordance with the Law on Licensing for Business Activity (Articles 11-14) and the Education Law (Articles 21-24); similarly, short-term vocational skills training can be conducted by training providers who are properly registered according to the TVET Law (Article 14, para 14.5) and the Employment Promotion Law (Article 11, para 11.3).

VETAIMC which was established in 2016 is now in charge of administering skills test and certifying competencies of graduates from vocational training programmes. This function completes the quality loop of the external QA system in Mongolia at VET sector. VETAIMC is mandated also to train assessors and reviewers, develop methodological guidelines and manuals for skills testing, and maintain databases of test results and certification records.

All state-owned institutions establish Performance based contracts with the general administrator of relevant budget allocations. In accordance with this requirement, the MLSP signs a Performance Contract with principals of state-owned TVET institutions per annum specifying target goals for the institutions thereby making them accountable for the quality of training provided. The typical target indicators include enrolment figures and employability rates of graduates.

In addition to licensing and Performance Contract evaluation, MLSP employs other assessment and review mechanisms for both state-owned and private institutions like specific performance reviews in aspects the Ministry decides to be important or institutional attestation periodically to check compliance with license requirements. The consequences of such assessments and reviews can range from administrative sanctions up to suspension of the license if a serious violation is detected.

Accreditation of TVET institutions began in 2002 by National Council for Education Accreditation (NCEA) an independent external review and assessment institution established in 1998. The main roles of NCEA include (i) accreditation of higher education institutions and programs, (ii) accreditation of vocational education and training institutions and programs, (iii) pre-accredit new programs, (iv) draw conclusions on university classification, (v) register foreign and domestic accreditation bodies and coordinate their activities, (vi) selection and training of experts, (vii) provide information to the public on accreditation activities, and (viii) promote accredited schools and programs to the public. Recently, within 2014-2016, NCEA reorganized itself renewing accreditation criteria and procedures. Currently, the VET accreditation commission of NCEA is authorized to take accreditation decisions based on the conclusions of the peer review team. The Government encourages TVET institutions to undergo international accreditation. It should be noted here that TVET institutions were the first to be accredited internationally. The Ulaanbaatar Construction Polytechnic College was accredited by APACC in 2009. Now there are four polytechnic colleges accredited by APACC for the second and third terms. The government requires institutional and programme accreditation as a condition for budget funding and provision of stipends to students.

6. Current TVET reforms and policy discussion

Current reforms and policy discussions aim to to establish a demand-driven, private sector-led, competency-based VET system in Mongolia. The number of legislative acts approved, amended and reauthorized by the Parliament of Mongolia illustrates the changes, which have occurred in regulations concerning education governance and administration. These include:

- i. Revised TVET Law;
- ii. National Program to develop Technical and Vocational Education and Training (2016-2021);
- iii. Teachers' Development Support Law in 2018;
- iv. Teachers' Development Program;

- v. Mongolia TVET Policy Review;
- vi. Quality Assurance Review;
- vii. Education Sector Medium-Term Development Plan (2021-2030), UNESCO;
- viii. Integrated Database of TVET Sector

Challenges in the TVET Sector

According to the Vocational Education and Training Partnership, Mongolia, the following challenges confront the TVET sector:

Inter-sectoral coordination and partnership	There has been involvement of private sector and professional associations at the management level of TVET sector, but there has been an insufficient joint effort, and inter-sectoral coordination in the regular operations.
Accurate forecasting of Labour force supply and demand and proper matching	<p>There is still insufficient information regarding the career choice, demand-based enrolment and the proper identification of needs of skilled workers. To counter this, the following strategies are under discussion:</p> <ul style="list-style-type: none"> • An online information database should be established to ensure accurate forecasting and matching of labour force supply and demand. This database should contain real-time information including job openings, skills and qualification needs, TVET institutions courses and qualifications offered, learners, teachers, graduates, skills profile and the latest changes; • Promote policy cohesion and inter-ministerial cooperation on advocating career related information and career guidance among general public.
TVET institutions reform	<p>There are number of challenges to reforming TVET institutions. These include:</p> <ul style="list-style-type: none"> • Development and implementation of policies and guidelines for specialization and development of TVET institutions in cooperation with the relevant ministries and private sector. These policies and guidelines need to be consistent with the regional development policy and industrial development plans. • Implementing a specialization policy to make TVET delivery cost-effective, regions accessible and to limit training duplication and to expand learning opportunities; • Inadequate quality of industrial practical training; • Limited investment and resource allocation to conduct research and upgrade training materials, equipment and tools of TVET institutions.

<p>Reform on improving curriculum and the methodology of TVET training</p>	<p>Developing and implementing the training standard, curriculum and “Occupational Directory” for common occupations needs to be reconsidered to:</p> <ul style="list-style-type: none"> • Ensure the autonomy of Regional Methodological Centres, capacity development, research on training content and methodology, facilitate the provision of methodological support to TVET institutions and its teaching staffs; • Counter the limited access and quality of training textbooks and materials, through the use of digital forms of training resources; • Seek new solutions to introducing flexible curriculum, short-term training modalities aligned with emerging needs of employers; • Promote and expand the highly demanded short-term (1 year) vocational training programmes.
<p>Reform on TVET Financing</p>	<p>There is an emerging need to accelerate the implementation of VET law particularly on the VET financing. These include:</p> <ul style="list-style-type: none"> • Renewing TVET school funding formula based on the diverse disciplines; • Autonomy of TVET Promotion Fund for securing the adequate fiscal resources; • Securing the autonomy of training providers for ensuring the income generation for their own benefit; • Cost sharing opportunities with private sector as defined in the TVET law.

7. References and further reading

Bat-erdene (2018), Quality Assurance Legal Framework
([Link currently unavailable](#))

Education Sector Medium Term Development Plan (2021-2030)
www.mecss.gov.mn/media/uploads

Government of Mongolia (2016). National Program to develop Technical and Vocational Education and Training, 2016-2021
http://www.mfa.gov.mn/wp-content/uploads/2015/06/2016-2020_Gov_AP_Eng_Revised.pdf

H.E. S.Chinzorig, Ministerial speech: New Trends in VET sector – emerging faces of VET teachers, 2019
<http://docplayer.net/50536582-Technical-and-vocational-education-and-training-financing-in-mongolia-dr-saha-meyanathan.html>

ILO, 2016. "Compilation of Assessment Studies in TVET: Lao People's Democratic Republic, Mongolia, the Philippines, Thailand and Vietnam." Compilation of Assessment Studies on Technical Vocational Education and Training (TVET): Lao People's Democratic Republic, Mongolia, the Philippines, Thailand and Viet Nam, 8 Mar. 2016,
http://www.ilo.org/asia/publications/WCMS_458131/lang--en/index.htm

National Statistics Office (NSO) <https://www.1212.mn/>

Saha M. (2016), Situational analysis of current financing system of TVET
Statistical compilation of MLSP, 2019-2020 <http://mlsp.gov.mn/op?id=44>

UNESCO (2019), Education Sector Baseline Study Report
([Link currently unavailable](#))

UNESCO (2020), TVET Policy Review – Mongolia
([Link currently unavailable](#))

Compiled by

**UNESCO-UNEVOC International Centre for
Technical and Vocational Education and Training**
UN Campus
Platz der Vereinten Nationen 1
53113 Bonn
Germany

UNESCO Beijing Cluster Office
Floor 15, Building 5
Jianguomenwai Diplomatic Residence Compound
Beijing
Beijing Shi 100600
China

Contact

Tel: +49 228 815 0100
Fax: +49 228 815 0199
www.unevoc.unesco.org
unevoc.tvetprofiles@unesco.org



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

Country profiles are compiled from a variety of national and international sources and have been informed and validated by UNEVOC Centres in the country or other TVET national authorities.

The designations employed and the presentations of material throughout this report do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

© UNESCO 2020
All rights reserved