



► **7.8.211 - Advisory to TVET Regulatory Framework Mongolia**

Wissenschaftliche Dienstleistung:
Projektbeschreibung

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Mongolian-German Cooperative TVET (cTVET) project

Field of Activity: "Support revision of the TVET law and support elaboration of selected sub-ordinated regulations."

1. General Background

Mongolia's economy had experienced a rapid upswing (up to 17% GDP growth) in the last decade thanks to high foreign investment in mining. After the dramatic decline in the years 2015/2016 due to low commodity prices on the world market, the economy was recovering until Covid19 hits. Around half of the country's workforce is employed in the agriculture, construction and transport sectors. Despite extensive efforts by the Mongolian government to improve Technical and Vocational Education and Training (TVET), the quality of TVET is still inadequate. Reasons for this include the lack of practical and inadequate theoretical training for TVET teachers, the lack of management skills among specialists and managers in TVET, inadequate problem-solving practice in training, the lack of implementation of quality assurance processes and the inadequate involvement of industry in the design of initial and further vocational training. Nationwide, only 55% of TVET school graduates* find a job after completing their training.

TVET is of great political importance in this context. This is reflected in the Government Action (4-years) plan (2020-2024) and the National Programme for the Development of Vocational and Technical Education and Training 2016-2021 (new programme under development). The programme prioritizes the promotion of training for skilled workers in order to meet the continuing need for qualified skilled workers.

In Mongolia, there are currently 81 vocational schools facing approximately 40,000 TVET students. The TVET institutional network is not result-oriented (employable graduates) and not efficient: TVET schools are partly underutilized, quality in TVET is not in the foreground, resources are lacking or not efficiently used to design practical training, teachers do not have the technical and methodological competences to develop the talents of Mongolia in learner-centered, action-oriented lessons, the potentials of a responsible participation of the economy are not tapped. Despite the high demand for skilled labour, the current TVET system in Mongolia is not flexible enough to respond to the needs of the economy. Overall, the efficiency of the TVET system is not yet sufficient to systematically train and educate skilled workers in Mongolia to a high standard according to the needs of the economy.

The TVET regulatory framework for high-quality TVET in Mongolia needs a degree of flexibility that enables stakeholders in politics and practice to find tailor-made solutions. It should regulate the partnership between government and industry with shared responsibilities that is so important for demand-oriented TVET, describe quality standards, shape funding options, and provide room for necessary further development in a constantly changing world.

2. Background of the consultancy

The 'Cooperative TVET' (cTVET) project is supporting the Ministry of Labour and Social Protection (MLSP) in its TVET reform processes. The cTVET project has been requested by MLSP to support the revision of the TVET law and elaboration of selected sub-ordinated regulations. The technical discussions have been focused on improving the quality of TVET as the core of developing 'diligent' (hardworking and responsible), skilled and innovative professionals in line with the needs of the economy.

The first TVET law was approved in 2002 by the Parliament of Mongolia, and during the implementation of the law, the only amendment was done in 2009 and other smaller changes in 2012, 2015 and 2016 respectively. After appointment of the new Minister of Labour and Social Protection (MLSP) in 2020, regulatory reform process in TVET has been activated through establishment of technical and legal working groups. GIZ's cTVET project has been actively supporting the processes through the international and local consultancy works, conducting studies and researches, and organizing workshops and meetings. The justification for TVET law revision has been submitted by MLSP to the Ministry of Justice and Domestic Affairs (MoJ) beginning January 2021. The draft TVET law is currently being commented by the public. According to the draft law, total of 14 sub-regulations/by-laws need to be developed. Before submission to the parliament in the spring session, MLSP is asking for further comments by experienced international TVET experts, especially the Federal Institute for Vocational Education and Training in Germany (BIBB).

3. Tasks of the consultancy

Work package 1: Commenting on the draft of the TVET Act

Review the draft TVET Act and insert comments in written form. Commentary on the draft of the TVET Act shall focus on conceptual and regulatory coherence in reference to a future-oriented TVET law, include technical explanations and reflection of international experiences on the respective regulatory context and answering questions from MLSP and GIZ team on the shared comments.

Work package 2: Commenting on the drafts of subordinated regulations or bylaws of the TVET Act

Review the drafts of selected subordinated regulations and share comments in written form. Commentary on the draft regulations/by-laws of the TVET Act shall include technical explanations and reflection of international experiences on the respective. The following regulations/sub-laws elaborated by MLSP shall be commented:

- Quality Assurance in TVET
- Specialized Capacity Development Centres (Centres of Excellence) – function and role in TVET system, criteria for establishment
- Financing of CDCs, in-come generation
- Requirements for work-place training in companies

Work package 3: Advising the MLSP within the TVET regulatory reform process

On demand, give technical advisory to the TVET law working group under.