

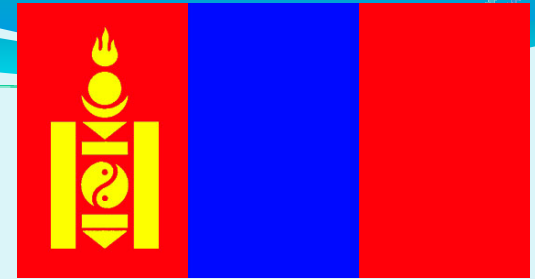


EDUCATION FOR SUSTAINABLE DEVELOPMENT IN MONGOLIA

**CH. TUNGALAG specialist,
National Vocational Education,
Training and Methodology Center**

Mongolia

overview



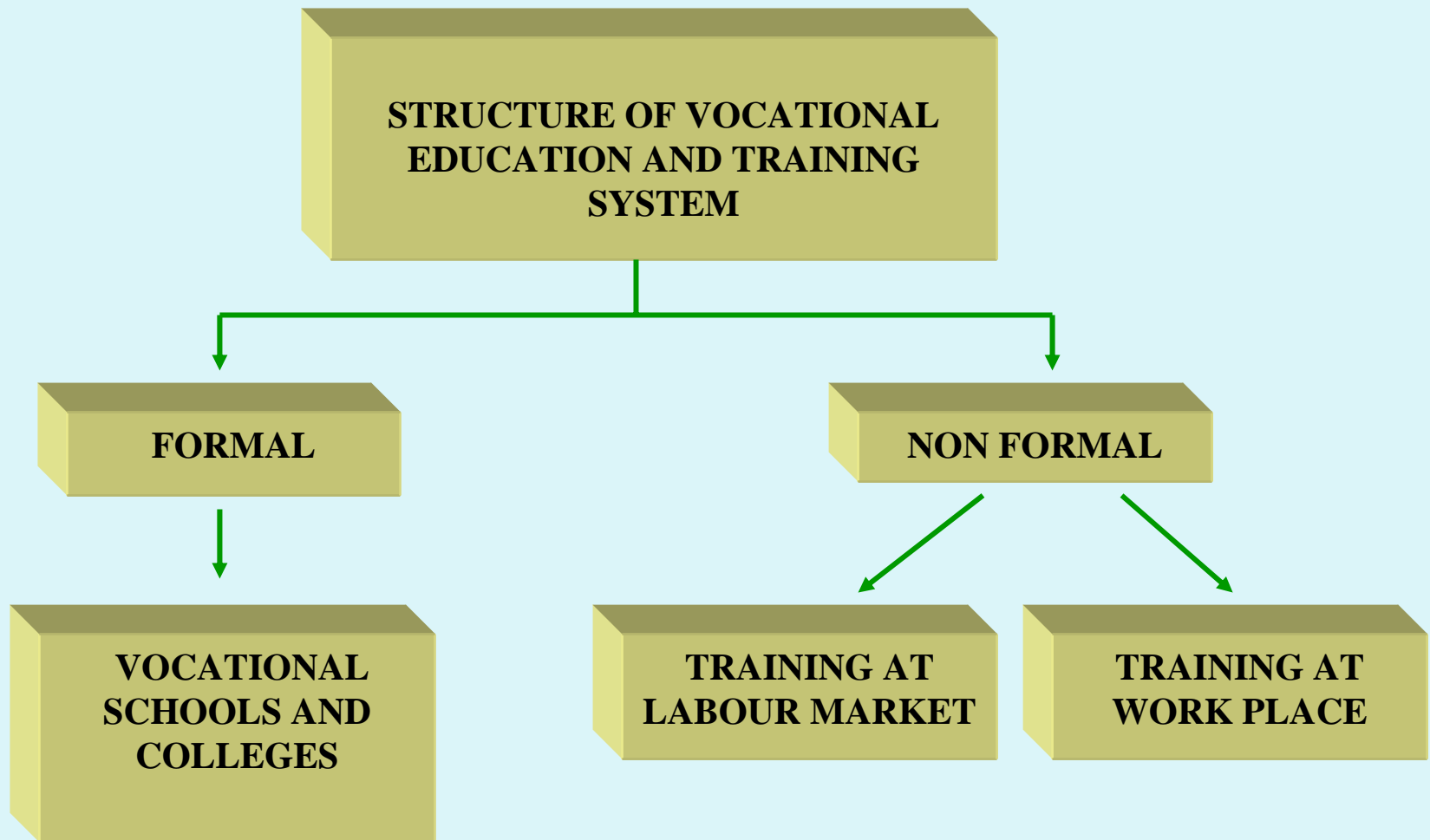
Large territory
Small population
High poverty
High literacy
Ex socialist

Land: 1564000 sq.km
Population: 2.7 mln
GDP: \$2.7 bln
GDP per capita approx. 1000\$
GDP Growth: 8.4%
Poverty: approx. 30%
Literacy: 97.8%
Unemployment rate: 3.2%
Birth rate 2.3%

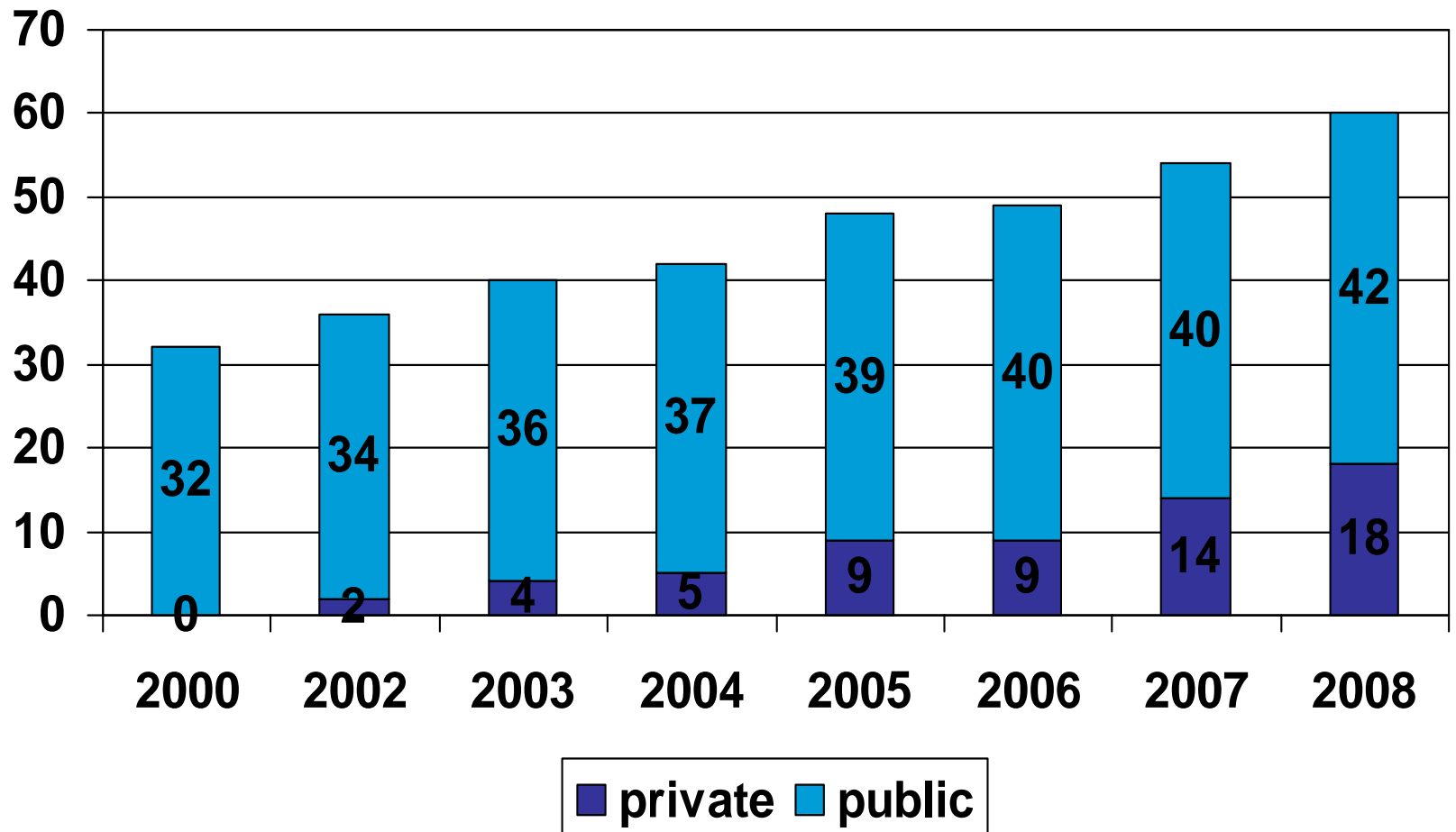


Educational system of Mongolia

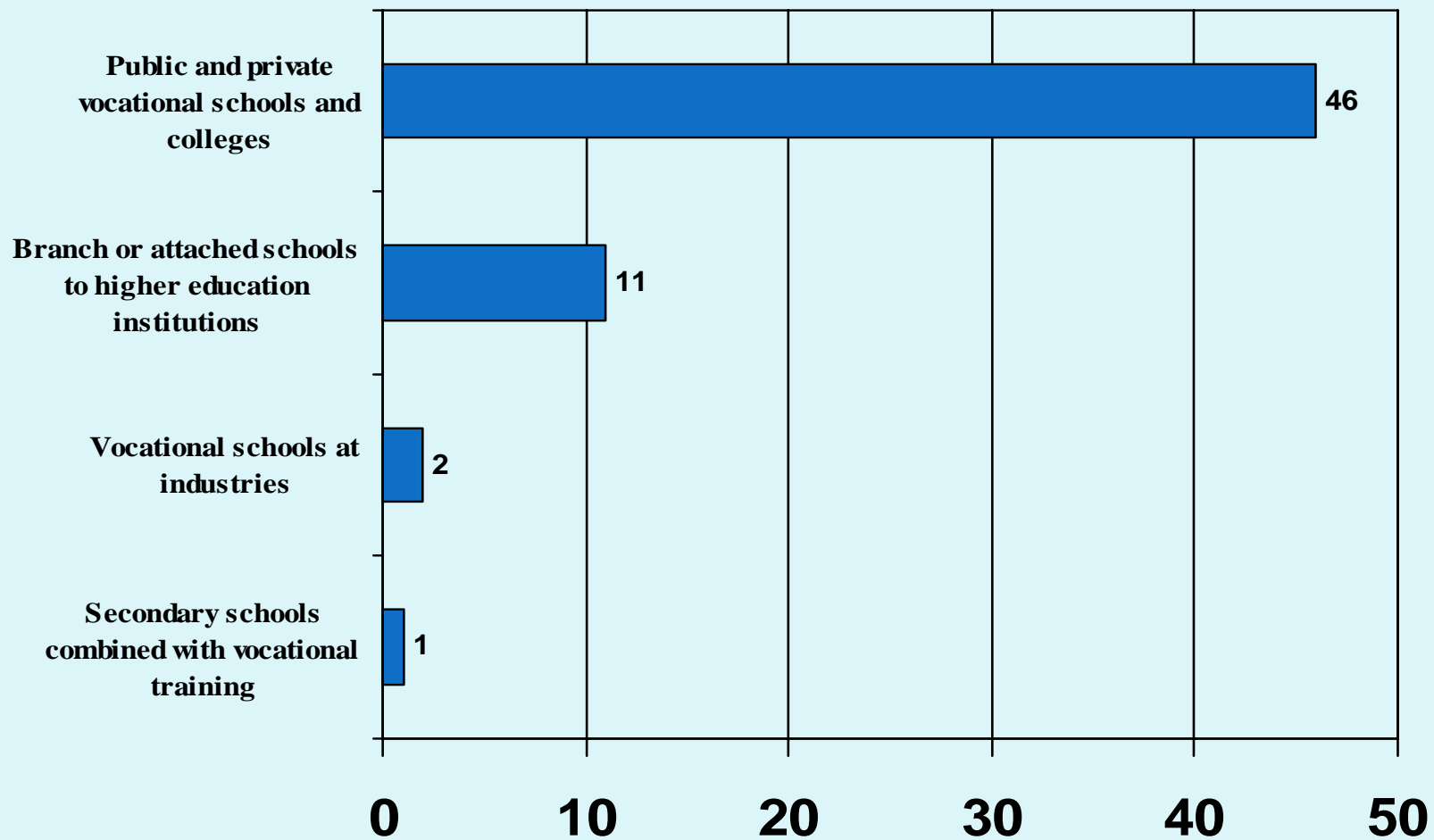
Years in Level	Age								
21	27-	Doctorate (PhD) (60 Credits, 3-4 years)							
20	26-								
19	25-								
18	24-	Masters (30 Credits, 1-2 Years) (VI)			Masters (30 Credits, 1-2 Years) (VI)				
17	23-								
16	22-	Bachelors Degree (120 Credits, 4-5 Years) University (V)			Bachelors (30 Credits, 1-2 Years)				
15	21-								
14	20-				Diploma(90 Credits, 3 Years) Colleges, Institutes (V)				
13	19-								
12	18-						(1-3 Years) Vocational Training Schools (III, IV)		
11	17-								
10	16-	(2 Years) Complete Secondary School (III)							
9	15-	(4 Years) Incomplete Secondary School (II)							
8	14-								
7	13-								
6	12-								
5	11-	(5 Years) Elementary School (I) **							
4	10-								
3	9-								
2	8-								
1	7-								
	6-				Kinderqarten				
	5-								
	4-								
	3-								
	2-								
	1-								
	0-								



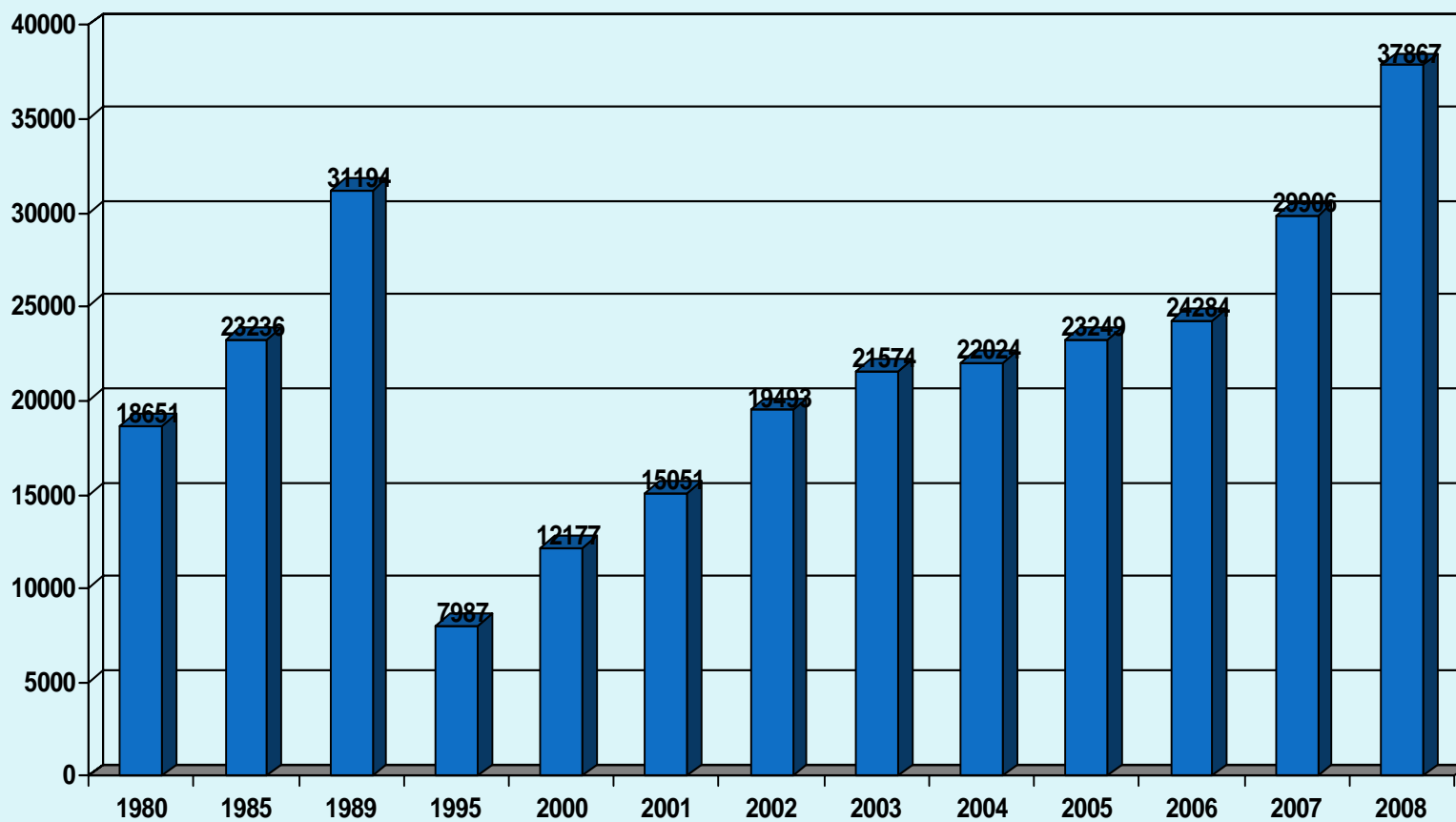
NUMBER OF VOCATIONAL SCHOOLS AND COLLEGES



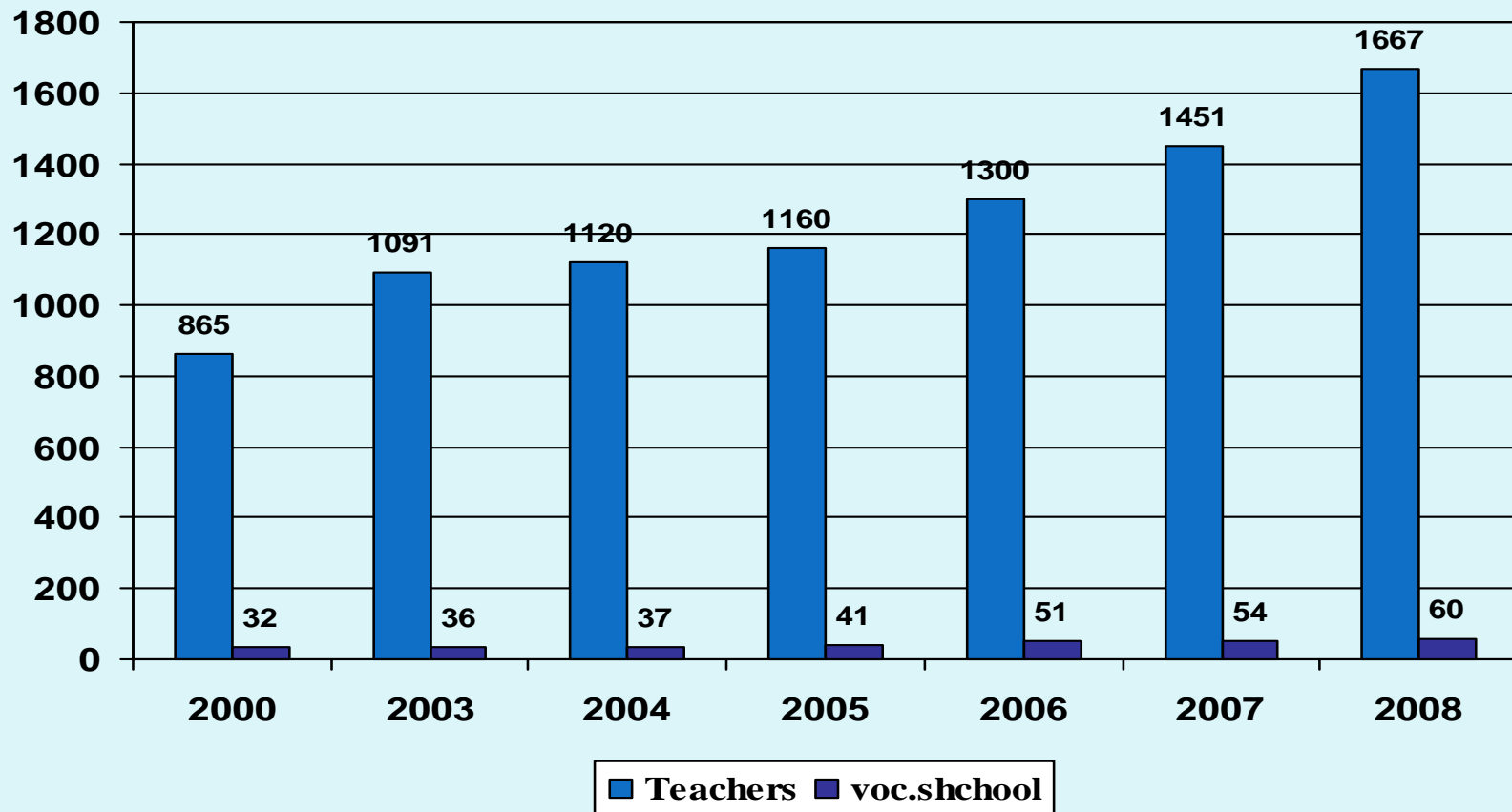
TYPES OF VOCATIONAL SCHOOLS AND COLLEGES



NUMBER OF STUDENTS



NUMBER OF TEACHERS



ESD in Mongolia

Education for sustainable development introduced in the educational policies and planning of our country, specially in the curricula of the secondary schools, universities which are the main implementing organs of those policies except TVET

BARRIERS TO SUSAINABILITY IN TVET

- the lack of a shared national vision
- -the lack of adequate resources and trained personnel at all level in the TVET sector
- - the existing traditional TVET culture, pedagogy and training packages

Conclusions and proposed actions

- **Develop a national approach and vision to implementing education for sustainability in TVET.**

The development of a coherent and integrated national vision, supported by appropriate legislation, should therefore be of the utmost priority.

- **Encourage a culture of sustainability in TVET**

Analyze TVET policy and culture to assess how to facilitate the transition towards a sustainability culture and how to identify any barriers. Training programs that may be necessary to promote this change of culture should be identified and implemented.



www.nmc.mn

National Methodology Center Mongolia at Ministry of
Education, Culture and Science