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VETP identifies good practices in TVET in Mongolia



Since 1990, the Mongolian education system has undergone a series of reforms to respond to the developmental needs of the country and the TVET sector. This relatively young training system has its origins in formal vocational education in the 1960s, and experienced serious decline in the early 1990s as in most transition economies (SDC, 2018).

The government has since implemented a series of reforms to align the system with the country's needs. Particular focus was given to improving the attractiveness of TVET and the relevance of these programmes, with support from developing partners in the last decade. Reform strategies declared in official policy documents were directed to ensure the system was driven by economic demand as well as individual employability so that it could serve the population throughout their lives.

Donors' interventions in the TVET sector were instrumental in improvements of the policy and regulatory frameworks, upgrading facilities and training equipment, renewing curricula, and upgrading teachers' qualifications. In order to develop knowledge and understanding of proven approaches in Mongolian TVET, this year, for the first time, VETP (Vocational Education Training Partnership) as an independent NGO has identified good practices in TVET by reviewing the successfully implemented initiatives, strategies, procedures and behaviours.

The majority of development projects implemented in the TVET sector covered the areas in separate approaches. The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) implemented a TVET project aimed at showcasing and upgrading TVET teaching and learning in a more holistic way for impactful and sustainable development. As seen from the evidence and validation provided by the project beneficiaries, there were a number of important changes and impacts observed as a result of the holistic approach initiated by the project intervention. For instance:

- (i) TVET graduates meet the employers' skills demand
- (ii) Improved pedagogical and technical skills of TVET teaching staff
- (iii) Improved quality of TVET provision.