



MINISTRY of LABOR

ICT for Skills Development in Mongolia

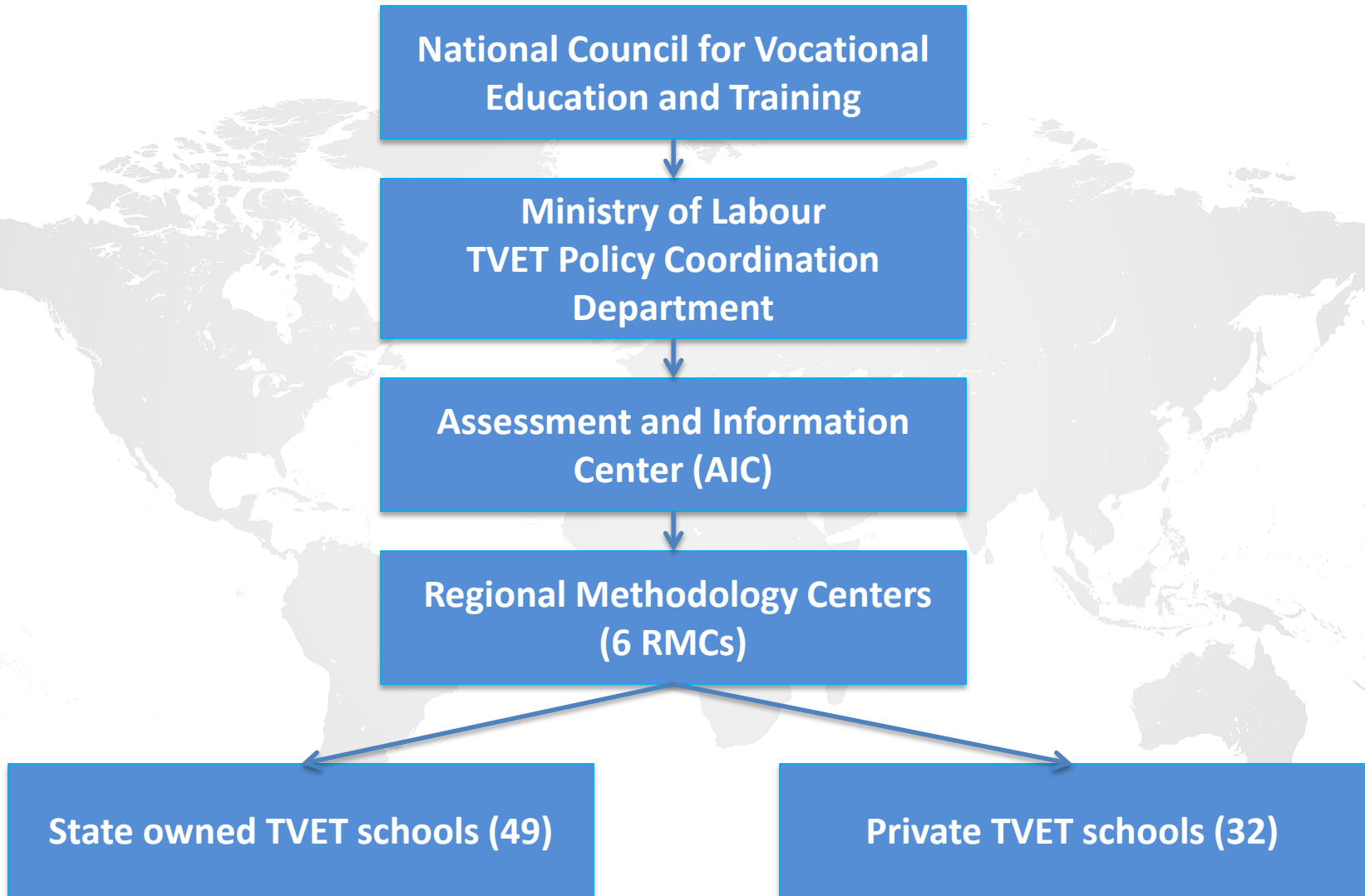
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ASTANA 2016



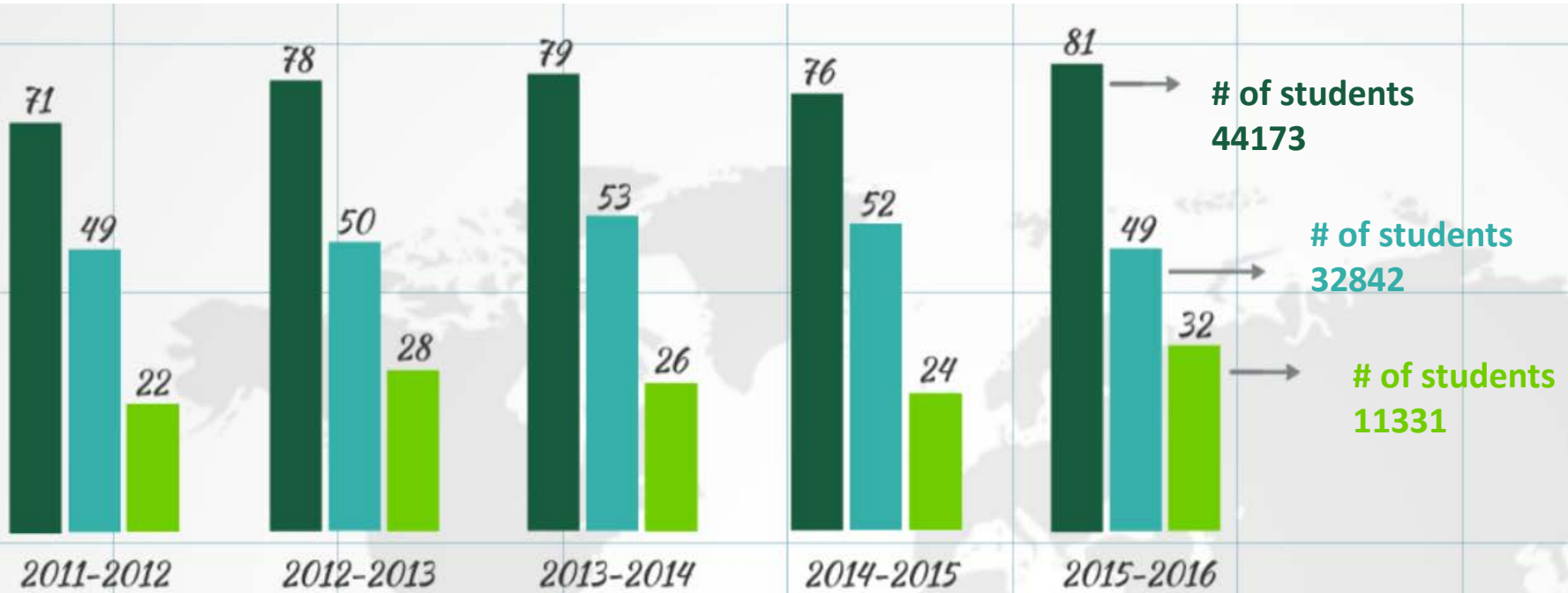
TVET structure of Mongolia





GOVERNMENT OF MONGOLIA

TVET providers in Mongolia



- All TVET providers
- State-owned TVET providers
- Private TVET providers
- Management level staff
- TVET teachers
- Service staffs





National Qualifications' Framework of Mongolia

- Achieving prosperity through lifelong learning
- Recognizing all learning both local and international
- Recognizable and credible qualifications (that are accepted in locally and internationally)

NQF: level		Level descriptor	Qualifications
10	Doctorate	Jobs that require the knowledge, creativity and leadership skills to deal with complex and unpredictable situations.	Doctoral degree
9	Master's	Specialist knowledge based professional work; high-level management responsibilities	Masters's degree; Specialist professional qualifications
8	Bachelor	Knowledge based professional work; management responsibilities	Bachelor's degree, professional qualification, Technical Diploma VI
7	Advanced Diploma	Advanced skills employment with limited management responsibilities	Higher education diploma, Foundation degree, Technical Diploma V
6	Diploma	Highly skilled employment	Higher education certificate, Para-profesional qualification, Technical Diploma IV
5	Post-higher	Skilled/semi-skilled employment	Post school qualification, Advanced VOC qualification, Certificate III
4	Higher	Skills required to function in the workplace	Senior school exit qualification, Certificate II
3	Inter-mediate	Skills required to enter the workplace	Secondary general Education, General education (VET), Certificate I
2	Foundation	Life skills to participate in society	Primary school education , Basic education
1	Access	Skills to function in society	Basic numeracy and literacy, living in society



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MONGOLIA

Top challenges and mitigation

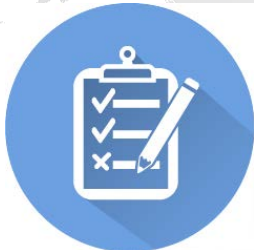
- Mobilize existing resources: Prepared 30 Multimedia teachers and 10 Multimedia studios
- ICT based research tools to collect, analyze and report information and data in order to save time and money
- TVET Financing become to Activity Based Costing and create national database, funding and testing based on computer model

- Create database to accommodate assessment tools that will be accessible to public
- ICT based assessment tools for learners, especially self-directed
- Introduce ICT based QA system focusing on web based Self-Assessment tools for Institution and Program

- Introduce success of TVET providers and graduates, for example through schools' and employers web pages
- Computer and/or mobile based application, social network could be used as tools to study public perception on TVET
- Attract graduates of secondary school
- Increase information and communication between TVET providers and employers, in order to increase employers' involvement



Finance



Quality
assurance



TVET
image

National TVET Development Program 2016-2021

- Define list of the necessary databases to be used in TVET sector including their content and scope by 2016;
- Develop AIC as knowledge and information sharing hub and accommodate necessary ICT tools and databases:
 - Develop AIC portal page, by 2017
 - Competence database; expected at least 40 disciplines CBT curriculum, competence modules and assessment tools will be located, 2018-2021;
 - Database on qualification of graduates and individuals
- Develop online and blended learning curriculum by 2017 - exemplary online/blended learning in OSH





Top barriers integrating ICT in TVET

- **Barriers**

- Lack of experience in development of ICT infrastructure
- Lack of ICT based facilities at school level
- Limited capacity to use ICT for teaching, learning and evidence based decisions (data collection, analysis and research)

- **Solutions**

- Increase investment into ICT based infrastructure
- Capacity building activities for TVET teachers and researchers in use of ICT
- Adopt existing international best practices and ICT system / solutions into Mongolian TVET systems
- Introduce latest ICT based technology for data collection and analysis and research
- Increase use of professional software/programs into the teaching and learning

National initiative undertaken to help improve the TVET system using ICT

Introduced E-Learning into TVET

MCA-Mongolia
/2011-2015/

Activities

- Audio, Video & Multimedia studio
- Online conference room
- 30 Multimedia teachers

10 TVET providers

- NLRC
- 6 RMCs
- 3 Center of Excellence

Impact and Outputs

- Trained 30 Multimedia teachers used as Trainee of trainers
- Use of Multimedia lessons is increased at school
- RMCs have capacity to organize multimedia training
- E-learning and Multimedia competition held every year for teachers and students
- Some schools introduced e-learning database
- Share resources within the schools and sector

National initiative undertaken to help improve the TVET system using ICT

Introduced ICT into learning

Since 2013

Activities

- Introduced software/programming and simulators into teaching and learning
- welding, HMO simulators, CNC-lathe milling

All TVET providers

- Cover all TVET schools, by 2018

Impact and Outputs

- Schools widely use the simulators especially in HMO & Welding
- Reduces practical costs
- Attracts students
- Quality of learning is improved
- Assess own-self directly and react quickly
- Improved technical terminology in Mongolian and English

National initiative undertaken to help improve the TVET system using ICT

Introduced LMIS in TVET: e-TVET

Ministry of Labor
/2014-2016/

Activities

- Introduced LMIS to all state owned TVET providers
- Appointed responsible persons in each school and trained

State owned 37 TVET providers

- Cover all TVET schools, by 2018

Impact and Outputs

- 134 Training managers, Internal monitoring specialists, IT and Statistic information staffs are trained
- Information sharing was easy and systematic
- Time and cost saving
- Ability to have unified information and data
- Statistical information collected by each school

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**THANK YOU FOR YOUR KIND
ATTENTION!**