

Leading career development services into an uncertain future: Ensuring access, integration and innovation

Country paper: Mongolia [Insert country name]

In advance of the symposium all attending countries are asked to produce a country paper setting out the key issues for their countries in relation to the key themes of the conference.

Please use this template to enter your information. You should aim to be concise. Use bullet points and links rather than providing a lot of local detail. **The paper should be no more than 10 pages in length.**

How to submit:

- Download the Country Paper Template, save this on your computer.
- Prepare the country paper based on consultation within the country team and preferably with relevant national authorities and information sources.
- Submit the Country Paper by sending it to jmc@iccdpp.org (John Mc Carthy, director ICCDPP)
- Deadline: **31st of January**

If you have questions concerning the country paper, please contact John Mc Carthy (jmc@iccdpp.org)

Background information

1. List all of the members of your country team with their organisation.

Mr.S.Nyam-Ochir, Ministry of Education, Culture, Science and Sports;

Mr.A.Tsolmon, Ministry of Education, Culture, Science and Sports;

Ms.D.Altantsetseg, Skills for Employment Project;

Ms.A.Gerel, Skills for Employment Project;

Ms.D.Uuriintuya, Skills for Employment Project;

2. What are the key aims your country has for participating in this symposium?

Establish international connection and communication network on career guidance;

Learn from international experiences;

Share our experiences in school based career guidance, its progress and challenges;



Theme #1 - Context and challenges for career development policy.

In your country...

3. Is the level of policy interest in career development:

- Growing?
- Shrinking?
- Staying about the same?

Comment

Introduction of career guidance service to schools reflected to the Government Action Plan for 2016-2020. At the level of Ministry of Labor and Social Protection and Ministry of Education, Culture, Science and Sports various activities are being conducted to develop cross sectoral career guidance system with support from International organizations and projects.

4. What are the key political, social, economic and technological issues that are likely to have an impact on people's lives and careers in your country?

Give up to five of the most important issues as you see them.

1	Mismatch between peoples' education/profession and job market demand;
2	Limited/unorganized information and activities on careers to the public;
3	Lack of coordination between relevant sectors policy level;
4	Unemployment;
5	Migration from rural areas to central regions and cities;

5. What roles do career development programmes and services play in addressing these political, social, economic and technological challenges?

Educate and guide school pupils, youth, unemployed citizens in directing them to pursue and seek for profession and jobs in the areas of their interest and strength, so, they would most likely to be happy and successful for what they do and lead happier life.



Theme #2 - Aims for, and access to, career development

In your country...

6. What are the key policy aims for career development programmes and services?

Guide and direct students from early age when they are still in the school to their future profession and careers.

7. What groups of people can access career development programmes and services and what groups are excluded?

School students from 8 to 12th grades through career guidance activities organized at schools as part of school regulated hours and TVET students, some college and university students from their respective schools. Supposedly, unemployed citizens if they refer to the local labor offices, they can receive guidance and counselling from officials in charge. As for the last group of people, in the practice, not many people are being accessed the services provided at the local labor offices.

8. How are the opinions of citizens and service users heard and incorporated into policy and practice?

Some local and International NGOs and organizations work on delivering citizens opinions and demands on good career guidance service to policy makers. They organize discussion meetings,

seminars and symposiums to collect relevant parties ideas and inputs and make form them into recommendations addressing to different policy making bodies.

9. Is there a framework for ethical practice in career development? How does this framework balance the interests of the individual with the demands of policy and signals from the labour market?

None



Theme #3 – Integrating career development into wider society.

In your country...

10. Which ministries or jurisdictions are responsible for career development programmes and services? Clarify what programmes and services each ministry or jurisdiction has responsibility for.

1. Ministry of Labour and Social Protection: coordinate career development programmes and activities focused on labour market, TVET, employment, unemployed citizens and etc.
2. Ministry of Education, Culture, Science and Sports: recently (starting 2016), working on developing career guidance service focused on school students (8 to 12th grade) career development.

11. What leadership, co-ordination and collaboration approaches exist within the career development system to ensure collaboration across different sectors and different types of clients. For example, how are career development systems within the education system connected to those within employment, health and youth work?

In 2016, a joint order of the Minister of Labour and the Minister of Education, Culture and Science was issued approving Career Guidance Development Direction for 2016-2020. At the implementation level, the 2 ministries and the agencies such as UB city Education Department, local Education and Culture Departments, local Labour offices, and schools work to implement the direction.

12. What are the main challenges to leadership in the field and the main obstacles to effective collaboration?

1. Lack of cooperation, communication, and synchronization between the sectors roles, responsibilities, and tasks;
2. Frequent change of government officials and officers who are in charge of career guidance related tasks due to political instability;
3. Lack of feedback in the government organizations leadership (e.g. newly appointed higher level officials tend to deny some work and initiations started by the previous officials);

13. What kind of cooperation (if any) is there between the career development services and stakeholders like employers, trade unions, the media, NGOs, professional organisations etc?

1. Career guidance and development related meetings, seminars and workshops organized by local and International organizations and NGOs, projects such as GIZ, SFEP, SDC, and etc. involved all relevant parties and stakeholders.
2. Some professional associations like Higher Education Organizations Consortium, Employers Association, Road Construction Association and etc. provide various information (lecture, face-t-face meetings and counselling, printed info, brochures, hand-outs, leaflets, and etc.) focusing on career and job places to different audiences such as school and college students and etc.

14. How is the professionalism of career development workers developed and maintained whilst working with other professionals?

1. At school level, school based career guidance related trainings are conducted to class teachers of schools through peer-trainers prepared within the framework of Skills for Employment Project implemented by the Government of Mongolia and financed by the ADB.
2. Recently, career counsellors post graduate course opened at National University of Mongolia with support from GIZ;

15. Do other types of professionals (e.g. teachers and social workers) deliver career development? How is a professional service ensured?

MECSS introduced school based career guidance programme since 2016 for 8 to 12th grade students with support from ADB through implementing SFEP. Within the framework of this programme, 8-12th grade class teachers are organizing career guidance activities with support, supervision and coordination from school management including the principal, training managers and social worker. Class teachers and school management officials are trained by the teacher training program developed from CG consultancy service.



Theme #4 - Leading innovative change for the future.

In your country...

16. What are the key innovations or ways that career development programmes and services have changed over the last 10 years? This could include changes relating to technology, practice, management and governance and the use of new theories and evidence.

1. School based career guidance program and activities introduced to school curricula.
2. Joint order of the two Ministers issued to cooperate on providing career guidance services and information to the citizens of all ages;
3. Post graduate programme for training career counsellors opened at National University of Mongolia;

17. How do national policies and initiatives, where they exist, ensure and support the development of innovation in career development services provision?

The current Government included a provision on introducing career guidance service in schools to its Action Plan for 2016-2020. The Ministry of Education, Culture, Science and Sports is in charge of implementing this provision through projects implemented under the Ministry.

Though, the Cluster Law on Education stated to provide career guidance services to students by the teachers, in practice, it is not efficiently being implemented.

18. What new, innovative and promising interventions in career development programmes and services is your country planning for the future? How are such innovations making the most of open data initiatives, online technologies, artificial intelligence and other forms of innovation?

Within the framework of SFEP, there is a plan to develop online career guidance environment for school students and teachers and parents. At the moment, it is at preparation level-developing the terms of references for the task. It is expected to start in 2nd quarter.

19. How is the training and continuing professional development (CPD) of careers professionals encouraging innovation and taking account of new evidence as well as changes in technology and the labour market?

As the first career counsellors are graduated recently (in January, 2019) at National University of Mongolia, the professional counsellors (mainly local labor offices specialists) are expected to create a career counsellors expertise, environment and practice that benefits to the public at large and

produce tangible results at profession and careers aspect. Hopefully we will see visible achievements on the subject soon.

Final reflections

20. Is there anything else that you could like to address through participating in this symposium?

As this symposium is a first major event for the delegates of education sector of Mongolia and the SFEP (only project working in introducing career guidance program to schools), we are really look forward to establishing a good international level network and learn from other countries practices on how to put all career guidance activities, operations and initiations being implemented in different places and ways into one organized system.