



RECOASIA
Regional Cooperation in the field of recognition
among Asian Countries

National Report

MONGOLIA



Published in September 2022

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Co-funded by the
Erasmus+ Programme
of the European Union



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Introduction

The present National report was realised in the framework of the project “**RecoAsia – Regional Cooperation in the field of recognition among Asian Countries**”, co-funded by the European Union under the Erasmus+ programme. This National Report represents a first-hand information source about the Mongolian higher education system and qualification recognition procedures in place.

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This document was finalised on 18th March 2022; information included in this National Report refers to the period prior to this date.

1. Historical overview of higher education

The Mongolian contemporary public education system, which was established as a result of People’s Revolution in 1921, was developed in just 20 years. In these 20 years, a whole system of primary and secondary education, vocational training, and higher education was established (Sukhbaatar & Sukhbaatar, 2019). The Mongolian education system was imported from the Soviet in 1940, which started from founding the National University of Mongolia in 1942. At this time the Soviet used the Russian traditional education system which was not divided into undergraduate and graduate degrees. In this model, university has a single-stage which usually takes five to six-year duration, resulting in a specialist diploma. This diploma was equal to a Master’s level degree in two cycle system.

Mongolia had a highly centralised system of higher education before the 1990s that provided detailed plans and policies governing institutional operations; set student admissions quotas based on projected manpower needs; dictated program offerings, faculty compensation, and teaching loads; and assured student job placements (Yeager & Weidman, 1999). The government provided the full cost of supporting both the institution and monthly stipends students received while studying (Yeager & Weidman, 1999).

After the breakup of the Soviet Union, Mongolia decentralised higher education and reduced budget allocations beginning in 1993. As a result, higher education institutions began charging fees (Yoder & Weidman, 2010). Mongolia introduced a credit system in higher education, so that it is more flexible for students to choose their course of study (Yoder & Weidman, 2010).

One of the rights guaranteed to the citizens of Mongolia, stated in the Constitution of Mongolia (Parliament of Mongolia, 1992), is free basic general education of lower and upper secondary education. Children start pre-school at the age of two and move to primary schools at the age of 6, and lower secondary education at 11. After 4 years of lower secondary education, children enter either upper secondary education or vocational education at the age of 15. Higher education institutions welcome students who finished upper secondary education and vocational education (Annex 1).

Each education level has its purpose as follows (Parliament of Mongolia, 2015):

- Preschool is an important base for lifelong learning. It is a place where children develop human interaction skills, build character, and explore creative activities rather than formal schooling.
- Primary school is the stage where opportunities for native language skills development is provided, and a Mongolian child, who has good learning manner, is formed in a school setting.
- In lower secondary school, children learn life skills, basic knowledge, and skills in science and independent creative learning.
- In upper secondary education, students will be able to process information and make decisions through selective and flexible curricula, and learn basic career orientation.
- Higher and vocational education is the stage where learners develop competence in contributing to compete successfully in globalised labour market, generate jobs independently, solve national and local problems considering national identity, and strengthen national innovation capacity.

2. Legal framework

The Higher Education Law of Mongolia was passed by the Parliament in 2002 and it was amended in 2006, 2011, 2012, 2015 and 2016. The purpose of the Law shall be to regulate relations with regard to provide higher education to citizens. The Law states higher education content is comprehensive that learners shall develop their knowledge, skills and competencies, and work and conduct research in areas of training, research, industry and service in related specific fields of science, technology and social-humanities. Moreover, learning and teaching at university, institute and college shall be based on curriculum, and curricula and curriculum framework shall be discussed in Academic Council of an institution and be approved by an institutional director. Common requirements for curriculum shall be developed by the Ministry of Education and Science (Parliament of Mongolia, 2002a).

There were 88 higher education institutions including 20 public and 68 private ones in Mongolia in the 2021-2022 academic year. Among them, there were 37 universities, 48 institutes, and 3 colleges. As it is stated in the Education law (Parliament of Mongolia, 2002b), while university refers to an institution of Research-Training-Industry or Research-Training, institute refers to an institution of Training-Research. But, college refers to an institution of Training or Training-Industry.

Mongolia is one of the countries which has been adopting educational reforms. One of the activities among them is developing the National Qualifications Framework. A development of a Mongolia National Qualification Framework (NQF) is currently well underway (UNESCO-UNEVOC, 2020). A task force has been appointed and has been working on some versions, but one has not been approved yet.

3. Higher education governance

The Ministry of Education and Science is responsible for higher education management. The Ministry is responsible for providing management of professional services for higher education institutions and supporting them in relation to national policies (Parliament of Mongolia, 2002a). Public and private not-for-profit institutions have their own Board of Trustees that is responsible for the management of institutions (Parliament of Mongolia, 2002a). Members of the Board of Trustees are approved by the Ministry of Education and Sciences.

Institutional autonomy is particularly widespread in the following 6 areas. Institutions are responsible for:

- running their own affairs,
- employing academic staff,
- admitting students,
- developing curricula,
- controlling finance and allocating budgets, and
- awarding diplomas in higher education (Tactic, 2019).

As it is stated in the Education Law, Mongolian educational system consists of institutions addressing the following areas, namely learning and teaching, research, educational evaluation, professional development and others (Parliament of Mongolia, 2002). They have specific purposes as follows:

- Mongolian National Council for Education Accreditation. Evaluates higher education institutions and programs to determine if applicable standards are met.

- Student Loan Fund. Provides students attending tertiary education with financial assistance.
- Mongolian Institute of Education Research. Conducts fundamental and applied research on education and provides stakeholders with research results.
- Educational Evaluation Centre. Conducts research on and evaluates education quality of all educational stages and organises university entrance exams nationwide.
- Educational Information and Technological Centre. Ensures smooth running of educational information systems, e-content learning, database, and information network.
- Institute for Teachers' Professional Development. Promotes teacher development and provides professional assistance for teachers from higher education institutions.

4. Pre-higher education system

4.1. Overview of primary and secondary education

In the 2008-2009 school year the Minister of Education, Culture, and Science of Mongolia resolved Order No 405 about adopting the secondary education system of 12 years: 5 years at primary school, 4 years at lower secondary school and 3 years at upper secondary school. Children start primary school at the age of 6 (Table 1). The first graduates of the 12th class were in the 2014-2015 school year.

Table 1. Changes in the structure of general schools¹

| School years | 1965 | 1973 | 2000/2001 | 2005/2006- 2007/2008 | Since 2008/2009 |
|--------------------|------|------|-----------|-------------------------|--------------------|
| Years of schooling | 10 | 10 | 10 | 11 | 12 |
| Grade level: | | | | | |
| Primary Lower | 4 | 3 | 4 | 5 | 5 |
| Secondary | 4 | 5 | 4 | 4 | 4 |

¹ Source: Sukhbaatar & Sukhbaatar, 2019

| | | | | | |
|---------------------|---|---|---|---|---|
| Upper secondary | 2 | 2 | 2 | 2 | 3 |
| Starting age | 8 | 8 | 8 | 7 | 6 |

In Mongolia, compulsory education is provided by the state free of charge. However, there are also private secondary schools as it is stated in the Constitution of Mongolia that “[c]itizens may establish and operate private schools if these meet the requirements of the State” (Parliament of Mongolia, 1992, Article 16. 7). Parents who choose to send their children to private secondary schools pay fees.

Minister of Education, Culture, Science and Sports issues a “Regulation for students and educational quality assessment of general education school” under the Order No. A / 425, dated June 29, 2018. According to the regulation, student assessment shall be diagnostic, formative and summative and the assessment shall be based on criteria. The assessment types used in 1st and 2nd grades are diagnostic and formative, but from 3rd to 12th grades they are diagnostic, formative, and summative. Students are assessed with summative assessment in the second and fourth quarters. The summative assessment shall have 8 levels within the content of a subject (Table 2). The lowest passing grade is 60.

Table 2. Eight levels of summative assessment

| Level | Evaluation, percent | Evaluation level criteria |
|-------|---------------------|---|
| VIII | 90-100 | <ul style="list-style-type: none"> ▪ Complete understanding of scientific phenomena, terms, concepts, laws, and patterns, and ability to interpret, define, evaluate, and suggest issues using scientific terminology. ▪ Use knowledge and understanding to solve problems and process information in any situation ▪ Make assumptions (problems, questions) and plan research ▪ Use appropriate problem-solving and information-processing techniques ▪ Analyse problems, information, draws conclusions, and expresses them scientifically |
| VII | 80-89 | <ul style="list-style-type: none"> ▪ Understand and relate scientific phenomena to phenomena, terms, concepts, principles, laws, and regularities. ▪ Use acquired knowledge and understanding in unfamiliar and complex situations ▪ Make assumptions (problems, questions) and plan research ▪ Choose the best way to solve problems and process information |



| Level | Evaluation, percent | Evaluation level criteria |
|-------|---------------------|--|
| | | <ul style="list-style-type: none"> Analyse problems, information, think and draw conclusions, and express them scientifically |
| VI | 70-79 | <ul style="list-style-type: none"> Understand scientific phenomena, terms, concepts, principles, and laws Use acquired knowledge and understanding in unfamiliar and complex situations Make assumptions (problems, questions) and plan research Choose the best way to solve problems and process information Analyse problems, information, thinks and draws conclusions |
| V | 60-69 | <ul style="list-style-type: none"> Understand scientific phenomena, terms, concepts, principles, and laws Use the acquired knowledge and understanding in new situations according to the instructions Make assumptions (problems, questions), analysing, and planning Choose the best way to solve problems and process information Reflect on issues and information and express key points |
| IV | 50-59 | <ul style="list-style-type: none"> Complete understanding of scientific terms, concepts and principles. Use knowledge and understanding in familiar situations Participate in questioning, problem-solving, and analysis. Try to choose problem-solving and information-processing methods. Think about issues and information and express an opinion in a simple way. |
| III | 40-49 | <ul style="list-style-type: none"> Acquire at the level of understanding and interpretation of scientific terms, concepts and principles Use the acquired knowledge and understanding in a familiar and easy way Solve simple problems with the support and guidance of others Ask questions and make assumptions |

| Level | Evaluation, percent | Evaluation level criteria |
|-------|---------------------|---|
| II | 30-39 | <ul style="list-style-type: none"> ▪ Acquire at the level of recognizing, naming, and memorizing scientific terms and concepts ▪ Use knowledge and understanding according to instructions and guidelines |
| I | 0-29 | <ul style="list-style-type: none"> ▪ Acquire knowledge of scientific terms and concepts |

The upper secondary school diploma contains a list of the following 16 subjects. They are: Mongolian Language, Mongolian script writing, Literature, Mathematics, Information Technology, Physics, Chemistry, Biology, Mongolian History, Sociology, Geography, English, Physical Education, Health, Design / Cartography, Technology /, Civic Ethics Education. It is mandatory for students to take and pass the 16 subjects.

At the end of the 5th, 9th, and 12th grades or primary, lower secondary and upper secondary education, students take final examinations. The 5th graders take exams on Mongolian language, Mathematics, and Science (MECSS, 2018). The 9th graders take the following 4 exams:

1. Comprehensive exam of Mongolian including Mongolian language, Mongolian script, literature.
2. Mathematics.
3. Selective exam on either Science or Social sciences.
4. Foreign language (choice between English or Russian).

The 12th graders also take 4 different exams namely, comprehensive exam of Mongolian, Mathematics, Selective exam, and foreign language. For the selective exam students choose one of the subjects from the list (chemistry, biology, physics, geography, social sciences, history). For the foreign language exam students can choose either English or Russian. The final exam is different from the General Entrance Exam, which is compulsory for upper secondary school graduates to take to access to higher education (Chapter 5 discusses about the General Entrance Exam).

The final exam is a centralised examination. The date of the exam is announced by Educational Evaluation Centre (EEC) and is conducted nationwide at the same time. The EEC is responsible for developing guidelines for exam assignment tasks and assessment within May 15 of each year and send them to local Education Boards in each province under the Ministry and to the capital districts. The local Education Boards appoint an examination organizing

commission in their provinces. The province examination organizing commission conducts the examination in accordance with the approved guidelines (MECSS, 2018).

Those students who successfully finish upper secondary school receive upper secondary education completion certificates (or Бүрэн дунд боловсролын үнэмлэх). Based on the number of graduating students registered in the secondary education system of the state central administrative body in charge of education, securities of certificates are distributed to the local governing body. Education departments of province and education compartments of city districts shall distribute the certificate securities and deliver them to educational institutions. The educational institution (school) shall upload the assessment of the subjects and examinations to the information system within 3 days after the end of the final examination and send it to the mentioned departments and compartments. Registration for the issuance of basic and complete secondary education certificates will be created for each class in the system. The graduates will see the original versions of the certificates created in the information system. The education institution is responsible for printing certificates from the information system. The certificate shall be signed and stamped by the class teacher, the manager, and the director of the educational institution. Stamped certificates shall be uploaded into the information system.

4.2. Overview of vocational and technical education

There are 3 types of vocational and technical education institutions in Mongolia (UNESCO-UNEVOC, 2020):

- a. Secondary vocational education schools where upper secondary education is provided and general education certificate is awarded;
- b. Higher vocational education colleges which refer to post-secondary non-tertiary education;
- c. Training centres under higher education institutions and companies where graduates are awarded competency certificate.

Level of programmes are as follows:

- a. Vocational training is offered at upper secondary level (ISCED 3) with a duration of 1 year in Secondary Vocational Education Schools (VTPC) and Polytechnic colleges. Those students who completed lower secondary schools (суурь боловсрол) are eligible to get admitted.
- b. Higher vocational education is offered at the post-secondary non-tertiary level (ISCED 4) and the study duration is 1.5-3 years in Polytechnic colleges. Those students who completed upper secondary vocational certificate (мэргэжлийн боловсролын

үнэмлэх) or certificate of upper secondary education are eligible for admission (бүрэн дунд боловсролын үнэмлэх).

After 1.5 years of study at Polytechnic colleges, graduates from VTPC receive technical diploma (Мэргэжлийн диплом). After 3 years of study, graduates who completed upper secondary education receive technical diploma (Мэргэжлийн диплом). After completion of upper secondary education, graduates enter higher education (Figure 1).

There are 4 different assessments applied for evaluating students. They are:

1. Formative assessment.
2. Competency assessment.
3. Quarterly assessment.
4. Final assessment.

While formative assessment is to identify progress and changes in students' knowledge, competence and skills during everyday sessions, competency assessment is applied to identify students' knowledge, skills and attitude within the scope of specific competence units. The quarter assessment is for identifying students' performance on acquisition of course contents taught in a quarter. Final assessment aims to ensure students' acquisition of a course content related to a particular major during the graduation process.

Technical education covers more than 90 credits (1 credit point values 48 hours) and formative, quarterly and final assessments are conducted during the course of study. Vocational education for a year covers 1230 hours and 2.5-3 years of study cover 3300-3980 hours. Formative, competency and final assessments are conducted in the vocational education years. While formative exam is evaluated by a student's performance in percentages, competency exam is evaluated by 2 grades: "Satisfactory" and "Unsatisfactory". Those students who were graded as "Satisfactory" will be able to take final examination.

According to the Regulation of assessing, assuring assessment and organising examination on competence of graduates from vocational education and training (Ministry of Labour and Social Security, 2017), final examination is composed of three parts:

1. Theoretical knowledge of a student.
2. Technical competence of a student.
3. Attitude of a student.

The highest grade for students to get on their final exam is 100%. If a student gets 70% or more on the theoretical knowledge part and 85% or more on the technical competence part s/he passes the exam (Ministry of Labour and Social Security, 2017). The examination results will be recorded in the educational information systems. Grading scale and system for VET is as same as the general secondary education applies.

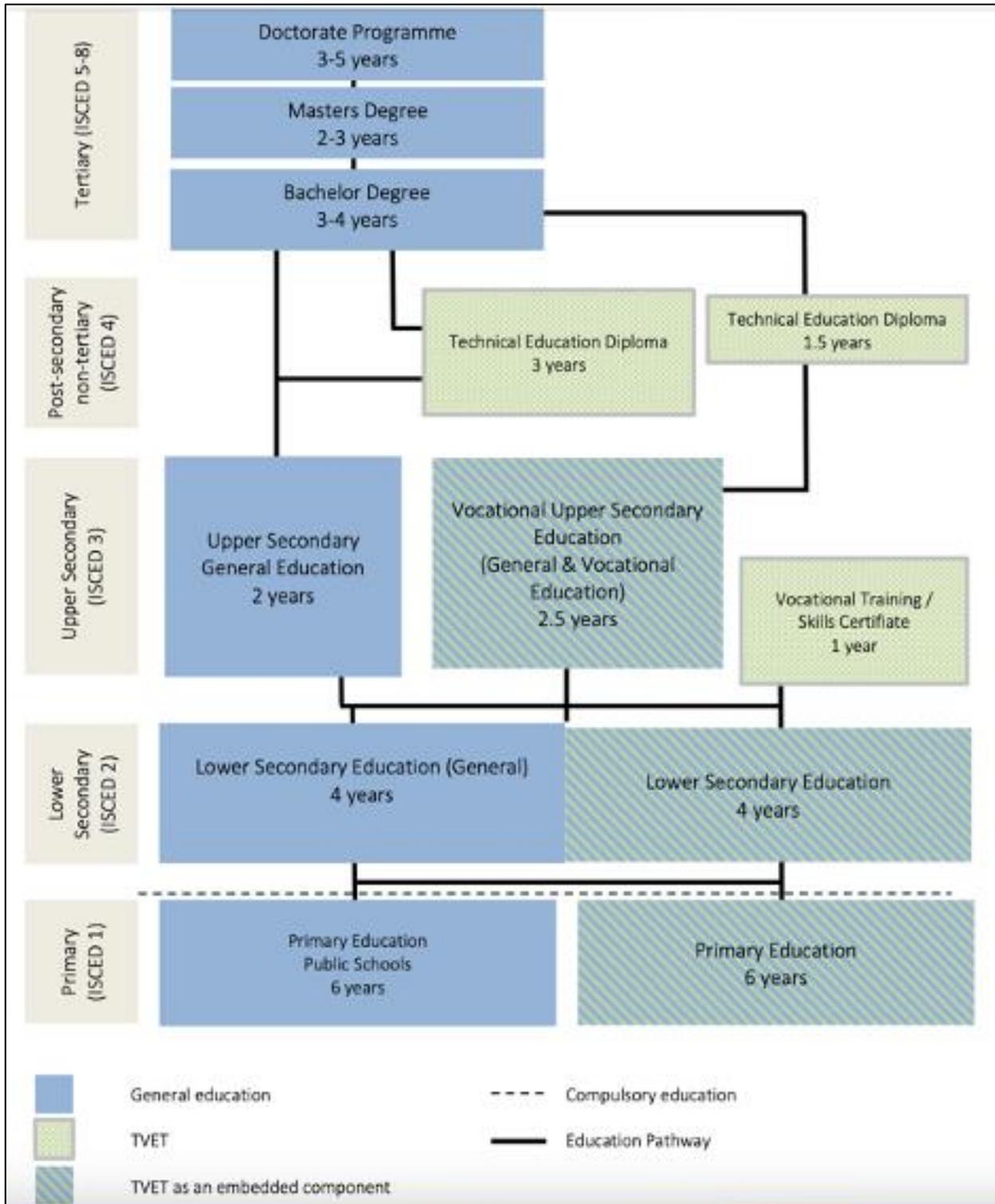


Figure 1. TVET in the Mongolian Education System.²

² Source: UNESCO-UNEVOC, 2020, p. 5

5. Access to higher education

5.1. Access qualifications

Mongolia has a unified higher education system. In Mongolia, since 2005, the school-leaving qualification and the result of the general examination are prerequisites for access to all higher education institutions. Graduates from upper-secondary level vocational programs also have to take the general examinations to be eligible for entry into higher education.

There are still no differences between higher education institutions in Mongolia, which means that there are no different higher education purposes in Mongolia, either for academic or professional higher education institutions.

The government of Mongolia has launched the project to build a research university in 2016-2020. The aim of this project is to start establishing research universities. The Government of Mongolia expects that the final result of this project, which is the development of the four Mongolian national universities, will be included in the list of the 100 best universities in Asia. The project is mandated by the Mongolian Government's Decision No. 282 in 2018.

According to the Mongolian Constitution, the government is obliged to provide 12 years of free general education. At the end of the 12th year, students have to take the general entrance exam if they want to attend a university. While students choose their exams depending on the field of study of their choice, since 2013 it has been compulsory for every student to take the Mongolian language exam. The maximum score for this exam is 800, and each year the MECSS sets the minimum score for admission to public and private universities. In 2019, the minimum score approved by the MECSS was 480 out of 800 for admission to public universities, 410 for admission to private universities, and 400 for admission to local universities. These exam scores entitle students to access Mongolian universities and students who successfully pass the exam can receive scholarships from MECSS.

Mongolian University of Science and Technology (MUST) has 74 courses of study divided into 5 groups:

1. Engineering and technical subjects.
2. Business subjects, management.
3. Architecture and design.
4. Social science subjects, humanities.
5. Foreign languages, translations.

For the academic year 2021-2022, MUST has set the minimum score for the general entrance examination at 480 in Ulaanbaatar city and 400 in rural areas.

5.2. Special admission requirements

Students must pass the following examinations and score at least 480 on the general entrance examination.

Table 3. Courses for General Entrance Exam

| No | Curriculum groups | Courses for General Entrance Exam | | Required point |
|----|-------------------------------------|--|--|--|
| | | Basic courses 70% | Additional courses 30% | |
| 1 | Engineering and Technical | Mathematics, Physics, Foreign language | <ul style="list-style-type: none"> • Mathematics • Physics • Chemistry • Social study • Geography | Basic course-480, Additional course-480 |
| 2 | Business administration, management | Mathematic, Foreign language | <ul style="list-style-type: none"> • Mongolian history • Foreign language • Mongolian language • Biology | |
| 3 | Architecture, Design art | Specific skill exam | <ul style="list-style-type: none"> • Mathematics • Physics • Foreign language | Basic course-480, Additional course-480 |
| 4 | Social science, humanity | Mathematics, Social study | <ul style="list-style-type: none"> • Mathematics • Physics • Chemistry • Social study • Geography • Mongolian history • Foreign language • Mongolian language • Biology | Basic course-480, Additional course-480 |

Mongolian National University of Arts and Culture (MNUAC) has degree programmes: Bachelor's's degree 22, Master's degree 24, and Doctoral degree 2 (I. Culture, II. Arts).

For the academic year 2021-2022, MNUAC has set the required score for the general entrance examination at 480 out of a total of 800 possible points in Ulaanbaatar city and 400 in rural areas.

To be admitted to MNUAC, students must pass the following examinations and score at least 480 out of 800 on the general entrance examination.

Table 4. Courses for General Entrance Exam - MNUAC

| No | Schools | Courses for General Entrance Exam | | Required point |
|----|---------------------------------------|--|---|--|
| | | Basic course. 50% | Special skill exam 100% | |
| 1 | School of Dance Arts | Choose 2 subjects out of 10 subjects: 1. Mongolian language 2. English 3. Russian 4. Mathematics 5. Mongolian History 6. Biology 7. Physics 8. Chemistry 9. Geology 10. Social Studies | <ul style="list-style-type: none"> Physical development and flexibility Hearing, memory, sense of music Dance skills Coordination in performing jumps and movements Interview | Basic course-480, Additional course-480 |
| 2 | School of Broadcasting and Media Arts | Same as above | <ul style="list-style-type: none"> IQ test Essay Interview Photos has taken | Basic course-480, Additional course-480 |



| No | Schools | Courses for General Entrance Exam | | Required point |
|----|------------------------|-----------------------------------|--|--|
| | | Basic course. 50% | Special skill exam 100% | |
| | | | <ul style="list-style-type: none"> • A 5-minute self-expression video • Drawing | |
| 3 | School of Culture | Same as above | <ul style="list-style-type: none"> • General Entrance Exam two subjects score | Basic course-480, Additional course-480 |
| 4 | School of Theatre Arts | Same as above | <ul style="list-style-type: none"> • Self-expression of own study • Coordination and ability to dance • Ability to sing on key • Ability to hear rhythm • Tell a story, in genre (fairy tale, story, creative prose, poetry) | Basic course-480, Additional course-480 |
| 5 | School of Music Arts | Same as above | <ul style="list-style-type: none"> • Ability to play music (1 composition on a musical instrument) • Rhythmic hearing ability • Ability to hear the melody • Demonstrate auditory memory • Operatory and self-expression skills | Basic course-480, Additional course-480 |

(Qualifications giving access to higher education; access to different types of higher education institutions, if applicable; centralised examinations, if these are a condition of access). At MUST there are specific entry requirements and examinations for the following courses.

1. Architecture (Faculty of Civil Engineering and Architecture)
2. Graphic Design (School of Industrial Design)
3. Interior design (School of Industrial Design)
4. Fashion design (School of Industrial Design)
5. Industrial design (School of Industrial Design) students must take a still life drawing test, write an essay, and bring a portfolio. A special committee will review the student's material and grade it from 200 to 800 points. Students must receive the following points for each assignment:

Still life drawing test - 600 points /max/.

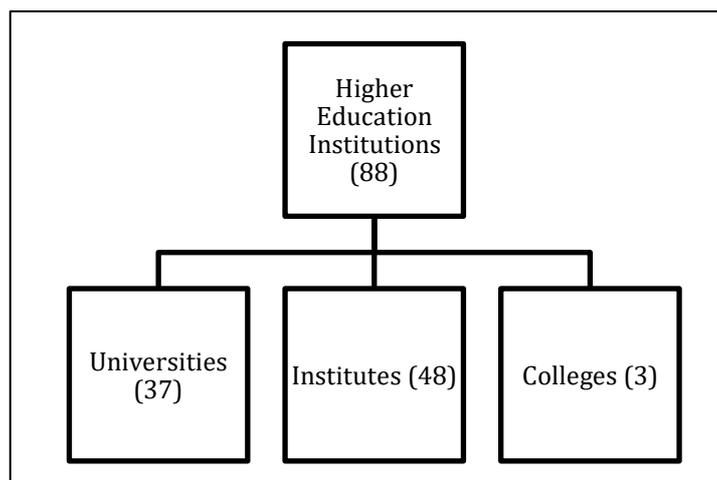
- Portfolio-50 points /max/

- Essay-150 points /max/

6. Types of higher education institutions

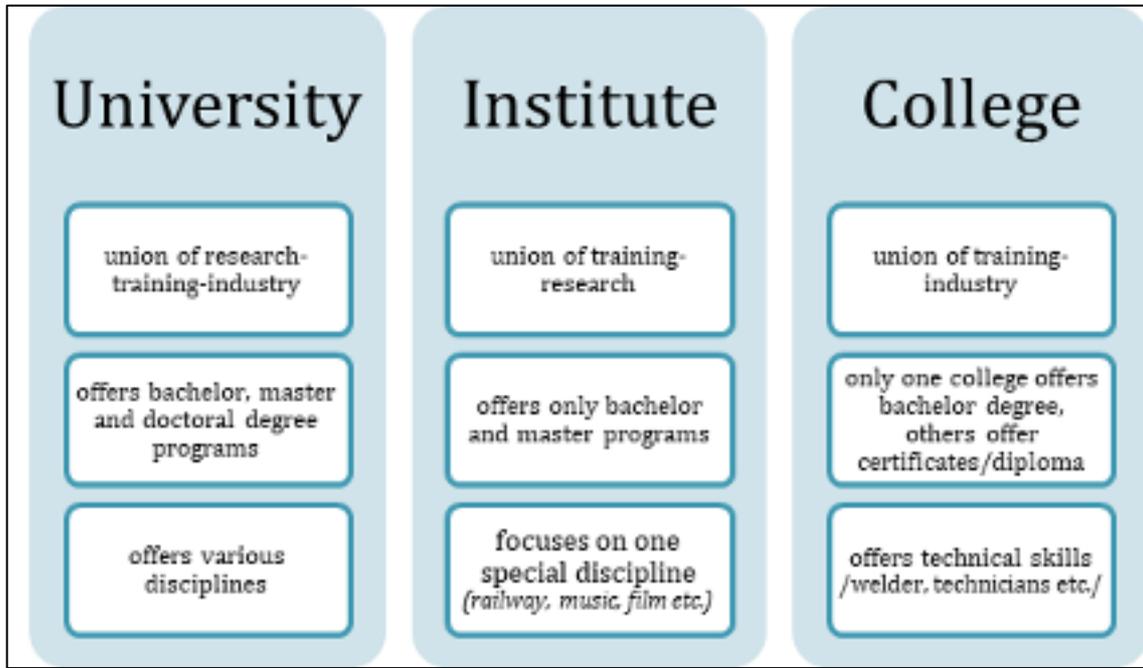
According to the Article 15 of Education Law of Mongolia, there are 3 types of Higher Education Institutions of Mongolia (Figure 2 and 3).

Figure 2. Types of Higher Education Institutions of Mongolia³



³ Source: Ministry of Education and Science (2021)

Figure 3. Differences between Higher Education Institutions



In Mongolia, by academic year of 2020-2021, there are 37 (42.1%) universities, 48 (54.5%) institutes (including 3 branches of foreign institutes), 3 (3.4%) colleges (these are the only 3 colleges under the Ministry of Education and Science), in total **88 higher education institutions**. 65 of them are private, 20 are state owned, 3 are public/regional institutions. 79 are located in Ulaanbaatar only 9 are located in rural areas.

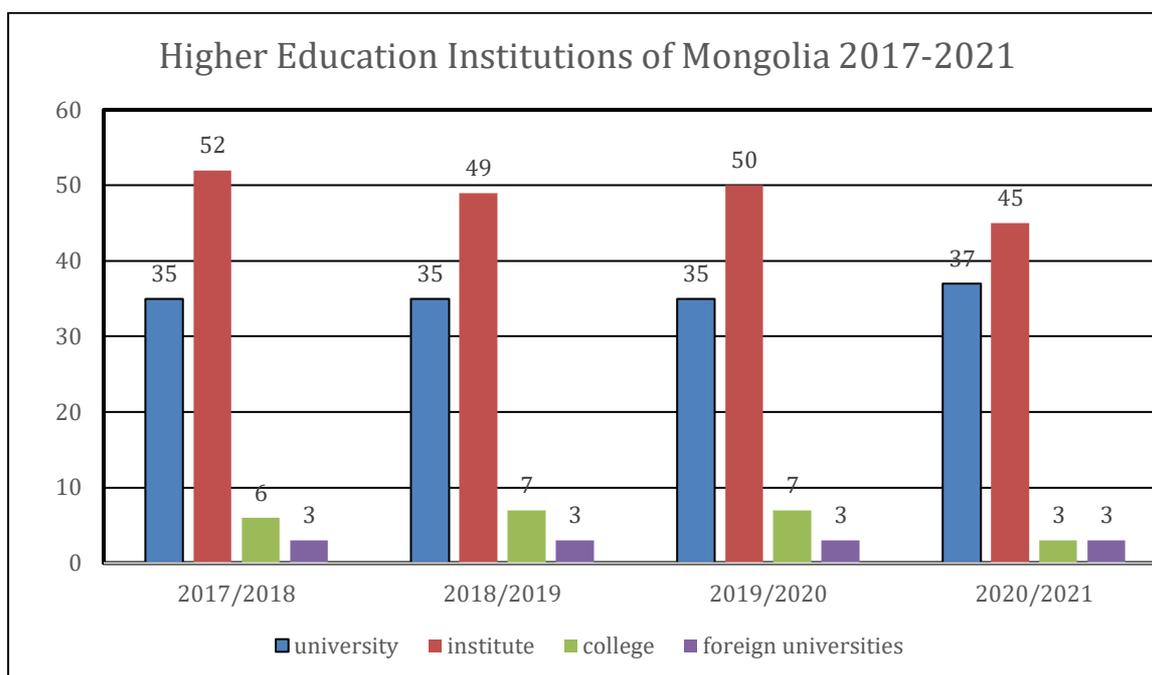


Figure 4. Higher Education Institutions of Mongolia 2017-2021⁴

6.1. Universities

From 88 higher education institutions 37 universities registered in Mongolia. In academic year of 2020-2021, 147,293 people were studying at the higher education institutions in Mongolia and among them 130,100 of them were university students.

According to the Education Law of Mongolia, in addition to Bachelor's's, Master's and Doctoral degree programs, the university is a research-based laboratory that integrates research-training-industry. Also, universities may only offer Master's and Doctoral programs.

Universities may have institute, college, technical college, research organisation, start-up company, and highs school.

There are totally 14 state owned universities in Mongolia:

1. National University of Mongolia
2. Mongolian University of Science and Technology
3. Mongolian National University of Medical Sciences
4. Mongolian State University of Education
5. Mongolian National University of Arts and Culture
6. Mongolian University of Life Sciences
7. The Ulaanbaatar State university

⁴Statistic data by 2022, The Ministry of Education and Science of Mongolia, <https://www.meds.gov.mn/post/64603/>

8. German-Mongolian Institute for Resource and Technology
9. Defense University of Mongolia
10. University of Internal Affairs of Mongolia
11. National University of Commerce and Business
12. National Academy of Governance
13. Khovd University
14. Dornod University

By the ranking of “uniRank” (<https://www.4icu.org/mn/>) in 2021, Mongolian Top 10 universities were selected by following selection criteria:

- Being chartered, licensed or accredited by the appropriate Mongolian higher education related organisation.
- Offering at least four-year undergraduate degrees (Bachelor’s degrees) or postgraduate degrees (Master’s or Doctoral degrees).
- Delivering courses predominantly in a traditional, face-to-face, non-distance education format.

Top 10 universities are:

1. National University of Mongolia (NUM)
2. Mongolian University of Science and Technology (MUST)
3. Mongolian National University of Medical Sciences (MNUMS)
4. Mongolian State University of Education (MSUE)
5. Mongolian University of Life Sciences (MULS)
6. Mongolia International University
7. University of Finance and Economics
8. Khovd University
9. International University of Ulaanbaatar
10. Mongolian National University of Arts and Culture

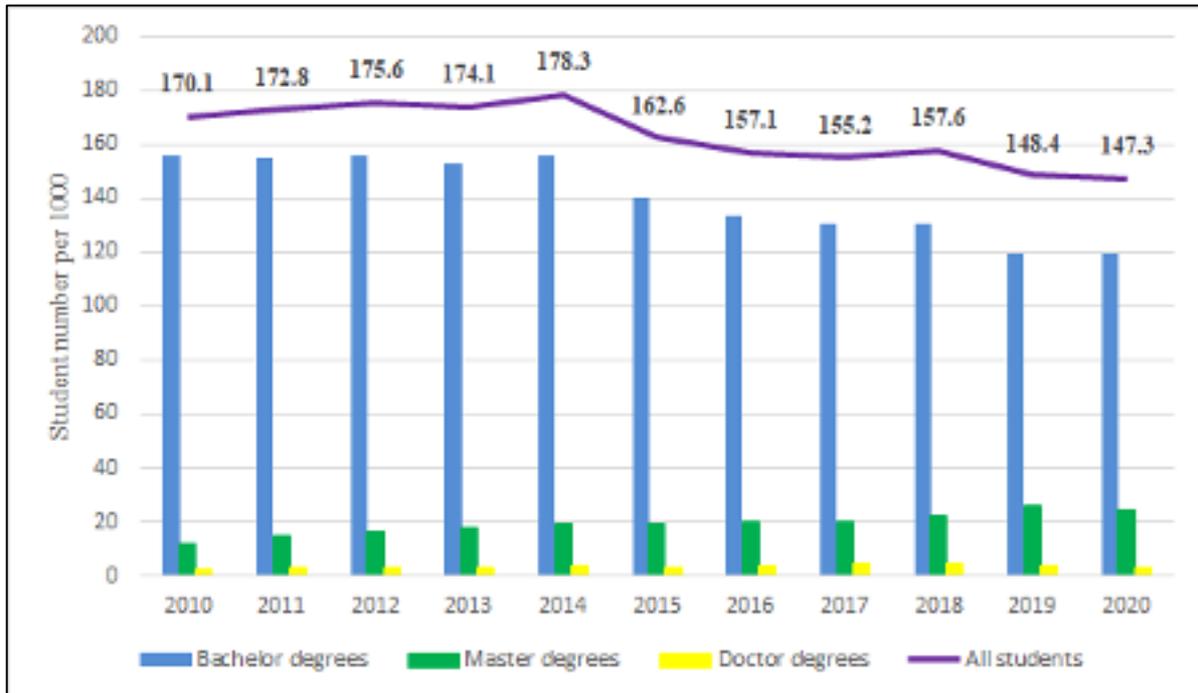


Figure 5. Number of students in HEIs

As the number of students in the countryside has been decreasing, the number of students in Ulaanbaatar continues to increase. In the academic year 2010-2011, 87% of all students enrolled were studying in Ulaanbaatar, in 2018 this percentage reached 93%. Measures have been taken to increase enrolment in areas outside the capital, most notably a reduction of the exam score requirement for entry from 480 to 420 for non-capital higher education institutions. The objective of this measure is to boost enrolment in non-capital higher education; however concerns are raised in numerous reports about the impact this may have on quality and on the reputations of rural higher education institutions.

There are on average 30-40 thousand children graduating primary and secondary school per year in Mongolia, 40% are in Ulaanbaatar and 60% are outside of the capital, yet 91% of graduates enrol at institutions in Ulaanbaatar, and just 9% in other areas. The total number of students in 2006 was 142,411, in 2018 it is at 157,625 yet it has been as high as 178,295. Higher education institutions must be resilient in order to manage these shifts.

6.2. Institutes/Professional higher education institutions

In Mongolia, there are 48 institutes, including 1 regional and 3 foreign higher education institutes. In total 17,000 students study in those institutes.

Institutes may have college, technology college, polytechnic college, vocational training centre, research institute, high school.

We have 6 state owned institutes:

1. Railway Institute of Mongolia
2. Institute of Plant and Agricultural Sciences, Mongolian University of Life Science
3. Erdenet Institute of Technology, Mongolian University of Science and Technology
4. Mongolian Film Institutes
5. National Intelligence Academy
6. Mongolian State Conservatory

Also, there are 3 foreign institutes in Mongolia, which are: Ulan Bator Institute (branch) of Plekhanov Russian University of Economics, Raffles International Institute, and Irkutsk State Transportation University. Only 234 of the total students' study in the above mentioned 3 foreign institutes.

6.3. College

As mentioned in the Education Law of Mongolia, college is a training-industry oriented educational organisation that offers only diploma and Bachelor's degree. So far, only one college, "College of Construction", offers Bachelor's degree.

Programs offered in College of Construction:

- Bachelor's degree: 4 years (civil engineering, electric supply engineering and food engineering)
- Technical diploma: 1,5-3 years (construction technician, hair technician, electrical technician)
- Short program: 1-10 months (hairstylist, sales assistant)
- Professional diploma: 2,5 years (plumber, welders, beautician etc.)

All Mongolian colleges are divided into two ministries: The Ministry of Education and Science and The Ministry of Labour and Social Protection. However, the government is shifting all colleges to the Ministry of Education and Science. In college students only receive diploma or professional certificates.

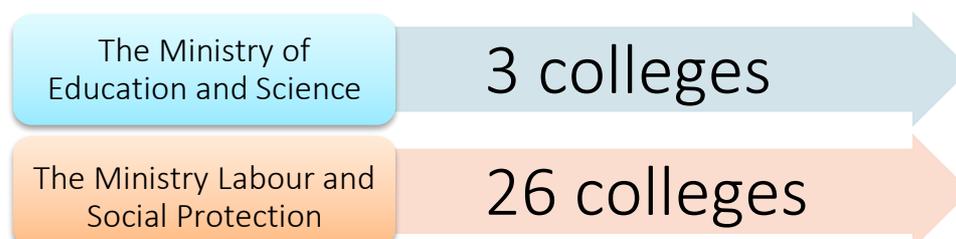


Figure 6. Mongolian colleges

7. Higher education programmes and qualifications

According to the Education Law of Mongolia, higher education offers four levels of qualifications:

1. Diploma level- at least 90 credit hours
2. Bachelor's degree – at least 120 credits
3. Master's degree – at least 120+30= at least150 credits
4. Doctoral degree – 120+30+60 = at least 210 credits.

Admission to universities requires the “Gerchilgee” or diploma of secondary education awarded at the end of secondary school. Students must take a competitive entrance examination administered nationally by the Education Evaluation Centre (EEC). The Education Law states that higher education institutions are to award academic degrees or qualifications (*Education System Overview WB 2015*).

Table 5. Mongolia's NQF⁵

| Mongolian National QF | Formal education | | | Non formal education | EQF |
|-----------------------|---------------------------------|-------------------|------------------------------|----------------------|-----|
| | K to 12 Basic Education Program | Higher education | TVET | | |
| 10 | | Doctoral degree | | | 8 |
| 9 | | Master's degree | | | 7 |
| 8 | | Bachelor's degree | | | 6 |
| 7 | | Diploma degree | Technical education Level VI | Level VII | 5 |

⁵ At the time of publication of the National Report the Mongolian NQF is at a drafting stage, not yet approved.



| Mongolian National QF | Formal education | | | Non formal education | EQF |
|-----------------------|---------------------------------|------------------|--------------------------------|----------------------|-----|
| | K to 12 Basic Education Program | Higher education | TVET | | |
| 6 | | | Technical education Level V | Level VI | 4 |
| 5 | Complete secondary education | | Vocational education Level IV | Level V | 3 |
| 4 | | | Vocational education Level III | Level IV | |
| 3 | Secondary education | | Vocational Training I, II | Level III | 2 |
| 2 | Primary education | | | Level II | 1 |
| 1 | | | | Level I | |

7.1. Diploma (Диплом)

By the Education Law of Mongolia, students must collect minimum of 90 credits to receive diploma. Mostly, people who graduated from colleges receive professional diploma. In Mongolia, which higher education institution is allowed to offer what level of education is mentioned in the National Registration Certificate of that institution. For example, in the National Registration Certificate of MUST, it has been approved that “*MUST may offer Bachelor’s, Master’s and doctor degree*”, and in the National Registration Certificate of Koosen college of MUST, it is approved as “*Koosen may offer diploma for 3 majors*”.

MUST has Koosen college and students can enrol to this college from 10th grade of high school. Generally, it takes 5 years (3 years of high school +2 years of college education).

Koosen college of MUST offers diploma for the following programmes:



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1. Electrical Engineer-5 years (including high school)
2. Mechanical Engineer-5 years (including high school)
3. Civil Engineer-5 years (including high school)

In diploma, the diploma number starts with letter “C”, which indicates it is a diploma, not a degree.



Figure 7. Front page of Diploma

7.2. Bachelor's (Бакалавр)

The Ministry of Education and Science (MEDS) defines the general rules for issuing qualifications by education institutions. Based on the general rules, each institution develops their own rules on issuing qualifications. Recently, the MEDS revised the rules and issued Decree No A/174, dated 28 April 2014 about common requirements for BA degree training to be followed by all education providers. It explains general competencies that students are expected to demonstrate, assessments, requirements for teaching staff and learning conditions, and learning outcomes for all majors' general foundational subjects.

The 2002 Education Law stipulated that the higher education programme standards approved by the Mongolian Agency for Standardisation and Metrology (MASM) should be used as compulsory national standards for all HEIs. MASM is the government agency that registers

and maintains the standards. This has resulted in the development and approval of about 120 undergraduate programme standards. There are other programmes offered in HEIs that have not yet developed standards.

These standards approved by MASM include sample course lists for the programme, a list of common competencies to be acquired by the graduates, knowledge and skills related to the profession to be obtained by graduates, and evaluation and qualification criteria for teaching staff. Each programme standard is initially drafted by a team composed of university professors and specialists/practitioners in the related field, and approved by the MASM.

Article 8.4 of the Higher Education Law states that programmes and their curriculum should be developed for each major field of study and they should be endorsed by the Ministry of Education and approved by rectors of higher education institutions. The curriculum includes general and professional core content, and the specialisation core as content. The general core should constitute 30% of the curriculum, the professional core 40%, and the specialisation core 30%.

Each year the Ministry of Education and Science defines the required General Entrance Exam score (more detail in 5). In academic year of 2021-2022, required score General Entrance exam is:

- For state universities and institutes: 480+
- For private universities, institutes and colleges: 410+
- For universities, institutes and colleges in rural areas: 400+

Students must study at least 120 credits within 4 years and the minimum GPA must be 2.0 to receive Bachelor's degree. But it differs by the programmes. For example, at the National University of Mongolia, students of School of Law must finish at least 130 credits. At the Mongolian University of Science and Technology, students of School of Civil Engineering and Architecture must study at least 160 credits etc.

In a Bachelor's degree diploma, the diploma number starts with letter "D", which indicates it is a Bachelor's degree Diploma.

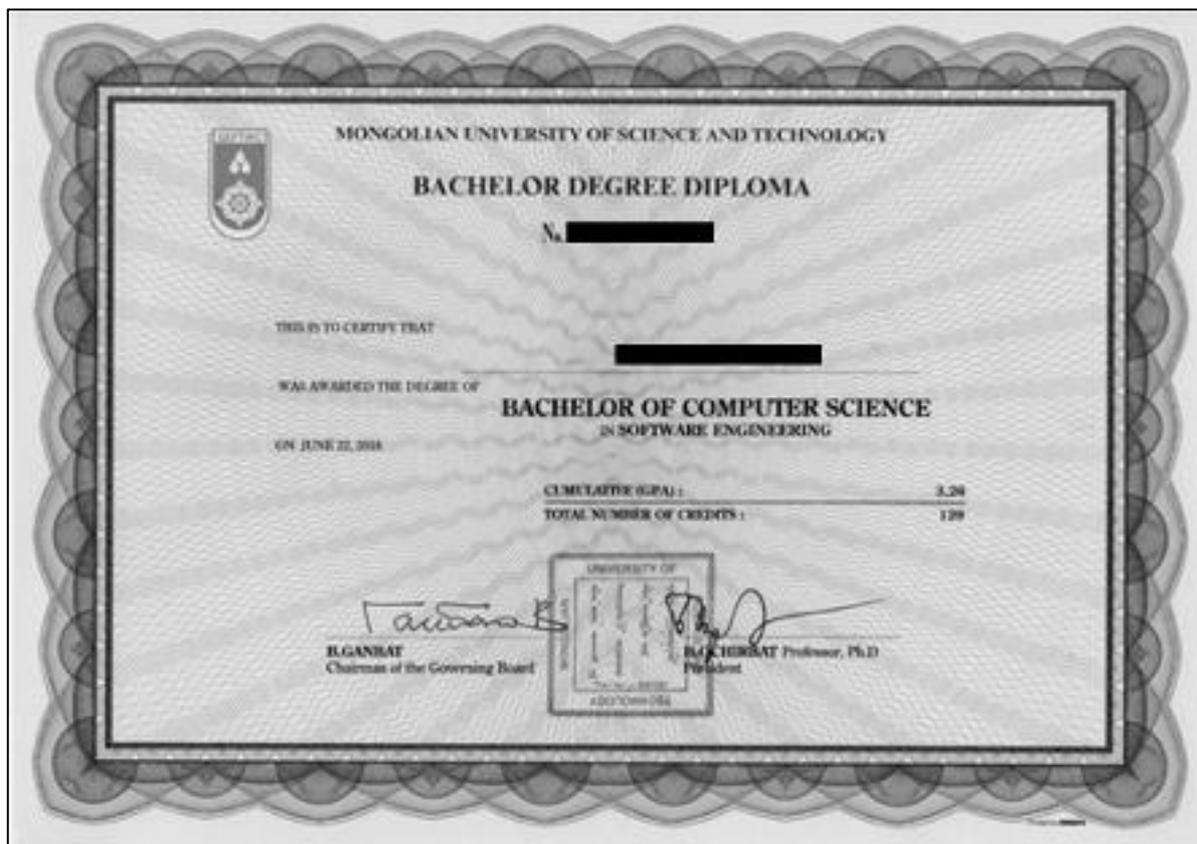


Figure 8. Front page of Bachelor's Diploma

7.3. Master's (Магистр)

Students must study at least 120 credits in Bachelor's and minimum 30 credits during Master's years and the minimum GPA is 3.0 to receive Master's degree. The period of Master's programme is between 1-2 years. Again, it differs by the major and programmes. For instance, the average credits that student must study for Master's programme at MUST is averagely 34 credits.

In case of MUST, students who apply for Master's programme should take three exams: computer science, foreign language and professional exam. If the applicant's Bachelor's diploma GPA is above 2.5 he/she only has interview with professionals. After one or two years of study Master's students' GPA should be at least 2.8 to receive Master's degree.

The HEIs standards attempt to define what are the competencies that graduates are to be obtained through their chosen course of study. In addition, there are some other documents and policies where the notion of competencies has been emphasised. For example, the recent Minister of Education and Science's decree (Sept, 2014) on Rules of Graduate studies in HEIs defined the competencies for graduates of graduate programs as follows:

1. Personal and professional skills and attitudes
 - a. Problem solving skills (solve problem based on proof, analyse and research problems, propose new ideas, do mapping, choose optimal solutions)
 - b. Research skills (prepare report based on comparative analysis)
 - c. Systematic planning
 - d. Personal skills (self-organisation, creative thinking, time management)
 - e. Professional skills (professional and research ethics, engagement in continuous research activities)

2. Communication skills (team building)
 - a. Team spirit and leadership
 - b. Communication skills (use of communication tools such as electronic way, multimedia and writing skills)
 - c. Foreign language skills (English and other)

3. The knowledge, skills and attitude to be obtained from professional core subjects will be defined by institutions themselves.

In September of 2014, the Minister issued Decree No A/370, defined the new requirements for graduate programmes and curriculum development. According to this decree, “programme” (major field of study) is defined as a comprehensive document that identifies the content of learning and research activities and their organisation. It further defined the common guidelines for all the programmes offered by HEIs as follows:

1. Introduction of the programme (name of the programme, index, evaluation report by outsiders, programme goals, learning outcomes of graduates, name of responsible department chair)
2. Curriculum
3. Programme description
4. Organisation of the programme
5. Learning conditions
6. Admission requirements
7. Requirements for teaching staff
8. Skills of graduates
9. Student assessment
10. Quality assurance

This decree required that at the institutional level there should be a Programme Committee for each major field of study in charge of designing and implementing the programmes. The composition of the committees is to be approved by rectors.

According to this decree, each programme should have a study plan or curriculum. A curriculum is to define the list of required courses, assigned credits for courses, the sequence and logical linkage of courses and the justification of meeting the requirements for a programme as defined above. Curricula are to be developed by assigned Programme committees. Then they should be endorsed by the Ministry and, finally, approved by the Rectors of HEIs.

In Master's degree diploma, the diploma number starts with letter "E", which indicates it is a Master's degree Diploma.

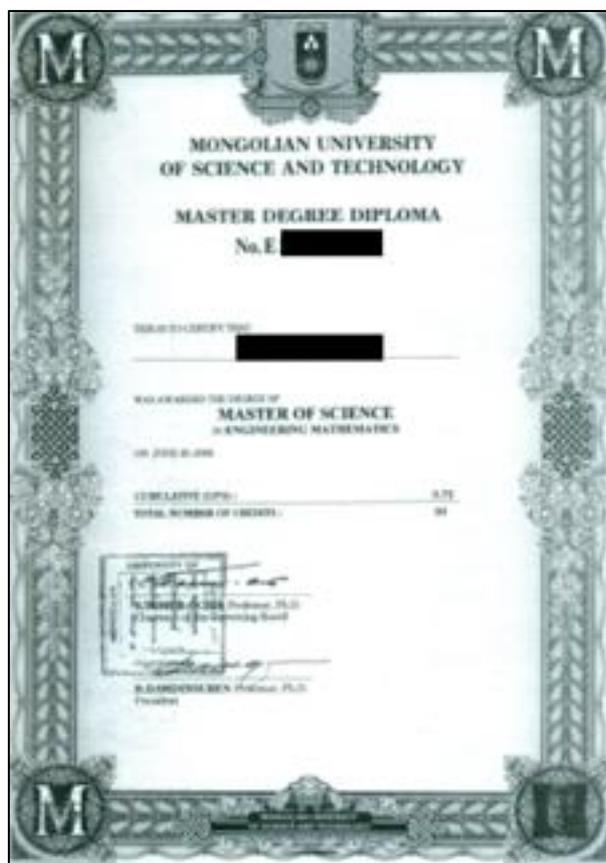


Figure 9. Front page of Master's Diploma

7.4. Doctor (Доктор)

Students must study at least 60 credits for doctor programme. Before that doctorate students must complete the 150 credits from Bachelor's and Master's degrees. Doctorate students' GPA should be 3.4 and more to receive Doctor degree. Students must study 2-4 years for doctor programme.

In case of MUST, students who are applying for doctor programme should take the following exams: foreign language and professional exam.

Requirements doctorate students at MUST:

1. Study at least 60 credits
2. Publish at least 3 papers on national research journals
3. Publish at least 1 paper on international research journals
4. Attend and present his/her research work at 2 international conferences
5. GPA should be minimum 3.5
6. Pass the general professional exam
7. Do 50% and more of the research work

In doctor degree diploma, the diploma number starts with letter “F”, which indicates it is a Doctor degree Diploma.



Figure 10. Front page of Doctor degree Diploma

8. Organisation of the academic year

The Ministry of Education and Science (MEDS) establishes the general rules for the issuance of qualifications by educational institutions. Based on the general rules, each institution develops its academic calendar and organisation of academic activities. Below there is an example of the academic organisation of Mongolian National University of Arts and Culture in the academic year 2021-2022.



Table 6. Academic year calendar (sample) of MNUAC

| Semester | Fall semester | | | | | | | | | | | | | | | | | | |
|-----------------|-----------------|-------|------|-------|-------|------|------|-------|----------------|-------|-----|-------|-------|----------------|---------|------|-------|----------------------------------|--|
| Month | YIII | | IX | | | | X | | | | XI | | | | XII – I | | | | |
| Day | 23-27 | 30-03 | 6-10 | 13-17 | 20-24 | 27-1 | 4-8 | 11-15 | 18-22 | 25-29 | 1-5 | 8-12 | 15-19 | 22-26 | 29-03 | 6-10 | 13-17 | 20-04 | |
| Week | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Fall semester examination week | |
| Freshmen | | | | | | | | | Midterm exam-1 | | | | | Midterm exam-2 | | | | | |
| Sophomore | | | | | | | | | | | | | | | | | | | |
| Junior | | | | | | | | | | | | | | | | | | | |
| Senior | | | | | | | | | | | | | | | | | | | |
| Winter vacation | | | | | | | | | | | | | | | | | | | |
| Semester | Spring semester | | | | | | | | | | | | | | | | | | |
| Month | I | II | | | | III | | | | IV | | | | V – VI | | | | | |
| Day | 24-28 | 31-4 | 7-11 | 14-18 | 21-25 | 28-4 | 7-11 | 14-18 | 21-25 | 28-1 | 4-8 | 11-15 | 18-22 | 25-29 | 2-6 | 9-13 | 16-20 | 23-10 | |
| Week | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | Spring semester examination week | |
| Freshmen | | | | | | | | | Midterm exam-1 | | | | | Midterm exam-2 | | | | | |
| Sophomore | | | | | | | | | | | | | | | | | | | |
| Junior | | | | | | | | | | | | | | | | | | | |
| Senior | | | | | | | | | | | | | | | | | | | |
| Summer vacation | | | | | | | | | | | | | | | | | | | |

9. Grading and credit system

9.1. Grading scale and system

The credit hour system is considered to be a basic tool to measure the student learning load, the volume of academic work of a lecturer, an instrument for calculation of tuition fees for the programme as well as a regulatory mechanism to plan, finance and organise activities necessary for delivery of higher education. In a Bachelor’s degree programme one credit hour equals 48 hours, and Master’s and Doctoral programs 45 hours.

Course credit hours shall be a number representing the course contents, the amount of which depends on the number of hours for study of the course and its forms. The following hours spent by the student on different learning activities per week will equal one credit hour or 48 hours:

- One hour of lectures plus two hours of independent study;
- Two hours of seminars plus two hours of independent study;
- Three hours of laboratory practice;
- Other learning activities such as internship and Bachelor’s degree research.

A consolidated indicator that illustrates students' learning outcomes in forms of "Average Grade Percentage", "grades expressed by letters", "grades expressed by numbers" and such notes as W -withdrawal, E - examine incomplete by student, R - repeating course, CR -credit granted can also be used. Total implementation of independent learning activities, knowledge and skills attained at the end of a certain course is regarded as 100 percent in all universities of Mongolia. Evaluation shall consist of formative and summative evaluation that will be represented by numbers. The relationship between the grades represented in percentages and letters in top 5 universities are illustrated as follows:

Table 7. The student's grades of top 5 universities of Mongolia

| Name of the university | A+ | A | A- | B+ | | B- | C+ | C | C- | D+ | D | D- | F |
|---|--------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| National University of Mongolia (NUM) | | 95-100 | 90-94 | | 85-89 | 80-84 | | 75-79 | 70-74 | | 65-69 | 60-64 | 0-59 |
| Mongolian University of Science and Technology (MUST) | | 96-100 | 91-95 | 88-90 | 84-87 | 81-83 | 78-80 | 74-77 | 71-73 | 68-70 | 64-67 | 60-63 | 0-59 |
| Mongolian National University of Medical Sciences (MNUMS) | | 90-100 | | | 80-89 | | | 70-79 | | | 60-69 | | 0-59 |
| Mongolian State University of Education (MSUE) | 98-100 | 94-97 | 91-93 | 88-90 | 84-87 | 81-83 | 78-80 | 74-77 | 71-73 | 68-70 | 64-67 | 61-63 | 30-60 |
| Mongolian University of Life Sciences (MULS) | | 90-100 | | | 80-89 | | | 70-79 | | | 60-69 | | 0-59 |

A student who collects 60 scores or above shall satisfy the requirement of course and shall be awarded the corresponding credit. A student with a grade below 60, however, shall not be deemed to meet the course requirement and shall not be given the corresponding credit for the course.

An examination is a main indicator to evaluate a student's learning outcomes, student's knowledge and skills according to the syllabus at the end of the course of study. Final examination is a main indicator to evaluate whether knowledge and skills acquired by a graduate, who completed a degree programme, meet the requirements put to university graduates.

The grade point average is calculated by dividing the 'sum of weighted grades' by the 'sum of credits. The sum of weighted grades is calculated by adding the overall assessments for modules passed multiplied by the credit value of these modules. The sum of credits is calculated by adding the number of credits of the modules the student has passed and thus received credit for.

9.2. Credit system

The introduction of a Credit-based system in training started in 1997 in Mongolian University of Science and Technology (MUST). This system is based on the principle of mutual trust and confidence between the participating institutions for higher education, hence, many universities and colleges have accepted this system. Taking these considerations in mind, scholars and competent authorities of Mongolian education sector have tolerated the Credit-based system that has been reflected in the Mongolian Law on Education.

MUST considers training as a complete system that comprises wide range of teaching and learning activities of academic staff and students, thus, in restructuring training processes by using principles of systems approach, it has been spent a lot of preparation time in advance.

In the last few years public universities in Mongolia have developed a Credit-based system of training which meets the requirements of Mongolia, and introduced it into all levels of training. One of the goals of these universities is to re-educate high-level specialists who can work at the international level. Public universities are held in high academic regard and have a reputation for research and training in a wide range of engineering and science areas. It is particularly active in intellectual enquiry that relates to topics of national importance and potential in science and technology.

According to MUST curriculum, its academic offerings are: Bachelor's degree programmes, Master's programmes, PhD programmes, and internships. All training programmes meet national educational standards. Graduates of all degrees earn appropriate certificates. The Degree Structure of MUST is shown on the following table.

Table 8. The Degree Structure of MUST

| Programs | Duration | Credits | Entry Requirements |
|-----------------------|------------------------------|---------|--|
| Bachelor's programmes | 4 years or 8 semesters | 120-130 | Graduation from Secondary School, Vocational Technical School or Technical College |
| Master's programmes | Min 1.5 years or 3 semesters | 30-36 | Bachelor's Degree |
| PhD Programmes | Min 4-6 semesters | 60 | Master's Degree |

The academic year in Mongolian universities shall consist of two main semesters: fall and spring. Duration of each semester in a BA programme shall be 16 weeks of classes (lectures, seminars, laboratories, progress tests), two weeks of examinations, one week for consolidation of grades, in total 19 weeks. As for MA and PhD programmes, they last in total 15 weeks of training, 4 weeks of research and one week of examinations. Some universities shall add additional semesters, summer and winter, which shall not exceed 8 weeks including classes and examinations.

10. Quality assurance and recognition of national qualifications

Mongolian National Council for Education Accreditation (MNCEA) was established in 1998. The Council has consistently led the development and implementation of higher education quality assurance in Mongolia for over 20 years.

The accreditation process started in 1995, when article 22 was stated in the old 1995 Education Law (Parliament of Mongolia, 1995). The article stated that the Institution of Education Accreditation shall conduct accreditation in primary, secondary and higher education institutions. Following the article, the first higher education institution was accredited in 1998 on a voluntary basis. The Higher Education Law, which was amended in 2016, stated that it is mandatory for higher education institutions to be accredited for 5 years (MNCEA, 2018). Since 2004, programmes have been accredited on a voluntary basis for 5

years. The accreditation of programmes and higher education institutions is valid for 5 years. Programme based accreditation/quality assurance has been voluntary for HEIs since 2004.

MNCEA has the same requirements for the public and private higher education institutions. MNCEA, however, applies different requirements for pre-accreditation of programme and accreditation of ongoing programme for Bachelor's's, Master's and Doctoral degree levels.

Currently, there are 88 higher education institutions in Mongolia and 79 of them are accredited. The remaining 9 have not been accredited as the accreditation for five of them expired in 2019 and 2021 and they have not applied for the next cycle of accreditation; three of them are branches of international higher education institutions; and the last one is a new institution. The 3 branch universities of Russian Federation and Singapore are accredited by their respective country agencies.

MNCEA's experts conduct assessment on HEIs following the MNCEA's quality standards and requirements, and report their recommended quality assurance decision (accreditation status for 5 years or not, or conditionally accredited for a year). MNCEA, afterwards, reports its conclusions or decisions to Ministry of Education and Science. The Ministry has the role of regulating authority of higher education institutions.

According to the Education law (Parliament of Mongolia, 2002a), the following articles are stated regarding education accreditation:

- 21.6 Educational institutions shall be pre-accredited prior to delivering a new training programme by the Education accreditation body.
- 22.2.4 Accreditation shall be conducted by a reviewers' team made of representatives of the state administration, educational and related professional organisations appointed by the authority within 15 working days after receiving an application for a license, and the cost related to accreditation shall be covered by the founder.
- 22.2.5 The documents shall be examined within 30 days after the reviewers' team was appointed and a conclusion shall be made based on a field study.
- 26.1. Education accreditation is the process of conducting an independent assessment for the performance of educational institutions and implementation of training programmes to promote progression and accept professional recognition.
- 26.2. Education accreditation shall be conducted by a non-profit organisation authorised by the State administration central organisation in charge of Education and the organisation shall report results of its activities to the State Administration organisation in charge of education.
- 26.3 The rule of the accreditation organisation shall be approved by the Government

- 26.4 Board of the Education accreditation organisation shall be composed of the state, public and students' representatives.
- 26.5 The accreditation body of education and training institutions is the Mongolian National Council for Education Accreditation.
- 26.6 The National Council for Education Accreditation performs functions of defining accreditation regulations and criteria, and registers accreditation organisations that conduct training programmes for accreditation.
- 26.7 The government shall provide guidance and integrated coordination to the National Council for Education Accreditation and other accreditation organisations.
- 26.8 The National Council for Education Accreditation shall register and authorise international organisations conducting accreditation in Mongolia.

The Higher Education Law (Parliament of Mongolia, 2002b) states more detailed items about accreditation as follows:

- 4.6 Classification of higher education institutions shall be defined by the State administration centre organisation in charge of educational matters based on comments and conclusions of the education accreditation body.
- 5.5 Universities, institutes and colleges affiliated schools are independent legal entities. The institutions stated above shall undergo accreditation independently.
- 8.11 The higher education institutions shall undergo a voluntary training programme accreditation.

11. Verification of qualifications

There are three government agencies in charge of collecting data related to education: the National Statistical Committee, the Ministry of Education and Science (MEDS) and the Ministry of Labour and Social Protection (only in charge of TVET).

The Education Management Information System (EMIS) is termed Education Sector Information System (ESIS) in Mongolia for pre-primary to upper secondary education levels and was developed as a single centralised system solution to education data based on a strategic plan generated in 2012 (*ADB, EMIS Strategic Plan for Mongolia, (2012, ADB, Jim Shoo bridge)*). It is an integrated information system covering pre-primary to upper secondary education level including non-formal education. ESIS is designed to encourage users and stakeholders to utilise the system in day-to-day work and generate required reports at any time. It is accessible to teachers and head teachers at the school level and a parental portal is presently being piloted which enables parents and students to gain access to their personal records and progress and to interact with the teacher. The single integrated database enables all users and stakeholders to enter relevant data and access information. The ESIS is

responsible for collecting, storing, processing, delivering, reporting, and transmitting educational data to its users.

The TVET sector has no integrated EMIS. Instead, there are several stand-alone applications for recording student test results, graduation and attendance. As those are stand-alone and independently operating applications, each application requires the entering of basic registration data including key details of students. It is therefore common for student records to be duplicated resulting in inconsistency of data because of inability to automatically crosscheck and validate the students' data in the application.

The Higher Education Management Information System (HEMIS) for higher education is currently under development. The HEMIS system will register and manage the activities of the higher education institutions (HEI), their structure, education programmes, curriculum, education content, student information, enrolment, graduation, transfer, lecturer information, product development, research and development, and projects. It has the following modules:

1. Higher Education Institution: HEIs' activities (registration of new HEI, registration changes, registration of reorganised HEIs, registration of merger of HEIs, registration of HEIs separated as independent HEIs, registration of liquidated HEIs); branch/school activities (foundation of new branches/schools, restructure and deregistration); and education entity's operational processes (establishment, change and liquidation of entity) etc.
2. Student: student registration, student's status, student transfer between curriculum and programme, deregistration from curriculum (school), student transfer between branch/school and HEIs etc.
3. Lecturer and Staff: registration, registration change; registration of detailed information, deregistration of lecturer and staff etc.
4. License: license issuance, extension, license changes, suspension, restoration, cancellation, deactivation etc.
5. Reference
6. Curriculum: Creation, change, deletion and archive of curriculum and education programmes etc.
7. Education Content: Creation, change and deletion of lessons, exams, and practical works;
8. Scholarship and Loan;
9. Graduation;
10. Graduate Student

The HEMIS system is connected with the E-Mongolia platform, which was launched in 2019, along with an application. As a result, it is possible for anyone who graduated in a state university in Mongolia to receive her/his higher education diploma references by simply



entering her/his personal information on an online form. The following is an example reference of a diploma awarded to a student who graduated at the MUST in January 2022, with a Bachelor's degree in Business Administration from the E-Mongolia platform (It is published with his permission).

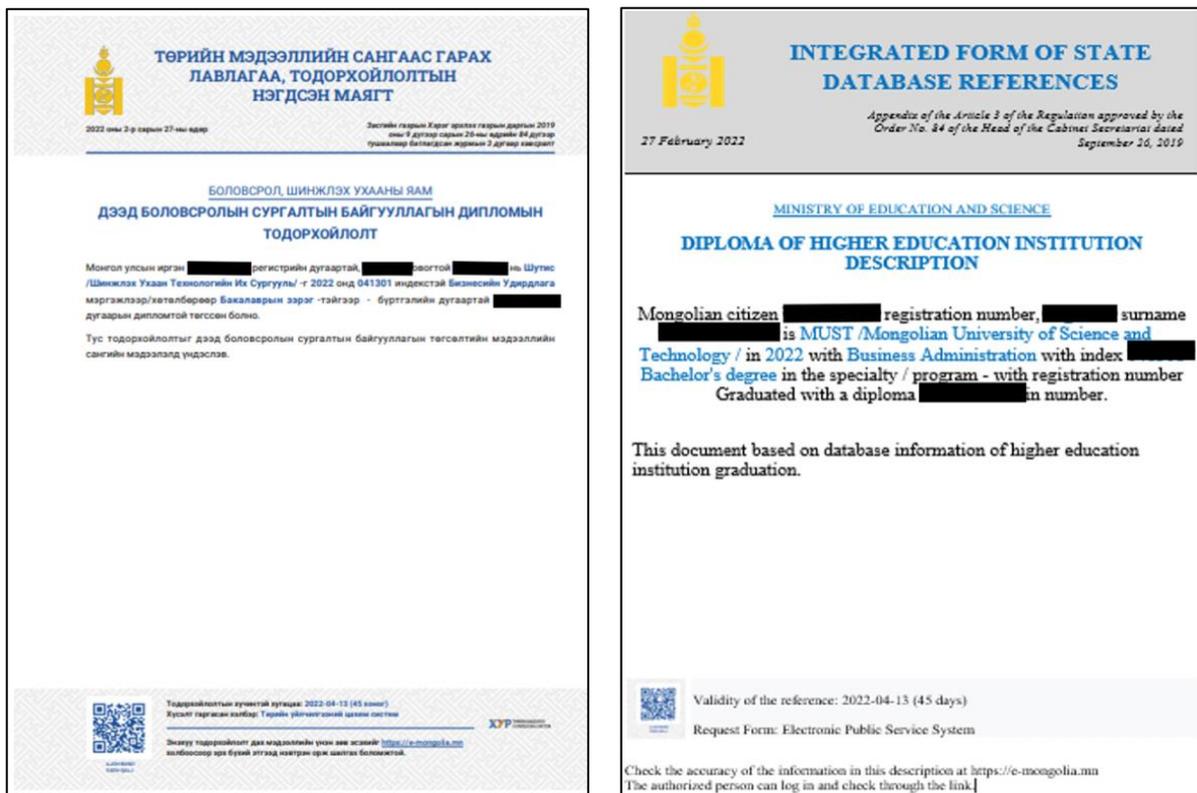


Figure 11. Reference on higher education qualification from E-Mongolia platform

However, only Mongolians can use E-Mongolia with their national registration number.

In addition, MUST has an online platform to check its graduates by their website. It is accessible from everywhere. At the moment, it is only in Mongolian: the English version will be available soon. On this platform you can check diploma number or national registration number of graduates. The website is available at this link: [www.https://must.edu.mn/mn/alumni](https://must.edu.mn/mn/alumni).



Figure 12. Reference on higher education qualification from MUST online platform

In Mongolia, the competent authorities for recognising previous education and qualifications include entities such as the following:

- Education Institutions (for those seeking to study)
- Ministry of Education and Science (MEDS)

In some cases, the entities mentioned above will evaluate foreign credentials themselves through universities own regulations.

12. International and foreign higher education providers in Name of Country

The requirements for opening branches, degree programmes and joint programmes of foreign universities and colleges were approved by Decree No. 88 of the Minister of Education, Culture and Science in 2007.

The Ministry of Education, Culture and Science will open branches, programmes and joint programmes of foreign universities and colleges on the basis of an educational license in accordance with the relevant regulations.

The quality requirements for foreign educational institutions are the same as for national universities. These institutions are fully recognised by the state.

As of 2021, there are 3 branches of foreign universities in Mongolia:

1. Ulaanbaatar branch of Plekhanov Russian University of Economics in Ulaanbaatar (Russia, UB) since year of 1999.
2. Raffles International Institute, UB Branch (Singapore, UB) since year of 2005.
3. Ulaanbaatar branch of the Irkutsk State University of Roads and Transport (Russia, UB) since year of 2009.

13. Recognition of foreign qualifications

On the 6th of October 2021, the Minister for Education and Science issued a decree approving a model procedure for the use and compensation of a number of hours in higher education courses and for the assessment of students' knowledge, skills and attitudes.

This procedure is in accordance with the following legal documents:

1. Article 24.2 of the Government Law;
2. Article 28.1, paragraph 2 of the Education Law;
3. Articles 3.3 and 3.4 of article 3 and article 9.1 of article 9 of the Law on Higher Education.

The rectors of the public and private universities and colleges have been instructed to follow the above regulations from the academic year 2021-2022, and to amend and approve the relevant legal documents in accordance with the regulations.

Content of the procedure:

1. "Calculation of Cambridge Curriculum for General Undergraduate Courses"
2. "Commonly Used Time Ratio Indicators"
3. "Methods for Conversion of Commonly Used Foreign Assessment Systems".

1

Table 9. Methodology for conversion and valuation for foreign countries Assessment equivalence

| Mongolia | A | | | | B | | | | C | | | | D | | | | F | | |
|---------------------|----------|-----------|----------|----------|----------|----------|--------|-------|------------|------------|------------|-----------|-----------|-------|------|------|--------|--------|---------|
| | 100 | 95 | 95 | 90 | 89 | 85 | 85 | 80 | 79 | 75 | 75 | 70 | 69 | 65 | 65 | 60 | 59 | | |
| ECTS | A | A | A | A | B | B | B | B | C | C | C | C | D | D | E | E | F | F | F |
| | Exc | Exc | Exc | Exc | Vgood | Vgood | Vgood | Vgood | Good | Good | Good | Good | Satis | Satis | Pass | Pass | Fail | Fail | Fail |
| China | 100 | 95 | 95 | 90 | 89 | 85 | 85 | 80 | 79 | 75 | 75 | 70 | 69 | 65 | 65 | 60 | 59 | | |
| Taiwan | 100 | 95 | 90 | 80 | 79 | 75 | 75 | 70 | 69 | 65 | 65 | 60 | | | | | 59> | 59> | 59> |
| Russia | 100 | 95 | 95 | 90 | 87 | 84 | 83 | 80 | 79 | 75 | 75 | 70 | 65 | 60 | 55 | 50 | 49 | | |
| | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | | |
| | excellen | excellent | excellen | excellen | excellen | excellen | good | good | satisfacto | satisfacto | satisfacto | satisfact | satisfact | | | | fail | | |
| Japan | S/A+ 100 | S/A+ 95 | S/A+ 95 | S/A+ 90 | A 89 | A 89 | A 85 | A 85 | A 80 | B 79 | B 75 | B 75 | B 70 | C 69 | C 65 | C 60 | F/D 40 | F/D 40 | F/E <40 |
| England, Ireland | 5,A | 80,A | 73,A | 70,A | 67, B+ | 65,B+ | 63, B+ | 60,B+ | 57,B | 55,B | 53,B | 0,B | 47,C+ | 45,C+ | 43,C | 40,C | 35,D | 30,D | <30,E,F |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Italy | 30 | 30 | 30 | 30 | 29 | 27 | 25 | 23 | 22 | 21 | 21 | 20 | 19 | 18 | 18 | 17 | 16 | 15 | <15 |



| Mongolia | A | | | | B | | | | C | | | | D | | | | F | | |
|--------------------|-----|------|-----|------|----|----|------|------|-----|-----|-----|-----|------|------|----|----|----|-----|-------|
| | 100 | 95 | 95 | 90 | 89 | 85 | 85 | 80 | 79 | 75 | 75 | 70 | 69 | 65 | 65 | 60 | 59 | | |
| Belgium, France | 20 | 20 | 19 | 19 | 18 | 18 | 17 | 17 | 16 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | <8 |
| Portugal | 20 | 19 | 18 | 17 | 16 | 15 | 14 | 14 | 13 | 13 | 12 | 12 | 11 | 11 | 10 | 10 | 9 | 7 | <5 |
| Denmark | 12 | 12 | 12 | 12 | 10 | 10 | 10 | 10 | 7 | 7 | 7 | 7 | 4 | 4 | 2 | 2 | 0 | 0 | 0 |
| Holland | 10 | 9 | 9 | 9 | 8 | 8 | 7 | 7 | 6 | 6 | 6 | 6 | 5.5 | 5.5 | 5 | 5 | 4 | 3 | <3 |
| Lithuania | 10 | 10 | 9 | 9 | 8 | 8 | 8 | 8 | 7 | 7 | 6 | 6 | 5 | 5 | 5 | 5 | 4 | 3 | 2 |
| Spain, Romania | 10 | 10 | 9 | 9 | 8 | 8 | 8 | 7 | 7 | 7 | 6 | 6 | 5 | 5 | 5 | 5 | 4 | 3 | 2,1 |
| Island | 10 | 10 | 9 | 9 | 8 | 7 | 7 | 7 | 6 | 6 | 6 | 6 | 5 | 5 | 5 | 5 | 4 | 4 | 3,2,1 |
| Greece, Cyprus | 10 | 10 | 9 | 9 | 8 | 8 | 8 | 8 | 7 | 7 | 6 | 6 | 5 | 5 | 4 | 4 | 3 | 2,1 | 0 |
| Switzerland | 6 | 5.75 | 5.5 | 5.25 | 5 | 5 | 4.75 | 4.75 | 4.5 | 4.5 | 4.5 | 4.5 | 4.25 | 4.25 | 4 | 4 | <4 | <4 | <4 |
| Bulgaria | 6 | 6 | 6 | 6 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |



| Mongolia | A | | | | B | | | | C | | | | D | | | | F | | |
|---------------------------------|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|----|-----|-----|----|
| | 100 | 95 | 95 | 90 | 89 | 85 | 85 | 80 | 79 | 75 | 75 | 70 | 69 | 65 | 65 | 60 | 59 | | |
| Poland | 5 | 5 | 5 | 5 | 4+ | 4+ | 4+ | 4+ | 4 | 4 | 4 | 4 | 3+ | 3+ | 3 | 3 | 2 | 2 | 2 |
| Hungary Swedish, Croatian | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| Finland | 3 | 3 | 2.5 | 2.5 | 2 | 2 | 2 | 2 | 1.5 | 1.5 | 1.5 | 1.5 | 1 | 1 | 1 | 1 | 0 | 0 | 0 |
| MU | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| Norway | 1.6 | 1.7 | 1.8 | 1.9 | 2 | 2.1 | 2.3 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 3 | 3.3 | 3.5 | 4 | 4.1 | 4.5 | 5 |
| German | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 6 |
| Austria | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 |
| Czech | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| Estonia | A | A | A | A | B | B | B | B | C | C | C | C | D | D | E | E | F | F | F |
| Malta | A+ | A | A | A | B+ | B+ | B | B | C+ | C+ | C | C | D+ | D+ | D | D | F | F | F |



| Mongolia | A | | | | B | | | | C | | | | D | | | | F | | |
|---------------------|---------|---------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-------|-------|------|------|------|------|------|
| | 100 | 95 | 95 | 90 | 89 | 85 | 85 | 80 | 79 | 75 | 75 | 70 | 69 | 65 | 65 | 60 | 59 | | |
| South Korea | A+ | A | A | A- | B+ | B | B | B- | D+ | D | D | D- | | | | | F | F | F |
| Turkey | AA | AA | AA | AA | BA | BA | BA | BA | BB | BB | CB | CB | CC | CC | DC | DD | F | F | F |
| Hong Kong, India | A | A | A | A | B | B | B | B | C | C | C | C | D | D | D | D | F | F | F |
| Slovak | Exc A | Exc A | Exc A | Exc | Vgood | Vgood | Vgood | Vgood | Good | Good | Good | Satis | Satis | Satis | Pass | Pass | Fail | Fail | Fail |
| | | | | A | B | B | B | B | C | C | C | D | D | D | E | E | F | F | F |
| Slovenian | Exc A | Exc A | Exc A | Exc | Vgood | Vgood | Vgood | Vgood | Good | Good | Good | Satis | Satis | Satis | Pass | Pass | Fail | Fail | Fail |
| | | | | A | B | B | B | B | C | C | C | D | D | D | E | E | F | F | F |
| Singapore | Class I | Class I | Class II | Class III | Class III | Class III | Class III | | | | | | | |

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Annex 1. Mongolian education system

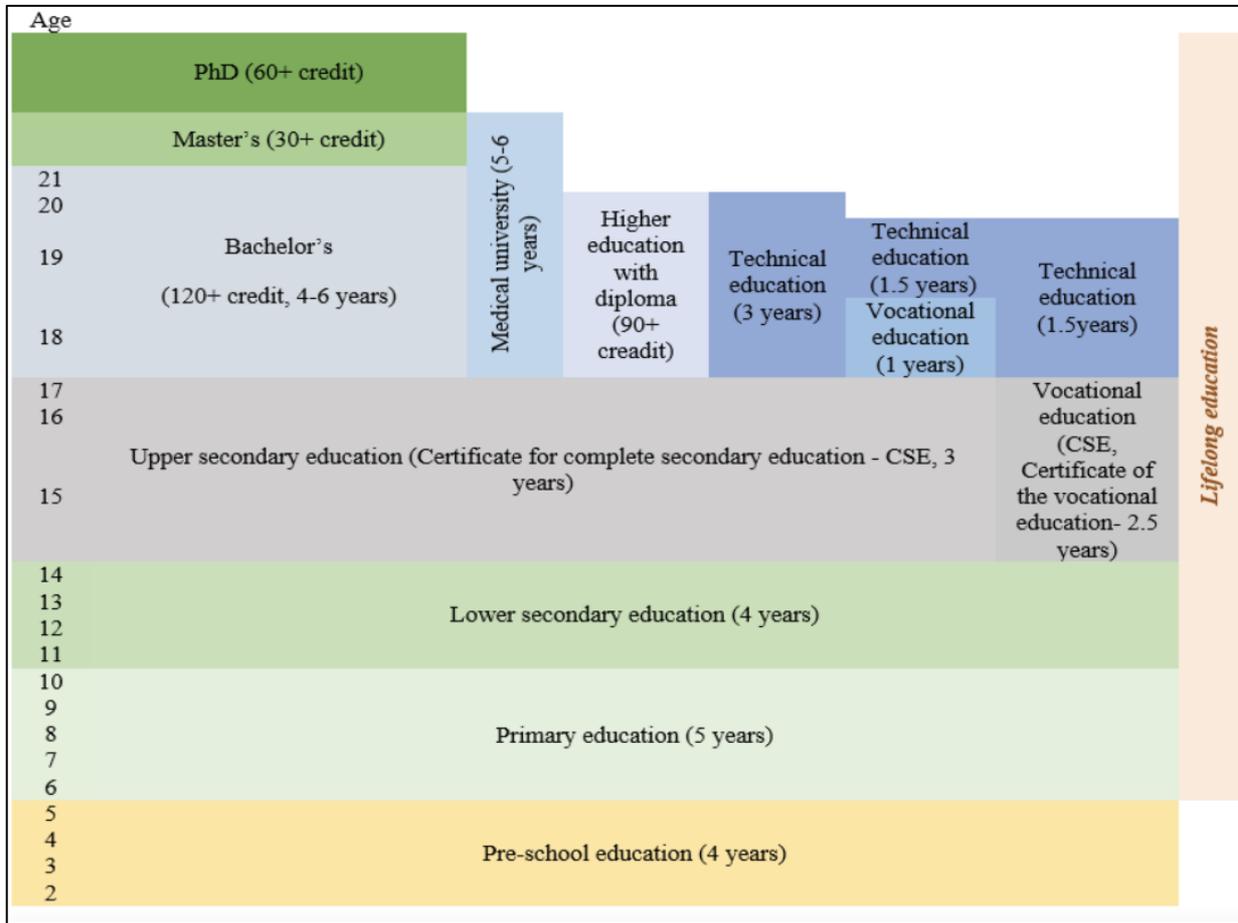


Figure 13. Mongolian education system⁶

Annex 2. Useful links

- Mongolian National Council for Education Accreditation <http://mncea.edu.mn>
- Ministry of Education and Science <http://en.meds.gov.mn>

⁶ Source: Mongolian Institute of Education Research, 2019, p. 26



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Annex 3. Samples of educational documents

3.1. Upper secondary education completion certificate

Б. Бүрэн дунд боловсролын үнэмлэхийн загвар
/Хавтасны загвар/

МОНГОЛ УЛС
БОЛОВСРОЛ, СОЁЛ, ШИНЖЛЭХ УХААН, СПОРТЫН ЯАМ

ᠮᠣᠩᠭᠣᠯ ᠤᠯᠤᠰ
ᠪᠣᠯᠣᠪᠰᠣᠷᠣᠯ, ᠰᠣᠡᠯ, ᠰᠢᠨᠵᠢᠯᠡᠬᠡ ᠤᠬᠠ᠎ᠠ, ᠰᠢᠵᠣᠷᠲᠤ ᠶ᠋ᠠᠮ



БҮРЭН
ДУНД БОЛОВСРОЛЫН
ҮНЭМЛЭХ

ᠪᠦᠷᠦᠨ
ᠳᠤᠨᠳᠤ ᠪᠣᠯᠣᠪᠰᠣᠷᠣᠯ
ᠤᠨᠡᠮᠯᠡᠬᠡ

Тайлбар:
1. Үнэмлэх нь А5 /А4 нугалбар/ хэмжээтэй, үзмэн ягаан өнгийн хамгаалалтын хавтастай байна.
2. Хавтасны гадна талд хэвлэгдэх Монгол Улсын төрийн сүлд, бичвэр алтан шармал өнгөтэй байна.
3. Засгийн газрын тухай хуулийг үндэслэн боловсролын асуудал эрхэлсэн төрийн захиргааны төв байгууллагын нэрийг тухайн үеийн нэршлээр бичнэ.

Figure 14. Upper secondary education completion certificate (p. 1)





МОНГОЛ УЛС

БҮРЭН ДУНД БОЛОВСРОЛЫН ҮНЭМЛЭХ

БҮ _____

_____ овогтой _____ /РД** _____/ нь

20__ онд

_____ сургуулийг төгсөж,

бүрэн дунд боловсрол эзэмшсэнийг гэрчлэн

“БҮРЭН ДУНД БОЛОВСРОЛЫН ҮНЭМЛЭХ” олгов.

Сургуулийн захирал _____ /_____ /

Гэмдэг

20... оны ... сарын ... -ны өдөр

Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт



Figure 15. Upper secondary education completion certificate (p. 2)

Хавсралт: БҮ _____

СУРЛАГЫН ҮНЭЛГЭЭ /Хувь/

| | | | | |
|-----|------------|----|---|------|
| 1. | Монгол хэл | 97 | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.6 |
| 2. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 3. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 4. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 5. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 6. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 7. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 8. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 9. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 10. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 11. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 12. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 13. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 14. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 15. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 16. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |

СОНГОН СУДАЛСАН ХИЧЭЭЛ

| | | | | |
|----|------------|----|---|------|
| 1. | Монгол хэл | 97 | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.6 |
| 2. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 3. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |

УЛСЫН ШАЛГАЛТЫН ҮНЭЛГЭЭ /Хувь/

| | | | | |
|----|------------|----|---|------|
| 1. | Монгол хэл | 97 | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.6 |
| 2. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 3. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |
| 4. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |

ТӨРӨЛЖСӨН/ГҮНЗГИЙРҮҮЛЭН СУРАЛЦСАН ХИЧЭЭЛ

| | | | | |
|----|------------|----|---|------|
| 1. | Монгол хэл | 97 | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.6 |
| 2. | | | Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт | 0.10 |

Үнэлгээний дундаж хувь:
Тайлбар: Үнэлгээ-агуулга эзэмшилтийн хувь

Сургалтын менежер _____ /_____ /

Гэмдэг

Анги удирдсан багш _____ /_____ /

Бүрэн дунд боловсролын үнэмлэхийн үндсэн үзүүлэлт

Figure 16. Upper secondary education completion certificate (p. 3)





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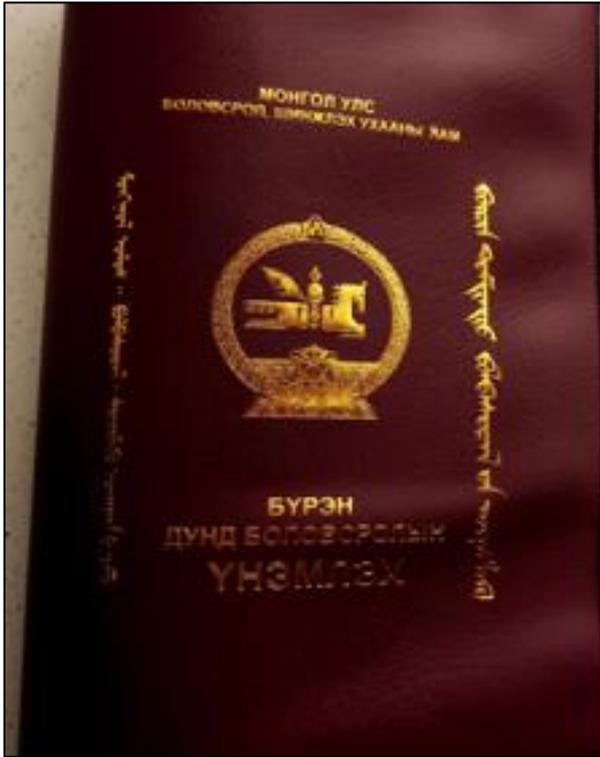


Figure 17. Upper secondary education completion certificate (frontpage)



Co-funded by the
Erasmus+ Programme
of the European Union



RECOASIA

Regional Cooperation in the field of recognition
among Asian Countries

3.2. Upper secondary vocational certificate (мэргэжлийн боловсролын үнэмлэх)

| | |
|--|--|
|  МОНГОЛ Улс | МЭРГЭЖЛИЙН БОЛОВСРОЛЫН ҮНЭМЛЭХ |
| Тайлбар: 1. Үнэмлэх нь А5 /А4 нугалбар/ хэмжээтэй хөх цэнхэр өнгийн хамгаалалтын хавтастай байна. 2. Хавтасны гадна талд хэвлэгдэх Монгол улсын төрийн сүлд, бичвэр алтан шармал өнгөтэй байна. | |
| МЭРГЭЖЛИЙН БОЛОВСРОЛЫН ҮНЭМЛЭХ № _____ | CERTIFICATE OF VOCATIONAL EDUCATION Certificate No. _____ |
| Регистрийн дугаар _____ | National ID: _____ |
| _____ /эцэг(хх)-ийн нэр / | _____ /Surname/ |
| _____ /Өөрийн нэр / | _____ /First name/ |
| _____ /Сургууль, байгууллагын нэр / | Has completed -year course and majored in _____ |
| _____ /Суралцсан мэргэжлийн нэр, индекс, түвшин / жил суралцан | _____ /Occupation, occupational code and qualification level/ in _____ |
| _____ мэргэжил эзэмшсэн тул энэхүү үнэмлэхийг олгов. Энэхүү үнэмлэх нь бүрэн дунд боловсрол эзэмшсэнийг гэрчилнэ. | _____ /Name of the school/ and awarded this certificate. This certificate indicates that its owner has acquired the complete secondary education. |
| Шалгалтын комиссын дарга _____ | Head of examination committee _____ |
| Нарийн бичгийн дарга _____ | Secretary _____ |
| Гишүүд _____ | Members _____ |
| _____ оны сарын өдөр | Issued on: _____ |
| Бүртгэлийн дугаар _____ | Registration number: _____ |
| |  |

Figure 18. Upper secondary vocational certificate (p. 1)





СУДАЛСАН ХИЧЭЭЛ, ЦАГ, ҮНЭЛГЭЭ
I. Ерөнхий эрдмийн хичээл

1. Монгол хэл
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Төгсөлтийн шалгалт: 1. Монгол хэл
2. Математик
3.
4.
5.
6.

Шалгалтын комиссын дарга

II. Мэргэжлийн суурь чадамжийн нэгжийн үнэлгээ, гүйцэтгэлийн хувь

1.
2.
3.
4.
5.
6.
7.
8.
9.

III. Мэргэжлэлэх чадамжийн нэгжийн үнэлгээ, гүйцэтгэлийн хувь

1.
2.
3.
4.
5.
6.

IV. Үндэвэрээлийн далаага

1.
2.

Сургуулийн захирал.....
Сургалтын менежер.....

SUBJECTS STUDIED, HOURS AND SCORES
1. General education subjects

1. Mongolian language
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Final examination: 1. Mongolian language
2. Mathematics
3.
4.
5.
6.

Head of examination committee

II. Assessment of Basic professional units of competency and performance percentage

1.
2.
3.
4.
5.
6.
7.
8.
9.

III. Assessment of Specialized units of competency and performance percentage

1.
2.
3.
4.
5.
6.

IV. Industrial practicum

1.
2.

Director of the school.....
Training manager:

Figure 19. Upper secondary vocational certificate (p. 2)



3.3. Technical diploma (Мэргэжлийн диплом)

МОНГОЛ УЛС



ДИПЛОМ

Тайлбар:

1. Үнэмлэх нь А4 хэмжээтэй улаан өнгийн хамгаалалтын хавтастай байна.
2. Хавтасны гадна талд хэвлэгдэх Монгол улсын төрийн сүлд, бичвэр алтан шармал өнгөтэй байна.

МОНГОЛ УЛСЫН ИРГЭН
овогтой _____ нь
_____ ОНД _____ КОЛЛЕЖИЙГ
" _____ " _____
МЭРГЭЖЛЭЭР (_____) СУРАЛЦАЖ ТӨГССӨН ТҮЭЛ
ТӨГСӨЛТИЙН КОМИССЫН _____ ОНЫ _____ -Р САРЫН _____ -НЫ ӨДРИЙН ШИЙДВЭРИЙГ ҮНДЭСЛЭН
ЗАХИРЛЫН _____ ОНЫ _____ -Р САРЫН _____ -НЫ ӨДРИЙН _____ ТООТ ТУШААЛААР
_____ ДИПЛОМ ОЛГОВ.

_____ Коллежийн _____ Төгсөлтийн комиссын нарийн бичгийн
захирал _____ дарга

Бүртгэлийн дугаар _____ Улаанбаатар хот

THE CITIZEN OF MONGOLIA
_____ (surname) _____ (first name)
GRADUATED FROM _____ COLLEGE IN _____ AND MAJORED IN _____
" _____ ", THIS DIPLOMA IS AWARDED ACCORDING TO THE ORDER BY DIRECTOR OF THE
COLLEGE DATED _____ BASED ON THE DECISION BY THE GRADUATION COMMITTEE
DATED _____.

_____ Director of the college
_____ Secretary of graduation committee

Registration number: _____ Ulaanbaatar city

№ _____ дугаартай ДИПЛОМЫН ХАВСРАЛТ

Эцэг/хv/ийн нэр _____ Мэргэжлийн ангилал _____ Эхлэсэн өдөр _____
Нэр _____ Мэргэжлийн тунхаг _____ Төгссөн өдөр _____
Регистр _____ Мэргэжил _____

| № | Суралцаж буй агуулга | Бүтэц | | |
|------------|----------------------|-------|-----|-----|
| | | СЭЖ | СЭЖ | СЭЖ |
| I. БҮТЭЦ | | | | |
| | | | | |
| | | | | |
| II. БҮТЭЦ | | | | |
| | | | | |
| | | | | |
| III. БҮТЭЦ | | | | |
| | | | | |
| | | | | |

Бүртгэлийн дугаар _____ Нийт бүтэц шир _____
Сургалтын хязгаар мөнгөжир _____ Үнэмлэхийн гүйцэтгэл _____

Эцэст хавсралт нь _____ дугаартай дипломын хавтастай.

МОНГОЛ УЛСЫН ИРГЭН
овогтой _____ нь
_____ ОНД _____ КОЛЛЕЖИЙГ
" _____ " _____
МЭРГЭЖЛЭЭР (_____) СУРАЛЦАЖ ТӨГССӨН ТҮЭЛ
ТӨГСӨЛТИЙН КОМИССЫН _____ ОНЫ _____ -Р САРЫН _____ -НЫ ӨДРИЙН ШИЙДВЭРИЙГ ҮНДЭСЛЭН
ЗАХИРЛЫН _____ ОНЫ _____ -Р САРЫН _____ -НЫ ӨДРИЙН _____ ТООТ ТУШААЛААР
_____ ДИПЛОМ ОЛГОВ.

_____ Коллежийн _____ Төгсөлтийн комиссын нарийн бичгийн
захирал _____ дарга

Бүртгэлийн дугаар _____ Улаанбаатар хот

APPENDIX TO DIPLOMA No. _____

Сурнаг _____ Occupational code _____ Enrolled in _____
First name _____ Qualification level _____ Graduated in _____

| № | Суралцаж буй агуулга | Бүтэц | | |
|------------|----------------------|-------|-----|-----|
| | | СЭЖ | СЭЖ | СЭЖ |
| I. БҮТЭЦ | | | | |
| | | | | |
| | | | | |
| II. БҮТЭЦ | | | | |
| | | | | |
| | | | | |
| III. БҮТЭЦ | | | | |
| | | | | |
| | | | | |

Registration number: _____ The total credit hours _____
GPA of assessment _____

Figure 20. Technical diploma



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