

# Improving the Accessibility of Vocational Schools

## The Inequality Challenge. Innovative Solutions to a Global Issue

### The Challenge

As of 2018, out of Mongolia's three million inhabitants, over 100,000 live with some type of a disability. One third of them live in the capital Ulaanbaatar, in which the only two Technical and Vocational Education and Training (TVET) schools provide programmes to people with disabilities in six to eight occupations in a rather non-inclusive setting.

The other 85 TVET schools in the country neither provide such programmes nor is the accessibility for people with disabilities ensured at these schools. Due to the lack of accessible schools, the majority of Persons with Disability (PwD) do not have proper access to formal quality vocational education and, as a result, they are not able to benefit from employment opportunities or fair participation in the Mongolian value chains.

### The Objective

The project aims at improving accessibility assessment practices and physical accessibility of vocational schools in Mongolia. The project helps people with disabilities to access formal vocational training in an inclusive training setting and to improve their employment options and living standards. Additionally, implemented activities help to increase public awareness and strengthen social inclusion of people with disabilities.

Project title	Improving the Accessibility of TVET Schools in Mongolia
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
Country	Mongolia
Implementing Organisation	Cooperative Technical Vocational Education and Training Programme (cTVET, GIZ Mongolia)
Partner Organisations	Vocational Education and Training Partnership NGO
Duration	1 August 2018 – 30 September 2019

### The Target Group

The project targets (young) people with disabilities as well as students and teachers in the construction sector to improve the accessibility for people with disabilities.

### The Approach

To enable vocational schools to perform self-assessments, the project developed an 'Assessment' mobile application supported by a website. The digitalisation of the paper-based assessment process significantly simplifies the process for assessors and contributes to increased public awareness of vocational schools' accessibility issues.



◀ Location of the Inequality Challenge's project:  
● Mongolia

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The project developed a mobile application for iOS and Android users to conduct assessments of infrastructure accessibility of TVET schools. The 'Assessment' app reflects the official set of standards for civil structures and additional requirements for people with mobility, vision and hearing impairments. The app has been available to the public since February 2019 and is used in assessments of not only TVET schools but also public services. This is part of Mongolia's preparations for hosting the 4th Asia-Pacific Community-Based Inclusive Development Congress.

A BUILDATHON competition was organized among university and polytechnic college students from the fields of Architecture and Civil Engineering to develop technical designs and models for the required accessibility improvements based on needs that have been identified with the help of the 'Assessment' app. The students and teachers of the Construction Polytechnic College implemented the selected improvement solutions based on the winning designs.

During the project's closing event 'Accessibility Day', the participating Disabled People's Organisations (DPOs) awarded the Construction Polytechnic College the 'Accessibility Supporter' Certification in recognition of the project's results. In the afternoon, 22 young people with mobility, vision and hearing impairments received theoretical and practical vocational orientation.

DPOs offered interactive public awareness raising activities such as tactile chess; and wheelchair racing to 60 students and social workers of the school.

## The Results

- **February 2019:** Accessibility Experts started using the newly developed ASSESSMENT mobile application.
- **April 2019:** 6 teams consisting of a total of 23 students representing 3 major higher education and TVET institutions competed in the BUILDATHON Competition.
- **June 2019:** 14 students and teachers of the Construction Polytechnic College were trained on 'Universal Design' and completed accessibility improvements. The accessibility of the school's renovated areas was assessed by DPOs to have improved by 84 %.
- **July 2019:** The ASSESSMENT mobile application was presented as a good practice tool at the 4th Annual Asia-Pacific Community-Based Inclusive Development Congress 2019.
- **September 2019:** An all-day 'Accessibility Day' event was held at the Construction Polytechnic College.
- **September 2019:** The Cooperative Technical Vocational Education and Training Programme and the Universal Progress Independent Living Center DPO signed a contract for follow-up measures.

### About the Inequality Challenge

*The Inequality Challenge supports innovative approaches that tackle inequality and the 'leave no one behind' principle of the 2030 Agenda with the ultimate goal to integrate these approaches into German Development Cooperation's portfolio. Initiated by the German Ministry for Economic Cooperation and Development (BMZ), it supports ten projects in India, Bangladesh, Cambodia, Mongolia, Jordan, Serbia, Nigeria, Mauritania, Brazil and Mexico with up to 100,000 EUR.*

*GIZ manages the Inequality Challenge. For further information, please visit [www.poverty-inequality.com/inequality-challenge-projects](http://www.poverty-inequality.com/inequality-challenge-projects) or contact Maria Krisch, [fundmanagement@giz.de](mailto:fundmanagement@giz.de).*

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Division 2030 Agenda for Sustainable Development; reducing poverty and inequality