

DEVELOPMENT COORDINATION

A. Major Development Partners: Strategic Foci and Key Activities

1. The Asian Development Bank (ADB) has been a major development partner in the education sector, supporting capital investments, capacity building, and policy development at all levels of education. In the primary education subsector, other active development partners include the Japan International Cooperation Agency and the World Bank. Development partner assistance in the subsector has been coordinated through the Ministry of Education, Culture, and Science (MECS) and its project steering committees.

2. Various development partners began providing assistance targeting school dormitories and water, sanitation, and hygiene (WASH) facilities in schools in the 2010s, including ADB; United Nations Children’s Fund (UNICEF); the World Bank-Save the Children, Japan; and international nongovernmental organizations such as Action Contre la Faim (ACF), Norwegian Lutheran Mission, and the World Vision, as well as MobiCom, a private company. With the exception of ADB, development partner assistance has centered on school dormitories and WASH in schools in specific *aimags* and *soums* and coordinated through the MECS, *aimag* education departments, and *aimag* governor’s offices.

Major Development Partners

Development Partner	Project Name	Duration	Amount (\$ million)
Primary Education			
ADB	Second Education Development Project (loan)	2002–2007	14.0
	Third Education Development Project (loan)	2006–2012	13.0
	Education for the Poor - Financial Crisis Response Project (grant)	2009–2014	17.0
Japan International Cooperation Agency	Education Sector Development (technical assistance)	2015–2017	1.0
	Project for Improvement of Primary Education Facilities Phase I–III (grant)	2000–2009	60.0
	Project for Improvement of Primary Education Facilities Phase IV (grant)	2010–2013	27.0
	Teaching Methods Improvement Project toward Children’s Development in Mongolia (technical cooperation)	2006–2009	2.4
	Strengthening Systems for Improving and Disseminating Child-Centered Teaching Methods (technical cooperation)	2010–2013	2.3
	Project for Child-Centered Education Support (technical cooperation)	2015–2018	n.d.
	World Bank	Rural Education and Development Project (grant)	2008–2013
Support for WASH in Schools and School Dormitories			
ACF	WASH in School Project (14 schools in Ulaanbaatar/Songinokhairkhan district)	2012–2014	0.17
ADB	Education for the Poor–Financial Crisis Response Project (rehabilitation of dormitories and WASH in schools)	2009–2014	17.0
MobiCom	WASH in Schools Project (Erdene, Biger, and Tonkhil soums in Govi-Altai <i>aimag</i> (province); Chandmani, Durgun, Erdeneburen soums in Khovd <i>aimag</i>)	2014	MNT698 million
Norwegian Lutheran Mission	Strengthening Children’s Rights Project (capacity building of dormitory staff) (Khovd <i>aimag</i>)	2009–2013	MNT2.4 billion
	Strengthening Children’s Rights Project (capacity building of dormitory staff) (Khovd and Bayan-Ulgii <i>aimags</i>)	2014–2018	MNT2.8 billion
UNICEF-Australian Agency for International Development	WASH in Schools and Kindergartens Project (Ulaanbaatar-Nalaikh district; Khuvsgol <i>aimag</i>)	2012–2015	2.9

Development Partner	Project Name	Duration	Amount (\$ million)
World Bank-Save the Children, Japan	Improving Primary Education Outcomes for the Children in Rural Mongolia (with focus on capacity building of dormitory staff and provision of teaching-learning materials) (Arkhangai, Dornod, Sukhbaatar, and Uvurkhangai <i>aimags</i>)	2012–2016	2.5
World Vision	WASH in Schools Project (6 schools in Zavkhan and Bayankhongor <i>aimags</i>)	2012–2015	0.5

ACF = Action Contre la Faim, ADB = Asian Development Bank, n.d. = no data, UNICEF = United Nation Children's Fund, WASH = water, sanitation, and hygiene.

Sources: ACF; ADB; Japan International Cooperation Agency; MobiCom; Norwegian Lutheran Mission; Save the Children, Japan; UNICEF; World Vision; World Bank.

B. Institutional Arrangements and Processes for Development Coordination

3. With the support of ADB and the Embassy of Japan, the MECS established the Education Donors' Consultative Mechanism (EDCM) and associated subsector groups in 2005. The MECS and the EDCM jointly developed and approved the Education Master Plan 2006–2009 through development partner activities were coordinated. The EDCM has been less active in the 2010s, especially after the restructuring of the government in 2012; an exception was an EDCM meeting organized by the MECS with the support of ADB and the Embassy of Japan in 2013. Instead, the MECS has been coordinating development partners, mainly through various project steering committees established by the MECS, in accordance with its education sector reform policy framework, 2012–2016.

4. In the field of WASH in schools, the MECS has been working closely with development partners. The MECS developed minimum requirements for WASH in schools, dormitories, and kindergartens in cooperation with the Ministry of Health; UNICEF; ACF; Save the Children, Japan; and the private sector; these were presented and discussed in 2015 at a workshop organized by the MECS with UNICEF support. The minimum requirements were approved in June 2015. The focal points for local-level development coordination have been *aimag* education departments and *aimag* governor's offices. No other coordination and information-sharing mechanisms exist at this level.

C. Achievements and Issues

5. The establishment of the EDCM and coordination of development partner assistance through the Education Master Plan were major achievements towards effective development coordination. However, the EDCM has lost its momentum and the Education Master Plan, updated for 2009–2015 with the support of ADB, was not approved by the MECS. Although the MECS's initiative to coordinate development partner assistance in accordance with its education sector reform policy framework should be supported, working arrangements for development coordination—such as development of a medium-term expenditure framework and organization of annual joint reviews—remain to be decided. Other issues related to development coordination in the sector include the lack of evidence-based policy making and planning, and of a national sector and financing plan that clearly indicates targets and financing gaps.

D. Summary and Recommendations

6. The formal development coordination mechanism established in 2005 with the support of ADB and the Embassy of Japan has become less active in the 2010s. The MECS has instead been coordinating with development partners within its education sector reform policy

framework, through various project steering committees established by the MECS. At the local level, assistance has been coordinated by *aimag* education departments and *aimag* governor's offices without formal coordination and information sharing mechanisms with development partners. Although the MECS's initiative to coordinate development partners in line with its education sector policy framework should be supported, its capacity for evidence-based policy making and planning, and development of a national sector and financing plan should be strengthened. At the same time, working arrangements for development coordination should be defined together with development partners.