

DEVELOPMENT COORDINATION

A. Major Development Partners: Strategic Foci and Key Activities

1. The Asian Development Bank (ADB) has provided long-term support to Mongolia as a development partner in the area of technical and vocational education and training (TVET), assisting the government in introducing competency-based training and upgrading training equipment and facilities. Since the late 2000s, TVET has also been supported by other international agencies, including the European Commission, German development cooperation through Deutsche Gesellschaft für Internationale Zusammenarbeit, Korean International Cooperation Agency, Millennium Challenge Account (Millennium Challenge Cooperation), and Swiss Agency for Development and Cooperation. Their assistance varies in terms of emphasis and sector of the economy and has been loosely coordinated through consultations.¹

2. ADB has been the single largest development partner in Mongolia with respect to secondary education. Other international agencies such as the Japan International Cooperation Agency and the World Bank have also provided support for education.²

Major Development Partners

Development Partner	Project Name	Duration	Amount (\$ million)
Technical and Vocational Education and Training			
ADB	Social Security Sector Development Program	2001–2009	12.6
	Non-Formal Skills Training for Unemployed Youth and Adults (Japan Fund for Poverty Reduction)	2006–2009	1.0
	Third Education Development Project	2006–2012	13.2
European Commission	Support to Technical and Vocational Education and Training Programme	2014–2017	9.4
German development cooperation through Deutsche Gesellschaft für Internationale Zusammenarbeit	Integrated Urban Development, Construction Sector and Vocational Education and Training Promotion Program	2006–2012	8.0
Korea International Cooperation Agency	Cooperative Vocational Training in the Mineral Resource Sector	2013–2016	6.7
Millennium Challenge Cooperation/ Millennium Challenge Account	Support to Construction College in Ulaanbaatar	2010–2012	5.0
	Vocational Education and Training Project	2008–2013	47.6

¹ The European Commission focuses on strengthening the institutional capacity of the Ministry of Labor, the National Council on Vocational Education and Training and its subcouncils, and the agriculture sector. German development cooperation through Deutsche Gesellschaft für Internationale Zusammenarbeit has emphasized dialogue with social partners, especially in the construction and mining sectors. The Korean International Cooperation Agency's support has been extended to the Construction College in Ulaanbaatar. The Millennium Challenge Account (Millennium Challenge Cooperation) provided comprehensive support including for the development of policy, legal and institutional frameworks for TVET; labor market information systems and competency-based training modules in the construction, transport, agriculture, mining, industry, energy and information and technology sectors; and training of TVET teachers and managers, and the provision of training equipment and facilities. The Swiss Agency for Development and Cooperation supports long-term TVET programs and short-term training courses in the agriculture and construction sectors.

² The Japan International Cooperation Agency has been primarily assisting the government with primary education and has recently begun supporting higher technical education. The World Bank supports pre-primary and primary education.

Development Partner	Project Name	Duration	Amount (\$ million)
Swiss Agency for Development and Cooperation	Vocational Education and Training Project in Six <i>Aimags</i> of Western Mongolia	2012–2014	6.9
	Vocational Education and Training Project	2013–2016	7.8
Secondary Education			
ADB	Second Education Development Project	2002–2007	14.0
	Third Education Development Project	2006–2012	13.2
	Education Sector Reform Project	2008–2014	10.0

ADB = Asian Development Bank.

Sources: Asian Development Bank, Ministry of Education and Science, and Ministry of Labor.

B. Institutional Arrangements and Processes for Development Coordination

3. The amendment to the TVET law in 2009 led to the establishment of the National Council on Vocational Education and Training (NCVET), which is mandated to formulate policies and programs and coordinate activities related to TVET. The Ministry of Labor (MOL) acts as the Secretariat of the NCVET. Since 2012, the government's TVET policies and programs have been guided by the Government Platform (2012–2016) and its strategic plan for TVET. Apart from the formal mechanisms, forums exist in the private sector where some development partners discuss TVET subsector issues. The Ministry of Education and Science (MEDS) takes the lead in coordinating development partners with respect to education; the strategic plan for each education subsector is based on the government platform.

4. The project is aligned with the government platform and its strategic plans for TVET and secondary education. The project will support the government's priorities, including (i) the development of industry-driven TVET system by setting occupational standards and other related standards in collaboration with employers, and industry and professional associations, and establishing an assessment and certification system using the standards; (ii) the implementation of a national qualifications framework; (iii) training for TVET teachers in competency-based training and assessment and technical and/or vocational skills; (iv) the provision of career information and guidance; and (v) the establishment of a credit transfer system between senior secondary education, tertiary education, and TVET within the national qualifications framework.

5. The project builds on past and ongoing TVET projects supported by the major development partners, who have been consulted on the design of the project on a bilateral basis, because of weaknesses in formal development coordination mechanisms. During project implementation, the capacity of MOL and MEDS will be strengthened to organize regular coordination meetings, while public communication and consultations with development partners and key stakeholders will also be conducted.

C. Achievements and Issues

6. In 2005, with support from ADB and the Embassy of Japan, the former Ministry of Education, Culture and Science established the Education Donors' Consultative Mechanism (EDCM) and associated subsector groups (including TVET). Development partner activities were coordinated through the Education Master Plan 2006–2009, developed and approved jointly by the Ministry and the EDCM. However, the EDCM has been less active in the 2010s especially after the restructuring of the government in 2012, results of which included transferring TVET responsibility from MEDS to MOL. In 2013, MEDS organized an EDCM

meeting with the support of ADB and the Embassy of Japan, but working arrangements for development coordination—such as the development of an Education Master Plan and the organization of annual joint reviews—remain to be decided.

7. As a formal coordination mechanism, NCVET has become less active after the renewal and expansion of its membership in 2012. The capacity of MOL to serve as the Secretariat of NCVET needs to be strengthened. There is currently no institutional mechanism for development coordination such as the EDCM and Education Master Plan in the TVET subsector. The project, in consultation with other development partners, will support the strengthening of MOL's capacity, including capacity for development coordination with respect to TVET.

D. Summary and Recommendations

8. The TVET and secondary education subsectors have been operating with strategic plans that give directions for development partner assistance. The formal mechanisms for coordination exist but require support to develop tools and arrangements to make them operational. Government-led development coordination initiatives require support, and priority should be given to strengthening institutional capacity.