

DEVELOPMENT COORDINATION

A. Major Development Partners: Strategic Foci and Key Activities

1. The Asian Development Bank (ADB) has been one of the major development partners in the education sector since the early 1990s, along with the Japan International Cooperation Agency (JICA) and the World Bank, supporting education infrastructure, access and quality improvements, education system reforms, policy development, and institutional strengthening at all levels of education (pre-primary, primary, secondary education, technical and vocational education and training, and higher education). Other development partners have also provided assistance with varied focus and priorities.

2. Development partners that have supported the construction, expansion, and rehabilitation of basic and secondary education facilities include ADB, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), JICA, and the World Bank. Support for curriculum and student assessment review and development have been provided by ADB, JICA, and the World Bank. Improved textbooks, teaching, and learning materials have been developed and supplied mainly under projects financed by ADB and the World Bank. Teacher training to improve student learning has been conducted by ADB, JICA, and the World Bank. School information and communication technology infrastructure and e-learning have been supported by the Republic of Korea and the People's Republic of China.

Major Development Partners

Development Partner	Project Name	Duration	Amount (\$ million)
ADB	Second Education Development Project (loan)	2002–2007	14.0
	Second Education Development Project (cofinanced with Nordic Development Fund and the Government of Japan) (loan)	2003–2009	8.1
	Third Education Development Project (loan)	2006–2012	13.0
	Education Sector Reform Project (grant)	2008–2014	10.0
	Education for the Poor–Financial Crisis Response Project (grant)	2009–2014	17.0
	Skills for Employment Project (loan)	2014–2019	25.0
	Improving School Dormitory Environment for Primary Students in Western Region Project (grant)	2015–2019	3.0
GIZ	Thermo-Technical Retrofitting of State-Owned Schools and Kindergartens (grant)	2011–2011	1.5
JICA	Project for Improvement of Primary Education Facilities Phase I–III (grant)	2000–2009	60.0
	Teaching Methods Improvement Project toward Children's Development in Mongolia (technical cooperation)	2006–2009	2.4
	Project for Improvement of Primary Education Facilities Phase IV (grant)	2010–2013	27.0
	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	...
People's Republic of China	New Century Education Network Project (loan)	2015–2017	45.0
Republic of Korea	Support for E-Learning in Schools (loan)	2016–2019	19.6

Development Partner	Project Name	Duration	Amount (\$ million)
World Bank	Rural Education and Development Project (grant)	2008–2013	5.0
	Global Partnership for Education: Early Childhood Education Project (grant)	2012–2015	12.8
	Education Quality Reform Project (loan)	2014–2019	30.0
World Bank- Save the Children, Japan	Improving Primary Education Outcomes for the Children in Rural Mongolia (grant)	2012–2016	2.5

... = data not available, ADB = Asian Development Bank, GIZ = Deutsche Gesellschaft für Internationale Zusammenarbeit, JICA = Japan International Cooperation Agency.

Sources: ADB, GIZ, JICA, World Bank.

B. Institutional Arrangements and Processes for Development Coordination

3. The Ministry of Education, Culture, Science and Sports (MECSS) manages coordination among development partners through its various project steering committees. Between development partners, consultations are usually held on an ad hoc basis, although in some cases collaboration is formalized through memorandums of understanding.¹ In designing this project, ADB consulted other development partners, including GIZ, JICA, and the United Nations Partnership for Action on Green Economy, in relation to school and kindergarten designs (including disabled access and energy efficiency enhancing measures), education for children with disabilities, and curriculum management.

C. Achievements and Issues

4. The Mongolia Sustainable Development Vision 2030 and Action Program for 2016–2020, approved by Parliament in 2016, set out the government's overall medium- to long-term goals and priorities in the education sector.² These key documents serve as a framework for development partners to identify areas of support and partnership.

5. However, MECSS is understaffed and under-resourced to coordinate development partners effectively. Project implementation units staffed by consultants usually implement development partners' projects, and the degree of ownership of projects by MECSS varies, which sometimes undermines its leadership in coordinating development partners. Although Mongolia's Sustainable Development Vision 2030 and Action Program for 2016–2020 have been adopted, the development partners' involvement in developing these strategic documents was limited, and goals and priority actions are presented without references to analyses of the current situation or identification of financing gaps.

6. Until 2013, MECSS managed development coordination through the Education Donors' Consultative Mechanism and associated subsector groups within the framework of the education sector master plans developed jointly by MECSS and development partners.³ MECSS has

¹ For example, ADB and United Nations Children's Fund (UNICEF) Mongolia signed a memorandum of understanding in 2016 to promote water, sanitation, and hygiene in schools and dormitories in Mongolia.

² State Great Khural. 2016. *Mongolia Sustainable Development Vision 2030*. Ulaanbaatar; Government of Mongolia. 2016. *Action Program for 2016–2020*. Ulaanbaatar.

³ Government of Mongolia. 2006. *Master Plan to Develop Education of Mongolia in 2006–2015*. Ulaanbaatar; 2009. *Education Sector Master Plan of Mongolia 2009–2015 (Updated Version)*. Ulaanbaatar (though developed with the support of ADB and other development partners, the updated Plan was not endorsed by the Ministry of Education, Culture, and Science).

convened no meeting since the last Education Donors' Consultative Mechanism meeting held in 2013, and the Education Sector Master Plan 2009–2015 was superseded by the subsequent government action plans. A medium-term education sector plan beyond the election cycle could be prepared, based on sound assessments, for effective development coordination.

D. Summary and Recommendations

7. Development partners are coordinated either by MECSS through its various project steering committees or on an ad hoc basis through consultations between development partners. MECSS is understaffed and under-resourced to coordinate development partners effectively in line with Mongolia's Sustainable Development Vision 2030 and Action Program for 2016–2020. In the process of setting goals and priority actions in these key strategic documents, little analyses of the current situation or identification of financing gaps were conducted.

8. To ensure proper prioritization of activities in Mongolia's Sustainable Development Vision 2030 and Action Program for 2016–2020, it is recommended to develop a medium-term education sector plan with clear targets and time frames based on sound assessments and a medium-term expenditure framework. Establishing working arrangements for development coordination, such as annual joint reviews with MECSS and development partners, can be considered. This will also enable development partners to strategize possible support effectively in the sector.