



Mongolia: Third Education Development Project

Project Name	Third Education Development Project								
Project Number	34187-013								
Country	Mongolia								
Project Status	Closed								
Project Type / Modality of Assistance	Loan Technical Assistance								
Source of Funding / Amount	<table border="1"><tr><td colspan="2">Loan 2238-MON: Third Education Development Project</td></tr><tr><td>Concessional ordinary capital resources / Asian Development Fund</td><td>US\$ 13.00 million</td></tr><tr><td colspan="2">TA 4803-MON: Technical Assistance for Development of a Sector Wide Approach (SWAp) in Education</td></tr><tr><td>Technical Assistance Special Fund</td><td>US\$ 150,000.00</td></tr></table>	Loan 2238-MON: Third Education Development Project		Concessional ordinary capital resources / Asian Development Fund	US\$ 13.00 million	TA 4803-MON: Technical Assistance for Development of a Sector Wide Approach (SWAp) in Education		Technical Assistance Special Fund	US\$ 150,000.00
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Technical Assistance Special Fund	US\$ 150,000.00								
Strategic Agendas	Inclusive economic growth								
Drivers of Change	Governance and capacity development Knowledge solutions								
Sector / Subsector	Education - Education sector development - Pre-primary and primary - Secondary - Technical and vocational education and training								
Gender Equity and Mainstreaming	Some gender elements								
Description	The Project will improve employability and income earning opportunities of graduates from secondary and vocational education. The outcome of the Project is equitable access to and improved quality and relevance of primary, secondary and vocational education. The Project has three components (i) improving quality and relevance of education in primary and secondary schools; (ii) improving teaching and learning environments in primary and secondary schools; and (iii) promoting demand-driven vocational education for youth.								

Project Rationale and Linkage to Country/Regional Strategy	<p>Key issues in the current Mongolian education system are (i) poor quality and relevance of the current curriculum for primary and secondary education, (ii) inadequate teaching qualifications and skills, (iii) lack of consistent education standards, (iv) weak learning teaching environments i schools and (v) supply-driven irrelevant vocational education for the youth. The Government has decided to extend the education system from the current 10-year system to a 12-year system in 2008, which will align Mongolia's education system with international standards. ADB will assist the Government in the implementation of this policy, which will require comprehensive reform of the curriculum framework, establishing new education standards, streamlining the current teacher in-service training system, and developing a national teacher accreditation system. The limited capacity and poor condition of school facilities which continue to deteriorate are major constraints to increasing the enrolment and retention, and improving the quality of education services. This has been particularly acute in rural areas where budget funds for preventive maintenance and technical resources for rehabilitation are scarce. Building construction and technology are inefficient in terms of use of materials, structural capacity, and energy performance. MECS is the sole public sector provider of vocational and technical education (VTE) for the youth. Currently, vocational education programs are based on the former Soviet system, which is neither responsive to labor market demands nor cost-effective. Graduates have difficulty finding jobs because they lack employable skills. School facilities have deteriorated, adequate training equipment is lacking or outdated, and the pedagogical and technical skills and knowledge of many teachers are outdated. With the introduction of the 12-year school system, the VTE system will need to be adjusted to the new national curriculum framework. ADB's assistance to the education sector in Mongolia has evolved since the early 1990s to support the Government in strengthening the education system step-by-step. The first Education Sector Development Project (ESDP) was approved in 1996 and included a program loan to support fundamental policy reforms in the organization. management, staffing and financing of the eudcation sector; and a project loan to support initial investments. The Second Education Development Project (SEDP) was approved in 2002 and builds on the initial reform framework established by ESDP, with a focus on school and kindergarten rehabilitation, provision of learning materials, and limited support in curriculum development and teacher training. The Third Education Development Project (TEDP) focuses on two major features which have not been addressed by previous interventions: (i) a comprehensive curriculum reform, in support of the Government's decision to extend the schooling period by 2 years; and (ii) reforming the current VTE system, which is a development priority of the Government to enhance employment and income-earning opportunities and promote economic growth. The Project contributes to two Millenium Development Goals: (i) achieving universal primary education, and (ii) eliminating gender disparity in primary and secondary education</p>
Impact	Employability and income-earning opportunities of graduates from secondary and vocational schools improved

Project Outcome

Description of Outcome	Enhanced equitable access to and improved quality and relevance of primary, secondary and vocational education
Progress Toward Outcome	To be assessed at completion. All outputs are achieved (see below)

Implementation Progress

Description of Project Outputs	<p>National curriculum framework and aligned education standards developed Teaching and learning environment in primary and secondary schools are enhanced Demand-driven VTE system is in place</p>
Status of Implementation Progress (Outputs, Activities, and Issues)	<p>Achieved. Achieved. Achieved. Achieved. Achieved. Achieved. Achieved. Achieved in 2009 Achieved.</p>
Geographical Location	The project will be implemented nationwide

Safeguard Categories

Environment	C
Involuntary Resettlement	C
Indigenous Peoples	C

Summary of Environmental and Social Aspects

Environmental Aspects	Some school rehabilitation works (minor) include improved water supply and sanitation and sewage systems, which will promote good health and have a positive environmental impact. Activities related to civil works are in compliance with ADB's safeguard requirements.
Involuntary Resettlement	The Project will carry out minor rehabilitation and repairs of existing school buildings and facilities with no land acquisition required, and no negative environmental or resettlement impact.
Indigenous Peoples	There are no issues of ethnic minority language of instruction in Mongolia, therefore the Policy on Indigenous Peoples is not applicable.

Stakeholder Communication, Participation, and Consultation

During Project Design

During Project Implementation

Business Opportunities

Consulting Services	A total of 9 person-months (pm) of international and 334 pm of domestic consulting services will be contracted to be financed by ADB funds. This will include experts in the field of (i) curriculum and standards development; (ii) teacher training; (iii) civil engineers specialized in school rehabilitation; (iv) technical and vocational education and training policy development; and (v) National Vocational Qualification development. The consultants will be recruited as firm or individuals under QCBS or QBS methods in accordance with ADB's Guidelines on the Use of Consultants and other arrangements satisfactory to ADB in engaging domestic consultants.
Procurement	All ADB-financed civil works, goods and services will be procured in accordance with ADB's Guidelines for Procurement. Civil works will involve rehabilitation of existing school and dormitory facilities, but no construction of new facilities. Civil works contracts will be less than \$1 million. Domestic contractors are capable of carrying out all rehabilitation works, hence civil work contracts estimated to cost \$1 million or less will be procured through local competitive bidding procedures acceptable to ADB. ICT, laboratory and vocational training equipment as well as teaching aids, and classroom furniture, learning materials, and manuals will be provided under the Project. Equipment and goods estimated to cost more than \$500,000 will be procured under the international competitive bidding procedure. Equipment and goods estimated at \$500,000 or less will be procured under local competitive bidding procedures acceptable to ADB except for equipment and goods valued at \$100,000 or less which will be procured by direct purchase.

Responsible Staff

Responsible ADB Officer	Asanova, Jazira
Responsible ADB Department	East Asia Department
Responsible ADB Division	Urban and Social Sectors Division, EARD
Executing Agencies	<i>Ministry of Education, Culture, Science & Sports</i> <i>Dr. R. Bandii</i> <i>ESDP@MONGOL.NET</i> <i>Government Bldg No 3, Baga Toiruu, UB</i>

Timetable

Concept Clearance	17 Aug 2004
Fact Finding	27 Jul 2005 to 12 Aug 2005
MRM	22 Sep 2005
Approval	21 Jun 2006
Last Review Mission	-
PDS Creation Date	18 Dec 2006
Last PDS Update	14 Dec 2011

Loan 2238-MON

Milestones					
Approval	Signing Date	Effectivity Date	Closing		
			Original	Revised	Actual
21 Jun 2006	18 Dec 2006	27 Feb 2007	31 Mar 2012	-	26 Jun 2012

Financing Plan		Loan Utilization			
	Total (Amount in US\$ million)	Date	ADB	Others	Net Percentage
Project Cost	16.38	Cumulative Contract Awards			
ADB	13.00	21 Jun 2006	13.07	0.00	98%
Counterpart	3.38	Cumulative Disbursements			
Cofinancing	0.00	21 Jun 2006	13.39	0.00	100%

TA 4803-MON

Financing Plan/TA Utilization						Cumulative Disbursements		
ADB	Cofinancing	Counterpart				Total	Date	Amount
		Gov	Beneficiaries	Project Sponsor	Others			
150,000.00	0.00	0.00	0.00	0.00	0.00	150,000.00	-	0.00

Project Page <https://www.adb.org/projects/34187-013/main>

Request for Information <http://www.adb.org/forms/request-information-form?subject=34187-013>

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