



# Mongolia: Education Sector Reform Project

Project Name	Education Sector Reform Project		
Project Number	39254-022		
Country / Economy	Mongolia		
Project Status	Closed		
Project Type / Modality of Assistance	Grant		
Source of Funding / Amount	Grant 0125-MON: Education Sector Reform Project		
	Asian Development Fund	US\$ 10.00 million	
Strategic Agendas	Inclusive economic growth		
Drivers of Change	Gender Equity and Mainstreaming Governance and capacity development Knowledge solutions		
Sector / Subsector	Education / Education sector development		
Gender	Gender equity		
Description	The Education Sector Reform Project will build on the achievements of three previous projects that supported major sector reforms, helped the Government to reorient the education system to the needs of the market economy, and rehabilitated schools. The Project will support the Government to improve the quality and relevance of primary and secondary education with a view to shifting to a 12-year education system. The Project has four components: (i) improving education planning, management, and budgeting; (ii) strengthening pre-service teacher training (PSTT); (iii) enhancing the quality, affordability, and levels of provision of textbooks and other teaching and learning materials, including enhanced innovation in the use of information and communication technology (ICT) in the classroom; and (iv) providing better learning conditions by upgrading the physical infrastructure of teacher training institutes (TTIs).		
Project Rationale and Linkage to Country/Regional Strategy	Progress has been made in the education sector over the past decade, partly as a result of effective working relationships between the Government and the Asian Development Bank (ADB) and the other key development partners. However, support is still needed to reform and transform the education system and to upgrade essential services and facilities. ADB has supported the Government to move from an 11-year to a 12-year education system, which will align Mongolia's education system with international standards. Successful implementation of this policy will require a comprehensive reform of the PSTT, reducing the cost and improving the provision of textbooks, streamlining education finance, budgeting and planning, introducing innovative approaches to education by enhancing the use of ICT for education, and improving TTI facilities in support of comprehensive reforms in PSTT. The Project will support the Government to implement this policy effectively and efficiently and to ensure it is sustainable.		
Impact	Improved quality, access, efficiency, and effectiveness of the education sector		
Project Outcome			
Description of Outcome	Effective 12-year education system		
Progress Toward Outcome	The Project's completion date has been extended to 31 May 2014 and the closing date is 30 November 2014. Major progress includes: (i) improvement of education planning, management and budgeting, (ii) strengthening of pre-service teacher training, (iii) improvement of affordability, quality and availability of teaching-learning materials, and (iv) upgrading of facilities of TTIs to support reforms in pre-service teacher training. Inception mission fielded on August/September 2009; 4 review missions fielded on May 2010, November 2010, May 2013, and February 2014; and midterm review mission fielded on November/December 2011.		
Implementation Progress			
Description of Project Outputs	1. Improved educational planning, management, and budgeting 2. Strengthened pre-service teacher education 3. Improved affordability, quality, and availability of teaching and learning materials 4. Upgraded facilities at teacher training institutes to support reforms in pre-service teacher training		

Status of Implementation Progress (Outputs, Activities, and Issues)	<p>Desk review of MIS and education data base conducted; workshops have been organized; recruitment of consultants for the ESIS is ongoing. Work has been merged with Grant 0158. Two more consultants are working on revised school funding formula, public investment system, and a finance and budgeting handbook for schools.</p> <p>Delayed, but work is ongoing.</p> <p>Completed. The strategy was approved by MEDS's order in September 2012 as "The Policy of Information and Communication Technology in Education Sector (2012-2016)" and "Implementation Plan of Policy of ICT in Education Sector (2012-2016)."</p> <p>Review of teacher education curriculum completed; further review of the reports submitted by consultants ongoing; working group to be recruited for review of teaching practices.</p> <p>Completed.</p> <p>One national consultant was recruited in March 2013 to develop new student admission procedures and student-teachers assessment framework.</p> <p>training needs survey to identify priority CPD completed; framework of professional development planning is being developed after which this will be discussed in a workshop</p> <p>MEDS confirmed that the new model (the first placement of student teachers in the second semester) was piloted in rural clinic schools between February and April 2013 and a TV program on school-based teaching practice was broadcast nationwide (this subcomponent was delayed due to a different policy).</p> <p>Completed.</p> <p>Completed</p> <p>A national textbook evaluation, authorship and publisher training consultant was recruited. MEDS has currently no plan to revise the national textbook standard "requirements for Primary and Secondary Education Textbooks", even though the consultant is drafting a revised standard.</p> <p>TRS ongoing and expanded to cover 22 aimags and from grades 6 to 11</p> <p>Procurement of textbooks has been carried out successfully with decreased prices and improved physical quality of textbooks.</p> <p>Completed. Originally planned to support the establishment of 14 ICT centers of excellence but upon the request of the former MECS, 22 ICT centers of excellence were established at secondary schools in Nalaikh District of UB and 21 aimags, and 22 teacher development ICT centerst at UB and aimag Education Cultural Centers in 2012.</p> <p>System developer and IT engineer engaged to implement the new software/website.</p> <p>For training in the use of ICT, five handbooks were developed, printed and distributed to all secondary schools and universities, namely: (i) Methodological Handbook on the Use of ICT in Education; (ii) Use of Smart Board and Projector in Teaching and Learning, (iii) Handbook on the Use of Training Software, (iv) Use of ICT in Education for Children with Disabilities, and (v) Mobile Learning. A series of trainings were also organized, including ICT advanced teacher training in UB in 2012 which benefited 44 teachers and administrators, and training on the use of Adobe for the development of Mongolian software in UB in 2013 which benefited teacher educators and teachers at ICT centers of excellence in rural areas.</p> <p>IN 2010 and 2011, rehabilitation works were completed at Mongolian State University of Education (MSUE; Buildings A, B, and C), National University of Mongolia (NUM, Building II), and Khovd University. These universities were equipped with new furniture, ICT and sports equipment. In addition, three TTIs benefited from new furniture and ICT equipment: Arkhangai Teacher's School of MSUE, Bayan-Ulgii branch school of Khovd University, and Donod Teacher's Institute.</p>
Geographical Location	Nation-wide
<b>Safeguard Categories</b>	
Environment	C
Involuntary Resettlement	C
Indigenous Peoples	B
<b>Summary of Environmental and Social Aspects</b>	
Environmental Aspects	The Project is classified as C for environmental aspects. The project will rehabilitate existing TTI buildings and facilities. No land acquisition is required and there will be no negative environmental or resettlement impact.
Involuntary Resettlement	With no planned land acquisition, the Project is unlikely to trigger ADB's involuntary resettlement policy.
Indigenous Peoples	The Project will support (i) translation of textbooks and educational software into Kazakh language and (ii) inclusion of at least one school in Bayan-Olgii aimag for the ICT subcomponent, as reflected in the gender action plan.
<b>Stakeholder Communication, Participation, and Consultation</b>	
During Project Design	Public consultations on the project DMF were undertaken during project processing. The consultations included all concerned government departments and agencies and beneficiaries (teachers, parents, students, civil societies) in selected provinces, including Erdenet, Khovd, Orkhon, South Gobi and Northern Provinces, and the city of Ulaanbaatar. A socio-economic survey undertaken at the school level covered 508 schools, and gathered information relating to 4,186 pupils. In addition, interviews were held with school principals, school district administrators, and staff of teacher training institutes. Key informant interviews were held with local government agencies, non-government organizations, development partners and past and ongoing projects to inform the project design. Assessment of resettlement impact and environmental impact assessment (EIA) used separate meetings and surveys from January to March 2008 and covered more than 500 people.
During Project Implementation	<p>Key features of the consultation and participation plan include:</p> <p>(i) Public disclosure of all project documents at the PIU and on the ADB web site including the project information document, DMF, EMDPs, RPs, SEIA, RRP, PAM, and social and environmental monitoring reports.</p> <p>(ii) A project information document (PID) will be prepared for each component. Each PID, which will be available in Mongolian, will contain a description of the overall project, its aims and subcomponents; a description of what the project work will comprise; a timetable of when each of the project activities will take place, including estimated commencement and completion dates; expected social, economic and environmental impacts; environmental and social safeguards; the project communications strategy, including how interested individuals can find out about business opportunities that may arise in conjunction with the Project; and where interested individuals can go to get further or more detailed information about the Project.</p>
<b>Business Opportunities</b>	
Consulting Services	The Project will require a total of 18 person-months of international consulting services and 150 person-months of national consulting services financed under the ADB grant. A consulting firm will be engaged in accordance with ADB's Guidelines on the Use of Consultants (2007, as amended from time to time) using the standard quality- and cost-based selection method (80% quality and 20% cost) and a simplified technical proposal. The international and national consultants will have expertise in (i) education finance, management, and planning; (ii) textbook provision systems, cost reduction strategies, and textbook publishing skills; (iii) development and implementation of national strategies for ICT in education, the use of ICT as a learning and teaching tool and local language educational software development; (iv) all aspects of pre-service teacher training; and (v) monitoring and evaluation. Capacity building for the Executing Agency (EA) and the project implementation unit (PIU) will be achieved through consultant inputs, training courses provided by universities, specialized institutes, and firms, and acquisition of additional equipment financed from the grant. To assist the EA and the PIU in expediting project implementation, 3 person-months of national consulting services for monitoring and evaluation will be engaged individually prior to recruitment of the consulting firm.

Procurement	All procurement shall be in accordance with ADB's Procurement Guidelines (2007, as amended from time to time). Contracts for goods estimated to cost \$0.5 million or more and contracts for works estimated to cost \$1 million or more shall be procured using international competitive bidding (ICB) procedures. Contracts for goods and works estimated to cost less than the above ICB thresholds but more than \$100,000 shall be procured on the basis of national competitive bidding procedures (NCB) in accordance with the Public Procurement Law of Mongolia, subject to modifications agreed with ADB. Contracts for goods and works estimated to cost \$100,000 or less shall be procured using shopping procedures. For ICB invitations for bids, invitations for prequalification, draft prequalification documents, draft bidding documents, prequalification, and bid evaluation reports are to be submitted to ADB for prior review and approval. For NCB, the first draft English language version of the procurement documents should be submitted for ADB review and approval regardless of the estimated contract amount. The ADB-approved procurement documents should then be used as a model for all NCB procurement financed by ADB for the Project, and need not be subjected to further review. ADB will review the bid evaluation report and award of contract on a post-review basis. For shopping, ADB will review the award of the contract on a post-review basis. MECS will develop distribution systems for textbooks and learning materials that are acceptable to ADB that will ensure transparent distribution of these goods to project beneficiaries, before disbursing the project funds for these items.
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Timetable	
Concept Clearance	13 May 2008
Fact Finding	06 May 2008 to 16 May 2008
MRM	06 Jun 2008
Approval	21 Nov 2008
Last Review Mission	-
PDS Creation Date	18 Apr 2008
Last PDS Update	29 Sep 2014

## Grant 0125-MON

Milestones					
Approval	Signing Date	Effectivity Date	Closing		
			Original	Revised	Actual
21 Nov 2008	11 Dec 2008	21 Jan 2009	30 Sep 2013	30 Nov 2014	06 Mar 2015

Financing Plan		Grant Utilization			
	Total (Amount in US\$ million)	Date	ADB	Others	Net Percentage
Project Cost	10.83	Cumulative Contract Awards			
ADB	10.00	17 Jun 2022	10.00	0.00	100%
Counterpart	0.83	Cumulative Disbursements			
Cofinancing	0.00	17 Jun 2022	10.00	0.00	100%

Project Page	<a href="https://www.adb.org/projects/39254-022/main">https://www.adb.org/projects/39254-022/main</a>
Request for Information	<a href="http://www.adb.org/forms/request-information-form?subject=39254-022">http://www.adb.org/forms/request-information-form?subject=39254-022</a>
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