



Mongolia: Sustaining Access to and Quality of Education during Economic Difficulties

Project Name	Sustaining Access to and Quality of Education during Economic Difficulties		
Project Number	50091-001		
Country / Economy	Mongolia		
Project Status	Closed		
Project Type / Modality of Assistance	Technical Assistance		
Source of Funding / Amount			
	TA 9216-MON: Sustaining Access to and Quality of Education during Economic Difficulties		
	Japan Fund for Prosperous and Resilient Asia and the Pacific	US\$ 800,000.00	
Strategic Agendas	Environmentally sustainable growth Inclusive economic growth		
Drivers of Change	Gender Equity and Mainstreaming Governance and capacity development Knowledge solutions Partnerships		
Sector / Subsector	Education / Education sector development		
Gender	Effective gender mainstreaming		
Description	<p>Peaking in 2011, the growth of Mongolia's economy has rapidly decelerated due to declining foreign direct investment and falling commodity prices. This slowed growth has caused serious economic difficulties, including large revenue shortfalls and cuts in government investment, which are expected to continue beyond 2018 and further require the government to reduce inefficiency in public spending. Their negative impacts have already started being felt in the education sector, such as an increase of junior secondary graduates left out of school due to the suspension of monthly stipends for students in technical and vocational education and training. The tightening education budget, compounded by the growth of school age population and high costs of operating kindergartens and schools, will aggravate difficulties with sustaining access to and quality of education, especially for disadvantaged children and schools. Against this background, the government requested Asian Development Bank's (ADB) support.</p> <p>Cuts in capital expenditures add considerable pressures to existing kindergartens and schools which have already been experiencing overcrowded classes and multiple shifts. As a result, some children will not be able to enroll in kindergartens and schools. Continuous migration to Ulaanbaatar and some aimag centers is making classes increasingly scarce and overcrowded and run in two or three shifts, which exposes children to unnecessary risks. Moreover, most children with minor and severe disabilities have been left out of school outside Ulaanbaatar, because schools lack adequate facilities to accept them.</p> <p>The reduction in the education budget further affects the provision of essential inputs to education and lowers the quality of student learning. Since the government barely affords to maintain salaries and operational costs of kindergartens and schools, the supply of textbooks, teaching-learning materials, tools, and equipment will be kept to the minimum. At the same time, students in the majority of _non-laboratory_ schools will be more disadvantaged than those in _laboratory_ schools as _non-laboratory_ schools have already been suffering from insufficient teaching-learning materials, textbooks, library materials, and science laboratory materials and supplies. Lack of educational resources will further limit access to a full range of elective courses for senior secondary students in some of those resource-poor schools. On the other hand, out-of-school children and youths (more likely to be boys from poor households, herder families, and/or ethnic minority groups, and those with disabilities), whose number is on the increase especially during the economic difficulties, can only have limited access to quality alternative learning opportunities, which will further diminish their chances of success in life.</p> <p>Lack of resources for teacher training and continuous professional development will also affect the quality of student learning as well as access to education. The child-centered methodology introduced with the latest core curricula remains yet to be mastered by many teachers at the pre-primary, primary, and junior secondary levels. Teachers at lifelong learning centers have rarely received training, which largely accounts for low quality alternative education programs for out-of-school children and youths. Moreover, the lack of resources for teacher training constrains the government's efforts to expand access to kindergartens which are currently understaffed, and to schools for children with disabilities where teachers and school staff trained in special needs education are unavailable.</p>		
Project Rationale and Linkage to Country/Regional Strategy	<p>Since 1991 ADB's operations supported (i) rebuilding basic education infrastructure and strengthening the foundation for quality improvements during the transition period from a centrally planned to market-based economy; (ii) shifting a 10- to 12-year education system in line with international standards; and (iii) maintaining access to pre-primary education during the financial crisis and improving early childhood education, health, and nutrition. The project will be built on these experiences as well as ADB's ongoing operations in the education sector. It is in line with one of the two strategic pillars of ADB's interim country partnership strategy (2014 -2016) for Mongolia , inclusive social development , and its sector focus on basic and secondary education.</p>		
Impact			
Project Outcome			
Description of Outcome			
Progress Toward Outcome			
Implementation Progress			
Description of Project Outputs			
Status of Implementation Progress (Outputs, Activities, and Issues)			
Geographical Location		Nation-wide	
Summary of Environmental and Social Aspects			
Environmental Aspects			
Involuntary Resettlement			

Stakeholder Communication, Participation, and Consultation

During Project Design

During Project Implementation

Business Opportunities

Consulting Services A total of 20 person-months of international and 44 person-months of national consulting services will be required. Individual consultants will be engaged (6.5 person-months of international and 20 person-months of national consulting services) to conduct thematic assessments and related due diligence (environment and ethnic minorities), while 13.5 person-months of international and 24 person-months of national consulting services will be engaged through a firm (quality- and cost-based selection [90:10]; simplified technical proposal) to develop the project design, conduct due diligence of the other aspects, and prepare the RRP and PAM. ADB will ensure coordination of the outputs developed by the individual consultants and the firm. All consultants will be engaged in accordance with ADB's Guidelines on the Use of Consultants (2013, as amended from time to time). Output-based contracts and lump sum payments will be used under the TA.

Responsible ADB Officer	Schelzig, Karin Mara
Responsible ADB Department	East Asia Department
Responsible ADB Division	Urban and Social Sectors Division, EARD
Executing Agencies	Ministry of Education and Science Government Building-III, Suite # 514, Baga toiruu-44, Sukhbaatar district Ulaanbaatar, Mongolia

Timetable

Concept Clearance	14 Sep 2016
Fact Finding	-
MRM	-
Approval	03 Nov 2016
Last Review Mission	-
Last PDS Update	24 Sep 2019

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Milestones

Approval	Signing Date	Effectivity Date	Closing		
			Original	Revised	Actual
03 Nov 2016	30 Nov 2016	30 Nov 2016	30 Sep 2018	30 Sep 2019	23 Dec 2019

Financing Plan/TA Utilization

ADB	Cofinancing	Counterpart				Total	Cumulative Disbursements	
		Gov	Beneficiaries	Project Sponsor	Others		Date	Amount
0.00	800,000.00	0.00	0.00	0.00	0.00	800,000.00	17 Jun 2022	723,708.86

Project Page	https://www.adb.org/projects/50091-001/main
Request for Information	http://www.adb.org/forms/request-information-form?subject=50091-001
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