# East Asia Department Urban and Social Sectors Division

#### **EDUCATION AND HEALTH SECTORS**

- 1. Key documents
- 2. Portfolio at Glance
  - PRC
  - MON
- 3. Objective and Priorities
  - Education in PRC and MON
  - Health in PRC and MON
- 4. Future Opportunities

Eisuke TAJIMA, Education Specialist, EASS

ADB

ADB Business Opportunities Fair in 2011

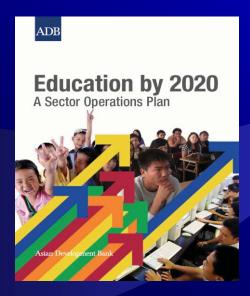
### 1. Key documents

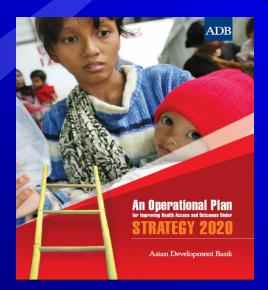
- Country Partnership Strategy
- Country Business Operation Plan





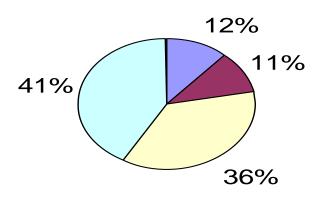
Sector Operation Plan by 2020 (Education / Health)





#### 2. 1 Portfolio at Glance - PRC

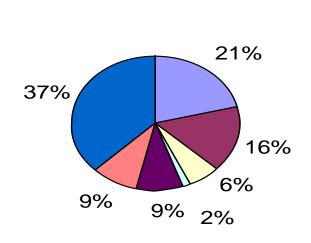
#### PRC Loan Approved in 2009-10



- Agriculture and Natural Resources
- Energy
- Multisector
- Transport and ICT

#### \* Only lending presented:

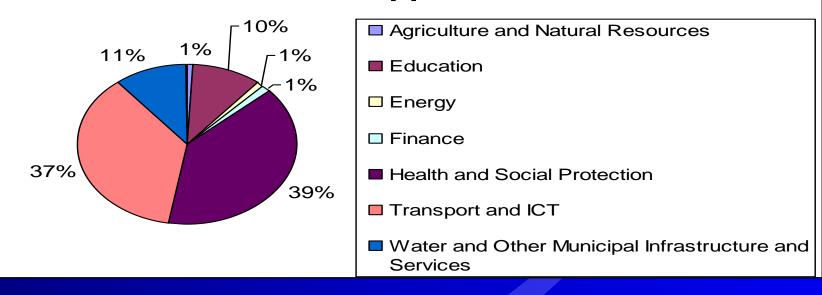
#### PRC TA Approved in 2010-2011



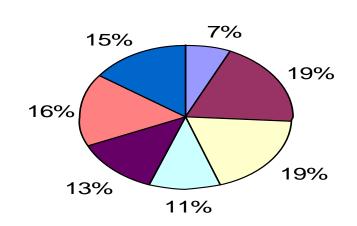
- Agriculture and Natural Resources
- Energy
- □ Finance
- □ Health and Social Protection
- Public Sector Management
- Transport and ICT
- Water and Other Municipal Infrastructure and Services

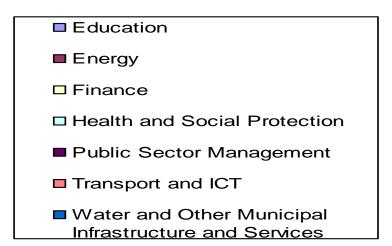
#### 2. 2 Portfolio at Glance - MON

#### **MON Loan and Grants Approved in 2009-10**



#### MON TA Approved in 2009-10





### 3.1 Support for Education in the PRC

### **Objective**

Promote inclusive growth and sustainable development

### **Priority areas**

Development of TVET



### 3.2 Support for Education in Mongolia

#### **Objective**

 Providing good quality and improving access to education to enhance the quality of the skilled labor force

#### **Priority Areas**

 Strengthen the sector governance through improving sector planning, & management through capacity building, and donor coordination

 Increase equity in access to and improve quality of basic and secondary education

 Rationalize the higher education & TVET systems for quality improvement

### 3.3 Support for Health Sector in the PRC

### **Objective**

 Support the Health Reform Process of the Government to Establish an Health Service System

### **Priority Areas**

 Expanding and improving quality of health insurance system in the rural areas



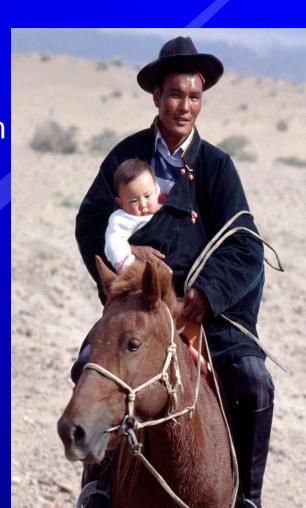
### 3.4 Support for Health Sector in Mongolia

### **Objectives**

 Support the broad policy reforms with better sector governance and improved provision of quality health care

#### **Priority Areas**

- Strengthening health sector governance
- Improving the environmental impact of health care
- Promoting public-private partnership
- Improving social health insurance
- Improving the legislative and regulatory framework of urban primary health care
- Improving sector management capacity
- Reforming secondary and tertiary care, primarily in Ulaanbaatar
- Improving the safety of medicines in the



## **4.1 Future Opportunities**

 Significant technical assistance and lending programs (pls refer the handout)

 First lending in education sector in the PRC (pipeline in 2013) 4.2 Knowledge Sharing in Education and Health Sectors produced by EASS









AN ACTION TOOL FOR MANAGERS

#### nvesting for the Future

ucation for All in the People's Republic of China

he Ministry of Education in the People's Republic of China onduct the Support for Reforms in Compulsory Education incing study. The study will propose effective financing cies to promote 9 years of compulsory education across country. While there has been significant progress, there still challenges to ensuring full access to, and completion nigh-quality compulsory education. One key issue is lack of ding for education and the equitable distribution of funds.

One Subsidy" is a national policy that grants poor students uption from textbook and miscellaneous fees, and provides a with subsidies for living expenses. Current subsidies are 2 per day for primary school students and CNY3 per day for condary school students, which are much lower than actual g expenses. These low subsidies pose a potential barrier to poor nts completing 9 years of compulsory education, and must be

central dosvernment has increased its financial assistance to cation in the disadvantaged rural areas of the western and tral regions. Despite this, financial disparities between schools e videned. Strong regional disparities, urban-rural disparities, intraurban and/or intrarural disparities between schools exist. e disparities must be eliminated to strengthen and decentralize and Guarantee Mechanism. It must have sufficient resources clearer delegation of fiscal authority for each government level.

se nonpersonnel expenditure. The quality of education school running costs and equipment costs, does not reflect marke revices and the actual needs of echanic disavestalt, echanic onerate



Various methods are used to calculate nonpersonnel expenditure.
This makes it difficult to have an accurate countrywide profile of nonpersonnel expenditure, and to effectively allocate funds. The calculation method must be standardized, and must consider the link between financial input and educational output such as the learning achievement of students.

Establish a monitoring and evaluation system. Regular monitoring is vital to assessing progress toward financing plan targets, and improving the Fund Guarantee Mechanism. It is equally important that evaluation outcomes guide policy development.

Monitoring and evaluation need to be conducted at each government level, and monitoring and evaluation of budgeting and actual budget implementation in schools are imperative

Contact information

Contact information

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Ministry of Education



ADB

nancing Technical and cational Education nd Training in the eople's Republic of China

ADB

ool-Enterprise Cooperation echnical and Vocational cation and Training

Asian Development Bank

Asian Development Bank

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