
Section 7. Terms of Reference

INTRODUCTION

1. Higher Education Sector Background

Rapid economic expansion has led to increased demand and supply for higher education (HE) in Mongolia. The Government of Mongolia has emphasized the value of higher education as a principal investment for the country's long-term economic competitiveness. The government's vision is of an effective higher education system that can help accelerate sustainable economic development, improve people's livelihoods, ensure social equality, and reduce poverty. However, the system is currently constrained by low quality and relevance, weak governance and management, inadequate financing, and limited opportunities in the higher education subsector, particularly for the poor and those in rural areas. Over 99 higher education institutions (HEI) are now in operation, but only around 40% of graduates are employed.

Discussions on higher education policy reforms have been ongoing for years. With a strong commitment to higher education reforms, concrete initiatives are now being implemented by the government. A major breakthrough was the development of the roadmap for higher education reform (2010–2021) to guide long-term policy development in the subsector. In the last 20 years, HEIs made attempts in providing favorable learning environment, facilities and infrastructure mainly by donor investments in the sector due to the budget deficits. However, the higher education sector comprehensive reform has not been designed and initiated yet. In general, it is time to review the current sector development and propose options adapting the best international practices in higher education development under the higher education reform agenda.

In spite of rapid expansion of higher education system of Mongolia in terms of the increased number of HEIs, the student enrolment growth and the government policies to liberalize the system, there are emerging issues and challenges that need to be addressed to ensure high academic standards and adequate job market preparation for students who are able to compete at the global market. The changes in the structure of the economy, competition and wider use of technological advances have resulted in increased demand for skilled and educated labor force supply in the last years of economic transition to a market economy. The reality is that the higher education system is not in a position to respond to social demands. The current system can be assumed as a situation of higher education “inflation” (mismatch between HEI supply and labor market demands) which produces a growing number of unemployed graduates due to offering of low-cost, low-quality programs designed mainly to attract students to enter HEIs because universities are financed mainly by tuition fee income, main source of financing.

HEIs' autonomy, academic freedom and accountability in a democracy with high aspirations for higher education development have been proclaimed in legal documents but do not exist

securely in a reality lacking the balanced indicators to measure HE efficiency, quality, responsiveness and accountability in the society. The current HEI system in Mongolia is characterized as highly bureaucratic, because vital academic, financial, and management decisions need to be approved either by the Ministry of Education and Science (MEDS) in case of public HEIs or the private owners of HEIs. In case of private HEIs, it's been only 20 years since the first establishment of HEIs with private property ownership in Mongolia. Therefore, those so called private institutions lack experiences in university governance and proper operations since the prevailing environment surrounding HEIs does not stimulate competition. In addition, the management of HEIs lacks strategic vision, capacity, and incentives to manage their funds efficiently, inefficiencies in planning because there is no system holding them accountable for the quality of the graduates trained in their institutions. The management capacity of HEIs lack understanding about corporate governance principles.

In terms of curriculum and programs offered, it is obvious that the content of some programs have been originated from the socialist times and have not been updated yet. Curriculum revision and development process do not follow consistent procedure to reflect the needs of students and labor market demands due to the lack of national capacity to revise the curriculum accordingly, and the of universities' will to improve their quality of programs offered. The curriculum and content of programs need to be reviewed and revised from this perspective of their relevance of labor market demands and technological changes taking place in the last years. Some people raised the concern over academic overload in the curriculum without blending of academic and practical application knowledge and skills that leads to inefficiencies in preparing graduates who can be able to apply their knowledge into practice. There are no indicators and assessment system to monitor over the outcome of curriculum implementation in teaching and learning. Many new concepts introduced in academic management of HEIs such as credit earning and degree structure have been suffering inconsistencies in implementation. The lack of practical experiences by students, textbook supply and renewal in this regard has been an issue.

In addition, higher education subsector receives just 12% of the amount budgeted for the education sector, leaving HEIs highly dependent on income generated from tuition fees collected from students. Most HEIs lack the financial capacity to attract qualified and well-trained teachers and researchers and to invest in up-to-date equipment, libraries, and laboratories which has led to preparation of low-quality graduates. HE system needs to introduce different financing approaches and schemes to ensure sustainable development and efficiency such as a competitive funding scheme. Now, either the state or universities themselves suffer from budget deficits and unable to cover expenses related to advancement of Hi Tech, capital investment such as renovation of buildings and facilities, opening of new labs, and promotion of research initiatives and scholarship opportunities for students.

The country lacks the system for continuing professional development of faculty members in HEIs. The HEIs are unable to allocate relevant funding for faculty professional development and career path development. Instead, faculties are in charge of seeking funding and training opportunities by themselves. This issue is quite serious for pre-tenured faculty who need to upgrade their professional competence and teaching methodologies. Rural-urban disparities in faculty development exist since rural institutions lack communication network availability.

Quality assurance in HE is a new concept in the Mongolian context. Institutional and program accreditation process has been in place since 1998 with the establishment of the National Council for Education Accreditation (NCEA) under the Ministry of Education. By now about 60% of HEIs have national institutional accreditation, as accreditation is not mandatory. The current accreditation system has very little effect on the public funding that an institution receives. While the accreditation process is well-defined, there are implementation lapses and there is no systematic monitoring of follow-up actions recommended by the external evaluation team. Quality assurance system of HEIs has been facing the lack of national capacity, experiences in administering the accreditation process and the lack of experiences by faculty and universities during the accreditation process or self-assessment exercises. Quality assurance system needs to be strengthened to ensure its integration with teaching learning process, learning outcomes and assessment system, quality improvement of curriculum and programs in line with international quality assurance practices. There is a need to review NCEA policies and practices, ensure independence from government and vested interests, and align business processes according to sound corporate governance principles.

There is a little initiative by the public higher education subsector to forge linkages with the business sector in areas needed by industry. Private sector participation in HE is quite weak in Mongolia. Universities lack proper policies and implementation of public private partnership (PPP) in research and teaching. The collaboration between universities and industry is limited to a number of cooperative research projects initiated or conducted by individual faculties. The faculty from institutions which are located in rural areas lack information how to collaborate with industry.

2. Project Background

The Government of Mongolia requested the Asian Development Bank (ADB) for financing of the Higher Education Reform Project to (i) improve the quality and relevance of higher education programs;(ii) strengthen governance, management and financing of higher education institutions (HEIs) and the entire subsector; and (iii) promote equitable access to higher education. The loan project 2766-MON: Higher Education Reform Project (HERP) to be implemented in 2012-2016 has become effective on 10 January 2012. This is the first higher education reform project through which the Ministry of Education and Science (MEDS) aims to institute its higher education reform agenda taking into account the whole sectorial and institutional issues. The project impact is an increased number of Mongolia's globally competitive higher education graduates responsive to labor market demands. The project outcome is an improved, well-managed, and equitable higher education system. Project interventions include institutional capacity building, human resource development, provision of learning and research facilities, equipment and materials, consultant services, minor civil works, support for public-private partnerships (PPP), and improvement of the higher education policy environment. The scope of the outputs is described below.

Component 1: Improved Quality and enhanced relevance of higher education programs

- Improve quality assurance and accreditation through institutional strengthening of NCEA and its business processes. Ensure that all HEIs will have institutional accreditation, and at

least 20 programs will be nationally accredited, and three programs in priority disciplines will be internationally accredited;

- Put in place core minimum curriculum standards and a national credit and levels system, and ensure at least 50% of all HEIs to carry out their own internal curriculum review and development;
- Build capacity of academic and administrative staff of HEIs;
- Improve research capacity and output in priority disciplines;
- Commission at least 60 joint research studies;
- Improve relevance to labor market needs through strengthening public and private partnerships (PPP); and
- Introduce a total of 20 new PPP and twinning arrangements with foreign HEIs;

Component 2: Strengthened management, financing, and governance of higher education subsector

- Pilot reforms in autonomy, accountability, and sound corporate governance in two public HEIs and subsequently roll out to the remaining 14 public HEIs;
- Pilot reforms to improve the quality and sustainability of private HEIs in two private HEIs and rolled out to at least 10 other private HEIs;
- Establish the Higher Education Endowment Fund to serve as the main conduit for funding of development initiatives for higher education and competitive grants to be awarded under the project;
- Improve financing of higher education through the promotion of PPPs to enhance resource mobilization at the institutional level and through the rationalization of state funding mechanisms, policies, and practices to improve targeted assistance;
- Develop improved financial assistance schemes such as merit scholarships and student loans; and
- Increase the number of scholarships funded for priority disciplines;

Component 3: Improved Equity and Access

- Improvement of state support mechanisms for poor students and students in rural areas.
- Development of policies and mechanisms to attain and maintain gender balance in higher education enrollment, and expansion of higher education outreach to rural areas;
- Four rural HEIs will be piloted to provide distance education and other mechanisms to expand higher education outreach to at least 2,000 rural students;
- The information base for key social development indicators will be improved and mechanisms for monitoring and evaluation of those indicators will be established; and
- Strengthen information dissemination and advocacy for social development in higher education.

Project Implementation Arrangements

The MEDS is the project implementing agency. A project Steering Committee chaired by the Minister of Education and Science is in charge of overall guidance and supervision the project implementation. The Strategic Policy and Planning Department and the Higher Education Division are the main units of MEDS responsible for implementation of the project who are assisted by the Project Implementation Unit (PIU) which is in charge of the day-to-day

management and coordination of the project activities. MEDS intends to hire several consulting firms and at least 7 individual consultants for the project implementation. The following tasks are expected to be completed by the individual consultants, which will be further elaborated by the consulting firms:

- *Higher Education Governance Specialist* will have worked to review the legal and regulatory frameworks for the higher education subsector and identify and study international best practices of higher education sector governance, concerning, in particular, institutional arrangements, powers of central authorities, degree of HEIs' autonomy, HEIs' accountability, quality assurance, R&D, industry and cross-border partnerships, funding systems, HEIs' financial management, HEIs' governing body and academic council;
- *Higher Education Finance Specialists* will have worked to review the current funding system for the higher education subsector, including the STF and other state funding programs, line items of public expenditure on higher education, methods of allocating state funding, financial monitoring and control, sources of funds for HEIs, HEIs' financial autonomy, composition of HEIs' expenditure, HEIs' financial management systems and provide recommendations/suggestions on the review of the STF and the establishment of a higher education fund and its operating procedures;
- *Quality Assurance and Accreditation Specialists* will have worked to identify and study international best practices of HEI quality assurance, concerning, in particular, different options for quality assurance mechanisms and institutional arrangements, quality standards for institutional accreditation in teaching, research, institutional management and governance, quality standards for program accreditation in teaching personnel, libraries, laboratories, and other facilities (agriculture, engineering and technology, and natural sciences), accreditation and quality assurance guidelines, and resources for different quality assurance mechanisms; and
- *Human Resource Strategy Specialist* will have designed the HR development plan to be implemented under the project.

B. CONSULTING SERVICE

An international consulting firm will be recruited for 18 months period throughout the project implementation duration, to provide a team of consultants that consists of in total 10 international (46 person-months) and 10 national consultants (76 person-months). A consulting firm will be recruited in accordance with ADB's Guidelines on the Use of Consultants (2013, as amended from time to time) and will be selected through the quality (80%) and cost (20%) based selection method. The firm is required to have strong expertise in higher education reforms in countries with similar situation as Mongolia. It should have proven expertise on strategic policy development and advisory work. The scope of service and detailed terms of reference for the required positions are in sections E and F.

The firm will assist the MEDS, its agencies and HEIs to implement the higher education reforms envisioned under the project, with overall goals of improving quality and relevance of higher education in Mongolia, implementing policies and regulations to grant better autonomy to higher education institutions, and creating mechanisms to improve accessibility and equity of higher education. The required number of international and national consultants, engagement period and areas of expertise are specified in the Table 1 below:

Table1. Consulting Inputs

#	CONSULTANT	PERSON-MONTHS (p/m)	
		International	National
1	University Governance Specialists	8	12
2	Program Accreditation Specialists in Engineering and Technology	4	6
3	Program Accreditation Specialists in Agriculture	4	6
4	Program Accreditation Specialists in Natural Science	4	6
5	Financial Management and Accounting Specialists	6	8
6	National Qualification and Credit System Specialists	4	8
7	Research Policy and Strategy Specialists	4	8
8	Curriculum, Teaching and Learning Review Specialists	4	8
9	Faculty Development Specialists	4	8
10	University Partnership Specialists	4	6
	TOTAL	46	76

C. KEY DELIEVABLES AND REPORTING REQUIREMENTS

All the outputs, studies, assessments, analysis, proposals and recommendations, will be included in the periodic reports listed in the Table 2. In addition, the consulting firm will be responsible for (i) timely and quality production of deliverables to the satisfaction of the MEDS and ADB; (ii) ensuring the quality of reports and incorporating comments and feedback of the MEDS and ADB in the reports; and (iv) sharing its findings and recommendations with the stakeholders at various venues upon request by the MEDS and ADB.

Table2. Key Deliverables

No	Deliverable	Submission Time Period	Copies and Recipients
1	Inception report including detailed workplan, methodology and schedule for performing the assignment. The training of counterpart officers and relevant stakeholders should be identified prior to preparation of the inception report and included in the Inception Report.	Within two weeks of the date of commencement	One copy each to MEDS, PIU and ADB
2	Inception workshop	After 1 month since commencement of service	

3	Interim progress report no.1reporting the achievements and presenting the plans	After 3 months since commencement of service	One copy each to MEDS, PIU and ADB
4	Series of stakeholder consultation workshops	As required	
5	Midterm report	After 8 months since commencement of service	One copy each to MEDS, PIU and ADB
6	Interim report 2 on the work carried out and the work to be carried out as per the activity plan given in the inception report for the acceptance and the approval of MEDS.	After 12 months since commencement of service	One copy each to MEDS, PIU and ADB
7	Draft final report	After 17 months since commencement of service (at least 6 weeks prior the completion of assignment)	One copy each to MEDS, PIU and ADB
8	Final workshop	After 17 months since commencement of service	
9	Final report incorporating comments and feedback from the MEDS and ADB	After 18 months since commencement of service	One copy each to MEDS, PIU and ADB
10	Activity reports to be submitted immediately after completing the specific activity/event.	After every particular event organized by the team	One copy to PIU
11	Each consultant's individual Inception report	Within two weeks of the commencement of service	One copy to PIU
12	Each consultant's individual Final draft report	Two weeks prior the completion of the service	One copy to PIU
13	Hold bi-weekly meetings of the consultants team with the PIU and MEDS and other stakeholders to report and monitor the progress.	On bi-weekly basis	

Requirements for Reports and Workshop Presentations:

1. All reports must be submitted in both English and Mongolian to MEDS and ADB through PIU;

2. The date of receiving the deliverables in both English and Mongolian will be considered as the actual date of submission and MEDS' and ADB's review will start from the date of submission;
3. All the key reports need to be reviewed and approved by MEDS for acceptance;
4. The final report should be submitted on a CD in electronic form and 5 paper photocopies of the original documents; and
5. Presentations are to be made in either Mongolian or English, as specified by MEDS

D. COUNTERPART SUPPORT AND PERSONNEL

To ensure full acceptance of their outputs, the consultants will perform their responsibilities in close consultation with MEDS through the counterpart personnel that will be provided by MEDS as shown in the table 3. The PIU will be the primarily responsible for supporting, reviewing and monitoring the consulting services and reporting on progress to MEDS and ADB on the main achievements.

Table 3. Counterpart Personnel

№	Name	Position
Strategic Policy and Planning Department, Ministry of Education and Science (MEDS)		
1	Nasanbayar.B	Director
2	Lyankhua.D	Project Administration Specialist
3	Bayar.D	Senior Specialist of Higher Education Planning
Monitoring and Evaluation Division (MEDS)		
4	Oyuntsetseg.M	Deputy Head
Higher Education Implementation Division (MEDS)		
5	Erkhembulgan.P	Head
Finance and Investment Division		
6	Otgonbat.J	Financial Specialist of higher education and science sector
Higher Education Policy Council		
7	Bat-Erdene.R	Head
National Council for Education Accreditation		
8	Batsaikhan.Kh	Executive Director
Higher Education Reform Project (PIU)		
9	Boldbaatar.B	Coordinator
10	Orkhon.G	Higher Education Specialist

E. REQUIREMENTS AND RESPONSIBILITIES OF CONSULTANTS TEAM

The consulting firm will need to ensure that consulting assignment goes smoothly without interruption, and be ready to provide a pool of back-up consultants who are equal or more qualified in case of premature termination of consultants.

The international consultants will lead and carry-out the activities in their respective areas of expertise in collaboration with the national consultants and the Project Implementation Unit (PIU) under the guidance of the government counterpart officials. The national consultants will advise the international consultants on the local situation including the effect of

implementation of HE reform initiatives, to enable them to adjust and apply their analysis and recommendations to local conditions.

General qualification and competencies required for all consultants:

- Experience in advising government in policy development;
- Extensive knowledge and experiences in the assigned areas;
- Recent experience in similar type of assignments preferably in countries similar to Mongolia;
- Knowledge and information about Mongolia's education development and system challenges and issues; and
- Ability to design and conduct workshops and training for the HEI administrators;

Qualification requirements specific to all national consultants:

- International experience in similar type of assignments would be an advantage; and
- Proficient writing and spoken skills in Mongolian and English languages;

The outline of terms of reference and specific requirements for the international and national experts are given below.

1. University Governance Specialist/Team Leader (International, 8 p/m)

An international university governance specialist with 10 or more years of related technical, policy and strategy, and management experience, will be hired as a team leader. A postgraduate degree preferably in educational management from a recognized university will be an advantage.

Description of responsibilities:

As Team Leader:

1. Supervise the consultants team as a leader, and represent the team;
2. Develop an overall work plan of the consulting assignment implementation and a participation strategy of major stakeholders and organize dissemination workshops for the government and other stakeholders;
3. Provide management support to the team, monitor and evaluate each member's activities to ensure each team member's assignment goes according to the work plan and schedule, make immediate decisions in case of poor performance of consultants, and discuss with MEDS in case gaps in the implementation occur;
4. Ensure timely submission of high quality deliverables for the government review and decision making;
5. Establish and maintain good working relations with MEDS, PIU and HEIs and represent the team;
6. Organize regular meetings to among the team reviewing their inputs/outputs to derive maximum benefits; and
7. Hold bi-weekly meetings of the consultants team with the PIU and MEDS and other stakeholders to report and monitor the progress.

As University Governance Specialist:

1. Support the pilot implementation of a new governance improvement proposal (model) for selected HEIs in Mongolia covering all the issues of university functioning (governing board functioning, academic board roles, leadership, improved service delivery (teaching, research and community partnership), faculty development, financial management, student learning outcomes and etc) from the perspective of building a strong, accountable, transparent and merit-based university governance model based on reviewing the existing governance and university management policies, regulatory mechanisms, related legal and regulatory documents, internal rules and by-laws applied to teaching and learning in certain universities (public and private) in close collaboration with a national consultant;
2. Pilot the proposed model at two selected public HEIs in their respective transformation in governance and management and implement gradual roll-out of the model in the remaining 14 public HEIs;
3. Pilot the new governance model in two private HEIs which should become eligible for “for-profit institution” status and gradual roll-out of the model in 10 other HEIs with private ownership;
4. Elaborate the lessons learned from the pilot experiment, revise and finalize the model and submit its recommendations for the government;
5. Pilot an optional university charter and by-laws revising the existing documents in certain universities leading to the renewal of those rules at the decision making level; assist universities to implement them accordingly;
6. Design a new methodology and provide guidance on how to formulate university mission statements and prepare strategic development plan and business development plan (how to brand themselves) for HEIs and build the local capacity through training and workshops on effective application of this methodology in 3 selected universities;
7. Pilot different marketing tools to strengthen the overall business performance of universities to deliver education services through branding themselves and promotion in selected programs (curriculums) of HEIs;
8. Establish university level merit-based scholarship offers for students in priority disciplines (policies, procedures and selection process) alongside with the issue of creating financial assistance funding opportunities by universities themselves;
9. Propose a ranking system for Mongolian HEIs incorporating the best international practices and inputs of other team members;
10. In collaboration with other team members produce a Strategic Action Plan on the future development of HEIs located in rural areas to upgrade them as economic and social development catalysts in their regions;
11. Define the list of training topics and areas that can be covered during short-term study tours to other counties and national level professional development training programs designed to upgrade knowledge, skills and attitude of university faculty and administrators on the university corporate governance issues based on the needs of the target groups; and
12. Conduct trainings, workshops and forums in autonomy, accountability, and corporate governance principles and internal business development;

2. University Governance Specialist/Deputy-Team Leader (National, 12 p/m)

A national university governance specialist with 10 or more years of related technical, policy and strategy, and management experience, will be hired as deputy team leader. A postgraduate qualification preferably in higher education management from a recognized university will be an asset.

Description of responsibilities:

As Deputy Team Leader:

1. Coordinate the local consultants services and assist in monitoring and evaluation of each member's performance to ensure each team member's assignment goes according to the work plan and schedule, make immediate decisions in case of poor performance of consultants, and discuss with MEDS in case gaps in the implementation occur;
2. Coordinate the communication with MEDS, PIU and HEIs;
3. Assist and provide available national level data and information in analyzing the higher education system of Mongolia through carefully reviewing the proposed government reform actions for HE;
4. Develop policy recommendations for the government based on the results of the team work; and
5. Organize discussion and submission process over deliverables of team members for the government review and decision making;

As University Governance Specialist:

1. Assist in local data collection from universities and coordinate between the international consultant and universities;
2. Assist in designing university charter and by-laws, documents in certain universities leading to the renewal of those rules at the decision making level; assist universities to implement new charters accordingly;
3. Coordinate the piloting of the new model at two selected public HEIs and two private HEIs in their respective transformation in governance and management; implement gradual roll-out of the model in the remaining public 14 HEIs and 10 private HEIs to acquire for-profit status;
4. Get feedback from institutions in elaborating the lessons learned from the pilot experiment;
5. Apply a new methodology on preparing or formulating university mission statements, strategic development plan and a new business development plan for HEIs; build the local capacity in applying this methodology in 3 selected universities;
6. Provide local level information on the issues related to establishing university level merit-based scholarship offers for students in priority disciplines (policies, procedures and selection process) alongside with the issue of creating financial assistance funding opportunities by universities themselves;
7. Prepare local information and data collection in proposing a new ranking system for Mongolian HEIs incorporating the best international practices and inputs of other team members; and
8. Support in producing a Strategic Action Plan on the future development of rural HEIs to upgrade them as economic and social development catalysts in their regions; and

3. Program Accreditation Specialist in Agriculture (International, 4 p/m)

An international accreditation specialist with 10 or more years of related technical experience in program accreditation preferably in agriculture or related discipline will be hired for the position. A postgraduate qualification preferably in educational management, agriculture or related disciplines from a recognized university will be an advantage.

Description of responsibilities:

1. Advise the National Evaluation Team in charge of the agriculture disciplines of the NCEA on upgrading their professional knowledge and skills, their selection criteria, TOR and their rules of work; prepare guidance on its effective functioning on how to validate self-study reports in order to build the national capacity in this field and train them accordingly;
2. Support in the process of selecting programs to be accredited;
3. Develop and submit under discussion a work plan on administering the steps leading to international and national accreditation by five priority agricultural programs, including preparatory activities such as preliminary self-assessment by program administration, identifying gap areas and preparing an action plan on achieving the accreditation status; administer the beginning steps for achieving the accreditation status by four programs;
4. In terms of four programs to be accredited nationally, based on the experiences of working with NCEA, develop recommendations for each program to meet the eligible criteria through assisting the faculty and program administration analyzing and subsequently improving its functioning specially with respect to teaching and learning, institution's performance, capacity and qualification of faculty, availability and maintenance of facilities, equipment and institutional effectiveness;
5. Assist universities to prepare for and achieve international accreditation by one selected priority program; prepare an overview of related international accreditation institutions in disciplines of agriculture/veterinary; propose the relevant agencies to establish cooperative links; prepare criteria and procedure to achieve international accreditation status applicable specifically to agricultural programs; building the faculty ability in supporting quality assurance for their disciplines working closely with faculty and university administration at the targeted institution or program in their preparation of the short-term action plan how to get their program accredited internationally and how to meet criteria for international accreditation; organize preliminary self-study report writing exercise and peer review by faculty against the internationally acceptable criteria for program accreditation to reach marketability of students internationally;
6. Reflect the international practices in other countries, assisting universities and faculty in meeting quality assurance criteria performed by self-assessment exercise of faculty members;
7. Define how program level quality assurance criteria can be placed within university's Quality Assurance Information Management System;

Perform the following tasks in collaboration with other program accreditation specialists:

8. Create a common framework for HEIs to develop their internal curriculum review, control and development and provide guidelines on establishment of QA mechanisms for curriculum development;
9. Produce recommendations to improve research capacity in the selected discipline (agriculture) through center of excellences in a selected HEI;

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10. Design professional development training programs to upgrade the selected program related faculty members' research capacity and teaching skills;
 11. Develop strategies for production of quality textbooks for the selected subjects, overview the manuscript development;
 12. Organize workshops and training for stakeholders at two levels such as MEDS and university administration and staff in charge of quality assurance management focusing on the topics related to accreditation policies, procedures and international standards;
 13. Organize training for NCEA staff; and
 14. Organize workshops and training for researchers in higher education and program administrators to upgrade their competence in curricula design and monitoring;

4. Program Accreditation Specialist in Agriculture (National, 6 p/m)

A national accreditation specialist with 5 or more years of relevant professional experience in quality assurance, accreditation and educational management in the higher education sector will recruited for the position. A postgraduate qualification preferably in agriculture from a recognized university will be an asset.

Description of responsibilities:

1. Assist in developing and submitting under discussion a work plan on administering the steps leading to international and national accreditation by five priority agricultural programs, including preparatory activities such as preliminary self-assessment by program administration, identifying gap areas and preparing an action plan on achieving the accreditation status; coordinating steps for achieving the accreditation status by four programs nationally as follow-up of international consultancy inputs;
2. In terms of four programs to be accredited nationally, assist in collecting related information about each program to meet the eligible criteria through assisting the faculty and program administration in analyzing and subsequently improving its functioning especially with respect to teaching and learning, institution's performance and institutional effectiveness;
3. Coordinate the university level activities in the process of preparing for and achieving international accreditation by one selected priority program; preparing an overview of related international accreditation institutions in disciplines of agriculture/veterinary; proposing the relevant agencies to establish cooperative links; prepare criteria and procedure to achieve international accreditation status applicable specifically to agricultural programs; building the faculty ability in supporting quality assurance for their disciplines working closely with faculty and university administration at the targeted institution or program in their preparation of the short-term action plan how to get their program accredited internationally and how to meet criteria for international accreditation; organize preliminary self-study report writing exercise and peer review by faculty against the internationally acceptable criteria for program accreditation to reach marketability of students internationally;

Perform the following tasks in collaboration with other program accreditation specialists:

4. Find out the current condition of program level quality assurance arrangements at institutions to provide available information for an international consultant;

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5. Assist in creating a common framework for HEIs to develop their internal curriculum review, control and development and provide guidelines on establishment of QA mechanisms for curriculum development;
 6. Prepare local level information needed for producing recommendations to improve research capacity in the selected discipline (agriculture) through center of excellences in selected HEIs;
 7. Prepare data to understand the current situation of textbook development for the purpose of developing strategies for production of quality textbooks for the selected subjects, overview the manuscript development;
 8. Organize workshops and training for stakeholders at two levels such as MEDS and university administration and University staff in charge of quality assurance management focusing on the topics related to accreditation policies, procedures and international standards;
 9. Organize training for NCEA staff; and
 10. Organize workshops and training for researchers in higher education and program administrators to upgrade their competence in curricula design and monitoring;

5. Program Accreditation Specialist in Engineering and Technology (International, 4 p/m)

An international accreditation specialist with 10 or more years of related technical experience in program accreditation preferably in the field of engineering and technology or related discipline will be hired for the position. A postgraduate qualification preferably in educational management or engineering and technology from a recognized university will be an asset.

Description of responsibilities:

1. Advise the National Evaluation Team in charge of the engineering and technology discipline hired by the NCEA on upgrading their professional knowledge and skills, their selection criteria, TOR and their rules of work; prepare guidance on its effective functioning on how to validate self-study reports in order to build the national capacity in this field and train them accordingly;
2. Support in the process of selecting programs to be accredited;
3. Develop and submit under discussion a work plan on administering the steps leading to international and national accreditation by five priority engineering and technology programs, including preparatory activities such as preliminary self-assessment by program administration, identifying gap areas and preparing an action plan on achieving the accreditation status; administer the beginning steps for achieving the accreditation status by four programs;
4. In terms of four programs to be accredited nationally, based on the experiences of working with NCEA, develop recommendations for each program to meet the eligible criteria through assisting the faculty and program administration in analyzing and subsequently improving its functioning specially with respect to teaching and learning, institution's performance capacity and qualification of faculty, availability and maintenance of facilities, equipment and institutional effectiveness;
5. Support the selected university in the process of preparing for and achieving international accreditation by one selected priority program; prepare an overview of related international

accreditation institutions in disciplines of engineering and technology; propose the relevant agencies to establish cooperative links; prepare criteria and procedure to achieve international accreditation status applicable specifically to engineering and technology programs; building the faculty ability in supporting quality assurance for their disciplines working closely with faculty and university administration at the targeted institution or program in their preparation of the short-term action plan how to get their program accredited internationally and how to meet criteria for international accreditation; organize preliminary self-study report writing exercise and peer review by faculty against the internationally acceptable criteria for program accreditation to reach marketability of students internationally;

6. Reflecting the international practices in other countries, assist universities to meet quality assurance criteria performed by self-assessment exercise of faculty members;
7. Define how program level quality assurance criteria can be placed within university's Quality Assurance Information Management System;

Perform the following tasks in collaboration with other program accreditation specialists:

8. Create a common framework for HEIs to develop their internal curriculum review, control and development and provide guidelines on establishment of QA mechanisms for curriculum development;
9. Produce recommendations to improve research capacity in the selected discipline (engineering and technology) through center of excellences and CDIO model in selected HEIs;
10. Design professional development training programs to upgrade the selected program related faculty members' research capacity and teaching skills;
11. Develop strategies for production of quality textbooks for the selected subjects, overview the manuscript development;
12. Organize workshops and training for stakeholders at two levels such as MEDS and university administration and staff in charge of quality assurance management focusing on the topics related to accreditation policies, procedures and international standards;
13. Organize training for NCEA staff; and
14. Organize workshops and training for researchers in higher education and program administrators to upgrade their competence in curricula design and monitoring;

6. Program Accreditation Specialist in Engineering and Technology (National, 6 p/m)

A national accreditation specialist with 5 or more years of relevant professional experience in quality assurance, accreditation and educational management in the higher education sector will recruited for the position. A postgraduate qualification preferably in engineering and technology from a recognized university will be an asset.

Description of responsibilities:

1. Assist in developing and submitting under discussion a work plan on administering the steps leading to international and national accreditation by five priority engineering and technology programs, including preparatory activities such as preliminary self-assessment by program administration, identifying gap areas and preparing an action plan on achieving the

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- accreditation status; coordinating steps for achieving the accreditation status by four programs nationally as follow-up of international consultancy inputs;
2. In terms of four programs to be accredited nationally, assist in collecting related information about each program to meet the eligible criteria through assisting the faculty and program administration in analyzing and subsequently improving its functioning specially with respect to teaching and learning, institution's performance and institutional effectiveness;
 3. Coordinate the university level activities in the process of preparing for and achieving international accreditation by one selected priority program; preparing an overview of related international accreditation institutions in disciplines of engineering and technology; proposing the relevant agencies to establish cooperative links; prepare criteria and procedure to achieve international accreditation status applicable specifically to engineering and technology programs; building the faculty ability in supporting quality assurance for their disciplines working closely with faculty and university administration at the targeted institution or program in their preparation of the short-term action plan how to get their program accredited internationally and how to meet criteria for international accreditation; organize preliminary self-study report writing exercise and peer review by faculty against the internationally acceptable criteria for program accreditation to reach marketability of students internationally;

Perform the following tasks in collaboration with other program accreditation specialists:

4. Find out the current condition of program level quality assurance arrangements at institutions to provide available information for an international consultant;
5. Assist in creating a common framework for HEIs to develop their internal curriculum review, control and development and provide guidelines on establishment of QA mechanisms for curriculum development;
6. Prepare local level information needed for producing recommendations to improve research capacity in the selected discipline (engineering and technology) through center of excellences in selected HEIs;
7. Prepare data to understand the current situation of textbook development for the purpose of developing strategies for production of quality textbooks for the selected subjects, overview the manuscript development;
8. Organize workshops and training for stakeholders at two levels such as MEDS and university administration and staff in charge of quality assurance management focusing on the topics related to accreditation policies, procedures and international standards;
9. Organize training for NCEA staff; and
10. Organize workshops and training for researchers in higher education and program administrators to upgrade their competence in curricula design and monitoring;

7. Program Accreditation Specialist in Natural Science (International, 4 p/m)

An international accreditation specialist with 10 or more years of related technical experience in program accreditation preferably in the field of natural science or related discipline will be hired for the position. A postgraduate qualification preferably in educational management or natural science from the recognized universities will be preferred.

Description of responsibilities:

1. Advise the National Evaluation Team in charge of the natural science discipline hired by the NCEA on upgrading their professional knowledge and skills, their selection criteria, TOR and their rules of work; prepare guidance on its effective functioning on how to validate self-study reports in order to build the national capacity in this field and train them accordingly;
2. Support in the process of selecting programs to be accredited;
3. Develop and submit under discussion a work plan on administering the steps leading to international and national accreditation by five priority natural science programs, including preparatory activities such as preliminary self-assessment by program administration, identifying gap areas and preparing an action plan on achieving the accreditation status; administer the beginning steps for achieving the accreditation status by four programs;
4. In terms of four programs to be accredited nationally, based on the experiences of working with NCEA, develop recommendations for each program to meet the eligible criteria through assisting the faculty and program administration in analyzing and subsequently improving its functioning specially with respect to teaching and learning, institution's performance and institutional effectiveness;
5. Assist universities in the process of preparing for and achieving international accreditation by one selected priority program; prepare an overview of related international accreditation institutions in disciplines of natural science; propose the relevant agencies to establish cooperative links; prepare criteria and procedure to achieve international accreditation status applicable specifically to natural science programs; building the faculty ability in supporting quality assurance for their disciplines working closely with faculty and university administration at the targeted institution or program in their preparation of the short-term action plan how to get their program accredited internationally and how to meet criteria for international accreditation; organize preliminary self-study report writing exercise and peer review by faculty against the internationally acceptable criteria for program accreditation to reach marketability of students internationally;
6. Reflecting the international practices in other countries, assist universities to meet quality assurance criteria performed by self-assessment exercise of faculty members;
7. Define how program level quality assurance criteria can be placed within university's Quality Assurance Information Management System;

Perform the following tasks in collaboration with other program accreditation**specialists:**

8. Create a common framework for HEIs to develop their internal curriculum review, control and development and provide guidelines on establishment of QA mechanisms for curriculum development;
9. Produce recommendations to improve research capacity in the selected discipline (natural science) through center of excellences in selected HEIs;
10. Design professional development training programs to upgrade the selected program related faculty members' research capacity and teaching skills;
11. Develop strategies for production of quality textbooks for the selected subjects, overview the manuscript development;

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12. Organize workshops and training for stakeholders at two levels such as MEDS and university administration and staff in charge of quality assurance management focusing on the topics related to accreditation policies, procedures and international standards;
 13. Organize training for NCEA staff; and
 14. Organize workshops and training for researchers in higher education and program administrators to upgrade their competence in curricula design and monitoring;

8. Program Accreditation Specialist in Natural Science (National, 6 p/m)

A national accreditation specialist with 5 or more years of relevant professional experience in quality assurance, accreditation and educational management in the higher education sector will be recruited for the position. A postgraduate qualification preferably in natural science from a recognized university will be an asset.

Description of responsibilities:

1. Assist in developing and submitting under discussion a work plan on administering the steps leading to international and national accreditation by five priority natural science programs, including preparatory activities such as preliminary self-assessment by program administration, identifying gap areas and preparing an action plan on achieving the accreditation status; coordinating steps for achieving the accreditation status by four programs nationally as follow-up of international consultancy inputs;
2. In terms of four programs to be accredited nationally, assist in collecting related information about each program to meet the eligible criteria through assisting the faculty and program administration in analyzing and subsequently improving its functioning specially with respect to teaching and learning, institution's performance and institutional effectiveness;
3. Coordinate the university level activities in the process of preparing for and achieving international accreditation by one selected priority program; preparing an overview of related international accreditation institutions in disciplines of natural science; proposing the relevant agencies to establish cooperative links; prepare criteria and procedure to achieve international accreditation status applicable specifically to engineering and technology programs; building the faculty ability in supporting quality assurance for their disciplines working closely with faculty and university administration at the targeted institution or program in their preparation of the short-term action plan how to get their program accredited internationally and how to meet criteria for international accreditation; organize preliminary self-study report writing exercise and peer review by faculty against the internationally acceptable criteria for program accreditation to reach marketability of students internationally;

Perform the following tasks in collaboration with other program accreditation specialists:

4. Find out the current condition of program level quality assurance arrangements at institutions to provide available information for an international consultant;
5. Assist in creating a common framework for HEIs to develop their internal curriculum review, control and development and provide guidelines on establishment of QA mechanisms for curriculum development;

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6. Prepare local level information needed for producing recommendations to improve research capacity in the selected discipline (natural science) through center of excellences in selected HEIs;
 7. Prepare data to understand the current situation of textbook development for the purpose of developing strategies for production of quality textbooks for the selected subjects, overview the manuscript development;
 8. Organize workshops and training for stakeholders at two levels such as MEDS and university administration and staff in charge of quality assurance management focusing on the topics related to accreditation policies, procedures and international standards;
 9. Organize training for NCEA staff; and
 10. Organize workshops and training for researchers in higher education and program administrators to upgrade their competence in curricula design and monitoring;

9. Financial Management and Accounting Specialist (International, 6 p/m)

An international finance and accounting specialist with 10 or more years of related technical experience in higher education financing/accounting, endowment fund operations, practical experiences with accounting system and accounting reporting systems, and demonstrated capacity in performing similar responsibilities will be recruited for the position. A postgraduate qualification preferably in financing/accounting from a recognized university is preferred.

Description of responsibilities:

1. Assist selected universities to pilot a transparent and accountable financial management accounting system for HEIs to ensure financial compliance and accountability while collaborating with a specialist in governance under the assignment;
2. In order to transform HEIs in employing and sustaining university financial resources, identify the ways and opportunities to generate non-state budget from multiple sources of funding and provide recommendations on related policies and strategies on building capacity of HEIs for resource mobilization working in collaboration with a local consultant and Finance and Investment Department at MEDS comparing the local situation with similar context and experiences at the international level; explore the ways of cross subsidies and pilot in two public institutions;
3. Coordinate piloting in two private institutions on transforming how to employ and sustain university financial resources which can lead to the status of private for-profit and private non-for-profit HEIs as an application of relevant international models;
4. Prepare reports on lessons learned from the pilot exercises as policy recommendations;
5. Support selected institutions on fostering internal control and information sharing system within university to ensure transparency;
6. Provide advice to HEIs on reporting requirements of competitive grant award;
7. Suggest results-based monitoring indicators for financial management and accounting standards for HEIs;
8. Identify M&E indicators of financial performance within Information Management System in HEIs;
9. Appraise the current issues related to funding of HEIs located in rural areas (Dornod, Khovd, Zavkhan, Orkhon and Darkhan-Uul provinces) and develop action plan of a rational

financial management and accounting system designed to upgrade them into the level of other institutions;

10. Propose policy recommendations on promoting research assistantships and scholarship opportunities at the graduate level study;
11. Design professional development training curriculum on budget management, accounting management, financial/statistics management, procurement, research grant fund management, HR/wage management, and asset/facility management;
12. Propose action plan on creating university aid and scholarship fund in priority disciplines and its sustainability; and
13. Organize workshops and trainings covering the issues of multiple funding sources and financial accountability and transparency and study tours to other countries;

10. Financial Management and Accounting Specialist (National, 8 p/m)

A national finance and accounting specialist with 5 or more years of related technical experience in higher education financing/accounting, practical experiences with accounting system and accounting reporting systems, and demonstrated capacity in performing similar responsibilities will be recruited for the position. A postgraduate qualification preferably in financing/accounting from a recognized university will be an asset.

Description of responsibilities:

1. Assist selected universities to pilot a transparent and accountable financial management accounting system for HEIs to ensure financial compliance and accountability while collaborating with a specialist in governance under the assignment;
2. Assist the international consultant in suggesting results-based monitoring indicators for financial management and accounting standards;
3. Coordinate financial resource mobilization such as cross subsidies and pilot it in two institutions;
4. Assist two pilot private institutions in transforming how to employ and sustain university financial resources which can lead to the status of private for-profit and private non-for-profit HEIs as an application of relevant international models;
5. Support selected institutions on fostering internal control and information sharing system within university to ensure transparency;
6. Identify the current issues related to funding of HEIs located in rural areas (Dornod, Khovd, Zavkhan, Orkhon and Darkhan-Uul provinces) contacting those schools;
7. Advise to the international consultant to design professional development training curriculum on budget management, accounting management, financial/statistics management, procurement, research grant fund management, HR/wage management, and asset/facility management; and
8. Organize workshops and trainings covering the issues of multiple funding sources and financial accountability and transparency and study tours to other countries;

11. National Qualification and Credit System Specialist (International, 4 p/m)

An international qualification and credit system specialist with 10 or more years of related technical experience in credit system, quality assurance and curriculum standards in the

higher education sector will be recruited for the position. A postgraduate qualification preferably in educational management from a recognized university is preferred.

Description of responsibilities:

1. Review existing policy and practice on the higher education curriculum standards;
2. Review of on-going work of National Vocational Qualification Framework in the TVET sector;
3. Propose a National Qualification Framework through doing comparative desk analysis on the issues related to qualification frameworks in European and Asian countries (countries will be selected with consultation from MEDS);
4. Prepare proposal with detailed description of establishing NQF in Mongolia considering all the resources needed;
5. Review the existing credit accumulation and transfer system in Mongolian HEIs, propose recommendations on standard credit-based system for higher education on basis of student workload rather than academic contact hours based on comparative analysis of the cases in 4 other countries;
6. Analyze the existing policies, strategies, regulations and practices of applying the minimum general education and degree requirements identified in BA degree granting policies (core and major courses) and procedure of a course design/review and curricula relevance in selected programs; propose recommendations on how to restructure the requirements and BA degree granting system based on experiences of other countries;
7. Analyze the existing general education requirements (liberal arts) and curriculum from the lenses of providing students with wide-ranging perspectives on significant ideas and achievements in literature, philosophy, history, music, art and science and propose recommendation on the revision of the existing practices;
8. Compared with international experiences, prepare recommendations on how to improve the current system of administering graduation exams and semester-end exams to earn specific number of credits to assess student learning achievement and how study outcomes are assessed by credit earning system;
9. Based on international expertise and experiences, design a comprehensive credit system in HEIs within the overall NQF which enables credit transfers between HEIs, high schools and TVETs and where students can have free choices and plan their study independently with proper regulations in place;
10. Prepare a detailed plan for implementing the comprehensive credit system in HEIs
11. Prepare recommendations on how to incorporate the credit earning system within the MIS;
12. Propose procedure and regulations on validation of credits and credit transfer between international and national institutions based on international experiences;
13. Develop minimum requirements for core curriculum standards in accordance with the national credit system and National Qualifications Framework; and
14. Facilitate workshops, discussions and training on the above issues among higher education stakeholders;

12. National Qualification and Credit System Specialist (National, 8 p/m)

A national qualification and credit system specialist with 5 or more years of related technical experience in credit system, quality assurance and curriculum standards in the higher education sector will be recruited for the position. A postgraduate qualification preferably in educational management from a recognized university will be an asset.

Description of responsibilities:

1. Provide available data and local level information needed for developing proposal with detailed description of establishing NQF in Mongolia considering all the resources needed;
2. Prepare policy and regulatory documents guided by HEIs on the existing credit accumulation and transfer system;
3. Advise an international consultant in analyzing the existing policies, strategies, regulations and practices of applying the minimum general education and degree requirements identified in BA degree granting policies (core and major courses) and procedure of a course design/review and curricula relevance in selected programs and proposing recommendations on how to restructure the requirements and degree granting system;
4. Prepare available sources and documents to analyze the existing general education requirements (liberal arts) and curriculum from the lenses of providing students with wide-ranging perspectives on significant ideas and achievements in literature, philosophy, history, music, art and science;
5. Assist an international consultant in understanding of the current system of administering graduation exams to assess student learning achievement and how study outcomes are assessed by credit earning system;
6. Support the international consultant in preparing a detailed plan for implementing a comprehensive credit system;
7. Assist the international consultant in developing minimum requirements for core curriculum standards in accordance with the national credit system and National Qualifications Framework;
8. Collaborate with HEIs to find out the present condition of incorporating the credit earning system within the MIS and their ideas on future development; and
9. Organize workshops, discussions and training on the above issues among higher education stakeholders;

13. Research Policy and Strategy Specialist (International, 4 p/m)

An international policy and strategy specialist with 10 or more years of related technical experience in research policies and strategies or higher education will be recruited for the position. A postgraduate qualification in public policy and other related disciplines from a recognized university is preferred.

Description of responsibilities:

1. Review the government plans, strategies and policies regarding socio-economic development, technology and science, innovations to assist MEDS in formulating policies and strategies to promote R&D activities in HEIs; conceptualize and advise the government on how to develop effective means to involve PPP in R&D initiatives to be the

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- partners in mutual knowledge exchanges collaborating closely with a specialist in partnership development under this assignment;
2. Define demand areas in research in HEIs and formulate policies and strategies;
 3. Provide guidance for the government on promoting and initiating national grant, professorship, and competitive research grant and their administering mechanism to finance quality research done by HEIs in order to make Science and Technology Fund research grants at MEDS fair and more competitive, re-structure its administration and enrich with additional opportunities accessible for faculty;
 4. Appraise the current situation of university level R&D infrastructure and capacity; propose draft strategies for further upgrading of the academic units and every faculty to be empowered to build up research reserves (funding) and enhance independence in their scholarly activities; plan activities towards providing favorable R&D environment (facilities and resources) within selected priority institutions;
 5. Prepare the minimum requirements and criteria to evaluate the quality of research; revise related regulations and rules on quality evaluation;
 6. Produce recommendations on establishing centers of excellence in R&D based on existing resources and facilitate the process of pilot exercise;
 7. Review the existing course curriculum on introduction to academic research and academic paper writing and make recommendations for revising the curriculum;
 8. Review the existing classification of academic degrees, especially doctorate, honors, grade, and abbreviations, and produce a recommendation based on the best international classification;
 9. Draft working guidance to improve the capacity of editorial boards of scientific publications to function at the level of international recognition;
 10. Formulate selection criteria and procedure for administering competitive research grants to support joint research initiatives with global research universities in other countries collaborating closely with a specialist in partnership development under this assignment;
 11. Advise the government on strengthening policies and principles related to graduate level study and R&D; provide expertise on procedure and administration of graduate level thesis (dissertation) writing and defense;
 12. Prepare presentations for workshop and discussion over the issues of graduate school development, its management, structure, faculty development, scholarships;
 13. Prepare presentations for workshops on planning and administration of research initiatives, research methodology application issues;
 14. Prepare presentations for workshops on PPP involvement in R&D; and
 15. Prepare presentations for workshop among candidates of competitive research grant and fellowship programs;

14. Research Policy and Strategy Specialist (National, 8 p/m)

A national policy and strategy specialist with 5 or more years of related technical experience in research policies and strategies, or higher education will be recruited for the position. A postgraduate qualification in public policy or other related disciplines from a recognized university will be an asset.

Description of responsibilities:

1. Collect data on existing government policies and regulations related to R&D for higher education and government support to enhancing university research system acting as a focal point of contact with related officials at Science and Technology Department at MEDS, Science and Technology Fund, industry representation, R&D specialists in institutions; assist an international consultant in advising the government on how to develop effective means to involve PPP in R&D initiatives to be the partners in mutual knowledge exchanges collaborating closely with a specialist in partnership development under this assignment;
2. Making sure an international consultant understands the current situation of administering professorship, and competitive research grant and their administering mechanism to finance quality research done by HEIs in order to make Science and Technology Fund research grants at MEDS fair and more competitive, re-structure its administration and enrich with additional opportunities accessible for faculty;
3. Work with HEIs to get needed data and information to understand the current situation of university level R&D infrastructure and capacity; plan activities towards providing favorable R&D environment (facilities and resources) within selected priority institutions;
4. Facilitate in establishing centers of excellence in R&D based on existing resources and facilitate the process of pilot exercise;
5. Review the existing course curriculum on introduction to academic research and academic paper writing and make recommendations for revising the curriculum;
6. Assist in facilitation and formulation of selection criteria and procedure for administering competitive research grants to support joint research initiatives with global research universities in other countries collaborating closely with a specialist in partnership development under this assignment;
7. Assist in strengthening policies and principles related to graduate level study and R&D; provide expertise on procedure and administration of graduate level thesis (dissertation) writing and defense;
8. Organize workshop and discussion over the issues of graduate school development, its management, structure, faculty development, scholarships;
9. Organize workshops on planning and administration of research initiatives, research methodology application issues;
10. Organize workshops on PPP involvement in R&D; and
11. Organize workshop among candidates of competitive research grant and fellowship programs;

15. Curriculum, Teaching and Learning Review Specialists (International, 4 p/m)

An international curriculum, teaching and learning specialist with 10 or more years of related technical experience will be recruited for the position. A postgraduate qualification in preferably in higher education curriculum policy and development or teacher education from a recognized university is preferred.

Description of responsibilities:

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1. Assist universities to review existing higher education curriculum standards and develop minimum core standards in priority disciplines;
 2. Assist MSUE in reviewing and upgrading current teaching methodology and teacher education (pre-service) curriculum development at Mongolian State University of Education;
 3. Revise the current curriculum development, teaching, learning, and assessment of liberal arts education in selected universities based on sound international practices;
 4. Pilot a common framework for HEIs to develop their internal curriculum review, control and development and provide guidelines on establishment of QA mechanisms for curriculum development in collaboration with specialist in accreditation under this assignment;
 5. Based on international best practices, provide a guidance to improve performance through Teaching and Learning Centers or Units established within HEIs that interface with teachers to facilitate the integration of knowledge into outcome based teaching and learning by developing and conducting training classes on curriculum design and instructional strategies; maintain curriculum training resources materials and equipment; provide input and recommendations regarding curriculum planning and professional development; facilitate the review and selection of textbook selection; and provide input/insight on ways to improve teachers' instructional techniques;
 6. Design a quality course framework in conformity with minimum core standards in priority disciplines and train curriculum designers of HEIs to design accordingly;
 7. Produce recommendations on student-centered teaching and learning methods;
 8. Produce guidelines how to apply the highest levels of Blooms taxonomy of learning domains in teaching;
 9. Design a continuous professional development (CPD) program on curriculum design, teaching, learning and assessment;
 10. Develop framework for teaching and learning technology reform;
 11. Provide guidance to promote modern teaching and learning technology (blended course, online course and lab, MOOC, OER, etc) and provide grant awards to outstanding initiatives;
 12. Provide guidance for teaching in hybridized learning environments at the selected HEIs;
 13. Provide guidance to selected HEIs to establish Teaching and Learning Units within universities and plan, facilitate and participate in professional development, mentorship and coaching at its initial stage;
 14. Provide guidance how to train or facilitate training of staff in the use of curriculum materials for the purpose of improving work efficiency and effectiveness by enhancing the ability of teachers to apply the instructional techniques needed to achieve student academic success at selected HEIs;
 15. Produce recommendations on sound international practices on emerging, new and/or revised curriculum integration processes such as outcome based teaching and learning strategies and materials for the purpose of assisting with the design and implementation at selected HEIs;
 16. Provide guidance how to facilitate the review and selection of textbooks and related instructional aides for the purpose of providing effective instructional materials; and
 17. Provide a guideline how to use analysis on student and program related data for the purpose of providing information related to student and program achievement in order to

evaluate program effectiveness and to provide information needed for strategic planning and professional development training;

16. Curriculum, Teaching and Learning Review Specialist (National, 8 p/m)

A national curriculum, teaching and learning specialist with 5 or more years of related technical experience in higher education curriculum policy and development will be recruited for the position. A postgraduate qualification in preferably in teacher education from a recognized university will be an asset.

Description of responsibilities:

1. Prepare available information to give understanding about the existing situation of the higher education curriculum standards and minimum core standards in priority disciplines;
2. Data collection and contacting people to find out current teaching methodology and teacher education (pre-service) curriculum development at Mongolian State University of Education;
3. Assist in creating a common framework for HEIs to develop their internal curriculum review, control and development and provide guidelines on establishment of QA mechanisms for curriculum development in collaboration with specialist in accreditation under this assignment;
4. Support the process of establishing Teaching and Learning Centers or Units within HEIs that interface with teachers to facilitate the integration of knowledge into outcome based teaching and learning by developing and conducting training classes on curriculum design and instructional strategies; maintain curriculum training resources materials and equipment; provide input and recommendations regarding curriculum planning and professional development; facilitate the review and selection of textbook selection; and provide input/insight on ways to improve teachers' instructional techniques;
5. Coordinate the local activities in designing quality course framework and train curriculum designers of HEIs;
6. Assist an international consultant to establish Teaching and Learning Units within universities, and plan, facilitate and participate in professional development, mentorship and coaching at its initial stage;
7. Help in training of staff in the use of curriculum materials for the purpose of improving work efficiency and effectiveness by enhancing the ability of teachers to apply the instructional techniques needed to achieve student academic success at selected HEIs; and
8. Participate in review and selection of textbooks and related instructional aides for the purpose of providing effective instructional materials;

17. Faculty Development Specialist (International, 4 p/m)

An international faculty development specialist with 10 or more years of related technical experience will be recruited for the position. A postgraduate qualification in preferably in human resource development from a recognized university is preferred.

Description of responsibilities:

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1. Administer the pilot implementation of university level faculty development plan or programs in two selected public HEIs and two private ones (addressing the issue of strengthening quality of part-time teaching) as a systematic and comprehensive professional development opportunities to address the needs of academic staff to fulfill their job requirements in teaching, research and service;
 2. Assist universities to renew the employment systems including faculty recruitment, retention, monitoring and evaluation processes, career ladder, and to create competitive compensation/salary structure;
 3. Assist universities to build their local capacity of university administrators in designing and implementing faculty development in the future in line with faculty development policy reform agenda;
 4. Assist universities to choose the best model of professional development based on international best practices and pilot the model at universities and train faculty members as TOTs who can have solid content knowledge, effective teaching and communication skills and some level of research competence and who later facilitate further training programs under the project;
 5. Participate in faculty training program covering all universities in Mongolia to be organized under the project;
 6. Seek opportunities to create campus-based Faculty Professional Development centers staffed with professionals who are knowledgeable about effective ways to organize and deliver faculty professional development and research activities and prepare action plan identifying the steps needed for its functioning;
 7. Produce a human resource development manual for HEI's based on the implementation;
 8. Organize training and workshop designed to train institutional leaders in articulating needs of academic staff, develop evaluation systems, leadership, faculty development management and policies; and
 9. Facilitate capacity building sessions on promoting consulting services targeting the faculty;

18. Faculty Development Specialist (National, 8 p/m)

A national faculty development specialist with 5 or more years of related technical experience human resource development in the education sector will be recruited for the position. A postgraduate qualification in preferably in human resource development from a recognized university will be an asset.

Description of responsibilities:

1. Assist an international consultant to renew the employment systems including faculty recruitment, evaluation processes, career ladder upgrading, upgrading of academic positions and incentive systems (staff and their workload, relevance of wage scale);
2. Assist an international consultant in administering the pilot implementation of university level faculty development plan or programs in two selected public HEIs and two private ones as a systematic and comprehensive professional development opportunities to address the needs of academic staff to fulfill their job requirements in teaching, research and service;
3. Provide support and coordination in creation of the Units in Faculty Professional Development and prepare action plan identifying the steps needed for its opening;

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4. Work closely with university administrators for designing future HR development trends and university policies;
 5. Organize training and workshop for faculty and university administrators on leadership, faculty development management and policies;
 6. Participate in other faculty training activities organized under the project to integrate and coordinate the inputs of an international consultant; and
 7. Facilitate capacity building sessions on promoting consulting services targeting the faculty;

19. University Partnership Specialist (International, 4 p/m)

An international partnership development specialist with 10 or more years of related technical experience in building university-university and university-industry partnerships, demonstrated capacity in managing similar projects in the higher education will be recruited for the position. A postgraduate qualification in preferably in education and training administration, public administration, business administration and other relevant disciplines from a recognized university is preferred.

Description of responsibilities:

1. Assist universities and industries in developing 20 industry training programs and 60 joint research studies in priority subjects through PPP and twinning arrangements with foreign HEIs and conduct;
2. Prepare guidelines on administering competitive grants to sponsoring joint research and joint programs in cooperation with universities in other countries collaborating with a specialist in R&D under the assignment;
3. Prepare guidance on student internship management to form strong PPP not only at the national level but also at the global level to prepare students with sound practical preparation for future career;
4. Propose an optimal partnership mechanism and relationship with the Academy of Sciences of Mongolia and other research institutions to promote collaboration in innovation;
5. Prepare recommendations on how promote and collaborate with alumni and alumni associations and ways to use the potential of PPP in this based on international practices; explore the ways to initiate mechanism of supporting research projects done by alumni through establishing Business incubators in selected HEIs and its effective functioning;
6. Institutionalize the mechanism to use PPP in promoting R&D activities and providing job and internship opportunities for students and their career development in HEIs;
7. Facilitate training and workshops for university administrators stressing the issues of business promotion and professional development; and
8. Facilitate training for key personnel in charge of delivering the mechanism of PPP in HEIs;

20. University Partnership Specialist (National, 6 p/m)

A national partnership development specialist with 5 or more years of related technical experience in building public-private partnerships (PPP) in education and social sectors will be recruited for the position. A postgraduate qualification in preferably in education and

training administration, public administration, business administration and other relevant disciplines from a recognized university will be an asset.

Description of responsibilities:

1. Support an international consultant in review and administration of existing PPPs and twining arrangements at HEIs and advise and assist both HEIs and industry on how to form mutually beneficial partnerships and introduction of 20 industry training programs and 60 joint research studies in priority subjects through PPP and twining arrangements with foreign HEIs and conducting through;
2. Assist MEDS in coordinating local activities on administering the selection process of competitive grants in a fair and transparent manner for initiatives in promoting effective multi-stakeholder partnership among private sector, universities and industry;
3. Prepare information on student internship management to form strong PPP not only at the national level but also at the global level to prepare students with sound practical preparation for future career;
4. Liaise between in proposing an optimal partnership mechanism and relationship with the Academy of Sciences of Mongolia and other research institutions to promote collaboration in innovation;
5. Provide inputs in preparing recommendations on how promote and collaborate with alumni and alumni associations and ways to use the potential of PPP in this based on international practices; explore the ways to initiate mechanism of supporting research projects done by alumni through establishing Business incubators in selected HEIs and its effective functioning;
6. Coordinate institutionalization of the mechanism to use PPP in promoting R&D activities and providing job and internship opportunities for students and their career development in HEIs;
7. Organize training and workshops for university administrators stressing the issues of business promotion and professional development; and
8. Organize training for key personnel in charge of delivering the mechanism of PPP in HEIs;