# Mongolia: Improving School Dormitory Environment for Primary Students in Western Region Project

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Improving School Dormitory Environment for Primary Students in Western Region Project</th>
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<tbody>
<tr>
<td>Project Number</td>
<td>49168-001</td>
</tr>
<tr>
<td>Country</td>
<td>Mongolia</td>
</tr>
<tr>
<td>Project Status</td>
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<td>Project Type / Modality of Assistance</td>
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<td>Source of Funding / Amount</td>
<td>Grant 9182-MON: Improving School Dormitory Environment for Primary Students in Western Region</td>
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<td>Japan Fund for Poverty Reduction</td>
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**Strategic Agendas**
- Environmentally sustainable growth
- Inclusive economic growth

**Drivers of Change**
- Governance and capacity development
- Knowledge solutions
- Partnerships

**Sector / Subsector**
- Education - Education sector development

**Gender Equity and Mainstreaming**
- Effective gender mainstreaming

### Description

**Project Rationale and Linkage to Country/Regional Strategy**

**Impact**
- School dormitory system reformed (MECS’s education sector reform policy framework, 2012-2016)a
- Equal access to quality education increased (MECS’s education sector reform policy framework, 2012-2016)a
- Universal primary education achieved (MDGs-based Comprehensive National Development Strategy of Mongolia)b

### Project Outcome

**Description of Outcome**
Models to improve physical dormitory environment and services in three aimags of the western region established and implemented

**Progress Toward Outcome**
- The rehabilitation works for 11 out of 12 dormitories were completed by 31 December 2018, except for the dormitory in Tarian soum, Uvs aimag. The dormitory roof was damaged by extreme strong wind in November 2018 and the rehabilitation work is delayed until spring of 2019.
- The procurement of furniture (GS04) and dormitory equipment (GS03) have been completed. The goods were handed over to the schools in October 2018.
- The competency-based training for cooks and Balanced Diet and Children’s Health Issue training for school staff were organized in October-November 2018. In total 455 participants attended trainings.
- Comprehensive standards for school dormitories on physical school dormitory environment and services were developed and submitted to MECSS on 24 December 2018.

### Implementation Progress

**Description of Project Outputs**
1. Physical school dormitory environment improved
2. Capacity to deliver school dormitory environment improved
3. Policy and regulatory frameworks to improve the school dormitory environment developed
1a and 1b. All civil work packages were advertised in March-April 2018 and contracts were awarded in June-August 2018. In total, 11 contracts were awarded to 10 contractors. The contractors commenced the civil works in June-August 2018. The rehabilitation works for 11 out 12 dormitories were completed in October–December 2018, except for dormitory rehabilitation work in Tarialan soum. Due to substantial damage of roof caused by extreme strong wind in November 2018 the rehabilitation works delayed until spring of 2019. The drawing and budget for the damaged roof was prepared by the Tachai Khnkh. firm and submitted for review and approval by the State expertise. 1c and 1d. The procurement of furniture (GS04) and dormitory equipment (GS05) have been completed. The contracts were awarded in March, August and September respectively. The goods were handed over to the schools in October 2018.

2a and b. The Social Development, and Staff Policy and Management Specialists developed a training design for dormitory teachers and guards; and developed the teaching and supporting materials. In-service teacher training and supporting materials are being delivered by MECCS and submitted to the TPDI. The training for dormitory teachers and guards took place in August 2018. In total, 86 teachers and 222 guards attended the training.

2c. The training for school dormitory cooks with involvement of 175 cooks were organized in project aimags in October-November 2018. The Balanced Diet and Children’s Health issue: training with focus on nutritional requirements of students was organized for the school principals, accountants, bookkeepers and doctors in October-November 2018. In total 280 participants attended the training. The nutrition specialist developed a curriculum and teaching materials for the training.

2d. Capacity building training to (i) enhance financial, human and physical resources and methods (ii) improve the water and sanitation facilities was conducted in collaboration with MECCS, MOF, UNICEF and WASH Action, NGO on 11-17 June 2018 for 181 (of which 91 are women) school dormitories management, accountants, Education, Culture and Arts Department officials of project aimags and MECCS officials.

2e. The PIU planned to organize the experience sharing workshops where the dormitory teachers, primary class teachers, and social workers to share experiences of student and teacher organized study, reading, and extracurricular activities at dormitories in 2019. In addition, the sample dormitory teacher-parents communication book is being developed and distributed to the target schools to support communication and outreach activities for dormitory student’s parents.

3a. The Legal Specialist has prepared the first draft comprehensive standards for school dormitories, and submitted to MECCS for review in April 2018. During the capacity building training which organized in 11-17 June 2018 for school management, accountants and aimag education department staff. The stakeholders have provided comments and recommendations on draft comprehensive standards. The discussion among 33 participants from 17 organizations such as the MECCS, Ministry of Environment, and Tourism, Authority for Family, Child, and Youth Development, Authority for Standard and Metrology, General Agency for Specialized Inspection, Save the Children, NLM, School No. 29, No. 116 and Mongolian Pupils Federation took place on 21 September 2018 and provided comments on the draft standard. The revised draft standard was submitted to the following organizations for the feedback: Ministry of Health, Ministry of Construction and Urban Development, Ministry of Environment and Tourism, Ministry of Labor and Social Protection, Authority for Family, Child, and Youth Development, and General Agency for Specialized Investigation. The draft standard was further revised toreflect comments and recommendations of the captioned organizations and submitted to MECCS on 13 November 2018. The Council at the MECCS has reviewed and provided comments on the revised draft standards on 18 December. The final draft was submitted to the MECCS on 24 December 2018.

3b. Two options for revision of funding formula for school dormitory meals were developed by the project Education Finance Specialist and submitted to the MECCS for review in April 2018. While the first methodology is based on required calories and daily meal frequency of children set by the order no. 113 of the Minister for Health dated on 8 April 2018, the latter is based on the minimum level of living standards of population set by the NGO on annual basis.

3c. The Education Economist completed draft on national strategy and organized the discussion among MECCS officials to introduce the draft strategy paper. As per the direction given by the Secondary Education Policy Department of the MECCS, the proposed strategy will be consolidated in the Education Sector Master Plan that is being developed by the MECCS.

Geographical Location

Nation-wide, Dzavhan Aymag, Govi-Altay Aymag, Uvs Aymag

Safeguard Categories

Environment C
Involuntary Resettlement C
Indigenous Peoples B

Summary of Environmental and Social Aspects

Environmental Aspects

The project is categorized as category C for environment safeguard and is likely to have minimal adverse environmental impacts. The General Environmental Management Plan (GEMP) defines all potential minor adverse impacts of the repair and extension works, monitoring requirements and institutional responsibilities during the civil works. The EA contracted a part-time Environmental Specialist to monitor the GEMP implementation. The environmental definitions for 12 selected school dormitories were prepared and submitted to the local Agency of Environment and Tourism. According to the Mongolian law on Environmental Impact Assessment, General Environmental Impact Assessment (GEIA) is approved by the prospective Aimag Environment and Tourism Agencies (AETA). Based on GEIA recommendations, Environment and Tourism Agencies (AETA) conducted an impact assessment. The social impact assessment, evaluation and approved by AETA. The environmental issues/ clauses were reflected in the bidding documents for the civil works. Environmental Specialist provided support in evaluating bids for rehabilitation works to ensure that compliance with the environment-related specifications is evaluated and documented in the bidding documents. The bid evaluations were completed and all contracts were awarded. The GEMP and environmental monitoring must be performed by a special licensed company. Therefore, the civil work contractors were made sub-contractors with EcoThinsh Khujii, LLC who has a special license to conduct environmental impact assessment and environmental monitoring. The sub-contractor for environmental monitoring collected basic sampling from relevant sites, and the results of laboratory tests will be submitted to civil work contractors and the MECCS soon.

The Project Environmental Specialist conducted training for civil work contractors to provide technical support to develop the Site-Specific Environmental Management Plan (SSEMP) on 11-17 June and 11-17 August 2018. The SSEMPs were prepared by relevant School Principals. The approval of two SSEMP is pending. According to the clause 6.2 of Law on Environmental Impact Assessment, clause 2.5 of Regulation on EMP development, approval and reporting, and clauses 1.1, 1.2 of EIA methodology regulation, the EMP development and environmental monitoring must be performed by a special licensed company. Therefore, the civil work contractors were made sub-contracts with EcoThinsh Khujii, LLC who has a special license to conduct environmental impact assessment and environmental monitoring. The sub-contractor for environmental monitoring collected basic sampling from relevant sites, and the results of laboratory tests will be submitted to civil work contractors and the MECCS soon.

The Environmental Specialist conducted field missions to all the project dormitories of Govi-Altai and Zavkhan aimags on 18-24 July and in 6 dormitories of Uvs aimag on 17-22 August to review implementation of SSEMPs.

Involuntary Resettlement

The project is categorized as C for involuntary resettlement category as it will not require any land acquisition or resettlement.

Indigenous Peoples

The project is categorized as B for indigenous peoples. In accordance with the study done by the Social Development Specialist, there are no any ethnic minority groups and issues in Gobi-Altai and Zavkhan aimags. There are several ethnic minority groups living in Uvs aimag. Khotyn ethnic group live in Tarialan soum of Uvs aimag, where 97% of total children living in the dormitory is Khotyn children. Only 10-20% of total children living in the dormitories are children of Durvud and Bayad ethnic groups in Sagii soum of Uvs aimag. Only 6 kazakh children live in the dormitory of Khovd soum of Uvs aimag. Except Kazakh ethnic group, there is no big difference in terms of language, religion, and cultural aspects between the ethnic groups.

Stakeholder Communication, Participation, and Consultation

During Project Design

Major stakeholders, including central government agencies, aimag governments, school management, dormitory staff, primary teachers, students, parents, herder families, ethnic minority groups, etc. have been consulted and results of the consultations have been incorporated into the project design.

During Project Implementation

The PIU prepares a briefing on the project implementation periodically for the MECCS and MOF. Information related to the dormitory rehabilitation works are frequently communicated to school principals and dormitory staff by the project Architectural Engineer. Since the project rehabilitation works started at the local level, the local Project Coordinators have been in charge of communication and outreach activities for the local stake holders - school management, dormitory and primary class teachers, staff, parents of students staying in dormitories.

Responsible ADB Officer

Lonjil, Ilgel

Responsible ADB Department

East Asia Department

Responsible ADB Division

Mongolia Resident Mission
Grant 9182-MON

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