

SOCIAL DEVELOPMENT, ETHNIC, AND GENDER ACTION PLAN (Indigenous Peoples Plan)

Outputs	Social Development and Gender Objectives	Activities	Indicators/Targets	Responsible Agency(s)	Budget
Output 1 Physical school dormitory environment improved	Ensure inclusion of gender and age responsive features in WASH facilities	<p>Review and revise design drawings and specifications of rehabilitation works to include gender, age and special needs (universal access) responsive features</p> <p>Supervise repair and/or installation of WASH facilities to ensure inclusion of gender, age, and special needs responsive features</p>	Up to 20 school dormitories in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> equipped with WASH facilities meeting MECS's minimum requirements, including those related to gender and early grade students by 2017	<p>Engineering firm</p> <p>Social development specialist</p> <p>Architectural engineers</p>	Remuneration for engineering firm (national, 36 person-months); social development specialist (national, 7 person-months); and architectural engineers (4 nationals, 7 person-months each)
Output 2 Capacity to deliver school dormitory services improved	<p>Ensure inclusion of issues related to early grade students, students from herder families and ethnic groups, and gender (e.g., negative impression of school, bullying, child and sexual abuse) in training for dormitory teachers and guards, school management, accountants and <i>aimag</i> education department staff</p> <p>Ensure participation of female teachers and dormitory staff, school management, accountants, and <i>aimag</i> education and culture department staff in training</p> <p>Ensure participation of early grade, female, herder and ethnic group students in student- and teacher-organized educational activities at dormitories and decision-making about dormitory affairs</p>	<p>Specify care and protection of early grade students (e.g., from child and sexual abuse) in terms of reference for dormitory teachers and guards</p> <p>Prepare training sessions and materials for dormitory teachers and guards to develop child-centered skills to take care of early grade students staying in dormitories and raise awareness for child and sexual abuse issues</p> <p>Identify issues related to gender, students from herder families and ethnic groups at dormitories and include information on the issues in training sessions and materials for dormitory teachers and guards</p> <p>Include information on issues related to gender, students from herder families and ethnic groups at dormitories in training sessions and materials for school management, accountants, and <i>aimag</i> education department staff</p> <p>Include sessions on issues related to early grade, female, herder and ethnic group students in</p>	<p>100% of dormitory teachers (about 85, of which 60 are women or 70%) completed training to take care of and protect early grade students in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> by 2018</p> <p>100% of dormitory guards (about 180, of which 100 are women or 55%) completed training to take care of and protect early grade students at night in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> by 2018</p> <p>At least 200 school management, accountants and <i>aimag</i> education department staff (of which 110 are female or 55%) trained on issues related to early grade students, students from herder families and ethnic groups, and gender as part of training on management of financial, human and physical resources for school dormitories in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> by 2018</p> <p>70% of primary students in dormitories (about 2,700, of which 1,200 are girls; 700, in early grades; 2,000, from herder families; 130 from ethnic groups) regularly participating in study, reading and extracurricular activities organized at dormitories in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> by 2019</p>	<p>School dormitory staff policy and management specialist</p> <p>Social development specialist</p> <p>PIU</p>	<p>Remuneration for school dormitory staff policy and management specialist (national, 4 person-months); and social development specialist (national, 7 person-months)</p> <p>Included in the budget for training and workshops</p>

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	Ensure inclusion of mothers and female care givers in communication and outreach activities for parents	<p>experience sharing workshops for primary class teachers, dormitory teachers, and social workers</p> <p>Strengthen student committees at dormitories to organize educational activities and participate in decision-making about dormitory affairs with a greater involvement of early grade, female, herder and minority group students</p> <p>Include sessions on issues related to mothers and female care givers in experience sharing workshops for primary class teachers, dormitory teachers, and social workers</p>	<p>50% of primary students in dormitories (about 1,900, of which 750 are girls; 900, in early grades; 1,500, from herder families; 90 from ethnic groups) regularly participating in activities organized by student committees at dormitories in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> by 2019</p> <p>80% of parents of primary students in dormitories (about 1,000, of which 500 are mothers and female care givers or 40%) informed about their children's learning outcome and needs by 2019</p>		
Output 3 Policy and regulatory frameworks to improve the school dormitory environment developed	Ensure inclusion of standards, actions, and costs related to gender, early grades, ethnicity, and poverty in policy and regulatory frameworks for school dormitory environment	<p>Identify and include standards related to gender, early grades, ethnicity, and poverty in comprehensive standards for school dormitory environment</p> <p>Identify and include actions and costs related to gender, early grades, ethnicity, and poverty in the national strategy for improving school dormitory environment</p>	<p>Comprehensive standards for school dormitory environment including standards related to gender, early grades, ethnicity, and poverty</p> <p>National strategy for improving school dormitory environment including actions and costs related to gender, early grades, ethnicity, and poverty</p>	<p>School dormitory staff policy and management specialist</p> <p>Social development specialist</p> <p>Legal specialist</p> <p>Education finance specialist</p> <p>Education economist</p> <p>PIU</p>	<p>Remuneration for school dormitory staff policy and management staff specialist (national, 4 person-months); social development specialist (national, 7 person-months); legal specialist (national, 3 person-months); education finance specialist (national, 6 person-months); education economist (international, 2 person-months)</p> <p>Included in the budget for workshops</p>
Project management	Ensure implementation, monitoring, and quarterly reporting of the social, ethnic, and gender action plan	Collect and analyze disaggregated data by family background (ethnicity, herder), by poverty status, by grade, and by gender for planning, monitoring, and reporting	Quarterly and annual reports including analyses of progress in social, ethnic, and gender-related indicators	<p>Social development specialist</p> <p>PIU</p>	<p>Remuneration for social development specialist (national, 7 person-months)</p> <p>Included in the budget for project management</p>

MECS = Ministry of Education, Culture, and Science; PIU = project implementation unit; WASH = water, sanitation, and hygiene.