

Project Administration Manual

Project Number: 49168-001
Grant Number: GXXXX
November 2015

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

CURRENCY EQUIVALENTS

(as of 9 October 2015)

Currency unit	–	togrog (MNT)
MNT1.00	=	\$0.0005
\$1.00	=	MNT1,995

ABBREVIATIONS

ADB	–	Asian Development Bank
CQS	–	consultant's qualifications selection
DMF	–	design and monitoring framework
EMP	–	environmental management plan
GDP	–	gross domestic product
ICB	–	international competitive bidding
ICS	–	individual consultants selection
JFPR	–	Japan Fund for Poverty Reduction
M&E	–	monitoring and evaluation
MECS	–	Ministry of Education, Culture, and Science
MOF	–	Ministry of Finance
NCB	–	national competitive bidding
NGO	–	nongovernment organization
PAM	–	project administration manual
PIU	–	project implementation unit
RRP	–	report and recommendation of the President
SEGAP	–	social development, ethnic, and gender action plan
SOE	–	statement of expenditure
SPS	–	Safeguard Policy Statement
SPRSS	–	summary poverty reduction and social strategy
TOR	–	terms of reference
WASH	–	water, sanitation, and hygiene

NOTE

In this report, "\$" refers to US dollars.

Project Administration Manual Purpose and Process

The project administration manual (PAM) describes the essential administrative and management requirements to implement the project on time, within budget, and in accordance with Government and Asian Development Bank (ADB) policies and procedures. The PAM should include references to all available templates and instructions either through linkages to relevant URLs or directly incorporated in the PAM.

The Ministry of Education, Culture, and Science as the executing and implementing agency and the education departments of Govi-Altai, Uvs, and Zavkhan *aimags* as the implementing agencies are wholly responsible for the implementation of the Japan Fund for Poverty Reduction financed project, as agreed jointly between the recipient and ADB, and in accordance with Government's laws and regulations and ADB's policies and procedures. ADB staff is responsible to support implementation including compliance by the Ministry of Education, Culture, and Science and the education departments of Govi-Altai, Uvs, and Zavkhan *aimags* of their obligations and responsibilities for project implementation in accordance with ADB's policies and procedures.

At grant negotiations the recipient and ADB agreed to the PAM and ensured consistency with the grant agreement. Such agreement was reflected in the minutes of the grant negotiations. In the event of any discrepancy or contradiction between the PAM and the grant agreement, the provisions of the grant agreement shall prevail.

After ADB Board approval of the project's report and recommendations of the President (RRP) changes in implementation arrangements are subject to agreement and approval pursuant to relevant Government and ADB administrative procedures (including the Project Administration Instructions) and upon such approval they will be subsequently incorporated in the PAM.

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I. PROJECT DESCRIPTION

A. Rationale

1. The Government of Mongolia attaches great importance to education. The Education Law stipulates that all school-age children be provided with 9 years of free compulsory education, and the government has been striving to ensure access to education.¹ In the 2010s, the net enrollment ratio has been maintained above 95% for primary level, and 90% for junior secondary level, and the literacy rate for youth (aged 15–24) above 98.5%. Public spending on education has consistently been above 5% of gross domestic product. Since 2012, the government has implemented reforms to make the education system more responsive to the learning needs of individual students.

2. Mongolia is sparsely populated, and the number of livestock far exceeds the population. Although the number of herders is declining, a substantial percentage of the economically active population—26.1% in 2014—is engaged in herding. Mongolia's school dormitory system was developed to ensure access to education, particularly for students from herder families, and has been supported by special provisions in the Education Law since 1982. Before 1995, dormitories were fully funded by the government, and were a contributing factor in Mongolia's high primary- and secondary-level enrollment ratios before the transition from a centrally planned to a market economy.² However, the introduction in 1995 of parental fees for dormitory meals and other services (in response to cutbacks in public spending on education) resulted in a decrease in the number of students staying in dormitories, and a drop in student enrollment in primary and secondary education.³ Both the number of students staying in dormitories and student enrollments increased considerably following resumption of full government financing of dormitory services in 2000.⁴

3. Chronically low levels of capital investment have resulted in deterioration of the physical environment of school dormitories. During 2013–2014, the number of dormitories decreased from 511 to 486; 81 (17%) did not meet government building standards. The majority of these dormitories were built in the 1970s and 1980s, and have become unfit to accommodate students. Although public spending on education in Mongolia has been higher than in other lower-middle-income countries, a large share has been devoted to covering the relatively high recurrent costs resulting from the country's low population density and harsh winters. Schools tend not to spend money on dormitories, because school budgets do not distinguish funding for dormitories from other budget items, except dormitory staff salaries and dormitory meals. As a result, dormitories often lack safe drinking water, adequate sanitation facilities, heating systems, and protection from precipitation and wind.⁵ The situation surrounding water, sanitation, and hygiene (WASH) in dormitories is further complicated by the absence of basic infrastructure (for water, wastewater, and heating) in rural remote areas.

¹ State Great Hural (Parliament) of Mongolia. 1991. *Education Law of Mongolia*. Ulaanbaatar.

² By 1986, the gross enrollment ratio reached 100% at the primary and 94% at the junior-secondary level, with 74,967 students (18% of primary and secondary students) staying in 412 dormitories nationwide.

³ In 1995, the number of students staying in dormitories decreased to 18,867, while the gross enrollment ratios dropped to 87% at primary and 69% at junior secondary levels.

⁴ In 2000, the number of students staying in dormitories increased to 27,435, and gross enrollment ratios recovered to 98% at primary and 74% at junior secondary levels.

⁵ Many school dormitories in rural and remote areas are not connected to a piped water supply. Water is delivered daily by truck and stored in tanks, which are frequently unfit for drinking water storage, or unclear.

4. Child-centered education sector reforms have yet to be applied to the school dormitory system. The current per-student funding formula for dormitory meals does not take into account the age and differing nutritional requirements of students. Student–teacher ratios in dormitories are generally high (42–87), and students engage in little study, reading, and extracurricular activities in dormitories. Dormitory teachers are required to have a teacher’s certification, but 30% do not meet the requirement. Dormitory teachers are considered nonteaching staff, and receive lower salaries than do teaching staff, complicating the recruitment and retention of qualified individuals. Many dormitory teachers and guards who stay with students in dormitories at night lack the skills needed to work and communicate with children. A 2008 study indicated that students staying in dormitories have lower academic performance.⁶

5. The western region is poor—in 2012 the poverty head count ratio was 32.5%, above the national average of 27.4%, with herders accounting for 41.9% of poor households. Of Mongolia’s five regions, the western region has the largest number of students staying in dormitories (11,691, or 14.3% of students enrolled in primary and secondary education in 2014); 86% of these students are from herder families. In 2012, the region had a primary completion rate of 86.1%, the lowest in Mongolia and well below the national average of 94.5%. Children in the region tend to start school later than the official school age of 6, as evidenced by the net intake rate in grade 1 (85.4% in 2014, which was the lowest in Mongolia, and below the national average of 90.5%). The same study (footnote 6) shows that the academic performance of those who enter school at the age of 7 or 8 is lower than those who enter school at the age of 6. An unfavorable school dormitory environment, compounded by other social and safety issues, has been the major reason for parents’ reluctance to send children to school (especially at an early age), in remote rural areas.⁷

6. Since 2012, the policy environment surrounding school dormitories has been changing. The Ministry of Education, Culture, and Science (MECS) has identified the learning environment, including the school dormitory system, as one of 11 areas of reforms to ensure equity of access to quality education under its education sector reform policy framework, 2012–2016.⁸ In 2015, the MECS drafted amendments to the Education Law, which specify improved qualifications for dormitory teachers, and the role of local governments in financing dormitory services. In collaboration with the Ministry of Health, United Nations Children’s Fund, and nongovernment organizations (NGOs), the MECS also developed minimum requirements for WASH in schools and dormitories. The MECS further plans to develop comprehensive standards for dormitories, which would cover the physical dormitory environment and services (which have poorly been regulated), and a national strategy and financing policy to improve school dormitory environments, with a focus on *soum* (district) schools, and greater involvement of local governments. To reform the school dormitory system in the evolving policy environment, the MECS requested Asian Development Bank’s (ADB) support to develop and pilot models to improve the school dormitory environment, with a view to replicating the models nationwide.

7. **Strategic fit.** The project is consistent with the strategies in the ADB education sector operations plan to promote equity in education and reform education financing, and to provide cross-sector knowledge solutions.⁹ The project forms part of ADB’s broader policy dialogue with the government on education sector reforms to improve equity of access to quality education,

⁶ Education Evaluation Center of Mongolia. 2008. *Mongolian National Assessment of Primary Education Mathematics and Reading*. Ulaanbaatar.

⁷ Other social and safety issues include parents’ attitude toward children’s education, children’s first impression of schools and dormitories, and potential bullying, child and sexual abuse at dormitories.

⁸ MECS. 2012. *Pre-School, Primary and Secondary Education Reform Policy Framework, 2012–2016*. Ulaanbaatar.

⁹ ADB. 2010. *Education by 2020: A Sector Operations Plan*. Manila.

together with the ongoing capacity development technical assistance to the MECS.¹⁰ The project is aligned with ADB's interim country partnership strategy, 2014–2016 for Mongolia, which provides a renewed focus on basic education.¹¹

8. **Lessons.** The project builds on the experience of ADB and other development partners in the education sector, which indicate the need for comprehensive support to improve financial, human, and physical resources for dormitories. It also draws on good practices in boarding school management in Japan and other countries where students are provided with additional learning opportunities through their involvement in assistance for lower grade students, organization of study, reading and extracurricular activities, and management of dormitory affairs.

9. **Innovative features.** The project will have innovative features, including (i) an inclusive approach to gender, age, and special needs in terms of WASH facility design, capacity building for dormitory staff, teachers and school management as well as financing policy to upgrade the school dormitory system; and (ii) a built-in impact evaluation that will assess effects of improved physical school dormitory environment and services on student learning.

B. Impact and Outcome

10. The impacts of the project will be a reformed school dormitory system, more equitable access to quality education (footnote 9), and achievement of universal primary education.¹² The outcome of the project will be models to improve the physical dormitory environment and services established and implemented in three *aimags* of the western region.

C. Outputs

11. The project will have three outputs:

12. **Output 1: Physical school dormitory environment improved.** The project will improve the physical school dormitory environment by supporting minor civil works for *soum* school dormitories in the Govi-Altai, Uvs, and Zavkhan *aimags* of the western region, which have been identified as in need of upgrading, based on the condition of dormitory buildings and facilities, the year of dormitory construction and/or rehabilitation, the number of primary students staying in dormitories, the existence of junior and senior secondary grades, and the lack of basic infrastructure (water, wastewater, and heating). Minor civil works will include rehabilitation of buildings to adequately cope with winter temperatures, wind, and precipitation; repair and/or installation of universal-design WASH facilities that meet minimum requirements (including those related to gender and early grade students) developed by the MECS in collaboration with the Ministry of Health, United Nations Children's Fund, and NGOs; provision of beds and other furniture to accommodate more students; and renovation of common rooms that will be properly furnished for study, reading, and extracurricular activities.

13. **Output 2: Capacity to deliver school dormitory services improved.** The project will support capacity development of school dormitory staff and primary class teachers, school management and accountants, and *aimag* education department staff to improve school dormitory services for primary students staying in dormitories and their parents in Govi-Altai,

¹⁰ ADB. 2015. *Technical Assistance to Mongolia for Education Sector Development*. Manila.

¹¹ ADB. 2014. *Interim Country Partnership Strategy: Mongolia, 2014–2016*. Manila.

¹² State Great Hural (Parliament) of Mongolia. 2008. *The Millennium Development Goals-based Comprehensive National Development Strategy of Mongolia*. Ulaanbaatar.

Uvs, and Zavkhan *aimags*. All school dormitories in the three *aimags* will be supported. School dormitory teachers will be trained in child abuse issues and child-centered methods to facilitate study, reading, and extracurricular activities; and improve school preparedness of students, especially in the early grades. Dormitory guards will receive training regarding child abuse and child-centered communication to encourage study, reading, and extracurricular activities; and enable them to care for dormitory students, especially in early grades, at night. School staff involved in the preparation of dormitory meals will receive training concerning the nutritional requirements of students, while school management, accountants, and *aimag* education department staff will be trained to use tools and reference materials to enhance management of financial, human and physical resources for school dormitories. Workshops will be organized for school dormitory teachers, primary class teachers, and social workers to exchange experiences regarding (i) student- and teacher-organized study, reading, and extracurricular activities at dormitories; and (ii) communication and outreach activities for parents of primary students staying in dormitories.

14. Output 3: Policy and regulatory frameworks to improve the school dormitory environment developed. The project will support the development of policy and regulatory frameworks to improve the school dormitory environment. Comprehensive standards for dormitories, covering the physical dormitory environment and services, will be developed based on (i) the models to improve the physical dormitory environment and services, which are to be established and implemented in the three *aimags* of the western region; and (ii) national and international good practices in boarding school management in Japan and other countries. Funding formulas for school dormitory meals will be revised to take into account the age and nutritional requirements of students. To enable replication of the models nationwide, a national strategy and financing policy will be developed (i) to improve the school dormitory environment, particularly at *soum* schools with a greater involvement by local governments; and (ii) with due consideration for the hiring and recruitment of qualified dormitory teachers, and operation and maintenance of the physical dormitory environment. An impact evaluation study will be conducted to inform the nationwide replication of the models.

15. To ensure sustainability, the project will support the establishment of an effective project management system by strengthening the capacity of the MECS and *aimag* education departments, and ensuring their coordination for project implementation and management.

II. IMPLEMENTATION PLANS

A. Project Readiness Activities

Activities	2015						2016	Responsible Agency(s)
	7	8	9	10	11	12	1	
Government budget inclusion								MECS, <i>aimag</i> governments, MOF
Advance contracting actions								ADB, MECS, MOF
Grant negotiations								ADB, MECS, MOF
Establishment of project implementation arrangements								MECS
ADB Board approval								ADB
Grant signing								ADB, MOF
Grant effectiveness								ADB
Project management training								ADB, MECS, <i>aimag</i> education departments, PIU

ADB = Asian Development Bank; MECS = Ministry of Education, Culture, and Science; MOF = Ministry of Finance; PIU = project implementation unit.

Source: Asian Development Bank.

B. Overall Project Implementation Plan

[illegible]

[illegible]

Activities	2015	2016				2017				2018				2019	
	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2
1.2 Review the government's standards, regulations, and policies related to physical school dormitory environment and services															
1.3 Based on the project experiences and other national good practices, draft standards for physical school dormitory environment and services															
1.4 Organize national and international workshops (with the participation of experts from Japan and other countries) to review and discuss draft standards for physical school dormitory environment and services															
1.5 Finalize comprehensive standards for physical school dormitory environment and services															
2. Revision of Funding Formula for School Dormitory Meals															
2.1 Study school dormitory meals from nutrition, child development, and financial perspectives															
2.2 Revise funding formula for school dormitory meals, taking into account the age of students and nutritional requirements															
2.3 Organize workshops to review and discuss revised funding formula for school dormitory meals															
2.4 Finalize funding formula for school dormitory meals in preparation of MECS's budgets															
3. Development of National Strategy and Financing Policy to Improve School Dormitory Environment															
3.1 Recruit an education economist															
3.2 Review gaps in investments to improve physical school dormitory environment and services nationwide															
3.3 Develop simulation models for different policy and financing options to improve physical school dormitory environment and services															
3.4 Draft national strategy for improving physical school dormitory environment and services															
3.5 Organize workshops to review and discuss draft national strategy for improving school dormitory environment and different policy and financing options															
3.6 Finalize national strategy and financing policy for improving school dormitory environment															
Project Management															
1. Establish PIU															
2. Recruit a project management specialist															
3. Train PIU staff in disbursement, procurement, financial management, EMP, M&E, and reporting															
4. Train MECS and <i>aimag</i> education department staff in project management															
5. Prepare quarterly and annual reports (including on EMP and SGEMAP)															
6. Conduct inception/annual/midterm review missions															
7. Award contracts															
8. Start and complete grant closing procedures															
9. Prepare project completion report															

EMP = environmental management plan; M&E = monitoring and evaluation; MECS = Ministry of Education, Culture, and Sports; MSUE = Mongolian State University of Education; O&M = operation and maintenance; PIU = project implementation unit; SEGAP = social development, gender, and ethnic action plan; TOR = terms of reference; WASH = water, sanitation, and hygiene.

III. PROJECT MANAGEMENT ARRANGEMENTS

A. Project Implementation Organizations–Roles and Responsibilities

Project implementation organizations	Management Roles and Responsibilities
Executing agency – Ministry of Education, Culture, and Science (MECS)	<ul style="list-style-type: none"> (i) Establish project implementation unit. (ii) Establish project steering committee. (iii) Establish systems, procedures, and mechanisms to ensure effective and efficient project implementation. (iv) Oversee overall project implementation and management activities to ensure smooth and timely implementation and completion of project activities.
Project steering committee	<ul style="list-style-type: none"> (i) Approve annual budgets and plans for the project. (ii) Oversee progress in project implementation. (iii) Guide and support project implementation. (iv) Provide coordination between ministries and other stakeholders involved in project implementation.
Project steering subcommittees (Govi-Altai,Uvs, and Zavkhan <i>aimags</i>)	<ul style="list-style-type: none"> (i) Approve annual budgets and plans for project activities to be conducted in the <i>aimags</i>. (ii) Oversee progress in the implementation of project activities in the <i>aimags</i>. (iii) Provide coordination between departments and other stakeholders involved in the implementation of project activities in the <i>aimags</i>.
Implementing Agency – MECS	<ul style="list-style-type: none"> (i) Provide strategic, policy, and coordination support for the implementation of outputs 1–3. (ii) Supervise all project activities under outputs 1–3.
Implementing Agencies – Education Departments (Govi-Altai, Uvs, and Zavkhan <i>aimags</i>)	<ul style="list-style-type: none"> (i) Provide coordination support for the implementation of outputs 1–2 in the <i>aimags</i>. (ii) Supervise all project activities under outputs 1–2 in the <i>aimags</i>.
Project implementation unit	<ul style="list-style-type: none"> (i) Assume day-to-day management of the project. (ii) Coordinate and implement project activities, including procurement, recruitment, disbursement, contract administration, generic environmental management plan (EMP) coordination, monitoring, and reporting. (iii) Prepare, on behalf of the executing and implementing agencies, bidding documents, terms of reference, reports, and other supporting documents and submit them for review and approval. (iv) Maintain on behalf of the executing agency the imprest accounts; and prepare and submit withdrawal applications and supporting documents, quarterly and annual reports, annual audit reports and financial statements.
Asian Development Bank	<ul style="list-style-type: none"> (i) Provide technical support for project implementation. (ii) Supervise and ensure compliance by the executing and implementing agencies with Asian Development Bank's policies and procedures in project implementation.

16. The Ministry of Education, Culture, and Science (MECS) will be the executing agency of the project and will oversee overall project implementation and management activities to ensure smooth and timely implementation and completion of project activities. The MECS and the education departments of Govi-Altai, Uvs, and Zavkhan *aimags* will be the implementing agencies.

17. The project steering committee (PSC) will be established by the MECS. The PSC will be chaired by the director of Strategic Policy and Planning Department of the MECS, and composed of directors of the MECS, and representatives of the Ministry of Finance. The PSC will meet quarterly to (i) approve annual budgets and plans for the project; (ii) review progress in project implementation; (iii) guide and support project implementation; and (iv) provide coordination between ministries and other stakeholders involved in project implementation. The operational costs of the PSC will be funded by the MECS.

18. Three project steering subcommittees will also be established in Govi-Altai, Uvs, and Zavkhan *aimags*. In Govi-Altai and Zavkhan *aimags*, the subcommittees will be chaired by *aimag* governors, and composed of heads of finance, social development, and education departments, representatives of nongovernmental organizations (NGOs) and parents, and other stakeholders. In Uvs *aimag*, the subcommittee will be chaired by the head of social development department and composed of heads of finance, education, and urban development departments, specialists of education departments, representatives of NGOs and parents, and other stakeholders. The project steering subcommittees will meet quarterly to (i) approve annual budgets and plans for each *aimag*; (ii) guide and support project implementation in the *aimags*; and (iii) provide coordination between departments, and other stakeholders involved in the *aimags*. The operating costs of the project steering subcommittees will be funded by the *aimag* governments.

19. The project implementation unit (PIU) will be established by the MECS and located in Ulaanbaatar, and will be responsible for day-to-day management of the project. On behalf of the executing and implementing agencies, the PIU will assume day-to-day management of the project and will be responsible for coordinating and implementing project activities, including procurement, recruitment, disbursement, contract administration, monitoring, and reporting. The PIU will also coordinate the implementation of the generic environmental management plan (EMP). The PIU will be staffed by a project manager, a procurement specialist, and an accountant and/or financial management specialist, and will be supported by consultants to be engaged under the project (see the Overall Summary of Consulting Services in Section VI. D). The PIU will be further staffed and supported by local project coordinators to be based in the Govi-Altai, Uvs, and Zavkhan *aimag* education departments.

B. Key Persons Involved in Implementation

Executing Agency

Ministry of Education, Culture,
and Science

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ADB

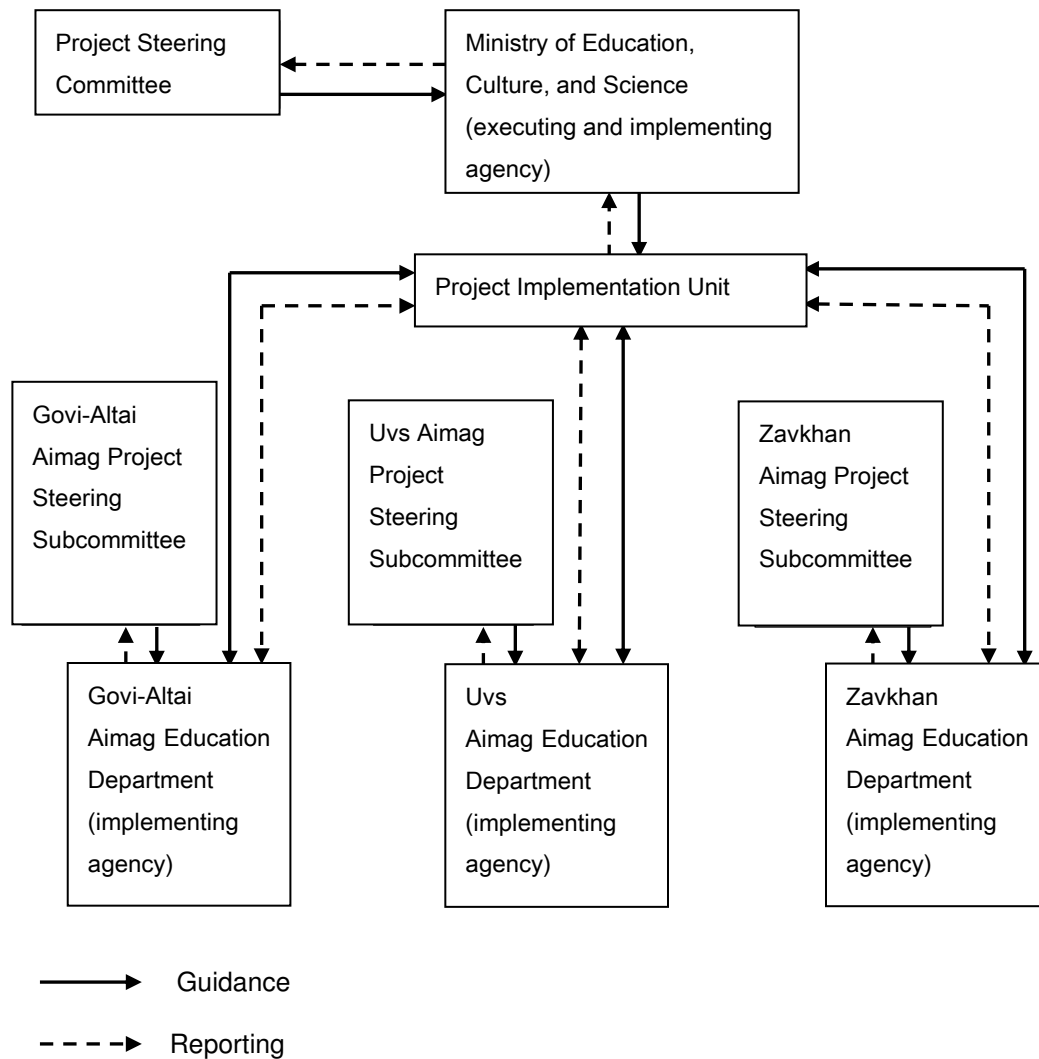
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C. Project Organization Structure



IV. COSTS AND FINANCING

20. The project is estimated to cost \$3.38 million. The base cost will be allocated as follows: civil works (58.3%); project management (17.7%); consultants (15.0%); equipment and furniture (2.9%); books, teaching–learning and other materials (1.9%); training and workshops (1.0%); and recurrent costs (3.2%). Physical and price contingencies total \$300,000.

21. The JFPR will provide financing on a grant basis the amount not exceeding the equivalent of \$3 million, to be administered by ADB. The total project cost of \$3.38 million will be financed by the JFPR grant (not exceeding \$3 million); the Government of Mongolia (\$300,000 equivalent); and Govi-Altai, Uvs, and Zavkhan *aimag* governments (\$80,000 equivalent). Specifically, the Government of Mongolia will fund training and workshops, project management, and contingencies; the Govi-Altai *aimag* government will provide \$20,000 equivalent from the Local Development Fund for training and workshops; and the Uvs (\$40,000 equivalent) and Zavkhan *aimag* governments (\$20,000 equivalent) will finance civil works. The government has assured ADB that it will provide additional counterpart funding for any shortfall of funds or cost overruns to ensure the success of the project.

22. Taxes and duties of \$0.06 million to be financed from government resources (\$0.02 million, tax exemptions) and JFPR grant resources (\$0.04 million). The financing of taxes and duties is necessary to avoid delays in procurement. The amount of taxes and duties is determined on the grounds that (i) the amount will not represent an excessive share of the project cost, (ii) the taxes and duties apply only to ADB-financed expenditures, and (iii) the financing of taxes and duties is relevant to the success of the project.

A. Cost Estimates Preparation and Revisions

23. **Preparation.** The mission leader prepared the cost estimates based on unit cost information obtained from the local and international markets; the Ministry of Education, Culture, and Science (MECS); and the education departments of Govi-Altai, Uvs, and Zavkhan *aimags*.

24. **Revisions.** The cost estimates will be updated by ADB and the project implementation unit (PIU) during review missions based on unit cost information obtained in the then local and international markets.

B. Cost Categories

25. Cost categories are as follows:

Category	Description
Civil works	Rehabilitation of school dormitory buildings, including repair/replacement of windows, doors, roofs, ceilings, floors, electrical and heating pipework systems, insulation of walls; repair/installation of water, sanitation, and hygiene (WASH) facilities, taxes and duties
Equipment and furniture	Kitchen, laundry, and other equipment for school dormitories, beds, tables, chairs, wardrobes, bookshelves, and other furniture for school dormitories, taxes and duties

Category	Description
Books, teaching-learning, and other materials	Books and teaching-learning activities for study, reading and extracurricular activities to be organized at school dormitories, sport equipment, musical instruments, and other materials for extracurricular activities to be organized at school dormitories
Training and workshops	Venue rental, meals and snacks, resource persons, training and workshop materials, and other expenses related to training for dormitory staff, teachers, and school management and workshops to review and discuss policy, strategy, planning, budget and standard documents
Consulting services	National and international consulting services
Project management	PIU staff salaries and insurance (PIU staff will not be civil servants receiving salaries from the government); PIU office space; PIU furniture and ICT equipment; training on procurement, disbursement, and financial management for the PIU, MECS and <i>aimag</i> education department staff; PIU operational costs; and vehicle hire, estimated fees of \$20,000 for the audit of the annual project financial statements for the period of 2016–2019
Recurrent costs	Per diem and travel costs for dormitory teachers and guards, primary class teachers, and other dormitory and school staff, school management, and accountants (non-civil servants) and the MECS and <i>aimag</i> education department staff (civil servants)

26. Salaries, per diem, and travel costs for the MECS and the *aimag* education department staff (civil servants) are ineligible under the JFPR and will be funded by the counterpart funds. The vehicle and driver funded under the ongoing ADB project will be used for this project.

C. Assumptions

27. The following key assumptions underpin the cost estimates and financing plan:

- (i) Exchange rate: MNT1,935 = \$1.00 (as of 15 April 2015)
- (ii) Price contingencies based on expected cumulative inflation over the implementation period are as follows:

	2015	2016	2017	2018	Average
Foreign rate of price inflation	0.7%	1.9%	1.9%	1.9%	1.6%
Domestic rate of price inflation	8.9%	7.7%	7.7%	7.7%	8.0%

- (iii) In-kind contributions were calculated based on standard rates of salaries, per diem and travel costs for the MECS and the *aimag* education department staff.

D. Summary Cost Estimates and Financing Plan

Table 1: Project Investment Plan
(\$ million)

Item	Amount ^a
A. Base Cost^b	
1. Output 1: Improvement of physical school dormitory environment	2.16
2. Output 2: Improvement of capacity to deliver school dormitory services	0.21
3. Output 3: Development of policy and regulatory frameworks	0.09
4. Project management ^c	0.64
Subtotal (A)	3.09
B. Contingencies^d	0.30
Total (A+B)	3.38

Note: Numbers may not sum precisely because of rounding.

^a Administered by the Asian Development Bank. Includes taxes and duties of \$60,000 to be financed from government resources (\$20,000, tax exemptions) and Japan Fund for Poverty Reduction grant resources (\$40,000). The financing of taxes and duties is necessary to avoid delays in procurement. The amount of taxes and duties is determined on the grounds that (i) the amount will not represent an excessive share of the project cost, (ii) the taxes and duties apply only to Japan Fund for Poverty Reduction-financed expenditures, and (iii) the financing of taxes and duties is relevant to the success of the project.

^b In mid-2015 prices.

^c Includes project implementation unit staff salaries and insurance (project implementation unit staff will not be civil servants receiving salaries from the government), office space, and operational costs; furniture and information and communication technology equipment; training on procurement, disbursement, and financial management; and vehicle hire. Also includes estimated fees of \$20,000 for the audit of the annual project financial statements for 2016–2019 to be financed from Japan Fund for Poverty Reduction grant resources.

^d Physical contingencies computed at 5% for base investment costs. Price contingencies computed on average at 1.35% for foreign exchange costs and 2.87% for local currency costs; includes provision for potential exchange rate fluctuations under the assumption of a purchasing power parity exchange rate.

Source: Asian Development Bank estimates.

Table 2: Financing Plan

Source	Amount (\$ million)	Share of Total (%)
Japan Fund for Poverty Reduction ^a	3.00	88.8
Government of Mongolia	0.30	8.9
Govi-Altai <i>aimag</i> government	0.02	0.6
Uvs <i>aimag</i> government	0.04	1.2
Zavkhan <i>aimag</i> government	0.02	0.6
Total	3.38	100.0

^a Administered by the Asian Development Bank.

Source: Asian Development Bank estimates.

E. Detailed Cost Estimates by Expenditure Category

		(\$ million)			
		Foreign	Local	Total	% of Total Base Cost
A	Investment Costs				
1	Civil works	0.90	0.90	1.80	58.3%
2	Equipment and Furniture	0.05	0.05	0.09	2.9%
3	Books, Teaching-Learning, and Other Materials	-	0.06	0.06	1.9%
4	Training and Workshops	0.01	0.02	0.03	1.0%
5	Consulting Services	0.09	0.38	0.46	15.0%
6	Project Management	0.24	0.31	0.54	17.7%
	Subtotal (A)	1.28	1.71	2.99	96.8%
B	Recurrent Costs				
1	Per Diem and Travel Costs	-	0.03	0.03	1.0%
2	Training and Workshops (Salaries and Allowances)	-	0.02	0.02	0.7%
3	Project Management Operations and Maintenance - in-kind	-	0.05	0.05	1.6%
	Subtotal (B)	-	0.10	0.10	3.2%
	Total Base Cost (A+B)	1.28	1.81	3.09	100.0%
C	Contingencies				
1	Physical	0.06	0.09	0.15	5.0%
2	Price	0.04	0.10	0.14	4.6%
	Subtotal (C)	0.11	0.19	0.30	9.6%
	Total Project Cost (A+B+C)	1.38	2.00	3.38	109.6%

Note: Numbers may not sum precisely because of rounding.

Source: Asian Development Bank.

F. Allocation and Withdrawal of Grant Proceeds

	Item	JFPR Financing (USD)		Basis for Withdrawal from the Loan Account
		Category	Subcategory	
1	Civil works	1,740,000		96.7% of total expenditure claimed
2	Equipment and Furniture	90,000		100% of total expenditure claimed
3	Books, Teaching-Learning, and Other Materials	60,000		100% of total expenditure claimed
4	Training and Workshops	30,000		100% of total expenditure claimed
5	Consulting Services	463,000		100% of total expenditure claimed
6	Project Management	544,960		100% of total expenditure claimed
7	Recurrent Costs	30,400		100% of total expenditure claimed
8	Unallocated	41,640		
	Total	3,000,000		

Source: Asian Development Bank.

G. Detailed Cost Estimates by Financier

(\$ million)												
		JFPR		Government of Mongolia		Govi-Altai Aimag Government		Uvs Aimag Government		Zavkhan Aimag Government		Total Cost
		Amount	Cost Category	Amount	Cost Category	Amount	Cost Category	Amount	Cost Category	Amount	Cost Category	
A	Investment Costs											
1	Civil works	1.74	96.7%	-	0.0%	-	0.0%	0.04	2.2%	0.02	1.1%	1.80
2	Equipment and Furniture	0.09	100.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	0.09
3	Books, Teaching-Learning, and Other Materials	0.06	100.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	0.06
4	Training and Workshops	0.03	100.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	0.03
5	Consulting Services	0.46	100.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	0.46
6	Project Management	0.54	100.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	0.54
	Subtotal (A)	2.93	98.0%	-	0.0%	-	0.0%	0.04	1.3%	0.02	0.7%	2.99
B	Recurrent Costs											
1	Per Diem and Travel Costs	0.03	100.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	0.03
2	Training and Workshops (Salaries and Allowances)	-	0.0%	0.00	2.9%	0.02	97.1%	-	0.0%	-	0.0%	0.02
3	Project Management Operations and Maintenance - in-kind	-	0.0%	0.05	100.0%	-	0.0%	-	0.0%	-	0.0%	0.05
	Subtotal (B)	0.03	30.6%	0.05	49.2%	0.02	20.2%	-	0.0%	-	0.0%	0.10
	Total Base Cost (A+B)	2.96	95.8%	0.05	1.6%	0.02	0.6%	0.04	1.3%	0.02	0.6%	3.09
C	Contingencies											
1	Physical	0.04	27.0%	0.11	73.0%	-	0.0%	-	0.0%	-	0.0%	0.15
2	Price	-	0.0%	0.14	100.0%	-	0.0%	-	0.0%	-	0.0%	0.14
	Subtotal (C)	0.04	14.1%	0.25	85.9%	-	0.0%	-	0.0%	-	0.0%	0.30
	Total Project Cost (A+B+C)	3.00	88.7%	0.30	8.9%	0.02	0.6%	0.04	1.2%	0.02	0.6%	3.38

Note: Numbers may not sum precisely because of rounding.

Source: Asian Development Bank.

H. Detailed Cost Estimates by Outputs

		(\$ million)								
			Output A		Output B		Output C		Project Management	
		Total Cost	Amount	Cost Category	Amount	Cost Category	Amount	Cost Category	Amount	Cost Category
A	Investment Costs									
1	Civil works	1.80	1.80	100.0%	-	0.0%	-	0.0%	-	0.0%
2	Equipment and Furniture	0.09	0.09	100.0%	-	0.0%	-	0.0%	-	0.0%
3	Books, Teaching-Learning, and Other Materials	0.06	-	0.0%	0.06	100.0%	-	0.0%	-	0.0%
4	Training and Workshops	0.03	-	0.0%	0.01	40.4%	0.02	60.5%	-	0.0%
5	Consulting Services	0.46	0.27	57.2%	0.09	18.4%	0.07	14.9%	0.04	9.5%
6	Project Management	0.54	-	0.0%	-	0.0%	-	0.0%	0.54	100.0%
	Subtotal (A)	2.99	2.16	72.1%	0.16	5.3%	0.09	2.9%	0.59	19.7%
B	Recurrent Costs									
1	Per Diem and Travel Costs	0.03	-	0.0%	0.03	100.0%	0.00	0.0%	-	0.0%
2	Training and Workshops (Salaries and Allowances)	0.02	-	0.0%	0.02	98.5%	0.00	1.5%	-	0.0%
3	Project Management Operations and Maintenance - in-kind	0.05	-	0.0%	-	0.0%	-	0.0%	0.05	100.0%
	Subtotal (B)	0.10	-	0.0%	0.05	51.1%	0.00	0.3%	0.05	48.6%
	Total Base Cost (A+B)	3.09	2.16	69.8%	0.21	6.7%	0.09	2.8%	0.64	20.6%
C	Contingencies									
1	Physical	0.15	0.11	69.8%	0.01	6.7%	0.00	2.8%	0.03	20.6%
2	Price	0.14	0.10	70.9%	0.01	7.1%	0.01	7.1%	0.02	14.2%
	Subtotal (C)	0.30	0.21	70.3%	0.02	6.9%	0.01	4.9%	0.05	17.6%
Total Project Cost (A+B+C)		3.38	2.36	69.9%	0.23	6.7%	0.10	3.0%	0.69	20.4%

Note: Numbers may not sum precisely because of rounding.

Source: Asian Development Bank.

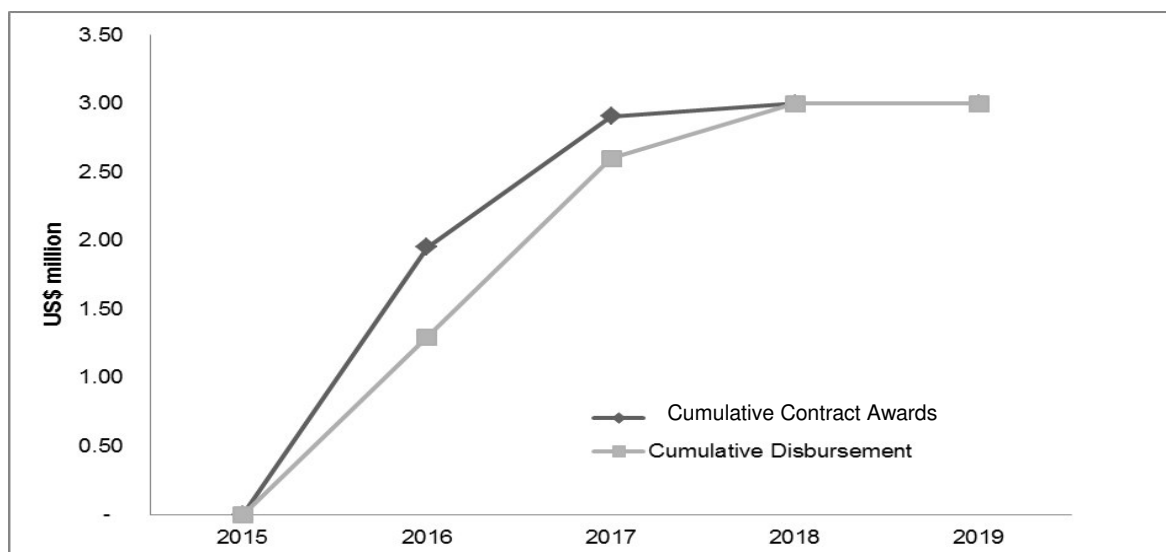
I. Detailed Cost Estimates by Year

		(\$ million)				
		Total Cost	2015	2016	2017	2018
A	Investment Costs					
1	Civil works	1.80	-	0.90	0.90	-
2	Equipment and Furniture	0.09	-	0.09	-	-
3	Books, Teaching-Learning, and Other Materials	0.06	-	0.06	-	-
4	Training and Workshops	0.03	-	0.02	0.01	0.01
5	Consulting Services	0.46	0.25	0.20	0.02	-
6	Project Management	0.54	0.40	0.06	0.06	0.02
	Subtotal (A)	2.99	0.65	1.32	0.98	0.03
B	Recurrent Costs					
1	Per Diem and Travel Costs	0.03	-	0.01	0.01	0.01
2	Training and Workshops (Salaries and Allowances)	0.02	-	0.01	0.01	
3	Project Management Operations and Maintenance - in-kind	0.05	0.00	0.02	0.02	0.01
	Subtotal (B)	0.10	0.00	0.03	0.03	0.03
	Total Base Cost (A+B)	3.09	0.65	1.36	1.02	0.06
C	Contingencies					
1	Physical	0.15	0.03	0.07	0.05	0.00
2	Price	0.14	0.02	0.07	0.05	0.00
	Subtotal (C)	0.30	0.05	0.14	0.10	0.01
	Total Project Cost (A+B+C)	3.38	0.71	1.49	1.12	0.07

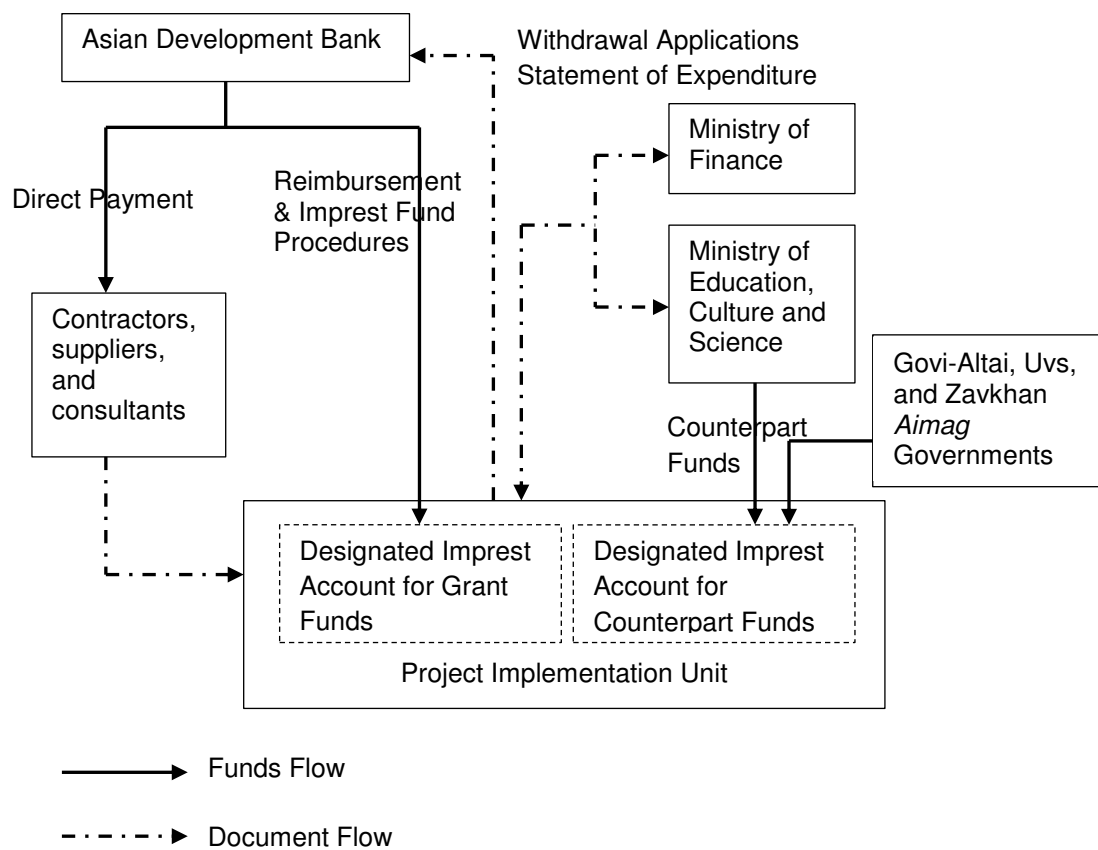
Note: Numbers may not sum precisely because of rounding.
Source: Asian Development Bank.

J. Contract and Disbursement S-Curve

		(\$ million)				
		2015	2016	2017	2018	2019
Annual Contract Awards	-	1.95	0.96	0.09	-	
Cumulative Contract Awards	-	1.95	2.91	3.00	3.00	
Annual Disbursement	-	1.30	1.30	0.40	-	
Cumulative Disbursement	-	1.30	2.60	3.00	3.00	



K. Fund Flow Diagram



V. FINANCIAL MANAGEMENT

A. Financial Management Assessment

28. The financial management assessment (FMA) was conducted from 25 May 2015 to 15 June 2015 in accordance with ADB's *Guidelines for the Financial Management and Analysis of Projects*, the *Financial Due Diligence: A Methodology Note*, and the *Financial Management Technical Guidance Note: Financial Management Assessment*. The FMA considered the capacity of the Ministry of Education, Culture, and Science (MECS, the executing agency and implementing agency), including funds-flow arrangements, staffing, accounting, and financial reporting systems, financial information systems, and internal and external auditing arrangements. The governance risk assessment for Mongolia also informed the FMA.¹³ Based on the assessment, the key financial management risks identified are limited experience of the MECS staff in directly managing donor funds; management of donor funds outside the government system; lack of procedures in place to safeguard assets; and understaffed and compliance-driven internal audit function of the MECS. It is concluded that the overall pre-mitigation financial management risk of the MECS is moderate. The recipient and the MECS have agreed to implement an action plan as key measures to address the deficiencies. The financial management action plan is provided in Table 3.

Table 3: Financial Management Action Plan

Key Risks	Activity to Mitigate Risks	Staff/Personnel Responsible	Timeline
Limited experience of the MECS staff in directly managing donor funds	Establish a PIU staffed by qualified and experienced professionals including: a project manager, an accountant and/or financial management specialist, a procurement specialist, and three local project coordinators to be based at the education departments in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> to assume day-to-day management of the project, including financial management	MECS and <i>aimag</i> education departments	Before grant effectiveness
	Review and approve terms of reference for the PIU staff, as well as the selection and recruitment processes	ADB	Before grant effectiveness
	Engage an international project management specialist to assist the MECS, the <i>aimag</i> education departments, and the PIU in starting up and management of the project, providing training for the MECS, <i>aimag</i> education department, and PIU staff, monitoring the application of the knowledge gained through training, and compiling accounting and financial management policies and procedure manuals for the PIU	PIU staff	Immediately after grant effectiveness

¹³ ADB. 2008. *Risk Assessments and Risk Management Plans for National Systems and the Education and Urban Infrastructure Sectors in Mongolia*. Manila.

Key Risks	Activity to Mitigate Risks	Staff/Personnel Responsible	Timeline
Management of donor funds outside the government system	Based on the government accounting system and through integrated financial management information system software acceptable to ADB to be installed at the PIU, establish the project accounting system	PIU staff; international project management specialist	Immediately after grant effectiveness
No procedure in place to safeguard assets	Label and record all project assets and report them in quarterly and annual project reports	PIU staff	Quarterly and annually during project implementation
Understaffed and compliance-driven internal audit function of the MECS	Review transactions and financial reports during review missions	MECS and ADB	At least once a year
	Train, guide, and coach the MECS and PIU staff in ADB's guidelines and procedures	International project management specialist; ADB	Immediately after grant effectiveness; intermittently during project implementation

B. Disbursement

(i) Disbursement Arrangements for ADB

29. The grant proceeds will be disbursed in accordance with ADB's Loan Disbursement Handbook (2015, as amended from time to time), and detailed arrangements agreed upon between the Government and ADB.

30. Direct payment by ADB and imprest fund procedures, liquidation and replenishment, and statement of expenditures (SOEs), will be used to disburse the grant proceeds. The PIU will (i) prepare disbursement projections, (ii) collect supporting documents, and (iii) prepare and send withdrawal applications to ADB.

31. **Imprest Fund Procedure.** To facilitate project implementation through timely release of grant proceeds, the executing agency (EA), through the PIU, will establish an imprest account for the grant proceeds at a commercial bank acceptable to ADB promptly after grant effectiveness. The bank charges incurred in the operation of the imprest account may be financed from the grant proceeds. The currency of the imprest account will be in US dollars. The imprest account is to be used exclusively for the Japan Fund for Poverty Reduction's (JFPR) share of eligible expenditures. The PIU, who established the imprest account in its name, is accountable and responsible for proper use of advances to the imprest account. The total outstanding advance to the imprest account should not exceed the estimate of JFPR's share of expenditures to be paid through the imprest account for the forthcoming 6 months. The EA, through the PIU, may request for initial and additional advances to the imprest account based on an estimate of expenditure sheet setting out the estimated expenditures to be financed through the account for the forthcoming 6 months. Supporting documents should be submitted to ADB or retained by the EA, through the PIU, in accordance with ADB's Loan Disbursement Handbook (2015, as amended from time to time) when liquidating or replenishing the imprest account.

32. **Statement of expenditure (SOE) procedure.** The SOE procedure may be used for reimbursement of eligible expenditures or liquidation of advances to the imprest account. The ceiling of the SOE procedure is the equivalent of \$50,000 per individual payment. Supporting documents and records for the expenditures claimed under the SOE should be maintained and made readily available for review by ADB's disbursement and review missions, upon ADB's request for submission of supporting documents on a sampling basis, and for independent audit.

33. The minimum value per withdrawal application is US\$100,000 equivalent. Individual payments below this amount should be paid by the EA and subsequently claimed from ADB (i) through reimbursement, or (ii) from the imprest account, unless otherwise accepted by ADB.

(ii) **Disbursement Arrangements for Counterpart Fund**

34. A separate imprest account will be established for disbursing the government counterpart funds. The EA, through the PIU, will establish an imprest account for the counterpart funds at a commercial bank acceptable to ADB promptly after grant effectiveness. The PIU will be responsible for preparing disbursement projections. The EA and Govi-Altai, Uvs, and Zavkhan *aimags* governments will request budgetary allocations for counterpart funds. The currency of the imprest account will be in Mongolian togrog. The PIU, who established the imprest account in its name, is accountable and responsible for proper use of advances to the imprest account. The government will exempt taxes and duties.

35. **Operating Account.** The EA, through the PIU, may establish an operating account at a commercial bank acceptable to ADB promptly after grant effectiveness. The operating account will be used for revenues and expenses related to bid evaluations. The currency of the operating account will be in Mongolian togrog. The EA should send a request to ADB for approval if the operating account is used for other purposes than the above and receives advances from the imprest account. The PIU, who established the operating account in its name, is accountable and responsible for proper use and operation of the operating account.

C. Accounting

36. The EA, through the PIU, will maintain, or cause to be maintained, separate books and records by funding source for all expenditures incurred on the project following accrual-based accounting system and the Government's financial regulations. The EA, through the PIU, will prepare consolidated project financial statements in accordance with the government's accounting laws and regulations which are consistent with international accounting principles and practices.

D. Auditing and Public Disclosure

37. The EA, through the PIU, will cause the detailed consolidated project financial statements to be audited in accordance with International Standards on Auditing by an independent auditor acceptable to ADB which will be arranged by the National Audit Office. The audited project financial statements together with the auditor's opinion will be presented in the English language to ADB within 6 months from the end of the fiscal year by the EA through the PIU.

38. The annual audit report for the project accounts will include a management letter and auditor's opinions which cover (i) whether the project financial statements present a true and fair

view or are presented fairly, in all material respects, in accordance with the applicable financial reporting standards; (ii) whether the proceeds of the grant were used only for the purpose(s) of the project; (iii) whether the recipient or executing agency was in compliance with the financial covenants contained in the legal agreements (where applicable); (iv) whether the eligibility of those expenditures claimed under SOE was certified; and (iv) whether the SOE and imprest fund procedures were used in accordance with ADB's Loan Disbursement Handbook and the project documents.

39. Compliance with financial reporting and auditing requirements will be monitored by review missions and during normal program supervision, and followed up regularly with all concerned, including the external auditor.

40. The Government, the EA and the implementing agencies have been made aware of ADB's approach to delayed submission, and the requirements for satisfactory and acceptable quality of the audited project financial statements. ADB reserves the right to require a change in the auditor (in a manner consistent with the constitution of the borrower), or for additional support to be provided to the auditor, if the audits required are not conducted in a manner satisfactory to ADB, or if the audits are substantially delayed. ADB reserves the right to verify the project's financial accounts to confirm that the share of ADB's financing is used in accordance with ADB's policies and procedures.

41. Public disclosure of the audited project financial statements, including the auditor's opinion on the project financial statements, will be guided by ADB's Public Communications Policy (2011). After review, ADB will disclose the audited project financial statements and the opinion of the auditors on the project financial statements no later than 30 days of ADB's confirmation of their acceptability by posting them on ADB's website. The management letter, additional auditor's opinions, and audited entity financial statements will not be disclosed.

VI. PROCUREMENT AND CONSULTING SERVICES

A. Advance Contracting and Retroactive Financing

42. All advance contracting will be undertaken in conformity with ADB's Procurement Guidelines (2015, as amended from time to time) (ADB's Procurement Guidelines)¹⁴ and ADB's Guidelines on the Use of Consultants (2013, as amended from time to time).¹⁵ The issuance of invitations to bid under advance contracting will be subject to ADB approval. The recipient and the MECS have been advised that approval of advance contracting does not commit ADB to finance the project.

43. There will be one advance contract for an engineering firm which will prepare drawings and specifications of rehabilitation works. Steps for advance contracting of the engineering firm will include finalization of terms of reference, preparation of an invitation for expressions of interest (including amplified and detailed expressions of interest format following the consultant's qualifications selection (CQS) method), advertising, short-listing of at least three engineering firms, preparation of a request for proposal, issuing of the request for proposal, evaluation of technical and financial proposals, and contract negotiations.

44. There will be no retroactive financing for this project.

B. Procurement of Goods, Works, and Consulting Services

45. All procurement of goods and works will be undertaken in accordance with ADB's Procurement Guidelines. International competitive bidding (ICB) will be applied to goods contracts estimated to cost \$2 million and more, and works contracts estimated to cost \$5 million and more. Goods contracts worth less than \$2 million and works contracts worth less than \$5 million will follow national competitive bidding (NCB). Shopping will be used for contracts for works and goods valued up to \$100,000. NCB procurement will be carried out in accordance with the Public Procurement Law of Mongolia, subject to modifications agreed with ADB. Before the start of any procurement ADB and the Government will review the laws pertaining to public procurement to ensure consistency with ADB's Procurement Guidelines. An 18-month procurement plan indicating threshold and review procedures, goods, works, and consulting services contract packages and national competitive bidding guidelines is in Section C.

46. All consultants will be recruited according to ADB's Guidelines on the Use of Consultants. The terms of reference for all consulting services are detailed in Section D. One engineering firm which will prepare drawings and specifications of rehabilitation works (national, 36 person-months) will be engaged through CQS. The use of CQS can be justified on the grounds that (i) highly specialized expertise is required; (ii) recruitment time is critical and the assignment is short-term; (iii) few consultants are qualified; and (iv) preparing and evaluating competitive proposals is unjustified. In addition, 2 international consultants (4 person-months) and 11 national consultants (55 person-months) will be recruited using the individual consultants selection (ICS) method to provide expertise in architectural engineering, environment safeguards, dormitory equipment and furniture, dormitory staff policy and management, education finance and economics, social development, law, school nutrition, and project management. The use of ICS is justified on the grounds that: (i) collective responsibility is not a

¹⁴ Procurement Guidelines: <http://www.adb.org/Documents/Guidelines/Procurement/Guidelines-Procurement.pdf>.

¹⁵ Consulting Guidelines: <http://www.adb.org/Documents/Guidelines/Consulting/Guidelines-Consultants.pdf>.

requirement; additional outside (home office) professional support is not required; and (iii) individual experience and qualifications are the main requirements.

47. All procurement under the project will be carried out by the MECS and coordinated by the PIU. Two national competitive biddings for rehabilitation works will be conducted by the MECS with the support of the Government Procurement Agency.

C. Procurement Plan

Basic Data

Project Name: Improving School Dormitory Environment for Primary Students in Western Region	
Project Number: 49168-001	Approval Number:
Country: Mongolia	Executing Agency: Ministry of Education, Culture, and Science
Project Procurement Classification: Category B	Implementing Agency: Ministry of Education, Culture, and Science Education departments of Govi-Altai, Uvs, and Zavkhan aimags
Project Procurement Risk: Moderate	
Project Financing Amount: US\$ 3,380,000 ADB Financing: Cofinancing (ADB Administered): Non-ADB Financing: US\$ 3,380,000	Project Closing Date: 30 April 2019
Date of First Procurement Plan: 2 October 2015	Date of this Procurement Plan: 2 October 2015

1. Methods, Thresholds, Review and 18-Month Procurement Plan

(a) Procurement and Consulting Methods and Thresholds

48. Except as the ADB may otherwise agree, the following process thresholds shall apply to procurement of goods and works.

Procurement of Goods and Works		
Method	Threshold	Comments
International Competitive Bidding (ICB) for Goods	US\$2,000,000 and above	
National Competitive Bidding (NCB) for Goods	Between US\$100,001 and US\$1,999,999	The first NCB is subject to prior review, thereafter post review.
Shopping for Goods	Up to US\$100,000	The first shopping is subject to prior review, thereafter post review.
ICB for Works	US\$5,000,000 and above	
NCB for Works	Between US\$100,001 and US\$4,999,999	All NCBs are subject to prior review
Shopping for Works	Up to US\$100,000	

Consulting Services	
Method	Comments
Consultant's Qualifications Selection	Prior review; for consulting firm
Individual Consultants Selection	Prior review; for individual consultant

(b) Goods and Works Contracts Estimated to Cost \$1 Million or More

49. The following table lists goods and works contracts for which the procurement activity is either ongoing or expected to commence within the next 18 months.

Package Number	General Description	Estimated Value	Procurement Method	Review (Prior/ Post)	Bidding Procedure	Advertisement Date (quarter/year)	Comments
None							

(c) Consulting Services Contracts Estimated to Cost \$100,000 or More

50. The following table lists consulting services contracts for which the recruitment activity is either ongoing or expected to commence within the next 18 months.

Package Number	General Description	Estimated Value	Recruitment Method	Review (Prior/ Post)	Advertisement Date (quarter/year)	Type of Proposal	Comments
CS01	Engineering firm for drawings (20 school dormitories)	100,000.00	CQS	Prior	Q3/2015	BTP	Assignment ; National

(d) Goods and Works Contracts Estimated to Cost Less than \$1 Million and Consulting Services Contracts Less than \$100,000 (Smaller Value Contracts)

51. The following table lists smaller-value goods, works and consulting services contracts for which the activity is either ongoing or expected to commence within the next 18 months.

Goods and Works								
Package Number	General Description	Estimated Value	Number of Contracts	Procurement Method	Review (Prior/Post)	Bidding Procedure	Advertisement Date (quarter/year)	Comments
CW01	Civil works (repair/rehabilitation of buildings, repair/installation of WASH facilities) (10 lots)	900,000.00	10	NCB	Prior	1S1E	Q1 / 2016	Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Others Comments: NCB bidding documents for works
	Lot 1	90,000.00						
	Lot 2	90,000.00						
	Lot 3	90,000.00						
	Lot 4	90,000.00						
	Lot 5	90,000.00						
	Lot 6	90,000.00						
	Lot 7	90,000.00						
	Lot 8	90,000.00						
	Lot 9	90,000.00						
	Lot 10	90,000.00						
GS01	PIU ICT equipment (including accounting software)	15,000.00	1	SHOPPING	Prior		Q4 / 2015	Prior (the first contract under shopping)
GS02	PIU Furniture	3,000.00	1	SHOPPING	Prior		Q4 / 2015	Prior (the first contract under shopping)
GS03	Equipment (kitchen, laundry, etc.)	20,000.00	1	SHOPPING	Post		Q2 / 2016	

Goods and Works								
Package Number	General Description	Estimated Value	Number of Contracts	Procurement Method	Review (Prior/Post)	Bidding Procedure	Advertisement Date (quarter/year)	Comments
GS04	Furniture (beds, tables, chairs, wardrobe, trash cans, bookshelves, etc.)	25,000.00	1	SHOPPING	Post		Q2 / 2016	
GS05	Books and other teaching-learning materials	30,000.00	1	SHOPPING	Post		Q2 / 2016	
GS06	Materials for extracurricular activities (musical instruments, etc.)	30,000.00	1	SHOPPING	Post		Q2 / 2016	

Consulting Services								
Package Number	General Description	Estimated Value	Number of Contracts	Recruitment Method	Review (Prior/Post)	Advertisement Date (quarter/year)	Type of Proposal	Comments
CS02	Architectural engineer (Govi-Altai)	35,000.00	1	ICS	Prior	Q1 / 2016		Assignment: National Expertise: Engineering
CS03	Architectural engineer (Uvs 1)	35,000.00	1	ICS	Prior	Q1 / 2016		Assignment: National Expertise: Engineering
CS04	Architectural engineer (Uvs 2)	35,000.00	1	ICS	Prior	Q1 / 2016		Assignment: National Expertise: Engineering
CS05	Architectural engineer (Zavkhan)	35,000.00	1	ICS	Prior	Q1 / 2016		Assignment: National Expertise: Engineering
CS06	Environment specialist	15,000.00	1	ICS	Prior	Q1 / 2016		Assignment: National Expertise: Environment
CS07	Dormitory equipment and furniture specialist	10,000.00	1	ICS	Prior	Q4 / 2015		Assignment: National Expertise: Interior Design
CS08	School dormitory staff policy and management specialist	20,000.00	1	ICS	Prior	Q4 / 2015		Assignment: National Expertise: Education
CS09	Education finance specialist	30,000.00	1	ICS	Prior	Q4 / 2015		Assignment: National Expertise: Education Economics
CS10	Social development specialist	35,000.00	1	ICS	Prior	Q4 / 2015		Assignment: National Expertise: Social Sciences

Consulting Services								
Package Number	General Description	Estimated Value	Number of Contracts	Recruitment Method	Review (Prior/Post)	Advertisement Date (quarter/year)	Type of Proposal	Comments
CS12	Nutritionist	10,000.00	1	ICS	Prior	Q4 / 2015		Assignment: National Expertise: Nutrition
CS13	Education economist	44,000.00	1	ICS	Prior	Q2 / 2016		Assignment: International Expertise: Education Economics
CS14	Project management specialist	44,000.00	1	ICS	Prior	Q4 / 2015		Assignment: International Expertise: Project Management

2. Indicative List of Packages Required Under the Project

52. The following table provides an indicative list of goods, works and consulting services contracts over the life of the project, other than those mentioned in previous sections (i.e., those expected beyond the current period).

Goods and Works							
Package Number	General Description	Estimated Value (cumulative)	Estimated Number of Contracts	Procurement Method	Review (Prior/Post)	Bidding Procedure	Comments
CW02	Civil works (repair/rehabilitation of buildings, repair/installation of WASH facilities) (10 lots) Lot 1 Lot 2 Lot 3 Lot 4 Lot 5 Lot 6 Lot 7 Lot 8 Lot 9 Lot 10	900,000.00 90,000.00 90,000.00 90,000.00 90,000.00 90,000.00 90,000.00 90,000.00 90,000.00 90,000.00	10	NCB	Prior	1S1E	Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Others Comments: Q1/2017, NCB bidding documents for works
GS07	Equipment (kitchen, laundry, etc.)	20,000.00	1	SHOPPING	Post		Q2/2017
GS08	Furniture (beds, tables, chairs, wardrobe, trash cans, bookshelves, etc.)	25,000.00	1	SHOPPING	Post		Q2/2017

Consulting Services							
Package Number	General Description	Estimated Value (cumulative)	Estimated Number of Contracts	Recruitment Method	Review (Prior/Post)	Type of Proposal	Comments
CS11	Legal Specialist	15,000.00	1	ICS	Prior		Assignment: National Expertise: Law Comments: Q1/2017

3. National Competitive Bidding

53. The procedures to be followed for national competitive bidding shall be those set forth in the Public Procurement Law of Mongolia of 1 December 2005, effective 1 February 2006, as amended on 6 February 2007, and 16 July 2009, and February, June, and December 2011 (hereinafter referred to as PPLM) with the clarifications and modifications described in the following paragraphs required for compliance with the provisions of ADB's Procurement Guidelines.

- (i) The Standard Bidding Documents of Mongolia for Goods and Works that have been approved by ADB as acceptable for ADB-financed projects, together with ADB's clarifications and modifications thereto, shall be used.
- (ii) Government-owned enterprises in Mongolia shall be eligible for projects only if they can establish that they: (i) are legally and financially autonomous; (ii) operate under the principles of commercial law; and (iii) are not dependent agencies of the Executing Agency and/or the Implementing Agency.
- (iii) If a bid security is required, the bid security shall be in any of the following forms at the bidder's option: (i) a bank guarantee; or (ii) a cashier's or certified check.
- (iv) Bidders must be nationals of member countries of ADB, and offered Goods and Works must be produced in and supplied from member countries of ADB. Bidders or potential bidders shall not be required to register with the taxation and other registration authorities of the government as a condition or requirement of bidding or award, leaving these requirements for after award and before signing of contract.
- (v) Foreign bidders from eligible countries of ADB shall be allowed to participate in bidding under the same conditions as local bidders and without any domestic preference.
- (vi) Prequalification shall not be required, except in the case of large or complex works, and with prior written concurrence of ADB.
- (vii) Qualification criteria shall be clearly specified in the bidding documents, and all criteria so specified shall be used to determine whether a bidder is qualified. The evaluation of a bidder's qualifications shall only take into account the bidder's capacity and resources to perform the contract, in particular its experience and past performance on similar contracts, capabilities with respect to personnel, equipment and construction or manufacturing facilities, and financial position. The evaluation of the bidder's qualifications shall be conducted separately from the technical and commercial evaluation of the bid.
- (viii) Evaluation and qualification criteria, and submission requirements, to be used in each bidding activity shall be clearly specified in the bidding documents. The evaluation of bids shall be done in strict adherence to the criteria specified in the bidding documents.
- (ix) The invitation to bid and the bidding documents shall be prepared in the Mongolian language. If another language will be used, then such other language shall be English.
- (x) Bidders shall be requested to extend the validity of their bids only under exceptional circumstances and the Executing or Implementing Agency, as the case may be, shall communicate such request for extension to all bidders before the date of expiry of their bids. When the procurement is subject to ADB's prior review, the Executing or Implementing Agency, as the case may be, shall obtain in a timely manner the prior written concurrence of ADB for the extension of the bid validity period.

- (xi) All bids shall not be rejected or new bids invited without ADB's prior written concurrence. No bid shall be rejected merely on the basis of a comparison with the estimated cost or budget ceiling without ADB's prior written concurrence (with specific reference to Article 30 of the PPLM).
- (xii) Negotiations with bidders shall not be undertaken before award of contract, except as provided in Paragraph 2.63 of ADB's Procurement Guidelines (with specific reference to Article 30.2 of the PPLM). A bidder shall not be required, as a condition for award, to undertake obligations not specified in the bidding documents or otherwise to modify its bid as originally submitted.
- (xiii) Bidding documents and contracts under national competitive bidding procedures financed by ADB shall include a provision requiring suppliers, contractors and consultants to permit ADB to inspect their accounts and records relating to the bid submission and the performance of the contract by the supplier, contractor and/or consultant, as the case may be, and to have them audited by auditors appointed by ADB, if so required by ADB.
- (xiv) At the same time that notification on award of contract is given to the successful bidder, the results of the bid evaluation shall be posted on a well-known freely accessible website (namely Mongolia's Ministry of Finance e-procurement website: www.e-procurement.mn) identifying the bid and lot numbers and providing information on the: (i) name of each bidder that submitted a bid; (ii) bid prices as read out at bid opening; (iii) names of bidders whose bids were rejected and the reasons for their rejection; and (iv) name of the winning bidder, and the price it offered, as well as the duration and summary scope of the contract awarded. The Executing Agency or Implementing Agency, as the case may be, shall respond in writing to unsuccessful bidders who seek explanations on the grounds on which their bids were not selected.

D. Consultants' Terms of Reference

54. The summary of consulting services for which terms of reference are outlined is shown below.

Overall Summary of Consulting Services

Name of Position	International Person-months	National Person-months
Consultants engaged through engineering firm		
Construction engineer		6
Architect		6
Water supply engineer		6
Heating engineer		6
Sanitary engineer		6
Electrical engineer		6
Subtotal engineering firm		36
Consultants engaged on an individual basis		
Architectural engineer (Govi-Altai)		7
Architectural engineer (Uvs 1)		7
Architectural engineer (Uvs 2)		7
Architectural engineer (Zavkhan)		7
Environment specialist		3
Dormitory equipment and furniture specialist		2
School dormitory staff policy and management specialist		4
Education finance specialist		6
Social development specialist		7
Legal specialist		3
Nutritionist		2

Name of Position	International Person-months	National Person-months
Education economist	2	
Project management specialist	2	
Subtotal individual consultants	4	55

1. Consultants Engaged Through Engineering firm

55. A total of 36 person-months (national) consulting services will be engaged through a firm which will be selected using the CQS method. The firm will develop building designs, detailed drawings, specifications of materials, and cost estimates for 20 *soum* school dormitories in Govi-Altai, Uvs, and Zavkhan *aimags* to be rehabilitated to support the preparation of bidding documents for civil works. Specifically, the firm will:

- (i) Create building designs and detailed drawings of school dormitory buildings to be rehabilitated which should be functional, safe, and sustainable, and if applicable, responsive to gender, age of students, and special needs.
- (ii) Create designs, detailed drawings and specifications of water, sanitation and hygiene (WASH) facilities (i.e., water supply, hand washing facilities, showers, toilets, latrines, wastewater treatment, solid waste collection and disposal) to be repaired or installed which should be functional, easy to maintain, sustainable, safe, and responsive to gender, age of students, and special needs.
- (iii) Create design specifications of heating equipment and pipework systems, ductwork, and ventilation systems to be repaired.
- (iv) Create design specifications of electrical systems to be repaired to be functional, safe, durable, and sustainable.
- (v) Ensure compliance with design codes, regulations, laws, and standards for school and dormitory buildings, the generic environmental management plan (in the Appendix 1 of the PAM), weather conditions (e.g., winter temperatures), taking into account for budget constraints in defining designs, drawings and specifications of school dormitory buildings and WASH facilities to be rehabilitated or installed.
- (vi) Prepare specifications and bills of quantities of the materials to be used.
- (vii) Help develop the bidding documents for civil works and equipment contracts.
- (viii) Identify all permits to be obtained for rehabilitation works.
- (ix) Estimate costs and time required to complete rehabilitation/installation works of each school dormitory.
- (x) Provide support for evaluating bids and preparing bid evaluation reports, if requested.
- (xi) Prepare a civil works supervision plan for each school dormitory.
- (xii) Prepare milestone (inception, midterm, draft final, and final) reports in English and Mongolian which should be acceptable for ADB, the MECS, and the *aimag* education departments.
- (xiii) Consult relevant stakeholders in the process of assuming the tasks.

56. The following experts should be provided by the firm:

- (i) A **construction engineer** who should have at least a bachelor degree in civil engineering, construction engineering, or related field, and 5 years of professional experience.
- (ii) An **architect** who should have a graduate degree in architecture, structural engineering, or a related field and 5 years of professional experience.

- (iii) A **water supply engineer** who should have at least a bachelor degree in civil engineering, water engineering or a related field, and 5 years of professional experience.
- (iv) A **heating engineer** who should have at least a diploma or a bachelor degree in heating and ventilation, building services engineering or a related field and 5 years of professional experience.
- (v) A **sanitary engineer** who should have at least a bachelor degree in civil engineering, environmental engineering, or a related field and 5 years of professional experience.
- (vi) An **electrical engineer** who should have at least a bachelor degree in civil engineering, electrical engineering, or a related field, and 5 years of professional experience.

57. The firm should designate one expert as a **team leader** who will develop a work plan, guide and coordinate the work of experts in the team, and ensure the quality of outputs. The team leader should have at least additional 2 years of professional experience as a team leader.

2. Consultants Engaged on an Individual Basis

58. **Architectural engineers** (four nationals, 7 person-months each). The architectural engineers should have at least a bachelor degree in civil engineering, construction engineering, or a related field, and 5 years of professional experience, in particular, with reviewing drawings, specifications, bills of quantities, and materials of buildings; inspecting construction sites; managing and supervising building construction within budgets. The architectural engineers will assist the PIU, the *aimag* education departments, and school management of selected dormitories in Govi-Altai, Uvs, and Zavkhan *aimags* in supervising rehabilitation works. Each architectural engineer will be responsible for at least 5 dormitories in one of the three *aimags*. Specifically, the architectural engineers will:

- (i) Review designs, detailed drawings, specifications, and bills of quantities of rehabilitation works, together with school management of selected dormitories, the engineering firm which prepared the designs, drawings and specifications, cost estimates, and supervision plans, and rehabilitation works contractors.
- (ii) Review and update the supervision plan for each school dormitory based on the designs, drawings, and specifications.
- (iii) Conduct site visits to each school dormitory before the beginning of rehabilitation works to ensure proper preparation on school site; during rehabilitation works to supervise progress in works based on the work plan submitted by the civil works contractors and according to the drawings and specifications; and at completion stage to confirm that the works have been carried out according to the designs, drawings and specifications.
- (iv) Prepare rehabilitation works progress monitoring reports.
- (v) Assist the PIU and the *aimag* education departments in managing the civil works contractors and handling delays and non-compliance with the designs, drawings, specifications, budgets, and work plans.
- (vi) Certify the civil works contractors' invoices versus the works conducted by the contractors in accordance with the bill of quantities.
- (vii) In coordination with the state inspection agency, carry out rehabilitation completion inspections at the end of the works to confirm that the works have been done according to the designs, drawings and specifications and prepare completion inspection reports for certification by the agency.

59. **Environment specialist** (national, 3 person-months). The environment specialist should have at least a master's degree in environmental sciences, environmental engineering, or a related field, and 7 years of experience in coordinating the implementation of project environmental management plans, preferably in projects financed by international financial institutions. The specialist will assist the PIU, the *aimag* education departments, and school management of selected dormitories in Govi-Altai, Uvs, and Zavkhan *aimags* in coordinating the implementation of the generic environmental management plan (generic EMP) for rehabilitation works of school dormitories. Specifically, the specialist will:

- (i) Confirm that rehabilitation works do not cause any involuntary resettlement impacts.
- (ii) Assist the PIU in preparing bidding documents for rehabilitation works to ensure that the environment-related specifications provided in the generic EMP are incorporated in technical specifications.
- (iii) Provide support in evaluating bids for rehabilitation works to ensure that compliance with the environment-related specifications is evaluated and documented in bid evaluation reports.
- (iv) Provide training and advise contractor(s), school management, and the PIU on project environment management requirements and arrangements, including establishment of simple grievance redress mechanism through contractor hotlines;
- (v) Review and clear, on behalf of the PIU and the *aimag* education departments, site-EMPs prepared by civil works contractors.
- (vi) Conduct at least two site visits to each selected school dormitory where rehabilitation works are being carried out (at the beginning of the works and at completion stage).
- (vii) Prepare annual progress reports of the EMP implementation (including compliance of the civil works contractors with obligations, inspection activities and findings, problems encountered during rehabilitation and operations, and the relevant corrective actions undertaken).
- (viii) Together with the architectural engineers, carry out rehabilitation completion inspections to confirm the regularity and safety of each building, WASH and kitchen facility, with the involvement of relevant government agencies.
- (ix) Prepare an EMP implementation completion report (in English and Mongolian), no later than three months after completion of all rehabilitation works supported under the project.

60. **Dormitory equipment and furniture specialist** (national, 2 person-months). The dormitory equipment and furniture specialist should have at least a bachelor degree in interior design, design and technology, or a related field and at least 5 years of professional experience, in particular with preparing drawings or specifications of furniture and equipment for buildings. Experience with school and dormitory equipment and furniture is a plus. The specialist will assist the PIU, the *aimag* education departments, and school management of selected dormitories in Govi-Altai, Uvs, and Zavkhan *aimags* in identifying equipment and furniture requirements, selecting and preparing technical specifications of dormitory equipment and furniture. Specifically, the specialist will:

- (i) Conduct site visits to school dormitories and identify equipment (e.g., kitchen, laundry, etc.) and furniture (beds, tables, chairs, wardrobes, bookshelves, etc.)

requirements in consultation with school management and staff of selected dormitories.

- (ii) Identify constraining factors, such as codes, standards and regulations related to school and dormitory equipment and furniture, budgets, purposes and functions.
- (iii) Prepare technical specifications of dormitory equipment and furniture which should be durable, easy to maintain, and safe for students especially in early grades, and estimate costs of equipment and furniture in preparation of bidding documents for dormitory equipment and furniture.
- (iv) Provide support for evaluating bids for dormitory equipment and furniture, and preparing bid evaluation reports.
- (v) Inspect equipment and furniture delivered to and installed at selected dormitories in terms of quality, safety and, utilization and installation, and assist the PIU in handling suppliers' non-compliance with technical specifications.
- (vi) Advise management of school dormitories on utilization and maintenance of equipment and furniture.
- (vii) Monitor the utilization and maintenance of supplied equipment and furniture at selected dormitories and prepare a report which includes recommendations for procuring dormitory equipment and furniture.

61. **School dormitory staff policy and management specialist** (national, 4 person-months). The school dormitory staff policy and management specialist should have a graduate degree in education and other relevant disciplines, and at least 7 years of working in the field of pre- and in-service teacher training, teacher and school personnel policy. The specialist will work with the MECS, the *aimag* education departments, and school management of dormitories in Govi-Altai, Uvs, and Zavkhan *aimags*, Mongolian State University of Education (MSUE), and other relevant stakeholders to revise school dormitory staff policy and develop training and professional development activities for school dormitory staff. Specifically, the specialist will:

- (i) Review the MECS's policy on school dormitory teachers, guards and other support staff (TORs, qualifications, salaries, benefits, training, etc.) and the MSUE's pre-service training program for school dormitory teachers.
- (ii) Analyze data on school dormitory teachers, guards and other support staff (qualifications, age, salaries, years in service, etc.) by school, by *soum*, and by *aimag*.
- (iii) Adjust the MSUE's pre-service training program to in-service training and professional development activities for school dormitory teachers with emphasis on skills for facilitating study, reading and extracurricular activities at dormitories and taking care of students, especially in early grades, and prepare training and reference materials.
- (iv) Prepare training program, including training and reference materials, for school dormitory guards in line with their TOR with emphasis on skills for supporting study, reading and extracurricular activities at dormitories and taking care of students, especially in early grades, at night.
- (v) Prepare strategy, planning and budget documents for training and professional development activities for school dormitory teachers and guards.
- (vi) Facilitate workshops to review and discuss training and professional development activities for school dormitory teachers and guards, training and reference materials, strategy, planning and budget documents.
- (vii) Monitor processes of training and professional development activities for school dormitory teachers and guards in Govi-Altai, Uvs, and Zavkhan *aimags*.

- (viii) Revise and finalize training and professional development activities for school dormitory teachers and guards based on feedback from participating teachers and guards, school management, students, *aimag* education departments, and other relevant stakeholders, including training and reference materials, strategy, planning and budget documents for nationwide implementation.
- (ix) Provide inputs for developing comprehensive standards for school dormitory environment, regarding school dormitory staff, and for formulating national strategy and financing policy for improving school dormitory environment.

62. **Education Finance Specialist** (national, 6 person-months). The education finance specialist should have a graduate degree in education economics, public finance, and other relevant disciplines, and at least 5 years of preparing and/or analyzing education budgets and expenditures. The specialist will work with the MECS, *aimag* education departments and school management of dormitories in Govi-Altai, Uvs, and Zavkhan *aimags*, and other relevant stakeholders to revise the MECS's finance policy for school dormitories and prepare reference materials and tools on financial, human and physical resource management for school dormitories. Specifically, the specialist will:

- (i) Review the MECS's finance policy for school dormitories (rehabilitation/extension of dormitory buildings and facilities, utilities, maintenance, dormitory staff, meals, etc.).
- (ii) Collect and analyze data on budget allocation and expenditures for school dormitories at the *aimag* and school levels.
- (iii) Review existing handbooks, manuals, and guidelines for school management, accountants and *aimag* education department staff.
- (iv) Review funding formula for dormitory meals.
- (v) Update the existing handbooks, manuals, and guidelines for school management, accountants, and *aimag* education and culture department staff to include financial, human and physical resource management for school dormitories.
- (vi) Facilitate workshops to review and discuss updated handbooks, manuals, and guidelines on financial, human and physical resource management for school dormitories.
- (vii) Develop reference materials and tools for school management, accountants, and *aimag* education department staff on financial, human and physical resource management for school dormitories.
- (viii) Monitor training for school management, accountants and *aimag* education department staff on financial, human and physical resource management for school dormitories in Govi-Altai, Uvs, and Zavkhan *aimags*.
- (ix) Based on feedback from school management, accountants, *aimag* education department staff, further revise handbooks, manuals, and guidelines, reference materials and tools.
- (x) Together with the nutritionist, revise funding formula for dormitory meals which take into account student ages and nutritional requirements.
- (xi) Together with the education economist, review studies and reports, strategy, planning and budget documents produced under the project and draft national strategy and financing policy for improving physical school dormitory environment and services.
- (xii) Together with the education economist, facilitate workshops to review and discuss the national strategy and financing policy for improving physical school dormitory environment and services.

- (xiii) Together with the education economist, finalize the national strategy and financing policy for improving physical school dormitory environment and services with a view to having them adopted by MECS and incorporated in the budget 2018.

63. **Social Development Specialist** (national, 7 person-months). The social development specialist will have a graduate degree in social sciences, gender studies, education, and other relevant disciplines, and at least 7 years of experience in conducting social, poverty and gender analyses and monitoring social, poverty and gender aspects of projects funded by international financial institutions, and experience with primary education sector. The specialist will be engaged intermittently for the whole duration of the project and work with the MECS the PIU, and other consultants involved in the implementation of the social development, gender, and ethnic minority action plan (SEGAP) for the project to implement, monitor and report on the SEGAP. Specifically, the specialist will:

- (i) Identify issues related to early grade students, gender, students from herder families and ethnicity at dormitories, including child and sexual abuse issues, and ensure, together with the school dormitory staff policy and management specialist, that these issues have been incorporated into training sessions and materials for dormitory teachers and guards, school management, accountants, and *aimag* education department staff.
- (ii) Prepare methodology and tools to collect data and information disaggregated by gender, by grade, by family background (ethnicity, herder families), by poverty status, and by school, to implement and monitor the SEGAP for the project performance monitoring system, quarterly and annual reports, and completion report.
- (iii) Review codes, regulations, and standards for school and dormitories, and the MECS's minimum requirements for WASH facilities.
- (iv) Review designs, drawings and specifications of rehabilitation works and WASH facilities to ensure their responsiveness to gender, early ages and special needs, together with school management of selected dormitories, and the engineering firm which prepare designs.
- (v) Together with the architectural engineers, the engineering firm, assist the PIU, school management, and *aimag* governments in supervising the civil works contractors to ensure that features responsive to gender, early age, and special needs (e.g., universal access) have been incorporated into rehabilitated buildings and WASH facilities.
- (vi) Conduct a study of student- and teacher-organized study, reading and extracurricular activities at school dormitories, including activities organized by student committees at dormitories.
- (vii) Act as a resource person in experience sharing workshops for school dormitory teachers, primary class teachers, and social workers on student- and teacher-organized study, reading and extracurricular activities at school dormitories, including activities organized by student committees at dormitories.
- (viii) Prepare resource materials for school dormitory teachers, primary class teachers and social workers on student- and teacher-organized study, reading and extracurricular activities at school dormitories, including activities organized by student committees at dormitories.
- (ix) Review technical specifications of books, teaching-learning and other materials to ensure inclusiveness, sensitivity, and responsiveness in terms of gender, early age, ethnicity, herder families, poverty, and special needs.

- (x) Assist the PIU and *aimag* education departments in monitoring student- and teacher-organized study, reading and extracurricular activities at school dormitories, including activities organized by student committees at dormitories, in Govi-Altai, Uvs, and Zavkhan *aimags*.
- (xi) Conduct research on communication and interaction between teachers and parents of dormitory students at primary level and parent involvement in their children's school and classroom.
- (xii) Act as a resource person in experience sharing workshops for school dormitory teachers, primary class teachers, and social workers on involvement of parents of dormitory students at primary level in their children's school and classroom.
- (xiii) Prepare resource materials for school dormitory teachers, primary class teachers and social workers on involvement of parents of dormitory students at primary level in their children's school and classroom.
- (xiv) Assist the PIU and *aimag* education departments in monitoring involvement of parents of dormitory students at primary level in their children's school and classroom in Govi-Altai, Uvs, and Zavkhan *aimags*.
- (xv) Together with the legal specialist, the school dormitory staff policy and management specialist, the education finance specialist, and the education economist, ensure inclusion of standards, actions, and costs related to care of early grade students staying in dormitories in policy and regulatory frameworks for school dormitory environment.
- (xvi) Provide inputs for quarterly and annual project reports and completion report on the implementation of the SEGAP.

64. **Legal Specialist** (national, 2 person-months). The legal specialist should have at least a bachelor degree in law and 5 years of experience in drafting laws, preferably related to education. The specialist will work with the MECS, the Ministry of Health, and other government agencies, the Mongolian State University of Education (MSUE), the Institute of Education, the Teacher Development Institute, and other relevant stakeholders to develop comprehensive standards for school dormitory environment. Specifically, the specialist will:

- (i) Review the government's standards, regulations, and policies related to physical school dormitory environment and services.
- (ii) Review the project experiences with improving physical school dormitory environment and services, as well as international and national good practices.
- (iii) Draft standards for physical school dormitory environment and services.
- (iv) Act as a resource person at national and international workshops to review and discuss draft standards for physical school dormitory environment and services.
- (v) Finalize comprehensive standards for physical school dormitory environment and services, taking into account feedback from relevant stakeholders.

65. **Nutritionist** (national, 2 person-months). The nutritionist should have at least a bachelor degree in nutrition, or a related field and 5 years of professional experience in menu planning, nutrition education, and coordination of nutrition activities. Experience or knowledge of school and dormitory meals is a plus. The specialist will work with the MECS, the Ministry of Health, relevant professional associations and universities, and other stakeholders to revise guidelines and funding formula for school dormitory meals. Specifically, the specialist will:

- (i) Review the existing guidelines and funding formula for school dormitory meals.
- (ii) Conduct site observations to evaluate kitchen operations and compliance with the guidelines as well as nutrition education at schools and dormitories.

- (iii) Conduct a study of school dormitory meals from nutrition, food safety, child development, economic and financial perspectives.
- (iv) Revise the guidelines and funding formula for dormitory meals and develop a strategy, plan and budget for enhancing compliance with the guidelines.
- (v) Develop training materials for those who are involved in the preparation of dormitory meals, including menu planning, purchasing materials, and choosing cooking technologies.
- (vi) Facilitate workshops to review and discuss revised guidelines and funding formula, strategy, plan and budget documents, and training materials for those who are involved in the preparation of dormitory meals.
- (vii) Assist the PIU and *aimag* education departments in monitoring training for those who are involved in the preparation of dormitory meals in Govi-Altai, Uvs, and Zavkhan *aimags*.
- (viii) Facilitate workshops to review and discuss the guidelines, funding formula, strategy, plan and budget documents, and training materials for those who are involved in the preparation of dormitory meals.

66. **Education Economist** (international, 2 person-months). The education economist should have a graduate degree in education economics, education finance, or other relevant disciplines and extensive experience in developing education sector plans, policy simulation and financing models based on medium-term expenditure frameworks. The education economist will work with the MECS, the Institute of Education, universities, development partners, and other relevant stakeholders to develop national strategy and financing policy for improving school dormitory environment. Specifically, the education economist will:

- (i) Review the MECS's policy and strategy documents and financing policy for school dormitories, studies and reports produced under the project, and international good practices of financing education and dormitories.
- (ii) Draft a national strategy for improving school dormitory environment.
- (iii) Develop policy simulation and financing models.
- (iv) Facilitate workshops to review and discuss the national strategy and financing policy for improving school dormitory environment.
- (v) Finalize the national strategy and financing policy for improving school dormitory environment with a view to having them adopted by the MECS and incorporated in the budget 2018.

67. **Project management specialist** (international, 2 person-months). The project management specialist should have professional accounting qualifications and a graduate degree in business administration, project management, and other relevant disciplines, and at least 10 years of experience in implementing and managing projects funded by international financial institutions. The specialist will work with the PIU, the MECS, and the education departments in Govi-Altai, Uvs, and Zavkhan *aimags* to support a smooth start up and implementation of the project. Specifically, the specialist will:

- (i) Train the PIU, MECS, and *aimag* education department staff in key project management functions, including procurement, contract management, financial management, disbursement, environmental management plan, monitoring and reporting.
- (ii) Assist the PIU in compiling accounting and financial management policies and procedure manuals.

- (iii) Assist the PIU, MECS, and *aimag* education department staff in preparing procurement, recruitment and disbursement related documents for ADB review.
- (iv) Coach the PIU staff in day-to-day project management.

VII. SAFEGUARDS

68. Pursuant to ADB's Safeguard Policy Statement (2009) (SPS), ADB funds may not be applied to the activities described on the ADB Prohibited Investment Activities List set forth at Appendix 5 of the SPS.

A. Environment

69. The project is classified as category C for environment. A generic environmental management plan (EMP) was prepared in compliance with ADB's Safeguard Policy Statement (2009) and the Government of Mongolia's regulatory framework. The generic EMP is included in Appendix 1 of the PAM. The generic EMP defines all potential minor adverse impacts of repair and extension works, and the mitigation and protection measures, monitoring requirements, and institutional responsibilities to ensure proper environmental management throughout the design and rehabilitation of dormitory buildings, the repair/installation of WASH facilities, and their sustainable operations and management. It will be followed through site-specific construction and operations. The generic EMP also defines the need to establish simple site-specific grievance redress procedures to address public concerns that may arise during project implementation.¹⁶

70. The Government of Mongolia, through the MECS, will be responsible for ensuring selected school dormitories to be upgraded and operated in accordance with (i) the national environmental, health and safety laws, regulations, procedures, and guidelines; and (ii) the generic EMP. The PIU, with the support of an environment specialist and in collaboration with the engineering firm which will prepare drawings and specifications of rehabilitation works, architectural engineers who will supervise rehabilitation works, the schools, and the *aimag* governments, will be responsible for overseeing the implementation of the generic EMP, including preparation of bidding documents, supervision of civil works contractors, sustainable operations and management, and monitoring and reporting of the generic EMP implementation, including complaints received, if any.

B. Indigenous Peoples

71. The project is classified as category B for indigenous peoples, as one of the project sites, Uvs *aimag*, is the home of the Bayad, Dorvord, Eljigen, Khalkh, and Khoton, ethnic groups living a seminomadic life. Needs and concerns of these groups were assessed as well as those of herder families. Interviews conducted with families and school staff revealed that students from these ethnic groups stay in dormitories but are not distinguished from other groups in appearance and language (the main differences are their traditional lifestyles and some dialects). The assessment confirmed that indigenous peoples will not negatively be impacted but they do face additional barriers and challenges to being integrated into the education system due to their customs, dialects, and traditional lifestyles. Measures to enhance inclusiveness and maximize the project benefits for the minority groups and herder families have been incorporated into a social development, ethnic and gender action plan (SEGAP) for the project. These include identification and inclusion of issues related to students from ethnic groups and herder families into training sessions and materials for dormitory staff, school management and *aimag* education department staff, and monitoring of students' participation in study, reading and extracurricular activities at dormitories with data disaggregated by family background

¹⁶ Each contractor will establish a telephone hotline that is accessible 24/7 by potentially affected people, and inform the PIU, schools and ADB if a complaint is filed.

(ethnicity, herder families). The SEGAP has been disclosed and consulted through the education department of Uvs *aimag*.

C. Involuntary Resettlement

72. The project is classified as category C for involuntary resettlement as it will not require any permanent and/or temporary land acquisition or resettlement. All civil works will be accommodated within the existing premises avoiding land acquisition and/or resettlement. The PIU will monitor project implementation to ensure this requirement is met; ADB will be promptly informed if any concerns arise.

VIII. GENDER AND SOCIAL DIMENSIONS

73. A preliminary and/or rapid social, poverty and gender analysis was undertaken to address potential issues related to the Asian Development Bank (ADB) operational requirements for social dimensions.¹⁷ The analysis assisted in developing the design and implementation measures of the project.

A. Poverty and Social Issues

74. The western region is one of the poorest regions in Mongolia. The poverty headcount ratio in the region was 32.5% in 2012, higher than the national average (27.4%). Moreover, of the five regions in Mongolia, the western region had the largest number of students staying in dormitories (11,691 or 14.3% of students enrolled in primary and secondary education), of whom 86% came from herder families. Herders comprised more than 39% of the economically active population in the region and took a substantial share of the poor (41.9% in 2012). The primary completion rate in the region was the lowest (86.1% in 2012) in Mongolia (94.5% at the national level). In addition, children in the region tend to start school later than the official school age of 6, as evidenced by the lowest net intake rate in grade 1 (85.4% in 2014, as opposed to the national average of 90.5%). A study conducted in 2008 reveals that students staying in dormitories and those who enter school at the age of 7 or 8 rather than 6 demonstrate lower academic performance. This is probably because of unfavorable school dormitory environment, lack of parental support for education, and children's first impression of schools and dormitories. Early grade students staying in dormitories particularly require special care and support as they often encounter difficulties in making a smooth transition from home to school. The dropout rate for the first grade students (2.0% in school year 2012/2013–2013/14) as well as the repetition rate (0.14% in 2012/2013–2013/2014) is usually higher than those for other grade students. These issues negatively affect parents' decision to send children to school, especially of early ages, in rural remote areas.

75. The project will improve physical dormitory environment and services, and thereby ensuring equity of access to quality education and contributing to universal primary completion, for primary students staying in dormitories in Govi-Altai, Uvs and Zavkhan *aimags* (about 3,900), including early grade (grades 1–3) students (about 2,000). The majority of these students come from herder families who are likely to be poor. For students from herder families, schools and dormitories are the place where they are first exposed to other groups, and their sense of disorientation could be more acute than for other students. Due to unfavorable dormitory environment, even if they need to stay in dormitories as schools are located far from home, they sometimes end up not opting for dormitories. In 2014, about 9% of students who needed to stay in dormitories did not choose to stay in dormitories. Currently, less than 30% of primary students in dormitories regularly engage in study, reading, and extracurricular activities in dormitories, which is probably due to high student-teacher ratios in dormitories, and lack of qualifications and skills among dormitory teachers and staff. The project will support rehabilitation works of *soum* school dormitories which have been identified as in need of upgrading and capacity development of school dormitory staff and primary class teachers, school management and *aimag* education department staff to comprehensively improve school dormitory environment. The project will also promote the involvement of parents of primary students staying in dormitories in children's learning through communication and outreach activities for parents.

¹⁷ ADB. 2003. *Operations Manual*. Manila.

B. Gender Impact

76. The project is designed to effectively mainstream gender. In 2014, the gender parity index at primary level in Govi-Altai,Uvs, and Zavkhan *aimags* was on average 0.96, whereas that for primary students staying in dormitories was 0.79, suggesting that dormitory environment is potentially less favorable for female than male students. Many dormitories in rural remote areas are not connected to water supply, sewerage and heating systems and have only rudimentary pit latrines outside dormitory buildings, which raise safety issues particularly for female students. Pit latrines are usually located 30–40 meters away from dormitory buildings and paths towards outside latrines as well as latrines themselves are not lit at night. Due in part to unfavorable dormitory environment, mothers are often required to move closer to school together with their children separately from fathers, which has frequently caused family problems.

77. A social development, gender, and ethnic minority action plan (SEGAP) was developed for the project to mitigate adverse impacts, including child and sexual abuse at dormitories, and increase positive impacts for early grade and female students, students from ethnic groups and herder families, mothers and female caregivers, and female teachers and management staff. The MECS through the PIU will oversee the implementation of the SEGAP. The agencies responsible and the resources needed to implement the SEGAP are detailed in the plan. The PIU, assisted by a national social development specialist, will be responsible for overall implementation and monitoring of the SEGAP. Consultants' outline terms of reference include tasks identified in the SEGAP. The actions and indicators specified in the SEGAP will be monitored in the project performance management system (in the Appendix 2 of the PAM) and reported in quarterly and annual reports, and will be reviewed during ADB review missions.

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	Review and revise design drawings and specifications of rehabilitation works to include gender, age and special needs (universal access) responsive features Supervise repair and/or installation of WASH facilities to ensure inclusion of gender, age, and special needs responsive features	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	Engineering firm Social development specialist Architectural engineers	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	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 Ensure participation of female teachers and dormitory staff, school management, accountants, and <i>aimag</i> education and culture department staff in training Ensure participation of early grade, female, herder and ethnic group students in student- and teacher-organized	Specify care and protection of early grade students (e.g., from child and sexual abuse) in terms of reference for dormitory teachers and guards 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 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 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 Include sessions on issues related to early grade, female, herder and	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 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 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 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	School dormitory staff policy and management specialist Social development specialist PIU	Remuneration for school dormitory staff policy and management specialist (national, 4 person-months); and social development specialist (national, 7 person-months) Included in the budget for training and workshops

Outputs	Social Development and Gender Objectives	Activities	Indicators/Targets	Responsible Agency(s)	Budget
	<p>educational activities at dormitories and decision-making about dormitory affairs</p> <p>Ensure inclusion of mothers and female care givers in communication and outreach activities for parents</p>	<p>ethnic group students in 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>dormitories in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> by 2019</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>	Remuneration for social development specialist (national, 7 person-months)

Outputs	Social Development and Gender Objectives	Activities	Indicators/Targets	Responsible Agency(s)	Budget
					Included in the budget for project management

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

IX. PERFORMANCE MONITORING, EVALUATION, REPORTING AND COMMUNICATION

A. Project Design and Monitoring Framework

Impacts the Project is aligned with:			
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 Result Chains	Performance Indicators with Targets and Baselines	Data Sources and Reporting	Risks
Outcome Models to improve physical dormitory environment and services in three <i>aimags</i> of the western region established and implemented	By 2019 a. 50% of school dormitories (about 40) in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> meet comprehensive standards for physical dormitory environment and services (2015 baseline: 0%) b. 70% of primary students in dormitories (about 2,700, including 1,200 girls) regularly participate in study, reading, and extracurricular activities organized at dormitories in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> ^c (2015 baseline: 30%) c. 80% of parents of primary students in dormitories (about 1,000, including 500 mothers or female caregivers) are regularly informed about their children's learning in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> ^d (2015 baseline: 40%)	a. . End of school year reports prepared by schools to <i>aimag</i> education departments; quarterly and annual project reports b–c. School dormitory journals; quarterly reports of <i>aimag</i> education departments; quarterly and annual project reports	Priority of <i>aimag</i> (province) governments shifts away from school dormitories, adversely affecting the availability of financial resources
Outputs 1. Physical school dormitory environment improved	By 2017 (2015 baselines: 0) Up to 20 school dormitories in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> certified through completion inspections that they are: 1a. renovated to adequately cope with winter temperatures, wind, and precipitation; 1b. equipped with WASH facilities meeting MECS's minimum requirements, including those related to gender and early grade students; 1c. furnished to accommodate larger numbers of students; and 1d. refurbished to have common rooms for study, reading, and extracurricular activities	1a–1d. Completion inspection reports prepared by architectural engineers in 2016 and 2017	
2. Capacity to deliver school dormitory services improved	By 2018: 2a. 100% of dormitory teachers (about 85, including 60 women) trained in child abuse issues and child-centered methods to facilitate study, reading, and extracurricular activities, and improve school preparedness of early grade students in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> (2015 baseline: 0%)	2a–e. Quarterly reports of <i>aimag</i> education departments; quarterly and annual project reports	Frequent turnover of dormitory staff, school management, accountants, and <i>aimag</i> education department staff trained to provide improved services and manage financial, human, and physical resources for school

Project Result Chains	Performance Indicators with Targets and Baselines	Data Sources and Reporting	Risks
	<p>2b. 100% of dormitory guards (about 180, including 100 women) trained in child abuse issues and child-centered communication skills to encourage study, reading, and extracurricular activities, and take care of dormitory students, especially in early grades, at night in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> (2015 baseline: 0%)</p> <p>2c. At least 400 school staff (including 320 women) involved in the preparation of dormitory meals trained in nutritional requirements of students in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> (2015 baseline: 0)</p> <p>2d. At least 200 school management, accountants and <i>aimag</i> education department staff (including 110 women) trained regarding tools and reference materials to enhance management of financial, human, and physical resources for school dormitories in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> (2015 baseline: 0)</p> <p>2e. 70% of dormitory teachers, primary class teachers, and social workers (about 700, including 580 women) have shared experiences of student- and teacher-organized study, reading, and extracurricular activities at dormitories, and communication and outreach activities for parents of dormitory students at primary level through workshops in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> (2015 baseline: 0%)</p>		dormitories
3. Policy and regulatory frameworks to improve the school dormitory environment developed	<p>By 2018</p> <p>3a. Comprehensive standards for school dormitories covering physical school dormitory environment and services developed (2015 baseline: not developed)</p> <p>3b. Funding formula for school dormitory meals revised to take into account the age of students and nutritional requirements (2015 baseline: not revised)</p> <p>3c. National strategy and financing policy to improve school dormitory environment with focus on <i>soum</i> schools developed (2015 baseline: not developed)</p>	<p>3a. Documents containing standards for school dormitories</p> <p>3b. MECS's budgets</p> <p>3c. Strategy document and MECS's budgets</p>	

Activities with Milestones

1. Physical school dormitory environment improved

- 1.1 Prepare drawing and specifications for rehabilitation works and installation of WASH facilities for selected school dormitories, as well as technical specifications for furniture and equipment (Q4 2015) [KNS]
- 1.2 Procure and supervise minor civil works and installation of furniture and equipment in the selected school dormitories (Q4 2015–Q3 2017)

2. Capacity to deliver school dormitory services improved

- 2.1 Review MECS's policy and pre-service training program for school dormitory teachers and adapt the program to in-service training; develop training materials in line with revised TORs for dormitory teachers; and train dormitory teachers in Govi-Altai, Uvs, and Zavkhan *aimags* (Q4 2015–Q3 2018) [GCD] [KNS] [PAR]
- 2.2 Review MECS's policy on school dormitory guards; develop training program in line with new TORs for dormitory guards; and train dormitory guards in Govi-Altai, Uvs, and Zavkhan *aimags* (Q4 2015–Q3 2018) [GCD] [KNS]
- 2.3 Review guidelines, instructions, and handbooks on financial, human, and physical resource management of school

Activities with Milestones	
	dormitories for <i>aimag</i> department staff, school management, and accountants; develop training materials and tools; and train school management, accountants, and <i>aimag</i> education department staff in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> (Q4 2015–Q3 2018) [GCD] [KNS]
2.4	Conduct a study of student- and teacher-organized study, reading, and extracurricular activities at school dormitories; organize experience-sharing workshops for dormitory teachers, primary class teachers, and social workers; prepare resource materials; procure books, teaching–learning materials, and other materials for extracurricular activities; and monitor student- and teacher-organized study, reading, and extracurricular activities at dormitories in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> (Q2 2016–Q3 2018) [GCD] [KNS] [PAR]
2.5	Research involvement of parents of dormitory students at primary level in children's learning; organize experience-sharing workshops for dormitory teachers, primary class teachers, and social workers; prepare resource materials; and monitor parent involvement in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> (Q4 2015–Q1 2016) [GCD] [KNS] [PAR]
3.	Policy and regulatory frameworks to improve the school dormitories developed
3.1	Review government standards, regulations, and policies related to school dormitories based on the project experiences, and national and international good practices in boarding school management in Japan and other countries; draft standards for physical school dormitory environment and services; and conduct stakeholder consultations (Q2 2017–Q3 2018) [GCD] [KNS]
3.2	Study school dormitory meals from nutrition, child development, and financial perspectives; revise funding formula for dormitory meals, taking into account student ages and nutritional requirements; and conduct stakeholder consultations (Q1 2016–Q2 2017) [GCD]
3.3	Review investment gaps to improve physical school dormitory environments and services nationwide; develop simulation models for different policy and financing options to improve physical dormitory environments and services; and conduct stakeholder consultations (Q3 2016–Q3 2018) [GCD]
Project management	
Establish a project implementation unit and train staff in procurement, disbursement, financial management, contract management, EMP, SEGAP, monitoring and evaluation, and reporting (Q4 2015–Q1 2017)	
Update the project performance management system involving MECS and <i>aimag</i> education departments; train MECS and <i>aimag</i> education department staff in project management; collect baseline data (disaggregated by grade, gender, family background, and poverty status); and generate quarterly and annual reports on time (Q4 2015–Q4 2018) [GEM]	
Report progress in implementing EMP and achieving SEGAP targets (Q4 2015–Q4 2018) [GEM]	
Inputs	
Japan Fund for Poverty Reduction: \$3,000,000 (grant)	
Government of Mongolia: \$300,000	
Govi-Altai <i>aimag</i> government: \$20,000	
Uvs <i>aimag</i> government: \$40,000	
Zavkhan <i>aimag</i> government: \$20,000	
Assumptions for Partner Financing	
Not applicable.	
EMP = environmental management plan, GCD = governance and capacity development, GEM = gender equity and mainstreaming, KNS = knowledge solutions, MECS = Ministry of Education, Culture, and Science, PAR = partnerships, Q = quarter, SEGAP = social, ethnic, and gender action plan, TOR = terms of reference, WASH = water, sanitation, and hygiene.	
^a MECS. 2012. <i>Pre-School, Primary and Secondary Education Reform Policy Framework, 2012–2016</i> . Ulaanbaatar.	
^b State Great Hural (Parliament) of Mongolia. 2008. <i>The Millennium Development Goals-based Comprehensive National Development Strategy of Mongolia</i> . Ulaanbaatar.	
^c Currently, less than 30% of primary students in dormitories regularly participate in study, reading and extracurricular activities organized at dormitories.	
^d Only 20%–30% of parents of primary students in dormitories participate in meetings and events organized by schools to familiarize them with children's learning.	
Source: Asian Development Bank.	

B. Monitoring

78. **Project performance monitoring.** Promptly after grant effectiveness, the PIU, in collaboration with the MECS and the Govi-Altai, Uvs, and Zavkhan *aimag* education departments, will update the project performance management system in the Appendix 2 of the PAM by reviewing quarterly and annual performance targets and indicators, data sources and reporting mechanisms, collecting baseline data disaggregated by gender, by grade, by family background (ethnic groups, herder families), by poverty status, and by school, and planning

M&E activities, in order to generate quarterly and annual reports. The basis for performance monitoring will be the DMF which identifies the key performance targets and indicators of the project.

79. **Compliance monitoring.** The compliance status of grant covenants will be reported and assessed through the quarterly reports and verified by ADB review missions.

80. **Safeguards monitoring and reporting.** Environmental, health, and safety impacts of the project will be monitored in accordance with the generic EMP which specifies inspection and monitoring procedures. Each civil works site will be inspected by the environment specialist in collaboration with the engineering firm which prepares drawings and specifications of civil works, an architectural engineer, the school, the PIU local coordinator, the *aimag* government against the inspection and monitoring checklist included in the generic EMP (Attachment 5 of the Appendix 1 of the PAM). Progress in the implementation of site-EMP will be reported by civil works contractors. The overall implementation of the generic EMP and site-EMPs will be monitored in the project performance management system and reported by the PIU local coordinators with the support of the environment specialist. The environment specialist will synthesize status of civil works and generic EMP implementation in the quarterly progress report to ADB (including compliance of contractors with obligations, problems encountered during construction and operation, and the relevant corrective actions undertaken). At the end of the rehabilitation works, the regularity and safety of each building or WASH system will be confirmed through completion inspections conducted by the environment specialist, the architectural engineers, *aimag* environment protection agencies, and Agency for Specialized Inspection inspectors. The environment specialist will compile, on behalf of the MECS, a generic EMP implementation completion report, no later than 6 months after completion of all civil works related to the project. All civil works will be accommodated within existing premises and no resettlement impacts are anticipated. Enhancement actions and impacts on ethnic groups will be monitored and reported through the SEGAP.

81. **Gender and social dimensions monitoring.** The PIU, assisted by the national social development specialist, will monitor and report quarterly on the actions and the indicators specified in the SEGAP and the DMF. The actions and indicators specified in the SEGAP will be monitored in the project performance management system and reported in quarterly and annual reports, and will be reviewed during ADB review missions. Compliance with core labor standards will also be monitored during the project implementation.

C. Evaluation

82. ADB and the government will jointly undertake reviews of the project at least once a year. The reviews will assess progress in each component, identify issues and constraints, and determine necessary remedial actions and adjustments. A midterm review will be conducted during the second year of implementation. The midterm review will (i) review the scope, design, and implementation arrangements and identify adjustments required; (ii) assess the progress of project implementation against the performance indicators; and (iii) recommend changes in the design or implementation arrangements, if necessary. Within 6 months of physical completion of the project, the MECS will submit a project completion report to ADB.¹⁸

¹⁸ Project completion report format is available at: <http://www.adb.org/Consulting/consultants-toolkits/PCR-Public-Sector-Landscape.rar>

83. ADB and the MECS will design and conduct an impact evaluation study to inform the nationwide replication of the models to improve physical dormitory environment and services which will be established and implemented in the western region under the project. ADB will provide technical assistance to design the impact evaluation, prepare and disseminate a baseline report. Follow-up surveys will be carried out jointly by ADB and the MECS.

D. Reporting

84. The MECS through the PIU will provide ADB with (i) quarterly progress reports in a format consistent with ADB's project performance reporting system; (ii) consolidated annual reports including (a) progress achieved by output as measured against the performance targets/indicators, (b) key implementation issues and solutions; (c) EMP implementation progress and completion (as defined in the paragraph 78 above, including grievance redress mechanism), (d) updated procurement plan, and (e) updated implementation plan for the next 12 months; and (iii) a project completion report within 6 months of physical completion of the project.

E. Stakeholder Communication Strategy

85. Key stakeholders in Govi-Altai, Uvs, and Zavkhan *aimags* who are essential to achieve the project outcomes and outputs, and to reduce major risks include (i) *aimag* governments; (ii) *aimag* education departments; (iii) students staying in dormitories; (iv) parents of students staying in dormitories; (v) management of schools which have dormitories, including principals, managers, and social workers; (vi) dormitory staff including dormitory teachers, guards, and cooks in Govi-Altai; (vii) primary class teachers; (viii) accountants, and (ix) local civil society organizations such as professional cook associations. Key stakeholders at the national level include (i) government agencies, including the MECS, the MOF, the Ministry of Health, and the Government Procurement Agency; (ii) the Mongolian State University of Education; and (iii) other development partners, including international NGOs. Through the project steering committee and sub-committees which will meet quarterly, the project's annual budgets and plans, quarterly and annual reports will be reviewed and discussed by central and local government agencies. Information on rehabilitation works of dormitories, student- and teacher-organized study, reading and extracurricular activities will be communicated to students staying in dormitories by dormitory teachers and other staff, and primary class teachers at the beginning of and during the school year. Parents of students staying in dormitories will be informed of rehabilitation works, and children's study, reading, and extracurricular activities in dormitories, schools and classrooms, at least annually through communication and outreach activities conducted by school management, dormitory and primary class teachers. Through training, workshops, reference materials and tools, information on revised duties and responsibilities, financing policy and standards for physical dormitory environment and services introduced under the project will be communicated to dormitory staff, teachers, school management, and accountants.

X. ANTICORRUPTION POLICY

86. ADB reserves the right to investigate, directly or through its agents, any violations of the Anticorruption Policy relating to the project.¹⁹ All contracts financed by ADB shall include provisions specifying the right of ADB to audit and examine the records and accounts of the executing agency and all Project contractors, suppliers, consultants and other service providers. Individuals/entities on ADB's anticorruption debarment list are ineligible to participate in ADB-financed activity and may not be awarded any contracts under the project.²⁰

87. To support these efforts, relevant provisions are included in the grant agreement and the bidding documents for the Project.

¹⁹ Anticorruption Policy: <http://www.adb.org/Documents/Policies/Anticorruption-Integrity/Policies-Strategies.pdf>.

²⁰ ADB's Integrity Office web site: <http://www.adb.org/integrity/unit.asp>.

XI. ACCOUNTABILITY MECHANISM

88. People who are, or may in the future be, adversely affected by the project may submit complaints to ADB's Accountability Mechanism. The Accountability Mechanism provides an independent forum and process whereby people adversely affected by ADB-assisted projects can voice, and seek a resolution of their problems, as well as report alleged violations of ADB's operational policies and procedures. Before submitting a complaint to the Accountability Mechanism, affected people should make a good faith effort to solve their problems by working with the concerned ADB operations department. Only after doing that, and if they are still dissatisfied, should they approach the Accountability Mechanism.²¹

²¹ Accountability Mechanism. <http://www.adb.org/Accountability-Mechanism/default.asp>.

XII. RECORD OF PAM CHANGES

89. All revisions/updates during course of implementation should retained in this Section to provide a chronological history of changes to implemented arrangements recorded in the PAM.

APPENDIX 1: GENERIC ENVIRONMENTAL MANAGEMENT PLAN

Generic Environmental Management Plan
November 2015

**MONGOLIA: Improving School Dormitory Environment for
Primary Students in Western Region Project**

CURRENCY EQUIVALENTS

(as of 9 October 2015)

Currency unit	–	togrog (MNT)
MNT1.00	=	\$0.0005
\$1.00	=	MNT1,995

ABBREVIATIONS

ACM	–	asbestos containing materials
ADB	–	Asian Development Bank
ASI	–	Agency for Specialized Inspection
DEIA	–	detailed environmental impact assessment
EEE	–	external environmental expert
EIA	–	environmental impact assessment
EMP	–	environmental management plan
GASI	–	general agency for specialized inspection
GoM	–	Government of Mongolia
GIC	–	grant implementation consultant services
HoB	–	heat only boiler
MECS	–	Ministry of Education, Culture, and Science
MEGD	–	Ministry of Environment and Green Development
MNS	–	Mongolian national standards
NGO	–	nongovernmental organization
PIU	–	project implementing unit
SPS	–	Safeguard Policy Statement
UNICEF	–	United Nations Children's Fund
VOC	–	volatile organic compound
WASH	–	water, sanitation, and hygiene

NOTE

In this report, "\$" refers to US dollars.

This generic environmental management plan is a document of the recipient. The views expressed herein do not necessarily represent those of ADB's Board of Directors, Management, or staff, and may be preliminary in nature. Your attention is directed to the "Terms of Use" section of this website.

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I. Introduction

1. **The Project.** The project will support reform of the school dormitory system in Mongolia to ensure equal access to quality education for all students, particularly those from herder families who live a nomadic life, by establishing models to improve physical dormitory environment and services. The models will be developed and piloted in three *aimags* of the western region whose poverty headcount ratio is above the national average, and which has the largest number of students from herder families in dormitories, the lowest net intake rate in grade 1, and the lowest primary completion rate of all the five regions in Mongolia.

2. Under its **Output 1** the project will improve physical school dormitory environment by supporting minor civil works for up to 20 *soum* school dormitories in Govi-Altai, Uvs, and Zavkhan *aimags*. Minor civil works will include renovation of buildings to adequately cope with winter temperatures, wind and precipitation; installation of universal design water, sanitation and hygiene (WASH) facilities meeting the Ministry of Education, Culture, and Science (MECS)'s minimum requirements,¹ including those related to gender and early grade students; provision of beds and other furniture to accommodate larger numbers of students; and renovation of common rooms properly furnished for study, reading, and extracurricular activities (e.g. **Figure 1, 2**). Twenty *soum* school dormitories have been identified based on the number of primary students staying in school dormitories, the existence of junior and senior secondary grade classes, the year of dormitory construction and/or rehabilitation, and the unavailability of basic infrastructure (water, wastewater, and heating, **Attachment 1a**).

3. Under its **Output 2**, the project will support capacity development of dormitory staff and primary class teachers, school management and accountants, and *aimag* education department staff to improve school dormitory services for primary students staying in dormitories and their parents in Govi-Altai, Uvs, and Zavkhan *aimags*.

4. Under **Output 3**, the project will support the development of policy and regulatory frameworks for improving physical dormitory environment and services, including comprehensive standards for dormitories, revised funding formula for dormitory meals, and national strategy and financing policy to improve school dormitory environment with focus on *soum* schools and with a greater involvement of local governments.

5. The project will support the establishment of an effective project management system by strengthening capacity of the MECS (the executing and implementing agency) and *aimag* education departments (the implementing agencies) and ensuring their coordination for project implementation and management.

¹ Including, but not limited to: MNS 5869 : 2008 - Dormitory service: General requirements (<http://www.estandards.gov.mn/>), and draft minimum requirements developed by the MECS, the Ministry of Health, the United Nations Children's Fund (UNICEF), and nongovernmental organizations (NGOs).



Figure 1: Example of pre-fabricated WASH complex (left) with on-site treatment and disposal system (right), supported by UNICEF, Mongolia (2014).



Figure 2: Example of Ventilated Improved Pit Latrines applied for schools in unsewered areas of Mongolia, supported by UNICEF, Mongolia (2014).

6. **Environment safeguards classification by the Asian Development Bank (ADB).** According to the requirement of ADB's Safeguard Policy Statement (SPS, 2009), the Project is categorized as "C" for environment since it is likely to have minimal adverse environmental impacts. Output 1 activities will include the upgrading of facilities and equipment in up to 20 schools in three *aimags*.² Environment impact assessment is not required for category C projects, but environmental implications of the project have been reviewed based on (i) the location of the school dormitories to benefit from the project; and (ii) the nature of works supported under the project.

7. **Mongolian safeguards requirements.** The Law on Environmental Impact Assessment (2012) requires environment impact screening (general environmental impact assessment [General EIA]) for new buildings or restoration with extension construction on a significant scale,

² Activities that may cause more significant impacts and that may trigger category B or A for environment are not eligible. The following interventions are excluded: (i) construction works that may involve involuntary resettlement, land acquisition, and impact on legally protected or environmentally sensitive areas; (ii) construction works that may encroach on historical and/or cultural areas; (iii) construction works requiring significant excavation, disposal of fill and/or spoil materials; (iv) activities requiring exposure to hazardous waste (e.g. removal of asbestos or asbestos containing materials (ACM), polychlorinated biphenyl (PCB), polycyclic aromatic hydrocarbon (PAH); contaminated soil); and (v) any activity included in the list of ADB prohibited investment activities (ADB SPS [2009], Appendix 5).

and exploitation of a significant amount of natural resources. Output 1 activities will be limited to minor civil works in up to 20 existing schools in three *aimags* (Govi-Altai, Uvs, and Zavkhan). These activities will require an environmental impact screening (General EIA) by the *aimag* environmental protection agencies (one General EIA for each *aimag*). All interventions must comply with the Mongolian laws, regulations and standards including those related to environment, health and safety (see list in **Attachment 2**).

8. **Purpose of the Generic Environmental Management Plan (EMP).**³ The Generic EMP has been prepared to define the procedure to be followed by the MECS, the Project Implementation Unit (PIU), the participating schools, the engineering firm which prepares designs, drawings and specifications of rehabilitation works and WASH facilities, the architectural engineers and the environment specialist hired as individual consultants, and the civil works contractors for the avoidance or mitigation of adverse environmental effects that may arise out of repair and refurbishment works of facilities in relation to Outputs 1 of the Project.

9. The Generic EMP requires civil works contractors to plan for the construction projects, including issues such as work scheduling, consultation with and notification to potentially affected people. The Generic EMP follows the Government of Mongolia (GoM)'s regulations relevant to this Project, as well as ADB's SPS (2009). The Generic EMP will be included as a separate annex in civil work contracts. The MECS, through the PIU and its local project coordinators in Govi-Altai, Uvs, and Zavkhan *aimag* governments, and assisted by the environment specialist, will be responsible for ensuring contractors' compliance with the Generic EMP.

II.

III. Anticipated Impacts and Mitigation Measures

10. **Adverse impacts during construction.** Anticipated adverse impacts that will arise from minor civil works under Output 1 of the Project will be minimal and localized. The major negative environmental impacts will occur during construction and are associated with increased level of noise and dust due to the usage of vehicles and building mechanization. Some construction debris will be generated during rehabilitation works. Risks to occupational and community health and safety from construction activities are also considered potentially relevant. Although visual inspections of several project facilities conducted by a qualified environment specialist confirmed that presence of hazardous materials such as asbestos (or asbestos containing materials [ACM]) or toxic paints is unlikely, the risk cannot be disregarded altogether. Construction activities will be accommodated within existing premises avoiding land acquisition and/or resettlement. There will be no temporary or permanent loss of land or other assets.

11. The civil works contractors will have main responsibility to protect environment, health and safety during project construction. For that purpose, a generic construction EMP has been developed (**Attachment 3**), that can be adjusted to each construction site based on the nature and scope of interventions at the specific school dormitory.

12. Most **potentially adverse operational impacts** will be mitigated through sound facility design: (i) all buildings will be designed in compliance with relevant GoM's design standards and codes for energy-efficient, safe buildings, including but not limited to: Mongolian National Standards (MNS) 3838: 2008 and Construction standard package # 91.040, and the MECS building standards for school facilities and dormitories (MNS 5869:2008); (ii) only low or no volatile organic compound (VOC)-emitting materials will be used (including paints, coatings,

³ This Generic EMP disclosed as appendix to the project administration manual (PAM) on www.adb.org.

adhesives, carpet and furniture's) to ensure high indoor air quality. Water-based nontoxic, no allergenic paint for drywall or plaster surfaces will be preferred to latex or oil-based paints; (iii) heat-only boilers will be installed that satisfy the relevant national standards on general technical requirements of air pollution emissions (MNS 5457:2005); (iv) water supply to schools will be provided by water tankers, with water delivered to an indoor, plastic tank for distribution to schools and kindergartens. Filters (such as ceramic filters) will be provided for drinking purposes;⁴ (v) indoor flushing toilets are proposed as the standard. This allows for year-round use and hand-washing facilities. Where there is insufficient space in existing buildings, an extension or adjoining building will be required for WASH facilities. Where required, shower facilities in dormitories will be upgraded. Pre-fabricated WASH complexes tested in other schools in Mongolia are likely to be used in case an adjoining building is required (see **Figure 1, 2**); (vi) wastewater from WASH facilities (sinks, showers, toilets) will be plumbed to existing or newly built on-site septic systems, or to existing municipal sewer to ensure that groundwater is not contaminated. The project will adhere to the minimum standards for WASH in schools, dormitories and kindergartens recently developed by the MECS, the Ministry of Health, UNICEF, and NGOs.

13. The **project's vulnerability to climate variability and change is low**. All dormitories are cited above flood levels. Increased variability in precipitation, including increased rainfall intensities, may result in increased temporary stormwater runoff and possible scouring around structures, especially onsite wastewater storage and treatment. Proper siting of these facilities will minimize the risk of scouring. The need to account for extreme weather conditions in the project design is included in the terms of reference (TOR) for the engineering firm, and the contract clauses for civil works contractors (**Attachment 4**). Extreme weather conditions, (especially cold and *dzud*) are part of the Mongolian context.

IV. Institutional Responsibilities for Generic EMP implementation

14. The MECS (the executing agency of the Project) will be responsible to ensure that all activities under the Project are conducted in accordance with (i) the national environmental, health and safety laws, regulations, procedures, and guidelines; (ii) relevant design standards and codes for dormitories and WASH facilities; and (iii) this generic EMP. The PIU, through its local project coordinators based in the education departments of Govi-Altai, Uvs, and Zavkhan *aimags*, and with the support of the environment specialist, will be responsible for overseeing the implementation of the generic EMP, including preparation of bidding documents, supervision of civil works contractors, and reporting of the EMP implementation. **Table 1** describes the institutions involved in the project, and their role in executing the Generic EMP. Specific environment management activities during pre- and construction period are described in the following paragraphs.

Table 1: Generic EMP implementation arrangements

Executing Agency, Implementing Agencies	<ul style="list-style-type: none"> • The MECS will be the executing and implementing agency of the project. • The MECS and education departments in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> will be the implementing agencies of the project.
Project Implementing Unit (PIU)	<ul style="list-style-type: none"> • The PIU will be based in UB, established by the MECS, and staffed by a project manager, a procurement specialist, and an accountant/financial management specialist. • PIU will be further staffed and supported by local project coordinators to be based in the education departments of Govi-Altai, Uvs, and Zavkhan <i>aimags</i>.

⁴ Connection to a centralized system is considered unlikely as it is very uncommon for *soum* centers to have a centralized water system that can be extended.

	<ul style="list-style-type: none"> The PIU will assume the overall responsibility for project coordination on behalf of the MECS, and will implement the following tasks: <ul style="list-style-type: none"> (i) coordinate procurement (with the support of the Government Procurement Agency); (ii) coordinate and supervise the implementation of the generic EMP, with the support of an external environmental expert (EEE); (iii) include generic EMP in bidding documents; ensure that civil works contracts are responsive to generic EMP provisions; (iv) conduct site visits to each school with civil works at least twice (at inception and completion stage); (v) prepare EMP implementation progress report as input to quarterly and annual project reports, including reporting on complaints received, if any.
Schools	<ul style="list-style-type: none"> The selected schools will be responsible for supervising contractors during minor civil works. Each school will appoint one technical team member to supervise contractors and to receive and redress complaints, if any.
Engineering Firm	<ul style="list-style-type: none"> A national engineering firm will be recruited for estimated 36 person-months to perform the following tasks (including, but not limited to): <ul style="list-style-type: none"> (i) prepare design drawings, bill of quantities, ensuring compliance of design with relevant building codes for education facilities; (ii) implement duties on Attachment 3: Generic Construction EMP for Dormitory WASH Facility Upgrading; (iii) estimate costs and time required to complete rehabilitation/installation works of each school dormitory; (iv) identify all permits to be obtained for rehabilitation works; provide support for evaluating bids and preparing bid evaluation reports, if requested; (v) help develop bidding documents for civil works; (vi) prepare a civil works supervision plan for each school dormitory; (vii) prepare a draft final report in English and Mongolian which includes all the above, and a final report in English and Mongolian which incorporates comments received from ADB, the MECS, and <i>aimag</i> education departments on the draft final report; (viii) consult relevant stakeholders in the process of assuming the tasks.
Environment Specialist	<ul style="list-style-type: none"> An individual consultant will be engaged as EEE to support the PIU in implementing the project. Amongst others, the environment specialist will: <ul style="list-style-type: none"> (i) confirm that rehabilitation works do not cause any involuntary resettlement impacts; (ii) help develop bidding documents for rehabilitation works to ensure that the environment-related specifications provided in the generic EMP are incorporated in technical specifications; (iii) provide support in evaluating bids for rehabilitation works to ensure that compliance with the environment-related specifications is evaluated and documented in bid evaluation reports; (iv) review and clear, on behalf of the PIU and <i>aimag</i> education departments, site-EMPs prepared by civil works contractors; (v) Conduct at least two site visits to each selected school dormitory where rehabilitation works are being carried out (at the beginning of the works and at completion stage); (vi) Prepare annual progress reports of the EMP implementation (including compliance of the civil works contractors with obligations, inspection activities and findings, problems encountered during rehabilitation and operations, complaints received, if any, and the relevant corrective actions undertaken); (vii) together with the architectural engineers, carry out rehabilitation completion inspections to confirm the regularity and safety of each building, WASH and kitchen facility, with the involvement of relevant government agencies; (viii) prepare an EMP implementation completion report (in English and Mongolian), no later than three months after completion of all rehabilitation works supported under the project; (ix) coordinate selection of local Environmental Auditing company (if necessary).
Civil Work Contractors	<ul style="list-style-type: none"> The civil work contractors will have main environmental management responsibility. They will:

	(i) ensure that their bids respond to environmental management requirements of this Generic EMP; (ii) develop site-EMPs for each project facility based on the generic EMP; (iii) assign or hire a qualified person to coordinate the site-EMP implementation, including workplace safety; (iv) ensure that adequate resources are available to implement the site-EMP throughout the construction period; (v) secure appropriate permits and licenses before undertaking the works; (vi) establish a telephone hotline as simplified GRM, staffed at all times during working hours; (vii) disseminate information on the construction progress, including anticipated activities that might cause safety risk, is disseminated in a timely manner; (viii) inform the schools, the PIU, and ADB in case of complaints.
External environment, health and safety supervision agencies	<ul style="list-style-type: none"> • <i>Aimag</i> Agency for Specialized Inspections (ASI) inspectors responsible for environment, health and safety will inspect project interventions in participating schools; • Given the low-risk and low-impact rating of civil works inspections will be conducted as needed.

15. **Detailed design.** The national engineering firm will prepare design drawings for each dormitory and WASH facility upgrading, ensuring compliance of design with relevant building codes for education facilities, Attachment 3: Generic Construction EMP for Dormitory and WASH Facility Upgrading and the MECS's minimum requirements for WASH in schools, dormitories and kindergartens.

16. **Preparation of bidding documents and evaluation of bids.** Civil works and equipment will be procured in accordance with ADB's Procurement Guideline (2013, as amended from time to time). The PIU, with the support of the engineering firm and the environment specialist, will incorporate the Generic EMP including the clauses defined in **Attachment 4** and design specs into the respective bidding documents.

17. **Preparation of site-EMPs.** After contract award but before construction commencement, each civil works contractor will develop a site-EMP based on additional site investigations, consultation with school management and PIU local project coordinators. The site-EMPs can be generated using the generic construction EMP in **Attachment 3**. The contractor shall also assign a qualified person to coordinate the site-EMP implementation and the complaint hotline. No construction shall be commenced without cleared site-EMP by the PIU local project coordinator and/or aimag ASI inspector.

18. **Confirmation of project readiness.** After contract award but before construction commencement, the PIU local project coordinator, with the support of the environment specialist, shall confirm the following to the PIU and the MECS:

- (i) The school management has appointed a staff member for day-to-day supervision of civil works activities;
- (ii) The contractor has developed a site-EMP complying with the generic construction EMP (**Attachment 3**) and responding to contract clauses and specifications (**Attachment 4**);
- (iii) The contractor has secured all required permits for construction and rehabilitation; and
- (iv) The contractor has assigned a qualified person to coordinate site-EMP implementation, established a hotline, and disclosed civil works and site-EMP related information in and around the construction site.

19. **Implementation of the site-EMP.** During construction, the contractor has overall responsibility for the site-EMP implementation. The contractor will cover the costs for mitigation and protection measures based on the design. Each contractor shall submit to the PIU local project coordinator and the school management, monthly progress reports which shall include a section on the site-EMP implementation.

20. **Site inspections, monitoring and public consultation by the school management and the PIU local project coordinator.** During minor civil works, the PIU local project coordinator, together with the school management, will conduct regular site inspections to oversee the contractor's compliance with the approved site-EMP. Inspections shall be conducted at least on quarterly basis during civil works, and follow the site inspection and monitoring checklist developed for that purpose (**Attachment 5**). Public consultation during construction will mainly rely on informal interviews with the school staff and nearby residents during site inspections by the PIU, the architectural engineers, and the environment specialist. The completed inspection checklists will be submitted to the PIU on a quarterly basis for verification and confirmation. In case of violations, the PIU shall report it to the *aimag* ASI. The checklists will be incorporated into quarterly and annual reports to ADB, which will be disclosed on the project website.

21. **Monitoring and reporting by the environment specialist.** The environment specialist will conduct at least two site visits to each school dormitory where civil works are being carried out (at the beginning of civil works, and at completion stage). The environment specialist will synthesize status of civil works and Generic EMP implementation in annual progress reports to ADB (including compliance of contractors with obligations, problems encountered during construction and operation, and the relevant corrective actions undertaken). At the end of the rehabilitation works, it will be necessary to confirm the regularity and safety of each building or WASH system. The completion inspection will be conducted by the environment specialist together with the architectural engineers, and with involvement of *aimag* environment protection agencies and ASI inspectors (who will be in charge of inspections during operation phase, as needed). The environment specialist will compile, on behalf of the MECS, a Generic EMP implementation completion report, no later than 6 months after completion of all civil works related to the project.

Attachment 1a: List of schools identified

Name of school	total # of students	Female	Operational since	Year of last rehabilitation	Year of extension (if any)	Surface (m2)	Volume (m3)	Usable surface (m2)
Govi-Altai.Altai soum senior secondary school	6	3	1978	2007	2013	794	2208	556
Govi-Altai.Bugat soum junior secondary school	1	0	1989			400	1400	200
Govi-Altai. Jargalan soum junior secondary school	16	5	1978	2002		552	2096	500
Govi-Altai.Tsogt.soum senior secondary school	42	18	1970			410	1850	350
	42	18	1971			410	1800	350
Govi-Altai.Sharga soum senior secondary school	22	8	1978	2013		1148	4970	885
Zavkhan.Ikh-Uul.soum senior secondary school	20	6	1974	2013		440	1320	400
Zavkhan.Otgon soum junior secondary school	14	9	1973	2004		475	1425	475
Zavkhan.Tsontsengel.soum senior secondary school #1	11	5	1983	2009		2750	5500	2680
Zavkhan.Tsontsengel.soum senior secondary school #2	14	6	1975	2012		892	2230	800
Zavkhan.Urgamal.soum junior secondary school	1	0	1986			504	101	504
Uvs.Tes soum senior secondary school	366	174	1978			552	2670	456
	366	174	2010			848	4240	800
	366	174	1984			525	2363	484
Uvs Zuungovi soum senior secondary school	94	42	2009			560	616	660
	94	42	1976	2010		392	1177	291
	94	46	1974	2008		1070	2990	860
Uvs.Tarialan soum senior secondary school	94	46	1973	2004		1070	2990	860
Uvs Ulgii soum senior secondary school	58	22	1980			360	3086	320
	58	22	2009			360	2880	312
Uvs.Khovd soum senior secondary school	39	16	1984	2012	2012	10924	236789	5655
Uvs.Tes.Bag #1a school	38	15	1980	2004		4000	14000	2500
Uvs.Bukhmurun.soum junior secondary school	24	11	1977	2013	1992	465	1302	360
Uvs.Sagil.soum junior secondary school	21	11	1980	2008		516	2838	372
Uvs Khyargas soum senior secondary school	20	8	1989			360	1800	244
Uvs.Davst.soum junior secondary school	18	8	1974	2006		1268	47574	10572




Name of school	# of rooms	Surface of play room	Surface of Library	Surface of health room	# of bathrooms	# of showers	central heating system	Piped water supply	Type of heating system	if low pressure who operates ?	heating energy source
Govi-Altai.Altai soum senior secondary school	15	0	24	16	0	0	No	No	by low pressure furnace	school	coal
Govi-Altai.Bugat soum junior secondary school	8	0	25	0	12	2	No	No	by low pressure furnace	school	wood, coal
Govi-Altai. Jargalan soum junior secondary school	16	0	0	0	1	0	No	No	by low pressure furnace	school	wood, coal
Govi-Altai.Tsogt.soum senior secondary school	6	0	0	0	1	0	No	No	by ordinary burning furnace /home use		others ,wood, coal
	5	0	0	0	1	4	No	No	by ordinary burning furnace /home use		wood, coal
Govi-Altai.Sharga soum senior secondary school	20	26	26	13	3	3	No	No	by low pressure furnace	school	wood, coal
Zavkhan.Ikh-Uul.soum senior secondary school	18	50	45	0	1	0	Yes	No	by low pressure furnace	school	wood
Zavkhan.Otgon soum junior secondary school	15	13	13	13	1	2	No	No	by low pressure furnace	school	wood, coal
Zavkhan.Tosontsengel.sou m senior secondary school #1	18	45	24	0	0	0	No	No	by low pressure furnace	school	wood, coal
Zavkhan.Tosontsengel.sou m senior secondary school #2	23	16	16	8	0	0	Yes	No	by low pressure furnace	school	wood, coal
Zavkhan.Urgamal.soum junior secondary school	32	0	50	0	0	0	No	No	by low pressure furnace	school	coal
Uvs.Tes soum senior secondary school	27	12	25	24	2	2	Yes	Yes	by low pressure furnace	school	coal
	24	0	18	0	2	2	Yes	Yes	by low pressure furnace	school	coal
	13	0	18	0	2	2	Yes	Yes	by low pressure furnace	school	coal
Uvs Zuungovi soum senior secondary school	25	30	54	0	2	6	Yes	No	by low pressure furnace	school	coal
	5	0	0	0	0	0	Yes	No	by low pressure furnace	school	wood, coal
	13	395	0	148	2	6	No	No	by low pressure furnace	school	wood, coal
Uvs.Tarialan soum senior secondary school	19	0	541	0	2	6	No	No	by low pressure furnace	school	wood, coal
Uvs Ulgii soum senior secondary school	11	15	15	0	1	2	No	No	by low pressure furnace	school	coal
	20	16	0	10	2	4	Yes	No	by low pressure furnace	school	coal
Uvs.Khovd soum senior secondary school	24	793	30	0	0	0	No	No	by low pressure furnace	school	wood, coal
Uvs.Tes.Bag #1a school	5	20	15	0	0	0	Yes	No	by low pressure furnace	school	wood, coal
Uvs.Bukhmurun.soum	21	75	75	25	0	0	Yes	No	connected to the central heating		


Name of school	# of rooms	Surface of play room	Surface of Library	Surface of health room	# of bathrooms	# of showers	central heating system	Piped water supply	Type of heating system	if low pressure who operates ?	heating energy source
junior secondary school									system		
Uvs.Sagil.soum junior secondary school	16	64	25	0	1	3	Yes	No	by low pressure furnace	school	coal
Uvs Khyargas soum senior secondary school	16	32	20	12	1	4	Yes	No	by low pressure furnace	school	coal
Uvs.Davst.soum junior secondary school	10	56	56	32	0	0	Yes	No	by low pressure furnace	school	wood, coal


Name of school	Students living in a dormitory	# of outside sink	# of inside sink	# of outside toilet seats	Inside toilet seats 28	# of tables	# of chairs	Trash cans	Dining room	furnished for dining	Kitchen square	# of seats	# of fridges	Distance from aimag center (m)	Distance from soum communication office (m)
Govi-Altai.Altai soum senior secondary school	53	10	0	15	0	15	45	4	Yes	Yes	50	55	2	360	750
Govi-Altai.Bugat soum junior secondary school	33	0	6	7	0	6	20	6	Yes	Yes	84	20	3	210	123
Govi-Altai. Jargalan soum junior secondary school	61	0	6	8	0	16	32	3	Yes	Yes	82	61	1	110	135
Gov-i-Altai.Tsogt.soum senior secondary school	60	0	3	2	0	12	12	4	Yes	Yes	120	8	3	275	382
	40	3	4	0	3	12	12	7	Yes	Yes	120	8	3	275	382
Govi-Altai.Sharga soum senior secondary school	95	3	3	7	0	31	40	5	Yes	Yes	20	40	3	81	100
Zavkhan.Ikh-Uul.soum senior secondary school	100	0	3	8	0	18	35	16	Yes	Yes	60	45	2	225	182
Zavkhan.Otgon soum junior secondary school	60	0	5	4	0	18	60	18	Yes	No	27	10	1	130	149
Zavkhan.Tosontsengel.soum senior secondary school #1	84	0	4	5	0	30	90	24	Yes	Yes	75	70	2	181	298
Zavkhan.Tosontsengel.soum senior secondary school #2	75	0	8	2	0	23	120	10	Yes	Yes	60	40	3	181	1000
Zavkhan.Urgamal.soum junior secondary school	32	7	0	8	0	7	14	7	Yes	No	54	16	2	236	239
Uvs.Tes soum senior secondary school	191	0	18	16	0	20	10	28	No					158	280
	214	0	12	8	0	31	54	26	Yes	No				158	280




Name of school	Students living in a dormitory	# of outside sink	# of inside sink	# of outside toilet seats	Inside toilet seats 28	# of tables	# of chairs	Trash cans	Dining room	furnished for dining	Kitchen square	# of seats	# of fridges	Distance from aimag center (m)	Distance from soum communication office (m)
	170	0	12	2	0	16	16	14	No					158	280
Uvs Zuungovi soum senior secondary school	156	0	16	9	11	27	108	11	Yes	Yes	230	48	2	138	300
	47	0	5	0	0	10	25	1	Yes	No	0	0	0	138	300
	100	0	6	12	6	13	26	14	Yes	Yes	60	18	2	32	850
Uvs.Tarialan soum senior secondary school	103	0	9	10	0	19	19	20	Yes	Yes	60	18	3	32	850
Uvs.Ulgii soum senior secondary school	52	3	0	12	0	13	13	1	Yes	Yes	40	30		110	60
	83	6	6	4	6	24	60	2	No					110	60
Uvs.Khovd soum senior secondary school	194	0	6	8	0	72	136	4	No					180	1,200
Uvs.Tes.Bag #1a school	62	4	4	3	0	8	16	6	Yes	Yes	30	50	1	200	150
Uvs.Bukhmurun.soum junior secondary school	100	0	12	12	0	21	84	25	Yes	Yes	80	50	1	180	300
Uvs.Sagil.soum junior secondary school	78	0	7	9	6	20	20	13	Yes	Yes	45	50	4	60	54
Uvs.Khyargas soum senior secondary school	145	7	8	7	0	16	45	16	Yes	Yes	32	45	3	160	700
Uvs.Davst.soum junior secondary school	60	0	8	15	0	20	35	12	Yes	Yes	50	40	2	137	250

Attachment 1b: Google Earth Images of 12 Schools Identified

	<p>Gobi-Altai Bugat soum junior secondary school</p>
	<p>Zavkhan Ikh-Uul soum senior secondary school</p>
	<p>Zavkhan Tosontsengel soum senior secondary school #1</p>

 An aerial satellite image from Google Earth showing a cluster of small, rectangular buildings in a dry, open landscape. A yellow pin is placed on one of the buildings, with a label 'Zavkhan Tosontsengel soum senior secondary school #2' next to it. The Google Earth logo is visible in the bottom right corner.	<p>Zavkhan Tosontsengel soum senior secondary school #2</p>
 An aerial satellite image from Google Earth showing a cluster of small, rectangular buildings in a dry, open landscape. A yellow pin is placed on one of the buildings, with a label 'Zavkhan Urgamal soum junior secondary school' next to it. The Google Earth logo is visible in the bottom right corner.	<p>Zavkhan Urgamal soum junior secondary school</p>
 An aerial satellite image from Google Earth showing a cluster of small, rectangular buildings in a dry, open landscape. A yellow pin is placed on one of the buildings, with a label 'Uvs Tes soum senior secondary school' next to it. The Google Earth logo is visible in the bottom right corner.	<p>Uvs Tes soum senior secondary school</p>

 An aerial photograph showing a cluster of buildings, including a school with a blue roof, situated in a dry, hilly landscape. The school is labeled "Uvs Zuungovi soum senior secondary school".	<p>Uvs Zuungovi soum senior secondary school</p>
 An aerial photograph showing a school building with a blue roof, located near a large body of water with a light blue, possibly icy or silty, surface. The school is labeled "Uvs Tarialan soum senior secondary school".	<p>Uvs Tarialan soum senior secondary school</p>
 An aerial photograph showing a school building with a blue roof, surrounded by other buildings and a road. The school is labeled "Uvs Ulgii soum senior secondary school".	<p>Uvs Ulgii soum senior secondary school</p>

 <p>Uvs Sagil soum junior secondary school</p> <p>© 2015 Google Images © 2015 DigitalGlobe</p> <p>Google earth</p>	<p>Uvs Sagil soum junior secondary school</p>
 <p>Uvs Khyargas soum senior secondary school</p> <p>© 2015 Google Images © 2015 DigitalGlobe</p> <p>Google earth</p>	<p>Uvs Khyargas soum senior secondary school</p>
 <p>Uvs Davst soum junior secondary school</p> <p>© 2015 Google Images © 2015 DigitalGlobe</p> <p>Google earth</p>	<p>Uvs Davst soum junior secondary school</p>

Attachment 2: Environmental Laws, Environmental Quality and Health and Safety Standards Relevant to the Project

Name of Law	Year	Description
Law on Subsoil	1988	Regulates relations concerning the use & protection of subsoil in the interests of present and future generations.
Law on Land	1994 (2012)	Regulates the possession & use of land by a citizen, entity & organization, & other related issues. Articles 42/43 provide guide on removing possessed land & granting of compensation relative to removing.
Law on Environmental Protection	1995 (2012)	Regulates “relations between the state, citizens, economic entities and organizations in order to guarantee the human right to live in a healthy and safe environment, have ecologically balanced social and economic development, and for the protection of the environment for present and future generations, the proper use of natural resources and the restoration of available resources”. Its Article 7 requires the conduct of natural resource assessment and environmental impact assessment to preserve the natural state of the environment, and Article 10, the conduct of environmental monitoring on the state and changes of the environment.
Law on Air	(2012)	Regulates the protection of the atmosphere to provide environmental balance & for the sake of present & future generations. Allows government to set standard limits to emissions from all sources. Provides for the regular monitoring of air pollution, hazardous impacts & changes in small air components such as ozone and hydrogen.
Law on Natural Plants	(2012)	Regulates the protection, proper use, & restoration of natural plants other than forest & cultivated plants.
Law on Water	(2012)	Regulates relations pertaining to the effective use, protection & restoration of water resources. Specifies regular monitoring of the levels of water resources, quality & pollution. Provides safeguards against water pollution.
Law on Plant Protection	1996 (2007)	Regulates the inhibition, protection, inspection of pasturelands & plants.
Law on Environmental Impact Assessment	1998 (2012)	Regulates “relations concerning protection of the environment, prevention of ecological imbalance, the use of natural resources, assessment of the environmental impact and decision-making on the start of a project”. It sets out the general requirements and procedures for project screening and conduct of environmental assessment and review.
Law on Sanitation	1998	Governs relationships concerning maintenance of sanitary conditions, defining the general requirements for sanitation in order to ensure the right of an individual to healthy & safe working & living conditions, ensuring normal sanitary conditions, & defining the rights & duties of individuals, economic entities & organizations with this respect.
Law on Protection of Cultural Heritage	2001	Regulates the collection, registration, research, classification, evaluation, preservation, protection, promotion, restoration, possession and usage of cultural heritage including tangible and intangible heritage.
Law on Wastes	2012	Governs the collection, transportation, storage, & depositing in landfills of household & industrial waste, & re-using waste as a source of raw materials to eliminate hazardous impacts of household and industrial waste on public health & the environment. Undertakings that generate significant amount of wastes must

Name of Law	Year	Description
		dispose of the wastes in designated landfills that meet prescribed standards.
Law on Disaster Protection	2003 (2012)	Regulates matters relating to the principles & full powers of disaster protection organizations & agencies, their organization & activities, as well as the rights & duties of the State, local authorities, enterprises, entities & individuals in relation to disaster protection.
Law on Buildings	2008	Regulates all the construction phases from design to completion of construction. It also regulates civil works.
Ministerial order # 196 Ministry of Infrastructure	1999	The Design Authors Supervision during Construction works (БНБД 11.04.99)

Source: Mongolia: Ulaanbaatar Urban Services and Ger Areas Development Investment Program (MFF), ADB, 2013

Air Quality	
MNS 4585:2007	National air quality standards and parameters, applies to urban areas
Noise	
MNS 0012-1-009:1985	Standard for noise level in residential areas and civil construction
Water Quality (surface & groundwater)	
MNS 3342:1982	General requirements for protection groundwater from pollution/contamination
MNS 0899:1992	Requirements/rules for selecting water supply source & hygienic requirements
MNS 4586:1998	Indicator of water environment quality and general requirements
MNS 6148:2010	Permissible level for ground water polluting substances.
Drinking Water Quality	
MNS 900:2005	Hygienic requirements and quality control for drinking water
Wastewater	
MNS 4943:2000	Effluent/wastewater standard.
Occupational Health/Safety	
MNS 12.1.06:1988	General requirements for safety against extreme high noise
MNS 4990:2000	Hygienic requirements in workplace environment
Dormitory	
MNS 5869 - 2008	Dormitory service. General Requirement
MNS 5682 - 2006	Road and access for vehicles, pedestrian and disabled people
Fire safety	
MNS 0640 : 1989	Fire safety requirement
Construction work	
91.040	The comprehensive package of the standards related to construction
91.140.99	The package of the standards that regulates inside construction and civil works for all buildings
91.140.60	The package regulates water supply system
91.140.80	The package regulates all the sewage water removal system
MNS 3838 : 1985	Construction design developing and fire safety
Heating	
MNS 3238 : 2001	Design for heating system
MNS 3240 : 2003	Heating and air conditioning system design
MNS 5041 : 2001	Technical requirements for Heat-only Boilers
MNS 5043 : 2001	
MNS 5457 : 2005	Permissible level of pollutants in emission from heating and <i>ger</i> ^a chimneys and testing method

^a National dwelling: A *ger* is a portable, bent dwelling structure traditionally used by nomads in the steppes of Central Asia.

Attachment 3: Generic Construction Environment Management Plan for Dormitory and WASH Facility Upgrading⁵

Project Description		Institutional arrangements	
Project location:		Contractor:	(Name, Contact Number)
Name of school:		PIU local coordinator:	(Name, Contact Number)
Planned interventions:		Environment Specialist (ES), Architectural Engineer:	(Name, Contact Number)
Construction period:	(mm/yyyy-mm-yyyy)	Aimag environment agency	(Name, Contact Number)

Will the activities involve the following:	Activity	Management and Mitigation Measures
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Construction readiness	Section A below
<input type="checkbox"/> Yes <input type="checkbox"/> No	Building rehabilitation and/or extension	Section B below
<input type="checkbox"/> Yes <input type="checkbox"/> No	Extension of WASH facilities (water supply, sanitation, wastewater collection and treatment)	Section C below
<input type="checkbox"/> Yes <input type="checkbox"/> No	Rehabilitation of heating system	Section D below
<input type="checkbox"/> Yes <input type="checkbox"/> No	Removal of hazardous or toxic materials	Section E below
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Community health and safety	Section F below

Stage/Activity	Potential Impacts and/or Issues	Mitigation measures	Implem. Agency	Superv. Agency	Monitoring Indicators
Pre-construction Phase					
(A) Construction readiness	General conditions	<ul style="list-style-type: none"> Confirm that facility upgrading plan responds to contract clauses; Secure all required permits for construction and rehabilitation; Assign a qualified person to coordinate the site-EMP implementation, including workplace safety; Establish a telephone hotline as site-specific GRM, staffed at all times during working hours. Display contact details prominently displayed at the site; Notify the public of the works through appropriate notification prior to construction. Disseminate information on the construction progress, including anticipated activities that might cause safety risk in a timely manner. 	Contractor	School, PIU, aimag ASI	Confirmation letter by Contractor to PIU and School

⁵ The following tables can be used as template for the preparation of site-specific environmental management plan (EMP) for each school. Depending on the type of activities at the specific site, different sections of the Generic Construction EMP are triggered. Sections A and F are always triggered.

Stage/Activity	Potential Impacts and/or Issues	Mitigation measures	Implem. Agency	Superv. Agency	Monitoring Indicators
Construction Phase					
(B) General Rehabilitation and/or Construction Works	Dust generated during construction, air emissions from construction vehicles and machinery	<ul style="list-style-type: none"> • During interior demolition use debris-chutes above the first floor; • Keep demolition debris in controlled area and spray with water mist to reduce debris dust; • Keep surrounding environment free of debris to minimize dust; • There will be no open burning of construction/waste material at the site • There will be no excessive idling of construction vehicles at sites Regularly (at least once a day) spray water on construction sites where fugitive dust is generated; • Store harmful materials in appropriate places and covering to minimize emission; • Cover trucks with tarps or other suitable cover to avoid spilling; • Regularly consult with school administration and nearby residents to identify concerns, and implement additional measures as necessary (i.e. if complaints are filed). 	Contractor	School, PIU, <i>aimag</i> ASI	Inspection checklist (School); Progress Report (PIU)
	Facility design in compliance with design codes	<ul style="list-style-type: none"> • Ensure that the building envelopes (external walls) are built to a good quality standard, using high quality insulating materials; • Confirm that facility extension or rehabilitation complies with relevant GoM's design standards and codes for energy-efficient, safe buildings, including but not limited to: MNS 3838:2008 and Construction standard package # 91.040, #91.140.99 and other standards listed in Attachment 2; • Ensure that only low or no VOC-emitting materials will be used (including paints, coatings, adhesives, carpet and furniture's); • Select water-based nontoxic, no allergenic paint for drywall or plaster surfaces (no latex or oil-based paints). 	Engineering Firm	PIU, ADB, ES	Detailed Design drawings
	Noise from construction activities	<ul style="list-style-type: none"> • Maintain equipment and machinery in good working order; • Undertake regular equipment maintenance, ensure compliance with relevant standard; • Operate between 6am-10pm only and reach an agreement with School and nearby residents regarding the timing of works, to avoid any unnecessary disturbances; • Install temporary anti-noise barriers to shield school buildings where needed; and • Seek suggestions from school management and nearby 	Contractor	School, PIU, <i>aimag</i> ASI, ES	Inspection checklist (School); Progress Report (PIU)

Stage/Activity	Potential Impacts and/or Issues	Mitigation measures	Implem. Agency	Superv. Agency	Monitoring Indicators
		residents to reduce noise annoyance.			
	Vegetation, re-vegetation of disturbed areas; greening of sites	<ul style="list-style-type: none"> Cutting or removal of trees for any reason outside the approved construction area is strictly prohibited; Properly re-vegetate disturbed areas after completion of civil works. 	Contractor	School, PIU, <i>aimag</i> ASI, ES	Inspection checklist (School); Progress Report (PIU)
	Toxic and hazardous wastes, products	<ul style="list-style-type: none"> Prior to renovation, search existing facilities for chemicals and any other substances such as asbestos or asbestos containing materials (ACM); If toxic solid waste is found during construction, construction activities should be suspended and the <i>aimag</i> ASI inspector consulted to define appropriate actions; Store chemicals/hazardous products and waste on impermeable surfaces in secure, covered areas; Provide spill cleanup measures and equipment at each construction site. 	Engineering Firm, Contractor	School, PIU, <i>aimag</i> ASI, ES	Inspection checklist (School); Progress Report (PIU)
	Construction and domestic wastes and wastewater generated on construction sites	<ul style="list-style-type: none"> Discharge construction wastewater and domestic wastewater to sewer systems (if possible), or provide on-site treatment/disposal facilities to ensure compliance with effluent discharge standard; All valuable materials (doors, windows, sanitary fixtures, etc) should be carefully dismantled and transported to an assigned storage area. Valuable materials should be recycled within the project or sold; Provide appropriate waste storage containers for worker's construction and hazardous wastes; Install confined storage points of solid wastes away from sensitive receptors, regularly haul to an approved disposal facility; Use licensed contractors to remove wastes from the construction sites; Indiscriminate disposal of rubbish, construction wastes or rubble, and burning of waste, are strictly prohibited; Provide adequate solid waste collection facilities in all buildings; Regularly clean and disinfect waste collection facilities. 	Contractor	School admin, ES, <i>aimag</i> ASI	Inspection checklists (ES), Progress report (PIU, ES)
(C) Extension of water supply and sanitation facilities	WASH facilities, including water supply, sanitation facilities, and wastewater collection and/or treatment design in compliance with design codes	<ul style="list-style-type: none"> Secure approval from relevant water authority for proposed water supply and wastewater collection and treatment systems; Ensure compliance with relevant standards and codes for water supply, including but not limited to: MNS 0899:1992 (requirements/rules for selecting water supply source & hygienic requirements); MNS 4586:1998 (Indicator of water 	Contractor	School, PIU, <i>aimag</i> ASI	Inspection checklists (ES), Progress report (PIU, ES)

Stage/Activity	Potential Impacts and/or Issues	Mitigation measures	Implem. Agency	Superv. Agency	Monitoring Indicators
		<p>environment quality and general requirements); MNS 900:2005 (Hygienic requirements and quality control for drinking water); construction standard package # 91.140.60 (construction regulation for water supply system);</p> <ul style="list-style-type: none"> • Ensure connection of rehabilitated buildings to on-site pre-treatment facilities and to municipal sewer system that comply with relevant design standard and codes, including but not limited to construction standard package # 91.140.80; • Adhere to <i>MECS's minimum requirements for WASH in schools, dormitories and kindergartens</i>. 			
(D) New on-site heating system	Heating system design in compliance with relevant design codes	<ul style="list-style-type: none"> • Secure approval from relevant authority for proposed heating system; • Ensure that on-site heating system design complies with relevant design codes, including but not limited to MNS 3238 : 2001 (design for heating system); MNS 5041 : 2001, MNS 5043 : 2001 (technical requirements for Heat-only Boilers). 	Contractor	School, PIU, <i>aimag</i> ASI	Inspection checklist (School); Progress Report (PIU)
(E) Health and Safety	Occupational Health and Safety	<ul style="list-style-type: none"> • Provide safe supply of clean water and an adequate number of latrines and other sanitary arrangements at the site and work areas; • Provide clean area to rest and eat for workers, away from potential exposure to hazardous substances; • Provide garbage receptacles at construction site; • Provide personal protection equipment for workers in accordance with relevant health and safety regulations; • Develop an emergency response plan to take actions on accidents and emergencies; • Document and report occupational accidents, diseases, and incidents; • Emergency contact numbers for local fire, medical and police services shall be kept at prominent place. 	Contractor	School, PIU, <i>aimag</i> ASI	Inspection checklists (ES), Progress report (PIU, ES)
	Community Health and Safety	<ul style="list-style-type: none"> • Assess potential disruption to services and identify risks before starting construction; If temporary disruption is unavoidable, develop a plan to minimize the disruption and communicate the dates and duration in advance to all affected people, in coordination with the school management; • Place clear signs at construction sites in view of children and staff as well as the public, warning people of potential dangers such as moving vehicles, hazardous materials, etc., and raising awareness on safety issues; • Ensure that all construction sites will be made secure, discouraging access through appropriate fencing whenever appropriate; 	Contractor	School, PIU, <i>aimag</i> ASI	Inspection checklists (ES), Progress report (PIU, ES)

Stage/Activity	Potential Impacts and/or Issues	Mitigation measures	Implem. Agency	Superv. Agency	Monitoring Indicators
		<ul style="list-style-type: none"> • Prepare traffic and access plan within and around School during construction, as needed. 			

Attachment 4: Environmental Safeguard Clauses for Civil Works Contracts

The general environment, health and safety obligations of the Contractor within this Contract, without prejudice to other official provisions in force, include the following:

- The Contractor shall ensure that the construction and decommissioning of project facilities comply with (a) all applicable laws and regulations of Mongolia relating to environment, health and safety; (b) the Environmental Safeguards stipulated in ADB's Safeguards Policy Statement (2009); and (c) all measures and requirements set forth in the Generic environmental management plan (EMP).
- The Contractor shall establish a telephone hotline to receive community complaints, staffed at all times during working hours. Contact details shall be prominently displayed at the sites. The Contractor shall disseminate in a timely manner information on the construction progress, including anticipated activities that might cause safety risk.
- The Contractor shall secure all necessary permits and licenses before undertaking the works.
- The Contractor shall assign sufficient qualified staff to manage site-EMP implementation, and ensure adequate financial resources are available to implement the site-EMP throughout the construction period.
- The Contractor shall provide equal pay for equal work, regardless of gender or ethnicity; provide those they employ with a written contract; provide the timely payment of wages; use local unskilled labor, as applicable, comply with core labor standards and the applicable labor laws and regulations, including stipulations related to employment, e.g. health, safety, welfare and the workers' rights, and anti-trafficking laws; and not employ child labor. The Contractor shall maintain records of labor employment, including the name, ethnicity, age, gender, domicile, working time, and the payment of wages.
- All buildings shall be designed in compliance with relevant the Government of Mongolia's design standards and codes for energy-efficient, safe buildings, including but not limited to: Mongolian national standards (MNS) 3838: 2008 and Construction standard package # 91.040. Only low or no volatile organic compound (VOC)-emitting materials shall be used (including paints, coatings, adhesives, carpet and furniture's) to ensure high indoor air quality. Water-based nontoxic, no allergenic paint for drywall or plaster surfaces shall be preferred to latex or oil-based paints. All facilities shall be properly sited to minimize the risk of scouring that may result from increase intensity of precipitation as a result of climate change.
- The Contractor shall take necessary precautions to avoid interruptions to water supply, wastewater collection, heating and other utility services during the civil works.
- The Contractor shall prepare a construction site-EMP based on the Generic construction EMP (Attachment 3 of the Generic EMP).
- The Contractor shall take appropriate sanctions against personnel violating the applicable specifications and provisions on environment, health and safety.
- The Contractor shall document, and systematically report to the school management and the project implementation unit (PIU), of each incident or accident, damage or degradation caused to the environment, workers or residents or their assets, in the course of the works.
- The Contractor shall provide all relevant information about the Generic EMP and the Site-EMP to subcontractor/s and be responsible for their actions.
- The Contractor shall provide the school administration and the PIU with a written notice of any unanticipated environmental, health and safety risks or impacts that arise during implementation of the contract that were not considered in the Generic EMP.

Attachment 5: Environmental Site Inspection and Monitoring Checklist

Note: This form is designed for use by the project implementation unit (PIU) local project coordinator during site inspections and monitoring and may not be exhaustive. Modifications and additions may be necessary to suit individual projects and to address specific environmental issues and mitigation measures.

Name of school: _____
 Location: _____
 Inspection Date: _____
 Inspection Time: _____
 Inspector(s): _____

Inspection Item	Yes	No	N.A.	Remarks (i.e. problem observed, possible cause of nonconformity and/or proposed corrective/preventative actions)
1. Has contractor appointed a construction supervisor and is the supervisor on-site?				
2. Is information pertaining to construction disclosed at construction site (including construction period, contractor information, grievance hotline, etc)?				
3. Are chemicals/hazardous products and waste stored on impermeable surfaces in secure, covered areas?				
4. Is there evidence of oil spillage?				
5. Are chemicals stored and labeled properly?				
6. Is construction equipment well maintained (any black smoke observed)?				
7. Is there evidence of excessive dust generation?				
8. Are there enclosures around the main dust-generating activities?				
9. Does contractor regularly consult with school management as well as nearby residents to identify concerns?				
10. Is there evidence of excessive noise?				
11. Any noise mitigation measures adopted (e.g. use noise barrier / enclosure)?				
12. Is construction wastewater and domestic wastewater discharged to sewer systems (if possible), or are on-site treatment facilities (septic tank) provided?				
13. Is there any wastewater discharged to soil or surface water?				
14. Is the site kept clean and tidy (e.g. litter free, good housekeeping)?				
15. Are separated labeled containers/areas provided for facilitating recycling and waste segregation?				
16. Are construction wastes/recyclable wastes and general refuse removed off site regularly?				
17. Is safe supply of clean water and an adequate number of latrines provided for workers?				
18. Is personal protection equipment provided for workers?				

Inspection Item	Yes	No	N.A.	Remarks (i.e. problem observed, possible cause of nonconformity and/or proposed corrective/preventative actions)
19.Are clear information and warning signs placed at construction sites in view of the students and staff as well as the public?				
20.Are all construction sites made secure, discouraging access through appropriate fencing?				
21.Are disturbed areas properly re-vegetate after completion of works?				
22.Were any complaints filed with the contractor, and have staff and nearby residents raised any concerns related to the performance of contractor?				
23.Any other problems identified or observations made?				

Date, Name and Signature of PIU staff/ consultant

Attachment 6: Questionnaire Survey for School Water, Wastewater, Solid Waste and Heating Services

Introduction

1. During project preparation in June 2015, the environmental expert of the project preparatory team facilitated a questionnaire survey of all 20 schools included in the project scope. The questionnaire consisted of 12 questions and 3 sections for water supply-wastewater, heating and solid waste.

Observations

2. **Water and wastewater.** The situation in all schools is almost identical. All schools have either their own ground water well, or water is supplied by nearest surface water through trucks. Water quality is analyzed periodically, and water meters are not installed; therefore, no clear data exists for water consumption. Water for drinking and domestic consumption is supplied by the same source, and wastewater is directly discharged to infiltration pits outside. Pit latrines are located outside of school buildings but within the school's boundary. These latrines are very rudimentary and unsanitary.



3. **Heating.** All schools are heated by heat-only boilers except one school that is connected to the district heating system of the *soum*. The heating season lasts 8 months (15 September to 15 May), and coal is the main material for heating. Electricity and wood are used for cooking.



4. **Solid waste.** Solid waste is collected in rudimentary containers onsite. Waste is often burned before transported to the solid waste center of the *soum*. An important portion of the solid waste is ash generated during the heating season.



Conclusion

5. Based on site observations and information generated through the questionnaire survey, the following conclusion can be drawn:

- Broken wells should be closed or repaired. Schools should have a safe and secure water source;
- All schools need to connect to sewage system or install simple onsite wastewater treatment and/or disposal systems;
- Some coal storage rooms should be upgraded;
- Solid waste collection facilities need to be upgraded. Siting should be defined carefully, and storage facilities should be covered. Burning should be prohibited;
- Onsite wastewater treatment and disposal systems should include infiltration trenches or other facilities due to the remote distance of sewers.

QUESTIONNAIRE FOR ENVIRONMENTAL IMPLICATIONS

Name of the *aimag* and *soum*:

Name of the school:

Name and position of the person who answered questions:

Date of questionnaire taken: 2015 year ... month ... day

One or several answers can be choice for one question.

Water supply and waste water:

1. Where is the water source and how get the water?

<ol style="list-style-type: none"> a. Transportation (horse carriage and etc.) b. Own ground water well c. Nearest surface water such as river and lake 	<ol style="list-style-type: none"> d. Piped water supply of <i>aimag</i> and <i>soum</i> e. Water kiosk f. Others
--	--
2. How many times water quality is analyzed?

<ol style="list-style-type: none"> a. Once a year b. Once a half year 	<ol style="list-style-type: none"> c. Once a month d. Never
---	---
3. How much water is consumed a day? l/day
4. How are connected water consumption and source?

<ol style="list-style-type: none"> a. Drinking and domestic consumption are supplied by same source 	<ol style="list-style-type: none"> b. Drinking and domestic consumption are supplied by different sources
--	--
5. How is discharged waste water?

<ol style="list-style-type: none"> a. Waste water is collected in septic tank and pumped by the specific machine b. Discharged into the sewer system of <i>aimag</i> and <i>soum</i> 	<ol style="list-style-type: none"> c. Directly pour into the hole in outside d. Own small infiltration system e. Pour into natural water f. Others
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Heating system:

6. What is the heating source?

<ol style="list-style-type: none"> a. Heat-only boiler b. Connected the heating system of <i>aimag</i> or <i>soum</i> 	<ol style="list-style-type: none"> c. Simple heating (small stove, wall stove and etc) d. Electric heater e. No heating
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7. How long to continue the duration of heating in a year? month
8. What kind of burning materials are used to heat?

<ol style="list-style-type: none"> a. Coal b. Wood 	<ol style="list-style-type: none"> c. Others
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9. How much it is used for a year? ton

Solid waste:

10. How is disposed solid waste?

<ol style="list-style-type: none"> a. Transported by specific machine and dispose it to the solid waste center of the <i>aimag</i> and <i>soum</i> b. Own dumping site c. Burning 	<ol style="list-style-type: none"> d. Separate (metal, plastic, paper and etc) e. People are collecting and dumping it into the site. f. Others
--	--
11. What is volume of the solid waste dumping site? m³
12. Schedule and frequency of solid waste dispose into *aimag* and *soum* site ... times a year

RESULT OF THE QUESTIONNAIRE SURVEY

№	Questions	School dormitories №																				№ of answers	%
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
	Name and position of the person who answered questions	B. Altangerel Principal	Sh. Narantungalag Principal	Sh. Boldbat Principal	D. Bayanmunkh Principal	I. Idirmunkh Principal	Ts. Gan-Ochir Principal	D. Tsend-Ayush Principal	B. Tserennadmid Principal	N. Lkhagvajargal Doctor	S. Batsaikhan	P. Pagmaorlom Principal	J. Bayanbileg Principal	Z. Onorjargal Principal	B. Baasanjav Principal	T. Bayarmaa Principal	O. Ichinkhorloo Principal	S. Battengel Principal	Kh. Nanjilmaa Principal	Sh. Doripalam Principal	R. Badamjav Principal		
Water supply and waste water																							
1	Where is the water source and how get the water?																					20	100
a	Transportation (horse carriage and etc.)					120 m							150 m									6	30
b	Own ground water well																					11	55
c	Nearest surface water such as river and lake							5 km														3	15
d	Piped water supply of aimag and soum																						
e	Water kiosk															200 m						3	15
2	How many times water quality is analyzed?																					20	100
a	Once a year			filter installed																		8	40
b	Once a half year																					9	45
c	One a month																						
d	Never																					3	15
3	How much water is consumed a day? l/day	≈1000	≈200	≈1500	≈1500	≈600	≈1000	≈350	≈500	≈1500	≈500	≈1000	≈900	≈500	≈1350	≈1600	≈150	≈500	≈2000	≈1500	≈1000		
4	How are connected water consumption and source?																					20	100
a	Drinking and domestic consumption are supplied by same source																					18	90
b	Drinking and domestic consumption are supplied by different sources																					2	10
5	How is discharged waste water?																					20	100
a	Waste water is collected in septic tank and pumped by the specific machine													Not pumped					Not pumped			2	10
b	Discharged into the sewer system of aimag and soum																						
c	Directly pour into the hole in outside																					18	90
d	Own small infiltration system																						
e	Pour into natural water																						
Heating system																							
6	What is the heating source?																					20	100
a	Heat-only boiler		3			5	5	3				1	7	6	2	2	1		4	4	2	19	95
b	Connected the heating system of aimag or soum																					1	5
c	Simple heating (small stove, wall stove and etc)																						
d	Electric heater																						
7	How long to continue duration of heating in a year? month	8 months 9.15-5.15	7 months 10.1-5.1		8 months 9.15-5.15				8.5 months 9.15-6.1				8 months 9.15-5.15				7 months 9.15-4.15	8 months 9.15-5.15	7 months 9.15-4.15	8 months 9.15-5.15			
8	What kind of burning materials are used to heat?																					20	100
a	Coal, ton		120	300	180	350		200	450	400	35	650	300	560	400	200	120		300	300	200	18	90
b	Wood, m3		80	50	80	40	1500	480	150	100	75		30	75		25			64	120	75	18	90
9	How much it is used for a year?	40-50	200	350	260	390	1500	680	600	500	110	650	330	635	400	225	120		364	420	275		

Solid waste																					
10	How is disposed solid waste?																			20	100
a	Transported by specific machine and dispose it to the solid waste center of the aimag and soum																			20	100
b	Own dumping site																			20	100
c	Burning																			20	100
d	Separate (metal, plastic, paper and etc)						Burn Non-burn Dangerous											Paper Plastic		3	15
e	People are collecting and dumping it into site																			20	100
11	What is volume of the solid waste dumping site? m3	6	20	6	4	12	36	5	6	6	20	6	15	54	8	6	8	16	5	48	20
12	Schedule and frequency of solid waste dispose into aimag and soum site. times a year	25-30	20	18	9	40-50	10	48	4	36	8	1	2	32	10	36	2	3	2	2	3

School dormitories No:

- Govi-Altai aimag, Altai soum, Senior secondary school, 1st dormitory
- Govi-Altai aimag, Bugat soum, Junior secondary school, 1st dormitory
- Govi-Altai aimag, Jargalan soum, Junior secondary school dormitory
- Govi-Altai aimag, Tsogt.soum, Senior secondary school, 1st and 2nd dormitory
- Govi-Altai aimag, Sharga soum, Senior secondary school dormitory
- Zavkhan aimag, Ikh-Uul.soum, Senior secondary school dormitory
- Zavkhan aimag, Otgon soum, Junior secondary school dormitory
- Zavkhan aimag, Tosontsengel.soum, 1st senior secondary school dormitory
- Zavkhan aimag, Tosontsengel.soum, 2nd senior secondary school dormitory
- Zavkhan aimag, Urgamal soum, Junior secondary school dormitory
- Uvs aimag, Tes soum, Senior secondary school, 1st, 2nd and 3rd dormitory
- Uvs aimag, Zuungovi soum, Senior secondary school, 1st and 2nd dormitory
- Uvs aimag, Tarialan soum, Senior secondary school, 1st and 2nd dormitory
- Uvs aimag, Ulgii soum, Senior secondary school, 1st and 2nd dormitory
- Uvs aimag, Khovd soum, Senior secondary school 1st and 2nd dormitory
- Uvs aimag, Tes soum, 5 Ulias bag, Junior secondary school dormitory
- Uvs aimag, Bukhmurun.soum, Junior secondary school dormitory
- Uvs aimag, Sagil soum, Junior secondary school dormitory
- Uvs aimag, Khyargas soum, Senior secondary school, 1st and 2nd dormitory
- Uvs aimag, Davst.soum, Junior secondary school dormitory

APPENDIX 2: PROJECT PERFORMANCE MANAGEMENT SYSTEM

Performance Indicators with Targets and Baseline	2015	2016	2017	2018	2019
Outcome: Models to improve physical dormitory environment and services established and implemented in three <i>aimags</i> of the western region					
By 2019, 50% of school dormitories (about 40) in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> meeting comprehensive standards for physical dormitory environment and services (2015 baseline:0)					By end June 2019 (i) Site visits conducted to rehabilitated and non-rehabilitated dormitories during PCR mission; (ii) Compliance of school dormitories reported in end of school year reports prepared by schools to <i>aimag</i> education reviewed (50% school dormitories meeting comprehensive standards)
By 2019 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 aimags (2015 baseline: 30%)					By end May 2019 (i) Student-and teacher-organized study, reading and extracurricular activities reviewed during PCR mission (disaggregated by gender, by family background (ethnicity, herder), by poverty status, by grade, and by school) (at least 70% primary students regularly participating); (ii) Impacts of student-and teacher-organized study,

Performance Indicators with Targets and Baseline	2015	2016	2017	2018	2019
					reading and extracurricular activities on student learning evaluated
By 2019 80% of parents of primary students in dormitories (about 1,000, of which 500 are mothers or female care givers, 900, from herder families, 50 from ethnic groups) regularly informed about their children's learning in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> (2015 baseline: 20%)					By end May 2019 (i) Communication and outreach activities for parents reviewed during PCR mission (disaggregated by gender, by grade, by school) (at least 80% parents of primary students regularly informed); (ii) Impacts of communication and outreach activities for parents on student learning evaluated
Output 1: Physical school dormitory environment improved					
By 2017, up to 20 school dormitories in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> certified through completion inspections that they are: (i) Renovated to adequately cope with winter temperatures, wind, and precipitation (ii) Equipped with WASH facilities meeting MECS's minimum requirements, including those related to gender and early grade students (iii) Furnished to accommodate larger numbers of students (iv) Refurbished to have common rooms for study, reading and extracurricular activities (2015 baselines: 0)	By end 2015 (i) Engineering Firm which prepares designs, drawings and bills of quantities of rehabilitation works recruited; (ii) Designs, drawings and bills of quantities of rehabilitation works for 20 school dormitories, including the four design features, prepared; (iii) Dormitories to be	By end April 2016 (i) Civil works contracts awarded for the first batch of dormitories; (ii) Four architectural designers recruited; (iii) Technical specifications for equipment and furniture prepared; By end August 2016 (iv) Rehabilitation works of the first batch of dormitories completed; (v) Equipment and furniture installed	By end April 2017 (i) Civil works contracts awarded for the second batch of dormitories; By end August 2017 (ii) Rehabilitation works of the second batch of dormitories completed; (iii) Equipment and furniture installed and properly working at dormitories	By end October 2018 (i) Site visits conducted to rehabilitated dormitories during review missions; (ii) Condition of rehabilitated dormitories reported in quarterly and annual reports	By end May 2019 (i) Site visits conducted to rehabilitated dormitories during PCR mission; (ii) Achievement of performance targets reviewed during PCR mission; (iii) Impacts of improved physical school dormitory environment on student learning evaluated

Performance Indicators with Targets and Baseline	2015	2016	2017	2018	2019
	rehabilitated in 2016 agreed with the MECS and <i>aimag</i> governments; (iv) Bidding documents for civil works reviewed by ADB (inclusion of the four design features and generic EMP confirmed); (v) School dormitory equipment and furniture specialist recruited; (vi) Social development specialist recruited	and properly working at dormitories			
Generic EMP		By end April 2016 Environment specialist recruited; By end May 2016 (i) Site EMP cleared by the environment specialist for each dormitory; (ii) A staff responsible for day-to-day supervision appointed by each school; (iii) All required permits for construction and rehabilitation secured; (iv) A staff to coordinate site EMP assigned by each civil works contractor; (v) First site inspections conducted at all the	By end May 2017 (i) Site EMP cleared by the environment specialist for each dormitory; (ii) A staff responsible for day-to-day supervision appointed by each school; (iii) All required permits for construction and rehabilitation secured; (iv) A staff to coordinate site EMP assigned by each civil works contractor; (v) First site		By end May 2019 Implementation of generic EMP reviewed during PCR mission

Performance Indicators with Targets and Baseline	2015	2016	2017	2018	2019
		dormitories in the first batch and checklists completed; By end September 2016 (i) Second site inspections conducted at all the dormitories in the first batch and checklists completed; (ii) Completion inspections conducted at all the dormitories in the first batch and completion reports submitted to ADB	inspections conducted at all the dormitories in the second batch and checklists completed; By end September 2017 (i) Second site inspections conducted at all the dormitories in the second batch and checklists completed; (ii) Completion inspections conducted at all the dormitories in the second batch and completion reports submitted to ADB		
Output 2: Capacity to deliver school dormitory services improved					
By 2018, 100% of dormitory teachers (about 85, of which 60 are women or 70%) trained in child abuse issues and child-centered methods to facilitate study, reading and extracurricular activities, and improve school preparedness of and protect early grade students in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> (2015 baseline: 0%)	By end 2015 School dormitory staff policy and management specialist recruited	By end May 2016 (i) Data on dormitory teachers (qualifications, age, salaries, years in service, etc.) analyzed; (ii) TOR for dormitory teachers revised; (iii) In-service training program, materials, professional development activities for dormitory teachers,	By end 2017 (i) Training and professional development activities for dormitory teachers conducted (at least 85% teachers trained); (ii) Training and professional development activities for	By end October 2018 (i) Training and professional development activities for dormitory teachers conducted (100% teachers trained); (ii) Training and professional development activities for dormitory teachers monitored and reported in	By end May 2019 (i) Achievement of performance targets reviewed during PCR mission; (ii) Impacts of child-centered methods on student learning evaluated

Performance Indicators with Targets and Baseline	2015	2016	2017	2018	2019
		as well as strategy, planning and budget documents developed By end December 2016 (i) Training and professional development activities for dormitory teachers conducted (at least 75% teachers trained); (ii) TOR for dormitory teachers, in-service training program, materials, professional development activities for dormitory teachers, as well as strategy, planning and budget documents finalized	dormitory teachers monitored and reported in quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender)	quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender)	
By 2018, 100% of dormitory guards (about 180, of which 100 are women or 55%) trained in child abuse issues and child-centered communication skills to encourage study, reading, and extracurricular activities and take care of and protect dormitory students, especially in early grades, at night in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> (2015 baseline: 0%)	By end 2015 School dormitory staff policy and management specialist recruited	By end May 2016 (i) Data on dormitory guards (qualifications, age, salaries, years in service, etc.) analyzed; (ii) TOR for dormitory guards revised; (iii) In-service training program and materials for dormitory guards, as well as strategy, planning and budget documents developed By end December 2016 (i) Training for	By end 2017 (i) Training for dormitory guards conducted (at least 85% guards trained); (ii) Training for dormitory guards monitored and reported in quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports	By end October 2018 (i) Training for dormitory guards conducted (100% guards trained); (ii) Training for dormitory guards monitored and reported in quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender)	By end May 2019 (i) Achievement of performance targets reviewed during PCR mission; (ii) Impacts of child-centered communication on student learning evaluated

Performance Indicators with Targets and Baseline	2015	2016	2017	2018	2019
		dormitory guards conducted (at least 75% guards trained); (ii) TOR for dormitory guards, in-service training program and materials for dormitory guards, as well as strategy, planning and budget documents finalized	(disaggregated by gender)		
By 2018, at least 400 school staff involved in the preparation of dormitory meals (of which 320 are women) trained on nutritional requirements of students in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> (2015 baseline: 0)	By end 2015 Nutritionist recruited	By end May 2016 (i) Study of dormitory meals conducted and those who are involved in the preparation of dormitory meals identified in each <i>aimag</i> ; (ii) Training materials and tools developed, reviewed and discussed at workshops; By end December 2016 School staff involved in the preparation of dormitory meals trained (at least 250);	By end 2017 (i) School staff involved in the preparation of dormitory meals trained (at least 350); (ii) Training for school staff involved in the preparation of dormitory meals monitored and reported in quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender)	By end October 2018 (i) School staff involved in the preparation of dormitory meals trained (at least 400); (ii) Training for school staff involved in the preparation of dormitory meals monitored and reported in quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender)	By end May 2019 (i) Achievement of performance targets reviewed during PCR mission; (ii) Impacts of improved dormitory meals on students evaluated
By 2018, at least 200 school management, accountants and <i>aimag</i> education department staff (of which 110 are women or 55%) trained on tools and reference materials to enhance management of	By end 2015 Education finance specialist recruited	By end May 2016 (i) MECS's financing policy for school dormitories reviewed (rehabilitation/exten	By end 2017 (i) Training for school management, accountants, education	By end October 2018 (i) Training for school management, accountants, education department staff	By end May 2019 (i) Achievement of performance targets reviewed during PCR mission;

Performance Indicators with Targets and Baseline	2015	2016	2017	2018	2019
financial, human and physical resources for school dormitories in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> (2015 baseline: 0)		<p>sion, O&M, dormitory teachers and other staff, dormitory meals, etc.);</p> <p>(ii) Budgets and expenditures for school dormitories at <i>aimag</i> and school levels analyzed;</p> <p>(iii) Existing handbooks, manuals, and guidelines for school management, accountants, and <i>aimag</i> education department staff reviewed;</p> <p>(iv) Reference materials and tools for school management, accountants, and education department staff developed;</p> <p>By end December 2016</p> <p>(i) Training for school management, accountants, education department staff conducted (at least 100 trained);</p> <p>(ii) Handbooks, manuals, guidelines, reference materials and tools reviewed and finalized</p>	<p>department staff conducted (at least 150 trained);</p> <p>(ii) Training for school management, accountants, and education department staff monitored and reported in quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender)</p>	<p>conducted (at least 200 trained);</p> <p>(ii) Training for school management, accountants, and education department staff monitored and reported in quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender)</p>	<p>(ii) Impacts of improved financial, human and physical resource management on student learning evaluated</p>

Performance Indicators with Targets and Baseline	2015	2016	2017	2018	2019
By 2018, 50% of primary students in dormitories (about 1,900, of which 850 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	By end 2015 Social development specialist recruited	By end April 2016 (i) Study of student- and teacher-organized study, reading, and extracurricular activities as well as activities organized by student committees at dormitories conducted; (ii) Books, teaching-learning and other materials for extracurricular activities procured and distributed to dormitories; By end December 2016 Activities organized by student committees monitored and reported in school dormitory journals, quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender, by family background (ethnicity, herder), by poverty status, by grade, and by school) (at least 30% primary students regularly participating)	By end 2017 Activities organized by student committees monitored and reported in school dormitory journals, quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender, by family background (ethnicity, herder), by poverty status, by grade, and by school) (at least 40% primary students regularly participating)	By end October 2018 Activities organized by student committees monitored and reported in school dormitory journals, quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender, by family background (ethnicity, herder), by poverty status, by grade, and by school) (at least 50% primary students regularly participating)	By end May 2019 (i) Achievement of performance targets reviewed during PCR mission; (ii) Impacts of activities organized by student committees on students evaluated
By 2018, 70% of dormitory teachers, primary class teachers, and social workers (about 700, of which 580 are women) have shared experiences of student- and teacher- organized	By end 2015 Social development specialist recruited	By end April 2016 (i) Study of student- and teacher-organized study, reading, and	By end 2017 (i) Experience sharing workshops for dormitory	By end October 2018 (i) Experience sharing workshops for dormitory	By end May 2019 (i) Achievement of performance targets reviewed during PCR

Performance Indicators with Targets and Baseline	2015	2016	2017	2018	2019
study, reading and extracurricular activities at dormitories, and communication and outreach activities for parents of dormitory students at primary level through workshops in Govi-Altai, Uvs, and Zavkhan <i>aimags</i> (2015 baseline: 0%)		<p>extracurricular activities as well as activities organized by student committees at dormitories conducted;</p> <p>(ii) Communication and interaction between teachers and parents of primary students in dormitories and parental involvement in children's education researched;</p> <p>(iii) Books, teaching-learning and other materials for extracurricular activities procured and distributed to dormitories;</p> <p>By end December 2016</p> <p>(i) Experience sharing workshops for dormitory teachers, primary class teachers, and social workers organized (at least 50% teachers and social workers shared experiences);</p> <p>(ii) Resource materials for dormitory teachers, primary class teachers, and social workers prepared;</p>	<p>teachers, primary class teachers, and social workers organized (at least 60% teachers and social workers shared experiences);</p> <p>(ii) Resource materials for dormitory teachers, primary class teachers, and social workers prepared;</p> <p>(iii) Student-and teacher-organized study, reading and extracurricular activities monitored and reported in school dormitory journals, quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender, by family background (ethnicity, herder), by poverty status, by grade, and by</p>	<p>teachers, primary class teachers, and social workers organized (at least 60% teachers and social workers shared experiences);</p> <p>(ii) Resource materials for dormitory teachers, primary class teachers, and social workers prepared;</p> <p>(iii) Student-and teacher-organized study, reading and extracurricular activities monitored and reported in school dormitory journals, quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender, by family background (ethnicity, herder), by poverty status, by grade, and by</p>	<p>mission;</p> <p>(ii) Student-and teacher-organized study, reading and extracurricular activities reviewed during PCR mission (disaggregated by gender, by family background (ethnicity, herder), by poverty status, by grade, and by school) (at least 70% primary students regularly participating);</p> <p>(iii) Communication and outreach activities for parents reviewed during PCR mission (disaggregated by gender, by grade, by school) (at least 8 0% parents of primary students regularly informed);</p> <p>(iv) Impacts of student-and teacher-organized study, reading and extracurricular activities on</p>

Performance Indicators with Targets and Baseline	2015	2016	2017	2018	2019
		<p>(iii) Student-and teacher-organized study, reading and extracurricular activities monitored and reported in school dormitory journals, quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender, by family background (ethnicity, herder), by poverty status, by grade, and by school) (at least 40% primary students regularly participating);</p> <p>(iv) Communication and outreach activities for parents monitored and reported in school dormitory journals, quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender, by grade, by school) (at least 40% parents of primary students regularly informed)</p>	<p>school) (at least 50% primary students regularly participating);</p> <p>(iv) Communication and outreach activities for parents monitored and reported in school dormitory journals, quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender, by grade, by school) (at least 60% parents of primary students regularly informed)</p>	<p>school) (at least 60% primary students regularly participating)</p> <p>(iv) Communication and outreach activities for parents monitored and reported in school dormitory journals, quarterly reports of <i>aimag</i> education departments and project quarterly and annual reports (disaggregated by gender, by grade, by school) (at least 70% parents of primary students regularly informed)</p>	<p>(v) student learning evaluated; Impacts of communication and outreach activities for parents on student learning evaluated</p>

Performance Indicators with Targets and Baseline	2015	2016	2017	2018	2019
Output 3: Policy and regulatory frameworks to improve school dormitory environment developed					
By 2018, comprehensive standards for school dormitories covering physical school dormitory environment and services, including those related to gender, early grades, ethnicity, and poverty developed (2015 baseline: Not developed)			By end 2017 (i) Legal specialist recruited; (ii) Government standards, regulations and policies related to physical school dormitory environment and services reviewed; (iii) Comprehensive standards for physical dormitory environment and services, including those related to gender, early grades, ethnicity, and poverty drafted; (iv) 1 international workshop on comprehensive standards organized (with the participation of experts from Japan and other countries)	By end May 2018 (i) 1 national workshop on comprehensive standards organized; (ii) Comprehensive standards for physical dormitory environment and services finalized; By end December 2018 Comprehensive standards for physical dormitory environment and services adopted by the government	By end May 2019 Achievement of performance targets reviewed during PCR mission
By 2018 funding formula for school dormitory meals revised to take into account student ages and nutritional requirements (2015 baseline: Not revised)	By end 2015 Nutritionist recruited	By end May 2016 Study of dormitory meals conducted; By end December 2016 (i) Funding formula for dormitory meals			By end May 2019 Achievement of performance targets reviewed during PCR mission

Performance Indicators with Targets and Baseline	2015	2016	2017	2018	2019
		revised taking into account the age of students and nutritional requirements; (ii) 1 national workshop organized on funding formula for revised dormitory meals (iii) Revised funding formula for dormitory meals used in the preparation of 2017 budgets			
By 2018, national strategy and financing policy to improve school dormitory environment, including actions and costs related to gender, early grades, ethnicity, and poverty developed (2015 baseline: Not developed)		By end 2016 (i) Education economist recruited; (ii) Gaps in investments to improve physical dormitory environment and services reviewed	By end 2017 (i) Simulation models for different policy and financing options to improve physical dormitory environment and services developed, including actions and costs related to gender, early grades, ethnicity, and poverty; (ii) National strategy for improving school dormitory environment drafted; (iii) National workshops on national strategy, policy and financing	By end May 2018 National strategy and financing policy for improving school dormitory environment finalized; By end December 2018 (i) National strategy and financing policy for improving school dormitory environment adopted by the government; (ii) National strategy and financing policy for improving school dormitory environment reflected in 2019 budgets onwards	By end May 2019 Achievement of performance targets reviewed during PCR mission

Performance Indicators with Targets and Baseline	2015	2016	2017	2018	2019
			options for improving school dormitory environment organized		
By 2019, an impact evaluation study conducted to inform the nationwide replication of the models	By end 2015 (i) Impact evaluation study proposal prepared jointly by ADB and the MECS; (ii) Impact evaluation study proposal approved under technical assistance administered by ADB; (iii) Consultants recruited; (iv) Indicators, questionnaire and reference manuals developed and tested; (v) Training on data collection conducted; (vi) Data collected	By end May 2016 (i) Data processed and validated; (ii) Baseline report prepared; (iii) Baseline report dissemination workshop organized		By end 2018 (i) Consultants recruited; (ii) Training on data collection conducted; (iii) Data collected	By end May 2019 (i) Data processed and validated; (ii) Follow-up survey report prepared; (iii) Follow-up survey report dissemination workshop organized

EMP = environmental management plan; ADB = Asian Development Bank; MECS = Ministry of Education, Culture, and Science; O&M = operations and maintenance; PCR = project completion report; WASH = water, sanitation, and hygiene.