

SOCIAL AND GENDER ACTION PLAN

Output	Objective	Activity	Indicator/Target	Responsible Agency(s)	Budget
1: Gap in enrollment capacity of schools and kindergartens narrowed	Disclose information on the project and school and kindergartens' design to teachers, students, and parents	Public awareness campaign, information disclosure, and consultations on the project and detailed design of schools and kindergartens	Number and type of awareness campaign and disclosure activities 17,000 participants (of which 70% are female and 3% are from ethnic backgrounds)	1. Engineering firms 2. PIU 3. SDG specialists	Included in the budgets for the consultants, workshops and training, and PIU
	Ensure inclusion of gender, age, and disability responsive features in school and kindergarten designs and WASH facilities	Review and revise design drawings and specifications of civil works to include gender, age, and disability responsive features	3 schools and 7 kindergartens newly constructed, and 8 schools and 17 kindergartens expanded with (i) improved insulation and heating systems, (ii) facilities for students with disabilities, and (iii) age and gender inclusive sanitation by 2021 (2017 baseline = 0)	1. Engineering firms 2. PIU 3. SDG specialists 4. Schools and kindergartens 5. UMED and MECSS	
2: Unfinished curriculum reform and associated assessment system reforms completed	Ensure that the curriculum outcome statements are inclusive for all learners and is reflective of diversity, gender, ethnicity, and social backgrounds	Incorporate gender, ^a ethnicity, and socially inclusive elements in curriculum outcome statements	Gender, ethnicity, and socially inclusive student learning outcome statements incorporated into the curriculum 60% of teachers trained in the updated curriculum standards, assessment criteria, and methods by 2020, of which more than 85% are female (2017 baseline = 0) 70% of school principals and other school managers trained in the use of the revised competency-based standards for teachers (of which 55% are female) to mentor staff and identify CPD needs by 2020 (2017 baseline = 0)	1. Curriculum standard specialists 2. ITPD 3. MECSS 4. Mongolian language specialists 5. PIU 6. Student assessment specialists	Included in the budgets for the consultants, workshops and training, and PIU
3: Teaching and learning materials that accompany the new curriculum provided	Improve the quality of TLM to meet diverse learners' needs	Develop profiles and standards of TLM for all grades and pre-primary education reflecting gender and ethnic diversity	Profiles and standards of TLM for all grades and pre-primary education developed with gender and socially inclusive aspects incorporated by 2019 (2017 baseline = not developed)	1. IoE 2. MECSS 3. PIU 4. Teaching and learning material specialists	Included in the budgets for the consultants, workshops and training, and PIU
	Ensure the quality of translated TLM for ethnic students	Review and improve the quality and availability of translated TLM for primary grades in Kazakh language	Number and types of improved TLM for primary grades in Kazakh language 30% of kindergartens in rural areas provided with a standard set of TLM by 2020 (2017 baseline: not provided)	1. IoE 2. Kazakh language specialists 3. MECSS 4. PIU 5. SDG specialists	

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4: Teachers and managers' knowledge and skills upgraded for the new curriculum and assessments	Ensure inclusiveness of ITPD's CPD programs	Conduct training workshops for ITPD staff to prepare, deliver, and assess updated CPD programs for school and kindergarten leaders and pre-primary, primary, and secondary teachers on child-centered, inclusive, and culturally responsive teaching approaches, including teachers from ethnic areas (Bayan-Ulgii, Dornod, Khovd, Khuvsgul, Sukhbaatar, and Uvs)	<p>CPD programs for school and kindergarten managers, and Ulaanbaatar and <i>aimag</i> education department staff developed using online platforms by 2019 (2017 baseline = not developed)</p> <p>CPD programs for teachers on assessment, and child-centered and inclusive teaching approaches developed by 2019 (2017 baseline = not developed)</p> <p>30% of secondary science teachers trained in science laboratory skills and management by 2020 (of whom more than 80% are female) (2017 baseline = not supplied)</p> <p>60% of pre-primary, primary, and secondary teachers (of whom more than 85% are female) regularly participating in CPD programs through online platforms by 2020 (2017 baseline = 30%)</p> <p>Sex and location (ethnicity) disaggregated monitoring and evaluation reports on CPD programs available through ITPD's online platforms</p>	<ol style="list-style-type: none"> 1. Curriculum standards specialists 2. ITPD 3. MECSS 4. PIU 5. SDG specialists 6. Teacher education and evaluation specialists 	Included in the budgets for the consultants, workshops and training, and PIU
5: Systems for planning and managing education services strengthened	Ensure the collection of sex-disaggregated data in the real time information system	Develop gender-sensitive and inclusive design parameters to be included in the real time information system	Real time information system to identify school and kindergarten construction, expansion, and rehabilitation needs developed with gender-sensitive and inclusive design parameters by 2020 (2017 baseline = not developed)	<ol style="list-style-type: none"> 1. Physical investment planning specialists 2. IT specialists 3. MECSS 4. PIU 5. SDG specialists 	Included in the budgets for the consultants, workshops and training, and PIU

CPD = continuing professional development, IoE = Institute of Education, IT = information technology, ITPD = Institute for Teachers Professional Development, MECSS = Ministry of Education, Culture, Science and Sports, PIU = project implementation unit, SDG = social development and gender, TLM = teaching and learning materials, UMED = Ulaanbaatar Metropolitan Education Department, WASH = water, sanitation, and hygiene.

^a Gender inclusiveness and sensitiveness also include gender-based violence free TLM, and training and teaching approaches.

Source: Asian Development Bank.