SUMMARY POVERTY REDUCTION AND SOCIAL STRATEGY

Country:	Mongolia	Project Title:	Sustaining Access to and Quality of Education During Economic Difficulties Project		
Lending/Financing Modality:	Project	Department/ Division:	East Asia Department/ Urban and Social Sectors Division		
			ANALYSIS AND STRATEGY		
Targeting classification: Sustainable Development Goal (SDG) targeting (non-income SDG -4 [Quality Education])					
	A. Links to the National Poverty Reduction and Inclusive Growth Strategy and Country Partnership				
Strategy					
The project will sustain access to and quality of pre-primary, primary, junior, and senior secondary education during					
economic difficulties in Mongolia by narrowing the gap in the enrollment capacity of schools and kindergartens in					
Ulaanbaatar and some aimag (provincial) centers; supporting the completion of unfinished curriculum reform and					
associated assessment system reforms; ensuring the provision of teaching and learning materials (TLM) that					
accompany the new curriculum; upgrading teachers and managers' knowledge and skills for the new curriculum					
and assessments; and strengthening systems for planning and managing education services.					
			blia Sustainable Development Vision 2030 and Action		
Program for 2016–2020 ^a for the education sector, including (i) providing equal, inclusive, and practical educational					
services; (ii) allowing every child in urban areas to enroll in a kindergarten; (iii) alleviating over-enrollment and eliminating three shifts in schools; (iv) introducing a system of evaluation of education quality and results at all					
levels of education; and (v) building an education system based on standards. The project is in line with the Asian					
Development Bank's education sector operations plan, which emphasizes the importance of improving student					
learning outcomes, and the country partnership strategy for Mongolia, 2017–2020, which promotes economic and					
social stability in a period of economic difficulties. ^b					
B. Results from the Poverty and Social Analysis during PPTA or Due Diligence					
1. Key poverty and social issues. Supported by strong economic growth during 2011-2014, the poverty					
headcount ratio (the percentage of households living below the national poverty line) in Mongolia declined by 11%.					
In 2014, 21.6% of Mongolia's population lived below the national poverty line, with more poor households residing					
in rural areas (27%) than in urban areas (18%). Disparities in basic infrastructure, services, and employment					
opportunities between rural and urban areas have caused constant rural-urban migration in quest of better living					
conditions and jobs, especially among rural herder families who lost their livestock. Consequently, it took longer to					
reduce the number of poor households in urban areas, especially in Ulaanbaatar (16%) where poverty decreased					
by only 3% during 2012–2014 compared with 9% in rural remote areas. Rural–urban migration, particularly to Ulaanbaatar, causes rapid growth in population and expansion of low-income, poorly serviced <i>ger</i> (traditional tent)					
areas (the main destinations of rural migrants) in the city. The poverty headcount ratio among households living in					
ger was higher (33%) than those who resided in other types of dwellings (11%) in 2014. Of the population in					
Ulaanbaatar, 56% are in <i>ger</i> areas, particularly in Bayanzurkh and Songinokhairkhan, two of Ulaanbaatar's nine					
districts. With the rapid population growth, the kindergartner and school-age population rose much faster than the					
increase in the number of schools and kindergartens. Consequently, available seats have become more scarce					
and existing schools and kindergartens have become overcrowded. The average class size in Ulaanbaatar is					
higher than the national average, at more than 30 and sometimes 40-50 students. Of the 33 three-shift schools,					
30 are in Ulaanbaa	30 are in Ulaanbaatar, of which nearly two-thirds are in Bayanzurkh and Songinokhairkhan districts. As seats are				
unavailable at schools and kindergartens close to home, students often commute long distances between home					
			higher risk of accidents and assaults. The dropout rate		
			receive sufficient care and attention in large classes.		
			elected into public kindergartens by lottery. Those who		
are not selected end up going to private kindergartens for a fee (which puts extra burden on poor families) or staying at home.					
2. Beneficiaries. Direct beneficiaries of the project are about 11,000 primary and secondary students and					
4,500 pre-primary students in the newly constructed or expanded schools and kindergartens. Out of the 11 schools					
and 24 kindergartens that will be built or expanded, nine schools and 22 kindergartens will be in Ulaanbaatar. Low-					
income, poorly serviced Bayanzurkh and Songinokhairkhan districts will have five schools and 12 kindergartens					
constructed or expanded by the end of the project. In addition to the direct beneficiaries, the project will benefit					
	their parents who otherwise have to drop off children and pick them up at schools and kindergartens located far				
	from home. Students in other schools and kindergartens will also benefit indirectly from the project as they will study in smaller classes. The newly constructed or expanded schools and kindergartens will have disabled access,				
			a schools and kindergartens will have disabled access, abilities are not denied access to regular schools and		
			is will be supplied with a standard set of TLM.		

3. Impact channels. Direct impact channels will be (i) enhanced enrollment capacity of schools and kindergartens with improved design features such as disabled access, and gender and age inclusive sanitation, especially in Ulaanbaatar where 42% of the country's students study, and which are currently overcrowded; (ii) an updated curriculum, student learning assessments, school and teacher evaluation, and TLM with a greater emphasis on student learning outcomes; (iii) upgraded knowledge and skills of school and kindergarten managers and teachers, as well as education administrators: and (iv) strengthened systems for planning and managing education services. 4. Other social and poverty issues. The government provides free textbooks for all students in primary education and 40% of secondary students from poor families. Uniforms and schoolbags are also provided free to students from poor families. Public schools and kindergartens offer free snacks. Moreover, students from herder families in rural remote areas are accepted to stay in dormitories where the government provides beds, three meals per day, and other services for free.

5. Design features. Key design features include (i) creating a disability, age, and gender inclusive learning environment through the construction, expansion, and rehabilitation of schools and kindergarten facilities; (ii) developing and improving gender and inclusive TLM; (iii) enhancing the quality and availability of translated textbooks and learning materials for Kazakh primary students; (iv) enhancing teachers' capacity in child-centered, inclusive, and culturally responsive teaching approaches; (v) ensuring the participation of women and ethnic minorities in teacher and management training; (vi) improving the skills and knowledge of teachers at lifelong learning centers through training, in line with the upgraded equivalency program curriculum; and (vii) creating job opportunities for the poor and women during project construction and operation.

PARTICIPATION AND EMPOWERING THE POOR II.

1. Participatory approaches and the project activities. Under the project preparatory technical assistance (PPTA) stage, a poverty and social analysis (PSA) was conducted through focus group discussions, key informant interviews, and consultations with project beneficiaries and stakeholders. Special attention was given to the needs and concerns of vulnerable groups, such as children from poor, herder, and migrant families; female students; children with disabilities and special needs; and ethnic children. In addition, extensive consultations were held with all relevant stakeholders through workshops and group and individual meetings.

2. School boards operating in each school and kindergarten could be an active entity to create awareness and inform parents and to strengthen ties between school staff and parents.

3. Civil society organizations. Nongovernment organizations are active in the education sector. During project implementation, concerned institutions will be consulted and involved, where relevant.

4. The following forms of civil society organization participation are envisaged during project implementation, rated as high (H), medium (M), low (L), or not applicable (NA):

☑ Information gathering and sharing (H) ☑Consultation (M) □Collaboration □ Partnership **5.** Participation plan. TYes. No.

Actions are included in the project design and in the social and gender action plan (SGAP).

GENDER AND DEVELOPMENT

III. Gender mainstreaming category: Effective gender mainstreaming

A. Key issues. Eliminating three-shift schools will reduce unnecessary risks (accidents and assaults) to which students are exposed, especially female students in the third shift, as they come home from classes that finish around 8 or 9 p.m. The PSA revealed that lack of seats in kindergartens and schools close to home often compels women to look for kindergartens and schools far from home, and spend more time dropping children off and picking them up. It also forces children to walk long distances, which increases the risk of accidents and becomes a source of worry for women. Boys remain less likely to enroll in schools than girls, especially in rural areas where they have to look after animals. Whereas school and kindergarten staff are predominantly women (about 80%), the proportion of women is smaller among school management (about 70%), which shows that women are underrepresented in decision making.

B. Key actions. The SGAP includes actions and targets related to (i) gender-sensitive and inclusive features in school and kindergarten designs; (ii) gender-sensitive criteria and standards for TLM; (iii) women's participation in training for school and kindergarten managers and teachers; and (iv) collection of sex-disaggregated data for planning, monitoring, and evaluation, including in the geographic information system-based real-time information system.

Gender action plan Other actions or measures No action or measure

ADDRESSING SOCIAL SAFEGUARD ISSUES IV.

A. Involuntary Resettlement

Safeguard Category: A B

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ХC 1. Key impacts. The project does not trigger involuntary resettlement safeguards. This has been confirmed by due diligence conducted on potential school and kindergarten sites under the PPTA. The construction and expansion of schools and kindergartens will be accommodated within existing premises and compounds. There will be no involuntary resettlement impacts, and no legacy issues related to land have been identified. Therefore, no physical or economic displacement will ensue because of the project.

2. Strategy to address the impacts. Not applicable.

3. Plan or other Actions. X No action

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	B. Indigenous Peoples Safeguard Category: A B B C FI			
	1. Key impacts. Mongolia is ethnically diverse, with more than 30 ethnic groups living in the country. The project,			
	except output 1, will be nationwide in scope and seeks to sustain access to and quality of education for all of the			
	kindergartner and school-age population, regardless of ethnicity. The PSA confirmed that ethnic groups will not be			
	negatively impacted. Measures to enhance inclusiveness and sensitivity, and maximize project benefits for all			
	vulnerable groups, including ethnic groups, have been incorporated into the SGAP. These include the improvement			
	of textbook and other TLM in Kazakh language as well as introducing culturally responsive teaching approaches.			
	Is broad community support triggered?			
	2. Strategy to address the impacts. Not applicable.			
	3. Plan or other actions. X SGAP			
ŀ	V. ADDRESSING OTHER SOCIAL RISKS			
A. Risks in the Labor Market				
	1. Relevance of the project for the country's or region's or sector's labor market, indicated as high (H), medium (M),			
	and low or not significant (L).			
	unemployment underemployment retrenchment core labor standards (L)			
	Local labor standards or International Federation of Consulting Engineers (FIDIC) requirements will be applied			
	and monitored during implementation.			
	2. Labor market impact. The project will provide both long- and short-term employment. The schools and			
	kindergartens constructed or expanded under the project will provide employment opportunities for women as			
	teachers, managers, and support workers. About 2,260 skilled and 2,260 unskilled jobs are expected to be			
	generated during the construction phase, while 825 skilled jobs and 714 unskilled jobs are expected to be created			
	during the operation phase.			
ľ	B. Affordability. Public schools and kindergartens are affordable as they are fully funded by the government. None			
	of the project outputs have direct cost implications for the beneficiaries as no service or other fees will be charged.			
ŀ	C. Communicable Diseases and Other Social Risks			
	1. Indicate the respective risks, if any, and rate the impact as high (H), medium (M), low (L), or not applicable			
	(NA):			
ŀ	2. Risks to people in project area. Slight risk of communicable disease transmission from construction workers.			
ŀ	VI. MONITORING AND EVALUATION			
	1. Targets and indicators. The design and monitoring framework (DMF) includes targets and indicators related to			
	gender-responsive TLM for all grades and pre-primary education. In addition, there are gender targets for students			
	(boys), teachers (85%), and management (55%) training. These will be monitored through education statistics; the			
	education sector information system of the Ministry of Education, Culture, Science and Sports; and quarterly and			
	annual reports of the project.			
	2. Required human resources. International (3 person-months) and national (4 person-months) social			
	development and gender specialists will be engaged to assist the Ministry of Education, Culture, Science and			
	Sports, the project implementation unit (PIU), and consultants in implementing gender-sensitive, socially inclusive,			
	and culturally responsive measures as set out in the DMF, project administration manual (PAM), and SGAP. In			
	addition, the PIU will have a full-time monitoring and evaluation specialist to monitor and report on the social and			
	gender actions.			
	3. Information in project administration manual. The PAM includes a brief description of the social, gender, and			
	poverty dimensions of the project and monitoring and evaluation arrangements. The PIU, assisted by consultants,			
	education departments, schools, and kindergartens, will monitor and report quarterly on the actions and indicators.			
	4. Monitoring tools. The project performance management system to be developed by the PIU will include actions			
	and indicators specified in the SGAP and DMF. Loan assurances include (i) compliance with the SGAP, (ii) an			
	undertaking to implement the SGAP, (iii) compliance with local labor laws, and (iv) monitoring and reporting			
l	requirements. The PAM stipulates detailed monitoring and reporting requirements, and responsibilities.			
а	State Great Khural. 2016. Mongolia Sustainable Development Vision 2030. Ulaanbaatar; Government of Mongolia			
	2016. Action Program for 2016–2020. Ulaanbaatar.			
L.,				

 ^b ADB. 2010. Education by 2020: A Sector Operations Plan. Manila; ADB. 2017. Country Partnership Strategy: Mongolia, 2017–2020—Sustaining Inclusive Growth in a Period of Economic Difficulty. Manila.
Source: Asian Development Bank.