

GENDER ASSESSMENT AND ACTION PLAN

Gender mainstreaming category: Effective Gender Mainstreaming

1. **Key issues.** 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. Rural–urban migration, particularly to Ulaanbaatar, causes rapid growth in population and expansion of low-income, poorly serviced *ger* (traditional tent) areas (the main destinations of rural migrants) in the city. Of the population in Ulaanbaatar city, 56% reside in *ger* areas, particularly in Bayanzurkh and Songinokhairkhan 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 scarcer 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. In 2017, of the 33 three-shift¹ schools, 30 were in Ulaanbaatar, of which nearly two-thirds were in Bayanzurkh and Songinokhairkhan districts. In the current academic year of 2022–2023, there are 6 three-shift schools nationwide; however, this number may increase up to 47 as there are 41 schools which are at high risk of having three shifts, as assessed by the Ministry of Education and Science. Due to the unavailability of seats at schools and kindergartens close to their homes, students often must travel long distances between home and school, which puts them at a higher risk of accidents and assaults and increases their time spent in traffic. In particular, 1 in 10 of all girls under 15 years old attending school are at a greater risk of experiencing sexual assault and violence in public place. Because of the shortage of available seats, children used to be selected into public kindergartens by lottery during 2015–2022, leading to poor-quality pre-primary education and exacerbating existing inequalities. From 2022, the government started providing education assistance to enroll children in private kindergartens and opened new kindergartens by renting private facilities. Noticeably, 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 in education sector.
2. **Key actions.** The project has (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 real time information system.
3. **Key implementation arrangements.** The Social and Gender Specialist, a full-time staff of the PIU has been responsible for (i) implementing the gender action plan (GAP), and (ii) ensuring coordination with stakeholders. To implement the GAP, resources have been allocated from the loan.
4. **Negative impact and risks.** Due to lack of school capacity and increasing number of students, schools tend to have three shifts. Since classes in the third shift finish around 8 or 9 pm this negatively affects quality of education and create risks (accidents and assaults) to which students are exposed, especially for female students in the third shift who have to go home in the dark. 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 for dropping off and picking up children. It also forces children to walk long distances which increases the risk of accidents and becomes a source of worry for parents.
5. **Monitoring and reporting.** The quarterly and annual project progress reports include the GAP implementation monitoring matrix as an attachment and the key implementation status are reflected in the main text of the report. The reports are developed by the PIU and reviewed by the IA and EA and submitted to ADB for review and approval. The sex-disaggregated data will be collected and reported through relevant project reports.

¹ Three-shift schooling is a type of school which operates in three shifts, with one group of students in the building early in the day, a second group of students in the afternoon and third group of students in the late afternoon.

GENDER ACTION PLAN			
Performance Indicators (activities and targets)	Contract Package Numbers	Responsibility	Timelines
Output 1: Gap in enrollment capacity of schools and kindergartens narrowed.			
1a. 72 public consultations conducted before and during the civil works on detailed design of schools and kindergartens for 16,500 teachers, students, parents, community residents and local CSOs (of whom 70% are female and 3% from ethnic minority groups)	EP-01 to EP-16	EA, IA, PIU, and contractors	2019-2026
1b. Gender and age-inclusive, and disability-friendly features incorporated in the design and drawings of 30 schools and kindergartens	EP-01 to EP-25, CW-01 to CW-27	EA, PIU, Civil work supervision consultants, engineering firms, contractors and schools and kindergartens	2024-2025
1c. Two schools and three kindergartens newly constructed, and eight 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 (<i>DMF 1a</i>)	EP-01 to EP-25, CW-01 to CW-27	EA, PIU, Civil work supervision consultants, engineering firms, contractors and schools and kindergartens	2024-2026
1d. More than 10,000 students (45% female) benefited from improved, age-appropriate learning environment created at schools with risk of having three shifts (2022 baseline: 0)	FR-03, FR-04	EA, IA, and PIU	2023-2024
1e. At least 114 digital classrooms created at schools with a risk of having three shifts for provision of blended and online learning ^a (<i>DMF 1c</i>)	FR-03, FR-04	EA, IA, and PIU	2023-2024
Output 2: Unfinished curriculum reform and associated assessment system reforms completed.			
2a. Gender, ^b ethnicity, and socially inclusive student learning outcome statements incorporated into the updated curriculum	CS-03, IC-12/02	EA, IA, PIU, and project consultants	2019-2024
2b. 60% of teachers trained in the updated curriculum statement, assessment criteria, and methods of which more than 85% are female (2017 baseline = 0) (<i>DMF 2a, 2b</i>)	CS-03, IC-12/02	EA, IA, PIU, and project consultants	2019-2022
2c. 70% of school managers trained in the use of the developed teacher performance appraisal for teachers (of which 55% are female) to mentor staff and identify CPD needs by 2024 (2017 baseline = 0) (<i>DMF 2d</i>)	CS-03, IC-12/02	EA, IA, PIU, and project consultants	2019-2024

Performance Indicators (activities and targets)	Contract Package Numbers	Responsibility	Timelines
Output 3: Teaching and learning materials that accompany the updated curriculum provided.			
3a. Profiles and requirements of TLM for all grades and pre-primary education developed with gender and socially inclusive aspects incorporated (2017 baseline = not developed) (<i>DMF 3a</i>)	CS-03	EA, IA, PIU, and project consultant	2019-2022
3b. 22 primary grade textbooks prepared in Kazakh language for ethnic students.	CS-03, GW-10	EA, IA, PIU, and project consultant	2019-2022
3c. 30% of kindergartens in rural areas provided with a standard set of TLM (2017 baseline: not provided) (<i>DMF 3b</i>)	CS-03, GW-10	EA, IA, PIU, and project consultant	2019-2022
3d. At least 60% students of grades 6-12 received textbooks (of whom more than 45% are female) (<i>DMF 3c</i>)	GW-12, GW-13, GW-14	EA, IA and PIU	2019-2020
Output 4: Teachers and managers' knowledge and skills upgraded for the updated curriculum and assessments.			
4a. Updated CPD programs for school and kindergarten leaders and pre-primary, primary, and secondary teachers provided on child-centered, inclusive, and culturally responsive teaching approaches, including teachers from ethnic areas (Bayan-Ulgii, Dornod, Khovd, Khuvsgul, Sukhbaatar, and Uvs)	CS-03, CS-01, IC-12/03, IC-13	EA, IA, PIU, and project consultant	2019-2024
4b. CPD programs for school and kindergarten managers, and Ulaanbaatar and aimag education department staff developed using online platforms (2017 baseline = not developed) (<i>DMF 4a</i>)	CS-03, CS-01, IC-12/03, IC-13	EA, IA, PIU, and project consultant	2019-2024
4c. CPD programs for teachers on assessment, and child-centered and inclusive teaching approaches developed (2017 baseline = not developed) (<i>DMF 4b</i>)	CS-03, CS-01, IC-12/03, IC-13	EA, IA, PIU, and project consultant	2019-2024
4d. 30% of secondary science teachers trained in science laboratory skills and management (of whom more than 80% are female) (2017 baseline = not supplied) (<i>DMF 4c</i>)	CS-03, CS-01, IC-12/03, IC-13	EA, IA, PIU, and project consultant	2019-2024
4e. 60% of pre-primary, primary, and secondary teachers (of whom more than 85% are female) attended CPD programs through online platforms (2017 baseline = 30%) (<i>DMF 4d</i>)	CS-03, CS-01, IC-12/03, IC-13	EA, IA, PIU, and project consultant	2019-2024
4f. Sex and location (ethnicity) disaggregated monitoring and evaluation reports on CPD programs available through GAE's online platforms	CS-03, CS-01, IC-12/03, IC-13	EA, IA, PIU, and project consultant	2019-2024
Output 5: Systems for planning and managing education services strengthened.			
5a. Real time information system to identify school and kindergarten construction, expansion, and rehabilitation needs developed with gender-sensitive and inclusive design parameters (2017 baseline = not developed) (<i>DMF 5a</i>)	CS-04	EA, IA, PIU, and project consultants	2019-2023

CPD = continuing professional development; DMF = design and monitoring framework; EA = executing agency; GAE = General Authority for Education; IA = implementing agency; PIU = project implementation unit; TLM = teaching and learning material.

^a MES's data.

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

Sources: ADB, MES, PIU