Final Project Report

UN TRUST FUND FOR HUMAN SECURITY (UNTFHS)

“Comprehensive Community Services to Improve Human Security for the Rural Disadvantaged Populations in Mongolia”

Reference number: SCO-AF-08-068

UNESCO Beijing Office

June 2009 – May 2012
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<tr>
<th>COUNTRY:</th>
<th>MONGOLIA</th>
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<tr>
<td>PROJECT TITLE:</td>
<td>Comprehensive Community Services to Improve Human Security for the Rural Disadvantaged Populations in Mongolia</td>
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<tr>
<td>COUNTERPART ORGANIZATIONS:</td>
<td>Cabinet Secretariat of the Government of Mongolia Ministry of Education, Culture and Science of Mongolia Ministry of Health of Mongolia National Centre for Non-formal and Distance Education Information Communication Technology Post Authority Public Health Institute Health Sciences University of Mongolia Mongolian National Chamber of Commerce and Industry Aimag Education and Culture Departments Aimag Health Departments</td>
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<td>REPORTING PERIOD:</td>
<td>June 2009 – May 2012</td>
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<tr>
<td>TYPE OF REPORT:</td>
<td>Final Project Report</td>
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List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>Aimag</td>
<td>Province in Mongolia</td>
</tr>
<tr>
<td>BCC</td>
<td>Behaviour Change Communication</td>
</tr>
<tr>
<td>CI</td>
<td>Communication and Information</td>
</tr>
<tr>
<td>CLC</td>
<td>Community Learning Centre</td>
</tr>
<tr>
<td>DOH</td>
<td>Department of Health-Government Implementing Agency</td>
</tr>
<tr>
<td>DPM</td>
<td>Deputy Prime Minister</td>
</tr>
<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
</tr>
<tr>
<td>EH</td>
<td>Environmental health</td>
</tr>
<tr>
<td>EP</td>
<td>Equivalency Programme of Non-Formal Education</td>
</tr>
<tr>
<td>FGP</td>
<td>Family Group Practice</td>
</tr>
<tr>
<td>Ger</td>
<td>Tent-like nomad’s dwelling</td>
</tr>
<tr>
<td>GI</td>
<td>Globe International NGO</td>
</tr>
<tr>
<td>GoM</td>
<td>Government of Mongolia</td>
</tr>
<tr>
<td>KAP</td>
<td>Knowledge, Attitude and Practice</td>
</tr>
<tr>
<td>HCWM</td>
<td>Health Care Waste Management</td>
</tr>
<tr>
<td>HOA</td>
<td>Heads of Agencies</td>
</tr>
<tr>
<td>HQ</td>
<td>Headquarters</td>
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<tr>
<td>IEC</td>
<td>Information, education and communication</td>
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<tr>
<td>IPA</td>
<td>Implementation Partnership Agreement</td>
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<tr>
<td>MGT</td>
<td>Multi-Grade Teaching</td>
</tr>
<tr>
<td>MECS</td>
<td>Ministry of Education, Culture and Science</td>
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<tr>
<td>MPA</td>
<td>Mongolian Printers Association</td>
</tr>
<tr>
<td>MOH</td>
<td>Ministry of Health</td>
</tr>
<tr>
<td>MN2</td>
<td>2nd channel of MNB</td>
</tr>
<tr>
<td>MNB</td>
<td>Mongolian National Broadcaster (Public service broadcasting)</td>
</tr>
<tr>
<td>MNCCI</td>
<td>Mongolian National Chamber of Commerce and Industry</td>
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<tr>
<td>MNPR</td>
<td>Mongolian National Public Radio of MNB</td>
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<tr>
<td>NCNFDE</td>
<td>National Centre for Non-formal and Distance Education</td>
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<tr>
<td>NFE</td>
<td>Non-Formal Education</td>
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<tr>
<td>NGO</td>
<td>Non Government Organisation</td>
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<tr>
<td>PHC</td>
<td>Primary Health Care</td>
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<tr>
<td>PPP</td>
<td>Public Private Partnership</td>
</tr>
<tr>
<td>RTN</td>
<td>Radio and Television Broadcasting Network</td>
</tr>
<tr>
<td>SDC</td>
<td>Swiss Development Cooperation</td>
</tr>
<tr>
<td>SME</td>
<td>Small and medium size enterprise</td>
</tr>
<tr>
<td>Soum</td>
<td>District in Mongolia</td>
</tr>
<tr>
<td>SPH</td>
<td>School of Public Health</td>
</tr>
<tr>
<td>UB</td>
<td>Ulaanbaatar city</td>
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The DZUD, a weather phenomenon unique to Mongolia, is when a severe summer drought usually marked by an acute shortfall in hay and fodder production is followed by a harsh winter with blizzard like conditions lasting for a sustained period of time.
Executive Summary

This report presents the overall achievements along with challenges and lessons learnt of the project on “Comprehensive Community Services to Improve Human Security for the Rural Disadvantaged Populations in Mongolia,” funded by the UN Trust Fund for Human Security (UNTFHS) and implemented from June 2009 to May 2012. Four UN agencies in Mongolia, UNESCO, UNDP, WHO and UNICEF implemented the project jointly with the various line ministries and national institutions of the Government of Mongolia.

Overall, the project was successfully implemented and delivered the planned outputs and outcomes despite the fact that the launch was delayed. It was a complex project with ambitious goals and a multisectoral approach to address the issues of exclusion and marginalization; it brought together partners who were used to working in isolation and had not always worked together in tackling a common problem; the project sites were located in the most remote, unreachable and difficult locations; and it sought to introduce many innovative and new elements to addressing the issues of poverty and underdevelopment. Despite these complexities, the project was concluded successfully due to the following factors: alignment and consistency of the project objectives with the national goals and policy objectives; strong commitment, ownership and leadership at both national and local levels; continuous monitoring, guidance and support from the Deputy Prime Minister’s office to the local governments; coherence between new initiatives introduced by the project and ongoing initiatives of the Government of Mongolia; the beneficiaries’ strong desire to transform/change their lives; and good cooperation amongst the agencies and the partner. On the UN side, the leadership of UNESCO as the lead UN agency, with effective support of the UN Resident Coordinator (UNRC) united the participating UN agencies for a common cause in delivering as ONE and ensured complementarities between and amongst the various project components.

The project benefitted from the leadership and direct support of Mr. Enkhbold, Deputy Prime Minister (DPM) of Mongolia. The various coordination and management mechanisms set up under the project were effective and efficient; they included the Project Management Committee, National Technical Working Group, and the Aimag (provincial) and Soum (district) project implementation teams. To improve linkages and ensure coordination among the participating UN agencies, meetings of the Heads of the participating UN agencies (HOA) chaired by the UNRC in Mongolia were held on a regular basis since November 2010.

Careful assessment of local conditions and needs analysis of direct beneficiaries via the baseline survey and adaptation of the project interventions according to the needs greatly contributed to the effective and efficient implementation of the project.

To assess the achievements and wrap up the interventions in the project sites, the Experience Sharing Workshops at Aimag and Soum levels were organized in Khuvsgul, Dornod and Uvs Aimag, with extensive participation of national and local project implementation partners and the participating UN agencies. The workshops served as a platform for Aimag and Soum project implementation teams to learn from the best practices emerged within the various project components, to provide inputs to policy recommendations on improving human security issues for rural and disadvantaged populations in Mongolia and to discuss exit strategies for each project Aimag to ensure sustainability. The Experience Sharing Workshops also served as the basis for organizing the National Advocacy and Policy Workshop held on 7-8 May 2012, which gathered approximately 100 participants to discuss the overall outcomes and lessons-learnt from the project and to share ideas for further sustainability and replication.
UNESCO contributed to Component 1 of this project, aimed at improving access to information among rural populations (Goal 1), working in close consultation with the component’s sub-group of the National technical working group, including representatives from the key relevant governmental authorities as well as from the public media sector and the civil-society. The initial objectives and outputs, under this component were revised, based on a subsequent review in April 2011, to adjust to new developments and to the complexity of the situation in the project’s target areas.

The following activities were undertaken: (i) Establishment of a second channel of the national public broadcaster MNB (MN2) airing daily in languages and dialects of the ethnic minorities; (ii) Development of community radios in ten target Soums to provide locally produced radio contents; and (iii) Training to managers, layouters and printers at ten printing houses in five Aimagss based on the result of a situational assessment on printing capacity for the ethnic minorities. All the revised objectives and outputs under Component 1 were fully achieved.

UNESCO and UNICEF jointly supported the second component on education (Goal 2: “Improve access to and quality of formal and non-formal education in rural areas”). A national project education team was set up and approved by the Order No 487 of Minister of Science, Education and Culture (MECS) in November 2009. Among the key national partners who implemented various activities under this Component were the MECS, the National Centre for Non-formal and Distance Education (NCNFDE) and the Departments of Education and Culture of the project Aimagss.

UNESCO in particular was responsible for Objective 2.1: Improve rural populations’ access to non-formal education and other information services through community learning centres and reduce their illiteracy rate. To contribute to the improvement of non-formal adult educational services in poor rural areas, where quality and access to non-formal education has lagged behind, the project supported the establishment of 20 community learning centres (CLC) for the most disadvantaged populations including ethnic minorities in the 20 project Soums. Culturally and linguistically appropriate literacy and life-skills materials for rural illiterates and semi-literates were developed and produced in both Mongolian and Kazakh based on the findings of a NFE needs assessment.

Non-formal education facilitators for the 20 project Soums as well as non-formal education methodologists from the Departments of Education and Culture from the 5 project Aimagss were trained on how to design and deliver literacy and life-skills training programmes to meet different learning needs of rural populations. Literacy and life-skills training programmes were provided to a total of 4,717 community people (the majority are young girls and women), using the materials developed under the project. Necessary equipment was also provided to these rural CLCs, which was crucial for them to organize information service, literacy and life skill training to rural populations. In particular, equipment such as wool spinning machines and sewing machines increased the relevance and effectiveness of the training based on the needs of the local community.

The project enlarged the access of disadvantaged populations to various learning opportunities and enhanced the local capacity to plan and manage non-formal education programmes.

UNICEF contributed by implementing activities towards achieving Objective 2.2: Support school drop-out children to return to formal education system through equivalency
programmes; and **Objective 2.3**: Improve access of young children from herder families to alternate forms of early childhood development programmes. In the first 2.5 years of the project implementation, all four intended project outputs under Objective 2.2 were fully achieved: (i) Mongolian language curriculum and beginner’s level Mongolian language textbook for Kazakh children including student’s textbook, teacher’s book and an audio CD developed and used in five Soums in Bayan-Ulgii and Khovd provinces; 20 NFE EP primary level textbooks adapted, translated and published in Kazakh language; (ii) six series of NFE trainings for school dropout children completed enrolling over 70% of out-of-school children in the target Soums and 62.5% of them completing primary education; (iii) two annual trainings conducted for 25 non-formal education facilitators from the five target provinces; and (iv) twenty mobile “ger” schools established and operational in all target Soums.

Under Objective 2.3, all three planned outputs were also fully produced: (i) three culturally and linguistically appropriate materials for parents developed/translated in Kazakh language; (ii) 330 parents from the most disadvantaged Soums provided with knowledge and support in early childhood development; (iii) parental counseling centres established in three provincial centers as well as in three Soums as a part of Community Learning Centers (CLC) established with UNESCO support.

The component on health, led by WHO (Goal 3: “Improve Access to Basic Healthcare Services for Rural Populations”), had three specific objectives and all the outputs under each of the three objectives were successfully implemented in all the project Soums.

Based on the review, baseline survey and field assessments, four types of local fellowship training materials on Environmental Health (EH) and Primary Health Care (PHC) were developed and published with 3500 copies. A total of 249 healthcare workers, including doctors, nurses, midwives and public health workers were trained on EH and PHC, and 150 health volunteers from 20 project Soums and five Aimag health departments were trained on Public Health and Behaviour Change Communication and Family Group Practices through 14 separate sessions of four types of training. Trained healthcare workers collaborated effectively and efficiently and made an important contribution to the improvement of Environmental Health and Primary Health Care Services in the local setting.

Based on the survey data to determine behavior change (BCC) needs for communities, six sets of booklets and documentaries were developed with simple words and designs which were suitable for community level communication. Those BCC materials aimed to increase community and local decision makers’ participation on improvement of water, sanitation, food safety practice, promotion of healthy schools and preparedness on climate change at Soum level. Copies of the Booklets and the documentaries were distributed to all project Soums. The documentaries were broadcasted by National Education Channel, MN2 TV Channel supported under the Project, and Local TV Channels in the project Aimags.

Community based small projects on improvement of community waste management, food safety, child nursing and maintenance of rehabilitation centres were implemented with active participation of Soum authorities and communities in ten project Soums.

The water supply infrastructure in six Soum health centres was improved and as result, the Soum health centres have access to safe water supply for patients and hospital use. It also helped to improve the personal hygiene of patients and health workers. Ventilated improved pit latrines were built in nine Soum hospitals with the project support as a model for other Soums. Basic supplies with 16 types of sound health care waste management, such as personal protective equipment, waste bins for hazardous and general materials, water
distillatory, and ground scale and autoclave, were distributed to 20 project Soum hospitals and the supplies are now in daily use.

The Livelihood/Business Development component (Component 4) was implemented by the Mongolian National Chamber of Commerce and Industry (MNCCI) with support of UNDP. Participatory needs assessment studies (involving over 1000 people) were conducted by the national consultants and provided comprehensive baseline data and an understanding about the local business environment and needs. The training and the provision of advisory services empowered local business groups by increasing their solidarity and confidence, improving their collective decision-making and highlighting the importance of sharing tasks. Undoubtedly these capacity building and skill building exercises will help ensure the sustainability of these businesses.

In order to advance and strengthen the existing business skills of local producers and expand the types of goods and services to be produced, the project conducted a wide range of activities including skills and capacity building training sessions, individual consultations with local businesses and producers, provision of small scale equipment, product development, packaging and labelling, strengthening the capabilities of local chamber representatives, trade fairs and experience sharing meetings where producers could share and learn from each other’s experiences. In total 500 participants from target 8 Soums from 2 Aimaggs participated in 31 business and vocational training sessions and workshops on shoe making, felt processing, milk processing, mobile repairing and food safety. Long term knowledge building was a key target of all the courses. 11 handbooks were produced on business development and 8 project templates for Small and Medium Size Enterprise (SME) were developed. More than 20 business clusters were established in 8 Soums and implemented 56 micro projects.

Based on the local needs, various types of equipment were procured and delivered to project beneficiaries in target Soums. All equipment has been fully utilized and as result of skills building training the cooperatives are now able to produce a wide range of good quality products. Emerging businesses are beginning to respond to the needs of the local communities. In total, 145 people benefited from the project and 105 (75%) were female. The average income of the identified business clusters /families reached MNT 40000–1000000 per month.

The capacity of local Chamber staff was strengthened and they are now able to implement micro projects on their own.

The Ethnic Festival was organized twice during the project implementation period with the main objective to promote the traditions, culture, food and clothes of different nationalities and present the results of the joint UN project to a wide audience.

The activities under Goal 5 of the project to develop policy recommendations were jointly implemented by the participating UN agencies under the leadership of the Project Management Committee and coordination of UNESCO. Two study visits to Vietnam and Thailand by 16 key government officials representing national and local government agencies allowed them to learn from the effective policies and programmes targeted to disadvantaged population and ethnic minorities in other counties, and to reflect on the existing policies in Mongolia.

A set of policy recommendations within the main areas of the project (overall policy and planning, communication and information, education, health, livelihood) to improve human
security of people living in rural and remote areas in Mongolia was developed in close consultation with all relevant stakeholders. The draft policy recommendations were discussed and finalized at the National Advocacy and Policy Workshop.

It is noteworthy that the project was effectively and efficiently implemented within the timeframe reaching all stated objectives and outputs. In average, USD 42 per person was utilized from the project if it was assumed that a total population of approximately 72,000 people (total population of 20 Soums) benefited directly or indirectly from the project funds of 3 million USD\(^1\). The project was evaluated by independent evaluators, who concluded that ownership and relevance of the project were high; the project was effective and efficient; and sustainability was perceived satisfactory with clear commitment by local partners to continue and further disseminate project activities.

The distinct features of the project success were cross-component joint learning and appreciation of the synergies embedded in such a wide range of different project activities under different components, and close cross-sectoral collaboration, as highlighted in the ex-post evaluation report. Through the practice of this project implementation, the participating UN agencies enriched the experience of the UN delivering as ONE.

**SECTION II: PURPOSE**

Living mostly in rural areas and isolated from the majority of the population, ethnic/linguistic minorities in Mongolia are among the most disadvantaged and vulnerable groups in the country. The Government of Mongolia recognizes this particular challenge and launched several national programmes. However, due to insufficient human and financial resources, implementation of such programmes was slow and not always effective.

Building upon the existing and past experiences, four UN agencies namely UNESCO, UNICEF, UNDP and WHO initiated a joint inter-sectoral project to support the Government in improving the human security situation among rural and disadvantaged populations. The Project aimed to improve the human security situation of ethnic/linguistic minorities, whose needs remain largely unmet, by empowering them to take charge of their own lives through improved access to basic services and increased understanding and communication between the majority and minority populations. Interventions in Communication & Information, Education, Health, and Livelihood were selected as key components of the project as they include crucial social services that (1) are strongly linked to individuals’ well-being, (2) are among the Government’s priorities for ensuring sustainability, and (3) have insufficient provision in minority languages.

The Project was implemented using an inter-sectoral approach bringing expertise and resources from different participating UN Agencies to tackle issues of access to information, health, livelihood and education among the rural disadvantaged populations.

**Overarching Goal**

The overarching goal of the project was to improve human security in the vulnerable communities in rural Mongolia by fostering their sustainable political, social and economic development. The project was also designed to initiate and foster dialogue between the Mongolian majority and minorities at all levels.

Objectives and Outputs

This section outlines the main objectives and outputs expected under the five main Goals as per the approved project document. The role of the participating UN agencies with respect to the relevant goals, objectives and outputs are briefly noted.

UNESCO contributed to Goal 1 of the project, “Improve Access to Information among Rural Populations, especially Ethnic/Linguistic Minorities.” The outputs of Objectives 1.1 and 1.2 were revised in order to align the project activities better with policies and priorities of the Government of Mongolia and the revised project document was endorsed by the donor in April 2011.

Objective 1.1: Build-up the broadcasting capacity of minorities

- Output 1.1.1: Minority groups have access to a nationwide television channel and a radio channel that broadcast dedicated programmes for ethnic/linguistic minorities.
- Output 1.1.2: 
  - Residents in ten minority-populated Soums have access to locally-generated radio programmes in their own language;
  - Capacity of local communities and technical staff enhanced to produce and deliver quality radio programs in their own languages;
  - Sustainability of community radio stations enhanced through technical backstopping, maintenance and repairs.

Objective 1.2: Boost intellectual development and cultural awareness through readership among minorities in their languages

- Output 1.2.1: 
  - Minority groups have better access to printed publications in minority languages;
  - Operations and management practices at printing facilities in five Aimag modernized and strengthened to enhance capacity for publications in minority languages.

UNESCO and UNICEF jointly contributed to Goal 2 of the project, “Improve access to and quality of formal and non-formal education in rural areas.” UNESCO was responsible for the Objective 2.1 while UNICEF was responsible for the objectives 2.2 and 2.3:

Objective 2.1: Improve rural populations’ access to non-formal education and other information services through community learning centres and reduce their illiteracy rate

- Output 2.1.1: Number of culturally and linguistically appropriate materials for rural illiterates and semi-literates increased by 50%;
- Output 2.1.2: 2 persons per Soum will be trained to improve skills of local non-formal education facilitators
- Output 2.1.3: 20 Community learning centres established and made operational for non-formal education services to provide training to total of 2000 people.

Objective 2.2: Support school drop-out children to return to formal education system through equivalency programmes

- Output 2.2.1: Culturally and linguistically appropriate curricula and materials developed
- Output 2.2.2: 60% of school drop-out children enrolled in NFE/MGT and 50% of them complete primary education
Output 2.2.3: 40 local non-formal education facilitators will be trained to improve their skills

Objective 2.3: Improve access of young children from herder families to alternate forms of early childhood development programmes
  Output 2.3.1: Culturally and linguistically appropriate materials for rural parents developed
  Output 2.3.2: At least 30 parents/year from 15 most disadvantaged Soums received training and are able to provide necessary support to their children in early childhood development
  Output 2.3.3: Establish parental support services at community level.

WHO contributed to Goal 3 of the project, “Improve Access to Basic Healthcare Services for Rural Populations,” with the following objectives and outputs:

Objective 3.1: Enhance knowledge and skills of health workers on integrated primary health care
  Output 3.1.1: Curriculum and training modules appropriate to ethnic minorities and marginalized population developed and applied in project areas
  Output 3.1.2: A total of 40 medical workers in Bayan-Ulgii, Khuvsgul, Uvs, Khovd or Dornod Aimag participated in the training programme on Integrated Primary Health Care

Objective 3.2: Improve knowledge on health among ethnic minorities and marginalized populations through specific IEC materials and health intervention activities.
  Output 3.2.1: Specific IEC materials developed and health intervention activities carried out for 2000 households.

Objective 3.3: Improve water, sanitation and hygiene conditions and health care waste management in selected Soum health facilities
  Output 3.3.1: Water and sanitation condition will be improved in 25-30% of the selected Soum health facilities
  Output 3.3.2: A total of 20 Soum health facilities from the target Soums will be provided with basic supplies for collection, storage and disposal of health care wastes.

UNDP contributed to the Goal 4, “Improve Income-Generating Opportunities and Develop Livelihood of Rural Populations in the Target Aimag,” with the following objectives and outputs:

Objective 4.1: Enhance the capacity of the selected micro and small entrepreneurs/producers in the target Aimag(s) to be engaged in income-generating activities and/or start their own businesses
  Output 4.1.1: The primary target Aimag(s) identified with the baseline data, and specific technical and organizational needs of small and micro entrepreneurs assessed
  Output 4.1.2: Technical, organizational and vocational support provided to at least 100 small and micro entrepreneurs in total to start-up their own businesses
  Output 4.1.3: At least 10 business clusters organized and registered as Chamber members. A gender disaggregated analysis on their members will be
conducted to identify the expected project impact on the gender-balanced livelihood development

Output 4.1.4: At least 10 identified business clusters trained in a variety of business management issues such as business plan development, cost-accounting, book-keeping, good manufacturing practice, marketing, etc.

Output 4.1.5: At least 10 identified business clusters provided with technical assistance and consulting in adding more values to their products

Output 4.1.6: The average sales income of the identified business clusters increased by 20% (the target % of the increase will be reviewed and confirmed after the baseline survey)

Output 4.1.7: Knowledge of the project beneficiaries and, indirectly, of community members on locally available business support services improved

Objective 4.2: Improve the quality of locally available business support services for business management, marketing, information dissemination, and referral services

Output 4.2.1: Capacity of staff of local implementation partner(s) strengthened to provide quality technical assistance, and advisory and referral services to community members

Output 4.2.2: Knowledge of local implementation partners on business development issues improved

Objective 4.3: Improve the local coordination among existing business development/support service providers in the target Aimag(s)

Output 4.3.1: Accurate and sufficient information systematically gathered and organized

Output 4.3.2: Partnership/coordination arrangement to disseminate and advocate information through the Community Learning Center under Goal 2 and the information structure (TV, Radio and other medias) established and operated

Output 4.3.3: Information sharing mechanism set among the project intervention and other local business service providers including microfinance institutions

Goal 5 of the project, “Develop Comprehensive Policy Recommendations on Sustainable Rural Development and Improve the Government’s Capacity to Implement such Policies,” was coordinated by UNESCO in collaboration with all participating UN agencies. This Goal was revised in April 2011 and the Objectives 5.1 and 5.3 were dropped and Objective 5.2 was changed as the following:

Objective 5.2: Increase awareness among key policy makers

Output 5.2.1: A study tour to developing countries (two) conducted

Output 5.2.2: National advocacy and policy workshop organized

Main Implementing Partners

As already mentioned above, there are four UN agencies involved as the main implementing partners. The Table below shows the UN agencies together with the main counterpart institutions in accordance with the five main goals of the project.

Table 1. The main implementing partners and counterpart organizations
<table>
<thead>
<tr>
<th>Project goals and objectives</th>
<th>Main implementing partners</th>
<th>Main counterpart organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>UNESCO</td>
<td>Information, Communication Technology and Post Authority (ICTPA), Communication Regulatory Commission (CRC), Mongolian National Broadcaster (MNB), Radio and TV Network (RTN), Globe International NGO, Mongolian Printers’ Association (MPA)</td>
</tr>
<tr>
<td>Goal 2</td>
<td>UNESCO, UNICEF</td>
<td>Ministry of Education, Culture and Science National Centre for Non-formal and Distance Education</td>
</tr>
<tr>
<td>Goal 3</td>
<td>WHO</td>
<td>Ministry of Health DOH-Government Implementing Agency Public Health Institute, School of Public Health</td>
</tr>
<tr>
<td>Goal 4</td>
<td>UNDP</td>
<td>Mongolian National Chamber of Commerce and Industry Small and Medium size Enterprise Authority</td>
</tr>
<tr>
<td>Goal 5</td>
<td>All UN Agencies led by UNESCO</td>
<td>Deputy Prime Minister’s Office Cabinet Secretariat of the Government of Mongolia Aimag Governor’s Offices</td>
</tr>
</tbody>
</table>

**SECTION III: RESULTS**

**Main Activities**

*Selection of target Soums*

One of the first steps taken to initiate the project was to identify and agree on criteria for the selection of 20 target Soums as outlined in the project document. At the high level meeting of the UN Agencies and the Government counterparts held in June 2009, it was agreed to focus on the principal beneficiaries of the project, i.e. the ethnic minority and disadvantaged populations. To select the target Soums, the participating UN agencies identified the following criteria: the ‘predominance of ethnic minority population’ in conjunction with the poverty level (% of population below poverty line) and adult illiteracy rate and/or school dropout rate. In consultation with the Government of Mongolia, 20 Soums were selected, 4 from each of the five project Aimag (Bayan-Ulgii, Khuvsgul, Khovd, Uvs and Dornod).

*Figure 1. Location of 20 selected Soums in the five project Aimags*

*The selected Soums are marked in red*
Endorsement of the project document by the Government of Mongolia

The PRODOC was discussed at the Cabinet Meeting of the Government of Mongolia on 18 August 2009, and the Prime Minister of Mongolia issued his Order No.80 appointing the Deputy Prime Minister (DPM) to sign the official documents on behalf of the Government of Mongolia.

Furthermore, since several sectors were to be involved in the project implementation, the project required higher level coordination within the government. In accordance with the 54th Memo of the Cabinet Meeting of the Government of Mongolia, therefore, the DPM was also appointed as the focal point of the project.

Project launch and the signing ceremony

The project launch and the signing ceremony were held on 25 August 2009 in Ulaanbaatar. The delegation from the Government of Mongolia was led by Mr. M. Enkhbold, DPM, and Ms. Kulanda, Vice Minister for Education, Culture and Science of Mongolia; the UN Country Team was represented by Ms. Debor a Comini, the then UNRC. A total of 30 participants attended the project launch from the relevant Ministries, agencies and local governments as well as from UNESCO, UNICEF, UNDP, WHO and the Embassy of Japan in Mongolia.

In his speech, the DPM stressed that the UN paid more attention to the development of education, health and the improvement of living standards of people around the world. Moreover, he emphasized the importance of the joint project to provide comprehensive social services to the remote rural population of Mongolia, in particular the ethnic minorities, and expressed his gratitude to the UN, the UN Trust Fund for Human Security, the Government of Japan and UNESCO Beijing, as the lead agency, for their efforts.

Project Management and Coordination

The management and coordination mechanisms set up under the project were instrumental in ensuring coordination and facilitating project implementation. The project received direct support and guidance of the DPM. The core project management and coordination mechanisms included the Project Management Committee, National Technical Working Group, the Aimag and Soum project implementation teams.

Project Management Committee and National technical working group: In order to promote the government involvement and to increase effectiveness and efficiency in project management, a Project Management Committee (PMC) was established by the Order No.88 of the DPM on 25 November 2009. The PMC was chaired by Deputy Chief of the Cabinet Secretariat of the GOM and State Secretaries of Ministry of Health and Ministry of Education, Culture and Science, Directors of relevant government agencies like National Development and Innovation Committee, Information, Communication Technology and Post Agency and Small and Medium size Enterprises Authority of Mongolia were involved as members. In addition, NGOs like Mongolian National Chamber of Commerce and Industry and Mongolian National Broadcaster also took part in the Committee. All participating UN agencies were represented in the Committee as well.

The PMC meetings were held on a regular basis and made critical decisions not only to approve the project progress reports and work plans but also to accelerate the project implementation and revise some activities as needed.
Figure 2. Project Management and Coordination Mechanism

To bridge the PMC with the Aimag project implementation teams and to provide technical backstopping to the PMC as well as to the project Aimags and Soums, the National Technical Working Group was established by the Order No.26, 2010, of the DPM of Mongolia. In addition to the integrated National Technical Working Group, line Ministries like MOH and MECS formed thematic national technical working groups to ensure participation, consultation and ownership of the respective project components. The National Technical Working Group carried out thematic sub-group meetings to discuss and address technical issues within different project components like communication and information, education, health and livelihood. Extended meetings of the National Technical Working Group involving all project components were very useful to create better synergy and strengthen coordination of the various project activities. At the extended meetings of the National Technical Working Group, the issues of inter-sectoral nature, like establishment of CLCs and life skills training and vocational training to improve livelihood of the beneficiaries and the project progress reports, were thoroughly discussed.

It was stated in the Final Project Evaluation Report that the compositions of the PMC and the National Technical Working group were instrumental in ensuring ownership and relevance of the project. The project management and coordination mechanisms particularly facilitated the joint implementation of the project; the PMC played a crucial role as described in the Evaluation Report as follows:

“...PMC played a key role in bridging between the Mongolian government and the UN agencies... All stakeholders interviewed by the evaluation team expressed satisfaction with the role played by the PMC and its active engagement in project monitoring, which also provided a sound foundation for adjustments of the project design and implementation strategy identified on the basis of additional needs assessment and accumulated experiences.”

Aimag and Soum Project Implementation Teams and their Reporting. As per the Order No.88, 2009, of the DPM of Mongolia, the project implementation teams at the selected Aimags and Soums were officially set up and each Aimag project implementation team developed annual work plans and submitted its annual progress reports to the PMC regularly. In general, the project Aimag teams appreciated the joint efforts of the Government of Mongolia and UN to improve the comprehensive community services for rural and ethnic

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minority populations, in particular expansion of NFE training activities, mobile trainings provided with ger schools, setting up community radios, interventions to improve water supply and sanitation conditions of Soum hospitals and business start-up activities establishing business groups and cooperatives. In the annual reports, the local teams emphasized that general understanding about NFE training among community people had increased thanks to the project and they appreciated the usefulness and importance of NFE. The Aimag teams also emphasized the need to exchange experience and learn from the best practices generated during the course of implementation of the project from the other project Aimags and Soums.

**Meeting of Heads of the participating UN agencies.** While the focal points of the participating UN agencies met regularly to discuss operational issues concerning the implementation of various project components at the national as well as at the local levels, it was decided that a separate meeting at the level of the Heads of the participating UN agencies (HOA) should be held regularly to look into strategic matters so as to improve efficiency and effectiveness in project coordination and implementation. The HOA meetings, chaired by the UNRC, were thus held to review overall progress of the project and seek solutions to the challenges faced in the course of implementation, propose modifications in the project document and to suggest the strategic issues to the PMC for decision making. Moreover, it demonstrated that such a mechanism could contribute to the improvement of the coordination of similar projects and programmes. The effectiveness of the coordination and collaboration among the UN agencies is described in the ex-post project evaluation as follows:

“...According to consistent statements made by all UN partners to the project, this achievement (joint implementation) was made possible through a combination of focused and skillful coordination by UNESCO as the leading agency, by complementary coordination provided by the UNRC and readiness and ability to engage in dialogue and collaboration demonstrated by heads and involved staff from all participating UN agencies...”

**Joint field missions.** One of the important factors for the successful implementation of the project is the regular monitoring and evaluation at both national and local levels. During the project implementation period, four joint field missions were undertaken to all project Aimags and Soums to maintain close contact with the project Aimag officials, to follow-up on the setting up of the Aimag and Soum project implementation teams, to monitor the ongoing activities and to ensure coordination among different project components. The field missions also contributed to ensuring a good understanding of the project activities at the local level, including local herders and communities.

The first joint field mission was undertaken in June 2010 to the project Soums in Dornod Aimag, involving the DPM’s Office, Cabinet Secretariat, NCNFDE, UNESCO and UNICEF. The second mission then took place in August 2010 to the project Soums in Khuvsgul Aimag, involving NCNFDE, PHI, WHO, UNESCO and UNICEF.

The third joint mission was conducted in April 2011 to 11 project Soums of Khovd, Bayan-Ulgii and Uvs Aimags, covering more than 50 percent of the project Soums and in total 2,870 km. A total of 13 officials joined the team representing all UN participating agencies and national partner organizations, led by the advisor to the DPM and the Deputy Representative of UNICEF. The results of this third mission were particularly noteworthy. The mission gave

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a unique opportunity for the technical group of UN agencies and national level stakeholders to identify gaps, discuss and design better ways to coordinate/synergize the project implementation. Drawing lessons from the previous joint missions, which were rather agency-based (each agency visited their own project), all members of the team visited together each component of the project, bringing the spirit of a real team to yield a greater impact.

In addition, WHO and UNESCO jointly undertook a monitoring mission to Khuvsugul Aimag in September 2011 and visited together the project sites in 4 Soums. The mission identified good practices and challenges and discussed concrete measures to improve the delivery with the local partners, including the Aimag project coordinating team.

**Tools and mechanisms to improve the project management and coordination.** Various tools and mechanisms were developed to facilitate better management and coordination of the project activities such as regular coordination meetings of the project secretariat, sharing of a calendar of events and regular uploading of information on the website of the Cabinet Secretariat of the Government of Mongolia ([www.cabinet.gov.mn](http://www.cabinet.gov.mn)). There was, however room for further improvement in terms of information sharing, in particular among the key stakeholders and beneficiaries of the project in the target Soums, where access to Internet was limited, while the stakeholders in Ulaanbaatar and Aimag centres benefitted from the website. Thus, alternative ways to share the project related information were explored as discussed under the sub-heading “Communication and Media Strategy of the project” below.

One of the tools developed to improve the efficiency and effectiveness of the project coordination and implementation was the *integrated field trip guideline*. The guideline helped to monitor the on-site project activities and to gather comprehensive information on the implementation status; it was used not only by the participating UN and national agencies but also by the Aimag project teams.

**Dissemination of the Baseline survey report**

The comprehensive report of the Baseline survey was finalized both in Mongolian and English in August 2010. As the lead agency, UNESCO ensured the wide distribution of the report to all relevant agencies including Soums Governor’s Offices, Soum Hospitals and schools, Aimag Governor’s Offices, Aimag Health Departments, Education and Culture Departments, and Aimag Agriculture and Small and Medium Enterprises Department.

**UNESCO mobilized funds from its regular budget to initiate the Communication and Media Strategy of the project with the main purpose to provide information about the project to the stakeholders, the general public in order to facilitate active participation, support for and successful implementation of the project.**

- Project introductory brochures were developed and 300 copies in English and 700 copies in Mongolian were distributed;
- 3 issues of the Quarterly newsletter of the project were printed in Mongolian (500 copies for each issue) in 2011 and in the first half of 2012 and were distributed.

In addition, information on the key activities and events of the project were disseminated by national TVs, radios and daily newspapers and the respective institutions to share project information to the wider public and to increase the visibility of the project. For example, information about the PMC meetings was covered by the daily evening news of national TVs.
and radios including MNB, MN2, NTV, TV9, AIST TV and TV5. Information dissemination activities under various components are presented in different sections in this report.

**Revisions made in the PRODOC**

The project sought an agreement of the donor to revise the Communication and Information and Policy Support components and the approaches related to Monitoring and Evaluation and Project Coordination in April 2011 as per the decisions of the PMC and request from the Government of Mongolia. The main revisions made in the project document could be summarized as follows:

- **Component on Communication and Information.** The objectives and expected outputs of the component of Access to Information were revised along with the budget allocations.
- **Component on Policy recommendations.** In order to improve synergies and to be cost-effective, it was agreed that policy recommendations should emerge from the process and experience of project implementation in Mongolia and first-hand knowledge garnered by policy makers and practitioners from neighboring countries with similar experience of inclusive development. In this regard, two main activities were proposed:
  1) Study tour. A study tour to be organized to developing countries with relevant experience of effective implementation of policies for rural, disadvantaged and ethnic minority populations.
  2) National Advocacy and Policy Workshop. A national advocacy and policy workshop to be organized with four objectives: i) to show case project achievements, ii) to share overall findings and experiences from the project evaluation and study tour; iii) develop policy recommendations in key areas of project interventions; and iv) advocate for ethnic minorities’ increased access to basic social services.
- **Improving project management and coordination.** To address the issues related to project coordination especially at the local level, budget revision was made to provide support to the PMC and the Aimag project implementation teams.
- **Monitoring and Evaluation.** It was concluded by the HOA of the participating UN agencies and the PMC that a formal Mid-term Review (MTR) was not necessary as it would neither add value nor be cost-effective. Instead, an independent end-of-project evaluation would be conducted.

**Project Final Evaluation**

The final evaluation of project was conducted in March-May 2012 by an external evaluation team that was composed of an international consultant, Mr. Johnny Baltzersen, and a national consultant, Ms. Ts. Bumkhorol. The overall goal of the evaluation was to assess to what extent the joint project had implemented its activities, delivered outputs and attained outcomes. The evaluation was expected also to generate substantive evidence-based knowledge on the project components by identifying best practices and lessons learned emerging from project implementation that are policy relevant.

The evaluation relied on a combination of qualitative methods including extensive document reviews against structured checklist, interviews and focus group discussions with key stakeholders and beneficiaries and questionnaires for convenient sampling. The evaluation team visited 4 project Soums in two target Aimag (Khyargas and Zuungobi Soums in Uvs Aimag, Bayannuur and Ulaankhus Soums in Bayan-Ulgii Aimag).
In accordance with the evaluation’s participatory and appreciative inquiry approach, the findings of the evaluation were presented at meetings with the heads of UN-agency Offices and the project’s National Technical Working as well as at the National Policy and Advocacy workshop.

The evaluation team assessed the project implementation in terms of ownership, relevance, efficiency, effectiveness, jointness and sustainability. Overall, the project was evaluated as satisfactory and the evaluation stressed that the high level of commitment by national and local counterparts and joint effort of the participating UN agencies played an important role in the success of the project. Management and technical delivery structures were assessed by the evaluation as adequate for effective and coordinated project delivery and monitoring. It was also highlighted in the evaluation report that the UN agencies delivered efficiently and effectively and demonstrated necessary flexibility and capacity to coordinate and develop a high level of jointness beyond the original project set-up.

The independent consultants evaluated that the project was highly relevant – the baseline survey, supplementary needs assessments and results of interviews, focus group meetings and questionnaires during the evaluation provided solid evidence for the high relevance of the project interventions. Moreover, the evaluation stressed that the project was implemented well in alignment with national and local policies and development strategies and at Aimag and Soum levels the project activities became integral parts of policies and strategies and were reflected in annual work plans and contracts between Aimag and Soum governors. Overall, the ex-post evaluation concluded that the stated project outputs had been achieved and even some outputs had been achieved beyond the targets, which is truly impressive considering the relatively short time for actual project implementation.

The evaluation noted that the coordination of the project was very good and the partners involved in the implementation at different levels voiced over and over appreciation for cross-component joint learning and synergies.

The evaluators also provided a set of strategic recommendations in addition to the specific goal-relevant recommendations. The evaluation report is given in Annex 1. The recommendations made by the evaluation team were incorporated into the policy recommendations which are presented on page 54.

**Progress by Project Goals and Objectives**

The main activities implemented during the project implementation period are presented according to each project goal.

**Goal 1: “Improve access to information among rural populations, especially ethnic/linguistic minorities”**

The achievements made and challenges encountered during the project implementation to achieve each revised output under Goal 1 are described below.

**Objective 1.1: Build-up the broadcasting capacity of minorities**

**Output 1.1.1: Minority groups have access to a nationwide television channel and a radio channel that broadcast dedicated programmes for ethnic/linguistic minorities.**

Following the institutional, organizational and professional capacity building supported by the project, the second channel of the national public broadcaster MNB (MN2) was established in
July 2011. It was the first public channel which specifically targets ethnic and linguistic minorities in Mongolia. It was inaugurated with a ribbon-cutting ceremony in the new MN2 premises, attended by the UNESCO Director-General and the Deputy Prime Minister, and was widely reported in the local press.

At present, MN2 airs a total of 15 hours daily programmes (7 a.m-14 p.m in the morning and 18 p.m-23 p.m in the evening) including 10 minutes daily news and 30 minutes weekly programmes in minority languages (Kazakh and Tuva languages and Buriad dialect).

In the framework of the project, 30 production staff were identified and trained to develop their knowledge on broadcasting for ethnic and linguistic minorities.

As of May 2012, MN2 is transmitting nationwide through the most diffused satellite provider in Mongolia (DDish Company, which counts more than 100,000 households subscribed to its services, mostly in rural areas), as well as six cable networks in Ulaanbaatar and 18 cable networks in rural areas. MN2 currently has an estimated audience of approximately 800,000 and a potential one of twice as much.

As a result of this project the access of ethnic and linguistic minorities to quality programmes in their own native languages has been drastically improved with the provision for example of distance education programs teaching Mongolian language and other life skills, and information on national cultural heritage, history, customs and traditions, folk songs, music and arts etc.

Furthermore, handbooks on broadcasting for ethnic and linguistic minorities were developed and 400 copies were printed. 120 copies of the newly developed handbooks were distributed to local TV channels of 6 Aimagas, 100 copies distributed to journalists of MNB and MN2 channels and 200 copies to students of Radio and TV Institutes and journalism schools around the country.

Output 1.1.2: - Residents in ten minority-populated Soums have access to locally-generated radio programmes in their own language;  
- Capacity of local communities and technical staff enhanced to produce and deliver quality radio programs in their own languages;  
- Sustainability of community radio stations enhanced through technical backstopping, maintenance and repairs.

Ten community radio stations were established with the technical assistance, capacity building, and the equipment provided by the project in four Aimagas (Bayan-Ulgii, Uvs, Khovd and Khuvsgul). The names and exact Soum locations of the radio stations are given in Annex 2.
The local Soums’ populations were introduced to the concept of community radio, which stresses local ownership, involvement, participation and the commitment. Each community radio is supervised by a board consisting of 10-15 members elected by the community and representatives of various components of the local civil society. Training was provided for board members and volunteers covering more than 140 people and more than 700 Soum citizens on the functions of community radio. A total of 70 people from the participating Soums were trained on radio management, journalism, programming and technical operation and maintenance. In all, 12 training workshops of 4 types were conducted, and each station’ staff was provided with legal and professional handbooks, manuals, copyright-free music, audio programs and educational audios.

As a result of the capacity building, national and local partners developed an understanding on the concept of community radio, and in many cases changed mindsets and attitudes adapting a bottom up and two-way participatory communication involving the community and for the community. One indicator of such a virtuous circle is that at the end of the project local authorities and commercial entities are now willing to cooperate with the community radios, for instance by providing financial support without interfering with the editorial independence.

Currently, ten community radios broadcast from a minimum of two to a maximum of eight hours programs daily, including local news as well as information related to primary healthcare, life-skills, literacy and environmental produced in cooperation with local hospitals, governors’ offices, schools and Community Learning Centres.

As a result of the project, the access to information and knowledge for population in targeted remote areas has been increased through news, cultural and educational programmes. Best practices have been indentified at some radios, particularly “Echo of Uushigt” of Bayannuur Soum and “Voice of Khotgoid” of Tsagaan Uul Soum, where good management, commitment and voluntarism by stations’ staff resulted in a high level of involvement and support from local audiences and authorities.

Since the establishment of the community radios in the selected Soums, the CLCs and Soum health centres worked closely to disseminate information to local community and in few cases distance learning via radio were piloted.

All community radios were registered as local NGOs to protect their independency, and to legally enable them to fund-raise on a not-for-profit basis. The project created the momentum for a national association of community radios to be established with extra funding, with the mission to provide further assistance to the community radios for instance in terms of capacity building and experience-sharing for fundraising and for production. The community radios
are now considered in many cases success stories of local participation, with the potential of being replicated in the future.

**Objective 1.2: Boost intellectual development and cultural awareness through readership among minorities in their languages.**

**Output 1.2.1:** Minority groups have better access to printed publications in minority languages;

**Output 1.2.2:** Operations and management practices at printing facilities in five Aimag modernized and strengthened to enhance capacity for publications in minority languages.

In accordance with the revised strategy to build the printing capacity in five project Aimag, a situational analysis /needs assessment on the capability of local small printing houses was conducted. Based on the findings, a ten-day training was provided to 30 participants from printing organizations, including 10 managers and directors, 10 designers, 10 typesetters.

![Training for local printing houses to improve capacity](image)

In the framework of the project, the printing houses had also the opportunities to learn from and exchange experiences with five printing houses in Ulaanbaatar, through which a collaboration network was established. As an immediate outcome of the capacity building 620 copies of eight books with improved layout and printing were produced. A shop selling books produced by the local printing houses was established in Bayan-Ulgii and. The service and production capacity was improved at printing houses in Khuvsgul and Dornod Aimag. The improved production and marketing ability is contributing to ensure the sustainability of these printing houses on the medium and long run.

**Goal 2: “Improve access to and quality of formal and non-formal education in rural areas”**

UNESCO and UNICEF collaborated to accomplish Goal 2.

**Objective 2.1:** Improve rural populations’ access to non-formal education and other information services through community learning centres and reduce their illiteracy rate.

The activities under this objective were implemented by UNESCO jointly with the Government of Mongolia, under the leadership of the Ministry of Education, Culture and Science (MECS) of Mongolia to provide non-formal educational services to the population who live in remote rural areas and isolated from services through Community Learning Centres (CLCs).
Output 2.1.1: Number of culturally and linguistically appropriate materials for rural illiterates and semi-literates increased by 50%

*Training Needs Assessment.* The national project team for the education component, including the officials of the NCNFDE, organized a baseline survey in target five Aimag. The survey team interviewed a total of 738 people consisted of Soum governors, school principals and local residents. The survey was crucial in identifying the training needs in the project Soums and in ensuring the relevance of the activities of the CLCs.

*Development of literacy and life skills training materials.* The new training curriculum on literacy and life skills as well as various training/learning materials in print and audio-visual forms targeting out-of-school youth and adults were developed, widely distributed and used in the newly established or rehabilitated CLCs in the twenty project Soums. These curriculum and training/learning materials were designed to address particular needs of ethnic and linguistic minority groups in the country. They were endorsed by a Decree of the MECS, in accordance with the Primary Secondary Education Law of Mongolia 2006 (Article 28.2; 28.4) stipulating that newly developed training curriculum as well as training materials should be endorsed by such a decree. This was the first time that such non-formal education training curriculum and materials were officially recognized by the Government, which demonstrates the importance given to non-formal education programmes for out-of-school youth and adults. The curriculum as well as the materials developed will also be used at a national scale.

A total of 8 sets of training materials that consisted of a total of 31 training handbooks (110 printing pages), 6 video lessons (140 minutes of lengths), a total of 7 audio lessons (130 minutes of length) were produced in 2011 and delivered to the project Soums under coordination of the MECS of Mongolia. Details of the training materials are provided in Annex 3.

Output 2.1.2: 2 persons per Soum will be trained to improve skills of local non-formal education facilitators

*Training of trainers for NFE Facilitators in 2010–2011.* The training of trainers on literacy and life skills for NFE facilitators was organized in November, 2010 in Ulaanbaatar. The training contributed to strengthening the capacity of the NFE facilitators, equipping them to effectively organize literacy and life skills trainings at local level and to play more important roles by providing training programmes for a wider range of skills and coordinating various programmes.

*Life skills and income generation training for NFE Facilitators.* The non-formal education facilitators of the project Soums gained new life skills related to income generation activities, in particular related to bakery and production of wool through a series of training on different conducted jointly with the Mongolian National Chamber of Commerce and Industry (MNCCI) and the Training-production centre in Ulaanbaatar in January, 2012, partners in Ulaanbaatar. This activity was conducted in coordination and cooperation of the fourth component of the project on livelihood skills improvement.
They also gained new knowledge and skills on the equipments and raw materials, and to develop training modules to be used for the training at community level.

**Output 2.1.3: 20 community learning centers established and made operational for non-formal education services to provide training to total of 2000 people**

*Establishment of 20 Community Learning Centres (CLCs).* One of the important activities of the education component was to help establish 20 CLCs at Soum centers, which are accessible to the poor, to provide a decent learning environment for local herders to participate and benefit from training programmes on literacy, life skills and income generation skills.

Establishment of 20 CLCs in each project Soum centre was completed successfully. These CLCs were provided with necessary equipment and learning materials. A total of 27 different kinds of equipment, furniture, stationary and training materials were purchased and distributed to the entire 20 project Soums. All CLCs are either in their own new premises provided by the Soum governor’s office or operating within the Soum school premises but having a separate entrance to facilitate access of adult learners.

The provision of the necessary equipments and training materials enabled each CLC to organize training based on the communities’ learning needs.
**Non-formal education services to community people.**

A total of 4717 adult herders were enrolled in literacy and life skills training during the project implementation period in the 20 project Soums, as opposed to the initial objective of 2000 people. The sense of ownership of the CLCs established under the project was high among the community people. Various programmes organized were very well received by the community people, including rural herders, who had had very few opportunities to have such life skills training programmes before the project was implemented. More detailed information on trainees who attended the literacy and life skills training courses in each project Aimag and Soum displayed in Annex 4.

The CLCs became hubs for socializing, sharing experiences and ideas and supported the development of self-esteem, self-confidence and hope among the rural disadvantaged populations. The other project components also worked very closely with the CLCs. For example, in some Soums the community radio was set up in the same building and NFE teachers announced their NFE training schedules via radio. Soum health workers were invited to the CLCs during life skills training on healthy living for teaching. Community members of the newly established cooperatives and business clusters also acted as resource persons during various NFE life skills training and equipments provided to the cooperatives and business clusters were used for practice training.

**Objective 2.2: Support school drop-out children to return to formal education system through equivalency programmes.**

The main activities undertaken under the UNICEF leadership during the project implementation contributed to the achievement of the following outputs:

**Output 2.2.1: Culturally and linguistically appropriate curricula and materials developed**

*Mongolian language training materials for Kazakh students:* As of 2010, Bayan-Ulgii- the province where Kazakh population largely resides - performed poorly on basic indicators of education with the highest dropout rate (4.7% compared to 1.1% nationally) and the lowest preschool participation rate (65.4% compared to 76% nationally) in the country, as well as higher illiteracy rate (6.8%) than the national average (4.6%). Kazakh children are in a disadvantaged position due to a mismatch in language of instruction, and learning materials/curriculum. Delayed entry to school, a factor for higher dropouts and lower achievement, is also high. The Government of Mongolia developed the National Framework on Education for Kazakh Children in 2007, which recognizes the need for bi-lingual education strategies for Kazakh children and other ethnic minority children. However, due to
insufficient human and financial resources the implementation of the mid-term programme to support Kazakh children’s education in 2008-2010 was slow.

With the goal that every child in Mongolia benefits from equal opportunities to quality education, UNICEF developed beginner’s level Mongolian Language learning materials for Kazakh students and handed the materials over to the Ministry of Education Culture and Science in November 2010. They include Mongolian language curriculum, student’s textbook, teacher’s book, and an audio CD to improve quality of education for Kazakh children living in rural disadvantaged communities. The Mongolian Language Curriculum is designed for children whose mother tongue is other than Mongolian. The objective of the Mongolian language curriculum is to equip students with comprehensive communication skills, comprehensive Mongolian language skills, and comprehensive knowledge and respect for both Kazakh and Mongolian cultures. The structure of Mongolian language curriculum is designed as follows: listening 25%, speaking 25%, reading 30% and writing 20%. The curriculum also includes ways to evaluate the students of their knowledge and skills of the acquired Mongolian language.

The content of the Mongolian language student’s textbook is: 1) introducing oneself, greeting, introducing his/her name, the name of his/her friend; 2) family, introducing family members, whether he/she has any siblings; 3) school, naming different stationeries and objects within the school; 4) our earth, including nature, location of things, colours of nature, the seasons; 5) clothing and colours, naming what colour clothes one is wearing as well as others are wearing; 6) body parts, naming his/her body parts and describing them in shapes and sizes; 7) food, naming different types of food, expressing what one wants to eat, telling what one likes or does not like to eat; 8) everyday activities in the morning, during the day, evening and on weekends; 9) animals, domestic and wild animals, their features; 10) shapes, naming toys and shapes, making shapes; 11) my home, naming different rooms, furniture and their location; 12) leisure time, debating, singing, playing games and telling stories.

Additional 2200 copies of the student’s textbook, 500 copies of the teacher’s book and the audio CDs were published in 2012 at the request of the newly established division on education for ethnic minority children in the Institute of Education under MECS to be used by all second grade students in Bayan-Ulgii province in the 2012/2013 academic year.

Training for teachers on the use of the Mongolian language training materials was successfully conducted for 22 teachers and methodologists working in formal and non-formal education sectors in Khovd and Bayan-Ulgii provinces in December 2010. The training aimed to equip teachers with a new methodology for using the newly developed materials in the
classroom. The training gave a unique opportunity for the teachers working in formal and NFE sectors to work together and assess the current situation of teaching the official state language in Bayan-Ulgii province and discuss better ways to teach Mongolian language to Kazakh children using the newly developed materials. As a result, the teachers were extremely happy with the teacher’s book as it guides the teacher throughout every little detail to teach Mongolian language in a classroom. It was agreed that seven formal schools and five NFE Enlightenment centres in five project Soums of Bayan-Ulgii and Khovd provinces would pilot the Mongolian language materials immediately. It was recommended to conduct training on the usage of the new methodology throughout Bayan-Ulgii, not just project Soums of Bayan-Ulgii; improve and re-produce the Mongolian language training materials CD; scale-up the usage of the Mongolian language training materials in all schools of Bayan-Ulgii province; improve Mongolian language of all teachers in Bayan-Ulgii province and regulate that only teachers who had passed Mongolian language proficiency tests teach Mongolian language to students.

As a follow-up after the training, seven formal schools and five NFE Enlightenment centres of Bayan-Ulgii and Khovd provinces piloted the Mongolian language training materials during the period December 2010 to June 2011. Two of the five pilot Soums conducted pre-tests and post-tests to compare Mongolian language proficiency of students before and after using the newly developed materials. Test results of the students in Tolbo and Ulaankhus Soums of Bayan-Ulgii province who used the textbook indicate improvement in their Mongolian language skills especially in the areas of pronunciation and vocabulary.

Official application of the Mongolian language textbooks in all second grades in Bayan-Ulgii province is one of the achievements of the project. Furthermore, UNICEF is collaborating with the division on education for ethnic minority children in the Institute of Education within its regular programme on education to improve capacity of Kazakh teachers of Mongolian language.

Non-formal education equivalency modules: NCNFDE in collaboration with UNICEF conducted a survey from project Soums in January 2010 to identify the exact number of school drop-out and out-of-school children since many discrepancies exist among different sources of data. The goal of the survey was to make evidence-based selection of textbooks to adapt and translate. The survey results revealed that there were 234 Kazakh school drop-out and out-of-school children in the project Soums of Bayan-Ulgii province, and 219 (94 percent) of them dropped out from primary education level. Since primary level classes are taught in Kazakh language in Bayan-Ulgii province⁴, it was decided by the project team to translate NFE primary level EP textbooks for use by Kazakh school drop-out children. NFE EP provides second opportunities to education for children, adolescents and adults who have either never received education at any level of formal schools or those who dropped out before finishing the formal school. The EP covers three education levels: primary, lower secondary and upper secondary. After completing each level, learners have the opportunity to be transmitted to formal schooling. Existing 20 NFE primary level EP textbooks were selected for adaptation and translation into Kazakh language.

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⁴The largest ethnic population and linguistic minority in Mongolia are Kazakhs (7%), mostly living in Bayan-Ulgii province. The rest (8%) are divided into small groups of Tsaatan, Darkhad and Buriai who speak varying dialects of Mongolian. Most of the ethnic/linguistic minorities live in rural areas in the Western Mongolia.
The survey findings also showed that there were 794 Mongolian speaking school drop-out and out-of-school children in project Soums of the other four provinces and 695 (88 percent) of them dropped out from primary level. These Mongolian-speaking children also needed textbooks as well as Kazakh children because there is lack of NFE textbooks nationwide. The state budget did not cover costs for development and publication of NFE training materials, thus these activities were entirely reliant on external assistance. Therefore, 20 existing primary level NFE textbooks were selected for reprinting and all were reprinted 800 copies each (16,000 copies in total) for distribution for every Mongolian-speaking student attending NFE in the project Soums.

All the modules have also been made available on the website run by NCNFDE (http://www.nfde.mn) for wider use.

**Output 2.2.2: 60% of school drop-out children enrolled in NFE/MGT and 50% of them complete primary education**

Under the supervision of UNICEF and NCNFDE, an effective tracking and monitoring system was established at the Soum level for the students enrolled in the NFE EP trainings to track their enrolment as well as academic progress. The data of the students were integrated in the national NFE database administered by NCNFDE.

In 2010-2011, six series of NFE EP trainings (180 days in total) were conducted for a repetitive number of 3735 students in the twenty target Soums. According to consolidation of quantitative and qualitative analysis of the trainings, a net number of students is 1,368 (primary level: 930 students; lower secondary level: 370 students; upper secondary level: 68 students), which makes about 70 per cent of all out-of-school children in the target Soums. Figure 3 shows number of students who attended EP trainings in 2010-2011 in the five target provinces.

*Figure 3. Number of students who attended EP trainings in 2010-2011*
A total of 244 students (26.2%) out of 930 students who studied at primary level EP trainings joined mainstream schools and 338 students completed primary education by equivalency program. Thus a total of 582 students (62.5%) completed primary education. Another 148 (40%) students completed lower secondary and 40 (58.8%) students completed upper secondary education by equivalency program. These consolidated results show that the project expected output to enroll 60% of school drop-out children in NFE EP trainings and enroll 50% of them complete primary education has been overachieved.

There were 559 children with disabilities attending primary level EP trainings out of whom 241 were with mental disabilities. There was almost no opportunity for them to join mainstream school despite being enrolled or completed certain level of EP trainings. There was a serious lack of supporting environment for children with disabilities in mainstream schools as well as absence of special schools in rural provinces. Thus, only 26% were enrolled into the formal schools against the initially expected output to re-enroll 30%, mainly due to a considerably big number of over-aged students and children with disabilities.

To improve the quality of EP trainings reading, writing, math and communication skills of the students were closely monitored during the six stages. In general, there was a positive trend in all skill areas as shown in the following four charts. For instance, the number of students who were only able to spell words by letters was 217 for the first stage of the trainings in 2010 decreased over time (fluctuation in the number of students from stage to stage should be considered) and reached 56 at the final stage in 2011. At the same time, the number of students who read fluently increased from 77 in Stage 1 to 178 in Stage 6. It should be
underlined that the EP trainings greatly influenced improving communication or socialization skills of the children who mostly live in isolated remote areas away from various developments by bringing them together not only for academic classes but also for extracurricular activities. Thus at the completion of the trainings, the majority of the students became able to communicate easily not only with their classmates and teachers but also with visitors.

Figure 6. Students’ progress in math skill

Figure 7. Students’ progress in communication skill

A launch of mobile “ger” schools was organized in collaboration with MECS on 9 August 2010 and over MNT 88 million worth of gers and furniture sets (desks, chairs and blackboards) for establishment of 20 NFE training ger-schools were provided to the project provinces and are now operational to boost outreach to and access of the children living in rural disadvantaged areas of the 20 project Soums. This has helped the expansion of NFE services to children in the most disadvantaged and remote areas. Provision of gers was highly appreciated by all Soums especially for its quality, usefulness, and attractiveness to the whole community.

Ger schools were widely used in the Soums not only for EP trainings for school dropout children, but also for NFE trainings for adults, as well as trainings under the livelihood components and as a place to display their products.

A short TV program on the ger schools and the project implementation in the western three provinces was produced by Education TV and aired on two national TV channels in 2011. A documentary film on mobile “ger” school was prepared by NCNFDE with an objective to convey a message to children who have dropped out or have never enrolled in school that there is still an opportunity for a ‘second chance’ to complete basic education by participating
in NFE classes provided by local NFE centers through classroom teaching, visiting teachers as well as mobile “ger” schools. The documentary was aired on five national TV channels in 2012 to disseminate good practices of the project. It can be also viewed at http://www.nfde.mn under audio and video forum menu.

Output 2.2.3: 20 local non-formal education facilitators trained annually to improve their skills

In March 2010, three-day training for NFE facilitators and specialists from 20 Soums of the five project provinces was organized in Ulaanbaatar city. The goal of the training was to improve facilitators’ knowledge and skills on conducting NFE/MGT trainings for school drop-out and out-of-school children. The training consisted of 13 hours of theory and nine hours of practical assignments including experience sharing and presentations by leading NFE facilitators and specialists. As a result, 25 participants acquired knowledge and improved their skills on conducting NFE/MGT trainings for school drop-out and out-of-school children; individual contracts were signed between NCNFDE and the NFE facilitators to ensure work stability; and the first round of NFE/MGT trainings for school drop-out children started in April 2010.

In April 2011, five-day training was successfully organized for 20 Soum NFE facilitators and 5 provincial NFE specialists of the project. Based on learning from previous years’ experience, the training for the second year provided more time for practical exercises. During the training, the NFE facilitators from Soums shared experiences with leading NFE facilitators of districts of Ulaanbaatar and an exhibition/model class was conducted for the facilitators to improve their skills and knowledge; and extra focus was given to quality of EP trainings through advanced reporting formats.

Output 2.3.1: Culturally and linguistically appropriate materials for rural parents developed.

The curriculum for alternative training programs of preschool education was translated into Kazakh language and published 1500 copies. The curriculum is expected to contribute positively for school readiness in the family by enhancing parenting skills and knowledge on early learning. 200 preschool teachers and 1,300 parents/families from Bayan-Ulgii and Hovd provinces recieved curriculum for alternative training programs. Translation and dissemination of the curriculum for alternative training programs of preschool education has been a landmark event, which resulted in improving the quality of ECE service for Kazakh children and supports school readiness in the families. The curriculum includes sample activities by domains such as physical and health; cognitive and language; socio-emotional development. The curriculum will contribute significantly to the development of Kazakh children and reduce school dropouts as well as improving school preparedness.

ECD toolkit for parents. With the objective of caring and protecting young children and supporting parents in parenting roles in Bayan-Ulgii, MECS and UNICEF released a Family based early childhood development toolkit for parents in November 2010 which was in Kazakh language with adaptations to the Kazakh culture. The toolkits are designed to give very practical information and skills to parents in an entertaining format. By watching the DVDs, parents can understand the key development challenges that their children are facing and they may provide better support in learning, exploration, stimulation and development of their youngest family members. They also gain very practical skills and knowledge that they can use with the children allowing them to initiate and carry out their own learning and exploration of their surroundings with age appropriate activities. The toolkits include physical, mental, socio-emotional development tips, appropriate feeding for children at different ages and positive communication with young children in the family. Use of the toolkits in other areas of Mongolia has confirmed that nurturing, warm, and responsive
parent-child relationships has resulted in positive learning outcomes among the early childhood age group. 3,000 copies of the toolkits were published in Kazakh language and re-printed 2,000 copies in Mongolian language thanks to which at least 5,000 parents/families will get chance to gain knowledge and practice on ECD in the family.

Output 2.3.2: At least 30 parents from 15 most disadvantaged Soums received training annually and are able to provide necessary support to their children in early childhood development

450 parents participated in parental training on communication within the family in Uvs, Khovd, Dornod, Khuvsgul, Bayan-Ulgii provinces in 2010-2012. After the training, parents were equipped with necessary knowledge and skills to ensure children’s school readiness within the family. It has also been observed that the parents changed their attitude from being passive recipients of services to being more active educators for early childhood development programs and school preparedness. The handbooks on communications within the family (in Mongolian and Kazakh languages) were distributed to 2,090 parents/families in five provinces. The handbook provides guidance to the parents on communication with young children using violence free approaches and support to socio-emotional development in early ages at home. It also gives tips to parents on school preparedness in the family. In addition, it has been observed that parents and family members have improved skills to communicate with young children in a positive way without violence and abuse which is a result of the distribution of handbooks on Communication within the Family.

Output 2.3.3: Parental support services established at community level

Parents with young children did not have access to specialized services except very few educational programmes on television. Also, counseling services were identified as the weakest component in basic social services by various stakeholders. For the purpose of supporting parents in this area, Counseling Centers for Parents were established in Aimag centers of Bayan-Ulgii, Khuvsgul and Dornod in 2010 under the supervision of the Aimag Education and Culture Departments. Counseling centers were also established in the centers of Khovd and Uvs Aimag with UNICEF other resources.

The counseling centres have been working with families, parents and children, aiming at providing support through face-to-face interaction with parents and discussion of their concerns and experiences on early childhood development in family with collaborative approaches with support of a part-time advisory council. The overall objective is to develop parenting capability in the community that various stakeholders such as ECD professionals, parents, caregivers, decision makers and to build a better future for the next generation. The centres have been providing different activities, i.e. meetings, daily counseling and trainings.
The disadvantaged and young families have been given the outmost priority in the counseling centre.

Parental counseling centres have the overriding task of supporting family-based early-childhood development, with a broader objective of upholding the rights of the child within the framework of the family, community and social institutions, and promoting a positive psycho-social mindset free of discrimination and violence in the household.

To support the operation of the CLCs established in three Soums of Dornod, Bayan-Ulgii and Khuvsgul Aimag in the areas of counselling for parents with young children, furniture and equipment (bookshelves, digital camera, video camera, desktop, printer, scanner and TV set) were delivered.

1,000 copies of *handbooks for parental counselling centre* were produced in Kazakh language and distributed to Parental Counselling Centres, Community Learning Centres of Bayan-Ulgii and Khovd provinces and parents. The handbook contains guidance for individual counseling, family counseling, and management of classes for parents of young children to learn about how to be good parents from the beginning-understanding human development, and different kinds of methodologies for helping individuals and families, and change from conflict relationships to effective, co-operative, more fulfilling relationships.

More than 300 parents and family members received individual counseling services from the three 3 parental counseling centers during the last two years. In addition, local TVs of Uvs, Bayan-Ulgii and Khuvsgul provinces aired TV programs about parental counselling centre and family based ECD toolkits for parents with the support from the counselling centre staff.

**Goal 3: “Improve access to basic healthcare services for rural populations”**

The project work plan, budget and reports were regularly discussed at and approved by the technical sub-working group of the Ministry of Health (MOH) Such activities as training, development of intervention design and BCC materials, assessment and construction work on water and sanitation facilities and procurement and distribution of supplies on sound health care waste management were carried out by the sub-working group.

The main achievements of Objectives 3.1. 3.2. And 3.3 are described below:

**Objective 3.1: Enhance knowledge and skills of health workers on integrated primary health care.**

**Output 3.1.1:** Curriculum and training modules appropriate to ethnic minorities and marginalized population developed and applied in project areas

*Development of training programmes.* A review of the existing WHO local fellowship on PHC, other PHC and environmental health curricula, syllabus, modules and training manuals was completed. In addition, baseline surveys and field assessments were conducted, respectively, by a partner NGO and members of the technical working group on the needs of the health workers and communities in the project Soums. Based on the results of the review/studies, four types of training curriculum and manuals, namely: “PHC with focus on Environmental Health”, “Integrated Package of Essential PHC interventions for Soum and Bagh Health Workers”, “Manual on Health Care Waste Management” (WHO manual translated from English to Mongolian) and handbook on “Healthy Life Style for Health Volunteers”, were developed and printed with a total of 3500 copies. Training materials were developed by a total of 50 experts from different governmental organizations and NGOs including MOH, PHI, HSUM, DOH-GIA, National Communicable Diseases Centre, National
Cancer Centre, Gerontological Centre and CSD Consulting Company were entered in collaboration with WHO.

**Summary of training results.** 14 separate sessions of four types of training were conducted among healthcare workers. In addition, one set of training session was conducted among health volunteers who were selected from communities of each bagh of the 20 project Soums in all of the five project Aimag. As a result of the training, a total of 249 healthcare workers, including doctors, nurses, midwives and public health workers were trained on EH and PHC, and 150 health volunteers were trained on Public Health and Behaviour Change Communication from 20 project Soums, five Aimag health departments and Family Group Practices. A summary of the training information is provided in Annex 5.

**Local fellowship training on PHC with focus on Environmental Health.** Two separate local fellowship training programmes on environmental health were conducted in the Gobi-Altai Aimag and Ulaanbaatar city. A total of 54 participants from the 20 project Soums and five Aimag health departments were covered together with participants from other non-project Soums. The training programme consisted of four modules, including issues related to water, sanitation, hygiene (WASH) and health care waste management (HCWM), linking primary health care (PHC) with public health principle, and development of project proposals to solve environmental health (EH) problems at the local level. As a result of the training, the participants developed 22 community based project proposals related to PHC and WASH. The project proposals were assessed and ten proposals were funded for the implementation. Post-evaluation of the training course revealed that the participants had dramatically increased their knowledge and skills on EH and on community based project development. In addition, participants evaluated that the training was very practical and useful in terms of improving and raising their capacity and competency in environmental health, food safety, and nutrition.
The trained healthcare workers, after they returned back to their home residences, worked very actively by sharing the knowledge and skills gained among their colleagues, members of Aimag and Soum project implementation team and community. They also made a large contribution to the improvement of Environmental Health in the local setting, for instance, by conducting three to five times training courses on Environmental Health at Soum level. A number of Soum hospitals, namely Durgun Soum of Khovd Aimag and Khyargas Soum of Uvs Aimag, built a new and ventilated improved pit latrine (VIP) using their own budget and acquired expertise. Bayandun Soum hospital of Dornod Aimag closely collaborated with Aimag and Soum authorities and community, and initiated the construction of a new central waste disposal point by mobilising funds from Soum governor’s office and labour department of the Aimag.

*Training of Integrated Package of Essential PHC interventions for Soum and bagh health workers.* Four separate training courses of Integrated Package of Essential PHC were conducted with a total of 115 health care workers including doctors, nurses, midwives and bagh feldshers of 20 project Soum hospitals, as well as Aimag Health Departments and Family Group Practices (FGP) in five project Aimags participating. Post-training evaluation showed that knowledge and skills of the participants increased on integrated PHC including Essential Care on Maternal, Newborn, Child and Adolescent Health, Non-Communicable and Communicable Diseases, Emergency Care, Palliative and Elderly Care.

The trained healthcare workers implemented initiatives on improvement of PHC service at the Soum level, such as conducting training courses for healthcare workers and community people in combination with health examinations. The healthcare workers developed training materials with simple words and design for the communities using a handbook of integrated PHC, based on their acquired knowledge and skills. Moreover, a number of Soum hospitals opened new separate units for children and emergency care.
Health Care Waste Management Training. Based on the training manual on HCWM, training of trainers and basic preparations were conducted for health workers of all project Soum hospitals, as well as hospitals in Ulaanbaatar city.

A total of 30 health workers who work at 2\textsuperscript{nd} and 3\textsuperscript{rd} level hospitals were trained as Trainers/instructors on HCWM and those trained health workers, with assistance from facilitators of SPH, conducted successfully training among 20 health staff of the project Soums. Operation and maintenance of supplies such as autoclave, water distillatory, ground scale were taught by engineers of the professional private company.

Training for health volunteers on Public Health and Behaviour Change Communication. This training was conducted by two steps under the theme of Healthy Lifestyle at national and local level:

- Training of trainers was conducted to prepare health volunteers on Public Health and Behaviour Change Communication in Ulaanbaatar and a total of 30 health workers from the five projects were trained as trainers/instructors successfully.
- 30 health volunteers were trained in each project Aimag. Post-training assessment showed that all participants increased their capacity and competency to work with the community to change their behaviour to successfully prevent non-communicable and communicable diseases.

Objective 3.2: Improve knowledge on health among ethnic minorities and marginalized populations through specific IEC materials and health intervention activities

Output 3.2.1: Specific IEC materials developed and health intervention activities carried out for 2000 households

BCC materials development and distribution. The findings of the project baseline survey revealed that overall content of BCC materials should include healthy lifestyle, promotion of food safety, water and sanitation and hygiene. Therefore, the detailed study was conducted under the title of “Defining BCC needs for Household Food Safety, Hygiene and Sanitation” and printed out in both English and Mongolian with 500 copies and distributed to all project Soums as a reference document.

Based on the survey results, experts from MOH, SPH, DOH, and PHI and freelance writers developed BCC materials including six sets of booklets and documentaries with simple words and designs which were acceptable by community. The BCC materials aimed to increase community and local decision makers’ participation on improvement of water, sanitation, food safety practice, promotion of healthy schools and preparedness on climate change at Soum level. 43,000 copies of the booklets and 1,150 copies of the documentaries were
produced and distributed to all project Soums. In addition, project activities also extended to non-project Aimags and Soums by providing the BCC materials.

The documentaries were broadcasted by the National TV Education channel and local media. In addition, they were broadcasted by the MN2 TV channel with support of the communication component of the project.

During the field missions to the project sites, it was observed that healthcare workers were using the BCC materials effectively, and health education sessions and BCC activities were already reached to 25,000 people.

In addition, 397 mothers in Khuvsgul Aimag and 100 mothers Dornod Aimag were trained on BCC activities and. Mothers were specifically targeted as the main person in the family to influence other family members and provoke changes in day-to-day lifestyle.

It should be noted that Soum health care workers widely used the newly established CLCs to carry out health education activities and to reach wider community.

Community based projects. Community based small projects were implemented to improve environmental health and primary health care, including planting vegetables, child nursing, community waste management, and maintenance of rehabilitation centre in ten Soums by effective and efficient participation of Soum governors’ offices, schools, kindergartens and communities through the combination of project organization and local donation. The projects contributed to reduction of risk factors for communicable and non-communicable diseases among rural populations via changes in health behaviours of the people and by initiating activities. For example, people were trained in planting and eating vegetables, a number of new job vacancies were created, the sanatorium was readjusted for children and a rehabilitation centre was upgraded. Annex 6 shows details of activities conducted under community based projects.
Objective 3.3: Improve water, sanitation and hygiene conditions and health care waste management in selected Soum health facilities.

Output 3.3.1: Water and sanitation condition will be improved in 25-30% of the selected Soum health facilities.

**Initial assessment.** Site visits to all 20 project Soums of the project Aimags were carried out for the initial assessment with the main objectives to assess water, sanitation and hygienic conditions, including health care waste management, and to develop initial engineering options on improvement of water sanitation facilities in Soum hospitals.

**Improvement of water and sanitation condition.** Based on the criteria developed, including geographical and hydro geological conditions, technical feasibility and cost of facilities, deep wells were drilled and water pipe connections were constructed in five Soum hospitals. Details about location and activities are shown in Table 2. Construction work was accomplished by central and local private companies in close collaboration with the MOH and local governor’s offices and AHDs. As a result, Soum hospitals now have access to safe water for health interventions and for improving the personal hygiene of patients and healthcare workers.

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**Picture 31.** Some activities carried out within Community based “Healthy Child” project, Durgun Soum, Khovd Aimag, July 2011

**Picture 32.** Some activities carried out within the community based “Improvement of Rehabilitation Centre Environment” project, Tolbo Soum, Bayan-Ulgii Aimag, September 2011

**Picture 33.** Khulanbuir Soum hospital, has access to running water, Dornod Aimag, October 2011

**Picture 34.** Khulanbuir Soum hospital deep drilled well connected to water pipe, Dornod Aimag, October 2011

**Picture 35.** Ulaan-Uul Soum hospital, Khuvsgul Aimag, August 2011
Table 2. Improvement of water supply and sanitation facilities in project Soums

<table>
<thead>
<tr>
<th>Aimag</th>
<th>Name of Soums</th>
<th>Activities done on improvement of water supply and sanitation facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dornod</td>
<td>Khulunbuir</td>
<td>Drilled well with 50 meter depth and water pipe connection</td>
</tr>
<tr>
<td></td>
<td>Dashbalbar, Bayandun</td>
<td>Ventilated improved pit latrine</td>
</tr>
<tr>
<td>Khuvsgul</td>
<td>Ulaan-Uul</td>
<td>Repair of drilled well with 80 meter depth and ventilated improved pit latrine</td>
</tr>
</tbody>
</table>
|          | Tsagaan-Uul, Tsagaannuur Rencinlkhumbe | Ventilated improved Pit Latrine  
 Ventilated improved Pit Latrine  
 Ventilated improved Pit Latrine and portable biotoilets |
| Uvs      | Zuungobi          | Drilled deep with 60 meter depth                                                                                                      |
|          | Tes               | Ventilated improved Pit Latrine                                                                                                       |
| Bayan-Ulgii | Buyant and Tolbo     | Drilled deep well with 35 meter depth and water pipe connection                                                                       |
|          | Ulaankhus         | Well with 10 m depth and water pipe connection for domestic use and washing                                                             |
| Khovd    | Durgun            | Ventilated improved pit latrine                                                                                                       |

Ventilated improved pit latrines (VIP) with four seats and four hand washing facilities were built in nine Soum hospitals as a model for other Soums and communities to initiate the same. Moreover, VIP were constructed in Soum hospitals by active participation of communities, with and without payment and community members participated from beginning (digging hole) to end stage (constructing cabins) under guidance of private companies and professors of the University of Science and Technology. As a result, communities became willing to modernize latrines in their houses. For instance, Mr. Khishigt, Deputy Governor of Bayandun Soum of Dornod Aimag, reported that when VIP were being constructed people did not understand its usefulness at first. After completion, people including Mr. Khishigt himself, came to understand its necessity and wanted to have VIP. The VIP construction in hospitals expanded to communities; 125 households and institutions in project Soums replacing their old pit latrine with a new and ventilated improved pit latrine.

![Picture 36. Outside and inside of VIP in Tsagaan-Uul Soum hospital, Khuvsgul Aimag, August 2011](image)

Two portable bio-toilets were provided to Rencinlkhumbe Soum hospital as a pilot for other Soums. Pregnant women and mothers with newborns were particularly satisfied to make use of the bio-toilets.

Output 3.3.2: A total of 20 Soum health facilities from the target Soums will be provided with basic supplies for collection, storage and disposal of health care wastes

A total of 20 target Soum health facilities were provided with 16 types of basic supplies for collection, storage and disposal of health care wastes including personal protective equipment, waste bins for general and hazardous (infectious and chemical) materials, water distillatory,
ground scale and autoclave, with the supplies now in daily use. As a result, Soum hospitals are now handling health waste safely in indoor and outdoor environments; for example, incineration technology was replaced by non-incineration technology using autoclaves for waste disinfection. A Soum hospital disinfects about 0.5-2.5 kg of infectious waste per day, depending on number of beds in a hospital and bed occupancy rate in different seasons.

Goal 4: “Improve income-generating opportunities and develop livelihood of rural populations in the target Aimag(s)”

The Livelihood/Business Development component (Goal 4) was implemented by UNDP and the Implementing Partner, Mongolian National Chamber of Commerce and Industry (MNCCI). UNDP and the MNCCI signed the Project Cooperation Agreement in December 2009. The project implementation was overseen by the MNCCI project team in close coordination and consultation with UNDP.

The project was successfully implemented using the following steps:

The main activities for the project could be described as follows.

Objective 4.1: Enhance the capacity of the selected micro and small entrepreneurs/producers in the target Aimag(s) to be engaged in income-generating activities and/or start their own businesses

The project was not able to start its field activities until May 2010 due to harsh winter conditions. Baseline surveys were conducted in Ulaangom (Uvs Aimag center), Davst, Jargalan Soum (Khovd Aimag center), Durgun, Duut, Khovd Soums in April-May 2010 involving 167 local people and Tes, Zuungobi, Khyargas, Altai Soums in September, 2010, involving 66 local people to identify the needs for business development, vocational/skills training and level of demand in local markets. The particular training needs and other
necessary interventions such as provision of equipment and support for cooperatives building were also indentified through the assessment. During the assessment, various training sessions were conducted, such as “Writing micro and small and medium size enterprise (SME) project proposals”, ”Business startup training”, “Training on establishing cooperatives” and “How to create business entities”. Consultancy on entrepreneurship, how to gain access to loans, business opportunities and co-operative business development was given to participants. In the project sites, the surveys on business expenditure, economic and business environment of the target Soums and local industrialization were conducted using specific questionnaires. As part of the baseline survey, information on local products was also collected and their target markets were identified. The findings of initial assessments were shared with the local Soum and Aimag management. Within the development of an industrialization map, a questionnaire survey was conducted among local communities and entrepreneurs and a list of priority industries to be set up in target Soums was created.

There was a vital need to conduct more supportive and result-oriented activities in order to improve the livelihoods of rural populations. Supplying micro and SME equipment, conducting business and vocational training on a regular basis, offering financial support in addition to equipment and supporting the improvement of skills and knowledge of local staff would all be of benefit. Follow-up training sessions were offered for bakery and wool training participants to improve their skills and develop products. The number of people who expressed their willingness to participate in training sessions and develop their projects was constantly increasing. However, due to time constraints and limited budget not all were able to be reached.

Output 4.1.2: Technical, organizational and vocational support provided to at least 100 small and micro entrepreneurs in total to start-up their own businesses

The baseline survey and needs assessment identified the business environment and specific areas for project interventions for each Soum based on the locally available raw materials and other resources, business environment, and potential markets.

Training sessions and the provision of advisory services empowered local business groups by increasing their solidarity and confidence, improving their collective decision-making and highlighting the importance of sharing tasks. Undoubtedly these capacity building and skill building exercises would help ensure that the sustainability of these businesses.

In order to advance and strengthen the existing business skills of local producers and expand the depth and breadth of the types of goods and services being produced, the project conducted a wide range of activities including:

- Skill and capacity building
- Individual consultations with local businesses and producers
- Facilitation of information dissemination sessions
- Field visits to gain insight into the local business environment
- Provision of small scale equipment
- Product development, packaging and labelling
- Marketing support
- Strengthening the capabilities of local chamber representatives
- Trade fairs and experience sharing meetings for producers
- Creation of pamphlets, DVD with skills training modules, mini library and 8 sample project proposals.
The activities mentioned above were able to be carried out due to the engagement of various experts and professionals, such as representatives from the University of Agriculture, international consultants from the Netherlands, Mongolian senior experts, facilitators from the MNCCI training centre and various other training professionals. In total 500 participants from target 8 Soums from 2 Aimag participated in 31 business and vocational training sessions and workshops (See Annex 7 for details), for example in the following areas:

- Shoe making
- Felt processing, wool products making
- Milk processing
- Mobile repairing
- Food safety

| Table 3. Trainings organized by MNCCI and local trainers in Khovd and Uvs Aimag |
|-------------------------------------------------|-------------------------------------------------|
| **Trainings organized by MNCCI training centre:** | **Trainings organized in Uvs and Khovd Aimag by local trainers:** |
| • Marketing and product development training-MNCCI training centre | • Fruits and vegetable processing technology |
| • Courses in identifying markets-MNCCI training centre | • Cook training, - |
| • Business skills- MNCCI training centre | • TV radio repairing training |
| • Project proposal writing training | • Vegetable pickling training |
| • Business plan making and cost calculation trainings | • Marketing and product development training |
| • 4 modules bakery trainings | • Courses in identifying markets |
| • Courses in identifying markets | • Business skills |
| • Business skills |  |
Long term knowledge building was a key outcome of all the courses. With this in mind, the sessions were conducted in a very interactive manner with a strong practical focus. Starting with basic skills the lessons built on the fundamentals to ensure that participants had a complete and well-rounded education.

Publication of handbooks and printed materials. Thirty kinds of handouts and brochures and eight SME sample projects were created as reference sources for existing and new beneficiaries and were distributed to the project Soums.

Additionally brochures on the project outcomes were published and distributed to diplomatic missions, international organizations and entrepreneurs (see Annex 8).

A list of projects implemented in two selected Aimags is given in Annex 9.

Output 4.1.3: At least 10 business clusters organized and registered as Chamber members. A gender disaggregated analysis on their members will be conducted to indentify the expected project impact on the gender-balanced livelihood development
A total of twenty one co-operatives were established during the project period to deliver different services and products to local community. 300 people were directly or indirectly involved in the project. Income of project beneficiaries has increased by 30 per cent.

The summary of co-operatives established in project target Aimags during the project is provided in Annex 10.

Output 4.1.4: At least 10 identified business clusters trained in a variety of business management issues such as business plan development, cost-accounting, book keeping, good manufacturing practice, marketing, etc.
Thirty one business and vocational trainings were conducted in Ulaanbaatar, Uvs and Khovd Aimags (see Annex 7).

As mentioned earlier, a total of 500 persons from the target Soums and Aimags participated in various trainings, workshops and other related activities organized by the project. As a result, family income was increased, livelihood was improved, there was an increase in the number of skilled people who were able to transfer knowledge gained within the project and the local community became capable of utilizing locally available raw materials and produce final products.

Although promotion of co-operatives, supply of necessary information, training, consultancy and supply of equipment were completed to improve livelihood of rural populations, there is still a number of problems to be addressed. While it is useful to establish co-operatives, the requirements for payment of taxes can be a major burden. To officially register as an entity, newly established small rural co-operatives have to prepare quarterly financial statements and pay taxes, while they may need some time to have incomes. Moreover, preparation of financial statement, opening of bank account and stamp approval require certain expenditures which have to be borne.

Output 4.1.5: At least 10 identified business clusters provided with technical assistance and consulting in adding more values to their products
In total 56 micro and small projects implemented in target Soums with technical assistance and consultancy on the development of new businesses and products.
Preparation of model business project. In order to promote local communities to develop their own business, to help them to realize their business plans and to support them to develop business projects, the following sample projects were prepared: Business incubation centre, Community service centre, Bakery, Felt product making plant, Vegetable planting and Wool processing unit. As a result, bakery units, felt processing co-operatives and community service centre were established in Khovd and Uvs Aimags. Local people got skills to draft projects and total 15 projects were selected for financing. A micro and SME project contest was announced in 8 beneficiary Soums to promote entrepreneurship. Based on the selection criteria (benefit to the local development, job creation, availability of raw materials, feasibility and sustainability after the project completion) the following projects were selected and being implemented:

<table>
<thead>
<tr>
<th>#</th>
<th>Project title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Felt processing</td>
<td>Davst, Altai, Soum, Uvs Aimag</td>
</tr>
<tr>
<td>2</td>
<td>Iron product making</td>
<td>Duut Soum Uvs Aimag</td>
</tr>
<tr>
<td>3</td>
<td>Vegetable planting and pickling</td>
<td>Davst Soum Uvs Aimag, Altai Soum Khovd Aimag</td>
</tr>
<tr>
<td>4</td>
<td>Noodle making</td>
<td>Davst, Zuungobi, Khyargas, Tes, Duut, Khovd, Durgun, Altai</td>
</tr>
<tr>
<td>5</td>
<td>Milk processing &amp; Sour cream making</td>
<td>Davst, Zuungobi, Khyargas, Tes, Duut, Khovd, Durgun, Altai</td>
</tr>
<tr>
<td>6</td>
<td>Block concrete making</td>
<td>Tes, Zuungobi Soums</td>
</tr>
<tr>
<td>7</td>
<td>Sewing unit</td>
<td>2 complect Duut Soum Khovd Aimag</td>
</tr>
<tr>
<td>8</td>
<td>Wool processing</td>
<td>Duut Soum Khovd Aimag</td>
</tr>
<tr>
<td>9</td>
<td>Auto service and tire repair</td>
<td>Khovd Soum</td>
</tr>
</tbody>
</table>

Output 4.1.6: The average sales income of the identified business clusters increased by 20%.

In order to promote and increase the sales of the products produced by local beneficiaries, MNCCI supported project beneficiaries to take parts in Uvs and Khovd Partnership exhibitions and trade fairs held in 2010 and 2011 and also in “ME product, services and technology” and “Ulaanbaatar Partnership” exhibitions and trade fairs held in Ulaanbaatar in 2010 and 2011 (see Annex 11).

The first ever Ethnic Festival was organized by MNCCI in November 2010, jointly with local Chambers, local government and museums of Uvs and Khovd Aimags to promote the tradition, culture and food of ethnic minorities.

The Second Ethnic Festival was organized in November 2011 with the purpose to highlight the project outputs and outcomes. Selected beneficiaries were invited to display their products.
and participate in the event with help of the local chambers of Khovd and Uvs Aimag. The results produced by the UN joint project on the various components including education, health and information and communication were demonstrated along with the outputs produced under this component. Another important aspect of the event was to show locally made products together with large manufacturing companies such as the Gobi Cashmere and Erdenet Carpet Co Ltd, etc. Ambassadors from 23 European Union countries visited the exhibition and were greatly impressed and commented on the importance of marketing products made by local people. Most of the products brought from Aimag were sold. It was a great opportunity to share the best practices among participants of the exhibition.

Some of the products like felt slippers and leather boots are highly demanded in neighboring countries. Therefore, there is a need for proper facilitation with the customs procedure to develop the border trade in western Aimag to promote the export.

Output 4.1.7: Knowledge of the project beneficiaries and, indirectly, of community members on locally available business support services improved.
As a result of the project, new products have been developed and co-operatives have been established to create new job opportunities for local community members.

During the project, the beneficiaries and other local people were introduced to the work of the MNCCI and how they can be supported and what kind of information can be obtained. The project increased the image and reputation of the Chamber.

Objective 4.2: Improve the quality of locally available business support services for business management, marketing, information dissemination, and referral services
The focus of the interventions under this Objective was enhancement of capacity of staff & representatives local chambers.
Based on the local needs, various types of equipment with value of USD 156,907.46 were procured and delivered to the project beneficiaries in target Soums. All equipment was fully utilized. (See Annex 12)

**Output 4.2.1: Capacity of staff of local implementation partner(s) strengthened to provide quality technical assistance, and advisory and referral services to community members**

Trainings for chamber representatives were provided on a regular basis. Capacity and knowledge of local chambers in Uvs and Khovd Aimag were improved and a number of business services were increased. The local chambers created own capacity to run various trainings locally on their own.

The training sessions covered moderator’s skill training, how to provide business support services to their members, and updates on services MNCCI provides to local areas. Local staffs were taught how to conduct trainings, select participants, establish networks with local universities and colleges, and how to estimate expenses, profit and prepare report etc.

**Output 4.2.2: Knowledge of local implementation partners on business development issues improved**

Capacity of local staff was improved. Local chambers are now able to provide advisory services to local communities on different issues and assist them to implement their business initiatives. In order to strengthen local Chambers, the following actions were taken:

- The training on Establishing Business Incubation Centre was organized in the Aimag centre and all staff were involved;
- Model Business Incubation Centre project was developed and submitted for implementation;
- Business Incubation was established in Khovd Aimag and the foundation was established in Uvs;
- One staff member from each Aimag local chamber was trained in Ulaanbaatar to work at Mini Laboratory for food inspection and necessary equipment was supplied.

**Objective 4.3: Improve the local coordination among existing business development/support service providers in the target Aimag(s)**

The cooperation between the local business support organizations, public and private entities was improved. Especially the local Aimag and Soum governors were committed to develop and support the project initiatives and offer possible contributions to the newly developing businesses by providing the facilities free of charge to make their production and giving some financial contribution from the Soum development funds.

Public private partnership in the project target Soums was established where the governors also benefited on gaining the knowledge on how to develop the business in their areas.

**Output 4.3.1: Accurate and sufficient information systematically gathered and organized**

The following activities were undertaken:

- Mini library was delivered to all Soums for public utilization and allocated at Community Learning Centers;
- MNCCI’s representative was appointed in each Soums to support dissemination of information to local community;
- Database on SME equipment was created;
- Chambers news and bulletins were disseminated on a quarterly basis;
- Face to face meetings were conducted;
• Information materials delivered from the MNCCI were distributed to local entrepreneurs.

The list of publications is provided in Annex 8.

Output 4.3.2: Partnership/coordination arrangement to disseminate and advocate information through the Community Learning Center under Goal 2 and the information structure (TV, radio and other medias) established and operated

The following dissemination activities were undertaken:

• The project outcome of component 4 was advertised nationwide through Chamber’s newspaper “Business Times”, “Inspiring Mongolia” magazine, Business & Development magazine and local newspapers;
• The information on the project was disseminated to member organizations (about 1500) via e-newsletters and e-mail advertisement;
• The project information was disseminated to local communities and entrepreneurs via local TV and press;
• The activities of the Ethnic festival 2011 were transmitted via MN2 nationwide;
• The project outcome and interviews with project beneficiaries were transmitted via AIST TV on the evening of 24 November 2011;
• The project exhibits were displayed in Khustai National Park during the visit of Ms. Helen Clark, UNDP Administrator, to Mongolia;

![Image](Picture 50. Ms. Helen Clark, UNDP Administrator, visited to the project sites)

• A live interview by BTV “How is your work” was transmitted in November 2011 highlighting participants of felt making training and show making training.

The collaboration between the NFE education and livelihood development components as mentioned earlier was effective in encouraging synergies between all other components of the project at the Soum level. The equipments provided to the newly established cooperatives and business clusters were efficiently used for life skills training at the CLCs. The handouts and educational materials designed and printed at the MNCCI were useful for the NFE life skills training. The NFE teachers training at the MNCCI’s bakery training centre was also a good example of collaboration between the various components of the project.

Output 4.3.3: Information sharing mechanism set among the project intervention and other local business service providers including microfinance institutions

The cooperation was developed with Small and Medium Enterprise Authority - Government Implementation Agency, to exchange information and database on distribution of SME loans to the target Soums. Also information on projects implemented in the target Soums within the project was shared with the Small and Medium Enterprise Authority.
The information exchange was held in conjunction with the World Bank funded project on Sustainable Livelihood 2 to coordinate and harmonize actions to be taken within the projects in the target Soums and avoid duplications.

The exchange of information and opinions was held with the GIZ funded Regional Economic Capacity strengthening project on local business capacity evaluation process and the possibility to conduct an evaluation in the two target Aimag.

A workshop and seminar on SME financing and leasing was organized in May 2012 with UNDP and SME Agency with the objective to introduce the policy of the Government toward the SME support and financial products of the banks was presented.

**Goal 5: Develop Comprehensive Policy Recommendations on Sustainable Rural Development and Improve the Government’s Capacity to Implement such Policies**

In order to improve synergies and be cost-effective, it was agreed that policy recommendations should emerge from the process and experience of the project implementation in Mongolia and first-hand knowledge garnered by policy makers and practitioners from neighboring countries with similar experience of inclusive development as per revision of PRODOC. In this regard, two main activities namely a study tour to two developing countries and a national advocacy and policy workshop were carried out under the leadership of the Cabinet Secretariat of the Government of Mongolia and UNESCO with close consultation and participation of the national implementing organizations and participating UN agencies.

**Output 5.2.1: A study tour to developing countries**

After the review of relevant experience of South East Asian countries, Thailand and Vietnam were selected as destinations for the study visits.

The study visits to Vietnam and Thailand were organized during 11-18 March 2012 and a total of 16 key government officials participated. The purpose of the Study tour was twofold; i) to provide the Mongolian project managers and policy makers with firsthand knowledge from developing countries in how to develop and implement culturally sensitive and effective policies for rural, disadvantaged and ethnic minority populations and to promote inclusive development; and ii) to contribute to enriching the discussions at the final National Advocacy and Policy workshop of the project and to developing policy recommendations in key areas of project interventions (communication and information, education, health and livelihood) in view of promoting a holistic approach to further support community development in Mongolia.

The guidelines for the study tour and list of officials to participate were endorsed by the Order #18 of the DPM of Mongolia on 1 March 2012. The following criteria were agreed by the partners involved and were used to select the participants:

- be able to strongly represent the project target Aimag or key project components;
- lead effectively and be involved actively in the implementation of the project activities;
- be able to work on the analysis of the existing government policies and programmes and identify gaps taking into account the initiatives supported within the joint project;
be able to develop policy recommendations by reflecting experience and good practices of the countries visited;
• representation of national and local governments needs to be well balanced;
• gender balance of participants should be well balanced.

The delegation to Vietnam was headed by Mr. Sandag-Ochir, Senior Officer of the Cabinet Secretariat of the GOM and they visited Yen Bai province of Vietnam in addition to the meetings with national ministries and government agencies. The group to Thailand was lead by Ms. Narantuya, Adviser to the DPM of Mongolia and visited to Mae Hong Son province of Thailand. A half of the study tour participants were women and 6 local government officials participated from the project Aimags and Soums.

Both study groups to Thailand and Vietnam provided reports with key observations and lessons learnt of the implementation of the existing policies and programmes targeted towards ethnic minorities. Most importantly, both reports included suggestions for the policy recommendations of the project as reflections from the policies and programmes in Thailand and Vietnam. The Study tour reports are given in Annexes 13.1 and 13.2.

Output 5.2.2: National advocacy and policy workshop organized
The National Advocacy and Policy Workshop was held on 7-8 May 2012 in Ulaanbaatar. Prior to the National advocacy and policy workshop, the Aimag level Experience Sharing workshops of the UN joint project were organized by the PMC in March and April 2012 in Khuvsgul, Dornod and Uvs Aimags. At the end of the National workshop, policy recommendations to the Government of Mongolia drawn from the lessons learnt and best practices emerged from the project implementation experience were developed and finalized.

**Aimag level Experience Sharing Workshops.** The overall goal of the workshop was to conclude the project implementation at local level by summarizing outputs and results and to promote comprehensive community services for rural and disadvantaged population in Mongolia. In addition, the project Aimag and Soum implementation teams formulated strategies to ensure sustainability of the project activities and developed policy recommendations in the areas of communication and information, education, health and livelihood.

Total of 169 participants attended 3 workshops from 5 project Aimags and all 20 Soums, including Aimag and Soum Governors, Directors of Aimag Health and Education and Culture Departments, Aimag NFE methodologists, Soum NFE teachers, head doctors of Soum health centres and radio managers. It is noteworthy that Aimag Governor’s Offices of Khuvsgul and Dornod Aimags invited Heads of Soum Governor’s Offices of non-project Soums with their own budgets to attend the Experience sharing workshops to learn from the best practices and achievements from the project implementation and to contribute to the wider discussion on
sustainability and replication of the project activities. The workshop for the Western Aimags in Uvs not only gathered project managers and implementers from the 3 project Aimags and 12 Soums but also wider representatives from national Ministries, government and UN agencies.

During the workshop in Uvs for Western three Aimags, the workshop participants had the field visit to Khyargas and Zuungobi Soums of Uvs Aimag to learn from the best practices emerged during the project implementation. In both Soums, the Soum Governors together with the project implementation teams briefly presented the overview of the Soums situation and project outputs and achievements to the participants. After the brief overview the participants visited the project sites such as Soum schools, health centres, business clusters (bakery, shoe making, felt making shop in Khyargas Soum and bakery, diary production and hairdresser in Zuungobi Soum) and “Uguumur melody” community FM radio station in Zuungobi Soum. The technical report on the Aimag Level Experience Sharing Workshops is attached separately in Annex 14.

The Workshops gave a valuable opportunity for national partners, project managers and those who involved in the project implementation at different levels to evaluate their work, identify the best practices and lessons learnt, learn from each other and discuss and devise strategies for sustainability. Based on the project implementation experience and lessons learnt, the workshop participants developed inputs to draft policy recommendations to be submitted to the Government of Mongolia to further improve policies and programmes to enhance human security and livelihood of rural and disadvantaged populations in Mongolia. The Experience Sharing workshop also provided a platform to prepare for the National Advocacy and Policy Workshop.

**National Advocacy and Policy Workshop.** The main goal of the National Advocacy and Policy workshop was to take stock of the experience, discuss best practices and draw useful lessons, and advocate for a supportive policy environment to address further needs of disadvantaged rural populations in Mongolia. The workshop was successfully held in Meeting and Exhibition Hall of MNCCI on 7-8 May 2012. A total of 95 participants attended the workshop including Mr. M. Enkhbold, DPM of Mongolia, Mr T. Shimizu, Ambassador of Japan in Mongolia, Mr. Demberel, Chair of MNCCI, and representatives of national ministries, government agencies, project Aimag and Soum governments, NFE teachers, Soum doctors and the participating UN agencies and other international donors.

The main project outputs and achievements together with products made both by business clusters established in the rural Soums and by learners of life skills training in the project Soums were demonstrated in the Meeting Hall during the workshop. The exhibition was organized covering all project components (communication and information, education,
health and livelihood) and five project Aimag (Khovd, Uvs, Bayan-Ulgii, Khuvsgul and Dornod).

The opening and welcoming remarks were made by DPM of Mongolia, UNESCO Office Beijing Director and Representative, and Ambassador of Japan in Mongolia. All speakers emphasized the benefits of intersectoral collaboration and praised the success of the project.

During the workshop, the participants took stock of the achievements made under the joint project and discussed best practices emerged; drew lessons from the experience and knowledge accumulated and reflected on the sustainability and possible expansion; discussed lessons from the experience of some other countries in developing and implementing policies for rural, disadvantaged and ethnic minority populations to reflect on the Mongolian situation; produced a set of policy recommendations in key areas of project interventions and promoted a holistic approach to inclusive community development in Mongolia; and advocated for a supportive policy environment to facilitate and foster community efforts to improve access to basic social services for rural disadvantaged and ethnic minority populations.

The project outputs, good practices and lessons learnt presented at the Aimag level experience sharing workshops by the target Aimag and Soums fed into the preparation of the National Workshop and suggestions to sustain the activities supported by the project along with draft policy recommendations were also presented and discussed at the National workshop.

With the purpose to oversee the overall project implementation, its outputs and achievements, and identify the good practices and lessons learnt within different project components at national, Aimag and Soum levels, the presentations were made by the key implementation partners. The report of the National Policy and Advocacy Workshop is provided in Annex 15.
Policy recommendations. The policy recommendations were developed based on the review of the following documents and inputs from the following stakeholders:

i) Annual and Semi-annual Progress reports of the Project;
ii) Reports of the Study tours to Vietnam and Thailand;
iii) Findings from the Experience Sharing workshops and suggestions made by Aimag and Soum level stakeholders in Khuvsgul, Dornod and the three Western Aimag;
iv) Suggestions and comments made by relevant stakeholders and members of the National technical working group,
v) Strategic recommendations and specific goal-relevant recommendations made in the Final evaluation report of the project, and
vi) Comments and suggestions made at the National Advocacy and Policy Workshop.

The policy recommendations were grouped into the following categories in accordance with the project components: overall policy and planning, communication and information, education, health and livelihood.

Overall Policy and Planning:

- Strengthen and adopt comprehensive policies and programmes targeting ethnic and linguistic minorities and disadvantaged populations living in remote rural area;
- Establish a high-level and concrete structure or unit to coordinate and integrate as necessary the International and National projects aimed to improve the social services as a whole, in particular for disadvantaged populations in the country, in addition to possible establishment of coordination and monitoring teams at local level;
- Establish a legislative framework to allocate funds from natural resource utilization at local level for its local development;
- Integrate the TVET policy and the labor force policy at national level in such a way to contribute to local community development, including in remote communities
- Devise and implement policies on supporting teachers and doctors working in remote and rural areas and to establish an appropriate reward system for them;
- Train/prepare teachers and doctors for rural areas from local community and to study possibilities to apply flexible entrance requirements to enroll those students in higher education institutions as appropriate;

Communication and Information:

- Advocate with the MNB’s National Board to find ways to institutionalize the MNB2 original mandate to be a broadcaster targeting minorities and for the minorities, operating as per public service broadcasting best-practices with editorial independence and on a non-commercial basis;
- Undertake MNB budget revision to incorporate MNB2 running costs into the MNB Regular Budget, and make sure to provide resources for adequate quality content productions for minorities including in minority languages;
- Further strengthen the MNB2 connections and exchanges with its targeted audiences among minorities, including further training of production crews from minorities, collaborations with local media organizations and introducing mechanisms for citizens to actively contribute to the MNB2 programming;
- Foster a community-media friendly legislative and administrative environment (f.i. simplified registration procedures for community media related NGOs, simplified...
licenses for small community broadcasters etc.);

- Implement automatic and transparent mechanisms to financially support community media with public funding with no editorial interferences from local and central governments (f.i. based on budget surplus at Soum/Aimag level, gains from mineral concessions and others, partnerships promoting health, education and other MDG-related achievements);

- Find ways to provide further capacity building for Community media on income-generation activities, resource mobilization, as well as broadcast production and management;

- Build upon the piloting of the community radio concept in Mongolia implemented under this project to further improve access to information for all communities including minorities for instance exploring ways to strengthen cooperation between CLCs and community radio as well as through the expansion of existent stations capacities, or the start-up of others community media outlets;

- Finding ways to provide further capacity building onsite to local printing organizations on both production and management;

- Localize as much as possible to Aimag-level printing organizations the production of print materials related to governmental and international initiatives, as well as from local small and medium enterprises.

**Education:**

- Create a supportive legal environment to promote adult education by integrating necessary legal and institutional mechanisms, which may require amendments of the existing laws related to education, including Education Law;

- Ensure the rights of children with disabilities to education by making amendments in Education Law and related National Programmes and integrating inclusive education in general education schools and/or by establishing special classes where necessary in schools at the national and local levels, and allocate budgets accordingly;

- Develop targeted policies and programmes at central and local government levels aimed at providing education and thus enhancing human security for ethnic and linguistic minorities and disadvantaged populations residing in remote rural areas;

- Develop and implement comprehensive policies at central and local levels to provide a favorable working condition for teachers (both formal and non-formal) who are working in remote areas to ensure sustainable human resources in the communities. Provide incentives through an appropriate mechanism to attract and retain them. Prepare and train young people from the local communities on a contractual basis, implement the policies to attract them to return to their home provinces;

- Create within the central administrative body in charge of education, a department of continuous education which will be in charge of a life-long and adult learning concept implementation;

- Expand the life-long learning concept and activities related to its promotion and research, and revisit and redesign different sub-sectors/programmes in the Education Sector in the context of institutionalizing lifelong learning in the Mongolian education system (feasibility assessment for a national plan for lifelong learning needed);

- Develop and implement a national policy on lifelong learning and ensure sustainable funding for life skills training, building on the successful model developed for the
Citizens Enlightenment Centres (e.g. “Law on Lifelong education” in Japan, “Law on Lifelong Education” in South Korea, etc.);

- Further strengthen the capacity of the National Centre for Non-Formal and Distance Education and the NFE methodologists to enable them to backstop activities of the Citizens’ Enlightenment Centres and NFE teachers in terms of designing, supporting and monitoring educational programmes for disadvantaged and ethnic populations;
- Replicate the current NFE activities at Soum and district levels and to reflect establishment of “Citizens’ Enlightenment Centres” in new Government Action Plan;
- Take into account the potentials of wider use of communication and information technologies to strengthen deliveries and quality of NFE/continuous education in the in the existing policies and programmes and support an open education system.
- Develop and implement proactive policies and measures to prevent the phenomenon of dropping out of schools before completing basic education;
- Integrate NFE/lifelong learning needs and issues in curricula of teacher training institutes;
- Include NFE activities to be conducted for local community under Output delivery and financing contracts between Budget General Governors, Aimag and Soum Governors respectively;
- Ensure that the Aimag and Soum Governors’ Offices shall further support cooperation between Citizens’ Enlightenment Centres, community radio and hospitals and replicate the good practices/experiences to other Aimag and Soums;
- Develop public private partnership in NFE activities and devise appropriate support mechanisms, indicating key actors and stakeholders;
- Scale-up the support for training in Mongolian language for the Kazakh-speaking populations with due reference to the national policy on bi-lingualism, while continue supporting the publication, distribution and use of literacy and life-skills training material in Kazakh language;
- Strengthen further the effectiveness of Equivalency Programmes by rolling out the experience of face-to-face training; increasing supply of necessary training materials; increasing coverage of EP training and promoting inclusive education for out of school children via children’s summer camps based on the good practice emerged from the Project;
- Enhance parents’ knowledge and skills on parenting through the use of multiple channels especially in areas where formal institutions do not exist, and
- Strengthen ongoing parental counseling programmes to support early childhood development in remote areas.

**Health:**

- Revise building standards for health facilities, specially for Soums and health centres and family group practices;
- Abandon the practice of incinerating Soum hospital waste and to provide all Soum health centres by necessary equipments and autoclaves for sound health care waste management;
- Prepare/train engineers and technicians to repair and maintain medical equipments and Aimag Health departments should have a full time staff for medical equipment
- Devise and implement policies to support doctors and health workers and working in remote and rural areas with an appropriate reward system;
- Provide proper training for doctors and health workers in primary health care and environmental health;
- Increase and support community based initiatives and community participation to create healthy environment, for example, by organizing a campaign encouraging each household to have 3 different trash bins to classify waste and to have ventilated pit latrines;
- Conduct culturally sensitive behaviour change and communication interventions for ethnic minorities;
- Constantly increase level of funding at national level for preventive measures and behaviour change and communication activities;
- Regularly conduct behaviour change and communication activities and sessions on healthy living, increase supply of BCC materials and closely cooperate with Citizens' Enlightenment Centres;
- Study the feasibility of issuing government bonds towards increasing investment in the health sector and develop a national programme on “investment for health care organizations”;
- Provide vehicles to transport waste in Soum centres in order to improve the environmental health condition in Soums and resolve issues related to payment for waste disposal staff/driver.
- Engage schools more actively as a hub for dissemination of information on primary health care and environmental health and improve sanitation within schools, for example by improving pit-latrines and proper water supply.

**Improving livelihood:**

- Create a legal environment on increasing the role of local governments for expansion of local businesses within the National development policy framework and in line with the development goals. For instance, to provide funding support from the local development funds and to issue a license/permission for operation or a permission for workplace, etc;
- Investigate the possibility to reimburse cost for electricity, heating and transportation to business clusters/cooperatives for a certain period in order to decrease the operational cost for those business clusters/ cooperatives who created new workplaces;
- Local governments to provide support for micro businessmen and cooperatives to find a space in the local market for their products;
- Provide support to establish vertical and horizontal sales chains for business clusters and cooperatives;
- Set up a coordinated mechanism for various training activities for small and medium size enterprises offered by public and private institutions;
- Further support training related to knowledge and skills in business management and development to NFE life skills trainees, invite them to vocational training courses organized by Labour and Welfare Agency and support their business start up initiatives;
- Make necessary amendments into the relevant laws and regulations to support newly established SMEs that open new workplaces by tax exemption and credit for 3-5 years;
- Provide support to SMEs on VAT exemption/credit for a certain period and set up a legal environment on the increase threshold.

The proposed Plan of Action for the above policy recommendations was developed by the National Technical Working group of the project (see Annex 16).

**Progress towards the Achievement of Outputs**

The following table summarizes the progress towards the achievement of the outputs as measured against the stated outputs in the log frame.

*Table 5. Progress towards the achievement of outputs*

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<th>Outputs</th>
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<th>Progress</th>
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<td>1.1.1: Minority groups have access to a nationwide television channel and a radio channel that broadcast dedicated programmes for ethnic/linguistic minorities</td>
<td>Minority groups have access to a nationwide TV channel and a radio channels</td>
<td>MN2 was established and it is airing 15 hours daily programmes, including news and current affairs programmes in minority languages. 30 MN2 staff identified and trained, 400 copies of handbooks printed and distributed. MN2 programme is now being transmitted nationwide through DDish Satellite platform, 6 cable networks in Ulaanbaatar and 18 cable networks in rural areas. MN2 has approximately 800,000 audiences nationwide</td>
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<td>1.1.2: - Residents in ten minority-populated Soums have access to locally-generated radio programmes in their own language. - Capacity of local communities and technical staff enhanced to produce and deliver quality radio programs in their own languages. - Sustainability of community radio stations enhanced through technical backstopping, maintenance and repairs</td>
<td>Community radio quality and reach of coverage in 10 target sites Percentage and frequency of audio content in mother language Number of people who upgraded their journalist and technical skills</td>
<td>10 community radios and community radio boards established. 12 trainings provided to 140 community radio board members and 70 radio managers, broadcasters and technicians and 700 local inhabitants. 10 community radios broadcast 2-8 hours daily programmes, with close collaboration with the Community Learning Centers 10 community radios were registered as local NGOs and a national association of community radios is being established to ensure their independency and sustainability Globe International NGO will continue to support 10 community radios in the frame of another project supported by SDC.</td>
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<td>1.2.1: Minority groups have better access to printed publications in minority languages. -Operations and management practices at printing facilities in five</td>
<td>Number and copies of publications produced</td>
<td>Survey on printing capacity for the ethnic minorities in five project Aimag conducted. Increased capacity of 30 staff from local printing houses, including 10 managers and directors, 10 designers, 10 typesetters</td>
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<td>provinces modernized and strengthened to enhance capacity for publications in minority languages</td>
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<td><strong>2.1.1</strong>: Number of culturally and linguistically appropriate materials for rural illiterates and semi-literate increased by 50%</td>
<td>Number of experts involved in curriculum development and the quality of the curriculum</td>
<td>In accordance with the “National curriculum structure of current educational sub-sector” adopted by the MECS, expert’s team started to develop the initial draft of the literacy/life skills training national curriculum.</td>
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<td>Number of literacy training materials available in minority languages</td>
<td>The “literacy training curriculum based on life skills” developed by the leading education expert team from the Universities and Institute of Education. “The literacy curriculum based on life skills” was approved by the Minister’s Order No. 556 in December 2010.</td>
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<td>Literacy training book “Bilgiin nud-1” published both in Mongolian and Kazakh languages (350 copies in Mongolian and 150 copies in Kazakh)</td>
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<td>A total of 8 sets of training materials that consisted of a total of 31 training handbooks (110 printing pages), 6 video lessons (140 minutes of lengths), a total of 7 audio lessons (130 minutes of length) were produced during the implementation period and delivered to the project Soums under coordination of the MECS of Mongolia.</td>
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<td><strong>2.1.2</strong>: 2 persons per Soum will be trained to improve skills of local non-formal education facilitators</td>
<td>Number of NFE facilitators trained with the new materials</td>
<td>The training of trainers on literacy and life skills for Soum NFE facilitators was organized two times, first was organized in 02-05 of November, 2010 and the second training was conducted on 25-28 November 2011 in Ulaanbaatar</td>
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<td>In total, 50 NFE facilitators (40 Soum NFE Facilitators and 10 AimagNFE Methodologist) have been covered to the two times of trainings.</td>
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<td>The training on bakery and wool-felt productions for project Soum NFE facilitators was organized jointly with the MNCCI and the Training-production center of Khan-Uul district, in Ulaanbaatar from 09-13 January, 2012</td>
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<td><strong>2.1.3</strong>: 20 community learning centers established and made operational for non-formal education services to provide training to total of 2000 people</td>
<td>CLC equipment installed</td>
<td>The National project team has determined the list of equipments with higher priority. A total of 27 different equipments, training furniture and stationary training materials have been purchased and distributed to the entire 20 project Soums.</td>
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<td>Number of people who received training in the centers</td>
<td>The list of equipments and the order of equipment utilization at the CLCs and the Guidance of effective operation of the CLCs were approved by the Decree No. 383 of the Minister dated on 12 October, 2011 and the equipments have been distributed to all project Soums respectively.</td>
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<td>Trainings on literacy and life skills should be organized in four phases and as of May 2012, a total of three phase trainings have been organized at local level. A total of 4717 adult herders were</td>
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<td>Number of visitors to Community Learning Centers per year</td>
<td>covered throughout the project period of three phases of NFE trainings (428 herders attended the literacy class and 1266 herders have attended the life skills training) at the 20 project Soums.</td>
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<td><strong>2.2.1</strong>: Culturally and linguistically appropriate curricula and materials developed</td>
<td>Number of experts involved in curriculum and material development and the quality of the curriculum and materials</td>
<td>4 experts involved in developing curriculum and textbook for Kazakh students. 3 translators involved in translation and adaptation of 20 NFE EP primary level textbooks in Kazakh language.</td>
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<td>Number of curriculum and training materials available in minority languages</td>
<td>20 existing NFE EP primary level textbooks translated and adapted into Kazakh language and 5,000 copies published and distributed. 700 copies of Mongolian language student’s book and 60 copies of teacher’s book and accompanying CD published and distributed. Additional 2200 copies of student’s book, 500 copies of teacher’s book and 200 copies of audio CD are currently being published</td>
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<td>Number of life skills training materials available in minority languages</td>
<td>All NFE EP textbooks have life skills components embedded in them</td>
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<td><strong>2.2.2</strong>: 60% of school drop-out children enrolled in NFE/MGT and 50% of them complete primary education</td>
<td>Number of students enrolled in NFE/MGT</td>
<td>1,368 or over 70% of school dropout children from the 20 target Soums enrolled in six series of NFE trainings (180 days in total) in 2010-2011</td>
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<td>Number of students who complete primary education through equivalency programme</td>
<td>582 or 62.5% of the children completed primary education</td>
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<td>Number of ger schools established</td>
<td>Ger schools established and operational in 20 project Soums.</td>
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<td><strong>2.2.3</strong>: 40 local non-formal education facilitators will be trained to improve their skills</td>
<td>Number of NFE facilitators trained with the new materials</td>
<td>A three-days training of trainers on the usage of the Mongolian language training materials conducted for 22 teachers and methodologists working in formal and non-formal education sectors in December, 2010. Two annual trainings conducted for 25 NFE facilitators and methodologists from five project provinces.</td>
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<td><strong>2.3.1</strong>: Culturally and linguistically appropriate materials for rural parents developed</td>
<td>Number of experts involved in material development and the quality of the materials</td>
<td>2 translators and 1 ECE expert involved in the translation and adaptation of curriculum for alternative training programs of preschool education. Four training materials namely ECD toolkit, ECD alternate training curriculum, Handbook for parental counselling center staff, and Communication within the family, are available in Kazakh language.</td>
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<td>Number of training materials available in minority languages</td>
<td>Training on Communication within the family conducted for 330 parents representing 9 selected Soums of Bayan-Ulgii, Khuvsgul and Dornod Aimagts</td>
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<td><strong>2.3.2</strong>: At least 30 parents/year from 15 most disadvantaged Soums receive training and are able to provide necessary support in</td>
<td>Number and quality of trainings provided for parents</td>
<td>Three mentors from Ulaanbaatar University</td>
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<td>Number of trainers who</td>
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<td>early childhood development</td>
<td>provided trainings for parents</td>
<td>provided training for 330 parents in project areas</td>
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<td>Number of parents who received training on ECD</td>
<td>90 parents from project areas gained knowledge and skills to ensure ECD and school readiness within the family through parental trainings</td>
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<td>2.3.3: Establish parental support services at community level</td>
<td>Equipment and furniture procured and installed</td>
<td>Three parental counselling centres established in three provincial centres. Supplies including furniture (bookshelves) and equipment (digital camera, video camera, desktop, printer, scanner and TV set) for CLCs in three Soums of Dornod, Bayan-Ulgii and Khuvsgul provinces procured and installed.</td>
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<td>Number of people who received training in the centers</td>
<td>Parental counselling centres provided daily counselling for over 300 parents and family members; 20 group trainings conducted on ECD and communication within the family; 402 parents &amp;ECD professionals participated in trainings conducted by parental counselling centres of Dornod, Bayan-Ulgii and Khuvsgul provinces</td>
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<td>3.1.1: Curriculum and training modules appropriate to ethnic minorities and marginalized population developed and applied in project areas</td>
<td>Number of experts involved in curriculum and training module development</td>
<td>50 experts worked on the development of training materials.</td>
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<td>Number of training materials</td>
<td>Four types of training handbooks on EH and PHC have been developed and published with 3500 copies.</td>
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<td>Number of trainings conducted</td>
<td>14 separate training sessions were conducted.</td>
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<td>3.1.2: A total of 40 medical workers in Bayan-Ulgii, Khuvsgul,Uvs, Khovd or Dornod Aimagss participated in the training programme on Integrated Primary Health Care</td>
<td>Number of trained medical workers</td>
<td>A total of 249 healthcare workers were trained.</td>
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<td>% of the professionals improved their knowledge</td>
<td>Nearly 40% of healthcare workers of target Soums were trained.</td>
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<td>In addition, 150 health volunteers were trained on PH and BCC in each baghs of project Soums.</td>
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<td>3.2.1: Specific IEC materials developed and health intervention activities carried out for 2000 households</td>
<td>Number and types of IEC materials</td>
<td>Six sets of IEC materials were developed and published with 43000 copies of booklets and 1150 copies of documentaries were copied to DVD.</td>
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<td>Number of households participated in intervention activities.</td>
<td>2000 households participated in health intervention activities through organized training and advocacy activities, and community based projects.</td>
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<td>3.3.1: Water and sanitation condition will be improved in 25-30% of the selected Soum health facilities</td>
<td>% of hospitals in target areas with access to improved water and sanitation facilities</td>
<td>75 % of project Soum hospitals have access to improved water and sanitation facilities: - 4 Soum hospitals have access to running water with full operation of sewerage system. - 2 Soum hospitals have safe deep drilled water source. - 9 Soum hospitals have access to improved ventilated pit latrine.</td>
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<td>3.3.2 A total of 20 Soum health facilities from the target Soums will be provided with basic supplies for collection, storage and disposal of health care</td>
<td>Number of Soum health facilities provided with basic supplies for collection, storage and disposal of health care</td>
<td>All 20 project Soum hospitals were provided with basic supplies for sound health care waste management and these are in daily use.</td>
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4.1.1: The primary target Aimags identified with the baseline data, and specific technical and organizational needs of small and micro entrepreneurs assessed

- Target Aimags identified: Khovd and Uvs Aimags were identified as the primary target Aimags of the Component 4. The Component 4 focused on the 8 selected Soums namely, Davst, Khyargas, Tes, Zuungobi Soum in Uvs Aimag and Altai, Durgun, Duut, Khovd Soum in Khovd Aimag.

- Baseline data on local business environment and capacity of local implementing partners collected: Baseline surveys were conducted in Ulaangom (Uvs Aimag center), Davst, Jargalan Soum (Khovd Aimag center), Durgun, Duut, Khovd Soums in April-May 2010 involving 167 local people and Tes, Zuungovi, Khyargas, Altai Soums in September, 2010, involving 66 local people to identify the needs for business development, vocational/skills training and level of demand in local markets.

4.1.2: Technical, organizational and vocational support provided to at least 100 small and micro entrepreneurs in total to start-up their own businesses

- Number of small and micro entrepreneurs trained: 31 business and vocational training sessions were conducted in Ulaanbaatar, Uvs and Khovd Aimags involving a total of 500 participants.

- Number of business start-ups supported and/or facilitated by the project: A total of twenty one co-operatives were established during the project period to deliver different services and products to local community. 300 people were directly or indirectly involved in the project. Income of project beneficiaries has increased by 30 per cent. Most beneficiaries have now found a market where there is demand for their products.

4.1.3: At least 10 business clusters organized and registered as Chamber members. A gender disaggregated analysis on their members will be conducted to indentify the expected project impact on the gender-balanced livelihood development

- Number of business clusters registered in the MNCCI: A total of twenty one co-operatives were established during the project period to deliver different services and products to local community. 300 people were directly or indirectly involved in the project. Income of project beneficiaries has increased by 30 per cent. 85 % of cooperatives run by women.

4.1.4: At least 10 identified business clusters trained in a variety of business management issues such as business plan development, cost-accounting, book keeping, good manufacturing practice, marketing, etc.

- Number of trainings provided: Thirty one business and vocational trainings were conducted in Ulaanbaatar, Uvs and Khovd Aimags. Required formal registration related trainings, consulting services and necessary information were offered to members of business clusters.

- Number of beneficiaries and business clusters trained: Business development trainings, and vocational trainings were offered for members of co-operatives to be set up in Soums. 500 people benefitted from the project activities. A total of 300 persons from the target Soums and Aimags participated in various trainings, workshops and other related activities organized by the project. Co-operative and clusters are not officially registered.

- Beneficiaries’ attainment and satisfaction level: In total 300 persons from the target Soums and Aimags participated in various trainings, workshops and other related activities organized by the project. Co-operative and clusters are not officially registered.

4.1.5: At least 10 identified business clusters provided with technical assistance and consulting in adding more values to their

- Number of products developed and/or improved (value-added) with the help from the project: In total 56 micro and small projects implemented in target Soums and technical assistance and consultancy on the development of new businesses and products were provided. Value added new products developed for local market: baked products, woolen and felt products,
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<td>products</td>
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<td>Local people got skills to draft project proposals and total 15 projects were selected for financing. A micro and SME project contest was announced in 8 beneficiary Soums to promote entrepreneurship. The total amount of funding was MNT 30 million.</td>
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<td>4.1.6: The average sales income of the identified business clusters increased by 20% (the target % of the increase will be reviewed and confirmed after the baseline survey)</td>
<td>Average increase in sales income (%)</td>
<td>Income of the beneficiaries has reached MNT 40,000 – 1,000,000 (approx.USD 30-770). It’s increased by 5 to 20% according to the survey received from local authority. The livelihood of project beneficiaries have been improving, thus contributing to the local economic development. Project awareness is increasing among local community. In order to find the market for the products the participation in exhibitions and trade fairs was organized at Aimag level and in UB</td>
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<td>4.1.7: Knowledge of the project beneficiaries and, indirectly, of community members on locally available business support services improved</td>
<td>Number and percentage of the project beneficiaries who improve their knowledge on locally available business support services</td>
<td>Local community and local entrepreneurs were able to participate in the trainings offered by project team and local chambers, and had access to handouts and information materials delivered, equipment list supplied, and were able to improve their knowledge and skills. Access to information had improved.</td>
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<td>4.2.1: Capacity of staff of local implementation partner(s) strengthened to provide quality technical assistance, and advisory and referral services to community members</td>
<td>Number of local branch(es) of the MNCCI trained with certificates Level of competency / performance of the staff in service provision</td>
<td>Capacity of local chambers representatives had strengthened: • Local representatives were identified. • Necessary equipment was provided • Trainings for chamber representatives were provided on regular basis; • Consular capacity was improved to local people. At least all target Soums have now local chamber representatives known by local people. New products were developed and co-operatives were established creating new job opportunities for local community. The number of people visiting local chambers had increased by 20%.</td>
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<td>4.2.2: Knowledge of local implementation partners on business development issues improved</td>
<td>Amount and level of knowledge of the staff of local branches of the MNCCI</td>
<td>Workshops for all local chambers were conducted twice, frequent update for local chambers was provided and training for local chambers was conducted on regular basis. Capacity of local staff had comparatively improved. Local chambers are now able to provide consultancy services to local communities on different issues conduct trainings and assist them to implement their business initiatives.</td>
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<td>4.3.1: Accurate and sufficient information systematically gathered and organized</td>
<td>Data collected and organized Utilization rate of the collected data and information</td>
<td>Progress was made in information sharing and dissemination: • information on local business environment, business expenditure had gathered; • information exchange and dissemination had improved; • created database on SME equipment which had been 100% utilized. • Number of customers to use business guide,</td>
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<td>4.3.2: Partnership/coordination arrangement to disseminate and advocate information through the Community Learning Center under Goal 2 and the information structure (TV, Radio and other medias) established and operated</td>
<td>Partnership/coordination arrangements agreed among local partners</td>
<td>Regular meetings between project components were held (C2 and C4). Joint utilization of equipment purchased within the project. Community involvement was increased. Project awareness had increased: -The project outcome of component 4 was advertised nationwide through Chamber’s newspaper “Business Times”, “Inspiring Mongolia” magazine, Business &amp; Development magazine and local newspapers; -The information on the project was disseminated to member organizations (about 1500) via e-newsletters and e-mail advertisement; -The project information was disseminated to local communities and entrepreneurs via local TV and press. -Activities of the Ethnic festival 2011 were transmitted via MN2 nationwide. -Project outcome and interviews with project beneficiaries were transmitted via AIST TV on the evening of 24 November 2011. -The project exhibits were displayed in Khustai National Park during the visit of Ms. Helen Clark, UNDP Administrator to Mongolia.</td>
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<td>4.3.3: Information sharing mechanism set among the project intervention and other local business service providers including microfinance institutions</td>
<td>Improved facilitation and coordination of locally available business development/support service providers and microfinance</td>
<td>The cooperation with SMEA, Government Implementation Agency to exchange information had improved and there was an initial dialogue about the effective utilization of SME Fund for the target Soums. The information exchange with the Sustainable livelihood project funded by WB had improved to coordinate and harmonize actions to be taken within the projects in the target Soums and avoid duplications. The exchange of information and experiences was held with the GIZ funded Regional Economic Capacity strengthening project on local business capacity assessment.</td>
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<td>5.2.1 Study tour to developing countries (two) conducted</td>
<td>Number of people involved, representativeness of participants</td>
<td>Total of 16 key government officials participated in the Study tours to Thailand and Vietnam representing, seven national ministries and government agencies, five project Aimags and a project Soum.</td>
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<td>5.2.2: National advocacy and policy workshop organized</td>
<td>Number of number of participants, quality of discussion, quality of follow-up</td>
<td>Total of 169 participants attended 3 Aimag level Experience sharing workshops and draft policy recommendations along with initial exit strategies for sustainability were developed. Total of 95 participants attended the National Advocacy and Policy Workshop in May 2012 A set of policy recommendations of five main categories (overall policy and planning, CI, education, health and livelihood) was developed</td>
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Implementation Constraints

The constraints encountered during the project implementation were identified and could be described as follows:

- **Delay in conducting the baseline survey and initiation of the project field activities.** Due to the rising fuel, travel and material costs, the project was required to seek approval from the donor for a budget revision to cover increased costs of the baseline survey. Furthermore, the baseline survey, particularly the data collection in the field was also delayed due in part to H1N1 restrictions and Dzud situation in 2010 in the country. As a result of the delays, some of the planned projects activities were implemented before the findings of the baseline survey became available. Due to the harsh winter with heavy snow falls and remoteness of the 8 target Soums in Khovd and Uvs Aimag, there was a delay in implementation of the field activities planned for the 1st quarter of 2010 of the UNDP component.

- **Remoteness and harsh weather condition.** Many activities including the distribution of printed materials, construction work and monitoring of project activities were delayed due to the remoteness of and long distance to the project Aimag and Soums. Likewise, the harsh weather condition also affected the timely delivery of the project activities, in particular construction work of deep wells.

- **Lack of research on ethnic/linguistic minorities.** Due to insufficient human and financial resources, the implementation of the mid-term programme to support Kazakh children’s education in 2008-2012, adopted by MECS was slow. There is generally lack of awareness of the need of teaching and learning Mongolian as a Second Language. The lack of research and studies conducted in this area by linguists and literacy specialists in Mongolia also caused a challenge.

- **Lack of Kazakh translators.** Qualified Kazakh translators are extremely scarce in Mongolia and identifying them was difficult, however through careful headhunting most qualified and experienced Kazakh translators and editors were identified to adapt and translate the NFE textbooks and parental toolkits and modules.

- **Challenges to establish community FM radios.** The concepts of both community and community radio was fairly new to Mongolia but the implementation of the project activities to prepare community, to establish a Board for a community radio and to train in basics of journalism, management and production of radio had to be done in a very short period. Piloting the community radio concept in Mongolia required adaptation to a legal framework which was (and still is) not explicitly recognizing community media; it also required an effort to raise awareness among the targeted communities on the concept of local ownership and participation.

- **Reaching out all children with disabilities.** The EP training covered school dropouts and out of school children in the selected Soums and some were children with disabilities. However, a Soum usually has only one NFE teacher, it was impossible to reach all children with disabilities in the area. Given the need in this area, the issue of education for children with disabilities should be addressed further beyond the project.

- **Lack of appropriate technological solutions to improve water and sanitation condition in rural Mongolia.** Technological solutions and feasibility of improvement of water and sanitation conditions differ in each project Soum depending on the geographic
location. There is a need to invest additional technical assistance to identify appropriate technological solutions for water and sanitation for each site due to cold winters.

- **Challenge of formally registering newly formed business groups/cooperatives.** Cooperatives are still very hesitant to get registered as legal entities because of high requirements of registration. Changing people’s attitudes towards a team or cooperative based approach may take some time. Participatory initiatives need time to take off as the groups build their capacity, learn new production techniques, and identify markets. A legal environment that supports and addresses business development is still lacking.

**Lessons learnt**

The UNTFHS project is a multi-agency and multi-sectoral project that required coordination of many sectors and institutions. It became clear that the consultation and joint planning/implementing required more time than that of single-component projects.

**Working with partners**

One of the distinct features of the project was its multi-sectoral approach which brings different stakeholders together to better serve the needs of ethnic minorities living in rural Mongolia. The challenge to work with multiple partners was identified even during the stage of project formulation. Particularly, commitment and involvement of local government counterparts and selected Aimag officials needed to be improved and sustained. However, the project was able to demonstrate that the project management and coordination arrangements including the PMC, National technical working group, Aimag and Soum implementation teams and their regular work facilitated ownership and commitment of national counterparts. Regular meetings of focal points of UN agencies and key national partner institutions played an important role to share information and integrate the planned activities in Soum and Aimag levels.

**Good Practices**

During the project implementation, a number of innovative activities and good practices were observed.

- **Close collaboration** between the national project team and local project teams proved to be an important factor to the success of the training and activities held so far.
- **Joint field missions.** Joint field missions proved to be effective to provide coordinated support to local stakeholders and improve synergy and inter-sectoral linkages amongst participating agencies.
- **Continuous review and intensive consultation** was the key to the successful establishment of MNB2, which was initially perceived with skepticism by certain key decision-makers, while it was now regarded as a national achievement by all involved stakeholders. The creation of MNB2 contributed to strengthen also the entire MNB as a public service broadcaster, supposed to operate with editorial independence, and targeting minorities on a non-commercial basis.
- **Piloting the community radios** required parallel advocacy work at all levels from the Government of Mongolia, Aimag and Soum governments to the local stakeholders, private sectors and the targeted population at large as well as the effective cooperation among them. Though full sustainability is still considered a major challenge of the community radios, building upon the momentum created by this project, UNESCO and its national partners in Mongolia have come up with a vision towards
sustainability, which comprises the set up of a national association of community radios to further assist the stations and to fund-raise.

- **Promotion of Bilingual Training.** First time in Mongolia, the Mongolian Language Curriculum was developed for children whose mother tongue is other than Mongolian within the education component of the project. Mongolian language and literature were evaluated as the lowest in Bayan-Ulgii Aimag in terms of teaching/learning methodology and teachers’ skills among all the other subjects evaluated. Therefore, development of Mongolian language training materials was a significant input to enhancement of education of Kazakh children and an innovation.

- **Translation of EP, literacy and life skills training materials into Kazakh language.** Existing 20 NFE primary level EP textbooks for school drop-out children, literacy and life skills training materials for adults were selected for adaptation and translation into Kazakh language. They greatly contributed to improving quality and coverage of NFE training in Kazakh language.

- **Ger schools** supported by UNICEF were widely used in the Soums not only for EP trainings for school dropout children, but also for adult NFE trainings, for vocational trainings under the livelihood components and as a place to display their products.

- **“Model CLCs” in the project** Soums. The activities related to NFE and livelihood improvement in Khyargas Soum, Uvs, and in Ulaankhus Soum, Bayan-Ulgii, worked very well. They could become the ‘Models’ to other Soums even beyond the life of the project.

- **Communities appreciate the importance of NFE training.** The effectiveness of the literacy and life skills trainings organized at local level was improved in reaching unreachable populations and in increasing community people’s level of skills and knowledge. Therefore, it laid good a ground for change in the attitudes towards education and training at community level of Soum administration, trainers and parents and for raising awareness and promoting community participation. It strengthened the capacity at Soum level in offering services to the herder families and reaching remote and marginalized groups.

- **CLCs add new dimensions to a sense of community.** The CLCs became hubs for socializing, sharing experiences and ideas and support the development of self-esteem, self confidence and hope for further among the rural disadvantaged populations.

- **Community based initiatives.** Community based projects on improvement of local environment, water, sanitation, food safety and PHC services by trained Soum healthcare workers developed during the local fellowship. Communities were benefiting from community based projects, such as Davst Soum hospital planting vegetables and, as a result, local people consumed more vegetables in their daily diet.

- **Health team capacity improvement.** Trained Soum healthcare workers made a large contribution to the improvement of Environmental Health and Primary Health Care Service in the local setting such as they experienced applying an effective collaboration in the Soums by working together towards improvement of the health of the communities. For instance, Bayandun Soum hospital of Dornod Aimag closely collaborated with Aimag and Soum authorities and community and initiated the construction of a new central waste disposal point by finding funds from Soum governor’s office and labour department of the Aimag. In addition, healthcare workers learnt to develop training materials with simple words and designs for the communities using a handbook of integrated PHC, in combination with their acquired knowledge and skills provided by the project.

- **Model Soum hospitals with sound HCWM.** The pilot project on improvement of HCWM expanded from one Soum hospital to twenty project Soum hospitals. The twenty project Soum hospitals became models with HCWM for the other public and private hospitals in the country.
Expansion of ventilated improved pit latrines in community level. VIP constructed in nine Soum hospitals became a good model for the community. This has given a rise to 125 households and institutions in project Soums replacing their old pit latrine with new and improved pit latrines.

Public Private Partnership (PPP) initiative at Soum level. Integration of the project component on life skills training for adults and youth and the livelihood improvement component to provide business and vocational trainings developed into a more comprehensive PPP initiative at Soum level.

Identifying Soum Chamber Representatives. Within the project framework, Soum chamber representatives were identified and appointed for the first time in the 8 selected Soums of Khovd andUvs Aimags. The Soum chamber representatives will play a key role in liaising, coordinating and monitoring the Soum level activities in the future. This initiative could be shared and rolled out to other Aimags since the MNCCI has its branches throughout the country.

Marketing or specific support from local government to their areas as well as to border Aimags proved to be very helpful for young businesses. It was useful to introduce internal regulation which promotes “use local products for local procurement”. Participation of local people in local trade fairs and exhibitions was turned out to be very effective and efficient. However, the quality and standards of the products need to be improved substantially, which requires systematic technical support.

STRATEGIC CONTRIBUTIONS MADE BY UNESCO AS LEAD COORDINATION AGENCY

The main strategic contributions made by UNESCO as lead coordination agency could be emphasized as the following despite the challenges faced as non-resident agency in Mongolia.

- Adoption of objective criteria for selection of project Aimags (e.g. percentage of ethnic population, poverty level, illiteracy rate and school drop-out rate) precluded the politicization of the process;
- Designation of the Deputy Prime Minister as the focal point for overseeing and supervising the project strengthened national leadership across ministries and provinces;
- Engagement of Governors in the Aimag and Soum project implementation teams provided much needed leadership and coherence at the local level;
- Selection of the National Project Coordinator, by a high level panel of participating UN agencies chaired by RC, promoted joint ownership and team work;
- Involvement of the UN Resident Coordinator in Mongolia in overall project management and coordination, particularly in her role as Chair of the HOAs group, promoted consensus building between UN agencies, facilitated joint planning and helped resolve bottlenecks;
- Improving the quality of implementation and monitoring through joint missions to project sites to promote peer learning, encourage mutual exchange among UN agencies, government counterparts & NGOs and to obtain genuine feedback from local communities and beneficiaries;
- Synchronization of joint missions, oversea study tours, end of project evaluation and the National Advocacy Workshop to systematize and enrich the process of learning;
- Refining and fine-tuning project design, interventions and coordination mechanisms by building on UNESCO’s experience of leading and participating in UN Joint Projects in China.
Ms. S. Sinanoglu, UN RC in Mongolia, sent congratulatory message to Regional Directors of the participating UN agencies of the project along with the Final evaluation project (Annex 17).

SUSTAINABILITY

Sustainability of the project supported activities was discussed during the course of the project implementation involving various stakeholders to ensure continuity of project initiatives at different levels. In particular, the main national partners and the participating UN agencies paid much attention to ensure the sustainability of the project from the beginning of the project, during the joint filed missions, and focused discussions were held with national implementation partners, the Aimag and Soum project implementation teams.

During the Aimag level Experience Sharing Workshops in three Aimag in March and April 2012, the workshop participants developed the exit strategies to ensure sustainability of the project activities after the project termination on each project component, as follows:

**Communication information**

- Work as NGO to work independently;
- Implement automatic and transparent mechanisms to financially support community media with public funding with no editorial interferences from local governments such as budget surplus at Soum;
- Encourage “paid service” and special ordered programmes to develop financial sustainability;
- Closely cooperate with the newly established MN2 to enrich its programme by local content and widely use MN2 for dissemination of health and education related information;
- One of the project partners on community radio, Globe International NGO, to provide further support for the newly established community radios in ten Soums by increasing community engagement, establishing a Community radio association and by enhancing citizens’ access to information to promote transparency and integrity.

**Education**

- Sustain and continue life skills training in the project Soums and expand life skills and in non-project Soums;
- Increase number of work places for trainees of life skills trainings through involvement of Soum governor’s offices;
- Strengthen and empower the Enlightenment centres in project and non-project Soums;
- Implement exchange programmes for NFE facilitators;
- Operational cost (heating and supply of raw materials) for Citizens’ Enlightenment centres needs to be separately indicated as additional item in local and state budget in order to sustain the NFE activities in the future;
- Expand the activities of the parental counseling centres and to improve their locations and conditions;
- Develop and disseminate parenthood handbooks on ECD in family;

**Health**

- Continue to organize a campaign to improve living environment and pit latrines and get experiences of other Soums which scaled up initiatives to built VIP toilets for households;
• Operation and maintenance of WASH facilities (should have trained person or prepare someone) should be taking into account and it is suggested that Aimag Health Departments need to have at least one technician for medical equipment to be able to go around Soum health centres:

• Budget was approved to procure vehicle for community waste transportation in Khulunbuir Soum, Dornod Aimag;

• Test of water quality can be done in quarterly basis in Bayandun Soum, Dornod Aimag;

• To reduce use of plastic bags and replace it by cotton bag as environment friendly intervention (Dashbalbar, Bayan-Uul), it is important to manage community waste;

• In order to disseminate and introduce new technology on health care waste management, step by step training for health workers will be conducted;

• Introduce centralized waste disposal system in Soum centres;

• Construct deep well using own fund in project Soums;

• Implement national and local programmes on promotion of healthy community and healthy bag and Soum;

• Cooperation with local businessmen to expand usage of improved pit latrines in other Soums;

Livelihood

• Continuous support from Soum Governor’s Offices is crucial to sustain and further grow of the newly established business clusters and cooperatives;

• Local branch offices of MNCCI will play an important role by bridging Soum business clusters/cooperatives and MNCCI;

In addition to the plans and commitments of the Aimag and Soum partners, the national level partners have been also highly committed to sustain the project activities. For example, Globe International NGO has committed to further support the newly established community radios that may be most vulnerable in terms of sustainability after the project termination. Globe International NGO has successfully obtained funds from Swiss Development Cooperation and UNDEF separately to establish a national Association of Community Radios and to improve transparency and accountability in rural areas through community radios and local participation.

The final evaluation report also concluded the project sustainability as follows:

“Long-term sustainability of project outcomes is in general satisfactory; however, sustainability varies across the different areas of interventions. The future of community radios widely depends on their ability to generate funds and continuously meet the expectations of their local audiences. Technical maintenance is another potential vulnerable aspect of future community radio operation. MN2 is guaranteed subscription to satellite transmission for the next two years and MNB is committed to overtake all expenditures related to MN2, which is a precondition for MN2 sustainability. Within the other fields of project intervention sustainability is primarily related to lasting application of technical and managerial knowledge and skills and sustainability is perceived satisfactory.”

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**FINANCIAL REPORTING**

The following table summarizes the expenditures made by each agency by year.

*Table 6. Expenditures by agency and by year*

<table>
<thead>
<tr>
<th>Agency</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNESCO</td>
<td>819,950</td>
<td>292,650</td>
<td>196,400</td>
<td>1,309,000</td>
</tr>
<tr>
<td>PSC (7%)</td>
<td>57,397</td>
<td>20,486</td>
<td>13,748</td>
<td>91,630</td>
</tr>
<tr>
<td>UNICEF</td>
<td>222,000</td>
<td>167,000</td>
<td>6,000</td>
<td>395,000</td>
</tr>
<tr>
<td>PSC (7%)</td>
<td>15,540</td>
<td>11,690</td>
<td>420</td>
<td>27,650</td>
</tr>
<tr>
<td>WHO</td>
<td>282,000</td>
<td>272,000</td>
<td>6,000</td>
<td>560,000</td>
</tr>
<tr>
<td>PSC (7%)</td>
<td>19,740</td>
<td>19,040</td>
<td>420</td>
<td>39,200</td>
</tr>
<tr>
<td>UNDP</td>
<td>229,800</td>
<td>272,658</td>
<td>27,000</td>
<td>529,458</td>
</tr>
<tr>
<td>PSC (7%)</td>
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<td>19,086.06</td>
<td>1,890.00</td>
<td>37,062.06</td>
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<tr>
<td>Total project cost</td>
<td>1,553,750</td>
<td>1,004,308</td>
<td>235,400</td>
<td>2,793,458</td>
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<tr>
<td>Total PSC amount</td>
<td>108,762.50</td>
<td>70,301.56</td>
<td>16,478.00</td>
<td>195,542.06</td>
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<tr>
<td>Total cost</td>
<td>1,662,512.50</td>
<td>1,074,609.56</td>
<td>251,878.00</td>
<td>2,989,000.06</td>
</tr>
</tbody>
</table>

UNESCO mobilized additional funding from its regular budget to produce the stated project outputs effectively and efficiently. For instance, USD 9,500 was used to establish internet connections in the two selected Soums of Dornod Aimag where community radios were not opened. An additional project with the total budget USD 35,000 from UNESCO’s IPDC was implemented by MNB to further strengthen capacity of local journalists in the selected Aimags.

**EXPRESSION OF THANKS**

The participating UN agencies, namely UNESCO Office Beijing, UNDP, UNICEF and WHO Mongolia Offices express their special gratitude to the Government of Japan for its generous contribution in implementing the UN Joint Project on Comprehensive Community Services to Improve Human Security for the Rural Disadvantaged Populations in Mongolia in 2009-2012.