



The UN COVID-19 Response and Recovery Multi-Partner Trust Fund (UN COVID-19 MPTF)

Proposal Title: Strengthening the national capacity to suppress transmission and maintain essential services in the COVID-19 pandemic in Mongolia

Amount: USD 1,000,000

I. Immediate Socio-Economic Response to COVID19

As the cases started to increase in China, Mongolia closed its borders and all schools and kindergartens. Since then, more measures were taken, including banning public gatherings, limiting public transportation, closing public places such as gyms, shortening opening hours of cafes and restaurants and making wearing masks in public mandatory. Travel has also been severely limited, including a complete ban on any international travel by air and road. Recently, the Government has approved an MNT 5.1 trillion (USD 1.9 billion, or 13 percent of GDP) economic-relief package for enterprises and Mongolian citizens suffering from the economic impact of the coronavirus pandemic. Despite Mongolia is reporting only 42 cases of COVID-19, all imported as of May 12 out of which 20 women (including 2 pregnant women) and 22 men¹, the country continues to be at very high risk of an outbreak and the health sector still has major weaknesses that need to be urgently addressed. Furthermore, the precautionary measures taken by the government are taking a great toll on the education of children and young people, including those with special needs. It is thus proposed that this project will address the most urgent needs in the health and education sector with focus on the most vulnerable groups, including children, **girls and women, and persons with disabilities**.

Since early January, the Ministry of Health has been working with WHO, international partners and stakeholders from non-health sectors to enhance preparedness. Rapid risk assessment (RRA) has been conducted seven times to inform decision making, update national COVID-19 response plan, and inform public health interventions at points of entries. Despite a small number of imported cases reported in repatriated citizens, the seventh multi-sectoral RRA assessed the risk of insufficient control capacities for COVID-19 community transmission as “High” due to: 1) increasing trend of incoming Mongolian nationals and likelihood of pre-symptomatic and asymptomatic cases; 2) fragmented information, lack of data management; 3) weak coordination surge capacity of the health care system for large-scale; 4) lack of modified care pathways and isolation and quarantine facilities for widespread community transmission. Review of national capacities for COVID-19 health facility preparedness, including personal protective equipment (PPE), emergency medical equipment and laboratory tests, has identified major gaps. **In addition, the fact that more than 70 percent of Mongolian health workforce are women², put them at greater risk of infection.**

Since the close of all educational institutions on January 27, 2020, pre-primary, primary and secondary education has shifted to TV education to ensure a certain level continuity of education. At tertiary level education, the focus has been on internet-based learning. Over 700,000 general education school and 420,000 pre-primary school students were affected by these restrictions caused by the COVID-19 response. School interruption also causes gaps in childcare, which puts pressures on work and life balance, especially for women, and parents when asked to facilitate the children’s learning at home and impacts for women and girls’ unpaid work.

¹ National Center for Communicable Diseases, 12 May 2020

² National Statistics Office of Mongolia, 2019

There are a number of challenges with the e-learning. Firstly, there are many students who have limited or no access to TV and internet. Secondly, the quality and quantity of TV education have been optimal. Thirdly, in the beginning, some of the essential subjects such as health education had been removed from the TV education programme entirely. Fourthly, many schools started utilizing open-source online platforms to ensure a certain level of continuity of education. However, the absence of an integrated e-architecture, including platform, poses major challenge on accessibility, availability and quality of basic education services. Finally, poor e-literacy of teachers and unfamiliarity with e-education programme delivery negatively impacted TV class participation rates among those who have access to TV from 86% to 50% within between February and March, 2020. It is also important to realize that there are already pre-COVID challenges in the education system, especially with regard to the quality of learning at the primary and secondary level. The MICS6 (SISS) data from 2018 showed that only 52 percent of children age 7-14 acquired fundamental mathematical skills and 62 percent acquired fundamental reading skills³. Net attendance at secondary school is higher by 5% among girls than among boys, among urban children than rural (97% and 89% respectively) and among the wealthiest quintile as opposed to the poorest (99.2% and 75.5% respectively) (MICS, 2010). Furthermore, evidence from past emergencies in Mongolia and elsewhere show that when children's education is disrupted, it often results in an increased number of children dropping out of school. Boys, out-of-school children, vulnerable children and minorities and children of herders are underserved in the Mongolian education sector, both with regard to access and quality of education. The percentage of out-of-school children is higher in rural areas (1.4% in urban and 2.4% in rural). Two thirds of out of school children are boys indicating a reverse gender gap (NSO, UNFPA, and UNICEF, 2013). 70% of out-of-school children were children from rural families in 2013/2014. Given an already high inequality in access to quality education, the COVID-19 pandemic further increases disparities between rural and urban areas, low-income and high-income households. Over, 6,000 (girls 2,948; boys 3,052) general education school students with disabilities are affected with restriction. Students with disabilities present significant setbacks in understanding the TV classes that have been broadcast in Mongolia. Sign language is often missing from the classes, and no alternatives are provided to those to 1,638 (girls 868; boys 770) students with visual impairment.

With limited access to education, information, facilities and services they need, and with fewer safeguards, including limitations of reduced access to sexuality education, information and services, lack of options and lack of skills to negotiate their rights - leaves young people vulnerable to early pregnancy, sexually transmitted infections (STIs) and psychological distress, trauma and gender based violence. In the first three months of 2020, reported cases of domestic violence was increased by 62% and the incidence of STI rise by 42% when compared to the same period of 2019.

On 18 March 2020, the Government of Mongolia adopted the COVID-19 Preparedness and Response Plan (CPRP), which provides the national response framework for all stakeholders in the delivery of an effective, timely and coordinated response to COVID-19. It aims to prevent COVID-19 disease and respond to it in a highly organized manner at a national level to mitigate risks and to overcome it with minimal losses. The CPRP objectives include: i) to provide effective responses to COVID-19 epidemic; ii) to prevent COVID-19 pandemic, limit community transmission, prevent social disruption and minimize social and economic impact; iii) to ensure community engagement, responsibility in COVID-19 pandemic response; iv) to develop, revise and amend relevant laws and regulations. The CPRP implementation is being led by the State Emergency Commission (SEC), chaired by the Deputy Prime Minister (DPM). The Parliament is also planning to adopt a one-time special Law on the COVID-19 pandemic to reinforce preventive and preparedness measures by filling in the existing legislative and regulatory gaps and providing additional authorities to specific institutions to tackle the emergency. While policy and legislative frameworks have been put in place, with a high risk of community transmission in Mongolia, health and education institutions need further support and strengthened implementation capacity to provide an immediate response to the COVID-19 pandemic.

II. Solutions proposed

The proposal aims at supporting the Government of Mongolia to implement the National COVID-19 Preparedness and Response Plan by focusing on critical education and health services, which are defined as basic human rights. The programme will support immediate health response and education sector interventions to tackle the COVID-19 emergency. This includes strengthening capacity of the Ministry of Health in preventing community outbreak and close critical gaps pertaining to the acquisition of essential laboratory equipment, supplies and PPE. The proposed project will also assist the Ministry of Education, Culture, Science and Sports (MECSS) to ensure continuity and accessibility of

³ National Statistics Office of Mongolia, 2018

quality basic education services for children, adolescences, and youth, including those with disabilities and from ethnic minorities, which were interrupted by COVID-19. **The proposal will make a concerted effort to ensure gender-mainstreaming dimension to fully integrate gender equality considerations in the implementation of the core activities of the project.**

There are substantial challenges both in Mongolia's health and education sectors. Since 2016, government health and education spending have remained consistently low, fluctuating between 10-12% of total government spending, or 3-4% of GDP, which is significantly lower than in most middle-income countries. Most of the public spending is on recurrent expenditures, with the wage bill as the fastest growing and largest component. Poor sector planning that is not based on clear medium-and long-term strategies affects the quality and efficiency of investments and recurrent expenditures in both sectors.

The bulk of health services are provided at three types of facilities (primary, secondary and tertiary) and over two administrative divisions (the capital and the provinces or the aimags). This hospital-oriented system inherited from the socialist period has hindered improving the efficiency of the health system. Service delivery is challenging given the extremely low population density in a vast country. The health system needs to be able to adapt to the changing needs of the population as NCDs become more pervasive and more problematic. Risk assessments are carried out when outbreaks occurred, but there is no comprehensive systematic disease surveillance system. Laboratory capacities are weak in both human and animal health domains. Evidence-based decision making and response, and utilization of risk assessment findings needs to be further improved.

In the context of the current COVID-19 outbreak, the global containment strategy includes the rapid identification of laboratory-confirmed cases and their isolation and management either in a medical facility or at home. According to WHO recommendations, countries need to prepare for large-scale community transmission during which surge capacity for laboratory testing must be essential. National influenza laboratory is the main laboratory designated for COVID-19 and it has been working 24/7 with over 7,583 cumulative laboratory tests performed for COVID-19 since January 2020. Laboratory testing capacity has extended into 3 regional provincial laboratories. Daily national testing capacity is 600 tests a day. Ministry of Health is planning to expand laboratory testing capacity with GeneXpert 17 machines available via national TB Programme. To increase the testing capacity beyond the existing testing by RT-PCR technique only at the national level, the testing by GeneXpert can be done at the sub-national level and results can be obtained for a much shorter timeframe. Currently, some provinces have a GeneXpert machine for tuberculosis testing. Therefore, provision of GeneXpert for remaining provinces and city-districts would increase testing capacity enabling access to be tested at the sub-national level. Therefore, the proposed programme is to provide GeneXpert® machines with cartridges test kits along with the PPEs and some essential equipment for the remaining 4 provinces and front-line worker in the hotspot.

Closure of all educational facilities including schools and kindergartens due to COVID-19 affected more than 900,000 children aged under 18 years old. To ensure the continuity of learning, MECSS opted for TV as a main modality to deliver educational service. However, effectiveness of TV lessons is still questionable and more importantly, accessibility of these lessons to many children from disadvantaged groups such as herder children in remote areas, children from poor families who have no or limited access to TV, and children with disabilities and ethnic minorities has become concerning issue.

Thus, the current situation reinforces the need and calls for immediate action to plan and implement short and long-term solutions to strengthen inclusive, equitable delivery of educational services to all children and youth including the disadvantaged ones during COVID-19 crisis and beyond. Distance and/or online learning is relatively new experience for the country, particularly for pre-primary to upper secondary education level. There is not well-developed technological infrastructure that can support online learning system. There is also lack of human capacity experienced with online learning as well as lack of well-developed educational content, methodology and the relevant assessment mechanism. The existing education policy environment and regulatory framework does not refer to e-learning.

The proposed initiative will respond to the critical issues that need to be addressed in setting up a solid e-learning system for pre-primary, primary, secondary and higher education in the country. These include providing support to the very urgent and immediate learning needs, enhancing e-content development of core curriculum subjects including health education, of pre-primary, primary and secondary education, methodologies to deliver these contents and relevant assessments as well as setting up of system infrastructure either building on the existing one and/or develop

a completely new platform, that can be improved and enhanced over time. Delivery of e-learning will be designed (including producing offline resources to complement e-learning) to fit to the needs of, for instance, children with disabilities as well as those in remote areas and/or those with limited access to TV and online platform. Capacity of teachers and parents will be enhanced in term of working with e-learning platform. Finally, the foundation for inclusion of e-learning in the legal and policy environment will be prepared.

The proposed solution will address not only issues in the short run but also can be seen as a long-term investment for education sector and get it better prepared for any future crisis situations. Establishment of e-learning platform, particularly for pre-primary, primary and secondary education, has been integrated into Education Sector Contingency Plan, which was developed and approved by MECSS as part of COVID 19 response. In addition, the need to set up such platform and relevant key actions were also identified as one of the key priorities in the Education sector medium term development plan (2021-2030). This demonstrates the importance of current initiative as well as government commitment and ownership, which is critical for vision and sustainability of the project in the long run. It will also contribute to achievement of the national goals and targets set in the draft Mongolia's 2050 Vision document, which envisages to establish an open education system, develop an integrated online and distance learning platform, and introduce online training at the educational institutions of all levels. This also includes development and delivery of online learning programs and contents (Massive open online courses and Open educational resources) for learners and citizens of all ages.

As for the implementation, UN organizations will closely work with both public organizations and private companies. The initiative will be implemented in close collaboration with MECSS, particularly the Education Information and Technology Center, which is a newly established entity by the government. The center is responsible for data management in the education sector and has the technical experts who can provide support for the management and maintenance of e-learning platform. The initiative will also build on experiences and expertise available at national universities, which has previous experiences in developing and using online platform. Furthermore, the project will seek active collaboration with the telecommunications private sector that has offered its support to the government as well as NGOs. While the partnership with private sector will help technological advancement of the e-learning system, the collaboration with NGOs will be focused on making the content more user friendly, specifically to those with special needs. The initiative will contribute to strengthening legal framework and regulation around e-learning platform in order to create sustainable policy and financial environment for e-learning. Also, through this initiative, government officials as well as teacher's capacity on content development and ICT use will be enhanced.

Finally, the proposal will contribute towards implementation of the country's commitment to 2030 Agenda for Sustainable Development and its key principle 'leave no one behind' that recognizes boys and girls, men and women should benefit equally from development. It will also contribute towards implementation of the education sector medium term plan (2021-2030) that incorporates gender-sensitive, gender-disaggregated data; analysis of barriers to girls' education and gender-focused strategies. The proposed solutions in education sector will help reduce the existing disproportionate burden on women related to child and social care due to school closure. Special attention will be given to access to knowledge and education on sexual reproductive health.

III. What is the specific need/problem the intervention seeks to address?

The proposed programme will address immediate needs of the Government of Mongolia by strengthening its capacity to suppress the COVID-19 community transmission and to maintain continuity of critical education services, including to the most vulnerable groups and ethnic minorities in remote areas. The programme interventions will be implemented throughout the following two dimensions:

1. Health Preparedness and Response

This specifically includes scaling up laboratory testing capacity along with PPE and essential hygienic equipment to prevent spread of the COVID-19 in remote aimags. Mongolia has conducted so far 7,583 laboratory tests for COVID-19 as of 23 April 2020. If localized community transmission occurs, the number of tests to be conducted will surge. To rapidly detect transmission of COVID-19 at the local level, diagnostic capacity at the local level need to be strengthened. Currently, 17 out of 21 provinces have the diagnostic capacity to detect COVID-19.

In the next 8 weeks, the total national estimated needs including hygiene, personal protective equipment, diagnostics, drugs, biomedical equipment are USD \$45 million based on the assumption that the doubling time is 6,4 days and critical attack rate is 1%. In this scenario, a total test required will be 142000 rtRT-PCR, of which 19392 tests for severe

and critically ill patients.

The government of Mongolia is reallocating MNT 17 billion for provision of essential medical equipment and for disinfection and decontamination, and additional MNT 20.6 billion is to be allocated. However, the total required funding for the necessary medical and protective equipment in the near future is MNT 159 billion.

To meet laboratory testing surge during localized and widespread community outbreak, the Government has requested the United Nations to assist in the procurement of 1760 COVID-19 test kits. To supplement the existing testing by RT-PCR technique which is available only at the national level, the testing by GeneXpert can be done at the sub-national level. Consequently, the results can be obtained for a much shorter timeframe at the local level. Therefore, the provision of GeneXpert machines with its cartridges, PPEs and some essential hygienic equipment for remaining provinces and UB city-district would increase testing capacity at the sub-national level.

2. Maintenance of Critical Education Services

In the academic year of 2019-2020, children's instructional time at school was cut in half. Primary education planned to have 160 days, and basic and higher education planned to have 165 days of classrooms learning in Mongolia. However, due to COVID-19 the Government of Mongolia closed all kindergartens, school and other education facilities since 27 January. Therefore, school children only attended 85 days (51-53 per cent) of classroom education. The school closure will continue for the rest of the school year. The government aims to reopen the school facilities on 1 September for the new school year. However, considering that the country continues to be at very high risk of a COVID-outbreak, there is a high risk that the schools will not be able to reopen or will be closed again during the new school year.

As a temporary solution, Mongolia put in place TV-based educational programmes on 18 national channels as a means of helping children continue their education since early February. Teachers deliver the lessons in 20 to 25-minute blocks that run from Monday to Friday from the morning to mid-afternoon. They cover all levels from pre-primary through to secondary and include sign language. However, the effectiveness is an issue. According to MECSS while attendance rate for TV education was more than 85% in the initial month, it started to show a decline by almost 50 percent from the second month. There is a high chance that a large proportion of children who are not attending TV lesson are those from the most vulnerable households. UN is undertaking a rapid evaluation to investigate further the effectiveness of the TV-based programme and results should be available mid-July.

It recognized by government and partners all children have seriously fallen behind in learning goals that somehow will need to be compensated in the upcoming school year. The most vulnerable children are the most likely to fall behind. They are:

- Children whose caregiver is not providing support to the child (e.g. children left home alone, caregiver is home but has not time/capacity/willingness to support the child);
- Children from very poor families that do not have TV;
- Children from ethnic minorities due to language barriers;
- Children from herder families who instead of learning spent their time helping the parents with the livestock;
- Especially in herder families, boys may have fallen behind more than girls because they tend to spend more time with the livestock compared to the girls who spend more time on indoor chores and thus in theory have better access to TV. Generally speaking, parents prioritize their daughters for education.
- Children and adolescents with disabilities have limited access to TV lessons and the TV lessons may not be adapted to their learning

Despite the clear and pressing need for effective health education programme, including comprehensive sexuality education (CSE) during the pandemic, it remained unavailable for the students in the first period of quarantine. There were many reasons for this including misunderstanding about the nature, purpose and effects of sexuality education and funding limitations, etc. As a result of continuous advocacy, UN supported development of health education subject including CSE tele-session and started delivering it through TV channels. In terms of the coverage, 75% (girls - 82,966; boys-83,300) of children in provinces, 86% (girls -72,310; boys-73,477) of children in Ulaanbaatar City were reached through these health education tele-classes. Remaining 25% who have not been able to receive health education are the most vulnerable, marginalized youth including the children of herder families, adolescent and young people with disabilities, and children living in remote areas who have limited access to technology. Additionally, the need for mental health services and counselling is paramount, as many young people are facing high levels of anxiety

and stress due to school closures.

COVID-19 also severely affected higher education institutions in Mongolia, with students struggling to access online platforms offered. While there is a solid base of digital educational resources, the pandemic has made new demands on the higher education system and institutions in Mongolia, which include developing innovative curricula, study programmes and alternative learning pathways, and gender- and disability-inclusive routes to higher learning and scientific research, all facilitated by online, distance, open education, blended learning delivery models and short skills-based courses such as Massive Online Open Courses (MOOCs) and Open Education Resources (OERs). The key opportunity for content generators at universities in Mongolia is to improve quality and inclusion in higher education provision, which is able to trickle down to other education levels through formation of competent professionals (including teachers, ICT developers, etc).

The proposed programme will aim to address five key barriers:

Health

Lack of preparedness and laboratory capacity outside of the capital city to diagnose COVID-19

Mongolia is the second largest landlocked country in the world, with an average population density of 1.9 persons per square kilometre. About half of the population resides in the capital city whereas the other half is distributed across the vast country. To date nearly all COVID-10 diagnostics capacity and preparedness measures are concentrated in Ulaanbaatar. Lack of laboratory testing equipment and personal protective equipment, leaves the remote provinces very vulnerable to a possible outbreak, especially considering the long and permeable borders with China and Russia. It is thus very urgent to build preparedness and diagnostics capacity in the provinces so that possible cases can be reliably tested at the local level.

Education

Insufficient learning materials available for children to catch up during the summer

Many children have fallen behind in learning because of the prolonged kindergarten and school closures. The MECSS is planning for children the study during the summer for which the necessary learning materials need to be produced and disseminated with great urgency. However, the necessary funding to do so is not available since the MECSS did not anticipate these costs in its 2020 budget.

Low quality of learning content, methodology and assessment

Distance learning is a new experience for Mongolia. The content in the current TV-based programme was developed rapidly for the crisis as a stop gap measure. Given the protracted nature of the crisis, the current content is of limited quality and diversity. More child friendly content is needed to accompany TV-based learning. Most importantly, the current TV-based approach is not interactive; children cannot communicate with their teachers, classmates or other education staff through TV-based learning channels. As this format of education delivery is very new to all involved, support to create and deliver the health education is required. Teachers of pre-school and secondary education are not prepared for e-learning and they need ICT trainings to prepare and deliver content through distance learning channels, including online and offline learning methods. Teachers also need guidance and training on how to conduct assessments, both formative and summative, of children's learning through distance modalities. Parents have a crucial role in educating their young children through e-learning and parents don't receive guidance on how to support their children with e-learning. That is why parents need capacity building in ICT and e-learning. More research is also needed on the most suitable e-learning approaches that can be provided via the e-learning platform. Therefore, there is a need to do a study how we can deliver the content of critical education service in creative methodology to reach vulnerable children such as children without internet and TV access, with special needs, from herders' families, ethnic minorities. While there is a solid base of digital educational resources, the pandemic has made new demands on the higher education system and institutions in Mongolia, which include developing innovative curricula, study programmes and alternative learning pathways, and gender- and disability-inclusive routes to higher learning and scientific research.

Lack of e-learning platform, systems and technology

Mongolia does not have a nationwide comprehensive online learning platform that covers pre-primary to higher education level. MECSS made the TV lesson contents available on a website (<https://econtent.edu.mn/>) so that those who missed to watch on TV can access this platform to learn. However, as this is an online resource of educational

content, it cannot serve the purpose of interactive online platform that promotes students' self-learning. The other existing system or infrastructure such as Education Management Information System (EMIS) is not developed to accommodate online education. Mongolia counts on a solid base of digital higher educational resources, but the current situation requires it to be further strengthened to make it more accessible and inclusive. A feasibility study on available sources of e-learning in terms of system and data, and technical solutions to reach the most vulnerable group of children will guide us to a solution of e-learning platform and ICT tools. Capacity building of teachers, parents and content developers in ICT will need to be strengthened to enable the delivery of e-learning.

The absence of an enabling policy and regulatory framework

Mongolia does not have a policy and regulation to support online learning. It is the first time that MECSS organized TV lessons for a longer period of time. In series of consultative discussions on COVID 19 response, MECSS repeatedly emphasized the need for education sector to be ready for whole academic year to run online learning in any situation. Education Sector Mid-Term Development Plan 2021- 2030, which is currently under finalization, envisions the continues development of the human being from birth throughout life. Development of a, distance, education system with flexible learning pathways that ensures the education quality and relevance at all level with shared responsibility, sustainable governance and management is one of the key priorities of ESMTDP 2021-2030. The proposed programme, thus, fully aligns with the current need and education sector vision in the next decade.

IV. How does this collaborative programme solve the challenge? Please describe your theory of change.

The overarching theory change for this programme envisions that the Government of Mongolia will be able to tackle effectively the COVID-19 emergency, *if* it will have strengthened capacity to suppress community transmission and optimize life-saving actions; and *if* it will improve provision of critical education services to avoid a further deepening of inequalities in access to education by boys and girls, men and women, and combat the dangers of creating a lost generation of children and young people. Human rights, gender equality and focus on inclusion will be the guiding principles of the programme interventions across health and education dimensions by ensuring availability of laboratory testing and education services in rural areas and focusing on the most vulnerable groups, such as children with disabilities, ethnic minorities and people living in remote areas, thereby, contributing to implementation of the country's international human rights and gender equality commitments in the area of education and health. Particularly, the proposed project will help retain the limited gains made by country on gender equality and exacerbate the feminization of unpaid care work, vulnerability to violence, and women's equal participation in the labour force. In addition, ensuring high quality learning process is critical to have well-educated generation for better recovery and achievement of the Sustainable Development Goals.

Addressing critical gaps related to the procurement of essential laboratory equipment, supplies and personal protective equipment will help the national health system to be better prepared and be ready for suppressing wide-spread community transmission, given the increased trend of incoming Mongolian nationals and high likelihood of pre-symptomatic and asymptomatic cases of COVID-19. While the proposed programme focuses on the immediate health priorities for the Government of Mongolia, it will closely coordinate with the ongoing and planned activities for responding to COVID-19 including risk communication, strengthening response capacity, enhancing a coordinated multi-sectoral approach, and equipping and enhancing hospitals in aimag centers to meet the surge of expected patients and enhance the quality of patient care. Given that women account for majority of health and social care workers, who are more exposed to COVID-19, the proposed project will target its interventions accordingly and ensure women's participation and leadership in health response plan.

The programme will support the government's immediate needs to maintain critical education services by building e-learning system that is resilient and inclusive and can provide business continuity in education for the future. Strengthening e-learning (quality and accessibility) will allow government to optimize education of children and adolescents, including distanced ones such as those with disabilities, from ethnic minorities and in remote areas, during the COVID-19 crisis and beyond when facilities are closed. While it should be noted that e-learning cannot fully replace traditional classroom-based education for multiple reasons, the current experience proves that well-developed inclusive e-learning system can make a very significant contribution to education, particularly ensuring continuity of learning. The proposed initiative will respond to the fundamental and/or critical issues that need to be addressed in setting up a solid e-learning system for pre-primary, primary, secondary and higher education in the country. These include strengthening legal and policy environment, which is basically non-existent at present,

enhancing e-content development of core curriculum subjects including health education, methodologies to deliver these contents and relevant assessments as well as setting up of system infrastructure either building on the existing one and/or develop a completely new platform. **The proposed project aims to address the existing gender inequalities and regional disparities in access to on-line learning opportunities by girls and boys in rural areas.**

To commence the initiative, the needs assessment and feasibility studies will be conducted to clearly define priority areas in need and options in terms of e-content development, methodology assessment as well as technology that can support this. Also, assessment of international best practices and lessons learned on e-learning will be carried, the outcome of which will help further enhance better implementation of proposed activities.

Integration of e-learning in education policy and regulatory framework will cover all levels of education. **Gender mainstreaming, gender transformative and gender sensitive language will be incorporated in revised ICT policies and ICT Masters plans.** To support the establishment and operationalization of the e-learning system, policy, regulations and /or specific guidelines will be developed, focusing on content development including methodologies and assessment and, e-learning systems. building and its maintenance etc. Technical support will be provided to MECSS in development of these policies/regulations as well as enhancing capacity in this regard.

Considering already existing solid educational resources available at higher education level, e-content development will prioritize the core subjects, including health education, of pre-primary through to secondary education, which will be selected based on consultation with MECSS. Content development will consider the diverse needs of marginalized groups. Methodology and delivery mode will be differentiated depending on the target groups such as children from herder families in the remote areas or those with disabilities. In order to ensure quality and relevance of the content and methodology, UN agencies will closely work with MECSS and other relevant government agencies as well as local CSO/NGOs who work for or with persons with disabilities. Guidance for teacher and parents will also be developed and relevant capacity building activities such ICT will be organized to help teachers prepare and deliver content through distance learning channels, including online and offline learning methods and parents enhance their knowledge on home-based learning. **It is expected that education resources and materials developed within the project, will consider interests, needs and priorities of both women and men, boys and girls, recognizing the diversity of different vulnerable groups such as persons with disabilities, ethnic minorities, etc.**

System and technology to support e-learning could be developed either by building on the existing platform or by setting a completely new one, which will be determined through the comprehensive feasibility study that will look at possible best options available both locally and outside. It should be able to serve the diverse needs of disadvantaged group of children and adolescence. The platform will be established under the leadership and ownership of MECSS, particularly the Education Information and Technology Center. However, public-private partnership will be explored to enhance the effectiveness, efficiency and suitability of this platform.

Outcome 1.1: Mongolia has strengthened its capacity to suppress transmission and maintain essential services during the ongoing COVID-19 crisis

The project aims to strengthen both health and education services, whereby the first output focuses on very urgent procurement of essential equipment and supplies for the health sector, and the other outputs focus on the education services in terms of very urgent (output 1.1.2) and urgent (output 1.1.3, 1.1.4 and 1.1.5) needs.

Output 1.1.1: Immediate support for health preparedness, including personal protective equipment (PPE), emergency hygienic and laboratory testing equipment and supplies

According to the seventh multisectoral RRA, the control capacity for COVID-19 is insufficient and community transmission is “High” in Mongolia. As of today, COVID-19 diagnostics capacity to detect COVID-19 is in 17 provinces out of a total of 21 provinces. That leaves the remote provinces very vulnerable to a possible outbreak, especially considering the long and permeable borders with China and Russia. It is thus very urgent to build the diagnostics capacity in the provinces so that possible cases can be reliably tested at the local level. To increase testing capacity at local level a further 4 GeneXpert® machines are needed in the remaining 4 provinces.

Indicative activities:

- 1.1 Procurement of GeneXpert® machines and its cartridges test kits SARS-COV-2 virus detection....
- 1.2 Procurement of PPEs and essential hygienic equipment

Output 1.1.2: Immediate support for additional contents and distribution across the country using currently available methodologies and distribution channels to be used during the summer.

Children have significantly fallen behind their learning goals for the school year 2019-2020. Therefore, the Minister of Education has decided that additional contents need to be produced and distributed with great urgency so that children can learn during the summer holiday to catch up as much as possible. During a meeting between the Minister of Education, the UNRC and the UNICEF Representative dated 22 April to discuss the proposal, the Minister requested financial and technical assistance from the UN to this effect. In addition to funding requested from the MPTF, UNICEF will be providing USD 50,000 from other resources to co-finance this output. Extra effort will be made to make the contents accessible to children with special needs, ethnic minorities, and children with no access to TV.

Indicative activities

- 2.1 Produce additional contents for priority topics using existing methodologies
- 2.2 Adjust existing and additional contents to make it (better) accessible to children with special needs and ethnic minorities
- 2.3 Distribute offline (hardcopy) contents to those without access to TV

Output 1.1.3: High quality methodologies, gender sensitive contents and assessments for e-learning for all children, including those with special needs, is in place

This output will deliver learning materials for quarter 1 and 2 of the school year 2020-2021. It will include high quality contents, methodologies and assessment for pre-primary, primary and secondary education where the needs are the greatest. It will take a comprehensive approach to the online learning experience for both students, teachers and parents (and other care givers)

Indicative activities

- 3.1 Pre-primary and primary level: develop e-learning methodologies, gender sensitive contents and assessment, train content developers and teachers, and develop and disseminate offline learning contents for children with no access to e-learning
- 3.2 Secondary level: develop e-learning methodologies, gender sensitive contents and assessment, train content developers and teachers, and develop and disseminate offline learning contents for children with no access to e-learning
- 3.3 Health education: develop specific e-learning methodology, contents and assessment, train content developers and teachers, and develop and disseminate offline learning contents for children with no access to e-learning

Output 1.1.4: Essential e-learning systems and technologies are supporting the delivery and access to the core-curriculum to all end-users

This output will focus on e-learning systems to support pre-primary, primary and secondary education. To the extent relevant, the system to be developed should also provide potential for higher education to be included. It will build on experiences and expertise available at national universities and will also engage the ICT private sector with gender equality dimension. Important will be to ensure the systems and technologies will also be accessible to students with special needs, ethnic minorities, and children with no access to TV/internet. This will thus also include ensuring a smooth transition and interaction between e-learning and offline learning. GIZ is supporting universities with strengthening their online learning systems and the project will thus seek collaboration and coordination with GIZ and involved universities. Furthermore, the project will seek active collaboration with the telecommunications private sector that has offered its support to the government.

Indicative activities:

- 4.1 Feasibility study to identify platform(s), technology needs and costing options
- 4.2 Develop/upgrade e-learning platform(s) subject to recommendations from feasibility study
- 4.3 Teacher training on the use the e-learning platform

Output 1.1.5: The foundation for integration of E-learning in Mongolia's education policy and regulatory framework has been prepared

The project proponents recognize that considering the short duration of the project and the elections scheduled for June 2020, it may not be feasible to get new policy and legislation approved. However, for the sustainability of e-learning in Mongolia and the investments made on this topic by this project, it is essential to start with the process. Therefore, this output will deliver the preparatory work e-learning related policy and regulatory framework. The UN is committed to continue supporting the government with this policy process with gender mainstreaming dimension

beyond the duration of the project.

Indicative activities:

- 5.1 Review Mongolia's existing education policies and regulatory framework against its the emerging e-learning practices, identifying gaps, issues and possible solutions
- 5.2 Summarize e-learning related policies and regulatory frameworks from other countries, best practices and lessons learned, and recommend options for Mongolia
- 5.3 Provide technical assistance to develop/adjust policies and regulations on e-learning

6 Documentation

The proposed programme was developed based on information provided in the [NSO Analysis on COVID-19 Economic Impact](#) and WHO Rapid Risk Assessments. In addition, the UN agencies have been conducting the following studies on COVID-19 socio-economic impact in the country with focus on specific vulnerable groups:

- **UNDP:**
 - A socio-economic impact assessment of the COVID-19 pandemic on vulnerable groups and value chains
- **UNICEF:**
 - A rapid social impact assessment on social and protection services for children and families during school closure due to prevention from the COVID- 19 outbreak
 - Assessment of the effectiveness of the distance education (TV lessons)
 - Weekly monitoring of the child protection related indicators
 - Planned MICS Plus a Social Indicator Sample Survey to assess the children deprivations as an effect of COVID-19
- **UNFPA:**
 - A small-scale gender-based violence study of the attendants to One Stop Service (Crisis) Centers/shelters to verify increase of GBV during the COVID-19 pandemic.
 - "Survey on the Impact of COVID-19 Pandemic and Response on Gender-Based Violence"
 - On-site COVID-19 Preparedness Assessment of the maternity services of the National Center for Maternal and Child Health, the maternity ward of the National Center for Communicable Diseases, maternity homes in Ulaanbaatar city, and selected outpatient clinics and family health centers in Ulaanbaatar, particularly the Bayanzurkh district, and the provinces of Bayan-Ulgii, Umnogovi, Dornogovi, and Selenge
- **FAO:**
 - A rapid assessment of the COVID-19 impact on food and agriculture among rural herder and farmer households in Mongolia.
- **IOM:**
 - Adding COVID-19 specific modules to its surveys on internal migration and employment and on vulnerability of migrants in Ulaanbaatar as well as in the Knowledge, Attitudes and Practices (KAP) survey.
- **ILO:**
 - Planned study on social protection response measures to COVID-19
- **UNIDO:**
 - Global survey on COVID 19: Impact on Manufacturing Firms/industry MSMEs

The attached National COVID-19 Preparedness and Response Plan and Strategy adopted by the Government of Mongolia, was uploaded on the WHO partner portal. Government of Mongolia has also adopted the attached COVID-19 Education Sector Preparedness and Response Plan.



National preparedness and



MNG_Education



MNG Education

Contingency Plan_rContingency Plan_EI

7 Target population

Health:

Currently, COVID-19 diagnostics capacity to detect COVID-19 is in 17 provinces out of a total of 21 provinces. To increase testing capacity at local level a further 4 GeneXpert® machines are needed in the remaining 4 provinces. By increasing testing capacity for these provinces, 105,803 residents, out of which more than 50,000 residents are women, will immediately benefit from better access to testing and obtaining diagnosis in shorter timeframe.

In Mongolia, total of 7583 laboratory tests were made as of 24 April 2020 and currently, 3603 people are discharged, and 1265 people are under observation. The first responders and frontline healthcare and other non-health sector workers are putting their lives on the line every day to help others to prevent from the disease. These of health care and non-health essential service workers on the front lines are the target group to be benefitted from the PPE supply

Education:

	Number of boys and girls
Public kindergarten (3-5 years old)	Total -205,045 Girls - 100,531
Public primary education	Total - 318, 649 Girls - 155,609
Public secondary education	Total - 274,789 Girls - 141,204
Children from herder families	114,198 Girls -69,660
Children with disabilities	7,129 Girls-2,948
Ethnic children	Total - 23,821 children Girls - 11, 992 girls

8 Who will deliver this solution?

WHO Mongolia will implement the health component of the project. WHO will deliver the proposed solutions as WHO Mongolia has capacities and experiences for procuring GeneXpert machines and testing kits TB programme in the past. Also, the WHO’s pipeline for PPEs can be used for PPE procurement as well. These will be handed over to the Government of Mongolia immediately.

UNICEF Mongolia will coordinate the implementation of the education component of the project with **gender equality lens**, and will focus on supporting the very urgent needs for learning during the summer; development of high quality e-learning contents, methodologies and assessments for the school year 2020-2021; and developing systems and technology for e-learning. UNICEF Mongolia’s ongoing education programme (2017 – 2021; USD 9.7 million) is covering a broad range of topics all relevant to the current proposal. In total, UNICEF Mongolia has 45 team members. Members that will be directly involved include: Education Specialist, ECD Officer, ECD consultant, Adolescents’ Specialist, ICT Officer, Digital Communications Associate, HACT Senior Programme associate, budget officer, finance associate, M&E Officer, Programme Associate and the Operations Manager. The Deputy Representative will oversee the implementation on a day to day basis which will be led by the education specialist. The Representative will engage with Government and the private sector at the highest level to discuss and agree on strategic issues. UNICEF Mongolia will be supported by its technical experts from its regional office and headquarters.

UNESCO will mobilize international and national coalition of institutional partners to implement this e-learning initiative with **gender equality dimension** within the framework of the education sector medium term development Plan (ESMTDP) (2021-2030) to harness the potential of ICT to ensure equitable and inclusive lifelong learning opportunities for all. UNESCO will build capacity of MECSS and Universities in ICT in education policy and regulatory review and development. The support will build on-going work in ICTs Standards for teacher competencies, e-education management and information system and promote integration of e-learning in education policy and regulatory framework will cover all levels (pre-primary-higher education) in Mongolia. The project will support the establishment and operationalization of the e-learning system, policy, regulations and /or specific guidelines will be developed, focusing on content development including methodologies and assessment and, e-learning systems. UNESCO and UN partners will work with MECSS and national institutional partners to establish coherent goals for ICT integration in education and then facilitates the formulation of appropriate policies and master plans with **a gender mainstreaming lens** to advance these goals and create enabling environments. The existing UNESCO ICT in education policy guidelines will guide the process of creating, planning and evaluating inter-sectoral or sector-wide ICT in education policies and programmes. UNESCO will draw on its internal expertise in ICT in Education in developing ICT

in education policies and Master plan in its Member States. The implementation of the project will be technically supported by UNESCO Beijing, ICT in Education Section in the UNESCO Regional Bureau in Bangkok, Mongolia National Commission for UNESCO and UNESCO HQ, will support project implementation in Mongolia. UNESCO Beijing has 38 team members. UNESCO Beijing team members to be directly involved include: Education Programme Specialist – who will be Team Lead, Health Education Officer, Education Programme Assistant, Education consultants, IT Support, Administrative Officer, Administrative associates. The Director will engage with government private sector and civil society counterparts, The Mongolian National Commission for UNESCO will be engaged, with its additional team, including Education specialists; as well as expert staff from UNESCO's International Institute for Education Policy, Education Sector at HQ in particular ICT for Education Division, and relevant staff from UNESCO's Category 2 Centers in Education.

UNFPA will support the Government of Mongolia to implement CSE through e-learning. UNFPA in Mongolia and UNESCO have jointly launched the International Technical Guidance on Sexuality Education (ITGSE) in Mongolian language, along with UNICEF, and WHO and the MECSS in 2019. The ITGSE was created to support government and relevant organizations to develop and implement school-based and out-of-school CSE programs. This launch of the ITGSE in Mongolian language further supported to widely promote CSE, spur action amongst key stakeholders, and strengthen and scale up the existing CSE programme in Mongolia, as well as informing a strategy on out of school CSE. The UNFPA in collaboration with its Implementing Partners such as MECSS and Institute of Professional Development of Teachers, relevant NGOs such as the associations of persons with disabilities will support the development of the health e-education curriculum. UNFPA Office of Mongolia has the capacity to deliver adolescents and youth programme (2017-2021: USD 9.3 million) that focuses health and comprehensive sexuality education in the country and employs 23 staff. UNFPA has been known as the technical data hub for CSE and health education programmes.

Cover Page

Contacts	Resident Coordinator or Focal Point in his/her Office Name: Mr. Tapan Mishra Email: tapan.mishra@one.un.org Position: UN Resident Coordinator Other Email: tapan.mishra@un.org Telephone: +976 99114867 Skype: tapan.mishra																															
Description	The programme aims to support the Government of Mongolia in tackling COVID-19 emergency by strengthening health system capacity to suppress community transmission and improving provision of critical education services to children, adolescences, and youth. It will contribute to implementation of COVID-19 Preparedness and Response Plan focusing on the most vulnerable groups, such as children with disabilities, ethnic minorities and people living in remote areas.																															
Universal Markers	<u>Gender Marker</u> : <i>(bold the selected; pls select one only)</i> a) Have gender equality and/or the empowerment of women and girls as the primary or principal objective. b) Make a significant contribution to gender equality and/or the empowerment of women and girls; c) Make a limited contribution or no contribution to gender equality and/or the empowerment of women and girls.																															
Fund Specific Markers	Human Rights Based Approach to COVID19 Response <i>(bold the selected)</i> : Yes/No Considered OHCHR guidance in proposal development UN OHCHR COVID19 Guidance Fund Windows <i>(bold the selected; pls select one only)</i> Window 1: Enable Governments and Communities to Tackle the Emergency Window 2: Reduce Social Impact and Promote Economic Response																															
Geographical Scope	Regions: Country: Mongolia																															
Recipient UN Organizations	WHO, UNICEF, UNESCO, UNFPA																															
Implementing Partners	MOH, MECSS, Universities, NGOs/CSOs (particularly those specialized in education for children with disabilities)																															
Programme and Project Cost	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Budget</th> <th style="width: 15%;">Agency</th> <th style="width: 15%;">Amount</th> <th style="width: 55%;">Comments</th> </tr> </thead> <tbody> <tr> <td>Budget Requested</td> <td>WHO</td> <td>\$500,000</td> <td>100% for Output 1, out of which 10% will be used for procurement of PPE/hygiene supplies and 90% for laboratory tests for 4 provinces</td> </tr> <tr> <td></td> <td>UNICEF</td> <td>\$275,000</td> <td>36% for Output 3 (pre-primary and primary level e-learning methodologies, content); and 64% for Output 4 (e-learning systems and technology)</td> </tr> <tr> <td></td> <td>UNESCO</td> <td>\$125,000</td> <td>60% for Output 3 (secondary level e-learning methodologies, content) and 40% for Output 5 (e-learning policy)</td> </tr> <tr> <td></td> <td>UNFPA</td> <td>\$100,000</td> <td>50% for Output 2 (adjustment of existing programmes); and 50% for Output 3 (health education e-learning methodologies, content)</td> </tr> <tr> <td>In-kind Contributions</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td>\$1,000,000</td> <td></td> </tr> </tbody> </table>	Budget	Agency	Amount	Comments	Budget Requested	WHO	\$500,000	100% for Output 1, out of which 10% will be used for procurement of PPE/hygiene supplies and 90% for laboratory tests for 4 provinces		UNICEF	\$275,000	36% for Output 3 (pre-primary and primary level e-learning methodologies, content); and 64% for Output 4 (e-learning systems and technology)		UNESCO	\$125,000	60% for Output 3 (secondary level e-learning methodologies, content) and 40% for Output 5 (e-learning policy)		UNFPA	\$100,000	50% for Output 2 (adjustment of existing programmes); and 50% for Output 3 (health education e-learning methodologies, content)	In-kind Contributions				Total		\$1,000,000				
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Total		\$1,000,000																														
Comments																																
Programme Duration	Start Date: May 2020																															
	Duration (In months): 6.5 months																															
	End Date: 31 December 2020																															

Results Framework

Window 1: Proposal Outcome					Outcome Total Budget USD
	1.1 Mongolia has strengthened its capacity to suppress transmission and maintain essential services during the ongoing COVID-19 crisis				1,000,000 USD
		Baseline	Target	Means of verification	Responsible Org and Budget
Outcome Indicator [Max 2500 characters]	1.1a Percentage of population and front-line workers benefited from the supply of emergency medical equipment, laboratory tests and PPE, disaggregated by sex and age	17 provinces out of 21 has equipment	All provinces will be equipped by the medical equipment and laboratory tests	MOH records	WHO 500,000 USD
	1.1.b Percentage of girls and boys from disadvantaged groups benefitted from immediate support to deliver current educational programmes	0	70% girls-37,608; boys-34,715)	Education department records	UNICEF, UNFPA, UNESCO 500,000 USD
Proposal Outputs	<p>1.1.1: Immediate support for health preparedness, including personal protective equipment (PPE), emergency hygienic and laboratory testing equipment and supplies Budget: \$500,000 (or 50% of total project budget) will be used for procurement of PPE and hygiene supplies for frontline healthcare workers (10% of output budget) and Gen Xpert testing laboratory equipment for 4 provinces. Value for money will be ensured during the procurement process which will be implemented by WHO in compliance with its rules and regulations.</p> <p>1.1.2: Immediate support for additional contents and distribution across the country using currently available methodologies and distribution channels to be used during the summer. Budget: \$50,000 (5% of total project budget) will be used for consultancy provided by UNFPA to produce additional content for priority topics using existing methodologies. To ensure value for money, it is expected that UNICEF will allocate its core resources to adjust existing and additional contents to make it (better) accessible to children with special needs and ethnic minorities, and to distribute offline (hardcopy) contents to those without access to TV.</p> <p>1.1.3: High quality methodologies, contents and assessments for e-learning for all children, including those with special needs, is in place Budget: \$275,000 (or 22.5% of total budget) will be used for consultancy to develop e-learning methodologies, contents and assessment, train content developers and teachers, and develop and disseminate offline learning contents for children with no access to e-learning for pre-</p>				

	<p>primary and primary (UNICEF), secondary (UNESCO) and health (UNFPA) education. UNICEF, UNESCO and UNFPA will use their technical expertise, materials and methodologies in order to ensure value for money, and sustainability of results.</p>				
	<p>1.1.4: Essential e-learning systems and technologies are supporting the delivery and access to the core-curriculum to all end-users Budget: \$175,000 (or 17.5% of total budget) will be used for development of systems and platforms for e-learning. UNICEF plans to ensure private sector engagement to leverage technologies and possibly financial resources.</p>				
	<p>1.1.5 : The foundation for integration of E-learning in Mongolia’s education policy and regulatory framework has been prepared Budget: \$50,000 (or 5% of total budget) will be used for consultancy to provide policy advice for improvement of legislative and regulatory basis for e-learning education. To ensure quality and value for money, UNESCO will use its technical expertise, tools and methodologies, and mobilize knowledge and information resources from other countries experiences.</p>				
<p>Proposal Output Indicators</p>	<p>1.1.1 Number of designated laboratories with COVID-19 diagnostic capacities established</p>	<p>4</p>	<p>22</p>	<p>MOH records</p>	<p>WHO</p>
	<p>1.1.2 Educational materials available online</p>	<p>No</p>	<p>Yes</p>	<p>Website</p>	<p>UNICEF, UNFPA, UNESCO</p>
	<p>1.1.3 Basic platform for e- learning in place</p>	<p>No</p>	<p>Yes</p>	<p>Website</p>	<p>UNICEF</p>
	<p>1.1.4 Policy recommendations submitted to MECSS</p>	<p>No</p>	<p>Yes</p>	<p>Report</p>	<p>UNESCO</p>

SDG Targets and Indicators

Sustainable Development Goals (SDGs) [select max 3 goals]			
<input type="checkbox"/>	SDG 1 (No poverty)	<input type="checkbox"/>	SDG 9 (Industry, Innovation and Infrastructure)
<input type="checkbox"/>	SDG 2 (Zero hunger)	<input checked="" type="checkbox"/>	SDG 10 (Reduced Inequalities)
<input checked="" type="checkbox"/>	SDG 3 (Good health & well-being)	<input type="checkbox"/>	SDG 11 (Sustainable Cities & Communities)
<input checked="" type="checkbox"/>	SDG 4 (Quality education)	<input type="checkbox"/>	SDG 12 (Responsible Consumption & Production)
<input checked="" type="checkbox"/>	SDG 5 (Gender equality)	<input type="checkbox"/>	SDG 13 (Climate action)
<input type="checkbox"/>	SDG 6 (Clean water and sanitation)	<input type="checkbox"/>	SDG 14 (Life below water)
<input type="checkbox"/>	SDG 7 (Sustainable energy)	<input type="checkbox"/>	SDG 15 (Life on land)
<input type="checkbox"/>	SDG 8 (Decent work & Economic Growth)	<input type="checkbox"/>	SDG 16 (Peace, justice & strong institutions)
<input type="checkbox"/>	SDG 17 (Partnerships for the Goals)		
Relevant SDG Targets and Indicators			
Target	Indicator # and Description	Estimated % Budget allocated	
3.d Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.	3.d.1. IHR capacity and health emergency preparedness	20	
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	10	
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex	20	

primary education so that they are ready for primary education		
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	10
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	10
5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences	5.6.2 Number of countries with laws and regulations that guarantee full and equal access to women and men aged 15 years and older to sexual and reproductive health care, information and education 5.b enhance the use of enabling technology in particular information and communication technology to promote the empowerment of women.	10
10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	10.2.1 Proportion of people living below 50 per cent of median income, by sex, age and persons with disabilities	20

Risk

Event	Categories Financial Operational Organizational Political (regulatory and/or strategic)	Level 3 – Very High 2 – Medium High 1 - Low	Likelihood 6 – Expected 5 – Highly Likely 4 – Likely 3 – Moderate 2 – Low Likelihood 1- Not Likely 0 – Not Applicable	Impact 5 – Extreme 4 – Major 3 – Moderate 2 – Minor 1 – Insignificant	Mitigating Measures (List the specific mitigation measures)	Risk Owner
Risk1 Description	<i>Operational: the country is at very high risk of a COVID outbreak. Any time the government may decide that all offices must be closed. This could cause serious delays in implementation</i>	3	5	4	Agree with all key partners ASAP on a detailed workplan At the start of the project, discuss and agree on how to continue to implement the project if an outbreak does occur. Ensure all agencies have their Business Continuity Plans up to date.	All agencies
Risk 2 Description	<i>Political : elections are planned for June. Depending on the outcome this could result in a significant change in views on e-learning</i>	2	3	3	Ensure strong government ownership at technical level during the inception phase (which happens before and after the elections) so that the new leadership would be positively informed by the technical staff. Meet with the newly appointed Minister of MECSS shortly after his/her appointment to brief him/her and seek his/her support and engagement.	All agencies
Risk 3 Description	<i>Operational: procurement and delivery of medical supplies can be seriously delayed to global demand</i>	3	4	5	WHO will very closely monitor the situation and make early interventions aiming to to reduce this risks and ensuring timely delivery.	WHO

Budget by UNDG Categories

Budget Lines	Fiscal Year	Description	WHO	UNICEF	UNESCO	UNFPA	Total
		[OPTIONAL]	USD	USD	USD	USD	USD
1. Staff and other personnel	2020			10,000		10,000	20,000
2. Supplies, Commodities, Materials	2020		46,730		1,822		48,552
3. Equipment, Vehicles, and Furniture, incl. Depreciation	2020		420,560			44,000	464,560
4. Contractual services	2020			161,259	110,000	20,000	291,259
5. Travel	2020				5,000	1,000	6,000
6. Transfers and Grants to Counterparts	2020			85,750		16,258	102,008
7. General Operating and other Direct Costs	2020					2,200	2,200
Sub Total Programme Costs			467,290	257,009	116,822	93,458	934,579
8. Indirect Support Costs * 7%			32,710	17,991	8,178	6,542	65,421
Total			500,000	275,000	125,000	100,000	1,000,000

* The rate shall not exceed 7% of the total of categories 1-7, as specified in the COVID-19 Response MOU and should follow the rules and guidelines of each recipient organization. Note that Agency-incurred direct project implementation costs should be charged to the relevant budget line, in line with UNSDG guidance.

Signature Page

UN Resident Coordinator in Mongolia

Tapan MISHRA

Recipient UN Organization

UNICEF

Alex HEIKENS

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UNESCO

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