

Swiss Cooperation Office Mongolia

**External mid-term review of the
“Education for Sustainable Development” project phase 2
2019 – 2022**

Final Review Report April 2022



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ABBREVIATIONS

EEC	Education Evaluation Center
ESD	Education for Sustainable Development
FEE	Foundation for Environmental Education
GAE	General Authority for Education
GASI	General Agency for State Inspection
GTZ	Gesellschaft für Technische Zusammenarbeit (German International Cooperation)
ITCNE	Information and Training Centre for Nature and Environment
ITPD	Institute of Teachers' Professional Development
KIIs	Key Informant Interviews
MoES	Ministry of Education and Science
MoET	Ministry of Environment and Tourism
MNIER	Mongolian National Institute of Educational Research (formerly MIER)
MNUE	Mongolian National University of Education
MOU	Memorandum of Understanding
MTR	Mid Term Review
NC	National Coordinator
OECD	Organisation for Economic Co-operation and Development
OECD/DAC	OECD Development Assistance Committee
PMU	Project Management Unit
PSC	Project Steering Committee
PSEAH	Prevention of sexual exploitation, abuse and harassment.
RBM	Results-based management
SDC	Swiss Development Corporation
SDGs	Sustainable Development Goals
TACG	Technical Advisory and Coordination Team
TOR	Terms of references
UB	Ulaanbaatar city
UK	United Kingdom
WCTM	Waste Collection and Transportation Management (an SDC project)
WSA	Whole School Approach

Executive Summary

Background

The Swiss Development Corporation (SDC) has been assisting the Government of Mongolia in fundamental reforms for the development of Education for Sustainable Development (ESD) in Mongolia since 2007, and in particular through a two-phase project supporting ESD in Mongolian schools running since 2014.

This MTR has reviewed the second phase of this project (June 2019 – June 2022) which has the overall goal of promoting an environmentally, socially and economically responsible, equitable and sustainable future for the people of Mongolia through ESD. This second phase of the project is a collaboration between SDC and the Ministry of Education and Science (MoES) and Ministry of Environment and Tourism (MoET). The key implementing agencies are Mongolian National Institute for Educational Research (MNIER) and Information and Training Centre for Nature and Environment (ITCNE). It specifically aims at deepening the conceptual understanding of ESD at the central level and enhancing capacities at the provincial (aimag) and school level for its practical application.

Mid-Term Review purpose and methodology

The Mid-Term Review (MTR) was undertaken by a team of two UK based international consultants and one locally based national consultant under contract with SDC between October 2021-April 2022.

The MTR aims were to provide evidence to SDC and stakeholders as to whether the project was likely to meet its objectives, and to assess progress against the OECD/DAC evaluation criteria¹ plus cross-cutting themes of governance, gender mainstreaming and prevention of sexual exploitation and harassment. The review was designed to provide learning and recommendations for the remainder of the project term.

This mid-term review was scheduled in Autumn 2021, relatively close to the project's end date in June 2022, and, due to travel restrictions imposed by the Covid pandemic took place in two phases. The first consisted of a document review, an online survey, a series of remote interviews undertaken by two international team members and visits to schools by the national team member in September – November 2021. The second stage involved an in-country visit by the team leader with further visits to schools and face-to-face interviews with ministers, policy leads and stakeholders, plus a final validation workshop with project stakeholders in March 2022.

Findings and Recommendations

The MTR concludes that while the project is on track to meet objective 1, 'deepening conceptual understanding of ESD at central level and enhancing capacities at provincial and school level for practical application' it needs more time to create a firm foundation for objective 2, 'creating a pool of experts and staff from relevant institutions and broadening its application within the national system, ensuring necessary competencies are embedded within Mongolian education system at national policy level and among decision makers, and at local level among teachers, and local authorities'. This should be the focus of a one-year extension or transition period.

Findings show that the project has been well managed by both partners, is in line with national priorities and aspirations and there are expectations that it will be localised and taken on by all elements of the national education system. The project design, which included oversight by two separate ministries (MoES and MoET) was time consuming, but necessary

¹ Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability

and made for effective collaboration between two key areas of ESD. The model of a Technical Advisory and Coordination Group (TAGC) involving all key organisations at national level was also effective and should certainly be continued through the early phases of localisation. The local/sub TAGCs have brought together key stakeholders at aimag or provincial level which has helped support schools financially and administratively and assisted in extending key messages beyond schools to communities.

However, the impact of the Covid-19 pandemic, which led to periodic school closures and restrictions in project support, plus high turnover of key staff has inevitably delayed progress and the project is not quite at a stage when its benefits and achievements can be self-supporting and sustainable by June 2022. Therefore, the overall MTR finding and recommendation for a one year extension in the form of a transition period will need careful planning to ensure the staged hand over of training, capacity building and programme design and management to different national bodies. Attention should be given to the project structures which could or should exist beyond the project and where they should each be located.

A summary of the MTR recommendations, organised thematically, is given below:

The overarching recommendation is that the project should now move to a one year 'transition period' in which ownership of the project is intentionally transferred away from international expertise and funding and towards national organisations, bodies and individuals. This would entail securing commitments from government agencies and local authorities to provide human capacity (through embedding relevant tasks in job descriptions, policy documents and organisational mission statements) and securing funding through governmental or private sources. This transition phase should be supported by the international expert for 6 months in country, with a further six months part time remote consultation or mentoring as needed. It is further recommended that if a final evaluation is felt to be necessary, a national organisation (such as one of the universities) or a partnership between two national organisations are commissioned to carry this out.

Project Management Unit (PMU): While some of the staffing inconsistencies were unavoidable, care must be taken in the final months of the project to keep the National Coordinator on board, if at all possible, until the project ends. At this stage the project needs to prioritise and focus on activities that are essential to the future sustainability of the project, rather than trying to do everything in the remaining period. There are some lessons to be learned regarding line management of the PMU and expenditure on project outputs but going forward the team needs to prioritise those activities that will contribute to embedding the project in practice and building confidence within national teams.

Despite some hesitancy expressed at the TAGC meeting in March 2022 about ITCNE being so dominant within the Mongolian ESD field, there was strong support from sub-TAGCs and university institutions for the experience and connections they bring and they are clearly the preferred and most experienced local partner. As an NGO they will need funding to have a continued role in the project and in any legacy structures for the transition period, and for any long term role they will play.

The two ministries (MoES and MoET) should also continue to play a role, with MoES as the lead body, recommended now to work through the new General Agency for Education (GAE) rather than its former home in MNIER.

The National TAGC: The project steering group will need to formally decide on the new home for the National TAGC, and the MTR recommends the GEA. If, as suggested, this happens in the short term, additional members could be included into this group (such as representatives from health and livelihood sectors). TAGC meetings should take a practice based and practice

supporting approach to sharing knowledge and achievements during meetings. The National conference held in 2021 was a huge success, sharing experience between teachers, school managers and students and eventually the National TAGC may evolve into a conference organising committee for a biannual national conference, enabling model and newly trained schools to profile ESD achievements nationally and to network with international ESD experts and practitioners.

Meanwhile, a needs-based assessment among individual TAGC member organisations and the design of bespoke training activities based on these, is a priority for the TAGC during the transition period. Training should, where possible, include a mix of face-to-face activities (with the national expert and with other local experts), peer learning, internal mentoring and support and reduced distance mentoring for the last 6 months of the project. Other cross cutting initiatives that had been planned for this period may have to take a back seat.

Through the TAGC structure the transition project period should ensure that all school inspectors are properly equipped to assess ESD processes as part of inspection and monitoring and to take a supportive, mentoring approach. This will help ensure that ESD remains embedded in the school inspection system, and, through the broader role of General Agency for State Inspection (GASI), could make a useful contribution to supporting the implementation of ESD into all educational structures and levels. GASI appeared confident in the new approaches they have adopted and is keen to have a role in future training.

Sub-TAGCs: These should continue to be supported by ITCNE but further long term budget and administrative support will need to be identified among Local Authority spending to fund travel and mentoring work in order to upscale to other schools in the area. Their role is significant to the delivery of ESD and they need a proper home institutional home. While the MTR did not have the opportunity to discuss this with local authority representatives this appears to be the obvious choice.

Schools and the WSA: Continued monitoring of the self-assessment process in the WSA is recommended to ensure it is fit for purpose after new revisions in the self-assessment tool are made. WSA is currently being used in all model schools but there is a risk that the novelty in continual assessment will wear off if there is not funding to support school projects. It needs to become a clear area in in-service teacher trainings so that all schools can be taught to use it on an ongoing basis with additional trainers who could work under ITCNE's supervision. With Government Resolutions #403 and #407 in place all schools will be expected to comply with ESD priorities and need to know how to implement them effectively. If a focus on school projects is to remain a part of Whole School Approach (WSA) a group should also be tasked with overseeing and approving projects and assisting them in securing funding locally. This should probably reside within the sub-TAGCs or as a partnership between the sub TAGCs and ITCNE.

Teaching and Teacher Training: This will need to be overseen and supported during the transition period as they are crucial to eventual effective rollout and upscaling. In service training with opportunities for teachers to observe each other's lessons, training in the use of the Moodle and building the confidence of teaching staff to work in an applied way with large classes should be a focus of the remaining time in country during the transition period. Place-based or locally focused education around ESD goals needs to be responsive to local needs and this requires confident teaching staff who can approach curriculum outlines creatively and inspire students to become agents of sustainable development. The new GAE who will take responsibility for in-service training has an identified team in place to work with and new trainers should work alongside ITCNE to provide regional teacher support.

Mongolian National University of Education (MNUE), who provide initial pre-service teacher training, have a good existing relationship with ITCNE and two members on the TAGC. They established a sustainability committee as a result of the project and have academics for whom

ESD is a research and disciplinary focus. The pre-service Teacher Training programme is currently being reformed nationally and MNUE affirm that it will include ESD and inclusive education. They may need some additional support on pedagogical approaches, and the transition period should aim to identify through the TAGC needs assessment process how to support this. Teachers are at the front end of educational policy and need to be properly equipped to deliver confidently the kinds of programmes they are being asked to work with.

Curriculum Review: The curriculum review team have already been identified and probably need less support in their work at this stage than some of the other groups identified. They should be encouraged to use examples drawn from local practice and experience with actual exercises and lesson plans that have worked being recorded into future teaching and curriculum guides. Attention now needs to be given to modes of assessment, and the design of a light touch, flexible framework with real tasks embedded into end of year and national exams.

There are risks of overcomplicating the framework and competencies required for ESD which, in essence are simple, and depend more on the ability and confidence of the person delivering them. A greater focus needs to be on relevant pedagogical approaches, and learning from other countries may prove useful. While exposure to international examples by Mongolian experts will expand their vision for what is possible, appropriate curricula and assessment methodologies for Mongolia should be designed by the Mongolian Education Evaluation team themselves rather than adopted as off the shelf solutions from elsewhere.

Upscaling: There is a risk that ESD remains at policy level and does not feed down into practice as the project is upscaled. The support and attention that has been put into model schools will not be available at the same level when the programme is extended to additional schools. Cascading practice risks diluting it, if clear structures for support are not identified at local and national level. A regular ESD conference will help in sharing such examples on a longer-term basis and maintaining international connections beyond the transition period.

The development or strengthening of existing relationships and possible future partnerships between MNUE and ITCNE as an independent non-governmental organisation, each with considerable expertise and their own international and national networks, could help ensure the ongoing involvement of both ITCNE and other environmental NGOs. But ITCNE and other NGOs will need to be funded for ongoing involvement and this money will need to be identified. University and civil society partnerships can be powerful, independent of government and bringing research and critical thinking to practice, the encouragement of joint working between the two and their close involvement in future work is strongly recommended.

It is, as noted above, further recommended that if a final evaluation is felt to be necessary, this should be undertaken by a national group rather than an external consultant. Any further learning from the project needs to be embedded within country and used to inform policies and practice going forward.

1. Background to the MTR and Terms of Reference

Mongolia expressed its long-lasting commitment to sustainable development through implementing the national action programmes and improving legal frameworks on sustainable development continuously throughout the last decade. The Swiss Development Corporation (SDC) has been assisting the fundamental reforms of the Government of Mongolia for the development of Education for Sustainable Development (ESD) in Mongolia since 2007.

ESD is a holistic educational concept, which is guided by the principles of sustainable development and human rights and facilitates future-oriented competencies focused around the Sustainable Development Goals. ESD aims at developing competencies that empower individuals to reflect on their own actions, taking into account their current and future social, cultural, economic and environmental impacts, from a local and a global perspective.

The SDC ESD project under review has the overall goal of promoting an environmentally, socially and economically responsible, equitable and sustainable future for the people of Mongolia through ESD. The first phase (2014-2018) supported the integration of ESD into the new 12-year school curriculum, and facilitated comprehensive rollout of capacity building of teachers, trainers and management in all schools, as well as of the local authorities.

The second and last phase of the Project (June 2019 – June 2022), which this MTR is assessing, aims at deepening the conceptual understanding of ESD at the central level and enhancing capacities at the provincial (*Aimag*) and school level for its practical application. This last phase concentrates on creating a national pool of experts and staff from the relevant institutions, by not only deepening their knowledge of ESD, but also, broadening its application within the national system while ensuring quality of content and methods.

The Project is a collaboration between SDC and the Ministries of Education and Science (MoES) and of Environment and Tourism (MoET). The key implementing agencies are the Mongolian National Institute for Educational Research (MNIER) and the Information and Training Centre for Nature and Environment (ITCNE). This phase is managed by a Project Management Unit (PMU), consisting of a National Coordinator and project administrator/translator, currently situated within MNIER, with support from an international expert in ESD who is contracted directly by SDC.

This Mid-Term Review (MTR) was undertaken by a team of two UK based international consultants (Dr Juliet Millican and Daisy MacDonald) and one locally based national consultant (Altantsetseg Dashzeveg) under contract with SDC in Mongolia. A contract tender was submitted in May 2021, with an option to undertake the work remotely with a field trip by the National Consultant during October and November 2021. It included the option to complete the work with a validation visit in March 2022, should travel restrictions, imposed as a result of Covid 19, allow.

The terms of reference (TOR) for the work (Appendix 1) required that the MTR provide evidence to SDC and stakeholders as to whether the project was likely to meet its objectives. These were

- deepening conceptual understanding of ESD at central level and enhancing capacities at provincial and school level for practical application
- creating a pool of experts and staff from relevant institutions and broadening its application within the national system, ensuring necessary competencies are embedded within Mongolian education system at national policy level and among decision makers, and at local level among teachers, and local authorities.

The TOR specified assessment using OECD-DAC evaluation criteria with cross cutting

themes of good governance, gender mainstreaming and PSEAH- (Prevention of sexual exploitation, abuse and harassment). They asked for a focus on positive and negative, intended and unintended outcomes, and recommendations which could serve as a basis for decision-making and steering for the remaining project period and learning for involved stakeholders into the future.

An interim report was shared through a remote presentation to the SDC national team in December 2021. With the lifting of Covid restrictions in March 2022 the MTR team leader was able to make an in-country validation visit between 21st and 31st March, accompanied by the National Consultant. A final validation meeting was held with project stakeholders on 30th March 2022 to present and discuss findings from the MTR as a whole and a list of participants is included in Appendix 12.

2. Methodology and Summary of Review work undertaken

The MTR was undertaken in two phases, with four months between them and the first phase focussing on work that could be undertaken remotely or by the national consultant. This included a document review (see list of documents reviewed in Appendix 4), 11 remote interviews with key informants, (see Appendix 5), and an online survey (see Appendix 6) sent out to 21 national Technical Assistance and Coordination Group (TACG) members and 103 sub-TACG members with response rates of 67% and 53%, respectively. During the October 2021 field visits by the national consultant, 27 joint or group interviews with 86 individuals were conducted in Bulgan, Orkhon and Khentii aimags.

The visit from the team leader in March 2022 included in-person meetings with the international expert, the project implementation team and key ministerial staff, visits to schools in Ulaanbaatar, Bulgan, Orkhon and Khuvsgul aimags and meetings with local and national TACG-Technical Advisory Coordination Groups.

A list of school community projects from all schools visited is included in Appendix 9.

A workshop was held with the national TACG members on 26th March (see Appendix 10) and a summary of findings from this is included in Appendix 11. A validation meeting with project stakeholders took place on 30th March 2022 (see Appendix 12).

3. Results and Findings include reference to Log frame indicators and likelihood of reaching target

3.1 Overall Findings and Recommendations

This is an ambitious project that builds on ESD phase 1, SDC's first Education for Sustainable Development project. The period under evaluation in this MTR (2018 – 2022) has seen huge disruption caused by Covid-19, leading to lengthy school closures, the necessity of shifting to online mediums to facilitate training in areas where there is limited internet connectivity and to the absence of the international expert from the country for an extended period of time (16 months in total). In addition, there have been frequent changes of personnel at ministerial level and 5 changes in National Coordinator over a relatively short period.

The elaborate design of the project brought together personnel from two separate ministries (MoET and MoES) and members from 11 different ministry and agency groups within the TACG as a coordinating body. This structure, while inclusive and comprehensive, has, along with the combination of an external international consultant and national co-ordinators, most of whom have not been English speaking, inevitably led to delays in decision making and problems with translation and communication. There are also differences in management, consistency and progress at national level (with the national TACG) and at local and school level among soum schools and aimags.

RECOMMENDATION 1: The overarching recommendation is that the project should now move to a one year ‘transition period’ in which ownership of the project is intentionally transferred away from international expertise and funding and towards national organisations, bodies and individuals. This would entail securing commitments from government bodies and local authorities to provide human capacity (through embedding in job descriptions, policy documents and organisational mission statements) and securing funding through governmental or private sources. This transition phase should be supported by the international expert for 6 months in country, with a further six months part time remote consultation or mentoring as needed. It is further recommended that a national organisation (such as one of the universities) or a partnership between two national organisations are commissioned for the final evaluation of the project in 2023.

3.2 Relevance *(The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change).*

Education for Sustainable Development is closely aligned with the 17 Sustainable Development Goals (SDGs) and therefore central to government planning and reflected in school and community initiatives. Most schools include a visual display of the 17 SDGs, either in the school entrance or in the ‘ESD corner’ and government documents reflect their commitment to Agenda 2030.

ESD Phase 2 in particular, reflects current government priorities and is in line with many of the objectives cited in Resolution #52 in 2020 that outlines VISION 2050 for Mongolian Society. The project has intentionally worked through 2 key ministries (MoET and MoES) who report that their collaboration has been a real success, that it has significantly informed policy and is in line with the Education Sector 2021-2030 Mid-term Development Plan. The inclusion of media into the TACG and the project management group has provided a mechanism for disseminating key messages to the broader community and media members of the TACG have articulated how project goals are in line with media priorities as well as their personal aspirations for programming.

Recommendations from ESD Phase 1 were incorporated into the 2018 national curriculum review and recommendations from the Phase 2 are timely for the 2024 curriculum revision. The team who will take responsibility for designing the new national curriculum have already been identified and are well represented in the TACG and while the review may be delayed to 2026 there have been clear commitments made around the inclusion of new ESD content.

ESD is already embedded into in-service teacher development (which is now the responsibility of the newly formed GAE) and it appears as an elective in pre-service teacher training among all key teacher training organisations. There is discussion within the Mongolian National University of Education (MNUE) around making this central to pedagogy as well as to content of the teacher training curriculum, and teacher training is currently being restructured nationally. This is partly to incorporate a new national system of results-based funding where schools will receive greater or lesser amounts of funding according to levels of student achievement. While evidence from other countries has indicated that results-based funding can lead to an over teaching of content at the expense of process and soft skills, the Minister responsible for ESD interviewed in March 2022 expressed his confidence that there would be a renewed focus on teacher training for ESD and partnerships with parents as this new system is introduced. Former international projects have already provided training on student centred learning and other innovative pedagogies, and the Institute of Teachers’ Professional

Development (ITPD) department interviewed at MNUE claim they are committed to prioritising active, problem-based pedagogies in the future, despite the difficulties of doing so with large class numbers.

The Government Resolution #403 passed on 31 December 2021 led to MIER (Mongolian Institute for Educational Research) being given higher priority and renamed the Mongolian National Institute for Educational Research (MNIER). By the Resolutions #403 #403 and #407 the new General Authority for Education (GAE) was also established for the implementation of educational policies, including ESD. MNIER now has a new director who attended our final in country validation event, and while relatively new to ESD he claimed he was an enthusiastic supporter. The director for the new GAE however, has been a Director at the General Education Policy Department and a member of the Steering Committee of the project since the start of the project. He affirmed his familiarity with and commitment to ESD inclusion across all educational levels. The project therefore is well aligned with government priorities and newly formed governmental structures.

3.3 Coherence *(The compatibility of the intervention with other interventions in a country, sector or institution).*

The project objectives are largely in line with government policy directions and directives and with several other parallel international interventions (e.g.: Eco school project trainings, Federation for Environmental Education Green Flag awards, current recycling and waste management interventions from GTZ – (The German Development Agency) and SDC;s Waste Collection and Transportation Management project (WCTM), in Ulaanbaatar. If the education system is viewed as a whole (national policy, school management and mission, teacher training, curriculum, assessment, school inspection and school environment) ESD has made considerable inroads into each of these areas. GASI are shifting to a mentoring-based approach, and, as members of the TACG, are looking at ways to oversee the introduction of ESD into their inspection forms and processes (see para on Inspection under Section 3.4 Effectiveness). School assessment will be reviewed in line with the new national curriculum, and while some further support is needed in integrating ESD into national exams, these issues have been identified as under review in the coming months with the Education Evaluation Centre (EEC) also a member of the TACG.

However, in terms of coherence with other interventions and initiatives there were a number of inconsistencies identified at national and local level.

A shift to results-based assessment or results-based management (RBM) and funding of schools raises some concerns as to how this will be evaluated, and whether key criterion will be related to exam achievement and the teaching of content rather than the softer skills reflected in the SDGs. The Government Action Plan for pilot schools under RBM stipulates a shift to ‘semi freedom’ in how their RBM school improvement budgets are spent. This could lead to a preference for spending on hardware or on locally popular projects or programmes rather than those more in line with the SDGs. Some concerns have already been raised below about the choice of school community projects in the model schools during this project phase (see para on School Project under Section 3.4 Effectiveness) and their relevance to broader ESD priorities or SDGs.

There are also clear divisions between experiences and feedback from national TACG members and that given at a local, sub-TAGC level. The national TACG are acutely aware of the impact of frequent changes in ministerial positions and even more so the impact of changes in the Project’s National Coordinator (NC) on overall project coherence. There have been five changes in NC during the project period, which, with the additional absence of the

international expert in country during 2020-2021 due to Covid 19 travel restrictions, have led to a feeling of instability among national TACG members and a decline of motivation that needs to be clearly addressed. They are still strongly committed and feel there is expertise in country that is not being adequately used. Feedback from the TACG MTR meeting held in March 2022 requested a greater or renewed role for media organisations and greater recognition of the research skills and ESD knowledge within the universities and this was voiced again during face-to-face meetings also held in March. While there were occasional requests made during face-to-face meetings for 'more study tours' or 'more international support', in the four months between the MTR's remote and face to face interviews it feels as if there has been a greater awareness of the expertise that different TACG institutions have contributed or could contribute to the project in the future. The TAGC members were asked to map what they felt they needed from the project, and could offer to it in the remaining period, and a summary of their responses is included in Appendix 11.

RECOMMENDATION 2: While some of the staffing inconsistencies were unavoidable, care must be taken in the final months of the project to keep the National Coordinator on board if at all possible, until the project ends.

However, at local level there is a greater sense of stability, provided by the continued presence of ITCNE. All schools, without exception, mentioned their close relationship to ITCNE. ITCNE's long-term experience in the field, through ESD 1, the Eco school programme, Green flag awards and their frequent visits to schools and aimags have provided consistency and stability during Covid disruption and ministerial changes and was hugely appreciated by school managers, local TACGs and parent groups. The WSA model, developed with schools through ITCNE has provided a comprehensive and coherent assessment of all aspects of school life, with freedom for schools to evaluate where they need to focus their energies. While the WSA process was felt to be onerous, and clearly needed revising, redrafting is currently underway in response to teacher feedback received during the first piloting round. ITCNE have also been able to provide a coordinating role between the different ESD related initiatives and projects and schools did not necessarily differentiate between the Eco-school programme, the Recycling and Waste Management programmes and links with UNESCO, Foundation for Environmental Education (FEE) and Green Flag. ITCNE have compiled a large number of resources for school development that will be invaluable during a roll out or upscaling process.

RECOMMENDATION 3: Although the TACG commented on the dominance of ITCNE within ESD in Mongolia at the TACG meeting held in March, there was strong support from sub TAGCs and university institutions for the experience and connections they bring and they are clearly the preferred and most experienced local partner.

3.4 Effectiveness *(The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups).*

The Project Management Unit (PMU)

The PMU has delivered what is a largely successful project but there are some clear gaps in line management and support which became particularly evident during the Covid period. With the International Expert out of the country and with frequent changes in the role of National Coordinator, there was a period of around one year in which no one was really 'holding' the programme. Line management of national staff was located within MIER, and of international staff with SDC, but interviews testify to how employees of both organisations fell into a gap between the two lines of supervision. Knowledge management in this period was not good, for example, documents are undated, reports record numbers of trainings etc but not subjects, content or quality, and communication with the international expert was challenging during the

period in which she was away. Two or three of the new National Coordinators recruited during this period quickly moved on to other positions or resigned due to the job being bigger than they had anticipated. This was largely due to the fact that candidates who were familiar with government bureaucratic procedures in education, and with the background knowledge to do the job well, did not have the English to manage SDC reporting processes. Those who were proficient in English struggled with the government administrative requirements. A specific role of translator was created to address this, but staff absences during this period left her carrying far more than she should have been asked to take responsibility for, and while she did this seemingly without complaint, it was a difficult task in a project of this size. By March 2022 with covid restrictions lifted the international expert is back in country, a new and experienced national coordinator has been recruited and the team are working hard to catch up.

RECOMMENDATION 4: At this stage the project needs to prioritise activities and look to those that are essential to the future sustainability of the project, rather than trying to do everything in the remaining period.

Policy and Ministerial level

Document research and remote interviews carried out during the early stages of the MTR in 2021 showed good progress on conceptual understanding at all levels among stakeholders at ministerial level with large amounts of policies, document and materials produced and delivered, (though some were as a result of ESD phase 1) and regular and frequent training carried out as the main medium for building conceptual understanding. 9,880 training sessions were recorded as having taken place by November 2021 although our assessment tool indicates that in some categories it seems only 18% of targets were reached. However, both the targets and numbers actually trained seem exceptionally high. This may be because the number of trainings being counted are numbers of individuals trained, some of them in more than one area. In either case, achievement of nearly 10,000 trainings is significant.

The online survey comments indicated an almost universal enthusiasm for shared objectives and good momentum, with reference made to joint events, shared activities, and the value of the multi-stakeholder approach which had introduced increased coordination between ministerial departments who had long been used to working separately. Although this was not universal the ministries themselves agreed that joint working had been a success.

By March 2021 a new department – GAE had been established, to take responsibility for the implementation of education laws and new government policies, including those related to ESD. The new head of the GAE formerly with MIER, has had a long experience of the ESD project and is more than ready to take on project activities once SDC withdraws. MIER has been renamed MNIER, the Mongolian National Institution for Educational Research and they also feel that project activities should be based within the GAE, however both articulated during interviews that this should be a Project Steering Committee (PSC) decision.

The Survey results from 2021 among national and sub-TACGs show 98% and 95% respectively thought there was a common understanding of ESD among their teams, and among partners, and this was backed up by in person interviews held in March, indicating that this objective has been achieved. There is a good general conceptual understanding of ESD at Ministry level in Mongolia developed over the two phases, although the new director of MNIER still classed himself as a beginner in this field. There is, however, a risk that in a ministry that changes personnel frequently, if ESD remains at policy level, new individuals will have responsibility for implementing it without an in depth understanding of what it is. This issue is discussed further under ‘Sustainability’ in Section 3.7.

Some Key Informant Interviews (KIIs) held in 2021 indicated that deeper and practical understanding could still be improved, even at the national level. There has already been a lot

of training – and some of this has been recorded as online sessions that could be reused with new groups. However, there remains a need to look in more depth at the practical application of tools and approaches in order to build a working knowledge among those who hold responsibility. The materials reviewed by the MTR team seem to still be very conceptual and while MNUE has expert researchers working in ESD, examples of ESD in practice seem to be strongest within the field and at aimag level. There were criticisms made during 2021 interviews that remote trainings had also contributed to some confusion in conceptual understanding. Responses indicated this was because these had lacked participatory, reflective and interactive approaches, leading to difficulties in applying concepts in practice and in acting on findings from earlier evaluations. The external expert recruited to provide mentoring and input on assessment has now had his contract terminated, and despite his extensive experience, the way in which his training was delivered remotely to national groups was not seen to have been perceived as effective by those attending.

National TACG

A huge amount of training has been delivered within the TACG, in some cases exceeding targets set in output 1. However, TACG members had, in 2021, already requested bespoke training for each organisation to help focus on core roles and tasks and responding to this request seems to be a core priority for the remaining project period. The MTR team suggests that the international expert should now hold individual meetings with each separate TACG organization with the aim of developing a plan for the remaining project and transition period. These will probably include a mixture of face-to-face training, identification of case study examples, recommendations of partner organisations in country who might provide peer training and a plan for continued mentoring up until the end of the transition period. Compiling an effective training schedule for each of 11 separate organisations is not a small task but is recommended as a priority over and above some of the continued content development or training in cross cutting issues that had been specified for this period. During the workshop held with National TACG members there were a range of strong feelings expressed about what they could, and should, contribute. This active and reflective approach needs to be encouraged, with opportunities made for each organisation to articulate what they need and what they can offer to other groups in the remaining/transition period of the project.

Suggestions for further lifelong learning activities and a request for a programme of ‘extra curricula activities’ was also expressed during this workshop, as well as the feeling that insufficient use is being made of in country expertise.

Representatives from the media within TACG strongly expressed their willingness to play a larger role in disseminating ESD principles to wider communities through a range of TV programmes and social media to support parents and to emphasise ESD priorities to broader community groups. This is a role that was in the original project concept and central to earlier project ideas but seems to have been lost through changes of coordinator and internal difficulties. According to the media representatives, guidelines for different programmes are already being drafted and You tube channels with ESD materials are already in existence. It would be valuable to follow this up with separate TACG members.

An overall suggestion from the TACG workshop proposed expanding the TACG to include those from health and economic sectors in future and meeting monthly during the above-mentioned transition period.

RECOMMENDATION 5: Bespoke training activities should be identified for each National TACG organisation as a priority for the transition period, with proper consideration given to the inclusion of face-to-face activities, peer learning, internal mentoring and support and reduced distance mentoring after 6 months. Other cross cutting initiatives that had been planned may have to take a back seat.

Local/Sub-TACG

Sub-TACGs have also benefited from huge amounts of ITCNE training which have been delivered to schools and practical implementers, and both the groups have reported positively on this. Quantitative assessments made from reports provided show that outputs 1.2 and 1.4 have been more than met, (see Appendix 2) and while the exact number of school principals, managers and social workers was not fully reported on, those interviewed spoke positively of training experiences. Survey responses from sub-TACG members contained very few negative comments about training, ITCNE are consistent and experienced, and they seem to have made positive and successful attempts to move their training online during the Covid 19 period. They themselves report having used a lot of the time during lock down to develop materials, which deal with the WSA and the different elements of this, and visits to schools and discussions with TACG members showed these were being used and felt to be helpful at TACG and school level. The online survey revealed that 89% of TACG respondents felt that the project had supported the practical application of ESD principles in schools either to 'a considerable' or 'immense amount'

Sub-TAGS, on the whole appear to be very active, some working as individuals within their different roles to support schools and meet and support neighbouring institutions within the aimag, and others reporting better collaboration as a whole group, and further recommending that discussions are held between schools and local groups to share experiences regularly. Parent groups in most areas are involved in supporting schools by offering practical help, local awareness raising and fund raising. Individual sub-TACG members also report using their own funds and time to visit schools, often over large distances. Mongolia has a small population, spread out over a large area and if trained sub-TACG members are, in future, to support other schools within their area, funds need to be secured at local level to at least cover fuel costs. This could require a formal Memorandum of Understanding (MOU) specifying roles and terms for the continuity of sub TACGs including small budgets to enable the continuity of local activities and support roll out to new schools and areas. Without this there is a real risk of burn out among currently committed sub-TACG members.

RECOMMENDATION 6: Sub-TACGs should continue to be supported by ITCNE but budget has to be identified among Local Authority spending to fund travel and mentoring work when upscaling to other schools in the area. Their relationship with Local Authorities needs to be formalised.

School Management and WSA

Twenty-three school staff and school directors responded to the online survey in 2021, in addition to 3 Aimag schools and 2 Soum schools visited by the National Consultant in October 2021, and a total of 9 schools were visited during March 2022: 3 Ulaanbaatar (UB) schools, aimag schools and 3 soum schools. A fourth UB school was interviewed, at their request, after the validation workshop.

The MTR found that ESD is felt to have been embedded in institutional ways of working to a considerable or immense amount into school community activities (89% of school survey response). This was through collaboration and formation of parent committees, student action-learning projects, creation of joint school-community facilities (86-89% respondents) and lifelong learning for adults implemented into more than 50% of those schools consulted (59% of respondents). All schools visited reported proudly on their achievements, with displays of material produced by students, visits to rooms or greenhouses funded by the project and students and teachers available to talk about their experiences.

The WSA seems to be central to the Mongolian model and has been embraced almost universally at an institutional, teacher and student project level. This is based on a process developed by ITCNE of evaluating 6 separate areas: governance, cooperation, capacity,

school environment, curriculum and pedagogy. Feedback from the introduction of the tool has shown that it is time consuming, demanding a lot from teachers and directors in terms of information gathering, and this needs revising. However, by March 2022 such revision was already underway with the development of excel sheets and online tools that helped schools to calculate results swiftly through the use of applications and tick box responses. The WSA enables schools to look across whole organisation, at governance, curriculum, and teaching and select what they see as priority areas for work.

In November 2021 the WSA self-assessment tool results showed performance across the model schools to be very variable, indicating that strengthening was required across all 6 domains of WSA. By March 2022 schools interviewed seemed to be fully engaged in working on this and in selecting school projects to focus on areas of local need. The issue of school projects is addressed separately below.

Teachers also reported struggling with the WSA self-assessment requirements in the 2021 survey, commenting on the complexity of language used in teaching materials and asking for a simpler, more down-to-earth approach to lesson planning. Such concerns were not expressed in person during visits made in 2022, possibly due to the group and non-confidential nature of conversations, however evidence was provided in each case of WSA star chart results, and improvements made against different areas in subsequent assessments.

The Quantitative assessment tool (Appendix 2) showed that by October 2021 output 3.2 had been fully met, and that output 3.1 had been more than doubled.

RECOMMENDATION 7: Continued monitoring of the self-assessment process in the WSA is recommended to ensure it is fit for purpose after new revisions in the self-assessment tool are made.

School Projects

The creation of school projects is central to the WSA. Teachers identify project related issues to work on in different subject areas and project activities become a focal point for school community collaboration. Some schools had established computer centres for use by students and parents, others had set up specific rooms for cultural activities that community groups could also use. A list of projects from schools visited is included in Appendix 9.

WSA findings reported on in the online survey shows good synergy between project elements and choice of topic areas with the following results

- School and learning environment -40%,
- Partnership-26.5%,
- Human Resource Development - 10.5%
- Governance-6%

The Quantitative analysis tool in Appendix 2 shows that by October 2021 output 3.3 had been 50% achieved. Visits undertaken in 2022 indicate that this output will be fully met by the end of the transition period. Culture, traditional skills and knowledge and awareness of heritage were mentioned as important by 4 of the 9 schools visited in March 2022 and a further 4 of the 30 schools visited by the national consultant. One aimag school had worked with parents and other community members to construct a summer camp, building small sleeping huts from recycled wood, and acquiring animals that were being looked after through the year by a local herdsman. Children were to be taken there during the summer months in small groups to learn how to care for animals and to experience a more traditional way of life. The GASI inspectors also mentioned this project as a good example of broader school activities.

Four of the 30 schools had focused on recycling, setting up recycling bins in the school for use by the local community and creating booklets to advise parents on separating waste or

making cloth bags from old clothes to reduce the use of plastic carrier bags. There were examples of schools selling the waste they collected and while this only raised small amounts of money, different classes had opened savings accounts with the money collected, held lessons on budgeting and made collective decisions on how to spend their earnings.

Four schools had polytunnels and a further school had a brick built heated greenhouse with a polycarbonate roof for growing vegetables. These were used to teach children about vegetable growing and make some contribution to the school canteen, but the size of them, and the short growing season meant they could only have had a tiny role in providing vegetables for school lunches.

All projects listed are clearly in line with ESD goals but a focus on themes or projects can lead to these taking a large amount of study time or expense that seemed out of balance with local more pressing priorities and with less whole community impact. A project on 'breakfast' involved children undertaking a survey on how many children ate breakfast in the mornings and launched a campaign with songs and theatre sketches about how eating breakfast helps you learn. This was carried through into different subject areas with calculations on nutrition and healthy eating and the design of booklets on breakfast foods for children to give to their parents. The booklet gave valuable advice on healthy eating but also included images of non-local or non-seasonal foods, which may have been difficult for parents to access or afford. Orkhon aimag school, situated in a mining area had taken on a large air quality project, investing in buying machines for each classroom that measured air quality, looking particularly at how chemicals used in the school were stored. They had written songs around how people avoid drinking dirty water but cannot avoid breathing dirty air. With support there could have been potential to try to influence the mining company to clean up their practice, to measure air quality in the street or to research airborne diseases, further extending impact beyond the school.

A few other projects also seemed to have involved expenditure on expensive equipment that had little impact on life outside of school. A Soum school had bought an interactive white board, which they claimed cost more than the whole computer centre, but few teachers seemed confident in using. The aims of the computer suite and the white board were so children could 'save paper' although there was limited software or Mongolian materials for the children to use. Schools reported being able to spend up to 68% of the total budget allocated to model schools on hardware and while they themselves were pleased with this, the MTR team felt budgets could have been more evenly distributed between hardware and project outputs, and soft skills, and project outcomes. Green procurement policies were mentioned by most of the schools visited, and it was claimed they took a critical approach to any new expenditure and that children were encouraged not to overspend on disposable items. Green procurement was also one of the areas evaluated by the Green Flag kite mark introduced in ESD Phase 1 and used by ITCNE in their initial trainings. Again, with support there is the potential to extend the theme of green procurement to look more critically at advertising, with, for example, classes studying questions such as 'how are we persuaded to buy more than we need' and to encourage good personal and home practices around consumption. With freedom to extend class content, and with confidence in ways of doing this, such debates could be linked with, for example, the 'Need-Consumption-Savings' project at school 14, or one of the waste management or zero waste projects at other schools.

While the Quantitative assessment tool did not log any results for output 3.2 (satisfaction about project results), pupils, parents and teachers all spoke very positively of their contribution during focus group discussions held at the schools in October 2021, and during school visits in March 2022. There is every indication that this output will also be met.

RECOMMENDATION 8: Support around choice of projects with reflection on the impact

of projects already undertaken should form part of the upscaling programme. This should include critical questions around: benefits to the local community as well as the school; balance between the ESD areas of environment, economics and well-being; and a reduction in expenditure on products and outputs in favour of a focus on outcomes of the project. These processes should then be embedded into future project selection processes and could be a role led by ITCNE in collaboration with the sub-TAGCS.

Curriculum and Assessment

Outcomes from ESD phase 1 were embedded in the last (2018) curriculum review, and the next curriculum review cycle is planned for 2024, with a team to undertake this already identified, many of whom are national TACG members. The MTR team were reassured frequently during their visit that ESD would feature strongly in the next curriculum review, though this may be delayed till 2026. This means that output 2.1 in the log frame is no longer immediately appropriate. However, currently project Model schools are adapting existing curricula using the extensive teachers' book developed as part of this project and its more recent review into four volumes. The teachers' guide includes lesson examples for different subject areas and frameworks showing how the different elements of ESD might feature in different places. While the international expert and the MTR team felt the guide was overly conceptual and not easy to use, the feedback from the online survey and during the visits did not confirm this. Teachers seemed happy with it, had divided the larger volumes up into sections relating to different subject areas so they could distribute the small number of copies they had among a larger staff team, who were actively using them. The MTR team saw examples of lesson plans developed using the guide, and teachers confirmed that they had effectively shared ideas between them and were supporting each other in new ways of working. While the quantitative assessment in Appendix 2 indicates that output 2.2 was already 50% achieved in October 2021, there is every indication that it will be fully achieved by the end of the transition period.

There is still some uncertainty among national TACG members about how to assess achievement of competencies under ESD and how to embed problem solving activities into end of year and national assessments. A framework for this that is light touch and allows for responsive and creative practice will need to be designed and shared with the curriculum review team. Further international expertise may be needed to do this during the remaining transition period.

RECOMMENDATION 9: Examples drawn from local practice and experience need to be embedded into the curriculum review with actual exercises and lesson plans that have worked being recorded into future teaching and curriculum guides. Attention now needs to be given to modes of assessment, and the design of a light touch, flexible framework with real tasks embedded into end of year and national exams.

Teaching and Pedagogy

Mongolia has had a number of related international education projects previously and others are running concurrently with SDC. Many teachers reported being familiar with earlier projects on student centred learning and while elements of this were apparently in use in the UB international school, other UB schools, Soum and Aimag schools with larger class sizes had more difficulty in implementing it. The ITPD, now part of the GAE, should follow up how curricula is taught, with micro teaching and lesson observations between teams. Pedagogy, project-based learning, participatory classes and experiential activities are all central to ESD, and to a creative context related approach. Building confidence in ways to use local examples as teaching materials needs to be developed in all teaching staff.

The online survey showed that levels of embeddedness in teaching was good in a range of curriculum subjects with sharing of lessons between teachers with online teacher

collaborations. Some schools have taken an 'each one teach one' approach, extending learnings to neighbouring schools and kindergartens.

While there was discussion about the existence of an electronic Moodle system in use between schools, with lesson examples and guidelines on practice the MTR team were unable to find someone who could demonstrate this to us during the visit despite requesting it. Such a system could make a significant difference to supporting teachers in practice, and the international expert should follow up on this as a matter of priority. Teachers did however show paper guides produced by ITCNE and there was much discussion on practice approaches. It may be that the Moodle has, till now, not been properly rolled out for teacher use. This suggests that output 2.4 has at least been partially met.

RECOMMENDATION 10: In service training, the opportunity to observe each other's lessons, the use of the Moodle and the confidence of teaching staff to work in an applied way with large classes should be a focus of the remaining time in country during the transition period. Place-based or locally focused education around ESD goals needs to be responsive as this report has already stated, which requires confident teaching staff who can approach curriculum outlines creatively and inspire students to become agents of sustainable development. The new GAE who will take responsibility for in-service training now has an identified team in place to work with. The PMU needs to focus on their ability to work effectively with ITCNE and provide strong teacher support.

Pre-Service Teacher Training

Pre-service teacher training is delivered by a number of state and private institutions, including MNUE, who already have elective module/courses on sustainable education in place. The former Rector of MNUE was head of Mongolia's Sustainability Committee and the university has a number of projects with international funders (Danida, GIZ, EU) that work with ESD and teacher capacity building. They also have researchers who have published a range of related studies on sustainability, gender, and PSEAH. They are now moving towards a focus on Climate Change Education and are involved in an international conference under this theme. They have a good relationship with ITCNE, having worked together for more than 20 years and collaborated over the last two years on integrating ESD into schools and into universities as part of different discrete projects. Both are well connected nationally and internationally.

The reform of curricula is in process for teacher education and will cover different elements of ESD, Climate Change and inclusive education and the researchers interviewed by the MTR team feel there is strong capacity within the University to support all elements of the process going forward. They are equipped to carry out further research studies as needed, they have experience in working collaboratively and on policy and practice and have participated in the writing of some of the teacher guides. They felt strongly that the main issue going forward was embedding ESD into all lessons and teaching approaches and that the teachers' role was essential in disseminating ESD priorities. Policies are in place, structures have been formed and guidelines completed, the team interviewed emphasised the need now for embedding in practice and for additional support in pedagogical approaches.

RECOMMENDATION 11: University and civil society partnerships can be powerful, independent of government and bringing research and critical thinking to practice. There is scope for building a strong partnership between MNUE and ITCNE to support the transition phase of this project. While the TACGs would probably not accept leadership from either and would want to see a government agency in place, the encouragement of joint working between the two and their close involvement in future work is strongly recommended.

Inspection

Interviews with GASI, the government school inspection agency confirmed that a commitment to monitoring and including ESD in all school inspection visits was already part of institutional policy. GASI is responsible for the inspection of all sectors including education, health and culture sectors' activities and looks across the board at ESD within education, have two members on the TACG. They monitor all levels of education from kindergarten to Higher Education, and as a result of this project have developed a checklist to inspect the implementation of aspects of ESD, which is now embedded in government policies, with 35 specific ESD questions. GASI look at governance, management, the learning environment and teaching and provide support on how to address any areas where schools are under achieving.

The monitoring visit that was undertaken by GASI in 2021 had already adopted these new questions and were reported to have taken a supportive or mentoring approach to the Aimag and Soum schools visited. They commented particularly on projects and curricula related to culture and heritage and the success of the Summer camp project in providing children with the opportunity to learn from a rural lifestyle. They shared an example of advice given to one school on how to improve practice in ESD as a result of their monitoring visit.

RECOMMENDATION 12: GASI appeared confident in the new approaches they have adopted and offered to train inspectors from other countries in these new approaches and it is recommended that this offer is followed up on within the project. They will continue to be part of the TACG in future and feel it effectively addresses the interconnectivity of ESD.

3.5 Efficiency *(The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way).*

The PMU

The PMU has worked exceptionally hard under very difficult circumstances, but the design of the project implementation modality, with management functions allocated to the PMU was less successful in view of the bureaucratic processes of civil service standards. These put additional pressure on the administrator/translation officer when the International Expert (IE) was out of the country and there were frequent changes in National Coordinator (NC). Although the IE's absence was unforeseen and unavoidable, it is felt that management of her time and role while absent could have yielded better results. As reported above under Effectiveness, knowledge management during that time was not good, reports were undated and uncritical, some reduced to a mere list of trainings or meetings that had taken place with little detail on content. Without a stable NC to keep communications going, and with the resignation of 4 consecutive NCs there was little efficient project management during this period. All 4 former NCs appeared to have left for personal reasons exacerbated by the challenge of managing government processes and English communications. This meant that less was achieved at National TACG level during this period, adding to the need for a transition and catch-up period, but also raises questions about who should have been managing and back stopping for these two central staff members and helping to ensure efficient delivery of the project over this time. The recruitment of a 5th NC has been made largely on her extensive experience and familiarity with the project, she is well respected by National TACG, a member herself of the TACG since the beginning of the project and well equipped to work with the GAE in taking things forward. While her lack of English language will put further stress on the translator and prevent easy direct conversation with the IE, there are strong hopes that she will remain in post until the end of the project. Language and translation difficulties throw further light on the problems of recruiting international experts, and the importance of a

transition to local ownership.

National Structures

The bureaucracy of working through government bodies has taken further time and slowed down decision making, but most verbal reports and documents suggested this has the potential long-term advantage of ensuring buy in from within key institutions and ensuring upscaling. Both MoES and MoET report positively on working together with 60-80% of work being undertaken by MoES and 20 – 40% by MoET. It is suggested that the future of the project should be under MoES and its GAE but with additional involvement of health and economic sectors as well as MoET.

Interviews with MoES confirmed this, suggesting that it would be difficult for the National TACG to exist as an independent agency but that it should continue as a structure under MNIER or the GAE. MoES were keen to see the conference, held in 2021, become a regular event, and felt that the focus last year, on administration and partnerships with parents had been successful.

Budget management, transparency and expenditure

Informants confirmed that the project is financially well managed and transparent, there are no deep concerns about governance or allocation of funds, although there were some comments on the accounting process, which at school level had been lengthy and time consuming. There were remarks that when planning the budget there were aspects that had not been anticipated, such as travel and displacement costs, and that these should have been more clearly stipulated in advance.

The MTR team, however, have raised minor concerns about the balance of expenditure disseminated to school level (see section 3.4 Effectiveness: School Projects above), the preference for expenditure on outputs rather than outcomes, and on the selection of priorities going forward. The PMU stress that 'there is still so much to do' but with 15 months left in the project before complete withdrawal, some re-prioritising may be necessary. Plans for a website, gender awareness trainings for school children and additional materials may be less important than refocusing on training of teachers and individual TACG organisations. While other activities may be interesting, it is time to ask critical questions about how far each contributes to long term sustainability of the key project issues.

RECOMMENDATION 13: While there are some lessons to be learned regarding line management of the PMU and expenditure on project outputs, going forward the team need to prioritise those activities that will contribute to embedding the project in practice and building confidence within national teams.

3.6 Impact *(The extent to which the intervention has generated or is expected to generate significant positive or negative, intended, or unintended, higher-level effects).*

The MTR did not set out to measure long term impact but to see how far the project is on track to achieving objectives, and it is too early to comment on long term results. However, there were no comments made in the survey, in online interviews or in face-to-face meetings about negative long term or unintended consequences of the project interventions. The existence of other related projects (discussed above in Section 2. Coherence) will make it difficult to separate out impact of this project alone, but ESD as a theme is making its presence felt in each of the key areas of the education system.

Some indicators of impact are also already easily visible, as are indicators of systemic change within the education system as a whole. These in themselves are evidence of ESD being embedded into teaching, learning and ministerial policy and, unless there are frequent

changes in government policy and direction, will outlive the project and ensure the sustainability of many of its core aims.

There are a string of policies in place to ensure continuity of project achievements, good connections through joint ministry working, valuable potential external connections established with UNESCO through the national conference and strong possibilities for significant future research using data already collected from the project over the two phases of its life.

Schools responding to the online survey and staff interviewed during visits also testified to observable changes evident at local level among parent groups and in children's and teachers' attitudes. Parents who attended meetings at two of the schools spoke directly about the value of the project to their children's learning and to the whole family's awareness of environmental and health issues. Enthusiasm and interest were further expressed by all parties at the TACG workshop and at the validation event.

RECOMMENDATION 14: If a final evaluation is felt to be necessary this is undertaken by a Mongolian university or partnership with other national groups rather than an external consultant. Any learning from the project needs to be embedded within country and used to inform policies and practice going forward.

3.7 Sustainability *(The extent to which the net benefits of the intervention will continue, or are likely to continue).*

The MTR recommend a focus on project legacy rather than sustainability, and further recommends a critical examination of those structures and policies that need to be in place when the project ends to ensure that net benefits of the intervention continue. This section reviews this under the headings used in 3.4 Effectiveness, (with the exception of the PMU which will cease at the end of the project) and looks at the strengths of the different structures and project levels, and the risks to long term continuity in each area.

Policy and Ministerial Level

The project aimed at systemic change, through working with collaborative structures to ensure the priorities of ESD were embedded in all levels of the national education system. Evidence collected through the MTR showed that much of this has already taken place at a policy or paper level, that structures have been reformed to accommodate assurances of the implementation of laws into practice and that joint ministerial working has been a success. Both ministries are keen to continue and to reach out further to include representatives from health and economic or livelihoods departments.

RISKS: There is a risk that ESD remains at policy level and does not feed down into practice as the project is upscaled. The project support and attention that has been put into model schools will not be there as this is extended to additional schools, and in cascading practice there is a danger that this will be diluted.

RECOMMENDATION 15: The GAE take a key role in ensuring project policies are implemented, and if, as suggested, they provide a home for the National TACG initially, they consider the inclusion of additional members into the wider group and take a proactive, practice based and practice supporting approach to sharing knowledge and achievements at National TACG meetings.

National TACG

The national TACG is a comprehensive structure and at the TACG workshop all groups recommended continuing to meet on a monthly basis. While this could be advisable during the transition period, TACG members would need a definite task to justify their existence

beyond this period, and the group would need to be embedded within existing structures and funding streams. The GAE are keen to take on management of the TACG, (although aware that this needs to be a Project Steering group decision) and most of the education members of the TACG will be located within GAE structures. This could mean that in future much of this work would be subsumed into cross departmental working and there would need to be a real effort made to include additional NGO or other sectoral members such as National Fisheries and ITCNE. The TACG could evolve into conference committee or working group with a discreet funding stream, tasked with organising an annual or biannual national conference to share good practice and to connect with the wider ESD movement continuing the success of the UNESCO conference in 2021. This would provide the TACG with a role and an ongoing need to connect as a broader group, allow the sharing of good practice between schools and aimags and link into international ESD networks. The development or strengthening of existing relationships and possible future partnerships between MNUE and ITCNE as an independent non-governmental organisation, each with considerable expertise and their own international and national networks, could help ensure the ongoing involvement of both ITCNE and other environmental NGOs.

RISKS: There is a risk that the TACG could become a defunct structure, that monthly meetings could begin to appear too onerous and that quarterly meetings may overlook the importance of including environmental groups in more regular departmental decision making.

RECOMMENDATION 16: ITCNE and other NGOs need to be funded for their ongoing involvement beyond the project period supported by local Aimags through their education budget. It is also strongly recommended that the Conference held in 2021 become a regular (bi-annual?) event to share practice and the TAGC members which would evolve their role into one of a conference organising committee, keeping ESD high on the political agenda and within the remits of each government organisation.

National/Sub-TACGs

The sub-TACGs are a vital structure for roll out support and upscaling to further schools within the aimags in which model schools are located. They need to be properly funded through Local Authority funding for the remainder of the project period, with commitment from local bodies to further seek private funding for specific projects in the future.

Good relationships with ITCNE, the Green Flag and Eco school structure and the availability of already developed online trainings can all provide other sources of support during the roll out period, but mentoring between sub-TACG members, recruitment of new sub-TACG members at local level and proper support for new schools all need to be a priority, particularly in continuing to meet output 3.6 from the log frame. Further, although ITCNE is well placed to support and train sub-TACGs an institutional home for sub-TAGCs or a mechanism for ongoing administration needs to be identified if the government plans to take ESD forward into all Aimag areas and schools.

RISKS: There is a risk of burn out among members if they are not properly funded and supported, members are already overloaded, taking on TACG work on top of their other jobs and often travelling large distances with no financial support.

RECOMMENDATION 17: During the transition period the PMU will need to identify long term ways of supporting sub-TAGCs, financially and administratively as part of local authority structures, so they in turn can support roll out to new schools and new areas and ensure this work remains part of the project's legacy.

School management and WSA

The Whole School Approach is currently under revision and will be taken forward by ITCNE.

However, as an independent NGO they will need to be continually funded to train new schools and new areas in its use. The approach and tools will also need periodically updating, to incorporate contextual changes and identify new project ideas.

There are decisions that need to be made around the staged roll out of the project, whether future schools work first through the Eco school programme and apply for Green Flag status and whether every school undertakes the WSA self-assessment process. Policies are now in place and there will be elements of ESD in the national curriculum and assessment programmes, but for teachers and school managers to be trained and to manage this in new areas in, for example, five years' time, confident and experienced national staff will be needed to provide adequate training. Without this there is a real risk that ESD remains in policy only, or as a tick box exercise, without committed staff to deliver it.

Eco school training covers 11 different topics: school grounds, waste and recycling, use of energy, use of transport, use of water, environmental conditions, biodiversity, desertification and degradation, responsible mining, global citizenship, healthy lifestyle. It lays the groundwork for the whole school process, but it is a lengthy staged development and one that will need financial backing. Certainly, it would provide a structured approach to upscaling ESD and without ongoing project support, one that would help to ensure informed understanding as new schools are enrolled. Opportunities for peer mentoring between schools (output 3.6 in the log frame) will be available in the first instance between aimags with model schools providing support to new schools, but this will also be more difficult if it is to be rolled out to new areas. Structured in-service as well as pre-service teacher training is therefore essential. Other funding streams, (apparently there is a GIZ proposal to support up to 100 schools) may well offer training in similar areas, and the FEE copyrighted programme, that have granted ITCNE a national licence for FEE, provides a good model with online modules already in existence in Mongolian. But it is questionable whether ITCNE alone can provide support across the board to all aimags and areas.

RISKS: WSA exists in documents and policies and schools will be expected to adopt this without proper introduction and support. Further, while WSA is being used in all model schools it is still not used competently everywhere, (see 3.4 Effectiveness). There is a risk that the novelty will wear off in existing schools if there is not funding to support school projects as a result.

RECOMMENDATION 18: WSA needs to be adopted within the national in-service teacher training programme, with identification of additional trainers who could work under ITCNE's supervision and a dedicated funding stream, with opportunities to apply for additional project funding at local level (see below).

School Projects and community collaborations

The funding for projects made available through the project will be reduced by the withdrawal of the Swiss contribution, but more could be made of community and private contributions, making schools more central to community activities, and working for joint aims. At times during the SDC funded period, unnecessary expenditure on sophisticated hardware for community projects has seemed to conflict with essential project aims of green procurement and local and appropriate technologies. This constitutes part of the learning that a pilot project facilitates, and, as with the recommendation made around above on choice of projects is something schools should be encouraged to reflect on during the transition period. Future project choices should be overseen by ITCNE or Sub-TACGs using a series of criteria jointly drawn up with schools as a result of this process.

Projects such as summer camps with opportunities to experience herding and cultivating, set up in collaboration with parent groups and offering skill sharing of traditional crafts by

community members would strengthen cultural awareness and appreciation and provide opportunities for intergenerational learning and keeping traditional crafts alive. Similarly recycling projects that have an ongoing importance for the area, with small financial benefits for school classes should take priority over inward looking school projects or the purchase of costly equipment. Where school projects have set up rooms for life-long learning, their use by wider community groups will need to be monitored and encouraged in order to continue to meet output 3.4 in the log frame.

RISKS: There is a risk that there will be no future funding identified for school projects, reducing opportunities for innovative and creative working. Additionally, if funding is secured from private means there may be no clear accountability as to how this is spent.

RECOMMENDATION 19: A group needs to be tasked with overseeing and approving school projects selected as a result of the WSA and assisting them in securing funding. This should probably reside within the TACG or the GAE as it takes responsibility for the implementation of all new policy areas.

Curriculum

Advances in the curriculum are likely to be sustainable, in keeping with those modifications made as a result of ESD phase 1. There has already been a team identified to undertake this, and while a rewrite may be delayed to 2026, there are few risks to its inclusion, beyond a significant change in government to one with a new set of priorities. New core curricula will be developed in line with national curriculum revisions and so has not progressed under this phase of the project, making the log frame indicator 2.1 (see Appendix 2) redundant.

However, when it is developed, new curricula need to include space for creative and experiential pedagogies, as repeatedly expressed above, and move beyond content or conceptual understanding of ESD. Building on the examples and experiences of teachers who have been part of ESD 2 and ensuring strong links between student curricula and teacher training curricula, should help to ensure this is the case.

RISKS: There are risks of overcomplicating the framework and competencies required for ESD which, in essence is simple, and depends more on the ability and confidence of the person delivering it and a greater focus needs to be on relevant pedagogical approaches.

RECOMMENDATION 20: The Curriculum team need to be kept up to date with research and thinking on ESD, benefit from practical teacher experience in ESD 2 and provided with examples from practice that can be embedded into future curricula.

Teaching and Teacher Training

If ESD approaches are properly embedded in pre-service and in-service teacher training with national personnel competent to deliver it and to train others to do so, the project will have the capacity to transform the education sector. However, other pressures, such as large classes, competition for jobs, parental pressure on grades and the move to results-based funding risk such a move being in name only. It is still unclear how results will be measured once this shift to results-based funding is made, and to what extent applied and experiential learning will be embedded into a revised exam approach. Other parts of the world have seen a resurgence in content-based study and rote learning as a result Covid 19 where time in school was severely cut, and content prioritised at the expense of soft skills.

RISKS: Results based funding and pressures on large class teaching could undermine the creative and responsive ethos of ESD if these are not properly catered for within in-service and pre-service teacher training.

RECOMMENDATION 21: The transition period will need to ensure there is an outline curriculum for teacher training and in service teaching and relevant personnel in place to deliver it. Teachers are at the front end of educational policy and need to be properly equipped to deliver confidently the kinds of programmes they are being asked to work with.

Inspection

Resolutions passed on ESD have meant that it is already within the school inspection process and GASI are already moving toward a mentoring role, evidenced by its recent monitoring visit.

RISKS: There were fewer risks identified within GASI, beyond the need to ensure there is a cadre of inspectors who are sufficiently familiar with both ESD aims and principles, equipped to play a supportive role during inspection visits.

RECOMMENDATION 22: Through recommendation 5 (for needs based assessment among individual TACG members, and bespoke training for separate organisation), the transition project period should train all school inspectors to assess ESD processes as part of inspection and monitoring and to take a supportive and mentoring approach. This will help ensure that ESD remains embedded in the school inspection system and through the broader role of GASI could make a useful contribution to supporting the implementation of ESD into all educational structures and levels.

3.8 Cross cutting themes

Good Governance

The project was felt to be well managed at national and local level, with further training on governance provided to school bodies and those managing community projects. There was evidence of good governance and transparent decision making at all levels. The National and Sub TACG structures show evidence of equal participation of different sector bodies, with NGO involvement playing a leading role. The TACG meeting held in person in March testified to the importance of their role in the project despite being less visible. They saw themselves as advisors and as responsible for ensuring that developments become embedded in policy before the end of the project. They described many instances of participatory working with school managers, parents, and local community organisations, ensuring the project was well managed. The materials provided to schools as part of the WSA included a working booklet on 'Governance' and the self-assessment process further assisted schools in considering governance as a key area.

In terms of all partners working well together, although some inefficiencies in operational management have been already discussed under section 3.5 Efficiency, remote interviews indicated that there was a good level of collaboration across the project and the MTR did not find any evidence of poor working relations. The online survey supported this with 90% of respondents agreeing or strongly agreeing that different partners had worked well together. The collaboration across departments and agencies has been a key feature of the project and various informants have said this has been a very positive experience and often a wholly new way of working. Apparently there has been space created for this sort of reflection within some national TACG meetings. The national conference also provided strong evidence of collaborative working where it was reported that members took a very active part and worked tirelessly to put it together.

The reports examined by the MTR team demonstrated a willingness to share lessons about what hadn't worked so well in addition to what was progressing satisfactorily, and 79% survey respondents agreed or strongly agreed that partners were open and transparent in sharing

failures as well as successes.

With regard to financial management, despite the bureaucratic delays discussed in earlier sections, the MTR interviews did not surface any concerns about this, and the survey results indicated that the vast majority (82% of respondents) felt that funding had been efficiently and appropriately allocated.

Overall, the project governance structures which have been set up in the form of cross-sectoral groups such as the TACG at national and regional/aimag level have worked well. The PMU situated within MNIER and international expertise managed by SDC, albeit with some operational challenges already mentioned due to staff turnover and Covid-19 restrictions, have also supported this collaborative way of working which has been well-received and generated enthusiasm for further intersectoral engagement.

Gender Mainstreaming

As a sector, the Mongolian Education attracts large numbers of female workers, teachers and managers, many of whom are in decision making or management positions. While there remain a few 'men at the top' in key ministerial positions, the greater challenge seems to be in having male representation in the project at all. At school and TACG level there is an ongoing concern about having greater male representation and women clearly dominate discussions and positions. The gender ratio of the National TACG is 77% female, and of sub-TACGs 63% female.

There is little discussion at this point of gender fluidity or gender identity in Mongolia, although MNUE had done some work in this area and undertaken research into gender and gender identity within the university environment. A proper gender analysis of materials has not been undertaken (output 2.3 in the log frame), and the issue seems to have been subsumed, with greater attention being given nationally to GBV, sexual abuse and harassment and the protection of children, particularly girl children from harm.

The project is planning to host a Gender in Theatre training for TACG groups using Boal Forum Theatre as a method, according to conversations with the project administrator/translator. While exposure to different learning methods, such as Boal will be valuable, it is suggested that this is not necessarily a priority within the project or the country at this time. However, the importance of gender equality, and a recognition of the rights of girls and their right to say no has not gone away.

Prevention of Sexual Exploitation and Harassment

In Mongolia Prevention of Sexual Exploitation and Harassment (PSEAH) is the most significant of the three cross cutting issues and was discussed at each of the schools visited. There were few, if any, incidences of sexual harassment within schools, but recognition that this happens within home environments, particularly within stepfamilies or where there was alcoholism. While feedback on any incidences was kept confidential by school staff, and there was a strong awareness of the importance of confidentiality, all cases were reported to the police and followed up on by school psychologists and social workers. Psychologists provided further support to children subject to any gender related pressure, while social workers visited families if there was any suggestion of domestic violence or domestic abuse.

The survey and online interviews showed that the Psychologist 'chat box' project, introduced by the project, had been well received and in line with UNESCO ESD aims of 'a holistic pedagogy that aims to engage students socially and emotionally' as well as Mongolian vision 2050. It surfaced as a particular need during the Covid Lockdown. However, at that time it was recommended by the MTR team that Psychologists were not a priority for project going forward and any recommendations should be passed over to government to address separately.

By March 2022 there were psychologists in all schools visited, the government had committed

to funding 76 psychologists for an initial 2 years in all model schools, and 26 were already in post. Each school visited was very proud of having a psychologist and emphasised the importance of their role and their room as a safe space for children to talk. Most psychologists we met were female, young and newly qualified, but appeared to have excellent relationships with pupils. They reported to be dealing with issues around bullying, contraception and sexual health or harassment, communication with parents, and family pressures such as alcoholism, poverty or single parent families, all crucial to the rights and health of all children and a key underpinning area in ESD. Schools already all had a social worker in place as a core part of school staff and both reported on working well together, with the psychologist working directly with students and the social worker following up on issues with family units.

Some of the National TACG organisations have their own internal PSEAH policies, others may need to be supported to consider this as an area of importance. A full breakdown of where policies do and do not exist is included in Appendix 7 in this report.

4. Conclusions

The MTR concludes that while the project is on track to meet objective 1, 'deepening conceptual understanding of ESD at central level and enhancing capacities at provincial and school level for practical application' it needs more time to create a firm foundation for objective 2, 'creating a pool of experts and staff from relevant institutions and broadening its application within the national system, ensuring necessary competencies are embedded within Mongolian education system at national policy level and among decision makers, and at local level among teachers, and local authorities'. This should be the focus of a one-year extension or transition period, in order for activities to safely transition into local ownership.

Findings show that the project has been well managed, is in line with national priorities and aspirations and there are expectations that it will be localised and taken on by all elements of the national education system. The project design, which included oversight by two separate ministries (MoES and MoET) was time consuming, but necessary and made for effective collaboration between two key areas of ESD. The model of a Technical Advisory and Coordination Group (TACG) involving all key organisations at national level was also effective and should certainly be continued through the early phases of localisation. The local/sub TACGs have brought together key stakeholders at Aimag or provincial level which has helped support schools financially and administratively and assisted in extending key messages beyond schools to communities. However, the impact of the Covid-19 pandemic, which led to periodic school closures and restrictions in project support, plus high turnover of key staff has inevitably delayed progress and the project is not quite at a stage when its benefits and achievements can be self-supporting and sustainable by June 2022.

Therefore, the overall MTR finding and recommendation for a one-year extension in the form of a transition period will need careful planning to ensure the staged hand over of training, capacity building and programme design and management to different national bodies. The MTR has also provided a number of other recommendations for the various project stakeholders for the remaining project period, as discussed under each of the evaluation criteria sections.

Appendix 1: TOR for the MTR

The second and last phase of the Project (June 2019 – June 2022), funded by SDC, aims at deepening the conceptual understanding of ESD at the central level and enhancing capacities at the provincial (*Aimag*) and school level for its practical application. The phase concentrates on creating a national pool of experts and staff from the relevant institutions, by not only deepening the knowledge of ESD, but also, broaden its application within the national system while ensuring quality of content and methods.

The overall goal is to promote an environmentally, socially and economically responsible, equitable, and sustainable future for the people of Mongolia through ESD.

The outcome of the phase is that the necessary competences are embedded within the Mongolian education system, both at the national level, among policy and decision-makers, and at the local level, among teachers, practitioners and local authorities, to ensure a sustainable application of ESD.

It is expected to achieve the outcome through three outputs:

1. Targeted trainings and on-the-job trainings are organised to deepen the knowledge of ESD at macro, meso and micro levels.
2. Quality resources and practical tools for ESD application are available to teachers and other practitioners.
3. ESD model schools are identified and supported to further integrate ESD effectively in education and school management, as well as in school-community initiatives.

The national systems are used for Project implementation to embed ESD within the system. The Project provides technical assistance to the two line Ministries and to the main agencies in charge of elaborating curricula and textbooks, conducting assessments of students and teachers, as well as schools, to the trainings institutes for teachers' education and development (both pre-service and in-service), and to those in charge of the implementation of the National Programme on ESD.

Technically, instead of an externally designated project implementation unit (as it was the case for the phase 1) the Project phase 2 is being implemented through two national system based implementing lines, in order to increase ownership and sustainability:

- i) at the national level, appointed representatives from the State Specialised Inspection Agency (GASI), public media and the governmental agencies under the two ministries formed a Technical Advisory and Coordination Group (TACG). The group implements the Project core activities, is being supported by a long-term International Expert and managed by a National Coordinator. The overall management, logistical support for TACG is provided by the Mongolian Institute of Education Research (MIER), which was appointed by the MEDS as the Project Host organisation.
- ii) at the local level, a local NGO implements the Project, working directly with schools and local authorities in the target areas: 6 provinces and two districts of Ulaanbaatar. The NGO provides training and mentoring to the schools and local authorities on ESD mainstreaming, facilitates school-community activities, while coordinating the activities with the macro level. The NGO is represented in TACG and feeds information from the field level to the central level.

Composed of representatives of MEDS, MET and SDC, the Project Steering Committee meets twice a year to provide overall guidance and steering for the project implementation.

Administratively, the Project is being implemented through several contractual arrangements under SDC:

- The national level activities (mainly under TACG) are being managed and coordinated by the host organisation, MIER. SDC has a contribution contract with MIER for the project implementation (May 2020 – June 2022), where MIER and the other concerned organisations shall contribute to the Project by in-kind contribution for infrastructure and support to the project implementation.

- The local level implementation is mandated to ITCNE (November 2019 - June 2022), the local NGO, which was selected as a result of a local tender process.
- The International Expert (IE), selected through an international tender, provides the backstopping support to MIER and ITCNE. The IE has a mandate agreement with SDC for the period from October 2019 to June 2022.
- Specific mandate contracts with international ESD experts are concluded directly with SDC to provide specific TA for the needs of ministries and TACG.

Due to COVID-19 pandemic situation, the education institutions and schools in Mongolia have been closed twice² since February 2020 until June 2021³. The education sector in Mongolia was hit hard, having one third of population in education: 247'040 children in preschool, 680'837 students in secondary, and 147'293 in tertiary education. Mongolia had a relatively rapid transition to online and distance lessons, freely accessible via TV channels and internet. Despite the high rate of internet and mobile network penetration, structural inequalities and digital divide became very evident. Ensuring quality of education became the major concern for all: policy makers, providers and society. According to MEDS estimations, around 175'000 most vulnerable and disadvantaged children did not have any access to education during the restrictions. The implementation speed and scope of the Project were hampered by the lockdowns and other restrictions that prohibited bigger gatherings with in-person interactions. More specifically, it delayed planned activities for TACG workshops, trainings, and mentoring as well as school-community interactions.

The Project teams at MIER and ITCNE modified their capacity building interventions into online and distance models. During the period of June – December 2020, they provided trainings for 1258 educators (74% female), 114 (48% female) local authority officials, 449 (70% female) local principals, managers and social workers.

The Whole School Approach⁴ (WSA) has been initiated for application in the 30 selected local schools, reaching 41.315 students and 2841 school staff. The comprehensive modules for WSA were developed and online trainings were rolled out in the selected areas. Using the results of the WSA self-assessment of the selected schools by school administration, students, parent and other community members, an analysis was done to assess the quality and the overall level of the schools vis a vis 5 pillars of WSA: Governance, Curriculum, teaching and learning methods; Facilities and operations; Partnership and collaboration, and Human Capacity Development. Deviations are evident across the pillars.

At the meso level, the local groups of the education and environment authorities were formed into sub-TACGs and formalised to strengthen the ESD integration at the micro level, to support the streamlining of implementation of policies and to replicate other functions of TACG at the district and provincial level. Cooperation with the district and provincial governments was formalised, that in turn, intensified local school-community-government collaboration for ESD integration in the target area. The local groups leveraged a significant amount of local contributions to the local community projects that seek solutions for local issues, a mandate of ESD. Such local projects are co-funded by the Project and implemented by the schools and communities.

Consisting of 22 selected staff from GASI, public media and government agencies from the education and environment sectors, the TACG encompasses the whole education eco-system and plays a pivotal role in mainstreaming ESD in the agencies, coordinating ESD interventions and raising awareness for SD and ESD. The TACG members are replicating the needs-based initiatives and trainings in their respective parent agencies, and have established Sustainability committees by decree of their management. These Sustainability Committees are responsible for

² The school year in Mongolia lasts for September-June.

³ The lockdown will be most probably last until June 2021

⁴ A **whole-school approach** involves all parts of the **school** working together and being committed. It needs partnership working between senior leaders, teachers and all **school** staff, as well as parents, carers and the wider community.

navigating the change process within each agency to bring an improved alignment with ESD. The agencies started segregating their waste, integrating sustainable development principles and

approaches into their processes. These transformative actions have started breaking a silo culture and is being replaced by a synergistic one to build capacities and leadership in ESD at the national level.

Purpose and objectives

Formally, the Project phase started in June 2019. Due to the necessary selection process of the host organisation (MIER), including its assessment as a project partner for SDC, as well as the tender processes to select the local NGO and of the international expert, the project implementation contracts have been concluded in steps, therefore the implementation duration varies by contractual partners:

- International Expert – since 28 October 2019,
- ITCNE NGO – since 05 November 2019,
- MIER – since 05 May 2020.

This external mid-term review should give evidence to SDC and the stakeholders whether the Project is on a right way to achieve its objectives (outcomes and impact). While the review has to assess the Project along the OECD-DAC evaluation criteria (see below) and highlight both positive and negative, intended and non-intended results and processes, it should **mainly focus on conclusions and recommendations which should serve as a basis for decision-making and steering for the remaining project period, but also for learning of the involved stakeholders and beyond**. In a view of the phase-out of SDC from Mongolia by 2024, the evaluation findings, recommendations and the lessons learned will be used for the capitalisation of SDC experiences in the education sector, particularly in ESD.

The conclusions and recommendations should clearly point out the areas and methodologies to add or continue in line with the Project document, and the areas/methodologies that need modifications or termination in implementation, in order to reach the Project's objectives.

Scope

The review should be guided by the **OECD/DAC Criteria⁵ of relevance, coherence, effectiveness, efficiency, impact and sustainability**. The **crosscutting themes of SDC - Good governance and Gender Mainstreaming** - have to be reviewed in addition to the above-mentioned criteria.

In addition, the review needs to assess to which extent the partners have addressed the issue of **PSEAH (- [Prevention of Sexual Exploitation, Abuse and Harassment](#))** in the project (rules, tools, activity, staff training, etc.).

The relevant evaluation criteria are to be selected in order to formulate pertinent review questions that will be presented in the bid. The focus on and the exclusion of criteria should be explicitly stated in the bid of the consultant as well as the final review report.

The geographical scope includes 6 selected provinces and 2 Ulaanbaatar districts, namely Khentii, Khovd, Khovsgol, Bulgan, Arkhangai, Orkhon *Aimags*, and Bayangol, Songinokhairkhan districts of Ulaanbaatar.

⁵ OECD/DAC Network on Development Evaluation: [Better Criteria for Better Evaluation. Revised Evaluation Criteria Definitions and Principles for Use](#) (2019).

Review process and methods

Review methodology

The methodology proposed by the consultants to conduct the mission must be a part of the narrative offer. The following elements are expected at minimum:

- Preparation based on the available documentation (see Annexes)
- Briefing with SDC, the Government of Mongolia (MEDS, MET), ITCNE, MIER and the international expert at SDC office in Ulaanbaatar/online
- Meetings with key stakeholders (members and constituency of TACG, Ministry of Environment and Tourism, Ministry of Education and Science, local authorities, local schools, teachers, students, international expert, ITCNE NGO, etc)
- Meetings (can be online) with relevant international stakeholders;
- Field mission, including meetings with all key field stakeholders;
- Facilitate a workshop for key stakeholders to receive a feedback on key findings and to consolidate them;
- Debriefing with SDC in Mongolia, MIER, ITCNE and the Government of Mongolia at SDC office in Ulaanbaatar/online;
- Report writing and submission (including consultation on the draft report).

Given the restrictions/challenges caused by the COVID-19 related restrictions, innovative evaluation methodologies (including remote ones) are particularly welcomed in the offer, which should be presented in the form of options.

Roles and responsibilities of the reviewers

The evaluation will be conducted by a team composed of an international consultant/s and local consultant/s. The overall responsibility will lie with the international consultant who will be the sole contract partner with SDC. The review team will report to SDC Mongolia. The Project teams at MIER and ITCNE will provide administrative, conceptual and logistical support to the review mission.

Review process and timeframe

The review (including preparation and report writing) will last a **maximum of 48-50 days** for the whole team during **October – November 2021**. The offer must contain a detailed mission plan with a clear job division, considering the following preliminary schedule. This schedule is the ideal scenario for SDC, but the consultants can propose another schedule during **January - March 2022**, which is the option B.

ATTENTION: Due to the unpredictable evolution of the COVID-19 pandemic and of the related evolving restriction measures of the Mongolian Government, the **offer must present 2 scenarios to conduct such an assignment, both time wise and in terms of methodology** (including potential implications on the team composition and on the budget). Consultants are expected to show flexibility and innovations.

GOAL	Impact indicator		Year 1 June 2019 - 31 May 2020			Year 2 June 2020 - 31 May 2021			Year 3 June 2021 - 31 Aug 2022					
An environmentally, socially and economically responsible, equitable, and sustainable future for the people of Mongolia through ESD														
OUTCOME	Quantitative Indicators - where relevant	Baseline	Year 1			Year 2			Year 3			Project progress		
			Target	Actual	Perf.%	Target	Actual	Perf.%	Target	Actual to date	Perf.% to date	End of project target	Cumulative Actual	Perf.% to date
Necessary competences are embedded within the Mongolian education system, both at the national level, among policy and decision-makers, and at the local level, among teachers, practitioners and local authorities, to ensure a sustainable application of ESD.	1. Knowledge and understanding of ESD improved among students, teachers, trainers, school management and local authority staff	Reported on in narrative form												
	2. Resource materials (Curricula, teaching content and methods, teaching-learning materials, examination papers and student activities)	Reported on in narrative form												
Outputs	Quantitative Indicators - where relevant	Baseline	Year 1			Year 2			Year 3			Project progress		
			Target	Actual	Perf.%	Target	Actual*	Perf.%	Target	Actual	Perf.%	End of project target	Cumulative Actual	Perf.% to date
1.Targeted trainings and on-the-job trainings are organised to deepen the knowledge of ESD at macro, meso and micro levels.	1.1 # of trained master trainers, teacher trainers, content developers, test developers (F/M)	B: 26,450 (82% F)		MIER: TACG -22 (71.4% F) Educators -341 (74.8% F) ITCNE: 895 (76% F) TOTAL = 1258			MIER: TACG -21 (71.4% F) Educators- 3660 (69.5% F) ITCNE 2021 June: 449 (79.9% F) TOTAL = 4130					T: 30,500	5388	18%
	1.2 # of trained aimag authority staff (F/M)	B: 30 (60% F)					ITCNE: 114 (48%F)					T: 60	114	190%
	1.3 # of trained school principals and managers, social workers and teachers (F/M)	None given		ITCNE: 449 (79% F)			MIER: 2380 educators from aimags and 9 districts (68% F) ITCNE: 1549 (82% F) TOTAL = 3,929					None given	4378	Not possible to assess
	1.4A1 least 20% of trained staff at all levels should be men.	B: 18%	T: 20%	MIER 2020: 26.9% ITCNE 2020: 26% Combined = 26.45%	132%	T: 20%	MIER: (30.5%) ITCNE: 27% Combined = 28.75%	144%	T: 20%			T: 20%	27.6 (average)	138%
2.Quality resources and practical tools for ESD application are available to teachers and other practitioners.	2.1: Number of improved core curricula (CC)	B: 6		MIER: 0			MIER: 0					T: 44	0	0%
	2.2: Textbooks, teacher guidebooks, lesson plans, test questions under the CC, web content developed and improved.	B:0		MIER: 13 items - see comment ITCNE: 34 items - see comment			MIER: 16 items - see comment ITCNE: 37 items - see comment					T:200	100 items	50%
	2.3: Gender analysis of materials	B: 0		0			0					T: performed	0	0%
	2.4: # of new ESD-compliant modules/best practices uploaded in esd.mn	B: 0					MIER & ITCNE: 110					T: tbc	110	Not possible to assess
3.ESD model schools are identified and supported to further integrate ESD effectively in education and school management, as well as in school-community initiatives.	3.1: School management and operations reflect ESD principles	B: 0		ITCNE: 30 schools			ITCNE: 30 schools					T: at least 12 schools	30	250%
	3.2: # of ESD model schools	B: 0		ITCNE: 30 schools			ITCNE: 30 schools					T: 30	30	100%
	3.3: # of school-community projects	B: 25		ITCNE: 28 projects			ITCNE: 30 projects					T: at least 60	30	50%
	3.4: Satisfaction about the projects' results by the communities and school pupils/students	B: 0		ITCNE: 0			ITCNE: 0					T: over 60%	0	0%
	3.5: # of organised interschool events	B: 3		MIER&ITCNE: 0			ITCNE: 1					T: at least 15	1	6%
	3.6: # of active mentors to other schools	None given		MIER&ITCNE: 21 TACG members			MIER&ITCNE: 21 TACG members + 80 Sub-TACG members					None given	101	Not possible to assess
	3.7: # of students engaged in school-community projects (F/M)	B: 0		ITCNE: -ToT student 150 (72% F) -Participating student (48.7% F)			ITCNE: -Participating student 19,088 (65% F)					T: tbc		Not possible to assess

* Data for 2021 only reflects achievements up to June 2021

Appendix 3: Assessment Grid for project/programme evaluations of the SDC interventions

Note: this assessment grid is used for evaluations of SDC financed projects and programmes (hereinafter jointly referred to as an 'intervention'). It is based on the OECD Development Assistance Committee evaluation criteria.¹ In mid-term evaluations, the assessment requires analysing the likelihood of achieving impact and sustainability. All applicable sub-criteria should be scored and a short explanation should be provided.

Please add the corresponding number (0-4) representing your rating of the sub-criteria in the column 'score':

- 0 = not assessed
- 1 = highly satisfactory
- 2 = satisfactory
- 3 = unsatisfactory
- 4 = highly unsatisfactory

Key aspects based on DAC Criteria		Score (put only integers: 0, 1, 2, 3 or 4)	Justification (please provide a short explanation for your score or why a criterion was not assessed)
Relevance			
Note: the assessment here captures the relevance of objectives and design <i>at the time of evaluation</i> . In the evaluation report, both relevance at the design stage as well as relevance at the time of evaluation should be discussed.			
1. The extent to which the objectives of the intervention respond to the needs and priorities of the target group.		1	Very positive feedback from TAGC, SubTAGC and schools, corresponds to government priorities
2. The extent to which the objectives of the intervention respond to the needs and priorities of indirectly affected stakeholders (not included in target group, e.g. government, civil society, etc.) in the country of the intervention.		0	All groups suggested here are direct stakeholders, no others assessed
3. The extent to which core design elements of the intervention (such as the theory of change, structure of the project components, choice of services and intervention partners) adequately reflect the needs and priorities of the target group.		1	An ambitious design in which collaboration between ministries and groups was built into the project structure, but felt to be very successful
Coherence			
4. Internal coherence: the extent to which the intervention is compatible with other interventions of Swiss development cooperation in the same country and thematic field (consistency, complementarity and synergies).		0	Not assessed

¹ For information on the 2019 revisions of the evaluation framework see: Better Criteria for Better Evaluations. Revised Evaluation Criteria. Definitions and Principles for Use, OECD/DAC Network on Development Evaluation, 2019.

5. External coherence: the extent to which the intervention is compatible with interventions of other actors in the country and thematic field (complementarity and synergies).	2	Relevant continuation of phase 1 and complimentary to other donor interventions, eg: Danida, GTZ and the aims of FEE.
Effectiveness		
6. The extent to which approaches/strategies during implementation are adequate to achieve the intended results.	2.5	Large amounts of training delivered at school and national TAGC level but some limitations in the latter in terms of its practical application.
7. The extent to which the intervention achieved or is expected to achieve its intended objectives (outputs and outcomes).	2	The project could, with an extension year, achieve its intended objectives but does now need to prioritise rather than attempt to deliver all planned activities
8. The extent to which the intervention achieved or is expected to achieve its intended results related to transversal themes.	0	The project did not have any explicit objectives around the cross cutting themes of Good Governance, Gender and PSEAH, although these were assessed by the MTR and found to be broadly satisfactory.
Efficiency		
9. The extent to which the intervention delivers the results (outputs, outcomes) cost-effectively.	3	Challenges around knowledge management and management and high turnover of staffing were partly due to Covid 19 but led to some project inefficiencies.
10. The extent to which the intervention delivers the results (outputs, outcome) in a timely manner (within the intended timeframe or reasonably adjusted timeframe).	3	As above, much of this is unavoidable, and there is a need for an extension or transition period to ensure local ownership.
11. The extent to which management, monitoring and steering mechanisms support efficient implementation.	3	During the period of the Covid pandemic with staff absence and turn over there was insufficient overarching support
Impact		
12. The extent to which the intervention generated or is expected to generate 'higher-level effects' as defined in the design document of the intervention. Note: when assessing this criterion, the primary focus is the intended 'higher-level effects'. In the event that <i>significant</i> unintended negative or positive effects can be discerned, they must be specified in the justification column, especially if they influence the score.	0	Not assessed
Sustainability		
13. The extent to which partners are capable and motivated (technical capacity, ownership) to continue activities contributing to achieving the outcomes.	2	High motivation and enthusiasm identified and expressed, but some training and support still needed.
14. The extent to which partners have the financial resources to continue activities contributing to achieving the outcomes.	3	There is a risk that there will be no future funding identified for school projects, reducing opportunities for innovative and creative working. Funding for TAGC and sub TAGC support still needs to be secured.

15. The extent to which contextual factors (e.g. legislation, politics, economic situation, social demands) is conducive to continuing activities leading to outcomes.	1	Education for Sustainable development now enshrined in educational law with a new government agency responsible for its implementation.
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Additional information (if needed): [Click here to enter text.](#)

Title of the intervention: [Click here to enter text.](#)

Assessor(s): [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Appendix 4: - List of Documents reviewed

SDC ESD Mongolia background document list

		Reviewed
Background documentation		
1.	The SDC Assessment Grid for the DAC Criteria	
2.	Project document phase 1 – 2014-2017	
3.	Project document phase 2	
4.	National Programme on ESD 2018-2022	
5.	Mongolian Government Action Plan (GAP) 2020-2024;	
6.	National green development policy of Mongolia (2014-2030),	
Contracts and Inception documents		
7.	Contract for international expert	
8.	ITCNE technical proposal - 2019	
9.	Tasks of PU	
Project's annual operational plan and reports		
10.	ESD final report – 2015-2018	
11.	Final phase report – 2015 – 2018 Annexes	
12.	TACG members report - Excel file	
13.	Yearly Operational plan (YOP) - MIER 2020	
14.	YOP_ITCNE 3 years_and_2020_final	
15.	20210906_YOP2021_changes_MIER - (incl Edu Psychologists work)	
16.	20210906_YOP2021_changes_ITCNE (incl Edu Psychologists work)	
17.	YOP_MIER_2020 ENG	
18.	AR_MIER_2020_ENG - June Dec 2020	
19.	Annexures 2020	
20.	AR_MIER_2021	
21.	ESD-II 2020 report from ITCNE (1)	
22.	2020 Semi_annual report ITCNE	
23.	210324 ITCNE Annual report 2020	
24.	211006 ITCNE Annual report 2021 reviewed	
25.	Chatbox report_ENG – Psychological services report	
26.	2021 August Logframe – Combined	
27.	ToR for TACG Monitoring trip_ENG	
28.	ESD project_Progress of Oct 21	
29.	TACG members report compiled_June 2021	
International expert reports		
30.	Folder with numerous documents - 28 OCT 2019 to DEC 2020	
31.	Folder with numerous documents - 2021	
32.	Folder with numerous documents - Annexures 2020	
33.	Folder with numerous documents – Sub TACG	
34.	Folder with numerous documents – Workshop 3	
Institutional Capacity Building assessments and CB plans		
35.	Questionnaire	
36.	EEC	
37.	GASI	
38.	ITDP	
39.	MNUE	

40.	NCLE	
41.	FWRNCC	
42.	An Analysis	
43.	CB Plan	
44.	Action Plan template	
45.	Three Actions TACG Members Committed To Undertake In The Second Capacity Building Workshop	
46.	REPORT – Salient points from 1 st TACG workshop	
47.	TACG - WS 1	
Studies conducted within the Project or about ESD		
48.	2018 Study on ESD in Core Curriculum	
49.	External MTR of ESD phase 1 - 2016	
50.	Baseline Research Report ESD - January 3-15, 2021 – Summary	
51.	Reflection Of ESD Concepts: Report on Policy Documents Analysis 2020	
52.	Survey Findings on Pilot Schools' Self-Assessment Data Processing for "Whole School Approach" concept grounding into practice	
53.	2021 TACG PO survey - Excel file	
54.	TACG Handbook	
55.	Summary of the Teachers Guidebook on ESD (2018)-Aug 2020	
56.	ESD Books-Edition 1 and 2 – Teachers manuals	
57.	Summary of the Teachers Guidebook on ESD (2018)-Aug 2020	
58.	Survey Findings on Pilot Schools' Self-Assessment Data Processing for "Whole School Approach" concept grounding into practice	
59.	Methodology for integrating ESD into school teaching and learning and their support activities Teacher's manual 2018	
Policy documents etc		
60.	EDUCATION SECTOR MID-TERM DEVELOPMENT PLAN 2021-2030 - revised	
61.	Swiss Cooperation Strategy for Mongolia 2018-2021	
62.	Mongolia Vision 2050	
63.	MECSS Education Synthesis report 2020 - TOWARDS MONGOLIA'S LONG-TERM DEVELOPMENT POLICY VISION 2050	
64.	REFLECTION OF ESD CONCEPTS: REPORT ON POLICY DOCUMENTS ANALYSIS 2020	
65.	SDC unofficial translation - NATIONAL PROGRAMME ON EDUCATION FOR SUSTAINABLE DEVELOPMENT	
Other		
66.	National Conference Summary report	
67.	ESD bulletin Q1-2021_eng_ver	
68.	ESD bulletin Q3-2021_eng	
69.	ESD bulletin Q4-2020_eng_ver	
TOTAL REVIEWED		69

Appendix 5: - List of Key informants Interviews (KIIs) and Interview Schedule

LIST OF KEY INFORMANTS			
Organisation	Key informant role/post/s	Method	Language
Project staff	International Expert	<i>Remote KII</i>	English
Project staff	New National Coordinator	<i>In person meeting March 22</i>	Mongolian/English translation
Project staff	Former National Coordinator	<i>Remote KII</i>	English
Project staff	Second former National Coordinator	<i>Remote KII</i>	English
Project staff	Translator/administrative Officer	<i>Remote KII</i>	English
Project staff	Core team	<i>FDG March 22</i>	English
External consultant	Consultant trainer/mentor	<i>Remote KII</i>	English
ITCNE	Executive Director	<i>Remote KII</i>	English
ITCNE	Executive Director and representatives from staff team	<i>Collaborative field visits</i>	English
SDC staff	Senior Programme Officer	<i>Remote KII</i>	English
Project staff	Contracted second International Expert	<i>Remote KII</i>	English
Mongolian Institute for Educational Research (MIER)	Director of curriculum and research	<i>Remote KII</i>	Mongolian
Mongolian National Institute for Educational Research (MNIER)	New Director	<i>In person discussion at validation workshop</i>	Mongolian/English translation
ITPD	???		Mongolian
Ministry of Education and Science (MoES)	Director of Department, and Officer in charge of ESD	<i>KII – remote???</i>	Mongolian/English – with translation
Ministry of Education and Science (MoES)	Director of Department, and Officer in charge of ESD	<i>In person meeting March 22</i>	Mongolian/English – with translation
Ministry of Environment and Tourism (MoET)	Director of Green development policy and planning	<i>KII – remote</i>	Mongolian/English – with translation
Ministry of Environment and Tourism (MoET)	Director of Green development policy and planning	<i>In person meeting March 22</i>	Mongolian/English – with translation
Mongolian National Education University (MNEU)	Rector, Researchers and TAGC members	<i>In person meeting March 22</i>	Mongolian/English
General Authority Education (GAE)	Director-General of Government Implementing Agency	<i>In person meeting March 22</i>	Mongolian/English
General Agency for State Inspection (GASI)	Director of department for education, health & culture	<i>In person meeting March 22</i>	Mongolian/English

Interview schedule for Key Informant Interviews (KIIs)

Introduction of the interview to the respondent:

- [Introduce self]
- Our team have been asked to review Phase 2 of the Education for Sustainable Development Project supported by SDC, the Swiss Agency for Development and Cooperation.
- You have been identified as a key [partner/actor/stakeholder] in the project.
- I would like to speak with you about your involvement in the project, as well as ask your opinions about the project.
- Our goal is to understand and document your experience so that we can learn from it and make recommendations for the remainder of the Project.
- The questions will take about 1 hour [state longer time if more than one person being interviewed].
- Whatever you tell me will be kept confidential, and I will only share specific comments with our review team. Any information or reported findings that we include in our report will not identify you directly.
- Do you have any questions for me before we begin?

All respondents to sign information and informed consent sheet, and be given a unsigned copy.

Interview and respondent information to be recorded
☐ Date of interview ☐
☐ Length of interview (start/end time) ☐
☐ Name ☐
☐ Gender
☐ Location of interview ☐
☐ Any notes on interview context and persons present

Q	Topic	
Introduction: Project Involvement		
	[Greetings, informal conversation] Question 0: Please tell me about your involvement and role in the SDC ESD project?	All KIs
EFFECTIVENESS		
Evaluation Question 2: How far has conceptual understanding of ESD has been adopted at central level, (policy and decision-making levels)?		
a)	Do you feel there is a common, shared understanding of ESD across your team/the different partners in this project?	MES rep MET rep Int Expert L A Rep School Heads
b)	Have interpretations been discussed, challenged or changed to fit the local context?	
Evaluation Question 3: How far have capacities been enhanced at school level for practical implementation (among teachers and local authorities)?		
a)	What changes have you noticed since the project started in how your team/your school/ your colleagues have responded to the project?	MES rep MET rep Int Expert LA Rep School Heads
b)	What support is still needed?	
Evaluation Question 4: How far has ESD been embedded in government policies, teacher training institutions, national curricula and text books, school mission statements, and in school community activities?		
a)	[Question tailored as appropriate for informants]	MES rep MET rep Int Expert LA Rep School Heads
EFFICIENCY		
Evaluation Question 5: What challenges, if any, have been experienced? Could these have been foreseen, or managed better?		
a)	What have been the biggest challenges from your perspective?	MES rep MET rep Int Expert LA Rep School Heads
b)	If you were designing this as a new project, what would you change?	MES rep MET rep Int Expert LA Rep School Heads
SUSTAINABILITY		

Q	Topic	
Evaluation Question 6: What strategies, plans or actions, if any, have been put in place to promote the sustainability of project achievements, and how likely is it that these will be effective in maintaining continuity?		
a)	What plans have you/your department/school made for continuing these activities once the project ends?	MES rep MET rep Int Expert LA Rep School Heads
b)	What is still needed? What are your biggest concerns?	
c)	How do you see things looking in five years' time?	
GOVERNANCE		
Evaluation Question 7: What evidence is there of democratic and transparent governance at ministerial, provincial and school level?		
a)	How well have the different partners worked together?	MES rep MET rep Int Expert LA Rep School Heads
b)	How open have partners been about their failures as well as their successes?	
c)	Do you feel money has been well spent?	
GENDER		
Evaluation Question 8: How far are women involved at all levels of decision making?		
a)	Do men and women have an equal voice in decision making?	MES rep MET rep Int Expert LA Rep School Heads
b)	If not, what is preventing this?	
Evaluation Question 9: How far are gender roles presented, discussed within the class and/or represented in curricular materials, and teachers willing to confront these issues?		
a)	What support do you offer your teachers for addressing issues of gender in class?	School Heads
b)	Have you experienced any problems with this?	
Evaluation Question 10: To what extent have partners addressed the issue of PSEAH in project through rules, tools, complaints and whistle-blowing procedures, activities and/or staff training etc.		
a)	Do your department/school/partner organisations have a PSEAH policy?	MES rep MET rep Int Expert LA Rep School Heads
b)	Did this pre-date this ESD project? [OR What date was this policy put in place?]	
c)	How is it implemented? How is it used?	
	FINAL COMMENTS	
	Are there any other lessons learned from this project or recommendations that you wish to share? [Closing / thank for time]	All

Q	Topic	
	[RECORD INTERVIEW END TIME]	
Closing		

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Appendix 6: - Online Survey questionnaire

As part of the Mid-Term Review, an online survey was sent out to 21 national TACG members and 103 sub-TACG members (one email bounced), and response rates were 6781% (14/21) and 532% (55/103) respectively. See below the survey questionnaire.

Education for Sustainable Development 2019-2022 - SDC Mid-Term Review - TACG survey

Швейцарийн хөгжлийн агентлагаас хэрэгжүүлж буй “Тогтвортой хөгжлийн боловсрол 2019-2022” төслийн дунд хугацааны үнэлгээ

(Техникийн зөвлөн зохицуулах багийн гишүүдээс авах асуулга)

Introduction / Танилцуулга

We have been commissioned as the Mid-Term Review (MTR) team to review the ESD project Phase 2 from 2019 – 2022. We have been informed that you are a member of one of the Technical Advisory and Coordination Groups (TACGs), either at the national or provincial level. Your perspectives and opinions on the following questions will be extremely useful to the MTR and will help in decision-making for the remainder of the ESD Project.

The survey has approximately 18 questions and should only take around 15-20 minutes of your time. All responses will be treated as confidential to the MTR team. Anonymity will be maintained at all times and we will not use your name in any of the information we get from this survey or in any of the MTR reports.

2019-2022 онд ШХА-аас хэрэгжүүлж буй “Тогтвортой хөгжлийн боловсрол-II” төслийн хэрэгжилтийн дунд хугацааны үнэлгээний багаас мэндчилж байна.

Төслийн Техникийн зөвлөн зохицуулах үндэсний болон орон нутгийн багийн гишүүний хувьд Таныг дараах хэдэн асуултад санаа бодлоо чөлөөтэй илэрхийлэхийг хүсч байна. Учир нь, та бүхний санаа оноог ТХБ-II төслийн цаашдын үйл ажиллагаанд тусгах болно.

Доорх асуултад хариулахад та 15-20 минут зарцуулах байх. Таны хариултыг зөвхөн үнэлгээний дүгнэлтэд ашиглах ба тайланд таны нэр дурдагдахгүй бөгөөд нууцыг чандлан хадгалах болно.

QUESTIONS: АСУУЛТУУД:

Q1: Which of the following two levels do you belong to in the Technical Advisory Team?

Асуулт 1: Та Техникийн зөвлөн зохицуулах аль багт нь хамаардаг вэ?

National ESD Technical Advisory and Coordination Group (TACG)?

Техникийн зөвлөн зохицуулах Үндэсний багийн гишүүн:

YES/NO /

ТИЙМ/ҮГҮЙ

Provincial level Sub-TACG?

Техникийн зөвлөн зохицуулах Орон нутгийн багийн гишүүн:

YES/NO

ТИЙМ/ҮГҮЙ

Q 2: If YES to either of the above, can you tell us briefly what role you or your organisation play on the TACG/SubTACG?

Асуулт 2: Хэрэв ТИЙМ бол, Та болон танай байгууллага ТЗБ-т ямар үүрэгтэй ажилладаг талаараа товчхон хэлж өгнө үү?

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Q3: What type of institution or organisation do you work in? Please select from the following list /

Асуулт 3: Та ямар байгууллагад ажилладаг вэ? Дор дурдсан жагсаалтаас сонгоно үү?

Government Ministry	Төрийн байгууллага, Яам
University or Teacher Training Institute	Их сургууль/сургалтын байгууллага
Other government agency	Засгийн газрын харьяа агентлаг
Local Authority–aimag/district	Орон нутгийн засаг захиргааны байгууллага–аймаг/дүүрэг
School	Сургууль
NGO	Төрийн бус байгууллага
Media organisation	Хэвлэл мэдээллийн байгууллага

Q4: In what geographical area do you work on the ESD Project?

Асуулт 4: Аль аймаг/дүүрэгт хэрэгжиж буй ТХБ-II төслийн үйл ажиллагаанд оролцдог вэ? Тэмдэглэнэ үү.

National level		Үндэсний төвшинд
Songinokhairkhan district		Сонгинохайрхан дүүрэг
Bayangol district		Баянгол дүүрэг
Khentii province		Хэнтий аймаг
Khuvsgul province		Хөвсгөл аймаг
Orkhon province		Орхон аймаг
Bulgan province		Булган аймаг
Arkhangai province		Архангай аймаг
Khovd province		Ховд аймаг

Conceptual understanding and enhanced capacity since 2019

/2019 оноос хойш ойлголт нэмэх, чадавх бэхжүүлэх чиглэлээр хийгдсэн ажил

Q5: Do you feel there is a common, shared understanding of ESD across **your own team**? /

Асуулт 5: Танай байгууллагын хамт олон ТХБ -ын үзэл баримтлалын талаар нийтлэг ойлголттой болж чадсан уу ?

YES/NO /

ТИЙМ/ҮГҮЙ

Please elaborate on your answer above: / Хариултаа доор дэлгэрэнгүй бичнэ үү:

Q6: Do you feel there is a common, shared understanding of ESD across **the different partners** in this ESD project? /

Асуулт 6: Төслийн хүрээнд хамтарч ажилладаг байгууллагууд ТХБ–ын үзэл баримтлалын талаар нийтлэг ойлголттой болж чадсан уу?

YES/NO / ТИЙМ/ҮГҮЙ

Please elaborate on your answer above: / Хариултаа доор дэлгэрэнгүй бичнэ үү:

Q7: On the following scale of 1-4, please say to what extent you feel the SDC ESD Project has been able to support the practical implementation of ESD principles, **since 2019** , in the following areas?

Асуулт 7: 2019 оноос хойш хэрэгжсэн “Тогтвортой хөгжлийн боловсрол-II” төсөл нь тогтвортой хөгжлийн үзэл баримтлалыг амьдралд нэвтрүүлэх чиглэлээр хэрхэн дэмжлэг үзүүлсэн гэж Та боддог вэ? Та 1-4 гэсэн оноогоор үнэлгээ өгнө үү.

	1 – Not at all / Огт үгүй	2 - to a small degree / Бага зэрэг	3 - a considerable amount / Боломжийн сайн	4 – An immense amount Нилээд сайн	Don't know / Мэдэхгүй
Within Government ministries Яамдын хүрээнд					
Within educational and teacher training institutes Боловсролын байгууллага, багш бэлтгэх сургуулиуд, хүрээнд					

Within GASI-Government Agency for Specialized Inspection МХЕГ-Мэргэжлийн хяналтын ерөнхий газар					
MNB - Mongolian National Broadcasting МҮОНР-Монголын үндэсний олон нийтийн радио телевизийн хүрээнд					
Other national government agencies Бусад төрийн байгууллагын хүрээнд					
Within Local Authorities / Орон нутгийн засаг захиргааны байгууллагын хүрээнд					
Among school teachers / Сургууль, багш нарын дунд					

Q8: As a result of this ESD project, since 2019, has ESD been embedded into actual school-community activities in any of the following ways? /

Асуулт 8: ТХБ төслийн үр дүнд 2019 оноос хойш сургууль-олон нийтийн үйл ажиллагаанд ТХБ-ын үзэл санааг тусгаж чадсан эсэх дээр саналаа өгнө үү?

	YES ТИЙМ	NO ҮГҮЙ	Don't know Мэдэхгүй
Collaboration with parents and/or encouragement to students to share newly acquired learning at home Эцэг эхчүүдтэй хамтран ажиллах ба/эсвэл сурагчид шинээр сурсан зүйлээ гэрийнхэнтэйгээ хуваалцдаг эсэхийг дэмжих			
Lifelong learning activities for adults in the area Насанд хүрэгчдэд зориулсан насан туршийн боловсролын үйл ажиллагаа хэрэгжүүлэх			
Establishment of parent committees and their involvement in schools Эцэг эхийн зөвлөл байгуулах, тэднийг сургуулийн үйл ажиллагаанд оролцуулах			
Student action learning projects in the local community Сурагчид олон нийттэй ажиллах үйл ажиллагаанд оролцохыг дэмжсэн төслүүд			
Creation of new joint school-community facilities (e.g. recycling, vegetable gardening etc) Сургууль-олон нийт хамтран шинээр хэрэгжүүлж буй ажил (тухайлбал, дахин боловсруулах, ногоо тарих гэх мэт)			
Anything else (please explain in comment box below) Өөр санал (Дор өгсөн хэсэгт саналаа бичнэ үү)			

Comments: / Санал

--

Challenges to achieving ESD Project objectives / ТХБ-II төслийн зорилтууд/үйл ажиллагааг хэрэгжүүлэхэд тулгарч буй бэрхшээлүүд

Q9: Were any of the key ESD Project Activities listed in the **Rows** below affected by any of the overarching challenges listed in the **Columns** – please select as many challenges as you think have been a factor for each key Project Activity: /

Асуулт 9: Эхний баганад ТХБ-ын төслийн гол үйл ажиллагааг оруулсан байгаа. Тус бүрийн ард тулгарч болох бэрхшээлийг жагсаасан. Та төслийн үйл ажиллагаанд нөлөөлж буй гол хүчин зүйлсээс аль болох олныг сонгоорой.

	Covid restrictions КОВИД-19-ын нөлөө/ хязгаарлалт	Coordination and collaboration Зохицуулалт ба хамтын ажиллагаа	Budgetary or expenditure allocation or timeliness Төсөв, эсвэл зарцуулалтын хуваарилалт	Staff absence or turnover Ажилтнууд дутагдах, эсвэл солигдох
ESD training and mentoring ТХБ-ын сургалт, зөвлөгөө				
School-Community engagement Сургууль-олон нийтийн оролцоо				
Production of ESD materials by project partners Төсөлд оролцогч талуудын боловсруулсан ТХБ-ын материалууд _				
Use of ESD materials in teaching in all subject areas ТХБ-ын чиглэлээр боловсруулсан материалуудыг бүх мэргэжлийн багш				

нар ашиглаж буй байдал				
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Please indicate any other challenges which may have adversely affected ESD Project progress: /
ТХБ -ын төслийн явцад сөргөөр нөлөөлж болзошгүй бусад бэрхшээлийг тодруулна уу

Q10: Do you think any of the challenges you've identified above could have been avoided or better managed? /

Асуулт 10: Таны бодлоор дээр дурдсан бэрхшээлүүдийг даван туулах, эсвэл илүү сайн чиглүүлэх боломжтой байсан бол тэр тухай бичнэ үү.

Q11: If you had the opportunity to design ESD as a new project, is there anything you would change or do differently? /

Асуулт 11: Хэрвээ танд ТХБ-ын шинэ төсөл боловсруулах/бичих боломж гарвал Та юуг өөрчилж, эсвэл шинээр тусгах вэ?

Sustainability of ESD Project achievements and benefits / ТХБ Төслийн ололт амжилт, үр ашгийн тогтвортой байдал

Q12: In your opinion, to what extent have the following groups integrated ESD principles into their institutional ways of working? /

Асуулт 12: Таны бодлоор дараах оролцогч талууд ТХБ -ын зарчмуудыг хэр зэрэг хүлээн авч, үйл ажиллагаандаа хэрэгжүүлсэн бэ?

	Not at all Огт үгүй	Somewhat Бага зэрэг	To a considerable extent Нилээд хэмжээгээр	Fully integrated ESD principles ТХБ-ын зарчмуудыг бүрэн хэрэгжүүлсэн
Government ministries Төрийн яамд				
Educational and Teacher training institutions Багш бэлтгэдэг их дээд сургуулиуд				

Other national government agencies Засгийн газрын харьяа бусад агентлаг				
Local Authorities Орон нутгийн засаг захиргааны байгууллагууд				
School managers Сургуулийн менежерүүд				
School teachers Багш нар				

Please give a couple of brief, concrete examples to support your answers to Q12 above: / Дээр өгсөн хариултаа батлах 1-2 тодорхой жишээ дурдана уу.

Q13: In your opinion, how likely is it that the following aspects of the ESD Project will continue beyond the lifetime of the current ESD Project? Please rate each aspect on a scale of 1-5 /

Асуулт 13: Таны бодлоор ТХБ төсөл хэрэгжиж дууссаны дараа аль чиглэлээр үйл ажиллагаа нь үргэлжлэх бол? Та өөрийнхөө бодлоор 1-5 гэсэн үнэлгээ өгнө үү.

	1 – Very unlikely Маш бага магадлалтай	2- somewhat likely Цөөхөн тохиолдолд хэрэгжинэ	3- likely Ер нь боломжтой	4- very likely Ихэнх нь биелнэ.	5 – will certainly be continued Гарцаагүй үргэлжлэх болно	Don't Know Мэдэхгүй
ESD materials will be adopted and used in ESD Project model schools ТХБ-ын чиглэлээр боловсруулсан материалуудыг төслийн загвар сургуулиуд ашиглах болно.						
ESD Project model schools will have been strongly						

established and can act as models for national scale up. ТХБ Төслийн загвар сургуулиудыг цаашид үргэлжлүүлэн байгуулж, үндэсний төвшний загвар болгон хэрэгжүүлж чадна.						
ESD Information and media messages will continue to be featured in Mongolian media ТХБ-ын талаарх мэдээ мэдээлэл, цаашид ч Монголын хэвлэл мэдээллийн хэрэгслээр цацагдах болно.						
Funding for school-community ESD collaborations will be available Тогтвортой хөгжлийн боловсролын чиглэлээр сургууль-олон нийтийн үйл ажиллагааг санхүүжүүлэх боломж гарах болно.						

Q14. What additional support do your organisation/department/school still need in order to be able to continue ESD activities once the project has ended? Please elaborate below: /

Асуулт 14. Төсөл дууссаны дараа ТХБ-ын үйл ажиллагааг үргэлжлүүлэхийн тулд танай байгууллага/газар/сургуульд ямар нэмэлт дэмжлэг хэрэгтэй вэ? Доор дэлгэрэнгүй тайлбарлана үү

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Governance of ESD / ТХБ-ын засаглал

Q15: How well do you think the ESD Project has established good governance principles and practice in the following areas. Please indicate if you agree or disagree with the following statements: /

Асуулт 15: Таны бодлоор ТХБ төсөл нь сайн засаглалын зарчмыг дараах чиглэлээр хэр сайн хэрэгжүүлсэн бол? Дараах тохиолдолд хүлээн зөвшөөрч байгаа эсвэл зөвшөөрөхгүй байгаагаа тэмдэглэнэ үү.

	Strongly disagree Санал огт нийлэхгүй	Disagree Санал нийлэхгүй	Neither disagree nor agree Санал нийлэх нийлэхгүй нь адилхан	Agree Санал нийлж байна	Strongly Agree Бүрэн санал нийлж байна	Don't know Мэдэхгүй
Different partners have worked well together Өөр өөр оролцогч талууд сайн хамтарч ажилласан.						
Partners have been open and transparent about failures as well as successes. Оролцогч талууд өөрсдийн амжилт ололт, алдаа дутагдлын талаар илүү нээлттэй, ил тод байсан.						
Funding has been efficiently allocated and expended in a						

timely and appropriate way Санхүүжилтийг үр дүнтэй хуваарилж, цаг тухайд нь, зохистой зарцуулсан.						
Women and men have an equal voice in decision-making at all levels Бүх төвшинд шийдвэр гаргахад эрэгтэй эмэгтэй хүмүүсийн оролцоо ижил байсан.						

Please use the comments box below if you wish to elaborate on your answers above: /

Дээрх хариултуудынхаа талаар дэлгэрэнгүй тайлбарлахыг хүсвэл энэ хүснэгтэд бичнэ үү.

Prevention of Sexual Exploitation, Abuse and Harassment (PSEAH) / Бэлгийн мөлжлөг, хүчирхийлэл, дарамтаас урьдчилан сэргийлэх (PSEAH)

PSEAH is the term used by the United Nations and non-governmental organisations (NGOs) to refer to measures taken to protect people from SEAH by their own staff and associated personnel. Sexual exploitation, abuse and harassment is widespread and can have severe mental, physical, social and other consequences for the survivor / victim as well as often for the organisation (loss of qualified staff, negative work atmosphere etc.).

Бэлгийн мөлжлөг, хүчирхийлэл, дарамтаас урьдчилан сэргийлэх гэдэг нь НҮБ-ын байгууллагууд болон Төрийн бүс байгууллагууд өөрсдийн ажилтнуудаа бэлгийн мөлжлөг, хүчирхийлэл, дарамт шахалтаас хамгаалахын тулд авч хэрэгжүүлж буй арга хэмжээнүүдийг хэлнэ. Аливаа бэлгийн мөлжлөг, хүчирхийлэл, дарамт шахалт элбэг тохиолддог болсноор түүний хохирогчдыг бие махбодь, сэтгэц, нийгмийн болон бусад ноцтой үр дагаварт хүргэж болзошгүй бөгөөд түүнчлэн тухайн байгууллагын хувьд ч сөрөг нөлөөтэй. (туршлагатай ажилтнуудаа алдах, хамт олны дунд сөрөг уур амьсгал бий болох гэх мэт).

Q16: Does your department/school/partner organisation have a PSEAH policy? /

Асуулт 16: Танай байгууллага/газар/сургууль/хамтрагч байгууллагууд Бэлгийн мөлжлөг, хүчирхийлэл, дарамтаас сэргийлэх чиглэлээр баримталдаг бодлоготой юу?

YES/NO **ТИЙМ/ҮГҮЙ**

Q17: If YES, do you think this PSEAH policy and implementation is adequate and effective, or is more needed? /

Асуулт 17: Хэрвээ ТИЙМ бол, энэхүү бодлого болон түүний хэрэгжилт нь хэр сайн үр дүнтэй байсан бэ? Эсвэл өөр бодлого хэрэгтэй юу?

Q18: From what date was a PSEAH policy implemented and operational in your department/school/partner organisation? /

Асуулт 18: Чухам хэзээнээс эхэлж танай байгууллага/газар/сургууль/хамтрагч байгууллагууд Бэлгийн мөлжлөг, хүчирхийлэл, дарамтаас сэргийлэх бодлого хэрэгжүүлж эхэлсэн бэ?

Q19: If NO, what documents/policies/guidelines are being used in your organisation to prevent Sexual Exploitation, Abuse and Harassment in your organisation?

Асуулт 19. Хэрвээ ҮГҮЙ бол танай байгууллага бэлгийн мөлжлөг, хүчирхийлэл, дарамт шахалтаас урьдчилан сэргийлэх зорилгоор ямар бодлогын бичиг баримт, гарын авлага ашигладаг вэ?

FINAL COMMENTS: **ТАНЫ СҮҮЛИЙН САНАЛ:**

Are there any other lessons learned from this project or recommendations that you wish to share? / Энэхүү төслөөс авсан сургамж, бусадтай хуваалцах өөр санал байна уу?

SUBMIT [survey instruction]

Thank you very much for taking the time to complete this survey! Your responses will be immensely helpful to this Mid-Term Review and will help decision making for the ESD Project in the remaining months of the Project. / Цаг зав гарган энэхүү судалгааг бөглөсөн танд маш их баярлалаа! Таны хариулт нь энэ дунд хугацааны үнэлгээнээс гадна төсөл хэрэгжих үлдсэн хугацаанд ТХБ төслийн гаргах шийдвэрүүдэд их хувь нэмэртэй байх болно.

GOOD LUCK!

ТАНЫ АЖИЛД АМЖИЛТ ХҮСЬЕ.

Appendix 7: PSEAH Policies in Pilot Schools – survey comments and data

Data collected from the survey carried out in October 2021 show 34 out of 69 respondents have a policy in place

	YES have a PSEAH policy	All respondents
Gov ministry	8	16
Schools	15	23
Other gov agency	1	5
LA	8	21
NGO	1	2
Uni or TTI	1	2
	34	69

Comments in relation to this question include

It is governed by a code of ethics for teachers and staff, and no specific policies or programs have been developed
Our organization is a gender specialist and conducts activities in this area.
Our organization's internal regulations (Human Resources Policy) were revised in 2019 to include a special chapter on gender equality, to support gender initiatives, and to facilitate the formal regulation of this process.
The program is designed for more than 80 families living in vulnerable families. There is a team of home counsellors.
No, our organization does not have this problem
This is enshrined in the Civil Service Code of Conduct, but is rarely disclosed
The ministry's internal labor regulations provide for the prevention of sexual harassment in the workplace. The Ministry also has a sectoral gender program and is constantly monitoring the implementation of the program. The ministry also has a Parents' Council and a Youth Development Council.
Prevention of sexual exploitation, violence and harassment has been documented and implemented effectively
It needs to be updated. It is planned to cover in more detail.
There are 2-3 provisions in this regard in the organization's internal regulations
We need a policy
The results are good in our country, but when you look at other places, you think you need training because there are people who don't know that they are being exploited.
There is currently no such policy
Not required

Appendix 8: Research Framework: Framework for KIIs

Overarching Research Question	Question Prompts	For use with...
2) How far has conceptual understanding of ESD has been adopted at central level, (policy and decision-making levels)? 3) How far have capacities been enhanced at school level for practical implementation (among teachers and local authorities)?	<i>Do you feel there is a common, shared understanding of ESD across your team/the different partners in this project? Have interpretations been discussed, challenged or changed to fit the local context?</i> <i>What changes have you noticed since the project started in how your team/your school/ your colleagues have responded to the project? What support is still needed?</i>	MEDS rep MET rep Int Expert Local Authority Rep School Heads
5) What challenges, if any, have been experienced? Could these have been foreseen, or managed better?	<i>What have been the biggest challenges from your perspective?</i> <i>If you were designing this as a new project, what would you change?</i>	MEDS rep MET rep Int Expert Local Authority Rep School Heads
6) What strategies, plans or actions, if any, have been put in place to promote the sustainability of project achievements, and how likely is it that these will be effective in maintaining continuity?	<i>What plans have you/your department/school made for continuing these activities once the project ends? What is still needed? What are your biggest concerns?</i> <i>How do you see things looking in five years' time?</i>	MEDS rep MET rep Int Expert Local Authority Rep School Heads
7) What evidence is there of democratic and transparent governance at ministerial, provincial and school level?	<i>How well have the different partners worked together? How open have partners been about their failures as well as their successes? Do you feel money has been well spent?</i>	MEDS rep MET rep Int Expert Local Authority Rep School Heads
8) How far are women involved at all levels of decision making? 9) How far are gender roles presented, discussed within the class and/or represented in curricular materials, and teachers willing to confront these issues?	<i>Do men and women have an equal voice in decision making? If not what is preventing this?</i> <i>Do you support your teachers in addressing issues of gender in class? Have you experienced any problems with this?</i>	MEDS rep MET rep Int Expert Local Authority Rep School Heads
10) To what extent have partners addressed the issue of PSEAH in project through rules, tools, complaints and whistle-blowing procedures, activities and/or staff training etc.	<i>Do your department/school/partner organisations have a PSEAH policy? Did this pre-date the project? How is it implemented? How is it used?</i>	MEDS rep MET rep Int Expert Local Authority Rep School Heads

Appendix 9: List of ESD II project Pilot schools and Projects

PILOT AIMAGS and # of schools	Names of schools	Location and Distance from aimag centers	Distance from UB	# administrative staff	# of teachers all	# of non teaching staff	Total school staff	# of students	Project names and goals
KHOVD AIMAG (4 schools)	Secondary school #2	Aimag center	1500 kms /one way/	5	60	25	90	987	"SMART USE-RIGHT SAVINGS" PROJECT. Teachers, students and staff need to use water wisely to protect children's health, reduce water loss by 100%, make economic savings, organize trainings and advertise, and stabilize eco-activities so that teachers, students and parents can use water wisely.
	Laboratory school #1	Aimag center		6	86	28	120	1,973	"E-SCHOOL - QUALITY EDUCATION" PROJECT. Improve the knowledge of teachers, students, staff and parents in the online environment, disseminate and promote good practices, establish contacts with foreign and domestic schools, exchange experiences, spread positive attitudes in the online environment, and improve the learning environment regardless of time and space.
	Buyant soum school	Soum,		4	29	20	53	445	"THE WORLD OF ART" PROJECT. There will be a children's creative hall that can be reused and turned into useful products and values.
	Munkhkhairkhan soum school	Soum,		4	26	25	55	429	"LET'S STUDY, ANALYZE, LEARN, AND BE DEVELOPED" PROJECT. Preserve and protect the customs, traditions, heritage, culture and sports of Uriankhai ethnic minority people, pass them on to

											future generations, revitalize them, increase the school's green space, establish a pilot area and a meteorological observation area, and become a model school for sustainable development.	
ARKHANGAI AIMAG (4 schools)	Secondary school #3	Aimag center	500 kms /one way/				5	67	24	96	1,513	"EXPERIMENTAL SITE" PROJECT. By establishing an experimental field, the students will be able to consolidate and improve the knowledge gained in the classroom through non-classroom learning, learn creative methods, apply them in their lives, and increase their participation in environmental protection.
	Secondary school #2	Aimag center					5	84	34	123	1,386	GREEN FUTURE PROJECT. Create a green future.
	Battsengel soum school	Soum					4	32	28	64	513	"PROPER USE - THE RIGHT HABITS" PROJECT. Create a standard bathroom and create conditions for teachers, staff and students to be clean and healthy.
	Tariat soum school	Soum					4	41	29	74	767	“LET'S CHERISH OUR HERITAGE” PROJECT . Become an ECO green school that promotes heritage, customs and health.
	Erdmiin Urguu Complex school	Aimag center	350 kms /one way/				5	75	22	102	1,304	"ECO-ENVIRONMENT-CHILD DEVELOPMENT" PROJECT. Through books, teach children and young people how to preserve, promote and disseminate customs and traditions, create conditions for them to study and work in a healthy and safe eco-environment, provide ecological education and create a green civilization
BULGAN AIMAG (4 schools)												

ORKHON AIMAG (4 schools)	Khishig-Undur suum lab school	Suum	380 kms /one way/						3	33	34	70	564	"GREEN SCHOOL-GREEN SOUM" PROJECT. Increase public awareness of sustainable development in the process of creating a "Green School-Green Soum".
	Mogod suum school	Suum							3	21	15	39	353	"GREEN ROOM FOR TEACHER DEVELOPMENT" PROJECT. Make ESD as part of day-to-day operations of the school through the Teacher Development Center.
	Khyalganat suum school	Suum							4	36	30	70	595	ECO-CAMP PROJECT To introduce students, teachers, the public and citizens to the concept of sustainable development through the "Eco camp" labor camp, and to develop the ability and attitude to love nature.
	Secondary school #14	Aimag center							6	103	26	135	2,268	"NEED-CONSUMPTION-SAVINGS" PROJECT. Create a healthy, safe, risk-free, and conducive environment for students to learn, and save money.
	Secondary school #4	Aimag center							9	137	37	183	2,767	"ROOM OF HERITAGE, HISTORY AND CULTURE" PROJECT. Create a realistic environment for Mongolians to know, inherit, protect, develop and cherish their national characteristics, heritage and traditions.
	Secondary school #15	Aimag center							5	56	23	84	1,179	WINTER GREENHOUSE PROJECT. To strengthen students' knowledge and skills acquired in science, to help students develop a love of the earth and the environment, to learn life skills, and to educate local people about green growth and sustainable development as a laboratory and experimental training base.
	Secondary school #5	Aimag center							6	95	24	125	2,151	"AIR QUALITY-SAFE ENVIRONMENT" PROJECT. Create a child-friendly learning environment that ensures indoor air quality and safety.

KHENTII AIMAG (5 schools)		350 kms /one way/									
Temuujin Complex school	Aimag center	6	77	34	117	1,804	"HEALTHY FOOD - PEACEFUL LIFE" PROJECT. To influence students and their parents through community initiatives and participation, and to increase the number of happy citizens and families who value healthy, positive attitudes, relationships, choices, regimes, and movements.				
Dadal soum school	Soum	4	29	23	56	608	FUTURE GUIDE PROJECT. The school's natural beauty and historical pride, in line with the local Green Development policy, reflect the stability of the local environment and reflect the unique Buryat heritage and traditions of the area. Improve the internal environment and create an ECO school environment that promotes green development with effective and long-term survival				
Galshar soum school	Soum	3	14	15	32	169	CUSTOMS ROOM PROJECT. To revive Mongolian heritage and traditions, to pass them on to future generations, and to cultivate them as citizens who values while learning to be proud of them.				
Bayan-Adarga soum school	Soum	3	23	14	40	370	CLEAN AND TIDY ENVIRONMENT PROJECT.				
Khan-Khentii Complex school	Aimag center	5	42	24	71	701	WASTE MANAGEMENT PROJECT. Introduce prevention, reduction and segregation of waste from secondary schools in accordance with integrated management, become a model aimag school with a comprehensive green environment and influence the public.				

KHUVSGUL AIMAG (5 schools)					780 kms /one way/									
Rashaant soum school	Soum									4	38	34	76	724
"Aviyas" school	Aimag center									5	47	15	67	664
Delgermurun Complex School	Aimag center									7	110	36	153	2,585
Tsetserleg soum school	Soum									5	40	34	79	742
Khatgal village school	Soum									4	42	38	84	742
“SKILLED TEACHER-QUALITY EDUCATION” PROJECT. Develop a model of teacher collaboration to introduce the concept of sustainable development education to the content and methodology of each subject and develop a teaching methodology that supports student learning. "GROWING TOGETHER WITHOUT SACRIFICING THE FUTURE" PROJECT. Introduce environmentally, socially and economically efficient green procurement by developing creative thinking of teachers and students, learning new ideas and research methods, and reducing the impact of the impact on the environment by learning how to create a healthy, safe and green environment for the whole school. LABOR SUMMER CAMP PROJECT. To create a recreational and educational environment for future citizens who are able to apply their nomadic culture and heritage-loving environment and habits in their lives. “TOPSOIL” PROJECT. Create opportunities for learning in a conducive environment by improving the health and safety of school land. “ZERO WASTE” PROJECT. Introduce a new school waste management system to influence local policies and reduce the ecological footprint of waste.														

ULAANBAATAR CITY (4 schools)	Bayangol District Erdmiin Urguu Complex school	Capital city	7	196	35	238	4,790	"PILLARS OF DEVELOPMENT" PROJECT. Improve school-parent-community partnerships.
	Songinokhairkhan District secondary school #122	Capital city	8	93	24	125	2,252	CHILD DEVELOPMENT INCUBATOR PROJECT. The purpose of the center is to discover and develop the talents of children with special needs, orphans and low-income children, and to provide education for all students through Sustainable Development.
	Bayangol District New Beginning lab school	Capital city	3	30	14	47	324	
	Bayangol District School #28	Capital city	7	183	38	228	4,625	"INVOLVING CHILDREN IN DECISION-MAKING" PROJECT. To strengthen child protection partnerships through child participation
		TOTAL	151	1,979	831	2,961	41,221	
	UB schools	4						
	Aimag center schools	13						
	Soum schools	13						
	Total schools	30						

Green	Schools visited in Oct, 2021	5
Blue	Schools visited in Mar, 2022	8 (9)

Appendix 11 National TAGC workshop Summary of responses

Questions	Answers
1. ESD management team? Which organization to manage?	Determine the TAGC members by looking at the scope of the activities There may be 3 different structures be coordinated by GAE 1 / MoES, NMIER, GASI, MNUE 2 / media and NGOs 3 / MoET, FWRCC
2. Where should it be located?	The education sector responsible for. There is a policy document. More focus is needed on implementation. It is better to focus on the GAE
3. Who will lead? Organizations take turns managing?	In the future, it would be good if the Ministry of Education, and Science will be leading. There should be a council based on the GAE. Appoint a board such as the TAGC. It is best to have a manager appointed by the TAGC for a period of time
4. Time for the meeting and the team in charge?	Study the needs of representation and organize training Increase the number of participants to meet once a month
5. Who will organize the meetings?	The board decides on the topics of the meetings and provides information
6. Is any funding needed?	Each organization has its own budget limits. Costs can be covered by the organizations. Further installation in the state budget.
7. What will be the form of communication? How to reach a new team?	Have a member from the Ministry of Economic Development. Plan activities to be open, transparent, involving public and accessible. In large-scale meetings, it may be more effective to invite specialized organizations to work on the topic. It's not about increasing the number of members.
Are there any organizations or individuals that are not currently covered? Suggestions to add?	Involvement from the National Development Institute. Involve more ESD-related organizations.
What will be the future?	People are changing in the organizations. Opportunity to be sustainable if 80% of the education sector is represented, invite other organizations to participate equally