Mongolia: WASH in Schools and Communities
Project Design Document – Attachment B

Logical Frame

Narrative summary	Objectively verifiable indicators	Means of Verification	Assumptions
Project Goal: Support Mongolia in developing child friendly schools and kindergartens to enhance achievement of the Millennium Development Goals, National Development Strategy, and the UNICEF Country Programme	• School and kindergarten enrolment • Incidences of water bourne and water washed diseases in the project schools • Improved government mechanisms for WASH in schools kindergarten	School kindergarten data Qualitative assessment at local and national levels	National Education Monitoring and Information System (EMIS) will be developed concurrently during the project
Project Objective:			
1. Suitable sustainable WASH facilities and appropriate hygiene behaviours by staff and children in all project. schools /kindergartens by EoP	• Number of project schools/ kindergartens (with children numbers) upgraded with suitable sustainable WASH facilities. • % of staff and children with appropriate handwashing • % of project schools systematically prompting appropriate hygiene and routine maintenance	Annual project assessment	Other components of Child Friendly Schools are successful
2. Effective GoM mechanisms for WASH in schools and kindergartens are established	• Mechanisms for WASH in Schools and kindergarten	Expert team assessment of the mechanisms at mid-term and at EoP	GoM commitment is maintained
Project Outputs: *The tangible products or services that the activity will deliver*			
1.1 School Selection	Total of 24 institutions chosen	Inception Report approved	
1.2 Customised guidelines	Guidelines prepared on time covering items in notes under Output 3.2	Inception Report approved	

Mongolia: WASH in Schools and Communities
Project Design Document – Attachment B

Narrative summary	Objectively verifiable indicators	Means of Verification	Assumptions
1.3 Sufficient fit-for-purpose **water and water facilities** available and accessible at all times for personal hygiene, food preparation, cleaning and laundry by EoP in 24 schools and kindergartens with at least 75% complete by year 3	No of facilities/children served meeting customised guidelines (see notes)	Project data	
1.4 Sufficient, accessible, private, secure, clean, culturally appropriate and gender sensitive **latrines/toilets** for school children and staff by EoP in 24 schools and kindergartens with at least 75% complete by year 3	No of facilities/children served meeting customised guidelines (see notes)	Project data	
1.5 Correct use (esp. hand washing) and **maintenance** of WASH facilities is ensured through target sustained hygiene promotion and facility maintenance procedures in 24 schools and kindergartens with progress matching construction.	No of facilities/children served meeting customised guidelines (see notes)	Project data, EMIS including handwashing observations and facility observations	Commitment to maintain hygiene promotion and maintenance is secure Asset ownership and responsibilities are clearly defined
2 Effective GoM WASH mechanisms			
2.1 Broad WASH mechanisms framework for schools and kindergartens documentation at EoP (see notes)	Framework produced on time covering items in notes	Expert team assessment	Commitment by other actors and GoM
2.2 – Effective advocacy for adoption of improved mechanisms	No. of capacity building activities and material and feedback from participants Action plans for WASH by key government stakeholders and institutionalized implementation	Monitoring reports Training evaluation reports Independent expert assessment report	Commitment by other actors and GoM
3 Project Management			
3.1 Ongoing project management	Satisfactory completion to acceptable quality and with acceptable outcomes	Project progress reports	

Narrative summary	Objectively verifiable indicators	Means of Verification	Assumptions
3.2 Inception Report	Comprehensive report submitted prior to end of Year 1	AusAID approval	
3.3 M&E	M&E as per design document	Baseline surveys Mid term and end of project evaluations	

Notes:

Baseline data will be established based on the indicators and targets will be established in Year 1 Q1 where applicable.

EoP – End of Project

EMIS is currently being modified to include WASH in school information in accordance with UNICEF's 'WASH in Schools Monitoring Package" It is expected that over the course of this project, it will become operational. (Note: Starting from 2010, with the joint efforts of MECS, UNESCO and UNICEF, "OpenEMIS" software was successfully pilot-tested at 57 kindergartens and 41 schools in one province and one district resulting in a finalized version with Mongolia country specific indicators adjusted and integrated ready for nationwide application. As the software allows collecting detailed data of each student by national ID numbers, accuracy and reliability of data will be significantly improved resulting in informed planning and policy making. In addition, several indicators on school WASH data are included as recommended by UNICEF. Formal launching is expected in 2012.)

Output 1.3, 1.4 and 1.5: The indicators for these outputs will be developed at the outset of the project. In the absence of a country specific standard for WASH in schools and kindergartens, customised guidelines will be established in consultation with MECS. The parameters will cover water quantity, water quality, water facilities and access to water, hygiene promotion, latrines/toilets, vector borne disease control, cleaning and solid and liquid waste disposal. This will be followed up with baseline data collection. Monitoring will be conducted approximately mid to late term of the school year to capture typical usage and behaviours. See the Provisional Customised Standards and Indicators on Page 7. Indictors will be disaggregated by gender, disability and age, children and staff.

Output 2.1 The broad framework will provide an outline of mechanisms for improved WASH in schools and kindergartens including: responsibility matrix, division of labour, accountability mechanisms, monitoring, budgeting, human resources and feedback loops for continuous improvement. It will also include an outline of national WASH standard for schools and kindergartens covering water quantity, water quality, water facilities and access to water, hygiene promotion, latrines/toilets, vector borne disease control, cleaning and solid and liquid waste disposal. This will be based on UNICEF/WHO's *Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings* and on the experience of this project.

Output 3.2 Inception Report

As a minimum the Inception report will include

- Summary of baseline survey
- School selection process and conclusions, including an assessment of the information used to prioritise schools and kindergartens and confirm that the proposed processes were / are being followed
- Proposed institutional setting, accountabilities and funding arrangements for ongoing O&M of completed WASH facilities, particularly for funding of costs like soap, toilet paper, cleaning products, repairs, electricity costs, septic waste disposal and future asset replacement costs.
- Proposed institutional setting, incentives and funding arrangements for ongoing and hygiene promotion.
- A 'standard' or 'typical' WASH facility design, specific for the Project, detailing issues like building material (wood, concrete, tiles), equipment quality standards (e.g. commercial quality taps), toilet type (e.g. pour flush, cistern flush), student numbers per cubicle and by gender, water supply standards, disabled access requirements, menstrual hygiene management facilities, energy efficient technologies for heating and lighting etc. Non technical sketches are also suggested so that the school community can better understand the proposed design principles and standards and maintenance issues.
- Confirmation of the standard of water to be provided
- Extent of gender consultation and considerations taken into account in the design
- Proposed implementation partners, their roles and responsibilities and experience.
- Clarification of the proposed level of participation at school and community level.

- Clarification as to whether the Project aims to address disabled access within the WASH facilities only, or access from, say dormitory to WASH facility will also be addressed.
- Adjustments to the budget (including O&M allowance following design standards proposed and discussions with schools and MECS, and inflation adjustments)
- Strategies for replication of Project processes by GoM, noting the high estimated cost of the initiative relative to rural incomes.
- Update on M&E arrangements : Given that the M&E arrangements for this activity fall within UNICEF's broader M&E plan for Mongolia, AusAID has requested that this larger M&E plan is provided to AusAID for feedback

. :

Key Project Activities

Activity No	Narrative summary	Key input by	Comments
1.1 – Select Sites–			
1.1	Select sites	UNICEF, Local Government, MECS	Agree and finalise selection criteria Design and collect standardised data Review and select Write up best practice
1.2 Customised guidelines			
1.2	Customised guidelines for WASH in schools and kindergartens	UNICEF	

Activity No	Narrative summary	Key input by	Comments
1.3 – Water facilities			
1.3.1.1	Prepare feasibility and designs	UNICEF Designers Schools/KG MECS Aimag Educ Dept	Select and brief designers Designer to visit each site and develop design and cost estimates Obtain approval from MECS
1.3.2	Procure and construct facilities	UNICEF's construction specialist Constructor School, kindergarten	Select constructor using UNICEF bidding procedures Manage construction demonstrating good quality control and management and handover to school and kindergartens
1.4 Sanitation facilities			
1.4.1	Prepare feasibility and designs	UNICEF Designers Schools/KG MECS Aimag Edu Dept	Select and brief designers Designer to visit each site and develop design and cost estimates Obtain approval from MECS
1.4.2	Procure and construct facilities	UNICEF's construction specialist Constructor School, kindergarten	Select constructor using UNICEF bidding procedures Manage construction demonstrating good quality control and management and handover to school and kindergartens
1.5 Hygiene Promotion and WASH facility maintenance			
1.5.1	Establish Child Development Centres in each site	UNICEF Basic Education Programme (BEP) team	Utilises UNICEF's procedure Need assessment, design, establishment, procurement of equipment and trainings
1.5.2	Conduct training activities	UNICEF WASH team in collaboration with project partners	Develop training programmes on safe water supply, proper sanitation and hygiene practices and operation and maintenance. Program includes community engagements e.g. building capacity for school Parent-Teacher Associations (PTAs) and promoting good home hygiene practices
1.5.3	O&M training	Project partners, consultants	Will focus on handover arrangements, funding requirements, day to day operation and maintenance schedules

Mongolia: WASH in Schools and Communities
Project Design Document – Attachment B

Activity No	Narrative summary	Key input by	Comments
2 Effective GoM WASH mechanisms			
2.1 Broad WASH mechanisms framework			
2.1.1	Evaluate and analyse project outcomes and produce framewok	Consultants	Evaluate and analyse project outcomes and findings together with local communities, local and central governments Develop framework (See Log Frame notes for more details of content).
2.2 Effective advocacy for adoption of improved mechanisms			
2.2.1	Promote key stakeholder buy-in by study tours and trainings	UNICEF Project partners	Study tour, trainings will be organized for key decision makers /stakeholders on "WASH in Schools" and CFS generally
2.1.2	Promote and publicise findings	UNICEF Consultants	Work in collaboration with the government and other participating agencies Prepare a policy brief for decision makers based on the best practices and lessons learned from the specific interventions Arrange relevant meetings/forums and press-trips etc

Activity No	Narrative summary	Key input by	Comments
3 Project management			
3.1	Steering Committee formation and on-going support	UNICEF MECS	See Proposal Section 4.1 for more details
3.2	Inception report	UNICEF, Consultants	See notes below for minimum list of issues to be included in the Inception Report
3.3	Implementation management and project documentation	UNICEF	Includes selection and management of project partners, consultants and specialised design/construction entities
3.4	Monitoring and Evaluations	UNICEF Project Partners Consultants	Selection of detailed indicators Baseline data collection/survey Annual progress monitoring (activities, and annual data survey) Mid Project and Final Evaluation

Provisional Impact Indicators

- No. of children in enrolment
- Percent of children suffering diarrhoea or Hep A in last month
- Quantity of water used per child per day
- Ratio of children to suitable toilets in school and kindergarten

Provisional Customised Standards

These indicators will be reviewed and finalised in Year 1, Quarter 1 with guidance notes. Data is to be disaggregated by gender, disability and age, children and staff.

Category	Provisional Indicator
Water Quantity	*Microbiological quality of drinking-water*. *Escherichia coli* or thermotolerant coliform bacteria are not detectable in any 100- ml sample. *Treatment of drinking-water*. Drinking-water from unprotected sources is treated to ensure microbiological safety *Chemical quality of drinking-water*. Water meets national standards concerning chemical parameters *Acceptability of drinking-water.* There are no tastes, odours or colours that would discourage consumption of the water. *Water for other purposes*. Water that is not of drinking-water quality is used only for cleaning, laundry and sanitation.
Water Quantity	Basic quantities of water required Day schools 3 litres per person per day for all children and staff Dormitories 15 litres per person per day for all residential schoolchildren and staff Where water flushing toilets are used, add For pour flush toilets: 1.5 litres per person per day For conventional cistern flushing toilets: 10 litres per person per day
Water facilities and access to water	A reliable water point, with soap or a suitable alternative, is available at all the critical points within the school, particularly in toilets and kitchens A reliable drinking-water point is accessible for staff and schoolchildren, including those with disabilities, at all times. One shower is available for xxxx users (check local MECS standards) in boarding schools (users include schoolchildren and residential staff). Separate showers, or separate showering times, are designated for staff and schoolchildren, and separate showers or times are designated for boys and girls. At least one shower should be accessible for people with disabilities. Laundry facilities, with soap or detergent and hot water or chlorine solution (or both), are provided in boarding schools
Hygiene Promotion	Hygiene education is included in the school curriculum. Positive hygiene behaviours, including correct use and maintenance of facilities, are systematically promoted among staff and schoolchildren Facilities and resources enable staff and schoolchildren to practice behaviours that control disease transmission in an easy and timely way.

Category	Provisional Indicator
Toilets and latrines	Sufficient toilets are available — one per xx girls and one for female staff; one toilet plus one urinal (or 50 cm of urinal wall) per xx boys, and one for male staff (compared with local MECS standards)
	Toilets are easily accessible to all, including staff and children with disabilities. Male and female toilets are completely separated.
	Toilets provide privacy and security
	Toilets are appropriate to local cultural and social conditions, are age and gender appropriate and accessible for children with disabilities or suffering from chronic diseases (i.e. toilets are child friendly).
	Toilets are hygienic to use and easy to clean.
	Toilets have convenient handwashing facilities close by.
	A cleaning and maintenance routine is in operation, and ensures that clean and functioning toilets are available at all times.
Cleaning and waste disposal	Classrooms and other teaching areas are regularly cleaned, to minimize dust and Moulds
	Outside and inside areas are maintained free of sharp objects and other physical hazards.
	Solid waste is collected from classrooms, kitchens and offices daily and is disposed of safely.
	Wastewater is disposed of quickly and safely.

Notes:

Develop guidance notes for use by surveyors based on UNICEF/WHO's *Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings.*

Develop simple scoring system for each indictor for rapid assessment.

Provisional Monitoring data for schools and kindergartens

Basic school information	No. and age of pupils (disaggregated by boy/girl, day/boarding), no of shifts, students with disabilities (boy/girl/type), teachers and staff (male/female), PTA information or other formal links, any WASH or health clubs.
Water information	Water source (e.g. piped from centralised network, by tanker, source type, transportation method (e.g. horse cart, by hand, by whom), functionality (days per week), water quantity, drinking water outlets in school, water quality and how/when tested, any point of use water treatment, accessibility of water outlets
	Compare water quality with provisional standards
	Using the provisional standards, calculate required water quantity and compare with actual
Sanitation information:	No. of toilet compartments (boy/girl/communal) and by type (indoor, outdoor), distance from school building, boys urinals, teacher's toilets, condition accessibility by disabled children, any variation of toilet by age of children, age of facilities.
	Using the provisional standards, calculate required number of latrines and / or toilets and compare with actual
Hygiene information	Handwashing facilities (indoor/outdoor, boy/girl/communal), Handwashing soap availability, accessibility by children with disabilities, menstrual hygiene management
	Compare with provisional standards
Solid waste management:	Frequency of disposal and site, if sealed septic system, frequency of sludge emptying
	Compare with provisional standards