



Title	YOUTH EMPOWERMENT THROUGH CIVIC EDUCATION
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United Nations Development Programme
Country: MONGOLIA
Project Document

Project Title Youth empowerment through civic education

UNDAF Outcome(s): Representation, accountability and transparency of governing institutions strengthened

Expected CP Outcome(s): Electoral systems and processes improved for fair outcome and enhanced representation of underrepresented groups.
(Those linked to the project and extracted from the CP)

Expected Output(s):
(Those that will result from the project)

- 1) Formal civic education curriculum reviewed with a focus on democratic citizenship and human rights
- 2) Increased youth voice in policy making through community based civic experience
- 3) Better understanding of the youth of the dynamics of democratic conflict resolution and the importance of active political participation

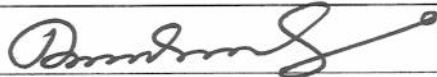
Implementing Partner: Centre for Citizenship Education

Brief Description

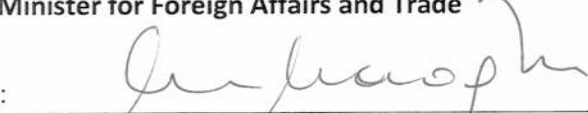
The overall objective is to address the need for youth of Mongolia to develop their democratic skills, especially in the areas of problem-solving and decision-making. The project plans to review the current civic education curricula and undertake a research on the values and aspirations of young people. Drawing on initial assessments, the project will support the development and dissemination of new civic education materials and training of teachers. The project also aims to encourage a dialogue between youth and policy makers on improving the community life, and will use social media tools to engage youth-led groups in discussions on peace, freedom, justice, respect for human rights and commitment to development. The project will adopt three interrelated and mutually supporting strategies – improving class-room based civic education programmes, co-curricular activities that support and extend civic education, and support to youth-led groups. Under the overall coordination of the Ministry of Foreign Affairs and Trade, the project will be implemented by NGOs with active participation of youth led groups.

Programme Period:	2012-2016
Key Result Area (Strategic Plan)	_____
Atlas Award ID:	_____
Start date:	1 Apr 2012
End Date:	1 Apr 2014
PAC Meeting Date	13 Mar 2012
Management Arrangements	NGO

Total resources required	\$300,000
Total allocated resources:	<u>\$300,000</u>
• Regular	
○ Other:	_____
○ DGTF	\$300,000
○ Government	_____
Unfunded budget:	_____

Agreed by (Implementing Partner): 

G. Zandanshatar, Minister for Foreign Affairs and Trade

Agreed by (UNDP): 

Sezin Sinanoglu, Resident Representative

30 March 2012

I. SITUATION ANALYSIS

The diminishing civic attachment as evidenced by shrinking participation in all elections by the youth is an internationally acknowledged problem of all societies around the world. The United Nations has recently issued the World Youth Report reporting that in the aftermath of the economic crisis, the global youth unemployment rate saw its largest annual increase on record in 2009, resulting in around 75.8 million unemployed youth. The report highlights the increasing number of young people moving to cities or migrating to countries with greater job opportunities, separating from their families and social support networks and the problem of educated unemployment in developing countries, where unemployment tends to be high among more educated youth.

Mongolia is no exception from this trend. Mongolia has a young population. According to the population census of 2010, one fifth of the population is aged 15-24¹. Creation of a democratic space and civic engagement of the youth are becoming more important than ever in the current context of the country, where high economic growth in recent years has not been translated yet into prosperity and equal opportunities for all. The increasing trend in income disparities poses the risk of triggering conflict and violence. The 1st July 2008 tragedy following the last general election was symptomatic of the nation's political and social crises. Persistent poverty rate over the last 20 years attests that a substantial proportion of youth is also hit by poverty and all the other related problems, including unemployment, lack of skills that match labour market, lack of housing and access to credit, migration, and unsafe work conditions.

Mobilizing the youth's potential for shaping and reflecting larger struggles for social and political change is a vital necessity. However, few studies exist in Mongolia to understand the changing values and aspirations of the youth as a result of drastic transformation of the Mongolian society. This creates a vacuum on which to base comprehensive policies that include young people's issues and voices. As with other former socialist countries, the current generation of youth in Mongolia did not experience authoritarian regime, but were raised in a transitional society where new values are still being introduced and adopted. Preliminary discussions with representatives of youth indicate that civic education is frequently understood in its narrow sense as engaging in politics and participation in elections and there are few channels to acquire civic education. In addition, youth are not a homogenous group and they confront diverse realities, but these were never thoroughly studied.

In recent years, the Government of Mongolia has shown a growing interest and commitment to institutionalization of civic education in the formal education curricula. Mongolia has so far developed textbooks on civic education for 1st-3rd grades. The content of the civic education curricula is often dominated by doctrines of nationalism, religious and traditional values and there is a need to balance civic education as it relates to traditional values on the one hand and democratic principles on the other. At the same time, when democratic principles are taught, what they would mean in real life is not explained fully nor shown in school governance practice. Consequently, teacher training on civil education and preparation of teaching materials have become a priority.

Mongolia is chairing the Community of Democracies for the coming two years and identified education for democracy as a top priority. The Government of Mongolia is planning to host an International Young Leaders' forum in 2013.

UN Mongolia supported establishment of UN Youth Advisory Panel (YAP) in 2010, which successfully organized the National Youth Consultation and Youth Forums. UNFPA intends to support the

¹ Globally people in the age bracket between 15 and 24 is typically used to define youth.

establishment of youth centres at different urban and rural locations. UNV has a strong commitment to foster young people's participation through volunteerism. These initiatives need to be coordinated in order to increase the effectiveness of civic education for young people.

II. STRATEGY

Given the background briefly summarized above, the objective stated will be achieved through three interrelated and mutually supporting strategies – i) improving class-room based civic education programmes, which will tackle youth empowerment in formal educational system, both at secondary as well as vocational and higher education levels, ii) co-curricular activities that support and extend civic education outside of school settings, and iii) supporting youth-led groups, which will add space and opportunity to exercise participation, voice, leadership, networking, and conflict resolution through democratic means. In line with these strategies, the following outputs will be achieved.

Output One: Formal civic education curriculum reviewed and updated with a focus on democratic citizenship and human rights

- Conduct a survey of the legal framework, school practice, teacher training and institutions of civic education;
- Review of the formal education curriculum with a specific focus on civic and human rights education and democratic participation;
- Develop/elaborate national standards on civic education;
- Develop and disseminate civic educational materials, including a good choice of textbooks;
- Provide training of teachers for civic education.

Output Two: Increased youth voice in policy making through community based civic experience

- Undertake a research on value orientation, identity and aspirations of young men and women, living in rural and urban areas of Mongolia;
- Strengthen democratic leadership and participation skills of youth in order to make their voices be heard;
- Provide a platform for the youth in interacting with their elected representatives;
- Encourage dialogue between the youth and local policy makers on issues related to improving the quality of life at community levels;
- Develop and implement a capacity building programme for young politicians from various sectors, especially in areas included in UNDP CPAP 2012-2016;

Output Three: Better understanding of the youth of the dynamics of democratic conflict resolution and the importance of active political participation

- Support youth-led groups on the content and interacting with one another on social media and social networking tools in promoting the ideals of peace, freedom, justice, tolerance, respect for human rights, and dedication to the objectives of social progress and development;
- Mobilize the media in promoting active political participation of the youth, train journalists, and produce dedicated TV and radio talk shows;
- Provide substantive support to the International Youth Forum to be held in Mongolia in 2013 under its chairmanship of the Community of Democracies.

Volunteerism will be encouraged in all activities. UNV will pursue an active strategy to mobilize UN volunteers both international and national as experienced human resources to provide technical assistance in implementing activities, including through providing information, knowledge, and best practices of other countries. UNV will also provide technical expertise in volunteer planning and management to national organizations, including youth led groups.

Youth will continue to be consulted throughout the project implementation at various stages of decision making. While using social media and social networking tools, attention will be paid so that those who do not have access to Internet and computer are not disadvantaged and other innovative means of reaching out youth will be explored.

Milestones in project implementation, including annual progress review meeting, will be used for involving and keeping relevant stakeholders (government agencies, donors, UN agencies, local government, media, representatives of private sector, etc) informed.

III. RESULTS AND RESOURCES FRAMEWORK

<p>Intended Outcome as stated in the Country Programme Results and Resource Framework: Representation, accountability and transparency of governing institutions strengthened</p> <p>Outcome indicators as stated in the Country Programme Results and Resources Framework, including baseline and targets:</p> <p>Indicator: Availability of revised voter education programme.</p> <p>Baseline: Voter education programme is partially implemented; needs emphasis on women's empowerment.</p> <p>Target: Voter education programme adopted with a specific component on women.</p> <p>Applicable Key Result Area (from 2008-11 Strategic Plan): Democratic governance</p> <p>Partnership Strategy: MFAT, MECS, President's Office, Education Research Institute, Teacher training institutes, National Authority for Children, UNFPA, UNV, UN Youth Advisory Panel (YAP), Agency for Standards and Metrology, media, youth groups</p> <p>Project title and ID (ATLAS Award ID): Youth Empowerment through Civic Education</p>				
INTENDED OUTPUTS	OUTPUT TARGETS FOR (YEARS)	INDICATIVE ACTIVITIES	RESPONSIBLE PARTIES	INDICATIVE BUDGET \$
<p>Output One: Formal civic education curriculum reviewed and updated with a focus on democratic citizenship and human rights</p> <p>Indicator: Draft civic education standards with corresponding educational materials</p> <p>Baseline: no approved standards, no integrated and consistent educational materials</p> <p>Target: standards and educational materials are available for approval</p> <p>Gender Marker Rating² - 2</p>	2012	- Conduct a survey of the legal framework, school practice, teacher training and institutions of civic education;	Centre for Citizenship Education	10,000
	2012	- Review of the formal education curriculum with a specific focus on civic and human rights education and democratic participation;	Education Research Institute	10,000
<p>Output Two: Increased youth voice in policy making through community based civic experience</p>	2013	- Develop/elaborate national standards on civic education;	Education Research Institute	7,000
	2012-14	- Develop and disseminate civic educational materials, including a good choice of textbooks;	Centre for Citizenship Education	18,000
	2013	- Provide training of teachers for civic education	Teacher Training Institute	20,000
		SUBTOTAL		110,000
	2012	- Undertake a research on value orientation, identity and aspirations of young men and women, living in rural and urban areas of Mongolia;	UNDP	25,000

² **Gender Rating:** 3- Gender equality is a principal objective of the output; 2- Gender equality is a significant objective of the output; 1- Outputs that will contribute in some way to gender equality but not significantly; 0- Outputs that are not expected to contribute noticeably to gender equality. Include a one sentence motivation as to the reason for the chosen rating. For more details, please see Guidance Note: Tracking Gender-Related Investments and Expenditures in ATLAS

<p>Indicator: Formal channels for incorporating youth voices Baseline: none Target: Formal channels for incorporating youth voices established Indicator: Number of times when youth is formally consulted by the Parliament and Ministries on national policy issues Baseline: no data Target: At least 5-10 times</p> <p>Gender Marker Rating – 2</p>	2012-13	<ul style="list-style-type: none"> - Strengthen democratic leadership and participation skills of youth in order to make their voice be heard; - Provide a platform for the youth in interacting with their elected representatives; - Encourage dialogue between the youth and local policy makers on issues related to improving the quality of life at community levels; 	Centre for Citizenship Education	35,000
SUBTOTAL				60,000
<p>Output Three: Better understanding of the youth of the dynamics of democratic conflict resolution and the importance of active political participation</p> <p>Indicator: number of youth who have participated in policy making and decision making at different levels Baseline: to be established by baseline survey Target: at least 10% increase as compared with the baseline</p>	2012-2013	<ul style="list-style-type: none"> - Support youth-led groups on the content and interacting with one another on social media and social networking tools in promoting the ideals of peace, freedom, justice, tolerance, respect for human rights, and dedication to the objectives of social progress and development; - Mobilize the media in promoting active political participation of the youth, train journalists, and produce dedicated TV and radio talk shows; 	MONFEMNET	60,000
	2013	<ul style="list-style-type: none"> - Support to the International Youth Forum 	MOFAT	10,000
SUBTOTAL				70,000
<p>Administrative costs</p>		<ul style="list-style-type: none"> - Administrative cost - Project evaluation - Miscellaneous - UNDP ISS 		60,000
SUBTOTAL				60,000
TOTAL BUDGET 300 000 USD				

IV. MANAGEMENT ARRANGEMENTS

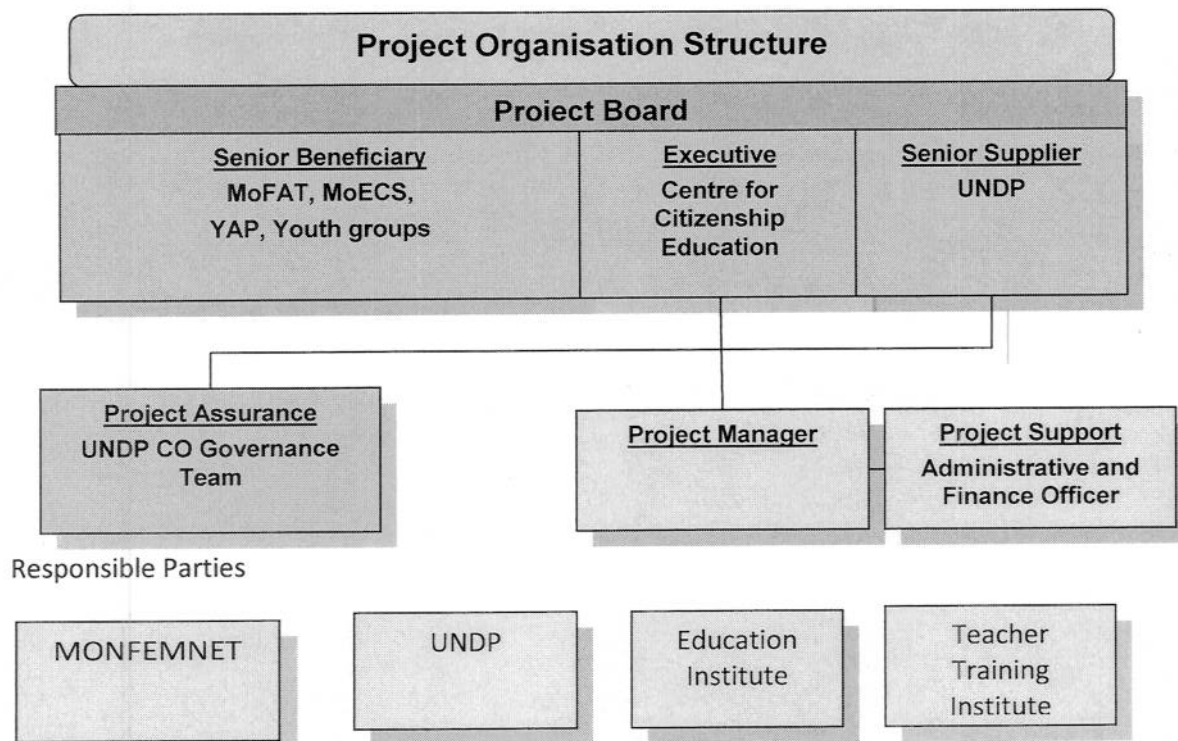
The *UNDP Programme and Operations Policies and Procedures (POPP)* is the guiding document for the implementation of this project.

The “Youth empowerment through Civic Education” project shall be implemented in a CSO modality. As a signatory to the UNDP Country Programme Action Plan for 2012-2016 and the government coordinating agency the Ministry of Foreign affairs and Trade (MoFAT) shall be responsible for the overall assessment and monitoring of project outputs toward country-level outcomes. In consultation with UNDP, the MoFAT will designate its representative for the project board.

The Centre for Citizenship Education (NGO) shall serve as the Implementing Partner for the project. The implementing partner is accountable to UNDP and the government coordinating agency for reporting on progress towards achievement of results and is accountable to UNDP for documenting prudent and proper use of resources. A capacity assessment of the Centre for Citizenship shall be conducted in accordance with POPP, and specific measures will be put in place to mitigate risks and ensure compliance with relevant UNDP rules and regulations.

The Implementing Partner shall sign agreement with responsible parties as specified in the Results and Resource Framework for delivering specific outputs of the project.

The overall management structure of the project is shown below:



The Project Board is responsible for making by consensus management decisions for a project when guidance is required by the Project Manager, including recommendation for approval of project

plans and revisions. Project Board decisions should be made in accordance to standards that shall ensure best value to money, fairness, integrity transparency and effective competition. In case a consensus cannot be reached, final decision shall rest with the UNDP Resident Representative. Project reviews by this group are made at designated decision points during the running of a project, or as necessary when raised by the Project Manager. This group is consulted by the Project Manager for decisions when PM tolerances (normally in terms of time and budget) have been exceeded.

The Project Board has three roles: Executive: Chair of the Board and Senior Supplier (UNDP DRR) provide guidance regarding the technical and overall feasibility of the project, and Senior Beneficiaries (MoFAT, MoECS, UN Youth Advisory Panel, representatives of youth groups) ensure that the project benefits reach the intended beneficiaries. The Project Board will meet at least quarterly and it will be convened and supported logistically by the Project Manager.

The Project Manager. The project administration and coordination with other relevant organizations will be carried out by the Project Manager under the overall guidance of the Project Board. The Project Manager and an Administrative and Finance Officer (AFO) will be recruited by the Implementing Partner. The Project Manager has the authority to run the project on a day-to-day basis on behalf of the Project Board within the constraints laid down by the Project Board and is responsible for day-to-day management and decision making for the project. The **Project Manager's** prime responsibility is to ensure that the project produces the results specified in the project document, to the required standard of quality and within the specified constraints of time and cost. Responsibilities include the preparation of progress reports which are to be submitted to the members of the Project Board.

Responsible Party is an entity that has been selected to act on behalf of the Project Executive on the basis of a written agreement or contract to purchase goods or provide services using the project budget. In addition, the responsible party may manage the use of these goods and services to carry out project activities and produce outputs. All responsible parties are directly accountable to the Implementing Partner in accordance with the terms of their agreement or contract. The Implementing Partner will use responsible parties in order to take advantage of their specialized skills, to mitigate risk and to relieve administrative burdens. The UNDP, Education Research Institute, Teacher Training Institute and MONFEMNET are responsible parties are responsible parties for specific outputs and deliverables as specified in the Results and Resource Framework.

The Project Assurance. The Project Assurance function will be performed by UNDP through the Governance team. The function supports the Project Board by carrying out objective and independent project oversight and monitoring functions. The role ensures appropriate project management milestones are managed and completed. Project Assurance has to be independent of the Project Manager; therefore the Project Board cannot delegate any of its assurance responsibilities to the Project Manager.

V. MONITORING FRAMEWORK AND EVALUATION

Within the annual cycle

- On a quarterly basis, a quality assessment shall record progress towards the completion of key results, based on quality criteria and methods captured in the Quality Management table below.
- An Issue Log shall be activated in Atlas and updated by the Project Manager to facilitate tracking and resolution of potential problems or requests for change.
- Based on the initial risk analysis submitted (see annex 1), a risk log shall be activated in Atlas and regularly updated by reviewing the external environment that may affect the project implementation.
- Based on the above information recorded in Atlas, a Project Progress Reports (PPR) shall be submitted by the Project Manager to the Project Board through Project Assurance, using the standard report format.
- a project Lesson-learned log shall be activated and regularly updated to ensure on-going learning and adaptation within the organization, and to facilitate the preparation of the Lessons-learned Report at the end of the project
- a Monitoring Schedule Plan shall be activated in Atlas and updated to track key management actions/events

Annually

- **Annual Review Report.** An Annual Review Report shall be prepared by the Project Manager and shared with the Project Board. As minimum requirement, the Annual Review Report shall consist of the Atlas standard format for the QPR covering the whole year with updated information for each above element of the QPR as well as a summary of results achieved against pre-defined annual targets at the output level.
- **Annual Project Review.** Based on the above report, an annual project review shall be conducted during the fourth quarter of the year or soon after, to assess the performance of the project and appraise the Annual Work Plan (AWP) for the following year. In the last year, this review will be a final assessment. This review is driven by the Project Board and may involve other stakeholders as required. It shall focus on the extent to which progress is being made towards outputs, and that these remain aligned to appropriate outcomes.

End of project

- **Terminal report.** In the last quarter of the project implementation, Project Terminal Report will be prepared by the Project Manager and submitted to the Project Board.
- **Project evaluation.** In the last quarter of the project implementation, independent project evaluation will be conducted.
- **Audit.** The project will be audited at least once during its lifetime.

VI. LEGAL CONTEXT

This document together with the CPAP signed by the Government and UNDP and incorporated by reference, constitute a Project Document as referred to in the Standard Basic Assistance Agreement (SBAA) concluded by the Government of Mongolia and UNDP on 28 September, 1976. All CPAP provisions apply to this document.

This project will be implemented by the Centre for Citizenship Education (Implementing Partner) in accordance with its financial regulations, rules, practices and procedures only to the extent that they do not contravene the principles of the Financial Regulations and Rules of UNDP. Where the financial governance of the Implementing Partner does not provide the required guidance to ensure best value for money, fairness, integrity, transparency, and effective international competition, principles of UNDP shall apply.

The responsibility for the safety and security of the Implementing Partner and its personnel and property, and of UNDP's property in the Implementing Partner's custody, rests with the Implementing Partner. The Implementing Partner: (a) put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the project is being carried; (b) assume all risks and liabilities related to the implementing agency's security, and the full implementation of the security plan. UNDP reserves the right to verify whether such a plan is in place, and to suggest modifications to the plan when necessary. Failure to maintain and implement an appropriate security plan as required hereunder shall be deemed a breach of this agreement.

The Implementing Partner agrees to undertake all reasonable efforts to ensure that none of the UNDP funds received pursuant to the Project Document are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by UNDP hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999). The list can be accessed via <http://www.un.org/Docs/sc/committees/1267/1267ListEng.htm>. This provision must be included in all sub-contracts or sub-agreements entered into under this Project Document.

Annex. Risk Log

#	Description	Date Identified	Type	Impact & Probability	Countermeasures / Mngt response	Owner	Submitted, updated by	Last Update	Status
1	Delays in project implementation due to inexperience in CSO implementation modality	Mar 2012	Operational	Probability = 4 Impact = 2	-Frequent meetings with the implementing Partner; -Consultation with UNDP project management support team where necessary	Programme Officer	UNDP CO		
2	Activities aimed at increasing youth participation in local community development become one off/campaign style measures that are not sustainable	Mar 2012	Organizational Political	P = 4 I = 3	-Design/approach developed and discussed before starting any activity; -Pilot at selected sites;	Project Manager	UNDP CO		
3	Efforts for establishing formal channels of youth participation in national decision making may face difficulty due to formation of new parliament and low priority attached by the parliament	Mar 2012	Political	P = 3 I = 3	-Start preparatory work from the very beginning of the project in order to gain support from decision makers	Project Manager	UNDP CO		
4	Involvement of different Responsible Parties in implementation may cause challenges in documenting prudent and proper use of resources	Mar 2012	Financial	P = 2 I = 4	-Provide on the job training for AFO; -Undertake internal spot check;	ARR (O) Programme Assistant Project Manager	UNDP CO		