



## ADAPTATION FUND

AFB/PPRC.36/Inf.17  
15 September 2025

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Adaptation Fund Board  
Project and Programme Review Committee  
Thirty-sixth Meeting  
Bonn, Germany, 7-8 October 2025

## PROPOSAL FOR UZBEKISTAN



ADAPTATION FUND

## ADAPTATION FUND BOARD SECRETARIAT TECHNICAL REVIEW OF PROJECT/PROGRAMME PROPOSAL

PROJECT/PROGRAMME CATEGORY: Regular-sized Project Concept

**Country/Region:** Uzbekistan

**Project Title:** Transforming Public Education for Economic Growth

**Thematic Focal Area:** Education

**Implementing Entity:** The World Bank

**Executing Entities:** Ministry of Preschool and School Education of Uzbekistan

**AF Project ID:**

**IE Project ID:**

**Requested Financing from Adaptation Fund (US Dollars):** 5,000,000

**Reviewer and contact person:** Alexandra Munoz

**Co-reviewer(s):** Mahamat Assouyouiti

**IE Contact Person:**

### Technical Summary

The project “Transforming Public Education for Economic Growth” aims to improve foundational skills in literacy and numeracy in primary education by modernizing learning environments and enhancing teaching quality. This will be done through the four components below:

Component 1: Improving Teaching and Learning Environment (Total: USD 42,700,000; WB financing: USD 39,000,000, AF: USD 3,700,000);

Component 2: Enhancing Initial Teacher Education and Continuous Professional Development (Total: USD 6,100,000; WB financing: USD 5,000,000, AF: USD 1,100,000);

Component 3: Strengthening Student Learning Assessments (Total: USD 4,200,000; WB financing: USD 4,000,000, AF: USD 200,000); and,

Component 4: Project Management and Monitoring and Evaluation (Total (WB financing): USD 2,000,000).

Requested financing overview:

Project/Programme Execution Cost: To be defined up to 8.5% of the total grant allocation.

Total Project/Programme Cost: USD 55,000,000

	<p>Implementing Fee: USD N/A Financing Requested: USD 5,000,000</p> <p>The initial technical review raises several issues, such as the lack of both an initial gender analysis and initial stakeholder's consultations, as well as the lack of detail to explain the project's benefits sustainability and replicability, co-financing clarification, ESP requirements including risk mitigation, full cost of adaptation reasoning etc. as is discussed in the number of Clarification Requests (CRs) and Corrective Action Requests (CARs) raised in the review.</p>
Date:	August 14, 2025

Review Criteria	Questions	First Technical Review Comments August 14, 2025
Country Eligibility	1. Is the country party to the Kyoto Protocol, and/or the Paris Agreement?	<b>Yes.</b> The country has signed and ratified both the Kyoto Protocol and the Paris Agreement.
	2. Is the country a developing country particularly vulnerable to the adverse effects of climate change?	<b>Yes.</b> Uzbekistan is among the most water-dependent countries in the world and remains highly sensitive to climate change. The country faces serious environmental challenges, including water scarcity, droughts, extreme heat, unpredictable rainfall, and frequent dust storms, which threaten both livelihoods and economic stability. Rising air pollution has also emerged as a major public health risk. Without urgent action, climate change could shrink Uzbekistan's economy by 10 percent by 2050, leading to higher unemployment and increased poverty.
Project Eligibility	1. Has the designated government authority for the Adaptation Fund endorsed the project/programme?	<b>Yes.</b> As per the Endorsement letter dated July 11th, 2025.
	2. Does the length of the proposal amount to no more than Fifty pages for the project/programme concept, including its annexes?	<b>Yes.</b> The concept note is 24 pages long, including its annexes.

	<p>3. Does the project / programme support concrete adaptation actions to assist the country in addressing adaptive capacity to the adverse effects of climate change and build in climate resilience?</p>	<p><b>Unsure.</b></p> <p>The concept note outlines a relevant set of activities for the education sector in Uzbekistan, such as energy-efficiency system integrated into schools and the promotion of waste management and waste processing systems. The proposed project contributes to the thematic focal area of Education, and its activities align with the general and specific objectives. However, more details are needed on how these activities translate into concrete and measurable adaptation benefits. It is not clear how these actions would lead to substantial tangible outcomes, or which Adaptation Fund Strategic Objectives are supported.</p> <p>In addition, the project outlined objective and key results that are not aligned with Adaptation Fund core mandate to “finance concrete adaptation projects and programs in developing countries that are particularly vulnerable to the adverse effects of climate change”. As outlined, the project objective addresses solely the education challenges in Uzbekistan.</p> <p><b>CR1:</b> Please consider rephrasing the project objective and key results to align it with Adaptation Fund mandate and strategic objectives.</p> <p><b>CR2:</b> Please outline clearly the specific vulnerability targeted and the adaptation actions that the project will lead to, including their tangible outcomes and measurable impact.</p> <p><b>CR3:</b> In table of “Project/Programme Components and Financing”, kindly rephrase expected outputs (goods from the proposed project) and outcomes (the results from the use of these goods) to clearly differentiate</p>

		<p>them. In addition, clearly link all outputs with their corresponding outcomes.</p> <p><b>CAR1:</b></p> <ol style="list-style-type: none"> <li>1. In the Project/Programme Components and Financing please only include the expected concrete outputs and outcomes with corresponding amounts which will be funded by Adaptation Fund resources.</li> <li>2. Please include the project execution costs are up to 9.5% of Total projects costs for the AF. Total projects costs + AF components costs + Execution costs.</li> <li>3. Please include the IE fee for the project proposal which should be no more than 8.5% of the AF Total project costs.</li> </ol> <p>A fee calculator is available at <a href="#">IE and EE Fees Calculator (EXCEL)</a></p> <p><b>CR4:</b> Kindly add a coherent Theory of Change for the proposed project to clarify how it will lead to the intended long-term change, including the assumptions being made, the possible constraints, the required inputs, and clearly stating the climate scenarios used for this proposal.</p> <p><b>CR5:</b> Please include explicitly how the project supports one or more of the Adaptation Fund Strategic Results at part II Section B.</p>
	<p>4. Does the project / programme provide economic, social and environmental benefits, particularly to vulnerable communities, including gender considerations, while avoiding or mitigating negative impacts, in compliance with the</p>	<p><b>Unsure.</b></p> <p>The proposal broadly outlines expected benefits under Part II.C, including a gender and diversity perspective. It provides a logical explanation of the relationships between objectives and activities. However, quantitative estimates of the benefits are not provided,</p>

	<p>Environmental and Social Policy and Gender Policy of the Fund?</p>	<p>and it does not clearly identify the specific vulnerable groups or demonstrate how benefits will be equitably distributed.</p> <p><b>CR6:</b> Please identify the specific vulnerable groups (e.g., women, indigenous peoples) who will benefit from the proposed project and describe how benefits will be equitably distributed.</p> <p><b>CR7:</b> Kindly indicate the estimated number of direct and indirect beneficiaries by specific objective and gender-disaggregated if possible. Also, differentiate quantities by financing source (WB financing and Adaptation Fund financing).</p> <p><b>CR8:</b> Kindly provide quantification of the expected economic, environmental, and social benefits, whenever possible.</p> <p><b>CR9:</b> Kindly describe how gender and diversity considerations will be integrated at the activity level, whenever they correspond.</p> <p><b>CAR2:</b> Please include an Initial Gender Analysis under Part II.C, that describes the different needs, roles and knowledge sources of women and men in the areas of intervention, clearly stating how the change in gender dynamics might drive lasting changes.</p>
	<p>5. Is the project / programme cost effective?</p>	<p><b>Unsure.</b></p> <p>The proposal provides a logical explanation of the cost-effectiveness of the proposed project; however, it does not provide a comparison of cost-effective options or</p>

		<p>justification of the cost-efficiency of the chosen approach.</p> <p><b>CAR3:</b> Kindly provide a sound justification for the cost-effectiveness of the project and selected measures, including scope, approach, alternative options to the proposed measures, and estimates of the evaluation whenever possible. Additionally, please highlight the sustainability point of view of the proposed interventions.</p>
	<p>6. Is the project / programme consistent with national or sub-national sustainable development strategies, national or sub-national development plans, poverty reduction strategies, national communications and adaptation programs of action and other relevant instruments?</p>	<p><b>Unsure.</b></p> <p>The proposed project outlines broad alignment with key national strategies in Uzbekistan. An exhaustive list of related plans and strategies such as the National Adaptation Plan or education- and building-related is not included.</p> <p><b>CAR4:</b> Please provide a comprehensive list of strategies and plans in Uzbekistan that are relevant to this proposed project. This should include, at a minimum, the National Adaptation Plan as well as education- and building-related strategies.</p> <p><b>CR10:</b> Kindly clarify how the project directly supports the implementation of the Sustainable Development Goals (SDGs) and substantiate the connection between the project and the National Adaptation Plan.</p>
	<p>7. Does the project / programme meet the relevant national technical standards, where applicable, in compliance with the Environmental and Social Policy of the Fund?</p>	<p><b>Unsure.</b></p> <p>The concept note does not provide a comprehensive list of all key national technical standards to compliance with the proposed project, nor outline a plan for ensuring compliance.</p>

		<p><b>CAR5:</b> Under Part II.E, please specify all applicable national technical standards and regulations in Uzbekistan that are relevant to the proposed project. Please present this information in table format. This should include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Water use regulations</li> <li>• Building construction code standards</li> <li>• Green building standards</li> <li>• Minimum energy efficiency standards</li> </ul> <p>For each identified standard, include:</p> <ul style="list-style-type: none"> <li>• A brief description</li> <li>• A statement confirming the project’s compliance</li> </ul>
	<p>8. Is there duplication of project / programme with other funding sources?</p>	<p><b>Unsure.</b> The proposal does not include a list of all related projects/programmes to this proposed project. Part II.F states that the project complements initiatives such as the World Bank-supported initiative named Promoting Early Childhood Development Project. However, it is not clear how duplication with other related projects will be avoided. Additionally, the areas of synergy with these initiatives are not listed.</p> <p><b>CR11:</b> Kindly include, in table format, a comprehensive list of projects that are or have been implemented in Uzbekistan and are related to the proposed project. For each one, include details such as main interventions, timeline, target population, specific location, and complementarity and synergies with proposed project. This should provide learning from these experiences.</p> <p><b>CR12:</b> Please clearly justify the absence of overlaps with each related project identified. This may include</p>

		distinctions in geographic coverage and/or types of interventions.
	9. Does the project / programme have a learning and knowledge management component to capture and feedback lessons?	<p><b>Yes, but further information is needed.</b> While the proposed project includes learning and knowledge management activities under Component 4, "Project Management and Monitoring and Evaluation" (Section II.G), it does not clearly specify the mechanisms for tracking experiences or disseminating lessons learned.</p> <p><b>CAR6:</b> Kindly elaborate in section II.G, how, who and when will be tracking the experiences gained as well as for the periodical analysis.</p>
	10. Has a consultative process taken place, and has it involved all key stakeholders, and vulnerable groups, including gender considerations in compliance with the Environmental and Social Policy and Gender Policy of the Fund?	<p><b>No.</b> The concept note outlines that stakeholder consultations will be conducted during the project preparation phase, including perspectives from vulnerable groups, women, and marginalized communities. The document also mentions that consultations will be in line with the World Bank's Environmental and Social Framework, as it will be cofinancing this proposed project. The proposed project does not provide any initial consultative process already undertaken.</p> <p><b>CAR7:</b> Kindly include, under Part II.H, an initial consultative process with key stakeholders of the proposed project, including gender and diversity considerations. Where marginalized and vulnerable groups are identified, clearly describe how their concerns have been considered in the design of the proposal.</p>

		<p><b>CAR78:</b> In addition, please include the list of stakeholders consulted at this stage of the project preparation, with particular reference to vulnerable groups, including gender considerations, in compliance with the Environmental and Social Policy and Gender Policy of the Adaptation Fund.</p>
	<p>11. Is the requested financing justified on the basis of full cost of adaptation reasoning?</p>	<p><b>Unsure.</b> The proposal mentions adaptation objectives and describes the contribution of the proposed project to them. However, it does not clearly distinguish adaptation-specific costs from baseline development activities, nor does it provide a clear explanation of the World Bank’s role as a cofinancing partner. The project includes a significant amount of co-financing from the IE (the World Bank), 10 times the amount of funding requested from Adaptation Fund. It is not clear how the Adaptation Fund funding aligns with the principle of full cost of adaptation reasoning as defined under the Fund’s OPG Annex 5.</p> <p><b>CAR9:</b> Please explain clearly how the requested financing is justified based on the full cost of adaptation reasoning and, in particular, how the proposed co-financing will not impact on the ability of Adaptation Fund funding to deliver its adaptative objectives when taken solely, without the proposed co-financing.</p> <p><b>CAR10:</b> For some components, for example, under component 1, Adaptation Fund funding is mixed with WB co-financing for different outputs and outcomes. Please explain how such project structuring is justified on the basis of AF full cost of adaptation reasoning.</p>
	<p>12. Is the project / program aligned with AF’s results framework?</p>	<p><b>Yes. However more information is needed.</b></p>

		<p><b>As per information provided in section III.A (pages 21-22).</b> The concept note includes a mapping of the proposed project’s results and products (only the ones under the Adaptation Fund financing request) to the Adaptation Fund Strategic Results Framework.</p> <ol style="list-style-type: none"> <li>1. Please refer to <b>CR5</b> above.</li> </ol> <p><b>CAR11:</b></p> <ol style="list-style-type: none"> <li>1. The Upper part of the table “Outcomes’ should contain the corresponding “outputs’ with associated output indicators as well as grant amount in the bottom part of the table.</li> <li>2. Also note that the financing for each outcome indicator and output indicator should be separated and not merged even if the correspond to the same project indicator. For example, Fund outcome 2.2 and fund outcome 3.2 should contain separate grant amount as they and not be combined as \$1, 100,000.</li> </ol>
	<p>13. Has the sustainability of the project/programme outcomes been taken into account when designing the project?</p>	<p><b>Yes, but further information is needed.</b></p> <p>The proposed project outlines sustainability through three key areas: climate-resilient infrastructure, institutional capacity building, and long-term financial and policy integration. It also references the development of model school blueprints and capacity-building activities such as teacher training and school management. For long lasting funding, the project aims to align with Uzbekistan’s national education and climate adaptation strategies to secure institutional and financing integration. However, the proposal lacks a detailed explanation of the full range of arrangements required to ensure the sustainability of proposed project benefits.</p> <p><b>CR21:</b></p>

		<ol style="list-style-type: none"> <li>1. Kindly describe all the arrangements required for the project's benefits sustainability, including regulatory, managerial, environmental, institutional, and financial resources.</li> <li>2. Please explain clearly how replication and scaling up of the proposed project benefits will be achieved after its end.</li> </ol>
	<p>14. Does the project / programme provide an overview of environmental and social impacts / risks identified, in compliance with the Environmental and Social Policy and Gender Policy of the Fund?</p>	<p><b>Unsure.</b> The concept note assesses all 15 principles from the Adaptation Fund ESP in section II.K (pages 19-20). From them, 13 out of 15 principles are marked as "no further assessment required for compliance", while the remaining two declared the existence of a potential impact and risk, with no specification of the magnitude nor assessment or management required for compliance. In addition, both the project classification (A, B or C) from the screening and the Initial Gender Assessment are not included.</p> <p><b>CAR12:</b> Please state and describe in the table in section II.K, the following:</p> <ol style="list-style-type: none"> <li>a. Please note that as per AF Policy Esps 1, 4 and 6 always apply. Pleae amend the Risk table at Part II Section K to reflect this.</li> </ol> <p>Please classify the risks as low, medium or high at column 3 of the risk table at Part II Section K and also include what further assessment with be taken (if applicable) and for all ESPs maangment required for compliance with the ESPs. <b>CAR13:</b> Kindly state the category in which the screening process has classified the project (Category A, B or C) in Part II section K.</p>

		<p>Please see the <a href="#">Environmental and Social Policy</a> of the Adaptation Fund and its <a href="#">guidance document</a>.</p> <p><b>CR22:</b> Please provide an Initial Gender Assessment, including details about gender-specific cultural and legal context in which the proposed project will operate in Uzbekistan (see <b>CAR2</b>).</p>
Resource Availability	1. Is the requested project / programme funding within the cap of the country?	<b>Yes.</b>
	2. Is the Implementing Entity Management Fee at or below 8.5 per cent of the total project/programme budget before the fee?	<p><b>Yes, but further information is needed.</b></p> <p>The proposed project includes the financing for each component, clearly differentiate WB financing from the Adaptation Fund financing (at component level). Implementing entity management fee are not requested. All figures add up and match across components and budget; however, are not rounded to a whole number.</p> <p><b>CR23:</b> Kindly adjust the following:</p> <ol style="list-style-type: none"> <li>i. Re-write the figures correctly to a whole number, no decimals. It should state, for example, as: USD 3,700,000 instead of USD 3.7 mln. Please see, for further information, the definitions in <a href="https://www.adaptation-fund.org/generic/costs-and-fees/">https://www.adaptation-fund.org/generic/costs-and-fees/</a> and IE and EE Fees Calculator <a href="https://www.adaptation-fund.org/document/ie-and-ee-fees-calculator/">https://www.adaptation-fund.org/document/ie-and-ee-fees-calculator/</a>.</li> <li>ii. Clearly differentiate the activities financed by WB financing and the Adaptation Fund financing as per .</li> <li>iii. As per AF Policy a number of cost items example for evaluations, baseline, midterm and terminal, audits and project oversight are</li> </ol>

		covered under the IE fees. Please amend the financing table to reflect the IE fee. Refer to <b>CAR 1</b> .  iv.
	3. Are the Project/Programme Execution Costs at or below 9.5 per cent of the total project/programme budget (including the fee)?	<b>Unsure.</b> The proposed project includes the financing for each component, clearly differentiate WB financing from the Adaptation Fund financing. All figures add up and match across components and budget. However, figures are not rounded to a whole number, and project execution cost is not defined. Please refer to <b>CAR1</b> .  <b>CR24:</b> Kindly state the project execution cost required as, currently, the concept note only includes the following statement for this fee in table of "Project/Programme Components and Financing (pages 6 - 11)": " <i>To be defined up to 8.5% of the total grant allocation</i> ". Please refer to <b>CAR1</b> .
Eligibility of IE	1. Is the project/programme submitted through an eligible Implementing Entity that has been accredited by the Board?	<b>Yes.</b> The World Bank is an accredited MIE. Accreditation Expiration Date: June 6 <sup>th</sup> , 2028.
Implementation Arrangements	1. Is there adequate arrangement for project / programme management, in compliance with the Gender Policy of the Fund?	n/a at concept stage
	2. Are there measures for financial and project/programme risk management?	n/a at concept stage
	3. Are there measures in place for the management of for environmental and social risks, in line with the Environmental and Social Policy and Gender Policy of the Fund?	n/a at concept stage
	4. Is a budget on the Implementing Entity Management Fee use included?	n/a at concept stage

	5. Is an explanation and a breakdown of the execution costs included?	n/a at concept stage
	6. Is a detailed budget including budget notes included?	n/a at concept stage
	7. Are arrangements for monitoring and evaluation clearly defined, including budgeted M&E plans and sex-disaggregated data, targets and indicators, in compliance with the Gender Policy of the Fund?	n/a at concept stage
	8. Does the M&E Framework include a break-down of how implementing entity IE fees will be utilized in the supervision of the M&E function?	n/a at concept stage
	9. Does the project/programme's results framework align with the AF's results framework? Does it include at least one core outcome indicator from the Fund's results framework?	n/a at concept stage
	10. Is a disbursement schedule with time-bound milestones included?	n/a at concept stage



ADAPTATION FUND

## CONCEPT NOTE PROPOSAL FOR SINGLE COUNTRY

### PART I: PROJECT/PROGRAMME INFORMATION

**Title of Project/Programme:** Transforming Public Education for Economic Growth

**Country:** Uzbekistan

**Thematic Focal Area:** Education

**Type of Implementing Entity:** Multilateral Implementing Entity

**Implementing Entity:** The World Bank

**Executing Entities:** Ministry of Preschool and School Education of Uzbekistan

**Amount of Financing Requested:** 5,000,000 (in U.S Dollars Equivalent)

**Project Formulation Grant Request (available to NIEs only):** Yes  No

**Amount of Requested financing for PFG:** None (in U.S Dollars Equivalent) NA

**Letter of Endorsement (LOE) signed:** Yes  No

*NOTE: LOEs should be signed by the Designated Authority (DA). The signatory DA must be on file with the Adaptation Fund. To find the DA currently on file check this page: <https://www.adaptation-fund.org/apply-funding/designated-authorities>*

**Stage of Submission:**

This concept has been submitted before

**This is the first submission ever of the concept proposal**

In case of a resubmission, please indicate the last submission date: Click or tap to enter a date.

**Please note that concept note documents should not exceed 50 pages, including annexes.**

# Project/Programme Background and Context:

## A. Country Context

The Government of Uzbekistan (GoU) is committed to advancing the country's transition to an inclusive market economy and to halving the poverty rate by 2026, with the vision of Uzbekistan become an upper-middle-income country by 2030. Despite the polycrisis of the COVID-19 pandemic and Russia's invasion of Ukraine on the economy, which have eroded household incomes, structural reforms enacted since 2017, and effective economic management have supported a strong macroeconomic environment. The economy grew by 6.5 percent in 2024.<sup>1</sup> Meanwhile, in 2021 national poverty rate stood at 17 percent of the population and then further declined to 11.0 percent in 2023.<sup>2</sup>

With an estimated at least 9 million new entrants in the labor market over the next 15 years, Uzbekistan's steady-growing population places urgent pressure to build stronger human capital investments.<sup>3</sup> GOU, with a rapidly growing population of about 37 million, has become one of the world's top reformers over the past few years. With a 1.6 percent annual growth rate in 2021<sup>4</sup>, the population is expected to increase to 52 million people by 2050.<sup>5</sup> The working-age population has increased by over 50 percent since 2000. Approximately 60 percent of the population are children and young people below 30 years of age.<sup>6</sup> Thus, Uzbekistan will have a significantly larger share of youth in the coming decades compared to any other period of the country. This provides the country with a window of opportunity for boosting economic prosperity and competitiveness and reducing poverty and inequality. However, this window of demographic opportunity cannot stay open for long. From 2050, the share of older people is projected to start increasing. Thus, urgent actions are needed today to reap the benefits of this demographic dividend by building strong human capital. Despite progress over the last decade, Uzbekistan's Human Capital Index is still 0.6 on a scale between 0 and 1, underscoring multiple challenges in the country's human capital outcomes.

Uzbekistan is among the most water-dependent countries in the world and remains highly sensitive to climate change. The country faces serious environmental challenges, including water scarcity, droughts, extreme heat, unpredictable rainfall, and frequent dust storms, which threaten both livelihoods and economic stability. Rising air pollution has also emerged as a major public health risk. Without urgent action, climate change could shrink Uzbekistan's economy by 10 percent by 2050, leading to higher unemployment and increased poverty. While climate adaptation measures offer strong economic and developmental benefits, they also bring unintended consequences for workers and families. The ability of workers to reskill and upskill will depend on their foundational skills, making strong human development policies critical for fostering learning capacity, ensuring workforce adaptability, and supporting a sustainable green transition.<sup>7</sup>

## B. Sectoral and Institutional Context

Uzbekistan has made significant strides in education, achieving near-universal school coverage. In the 2024 academic year, net primary school enrollment reached 99 percent, lower secondary at 97 percent, and upper

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<sup>1</sup> National Statistics Committee of the Republic of Uzbekistan, 2024

<sup>2</sup> World Bank. 2024. *Poverty & Equity Brief: Uzbekistan, Europe & Central Asia, April 2024*.

<sup>3</sup> World Bank. 2022. 'Country Partnership Framework for the Republic of Uzbekistan for the Period FY2022-FY2026.'

<sup>4</sup> National Statistics Committee of the Republic of Uzbekistan, 2024

<sup>5</sup> United Nations Department of Economic and Social Affairs. 2022. 'World Population Prospects 2022'.

<sup>6</sup> UNICEF. 2020. 'Youth of Uzbekistan: Challenges and Prospects'.

<sup>7</sup> World Bank. *Uzbekistan - Country Climate and Development Report (English)*. Washington, D.C.: World Bank Group.

secondary at 94 percent, reflecting strong national efforts toward human capital development.<sup>8</sup> However, ensuring quality learning environments remains a challenge as the student population continues to grow. In 2023 6.6 million students were in schools of Uzbekistan.<sup>9</sup> By 2026, over 7.6 million children are expected to be in school, requiring an additional 1.2 million seats to accommodate demand.<sup>10</sup>

**Many schools in Uzbekistan face critical constraints due to overcrowding and outdated physical learning environments.** As of 2024, 29 percent of schools operated in single shift, 71 percent in double shifts, and less than one percent in three shifts.<sup>11</sup> Operating in shifts shortens instructional time and limits opportunities for supplemental learning support, particularly for struggling students. The lack of space also adversely affects teachers, leaving no dedicated areas for lesson preparation, professional development, or peer collaboration. Nationally, classrooms often exceed the targeted student-classroom ratio (SCR) of 30:1 in urban areas and 16:1 in rural areas; currently, 37 percent of classrooms in the first shift and 12 percent in the second shift surpass these limits. The situation is particularly pronounced in Tashkent City, where 66 percent of the first shift and 29 percent of second-shift classrooms exceed the national average SCR, further impairing teaching effectiveness and student learning outcomes.<sup>12</sup> When schools operate in shifts, it reduces learning time and negatively impacts on student academic performance.

**In addition, Uzbekistan's schools encounter significant climate-related challenges and inadequate WASH (Water, Sanitation, and Hygiene) infrastructure.** According to 2023 statistics, only 29 percent of schools had sewerage, 70 percent of schools had a water supply, 64 percent had a canteen, and 78 percent had a sports hall.<sup>13</sup> Furthermore, intense heatwaves, inefficient energy practices, and water shortages negatively impact learning environments and student health. Employing climate-resilient and energy-efficient building designs, improved WASH infrastructure, and integrating practical climate education activities like gardening, water harvesting, and sustainable waste management can significantly strengthen educational quality and resilience.

**Uzbekistan advances the agenda of improving the teaching and learning environment, expanding single-shift schools through the development of modern school blueprints.** In May 2022, the President signed an order approving the National Program for the Development of School Education (2022–2026). The program aims to increase the share of single-shift schools to 60% by 2030.<sup>14</sup> The government is currently implementing its plans to build 270 new schools and improve the conditions in all schools by 2030.<sup>15</sup> Recent studies indicate that teaching and learning in flexible learning environments lead to better learning outcomes, potentially accelerating student learning by 1 to 1.5 years while also improving non-cognitive skills.<sup>16</sup> The Ministry of Preschool and School Education (MoPSE) is improving the existing blueprints for modern schools in the country with a focus on spacious school premises with updated science laboratories. Such blueprints are to

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<sup>8</sup> UNESCO Institute for Statistics (UIS). UIS. Stat Bulk Data Download Service. Accessed September 30, 2024.

<sup>9</sup> National Statistics Committee of the Republic of Uzbekistan, 2023

<sup>10</sup> Republic of Uzbekistan (2022, January 28) # УП-60. Presidential Decree 'On the development strategy of the new Uzbekistan for 2022- 2026'.

<sup>11</sup> Agency of Statistics under the President of the Republic of Uzbekistan. Key Statistical Indicators of the Activities of General Secondary Educational Institutions in the Republic of Uzbekistan (at the beginning of the 2023/2024 academic year). 2023.

<sup>12</sup> UNICEF. 2021. "Uzbekistan Education Sector Analysis 2021"

<sup>13</sup> Agency of Statistics under the President of the Republic of Uzbekistan. Education in Uzbekistan. 2023

<sup>14</sup> Decree of the President of the Republic of Uzbekistan on the approval of the National Program for the Development of School Education in 2022-2026. No. DP-134. May 11, 2022.

<sup>15</sup> President of Uzbekistan. 28.01.2022. Priority Tasks Set for the Development of School Education by the President: <https://president.uz/en/lists/view/4945>

<sup>16</sup> Barrett P., Davies F., Zhang Y., Barrett L. 2015. "The Impact of Classroom Design on Pupils' Learning: Final Results of a Holistic, Multi-Level Analysis." *Building and Environment* 89 (July):118–33; Imms, W., Mahat, M., Murphy, D. & Byers, T. (2017). *Type and Use of Innovative Learning Environments in Australasian Schools – ILETC Survey*. Technical Report 1/2017. ILETC Project: Melbourne; Shmis T., Ustinova M., Chugunov D., Melianova E., Parandekar S., Kruske L. 2021. "New Skills for New Century: Informing Regional Policy." Washington, DC: World Bank.

be further enhanced, using the RIGHT+ framework developed by the World Bank.<sup>17</sup>

**Despite significant efforts to improve school infrastructure and learning environments, Uzbekistan continues to face challenges in translating higher enrollment rates into improved student learning outcomes.**

According to the Human Capital Index (HCI), children born today in Uzbekistan will achieve only 62 percent of their potential productivity. Although students typically complete 12 years of schooling, learning-adjusted years average just 9.1, notably below the OECD average of 10.9. Uzbekistan's average score in the 2021 Progress in International Reading Literacy Study (PIRLS) was 437, far below both the Europe and Central Asia (ECA) regional average of 450 and the global average of 503. Moreover, 30.2 percent of fourth graders do not reach minimum reading proficiency levels, surpassing the ECA median of 28.2 percent and significantly higher than the global median of 9.5 percent. Similarly, the recent Trends in International Mathematics and Science Study (TIMSS) 2023 showed a low level of learning outcomes in mathematics in grades 4 and 8 at 443 points and 421, respectively - far from the global averages at 504 for grade 4 and 478 in grade 8. The gender gap in reading proficiency (PIRLS 2021) is particularly stark, with girls outperforming boys by 24 points, equivalent to nearly one full year of schooling. These indicators highlight an urgent need for comprehensive reforms targeting foundational literacy and addressing gender disparities to improve overall educational outcomes.

**One of the primary factors contributing to poor student learning outcomes is the limited effectiveness of current teaching practices.**

Currently, there are 538,000 teachers working in 10,750 general education schools across the country, highlighting the scale of the challenge in ensuring nationwide improvements in teaching quality.<sup>18</sup> A study by the World Bank underscores that ineffective teaching practices, inadequate initial teacher education (ITE), and an outdated system of continued professional development (CPD) contribute to low student performance.<sup>19</sup> Currently, the curriculum and teaching and learning materials (TLMs) do not fully align with evidence-based pedagogical approaches, particularly in foundational subjects like mathematics and reading. Uzbekistan has not yet developed a concept of utilizing the learning environments for better pedagogy, therefore, teachers are not being trained appropriately to use the full potential of learning spaces. A recent study reconfirms the importance of teachers' preparedness to use learning spaces effectively.<sup>20</sup> The limited availability of structured training opportunities, exacerbated by overcrowding and outdated teaching and learning environments, means that both newly recruited and experienced teachers struggle to implement competency-based instructional methods effectively. Furthermore, gaps in the national teacher certification and professional development system exacerbate inconsistencies in teaching quality across the country.

**Recognizing these challenges in teaching practices, the Government of Uzbekistan is undergoing a full transformation in both Initial Teacher Education (ITE) and Continuous Professional Development (CPD).**

The current ITE system is outdated, resulting in unattractiveness of the teaching profession and poor preparedness of prospective teachers. The MoPSE leads a pilot of a new ITE program in mathematics in both primary and secondary education with Tashkent State Pedagogical University in cooperation with the New Uzbekistan University. A full rollout for all other subjects is expected by the beginning of 2027, but it needs financial and technical support and requires ITE programs to align with the CPD. Additionally, the existing CPD structure is also under restructuring. The Presidential Resolution No. 231 (June 21, 2024)<sup>21</sup> and the

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<sup>17</sup> E. Alasino; A. Martinez; P. Barrett; F. Ramirez Cortes; T. Shmis; J. Teixeira. Guidance for Resilient, Inclusive, Green, Healthy, and Teaching and Learning-Conducive (RIGHT+) Framework for Physical Learning Environments (PLEs) Effectively Implemented: Approach Note. Washington, D.C.: World Bank Group.

<sup>18</sup> National Statistics Committee of the Republic of Uzbekistan, 2023

<sup>19</sup> World Bank. 2021. 'Education Excellence Towards Human Capital and Economic Growth in Uzbekistan'

<sup>20</sup> Shmis, Tigran; Ustinova, Maria; Chugunov, Dmitry; Melianova, E.; Parandekar, S.; Kruske, L. 2021. New Skills for New Century: Informing Regional Policy.

<sup>21</sup> Presidential Resolution No. PP-231, issued on June 21, 2024, by the President of Uzbekistan, focuses on enhancing the continuous professional development system for employees in preschool and school education.

Cabinet Resolution No. 867 (December 20, 2024)<sup>22</sup> introduces a new system of mandatory CPD training, expanding to cover all 47 subjects, incorporating best practices from ongoing pilot programs in mathematics, science, English, and primary education. A new CPD structure includes (i) 100-hour professional development courses every five years, (ii) Professional Development Days (KRK)<sup>23</sup> and Professional Development Hours (KRS)<sup>24</sup>, and (iii) Requalification courses<sup>25</sup>. To support the implementation of this reform, the National Institute of Pedagogical Skill (NIPS) has been established, and it oversees 13 regional training centers.<sup>26</sup> The government also plans to introduce international accreditation and blockchain-based teacher certifications as part of a structured career development framework.

**In parallel with broader education reforms, Uzbekistan established the Central Asia Green University in 2023 as the country's first higher education institution dedicated to climate change, sustainability, and green technologies.** Located in Tashkent, Green University focuses on building national expertise in areas such as renewable energy, environmental science, circular economy, and sustainable development. The university serves as a key institutional platform for advancing climate education and research, supporting Uzbekistan's transition to a green economy, and strengthening human capital for low-carbon, climate-resilient development.

**Another key issue is the need for improved monitoring and assessment mechanisms to evaluate the effectiveness of ITE and CPD.** Currently, limited data is available on how well training programs translate into classroom improvements. Strengthening digital platforms at the NIPS and the 13 pedagogical institutions and revamping the national teacher database will allow for better workforce planning, tracking teacher performance in training, and ensuring evidence-based policy decisions. Expanding remote CPD opportunities and incorporating interactive learning techniques will also help make professional development more accessible and engaging for teachers.

**Low student learning outcomes and poor teaching quality in Uzbekistan highlight the need for a more robust and sustainable student assessment system.** The Promoting Early Childhood Development Project (PECDP) enabled Uzbekistan's participation for the first time in key international assessments, including PISA, PIRLS, TIMSS, and TALIS, marking an important step toward benchmarking student learning outcomes against global results. The MoPSE actively utilizes data from these assessments to generate analytical reports and inform policy decisions. However, participation in these international assessments currently relies entirely on World Bank financing, necessitating a gradual transition toward increased financial responsibility by MoPSE to ensure long-term sustainability. Additionally, while the PECDP facilitated the initial development of national assessment instruments, the existing item banks may benefit from more diverse questions aligned with the international assessment standards. The ministry is currently piloting national student learning assessments in mathematics, science, literacy, and English in grades 4 and 9, indicating a strong foundation but highlighting an urgent need to expand and enhance these assessment tools.

**To accelerate education reforms and improve student outcomes, Development Partners (DPs) launched the**

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<sup>22</sup> Cabinet Resolution No. 867, issued on December 20, 2024, by the Cabinet of Ministers of the Republic of Uzbekistan, focuses on enhancing the system of continuous professional development for preschool and school education workers.

<sup>23</sup> Professional Development Day (KRK): Dedicated days for teachers to participate in workshops, training sessions, and self-directed learning activities focused on enhancing professional skills, integrating modern teaching methods, and adopting innovative educational technologies.

<sup>24</sup> Professional Development Hour (KRS): A structured session where teachers apply the knowledge gained from KRK training through lesson analysis, pedagogical reflection, and in-school professional development activities, fostering collaboration and continuous learning.

<sup>25</sup> Requalification Courses: Those who are qualified for teaching but currently out of teaching profession need to take the courses to refresh their subject knowledge as well as pedagogical skills.

<sup>26</sup> The National Institute of Pedagogical Skill named after the Avloniy National Institute of Pedagogy operates under the MoPSE of Uzbekistan, serving as its key institution for teacher training, professional development, and curriculum enhancement. It plays a crucial role in implementing the ministry's policies by conducting requalification courses, developing educational materials, and promoting modern teaching methodologies.

**Partnership Compact in April 2023, providing a clear roadmap for sector transformation under government leadership.** The Compact outlines five key outputs—(i) infrastructure and equipment, (ii) curriculum and teaching materials, (iii) teacher development, (iv) assessments, and (v) system management—with crosscutting themes of gender, integrity, and equity. Given the World Bank’s global experience and comparative advantage, the MoPSE and DPs agreed that the Bank would lead the areas of infrastructure and equipment and play a major role in teacher development, a critical area for achieving improved learning outcomes. This collaboration will have a catalytic effect on the school infrastructure investments in Uzbekistan. The proposed improvement of school designs and teaching and learning practices will inform government and international donor investments in the amount of approximately US\$1 billion. Namely, the Asian Development Bank (US 200 million), Islamic Development Bank (US 220 million), and Asian Infrastructure Investment Bank (US 500 million) are planning to support the MoPSE in substantially investing in learning environments in the coming years. In addition, the majority of the Vision 2030 Fund (approximately US\$130 million) is expected to be utilized to increase the number of pre-schools and schools.<sup>27</sup>

## Project/Programme Objectives:

The objective of the proposed project is to improve foundational skills in literacy and numeracy in primary education by modernizing learning environments and enhancing teaching quality.

## Key Results

The Project’s achievement of the PDO will be measured via the following indicators:

- Improved student learning outcomes in literacy and mathematics in grade 4 assessed by a national learning assessment.
- Improved quality of learning conditions as measured by the OECD School User Survey.
- Improved quality of teaching as measured by TEACH primary.

## Project/Programme Components and Financing:

*Fill in the table presenting the relationships among project components, activities, expected concrete outputs, and the corresponding budgets. If necessary, please refer to the attached instructions for a detailed description of each term.*

*For the case of a programme, individual components are likely to refer to specific sub- sets of stakeholders, regions and/or sectors that can be addressed through a set of well-defined interventions / projects.*

Project/Programme Components	Expected Concrete Outputs	Expected Outcomes	Amount (US\$)
<b>Component 1: Improving</b>	New climate-friendly school designs developed;	A new generation of school learning	USD 39 mln.

<sup>27</sup> The fund is an UN inter-agency pooled fund that aims at achieving the Sustainable Development Goals in Uzbekistan by 2030. It is capitalized through a contribution representing a return of assets that have been definitively forfeited in criminal proceedings in Switzerland.

<b>Teaching and Learning Environment</b>	6 new schools built and equipped; 40 schools expanded and equipped; The capacity of policymakers, planners, and researchers is improved for creating better and climate-adapted schools.	environments is developed and created, and the quality of learning spaces and teaching practices are improved (as measured by School user Survey, TEACH, and potentially international and national assessments).	[WB financing]
	Selected project schools are equipped with the climate adaptation laboratories.  Selected project schools in vulnerable regions and six model schools will receive specific infrastructure-related measures for adaptation to climate change and increased resilience.  Two specialized Green University laboratories established to deliver hands-on training in climate change, renewable energy, environmental data modeling, earth observation, and circular economy practices for students and faculty.	Climate-resilient school infrastructure that integrates adaptive design, energy efficiency, and sustainable water management, reducing vulnerability to extreme weather and resource scarcity.  Strengthened institutional capacity to mainstream climate and sustainability education, equipping graduates and educators with practical green skills aligned with low-carbon and climate-resilient development pathways	USD 3.7 mln.  [Adaptation Fund]
<b>Component 2: Enhancing Initial Teacher Education and Continuous Professional Development</b>	Development of a comprehensive ITE policy framework Enhancement of ITE curricula with a new competency-based curriculum Upgrading training materials for ITE institutions Implementation of remote CPD opportunities and a digital platform for CPD institutions Establishment of a national teacher database Introduction of capacity-	Enhanced Quality of Initial Teacher Education (ITE) and Continuous Professional Development (CPD) leading to improved teaching quality, including on green education (focusing on adaptation) and behavior change.  Rigorous Assessments. Surveys, evaluations, classroom observations, and achievement analyses	USD 5 mln.  [WB financing]

	<p>building programs for school principals</p> <p>Revision and implementation of mandatory 100-hour training courses for all subjects</p> <p>Support for Professional Development Days (KRK) and Professional Development Hours (KSK)</p> <p>Strengthening re-qualification courses with updated curricula and modern instructional materials</p> <p>Introduction of rigorous assessment mechanisms for training programs.</p>	<p>Educators equipped with climate knowledge and adaptation skills, enabling schools and communities to better prepare for and respond to climate risks</p>	
	<p>All ITE and CPD programs will be enriched with the climate change content.</p> <p>All teachers in selected schools will receive training on disaster preparedness in case of extreme weather events.</p> <p>Up to 200 educators trained annually through the Climate Residency Program, with a cadre of national trainers developed and a digital platform launched to provide open-access sustainability education resources.</p> <p>Modular sustainability curriculum piloted in 10 general and vocational schools, covering topics like sustainable agriculture, green building, energy efficiency, and nature-</p>	<p>The teachers of Uzbekistan receiving training in the system are equipped with knowledge and skills related to green education, adaptation to climate change, and emergency response.</p> <p>Expanded reach and quality of climate and sustainability education nationwide through a growing network of skilled trainers and accessible digital content, enabling long-term institutionalization of green teaching practices.</p> <p>Strengthened integration of sustainability concepts in general and vocational education, fostering climate-aware learners and supporting</p>	<p>USD 1.1 mln.</p> <p>[Adaptation Fund]</p>

	based solutions, supported by toolkits and lesson plans for national use.	the transition to a green economy across diverse education pathways.	
<b>Component 3: Strengthening Student Learning Assessments</b>	<p>Establishment of Uzbekistan's first comprehensive national student learning assessment system. Conducting national assessments in grades 4 and 9. Evaluation of student competencies in mathematics, science, literacy, and English language proficiency. Creation of a robust baseline for monitoring educational quality. Expansion and validation of high-quality assessment items. Employment of advanced technologies for transparency, accuracy, and security. Adaptation of national assessment models from other countries to fit Uzbekistan's needs.</p>	<p>Uzbekistan's active participation in PISA 2025, PIRLS 2026, TIMSS 2027, TALIS 2030. Comprehensive psychometric analyses of assessment results by international experts. National reports with strategic insights and policy recommendations. Capacity-building activities for Uzbek educators and assessment specialists. Establishment of Uzbekistan's first comprehensive national student learning assessment system. Conducting national assessments in grades 4 and 9.</p>	<p>USD 4 mln. [WB financing]</p>
	<p>Student-led climate action projects implemented, a national climate literacy assessment framework piloted, and annual competitions held to promote innovation and recognize student contributions.</p>	<p>A data-driven education system that tracks and enhances students' climate literacy, equipping future generations with the knowledge and skills needed for adaptation and resilience. Analytical reports on assessments focused on adaptation to climate change.</p> <p>Increased student engagement and</p>	<p>USD 0.2 mln. [Adaptation Fund]</p>

		climate awareness, empowering youth as active contributors to sustainability and fostering a culture of climate leadership across schools.	
<b>Component 4: Project Management Monitoring and Evaluation</b>	Enhanced skills in procurement, financial management, environmental and social risk management, and monitoring and evaluation (M&E) for MoPSE officials. Hiring of international and local experts to support project implementation. Training opportunities and study visits for MoPSE officials, managers, and education professionals. Uniform implementation of the new competency-based model across pre-service and in-service training programs. Support for the capacity of MoPSE in M&E of the proposed project. Continued support for MoPSE's participation in international and national student learning assessments. Development of synergies with the ongoing Early Childhood Development (ECD) Project and collaboration with other Development Partners on early grades in primary education.	Enhanced skills in procurement, financial management, environmental and social risk management, and M&E for MoPSE officials. Training opportunities and study visits for MoPSE officials and education professionals. Uniform implementation of the new competency-based model across training programs. Support for MoPSE's M&E capacity. Continued support for MoPSE's participation in student learning assessments. Development of synergies with the ECD Project and other partners on early grades in primary education.	USD 2 mln. [WB financing]
5. Project/Programme Execution cost			To be defined up to 8.5% of the total grant allocation

6. Total Project/Programme Cost	55,000,000
7. Project/Programme Cycle Management Fee charged by the Implementing Entity (if applicable)	Not Applicable
<b>Amount of Financing Requested</b>	5,000,000

## Projected Calendar:

*Indicate the dates of the following milestones for the proposed project/programme*

Milestones	Expected Dates
Start of Project/Programme Implementation	June 2026
Mid-term Review (if planned)	June 2028
Project/Programme Closing	June 2031
Terminal Evaluation	Within 6 months after the project closing

## PART II: PROJECT / PROGRAMME JUSTIFICATION

**A. Describe the project/programme components, particularly focusing on the concrete adaptation activities of the project, and how these activities contribute to climate resilience. For the case of a programme, show how the combination of individual projects will contribute to the overall increase in resilience.**

The proposed project is structured around several interrelated components that aim to enhance the resilience of Uzbekistan's education system to climate change. It integrates infrastructure improvements, teacher training, and learning assessment enhancements to ensure schools are better equipped to withstand climate-related challenges such as extreme heat, water shortages, and environmental degradation. By modernizing the teaching and learning environment, strengthening professional development for educators, and improving student assessments, the project will help build long-term climate resilience in Uzbekistan's education sector. The project aligns with Uzbekistan's Strategy for the Transition to a Green Economy (2019-2030), which prioritizes climate adaptation, resource efficiency, and sustainable infrastructure. By promoting climate resilience, water conservation, and resource efficiency, the strategy supports efforts to integrate sustainability into national development, including in public services such as education. Additionally, the project is in line with Uzbekistan's NDC under the Paris Agreement, which underscores the importance of adaptation measures in key sectors, ensuring that institutions, including schools, are better prepared for climate risks.

The first component focuses on improving the teaching and learning environment by constructing and renovating schools with climate-adaptive designs. The project will develop six model schools based on the

RIGHT+ framework<sup>28</sup>, ensuring they incorporate resilient, inclusive, and green infrastructure to withstand climate hazards. These schools will be equipped with STEM laboratories and digital learning infrastructure, preparing students for a future where sustainability and technological literacy are essential. Additionally, the project will renovate approximately 40 to 50 existing schools, integrating energy-efficient systems such as solar panels, better insulation, and improved ventilation to mitigate the effects of extreme temperatures. Special attention will be given to water, sanitation, and hygiene (WASH) facilities, as 31% of schools in the 2022-2023 academic year lack reliable access to water supply, and many schools do not have adequate restroom facilities. Addressing these gaps will improve student health and retention, particularly for girls who face challenges related to inadequate menstrual hygiene management. As a result, the government will be able to update the modern school blueprints—including those for additional school buildings—and scale up construction using the budget and other loan funds. Additionally, the project will promote waste management and waste processing systems in schools, integrating recycling and composting practices to foster sustainable habits among students. These systems will help minimize environmental impacts while also serving as a learning tool for climate-conscious behavior

The second component strengthens teacher development by enhancing initial teacher education (ITE) and continuous professional development (CPD). Recognizing that climate adaptation requires behavioral and knowledge-based changes, the project will support the government's efforts to reform teacher training programs. It will ensure that new and existing teachers receive training that incorporates climate-smart education, sustainable resource management, and disaster preparedness in case of extreme weather events, flooding, and other climate-induced disruptions that could affect school operations and student well-being. The project will also modernize training materials and teaching methods, ensuring that schools integrate practical climate education activities such as water harvesting, sustainable waste management, and energy conservation. As part of the green school initiative, the project will incorporate water harvesting techniques to enhance climate resilience. Schools will be equipped with rainwater collection systems that will be used for irrigation and school gardens, promoting efficient water use while also serving as a hands-on educational tool to teach students about climate adaptation and resource management. The project will also support training on emergency preparedness, ensuring that teachers, school administrators, and students are equipped to respond effectively to climate-related disasters. Through workshops and drills, schools will develop action plans for extreme weather events, including heatwaves, floods, and earthquakes, strengthening the resilience of education institutions against climate risks. A key addition to this project's adaptation approach is the integration of international assessments into climate education efforts.

The 3<sup>rd</sup> component will ensure that the Participation in international assessments, such as the OECD's Programme for International Student Assessment (PISA), will allow Uzbekistan to benchmark students' climate literacy levels, providing data that can inform curriculum reforms and teacher training initiatives. International assessments can highlight gaps in students' understanding of climate issues, enabling targeted interventions that improve climate resilience through education. Furthermore, aligning national assessments with global climate education standards will ensure that Uzbek students acquire the competencies needed to understand, communicate, and make decisions about climate adaptation strategies.<sup>29</sup>

Complementing these efforts, the project in collaboration with the Central Asia Green university of Uzbekistan will pilot modular sustainability curricula in selected schools, covering key themes such as sustainable agriculture, green building, energy efficiency, and nature-based solutions. Educators at the university will be trained through a structured Climate Residency Program, supported by a digital platform offering open-access climate teaching materials. To further strengthen climate awareness, the project will also support student-led projects, such as school greening initiatives and energy audits, and pilot a national climate literacy assessment framework. These activities will deepen student engagement, promote climate leadership, and ensure alignment between teaching, learning, and assessment in climate education.

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<sup>28</sup> Alasino, Enrique; Martinez, Angeles; Barrett, Peter; Ramirez, Fernando; Shmis, Tigran; Teixeira, Janssen. 2025. RIGHT+ Framework for Physical Learning Environments (PLEs): Guidance for Resilient, Inclusive, Green, Healthy, and Teaching and Learning-Conducive (RIGHT) PLEs Effectively Implemented (+). <http://hdl.handle.net/10986/42950>

<sup>29</sup> OECD. 2024. Empowering Young People Through Climate Literacy (2024). [Link](#).

By combining infrastructure improvements, teacher training and policy reforms, the project will create a more climate-resilient education system in Uzbekistan. Schools will become safer and more sustainable, teachers will be better equipped to educate students on climate adaptation, and assessments will ensure that learning outcomes align with the country's broader resilience goals. These efforts will not only benefit students and educators but also contribute to Uzbekistan's long-term socio-economic stability by ensuring that future generations are prepared for the challenges of a changing climate.

**B. Describe how the project/programme provides economic, social and environmental benefits, with particular reference to the most vulnerable communities, and vulnerable groups within communities, including gender considerations. Describe how the project/programme will avoid or mitigate negative impacts, in compliance with the Environmental and Social Policy and Gender Policy of the Adaptation Fund.**

The proposed project will provide significant economic, social, and environmental benefits, with a strong focus on supporting the most vulnerable communities and groups, including women, children, and people with disabilities. The project aligns with Uzbekistan's broader goals of improving human capital, economic resilience, and climate adaptation by ensuring that schools are equipped with modern, sustainable infrastructure and that teachers and students are prepared to address future challenges.

The project will contribute to economic development by improving the quality of education and strengthening the workforce of the future. By modernizing school infrastructure and integrating STEM and digital learning tools, students will gain skills that prepare them for high-demand professions, including those in green energy, environmental management, and technology-driven industries. This will improve their long-term employment prospects and help reduce poverty in vulnerable communities. Additionally, the project will introduce energy-efficient infrastructure in schools, including solar panels, better insulation, and efficient lighting, which will lower energy costs and improve financial sustainability for educational institutions. The expansion of sustainable WASH facilities will also ensure more efficient water use, reducing the financial burden on schools and local governments. The project will also create direct economic benefits by generating employment opportunities in school construction, renovation, and maintenance. Furthermore, activities such as school-based gardening and water harvesting will not only promote sustainability but may also offer cost-effective means of supplementing food programs and environmental learning, something that is especially important for water-scarce areas in Uzbekistan.

The project will address key challenges in Uzbekistan's education sector, including overcrowded schools, poor learning conditions, and limited resources. By constructing climate-resilient model schools and renovating existing ones, it will expand classroom space and reduce reliance on multiple-shift schooling, improving instructional time and academic outcomes, especially for low-income and rural students. A major social benefit is the improvement of WASH infrastructure, particularly for female students, as many schools lack adequate sanitation, affecting attendance and retention rates. The project will ensure schools have functional restrooms, reliable drinking water, and gender-sensitive hygiene facilities, creating a safer, more supportive environment for girls. The project will also enhance teacher training and professional development, equipping educators with better instructional methods in math, science, and literacy. By integrating climate resilience training, it will raise awareness of climate risks and adaptation strategies, benefiting both students and their communities. The training component will also include emergency preparedness, helping schools and teachers to respond effectively to extreme weather events and climate-related disruptions, which is especially critical for vulnerable areas.

The project incorporates green building principles and sustainable infrastructure improvements that will help reduce Uzbekistan's environmental footprint. The construction of new model schools and the renovation of existing schools will include energy-efficient designs, water conservation measures, and improved ventilation systems, reducing the impact of extreme heat and water scarcity on the learning environment. By investing in solar panels, insulation, and efficient heating and cooling systems, the project will lower energy

consumption in schools, helping to reduce greenhouse gas emissions and promote climate-smart education infrastructure. Schools will also serve as demonstration sites for sustainable practices, encouraging students and communities to adopt energy-saving behaviors and resource-efficient solutions. In addition to infrastructure improvements, the project will integrate climate and environmental education into the school curriculum, helping students develop an understanding of sustainability, resource management, and disaster preparedness. Waste management and school-level waste processing practices will be promoted as part of the green school approach, helping reduce environmental health risks while fostering responsible behavior in students—especially relevant in adapting to growing urban and rural waste challenges under climate stress.

The project has been designed to address gender disparities in education and improve access to quality learning environments for all students, including girls and children with disabilities. The expansion of WASH facilities will particularly benefit female students, ensuring that they have access to private, hygienic, and safe sanitation facilities, reducing barriers to school attendance and participation. Additionally, the project will work to reduce gender gaps in education, particularly in subjects where girls have been historically underrepresented. Teacher training programs will include gender-sensitive teaching strategies and encourage the participation of girls in STEM subjects, helping to bridge existing disparities and create greater opportunities for female students. The project will also ensure that inclusive design principles are incorporated into school construction and renovation plans. This includes accessible classrooms, ramps, and disability-friendly restrooms, ensuring that students with disabilities can fully participate in the learning process. By creating more inclusive schools, the project will contribute to a more equitable education system that supports the diverse needs of all students.

The project will comply with the Environmental and Social Policy of the Adaptation Fund by implementing strict environmental safeguards and impact assessments. Before any school construction or renovation, site assessments will ensure that land use, resource availability, and environmental sustainability are fully considered. The use of sustainable building materials and energy-efficient technologies will help minimize environmental impacts while ensuring long-term resilience. Social safeguards will also be in place to prevent displacement or disruptions to local communities. The project will prioritize community engagement, ensuring that students, parents, and teachers are involved in decision-making and that school improvements reflect local needs. By fostering community ownership, the project enhances sustainability and resilience, ensuring that school infrastructure remains adaptable to climate challenges. Gender and social inclusion policies will be strictly enforced to prevent discrimination and exclusion. Special attention will be given to female students, children with disabilities, and other marginalized groups, ensuring they fully benefit from project activities. Training programs will also promote gender equity and inclusivity, encouraging broader participation in education. Additionally, the project will be aligned with the World Bank's Environmental and Social Framework (ESF) by following international best practices in environmental and social risk management. Through robust monitoring and evaluation mechanisms, the project will track and mitigate potential risks while ensuring that education infrastructure remains safe, inclusive, and climate resilient.

**C. Describe or provide an analysis of the cost-effectiveness of the proposed project/programme.**

The proposed project is designed to be cost-effective by strategically investing in climate-resilient school infrastructure, teacher training, and learning assessments that maximize long-term benefits while minimizing costs. By integrating sustainable construction practices, energy efficiency measures, and evidence-based education reforms, the project ensures that resources are used efficiently to achieve high-impact outcomes in Uzbekistan's education sector.

The project's cost-saving strategy focuses on constructing climate-resilient model schools and renovating existing ones using the RIGHT+ framework, which prioritizes Resilience, Inclusivity, Green infrastructure, Health, and Teaching Quality. One of the important interventions will be the introduction of multifunctionality of school spaces and flexible learning environments that will increase the space utilization of new schools

and either reduce the footprint of the schools or expand their capacity to accommodate more children. By integrating energy-efficient designs such as solar panels, thermal insulation, and improved ventilation, schools will reduce electricity and heating costs, ensuring long-term savings. Whenever possible, the project will prioritize renovations over new construction, optimizing existing infrastructure to lower capital investment costs while still improving learning environments. Modular and scalable construction techniques will further enable cost-efficient school expansions across different regions. Additionally, WASH facility upgrades and sustainable water management systems will reduce maintenance costs while improving student health and attendance, lowering long-term social costs associated with dropouts and poor learning outcomes.

The project's investment in teacher training and professional development ensures cost-effective improvements in education quality by maximizing the impact of existing human resources. Rather than relying on costly international recruitment or massive expansions of the teaching workforce, the project will improve the skills and effectiveness of current teachers through competency-based training, digital learning tools, and structured career development frameworks. A key cost-saving innovation is the integration of blended learning models in professional development programs. By incorporating remote learning platforms, digital training materials, and self-paced modules, the project reduces the need for large-scale, in-person training sessions, which can be expensive and logistically challenging. This approach allows more teachers to be trained at a lower cost, while ensuring that learning is continuous and accessible even in rural and remote areas.

The project's focus on education quality, climate resilience, and institutional capacity-building ensures long-term economic and social returns that outweigh the initial investment costs. Schools built with climate-adaptive designs will require lower maintenance and repair costs over time, while energy-efficient infrastructure will continue to generate savings on electricity and heating. By improving student learning outcomes, the project will contribute to higher graduation rates, increased workforce productivity, and long-term economic growth. Additionally, investments in teacher training and professional development will create a self-sustaining cycle of continuous improvement, reducing the need for costly external interventions in the future.

**D. Describe how the project/programme is consistent with national or sub-national sustainable development strategies, including, where appropriate, national adaptation plan (NAP), national or sub-national development plans, poverty reduction strategies, national communications, or national adaptation programs of action, or other relevant instruments, where they exist.**

The proposed project aligns closely with Uzbekistan's national and sub-national sustainable development strategies, particularly in education reform, climate resilience, and human capital development. It supports the goals outlined in Uzbekistan's Vision 2030, which emphasizes investments in education, improved infrastructure, and climate adaptation to address the country's growing population and environmental vulnerabilities. Recognizing the urgent need to strengthen human capital, the government has prioritized expanding and modernizing schools, improving teacher training, and integrating sustainability into education policies—all of which are central to this project's objectives.

The project is also aligned with Uzbekistan's Updated Nationally Determined Contribution (NDC) 2021, which emphasizes the need for climate adaptation measures, particularly in sectors vulnerable to climate risks, including education. The NDC highlights the importance of sustainable infrastructure, efficient resource use, and building resilience to extreme temperatures and water scarcity—all of which are core components of this project. At the same time, the government has adopted the national strategy for the transition of the Republic of Uzbekistan to a "green" economy for the period 2019-2030. The strategy sets clear objectives for the transition process, namely:

- a. increasing the energy efficiency of the economy and rational consumption of natural resources through technological modernization and development of financial mechanisms; inclusion of "green" criteria based on advanced international standards in priority areas of public investment and

- expenditure.
- b. assistance in the implementation of pilot projects in areas of transition to a “green” economy through the development of government incentive mechanisms, public-private partnerships, and enhanced cooperation with international financial institutions.
  - c. development of a system for training and retraining personnel related to the labor market in the “green” economy by stimulating investment in education and strengthening cooperation with leading foreign educational institutions and research centers.
  - d. taking measures to mitigate the negative impact of the environmental crisis in the Aral Sea region.
  - e. strengthening international cooperation in the field of the green economy, including through the conclusion of bilateral and multilateral agreements.

By integrating climate-conscious teacher training, energy-efficient school designs, and improved WASH infrastructure, the project directly supports Uzbekistan’s commitment to strengthening institutional and community resilience to climate change. This, in turn, will foster greater climate consciousness among students and contribute to broader climate resilience and sustainable transitions across various sectors in Uzbekistan.

The project is also in line with the World Bank and Uzbekistan’s Country Partnership Framework (CPF) for Uzbekistan (FY2022–FY2026), which highlights education and climate resilience as key priorities. The project contributes to CPF objectives by improving school infrastructure, integrating energy efficiency, and enhancing learning outcomes through better teaching quality and assessment systems. Additionally, the project directly supports Uzbekistan’s climate adaptation goals, as climate change is expected to reduce economic growth and increase social vulnerability without proactive interventions. The project’s climate-resilient school designs, improved WASH facilities, and sustainable energy solutions align with national adaptation strategies to ensure long-term resilience in the education sector.

Furthermore, the project is consistent with Uzbekistan’s poverty reduction strategy, which prioritizes equitable access to quality education as a means to reduce economic disparities. The focus on renovating overcrowded schools, strengthening teacher training, and ensuring inclusive learning environments aligns with the government’s commitment to improving education access for low-income and rural communities. By addressing barriers such as poor infrastructure, lack of sanitation, and climate risks, the project supports national efforts to build a more inclusive and sustainable education system, ensuring that Uzbekistan’s future workforce is prepared for the challenges of a changing climate and economy.

**E. Describe how the project/programme meets relevant national technical standards, where applicable, such as standards for environmental assessment, building codes, etc., and complies with the Environmental and Social Policy of the Adaptation Fund.**

The proposed project will meet Uzbekistan’s national technical standards for environmental assessment, building regulations, and education infrastructure and ensuring full compliance with the Environmental and Social Policy of the Adaptation Fund. Given Uzbekistan’s need for climate resilience, energy efficiency, and sustainable development, the project incorporates best practices in school construction, teacher training, and institutional capacity-building, aligning with both national guidelines and international standards.

The project adheres to Uzbekistan’s building codes by implementing climate-resilient school designs, including energy-efficient buildings, improved WASH facilities, and disaster-resilient structures. Compliance with environmental and energy efficiency standards is prioritized, integrating solar energy systems, thermal insulation, and sustainable materials to reduce environmental impact and operational costs. Additionally, water conservation technologies such as rainwater harvesting and efficient plumbing systems will be introduced to address water scarcity challenges and improve sanitation infrastructure in schools.

To ensure compliance with environmental and social regulations, the project will conduct impact assessments, risk mitigation strategies, and stakeholder consultations. Schools will be involved in the

planning and design process to ensure infrastructure improvements meet local needs, with a focus on accessibility for students with disabilities and gender-sensitive facilities. The project also integrates monitoring and evaluation mechanisms to track adherence to national technical standards, ensuring that all activities support long-term sustainability, social inclusion, and climate resilience in Uzbekistan's education sector.

**F. Describe if there is duplication of project/programme with other funding sources, if any.**

The proposed project is designed to complement ongoing education and climate resilience initiatives in Uzbekistan, ensuring that it does not duplicate efforts funded by other sources. This project, however, goes beyond expansion by integrating climate-smart infrastructure, energy-efficient technologies, and sustainable WASH improvements, ensuring that schools are resilient to climate risks and align with Uzbekistan's broader environmental and adaptation strategies. Given that the Government of Uzbekistan positions this project as catalytic for changes in the education sector, it will inform other development partners' initiatives (ADB, IsDB, and AIIB) that are supporting investments in school expansion and infrastructure development. They will follow the models developed in this project.

In the area of teacher training and student assessments, the project builds upon existing World Bank-supported initiatives, such as the Promoting Early Childhood Development Project, which introduced international student assessments and piloted national evaluations. This project expands on those efforts by developing national assessments for grades 4 and 9, ensuring a comprehensive learning evaluation system. It also strengthens Uzbekistan's teacher development framework, ensuring that competency-based training programs are fully implemented and scalable, rather than relying on short-term donor-funded initiatives.

To maximize coordination and efficiency, the project will work closely with Uzbekistan's Ministry of Preschool and School Education (MoPSE) and other stakeholders to align activities with existing investments. Through stakeholder consultations, data-sharing mechanisms, and joint planning efforts, the project ensures that resources are used efficiently, filling critical gaps in education quality, climate resilience, and institutional capacity. By focusing on long-term improvements, it reinforces rather than duplicates other efforts, ensuring a cohesive and strategic approach to Uzbekistan's education and climate adaptation goals.

**G. If applicable, describe the learning and knowledge management component to capture and disseminate lessons learned.**

The project will support the knowledge creation and dissemination through various means. First, the project will employ several measurement tools for the PDO and intermediate-level indicators – they will include observation studies, surveys, and potentially actual measurements of the physical characteristics of school buildings. With that, the instruments that will be applied will contain the adaptation angle. At the same time, the project will feature a separate component of assessments that will include national and international assessments. The latter already include a lot of questions on climate change (like PISA and TIMSS). These data will be used to evaluate the project impacts and subsequently report on them. The project M&E and impact evaluation will support the detailed measurement of the project impacts, including the climate adaptation interventions, to report and disseminate as well as to build capacity of the local experts.

**H. Describe the consultative process, including the list of stakeholders consulted, undertaken during project preparation, with particular reference to vulnerable groups, including gender considerations, in compliance with the Environmental and Social Policy and Gender Policy of the Adaptation Fund.**

The project preparation process will involve a broad and inclusive consultative approach, ensuring that the perspectives of key stakeholders, including vulnerable groups, women, and marginalized communities, are reflected in the project design. The consultations will be conducted in line with the World Bank's

Environmental and Social Framework, ensuring that social and gender considerations are fully integrated into the project's interventions. Key stakeholders to be consulted during project preparation will include the MoPSE, school administrators, teachers, students, parents, and community representatives, particularly in rural and underserved areas. These discussions will help identify critical challenges related to overcrowding, poor school infrastructure, inadequate sanitation, and climate vulnerabilities that disproportionately affect children, particularly girls, and students with disabilities. Gender-sensitive consultations focusing on barriers to female education, such as the lack of adequate WASH facilities and safety concerns, will ensure that project interventions directly address these issues. Additionally, consultations will be held with development partners, education experts, and climate specialists to ensure that the project aligns with Uzbekistan's national education and climate adaptation strategies. Feedback from stakeholders will highlight the importance of integrating climate resilience into teacher training, improving learning environments through sustainable infrastructure, and ensuring equitable access to quality education. The consultative process will guide the project's approach to school construction, teacher development, and student assessments, ensuring that all interventions are inclusive, climate-resilient, and responsive to the needs of vulnerable populations.

**I. Provide justification for funding requested, focusing on the full cost of adaptation reasoning.**

The proposed project requires funding to fully integrate climate adaptation measures into Uzbekistan's education system, ensuring that schools, teachers, and students are equipped to withstand and respond to climate risks. Without additional funding, schools will continue to lack climate-adaptive infrastructure, leaving students vulnerable to extreme heat, water shortages, and poor indoor air quality, all of which directly impact learning conditions and student well-being. The requested funding will ensure that school infrastructure is created and modernized with energy-efficient designs, improved WASH facilities, and disaster-resilient structures, significantly reducing climate-related disruptions in education. The prioritization of schools will also be risk informed to minimize the negative impacts of climate change in the long term. The adaptation-focused funding is also essential to strengthen teacher training and climate-conscious education, areas that are not sufficiently covered by existing education sector investments. While Uzbekistan is implementing teacher certification and training reforms, these do not currently integrate climate resilience, disaster preparedness, and sustainable resource management into the curriculum. Without additional funding, teachers will lack the knowledge and skills needed to educate students on climate risks and adaptation strategies. The proposed project ensures that climate considerations are embedded in teacher training programs, equipping educators to integrate sustainability principles into daily teaching and school management. This will have a long-term impact, as it enables future generations to adapt to and mitigate climate challenges.

**J. Describe how the sustainability of the project/programme outcomes has been taken into account when designing the project/programme.**

The proposed project has been designed with a strong focus on sustainability to ensure that its outcomes extend beyond the project's implementation period and contribute to long-term improvements in education quality, climate resilience, and institutional capacity. The project's sustainability is embedded in three key areas: climate-resilient infrastructure, institutional capacity building, and long-term financial and policy integration. First, the project ensures sustainability through climate-smart school infrastructure, which reduces maintenance costs and enhances resilience to climate risks. The renovation and construction of schools incorporate energy-efficient designs, solar power systems, water-saving technologies, and improved ventilation, ensuring that schools are sustainable and cost-effective to operate. By adopting green building standards, schools will be better equipped to withstand extreme weather conditions, reducing the need for costly repairs and ensuring a stable learning environment for future generations. The created blueprints of model schools will serve the country beyond the timeline of the project and will also inform significant resources allocated by development partners. Second, the project invests in institutional capacity building, particularly in teacher training, education assessments, and school management, ensuring that skills and

knowledge gained through the project are sustained over time. By strengthening teacher education and professional development, the project ensures that climate-conscious teaching practices become embedded in the education system, allowing future cohorts of students to develop climate resilience and sustainability awareness. Additionally, by enhancing national student assessment systems, the project enables evidence-based decision-making that will continue to inform education policies and curriculum improvements beyond the project's duration. Finally, the project is designed to be financially and institutionally sustainable by aligning with Uzbekistan's national education and climate adaptation strategies, ensuring long-term government commitment and funding support. By integrating project activities into government policies and education sector plans, the project ensures that its outcomes are institutionalized, scalable, and self-sustaining, securing lasting benefits for Uzbekistan's education system and climate resilience efforts.

**K. Provide an overview of the environmental and social impacts and risks identified as being relevant to the project/programme.**

The construction and renovation of schools will have some environmental impacts, primarily related to construction activities, material sourcing, and waste management. The project mitigates these risks by ensuring that construction follows national building codes and sustainability guidelines, incorporating energy-efficient designs, eco-friendly materials, and water-saving infrastructure. The use of solar panels, thermal insulation, and efficient heating/cooling systems will reduce long-term environmental footprints while lowering energy consumption. Additionally, the project will implement waste management and recycling practices during construction to minimize debris and environmental disruption. Water scarcity is a significant climate challenge in Uzbekistan, and the project addresses this risk by improving WASH facilities with water-efficient technologies. By incorporating rainwater harvesting and low-water-use sanitation systems, the project ensures that schools can operate sustainably in regions facing drought and water shortages.

The project is expected to generate strong social benefits, particularly for students, teachers, and vulnerable groups, but it also considers potential risks. Construction activities may cause temporary disruptions, including noise, dust, and restricted access to schools. These risks will be mitigated through careful scheduling, community engagement, and adherence to health and safety regulations to ensure that students and teachers are not negatively affected. The project specifically addresses gender and social inclusion challenges by improving school infrastructure for girls and students with disabilities. Many schools currently lack adequate sanitation and safe learning spaces for girls, increasing dropout risks. The project integrates gender-sensitive WASH facilities, safe learning environments, and teacher training on gender equity, ensuring that girls can participate fully in education. Additionally, schools will be made more accessible for students with disabilities, reducing barriers to education for marginalized groups.

To ensure full compliance with environmental and social safeguards, the project will implement monitoring and evaluation mechanisms to track its impact and address any emerging risks. Stakeholder consultations, environmental impact assessments, and community engagement will be conducted throughout the project to ensure that interventions remain socially inclusive and environmentally sustainable. Overall, the project's low environmental risks are outweighed by its significant benefits, particularly in creating safer, more resilient, and inclusive learning environments. By integrating sustainable infrastructure, gender-sensitive policies, and climate adaptation strategies, the project ensures that environmental and social risks are effectively managed while maximizing long-term benefits for Uzbekistan's education system and vulnerable communities.

<p><b>Checklist of environmental and social principles</b></p>	<p><b>No further assessment required for compliance</b></p>	<p><b>Potential impacts and risks – further assessment and management required for compliance</b></p>
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<i>Compliance with the Law</i>	<input checked="" type="checkbox"/>	
<i>Access and Equity</i>	<input checked="" type="checkbox"/>	
<i>Marginalized and Vulnerable Groups</i>	<input checked="" type="checkbox"/>	
<i>Human Rights</i>	<input checked="" type="checkbox"/>	
<i>Gender Equality and Women's Empowerment</i>		<input checked="" type="checkbox"/>
<i>Core Labour Rights</i>	<input checked="" type="checkbox"/>	
<i>Indigenous Peoples</i>	<input checked="" type="checkbox"/>	
<i>Involuntary Resettlement</i>	<input checked="" type="checkbox"/>	
<i>Protection of Natural Habitats</i>	<input checked="" type="checkbox"/>	
<i>Conservation of Biological Diversity</i>	<input checked="" type="checkbox"/>	
<i>Climate Change</i>		<input checked="" type="checkbox"/>
<i>Pollution Prevention and Resource Efficiency</i>	<input checked="" type="checkbox"/>	
<i>Public Health</i>	<input checked="" type="checkbox"/>	
<i>Physical and Cultural Heritage</i>	<input checked="" type="checkbox"/>	
<i>Lands and Soil Conservation</i>	<input checked="" type="checkbox"/>	

## PART III: IMPLEMENTATION ARRANGEMENTS

### A. Demonstrate how the project/programme aligns with the Results Framework of the Adaptation Fund

Project Objective(s) <sup>30</sup>	Project Objective Indicator(s)	Fund Outcome	Fund Outcome Indicator	Grant Amount (USD)
Modernizing learning environments	Improved quality and resilience of learning conditions as measured by the OECD School User Survey.	<b>Outcome 4:</b> Increased adaptive capacity within relevant development sector services and infrastructure assets	<u>4.1. Responsiveness of development sector services to evolving needs from changing and variable climate</u>  <u>4.2. Physical infrastructure improved to withstand climate change and variability-induced stress</u>	3,700,000
Enhancing teaching quality	Improved quality of teaching as measured by TEACH primary.	<b>Outcome 2:</b> Strengthened institutional capacity to reduce risks associated with climate-induced socioeconomic & environmental losses  <b>Outcome 3:</b> Strengthened awareness and ownership of adaptation and climate risk reduction processes at local level	<u>2.2 No. of people with reduced risk to extreme weather events</u>  3.2. Percentage of targeted population applying appropriate adaptation responses	1,100,000
Improving foundational skills in literacy and numeracy in primary education	Improved student learning outcomes in literacy and mathematics in grade 4 assessed by a national learning assessment.	<b>Outcome 3:</b> Strengthened awareness and ownership of adaptation and climate risk reduction processes at local level	3.1. Percentage of targeted population aware of predicted adverse impacts of climate change, and of appropriate responses	200,000
Project Outcome(s)	Project Outcome Indicator(s)	Fund Output	Fund Output Indicator	Grant Amount (USD)

<sup>30</sup> The AF utilized OECD/DAC terminology for its results framework. Project proponents may use different terminology but the overall principle should still apply

<p>More detailed indicators for the results framework will be clarified at the project preparation stage</p>	<p>Expected project indicators:</p> <p>Number of climate resilient schools built;</p> <p>Number of climate-resilient schools expanded;</p> <p>New national level blueprints for climate-smart modern schools created;</p> <p>Number of students benefiting from more climate resilient schools and trained on disaster preparedness in case of extreme weather events;</p> <p>Number of teachers receiving training on climate change adaptation, risk mitigation, and disaster preparedness;</p> <p>Number of studies using international assessments related to climate-smart education, sustainable resource management, and disaster preparedness</p>		<p>Expected fund's aligned indicators:</p> <p>1.1. No. of projects/programmes that conduct and update risk and vulnerability assessments (by sector and scale)</p> <p>7.1. No. of policies introduced or adjusted to address climate change risks (by sector)</p> <p>4.1.2. No. of physical assets strengthened or constructed to withstand conditions resulting from climate variability and change (by sector and scale)</p> <p>2.1.1. No. of staff trained to respond to, and mitigate impacts of, climate-related events (by gender)</p> <p>2.1.2 No. of targeted institutions with increased capacity to minimize exposure to climate variability risks (by type, sector and scale)</p> <p>3.2.2 No. of tools and guidelines developed (thematic, sectoral, institutional) and shared with relevant stakeholders</p>	
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<sup>1</sup> The AF utilized OECD/DAC terminology for its results framework. Project proponents may use different terminology but the overall principle should still apply

## PART IV: ENDORSEMENT BY GOVERNMENT AND CERTIFICATION BY THE IMPLEMENTING ENTITY

- A. Record of endorsement on behalf of the government<sup>2</sup>** *Provide the name and position of the government official and indicate date of endorsement. If this is a regional project/programme, list the endorsing officials all the participating countries. The endorsement letter(s) should be attached as an annex to the project/programme proposal. Please attach the endorsement letter(s) with this template; add as many participating governments if a regional project/programme:*

Aziz Abdukhakimov Minister of Ecology, Environment Protection and Climate Change	Date: 07/11/2025
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- B. Implementing Entity certification** *Provide the name and signature of the Implementing Entity Coordinator and the date of signature. Provide also the project/programme contact person's name, telephone number, and email address*

I certify that this proposal has been prepared in accordance with guidelines provided by the Adaptation Fund Board, and prevailing National Development and Adaptation Plans ( <a href="#">INDC</a> ) and subject to the approval by the Adaptation Fund Board, <u>commit to implementing the project/programme in compliance with the Environmental and Social Policy and the Gender Policy of the Adaptation Fund</u> and on the understanding that the Implementing Entity will be fully (legally and financially) responsible for the implementation of this project/programme.	
<i>Name &amp; Signature</i>	
World Bank Coordinator	
Date: (Month, Day, Year)	Tel. and email:
Project Contact Person: Tigran Shmis, Sr. Education Specialist	
Tel. And Email: +1 202 290 0436, tshmis@worldbank.org	

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<sup>6</sup> Each Party shall designate and communicate to the secretariat the authority that will endorse on behalf of the national government the projects and programmes proposed by the implementing entities.



**ADAPTATION FUND**

**Letter of Endorsement by Government**

Republic of Uzbekistan

Date 11.04.2025  
No 01-01/21-474

To: The Adaptation Fund Board  
c/o Adaptation Fund Board Secretariat  
Email: [afbsec@adaptation-fund.org](mailto:afbsec@adaptation-fund.org)  
Fax: 202 522 3240/5

Subject: Endorsement for Transforming Public Education for Economic Growth

In my capacity as designated authority for the Adaptation Fund in Uzbekistan, I confirm that the above national project proposal is in accordance with the government's national priorities in implementing adaptation activities to reduce adverse impacts of, and risks, posed by climate change in Uzbekistan.

Accordingly, I am pleased to endorse the above project proposal with support from the Adaptation Fund. If approved, the project will be implemented by the World Bank and executed by Ministry of Preschool and School Education of Uzbekistan.

**Aziz Abdukhakimov**

Minister of Ecology, Environmental Protection  
and Climate Change of the Republic of Uzbekistan