



## ADAPTATION FUND

AFB/PPRC.37/Inf.30  
16 March 2026

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Adaptation Fund Board  
Project and Programme Review Committee  
Thirty-seventh Meeting  
Bonn, Germany, 7-8 April 2026

## PROPOSAL FOR UZBEKISTAN



ADAPTATION FUND

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

PROJECT/PROGRAMME CATEGORY: Regular-sized Project Concept

<b>Country/Region:</b>	Uzbekistan	
<b>Project Title:</b>	Transforming Public Education for Economic Growth	
<b>Thematic Focal Area:</b>	Education	
<b>Implementing Entity:</b>	The World Bank	
<b>Executing Entities:</b>	Ministry of Preschool and School Education of Uzbekistan	
<b>AF Project ID:</b>		
<b>IE Project ID:</b>		<b>Requested Financing from Adaptation Fund (US Dollars): 5,000,000</b>
<b>Reviewer and contact person:</b>	Alexandra Munoz	<b>Co-reviewer(s):</b>
<b>IE Contact Person:</b>		

<b>Technical Summary</b>	<p>The project “Transforming Public Education for Economic Growth” aims to enhance the climate resilience of primary education by modernizing learning environments and teaching quality, ensuring that foundational literacy and numeracy skills can be sustained under increasing climate risks, in a context of high climate vulnerability. This will be done through the four components below:</p> <p><u>Component 1:</u> Improving Teaching and Learning Environment (USD 2,600,000);</p> <p><u>Component 2:</u> Enhancing Initial Teacher Education and Continuous Professional Development (USD 1,325,000);</p> <p><u>Component 3:</u> Strengthening Student Learning Assessments (USD 200,000);</p> <p><u>Component 4:</u> Project Management and Monitoring and Evaluation (USD 450,000).</p> <p><u>Requested financing overview:</u>  Project/Programme Execution Cost: missing  Total Project/Programme Cost: USD 4,575,000  Implementing Fee: USD 425,000  Financing Requested: USD 5,000,000</p>
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	<p>The proposal does not include a request for a project formulation grant and/or project formulation assistance grant.</p> <p>The initial technical review raised 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> <p>The second technical review raises several issues, such as the lack of both an initial gender analysis and initial stakeholder consultations, the need to revise the vertical logic of the proposed project, and the need for additional information regarding the sustainability of the project's benefits, among others, as is discussed in the number of Clarification Requests (CRs) and Corrective Action Requests (CARs) raised in the review.</p>
Date:	February 17, 2026

Review Criteria	Questions	First Technical Review Comments August 14, 2025	Second Technical Review Comments February 17, 2026
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.	<b>Yes.</b> The concept note is 30 pages long, including its annexes.  <b>CR1(NEW):</b> Please include the date of the last submission in the cover page.  <b>CR2(NEW):</b> Please consider using numbered paragraphs for easier reference and review.
	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?	<b>Unsure.</b> 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.	<b>CR3(NEW):</b> Please clearly explain the differences between Components 2 and 3. In addition, please review and reorganize the activities under the different components. Please note that overlapping activities across components should be avoided.  <b>CR4(NEW):</b> Please consider including specific objectives, ideally one specific objective per component of the proposed project.  <b>CR1: Cleared.</b>

		<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 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</li> </ol>	<p><b>As per information on page 6.</b> The overall objective has been rephrased to include climate resilience, climate risks and climate vulnerability, as well as key results described on page 6. The proposed project aims to enhance climate resilience of primary education by modernizing infrastructure and improving teaching quality, aligning with the AF mandate.</p> <p><b>CR2: Not cleared.</b> Please include and explain the following information under Part II.A to ensure that:</p> <ul style="list-style-type: none"> <li>• All four components are fully described.</li> <li>• Each component includes a detailed explanation outlining its outcomes and outputs.</li> <li>• Each output is accompanied by its corresponding activities (i.e., the concrete actions required to achieve the output).</li> <li>• Targets are provided for each output and each outcome.</li> <li>• The narrative description of each component, and the overall structure, follows a vertical logic. This vertical logic must remain aligned with the Adaptation Fund (AF) objectives related to climate adaptation.</li> </ul> <p><b>CR3: Cleared.</b> As per information on Table Project/Programme Components and</p>
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		<p>corresponding amounts which will be funded by Adaptation Fund resources.</p> <ol style="list-style-type: none"> <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>Financing, pages 7-9. The outputs and outcomes of the proposed project have been rephrased for a clear differentiation, and each output is now explicitly linked to its corresponding outcome.</p> <p><b>CAR1:</b></p> <ol style="list-style-type: none"> <li><b>1. Cleared.</b> The Project/Programme Components and Financing Table now only contains the financial requirements from Adaptation Fund Resources.</li> <li><b>2. Not cleared.</b> Please include the execution costs as key reporting aspects are typically covered between and implementing entity fees. See <a href="https://www.adaptation-fund.org/generic/costs-and-fees/">https://www.adaptation-fund.org/generic/costs-and-fees/</a></li> <li><b>3. Not cleared.</b> Once the execution costs are included, please amend the IE fee to ensure that for the proposed project to a maximum of 8.5% of the AF Total Project/Programme cost which is {component costs \$4,575,000 + execution costs.</li> <li><b>CR4: Not cleared.</b> Although the CN includes a Theory of Change (ToC) figure, additional information is required. Please ensure the following for the ToC:</li> </ol>

			<ul style="list-style-type: none"> <li>• The ToC figure is accompanied by a detailed narrative.</li> <li>• Additional to the current information in the ToC, both the figure and the narrative should clearly state: (i) the main problem the project aims to address (the narrative should begin with this); and (ii) the overall and specific objectives.</li> </ul> <p><b>CR5: Cleared.</b> As per information in Part II.B, page 13.</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 Environmental and Social Policy and Gender Policy of the Fund?</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, 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-</p>	<p>The proposal broadly outlines expected benefits under Part II.B.</p> <p><b>CR6: Not cleared.</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. If no information is currently available, please explicitly indicate that this will be addressed in detail at the Full Proposal Stage.</p> <p><b>CR7: Not cleared.</b> The CN now includes Table 1 with information on the expected beneficiaries</p>

	<p>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>per output. However, this information is not gender-disaggregated. Please include data disaggregated by gender. If no such data is available, please provide estimates.</p> <p><b>CR8: Not cleared.</b> Please provide quantification of the expected economic, environmental, and social benefits. If no information is available, please use estimates and/or indicate that this will be addressed at the Full Proposal stage.</p> <p><b>CR9: Not cleared.</b> Please outline how gender and diversity considerations will be integrated at the activity level.</p> <p><b>CAR2: Not cleared.</b> While some broad information about gender and climate change in the education sector has been included in Part II.C, no Initial Gender Analysis has been provided. Please include an Initial Gender Analysis based on desktop research. This analysis should provide information that allows the reader to differentiate the distinct needs, roles, and knowledge sources of women and men in the areas of intervention, clearly describing how changes in gender dynamics may drive lasting transformations. This is needed to for this stage of the proposal development process.</p>
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	5. Is the project / programme cost effective?	<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 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><b>CAR3: Not cleared.</b></p> <p>While it is stated that the measures of the proposal are the most efficient, it is not clearly explaining the reason behind. The unique estimation is regarding training, therefore, there is need for more details. Please include:</p> <ul style="list-style-type: none"> <li>• The selected scope and approach of the project's cost-effectiveness.</li> <li>• A table with the comparison between the proposed action against the alternative to show the cost effectiveness of the proposed interventions. Please provide quantitative estimates or proxies or qualitative justifications to support the comparison between the selected measures and alternative options.</li> </ul>
	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><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</p>	<p><b>CAR4: Not cleared.</b></p> <p>Please provide the information in a comprehensive table listing of all national and regional sustainable development strategies in Uzbekistan.</p>

		<p>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><b>CR10: Cleared.</b> As per information in Part II.D, pages 15-16. The CN now states that the proposed project directly supports the implementation of three Sustainable Development Goals (SDGs): 4, 9, and 13. In addition, it clarifies that the National Adaptation Plan in Uzbekistan is currently in progress.</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> 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> </ul>	<p><b>CAR5: Not cleared.</b> Under Part II.E., Table 2 has been included to provide a list with the most relevant national technical standards related to the proposed project. The table includes the legal name of the standard, a brief description, and a project compliance statement.</p> <p>However, please include the <u>steps needed/ (how) the project will comply with each standard</u>, and the name of the competent authority.</p> <p>In addition, please note that compliance with environmental requirements should follow the Adaptation Fund safeguards as well.</p>

		<ul style="list-style-type: none"> <li>• A statement confirming the project's compliance</li> </ul>	
	8. Is there duplication of project / programme with other funding sources?	<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 distinctions in geographic coverage and/or types of interventions.</p>	<p><b>CR11: Cleared.</b> As indicated in Table 3, Part II.F. The table presents a list of projects currently being implemented in Uzbekistan that are related to the proposed project. For each project, it provides the main interventions, timeline, target population, specific implementation locations, and a broad description of potential complementarities and synergies with the proposal.</p> <p><b>CR12: Not cleared.</b> Please clearly justify and expand the absence of overlaps with each related project identified. This may include distinctions in geographic coverage and/or types of interventions. In addition, please expand the arguments/explanations for the synergies with the proposal.</p>
	9. Does the project / programme have a learning and knowledge	<p><b>Yes, but further information is needed.</b> While the proposed project includes learning and knowledge management</p>	<p><b>CAR6 (NEW):</b> Please note that M&amp;E costs should fall under the IE fees and</p>

	<p>management component to capture and feedback lessons?</p>	<p>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>	<p>EE costs of the proposal. As such please amend the title of component 4 and ensure that all costs associated with IE and EE are covered under the respective fees as per <a href="https://www.adaptation-fund.org/generic/costs-and-fees/">https://www.adaptation-fund.org/generic/costs-and-fees/</a></p> <p>Also see <b>CAR1</b> above.</p> <p><b>CAR6: Not cleared.</b> While more broad information was included in Part II.G, some details are required for the LKM activities of the proposed project. Please include:</p> <ul style="list-style-type: none"> <li>• Describe the arrangements required to conduct the LKM activities. Which entity will be responsible for each activity? Are there any agreements that need to be signed with the government agency? What financial arrangements are necessary? What will be the periodicity of the lessons-learned analysis?</li> <li>• Specify the LKM activities that will be generated through the proposed project.</li> <li>• Explain how the knowledge generated will be sustained after the project concludes, and identify the arrangements needed to support these actions.</li> </ul>
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			<ul style="list-style-type: none"> <li>Describe the feedback mechanisms that will be used to evaluate and refine the training materials and capacity-building activities to ensure they are effective and impactful.</li> </ul>
	<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>	<p><b>No.</b></p> <p>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</p>	<p><b>CAR7: Not cleared.</b></p> <p>The proposal does not include stakeholder consultations. The CN indicates that: <i>“The recent discussions with the Adaptation Fund confirmed that the consultation process will be done in parallel with the technical review of this proposal. The consultations will take place between December 2025 and January 2026”.</i></p> <ol style="list-style-type: none"> <li>However, please include some level of desktop research to incorporate gender and diversity considerations.</li> <li>With the re-submission, please include the details of the consultations held from Dec 2025-Jan 2026.</li> </ol> <p><b>CAR8: Not cleared.</b></p> <p>The proposal does not include stakeholder consultations. The CN indicates that: <i>“The recent discussions with the Adaptation Fund confirmed that the consultation process will be done in</i></p>

		<p>the Environmental and Social Policy and Gender Policy of the Adaptation Fund.</p>	<p><i>parallel with the technical review of this proposal. The consultations will take place between December 2025 and January 2026</i>".</p> <p>Please explicitly include in the CN the timeline for when the stakeholder consultations are planned to take place. <u>This should be completed to provide all the required information either in the following CN submissions.</u></p>
	<p>3. Is the requested financing justified on the basis of full cost of adaptation reasoning?</p>	<p><b>Unsure.</b></p> <p>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 adaptive objectives when taken solely, without the proposed co-financing.</p>	<p><b>CAR9: Not cleared.</b></p> <p>Please ensure the following:</p> <ul style="list-style-type: none"> <li>• Provide a clear explanation of how the requested financing is justified based on the full cost-of-adaptation reasoning.</li> <li>• State explicitly that the outputs and outcomes of the proposed project will be achieved with Adaptation Fund resources and that any co-financing will not adversely impact the effectiveness and implementation of the AF project.</li> <li>• Expand on the “cost of inaction” to demonstrate that the cost of doing nothing exceeds the cost of implementing the proposed climate adaptation project.</li> <li>• Emphasize local interventions that will empower communities.</li> </ul>

		<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><b>CAR10: Cleared.</b> As per information provided in Part II.I. WB funding has been removed from the project narrative, and the alignment of the project's outputs and outcomes now corresponds solely to Adaptation Fund resources.</p>
	<p>4. Is the project / program aligned with AF's results framework?</p>	<p><b>Yes. However more information is needed.</b> <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 they 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><b>CAR11: Not cleared.</b> Please ensure the following in Part III:</p> <ul style="list-style-type: none"> <li>• All project's outputs and outcomes indicators are SMART.</li> <li>• Please ensure <u>consistency (same numbering and wording)</u> between the AF outcome, outcome indicators, output and output indicators according to the Adaptation Fund Strategic Results Framework outlined in the <a href="#">updated AF Results Framework</a> (nov 2025).</li> <li>• Update the table using the format and instructions provided in the <a href="#">updated AF Results Framework</a>. The upper part of the Table corresponds to the specific objectives. The bottom part should include the information on the project's outcomes.</li> <li>• Please include the Grant Amount of the bottom part of the table. In addition, avoid merging the outcomes</li> </ul>

			and Grant Amounts. Please include the amount per project outcome.
	<p>5. 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>  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><b>CR21:</b></p> <ol style="list-style-type: none"> <li>1. <b>Not cleared.</b>  Kindly provide details about all the arrangements required to ensure the sustainability of the project’s benefits after the project ends. Please refer to the regulatory, managerial, environmental, institutional, and financial resources needed to support this sustainability. For example, are any agreements or contracts required? Will there be any resource mobilization, beyond Adaptation Fund financing, needed?</li> <li>2. <b>Not cleared.</b>  Please expand on how replication and scaling up of the proposed project benefits will be achieved after its end.</li> </ol>

	<p>6. Does the project / the 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> <p style="padding-left: 40px;">a. Please note that as per AF Policy Esps 1, 4 and 6 always apply. Please amend the Risk table at Part II Section K to reflect this.</p> <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 management required for compliance with the ESPs.</p> <p><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. Please see the <a href="#">Environmental</a></p>	<p><b>CAR12: Not cleared.</b> Please ensure the following in the table in Part II.K:</p> <ul style="list-style-type: none"> <li>• Please note that Adaptation Fund Principles 1, 4, and 6 always apply. Currently, the CN shows a checkmark under “<i>No further assessment required for compliance</i>” for Principle 1. Please remove this checkmark.</li> <li>• Please explain and expand on the magnitude of the risks and impacts. Risks should be described as: “There is a risk...” and each risk must be accompanied by corresponding mitigation measures.</li> <li>• Ensure that all potential direct, indirect, transboundary, and cumulative impacts and risks that may result from the proposal are identified for each principle.</li> <li>• Any instance of “no risk identified” must be clearly justified on a case-by-case basis.</li> </ul> <p><b>CAR13: Not cleared.</b> Please state explicitly the category in which the screening process has</p>
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		<p><a href="#">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>	<p>classified the project (Category A, B or C).</p> <p><b>CR22: Not cleared.</b> While broad information regarding the gender gap has been included, additional detail is required. Please include a desktop-based Initial Gender Analysis that highlights gender dynamics and differentiated impacts between men and women from a national or sector-wide perspective. This should include information on the gender-specific cultural and legal context in which the proposal will operate in Uzbekistan and guide the identification of women's specific needs.</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> 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> <ul 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</li> </ul>	<p><b>CR23:</b></p> <ul style="list-style-type: none"> <li>i. <b>Cleared.</b> All numbers are whole numbers, and no decimals are included throughout the CN.</li> <li>ii. <b>Cleared.</b></li> </ul>

		<p>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>.</p> <p>ii. Clearly differentiate the activities financed by WB financing and the Adaptation Fund financing as per.</p> <p>iii. As per AF Policy a number of cost items example for evaluations, baseline, midterm and terminal, audits and project oversight are covered under the IE fees. Please amend the financing table to reflect the IE fee. Refer to <b>CAR 1</b>.</p>	<p>The CN does not present differentiation between sources, as the WB funding is no longer mentioned.</p> <p><b>iii. Not cleared.</b> Please refer to <b>CAR 1</b> and amend the IE fees for this proposal.</p>
	<p>3. Are the Project/Programme Execution Costs at or below 9.5 per cent of the total project/programme budget (including the fee)?</p>	<p><b>Unsure.</b></p> <p>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>.</p> <p><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 -</p>	<p><b>CR24: Cleared.</b></p> <p>The proposal now includes only the financing from the Adaptation Fund Resources and the activities associated with it. All numbers are rounded to a whole. The current CN indicates that no Execution Costs are included.</p>

		11)": "To be defined up to 8.5% of the total grant allocation". Please refer to <b>CAR1</b> .	
Eligibility of IE	1. 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 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 is increasingly exposed to climate-induced weather events that are becoming more frequent, more severe, and more unpredictable in the context of a changing climate. The country faces serious environmental challenges, including water scarcity, droughts, extreme heat, unpredictable rainfall, and frequent dust storms, which are consistent with observed and projected impacts of climate change, which threaten both livelihoods and economic stability. Rising air pollution has also emerged as a major public health risk further compounding climate-related vulnerabilities, particularly for climate-sensitive communities and sectors. Without urgent action, climate change could shrink Uzbekistan's economy by 10 percent by 2050, leading to higher unemployment and increased poverty. These escalating climate risks underscore the urgent need to strengthen climate resilience and adaptive capacity through targeted, country-driven adaptation interventions aligned with national priorities. 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, positioning human capital development as a critical enabler of climate adaptation making strong human development policies critical for fostering learning capacity, ensuring workforce adaptability, and supporting a sustainable green transition.<sup>7</sup>

<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.

## 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 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

<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.

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 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

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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.

structure is also under restructuring. The Presidential Resolution No. 231 (June 21, 2024)<sup>21</sup> and the 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 Partnership Compact in April 2023, providing a clear roadmap for sector**

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<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.

<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.

**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 enhance the climate resilience of primary education by modernizing learning environments and teaching quality, ensuring that foundational literacy and numeracy skills can be sustained under increasing climate risks, in a context of high climate vulnerability.

## Key Results

- Number of schools with minimum quality standards that also serve as preparedness hubs during climate emergencies (as defined in the national strategy based on the RIGHT+ framework)
- Percentage of teachers with improved instructional practices and increased awareness of climate adaptation importance and concepts (as measured by an approved classroom observation instrument)
- Improved student learning outcomes and increased awareness of climate adaptation importance and concepts (as assessed by a national learning assessment)
- Evidence generated to inform national education and resilience policies

## 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.*

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<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.

Project/Programme Components	Expected Concrete Outputs	Expected Outcomes	Amount (US\$)
<p><b>Component 1: Improving Teaching and Learning Environment</b></p>	<p>Output 1.1: Improving selected schools with climate resilient small works and upgrades.</p> <p>Output 1.2: Climate adaptation laboratories established in selected project schools to support experimental learning on resilience and resource efficiency.</p> <p>Output 1.3: Two specialized Green University laboratories established to provide hands-on training in climate risk assessment, climate-resilient agriculture and infrastructure practices, environmental data modeling, earth-observation-based early-warning applications, and circular economy solutions that strengthen resilience across sectors</p>	<p>Outcome 1: Reduced learning disruptions and enhanced community resilience during climate events</p> <p>Outcome 2: Students and educators are equipped with practical climate and green skills, enabling them to contribute to low-carbon and climate-resilient development pathways.</p> <p>Outcome 3: Institutional capacity to mainstream climate change and sustainability in education strengthened, ensuring systemic integration of adaptation and green skills into teaching and curricula.</p>	<p>USD 2,600,000</p>
<p><b>Component 2: Enhancing Initial Teacher Education and Continuous Professional Development</b></p>	<p>Output 2.1: All initial teacher education (ITE) and continuous professional development (CPD) programs enriched with climate change, resilience and sustainability content.</p> <p>Output 2.2: Training modules, guidelines, and curricula developed for educators to integrate climate resilience and sustainability into teaching practice.</p> <p>Output 2.3: All teachers in selected schools trained on disaster preparedness and response to extreme weather events.</p> <p>Output 2.4: Up to 300 educators trained annually</p>	<p>Outcome 2.1: Teachers in Uzbekistan are equipped with the knowledge and skills to deliver green education, integrate climate adaptation into teaching, and respond effectively to climate-related emergencies.</p> <p>Outcome 2.2: Expanded reach and quality of climate and sustainability education nationwide through a network of skilled trainers and accessible digital platforms, enabling long-term institutionalization of green teaching practices.</p> <p>Outcome 2.3: Sustainability and climate concepts are systematically integrated</p>	<p>USD 1,325,000</p>

	<p>through the Climate Residency Program, with a cadre of national trainers established specializing in climate adaptation and resilient teaching practices.</p> <p>Output 2.5: Digital platform launched to provide open-access climate and sustainability education resources for teachers and schools, including materials on adaptation, resilience, and local risk awareness</p> <p>Output 2.6: Modular sustainability curriculum piloted, covering areas such as climate smart agriculture, green building, energy efficiency, and nature-based solutions, supported by toolkits and lesson plans for national rollout.</p>	<p>into general and vocational education, fostering climate-aware learners and supporting the transition to a green economy.</p>	
<p><b>Component 3: Strengthening Student Learning Assessments</b></p>	<p>Output 3.1: National climate literacy assessment framework piloted, with data collected and analytical reports produced on students' understanding of climate risks, adaptation options, and resilience-building skills (including data from international learning assessments).</p> <p>Output 3.2: Student-led climate action projects implemented in participating schools, emphasizing locally relevant adaptation, risk reduction, and resilience practices.</p> <p>Output 3.3: Climate innovation competition(s) held to promote student engagement, creativity, and recognition of</p>	<p>Outcome 3.1: A data-driven education system tracks and enhances students' climate literacy, providing evidence to strengthen adaptation-oriented curricula and policies.</p> <p>Outcome 3.2: Students are more engaged and climate-aware, empowered to act as contributors to sustainability and to foster a culture of climate leadership in schools and communities.</p>	<p>USD 200,000</p>

	youth-led adaptation initiatives.		
<b>Component 4: Project Management and Monitoring and Evaluation (including Project execution costs)</b>	Output 4.1. Evaluation report completed Output 4.2. Concluding public conference held to share lessons learned	Outcome 4: Scale-up and replication of effective practices across the education system	USD 450,000
6. Total Project/Programme Cost			USD 4,575,000
7. Project/Programme Cycle Management Fee charged by the Implementing Entity (if applicable)			USD 425,000
<b>Amount of Financing Requested</b>			<b>USD 5,000,000</b>

### Projected Calendar:

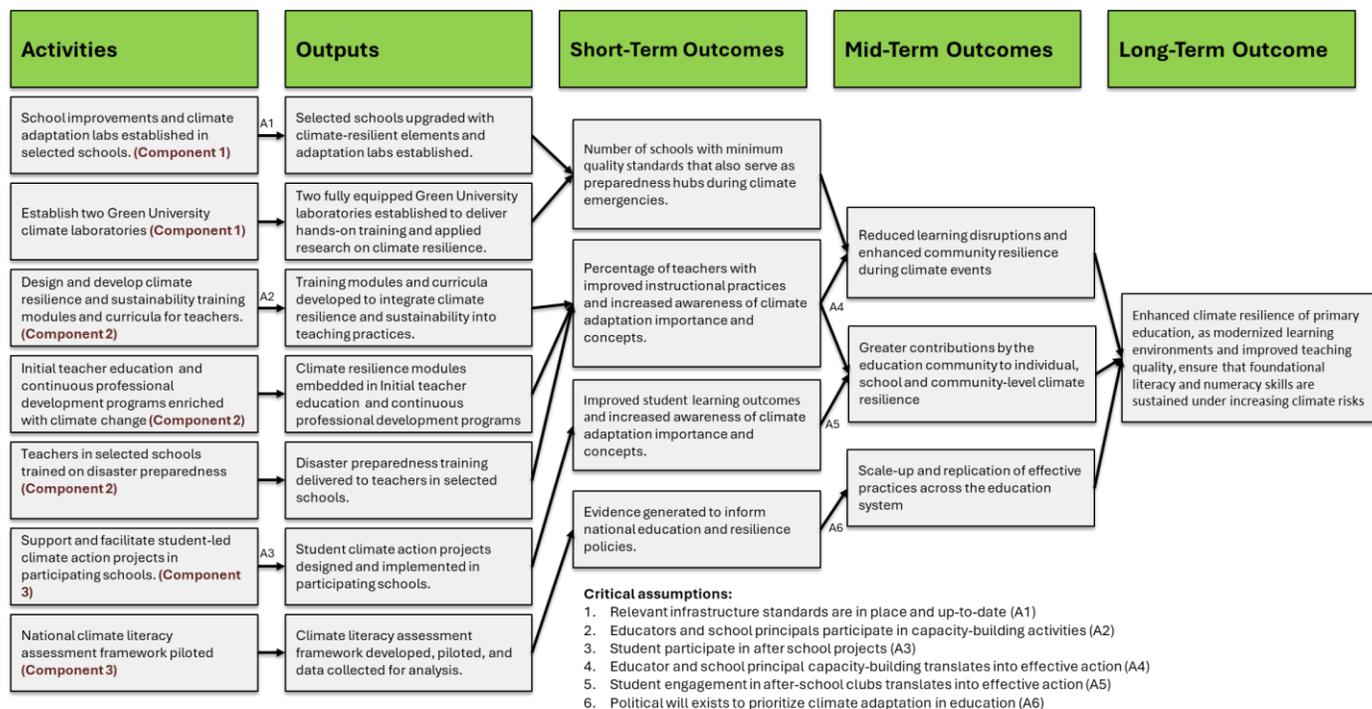
*Indicate the dates of the following milestones for the proposed project/programme*

Milestones	Expected Dates
Start of Project/Programme Implementation	September 2026
Mid-term Review (if planned)	June 2028
Project/Programme Closing	June 2030
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.**

Figure 1. The theory of change of the proposed project.



The proposed project is structured around three interrelated components that aim to enhance the resilience of Uzbekistan’s education system to climate change. It integrates small infrastructure improvements, teacher training, and climate literacy assessments to ensure that schools are better equipped to withstand climate-related challenges such as extreme heat, floods, water scarcity, and environmental degradation. By modernizing the teaching and learning environment, strengthening professional development for educators, and promoting student engagement in climate action, the project will build long-term resilience across the 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, as well as the country’s Nationally Determined Contribution (NDC) under the Paris Agreement, which underscores the importance of adaptation in key social and economic sectors. By strengthening climate resilience, water conservation, and sustainable practices in schools, the project supports national efforts to integrate sustainability into development planning and to prepare future generations for the challenges of a changing climate.

The first component focuses on improving the teaching and learning environment by equipping schools with climate-adaptive designs. While the BILIM: Transforming Public Education for Economic Growth PforR (BILIM) will be directly intervening in school construction, this Grant will be equipping schools with climate laboratories and will support climate adaptation measures in school yards, like tree planting, rainwater harvesting, and flood protection systems (where relevant). Two specialized Green University laboratories will deliver hands-on training in climate risk assessment, climate-resilient agriculture and infrastructure practices, environmental data modeling, earth-observation-based early-warning applications, and circular economy solutions. These activities will reduce the vulnerability of schools to climate shocks, ensure continuity of learning during disruptions, and prepare students with practical green skills aligned with low-carbon and climate-resilient development pathways.

The second component will support the climate adaptation-related elements of the BILIM PforR related to teacher development. It will contribute to enhancing initial teacher education (ITE) and continuous professional development (CPD), guided by the RIGHT+ framework (Resilient, Inclusive, Green, High-

quality, and Teaching and Learning conducive). All teacher training programs will be enriched with climate change and sustainability content, and teachers in selected schools will receive targeted training on disaster preparedness and emergency response. The Climate Residency Program will train up to 300 educators annually, supported by a cadre of national trainers and a digital platform providing open-access resources. In addition, modular sustainability curricula will be piloted in general and vocational schools, covering areas such as sustainable agriculture, green building, energy efficiency, and nature-based solutions. Through these measures, teachers will be better equipped to integrate adaptation into lessons, institutionalize green teaching practices, and foster a generation of climate-aware learners.

The third component will strengthen student engagement and provide data-driven insights into climate literacy. A national climate literacy assessment framework (also informed by the international assessments) will be piloted, generating analytical reports to track and enhance students' adaptation knowledge and skills. Student-led climate action projects will be supported, and annual competitions will recognize youth innovation and leadership in adaptation. These efforts will increase student engagement, promote climate awareness, and foster a culture of climate leadership across schools, positioning young people as active contributors to resilience and sustainability.

By combining minor school improvements, teacher training, and student engagement, the project will create a more climate-resilient education system in Uzbekistan. Schools will become safer and more sustainable, teachers will be empowered to deliver climate-smart education under the RIGHT+ framework, and students will emerge as proactive contributors to adaptation and resilience. These outcomes directly advance the Adaptation Fund's mandate to reduce climate vulnerability and strengthen adaptive capacity while also contributing to Uzbekistan's broader socio-economic stability in the face of climate change.

**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 enhancing the quality of education and strengthening the country's future workforce, particularly by integrating climate adaptation into the education system of Uzbekistan. By upgrading 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 finance small upgrades to school infrastructure such as improved insulation, efficient lighting, and tree planting to help reduce energy costs, improve microclimates, and strengthen the long-term operational sustainability of educational facilities. 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 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 contribute to addressing key challenges in Uzbekistan's education sector, including overcrowded schools, poor learning conditions, and limited resources. By helping existing school facilities to

be more climate-resilient, the project will expand classroom space, improving instructional time and learning outcomes, particularly 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 through targeted small-scale upgrades to existing school infrastructure. These improvements will include measures such as insulation, efficient lighting, solar panels where feasible, better ventilation, and water-saving fixtures to reduce exposure to extreme heat and water scarcity while improving the overall learning environment. Such upgrades will lower energy use and operational costs, support climate-smart school management, and enhance resilience to rising temperatures and more variable water availability. Schools will also serve as demonstration sites for practical sustainability measures, encouraging students and communities to adopt energy- and resource-efficient behaviors. 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 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.

The project is fully aligned with the Adaptation Fund’s strategic results framework, strengthening: (i) Uzbekistan’s institutional capacity (Outcome 2); (ii) awareness and ownership of adaptation and climate risk reduction (Outcome 3); and (iii) adaptive capacity within relevant development sector services and infrastructure assets (Outcome 4). More details are presented in Section III of this proposal.

The direct and indirect beneficiaries will include students, teachers, principals, and the country’s education and construction specialists. At this point, the proposal can approximate the number of beneficiaries, which is provided in Table 1.

Table 1. Expected beneficiaries per component of the project

<b>Component</b>	<b>Activities and outputs</b>	<b>Expected beneficiaries</b>
Component 1: Improving Teaching and Learning Environment	Output 1.1: Improving selected schools with climate resilient small works and upgrades.	50-60 communities of schools
	Output 1.2: Climate adaptation laboratories established in selected project schools to support experimental learning on resilience and resource efficiency.	40,000 - 50,000 students; ~2,500 teachers and education professionals
	Output 1.3: Two specialized Green University laboratories established to provide hands-on training in climate risk assessment, climate-resilient agriculture and infrastructure practices, environmental data modeling, earth-observation–based early-warning applications, and circular economy solutions that strengthen resilience across sectors	2,500 teachers and education professionals
Component 2: Enhancing Initial Teacher Education and Continuous Professional Development	Output 2.1: All initial teacher education (ITE) and continuous professional development (CPD) programs enriched with climate change, resilience and sustainability content.	564,000 teachers and education professionals
	Output 2.2: Training modules, guidelines, and curricula developed for educators to integrate climate resilience and sustainability into teaching practice.	564,000 teachers and education professionals
	Output 2.3: All teachers in selected schools trained on disaster preparedness and response to extreme weather events.	2,500 teachers and education professionals
	Output 2.4: Up to 300 educators trained annually through the Climate Residency Program, with a cadre of national trainers established specializing in climate adaptation and resilient teaching practices.	1,000 teachers
	Output 2.5: Digital platform launched to provide open-access climate and sustainability education resources for teachers and schools, including materials on adaptation, resilience, and local risk awareness	564,000 teachers and education professionals

	Output 2.6: Modular sustainability curriculum piloted, covering areas such as climate smart agriculture, green building, energy efficiency, and nature-based solutions, supported by toolkits and lesson plans for national rollout.	564,000 teachers and education professionals
Component 3: Strengthening Student Learning Assessments	Output 3.1: National climate literacy assessment framework piloted, with data collected and analytical reports produced on students' understanding of climate risks, adaptation options, and resilience-building skills (including data from international learning assessments).	~200 schools sampled; ~7,000 students
	Output 3.2: Student-led climate action projects implemented in participating schools, emphasizing locally relevant adaptation, risk reduction, and resilience practices.	~5,000 students
	Output 3.3: Climate innovation competition(s) held to promote student engagement, creativity, and recognition of youth-led adaptation initiatives.	~1,000 students

**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 focusing on small works that enhance climate-resilient school infrastructure, along with targeted investments in teacher training and learning assessments that deliver long-term benefits at modest cost. 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 small works that renovate existing schools using the RIGHT+ framework, which prioritizes Resilience, Inclusivity, Green infrastructure, Health, and Teaching and Learning 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 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. 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 explicitly targets groups most vulnerable to climate change impacts and educational exclusion. Specifically, girls and young women, who often face barriers to education due to inadequate WASH facilities, early marriage, and higher dropout rates, upgraded climate-resilient and gender-sensitive infrastructure will directly address these barriers. Rural students, particularly those in climate-vulnerable regions prone to

droughts, floods, and heatwaves, will benefit from safer, more resilient schools and sustained learning during climate shocks, with particular attention to schools in remote and underserved areas to ensure equitable access beyond major urban centers. Children from low-income households, who are disproportionately affected by school closures and poor infrastructure, can benefit from the project by reducing disruptions and providing free access to digital resources, ensuring continuity of education. Teachers in underserved areas will receive targeted training and access to digital resources, improving their capacity to teach climate adaptation and resilience even in remote schools. In a multi-ethnic national context, the project will promote equitable access and benefit sharing across all population groups, ensuring that project benefits are inclusive and non-discriminatory. Educational and training materials will be designed to be accessible to diverse communities, with language and delivery modalities adapted as appropriate to local needs and implementation contexts. By focusing resources on these groups, the project ensures that benefits are distributed equitably and that adaptation finance reaches those most in need. Targeted infrastructure upgrades, teacher training, and climate literacy programs will help close existing gender, rural-urban, and socio-economic gaps in access to quality, climate-resilient education.

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.

From a cost-effectiveness perspective, the chosen measures represent the most efficient approach compared to alternatives. For instance, focusing on renovation and retrofitting existing schools avoids the significantly higher costs of new construction while still achieving climate-resilient standards. The adoption of modular and scalable designs ensures that infrastructure can be expanded over time at lower marginal costs, rather than requiring large upfront investments. Similarly, the use of blended teacher training models combining digital and in-person delivery can reduce training costs by an estimated 30–50 percent compared to fully in-person workshops, while reaching a wider number of teachers and allowing for continuous capacity building at low recurrent cost. Alternative approaches such as large-scale international recruitment of teachers or reliance on conventional construction methods would be more expensive and less sustainable, generating higher recurrent costs without comparable long-term resilience benefits. From a sustainability perspective, the project's investments in energy efficiency, renewable energy, water conservation, and digital learning systems generate ongoing savings that reduce operating costs while lowering environmental impacts. These measures ensure that benefits extend well beyond the project's lifespan, creating a resilient education system that is both financially and environmentally sustainable.

**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.

Although Uzbekistan has not yet adopted a National Adaptation Plan, the country is currently developing one. However, the project is 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. These priorities are also closely aligned with relevant Sustainable Development Goals (SDGs), notably SDG 4 (Quality Education) through climate-resilient learning environments, SDG 9 (Industry, Innovation and Infrastructure) through sustainable and resilient infrastructure, and SDG 13 (Climate Action) through strengthened climate adaptation and resilience. 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. This is consistent with the Uzbekistan Country Climate and Development Report<sup>28</sup>, which highlights climate change as a growing macro-critical risk to economic development and human capital, and emphasizes the need for economy-wide adaptation measures to safeguard service delivery and long-term growth of Uzbekistan. 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,**

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<sup>28</sup> <https://documents1.worldbank.org/curated/en/099111423124532881/pdf/P179068-f452f1cd-1218-43ba-a34c-6922a1df0003.pdf>

**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 comply with Uzbekistan’s national technical standards for environmental assessment, construction, water use, and energy efficiency, and will be implemented in full alignment with the Environmental and Social Policy of the Adaptation Fund. Consistent with national priorities on climate resilience, sustainable development, and energy efficiency, the project will apply best practices in resilient school renovation, teacher training, and institutional strengthening. Climate-smart upgrades will improve thermal performance, WASH facilities, and disaster resilience in schools while ensuring safe, inclusive, and gender-sensitive learning environments that are accessible to students with disabilities.

The project will comply with the Water Code of the Republic of Uzbekistan (Law No. ZRU-1076, adopted recently in 2025), ensuring rational water use, adherence to abstraction limits, and protection of water quality. School-level WASH improvements will incorporate water-saving fixtures, efficient plumbing, and, where feasible, rainwater harvesting and wastewater management solutions consistent with national conservation requirements. Compliance with the Law “On Environmental Expertise” (Law No. ZRU-1036, adopted in 2025) will be ensured through mandatory environmental screening and, when required, environmental and social impact assessments. Mitigation measures identified through national review will be integrated into design and construction, in alignment with the Adaptation Fund’s safeguards.

All school refurbishment activities will comply with Uzbekistan’s National Construction Norms and Rules (KMK/ShNK) covering seismic design, structural integrity, fire safety, durability, and public accessibility. Designs will incorporate climate-resilient and energy-efficient features such as thermal insulation, efficient HVAC systems, and disaster-resilient construction details. The project will also comply with the Law “On Energy Saving, it’s Rational Use and Improvement of Energy Efficiency” (Law No. ZRU-940, approved in 2024), national building energy-efficiency codes, and Minimum Energy Performance Standards (MEPS) established under national energy efficiency regulations. Refurbished schools will use resource-efficient materials, efficient lighting, and clean heating technologies, and equipment procurement will be restricted to products meeting national efficiency classes. Where technically and economically feasible, solar energy systems and other green technologies will be integrated to support low-carbon and cost-efficient school operations.

To ensure ongoing compliance, the project will apply national environmental procedures, the World Bank Group’s Environment and Social Framework, including safeguards related to human rights, disability inclusion, gender equality, and the protection of vulnerable groups. Stakeholder engagement will involve school communities and local authorities in planning and design, ensuring that infrastructure improvements address local needs and support long-term sustainability. Monitoring and supervision will confirm adherence to national standards and safeguard requirements, ensuring that all activities contribute to resilient, low-carbon, and inclusive education infrastructure in Uzbekistan.

Table 2. Relevant National Technical Standards, Regulations, and Codes

<b>Title / Reference</b>	<b>Brief Description</b>	<b>Project Compliance Statement</b>
Water Code of the Republic of Uzbekistan (2020, as amended)	Governs rational use, protection, and management of water resources; sets abstraction limits, water quality, and conservation requirements.	All school designs and operations will comply with the Water Code, ensuring water-efficient fixtures, low-water sanitation solutions, and, where feasible, rainwater harvesting and wastewater management.
Law ‘On Environmental Expertise’ (No. 73-I, 1993, as amended)	Requires mandatory environmental screening and, where necessary, environmental and social impact assessments for projects with	All project activities will undergo environmental screening and, if required, full ESIA, with mitigation measures integrated into design and construction, in

	potential environmental impacts.	line with the World Bank safeguards.
National Construction Norms and Rules (KMK/ShNK)	Covers seismic design, structural integrity, fire safety, durability, and public accessibility for all construction and renovation works.	All school refurbishments will comply with KMK/ShNK standards, including seismic safety, fire protection, and universal accessibility.
Law 'On the Rational Use of Energy' (No. 362-II, 1997, as amended)	Sets requirements for energy efficiency in buildings, including insulation, efficient HVAC, and use of energy-saving materials and technologies.	All renovations will include thermal insulation, efficient lighting, and clean heating/cooling systems; equipment will meet national energy efficiency classes.
Minimum Energy Performance Standards (MEPS)	National standards for energy performance of buildings and equipment, including labeling and certification.	All procured equipment and materials will meet or exceed MEPS; energy passports will be issued for large buildings as required.
Law 'On Environmental Protection' (No. 754-XII, 1992, as amended)	Framework law for sustainable resource management, pollution prevention, and alignment with international standards.	All activities will comply with environmental protection requirements, including use of eco-friendly materials, waste minimization, and pollution control.
Law 'On Waste' (No. ZRU-362, 2002, as amended)	Regulates handling, separation, recycling, and disposal of waste, prioritizing reuse and environmentally sound management.	Construction and renovation waste will be managed according to national standards, prioritizing recycling and safe disposal.
Law 'On Safety and Health at Work' (No. ZRU-310, 2009, as amended)	Regulates occupational safety and health, harmonized with international conventions.	All works will be carried out in accordance with occupational safety standards, including risk assessments, protective equipment, and safe procedures, also according to the World Bank safeguards.
Law 'On Education' (No. ZRU-637, 2020)	Sets requirements for inclusive, accessible, and safe learning environments, including for students with disabilities and gender-sensitive WASH facilities.	All school upgrades will ensure universal accessibility, gender-segregated and private WASH facilities, and safe, inclusive environments.
Strategy for Transition to a Green Economy (2019–2030)	National strategy prioritizing climate adaptation, resource efficiency, and sustainable infrastructure.	Project integrates green building principles, resource-efficient materials, and climate-resilient design, in line with the national strategy.
Nationally Determined Contribution (NDC) under Paris Agreement (2021 update)	Uzbekistan's international commitment to climate adaptation and mitigation, including in education and infrastructure.	Project supports NDC goals by mainstreaming adaptation, energy efficiency, and climate literacy in schools, which is fully in line with the proposed project.

**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 upgrades, 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. The project is expected to play a catalytic role in shaping broader reforms in the education sector, with its approaches and models informing initiatives

by other development partners (ADB, IsDB, and AIIB) that are supporting school expansion and infrastructure development.

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.

Table 3. Projects that are/have been implemented in Uzbekistan and are related to the proposed project.

Project name and P-code	Main interventions	Timeline	Targeted Population	Specific location	Complementarities and synergies with this proposal
BILIM: Transforming Public Education for Economic Growth PforR (P513205)*	Teacher capacity development Infrastructure development, and expansion Data driven management of the education system	2026 - 2030	Students and Education professionals	Nationwide	Synergies: Full alignment between BILIM and this proposal
Livable and Productive Cities Operation (P508451)	Planning and delivery of improved municipal infrastructure and services in participating districts and cities	2026-2031	All population in the targeted districts and cities	16 districts in 14 regions	Synergies: The communities are eligible to select schools as interventions at the local level.  Avoiding overlap:  The World Bank teams are working to find synergies. It was already agreed with the Livable Cities project team, that if the project would finance schools, they would follow the standards supported by BILIM and double financing will be avoided.
Access to Finance for Jobs and Growth MPA Phase 1 -	- Providing access to finance for job-creating businesses, with a focus on	2025-2030	SMEs, with a focus on those led by women.	Nationwide	Synergies:  Can finance adaptation-related businesses and green technologies.

Uzbekistan (P511700)	greening operations.				<p>Avoiding overlaps:</p> <p>This project is unlikely cause overlaps in financing, however, the teams will be sharing lists of regions and schools for identifying synergies and avoiding overlaps.</p>
Clean Energy for Buildings in Uzbekistan (CEBU), P176060	- Renovation of public buildings (schools, hospitals, etc.) to improve energy performance (insulation, modernizing heating/cooling systems, replacing inefficient equipment, installing rooftop solar generation).	2022-2028	Direct beneficiaries include students, teachers, patients, and staff in renovated public schools and healthcare facilities across all regions of Uzbekistan	Nationwide	<p>Synergies:</p> <p>The CEBU project directly contributes to climate adaptation by making buildings more resilient (insulation and efficient cooling systems help manage extreme heat, rooftop solar installations enhance energy security and reduce reliance on a grid that may be vulnerable to climate-related disruptions.</p> <p>Avoiding overlap:</p> <p>While Adaptation Fund activities will be focusing on the hydro-meteorological events, the CEBU project is addressing mitigation part and specifically energy efficiency of schools. The teams are coordinating between BILIM and CEBU, to find synergies and avoid overlaps.</p>
Uzbekistan Digital Inclusion Project (P179108)	- Development of regional infrastructure for ITES (IT-enabled services). - Modernization of legal and institutional systems for the digital economy.	2024-2030	General population, with a focus on IT skills development .	Nationwide	<p>Synergies:</p> <p>Can support the development and dissemination of climate information and early warning systems.</p> <p>Avoiding overlaps:</p> <p>There is no expected overlap. The BILIM team will coordinate with this project to find synergies for better planning of school sites and alerting on the climate events</p>
Geospatial Infrastructure for Sustainable	- Supply of LiDAR scanning cameras and equipment for	2025-2030	Government agencies involved in territorial	Nationwide	<p>Synergies:</p> <p>Can provide critical data for climate change modeling,</p>

Territorial Development (P506803)	the State Fund for Geodesy-Cartography data center.		development		vulnerability assessments, and land-use planning.  Avoiding overlaps:  There is no expected overlap. The BILIM team will coordinate with this project to find synergies for better planning of school sites and alerting on the climate events.
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\* Main operation to associate the AF financing

This proposal will seek opportunities and synergies with the operations mentioned above to strengthen the delivery of the core tasks.

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

The project will support knowledge creation and dissemination through various means. First, the project will employ several measurement tools from BILIM PforR for the PDO and intermediate-level indicators that will include observation studies, surveys, and potentially actual measurements of the physical characteristics of school buildings (which will ensure complementarity between AF and BILIM). Namely, the BILIM will include the Monitoring and Evaluation framework that will feature school level classroom observation (TEACH instruments or alike) that will review the classroom practices, the Adaptation Fund will add the climate dimension questions/items to capture and communicate the climate awareness in the teaching and learning. The BILIM will also look at the school learning environment characteristics at the school level (School User Survey instrument or alike) that will be expanded with included adaptation angle. At the same time, BILIM will feature a separate results area for assessments, including national and international assessments. The latter already include a lot of questions on climate change (like PISA and TIMSS). This data will be used in this activity to evaluate the project impacts and subsequently report on them. The periodicity of the mentioned monitoring tools will vary, but will ensure control points at the beginning, the midpoint and the end of the BILIM operation. 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 the capacity of the local experts. More detailed indicators for the results framework will be clarified at the project preparation stage. All the measured data will be embedded into the communication with the local communities, regional, and national authorities. The BILIM and Adaptation Fund will also support dissemination activities, consultations, media publications, and knowledge events.

**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 Adaptation Fund's Environmental and Social Framework and 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.

The recent discussions with the Adaptation Fund confirmed that the consultation process will be done in parallel with the technical review of this proposal. The consultations will take place between December 2025 and January 2026.

**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 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 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 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.

The Adaptation Fund's support specifically finances the adaptation costs that go beyond baseline education sector investments. While World Bank financing and government resources support school expansion, teacher certification, and modernization of the education system, these baseline investments are not designed to systematically address climate risks. For example, without AF funding, school buildings would follow standard construction norms rather than integrating disaster-resilient design, water harvesting systems, and energy efficiency measures tailored to extreme temperatures. Similarly, teacher training reforms would focus on pedagogy and certification but would not include climate literacy, disaster preparedness, or sustainable resource management. AF funding ensures these critical adaptation measures are not overlooked and that the education system is fully prepared for 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 upgrades, institutional capacity building, and long-term financial and policy integration. First, the project ensures sustainability through climate-smart school infrastructure upgrades, which reduce maintenance costs and enhance resilience to climate risks. The renovation 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 project's environmental footprint is limited, as all activities focus on small-scale renovations of existing school facilities rather than constructing new buildings. These renovations have manageable environmental impacts, primarily related to minor construction works, material use, and waste handling. To reduce risks, all renovations will follow national building codes and sustainability guidelines and will incorporate energy-efficient features, eco-friendly materials, and water-saving technologies. Measures such as thermal insulation, efficient lighting, improved ventilation, and where feasible solar panels will help lower long-term energy demand and reduce environmental pressures while improving climate resilience. Small works will also apply good-practice waste management and recycling during renovations to minimize debris and disruption. Because water scarcity is a major climate challenge in Uzbekistan, the project will prioritize upgrades to WASH facilities using water-efficient fixtures, low-water sanitation solutions, and opportunities for rainwater harvesting. These improvements will help schools continue operating safely during droughts and periods of water stress.

The project is expected to generate strong social benefits for students, teachers, and vulnerable groups. While small renovation works may cause temporary inconvenience such as noise, dust, or limited access to certain areas, these risks will be minimized through careful scheduling, school-level communication, and adherence to health and safety standards. Renovations will specifically address gender and social inclusion concerns by improving facilities for girls and ensuring safe, private, and hygienic WASH access. Schools will also be upgraded to improve accessibility for students with disabilities, reducing barriers to participation.

To ensure responsible implementation, the project will apply appropriate environmental and social safeguards, including monitoring systems, stakeholder engagement, and the use of simplified environmental assessments suited to small works. These processes will allow the project to identify and address any emerging risks quickly and effectively. Overall, the project's environmental and social risks remain low due to its exclusive focus on renovations and small-scale upgrades. These manageable risks are far outweighed by the long-term benefits of creating safer, more resilient, inclusive, and climate-adapted learning environments for students and communities across Uzbekistan.

Checklist of environmental and social principles	No further assessment required for compliance	Potential impacts and risks – further assessment and management required for compliance
<i>Compliance with the Law</i>	✔	<b>No risk:</b> The project will fully comply with all relevant domestic and international laws and regulations, which have been identified and may be further detailed during preparation of the full proposal. Nevertheless, it is classified as requiring further assessment and management, as this principle is automatically applied under the Adaptation Fund’s Environmental and Social Policy.
<i>Access and Equity</i>		<b>Low/moderate risk:</b> There is a low to moderate risk that vulnerable and disadvantaged groups (e.g., socio-economically disadvantaged students, learners with disabilities) could be excluded from accessing project benefits. This risk has been considered in the project design, including the selection of schools with high shares of vulnerable students and the incorporation of features that address the needs of students with disabilities in planned infrastructure upgrades.
<i>Marginalized and Vulnerable Groups</i>		<b>Low/moderate risk:</b> There is a low to moderate risk of adverse impacts on marginalized and vulnerable groups (e.g., women, persons with disabilities). These groups have been identified as potentially affected by the project (see Section B above) and have been appropriately consulted during preparation of this concept note.
<i>Human Rights</i>		<b>Low risk:</b> While the project will ensure full respect for human rights through all its phases, it is classified as requiring further assessment and management here as this principle always applies, as per the Adaptation Fund’s E&S Policy.
<i>Gender Equality and Women’s Empowerment</i>		<b>Low risk</b>
<i>Core Labour Rights</i>		<b>Low/moderate risk:</b> Given that school refurbishment activities under Component 1 will involve civil works delivered by local companies to be hired by the Executing Entity, minor

		labor risks, mostly concerning occupational health and safety issues are expected.
<i>Indigenous Peoples</i>	✓	<b>No risk</b>
<i>Involuntary Resettlement</i>	✓	<b>No risk:</b> No permanent or temporary land acquisition or asset loss is expected, as infrastructure interventions will not involve new construction.
<i>Protection of Natural Habitats</i>	✓	<b>No risk:</b> The project will not affect Uzbekistan’s legally protected natural habitats, areas officially proposed for protection, sites recognized for their high conservation value, or areas protected by traditional or indigenous local communities.
<i>Conservation of Biological Diversity</i>		<b>Low risk:</b> There is a low risk of impacting biological diversity as Component 1 may include the introduction of nature-based adaptation solutions (e.g. planting trees) in the vicinity of schools.
<i>Climate Change</i>	✓	<b>No risk:</b> The project will not result in any significant or unjustified increase in greenhouse gas emissions or other drivers of climate change.
<i>Pollution Prevention and Resource Efficiency</i>		<b>Low/moderate risk:</b> There is a low to moderate risk under Component 1, as the planned refurbishment of existing school facilities will generate some construction waste and dust during the implementation of physical works.
<i>Public Health</i>	✓	<b>No risk:</b> No adverse impact on public health is envisaged.
<i>Physical and Cultural Heritage</i>	✓	<b>No risk:</b> No adverse impact on physical and cultural heritage is envisaged.
<i>Lands and Soil Conservation</i>	✓	<b>No risk:</b> No adverse impact on land and social conservation is envisaged.

**Specifically on gender, the team suggests the following approach:**

**Gap identification:** Schools in Uzbekistan lack gender-sensitive WASH facilities: approximately, only 10% meet basic sanitation standards (single-sex, private, usable), 47% have piped water, and 1 in 14 rural girls report approximately 7% menstruation-related absenteeism (UNICEF 2022), consistent with global evidence (approx. 15% absenteeism in LMICs). In some regions, student-to-toilet ratios exceed 400:1 and 94% of toilets are outside school buildings, often without doors or safe disposal facilities. Global research shows that improving school WASH and MHM facilities is one of the effective ways to promote gender equity. WASH and MHM interventions consistently reduce gender gaps in participation and attendance, laying the foundation for long-term learning improvements.

- **Action 1:** Upgrade and construct gender-segregated, private toilets with locks and disposal bins, including facilities and provisions to support safe menstrual hygiene management, provide reliable piped water and hand-washing facilities with soap, with climate adaptation measures in place – like soil protection, filters, utilization of the waste, and flood protection.
- **Action 2:** Train teachers and school management on the importance of maintaining safe, clean, and private facilities for female students, and deliver MHM education with participation of girls, mothers, and women’s groups. The behavior change interventions will be linked to climate change adaptation.
- Other possible actions: Revise **initial teacher education (ITE)** and **continuous professional development (CPD)** curricula to **reduce gender bias and stereotypes**, promote inclusive teaching practices, and integrate MHM education and stigma reduction into teacher training. Also, the orientation of girls towards STEM and greener occupations will be part of the training.

## PART III: IMPLEMENTATION ARRANGEMENTS

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

Project Objective(s) <sup>29</sup>	Project Objective Indicator	Adaptation Fund Outcome	Adaptation Fund Outcome Indicator	Grant Amount (USD)
Modernizing learning environments	Number of schools with minimum quality standards that also serve as preparedness hubs during climate emergencies (as defined in the national strategy based on the RIGHT+ framework)	Outcome 4: Increased adaptive capacity within relevant development sector services and infrastructure assets	4.2. Physical infrastructure improved to withstand climate change and variability-induced stress	2,600,000
Enhancing teaching quality	Percentage of teachers with improved instructional practices and increased awareness of climate adaptation importance and concepts (as measured by an approved classroom observation instrument)	Outcome 2: Strengthened institutional capacity to reduce risks associated with climate-induced socioeconomic & environmental losses	2.2 No. of people with reduced risk to extreme weather events	1,000,000
	Percentage of teachers with improved instructional practices and increased awareness of climate adaptation importance and concepts (as measured by an approved classroom observation instrument)	Outcome 3: Strengthened awareness and ownership of adaptation and climate risk reduction processes at local level	3.2. Percentage of targeted population applying appropriate adaptation responses	325,000
Improving foundational skills in literacy and numeracy	Improved student learning outcomes and increased awareness of climate adaptation importance and	<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	200,000

<sup>29</sup> The AF utilized OECD/DAC terminology for its results framework. Project proponents may use different terminology, but the overall principle should still apply

in primary education	concepts (as assessed by a national learning assessment)		responses	
<b>Project Outcome(s)</b>	<b>Project Outcome Indicator(s)</b>	<b>Adaptation Fund Output</b>	<b>Adaptation Fund Output Indicator</b>	<b>Grant Amount (USD)</b>
More detailed indicators for the results framework will be clarified at the proposal preparation stage	<p>Expected project indicators:</p> <p>Number of schools benefiting from climate-resilient improvements.</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 national and international assessments related to climate-smart education, sustainable resource management, and disaster preparedness</p>	<p><b>Output 1.1:</b> Risk and vulnerability assessments conducted and updated</p> <p><b>Output 7:</b> Improved integration of climate-resilience strategies into country development plans</p> <p><b>Output 4:</b> Vulnerable development sector services and infrastructure assets strengthened in response to climate change impacts, including variability</p> <p><b>Output 2.1:</b> Strengthened capacity of national and sub-national centres and networks to respond rapidly to extreme weather events</p> <p><b>Output 3.2:</b> Strengthened capacity of national and subnational stakeholders and entities to capture and disseminate knowledge and learning</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>	

<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*

<p>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.</p>	
<i>Name &amp; Signature</i>	
World Bank Coordinator	
Date: <i>(Month, Day, Year)</i>	Tel. and email:
Project Contact Person: Tigran Shmis, Sr. Education Specialist	
Tel. And Email: +1 202 290 0436, <a href="mailto:tshmis@worldbank.org">tshmis@worldbank.org</a>	

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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