Social Safeguards Due Diligence Report

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Uzbekistan: Science, Technology, Engineering and Mathematics in Secondary Education Project

Prepared by the Ministry of Pre-school and School Education of Uzbekistan for the Asian Development Bank

Asian Development Bank

Abbreviations

ADB	–	Asian Development Bank
CITDE	–	Center for IT and Digital Education
CWD	–	children with disabilities
DMF	–	design and monitoring framework
EMIS	–	education management information system
GAP	–	gender action plan
GoU	–	Government of Uzbekistan
GRM	–	grievance redress mechanism
HE	–	higher education
ICT	–	information and communication technology
ISL	–	interdisciplinary STEM learning
MEF	–	Ministry of Economy and Finance
MOPSE	–	Ministry of Preschool and School Education
PAM	–	project administration manual
PO	–	Project Office
PPP	–	public-private partnership
PSC	–	Project Steering Committee
RRP	–	report and recommendation of the President
RCE		Republican Education Center
SPGA	–	social, poverty and gender assessment
SPS		Safeguard policy statement
SSS	-	Social Safeguards Specialist
STEM	–	science, technology, engineering and mathematics
TLM	–	teaching and learning materials
ToT	–	training of trainers
TRTA	–	transactional technical assistance
WASH	–	water, sanitation and hygiene

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EXECUTIVE SUMMARY

1. The Science, Technology, Engineering and Mathematics (STEM) in Secondary Education Project is aligned with the overarching goal of strengthening human capital to enhance the country's overall competitiveness. It aims to achieve the following outcome: secondary education students equipped with relevant skills required that enable them to succeed in an evolving and diverse labor market. This will be achieved through the following key outputs.

2. **Output 1: Quality of STEM education with support of technology improved**. This output improves STEM education for grades 5 to 11 by nation-wide teacher training based on modernized curricula, updated teaching materials, and assessments. It includes training teachers in 200 schools, implementing interdisciplinary STEM learning using technology in 14 schools, and developing digital platforms with e-content to support both formal and informal learning.

3. **Output 2: Learning environments improved.** This output aims to upgrade facilities in 200 project schools, turning them into resource centers. Improvements include modern science labs, ICT infrastructure, internet connectivity, and energy-efficient, climate-resilient features. It also supports the provision of equipment for students with disabilities and the creation of a multimedia center for students and teachers.

4. **Output 3: STEM education network and capacity for inclusive learning strengthened.** This output fosters a supportive STEM ecosystem by establishing a network of 200 schools as resource hubs, strengthening teacher training institutions, introducing effective practices in project schools, and promoting inclusivity. It also builds school management capacity, enhances career counseling—especially for girls—and supports campaigns to encourage STEM careers.

5. The primary area of social safeguards due diligence report (SDDR) concern for this project relates to the second output: learning environment improved. Impementation of this output envisages:

(i) improving the infrastructure and equipment of science and information communication technology (ICT) laboratories in 200 schools,
(ii) improving the equipment of science and ICT laboratories of teacher services providers and curriculum development centers,
(iii) development of equipment operation and maintenance plans by 200 schools and teacher services providers and curriculum development centers,
(iv) improvement of girls' and boys' water, sanitation and hygiene (WASH) facilities in 200 schools, and
(v) installment of solar panels in 200 project schools.

6. Under the Asian Development Bank (ADB) technical assistance, all project schools and project partners were visited and observed, data and information related to schools infrastructure, staff and students were collected, processed and analysed. Results of observations and analysis were reflected in the TRTA Technical Report on 200 Schools.[1]

7. The main project input in development of school infrastructure will be the rehabilitation and furnishing of secondary schools training rooms and laboratories specifically for the selected STEM subjects namely: physics, biology, chemistry, ICT, technology and mathematics. The schools' indoor and outdoor WASH facilities will be renovated. Electricity of all schools will be

[1] Asian Development Bank. 2023. *Uzbekistan: Preparing Science, Technology, Engineering and Mathematics in Secondary Education Project.* Consultant's Report (TA6789-UZB).

supplied by solar panels. Analysis of the schools' infrastructure shows that there will be no new construction as most of the rehabilitation works will be done on the existing buildings. Necessary works on WASH facilities and infrastructure will be done within the project schools. The project will equip the existing laboratories and training rooms of regional teacher training centers, Institute of Avloni, Tashkent State Pedagogical University, and REC where no rehabilitation activities foreseen.

8. Observations show that all the screened schools have large areas with a well-defined boundary with a wall or fence or both. All reconstruction works will occur inside the premises and no person will be affected. Solar panels will be installed either on the roof of school buildings or on the territory of the school. Therefore, no land acquisition is required thus involuntary resettlement safeguard category C is proposed.

9. In addition, Uzbekistan is not known to have Indigenous People's communities as defined in the ADB Safeguards Policy Statement (SPS) for operational purposes. Therefore, Indigenous People safeguard category C is proposed.

A. Overview and the Background of the Project

1. Uzbekistan aspires to transform its economy to be technology driven and knowledge-based. The Strategy “Uzbekistan 2030” approved by Decree of President # UP-158 from 11/09/2023 envisages Uzbekistan, through sustainable economic growth, to become one of the countries with upper-middle level of income by 2030. The first objective of Uzbekistan 2030 is to create decent conditions for comprehensive human development of every person. This process starts from education sector development. Towards a knowledge-based economy, school education must help students acquire relevant skills, such as information and communications technology (ICT) skills and science- and mathematics-driven skills such as analysis, critical thinking, problem solving, creativity, research skills, social learning, application and peer review which are necessary to enable graduates to succeed in an evolving and diverse labor market.

2. The existing education system experience challenges in all aspects—school infrastructure and training equipment, outdated and overloaded curriculum, irrelevant training materials, and low-quality teachers.

3. The education system is primarily driven by the rote learning instruction (e.g., no open question, content memorization, assessing knowledge etc.). Curriculum, methodology of training delivery, teachers’ development system capacity, and assessment of students’ learning outcomes need to be improved. The government recognizes the urgent needs of reform for improvement of quality of education and introduced the competency-based curriculum since 2021. Yet, a number of challenges remain. A shortage of science, mathematics and other subject teachers persists, especially in rural areas. Teacher training institutions lack curriculum or any pedagogical framework that focuses on how to teach subjects beyond knowledge-based learning. Teachers primarily use direct, lecture-based instruction, and little evidence has been found that any student-centered or EdTech-enriched project-based approaches are being used for teacher preparation or in-school learning, indicating that teachers lack the pedagogical skills and instructional flexibility that enable practice of creative or innovative learning methodologies.

4. Despite indications of adequate numbers of science and ICT laboratories in general secondary education, low usage of these facilities, out-of-date equipment, limited instructional time, lack of incentives, and a heavy curricular load leads to low quality science and practical learning education. The use of ICT tools for integrated learning is minimal, not supported in curriculum, and EdTech facilities are outdated, especially in rural areas. Furthermore, Uzbekistan lacks standardized benchmark and continuous assessment systems that would enable teachers and school leaders to analyze the progress of learning against standards and expected learning competencies and make evidence-based instructional adjustments to improve learning outcomes.

5. Responding to the demand of the Government of Uzbekistan, Asian Development Bank (ADB) initiated the preparation of the loan project which will contribute in strengthening the country's human capital potential and the country’s competitiveness through improving the quality of education in the field of STEM subjects for grades 5-11 of general education schools. Implementation of the project will allow students to develop skills necessary in the 21st century. Successful implementation may contribute to improving results of students in international tests, such as PISA.

6. The impact of the project will be: human capital strengthened for increasing the level of the country’s ovreall competitiveness, its outcome will be: secondary education students equipped with relevant skills required that enable them to succeed in an evolving and diverse labor market. The proposed project areas include: (i) quality of STEM education with support of technology

improved, (ii) learning environments improved, (iii) STEM education network and capacity for inclusive learning strengthened. The project's impact is aligned with a key socioeconomic goal of the country's Development Strategy for a New Uzbekistan for 2022-2026: the development of human capital through improved education.

B. Objectives of the Due Diligence

7. The purpose of the assignment is to support the Ministry of Preschool and School Education (MOPSE) to prepare and comply with ADB's requirements of the social safeguards for the project. The scope of work included (i) assessing the capacity of the executing agency and implementing agencies in planning, implementing, and monitoring social safeguards including Indigenous Peoples and involuntary resettlement, although all civil works are expected as brown field; (ii) conducting field visits to project schools and partner organizations in different regions to assess their social impact of training activities (for possible impact on [involuntary] resettlement, and on Indigenous Peoples, etc.); (iii) designing a safeguard management framework and a resettlement plan and/or framework for the project as needed; and (iv) summarizing the social safeguard risks and mitigation measures.

8. Accordingly, the consultants visited all selected schools and project partners and made an assessment of possible social impacts of the project implementation. As the described in the suceeding paragraphs, there is no case of involuntary land acquisition or involuntary restrictions on land use or on access to legally designated parks and protected areas in a single instance. As such, ADB's involuntary resettlement safeguard requirements are not triggered. This due diligence report describes the due process followed.

C. Potential ProjectSchools and Project Partners

9. Under consultation with ADB, MOPSE adopted the four criteria for selection of 200 project schools: (i) built or renovated in the last 3 years, (ii) located in all 14 regions, (iii) with minimum 650 students, and (iv) good school leadership and teachers' motivation.

10. MOPSE initially selected project schools in January 2023 and later reconsidered selection and replaced 75 schools. The new updated list of schools was presented by MOPSE to ADB and the consultants in April 2023.

11. Project participants (institutions) receiving project support in infrastructure, equipment and training include:

(i) 200 public schools under management of MOPSE; the full list of project schools in the Attachment 1;
(ii) National research institute of professional development and teaching new methodologies to teachers named after A.Avloniy (Institute of Avloniy);
(iii) 14 regional teacher in-service training centers (one per each province, Republic of Karakalpakstan and city of Tashkent) (RTSTC); The full list of RTSTCs in the Attachment 2;
(iv) Republican Education Center (REC);
(v) Tashkent State Pedagogical University (TSPU);
(vi) National Scientific-Methodological Center for Development of Education under the Presidential Administration.

12. The given structure of project participants will allow the following indicative number of students and staff to be directly benefited from the project:

(i) 3,200 STEM teachers (at least 75% women) of 200 schools trained in the implementation of revised STEM curricula (Baseline: 0)
(ii) 96,000 STEM teachers (at least 75% women) at the national level trained in the implementation of revised STEM curricula (Baseline: 0)
(iii) 3,200 STEM and ICT teachers (at least 75% women) of 200 schools trained in the appropriate use of laboratory equipment (Baseline: 0)
(iv) 96,000 STEM and ICT teachers (at least 75% women) at the national level trained in the appropriate use of laboratory equipment (Baseline: 0)

13. In addition, students of TSPU will benefit from implementation of the new system of students school-based practice.

D. Social Safeguards Methodology

14. In January–June 2023 the technical assistance (TA) team, comprising the national infrastructure and construction engineers and education consultants visited all 200 schools and project partner organizations to review their infrastructure conditions and assess rehabilitation needs. The team also carried out a transect walk along the boundary of each school. Additionally, the data and information were collected from all project schools and partner organizations to form the project base line. The baseline data was processed, analyzed, and reported in the due diligence technical report.

15. As part of the due diligence methodology, the following provided guidance for the exercise:
(i) location of the project site;
(ii) viewing the entire proposed project site - outside and inside, taking photographs;
(iii) information on the site and existing facilities of the target institution; specific attention was given to the schools' water and sanitation facilities, clean water supply, sustainable electricity supply, heating systems, condition of structures and needs for repair primarily in STEM subject laboratory rooms.
(iv) total area of the site;
(v) existence of a boundary (wall, fence, etc.) or without a boundary;
(vi) what reconstruction works are proposed and if land acquisition is required;
(vii) proposed location of placing the construction material and machinery – inside the premises or outside;
(viii) possibilities for installation of solar panels; and
(ix) initial social impact assessment for any perceived impacts.

E. Findings from the Site Visits and Baseline Survey

16. The most important finding from the social safeguard perspective is the confirmation that all 200 schools and project partner organizations visited by the team have a well-defined physical boundary either of wall or fence or both on all four sides. Secondly, the schools have a large land area. Therefore, any construction works will be confined within the boundary of the school, and there is no issue of land acquisition or adversely affecting any person of his/her livelihood activities.

17. Two hundred schools are representing all 14 administrative units and/or regions of Uzbekistan: 12 provinces, Autonomous Republic of Karakalpakstan and the city of Tashkent (capital of Uzbekistan). As of July 2023, Uzbekistan has 208 districts and cities with local administration units (khokimiyat). Project schools are in 138 districts and cities covering 66.5% of all lower-level administrative units.

18. Distribution of schools by regions is not even. The table below presents schools by regions and urban/rural dimensions.

Table 1: Distribution of Schools by Region

Region	Schools	Districts	Urban	Rural
Andijan	12	10	4	8
Bukhara	13	9	4	9
Fergana	25	16	7	18
Jizzakh	12	8	1	11
Kashkadarya	19	12	6	13
Karakalpakstan	11	11	2	9
Khorezm	14	6	3	11
Namangan	17	11	4	13
Navoi	10	7	3	7
Samarqand	21	13	4	17
Syrdarya	9	7	3	6
Surkhandarya	10	8	2	8
Tashkent city	13	8	13	0
Tashkent region	14	12	6	8
Total	**200**	**138**	**62**	**138**
%	**100**	**69**	**31**	**69**

20. Technical assessment of readiness of project schools and project partners to accept STEM laboratories and ensure student friendly, gender sensitive, energy efficient, and climate resilient environment was performed using pre-formatted tables for remote data collection followed by data verification site visits. Details of evaluation are described in the ADB TA Technical Report.

21. The summary information on general condition of school buildings, basic services and WASH facilities is presented in Table 2.

Table 2: Overview of Infrastructure Conditions of Project Schools

Assessment	Satisfactory condition	% of total	Unsatisfactory condition	% of total	Obsolete condition	% of total	Notes
Items	**# of schools**	**%**	**# of schools**	**%**	**# of schools**	**%**	
General condition	166	83	31	15.5	3	1.5	

Assessment	Satisfactory condition	% of total	Unsatisfactory condition	% of total	Obsolete condition	% of total	Notes
Roof	158	79	38	19	4	2	
Electric transformer	132	66	56	28	12	6	
Electricity supply	110	55	72	36	18	9	
Generator							17% of schools have generators
Heating boiler	110	55	72	36	18	9	
External heating pipes system	119	59.5	71	35.5	10	5	
Internal heating pipes and radiators	156	78	37	18.5	7	3.5	
Clean water supply and wastewater management systems	110	55	74	37	16	8	
Indoor toilets	151	75.5	44	22	5	2.5	
Outdoor toilets	132	66	56	28	12	6	
Water supply and canalization for outdoor toilets							not available
Lighting of outdoor toilets	124	62	62	31	14	7	
Lighting of school territory	127	63.5	54	27	19	9.5	
Sidewalks	162	81	31	15.5	7	3.5	
Fences	168	84	30	15	2	1	

Assessment	Satisfactory condition	% of total	Unsatisfactory condition	% of total	Obsolete condition	% of total	Notes
Building basements	200	100					
Walls	200	100					
Slabs	200	100					
Possibility for solar panels							on roofs or on land

22. Overall favorable infrastructure conditions in project schools (power, water, heating supply along with uninterrupted internet connection), specifically in laboratory facilities are essential aspects of the project implementation as they provide the basis for installation and utilization of newly provided equipment. The general conclusion is that the selected schools either currently have the required capacity or can be renovated to receive project equipment and install for training delivery.

23. Where significant civil works are required, it is important that the timeframe of the works is in sync with delivery of equipment so there will not be major issues with storage and damage control over time. In addition, mandatory supervision of civil works by relevant parties will help ensure quality construction with elements that will enable the newly provided equipment to function properly and serve for long time.

1. Classification of Repair Works

24. Based on assessment of conditions of school labs, repair works were classified in three kinds: minor repair, medium repair and full renovation with assessment of unit cost per kind of repair.

25. Minor Repair includes painting walls, floors, and whitewashing ceilings. Regarding the repair of the electrical network - partial replacement of failed electrical appliances, sockets, and switches. For the heating system, connections for leaks need to be checked and if necessary, adjust the stopcocks. For water supply and sewerage, connections of pipes, taps, connected appliances and equipment should be checked. Estimated costs for this type of repair should be planned approximately for UZS38 million.

26. Medium Repair – repair of plaster walls and ceilings in some places, removal of old wall and ceiling finishes, filling walls and ceilings with surface painting. For the repair of the electrical network, the replacement of sockets without grounding, failed lighting fixtures. In the heating system, partial replacement of stopcocks, elimination of leaks by replacing adjacent sections of pipes, individual heating devices. Repair of floors with the replacement of the coating up to 50%. Estimated costs for this type of repair should be planned approximately UZS66 million.

27. Full Renovation – includes repair of plaster walls, slopes and ceilings over 50% of the surface. Improved painting of the walls and ceilings of the room. Repair of floors with the replacement of the coating up to 100%. Replacement of pipes and devices of the heating system.

Replacement of old electrical wiring, sockets, switches, and lighting devices. Connection to the water supply and sewerage network with the installation of sanitary appliances. Installation of exhaust fans. Installation of wireless Internet routers. Estimated costs for this type of repair should be planned approximately UZS95 million.

28. Summary of needs of schools in construction projects in STEM laboratories presented in table below. Detailed individual reports for each of 200 schools with pictures and descriptions are available through the link: https://drive.google.com/drive/folders/1BhomTDVKBmM7SHp2MvLToYBj92kRAUZ8?usp=sharing

Table 3: Summary of needs for construction works in laboratories of 200 schools

Laboratories	No need	Minor repair	Medium repair	Capital repair	School has no separate room*	Comment
Physics	129	29	22	20		
Chemistry	124	34	23	19		
Biology	120	32	20	19	9	Can be combined with Chemistry
ICT	125	35	21	19		
Technology (boys)	107	40	22	22	9	Can be combined with ICT or Math rooms
Technology (girls)	106	41	23	24	6	Can be combined with ICT or Math rooms
Mathematics room	112	35	22	17	14	No need for laboratory
Total repairs	823	246	153	140	38	
%	58.79	17.57	10.93	10.00	2.71	

2. Wash Facilities and Solar Panels

29. It was observed that all the 200 schools need full renovation of outdoor toilets including separate closed cabins for users, water supply, and waste management systems. An engineer's assessment of the costs for such civil works is around USD20,000 per school. This cost was included as by default for each school and detailed cost can be developed by architecture design company during project implementation.

30. All schools have the necessary area for the installation of solar panels and batteries on the roof. Two commercial offers were received from the local suppliers, both setting the cost of 25kW solar power system at approximately USD23,000. Considering the need for sustainable electricity supply and the state strategy to shift to renewable energy, it was recommended that solar power systems be installed in all 200 schools.

3. Facilities and Rehabilitation Need of Project Partner Organizations

31. Based on key partners' reports and verification visits, it was identified that they do have available premises for installation of laboratory equipment and at the same time, these institutions do not need project inputs into renovation of these premises.

32. Key project partners: 14 regional teacher in-service training centers (one per each province, Republic of Karakalpakstan and city of Tashkent) (RTSTCs), REC, and TSPU are directly involved into teacher in-service and pre-service training and development of teachers skills and competencies and therefore demanding improvement of laboratory equipment to ensure continuous, comprehensive and compatible with project schools educational environment.

33. Thefore, these key partners will also receive the same set of laboratory equipment as the project schools.

34. National research institute of professional development and teaching new methodologies to teachers named after A.Avloniy (Institute of Avloniy) do not provide direct offline training of STEM teachers but provide online support for teachers' professional development through internet portal with collection of training modules and model lessons as well as provide platform for teachers' assessment and records of teachers' professional progress. Taking into account the nature and the role of the Institute of Avloniy in the national system of teacher professional development it was decided to support the Institute with investments into ICT platform technical basis including servers and connectivity equipment.

4. Social safeguards issues and social impact assessment

35. As for the field work and consultations with the management of all the 200 project schools, there are no involuntary resettlement issues and impacts in the project, because there is no land acquisition requirement and no individual will be affected by the project in any manner. All institutions that will be upgraded under the ADB project support already exist, all of which are government owned that stand on government land. Civil works will be done only under the boundaries of project schools. Thus, there will be no land acquisition or physical or economic displacement. Therefore, the Safeguard Requirements 2 of ADB's Safeguard Policy Statement (SPS) are not triggered. All the schools have a well-defined boundary made of wall or fence or both.

36. As regards the Indigenous Peoples safeguard, the country does not have Indigenous People's communities as defined in ADB's SPS for operational purposes. Hence, the project has no Indigenous Peoples issues either and the Safeguard Requirements 3 of ADB's SPS are not triggered.

F. Social Safeguards During Project Implementation

37. All the schools are existing institutions, and any reconstruction activities shall take place within their boundary walls. No land acquisition and social impacts are expected due to this. Should impacts be identified during the project implementation period, the case should be a subject for joint assessment of ADB and the MOPSE for development of relevant decision which may include school replacement from the project.

38. The Project Office will organize public consultation meetings with regional and district level authorities, local mahalla and the school community when the draft of the detailed engineering design is available. Inputs of the consultations will be incorporated in the final detailed engineering design of the project.

39. Before the commencement date and during the project implementation, the Project Office – with support of consultants - will organize the public consultation meetings in the project area. In the meetings, the school community, representatives of mahalla and the local authorities will be provided with the information on (i) the project design, (ii) the schedule of construction activities, and (iii) description of grievance redress mechanism (GRM), contacts of Project Office and responsible officers from district education department, MOPSE, and the construction contractors will also be posted on a publicly accessible boards in the main buildings of project schools.

40. Moreover, the summary of the SDDR in Uzbek and Russian languages will be posted in the publicly accessible places of the regional, district Khokimyats and mahalla offices for easy and free access to the local people. The SDDR in hard copy in Uzbek and Russian languages will also be made available in MOPSE and the Project Office; and in offices of the regional and district khokimyats. The SDDR will be uploaded on the websites of ADB, and the MOPSE once accepted by ADB and MOPSE of the Republic of Uzbekistan. In addition, quarterly social safeguards monitoring reports will be disclosed on the ADB website and the reports in Uzbek and Russian languages will be made available at the offices of MOPSE and the Project Office.

41. Relevant clauses, statements and provisions will be included in anticipated government resolution supporting implementation of the given project.

G. Social Management Plan

42. While there are no anticipated social safeguard issues because there is no (i) involuntary acquisition of land or (ii) involuntary restrictions on land use or on access to legally designated parks and protected areas, neither there is any indirect impact on anybody's livelihood, it is important to carry out the construction activities when the schools are not in session, so that the academic and training activities of the schools are not affected. The purpose is to avoid or minimize construction related impacts as much as possible.

43. As such, as for a social management plan, like what is usually recommended in a resettlement plan for the project affected persons, as it were, it is recommended that as far as practicable, construction works be aligned with the time when the students are sent to vacation during the months of June to August (summer vacation). If this is not always possible or if the construction activities extend beyond this time frame, then, as the social safeguard team learnt from the schools, there is an existing practice in the country of a construction-affected school temporarily using the premises of another school, or sending their students to another schools through mutual agreement during the construction works.

H. Other Issues

44. To support STEM subjects training, the project will give specific attention to improvement until the certain standard of sustainable services provided in school laboratory rooms: heating, clean water supply, sewage, ventilation, electricity. In case the sewage system is not present, the project will install tubes and connect them to the sewage water collection points.

I. Social Safeguards Categorization

45. As stated above, the consultants' field work shows that all the screened schools have large areas with a well-defined boundary with a wall or fence or both, and all reconstruction works will occur inside the premises and no person will be affected. Further, no land acquisition is required. Therefore, involuntary resettlement safeguard category C is proposed.

46. In addition, Uzbekistan is not known to have Indigenous Peoples communities as defined in the SPS for operational purposes. Therefore, an Indigenous Peoples safeguard category C is proposed.

J. Grievance Redress Mechanisms and Process

1. Grievance Redress Mechanisms

47. In line with the ADB Safeguards Policy Statements, 2009, the executing agency, MOPSE will establish a mechanism to receive and facilitate the resolution of people's concerns, complaints, and grievances regarding the Project activities with assistance from the environment and social safeguard specialist. Under the GRM, a well-defined Grievance Redress Committee (GRC) and resolution mechanism will be established to resolve grievances and complaints promptly and satisfactorily with the involvement of the aggrieved persons. The GRCs are to be formed and activated during the project implementation process to allow the aggrieved persons to have enough time to lodge complaints and safeguard their recognized interests. Assistance to the aggrieved persons will be given, document and record the complaint and, if necessary, provide advocate services to address by the GRC. The judicial system must resolve any complaints of ownership or other suits. The Project Office will make the public, including affected communities, aware of the GRM through culturally appropriate public awareness campaigns. All affected persons will be fully aware of their rights, and the detailed grievance redress procedures will be publicized through an effective public information campaign.

48. All grievances related to the project will be addressed with the participation of the Project Office management and consulting staff and contractor's representatives. In more complex cases, representatives of other authorized institutions are to be invited. The GRM covers issues related to social, environmental, and other safeguard issues under the ADB SPS 2009 and legislation of Uzbekistan.

49. The Law of Uzbekistan #378 from 13/12/2014 "About appeals of physical and legal persons" states that: Physical and legal persons have right to file a complaint and appeal to relevant state organizations (Article 3). The appeal can be expressed orally, in written or in electronic form (Article 4). The complaint is an appeal with the request on restoration of violated rights, freedom, and protection of legitimate interests (Article 5). Appeal can be expressed in a state and other languages (Article 6). The state bodies must organize procedures of appointments for appealing persons by the management of bodies or designated staff (Article 8). The only reason for refusal in the appointment is if the state body already made a decision concerning the previous case of appeal of the same nature for the same person and the state body informed the applicant about that decision. No any forms of discrimination of the applicant is allowed (Article 10). In case of refusal in appointment or disagreement with the decision the applicant has right to appeal to the state body of upper level or to the court (Article 13). All appeals must be considered by the state body within 15 days. In case if there is a need in more detailed consideration the term of consideration can be extended up to one month from the date of application (Article 19). Official response to the applicant must be in written with comprehensive explanations and description of

corrective measures if considered necessary. The Article 26 of the law states that the state body review the case and if it is considered the complaint and appeal as true, the material and moral loss can be compensated to the applicant.

50. The Project Office members of the GRC include:
(i) Principal Representative of MOPSE;
(ii) Environment and Social safeguard specialist;
(iii) MOPSE lawyers other specialists as necessary.

2. Grievance Redress Process

51. The GRC will be established locally in compliance with the country's legislation and under the Project Office to function for the entire project implementation cycle.

52. The GRC will be operating during the entire project cycle. A focal person to be appointed at each project school and/or project site will coordinate between affected persons and the GRC members at local and Project Office levels. The Project Office will be involved in all consultations with project affected persons. The Project Office is in charge of providing the full contact details of GRC members to local communities (District Hokimiat and local Mahalla Committee) within the project influence area so that any aggrieved person can reach out to the GRC in case of project-related questions, concerns or complaints on social/IR and environmental issues.

53. The GRCs will function for the duration of the project implementation. The Project Office and the Environment and Safeguard Consultants will conduct training for members of three GRCs.

54. The grievance redress process includes the following levels. Any grievances will be lodged with the focal person at the project school. The Environment and Social Safeguards Specialist can prepare a sample grievance application form in consulting with Project Office. The project school focal person, in consultations with the Project Office safeguard specialist, will screen the grievance for eligibility. The focal person will organize a GRC meeting if eligible. The Project Office representatives will be informed and invited to the meeting.

55. The complaint registered with the GRM should be reviewed, addressed and a decision made on its relevance to the project within 14 calendar days of lodgment. If the case is complex or requires more detailed investigation (e.g., inspection by technical experts or legal opinion from the state or certified private entities), the complaint review period may be extended to 30 calendar days or more if necessary. In such cases, written notification should be sent to the complainant explaining the reasons for the extension, describing the process and indicating the expected dates for the delivery of the results of the revision.

56. All supporting documents, such as photographs, related certificates, and legal and technical expert opinions, should be prepared, reviewed and assessed as required. Once the complaint is resolved, the GRC will organize a complaint closure meeting, where the complainant confirms the closure of the complaint. The Project Office representative will oversee the resolution of the complaint.

57. All efforts will be made to settle issues at the project level. All complaints and resolutions will be properly documented by the Project Office and made available for review, monitoring and evaluation purposes. A Project Office safeguard specialist keeps in regular contact with the focal

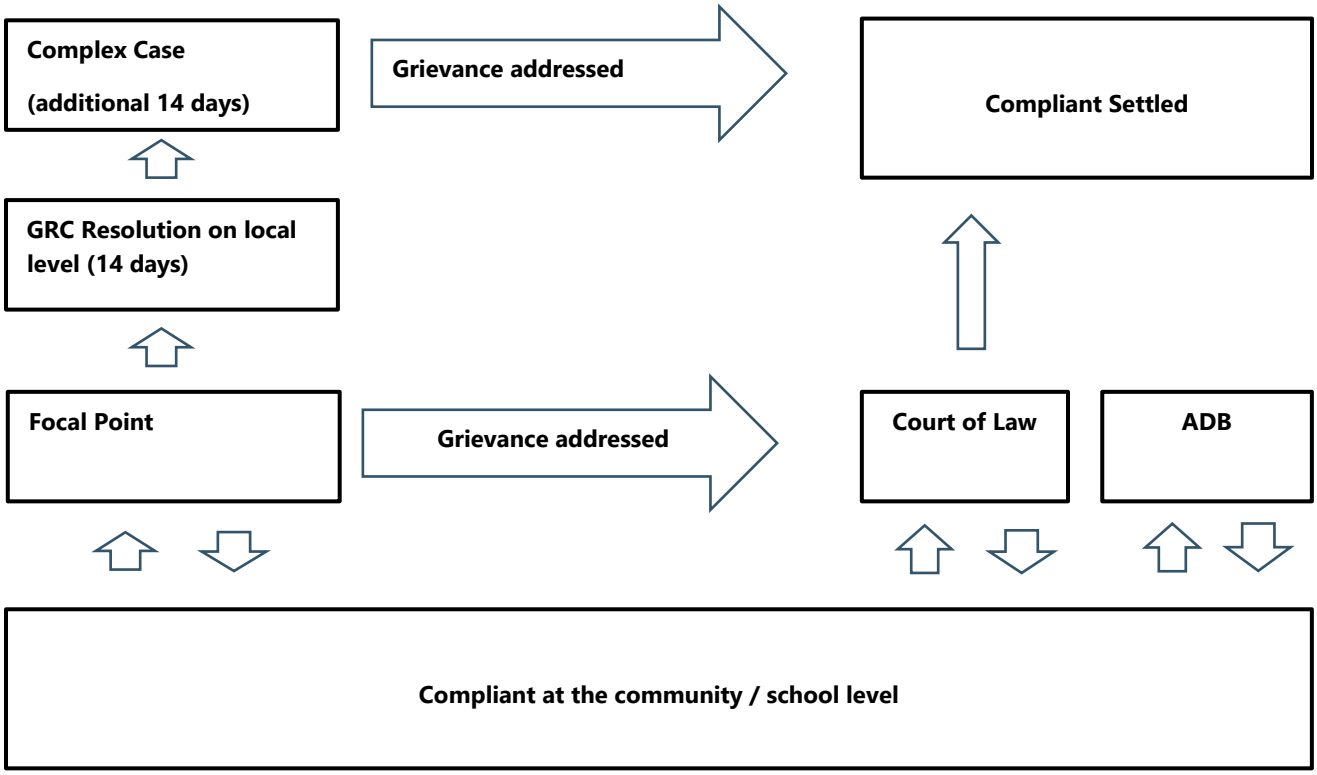
person of the GRCs and will have a database for the whole project's grievance cases, including the status of grievances. This report will be regularly included in monthly project progress reports.

58. Regardless of the set GRM and procedures, aggrieved persons will have the right to submit their cases to a court of law at any point in time of the grievance redress process. All efforts will be made to settle the issues at the project level through community consultation with affected persons. If not possible, attempts will be made to resolve the issues at the Project Office level to avoid and/or minimize litigation as much as possible. All complaints and resolutions will be properly documented by the Project Office and all the filed grievances will be reported in the semiannual social safeguard monitoring reports.

59. If aggrieved persons wish to register a complaint with the ADB, the focal person will inform the complainants that they can refer their complaints through the ADB Uzbekistan Resident Mission for proper coordination with the responsible project officer and relevant staff.

ADB Uzbekistan Resident Mission (UZRM)
64, Oloy Bozori Berk Street, Tashkent 100000, Uzbekistan
Tel: +998 78 1401920

3. Scheme Grievance Redress Mechanism



ADB = Asian Development Bank, GRC = grievance redress committee,

Note: The Grievance Application Form and Sample Grievances Log Form are given in the attachments.

K. Institutional Arrangements

60. This chapter describes the roles and responsibilities of the different units involved in the SDDR implementation and monitoring of the SDDR implementation. The main institution is the

MOPSE as the executing agency and as implementing agency of the project. Other institutions involved into project implementation are: Project Office, regional khokimyats as responsible for regional investment and capital construction projects and beneficiary organizations – 200 project schools and project partner organizations involved into supervision, monitoring and acceptance of the construction works.

1. Ministry of Preschool and School Education

61. MOPSE has overall responsibility for the project implementation, including preparation, implementation, and financing of social safeguards plans including this SDDR. MOPSE is also responsible for ensuring cross-agency coordination and liaison with relevant state agencies involved in the implementation of the SDDR, making high-level decisions, including resolving grievances and facilitating court processes. MOPSE will also be involved in the grievance redress process.

2. Project Office

62. The Project Office will be formed under MOPSE and have responsibility for day-to-day project implementation, including the SDDR implementation, getting the government's endorsement and approval of the SDDR from ADB prior to the commencement of construction works.

63. The Project Office will be directly involved in implementation of the SDDR, inter- agency coordination, monitoring and reporting. The Environment and Social Safeguards Specialist under Project Office will coordinate with relevant government agencies on social matters including MOPSE, regional/district khokimyats, regional and/or district education departments, project beneficiary organizations (200 project schools, RCE, Institute of Avloni, Tashkent Pedagogical University, 14 Regional teacher in-service training centers) and prepare semi- annual social safeguards monitoring reports to be submitted to ADB.

64. The Environment and Social Safeguards Specialist of the Project Office will have the following responsibilities:

(i) overall planning, co-ordination and implementation of social safeguards including the SDDR implementation;
(ii) overall coordination in managing all the social safeguards issues in the PO and ensuring that the project components comply with the requirements of national legislation and ADB SPS (2009);
(iii) follow up with the approval of the SDDR by ADB;
(iv) disclosure of the agreed SDDR and information dissemination to the local communities;
(v) ensure the implementation of the agreed SDDR is consistent with the requirements of national legislation and ADB SPS (2009);
(vi) coordination with regional and/or district khokimyats and the construction contractor to ensure that the land is restored to the pre-project condition in case of temporary land acquisition;
(vii) coordination with the project regional/district khokimyats to carry out internal monitoring of SDDR implementation, including reporting;
(viii) responsibility for ensuring proper operation of GRM process, maintenance of grievance registration logs;

(ix) conduct of due diligence together with other related PO Specialists and the construction contractor and preparation of a report confirming the findings that there is no land acquisition required by the construction works once the detailed engineering design is available; and
(x) submission of quarterly social safeguards monitoring reports to ADB for disclosure on the ADB website, and submission of any other information with respect to involuntary resettlement and indigenous peoples as required by ADB in a timely manner.

65. In addition, the Project Office will be responsible for (i) receiving and register complaints or grievances raised by impacted physical or legal persons; (ii) informing the construction contractor, representatives of the beneficiary organizations, the district and regional khokimyats about the complaints; (iii) organizing a meeting with the relevant stakeholders to hear and resolve the complaint; and (iv) notifying the complainants about the results of the grievance resolution.

3. Regional and/or District Khokimyats and Schools Communities

66. The Regional/District Khokimiyats will assist the PO and its consultants in conducting information disclosure and public consultations with local people during all phases of the project and in settling the project-related complaints raised by local people.

4. Beneficiary Organizations and Community-Based Organizations

67. The beneficiary organizations (200 schools) and community-based organizations such as local Mahalla Committees will assist the Project Office, and district khokimyats in conducting information dissemination and public consultations with local people during all phases of the project and in forwarding the complaints of residents to the Project Office.

5. Pool of Construction Consultants

68. Fourteen construction consultants (one per each region) will assist the Project Office to monitor the implementation of safeguards in accordance with ADB's SPS (2009) and carry out the due diligence to confirm that there is no land acquisition required for the project construction works once the detailed engineering design is available. The specialists will submit monthly and quarterly reports on including implementation of the SDDR to the Project Office.

L. Monitoring and reporting

69. The Project Office is responsible for monitoring of the overall implementation of the project, including resettlement internal monitoring and submitting quarterly social safeguards monitoring reports to ADB. The terms and regularity of the social safeguards monitoring reports can be discussed and agreed between executing agency and ADB based on updated SDDR after development of draft design for every construction project.

70. The internal monitoring will be conducted to:
(i) confirm if land acquisition is required for the construction works;
(ii) confirm if the set-up institutional arrangements is functional and effective to manage the involuntary resettlement (if any) and indigenous peoples issues (if any);
(iii) assess whether the principles of social safeguards are implemented properly;

(iv) ensure that the public information dissemination and consultations procedures as specified in the safeguards documents including this SDDR are followed;
(v) confirm if there are any complaints and grievances of the school community and local people in the project areas; review, assess, monitor the grievance resolution and ensure that all the complaints and grievances are resolved in a timely manner;
(vi) confirm if the mitigation measures to mitigate any negative impacts on education process and safety of students, teachers and the staff of project schools during construction as specified in the SDDR are implemented properly;
(vii) identify noncompliance and any outstanding issues;
(viii) develop remedial actions to address the outstanding issues to ensure that the project will be implemented in compliance with ADB's SPS (2009) on involuntary resettlement and indigenous peoples; and
(x) summarize the benefits provided by the project to the beneficiaries in the project area.

71. All monitoring sex disaggregated data on resettlement will be collected. The Environment and Social Safeguards Specialist will support the Project Office in carrying out internal monitoring and in preparing the quarterly social safeguards monitoring reports.

72. During subsequent monitoring periods, the Project Office will look into whether or not corrective actions agreed to address the outstanding issues in the past monitoring period have been resolved.

73. The monitoring reports will be prepared in English for submission to the ADB for review. All the monitoring reports in English will be uploaded on the ADB website for disclosure and the reports in Uzbek and Russian languages will be made available at the Ministry of preschool and school education and the Project Office. The cost for internal monitoring shall be incorporated into the Project Office budget. In addition, general progress of social safeguards implementation will be included in the quarterly project progress reports.

M. Conclusions

74. The SDDR has been prepared based on impact assessment and consultations with the project beneficiaries: management staff and teachers of 200 schools, Tashkent Pedagogical University, Institute of Avloni, Republican Education Center, and 14 Regional Teacher in-Service Training Centers. The consultants collected, processed, and analyzed the data and documents of beneficiary organizations, ToR and the Concept paper of the STEM project, and ADB safeguards policy. In conclusion, the following are the findings of the due diligence:

(i) The selected 200 Schools have been established in their owned and/or titled land plots provided by the government; thus, it is primarily confirmed by the communities and stakeholders' consultation that the implementation of project civil works will not require any involuntary resettlement.
(ii) The project partner organizations provide necessary conditions for installation of STEM laboratory equipment and no inputs from project in construction works required.
(iii) It is observed that land plots of all schools are well protected from encroachment by making the construction of boundary walls and fencing territories of schools.
(iv) It is primarily anticipated that all designed renovation and construction activities will be completed and confined within the boundaries of project schools.

(v) It is evident by the school community and stakeholders' consultations that no business or livelihood activities will be adversely affected by the civil construction activities under the STEM project.
(vi) Schools have necessary conditions for installation of solar panels on either roofs of buildings or on school territories.
(vii) Project Office will have a primary responsibility for implementation of the given SDDR including GRM.
(viii) This report will be required for further update after completing the detailed engineering design of the selected schools in case impact.

N. Attachments

Attachment 1. List of Pilot Schools to be Supported by ADB Project

#	Region	District	School ID #
1	Karakalpakstan	Qongirot	53
2	Karakalpakstan	Qonlikol	21
3	Karakalpakstan	Bozatov	1
4	Karakalpakstan	Tahtakopir	1
5	Karakalpakstan	Chimboy	32
6	Karakalpakstan	Nukus city	51
7	Karakalpakstan	Tortkol	3
8	Karakalpakstan	Nukus district	22
9	Karakalpakstan	Ellikkala	61
10	Karakalpakstan	Amudaryo	9
11	Karakalpakstan	Beruniy	60
12	Andijan	Izboskan	1
13	Andijan	Shahrixon	12
14	Andijan	Asaka	25
15	Andijan	Honobod city	2
16	Andijan	Andijon city	18
17	Andijan	Andijan district	36
18	Andijan	Baliqchi	45
19	Andijan	Marhamat	23
20	Andijan	Pahtaobod	10
21	Andijan	Qorgontepa	1
22	Andijan	Asaka	7
23	Andijan	Shahrixon	46
24	Bukhara	Olot	2

#	Region	District	School ID #
25	Bukhara	Bukhara city	39
26	Bukhara	Romitan	12
27	Bukhara	Vobkent	1
28	Bukhara	Olot	7
29	Bukhara	Gijduvon	17
30	Bukhara	Kogon	4
31	Bukhara	Qorakol	19
32	Bukhara	Peshku	1
33	Bukhara	Vobkent	8
34	Bukhara	Kogon	8
35	Bukhara	Bukhara city	7
36	Bukhara	Bukhara district	29
37	Jizzah	Sharof Rashidov	12
38	Jizzah	Gallaorol	73
39	Jizzah	Jizzah city	10
40	Jizzah	Sharof Rashidov	36
41	Jizzah	Zarbdor	1
42	Jizzah	Zomin	50
43	Jizzah	Sharof Rashidov	17
44	Jizzah	Sharof Rashidov	25
45	Jizzah	Mrzachol	18
46	Jizzah	Bahmal	24
47	Jizzah	Arnasoy	1
48	Jizzah	Sharof Rashidov	14
49	Kashkadarya	Qarshi city	41
50	Kashkadarya	Nishon	19
51	Kashkadarya	Kasbi	12
52	Kashkadarya	Kitob	45
53	Kashkadarya	Guzor	34
54	Kashkadarya	Kasbi	4
55	Kashkadarya	Qarshi city	2
56	Kashkadarya	Kasbi	5
57	Kashkadarya	Mirishkor	28
58	Kashkadarya	Mirishkor	3

#	Region	District	School ID #
59	Kashkadarya	Qarshi district	15
60	Kashkadarya	Kitob	26
61	Kashkadarya	Qarshi city	7
62	Kashkadarya	Koson	77
63	Kashkadarya	Shahrisabz	27
64	Kashkadarya	Chiroqchi	32
65	Kashkadarya	Shahrisabz	18
66	Kashkadarya	Muborak	12
67	Kashkadarya	Yakkabog	91
68	Navoi	Hatirchi	20
69	Navoi	Navoi city	6
70	Navoi	Hatirchi	22
71	Navoi	Zarafshon	8
72	Navoi	Konimeh	16
73	Navoi	Qiziltepa	4
74	Navoi	Navbahor	15
75	Navoi	Navbahor	9
76	Navoi	Karmana	21
77	Navoi	Navoi city	5
78	Namangan	Namangan city	4
79	Namangan	Turaqorgon	28
80	Namangan	Uychi	18
81	Namangan	Turaqorgon	25
82	Namangan	Uchqorgon	8
83	Namangan	Chortoq	22
84	Namangan	Uychi	40
85	Namangan	Yangi Namangan	2
86	Namangan	Davlatobod	90
87	Namangan	Yangi Namangan	71
88	Namangan	Chortoq	25
89	Namangan	Turaqorgon	4
90	Namangan	Norin	20
91	Namangan	Turaqorgon	51
92	Namangan	Uychi	39

#	Region	District	School ID #
93	Namangan	Chortoq	23
94	Namangan	Chust	68
95	Samarqand	Samarqand city	71
96	Samarqand	Pastdargom	21
97	Samarqand	Kattaqorgon	9
98	Samarqand	Samarqand city	47
99	Samarqand	Oqdaryo	22
100	Samarqand	Payariq	62
101	Samarqand	Pahtachi	18
102	Samarqand	Pastdargom	8
103	Samarqand	Urgut	81
104	Samarqand	Urgut	121
105	Samarqand	Payariq	74
106	Samarqand	Jomboy	14
107	Samarqand	Pastdargom	75
108	Samarqand	Pahtachi	6
109	Samarqand	Samarqand district	10
110	Samarqand	Toyloq	21
111	Samarqand	Urgut	85
112	Samarqand	Kattaqorgon	20
113	Samarqand	Pastdargom	44
114	Samarqand	Samarqand district	9
115	Samarqand	Urgut	33
116	Surkhandarya	Oltinsoy	10
117	Surkhandarya	Termez city	6
118	Surkhandarya	Denov	84
119	Surkhandarya	Sariosiyo	23
120	Surkhandarya	Shorchi	17
121	Surkhandarya	Sherobod	30
122	Surkhandarya	Denov	72
123	Surkhandarya	Qumqorgon	40
124	Surkhandarya	Qumqorgon	3
125	Surkhandarya	Termez city	22
126	Tashkent region	Olmaliq city	14

#	Region	District	School ID #
127	Tashkent region	Ohangaron	2
128	Tashkent region	Bekobod	3
129	Tashkent region	Angren city	22
130	Tashkent region	Chirchiq city	20
131	Tashkent region	Parkent	56
132	Tashkent region	Tashkent district	18
133	Tashkent region	Tashkent district	23
134	Tashkent region	Boka	21
135	Tashkent region	Quyichirchiq	28
136	Tashkent region	Yangiyol	6
137	Tashkent region	Oqqorgon	23
138	Tashkent region	Olmaliq city	15
139	Tashkent region	Nurafshon city	57
140	Fergana	Oltiariq	7
141	Fergana	Bogdod	39
142	Fergana	Bogdod	8
143	Fergana	Qoqon	11
144	Fergana	Rishton	18
145	Fergana	Quva	2
146	Fergana	Margilon city	24
147	Fergana	Qoqon	23
148	Fergana	Qoqon	33
149	Fergana	Bogdod	18
150	Fergana	Toshloq	7
151	Fergana	Fergana district	55
152	Fergana	Fergana city	26
153	Fergana	Fergana city	27
154	Fergana	Rishton	26
155	Fergana	Buvaida	24
156	Fergana	Fergana city	11
157	Fergana	Oltiariq	29
158	Fergana	Qoshtepa	48
159	Fergana	Uchkoprik	32
160	Fergana	Fergana district	12

#	Region	District	School ID #
161	Fergana	Furqat	25
162	Fergana	Bogdod	31
163	Fergana	Yozyovon	6
164	Fergana	Bogdod	38
165	Khorezm	Bogot	24
166	Khorezm	Urgench district	47
167	Khorezm	Khiva city	12
168	Khorezm	Shovot	40
169	Khorezm	Bogot	92
170	Khorezm	Shovot	37
171	Khorezm	Khiva city	15
172	Khorezm	Yangiariq	22
173	Khorezm	Tuproqqala	2
174	Khorezm	Gurlan	2
175	Khorezm	Bogot	10
176	Khorezm	Khiva city	1
177	Khorezm	Khiva district	7
178	Khorezm	Urgench city	29
179	Sirdaryo	Guliston city	15
180	Sirdaryo	Sardoba	14
181	Sirdaryo	Mirzaobod	5
182	Sirdaryo	Boyovut	52
183	Sirdaryo	Sirdaryo	41
184	Sirdaryo	Guliston city	18
185	Sirdaryo	Hovos	31
186	Sirdaryo	Guliston city	17
187	Sirdaryo	Hovos	12
188	Tashkent city	Yakkasaroy	91
189	Tashkent city	Mirzo Ulugbek	286
190	Tashkent city	Uchtepa	203
191	Tashkent city	Shayhontohur	41
192	Tashkent city	Mirzo Ulugbek	54
193	Tashkent city	Yunusobod	273
194	Tashkent city	Uchtepa	287

#	Region	District	School ID #
195	Tashkent city	Mirzo Ulugbek	120
196	Tashkent city	Mirobod	175
197	Tashkent city	Chilonzor	232
198	Tashkent city	Mirzo Ulugbek	148
199	Tashkent city	Yakkasaroy	118
200	Tashkent city	Olmazor	15

6. Attachment 2. List of project partners to be supported by ADB project

(i) National research institute of professional development and teaching new methodologies to teachers named after A.Avloniy (Institute of Avloniy);
(ii) Republican Education Center (REC);
(iii) Tashkent State Pedagogical University (TSPU);
(iv) National Scientific-Methodological Center for Development of Education under the Presidential Administration.

75. Fourteen regional Teacher in-service training centers (one per each province, Republic of Karakalpakstan and city of Tashkent) (RTSTC):

#	Region	City
1	Karakalpakstan RTSTC	Nukus
2	Andijan RTSTC	Andijan
3	Bukhara RTSTC	Bukhara
4	Fergana RTSTC	Fergana
5	Jizak RTSTC	Jizak
6	Kashkadarya RTSTC	Karshi
7	Namangan RTSTC	Namangan
8	Navoi RTSTC	Navoi
9	Samarkand RTSTC	Samarkand
10	Sirdarya RTSTC	Gulistan
11	Surkhandarya RTSTC	Termez
12	Tashkent city RTSTC	Tashkent
13	Tashkent region RTSTC	Tashkent
14	Horezm RTSTC	Urgench

7. Attachment 3. Grievance Application Forms

Grievance Application Form

Application form	
Name of the applicant _____	
Mobile Phone number: _____	
Email _____ Residence address	
Language for communication: Uzbek Russian Other_____(please clarify)	
Date of application_____	Date of acceptance_____
Please explain the reason for your application in detail. Use additional pages if necessary Provide copies of relevant documents, if available.	
Complainant: Full Name _____ Signature _____ Date _____	Accepted: Full Name _____ Signature _____ Date _____

Grievance Application Log Form

No	Name of compliant	Submitted to	Location/ district/ school #	Complaint submission date	Applicant contact phone	Content of complaint	Comments/ activities	Date of resolution

8. Attachment 4. Checklist for Involuntary Resettlement Screening

Possible consequences of involuntary resettlement	yes	no	Unknown	Comments
Involuntary acquisition of land				
1. Will there be land acquisition?		x		No land required
2. Is the site known for land acquisition?	x			no land acquisition
3. Is the ownership status and current use of the land to be acquired known?	x			Public schools' territory belongs to the state
4. Will the easement be used within the existing right-of-way (ROW)?		x		The entire project is located on the existing land areas of project schools
5. Will there be a loss of housing and residential land due to land acquisition?		x		
6. Will there be a loss of agricultural and other productive assets as a result of land acquisition?		x		
7. Will there be losses of crops, trees and fixed assets as a result of land acquisition?		x		
8. Will there be a loss of business or enterprises due to land acquisition?		x		
9. Will there be a loss of income sources and livelihoods due to land acquisition?		x		
Involuntary restrictions on land use or access to legally designated parks and protected areas				
10. Will people lose access to natural resources, utilities and services?		x		
11. If land use changes, will it have a negative impact on socio-economic activities?		x		
12. Will access to communally or publicly owned land and resources be restricted??		x		
Information on displaced persons: - No displaced persons				
Any estimate of the likely number of people who will be displaced by the project? No				
Anyone who is poor, heads a household or is at risk of poverty? No				
Are there displaced persons from indigenous or ethnic minorities? No				

O. Conclusion

The project construction works planned to be entirely on project schools land. The project will not involve land acquisition nor involuntary resettlement.