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# Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 10-Apr-2023 | Report No: PIDISDSA35721



**BASIC INFORMATION**

**A. Basic Project Data**

Country Kyrgyz Republic	Project ID P180365	Project Name Enhancing Resilience in Kyrgyzstan Second Additional Financing	Parent Project ID (if any) P162635
Parent Project Name Enhancing Resilience in Kyrgyzstan Project	Region EUROPE AND CENTRAL ASIA	Estimated Appraisal Date 17-Apr-2023	Estimated Board Date 22-Jun-2023
Practice Area (Lead) Urban, Resilience and Land	Financing Instrument Investment Project Financing	Borrower(s) Government of the Kyrgyz Republic	Implementing Agency Ministry of Emergency Situations

Proposed Development Objective(s) Parent

The Project Development Objective is to support the Recipient to strengthen its capacity to respond to disasters, provide safer and improved learning environment for children, and reduce adverse financial impacts of natural hazards on the Recipient's budget and population.

Components

- Strengthening Disaster Preparedness and Response Systems
- Improving Safety and Functionality of School Infrastructure
- Enhancing Financial Protection
- Project Management and Monitoring & Evaluation
- Contingent Emergency Response

**PROJECT FINANCING DATA (US\$, Millions)**

**SUMMARY**

<b>Total Project Cost</b>	30.00
<b>Total Financing</b>	30.00
<b>of which IBRD/IDA</b>	30.00
<b>Financing Gap</b>	0.00

**DETAILS**

**World Bank Group Financing**



International Development Association (IDA)	30.00
IDA Credit	30.00

Environmental Assessment Category

B-Partial Assessment

Decision

The review did authorize the team to appraise and negotiate

Other Decision (as needed)

## B. Introduction and Context

### Country Context

**The Kyrgyz Republic is a landlocked and lower middle-income country located in Central Asia between two major mountain systems, the Tien Shan, and the Pamirs.** The country is bordered by Kazakhstan to the north, China to the east, Uzbekistan to the west, and Tajikistan to the southwest. In this highly mountainous country with a population of about 7 million, most people live in the foothills of the mountains, centered around two urban conurbations, the capital Bishkek in the north and between Osh and Jalal-Abad in the Fergana Valley in the west.

**Despite strong economic growth before COVID-19, the Kyrgyz Republic remains one of the poorest countries in the Europe and Central Asia (ECA) region.** With an income per capita at the bottom tercile among countries in the ECA region (with GNI per capita at US\$1,180 in 2020<sup>1</sup>), the Kyrgyz Republic has experienced strong but volatile economic growth, averaging 4 percent per year since 2010. Despite progress in reducing poverty, more than 1.2 million people in the country (20.1 percent of the population) were living below the national poverty line before the 2019 Coronavirus Pandemic (COVID-19).

**The outbreak and aftermath of the COVID-19 pandemic has seriously impacted the Kyrgyz Republic's poverty reduction and socio-economic growth trajectory.** While the country's GDP grew at an average rate of 4.3 percent over the period 2016-2019, the pandemic has resulted in 8.6 percent of real Gross Domestic Product (GDP) contraction, and 40,000 of job losses in 2020. In 2021, the economy rebounded with 3.6 percent growth, although offset by increasing inflation of 11.2 percent driven by high food and fuel prices. The economy is expected to shrink again by 5 percent in 2022-2023, following spillovers from Russia's invasion of Ukraine and sanctions on Russia.

**Furthermore, the impact of Russia's invasion of Ukraine is estimated to be the highest in the Kyrgyz Republic among any other Central Asian countries, significantly contributing to a continued rapid increase in construction costs initially forced by the COVID-19-imposed supply chain disruptions.**

<sup>1</sup> <https://data.worldbank.org/indicator/NY.GNP.PCAP.CD?locations=KG>



Reduced labor income and remittances caused by the pandemic and inflation pushed an additional 700,000 people (11 percent of the population) into poverty in 2020. For a small, landlocked economy that is reliant on services, remittances, and natural resources, the pandemic has had a highly negative effect on the development progress achieved in recent years. Importantly, according to official data<sup>2</sup>, the local construction unitary cost has increased by 70 percent (a factor of 1.7) on average as compared to the pre-2020 unitary costs significantly impacting the construction industry and delaying investments in critical public infrastructure.

**With respect to gender inequality indicators, the Kyrgyz Republic fares better than most of its comparators, but challenges remain in some areas.**<sup>3</sup> Scores on international gender indexes are relatively high for education and health but low for political empowerment and some aspects of economic participation and opportunities, such as labor force participation and earned income.<sup>4</sup> While more women than men attend secondary professional vocational schools and universities, there is a gender divide in terms of specializations at the tertiary level, which is later reflected in the labor market. Women are less likely to be employed and, when employed, they earn on average 30 percent less than men. Further actions are also needed to enhance women's participation in civic and political activity, especially at the local level.

#### Sectoral and Institutional Context

**The Kyrgyz Republic is exposed to various types of natural hazards, including earthquakes, floods, landslides, mudflows, avalanches which are undermining hard-won development gains, exacerbating poverty in vulnerable groups, and preventing economic growth.** Among these hazards, earthquakes share the largest proportion of potential economic losses. According to a recent Central Asia regional multi-peril risk assessment conducted by the World Bank<sup>5</sup>, the average annual loss associated with direct damage to residential and commercial buildings, education and healthcare facilities, and transport infrastructure are expected to exceed US\$191 million, and that for fluvial flood is estimated to be approximately US\$91-95 million (in the defended and undefended case correspondingly). Furthermore, the effects of climate change are exacerbating the threat posed by weather-related disasters, such as floods, landslides, and mudflows in the country. Changing climate hazards in terms of increasing temperatures and uncertainty in future water discharge are bound to affect the country's sustainable development path over the next decades and are expected to lead to increasing risks to natural disasters.

**While the Kyrgyz Republic has a low contribution to global greenhouse gas emissions, building climate resilience is a key priority.** The country ranks as the third-most vulnerable country to climate change among the countries in the ECA region. Studies have shown a noticeable increase in the forecasted frequency of various types of hazards such as floods, mudflows, avalanches, heavy rain, hail, and snow

<sup>2</sup> The State Agency for Architecture, Construction, Housing and Communal Services (SAACHCS), as of August 2022

<sup>3</sup> The Country Partnership Framework (CPF) for the Kyrgyz Republic (FY19–22) (Report No. 130399-KG).

<sup>4</sup> World Economic Forum. 2019. *Global Gender Gap Report 2020*. Cologny/Geneva, Switzerland: World Economic Forum.

<sup>5</sup> World Bank. Forthcoming. 2023. *Regionally consistent risk assessment for earthquakes, floods and selected landslide scenario analysis for Strengthening Financial Resilience and Accelerating Risk Reduction in Central Asia*. Washington, DC: World Bank.



fall.<sup>6</sup> The Government of the Kyrgyz Republic (GoK) is committed to the Paris Agreement, ratifying it within the United Nations Framework Convention on Climate Change (UNFCCC) in 2019, and set forth adaptation and mitigation actions in its Nationally Determined Contribution (NDC) prepared in 2015. The 2015 NDC defined measures which the country will take on adaptation, reduction of greenhouse gas emissions and the financing of these activities. The target indicator of adaptation measures is the prevention of US\$1,230,800 (in 2005 US\$) worth of losses that could be caused by the adverse effects of climate change on the population, economy, and environment. For mitigation, the plan is to reduce greenhouse gas emissions by 11.49 to 13.75 percent below the Business-as-Usual (BAU) scenario by 2030, and in the range of 12.67 to 15.69 percent below the BAU scenario by 2050. Further, to strengthen resilience to natural or man-made disasters and to ensure progress towards the Sendai Framework for Disaster Risk Reduction, the country has adopted the “Concept of Comprehensive Protection of the Population and Territory of the Kyrgyz Republic Against Emergency Situations (2018–2030)”.

**Among the sectors exposed to earthquakes, the education sector is a high priority because school buildings are the asset most vulnerable to earthquakes.** The Kyrgyz Republic has almost 4,000 schools and preschools and over 1 million students exposed to earthquakes. Based on an earthquake scenario assessment supported by the World Bank<sup>7</sup>, for a return period of 475 years, the education sector can undergo economic losses of about 26 percent of its school portfolio value and 1.1 percent of the total school occupants (students, teachers, and staff) can die as a result of the collapse of school buildings. Both estimates are the highest among all sectors including housing and health. This high seismic vulnerability can be explained by multiple factors including the following: (a) most of the existing school buildings were built more than 50 years ago, and their condition is generally poor because of lack of adequate maintenance, (b) the design and construction regulations in the country at the time of construction of most of the existing schools did not address the potential brittle failure of some components of the buildings when subjected to earthquakes, and (c) many vulnerable non-engineered community-built school buildings exist in rural areas.

**The GoK, through its initiatives and the support of the Enhancing Resilience in Kyrgyzstan (ERIK) Project has been advancing the agenda to make schools sustainable, resilient, inclusive and learning-oriented nationwide.** This agenda is also supported by the government at the national level through introduction of the State Program on Safer Schools and Preschools 2015–2024.<sup>8</sup> This Program aims to address the high seismic vulnerability in the education sector and to improve the safety of all schools and preschools by 2024. In addition, there have been updates to building regulations, such as the new seismic code (SN KR 20-02:2018) adopted in late 2018, which applies performance-based engineering in the design of infrastructure for the first time in the country, and the preparation of guidelines on school retrofitting.

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<sup>6</sup> UNEP (United Nations Environment Programme), GEF (Global Environment Facility), and Government of Kyrgyz Republic. 2016. *Third National Communication of the Kyrgyz Republic under the UN Framework Convention on Climate Change*. Bishkek: UNEP, GEF, and Government of Kyrgyz Republic.

[https://unfccc.int/sites/default/files/resource/NC3\\_Kyrgyzstan\\_English\\_24Jan2017.pdf](https://unfccc.int/sites/default/files/resource/NC3_Kyrgyzstan_English_24Jan2017.pdf).

<sup>7</sup> World Bank. 2017. *Measuring Seismic Risk in Kyrgyz Republic: Seismic Risk Reduction Strategy*. Washington, DC: World Bank. <http://documents.worldbank.org/curated/en/689251517034023101/Measuring-seismic-risk-in-Kyrgyz-Republic-seismic-risk-reduction-strategy>.

<sup>8</sup> The State Program on Safer Schools and Preschools of the Kyrgyz Republic 2015–2024 was established by the Government in 2015; this work was based on a countrywide vulnerability assessment of schools conducted with the support of the United Nations Children’s Fund (UNICEF).



### C. Proposed Development Objective(s)

#### Original PDO

The Project Development Objective is to support the Recipient to strengthen its capacity to respond to disasters, provide safer and improved learning environment for children, and reduce adverse financial impacts of natural hazards on the Recipient's budget and population.

#### Current PDO

There is no change to the PDO, which remains as “to strengthen Recipient’s capacity to respond to disasters, provide safer and improved learning environment for children, and reduce adverse financial impacts of natural hazards on the Recipient's budget and population.”

#### Key Results

- Population covered by improved emergency preparedness and response systems in the country (Percentage)
- Landslides of highest risks are monitored and have an associated emergency plan (Percentage)
- Availability of functioning and mission-ready firefighting apparatus is increased (Percentage)
- Firefighting vehicles response travel times in both urban and rural areas are decreased (Percentage)
- Students (disaggregated by gender) having access to safer and resilient school facilities (Number)
- School facilities with improvements in functional conditions (fraction of total number of school facilities with improved safety and resilience) (Percentage)
- Reinsurance program introduced (Yes/No)
- New fully equipped and functional intensive care beds financed by the project (Number)
- Designated hospitals with personal protection equipment, infection control products, medical supplies and consumables, without stock-outs in preceding two weeks (for two years following CERC activation) (Number)

### D. Project Description

The parent project and its AF1 consist of the following components:

Component 1 (Strengthening Disaster Preparedness and Response Systems) aims to strengthen the disaster preparedness and response systems of the Kyrgyz Republic to reduce the negative impacts from disasters the country is exposed to, primarily by expanding the crisis management systems to cover the whole country and by increasing the capacity to monitor hazards so that decision makers can prepare for possible hazard impacts.

Component 2 (Improving Safety and Functionality of School Infrastructure) aims to improve the safety and functionality of existing state school infrastructure by supporting the Government in the implementation of the State Program on Safer Schools and Preschools. Specifically, Component 2 aims to (a) maximize the number of school children protected from earthquakes by implementing cost-effective interventions which are primarily intended to protect lives and enhance safety; (b) reduce economic losses and minimize disruptions in the normal operation of schools and the education service caused by earthquakes; (c) improve functional conditions and learning environment of schools, including water and sanitation and energy efficiency (and further includes promoting the use of indoor toilets in schools, recreational areas, improved fire safety, enhanced accessibility to children with disabilities, and gender-oriented provisions, among others); and (d) develop capacity in the education sector to undertake



implementation of the State Program on Safer Schools and Preschools to scale. aim to retrofit or reconstruct schools to improve safety against earthquakes accompanied by functional improvements and climate-resilient design.

Component 3 (Enhancing Financial Protection) aims to turn the State Insurance Organization (SIO) into a professional, modern insurance organization capable of effectively implementing and managing the mandatory disaster insurance program for private residential property at a national scale.

Component 4 (Project Management and Monitoring & Evaluation) supports operating costs of the Project Implementation Unit (PIU) in the implementation of the project activities in an efficient and transparent manner and build the institutional capacity to sustain the implementation of the project beyond the life of the project. The component covers technical, safeguards and fiduciary aspects for project implementation and project management support, including monitoring and evaluation and reporting.

Component 5 (Contingent Emergency Response) aims to improve the Kyrgyz Republic's capacity to respond to disasters. Following an eligible crisis or emergency, the recipient may request the World Bank to reallocate project funds to support emergency response and reconstruction, based on the provisions laid out in the Project Operational Manual (POM).

Building on the ongoing original project and AF1, the proposed AF2 will not change the content and the scope of the project. It will fill a shortage of funds allocated for the project activities, which occurs as a result of rising costs of building materials and construction services in the Kyrgyz Republic by almost 1.7 times. The AF2 will allow finalization of the full range of reconstruction and new building works for 10 schools selected under the main project and 30 schools selected within AF1. In this respect, the content and scope of previously planned activities will not change, and no new environmental and social risks are expected. These are largely construction-related risks including health and safety aspects of building users and workers and storage and disposal of large construction debris generated from demolished old school buildings. Maintaining environmental and public health at the project beneficiary schools during operation phase will depend on the sanitary and water supply conditions in renovated and new buildings and ventilation and fire protection facilities.

The outcomes of the project aim to go beyond improving safety and quality of a batch of priority schools. It provides the foundation to inform the design of a long-term national strategy which can be scaled-up and implemented in schools countrywide. Thus, the evaluation of environmental and social sustainability of the project investments will be prioritized from strategic perspective and long-term vision is critical to accelerate safer school policies and facilitate long-term engagements.

The environmental and social management and monitoring system of the project remain the same as the original project. The PIU has hired a team of three environmental and social safeguards specialists, who are responsible for the project implementation in different parts of the country, and a senior safeguards specialist supervising the team's working plan. The environmental and social (E&S) performance of the project has been rated satisfactory. In addition to the Environmental and Social Management Framework (ESMF) and Resettlement Policy Framework (RPF), the POM, approved by the World Bank, includes the necessary E&S due diligence protocols for adequate application of safeguards triggered by the project. The E&S screening for all 40 schools was carried out and Environmental and Social Management Plans (ESMPs) for ten of them were developed, agreed upon with the World Bank, and considered in the design



estimates as part of the original project. So far, no physical works under Component 2 have been taken up, and necessary surveys and designs for 30 schools under AF1 are currently under preparation.

**E. Implementation**

The institutional and implementation arrangements remain the same as the original project.

**F. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)**

Selected schools are located in different regions of the country, in towns and rural areas, including remote areas. These factors should be considered when developing traffic safety plans, allocating areas for temporary waste storage and disposal, planning for construction camps, and deciding on the seasonality/ timing of the civil works. The schools will be primarily located in populated areas with no nearby significant biodiversity areas, natural parks or natural habitats, or cultural heritage. However, possible interaction with sensitive ecosystems, such as rivers and mountains, which typically surround rural schools in the target regions, could be expected and have been considered at the environmental screening stage, which helped to properly select ten schools under the original project and 30 schools under AF1. Most schools need to be connected to central heating systems. Coal boilers are often used, and to a lesser extent, electric heating due to higher running costs and power outages. In rural areas, the gas supply is minimal; therefore, specific attention must be given to alternative energy sources or combined heating systems (electricity/coal/gas) in the longer term. Most schools have very old and poorly functioning water supply, sewerage systems, and outdoor toilets for students and staff in bad sanitary conditions. The new and retrofitted facilities should consider hygienic requirements, especially in areas with high groundwater.

**G. Environmental and Social Safeguards Specialists on the Team**

Lulwa N GH H Ali, Environmental Specialist  
Syrge Asanalieva, Social Specialist

**SAFEGUARD POLICIES THAT MIGHT APPLY**

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	The Project Component 2 will include reconstruction and/or retrofitting of the educational facilities





identified from each structural typology from geographical areas at greatest disaster risk. It will also include civil works aimed at energy efficiency improvement. These activities usually include replacement of doors and windows, retrofitting of walls, foundations and roofing with additional structural elements, replacement of roofs. Such activities are associated with certain health, safety and environment risks including dust, noise, and vibration, generation of construction waste including hazardous waste (asbestos containing materials), occupational health and safety hazards such as works at height and in confined spaces. Not all the sites are known at the time of the project preparation. Therefore, an Environmental and Social Management Framework was prepared, and site-specific Environmental and Social Management Plans (ESMPs) will be prepared to manage these risks and impacts.

Performance Standards for Private Sector Activities OP/BP 4.03	No	Not applicable to project.
Natural Habitats OP/BP 4.04	No	The existing foot print and access roads will be used for civil work purposes. None of the sites is located near the natural habitats.
Forests OP/BP 4.36	No	The project will not involve any activities related to forestry. None of the sites is located close to the forests.
Pest Management OP 4.09	No	Project interventions will not include those related to agriculture or transportation and purchase of agricultural chemicals.
Physical Cultural Resources OP/BP 4.11	No	The parent project didn't trigger OP4.11. The existing footprint will be used for construction purposes. Schools were built in 1960s, 70s, and 80s and are not an architectural heritage. The ESMF includes Chance Find Procedure should any unknown cultural resources be encountered during works.
Indigenous Peoples OP/BP 4.10	No	Not applicable for the Kyrgyz Republic.
Involuntary Resettlement OP/BP 4.12	Yes	The reconstruction/retrofitting of educational facilities will be carried out within existing footprints without any particular need for land acquisition. Nevertheless, OP 4.12 on Involuntary Resettlement is triggered as a precautionary measure in case of some temporary minor land acquisition, structure relocation or loss of income related to the project



		activities. A Resettlement Policy Framework (RFP) was prepared and disclosed for the parent project.
Safety of Dams OP/BP 4.37	No	None of the facilities that are to be rehabilitated/reconstructed, newly constructed under the project will be located by the side of the rivers downstream of the existing or planned dams, or will depend on dam performance and functionality.
Projects on International Waterways OP/BP 7.50	No	The project will not affect any rivers.
Projects in Disputed Areas OP/BP 7.60	No	Not applicable for Kyrgyz Republic.

## KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

### A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

The proposed additional financing (AF2) will fill a financing gap within the existing scope of the Project. Activities to be implemented, including the scaled-up activities under the AF1, and they are: (i) replacement of existing buildings with new, safer buildings or (ii) seismic retrofitting of existing buildings; (iii) energy efficiency improvements, such as replacement of windows/doors and insulation of the existing building; (iv) interventions to ensure basic hygiene and sanitation conditions by providing water supply, and toilet facilities, (v) improvement of the heating and ventilation systems are expected to be improved, including replacement/repair of boilers and heating network, and (vi) renovation of sports gyms with proper facilities.

The safeguard policies triggered for the parent project and the implementation arrangements remain the same as the original project, which was assigned environmental category “B” based on the OP 4.01 Environmental Assessment. The environmental risks are expected to be site-specific, moderate, and short-lived, with low to moderate probability and severity of harm. Most of the works (retrofitting or new construction) are expected to be within the premises of the existing school territory. They will be implemented with consideration to limit the disruption to the teaching and learning process. For the new construction, the environmental impacts are expected to be relatively larger scale compared with retrofitting works, as in the former case existing schools to be dismantled, thus creating more dust and noise and more waste generation; in some cases, it needs land acquisition and resettlement, as well as health and safety issues from construction activities. Improper restoration of construction sites after the works completion also poses a risk that needs to be managed throughout the project.

The environmental and H&S sustainability aspects during the operation of the renovated and constructed schools relate to the sanitary and water supply conditions and ventilation and fire safety. To ensure the supply of safe drinking water to the students and teachers, the designs will ensure that the water source for water supply and sanitary facilities is safe and that water resources are used efficiently. Safety aspects will also be considered in the school's designs. In general, the expected environmental impacts include improper care, handling, and storage of construction materials and waste, generation of excessive noise and dust, vibration, health impacts related to handling and inadequate disposal of asbestos- or mercury-containing material, as well as occupational health and safety hazards, such as working at height and in confined spaces. These potential issues have been adequately discussed in the ESMF



prepared for the project, along with guidance on their mitigation. To prevent environmental pollution of soil and groundwater by wastewater, new water supply and toilet systems need proper sewerage (septic) systems.

The environmental and safety risks associated with the existing outdoor toilets should be appropriately managed through emptying, disinfection, dismantling, closing, or fencing to prevent student access. Renovation or construction of a new heating system should consider alternative options to coal-based boilers, such as electricity or gas. As some schools practice cultivating the gardens within their premises, gardens must be reallocated and restored adequately after completing the works. The environmental and social management plans will include student and community health and safety measures. To address the above issues, the client updated the environmental and social management framework (ESMF) developed for the original project and AF1. The scope of this ESMF is country-wide and covers all regions, including the proposed AF2 activities areas.

The Project has triggered the World Bank Operational Policy on Involuntary Resettlement (OP 4.12). The reconstruction/retrofitting of educational facilities will be carried out within existing footprints without any particular need for land acquisition. Nevertheless, OP 4.12 on Involuntary Resettlement is triggered as a precautionary measure in case of some temporary minor land acquisition, structure relocation or loss of income related to the project activities. The Resettlement Policy Framework adopted for the parent project and updated for the AF1 will be applicable for the AF2. The current social risk is rated 'Moderate.' and the social safeguards compliance remains 'Satisfactory' for the ongoing project. Currently, no civil work under Component 2 has commenced. The social reports for ten schools under the parent project have been prepared as part of the feasibility studies, and the design work with surveys for 30 schools under AF1 is ongoing. The Environmental and Social Management Plans (ESMP) for ten schools are being finalized. As agreed, in case of potential involuntary resettlement impacts, the site-specific ESMP will include an Abbreviated Resettlement Action Plan (A-RAP), which shall be implemented before starting any civil works within the subproject.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area: In the long term, the project activities would have positive impacts on the environment and people's health due to safer schools, reduced exposure to hazardous substances such as asbestos, access to safe water, modern sanitary facilities, and proper heating. In some cases, where existing premises are insufficient for constructing a new school, the land acquisition may be required. Such land acquisition may affect agricultural land, and proper resettlement measures, including compensation, will be carefully studied in each case. Indirect impacts may include road safety issues related to construction works and temporary relocation of the students to other existing schools in other parts of the village or even other villages in cases where the project school does not have premises for temporary relocation. Such risks should be properly addressed in traffic safety plans and monitoring, as well as potential arrangement of transportation for students, who have to temporarily study at remote schools.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts. School retrofitting/new construction alternatives will be determined at the design stage and reflected in design documentation, considering safer and more efficient options. The final retrofitting/new construction decision will consider potential environmental and social impacts, cost-effectiveness, and safety. In case of replacement/renovation of the heating supply system, alternatives to coal-based heating should be thoroughly studied and considered for longer-term prospects, for instance, combined system 'coal-gas-electricity,' as the government has plans to provide gas supply in all rural areas in mid-and long-term. However, the preferred option would be coal-free heating to minimize CO2 emissions and protect air quality.



4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.

The client has a well-functioning PIU, which includes a team of three (3) safeguard specialists: an experienced senior safeguard specialist (supervisor) hired at the central office in 2019 and two safeguard specialists (assistants) for particular work in the regions as was required under the POM. Further, if it becomes challenging for the above safeguards specialists to monitor the project, the Client and the Bank will review the need to strengthen the safeguards team further. The technical supervision engineers (firm or individual) to be hired by PIU will also closely monitor the environmental performance of the contracts regularly, as they will be present on sites. The safeguard performance is satisfactory, and all agreements with the Bank are fulfilled timely. Physical works under Component 2 have yet to start. However, all safeguard tools, including ESMPs, Pupil Displacement Plans (PDPs, where relevant), and monitoring plans for the first 10 schools, are prepared and agreed upon with the Bank. Furthermore, to enhance safeguards capacity for field engineers and contractors involved in Component 2, the Client will prepare Environmental Safeguards Training Modules to provide necessary training.

The Client prepared ESMF under the parent project, which was revised under AF1. Besides describing expected environmental and social impacts from the anticipated works, the ESMF defines the environmental screening and assessment process for site-specific interventions and outlines the requirements for and the template of the site-specific ESMPs. The ESMF is an integral part of the project POM. As the ESMF remained the same, except for updating the introduction section to explain the need for the AF2, new public consultations were unnecessary. The Client updated the ESMF and re-disclosed it on the PIU website (Ministry of Emergency) on February 20th, 2023. The client has prepared site-specific ESMPs and Monitoring Plans for ten schools under the original project and completed the environmental and social screening for 30 schools under the AF1. The site-specific environmental management and safety measures to be prepared following the project ESMF should be included in the bidding documents draft contracts.

The Resettlement Policy Framework adopted in the parent project and updated for the AF1 will apply to the AF2. The RPF: (i) defines the scale of potential impacts (temporary or permanent) on the possible use of land by the project, access to the land, buildings/structures, and sources of income; (ii) describes in detail the legal framework for land acquisition; (iii) determines the mechanisms of compensation or assistance, resettlement procedures, eligibility criteria for compensation to the resettled population, methods of assessment; (iv) specifies the compensation entitlements, describes the processes of implementation, disclosure, dissemination of information and consultation procedures; and (v) sets the grievance redress and monitoring arrangements. The RPF will be used as a tool to determine whether any impact will result from project activities and to prepare the Resettlement Action Plans during the implementation of the ERIK project, including additional financing.

The GRM was developed for the entire project and activities, including additional financing. The project has established a two-tier GRM system with GRCs established at both central and sub-project levels. The current GRM provides flexibility and accessibility to use through various channels (i.e., hotlines, written appeals or inquiries to the PIU, in-person inquiries or meetings with stakeholders for those who complain, and electronic submission of inquiries). In addition to complaints, project-level GRM also accepts inquiries and recommendations on the project activities. The PIU maintains a grievance log of all inquiries and complaints received. In total, 464 inquiries have been registered and responded to in relation to Component 2 (main and additional funding) to date. Most inquiries are related to the school's construction works and the provision of other blocks/facilities.

The risks related to gender-based violence (GBV) will be assessed throughout the lifetime of the project, taking into account both the broader country context, as well as risks posed by project activities specifically. Assessment of the



local capacity to respond and prevent GBV risks posed by the project will also be done in order to identify the availability of safe and ethical service provisions for survivors. The project reporting will include information not only on the status of safeguards issues but also on any evolving GBV risks that may occur as a result of works and construction activities during implementation.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

Under the parent project, ESMF and RPF documents were disclosed in the local language, and public consultation was held with the key stakeholders, interest groups, and NGOs in March 2018. As the AF1 was a scale-up activity, the original ESMF was revised, updated, and consulted with stakeholders on March 5th, 2020, and re-disclosed on the Ministry of Emergency Situations' website on March 24th, 2020, and by the Bank on March 23rd, 2020. ESMF was also updated to reflect activities under the Contingent Emergency Response Component, triggered on April 1, 2020, to respond to the COVID-19 emergency. The latest updated ESMF was re-disclosed on the Ministry of Emergency Situations' website on April 29, 2020, and by the Bank on April 29, 2020. As the proposed AF2 does not scale up or change the scope of project activities and is only limited to filling the financial gap, the current ESMF introduction part was updated to reflect the AF2, and no new public consultations were needed. The Client has re-disclosed the latest updated ESMF on the PIU website (Ministry of Emergency) and submitted the same for the Bank disclosure on February 20th, 2023. The client has already prepared site-specific ESMPs and Monitoring Plans for ten schools under the original project and completed the environmental and social screening for 30 schools under the AF1; site-specific ESMPs for the above screened 30 schools will be prepared on due time.

**B. Disclosure Requirements (N.B. The sections below appear only if corresponding safeguard policy is triggered)**

Environmental Assessment/Audit/Management Plan/Other		
Date of receipt by the Bank	Date of submission for disclosure	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors
26-Feb-2018	24-Mar-2018	
<b>"In country" Disclosure</b>		
Kyrgyz Republic		
02-Mar-2018		
Comments		
<b>Resettlement Action Plan/Framework/Policy Process</b>		
Date of receipt by the Bank	Date of submission for disclosure	
26-Feb-2018	24-Mar-2018	



### "In country" Disclosure

Kyrgyz Republic

02-Mar-2018

Comments

**If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.**

If in-country disclosure of any of the above documents is not expected, please explain why:

### **C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting) (N.B. The sections below appear only if corresponding safeguard policy is triggered)**

#### **OP/BP/GP 4.01 - Environment Assessment**

Does the project require a stand-alone EA (including EMP) report?

If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?

Are the cost and the accountabilities for the EMP incorporated in the credit/loan?

#### **OP/BP 4.12 - Involuntary Resettlement**

Has a resettlement plan/abbreviated plan/policy framework/process framework (as appropriate) been prepared?

If yes, then did the Regional unit responsible for safeguards or Practice Manager review the plan?

Is physical displacement/relocation expected?

Is economic displacement expected? (loss of assets or access to assets that leads to loss of income sources or other means of livelihoods)

#### **The World Bank Policy on Disclosure of Information**

Have relevant safeguard policies documents been sent to the World Bank for disclosure?



Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?

### **All Safeguard Policies**

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

Have costs related to safeguard policy measures been included in the project cost?

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

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**APPROVAL**

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