

# Draft Initial Environmental Examination

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## Kyrgyz Republic: School Education Reform Sector Development Program

Prepared by the Ministry of Education and Science of the Kyrgyz Republic for the Asian Development Bank.

## CURRENCY EQUIVALENTS

(as of 08 July 2022)

Currency unit	–	som (Som)
Som1.00	=	\$0.0150
\$1.00	=	Som80.0220

## ABBREVIATIONS

ADB	–	Asian Development Bank
ACM	–	asbestos-containing materials
DDPSSES	–	Department of Disease Prevention and State Sanitary and Epidemiological Surveillance
EIA	–	environmental impact assessment (OVOS is the national acronym)
EIS	–	environmental impact statement
EMP	–	environmental management plan
GOST	–	state standard
GRM	–	grievance redress mechanism
IEE	–	initial environmental examination
ILO	–	International Labour Organization
KAE	–	Kyrgyz Academy for Education
LFP	–	local focal point
LSGB	–	local self-government body
MES	–	Ministry of Education and Science of the Kyrgyz Republic
PAP	–	project affected person
PIU	–	project implementation unit
PPE	–	personal protective equipment
SDW	–	solid domestic waste
SEER	–	state environmental expert review
SESSDP	–	strengthening education system sector development project
STEM	–	science, technology, engineering, and mathematics

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## EXECUTIVE SUMMARY

### Introduction

To assist the Government, the Asian Development Bank (ADB) has launched the “School Education Reform Sector Development Program” (SERSDP). The objective of the Program is to improve the ability of the school education system to prepare graduates with subject knowledge, and competencies.

The project outcome will be achieved through the following three outputs:

**Output 1: Quality and relevance of curricula with priority on interdisciplinary approaches improved.** The policy-based grant component will support the government to (i) revise the state standard of general school education and subject curricula; (ii) gradually implement new 12-year subject curricula; and (iii) set up a regulatory framework for curriculum development. The project component will help to (i) strengthen the capacity of Kyrgyz Academy of Education (KAE) and Ministry of Education and Science of the Kyrgyz Republic (MES) textbook assessment unit; (ii) build capacity of the curriculum developers (both institutions and individual experts); (iii) design and implement a step-by-step model for curriculum development review and approval; and (iv) revise the curricula for grades 6–12.

**Output 2: Quality of teaching improved.** The policy-based grant component will support the government to i) revise the teacher salary structure to incentivize better performance and continuous development; (ii) approve the teacher professional standards; (iii) revise pedagogical university education standards; and (iv) introduce a fast-track teacher qualification program in universities to bring in mid-career professionals into teaching. The project component will (i) help to upgrade pedagogical programs in universities; (ii) launch INSETT school management and instructional leadership training program and (iii) train 10,000 teachers to implement the revised curriculum in schools with a focus on language and science, technology, engineering, and mathematics (STEM).

**Output 3: Network of innovative schools strengthened.** The policy-based grant component will support the government to (i) expand the network of innovative schools with considerable administrative, academic and financial autonomies. The project will (i) rehabilitate 23 innovative schools and KAE; (ii) upgrade the STEM and information and communication technology (ICT) equipment of 23 new and 30 existing innovative schools and provide laboratory equipment to 220 cluster schools; (iii) design and implement a training program on school management, instructional leadership, and communication for school managers/principals of innovative schools, and (iv) train innovative schools’ and district education managers on effective networking.

This draft initial environmental examination (IEE) with environmental management plan (EMP) covers the subproject of School #3 in Sokuluk village, Chui oblast under output 3, it is based on preliminary design and in accordance with the methodology and requirements of ADB SPS, 2009. This Draft IEE will be updated based on detailed engineering design and to include the remaining schools per scope of Package CW-I-1. The Updated IEE will be submitted to ADB for review and disclosure and will be included in the bid and contract document of Package CW-I-1. No new construction is required as the civil works will take place within existing school building.

Based on the anticipated scope of works to be undertaken, the project has been assessed as category B per ADB Safeguard Policy Statement (SPS, 2009). This categorization has been made on the basis that although the project includes civil works, these are relatively small

scale in nature, site-specific, temporary, and will be carried out on the existing school land. This triggers the requirement for an IEE.

### **Key Findings – Baseline Environment**

School #3 in Sokuluk village was built in 1980 and provides continuous primary, general basic and secondary basic education with in-depth study of science and mathematics in the Kyrgyz and Russian languages. The charter of the educational institution is registered by the Ministry of Justice of the Kyrgyz Republic (Registration Number 107605-3308-Y-e, series GPR No. 0088034). The school has the status of a lyceum school.

This school was nominated to be an innovative school to be supported under the Program by the Selection Committee as established by Decision of the MES. The project will be implemented within the existing school premises, the area of influence will be limited the proposed works will involve repair and rehabilitation of the existing school building.

Site visits and screening confirmed that there are limited flora and fauna at the site, with common urban trees (pine, spruce, birch, elm) being the dominant species observed. There are no natural water bodies within the area of influence.

Two options have been considered for the subproject of School #3 in Sokuluk village, Chui oblast: (i) “No Project” (business-as-usual) option; (ii) “School Repair” option as set out in the preliminary design. The preferable option is the repair of the school, as it will improve the sanitary and hygiene situation at school, provide access for children with disabilities, and enable installation of modern equipment in the school’s classes to achieve the objectives of the government’s “Innovative Schools” strategy for the improvement of educational quality and performance.

As part of repair works the old plumbing equipment (bathrooms, sinks, partial replacement of pipes) and obsolete electrical equipment will be removed; floor coverings and windows will be replaced and wooden surfaces will be painted; other types of civil works will be performed. A summary of proposed works is presented in Table 9.

Consultation will be required throughout project implementation. A stakeholder engagement and communication plan will also be developed to define who needs consulting and project information, and when and how this information must be delivered.

The project will follow ADB’s disclosure requirements. A copy of the the IEE and the EMP, translated into an appropriate local language, will be held at the project implementation unit (PIU) office and on each school. The Final IEE and EMP and any updates required during implementation will be disclosed on ADB’s website.

### **Consultation and disclosure**

ADB’s SPS 2009 requires any project to carry out meaningful consultation with affected people. Following analysis of (i) site specific locations, and (ii) the scale and scope of the works, ‘affected people’ in the context of the project are primarily teachers staff working in and around the schools which will be subject to both the civil works and operational impacts. Therefore, meaningful consultations for this IEE focused on the school staff, in order to understand the construction impacts of the project on the school children and to understand any relevant operational issues. Consultations were held on 11 May 2022; a summary of the consultation results is in Annex 2.

## **Grievance Redress Mechanism**

A robust grievance redress mechanism will be established. It will ensure that all unplanned impacts which cause grievances for affected people are managed swiftly and a satisfactory outcome brought about. The mechanism will cover environmental and social impacts and will be administered by the PIU with support from safeguard specialists.

The IEE environmental baseline showed that the project works will not be conducted at sites which are close to or within nationally or internationally protected areas or key biodiversity areas. The sites are generally in highly modified urban environments with no significant flora or fauna species in the vicinity. This was confirmed by site visits.

Impacts will arise during implementation resulting from civil works activities which will generate nuisance impacts such as noise, dust, and vibration. Impacts will be minor, not significant very localized as most of the project works will take place within existing buildings and will be short term during the civil works phase only. The impacts will be managed to appropriate levels, particularly by good construction practice and the use of personal protective equipment and training for the civil works contractors.

## **Environmental Management Plan Implementation, Monitoring and Reporting**

The EMP requires good quality and regular communication with the schools management and planning activities to ensure that sensitive receptors are disturbed as little as possible.

The EMP includes: (i) mitigation measures for the design and implementation phases; (ii) an environmental monitoring program; (iii) implementation arrangements for mitigation, monitoring and reporting; (iv) public consultation and disclosure; and (v) a grievance mechanism. The EMP, and compliance with its provisions, will be included in the tender and contract documents for all civil works conducted under the Program.

An environmental monitoring plan was developed to control the implementation of the measures envisaged in the EMP. The monitoring plan stipulates monitoring parameters, the frequency of monitoring and institutional responsibility.

The EMP, if implemented as directed, will mitigate impacts on the natural environment and affected people to an acceptable level. The EMP includes measures to minimize any potential impacts due to the proposed activities. The implementation of mitigation measures during the civil works will be the responsibility of the contractor. Therefore, the required environmental mitigation measures will have to be clearly defined in the bidding and contract documents, and appropriately qualified environmental staff retained by the contractor to supervise EMP implementation.

Reporting requirements in the EMP include monthly progress reports from the contractor, quarterly site visit monitoring reports from the PIU environmental specialist. Also, ADB's semi-annual environmental monitoring report will be prepared and submitted by Ministry of Education (MES) to ADB which will summarize the key environmental safeguard progress, updates, and any other issues relevant.

The monitoring requirements are based on observation and discussion with potentially affected people; ambient air quality sampling and noise monitoring will take place only when valid issues are raised or when the project staff have observed a potential issue. Semi-environmental monitoring report will be submitted to ADB starting loan effectivity date until the Project Completion Report is issued



**Figure 1. Sokuluk school\_Google Map 2**



Source:

[https://google-earth.gosur.com/?gclid=CjwKCAjwkYGVBhArEiwA4sZLuEEF5fkYUXZEsp3qpQft6Vnrxhink3pKHVzBwRxg5-2bn340orx9GhoCtgMQAvD\\_BwE&ll=42.846385474109894,74.29016298819977&z=17.680829407074228&t=satellite](https://google-earth.gosur.com/?gclid=CjwKCAjwkYGVBhArEiwA4sZLuEEF5fkYUXZEsp3qpQft6Vnrxhink3pKHVzBwRxg5-2bn340orx9GhoCtgMQAvD_BwE&ll=42.846385474109894,74.29016298819977&z=17.680829407074228&t=satellite)



## I. INTRODUCTION

### A. Basis and Rationale for the Project

1. The Government of the Kyrgyz Republic recognizes the importance of education for economic and social development and political stability in the country, and the need for investment in education. However, despite past efforts to renew the physical infrastructure, the conditions in many schools remain unsatisfactory. This includes, among others, heating, sanitary conditions, furniture, and basic equipment of science, technology, engineering, and mathematics (STEM) classrooms. Investments in the above areas are globally recognized to lead to improved learning outcomes.

2. The public budget expenditure pattern demonstrates the social orientation of the national budget policy. Over the past 5 years, more than 50% of expenditures were spent on average for the social and cultural sectors, including education, health care, social protection, housing and utilities services, recreation, culture and religion. The financing for the social and cultural sectors in 2019 was more than Som91,443,551, exceeding the level of 2015 by 1.4 times.

3. Expenditures on education have remained a priority item in social and cultural expenditures for five years. In the last five years, the share of expenditures allocated to education in the national public budget expenditures has been quite significant, accounting for approximately one-fifth of all expenditures.

4. The country's experience in reforming school education highlights the importance of well-coordinated, long-term and gradual efforts. The Ministry of Education and Science (MES) recognizes that the country needs a more holistic approach to development in order to build the sustainable and flexible school education system needed to accelerate improvements in student learning outcomes.

5. Kyrgyz Republic has adopted a number of strategic documents that define the conceptual framework of education development policy, including:

- (i) The National Development Strategy of the Kyrgyz Republic for 2018–2040;
- (ii) The Development Program of the Kyrgyz Republic for 2018–2022 “Unity. Trust. Creation”;
- (iii) The Education Development Strategy in the Kyrgyz Republic for 2021–2040;
- (iv) The Concept for the Development of Inclusive Education in the Kyrgyz Republic for 2019–2023; and
- (v) The Development Program for Inclusive Education in the Kyrgyz Republic for 2019–2023.

6. The Education Development Strategy in the Kyrgyz Republic for 2021–2040 is linked to the relevant Sustainable Development Goals and the goals of the National Development Strategy for 2018–2040. The strategy provides for a transition to a knowledge-based economy and the increasing importance of science, technology and innovation for the development of human capital. In addition to improving the learning outcomes and cognitive skills of students in science, technology, engineering and mathematics (STEM), the new strategy prioritizes efforts to improve students' “soft” skills and their ability to innovate and adapt to a changing world.

7. The Government of the Kyrgyz Republic strives to develop a new national school model that implements new and evidence-based approaches to both teaching and school management, and that serves as a resource for the rest of the schools in the country.

8. To assist the Government, the Asian Development Bank (ADB) has launched the “School Education Reform Sector Development Program” (SERSDP or “the Program”) to strengthen human capital to contribute to the country’s development and economic growth. The program will have the following outcome: the ability of the school education system to prepare graduates with subject knowledge, competencies and soft skills improved. The program will deliver three outputs: (i) quality and relevance of curricula improved with priority on interdisciplinary approaches, (ii) quality of teaching improved, and (iii) network of Innovative schools strengthened. The program will (i) rehabilitate an additional 23 innovative schools and the Kyrgyz Academy of Education (KAE) to nationalize what has been recognized by the MES, through rapid research methods, as a successful practice. The program will be implemented within 5 years (2023–2027).

## **B. Project Objective and Structure**

9. This draft initial environmental examination (IEE) with environmental management plan (EMP) was prepared for one school under Package CW-I-1<sup>1</sup> has been prepared based on preliminary design and in accordance with the methodology and requirements of ADB SPS, 2009. This draft IEE is a linked document to the RRP and reflects the main areas of environmental legislation, student health, legislation on sanitary standards and rules in schools, the powers of state bodies and local governments involved in environmental and sanitation management, the state of the environment, as well as the risks that may arise during construction work in a school. Consultations were held with specialists from state departments for environmental protection, disease prevention and sanitary and epidemiological supervision and an institutional analysis of the responsibility of state and local authorities for environmental safety in schools and health safety. This Draft IEE will be updated based on detailed engineering design and to include the remaining schools per scope of Package CW-I-1. The Updated IEE will be submitted to ADB for review and disclosure and will be included in the bid and contract document of Package CW-I-1.

10. A safeguards assessment matrix has been prepared to evaluate potential direct or indirect environmental impacts associated with the policy actions (Outputs 1 and 2). There are no anticipated environmental impacts related to implementation of the policy actions. Based on the anticipated scope of works to be undertaken in Output 3, the program has been assessed as category B per ADB Safeguard Policy Statement (SPS), 2009. This categorization has been made on the basis that although the project includes civil works, these are relatively small scale in nature, site-specific, temporary, and will be carried out on the existing school land.

11. It is likely that the other schools and the KAE will have similar baseline environmental conditions and scope as the sample school are thus expected to be category B. Any school or activity projected to be categorized as A (potential impacts are significant, irreversible, diverse, unprecedented, or larger than the sites or facilities subject to physical works) will not be considered for implementation under the project.

12. This draft initial environmental examination (IEE) has been developed pursuant to the national environmental legal and institutional framework of the Kyrgyz Republic, and ADB SPS requirements. To determine the environmental category of the project, a checklist for a rapid environmental assessment (REA) of the Output 3 based on one school under Package CW-I-1<sup>2</sup> was prepared. Results of the REA show that although the project includes civil works, these are relatively small scale in nature, site-specific, temporary, and will be carried out on the existing school land. The civil works for the remaining schools are the same or lesser scope

<sup>1</sup> The 23 schools have been grouped into two civil works packages (CW-I-1 and CW-I-2). A Draft IEE has been prepared for Shopokov School No. 3, Sokuluk Village, Chui Oblast. This school is included in the 12 schools in Osh, Batken, and Jalal Abad to be rehabilitated under Package CW-I-1.

<sup>2</sup> Shopokov School No. 3, Sokuluk Village, Chui Oblast.

thus the impacts are expected to be of same scale, magnitude and duration. Thus the project is considered as Category B for environment per ADB SPS.

## II. POLITICAL, LEGAL AND INSTITUTIONAL FRAMEWORK

### A. National legislation

#### 1. Legal System and Environmental Policies and Laws

13. The principal laws governing nature management, environmental protection and the need to conduct the Environmental Impact Assessment (OVOS) in the Kyrgyz Republic include:

- (i) Law “On environmental protection” (1999);
- (ii) Law “On environmental expert review” (1999);
- (iii) Law “Technical regulation for ensuring environmental safety in the Kyrgyz Republic” (2009);
- (iv) Law of the Kyrgyz Republic “Technical regulation on drinking water safety” (2011);
- (v) Law “On production and consumption wastes” (2001);
- (vi) Law “On flora protection” (2001);
- (vii) Law “On fauna protection” (1999);
- (viii) Law “On protected and designated areas” (2011);
- (ix) Law “On public health” (2009);
- (x) Other laws governing the protection and use of natural resources.

14. **Law “On environmental protection”** is a framework law that sets out the basic principles of environmental protection, including the need to conduct an OVOS before starting a project’s implementation.

15. **The Law “On environmental expert review” (1999)** is the main legislation on the environmental expertise to prevent negative impacts on human health and environment resulting from economic or other activities and ensure that such activities comply with the national environmental requirements. This Law is commonly used for donor development projects, which may have a certain environmental impact, including feasibility studies and projects for construction, reconstruction, development, and retrofitting. This is regardless of their estimated cost, origin or form of ownership, where implementation of such projects may have environmental impact. Pursuant to this Law, a project initiator is responsible for submitting the necessary documentation about a project and its environmental impact for the State Environmental Expert Review (SEER).

16. **The Law “General technical regulations for ensuring environmental safety in the Kyrgyz Republic” (2009)** defines the technical regulations in the field of environmental safety and establishes general requirements for ensuring environmental safety in the design and implementation of activities at economic and other work in the production, storage, transportation, and disposal of products. In accordance with this Law, a Category 4 Hazard has been assigned to this project, and *will not have any environmental impact*. With respect to the projects with an insignificant level of environmental impact, it is sufficient to complete the environmental impact statement (EIS) form at the stage of development of design estimates documentation to pass through the SEER.

17. **The Law “Technical regulation on drinking water safety” (2011)** sets out legally-binding technical regulation requirements. The objectives are to: (i) protect human health and life from the harmful effects of pollutants contained in water intended for human consumption; and (ii) prevent actions that mislead consumers when using drinking water. This Technical Regulation extends to drinking water intended to meet the needs of the population, and

governs the principles, responsibilities, procedures, and organizational measures to ensure the drinking water safety. It is applicable for legal entities and individuals engaged in economic activities (industrial, agricultural and other enterprises), and operating water supply systems.

18. **The Law “On procedure for consideration of citizens’ appeals”** is designed to ensure the legal regulation of relationships associated with the implementation of the right of anyone to appeal to government bodies and local self-government bodies, as secured by the Constitution of the Kyrgyz Republic, as well as the procedure for reviewing citizens’ appeals by government bodies, local self-government bodies, and officials.

19. **The Law “On access to information held by state bodies and local self-government bodies of the Kyrgyz Republic”** stipulates the exercise and protection of the right to access information held by state bodies and local self-government bodies. This aims to reach maximum informational openness, publicity, and transparency in activities.

## 2. Normative and Legal Acts

20. Framework laws establish the need to develop normative legal acts (bylaws) and include :

- (i) Regulation on the procedure for conducting EIA in the Kyrgyz Republic;
- (ii) Regulation on the procedure for conducting state environmental expert review in the Kyrgyz Republic;
- (iii) Sanitary and epidemiological requirements for the conditions and organization of training in general educational institutions, approved by Resolution #201 of the Government of the Kyrgyz Republic, dated April 11, 2016.
- (iv) SNiP KR 31-08:2013 “School buildings. Design standards”; and
- (v) Sanitary rules and norms “Noise at Workplace, in Residential Accommodation, Public Buildings and Dwellings Zones” (2016).

21. **Sanitary and epidemiological requirements for the conditions and organization of training in general education organizations**, approved by Resolution #201 of the Government of the Kyrgyz Republic, dated April 11, 2016, are aimed at protecting the health of students in general education organizations. Sanitary rules shall be followed by general educational organizations which are designed, in-service, or under construction and reconstruction, regardless of the type or form of ownership.

22. **Construction Norms and Regulations (SNiP) of the Kyrgyz Republic 31-08: 2013 “School buildings. Design standards”** establish the basic provisions and requirements to layout and organize building configuration, land plots, territory, composition, areas of premises, utilities equipment, and the internal environment of educational institutions.

Within the framework of the Project “Safety of educational environment in schools of the Kyrgyz Republic”, amendments were made to the normative legal acts, which regulate the safety requirements for educational institutions in the country. The model regulation on educational organizations was supplemented, specifically the requirement to protect students’ life and health was expanded to incorporate the requirement to ensure information security and maintain the educational organizations buildings in the proper technical, sanitary, fire-fighting, environmental, architectural, and aesthetic condition.

23. **Sanitary rules and norms “Noise at Workplace, in Residential Accommodation, Public Buildings and Dwellings Zones” (2016)**, establish sanitary and epidemiological requirements, specified values and maximum allowable noise levels at workplaces, noise classification, allowable noise levels in the premises of the public buildings being developed, under construction, reconstructed and in-service, as well as in the dwelling zones.

### 3. Environmental Assessment Procedures

24. **Regulation “On the procedure for conducting Environmental Impact Assessment”** in the Kyrgyz Republic specifies the procedure for assessing the impact of the proposed activities on the environment (OVOS).

- (i) The purpose of OVOS is to prevent and/or mitigate the impact of the proposed activity on the environment, and the related social, economic and other consequences.
- (ii) OVOS is carried out for the activities subject to the mandatory environmental expert review in accordance with the Law of the Kyrgyz Republic “General technical regulation for ensuring environmental safety in the Kyrgyz Republic”.

25. **The procedure for environmental impact assessment.** The environmental impact assessment system in the Kyrgyz Republic consists of two main stages:

- (i) Environmental impact assessment report (which is called “OVOS” in the Kyrgyz Republic); and
- (ii) State Environmental Expert Review (SEER).

26. The OVOS is carried out by a developer of proposed activities (an investor, initiator or applicant) or a person authorized by the developer, who is responsible for assessing the environmental impact of the activities and its proposed alternatives, as well as for preparing the relevant OVOS documentation. The main tasks of the SEER are to determine and ensure control by the government bodies over compliance of the submitted OVOS materials and other documents with the current legislation and environmental requirements, as well as the applicability of the proposed activities. The SEER is prepared by an authorized government body or experts of such a body, or by dedicated expert commissions.

27. OVOS consists the following stages:

- (i) Making a decision on the need for conducting OVOS;
- (ii) Preliminary OVOS;
- (iii) EIA; and
- (iv) Post-project review.

28. Stage 1 of OVOS implies making decision on the need to conduct OVOS. At this stage it is determined whether it is necessary to assess the proposed activities in terms of environmental impact, including the possibility of transboundary impact. The decision is made by a project initiator on the basis of the list of activities subject to OVOS, as specified in Annex to this Regulation.

29. When a decision is made about whether the proposed activities are likely to have a significant adverse transboundary impact, it is necessary to refer to Appendices I and III of the United Nations Economic Commission for Europe (UNECE) Convention on Environmental Impact Assessment in a Transboundary Context.

30. It is compulsory to conduct a full-scale OVOS for the activities attributed to Category I Hazard, as well as facilities with a possible significant harmful transboundary impact.

31. The OVOS with reduced scope is applicable for the activities attributed to Categories II and III Hazard.

32. As regards the projects with an insignificant level of environment impact, the list of which is given in Appendix 4 to this Regulation, in order to pass through a State Environmental Expert Review, it is sufficient to complete the EIS form for the working draft.

33. Stage 2 of the OVOS is a preliminary OVOS, accompanying a feasibility study of a project, carried out for the purpose of a comprehensive analysis of the possible consequences of the project, assessment of alternatives, development of an EMP program. The results of the preliminary impact assessment are documented in the EIA report form.

34. Stage 3 of OVOS is the assessment of the environmental impact of the intended activities, supporting the project documentation (design, working draft). At this stage, the EIS is prepared. The results of the impact assessment are reflected as “Environmental Protection” section of the project / working draft.

35. Stage 4 of the OVOS is a post-project review to be performed one year after the beginning of activities to confirm the environmental safety of the project and adjust environmental protection measures. Pursuant to the above named Regulation, this project “Preparing the Sector Development Program: School Education Reform” is attributed to Category 4 Hazard and it will not have any environmental impact. An EIA is not required.

#### **4. State Environmental Expert Review**

36. The OVOS documentation is approved by a project initiator and, as part of the project documentation, it is submitted for the State Environmental Expert Review. The State Environmental Expert Review in the Kyrgyz Republic is carried out in accordance with Regulation on the State Environmental Expert Review, as approved by Resolution #248 of the Government of the KR dated May 7, 2014. This Regulation establishes the procedure for organizing and conducting State Environmental Expert Review.

37. The materials submitted by an initiator and/or developer of the project for the State Environmental Expert Review shall reflect the full scope of the project and include:

- (i) An explanatory note;
- (ii) Sections of the project, with characteristics of the subject of review and process flows of the intended production, which have a direct or indirect impact on the environmental status.
- (iii) EIA documentation which corresponds to the stage of its implementation;
- (iv) copies of favorable opinion and/or the approval documents of the relevant state bodies within their competence, if necessary;
- (v) copies of the conclusions of the public environmental review, if any.

38. Based on the results of the State Environmental Expert Review, an authorized government body for environmental protection shall issue a conclusion, prepared in accordance with the form, as specified in Appendix 3 to the Regulation on the SEE. The conclusion of the State Environmental Expert Review can be either favorable/positive or negative. The positive conclusion of the State Environmental Expert Review includes substantiated findings about the admissibility of the impact of the proposed activities on the environment and the possibility of implementing the subject of review.

39. Pursuant to the above-named Regulation, this program, the SERSDP is attributed to Category 4 Hazard and it will not have any environmental impact. As regards the facilities with an insignificant level of environment impact, in order to pass through a State Environmental Expert Review, it shall be sufficient to complete the EIS form at the stage of drafting the Design Estimates Documentation. The engineering company is responsible for processing the required environmental review documentation.



## 5. Public Consultation and Information Disclosure

40. Public consultations are stipulated in the EIA Regulation (2015). Public consultations are held to raise public awareness on the issues related to the environmental protection, through meetings to discuss the EIA documentation, if communities are interested in such a discussion.

41. The period for conducting public consultations should be at least 30 calendar days from the day of notice on public consultations. Following the meeting to discuss EIA documentation, a minutes of meeting is prepared with the list of questions, comments and suggestions on the EIA documentation received during the meeting, indicating their authors and responses and the total number of participants.

42. The meetings on the EIA documentation are not held, if the public has not applied to the relevant local state administrations and Local Self-Government Bodies.

**Table 1. National legislation requirements applicable to the project**

Requirement	Legislative act	Timing	Payment
State Environmental Expert Review (SEER)	Law on environmental protection (1999), Regulation on SEER # 248, dated May 7, 2014	The period of conducting state environmental expert review is set depending on the complexity of the subject of and shall not exceed three (3) months.	No payment required
Public consultation	Law on environmental protection, Regulation on EIA # 60, of February 13, 2015	During submission for the state expert review, before the start of the project	Funds of a project initiator

## 6. International Conventions and Agreements

43. The Kyrgyz Republic has ratified 13 international conventions and two (2) protocols on environmental protection and sustainable nature management. The Law “On environmental protection” guarantees the enforcement of international agreements.

44. **United Nations Economic Commission for Europe Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters (Aarhus Convention).** Kyrgyz Republic joined this Convention in 2001. This Convention gives the rights to the public regarding access to information, public participation and access to justice, participation in public decision-making processes on the issues related to the local, national and transboundary environment. It focuses on the interaction between the public and government agencies. Public participation and decision-making activities and access to information are covered by this international agreement.

## 7. The Kyrgyz Republic and ADB Environmental Quality Standards

### 7.1. Air Quality and Vehicles Emissions

45. Air pollution in the Kyrgyz Republic is of great concern, mainly in urban areas. In Bishkek City, 90% of all emissions are due to vehicles. It is expected that air quality in non-urban areas is much better. Regulatory responsibility for air quality and air quality monitoring in Kyrgyz Republic is assigned to Kyrgyzhydromet (KGM) under the Ministry of Emergency Situations. Air quality monitoring stations are mainly located in settlements close to major

pollution sources, specifically, the cities of Bishkek, Osh, Tokmok, Kara-Balta and Cholpon-Ata.

46. Ambient air quality standards are shown in Table 2. Control of the impact of air pollution is carried out by the Department of Environmental Monitoring under the Ministry of Natural Resources, Ecology and Technical Supervision.

**Table 2. Environmental Quality Standards**  
(in mg/m<sup>3</sup>, except as otherwise specified)

Pollutants	Maximum Allowable Concentration	Average Daily Concentration	Hazard Category
Total particulate matters	0.15	0.05	3
Sulphur dioxide	0.5	0.05	3
Carbon oxide	5.0	3	4
Nitrogen dioxide	0.085	0.04	2
Nitrogen oxide	0.40	0.06	3
Tetraethyllead	0.0001	0.00004	1

Source: Hygienic norms, GN 2.1.6.1338-03 of the Kyrgyz Republic.

47. Motor vehicle exhaust emission standards are presented in Table 3.

**Table 3. Motor Vehicle Exhaust Emission Standards**

Rpm	MPC of CO	MPC of carbons, 1/1.000.000 volume <sup>-1</sup> for engines (No. of cylinders)	
		Up to 4	Over 4
N <sub>min.</sub>	1.5	1200	3000
N <sub>incr.</sub> 0.8N <sub>nom.</sub>	2.0	600	1000

CO = carbon monoxide, MPC = maximum permissible concentration, RPM = revolution per minute  
Source: Instruction on state control of air pollutant emissions by motor vehicles in the Kyrgyz Republic.

48. National standards for measuring emissions:

- (i) State standard (GOST) 17.2.2.03-87 defines the content of measuring carbon monoxide and hydrocarbons content in exhaust gases of petrol-engine vehicles, "Safety requirements",
- (ii) State standard 21393-75 deals with smoke emission from exhaust gases of diesel-engine vehicles. Safety requirements.

## 7.2 Water Quality

49. Drinking water quality standards are specified in "Technical Regulation for drinking water safety: standards of drinking water quality, microbiological and chemical indicators for centralized water supply sources, for non-centralized water supply sources, and radiation safety". Surface water quality standards for the most usual parameters are shown Table 4.

**Table 4. Surface water quality standards for the most usual parameters**

Parameter	Admissible values
pH	6-9
Dissolved oxygen (DO mg/l)	> 4
Sulfate (S mg/l)	< 250
Ammonium nitrogen (NH <sub>4</sub> -NO <sub>3</sub> mg/l)	< 3.3
Oil and grease	< 0.05

Source: Rules for the protection of surface waters of the Kyrgyz Republic (As amended by the Resolution of the Government of the Kyrgyz Republic of December 15, 2017, No. 813; <http://cbd.minjust.gov.kg/act/view/ru-ru/98396>)

### 7.3. Noise

50. Noise standards are summarized in Table 5 according to SNiP 2.2.4/2.1.8.562-96 “Noise at Workplace, in Residential Accommodation, Public Buildings and Dwellings Zones”.

**Table 5. Allowable Noise Level**

Activities/ categories	Equivalent Noise Level	Maximum Noise Level
Areas in the immediate vicinity to hospitals and health resorts	Daytime = 45 Night = 35	Daytime = 60 Night = 50
Areas in the immediate vicinity to housing premises, polyclinics, health centers, vacation houses, hotels, libraries, schools, etc.	Daytime = 55 Night = 45	Daytime = 70 Night = 60
Areas in the vicinity to hotels and dormitories	Daytime = 60 Night = 50	Daytime = 75 Night = 65
Rest areas in hospitals and health resorts	35	50
Rest areas on the territories of living quarters and residential living quarters, vacation houses, health resorts, schools, senior centers, etc.	45	60

Source: Kyrgyz Republic Sanitary Norms 2.2.4/2.1.8.562-96 “Noise at Workplace, in Residential Accommodation, Public Buildings and Dwellings Zones”.

## 8. Comparison of National Standards with International Finance Corporation (IFC) Standards

51. ADB safeguards policy statement (SPS) requires that, during the design, construction, and operation of the project, the executing agency shall apply pollution prevention and control technologies and practices that are consistent with international good practice, as reflected in internationally recognized standards such as the World Bank Group’s Environment, Health and Safety Guidelines. At the Table 10 comparison of National Standards with IFC/World Bank Guidelines /Standards are given. These standards contain performance levels and measures that are normally acceptable and applicable to projects. These standards contain performance levels and measures that are normally acceptable and applicable to projects. When Government of Kyrgyz Republic regulations differ from these levels and measures, PIU will apply the levels or measures whichever is more stringent. If less stringent levels or measures are appropriate in view of specific project circumstances, PIU will provide full and detailed justification for any proposed alternatives that are consistent with the requirements presented in ADB SPS.

**Table 6. Comparison of National Standards with IFC/World Bank Guidelines /International Standards**

<b>Topic</b>	<b>National Standards / Requirements</b>	<b>IFC/World Bank Guidelines /International Standards</b>	<b>Adopted Project Standard</b>	<b>Remarks</b>
Noise limits for human protection	Acceptable noise levels based on receptors in Kyrgyz National SN (Sanitary Norms) 2.2.4/2.1.8.562-96 “Noise at workplaces, in dwelling rooms, in public buildings and at the area of residential development Hospitals and sanatoriums Daytime: 45 LAeq Night-time: 35 LAeq Dwellings, polyclinics, dispensaries, rest homes, holiday hotels, schools Daytime: 55 LAeq Night-time: 45 LAeq Hotels and dormitories Daytime: 60 LAeq Night-time: 50 LAeq Recreational areas in hospitals and sanatorium: 35 LAeq Rest areas at the territories of micro-districts and building estates, rest houses, sanatoriums, schools, homes for the aged: 45 LAeq	IFC Environmental, Health, and Safety General Guidelines Noise Management Residential; institutional; educational Daytime: 55 LAeq Night-time: 45 LAeq Industrial; commercial Daytime: 70 LAeq Night-time: 70 LAeq	Hospitals and sanatoriums Daytime: 45 LAeq Night-time: 35 LAeq Dwellings, polyclinics, dispensaries, rest homes, holiday hotels, schools Daytime: 55 LAeq Night-time: 45 LAeq Hotels and dormitories Daytime: 60 LAeq Night-time: 50 LAeq Recreational areas in hospitals and sanatorium: 35 LAeq Rest areas at the territories of micro-districts and building estates, rest houses, sanatoriums, schools, homes for the aged: 45 LAeq	Kyrgyz noise level standards given at Kyrgyz National SN (Sanitary Norms) 2.2.4/2.1.8.562-96 “Noise at workplaces, in dwelling rooms, in public buildings and at the area of residential development are as most stringent standard.
Vibration due to construction	Acceptable vibration levels based on categories in KR Standards Maximum permissible values (Corrected and equivalent corrected values and their levels) Residential premises, wards of hospitals, sanatoriums: Vibration acceleration: 4 m/s <sup>2</sup>	USA, Federal Transit Administration Vibration Limits Reinforced-concrete, steel, or timber (no plaster) 0.0127 m/s	Acceptable vibration levels based on categories in KR Standards Maximum permissible values (Corrected and equivalent corrected values and their levels) Residential premises, wards of hospitals, sanatoriums: Vibration	Kyrgyz vibration level standards are as most stringent.

Topic	National Standards / Requirements	IFC/World Bank Guidelines /International Standards	Adopted Project Standard	Remarks
	10-3 Vibration velocity: 0.11 m/s 10-3 Administrative premises and in public buildings: Vibration acceleration: 10 m/s <sup>2</sup> 10-3 Vibration velocity: 0.28 m/s 10-3		acceleration: 4 m/s <sup>2</sup> 10-3 Vibration velocity: 0.11 m/s 10-3 Administrative premises and in public buildings: Vibration acceleration: 10 m/s <sup>2</sup> 10-3 Vibration velocity: 0.28 m/s 10-3	

Source: Environmental, Health, and Safety (EHS) Guidelines; and General EHS Guidelines and National Standards of the Kyrgyz Republic.

## 9. National responsible agencies

52. The Kyrgyz Republic has the institutional structure established for the implementation of environmental protection tasks. The Cabinet of Ministers governs the ministries and agencies. A sector of non-governmental organizations has also been formed. The Kyrgyz Government has empowered specific government agencies for coordinating actions and ensuring compliance with international commitments. The functions of the MES in relation to the SERDSP include:

- (i) assistance with design, renovation of educational organizations falling within the jurisdiction of the Ministry; and
- (ii) support for educational organizations to perform routine repairs and logistics support.

53. MES will be the executing and the implementing agency for both the policy-based grant and the investment project. The PIU will oversee daily operation and manage implementation, including the procurement, recruitment of consulting services, and disbursement activities as well as timely implementation of policy actions.

54. To facilitate timely start-up activities, ADB and the Government agreed to do advance contracting of 6 PIU staff (manager, senior procurement, finance, disbursement, monitoring and evaluation, and office manager) immediately after loan negotiations. Other staff with specific specialization and expertise will also be recruited as part of the PIU team after project effectiveness.

55. Assuming the role of Executing Agency for both the policy and investment parts of the project the MES will:

- (i) Appoint the project director who also will provide overall guidance to the PIU;
- (ii) Mobilize the PIU staff to support project implementation;
- (iii) Direct the program implementation;
- (iv) Provide guidance to the PIU as required;
- (v) Arrange required cross-agency and inter-ministerial policy dialogue; and
- (vi) Ensure that all policy conditions are satisfied in a timely manner

56. **Ministry of Natural Resources, Ecology and Technical Supervision is the lead environmental government agency.** The Ministry has the following functions:

- (i) development of environmental policy and its implementation;
- (ii) carrying out the State Environmental Expert Review;
- (iii) issuance of environmental licenses;
- (iv) environmental monitoring;
- (v) provision of environmental information services.

57. **Department of Disease Prevention and State Sanitary and Epidemiological Surveillance (DPPSSES) at the Ministry of Health of the Kyrgyz Republic** supervises sanitary and epidemiological wellbeing of the population, safety of goods, products, environmental components and conditions, prevention of the harmful effects of environmental factors on human health. The Department of Disease Prevention and State Sanitary and Epidemiological Surveillance develops MACs for chemicals in the environment, taking into account health safety issues.

58. **State Agency for Architecture, Construction, Housing and Public Utilities under the Government of the Kyrgyz Republic (SAACHPU)** is an authorized government body that performs the functions of an executive body in the field of architecture, construction and housing, and utilities services. The **SAACHPU** also supervises state-level construction works.

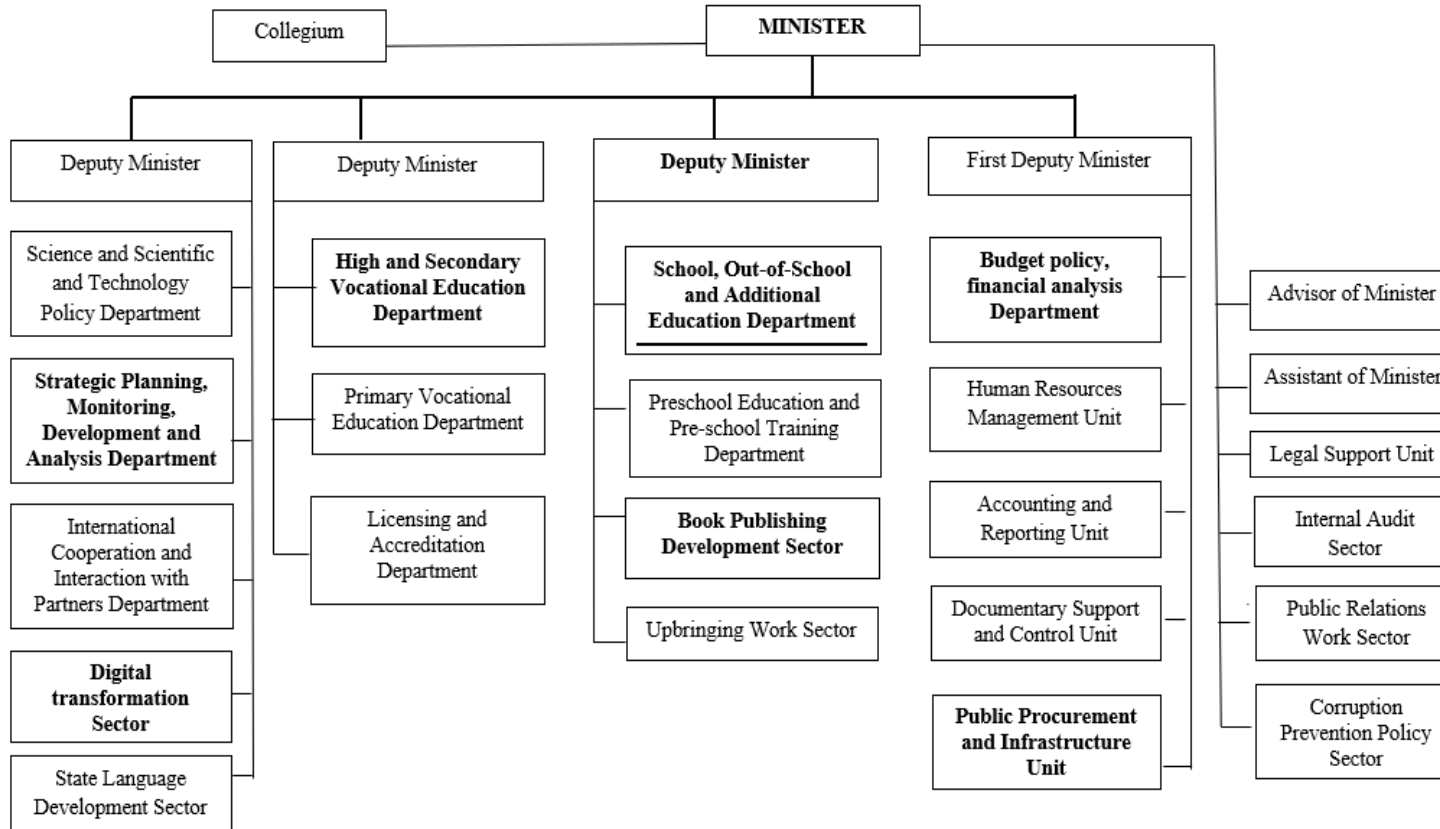
59. **Local Self-Government Bodies (LSGB)**. The activities of Local Self-Government Bodies are regulated by the Law "On Local Self-Government". The Law establishes the principles of organizing local government at the level of administrative and territorial units of the Kyrgyz Republic, defines the role of local self-government in the exercise of public power, establishes the organizational and legal framework for their activities, establishes the scope of responsibility and principles of relations between local self-government bodies. The tasks of LSGB, as applicable to the Project, include:

- (i) Drinking water supply to communities;
- (ii) Maintenance of the sewage system and treatment facilities in settlements;  
and,
- (iii) Development and implementation of the environmental protection measures

**Figure 2: Structure of the Central Office of the Ministry of Education and Science of Kyrgyz Republic**

**Structure of the Central Office of the Ministry of Education and Science of the Kyrgyz Republic**

(approved by MES order №572/1 from 6 April, 2022)



Source: Ministry of Education and Science

## B. Asian Development Bank

### 1. Policies

60. **Safeguard Policy Statement (2009)**. SPS 2009 is ADB's current and primary safeguards policy document. It describes the common objectives and policy principles of ADB safeguards and outlines the delivery process for ADB safeguard policy. It promotes sustainability through protection of people and the environment from the adverse impacts of projects, and by supporting strengthening of country safeguard systems. It presents a consistent, consolidated framework for environment, resettlement, and indigenous people safeguards.

61. The **Access to Information Policy (2018)** guides ADB's efforts to be transparent and accountable to the people it serves, which it recognizes are essential to development effectiveness. The policy recognizes the right of people to seek, access, and impart information about ADB's operations, and it aims to enhance stakeholders' trust in and ability to engage with ADB, through clearly stated principles including proactive disclosure, presumption in favor of disclosure, recognition of the right to access and impart information and ideas, country ownership, limited exceptions, and the right to appeal.

62. **ADB Operations Manual, Safeguard Policy Statement, Section F1/BP (Bank policies) and Safeguard Review Procedures, Section F1/OP (operational procedures) (2013)**. These documents operationalize SPS 2009. The policy sets out the scope of SPS 2009 applicability to ADB operations, and the procedures describe the safeguards process and outputs, including consultation and disclosure requirements, through the various stages of project preparation.

63. For this Program, the ADB SPS requires:

- (i) Screening using a rapid environmental assessment (REA) checklist;
- (ii) Use of selection criteria that exclude subprojects with potential high impacts;
- (iii) Environmental categorization of the project, and rejection if category A;
- (iv) Preparation of both an Initial Environmental Examination and an Environmental Management Plan if category B;
- (v) Consideration of physical cultural resources including chance finds;
- (vi) Public disclosure of project plans, designs and impacts;
- (vii) Consultation and participation with all stakeholders, especially those directly affected;
- (viii) Establishment and operation of an accessible and effective Grievance Redress Mechanism (GRM);
- (ix) Consideration of occupational safety and health (OSH) at all stages of project planning and implementation;
- (x) Making provision for management of unanticipated environmental impacts; and,
- (xi) Use of international best practices for pollution prevention.

### 2. Guidance

64. **Environmentally Responsible Procurement (ERP; 2007)**. provides guidance to ADB staff, consultants, and executing agencies on ERP, defined as "a systematic approach to the purchase of goods and services that are less damaging to the environment than other goods and services that serve the same purpose", specifically, products that "reduce waste, improve energy efficiency, limit toxic by-products, contain recycled content or are reusable, and are produced with the least environmental impacts...[and] services...that help improve the



environment, are rendered with minimum environmental and social impacts, and use resources and energy efficiently.

65. **Grievance Redress Mechanism** (2010). This document presents definitions, concepts, justification and history related to GRM for ADB project. Complaint Handling in Development Projects: Building Capacity for Grievance Redress (2010). This document presents framework and practical proposals for capacity building to arrange management of efficient GRM.

66. **Environmental Protection: A good practice sourcebook** (2012). This draft working document aims to add adding clarity, provide further technical guidance, and recommend good practices in the implementation of the SPS (ADB 2009). It updates ADB's previous Environmental Assessment Guidelines (ADB 2003).

### 3. Environmental and Social Screening and Categories

67. ADB projects and subprojects are screened using a rapid environmental assessment checklist. The checklist captures the type, location, sensitivity, scale, nature, and magnitude of potential environmental impacts, and availability of cost-effective mitigation measures. Based on the checklist findings, a proposed project or subproject is assigned to one of the following ADB environmental categories:

- (i) **Category A:** Likely to have significant adverse environmental impacts that are irreversible, diverse, or unprecedented. These impacts may affect an area larger than the sites or facilities subject to physical works. An EIA, including an environmental management plan (EMP), is required;
- (ii) **Category B:** Potential adverse environmental impacts are site-specific, few if any of them are irreversible, and in most cases mitigation measures can be designed more readily than for category A projects. An Initial Environmental Examination (IEE), including an EMP, is required;
- (iii) **Category C:** A proposed project is likely to have minimal or no adverse environmental impacts. An EIA or IEE is not required, although environmental implications need to be reviewed.

68. To determine the environmental category of the SERSDP, a checklist for rapid environmental assessment of the project was prepared (REA). Results of the REA show that although the project includes civil works, these are relatively small scale in nature, site-specific, temporary, and will be carried out on the existing school land. The civil works for the remaining schools are the same or lesser scope thus the impacts are expected to be of same scale, magnitude and duration. Thus the project is considered as Category B for environment per ADB SPS.

### III. PROJECT DESCRIPTION

#### A. Expected Outcomes and Outputs

69. The program is aligned with the following impact: Human capital that contributes to the country's development and economic growth strengthened. The project will have the following outcome: The ability of the school education system to prepare graduates with subject knowledge, and competencies improved.<sup>3</sup>

70. **Output 1: Quality and relevance of curricula with priority on interdisciplinary approaches improved.** The policy-based program component under tranche one will support the government to (i) revise the state standard of general school education; and (ii) set up a regulatory framework for curriculum development. Under tranche two, the program will (iii) approve and roll out new 12-year subject curricula. The project component will help to (i) strengthen the capacity of the KAE and MES textbook assessment unit; (ii) build capacity of the curriculum developers (both institutions and individual experts); (iii) design and implement a step-by-step model for curriculum development review and approval; and (iv) revise the curricula for grades 6–12.

71. **Output 2: Quality of teaching improved.** Under tranche one the policy-based program component will support the government to (i) revise the teacher salary structure and substantially increase the salaries; (ii) approve the teacher professional standards; and (iii) revise pedagogical university education standards. Under tranche two the program will (i) incorporate incentives into teacher salary structure for better performance and continuous professional development, and (ii) introduce a fast-track teacher qualification program in universities to bring in mid-career professionals into teaching. The project component will (i) help to upgrade pedagogical programs in universities through international partnership arrangements and in line with the revised standards; (ii) reform the INSETT system to include universities to INSETT delivery; (iii) launch INSETT school management and instructional leadership training program and (iv) train 10,000 teachers to implement the revised curriculum in schools with a focus on language and STEM.

72. **Output 3: Network of innovative schools strengthened.** The policy-based program component under tranche one will support the government to (i) expand the network of innovative school clusters nationwide, and under tranche two (ii) provide a special status to innovative schools with considerable administrative, academic, and financial autonomies. The project will (i) rehabilitate 23 innovative schools and KAE; (ii) upgrade the STEM and information and communication technology equipment of 23 new and 30 existing innovative schools, and provide laboratory equipment to 220 cluster<sup>4</sup> schools; (iii) design and implement a training program on school management, instructional leadership, and communication for school managers/principals of innovative schools, and (iv) train innovative schools' and district education managers on effective networking.

73. Linkage to ADB's partnership strategy with the country. Improving access to public and social services is one of the three pillars of the Asian Development Bank's partnership strategy with the Kyrgyz Republic for 2018-2022. The program is included in the Country Operations Business Plan for 2020-2022 as the priority one for 2020. The Program will support three of the seven operational priorities of ADB Strategy 2030: (i) reducing poverty and inequality, (ii) accelerating progress toward gender equality, and (iii) strengthening governance and institutional capacity.

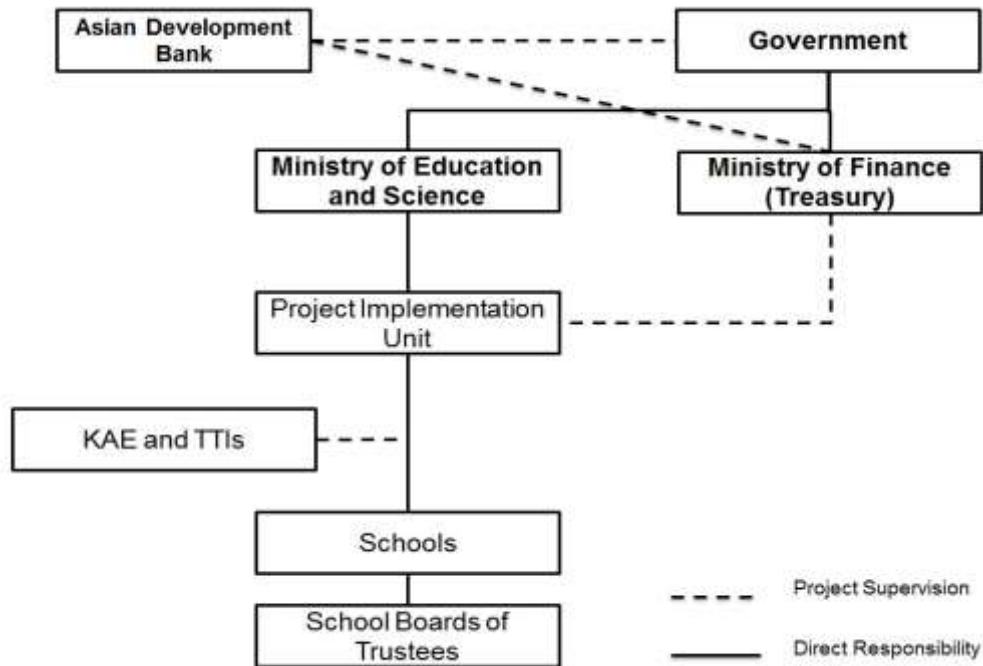
<sup>3</sup> The design and monitoring framework is in Appendix 1 of the RRP.

<sup>4</sup> Each of 53 innovative schools will be responsible for continuous methodological support to 5–10 public schools located in proximity, thus originating 53 school clusters. Project will supply basic laboratory equipment to cluster schools. The list of clusters will be approved by Ministry of Education and Science of the Kyrgyz Republic (MES).

## B. Executing Agency and Implementation Period

74. The Program will be implemented during five years, from 2023 to 2027. Program implementation involves a number of MES agencies and units, the MOF, a Project Steering Committee, and various other agencies. The MES will be the executing agency for the project grant and investment loan and implementing agency for the policy-based grant, The present PIU under MES will serve as the PIU for the project. The PIU will oversee and manage project implementation, including procurement, recruitment of consulting services and disbursement activities.

**Figure 3. Organizational structure of Project implementation**



Source: Project Administration Manual

75. The Ministry of Education and Science (MES) will be the executing agency for both the policy-based grant and the investment project. The MES Deputy Minister responsible for school education will be the project coordinator to oversee, coordinate, and facilitate program implementation. The project implementation unit (PIU) will oversee the day-to-day operations and manage implementation, including the procurement, recruitment of consulting services, disbursement activities, and timely implementation of policy actions. The project steering committee will meet twice a year and be responsible for (i) approving the annual project budget and activity plan, (ii) reviewing and advising on implementation progress, (iii) providing strategic guidance on project implementation and advice on any need for scope adjustments, (iv) providing overall program direction and any required policy guidance, and (v) ensuring policy and other significant matters affecting implementation are dealt with promptly.

76. An Environment and Safeguards Specialist to be engaged in the PIU, supported by the civil works design and supervision firm, will have the overall responsibility for compliance with ADB SPS and applicable government environmental laws, rules, and regulations, coordinating the project level grievance redress mechanism (GRM) and reporting any issues to ADB via the quarterly progress reporting process and semi-annual environmental monitoring reports.

77. The civil works contractors will be required to appoint an Environment, Health, and Safety (EHS) Staff/Engineer who will be responsible on a day-to-day basis in (i) ensuring

implementation of site-specific EMP and subplans, (ii) coordinating with the PIU and environment specialist(s) of the supervision team; (iii) community liaison, consultations with interested/affected people, (iv) field-level grievance redress; and (iv) reporting.

**78. Assuming the role of Executing Agency for both the policy and investment parts of the project the MES will:**

- Appoint the project director (Deputy Minister of the MES) who also will provide overall guidance to the PIU;
- Mobilize the PIU staff to support project implementation;
- Direct the program implementation;
- Provide guidance to the PIU as required;
- Arrange required cross-agency and inter-ministerial policy dialogue; and
- Ensure that all policy conditions are satisfied in a timely manner

79. The PIU will work with relevant institutions, including the KAE, KSU (I.Arabaev) and other Teacher Training Institutes, Republic Teacher Training Institute Oblast In-service Teacher Training Institutes and Methodological Centers (OTTI/OMC), Local Self Governance Bodies (Ayil Okmoty - AO), Teachers' Associations and schools.

**80. Project Implementation Unit**

- (i) Serve as the project implementation body;
- (ii) Be responsible for the day-to-day project implementation;
- (iii) Manage specific program implementation activities, including procurement, recruitment, supervision and coordination of consulting services, report preparation, the project performance monitoring system, simplified environmental screening and management checklist, and the preparation and submission of disbursement claims;
- (iv) Be responsible for preparation of supporting documents for replenishment of the imprest account, financial statements, and arrangement of the annual audit report in close consultation with MOF officials; and
- (v) Monitor compliance with policy, legal, financial, economic, environmental, social, and other covenants contained in the project legal agreements; and Monitor and report program progress and performance to both MES and ADB.

81. The PIU will hire an Environmental Safeguards Specialist. A national environmental safeguards specialist will be recruited to support the program implementation with goal of ensuring that the civil works necessary to upgrade the selected innovative schools are carried out in accordance with the customized environmental management plans prepared for each of the schools. The expert will have an advanced degree in environmental science or a related subject and at least 10 years of work experience in the field that includes conducting formal environmental risk assessments, and the preparation and monitoring of related environmental management plans. Previous experience of the education sector and school refurbishment would be helpful. on. The specialist, who must be proficient in reading and writing in the English language, will perform the following functions, duties, and tasks to support MES, KAE, and innovative schools in the following:

- (i) Update the IEE and school EMPs according to the specific engineering design and environmental impacts of innovative school rehabilitation works;
- (ii) Assess the capacity of the PIU and the engineering design and supervision firm and provide corresponding training, ensure the compliance of environmental security policies during the implementation of the Project;
- (iii) Assist the PIU, the design firm and the innovative schools to carry out meaningful consultations and disclosures regarding the proposed school rehabilitation works;

- (iv) Assist the PMO and the implementing units in establishing the environmental grievance mechanism and provide guidance for operation of the grievance mechanism;
- (v) Supervise the implementation of the school EMPs and propose corrective actions if necessary;
- (vi) Assist the PIU to compile content related to environmental safeguard in the project progress report
- (vii) Other environmental tasks as assigned by the PIU.

**82. Asian Development Bank:**

- (i) Provide guidance to the executing and implementing agencies to ensure smooth project implementation and achieve the desired development impacts and their sustainability;
- (ii) Conduct regular loan review missions, a midterm review mission, and project completion review mission;
- (iii) Review and approve procurement actions;
- (iv) Process the withdrawal applications;
- (v) Monitor the status of compliance with all loan and grant covenants;
- (vi) Review the annual audit report and follow up on the implementation of audit recommendations;
- (vii) Regularly update the project performance review reports with the assistance of the executing and implementing agencies;
- (viii) Regularly update the project information documents for public disclosure on the ADB website, including safeguard documents and the procurement plan; and,
- (ix) Monitor implementation of ADB's anticorruption policies.

**83. Engineering Company:**

- (i) Conducts a survey of sub-projects (schools) and prepares a description of the physical work to modernize the infrastructure of the school;
- (ii) Develops a Detailed Design for the modernization of schools; and,
- (iii) Fills out the Statement on Environmental Consequences and submits it together with the Detailed Design for state environmental expertise

**84. Construction Contractor:**

- (i) Develops Site-Specific Environmental Management Plan;
- (ii) Implements the measures provided for in the EMP on environmental and social safety;
- (iii) The contractor is responsible for the implementation of measures to reduce the negative impact on the environment.
- (iv) Prepares a monthly report on the implementation of the EMP in the PIU MES;
- (v) Carries out other activities and works to ensure environmental and social safety, safety of workers.

**C. Overall Project Implementation Plan**

85. In the Gantt chart in Figure 4 the outputs are listed with key implementation activities by a quarter and year. This chart should be updated annually and submitted to ADB with contract and disbursement projections for the following year.

Figure 4: Detailed Overall Implementation Plan and Schedule

## Legend:

Improved quality and relevance of curriculum activities	Strengthened network of innovative schools activities	Improved quality of teaching and teacher training activities	Milestone or key event	Management activities
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Activities	2023 (Quarter)				2024 (Quarter)				2025 (Quarter)				2026 (Quarter)				2027 (Quarter)				2028 (Quarter)			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>Output 1: Quality and relevance of curriculum improved with priority on inter-disciplinary approaches.</b>																								
1.1. Design instructions for curricula development <sup>5</sup>																								
1.2 Training of curricula developers.																								
1.3 Provide mentorship for curricula developers.																								
1.4 Enhance the capacity of KAE staff																								
1.5 Build capacity of Textbook Center staff																								
<b>Output 2: Quality of Teaching Improved</b>																								
2.1 Review of the PRESETT system and implement PRESETT reforms <sup>6</sup>																								
2.2 Review of the INSETT system and implement INSETT reforms																								
2.3 Prepare training materials, train trainers, and train teachers in STEM and functional literacy																								
<b>Output 3: Network of Innovative Schools Strengthened.</b>																								
3.1 Upgrade the infrastructure of 23 schools to innovative school standards																								
3.2. Upgrade the equipment of 53 (23+20) schools to STEM model schools (including ICT)																								

<sup>5</sup> In accordance with the *Regulation on the development and review of the State Standard for school education and subject curricula for general education schools in the Kyrgyz Republic*

<sup>6</sup> Includes teachers' subject knowledge, teachers' pedagogical skills, link between the pre-service teacher training system and schools, teachers' professional standards, certification of graduates of the pre-service teacher training system, quality of pre-service teacher training, and fast-track teaching licence

Activities	2023 (Quarter)				2024 (Quarter)				2025 (Quarter)				2026 (Quarter)				2027 (Quarter)				2028 (Quarter)			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
3.3. Upgrade the infrastructure of KAE)				■																				
3.4. Upgrade the equipment of KAE (including ICT)					■																			
3.5 Pilot the new curricula in 53 schools									■	■	■	■												
3.6 Train school management staff on the implementation of the new curricula with focus on effective school leadership					■	■	■	■																
3.7 Provide support to cluster schools in effective networking with schools																	■	■	■	■				
<b>4. Project Management Activities</b>																								
4.1 Recruitment of remaining PIU staff	■	■	■	■																				
4.2 Ongoing day to day PIU operations	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
4.3 Prepare and submit semi-annual progress reports			■		■		■		■		■		■		■		■		■		■		■	
4.4 Prepare and submit mid-term review report											■													
4.5 Prepare and submit project completion report																							■	
4.6 ADB Project Kick-off Mission and annual supervisory missions	■				■				■				■				■				■			
4.7 ADB Mid-term Review Mission											■													
4.8 ADB Post completion Review Mission																							■	
4.9 Appointment of Consultants	■	■	■	■																				
4.10 Procurment of Works, Goods and Services		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■								
4.11 Implementation of environment management plans																								
4.12 Implementation of Gender Action Plan		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■				
4.13 Implementation of communication strategy		■	■	■													■	■	■	■				
4.14 Organisation of Training and capacity building activities	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■				

Source: Project Administration Manual

## D. Schools Selection

### 1. School Selection Procedure and Criteria

86. The purpose of the selection was to identify schools that best meet the criteria to ensure that their potential is effectively used to the maximum extent to create “Future Schools”. They are expected to become catalysts for reforms and channels for all innovations introduced under the ADB Project. The main objective of the selection process was to conduct a transparent, evidence-based process and to objectively assess the potential of schools and their management to achieve the expected goals of creating “Future Schools”.

87. The schools were selected by the Selection Committee of the Ministry of Education and Science of the Kyrgyz Republic (MES). The composition of the Selection Committee was approved by Order # 870/1 of MES “On the establishment of the Selection Committee within the framework of the ADB Technical Assistance” of October 16, 2020. The Committee included the Deputy Minister for School Education (Chairman), heads of the main departments of MES and senior officials of the department of school and alternative education, and the Project Implementation Unit of the ADB “Sector Development Program: Strengthening Education System” Project.

88. The school selection process was the following: Ministry of Education and Science issued Order # 283/1 of KR of March 23, 2021 to approve: (1) the Model of Schools of the Future, (2) Criteria for selecting schools to be included in the “Schools of the Future” network under the ADB “Sector Development Program: School Education Reform” School Selection Procedure, and (4) School Selection Questionnaire.

89. The selection of schools was made according to the following six (6) criteria:

- (i) School location;
- (ii) Social partnership;
- (iii) Competent school management;
- (iv) Teacher Competencies and Professional Development;
- (v) Learning conditions and school infrastructure; and
- (vi) Adequacy of the educational process.

90. As a result of the work carried out, 23 schools recommended by the Selection Committee for repair / construction work under the project were selected. The project provides for the modernization of the physical infrastructure of the Kyrgyz Academy of Education. During the construction and rehabilitation work, the affected areas will be cordoned off to prevent possible accidents among children and teachers. It is envisioned that classes and school operations will continue. However, both schools and constructors will come up with safety policies and install personnel to enforce it. Additionally the constructors will be enforced to work during night time and non-school days to avoid mishaps and delays because of the presence of students and teachers in schools.

**Table 7. List of Selected Schools**

Item no.	Region, district/city of regional significance	Name of the school	Location (city/village)
<b>Batken region</b>			
1.	Sulyukta	School # 7 after Razakov	Sulyukta



Item no.	Region, district/city of regional significance	Name of the school	Location (city/village)
2.	Kyzyl-Kiya district	School # 1 after D.M. Karbyshev	Kyzyl-Kiya
3.	Batken	School after Sh. Toksonov	Bujum
<b>Jalal-Abad region</b>			
4.	Kara-Kul	School # 3 after Frunze	Kara-Kul
5.	Tash-Kumyr district	School # 11 after M.Temirbayev	Kyzyl-Alma microdistrict
6.	Nooken district	School # 6 after S. Sharipov	Aral
7.	Jalal-Abad	School gymnasium #5 after Osmonov	Jalal-Abad
8.	Kok-Jangak	School #3 after Satylganov	Kok-Jangak
9.	Mailuu-Suu district	School # 2	Mailuu-Suu
10.	Chatkal district	School after Janaliev	Jany Bazaar
<b>Issyk-kul region</b>			
11.	Balykchy town	School -Gymnasium №4	Balykchy town
12.	Karakol town	School -Gymnasium №11	Karakol town
13.	Ysyk-Kol district	Secondary school named K. Bektenov	Kara-Oi village
<b>Naryn region</b>			
14.	Naryn town	Secondary school №4 named E. Ibraev	Naryn town
15.	Ak-Talaa district	Secondary school named E. Karasartov	Ak-Talaa
16.	At-Bash district	Oy-Tersken Secondary school	Acha-Kaiyndy village
<b>Osh region</b>			
17.	Kara-Suu district	Secondary school №43 named Z.M.Babur	Kyzyl-Kyshtak village
18.	Uzgen district	School # 8 after Kurmanjan Datka	Uzgen
<b>Talas region</b>			
18.	Bakai-Ata district	Secondary school named Akchal u.Duishon	Ak-Dobo village
20.	Manas district	Secondary school named M. Rakhmanberdiev	Kyzyl-Zhyldyz village
<b>Chui region</b>			
21.	Alamedin district	Alamudun School # 2	Alamudun
22.	Sokuluk district	School # 3 after K. Shopokova	Sokuluk
23.	Issyk-Ata district	School Lyceum # 2 after N.S. Baranov	Novopokrovka
	The Kyrgyz Academy of Education	Bishkek, b. Erkindik d.25	Bishkek

Source: Order of the Ministry of Education and Science No. 635/1 dated April 12, 2022

91. This initial environmental examination (IEE) has been developed for the subproject of the “Preparing Sector Development Program: School Education Reform” for School #3 after Shopokov in Sokuluk village, Sokuluk district, Chui oblast. The IEE has been prepared in accordance with ADB requirements as presented in the ADB SPS 2009. Secondary Lyceum School #3 after Kerimbyby Shopokova is located in Sokuluk village, Sokuluk district, Chui Oblast, 25 km away from Bishkek, the capital of the Kyrgyz Republic. The IEE is developed based on the conceptual design of the project developed by the engineering company.

92. Any required revisions to this draft IEE will be submitted to ADB for review clearance and disclosure on ADB's website on behalf of the borrower. During contractor procurement for civil works, the Executing Agency will be responsible for ensuring that the Environmental Management Plan (EMP) requirements for contractors are incorporated into the bidding documents process. Issuance of bid documents will only be allowed when the final IEE is cleared by ADB. This draft IEE report identifies and analyzes potential impacts and risks from the program implementation on the physical, biological, physical and cultural, social and economic environment in the immediate area of the schools participating in the SERSDP, and recommends specific measures to prevent, mitigate and compensate adverse impacts for the subproject of School #3 in Sokuluk village, Chui oblast.

## 2. Description of Repair and Construction Works

93. Repair works in School #3, Sokuluk village will be performed on the following sites:

**Table 8. Sites to be repaired in School #3, Sokuluk village**

Item No.	Name of site to be repaired
	<b>Floor 1</b>
1.	Biology and laboratory classroom
2.	Mathematics classroom
3.	IT classroom
4.	Crafts classroom for girls and instruments room
5.	Crafts classroom for boys
6.	Entrance hall
7.	Sports hall
8.	Sports hall and equipment room
	<b>Floor 3</b>
9.	Physics classroom
10.	Geography classroom (classroom #23)
11.	Mathematics classroom
12.	Geography classroom (classroom #18)
	<b>Floor 3</b>
13.	Chemistry and laboratory classroom (classroom #39)
14.	Mathematics classroom (first)
15.	Mathematics classroom (second)
16.	IT classroom
17.	Physics classroom with laboratory (classroom #33)
	<b>Plumbing works</b>
18.	Cold water supply pipeline
19.	Toilet facilities for children with disabilities
20.	Power supply

Source: Engineering Design company

94. As part of repair works the old plumbing equipment (bathrooms, sinks, partially replacement of pipes) and electrical equipment will be dismantled; floor coverings and windows will be replaced and wooden surfaces will be painted; other types of civil works will be performed. A summary final list of works is presented in Table 9.

**Figure 5. Geography Classroom in School #3 after Shopokova, Sokuluk Village**



Source: Photo provided by the PIU of the Ministry of Education and Science of the Kyrgyz Republic, June 2021.

**Figure 6. School Hall #3 after Shopokova**



Source: Photo provided by the PIU of the Ministry of Education and Science of the Kyrgyz Republic, June 2021.

**Table 9. Proposed Repair and Rehabilitation Works in the School**

<b>Type of Works</b>
<b>Dismantling works</b>
Dismantling linoleum and rubber linoleum floor covering Dismantling wooden and plastic baseboards molding Manual cleaning of wooden floor surfaces from oil paints Dismantling lighting equipment: switches, sockets Dismantling cables Dismantling electrical wiring, hidden wiring Disassembly of ceramic tile flooring Dismantling (disassembly) prefabricated wooden structures, Dismantling the faucets without shower heads, Dismantling sanitary appliances: wash basins and sinks, 100 appliances Disassembly of wooden window sills in masonry buildings Scratching the surface for plastering, walls, partitions, rectangular pillars, columns, pilasters and bent surfaces of large radius: for brick Cleaning of ventilation ducts, 100 m ducts Dismantling steel grids Dismantling door frames in masonry walls with removal of plaster in the slopes (MDS 81-38.2004 item 3.3.1 b) For dismantling of prefabricated wooden structures (MDS 81-36.2004 item 3.3.1, b) For dismantling (disassembly) of prefabricated wooden structures, extension of the door opening) Disassembly of lightweight brick walls

<p>Disassembly of wall paneling and ceramic tile flooring  Removal of the faucet without shower heads,  Dismantling sanitary appliances – washbasins and sinks,  Dismantling plastered partitions  Scraping the walls from the existing paint for tiling,  Dismantling the ramp. Demolition of concrete structures with cubing capacity of more than 1 m<sup>3</sup> using jackhammers.</p>
<b>Civil works</b>
<p>Plastering of walls prepared for painting; high quality painting of plastering layer and prefabricated structures  Smooth cladding of walls, pillars, pilasters and splays (without eaves gutter, baseboard and corner tiles) without installing toilet brush set tiles on the cement mortar: on the brick and concrete surface  Lining ceilings on a single metal frame of ceiling profiles with gypsum plasterboard (C 623),  Installation of PVC baseboards with KN-2 adhesive  Painting of plaster walls with high quality polyvinyl acetate latex paint  Painting plaster ceilings with polyvinyl acetate latex paint  Oil painting of the previously painted surfaces of radiators and ribbed heating pipes, double layers  Installation of PVC window sills: thickness 0.51m in masonry walls  Oil painting of the previously painted large metal surfaces (except roofs), one layer  Linoleum flooring, with “Bystilat” adhesive  Installation of wooden baseboard molding;  Improved paintwork with oil-based paint  Installation of waterproofing with roll materials, using “Bituminol” mastic, the subsequent layer,  Blinding with 15 mm thick cement and sand mix  Installation of cement coatings, dry mixture; in-situ preparation of cement grout of smooth unglazed ceramic flooring tiles, single-color  Installation of single sinks with hot and cold water supply  Faucet installation  Sewage piping, high density PE pipes, DN 50 mm, 100 m of pipeline  Installation of water supply lines of multi-layer metal-polymer pipes, DN 20 mm, 100 m of the pipeline  Installation of valves, slide valves, seal water, non-return stop valves, stopcocks on steel pipes; DN up to 25 mm  Installation of floor-standing storage electric water heaters; closed type; capacity up to 400 liters,  35 Kv cabling in prefabricated trenches without cover,  Installation of tethered plug, hidden wiring  Installation of double rocker light switch, hidden wiring  Installation of radial fans; weight up to 0.05 tons  Hand excavation of trenches up to 2 m deep without anchoring with slopes, soil group 2  Installation of a ramp  Installation of metal barriers with PVC handrails; priming of metal surfaces with GF-021 primer; one layer  Painting of metal primed surfaces with PF-115 enamel,  Water supply piping, multilayer metal and polymer pipes; DN 15 mm  Water supply piping, multilayer metal and polymer pipes; DN 20 mm  Water supply piping, medium-sized low-pressure PE pipes; DN 25 mm  Water supply piping, medium-sized low-pressure PE pipes; DN 32 mm.</p>

Hydraulic testing of heating, cold and hot water supply pipelines, DN up to 50 mm  
 Installation of floor-standing electric storage water heaters, closed type (capacity up to 400 l)  
 Sewage piping, high density PE pipes; DN up to 50 mm  
 Trenching of cast-iron sewage pipes; DN 50 mm,  
 Insulation of pipelines with complete thermal insulation structures, mineral wool cylinders, using synthetic binding,  
 Installation of single sinks with cold and hot water supply  
 Installation of single compartment sinks  
 Installation and erection of shut-off valves in the water supply, heating and sewage systems

Source: Engineering Design company

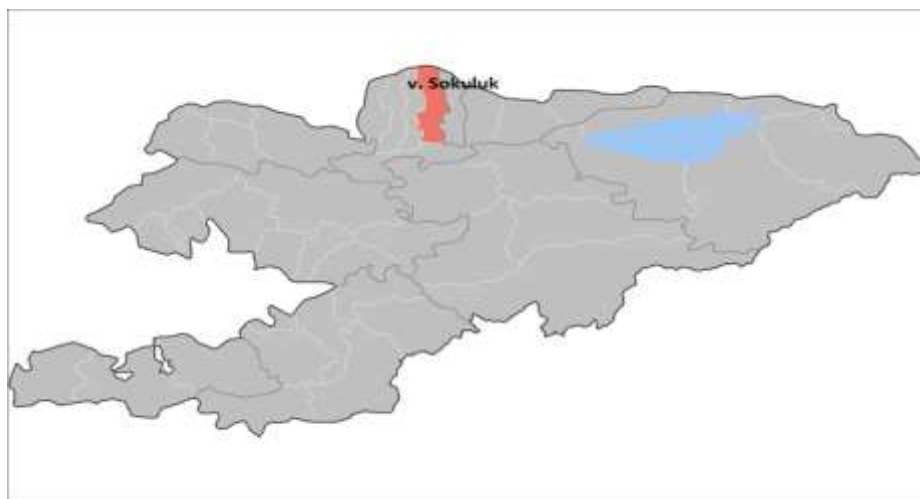
#### IV. THE ENVIRONMENTAL AND SOCIAL BASELINE

##### 1. Project Location

95. Chui oblast is located in the north of Kyrgyz Republic. It borders with the Republic of Kazakhstan on the north and west, with Talas and Jalal-Abad oblasts on the southwest, with Naryn oblast on the south, and with Issyk-Kul oblast on the southeast.

96. Sokuluk rayon is located in the central part of Chui valley and is bounded on the north by the territory of the Republic of Kazakhstan; on the west by the territory of Moskva rayon; on the south by the Kyrgyz mountain ridge; on the east by the territory of Alamudun rayon. The total area of the district is 2,550 km<sup>2</sup>, including one city – Shopokov, and 19 ayil aimaks (AA). The total number of settlements in the area is 67 (Sokuluk village belongs to AA after Krupskaya and AA Sokuluk). The territory of this district is stretched from south to north, including: the northern slopes of the Kyrgyz mountain ridge, which account the southern third of the district area; the foothill zone with a slope up to 2° and the plain area with slopes less than 0.5° northwards.

**Figure 7. Sokuluk Village on the Map of the Kyrgyz Republic**



Source:

[https://ru.wikipedia.org/wiki/%D0%A1%D0%BE%D0%BA%D1%83%D0%BB%D1%83%D0%BA%D1%81%D0%BA%D0%B8%D0%B9\\_%D1%80%D0%B0%D0%B9%D0%BE%D0%BD#/media/%D0%A4%D0%B0%D0%B9%D0%BB:Kyrgyzstan\\_Sokuluk\\_Raion.png](https://ru.wikipedia.org/wiki/%D0%A1%D0%BE%D0%BA%D1%83%D0%BB%D1%83%D0%BA%D1%81%D0%BA%D0%B8%D0%B9_%D1%80%D0%B0%D0%B9%D0%BE%D0%BD#/media/%D0%A4%D0%B0%D0%B9%D0%BB:Kyrgyzstan_Sokuluk_Raion.png)

**Figure 8. Inner Yard View of School #3 after Shopokova in Sokuluk village, Chui Oblast**



Source: Photo provided by the PIU of the Ministry of Education and Science of the Kyrgyz Republic, June 2021.

## 2. Population

97. According to estimated data, as of December 1, 2021, the permanent population of Chui oblast was 985.2 thousand people. As reported by the National Statistical Committee of the Kyrgyz Republic, as of January 1, 2015, the permanent population of Sokuluk district was 173.0 thousand people (urban population – 9.4 thousand people in Shopokov City, and rural population – 163.6 thousand people). Average population density is 67.8 people per one km<sup>2</sup> area. The administrative center of the rayon is Sokuluk village, with a permanent population of 11,968 people (based on 2009 census data).

## 3. Living Standards and Poverty

98. Chui oblast has the most advanced industrial and agricultural sectors in Kyrgyz Republic. The share of Chui oblast in the national total industrial production volume is 45.9 percent.

99. Based on the sample household survey of 2020, the level of the poor population groups was 25.4 percent in the total oblast population (30.3 percent in 2016), and the extremely poor groups accounted to 1.3 percent (3.1 percent in 2016). In 2020, 6.3 percent increase in poverty was reported compared to last year (19.1 percent in 2019) and 1.1 percent increase in extreme poverty (0.2 percent in 2019).

#### **4. Education**

100. Over the past five years, the number of general education day schools in the Chui oblast has not changed and amounted to 323 schools. In the non-government (private) sector in 2020, the number of general education schools increased by four (4) schools compared to 2016; the number of pre-school institutions increased by 10 entities, and the number of higher education institutions by one institution.

101. The number of students in general education schools increased by 17.6 percent in 2020 compared to 2016. As for the secondary special educational institutions, the number of students in 2020 decreased by 1.6 percent compared to 2016, and at the higher educational institutions the number of students increased by 3.5 times.

#### **5. Historical and Cultural Heritage**

102. There are no known archaeological and cultural sites in the vicinity of the School. Chance find procedures are included in the environmental management plan (EMP) as one of the topic-specific plans that the contractor will prepare as part of the Site-Specific Environmental Management Plan (SSEMP).

#### **6. Description of the environment**

##### **6.1. Climate**

103. The climate in Sokuluk district is continental, with dry hot summers and moderately cold winters. The average temperature in July is 25°C. Autumn is dry and warm, followed by a sharp transition to winter. Snow cover is not constant. Number of days per year with snow cover is 71; snow cover height is on average 21 cm in the valley part of the district. On the northern slopes of the Kyrgyz mountain ridge, the number of days per year with snow cover and the height of snow cover increase depending on the elevation level. This dependence is demonstrated by the following data: at 1000 m elevation 25 cm snow cover height for 68 days a year; at 1500 m elevation 26 cm snow cover for 91 days; at 2000 m elevation 46 cm snow cover for 118 days; at 2500 m elevation 66 cm snow cover for 146 days; at 3000 m elevation 84 cm snow cover for 183 days; at 3500 m elevation 115 cm snow cover for 243 days.

##### **6.2. Ambient Air**

104. As reported by the Hydrometeorology Agency of the Ministry of Emergencies of the Kyrgyz Republic, the ambient air is most prone to pollution in Chui oblast, i.e., in the cities of Bishkek, Kara-Balta and Tokmok.

105. Despite the reduction of the total amount of pollutants emitted due to the decline in production, the observations of Kyrgyzhydromet show that air pollution remains to be an environmental hazard. The reason is the near-complete absence of the gas fuel in settlements and, as a consequence, the use of high-in-ash, high-sulfur, low-energy coal, and wood.

##### **6.3. Water Resources**

106. Mountain rivers in Sokuluk district, stemming from the northern slopes of the Kyrgyz ridge, are mainly of mixed glacier-snow and rainfall-fed type, with the highest total flow rates reported in July-August. The largest watercourses of the district are the following rivers: Konok (one percent; 20.8 m<sup>3</sup>/sec flow), Zhylamysh (29.0 m<sup>3</sup>/sec); Sazbulak (25.1 m<sup>3</sup>/sec); Burli (131.0 m<sup>3</sup>/sec); Chetendi (39.2 m<sup>3</sup>/sec); Sarymsakty (45.4 m<sup>3</sup>/sec); Kashka-Suu (89.0 m<sup>3</sup>/sec), Sokuluk (61.5



m<sup>3</sup>/sec). Mountain rivers have heavily buried channels with numerous branches shifting in floodplain depressions. At the entrance to the valleys, a significant part of the river flow is diverted for irrigation. There are a widespread gully and ravine structures with perennial and intermittent rainwater and groundwater streams in the valley part.

#### **6.4. Biodiversity and Protected and Designated Areas**

107. The subproject is located in the municipal district, with the residential buildings and it is under anthropogenic impact:

- (i) There is no soil and vegetation layer;
- (ii) Tree and shrub vegetation is typical for urban areas and residential settlements. The Project does not provide for the vegetation cutting.
- (iii) No natural vegetation and fauna exist. Synanthropic animal species may be present.
- (iv) Protected areas and forestry enterprises are absent.

#### **7. Current School Condition**

108. This school was built in 1980. Secondary lyceum school #3 after K. Shopokova provides continuous primary, general basic and secondary basic education with in-depth study of science and mathematics in the Kyrgyz and Russian languages. The charter of the educational institution is registered by the Ministry of Justice of the Kyrgyz Republic on September 14, 2009 (Registration Number 107605-3308-Y-e, series GPR No. 0088034). The school has the status of a lyceum school.

109. The school's building was built of brick on the area of 5154 m<sup>2</sup>. There are 46 classrooms, including two computer classrooms with 12 computers. The school has district heating, water supply and sewerage systems, which are connected to the public utilities networks of Sokuluk village. The school has indoor and outdoor toilets. As explained by the school director, children use the outdoor toilet when there is no water available inside the school.

110. The school has a capacity of 1,078 students, but the actual number of students attending the school is 1,861. Lessons are organized in two shifts with 60 class sets.

111. Under the proposed project, reconstruction and construction works will be carried out in the school, and new educational equipment will be provided.

112. The initial data for the development of draft IEE is the design and estimate documentation of an engineering company. An engineering company visited school to assess physical condition of the school. The environment and safeguards consultant prepared a list of questions that related to the current condition of the school, the availability of infrastructure: sewerage, water supply, heating, etc. Based on the results of the school assessment, the engineering company prepared information on the physical condition of the school's infrastructure and proposals for improving the infrastructure.

113. The school has central heating, central water supply and sewerage, which are connected to municipal communications of Sokuluk village. Household waste is taken to the municipal landfill under an agreement with a specialized company. There is no environmental impact associated with the disposal of household waste, discharges of wastewater into the environment and emissions of wastewater into the atmosphere.

114. Repair work at the school will be carried out in the school building. Outside, the construction of a ramp for children with disabilities (HVD) and the laying of a drinking water pipeline (100m) will be carried out. Therefore, the information provided by the engineering design company was sufficient for the environmental impact assessment.

## **V. Environmental impact and mitigation measures**

115. This chapter presents the potential environmental impacts related to design, implementation (civil works) and operation phases of the activities under the proposed project. Following is a description of the environmental impacts and the proposed mitigation measures to minimize the negative impacts, if any, and to enhance positive environmental impacts where practicable.

116. The potential environmental issues associated with the small/medium-scale activities for local communities will be limited to temporary inconveniences from the construction activities and may also include: (i) generation of construction waste; (ii) generation of dust, noise and vibration due to drinking water and sewage system piping, construction of ramp for children with disabilities; (iii) minor operational or accidental spills of fuels and lubricants from construction equipment; (iv) improper restoration of construction sites after completion of works.

117. Construction work at the schools will be carried out during the school holidays, when there will be no children at school. If the work will be long and during the academic period, the MES needs to transfer the pupils of the school to other schools.

118. In this case, the children must be provided with proper education. The transfer of children to other schools should not limit the rights of children who are already studying there. Classes should not be increased. Teachers during construction work will be provided with jobs in other schools.

119. All of these potential environmental impacts could be identified, localized, it is generally small in scale, and minimal in impact, and can be effectively prevented, minimized, or mitigated by including specific measures in the labor contracts that contractors need to undertake under the supervision of the Employer. The use of building materials that are dangerous to human health (for example, asbestos) is not allowed.

120. Impact on the construction workers: (i) air pollution by dust, welding fumes, solvents used in the application of paints, resins and similar substances, cement; (ii) risk of cuts, fractures and other injuries when using construction equipment, (iii) handling hazardous waste; (iv) consumption of contaminated water, violation of sanitation and hygiene rules can lead to gastrointestinal poisoning, (v) electrical danger.

121. To mitigate the impact during the construction period, the EMP (Table 10) and the Environmental Monitoring Plan (Table 10) have been developed. The costs of the work on mitigating the environmental impact and monitoring will be included during the development of the Working Draft and will be taken into account when submitting documents for tender. The construction site is located on the territory of the school, in the district center with good roads. Therefore, access to the construction site is not restricted.

122. During the operational phase, the environmental impact is excluded, as water consumption, wastewater removal and solid waste disposal, and heating of the school are performed through municipal specialized institutions.

**Table 10. Potential Impacts and Mitigation Measures**

<b>Aspect</b>	<b>Impact</b>	<b>Significance (No Mitigation Scenario)</b>	<b>Mitigation Measures</b>
<b>Pre-Construction Phase</b>			
Permits and Clearances – government agencies	<ul style="list-style-type: none"> <li>• Non-compliance if not obtained prior to award of contracts</li> </ul>	<ul style="list-style-type: none"> <li>• Significant delay in start-up but can be avoided</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure to obtain all statutory permits and clearances at the earliest possible and prior to award of contracts</li> <li>• Ensure conditions related to execution of works are informed to the contractor and requirements are duly incorporated in relevant project documents</li> </ul>
Permits and Clearances – contractor-related	<ul style="list-style-type: none"> <li>• Non-compliance if not obtained</li> <li>• Delay in implementation (no permit, no site preparation/civil works)</li> </ul>	<ul style="list-style-type: none"> <li>• Significant delay in execution of works but can be avoided</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure contractor is provided with list of permits and clearances required</li> <li>• Ensure contractor has obtained all permits and clearances at the earliest possible and prior to start of works</li> <li>• Ensure conditions related to execution of works duly incorporated in relevant project documents</li> </ul>
Updating of IEE of CW-I-1	<ul style="list-style-type: none"> <li>• Incomplete actions to avoid and mitigate impacts for remaining schools</li> <li>• Required contractual provisions not included in bidding and contract documents</li> <li>• Insufficient resources/budget to implement avoidance and mitigation measures</li> <li>• Non-compliance with ADB SPS</li> <li>• If asbestos is found on-site, insufficient measures and requirements to manage</li> </ul>	<ul style="list-style-type: none"> <li>• Significant if contractor fails to include resources or implement avoidance and mitigation measures during execution of works</li> <li>• Significant if asbestos is found on-site and not included in the IEE, EMP, contractors qualifications, and costs</li> </ul>	<ul style="list-style-type: none"> <li>• Update the Draft IEE to include remaining schools and based on detailed design</li> <li>• Consider timing of Updated IEE submission, clearance/approval with procurement phases such as issuance of bid, bid evaluation, and contract award</li> <li>• Provide information to bidders on environmental, health and safety requirements per ADB SPS and national laws and regulations</li> </ul>

Aspect	Impact	Significance (No Mitigation Scenario)	Mitigation Measures
Site-specific EMP	Unsatisfactory or not applicable measures submitted by contractor	<ul style="list-style-type: none"> <li>Significant but can be avoided</li> </ul>	<ul style="list-style-type: none"> <li>Require contractor to prepare site-specific EMP (SEMP) upon mobilization</li> <li>Ensure contractor's personnel on environment, health and safety are mobilized at the earliest possible and coordinate with PIU on specific requirements, sites, permits and clearances</li> <li>Actively engage PIU, consultants and contractor in the verification and finalization of the SEMP</li> <li>Ensure SEMP is applicable, practical and provided with budget</li> <li>Ensure supervision consultants prepare monitoring checklists based on SEMP and copies are provided to contractors for coordination during implementation.</li> </ul>
Pre-works photo-documentation	<ul style="list-style-type: none"> <li>Unsatisfactory reinstatement of disturbed sites/areas including but not limited to public facilities, access roads, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Significant but can be mitigated</li> </ul>	<ul style="list-style-type: none"> <li>Contractor to submit to PIU</li> </ul>
<b>Construction phase</b>			
Ambient Air	<ul style="list-style-type: none"> <li>increased air pollution due to project construction and operation.</li> <li>Dust during demolition work</li> <li>If asbestos is present on-site, air-borne particles that can affect the workers and people on-site (students, teachers, nearby residences)</li> </ul>	<ul style="list-style-type: none"> <li>If no asbestos on-site, repair work will be carried out not only inside the school building, but also outside: (i) repair of drinking water and sewerage pipelines, and (ii) possibly repair or re-build outdoor toilets that are located outside and have septic tanks. Emissions to the atmosphere will be from works: (i) work of motor vehicles, construction equipment; (ii) welding, insulation, finishing works; (iii)</li> </ul>	<ul style="list-style-type: none"> <li>Prohibit burning of wastes at construction site</li> <li>Spray water on areas where there will be dismantling and concreting works</li> <li>Reduce dust level by water spraying during earthworks</li> <li>Cover trucks delivering construction materials</li> <li>Limit speed of vehicles when passing through communities/residential areas to avoid dust and increase in air pollutants</li> <li>Maintain equipment and machinery in line with the requirements of the manufacturer operating documents.</li> <li>Do not allow contractors vehicles/trucks/equipment that</li> </ul>

Aspect	Impact	Significance (No Mitigation Scenario)	Mitigation Measures
		<p>stone and concrete works; and (iv) excavation/dismantling. The potential impacts are temporary, site-specific, and short in duration.</p> <ul style="list-style-type: none"> <li>If with asbestos on-site, significant and long-term impacts on workers and communities but can be managed by contractual obligations and asbestos management plan.</li> </ul>	<p>are not compliant with standards for emissions.</p>
Noise	<ul style="list-style-type: none"> <li>Increase in noise level</li> </ul>	<ul style="list-style-type: none"> <li>Within the local area of the school. Only during construction. The potential impacts are temporary, site-specific, and short in duration.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule noise-producing activities during time when there are no classes</li> <li>Prohibit noise-producing activities near adjacent properties/residences, if any</li> <li>Inform students, teachers, residents adjacent to schools of the activities and timing, and consider their views in the schedule and work methodology</li> <li>Comply with the requirements of SNiP 2.2.4/2.1.8.562-96 "Noise at Workplace, in Residential Accommodation, Public Buildings and Dwellings Zones"</li> </ul>
Areas used by contractors	<ul style="list-style-type: none"> <li>Contamination of area</li> <li>Deterioration of areas used during construction (such as but not limited to workers camps, borrow pits, quarries, public facilities, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Moderately significant but can be addressed by contractual obligations and specific measures in the SEMP.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure proper selection of sites for construction camp</li> <li>Provide proper sanitation facilities for workers (separate toilet facilities for workers and should not be allowed to use school toilets)</li> <li>Prohibit washing of equipment and machinery on the construction site;</li> <li>Carry out refueling of vehicles at specialized fuel stations.</li> <li>Clean-as-you-go on daily basis</li> </ul>

Aspect	Impact	Significance (No Mitigation Scenario)	Mitigation Measures
			<ul style="list-style-type: none"> <li>• Segregate wastes and dispose properly to designated area(s)</li> <li>• Restore and reinstate areas to pre-works or better conditions</li> </ul>
Construction and municipal waste	<ul style="list-style-type: none"> <li>• Deterioration of schools and surrounding areas</li> <li>• Visual impacts</li> <li>• Unsafe conditions for workers, students, teachers, and other people in the area and adjacent vicinities</li> <li>• poor sanitation and solid waste disposal in construction camps and work sites, and possible transmission of communicable diseases (such as STIs and HIV/AIDS) from workers to local populations</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately significant but can be addressed by contractual obligations and specific measures in the SEMP.</li> <li>• If asbestos or other hazardous wastes are present on-site, significant impacts but can be addressed by contractual obligations and asbestos/hazardous wastes management plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify disposal sites and obtain required permits/clearances</li> <li>• Segregate wastes and provide proper temporary storage (if needed) for recyclables</li> <li>• Educate workers and strictly prohibit throwing of wastes at construction site or its adjacent areas</li> <li>• Determine schedule for removal of wastes and route to be used up to disposal site</li> <li>• Ensure all disposal activities are properly recorded/documented</li> <li>• Remove all construction-related materials after completion of works</li> <li>• Restore and reinstate areas to pre-works or better conditions</li> </ul>
Hazardous waste	<ul style="list-style-type: none"> <li>• If asbestos is present and will be dismantled (roof of the building, water pipes are possible when they are replaced), will cause occupational health and safety impacts</li> <li>• If hazardous materials and/or existing wastes on-site requiring demolition/dismantling or transfer, will cause occupational health and safety impacts</li> <li>• Health impacts and safety risks to students, teachers, parents, and/or adjacent</li> </ul>	<ul style="list-style-type: none"> <li>• Significant impacts but can be addressed by contractual obligations and asbestos/hazardous wastes management plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct site-assessment and inventory during detailed engineering design phase</li> <li>• Prepare asbestos management plan and include in bidding and contract document; require contractor to update the asbestos management plan (AMP) according to site-specific conditions, requirements by government, and international-best practices</li> <li>• Include the ADB's Good Practice Guidance for the Management and Control of Asbestos: Protecting Workplaces and Communities from Asbestos Exposure Risks (<a href="https://www.adb.org/publications/good-practice-management-control-asbestos">https://www.adb.org/publications/good-practice-management-control-asbestos</a>) in the bid documents for guidance of the</li> </ul>

Aspect	Impact	Significance (No Mitigation Scenario)	Mitigation Measures
	residents/businesses		contractors in preparing/updating the AMP. <ul style="list-style-type: none"> <li>• Prepare hazardous wastes management plan and include in bidding and contract document; require contractor to update the asbestos management plan according to site-specific conditions, requirements by government, and international-best practices</li> </ul>
Occupational and community health and safety	<ul style="list-style-type: none"> <li>• Potential exposure of workers during construction activities to: (i) air emissions of dust, welding fumes, solvents used in the application of paints, resins, and similar substances, cement; (ii) danger of cuts, fractures, and other types of injuries when using construction equipment, (iii) danger when handling hazardous waste; (iv) consumption of contaminated water, violation of the rules of sanitation and hygiene can lead to gastrointestinal poisoning, (v) risk of electric shock.</li> <li>• Infectious diseases such as COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately significant but can be addressed by contractual obligations and specific measures in the SEMP.</li> </ul>	Require contractor to employ qualified Health and Safety Officer <ul style="list-style-type: none"> <li>• Prepare package-specific Health and Safety as part of the SEMP</li> <li>• Provide regular trainings and tool box talks to workers</li> <li>• Provide appropriate medical facilities for workers</li> <li>• Educate workers on daily hazards and work-related illnesses and how these can be prevented</li> <li>• Provide engineering and administrative measures in addition to work-appropriate personal protective equipment (PPEs)</li> <li>• Impose no PPE, no work policy</li> <li>• Provide information boards and signs informing the workers on the work rules and regulations (translate to local language for better understanding of workers)</li> <li>• Install appropriate temporary/permanent barriers and warning signs</li> <li>• Prohibit students and unathourized person in and near the sites</li> <li>• Keep a register of appeals and complaints of students, teachers, parents and/or community.</li> <li>• Conduct lectures for teachers and students on observance of safety</li> </ul>

Aspect	Impact	Significance (No Mitigation Scenario)	Mitigation Measures
Sensitive receptors	<ul style="list-style-type: none"> <li>There may be disturbance to sensitive receptors such as students, teachers and surrounding residences and businesses.</li> </ul>	<ul style="list-style-type: none"> <li>Potential foreseeable environmental issues associated with small/medium scale community activities will be minimal and limited to temporary inconvenience resulting from construction activities.</li> </ul>	<ul style="list-style-type: none"> <li>Identify sensitive receptors prior to start of construction</li> <li>Use construction method and schedule that is appropriate for such sensitive receptors and/or locations</li> <li>Limit work hours as needed</li> </ul>
<b>Operation Phase</b>			
Air pollutant emissions in operation of an individual boiler house (if to be installed in schools)	<ul style="list-style-type: none"> <li>Emissions of pollutants into the atmosphere in the presence of an individual boiler house</li> </ul>	<ul style="list-style-type: none"> <li>Moderately significant if not managed by school administrator or operator</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the use of environmentally acceptable fuel;</li> <li>Regular maintenance of the boiler house.</li> <li>Obtain all permits and certificates in accordance with the requirements of fire safety and monitoring of air emissions / concentrations</li> </ul>
Municipal solid waste generation	<ul style="list-style-type: none"> <li>Increase in waste generation</li> <li>Visual impacts</li> <li>Unhealthy environment for school students, teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>Moderately significant if not managed by school administrator or operator</li> </ul>	<ul style="list-style-type: none"> <li>implement waste segregation</li> <li>Dispose wastes that cannot be recycle or reused to designated areas</li> <li>Educate students, teachers, and parents on waste segregation</li> <li>Provide appropriate waste bins and strictly impose waste management controls such as throwing of wastes or garbage in designated bins ;</li> </ul>
Liquid waste generation (sewage from toilets)	<ul style="list-style-type: none"> <li>Smell/odor issues</li> <li>Health issues</li> </ul>	<ul style="list-style-type: none"> <li>Moderately significant if not managed by school administrator or operator</li> </ul>	<ul style="list-style-type: none"> <li>Regularly clean the toilets</li> <li>Coordinate with local sewage contractor for regular desludging of septic tanks/toilets</li> </ul>

Source: Asian Development Bank (Central and West Asia Department)

123. In accordance with the Regulation on Environmental Impact Assessment Procedure in the Kyrgyz Republic, approved by Resolution of the Government of the Kyrgyz Republic, dated February 13, 2015, this Program has been assigned Category 4 Hazard and it will not have any environmental impact. With respect to the projects with an insignificant level of environmental impact, it is sufficient to complete the environmental impact statement (EIS) form at the stage of development of Design Estimates Documentation, in order to pass through the State Environmental Expert Review. The engineering design company which is developing the Design Estimates Documentation will be responsible for submitting the design to the authorized government environmental protection body.



124. **Analysis of alternatives.** The following two scenarios for the Program were considered:

- Scenario 1: Option A – No Construction.
- Scenario 2: Option B – Construction.

125. The Kyrgyz Government clearly recognizes the importance of education for economic and social development and political stability in the country, and the need for investment in education. However, despite past efforts to renew the physical infrastructure, in many schools, conditions are still highly unsatisfactory. And this situation means the “no construction” scenario is incompatible with government plans and would lead to deteriorating conditions in schools. In contrast, once construction is completed, scenario 2 will lead to positive impacts for the students and teachers with the physical infrastructure of 23 schools upgraded to meet the standards of innovative schools and be gender-responsive and inclusive

## VI. CONSULTATIONS, INFORMATION DISSEMINATION AND DISCLOSURE

### 1. ADB Requirements

126. The ADB’s Safeguard Policy Statement (SPS, 2009) has specific requirements to the disclosure of information and public consultation. This Program affects the students of the school and their parents, the administration and the teaching staff.

127. Disclosure includes providing information about the program to the general public and affected communities and other stakeholders. Disclosure of information is intended to facilitate constructive interaction with the affected population and stakeholders throughout the life of the Program. ADB’s SPS (2009) requires any project to carry out meaningful consultation with affected people and facilitate their informed participation.

128. **Category B.** Public consultation in the early stages of the IEE process and throughout the project implementation will be undertaken to address any environmental concerns of the local communities, NGOs, governments and other stakeholders.

129. **Objective.** Public consultation in order to inform the public about the proposed activity, identify preferences, determine all aspects of the possible environmental impact of the activity in order to obtain the most unbiased information and take into account public opinion in the decision-making process.

### 2. Public consultation

130. **ADB Requirements.** ADB SPS has specific disclosure and public consultation requirements. Disclosure includes providing information about the project to the general public and to the public affected by the project and other stakeholders, beginning early in the project cycle and throughout its implementation. Disclosure is intended to facilitate constructive engagement with affected communities and stakeholders throughout the life of the project.

131. For the project, consultations and stakeholders engagement meetings were held on May 11, 2022, in school #3 after Shopokova, Sokuluk village, Chui oblast. Total number participants were 19 people, including teachers, parents and a representative of Sokuluk ayil okmotu. The participants learned the general information about the Project and were presented the environmental safety topics.

132. During the consultations the questions were asked regarding general information about the Project and its implementation period. The Minutes of public consultations meeting is attached in Annex 2.

133. The following topics have been covered:

- (i) Requirements of the environmental protection legislation of the Kyrgyz Republic to conduct of environmental assessment of projects;
- (ii) Requirements of the ADB SPS (2009);
- (iii) Content of initial environmental examination (IEE);
- (iv) Environmental impacts of project implementation;
- (v) Environmental management plan (EMP) and mitigation measures proposed in the EMP; and Grievance redress mechanism.

**Figure 9. Public Consultations at School #3, Sokuluk Village, Chui Oblast (May 11, 2022)**



Source: Photo courtesy of CAIConsulting

134. Public consultations will be held throughout project implementation to address any environmental, health and safety issues of interest to local communities, non-government organizations, government, and other stakeholders. Before the start of the project, it is necessary to inform all stakeholders and people who will be affected by the project about the project and its impact.

### **3. Disclosure of IEE of Subprojects on ADB website**

135. IEE and EMP will be updated prior to the announcement of tenders for construction contracts. The tender documents will include a requirement to add necessary resources for implementation. The Updated IEE for CW-I-1 will be reviewed by the PIU to ensure completeness,

applicability, and quality prior to submission for ADB's clearance. The PIU shall inform and confirm that key provisions and costs are incorporated in the bidding documents. ADB may request submission of relevant sections of the bidding documents as part of the review and clearance process. The ADB-cleared IEE with its EMP will be disclosed at ADB and PIU websites.

136.

137. The IEE may be updated in the event of (i) changes in construction activities in the detailed engineering design, (ii) unforeseen environmental impacts, (iii) in the event of a change in location of the subproject.

## **VII. GRIEVANCE REDRESS MECHANISM**

138. The Grievance Redress Mechanism (GRM) is a process and forum through which the affected people need a trusted way to voice and resolve concerns about EMP/IEE implementation and the project also finds an effective way to address affected people's concerns.

139. APs and local people have the right to file complaints and/or queries on any aspect of the project, including environmental, social and other safeguard issues. Under the GRM, people may appeal any decision, practice or activity related to the project. All possible avenues will be made available to the affected persons and others to voice their grievances. The MES/PIU will ensure that grievances and complaints on any aspect of the project are addressed in a timely and effective manner.

### **Objectives**

140. Objectives of the GRM are:

- To reach mutually agreed solutions satisfactory to both the project and the APs, and to resolve any grievances locally, in consultation with the aggrieved party;
- To facilitate the smooth implementation of the project activities, particularly to cut down on lengthy litigation processes and prevent delays in project implementation; and
- To facilitate the development process at the local level, while maintaining transparency as well as to establish accountability to the affected people.

141. The mechanism will consist of grievance resolution of two levels, the local and central levels. At each level, a grievance redress group (GRG) will be established. The role and responsibility of the GRGs is to accept claim and complaints, assess its validity, determine the scope of eventual impacts, and timely resolve the issue, including the claims regarding the compensation and maintain GRM as flexible and efficient to address and resolve the claims as raised during project implementation.

142. The GRM covers issues related to environmental, social and other safeguard issues under the ADB safeguard covenants and Kyrgyz Republic laws.

### **The Grievance Redress Groups**

143. The Grievance Redress Groups (GRGs) will be established at both local and central levels. The GRGs will function for the duration of project implementation. The local GRGs include one in each related Ayil Aimak (village) and the central GRG will be set at MES in Bishkek city.

144. The contact information of GRGs will be included in the information brochures that will be distributed among the project related communities.

145. At each level of appeal, the GRG will be assisted as needed by the professional capacity to solve specific case. They include:

- (i) Representatives of the selected schools;
- (ii) Representatives of local authorities and State Rayon Administrations;
- (iii) Representatives of the Rayon Branch Cadastre;
- (iv) Technical expertise from professional engineers, and consultants with relevant experience in environment and social safeguards and resettlement.

### Grievance Resolution Process

146. The complaints and grievances from the AHs will be addressed through the procedure described in Table 15 and Figure 10 further illustrates it.

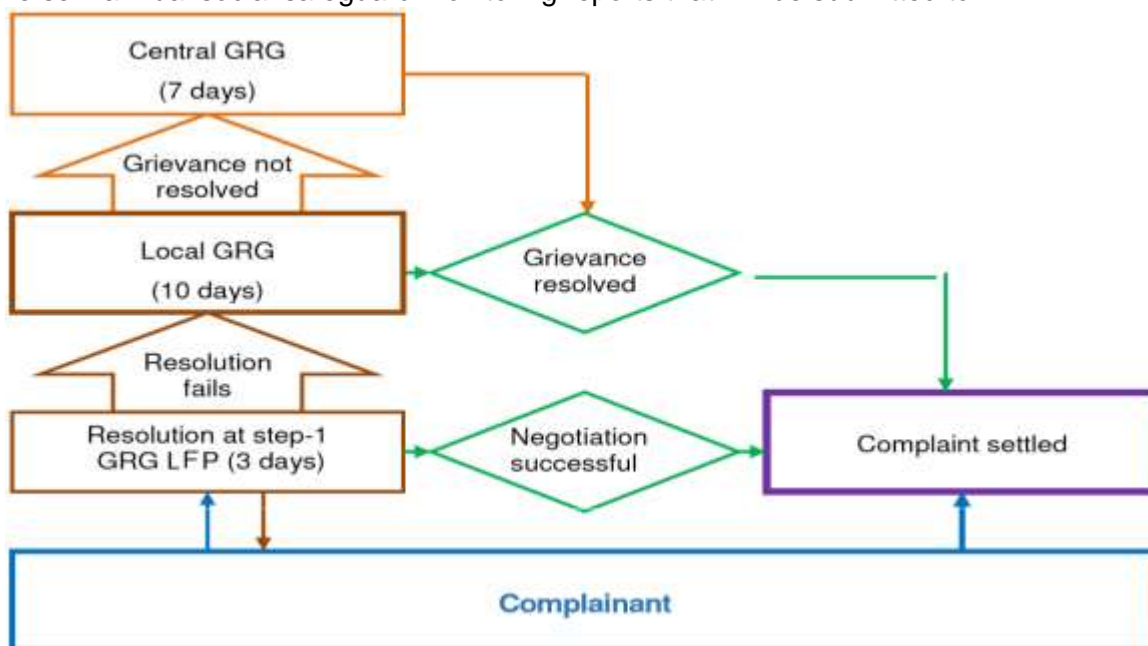
**Table 15: Grievance Redress Procedure**

Step	Action Level	Process	Timeline
1	Resolution by Local Focal Person	At initial stage, the LFP will give hearing to the aggrieved person and try to give acceptable solutions. If an aggrieved person is not satisfied with the solutions, then she/he will lodge grievances in written to the local GRG within 3 days.	3 days
2	Resolution at local level	After receiving written complaint, the LFP will review and prepare a Case File for GRG hearing and resolution. A formal hearing will be held with the GRG on a date fixed by the LFP in consultation with the aggrieved person. On the date of hearing, the aggrieved person will appear before the GRG and present proofs in support of his/her claim. The LFP will note down the statements of the complainant and document all proofs. The decision from majority of the members will be considered final from the GRG and will be issued by the LFP and signed by other members of the GRG. The case record will be updated and the decision will be communicated to the aggrieved person by the LFP within 10 days. If aggrieved person is not satisfied with the solution, the LFP will lodge grievance in written to the central GRG at MES/PIU with conclusion and supporting documents prepared at local level.	10 days
3	Resolution at central level	After receiving written complaint, the central GRG Chairperson will review and prepare a Case File for GRG hearing and resolution. A formal hearing will be held on a date fixed by the GRG Chairperson and the aggrieved person. GRG members will contact the complainant and visit his/her village. The responsible (safeguard) specialist of MES/PIU will note down the statements of the complainant and document all proofs. The decisions from	7 days

Step	Action Level	Process	Timeline
		majority of the members will be considered final from the central GRG and will be issued by the Chairperson and signed by other members. The case record will be updated and the decision will be communicated to the aggrieved person by the specialist of MES/PIU within 7 days of submission.	

147. The PIU of the MES will document all grievances in both written and electronic forms. The PIU will ensure that all grievances and their resolution status will be documented in the Grievance Logbook. The representatives of local authorities may use their own procedures for documenting the grievances.

148. The PIU will ensure that all grievances and their status will be monitored and reflected in the project's progress reports. The Contractor should incorporate the grievances and their resolution status in monthly progress reports submitted to the PIU, who in its turn will reflect this in the semiannual social safeguard monitoring reports that will be submitted to ADB.



### Additional Mechanisms

149. Any physical and legal person, any appellant can communicate his/her concern to the court at any stage of grievance redress. The GRGs will not restrict or influence the AP from applying to court for legal remedies. If the complaint is found invalid, the GRG will formulate a response and send a written letter to the complainant, explaining the reasons of rejection.

150. In addition, ADB has its Accountability Mechanism Policy (2012)<sup>7</sup> that is to be accountable to people for ADB-assisted projects as a last resort mechanism. The accountability mechanism

<sup>7</sup> <https://www.adb.org/site/accountability-mechanism/main>

provides a forum where people adversely affected by ADB-assisted projects can voice and seek solutions to their problems and report alleged noncompliance of ADB's operational policies and procedures.

151. The complainant, if not satisfied with GRG's decision or even the court's decision, can appeal the case to Office of the Special Office Facilitator of ADB<sup>8</sup>. The GRGs will not in any way impede APs' access to the ADB Accountability Mechanism.

152. All expenses incurred by affected households in grievance/complaint filing and its resolution will be covered by the project.

## VIII. ENVIRONMENTAL MANAGEMENT PLAN

153. The environmental management plan (EMP) described in this section serves as a mechanism to guarantee the implementation of the preventive and mitigating measures specified in the initial environmental examination (IEE) during the implementation of the proposed program.

154. The EMP also includes a monitoring plan and the institutional strengthening activities that contribute to the program's beneficial impact; the necessary institutional arrangements are defined, a schedule for implementation of these activities proposed, and their costs are indicated in the program budget.

155. The recommended environmental assessment preventive measures and monitoring to minimize the potential impact of the construction works are set out. These preventive measures will help to avoid any potential adverse impacts of the rehabilitation work.

156. It is necessary that all contractors prepare site-specific EMPs for each facility, which will describe in more detail the proposed measures to prevent or mitigate the impact of the construction on the environment.

157. All construction contracts shall meet environmental, health and safety standards required by Kyrgyz law and ADB procedures. Repairs shall be carried out when children are not in school. EMP will be applied for the entire duration of the program implementation t. The EMP includes:

- (i) Impact mitigation action plan;
- (ii) Asbestos-cement waste management;
- (iii) Mercury-containing waste management;
- (iv) Environmental monitoring and reporting.

158. Construction and installation works will be carried out by a contractor hired by MES PIU. The primary responsibility for environmental compliance and EMP implementation rests with MES PIU. The external supervision of the construction works will be carried out by a company specially hired by ADB.

159. Impact mitigation action plan. The plan describes the recommended preventive activities and mitigation measures, the institutional responsibility for the implementation of measures, the information on the cost of measures to reduce the impact on the environment.

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<sup>8</sup> [www.adb.org/site/accountability-mechanisn/contacts](http://www.adb.org/site/accountability-mechanisn/contacts)

160. Preventive and mitigation measures recommended by IEE are described in Table 16 in the mitigation plan. According to the project implementation phase, the plan identifies mitigation measures where potential impacts are likely to occur:

- (i) Construction phase, covering actual construction work, funded by the project, carried out at sites where there is an immediate construction impact; and
- (ii) Operational phase, which includes the period of completion of actual construction works, with long-term and continued impacts on the ambient air and water resources.

161. **Monitoring plan.** One of the elements of the general responsibility for EMP implementation will be to regularly monitor the activities planned in EMP (Table 9). The monitoring plan includes monitoring parameters, the frequency of monitoring and institutional responsibility.

## 1. Hazardous Waste Management

162. During the construction work, asbestos and mercury-containing hazardous waste can be generated. Asbestos and cement waste and materials can be in the form of slate covering the roof of the building, as well as possibly asbestos and cement sewerage and water supply pipes or their parts. Mercury is found in fluorescent lamps that are used as lighting for buildings.

163. **Asbestos management risk.** Asbestos is a natural fibrous material that has been widely used in buildings and other infrastructure in the 20<sup>th</sup> century because of its strength and resistance to fire and heat. Asbestos is commonly used in corrugated roofing sheets and asbestos and cement pipes.

164. **All types of asbestos fibers pose a risk to human health.** Generally, the greatest risk occurs when working directly with asbestos or when the dilapidation of the asbestos-containing material occurs, such as broken edges of asbestos and cement pipes or broken roofing sheets. Therefore, certain precautions are required.

165. **The risk of handling mercury-containing waste.** Mercury is a substance of Group 1 Hazard; it is recognized as a substance that has a significant adverse neurological and other effects on human health. Depending on the amount of mercury and the duration of its entry into the body, (i) acute poisoning, (ii) chronic poisoning, (iii) mercury poisoning are possible. Women and children are mostly sensitive to mercury poisoning.

166. **Requirements of the legislation of the Kyrgyz Republic on the hazardous waste management.** According to Resolution of the Government of the Kyrgyz Republic #885 of December 28, 2015 to approve the "Procedure for hazardous waste management in the territory of the Kyrgyz Republic", the asbestos and mercury-containing wastes shall be disposed of in accordance with the environmental safety requirements.

### 1.1. Asbestos-containing waste management

167. The most probable risk in the Project is possible in the extraction and transportation of the waste slate roofing and possibly asbestos and cement pipes or their parts, which will be transferred by a Contractor for their further disposal. The personnel involved in the disposal of ACMs will be at risk of exposure to asbestos.

168. The Asbestos Management Plan prepare in accordance with the ADB Good Practice Guidance for Asbestos Management and Control: Protecting Workplaces and Communities from

Asbestos Risks <https://www.adb.org/publications/good-practice-management-control-asbestos>. An asbestos management plan is a plan that states how asbestos in the workplace will be managed. There may be national requirements for information which needs to be included in an asbestos management plan.

169. The requirements of the legislation of the Kyrgyz Republic on handling ACMs are mandatory for all types of work associated with the release of asbestos-containing dust, and apply to:

- (i) Mining and processing of the asbestos-containing minerals;
- (ii) Manufacturing of materials and products containing asbestos;
- (iii) The use and application of the asbestos-containing products and materials for process needs;
- (iv) New construction, expansion, reconstruction, retrofitting and upgrade, repair, conservation and demolition of buildings constructed with the use of the asbestos-containing materials;
- (v) Transportation and storage of asbestos, asbestos-containing materials and products;
- (vi) Production and use of the construction and road materials based on by-products generated during the extraction and processing of the asbestos-containing raw materials;
- (i) Process flows of loading, unloading, ballast placement and other works conducted on the asbestos-containing ballast during the repair, current maintenance, construction of the railway lines (side tracks or new railway lines), the conditions of its storage and transportation.

170. Compliance with the provisions of the following rules is mandatory for legal entities, individuals and citizens who perform:

- (i) Mining, cleaning, processing and use of asbestos;
- (ii) Development and release of construction projects, vehicles, machinery and equipment for the production of asbestos, and products thereof;
- (iii) Construction, reconstruction, retrofitting and upgrade, as well as repair, conservation and demolition of buildings, structures, installations, railways and highways and other special-purpose structures using asbestos-containing materials;
- (iv) Medical care for the workers who have occupational contact with asbestos and asbestos-containing materials.

## **Asbestos-Containing Waste Management**

### **Waste Collection**

171. In the addition to national requirements, as a guide the following measures should be included as a minimum:

- (i) Where possible waste material should be wetted during collection to minimize potential fiber release.
- (ii) Collection method will be dependent on the type of ACM and should be determined by a competent person. Some collection methods may require vacuuming or dust extraction.
- (iii) Waste handling should be conducted by a competent person who is experienced in such activity. There may be national requirements for permit, license or accreditation for waste collection and handling.



- (iv) Appropriate personal protective equipment (PPE) should be worn when handling waste.
- (v) Where possible, ACM should be removed and disposed of whole, without breaking the material, to minimize fiber release. Where breakage cannot be avoided, the methodology should be determined by a competent person (e.g., through the use of dust extraction hood).
- (vi) Waste disposal containers shall be made out of material that does not easily become damaged, such as heavy-duty polyethylene. Containers such as paper bags should be avoided.
- (vii) Bagging outlets from dust collection hoppers or vacuum cleaners should be designed to make bag changing easy and to minimize dust leakage.
- (viii) Bag changing should be conducted by a competent person trained to conduct this activity.
- (ix) Filled containers should be appropriately sealed to prevent escape of dust during handling. Plastic bags shall be appropriately tied and folded over and the neck shall be secured in a folded position by wire tie, adhesive tape, or other effective method.
- (x) It is preferable that disposable bags/plastic that have been used to contain asbestos waste be disposed of together with the waste as asbestos waste.
- (xi) Asbestos waste in the form of sludge or slurry should preferably be placed in specially designed containers which are adequately sealed in such a way that no spillage could occur. Other disposable materials such as the plastic used for enclosure can be treated as waste, unless it is confirmed not to contain asbestos fibers. The inside of the enclosure should be spray painted (e.g., with polyvinyl alcohol or similar) with airless applicator to prevent any fibers from being released.
- (xii) Unbonded asbestos should be stabilized (e.g., with sealant), where practicable, to minimize fiber release.
- (xiii) After collection, asbestos waste shall be ensured to be appropriately encapsulated (i.e., by bag/container) which does not result in potential release of fibers. Preferably a second bag/containers shall enclose the first bag to minimize any fiber release. The person handling the waste must take care of the waste placement such that the outside layer of the container/bag must be free of asbestos.

## Waste Storage

172. In the addition to national requirements, as a guide, the following measures should be considered:

- (i) It is preferable that asbestos waste storage is minimized, and asbestos waste is disposed of to a lawful facility as soon as practicable.
- (ii) All asbestos waste waiting for disposal should be clearly marked on the bag/containers. It is preferable that the area is barricaded to prevent unauthorized access.
- (iii) Asbestos waste should be stored in such a way that it is not exposed to damage likely to cause release of fibers (e.g., by exposure to sun, chemicals, heat, pests, etc.).
- (iv) Asbestos waste should not be mixed with non-asbestos waste, as this may result in contamination of the non-asbestos waste. Where practicable, asbestos waste

- should be stored in a designated area.
- (v) If asbestos waste is stored in long term, the bag/containers should be monitored for damage and any damage should be rectified. Remediation of surrounding area may be required where damage is identified.

### **Waste Transport**

173. In the addition to national requirements, as a guide, the following measures should be considered:

- (i) Waste transportation should be conducted by a competent person who is experienced in such activity. There may be national requirements for permit, licence or accreditation for waste transportation. In some countries, prior approval of disposal may be required from the disposal facility. The transporter should be inducted to the safe work method statement and understand the actions required should accidental spillage occurs.
- (ii) Asbestos waste should be transported in such a way that that there is no asbestos fiber or dust emitted during transport.
- (iii) Where accidental spillage occurs, action to contain the spillage and minimize the release of fibers should be conducted immediately. The appropriate actions should be determined by a competent person and may include containing spillage, wetting, covering, etc. Appropriate PPE should be worn when handling spillage.

### **Waste Disposal**

174. Asbestos waste should be disposed of in a lawful facility. In some countries, there may be legislation or requirements for facilities that can receive asbestos waste, location of such facility, permits/licence/accreditation for such facility, how asbestos waste must be handled and placed in the facility, placement of temporary and final cover material, and the long-term management for such facility. The following guidance is not intended to provide guidance for disposal in a facility not designed for receiving waste (i.e., properties other than landfill). In the absence of national legislation/requirements, the following measures should be considered, which are in accordance with the International Labor Organization (ILO) (1984):

- (i) The site should be specifically designed to accept waste, particularly asbestos waste. Such site is generally referred to as a landfill and has specific designs on location, size, depth of burial, leachate and landfill gas control, etc, which may have national legislation/requirements and should provide appropriate measures to prevent pollution of soil, air and water.
- (ii) Placement of asbestos waste should be conducted by a competent person as such to minimize damage to the bags/containers encapsulating the waste and subsequent release of asbestos fibers. The competent person should be inducted to the safe work method statement for the work and be made aware of the potential hazards and risk of the activities.
- (iii) Asbestos waste is preferably covered daily with a daily cover (the ILO suggests 20-25 cm (8-10 in)) of non-asbestos material as soon as possible. There may be national requirements of the required type and depth of daily cover.
- (iv) At the completion of landfill life, a final cover is generally provided. The ILO recommends a minimum depth of 2m of final cover. There may be national requirements of the required type and depth of daily cover.
- (v) The placement of waste should be as such that it will not be damaged and potentially release asbestos fibers as a result of vehicle movement.

- (vi) Vehicles and personnel conducting the work should be appropriately decontaminated prior to leaving the facility.
- (vii) Records of waste disposal (usually presented as waste dockets or invoices from the landfill facility) should be kept to track waste disposal. Location of waste disposal should also be kept as a record.

175. Where national legislation/requirements allow, there may be potential for burial of asbestos waste outside a landfill environment. There are many factors that need to be considered for this:

- (i) National legislation/requirements
- (ii) Future use of the site
- (iii) Depth of placement, with consideration of the depth of soil that is likely to be disturbed in the future (e.g., for service maintenance, tree planting, etc.)
- (iv) How the risk of asbestos will be managed in the future and how this is communicated to future site owners/occupiers
- (v) Ongoing records and ongoing management of buried asbestos as well as associated costs Where there is no national legislation/requirement for burial in places other than a landfill, the above decision should be made by a competent person familiar with national legislation/requirements, with potential consultation with authority, to ensure that the long-term risk of asbestos is considered and managed.

### **Safety requirements for working with asbestos and asbestos-containing materials**

176. When asbestos is present on the project site, it should be clearly identified as a hazardous material. Asbestos-cement materials (ACMs) shall not be cut or broken as it will generate dust. During renovations, all workers should avoid crushing/damaging asbestos-containing waste, store such waste in designated areas within the construction site, and dispose of it properly in a dedicated or disposal site.

177. If asbestos-containing waste is to be temporarily stored on site, it shall be properly contained in the sealed containers and appropriately labeled as hazardous. Precautions should be taken to prevent any unauthorized removal of such waste from the site.

178. All asbestos-containing materials should be handled and disposed of by the competent and experienced personnel only. The personnel must wear appropriate PPE (masks, protective gloves and clothing). When treating the asbestos waste, workers must always wear special protective clothing, gloves and respirators. Before removing (if necessary) asbestos from the site, it should be treated with a wetting agent to minimize the release of asbestos dust. The removed asbestos shall never be reused.

179. People who are not directly related to the performance of the work are prohibited in the work area.

- (i) All those working in the production and use of asbestos should be informed about the health hazards of asbestos.
- (ii) Instruct workers dealing with the asbestos-cement pipes on the safety of working with the asbestos-containing materials.
- (iii) All employees must be provided with PPE: respirators, helmets, glasses, protective shoes.
- (iv) Where possible, ACM should be removed and disposed of whole, without breaking the material, to minimize fiber release

- (v) Where possible waste material should be wetted during collection to minimize potential fiber release.
- (vi) When loading and unloading pipes, do not use hooks and other sharp devices not to destroy the pipes.
- (vii) Avoid dropping pipes from any height when removing them from trenches and at the loading and unloading operations.
- (viii) If the pipes are destroyed during the work, it is necessary to moisten the generated waste in order to prevent the formation of dust.
- (ix) Put small asbestos-cement wastes in a container and store it in a closed form until it is removed from the construction site.
- (x) Transportation of the asbestos-cement pipes to the place of their disposal or storage in vehicles should be carried out, excluding their fall and damage;
- (xi) In case of falling and destruction of pipes on their way to the place of disposal or storage, it is necessary to clear the area of the parts of the pipes and take them to the place of disposal or storage.
- (xii) After unloading at the landfill, the asbestos-containing waste must be covered with at least 2 m of earth on top.

## **1.2. Mercury-containing waste management**

180. All mercury-containing waste must be collected and returned for subsequent mercury recovery to the specialized facilities. Electricians and electrical fitters are allowed to work on the replacement and collection of the used mercury-containing lamps after checking their knowledge and getting instructions on safety measures when performing this type of work.

181. The main condition for replacing and collecting the used mercury-containing lamps is to maintain their hermetic state. The collection and storage of the mercury-containing waste should be carried out in a specially equipped room. The mercury-containing waste should be stored in compliance with the safety and health regulations.

182. Containers for collecting and storing lamps are whole cardboard boxes for fluorescent lamps, cardboard, plywood boxes, chipboard boxes, plastic and paper bags. The packaged used lamps and other mercury-containing waste should be stored on shelves to avoid damage to the packaging.

183. Collection and storage of the broken mercury-containing lamps must be carried out in a sealed, steel container with handles and labels "For broken mercury-containing waste". It is prohibited to dispose the waste containing mercury in the landfills and other places that are not intended for the disposal of hazardous waste.

184. The mercury-containing waste should be transported by specialized transport. If it is not available, then it should be transported by other vehicles that exclude the possibility of creating emergency situations, causing harm to the environment, and human health.

185. When transporting mercury-containing wastes, it is necessary to ensure that they are placed in the right rows to avoid damaging the containers in transit, loss of mercury and contamination of the vehicles and areas with mercury. Broken lamps should be transported in the sealed containers with handles. It is prohibited to throw packages when loading. Packages should be loaded in such a way that more durable containers are in the lower rows.

## **2. Occupational and Community Health and Safety**

186. Pursuant to the requirements of the legislation of the Kyrgyz Republic to occupational health and safety, and ADB Safeguards Policy, EMP shall contain occupational health and safety

activities in performance of civil works under the Program as summarized in Table 9. The program will be implemented at the school and in the immediate vicinity. Therefore, there will be no impact of the program on the broader local community. Construction work will be carried out during the holidays or at other times when there are no students at the school. Potential adverse impacts from the construction will largely be restricted to construction workers and mitigated by adherence to the contractors occupational health and safety plans and the provisions of the site specific EMP.

## **2.1. Measures to prevent the spread of COVID-19**

187. These requirements have been prepared in accordance with the interim advisory note “Protecting the safety and wellbeing of workers and communities from COVID-19” provided by ADB.

188. Given the complexity of the situation and the fact that there are a large number of employees in one place, there is a possibility of the spread of infectious diseases and the consequences of such a spread.

189. In this regard, contractors’ organizations (hereinafter referred to as Contractors) who carry out work on the sites selected under this project should take all precautions to maintain the health and safety of the Contractor’s personnel.

### **Assessment of the workforce characteristics**

190. It is necessary to prepare a detailed profile of the workforce, namely:

- (i) Break down workers into those who live home, in the nearby community, and those who live on the site.
- (ii) Identify workers who may be at greater risk from COVID-19, those with serious health problems, or who may be otherwise at risk.
- (iii) Consider ways to minimize the movement within the facility (construction site) and outside. This may include extending the existing contracts to prevent workers from returning home to the affected areas or returning workers to the site from the affected areas.
- (iv) Consider requiring workers who live in the local community to move to a construction camp where the same restrictions apply.

### **Regulation of working methods**

191. Consider changes to the work processes and timescales to reduce or minimize communication between workers, realizing that this could affect the project schedule. Possible measures may include:

- (i) Reducing the size of working groups.
- (ii) Limiting the number of workers in the workplace (construction site) at any time.
- (iii) Adapting or reorganizing work processes for specific work activities and tasks to provide social distancing, and training workers in these processes.
- (iv) Consider changing the layout of the dining facility and introducing the phased mealtime to ensure social distancing and gradual access to and/or temporary restriction of access to leisure activities that may exist at the facility, including watching TV.

### **Measures to prevent disease risks at the construction site**

192. The following measures must be followed to prevent the spread of COVID-19:

- (i) Authorize the Health and Safety Officer to issue instructions to maintain the health and safety of all personnel who are allowed to enter and/or work on the site, and to take measures to prevent accidents (this may be the person responsible for occupational health, safety and the environment (OHSE);
- (ii) Issue the internal order "On the approval of the PIU notification scheme in the event of incidents at construction sites, on compliance with the requirements of COVID-19 precautionary measures."
- (iii) Provide a replacement for the OHSE officer in case of illness;
- (iv) Have daily pre-shift briefings for workers with a focus on COVID-19, including cough etiquette, hand hygiene and distancing measures, using demonstrations and methods with the involvement of others.
- (v) Purchase infrared scanners and take the workers' temperature daily.
- (vi) Placing posters and signs all over the construction site, with images and text in Russian and Kyrgyz;
- (vii) Ensure the availability of the first aid kit for construction workers, in cooperation with local health authorities in the isolation wards, ambulances and any other specified medical services.
- (viii) Ensure the availability of handwashing products, disposable paper towels and closed trash cans in the key locations throughout the facility; where there is a toilet, a canteen, or food distribution or drinking water supply. It is also possible to use an alcohol-based disinfectant (based on 60-95% alcohol, if possible).
- (ix) In the event that a temporary or permanent workforce is recruited on a contract basis, take all necessary measures to prevent or minimize the spread of infectious diseases among permanent workers. It is necessary to provide a certificate from the medical institution at the place of residence that the employee is not under observation or quarantine.
- (x) In case workers live home, it is necessary to take temperature daily at the beginning of work and limit their communication with residents of the local community.
- (xi) Carry out regular and thorough disinfection (cleaning) of all work facilities, including offices, living quarters, dining rooms, common areas;
- (xii) Provide cleaning personnel with appropriate cleaning equipment, materials and disinfectant;
- (xiii) Organize preliminary discussions with specific health care providers to agree on what to do if referral of sick workers is needed.

#### **Measures concerning the employees' own safety:**

193. Employees shall:

- (i) Take early steps to ensure their own safety in daily activities.
- (ii) Do not violate rules that may lead to the spread of the coronavirus infection;
- (iii) Do not disrespect the use of PPE, masks, respirators, gloves;
- (iv) Maintain personal hygiene with alcohol-based hand rub and hand washing.
- (v) Site workers are required to minimize contact with people in the vicinity of the site and, in some cases, are prohibited from leaving the site during their contract to avoid contact with local residents.
- (vi) One should tell their supervisor or COVID-19 coordinator if they have symptoms or feel unwell.

#### **Actions in case of illness of workers on the site**

194. In case there are sick people at the construction site:
- (i) If a worker has symptoms of COVID-19 (e.g., fever, temperature, dry cough, fatigue), they should be removed from work immediately and quarantined on site.
  - (ii) If the test is positive for COVID-19 or the test is not possible, the worker should remain isolated. This will be either in the workplace or at home. If isolation will occur at home, the worker must be transported to their home in the contractor's vehicle.
  - (iii) Large-scale disinfection procedures with high alcohol disinfectants should be carried out in the worker's area prior to any further work on the site. The tools used by the worker must be disinfected with special means and the disposal of PPE accordingly.
  - (iv) Employees (that is, employees with whom the sick employee was in close contact) should stop working and should be quarantined for 14 days, even if they do not have symptoms.
  - (v) The family and other close friends of the worker should isolate themselves for 14 days, even if they do not have symptoms.
  - (vi) If COVID-19 is confirmed by a worker in the workplace, visitors should be prohibited from entering the facility and workgroups should be isolated from each other as much as possible.
  - (vii) If workers live at home and have a family member with confirmed or suspected COVID-19 disease, the workers must isolate themselves and be kept away from the project site for 14 days, even if there are no symptoms.
  - (viii) Workers should be paid for the entire period of illness, isolation or quarantine, if they are required to stop working, in accordance with the national legislation.





**Table 11: Measures to mitigate the environmental impact of the project**

<b>Activities</b>	<b>Impact</b>	<b>Proposed mitigation measures</b>	<b>Institutional responsibility for implementing measures</b>	<b>Cost of measures to reduce environmental impact</b>
<b>Pre-construction phase</b>				
Mobilization of construction contractor		Agree with the school management on the location of construction equipment, placement of workers, food, water, MSW collection and toilets, and the construction contractor	MES PIU Contractor	
Construction permit		Prior to the start of construction work get approval from the relevant government agencies for design, including environmental protection body, the authorized agency for architecture and construction,	Design and engineering company MES PIU	Included to the cost of Design Estimates Documentation development
Environmental management plan (EMP) implementation		Include EMP, EMP requirements in the bidding documents Preparation and approval of PMOSKU before the start of construction works, including all components defined in the bidding documents.	MES PIU Construction contractor	Activities requiring financial resources should be included into Bill of Quantities (BOQ)
Public awareness and capacity building		Inform the community and parents, and LSGBs prior to construction start.	MES PIU	
<b>Construction phase</b>				
<b>Physical environment</b>				
Ambient air	Work of motor vehicles, construction equipment	<ol style="list-style-type: none"> <li>1) Ensure that the vehicles and machinery are maintained and repaired in accordance with the requirements of the manufacturer's operating documents;</li> <li>2) Motor vehicles with a defective fuel system exceeding the exhaust gas toxicity norm shall not be used.</li> </ol>	<ol style="list-style-type: none"> <li>1) The engineer is responsible for monitoring and supervising the activities.</li> <li>2) The contractor is responsible for implementing mitigation measures.</li> </ol>	Criteria/specifications for bidding and contract documentation. Not considered as a separate expense item

Activities	Impact	Proposed mitigation measures	Institutional responsibility for implementing measures	Cost of measures to reduce environmental impact
		3) Limiting the speed of vehicles and choosing suitable transport routes to minimize exposure to dust sensitive receptors. 4) Equipping vehicles carrying bulk materials with removable tents. Delivery of cement to construction sites is carried out only in packaged sealed bags. The cleanliness of the surrounding area should be monitored to prevent the occurrence of construction debris in order to minimize dust and pollution.	3) Inspection of construction sites is carried out by the customer	
	Welding, insulation, finishing works	Organization of proper storage and transportation of flammable and harmful materials (gas cylinders, bituminous materials, paints, solvents, glass and slag products).	1) The engineer is responsible for monitoring and supervising the activities. 2) The contractor is responsible for implementing measures to reduce the environmental impact. 3) The construction site inspection is carried out by the customer	Criteria/specifications for bidding and contract documentation. Not considered as a separate expense item
	Stone and concrete works	Dust during demolition work, concrete work must be suppressed by spraying with water	1) The engineer is responsible for monitoring and supervising the activities. 2) The contractor is responsible for implementing mitigation measures. 3) Inspection of construction sites is carried out by the customer	Criteria/specifications for bidding and contract documentation. Not considered as a separate expense item

Activities	Impact	Proposed mitigation measures	Institutional responsibility for implementing measures	Cost of measures to reduce environmental impact
	Loading and unloading operations	Dust reduction with wet dust suppression	<ol style="list-style-type: none"> <li>1) The engineer is responsible for monitoring and supervising the activities.</li> <li>2) The contractor is responsible for implementing mitigation measures.</li> <li>3) Inspection of construction sites is carried out by the customer</li> </ol>	Criteria/specifications for bidding and contract documentation. Not considered as a separate expense item
	Incineration of waste on the construction site	It is forbidden to burn construction and household waste at the work site.	<ol style="list-style-type: none"> <li>1) The engineer is responsible for monitoring and supervising the activities.</li> <li>2) The contractor is responsible for implementing mitigation measures.</li> <li>3) Inspection of construction sites is carried out by the customer</li> </ol>	Criteria/specifications for bidding and contract documentation. Not considered as a separate expense item
Water resources	The impact of the leakage of petroleum products during operation of vehicles.	Timely cleaning of territories from oil products to prevent them from entering local watercourses and underground waters together with atmospheric precipitation.	<ol style="list-style-type: none"> <li>1) The engineer is responsible for monitoring and supervising the activities.</li> <li>2) The contractor is responsible for implementing mitigation measures.</li> <li>3) Inspection of construction sites is carried out by the customer</li> </ol>	Criteria/specifications for bidding and contract documentation. Not considered as a separate expense item

Activities	Impact	Proposed mitigation measures	Institutional responsibility for implementing measures	Cost of measures to reduce environmental impact
Soil	Soil contamination during leak detection.	<ol style="list-style-type: none"> <li>1) Ensure the correct selection of sites for the construction camp, where solid domestic waste (SDW) collection and safe arrangement of toilets (possibly a dry closet) should be provided;</li> <li>2) Timely cleaning of territories from oil products if they get on the soil;</li> <li>3) Ban on washing machines and mechanisms on the construction site;</li> <li>4) Refueling of equipment will be carried out at specialized gas stations.</li> </ol>	<ol style="list-style-type: none"> <li>1) The engineer is responsible for monitoring and supervising the activities.</li> <li>2) The contractor is responsible for implementing mitigation measures.</li> <li>3) Inspection of construction sites is carried out by the customer</li> </ol>	Criteria/specifications for bidding and contract documentation. Not considered as a separate expense item
Flora and fauna	Impact on flora and fauna is excluded			
Construction and household waste	<ol style="list-style-type: none"> <li>1) Generation of construction waste;</li> <li>2) Formation of solid and liquid household waste</li> </ol>	<ol style="list-style-type: none"> <li>1) Prior to the commencement of work, determine the methods of collection and disposal of waste, as well as the location of the main types of waste generated during dismantling and construction works.</li> <li>2) Mineral waste from construction and demolition works should be separated from general waste and organic, liquid and chemical waste by sorting it on site, and then place in the appropriate containers.</li> <li>3) The generated construction and household waste shall be disposed of in the places specially designated by municipal authorities, those that can be reused, will be handed over for recycling (scrap metal, wood waste, etc.);</li> <li>4) Installation of containers for collecting SDW on the territory of the construction camp;</li> <li>5) Installation of a dry closet for workers;</li> </ol>	<ol style="list-style-type: none"> <li>1) The engineer is responsible for monitoring and supervising the activities.</li> <li>2) The contractor is responsible for implementing mitigation measures.</li> <li>3) Inspection of construction sites is carried out by the customer</li> </ol>	Criteria/specifications for entry into bidding and contract documents. Not considered as a separate expense item

Activities	Impact	Proposed mitigation measures	Institutional responsibility for implementing measures	Cost of measures to reduce environmental impact
		<p>6) SDW and construction waste shall not be incinerated at construction sites;</p> <p>7) For the management of hazardous waste (asbestos-containing and mercury-containing), a management plan for asbestos-containing and mercury-containing wastes has been developed, point 4.2.</p>		
Hazardous construction waste	During the dismantling of the building, asbestos-containing waste will be generated (roof of the building, water pipes are possible when they are replaced)	<p>The removal of materials containing asbestos and mercury will be carried out in accordance with Resolution No. 885 of the Government of the Kyrgyz Republic dated December 28, 2015 on the approval of the "Procedure for hazardous waste management in the territory of the Kyrgyz Republic".</p> <p>The hygienic standards "Maximum permissible concentrations of harmful substances in the air of the working area", approved by Resolution No. 201 of the Government of the KR, dated April 11, 2016, establish the maximum permissible concentrations (MPC):</p> <ol style="list-style-type: none"> <li>1) For asbestos particles in the air of the working area, the maximum one-time is -2 mg/m<sup>3</sup>, time-weighted average is 0.5 mg/m<sup>3</sup>;</li> <li>2) For mercury in the air of the working area, the maximum one-time is 0.01 mg/m<sup>3</sup>, time-weighted average is 0.005 mg/m<sup>3</sup>;</li> </ol> <p>Recommended Code Notes: Asbestos: Health Issues in Workplaces and Communities; The World Bank.</p>	<ol style="list-style-type: none"> <li>1) The contractor needs to train his workers in methods of assessing the presence of asbestos-containing materials and determining procedures for the safe disposal of asbestos using appropriate protective equipment, storage in sealed containers, and management by an authorized company or agency.</li> <li>2) The engineer is responsible for monitoring and supervising the activities.</li> <li>3) The contractor is responsible for implementing mitigation measures.</li> <li>4) Customer responsible for general supervision</li> </ol>	Criteria/specifications for bidding and contract documentation. Not considered as a separate expense item

Activities	Impact	Proposed mitigation measures	Institutional responsibility for implementing measures	Cost of measures to reduce environmental impact
Noise	Noise/vibration can be caused when driving through the populated areas	<ol style="list-style-type: none"> <li>1) The work of construction equipment and mechanisms that cause noise should be performed during the daytime;</li> <li>2) Avoid the use of worn-out vehicles or heavy machinery that generate significant noise and air emissions;</li> <li>3) Noise during construction works will be limited in time.</li> </ol>	<ol style="list-style-type: none"> <li>1) The engineer is responsible for monitoring and supervising the activities;</li> <li>2) The contractor who will carry out the construction work is responsible for the execution of the measures;</li> <li>3) Inspection of construction sites is carried out by the customer</li> </ol>	<p>Criteria/specifications for entry into bidding and contract documents.</p> <p>Not considered as a separate expense item</p>
Dismantling construction site upon completion of civil works	Negative impact is possible if a Contractor fails to ensure that the area is cleared of construction debris, production waste and reclamation of disturbed land during construction	<ol style="list-style-type: none"> <li>1) Ensure the removal of all waste and construction debris from the facilities for disposal at the municipal authorized construction waste landfill in accordance with the concluded Waste Removal Agreement.</li> <li>2) Ensure removal of materials, dismantled equipment, structures, pipes, etc.;</li> <li>3) Carry out planning and restoration activities to restore the disturbed land during construction (backfilling of trenches, leveling)</li> </ol>	<ol style="list-style-type: none"> <li>1) The Engineer is responsible for monitoring and supervising the measures.</li> <li>2) The Contractor is responsible for implementing measures to mitigate environmental impact.</li> <li>3) Inspection of construction sites is carried out by ARIS</li> </ol>	Not considered as a separate expense item
Cultural heritage sites	The project will have no impact on cultural heritage sites			
Ensuring safety of workers, children, teachers and population	<ol style="list-style-type: none"> <li>1) In the course of work, the work-related injuries are possible</li> <li>2) Safety of children and school staff;</li> <li>3) Safety of communities living nearby the school</li> </ol>	<ol style="list-style-type: none"> <li>1) Sites will be equipped with appropriate information boards and signs informing the workers on the work rules and regulations;</li> <li>2) Availability of first aid facilities at the site in case of damage;</li> <li>3) Provision of workers with personal protective equipment corresponding to the quality standards (helmets, safety shoes, gloves);</li> <li>4) All works shall be carried out using safety methods and disciplines to minimize the</li> </ol>	<ol style="list-style-type: none"> <li>1) The engineer is responsible for monitoring and supervising the activities.</li> <li>2) The contractor is responsible for the implementation of the on-site health and safety measures for workers</li> <li>3) Customer is responsible for general supervision</li> </ol>	Contractor

Activities	Impact	Proposed mitigation measures	Institutional responsibility for implementing measures	Cost of measures to reduce environmental impact
		negative impact of the construction process on workers and the environment. 5) All permits required by law shall be obtained during construction and rehabilitation works at the site; 6) Installation of appropriate temporary barriers at construction sites and warning signs of the works, including in hazardous areas; 7) Restriction of public access to construction sites and other hazardous areas and installation; 8) A contractor shall install walkways and fence trenches in the school grounds; 9) Keep a register of appeals and complaints of community. 10) If necessary, give lectures for teachers and students on the observance of safety during rehabilitation/construction works.		
	Preventing the spread of COVID-19	1) Use of PPE by workers: masks, gloves 2) Measuring workers' temperature; 3) Regular cleaning of the living quarters of workers and food intake with disinfectants; 4) Isolation of the worker when fever and other cold symptoms appear; 5) Compliance with etiquette when coughing and sneezing (in a handkerchief or elbow)	1) The engineer is responsible for monitoring and supervising the measures. 2) Contractor is responsible for implementing measures to prevent the spread of COVID-19 3) Customer is responsible for general supervision	Contractor
<b>Operation phase</b>				
Appropriate operation	Emissions of pollutants into the atmosphere in the	1) Ensure the use of environmentally friendly fuels; 2) Regular maintenance of the boiler room.	School, LSGB	School budget, LSGB

Activities	Impact	Proposed mitigation measures	Institutional responsibility for implementing measures	Cost of measures to reduce environmental impact
	presence of an individual boiler house	3) Obtaining all permits and certificates in accordance with the requirements of fire safety and monitoring of emissions/ concentrations in the air		
	SDW generation	1) Availability of containers for collecting SDW; 2) Obtain a permit and execute the SDW export contract in accordance with the requirements of the legislation on waste management	School, LSGB	School budget, LSGB
	Liquid waste generation (sewage from toilets)	2) Availability of a contract with a company accepting liquid waste (sewage from toilets)	School, LSGB	School budget, LSGB
	Drinking water use	Availability of a contract with the company to supply clean and safe drinking water	School, LSGB	School budget, LSGB
	Ensuring the safety and health of students and teachers	1) Compliance with security measures to prevent the spread of COVID-19 as advised by the Ministry of Health of the Kyrgyz Republic; 2) Compliance with the fire and electrical safety measures; 3) Give lectures for teachers and students on safety compliance	School, LSGB	School budget, LSGB



Table 12: Environmental Monitoring Plan

Subproject implementation stage	What parameter to be monitored	Where will monitoring be carried out?	How will monitoring be carried out? / type of monitoring equipment	When? measuring frequency	Cost of monitoring <sup>13</sup> (the cost of equipment or the amount of the contractor's expenses required for monitoring?)	Institutional responsibility for monitoring	Start date
Construction	Noise	At construction site	Portable sound level meters	Regularly	Criteria/specifications for bidding and contract documentation.  Not considered as a separate expense item	1. Construction site inspection is carried out by MES PIU to ensure compliance with EMP.	
	Air	On and near the construction site	Portable measuring instruments	Weekly			
	Transport	At the construction site	On visual inspection	Regularly			
	Disposal and storage of waste	At the construction site and dumping ground	On visual inspection	As planned, but at least weekly			

Subproject implementation stage	What parameter to be monitored	Where will monitoring be carried out?	How will monitoring be carried out? / type of monitoring equipment	When? measuring frequency	Cost of monitoring <sup>13</sup> (the cost of equipment or the amount of the contractor's expenses required for monitoring?)	Institutional responsibility for monitoring	Start date
	Soil pollution	At the construction site	On visual inspection	Regularly			
	Demolition of the construction site	At the construction site	On visual inspection	According to plan			
	Workers' safety	At the construction site	On visual inspection	Regularly			

### 3. EMP Cost

195. The contractor has to take fully account of the environmental management plan (EMP) specifications and shall bear all the costs for its implementation in the framework of its environmental management system (EMS). As such, he shall make a provision in its financial proposal for all costs incurred by the necessary measures to avoid, reduce or compensate all environmental impacts related to the subproject construction works.

196. The environmental costs include the staff costs of International Environmental Specialist and Local Environmental Specialist of PIU, EHS Officer of Construction Contractor. Total cost of the staff for the implementation of mitigation measures amounts \$ 99,610 for the whole project construction period.

**Table 13: Cost of the Mitigation Measures**

Item	Unit	Quantity	Unit Cost	Total	Remarks
<b>A. STAFF</b>					
Local Environmental Specialist Of PIC	man month	12	2000	24 000	Included in PIU Cost
EHS Officer of Construction Contractor	man month	24	1000	24000	Included in Construction Contractor Cost
<b>Subtotal</b>				<b>48000</b>	
<b>B. Environmental management plan (EMP) Implementation</b>					
Trainings delivered by PIU	lump sum	4	300	1200	Included in PIU Cost
Pamphlets, brochures used for public awareness	lump sum	1	600	600	Included in Construction Contractor Cost
Safety barriers, band used during the construction	lump sum	1	500	500	Included in Construction Contractor Cost
PPE, fire extinguishers, etc.	lump sum	1	7500	7500	Included in Construction Contractor Cost
COVID-19 protection kits, masks, etc.	lump sum	1	5000	5000	Included in Construction Contractor Cost
Dust Suppression	lump sum	36	50	1800	Included in Construction Contractor Cost
Domestic solid waste disposal	per transport	100	100	10000	Included in Construction Contractor Cost
Hazardous waste disposal	per transport	24	250	6000	Included in Construction Contractor Cost
Sewerage disposal	per transport	36	100	3600	Included in Construction Contractor Cost
Drinking water supply	lump sum	36	100	3600	Included in Construction Contractor Cost
ACM disposal cost	m <sup>3</sup>	200	20	4000	Contingency Cost
<b>Subtotal</b>				<b>40200</b>	
<b>Total</b>				<b>88200</b>	

Item	Unit	Quantity	Unit Cost	Total	Remarks
Contingency Cost	5% of the total cost for the implementation of the EMP			4410	
<b>Total</b>				<b>99,610</b>	

197. The cost of construction works is 2,889,600 USD. The cost of the mitigation measures for environmental management plan (EMP) implementation amounts to 3% of the total cost of construction works.

### **Safeguards Institutional Arrangement**

198. A well-resourced and appropriate institutional structure and capacity will be established to improve the level of supervision and implementation of EMP.

- (i) The Contractor shall submit to the Engineer each month a report on his progress in the performance of the Contract. The progress report shall follow a standard format to be approved by the Engineer.
- (ii) Project implementation unit (PIU) to submit Project Progress semi-annual report Reports to ADB
- (iii) Report Fatal Work-related Accidents to ADB.
- (iv) PIU to report to ADB Critical/major complaint/grievance
- (v) Contractor/Consultant/PIU to report any unanticipated Impacts.

## **IX. CONCLUSIONS AND RECOMMENDATIONS**

199. This Program is well-reasoned, it has limited negative impacts, and will have a favorable impact on the physical state of the school and the prospects for improved student learning, as well as better learning opportunities for children.

200. The Program will have a positive impact on the sanitary and epidemiological conditions and safety of schools, as school renovations and repairs will comply with the highest requirements stipulated in the following documents:

- (i) The model regulation on educational organization was supplemented, specifically, the requirement to protect students' life and health was expanded to incorporate the requirement to ensure information security and maintain the educational organizations buildings in the proper technical, sanitary, fire-fighting, environmental, architectural and aesthetic condition. This Regulation was approved by Resolution #541 of the Government of the Kyrgyz Republic, dated September 12, 2011; and
- (ii) Sanitary and epidemiological requirements for the conditions and organization of training in general education organizations as approved by Resolution #201 of the Government of the Kyrgyz Republic, dated April 11, 2016.

201. The Project implementation will have a positive impact on the social setting, sanitation and hygiene in the school and of the students:

- (i) Students will have improved access to sanitary and hygienic infrastructure. During the project, indoor toilets, hand washing and drying appliances both in toilets and classrooms will be rehabilitated in accordance with the SanPiN of the Kyrgyz Republic for general educational institutions;
- (ii) Renovated classrooms will meet the requirements of the "Future Schools" and contribute to the acquisition of modern learning practices;
- (iii) Access to the school and inside the school building for students with disabilities will be improved;
- (iv) Sanitary and hygienic infrastructure will be appropriate for students based on gender and inclusion.

202. The potential environmental and social impacts will be minor, localized and time-limited. Potential negative impacts can be mitigated by implementing EMP.
203. The contractors will develop site-specific Environmental Management Plan for each facility to perform civil works in the next phase of the Project.

**ANNEX I. RAPID ENVIRONMENTAL ASSESSMENT (REA) CHECKLIST****Instructions:**

- This checklist is to be prepared to support the environmental classification of a project. It is to be attached to the environmental categorization form that is to be prepared and submitted to the Chief Compliance Officer of the Regional and Sustainable Development Department.
- This checklist is to be completed with the assistance of an Environment Specialist in a Regional Department.
- This checklist focuses on environmental issues and concerns. To ensure that social dimensions are adequately considered, refer also to ADB checklists and handbooks on (i) involuntary resettlement, (ii) indigenous peoples planning, (iii) poverty reduction, (iv) participation, and (v) gender and development.
- Answer the questions assuming the “without mitigation” case. The purpose is to identify potential impacts. Use the “remarks” section to discuss any anticipated mitigation measures.

**Country/Project Title**

TA-9854 KGZ: Preparing the School Education Reform Sector Development Program. subproject: School No. 3 after Shopokova, Sokuluk village, Chui region

**Sector Division**

Education

<b>SCREENING QUESTIONS</b>	<b>Yes</b>	<b>No</b>	<b>REMARKS</b>
Screening Questions			
A. Project Siting			
Is the Project area adjacent to or within any of the following environmentally sensitive areas?		x	
▪ Cultural heritage site		x	
Legally protected Area (core zone or buffer zone)		x	
Wetland		x	
▪ Mangrove		x	
▪ Estuarine		x	
▪ Special area for protecting biodiversity		x	
B. Potential Environmental Impacts Will the Project cause...			
▪ impairment of historical/cultural areas; disfiguration of landscape		x	

SCREENING QUESTIONS	Yes	No	REMARKS
or potential loss/damage to physical cultural resources?			
▪ disturbance to precious ecology (e.g. sensitive or protected areas)?		x	
▪ deterioration of surface water quality due to silt runoff and sanitary wastes from worker-based camps and chemicals used in construction?		X	
▪ increased air pollution due to project construction and operation?	x		<p>Repair work in the schools will be carried out not only in the school building, but also outside: repair of drinking water and sewerage pipelines, it is possible to repair or build toilets that are located outside and have septic tanks.</p> <p>Emissions to the atmosphere will be from works:  Work of motor vehicles, construction equipment  Welding, insulation, finishing works  Stone and concrete works  excavation</p> <p>Many of the selected schools do not have sewerage, but a toilet that is located outside. It will be possible to dismantle the old toilet and build a new toilet.</p>
▪ noise and vibration due to project construction or operation?	x		<p>Within the local area of the school.  Only during construction</p>
▪ involuntary resettlement of people? (physical displacement and/or economic displacement)		x	
▪ disproportionate impacts on the poor, women and children, Indigenous Peoples or other vulnerable groups?		x	
▪ poor sanitation and solid waste disposal in construction camps and work sites, and possible transmission of communicable diseases (such as STIs and HIV/AIDS) from workers to local populations?	x		<p>Solid household waste will be generated at construction sites, which must be disposed of at specially designated landfills in the Kyrgyz Republic. There is a risk of workers living in poor sanitary conditions, drinking poor quality drinking water.</p> <p>The potential impacts are temporary, site-specific and can be mitigated by measures to be included in the environmental management plan and its subplans"</p>
▪ creation of temporary breeding habitats for diseases such as		x	

SCREENING QUESTIONS	Yes	No	REMARKS
those transmitted by mosquitoes and rodents?			
▪ social conflicts if workers from other regions or countries are hired?		x	
▪ large population influx during project construction and operation that causes increased burden on social infrastructure and services (such as water supply and sanitation systems)?		x	
▪ risks and vulnerabilities related to occupational health and safety due to physical, chemical, biological, and radiological hazards during project construction and operation?	x		Exposure to workers during construction activities: (i) air emissions of dust, welding fumes, solvents used in the application of paints, resins and similar substances, cement; (ii) danger of cuts, fractures and other types of injuries when using construction equipment, (iii) danger when handling hazardous waste; (iv) consumption of contaminated water, violation of the rules of sanitation and hygiene can lead to gastrointestinal poisoning, (v) risk of electric shock. The potential impacts are temporary, site-specific and can be mitigated by measures to be included in the environmental management plan and its subplans.
▪ risks to community health and safety due to the transport, storage, and use and/or disposal of materials such as explosives, fuel and other chemicals during construction and operation?	x		Risks may be associated with old asbestos cement materials if they are discovered during construction. Hazardous waste, asbestos-containing materials will be disposed of in accordance with the safety measures provided for in the Asbestos Management Plan, developed according to ADB best practices.
▪ community safety risks due to both accidental and natural causes, especially where the structural elements or components of the project are accessible to members of the affected community or where their failure could result in injury to the community throughout project construction, operation and decommissioning?		x	
▪ generation of solid waste and/or hazardous waste?	x		Construction will generate municipal solid waste and construction non-hazardous waste.



SCREENING QUESTIONS	Yes	No	REMARKS
			<p>Hazardous waste can also be generated: mercury-containing (old fluorescent lamps) and asbestos-containing waste (old asbestos-cement water and sewer pipes, roofing).</p> <p>The Asbestos Management Plan will be prepared by the PIU with the support of Construction Supervision Consultants in accordance with the ADB Good Practice Guidance for Asbestos Management and Control: Protecting Workplaces and Communities from Asbestos Risks <a href="https://www.adb.org/publications/good-practice-management-control-asbestos">https://www.adb.org/publications/good-practice-management-control-asbestos</a></p>
<ul style="list-style-type: none"> <li>▪ use of chemicals?</li> </ul>		x	not applicable to the project
<ul style="list-style-type: none"> <li>▪ generation of wastewater during construction or operation?</li> </ul>	x		<p>During the construction period, domestic wastewater will be generated by workers on the construction site. Many of the selected schools are located in villages and cities where there is no sewerage and wastewater is collected in septic tanks and cesspools. The removal and disposal of wastewater from septic tanks is a big risk of environmental pollution. This problem exists even after school renovations. The EMP developed measures to mitigate the environmental impact of wastewater disposal. The potential impacts are temporary, site-specific and can be mitigated by measures to be included in the environmental management plan and its subplans.</p>

## **Annex 2. Minutes of Public Consultations**

**Minutes dated May 11, 2022**

**Public consultations on Environmental and Social Impact Assessment during conducting of civil works at Lyceum school #3 after Shopokova, Sokuluk village, Chui oblast within the framework of the ADB “School Education Reform Sector Development Program”**

### **Attended:**

Twenty people (20) took part in the public consultations, including teachers, members of the parent committee, representatives of Krupsky ayil okmotu, and eighteen (18) participants were women. The list of public consultations participants is attached to these minutes.

### **Chairman of the meeting: N.Sh. Busurmankulova, Lyceum school #3 after Shopokova**

Ms. F. Ryskuluyeva, Deputy Team Leader for the Program Design, provided a summary about the Program. She described the goals and objectives of the Program, and the proposed works in School #3 after Shopokova.

Ms. T. Neronova, Environmental and Safeguards Specialist, continued the consultations with a presentation of the draft initial environmental examination (IEE) and the proposed Environmental Management Plan (EMP).

The following issues were covered in this presentation:

- ✓ Requirements of the environmental protection legislation of the Kyrgyz Republic to conduct of environmental assessment of projects;
- ✓ Requirements of the ADB Environmental Assessment Guidelines;
- ✓ Content of IEE;
- ✓ Environmental impact;
- ✓ EMP and mitigation measures proposed in the EMP;
- ✓ Grievance redress mechanism.

### **Questions and answers:**

Question from N. Sh. Busurmankulova: Will the repair work include the fencing and renovation of the school facade?

Answered by F. Ryskulueva: The project provides for repair work inside the school building.

Question from A. M. Sagymbekov: How much is allocated for a particular school?

Answered by F. Ryskulueva: The amount depends on the tender results.

Question from E. K. Asanaliev: When will the civil works start?

Answered by F. Ryskulueva: The exact date will be determined after the ratification of the Grant and Loan Agreements.

Question from M. A. Asanakunova: What does the list of laboratory equipment include (electron microscope, reagents, etc.)

Answered by F. Ryskulueva: The list will be formed by the PIU, which will create working groups with the representatives of schools and KAO.

Question from Myrzakerim k. Aysanat: How to organize waste sorting process at school?

Answered by O. V. Zinina: First of all, you would need to find a company that deals with the processing of a particular type of waste. These companies provide containers and are engaged in the removal of such containers.

**School director** \_\_\_\_\_ N. Sh. Busurmankulova

**Organizers:** F. Ruskulueva \_\_\_\_\_

O.V. Zinina \_\_\_\_\_

A. Turdubaeva \_\_\_\_\_

**Протокол от 11 мая 2022 года**

**Общественные слушания по оценке воздействия на окружающую среду и общество в ходе проведения ремонтных работ в школе-лицее №3 им. Шопокова с. Сокулук Чуйской области в рамках проекта АБР «Программа развития сектора. Реформа школьного образования»**

**Присутствовали:**

В общественных слушаниях приняли участие 20 человек: учителя, члены родительского комитета, представители Крупского айыл окмоту, них 18 женщин. Список участников общественных слушаний прилагается.

**Председатель собрания – Бусурманкулова Н.Ш. – директор школы-лицея №3 им. Шопокова.**

С информацией о проекте выступила Рыскулуева Ф. заместитель руководителя команды экспертов по подготовке дизайна проекта. В своем выступлении она рассказала о цели и задачах проекта, о проводимых работах в школе №3 им. Шопокова.

Далее консультант по охране окружающей среды Неронова Т. выступила с презентацией выступил с презентацией по Предварительному экологическому обследованию (ПЭО) и Плану управления окружающей средой (ПУОС).

В выступлении были затронуты следующие вопросы:

- ✓ Требования природоохранного законодательства Кыргызской Республики по проведению экологической оценке проектов;
- ✓ Требования Оперативной политики АБР по экологической оценке;
- ✓ Содержание ПЭО;
- ✓ Воздействие на окружающую среду;
- ✓ План управления окружающей средой и меры по смягчению последствий, предложенные в ПУОС.
- ✓ Механизм рассмотрения жалоб.

**Вопросы и ответы:**

Бусурманкулова Н.Ш. Вопрос- Будут ли ремонтные работы затрагивать ограждение и обновление фасада школы?

Рыскулуева Ф. Ответ – Проектом предусмотрено проведение ремонтных работ внутри здания школы.

Сагымбеков А.М. Вопрос – Какая сумма выделяется на конкретную школу?

Рыскулуева Ф. Ответ – Сумма зависит от результатов тендерных процедур.

Асаналиев Э.К. Вопрос – Когда будут начаты ремонтные работы?

Рыскулуева Ф. Ответ – Точная дата будет определена после ратификации Грантового соглашения.

Асанакунова М.А. Вопрос – Что включает в себя список лабораторного оборудования (электронный микроскоп, реагенты т.д.)

Рыскулуева Ф. Ответ – Список будет формироваться ОРП, который будет создавать рабочие группы из числа представителей школ, КАО.

Мырзакерим к. Айсанат. Вопрос: - Как организовать разделение отходов в школе?

Зинина О.В. Ответ – В первую очередь необходимо найти компанию, которая занимается переработкой конкретного вида отходов. Данные компании предоставляют контейнера и занимаются вывозом, данных контейнеров.

Директор школы \_\_\_\_\_ Бусурманкулова Н.Ш.

**Организаторы:**

Рыскулуева Ф. \_\_\_\_\_

Зинина О.В. \_\_\_\_\_

Турдубаева А.Т. \_\_\_\_\_

## СПИСОК УЧАСТНИКОВ

Общественных слушаний/обсуждений в школе №3 им. Шопокова с. Сокулук  
Чуйской области по оценке на окружающую среду в ходе проведения ремонтных  
работ в рамках проекта АБР «Программа развития сектора. Реформа школьного  
образования»

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18	Роскумуева Т.У.	зам. дир АБР	0555741740	
19	Турдубаева Н.Т.	спец. МАО	0553665201	
20				