



Promoting Early Childhood Development Project (P165737)

EUROPE AND CENTRAL ASIA | Uzbekistan | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2019 | Seq No: 7 | ARCHIVED on 27-Jun-2022 | ISR51868 |

Implementing Agencies: Ministry of Preschool Education, Republic of Uzbekistan through the Ministry of Finance

Key Dates

Key Project Dates

Bank Approval Date: 29-May-2019

Effectiveness Date: 13-Dec-2019

Planned Mid Term Review Date: 23-Jan-2023

Actual Mid-Term Review Date:

Original Closing Date: 31-Dec-2024

Revised Closing Date: 31-Dec-2024

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The project development objectives are to increase access to early childhood education, improve the quality of learning environments in selected public preschools, and enable a systematic measurement of education quality for informed decision-making.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components Table

Name

- 1 - Improving Quality of Preschool Education:(Cost \$5.30 M)
- 2 - Increasing Access to Quality Early Learning Environments:(Cost \$50.10 M)
- 3 - Partnering with the Private Sector through a Social Impact Bond:(Cost \$11.35 M)
- 4 - Establishing an Education Quality Measurement System:(Cost \$5.90 M)
- 5 - Supporting Project Management:(Cost \$1.20 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	□ Moderately Satisfactory	□ Satisfactory
Overall Implementation Progress (IP)	□ Moderately Satisfactory	□ Moderately Satisfactory
Overall Risk Rating	□ Moderate	□ Moderate

Implementation Status and Key Decisions

The Project Development Objectives (PDO) are on track to being achieved, with one PDO indicator achieved, and notable progress made towards the achievement of the remaining indicators. Implementation has progressed well during the reporting period, particularly under Component 2 through the delivery of furniture and equipment to kindergartens, and Component 4 in the area of international student assessments. The government has requested to drop Component 3 activities related to a Social Impact Bond, which will trigger a restructuring of the project, including reallocation of IDA funds in the amount of US\$6.1 million. The process is underway.



Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	☐ Substantial	☐ Moderate	☐ Moderate
Macroeconomic	☐ Substantial	☐ Moderate	☐ Moderate
Sector Strategies and Policies	☐ Moderate	☐ Moderate	☐ Moderate
Technical Design of Project or Program	☐ Substantial	☐ Moderate	☐ Moderate
Institutional Capacity for Implementation and Sustainability	☐ Substantial	☐ Moderate	☐ Moderate
Fiduciary	☐ High	☐ Moderate	☐ Moderate
Environment and Social	☐ Low	☐ Low	☐ Low
Stakeholders	☐ Substantial	☐ Moderate	☐ Moderate
Other	--	--	--
Overall	☐ Substantial	☐ Moderate	☐ Moderate

Results

PDO Indicators by Objectives / Outcomes

To increase access to early childhood education				
▶ Enrollment of children ages 3-7 in preschools (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	30.00	43.60	47.31	40.00
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	Target exceeded. This is the nationwide NER in preprimary education. Given all public preschools will benefit from the systemic interventions under the ECD Project (activities under components 1, 2, and 4), this indicator measures nationwide average net enrollment (NER) in public preschools.			

To improve quality of learning environments in selected public preschools				
▶ Public preschools with high-quality learning environments (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	0.00	0.00	30.00
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	On track. Out of 14 contracts, 12 contracts totaling US\$37.5 million have been awarded. It is expected the furniture, equipment, and learning materials will be delivered by the end of FY23 Q1. MELE instrument should be used to measure the quality of learning environments in a representative sample of public preschools benefiting from the Project.			

To enable a systematic education quality measurement for informed decision-making				
► Preschool education quality measurement system (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	A system to measure preschool education quality does not exist	A system to measure preschool education quality does not exist	A system to measure preschool education quality does not exist	Systematic measurements of preschool education quality produced by the new quality assessment system are used to inform plans or policies
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	MELQO instruments are adapted to Uzbekistan standards and translated into Russian, Uzbek. A consultant is appointed to lead implementation. A TOR will shortly be issued for a data firm.			
► General secondary education quality measurement system (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	A system to measure general secondary education quality under a systematic approach does not exist	A system to measure general secondary education quality under a systematic approach does not exist	A system to measure general secondary education quality under a systematic approach does not exist	Systematic measurements of general secondary education quality produced by the new quality assessment system are used to inform plans or policies
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	International assessments: PISA main study carried out in April-May 2022 with 7492 students. TIMSS field trial was conducted March 2022 in 29 schools with 3030 students. TALIS pilot test was conducted in March 2022 Activities targeted towards the development of the National Assessment Framework and Standardized Items for general secondary education are progressing well and are on track: action plans under these two activities have been approved by SISQE and preparation for capacity building activities (trainings), which will commence in August 2022, is underway.			

Intermediate Results Indicators by Components



Improving Quality in Preschool Education				
► Preschool teachers trained in child-centered approaches and other ECD-related topics through the Project (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	145.00	145.00	14,000.00
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	This indicator is on track. Two modules have been developed and in total, three trainings have been conducted since project inception. Training package is fully accredited for use in pedagogical colleges.			
► Policy framework for professional development in preschool education (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Policy framework for professional development in preschool education does not exist	Policy framework for professional development in preschool education does not exist	Policy framework for professional development in preschool education does not exist	Policy framework for professional development in preschool education is approved by the Government of Uzbekistan
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	Diagnostic review and action plan is complete. Selection of an international consultant to finalize the in-service teacher training policy framework will launch in July 2022.			
► Staff of central, regional and local level preschool education institutions trained through the Project (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	5,600.00
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	The capacity enhancement plan has been approved by MPSE.			
► Families' awareness about the importance of early childhood development (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50.00
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	TOR for the communication campaign which includes a survey has been developed and it is expected that the appointment will be made by 31 July 2022.			
► Stakeholder forums conducted in support of cross-sectoral coordination for holistic ECD initiatives (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	0.00	0.00	4.00
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	An appointment of a consultant to support the establishment of a cross-sectoral working group is expected by June 30, 2022.			

Increasing Access to Quality Early Learning Environments

► New children aged 3-7 enrolled in better equipped preschools (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,080,000.00
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	This indicator measures the number of new children aged 3-7 enrolled in better equipped preschools. Better equipped preschools are those that benefited from modern and child-friendly equipment, furniture, and teaching and learning materials procured with project funds. New children enrolled are those enrolled after the effectiveness of the Project. The Project became effective on December 13, 2019. As of Jan 1, 2020, number of all children enrolled in public preschools was 1,115,437.			

► New female children aged 3-7 enrolled in better equipped preschools (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	540,000.00
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	As of Jan 1, 2020, number of all female children enrolled in public preschools was 532,691.			

► Better equipped preschool classrooms (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	10,800.00
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	This indicator measures the number of better equipped preschool classrooms. Better equipped preschool classrooms are those that benefited from modern and child-friendly equipment, furniture, and teaching and learning materials procured with project funds.			

► Families benefitting from home visits supported by the Project (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	40.00	452.00	800.00
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024



Comments:	The Minister signed a Decree # 195 in October 2021 to support and guide the implementation of 2 early learning hubs. The hubs are in pedagogical colleges in Namangan and Samarkand. The hubs are staffed by a team of 51 women (2 hub coordinators, 6 program mentors and 43 educators). So far, 452 families, about 56% of the overall project target of 800 families, have been reached through the home visiting program.			
► Early learning playgroups implemented through the Project (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	8.00	80.00
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	Eight early learning groups have been established.			
► Evaluation of alternative models of ECD service provision (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Evaluation of alternative models has not been carried out	Evaluation of alternative models has not been carried out	Evaluation of alternative models has not been carried out	Results from an evaluation of alternative models are used to inform decisions
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	An implementation evaluation and cost benefit analysis of the alternative models (including the Aqlvoy buses) will be activated by August 2022. A TOR for this assignment is under consideration.			
► Perception of change in gender norms of parents benefiting from the community-based program (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	30.00
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	Baseline survey shall launch by end of calendar year 2022.			
► Beneficiary feedback managed through the Engaged ECD Pilot (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Engaged ECD Pilot does not exist and does not manage beneficiary feedback	Engaged ECD Pilot has not yet been conducted.	Engaged ECD Pilot has not yet been conducted.	Beneficiary feedback collected through Engaged ECD Pilot is used to inform decisions
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024

Partnering with the Private Sector through a Social Impact Bond



► Lead contractor and independent evaluator (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Lead contractor and independent evaluator are not identified	Lead contractor and independent evaluator are not identified	Lead contractor and independent evaluator are not identified	Lead contractor and independent evaluator are hired and playing their roles as defined in the SIB Operations Manual
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Jan-2020
Comments:	The Social Impact Bond (SIB) under Component 3 will be restructured as per restructuring request received by the Bank on May 25, 2022.			
► Operating SIB preschools (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	140.00
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Oct-2024
Comments:	The Social Impact Bond (SIB) under Component 3 will be restructured as per restructuring request received by the Bank on May 25, 2022.			

Establishing an Education Quality Measurement System				
► National center for education quality monitoring and measuring (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	A national center for education quality monitoring and measuring does not exist	A national center for education quality monitoring and measuring is established and operational.	A national center for education quality monitoring and measuring is established and operational.	A national center for education quality monitoring and measuring is established and operational
Date	01-Aug-2018	13-Dec-2021	17-May-2022	31-Dec-2020
Comments:	Achieved. A national center for education quality monitoring and measuring is established and operational.			
► Existing national assessments of student learning outcomes (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Existing national assessments of student learning outcomes are not aligned with international good practices, are not standardized, and are	Existing national assessments of student learning outcomes are not aligned with international good practices, are not standardized, and are not	Existing national assessments of student learning outcomes are not aligned with international good practices, are not standardized, and are	Completion of an action plan for reviewing and modernizing existing national assessments of student learning outcomes



	not used under a systematic approach	used under a systematic approach	not used under a systematic approach	
Date	01-Aug-2018	13-Dec-2021	17-May-2022	30-Jun-2021
Comments:	Activities targeted towards the development of the National Assessment Framework and Standardized Items for general secondary education are progressing well and are on track: action plans under these two activities have been approved by SISQE and preparation for capacity building activities (trainings), which will commence in August 2022, is underway.			

Students benefiting from direct interventions to enhance learning				
▶ Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	741,943.00	1,400,000.00	1,400,000.00	2,200,000.00
Date	02-Jan-2018	13-Jan-2021	17-May-2022	02-Jan-2024
□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	370,971.00	700,000.00	700,000.00	1,100,000.00

Large-scale primary/secondary learning assessments completed				
▶ Large-scale primary/secondary learning assessments completed (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1.00	2.00	1.00
Date	01-Dec-2020	13-Dec-2021	17-May-2022	02-Jan-2024
Comments:	Target achieved. National Center for Education Quality monitoring carried out two large-scale learning assessments: the first ever PIRLS assessment in April-May 2021 and the first ever PISA in April-May 2022.			

Performance-Based Conditions

Data on Financial Performance

Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
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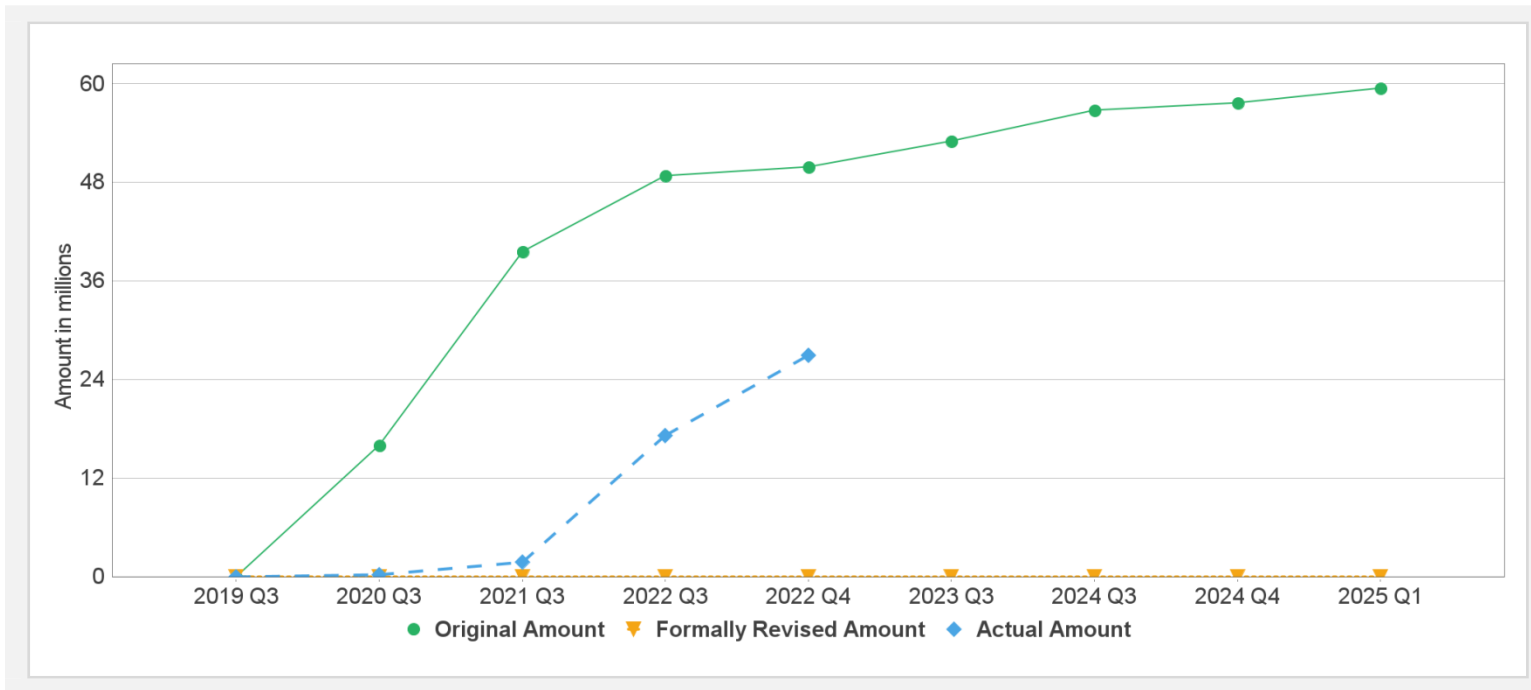


P165737	IDA-64180	Effective	USD	59.50	59.50	0.00	23.56	35.94	<div style="width: 40%; background-color: #28a745;"></div>	40%
P165737	TF-B0057	Effective	USD	9.50	9.50	0.00	3.39	6.11	<div style="width: 36%; background-color: #28a745;"></div>	36%
P165737	TF-B0058	Effective	USD	4.85	4.85	0.00	0.00	4.85	<div style="width: 0%; background-color: #28a745;"></div>	0%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P165737	IDA-64180	Effective	29-May-2019	19-Jul-2019	13-Dec-2019	31-Dec-2024	31-Dec-2024
P165737	TF-B0057	Effective	19-Jul-2019	19-Jul-2019	13-Dec-2019	31-Dec-2024	31-Dec-2024
P165737	TF-B0058	Effective	19-Jul-2019	19-Jul-2019	13-Dec-2019	30-Jun-2024	30-Jun-2024

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.

