



Enhancing the Foundation of Learning (P173601)

EUROPE AND CENTRAL ASIA | Kyrgyz Republic | IBRD/IDA | Investment Project Financing (IPF) | FY 2021 | Seq No: 5 | Archived on 29-Jan-2025 | ISR03098

Implementing Agencies: Ministry of Education & Science

1. OBJECTIVE

1.1 Development Objective

Original Development Objective (Approved as part of Approval package on 23-Jun-2021)

The project development objective is to increase equitable access to quality pre-school education.

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

No

2. OVERALL RATINGS

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

3. KEY ISSUES & STATUS

3.1 Implementation Status and Key Decisions

The project continues to make satisfactory progress toward achieving its Project Development Objective (PDO). A total of 3,200 children have been enrolled in 56 Community-based Kindergartens (CbKs). An additional 1,950 children are expected to be enrolled in the remaining 4 CbKs and an additional 35 classrooms in established CbKs set to open in May 2025. The training program for preschool teachers has been designed, approved by the Republican Institute of In-Service Teacher Training (RIITT) and digitized for self-paced training of preschool teachers. All targeted teachers at newly established CbKs and full day preschools have been trained. The Early Development Tool (EDI) for the monitoring and evaluation of children’s development at both preschool and the system levels has been designed, approved and used for the evaluation of CbKs’ impact on child development. The design of the project impact evaluation has been completed.



5. SYSTEMATIC OPERATIONS RISK-RATING TOOL

Risk Category	Rating at Approval Approval Package - 23 Jun 2021	Last Approved Rating ISR Seq. 04 - 19 Jan 2024	Proposed Rating
Overall	● Moderate	● Moderate	● Moderate



6. RESULTS

6.1 PDO Indicators

Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Number of children aged 3-5 years enrolled in an early education program in targeted communities, disaggregated by gender (Amount(USD))	0.00	Oct/2021	0.00	10-Jan-2024	3,200	13-Jan-2025	5,000.00	Jul/2025
	Comments on achieving targets		The project is on track with the indicator. A total of 3,200 children have been enrolled in 56 Community-Based Kindergartens (CbKs). An additional 1,950 children are expected to be enrolled in the remaining 4 CbKs and an additional 35 classrooms set to open in May 2025. The opening date for many CbKs has been postponed because of an insufficient number of bidders able to meet qualifying financial thresholds pertaining to officially confirmed available cash and annual turnover.					
Subsample of the indicator - females only (Amount(USD))	0.00	Oct/2021	0.00	10-Jan-2024	1,632	13-Jan-2025	2,500.00	Jul/2025
Improved development of children in language and cognitive development, disaggregated by gender (Text)	TBD	Oct/2021	A baseline study of preschool children development will be conducted in April 2024.	10-Jan-2024	346	13-Jan-2025	A statistically significant improvement among project-targeted children that is greater than any improvement among a control group	Jul/2025



							over a similar time period.	
	Comments on achieving targets		An average children’s development score in language and cognitive areas for a baseline study is 3,46. And this score will be compared with the results of the endline study to see the improvement. The endline assessment is scheduled to take place in March-April 2025.					
Subsample of the indicator - females only. (Text)	TBD	Oct/2021	0.00	10-Jan-2024	3.50	13-Jan-2025	A statistically significant improvement among project-targeted children that is greater than any improvement among a control group over a similar time period.	Jul/2025

6.2 Intermediate Results Indicators

Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Number of newly established CbKs operational (Number)	0.00	Oct/2021	0.00	10-Jan-2024	56.00	13-Jan-2025	60.00	Jul/2025
	Comments on achieving targets		A total of 56 CbKs are operating. The remaining 4 CbKs and an additional 35 classrooms in established CbKs are set to open in May 2025.					



Percentage of newly established CbKs that received a package of essential Bids for the procurement of teaching-learning materials are being evaluated (TLMs) (Percentage)	0.00	Oct/2021	0.00	10-Jan-2024	93.00	13-Jan-2025	100.00	Jul/2025
	Comments on achieving targets		93 percent of planned CbKs received a package of teaching learning materials, story books exclusive.					
Percentage of newly established CbKs that include accommodations for children with physical disability (Percentage)	0.00	Oct/2021	0.00	10-Jan-2024	93.00	13-Jan-2025	100.00	Jul/2025
	Comments on achieving targets		All 56 operating CbKs include accommodations for children with physical disability.					
Percentage of groups in newly established CbKs who operate in Uzbek (Percentage)	0.00	Oct/2021	0.00	10-Jan-2024	2.00	13-Jan-2025	2.00	Jul/2025
	Comments on achieving targets		Two percent of groups in newly established CbKs operate in the Uzbek language.					
Percentage of groups in newly established CbKs who operate in Kyrgyz (Percentage)	0.00	Oct/2021	0.00	10-Jan-2024	81.00	13-Jan-2025	70.00	Jul/2025
	Comments on achieving targets		Eighty one percentage of groups in newly established CbKs operate in the Kyrgyz language.					
Percentage of newly established CbKs that received a set of story books for reading in families (Percentage)	0.00	Oct/2021	0.00	10-Jan-2024	0.00	13-Jan-2025	100.00	Jul/2025
	Comments on achieving targets		The storybooks will be delivered in April 2025. The delay in delivery was caused by the need to conduct several rounds of procurement."					
Revised teacher training program officially adopted and delivered by RIITT/OIITs (Text)	Program requires revision to be aligned with	Oct/2021	Program has been revised and approved by RIITT. The	10-Jan-2024	Program has been revised and approved by RIITT. The	13-Jan-2025	Revised, official version is being used by RIIT/OITs	Jul/2025



	new EDS, and has no digital format		training program has been digitized and hosted on the platform of RIITT for a self-paced training of preschool teachers.		training program has been digitized and hosted on the platform of RIITT for a self-paced training of preschool teachers.		as part of regular training programs on-site and off-site, including in digital form	
	Comments on achieving targets		The training program has been revised and approved by RIITT. The training program has been digitized and posted on the platform of the Republican In-service Teacher Training Institution for a self-paced training of preschool teachers					
Percentage of pre-school teachers certified upon completion of the training program supported under the project (Percentage)	0.00	Oct/2021	0.00	10-Jan-2024	98.90	10-Jan-2024	90.00	Jul/2025
	Comments on achieving targets		98,9 percent of trained teachers have been certified after completion of all three stages of the training (the first stage, practical stage in the classroom, and the second stage).					
Per-capita financing model is revised and adopted by the Government (Text)	Draft official regulations require revisions.	Oct/2021	Draft official regulations requires revisions.	10-Jan-2024	Adoption of the PCF package of regulations has been protracted. The government agencies including the Ministry of Finance are	13-Jan-2025	Official regulations are strengthened to promote access, equity and efficiency	Jul/2025



					still discussing PCF norms.			
	Comments on achieving targets		The introduction of per-capita financing (PCF) in preschool is still under discussion within the government. Some elements of the PCF mechanisms, such as putting to parent expenses for children’s meal have already been integrated through revisions to current regulations. Additionally, the piloting of a per-capita based voucher system in preschool education is currently underway and financed by the state budget. Therefore, the MoES is planning to request to cancel activity related to PCF and change to the project’s results framework.					
PPP mechanisms and policy proposals to expand ECE access are developed and discussed (Text)	Mechanisms are limited.	Oct/2021	Mechanisms are limited and are expected to be elaborated.	10-Jan-2024	A procurement of TA for the designing of PPP mechanisms has been re-agreed with the Ministry of Education and Science.	13-Jan-2025	Mechanisms and policy proposals are developed and discussed by senior decision-makers of MoES and government.	Jul/2025
	Comments on achieving targets		A procurement of TA for the designing of PPP mechanisms has been re-agreed with the Ministry of Education and Science.					
Preschool teachers’ competencies are adopted by MES. (Text)	Preschool teachers competencies are not developed.	Oct/2021	The preschool teacher competencies framework linked to the National Qualification Framework has been developed and	10-Jan-2024	The preschool teacher competencies framework linked to the National Qualification Framework has been developed and	13-Jan-2025	Competencies for preschool teachers are adopted and aligned with NQF	Jul/2025

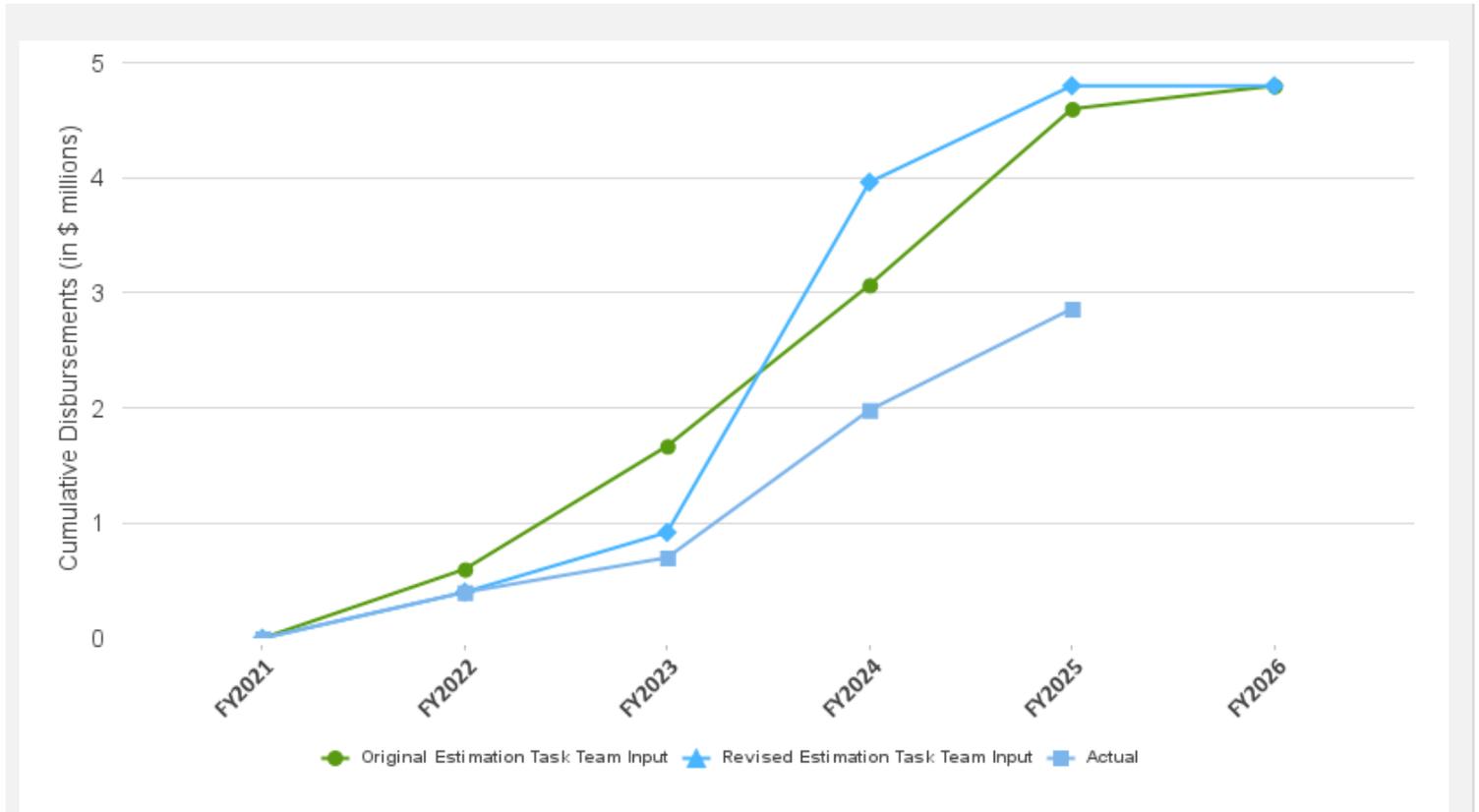


			adopted by MoES.		adopted by MoES.			
	Comments on achieving targets		The preschool teacher competencies framework linked to the National Qualification Framework has been developed and adopted by MoES.					
Results of large-scale assessments of early child development are published and discussed. (Text)	Nationally representative data on early childhood development are not available for decision-makers for policy-making purposes.	Oct/2021	Nationally representative data on early childhood development are not available.	10-Jan-2024	Nationally representative data on early childhood development will be available in June 2025.	13-Jan-2025	Nationally representative data on early childhood development are published and discussed by decision-makers for policy-making purposes.	Jul/2025
	Comments on achieving targets		The results of the National Large-scale Assessments of early child developmentis will be publicly available in June 2025.					
Percentage of CbK beneficiary communities that report that the CbKs meet their needs. (Percentage)	25.00	Oct/2021	71.00	10-Jan-2024	71.00	13-Jan-2025	60.00	Jul/2025
	Comments on achieving targets		The face-to-face information meetings on the scope of the project's activities, particularly on the benefits of CbK and ECE programs have been conducted at all sites; and information was collected in 43 sites where rehabilitation and construction works has been launched. Analysis of community score-card revealed that 63% of parents and 81 % of local non-government oragnizations reported that CbKs meet their needs.					



6. DISBURSEMENTS

7.1 Cumulative Disbursements



7.2 Disbursements (by loan)

Loan/Credit/TF	Status	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
TF-B6138	Effective	4.80	4.80	0.00	2.86	1.94	59.64%

7.3 Key Dates (by loan)

Loan/Credit/TF	Status	Approval	Signing	Effectiveness	Orig. Closing	Rev. Closing
TF-B6138	Effective	23-Jun-2021	13-Jul-2021	30-Sep-2021	31-Jul-2025	31-Jul-2025



7. RESTRUCTURING HISTORY

8. ASSOCIATED OPERATION(S)

There are no associated operations