



Project Management Unit
of the Ministry of Education and Science
of Georgia

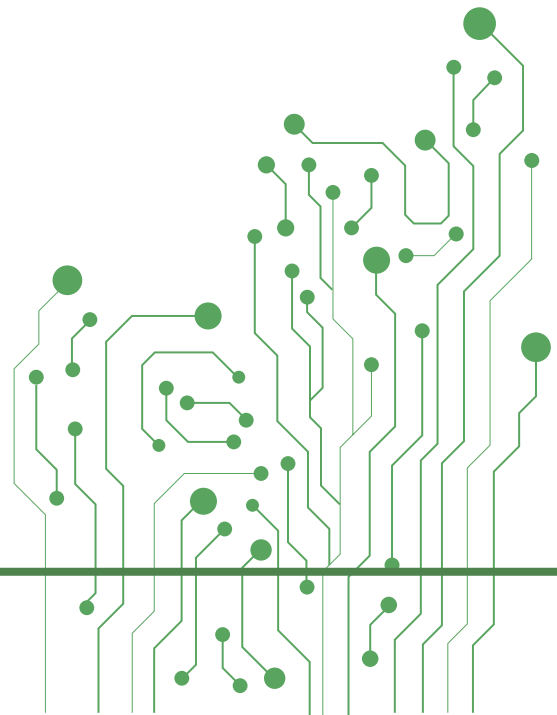
Georgia Innovation, Inclusion
and Quality Project (I2Q)

PROGRESS REPORT

For the period of January-June 2021

PROJECT INFORMATION SHEET

PROJECT TITLE:	Georgia Innovation, Inclusion and Quality Project (I2Q)
PROJECT NUMBER:	Ministerial Decree №338
FOR:	The World Bank Group
PROJECT DURATION:	March 5, 2020-March 5, 2026



ABBREVIATIONS AND ACRONYMS

ASA	Analytical and Advisory Services	MoES	Ministry of Education and Science
CEB	Council of Europe Development Bank	MCA	Millennium Challenge Account Georgia
CIF	Competitive Innovation Fund	MICs	Middle-Income Countries
CIS	Commonwealth Independent States	MoF	Ministry of Finance
CPF	Country Partnership Framework	MRDI	Ministry of Regional Development and Infrastructure
DCFTA	The Deep and Comprehensive Free Trade Agreement	NAEC	National Assessment and Examination Center
DFID	Department for International Development	NCEQE	National Center for Education Quality Enhancement
DPO	Development Policy Operation	NGOs	Non-Governmental Organizations
ECA	Europe and Central Asia	OAT	Open Assessment Technologies
ECEC	Early Childhood Education and Care	OECD	Organization for Economic Co-operation and Development
EMIS	Education Management Information System (EMIS)	PAD	Project Appraisal Document
EOI	Expressions of Interest	PDO	Project Development Objective
EQF	European Qualifications Framework	PIRLS	Progress in International Reading Literacy Study
ESIDA	Education and Science Infrastructure Development Agency	PISA	Programme for International Student Assessment
ESMF	Environment and Social Management Framework	PMU	Project Management Unit (under MoES)
ESMP	Environment and Social Management Plan	PMT	Project Management Team (under MDF)
EU	European Union	PIE	Project Implementing Entity (MDF)
FM	Financial Management	PP	Procurement Plan
GDP	Gross Domestic Product	PPAs	Power Purchase Agreements
GEL	Georgian Lari	PPSD	Project Procurement Strategy for Development
GITA	Georgia Information and Technology Agency	PPPs	Public-Private Partnerships
GIZ	The Deutsche Gesellschaft für Internationale Zusammenar- beit GmbH	REOI	Request for Expressions of Interest
GoG	Government of Georgia	SCD	Systematic Country Diagnostic
GRM	Grievance Redress Mechanism	SOEs	State-Owned Enterprises
GRS	Grievance Redress System	SORT	Systematic Operations Risk-rating Tool
HCP	Human Capital Project	SRP	School Readiness Program
HES	Higher Education System	STEP	Systemic Tracking
IBRD	International Bank for Reconstruction and Development	STEAM	Science, Technology, Engineering, Arts, and Mathematics
ICT	Information and Communication Technology	STI	Science, Technology and Innovation
IDA	International Development Association	TAO	Test Assisté par Ordinateur
IMF	International Monetary Fund	TIMSS	Trends in International Mathematics and Science Study
IFR	International Financial Reporting	TOR	Terms of Reference
IPF	Investment Project Financing	ToT	Training of Trainers
IPTT	Indicator Performance Tracking Table	TPDC	Teacher Professional Development Center
IRR	Internal Rate of Return	TTL	Task Team Leader
LMIS	Labor Market Information System	UNICEF	United Nations International Children's Emergency Fund
MCC	Millennium Challenge Corporation	USAID	United States Agency for International Development
MDF	Municipal Development Fund of Georgia	USD	United States Dollar
M&E	Monitoring and Evaluation	VET	Vocational Education and Training
MELQO	Measuring Early Learning Quality and Outcomes	WB	World Bank
		WBG	World Bank Group

CONTENTS

SECTION I - GENERAL OVERVIEW	5
A. Introduction	5
B. Summary of Important Project Dates.....	7
C. Project Implementation Structure.....	9
D. Brief Overview of the Project Operation	10
SECTION II - OVERALL PROJECT PROGRESS AND KEY ISSUES	11
A. The World Bank Implementation Support Mission	11
B. Supporting Emerging Priorities of GoG and MoES.....	18
C. Challenges Faced	20
D. Immediate Next Steps:	20
SECTION II: IMPLEMENTATION PROGRESS BY PROJECT COMPONENTS	21
A. Component 1 - Improving Quality and Access to Early Childhood Education	21
B. Component 2 - Fostering Quality Teaching and Learning in General Education	27
C. Component 3 - Strengthening Financing Options and Promoting Internationalization in Higher Education	38
D. Component 4 - System Strengthening and Stakeholder Communication	50
E. Component 5 - Supporting Project Management, Monitoring, and Evaluations.....	55
Procurements	55
SECTION III: PROJECT FINANCES	60
SECTION IV: ANNEXES TO THE REPORT	61

I. INTRODUCTION

The Government of Georgia has signed Loan Agreement for financing the implementation of Innovation, Inclusion and Quality Project (I2Q Project) with the International Bank for Reconstruction and Development (IBRD). The Project development objectives are to (i) expand access to preschool education and (ii) improve the quality of education and the learning environments and enhance relevance of higher education programs. The loan amount is 90 million Euros.

Original Loan agreement N8955, Section III, Withdrawal of Loan Proceeds

Category	Amount of the Loan Allocated (expressed in EUR)	Percentage of Expenditures to be financed (inclusive of Taxes)
(1) Works, Goods, non-consulting services, consulting services, Operating Costs and Training for the Project except for Parts 1(c), Part 2(a) and Part 5 (a) for the Project	29,775,000	80%
(2) Works, Goods, non- consulting services, consulting services, Operating Costs and Training under Part 1(c), Part 2(a) and Part 5(a) for the Project	60,000,000	80%
(3) Front-end Fee	225,000	Amount payable pursuant to Section 2.03 of this Agreement in accordance with Section 2.07 (b) of the General Conditions
(4) Interest Rate Cap or Interest Rate Collar premium		Amount due pursuant to Section 4.05 (c) of the General Conditions
TOTAL AMOUNT	90,000,000	

In 2020, in order to respond to epidemiological outbreak Covid-19 all governmental entities, including MoES had to make severe budgetary cuts and thus faced significant challenges in financing various ongoing or upcoming projects. MoES faced problem in finding budget for co-financing I2Q project activities. Constraints in budgetary funds would have affected and hindered the smooth and timely implementation of the project. Pandemic situation had already caused delays in project implementation. Therefore, MoES sent an official letter to MoF and the WB requesting restructuring of part of the loan agreement managed by MoES and instead of 80/20 disbursement scheme, asking for 100% disbursements from the IBRD loan proceeds.

The loan restructuring request was approved by the Ministry of Finance as well as by the WB and the new scheme was ratified by the Parliament of Georgia on September 30, 2020. Therefore, the counterpart financing has been removed from the loan agreement Category (1) amounting to EUR 29,775,000 for Works, Goods, Non-consulting services, Consulting services, Operating Costs and Training for the Project except for Parts 1(c), Part 2(a) and Part 5 (a) for the Project.



The Table in Section III. A of Schedule 2 to the Loan Agreement is amended to read as follows:

Category	Amount of the Loan Allocated (expressed in EUR)	Percentage of Expenditures to be financed (inclusive of Taxes)
(1) Works, Goods, non-consulting services, consulting services, Operating Costs and Training for the Project except for Parts 1(c), Part 2(a) and Part 5 (a) for the Project	29,775,000	100%
(2) Works, Goods, non- consulting services, consulting services, Operating Costs and Training under Part 1(c), Part 2(a) and Part 5(a) for the Project	60,000,000	80%
(3) Front-end Fee	225,000	Amount payable pursuant to Section 2.03 of this Agreement in accordance with Section 2.07 (b) of the General Conditions
(4) Interest Rate Cap or Interest Rate Collar premium		Amount due pursuant to Section 4.05 (c) of the General Conditions
TOTAL AMOUNT	90,000,000	

The loan will be dedicated to:

1. Improvement of the quality of and access to early childhood education;
2. Fostering quality teaching and learning in general education;
3. Strengthening financing options and promoting internationalization in higher education;
4. System strengthening and stakeholder communication and
5. Project Management, Monitoring and Evaluation.

Table below represents the project financing as per approved POM:

Project Components	IBRD Financing (EUR)
1. Improving Quality of and Access to Early Childhood Education	7,487,440
2. Fostering Quality Teaching and Learning in General Education	63,999,026
3. Strengthening Financing Options and Promoting Internationalization in Higher Education	9,902,629
4. System strengthening and Stakeholder Communication	3,697,035
5. Supporting Project Management, Monitoring, and Evaluations	4,688,870
Total Components	89,775,000
Front End Fees	225,000
Total Project Costs	90,000,000

B. SUMMARY OF IMPORTANT PROJECT DATES



- The Loan Agreement was signed on June 18, 2019.
- Project was ratified by Parliament on October 16, 2019.
- Loan became effective on November 27, 2019.
- Official project launch event was held on March 5, 2020.
- Targeted program approval by the MoES on March 9, 2020 (Ministerial Decree No. 338).
- Project implementation period: 2020-2026.
- The first WB Implementation Support Mission held during July 6-17, 2020. Next steps/activities specified in the Aide Memoire have been completed.
- The first revision and amendments to POM no objected by the WB on August 14, 2020.
- The Loan Agreement has been restructured and became effective on October 15, 2020.

Note: Due to the budgetary cuts as a result of a pandemic, the loan restructuring was conducted to accommodate the Government request to eliminate requirement of 20 percent of co-financing (The table in Section III.A of Schedule 2 to the Loan Agreement).

- I2Q project Steering Committee established on October 28, 2020 (Ministerial Decree No. 1046328).



Note: The first official Steering Committee meeting held on December 15, 2020.

- The second revision and amendments to POM no objected by the WB on November 4, 2020.

Note: POM defined activities and implementation mechanisms were reviewed and clarified to reflect priorities and needs of MoES.

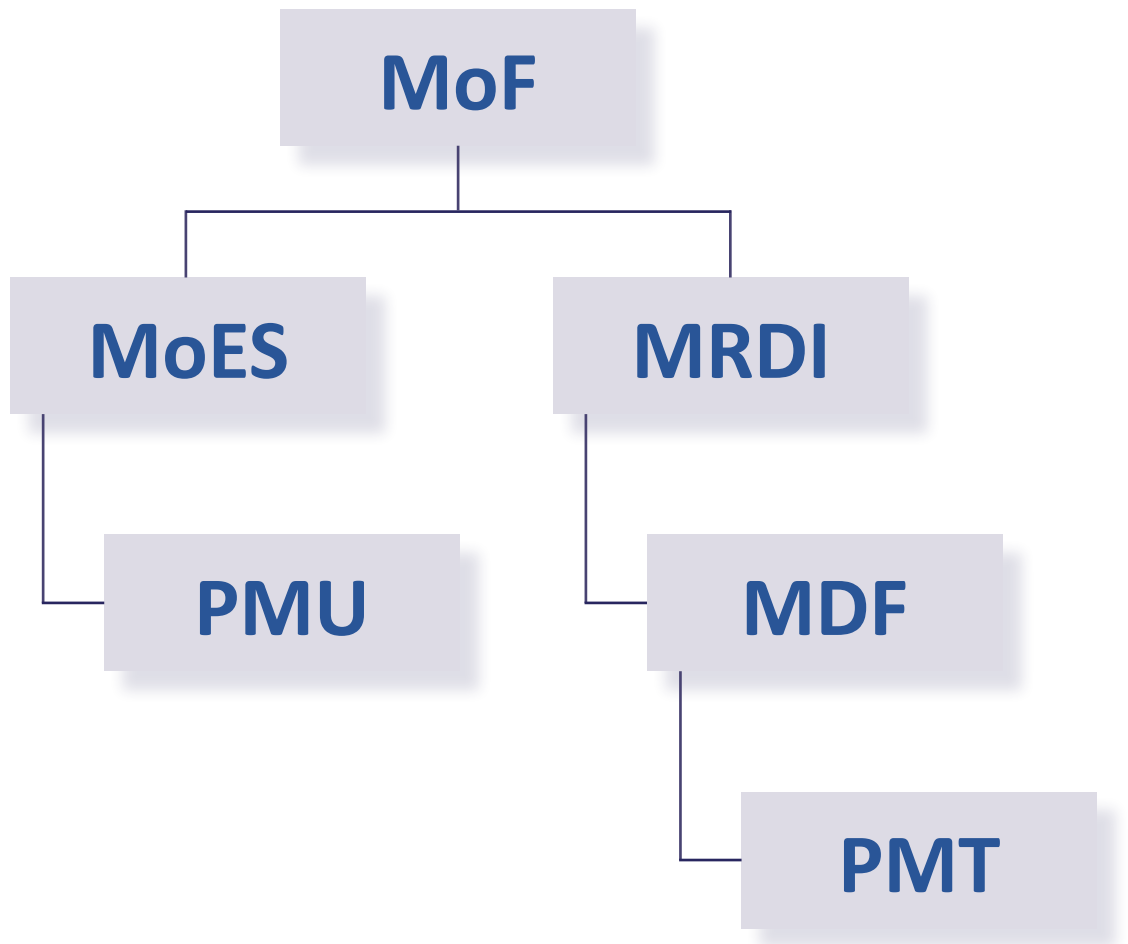
- In line with POM changes, the MoES has approved revision of targeted program. Respectively, program budget and PP have been amended and the Project is implemented in accordance with the revised project documents.
- The second WB Implementation Support Mission held during February 15-19, 2021.

Note: Implementation of activities defined in the Aide Memoire is provided below in respective parts of the report.

- The full package of Internal Regulations of the Project prepared in late 2020 was approved by the Executive Director of the Project on April 12, 2021.

The I2Q Project will be implemented over a six-year period by the following implementing partners – the MoES and the MDF operating under the MRDI. The PMU created within the MoES supports implementation of the designated project components, as specified in Legal Agreement. The PMT created within MDF supports implementation of relevant subcomponents under Component 1 and 2 aimed at improving the education infrastructure.

C. PROJECT IMPLEMENTATION STRUCTURE:





D. BRIEF OVERVIEW OF THE PROJECT OPERATION

The Project is implemented in accordance with POM no objected by the WB on November 4, 2020, the targeted program approved by the Ministry (Ministerial Decree No. 338) and approved PP. The Project is fully operational with 24 signed contracts (17 - IC, 3 - DC, 2 - QBS and 2 - ICB) and 10 ongoing tenders. The turnover in the staff was observable for the positions of Project Manager, General Education Component Lead and Early Childhood Education Component Lead. Selection of new staff has been completed and the PMU staffing has been finalized in mid-March, 2021.

SECTION II - OVERALL PROJECT PROGRESS AND KEY ISSUES

A. THE WORLD BANK IMPLEMENTATION SUPPORT MISSION

The WB task team conducted the second (virtual) Implementation Support Mission for I2Q Project during February 15-19, 2021. The key objectives of the mission were to: (i) discuss the ongoing project implementation progress, including fiduciary and safeguards aspects, in both implementing entities, the PMU of the Ministry of Education and Science and the PMT at the MDF; (ii) identify solutions to any pending issues to expediate implementation; (iii) agree on next steps and update the implementation timeline; and (iv) take part in the education sector related donor coordination meetings. During the mission, the Aide Memoire was developed, next steps were agreed and concrete urgent items determined in order to expediate implementation.

Agreed actions include: (i) expediting preparatory works for higher education Competitive Innovation Fund (CIF) to enable the first round of grants to be issued in September 2022; (ii) expediting preparation of the national student assessments (developing national assessment system policy framework for general education level). It was also agreed to launch preparatory work for the development of new quality assurance policy framework for general education level. The aforementioned activities are complex and require extended period of preparation and design work before implementation can be launched. Subsequently, the WB task team suggested and the PMU agreed to start preparation activities immediately.

The detailed description of the progress made in regard with the above described activities is provided under relevant parts of the report.

Table below summarizes agreed urgent action items as a result of implementation support mission and status of their execution:



#	Agreed Next Steps	Responsible	Due Date	Status
COMPONENT 1 – IMPROVING QUALITY OF AND ACCESS TO EARLY CHILDHOOD EDUCATION AND CARE				
1	Completion of the procurement process for the assignment: Diagnostic Study of Early Childhood Education/ECE Sector (access, quality and needs) in Georgia	PMU	March 2021	<p>Evaluation of technical proposals has been completed, awaiting award of a contract to the successful Consultant (JV PPMI Group, UAB (Leading Member)/Lithuania, International Step by Step Association (Member)/Netherlands and Ilia State University – Centre for Preschool and Inclusive Education/Georgia (Member). As per respective TOR, the contract will be concluded for the period of 11 months.</p> <p>Note: As previously communicated with the WB, certain delays were observable due to: (i) extension of the submission deadline for technical and financial proposals on the basis of short-listed consultants' request; (ii) reorganization of the Ministry, constituting temporary delay in document flow, since the staff had to be re-appointed; (iii) restriction of official document flow at the MoES during the pandemic-related public holidays announced twice since January, 2021 (in total amounting to approximately one month); (iv) supporting emerging priority of the GoG and the Ministry in development of long-term Education and Science Strategy and Action Plan. Procurements of six individual experts was added to the PP. Given the volume of work and available resources, it became necessary to set the priorities.</p> <p>Despite the observable delay in the procurement process, key findings of diagnostic study will be available for the upcoming projects planned under Component 1, by the end of February 2022.</p>
2	Development of TOR and launch of the procurement process for the selection of company to implement activities under sub-component 1.1	PMU	July 2021	<p>Development of TOR on Improving ECE Institution Management System and Enhancing the Quality of Programs Across the Country is in progress. Two consultants (international and local) are working on the TOR development under close supervision of the PMU. Assignment has commenced on May 10, 2021 as specified in approved PP and is expected to be completed by September 10, 2021. Considering the time necessary for procurement procedures, the contract with a consulting firm will be concluded on March, 2022.</p>



				<p>Note: Provided initial deadline for the completion of the assignment was based on the estimation considering the contract would be concluded for three months. The need to sign a four-month contract for the work was identified during the process of developing the TOR for the consultants. Consequently, the TOR submitted to and no objected by the WB considers completion of the assignment in four months instead of three.</p>
3	Identification of the beneficiary schools (total of 150) for school readiness program	PMU/MoES	July 2021	<p>In progress.</p> <p>Note: Selection criteria have been developed in close consultations with the MoES and its' relevant structural units. Selection criteria of schools was agreed with the MoES on June 28, 2021 and the document has been submitted to the WB for NOB on June 29, 2021.</p>
4	Completion of the procurement process for the development of school infrastructure standards	PMU	April 2021	<p>Procurement in progress – currently at the stage of finalizing evaluation of technical proposals. Based on estimation, the contract will be awarded on September 15, 2021 for the period of 20 months.</p> <p>Note: Tender was re-announced. Although the expression of interest period was extended twice, only three companies expressed interest and none of them met the qualification requirements. TOR has been revised with the WB input and in close collaboration with MDF and ESIDA representatives. Modified TOR was no objected by the WB.</p>



COMPONENT 2 – FOSTERING QUALITY TEACHING AND LEARNING IN GENERAL EDUCATION

5	TORs for the procurement of designs for the second batch of 29 schools to be rehabilitated	MDF	May 2021	
6	Establishment of working group to plan school maintenance related capacity building activities under the Project	PMU/MDF/MoES/MRDI	End July 2021	In progress. The working group will be completed by the end of July 2021.
7	TOR for Fostering Quality Teaching and Learning in General Education through introduction of effective quality management system, whole school improvement plan and programs, improved assessment policy, practice and methodology.	PMU	End June 2021	In progress. Two consultants (international and local) are working on the TOR development under close supervision of the PMU. Initial tentative date was clarified. Assignment has commenced on April 28, 2021 and is expected to be completed by the end of July, 2021, as determined with the PP.
8	Recruitment of International consultant to develop concept and policy framework for quality assurance system of general education institutions in close collaboration with National Center for Educational Quality Enhancement.	PMU	End April 2021	In progress. Note: REOs were announced according to scheduled timeline. Due to the scarcity of submitted applications and the lack of competition, the call was extended twice. Evaluation is at its' final stage. As per PP, service will commence in July, 2021 continuing through September, 2021.
9	Recruitment of International Consultant to support development of national student assessment framework in close collaboration with NAEC and Ministry.	PMU	End April 2021	In progress. Note: REOs were announced according to scheduled timeline. Due to the scarcity of submitted applications and the lack of competition, the call was extended three times. Evaluation stage completed and awaits approval by the Tender Committee. As specified in the PP, the Contract will be signed in July 2021.



COMPONENT 3 – STRENGTHENING FINANCING OPTIONS AND PROMOTING INTERNATIONALIZATION OF HIGHER EDUCATION

10	Terms of Reference for procurement of company for the design of a new HEIs information management database to support implementation of the performance-based funding model to be developed under the Project.	PMU	End October 2021	In progress. Note: Financial negotiations are ongoing. Lump-sum contract will be concluded with successful Consultant for the duration of 3 months. Assignment will be completed by the end of October 2021.
11	Draft package for the operationalization of CIF including Operational Manual	PMU	End December 2021	In progress. Note: Contract has been concluded with one international and two local consultants, who will be developing full package of regulatory documents of CIF. Consultants shall perform the services during the period commencing on June 23, 2021 and continuing through November 22, 2021.
12	TOR for selection of successful bid under procurement related to the assignment: Strengthening the quality of pre-service teacher education programs and continuous professional development options, supporting the capacity-building of faculty personnel, teachers, and other school professionals to adapt, develop, and implement school-based curriculum	PMU	End November 2021	In progress. Note: The PMU has announced REOIs for the assignment: Developing the TOR for the upcoming procurement - “Strengthening the Quality of Pre-service Teacher Education Programs and Continuous Professional Development Options”. Two consultants (international and local) will be selected for developing the TOR. The assignment is expected to commence in August, 2021 for the period of 3 months.



COMPONENT 4 – SYSTEM STRENGTHENING AND STAKEHOLDER COMMUNICATION

13	Procurement and delivery of goods (notebooks and projectors) for select schools	PMU	On track. Contract will be signed in March 2021; A Partial delivery for, the first 2500 pcs is planned by the end of May, the second part will be delivered by the end of June 2021.	In progress. Note: Contract was signed on March 1, 2021 with the selected company. 50% of the contract amount is transferred as an advance payment, as provided in the contract. Due to COVID-19 pandemic situation, that affected manufacturers' performance, the company requested to negotiate on the extension of delivery deadlines. Proposed schedule: delivery of laptops – end of August 2021, delivery of projectors – end of October 2021.
14	Supply and Installation of Wi-Fi Networks to select schools	PMU	The contract will be signed in April 2021 for the duration of 6 months.	In progress. Note: The tender has been re-announced in order to promote the competitiveness of the international bidding process and encourage more international bidders to participate. The deadline for bids submission was extended from July 8, 2021 for additional 2 weeks, until July 22, 2021
15	Procurement of checkpoint Security System Renewal and Software Licensing and delivering to EMIS	PMU	The contract was signed on February 22, 2021 for the duration of 2 weeks.	Completed on March 9, 2021.



16	Donor Coordination Meeting	PMU/MoES	March 2021	<p>Completed.</p> <p>Note: With MoES initiation and UN coordination, state-level Development Partner Coordination meeting was held on March 31, 2021</p> <p>Another donor coordination meeting with education donors on was held on June 1, 2021. The issue of establishing a Donor Coordination Council was discussed and decision was made to issue the decree of the Minister based on which the members of the Council and the rules of activity will be determined. Donor coordination platform development was also agreed on the meeting.</p>
17	Conference to present project progress to major stakeholders	PMU/MoES	May 2021	<p>Postponed until September, 2021.</p> <p>Note: Since the conference is planned to be held in person, considering recommendation of the MoES and the pandemic situation, it was decided to conduct a conference in September, 2021.</p>



B. SUPPORTING EMERGING PRIORITIES OF GOG AND THE MOES

Supporting Education Sector Strategy Development

In 2017, within the Public Administration Reform initiative, The GoG took the responsibility and approved the Unified Strategy for Developing National Education and Science System 2017-2021 (Governmental Decree N533), which has the last year of power and based on the strategy implementation results, achievements and envisaging the upcoming system strengthening needs, GoG will need to approve the sector development strategy for 2022 - 2032. The lead responsibility for developing and implementing the Education Sector Strategy as well as monitoring the strategy implementation results lies with the MoES.

In response to the request of the MoES, I2Q Project contributes to the ongoing efforts of the Ministry in designing the new comprehensive Education and Science Strategy for 2022-2032 and Action Plan for 2022-2023. The support of the Ministry was agreed with the WB and corresponding amendments was incorporated in the PP. Based on the no objection granted by the WB, following six consultants have been recruited based on the competitive bidding:

- *Short-Term Consultant (International) for Support Preparation of Higher Education, Research and Innovation Strategy and Action Plan;*
- *Short-Term Consultant (local) for Support in Preparation of Higher Education sub-Sector Strategy and Action Plan;*
- *Short-Term Consultant (local) for Support in Preparation of Science sub-Sector Strategy and Action Plan;*
- *Short-Term Consultant (International) for Support Preparation of Early Childhood and General Education Sector Strategy and Action Plan;*
- *Short-Term Consultant (local) for Support in Preparation of General Education Sub-Sector Strategy and Action Plan;*
- *Short-Term Consultant (local) for Support in Preparation of Early Childhood Education Sub-Sector Strategy and Action Plan.*

Lump-sum contracts have been concluded for the duration of five months, ending by the end of September, 2021. Consultants are developing the strategy in collaboration with the MoES respective representatives and tasks assigned under the contract are being implemented under close supervision and coordination by the PMU.

In addition, the MoES has requested financial support with regard to ensuring strategic communication between the MoES and relevant stakeholders in the process of developing the ten-year strategy. Deputy Minister, Ms. Nunu Mitskevichi addressed the PMU and kindly requested support of the Project in terms of financing costs of workshop to be held on July 14-17, 2021. As provided by the Ministry, the aim of the workshop is to ensure strategic communication with stakeholders in the process

of developing the strategy document and to establish sectoral goals and objectives through communication with external stakeholders. According to the received letter, ensuring strategic communication with the stakeholders in the process of defining strategic directions and developing 10-year strategy is crucial. Therefore, the workshop is intended for 20 attendees including Ministry staff, local and international experts, as well as representatives of Education Institutions. Consequently, the PMU addressed the WB for verification of allocating respective sums from the budget of Component 4 of the Project in order to finance relevant costs, as requested. It was agreed with the TLL to proceed with financing the workshop costs.

Financing TIMSS 2023 Project Participation Fee

On March 22, 2021 the First Deputy Minister of Education and Science of Georgia, Ms. Ekaterine Dgebuadze addressed the PMU regarding TIMSS (Trends in International Mathematics and Science Study) international assessment membership fee. As stated in the letter of the Deputy Minister, due to budgetary cuts constituted by COVID-19 pandemic circumstances, the MoES did not hold sufficient funds to finance participation fee. Ms. Ekaterine Dgebuadze kindly requested the Georgia Innovation, Inclusion and Quality (I2Q) Project to consider the TIMSS participation fee in the project budget of the following years.

Given the scope and objectives of the Georgia Innovation, Inclusion and Quality (I2Q) Project and the fact that Component 2.4 aims at supporting development and implementation of national assessments as well as building capacity within the system to ensure their adaptation with the best quality standards, the PMU initiated the approval process with the WB.

After multiple discussions with the MoES, NAEC and WB, decision was made to finance the full participation fee of TIMSS 2023 cycle (i.e. 300,000 USD and 300,000 EUR) from the Project budget and to deduct respective sums from the budget allocated for grants to be awarded under a Competitive Innovation Fund (CIF). The abovementioned amount represents only up to 10 percent of the budget defined for CIF grants under the I2Q Project. After conducting contract negotiations and amending the contract as suggested by the WB team, the Bank has issued no objection on: (i) financing TIMSS 2023 Project full participation fee; (ii) deducting respective amount from budget allocated for CIF grants and (iii) Conducting payment in full in order to get 5% discount, as stipulated in the respective agreement. Consequently, on May 24, 2021 TIMSS 2023 Participation Agreement has been signed between the IEA and the Ministry of Education and Science of Georgia.



C. CHALLENGES FACED

The POM has been modified twice after the loan became effective (i.e. in August 2020 and in November 2020). Revision was conducted in close consultations with the MoES and other relevant stakeholders. The POM amendments, including content, timeline, deliverables and budget were agreed with and approved by the WB. As a result of revisions, the differences became observable between the POM and the PAD. Pursuant to Article C (“Implementation Arrangements”) of Section I of the Schedule 2 (Project Execution) of the Loan Agreement, the Project shall be implemented according to the Project Operational Manual. Subsequently, all activities, included in the PP and budget allocations are based on the approved POM. However, in the course of the actions, the PMU has faced challenges due to named variances. Specifically, the challenges related to the content of TORs for the assignment: 1. Supporting the Effective Planning and Implementation of the Procurement on “Strengthening the Quality of Pre-service Teacher Education Programs and 2. Continuous Professional Development Options”.

Moreover, it has become evident that certain base line and performance indicators stipulated in PAD would require clarification. The PMU was not able to identify and compare data sources for the baseline PDO Indicator for 2018: 5 to 6-year-old children enrolled in School Readiness Program, which stands at 80%. Since neither MoES nor GeoStat could confirm provided rate, the PMU collected data from the local Municipalities to reassess the baseline. As a result, the enrolment rate in 2021 stood at 72.8 % (number of children enrolled in SRP compared to number of children in kindergartens based on information provided by 60 out of 64 municipalities). While the discrepancy is not high, given estimations both at baseline and end line are still inaccurate (taking into account data source and reporting period differences). Having said that, PMU strongly urges to reconsider some indicators during the Bank’s upcoming mission in September 2021 to measure project’s success rate at a higher level of accuracy and relevance. The PMU considers the review of indicators to be crucial and time-sensitive.

D. IMMEDIATE NEXT STEPS:

Although certain immediate/temporary solutions have been identified and communicated with WB to resolve the issue related to the necessary modifications of the project, PMU plans to take measures to substantially reduce the further risks. Based on the consultations with the WB, the issue of project restructuring will be addressed by the PMU during the upcoming implementation support mission.

SECTION II: IMPLEMENTATION PROGRESS BY PROJECT COMPONENTS

A. COMPONENT 1

IMPROVING QUALITY OF AND ACCESS TO EARLY CHILDHOOD EDUCATION

The reform of ECE has been underway in Georgia since 2007. Within the framework of the reform, the Law on Early and Preschool Education was adopted by the Parliament of Georgia on June 8, 2016. The Law establishes legal basis for universal access to preschool education ensuring development and quality. Moreover, the Law defines the organizational structure of preschool education institutions and the rules for their establishment, operation, and accountability, as well as mandatory nature of authorization. The GoG approved the following state standards that are mandatory under the Law: 1. National Standards for Early and Preschool Education and Care; 2. Professional Standards for Caregivers and Pedagogues; 3. Technical Regulations – Water Supply, Sanitation and Hygiene (WASH) Standards for Preschool Care; 4. Catering and diet nutritional value standards at early and preschool education and care institutions. According to the Law, MoES is responsible for the education component of ECE, which incorporates development, implementation, and monitoring of educational standards, as well as developing and implementing education programs and resources.

In response to the request of the MoES, as mentioned above, the Project contributes to the ongoing efforts of the MoES in designing the new comprehensive Education and Science Strategy for 2022 – 2032 and Action Plan for 2022-2023. Based on the no objection of the WB, TORs for recruiting two consultants have been developed in close cooperation with the MoES and REOs were announced on March 4, 2021 for the following procurements:

- 1. Short-term Consultant (International) for Support in the Preparation of Early Childhood and General Education Sub-Sectors Strategy and Action Plan;*
- 2. Short-term Consultant (National) for Support in the Preparation of Early Childhood Education Sub-Sector Strategy and Action Plan.*

Successful consultants were selected and lump-sum contracts have been concluded on April 26, 2021 for the duration of 5 (five) months. Considering the deliverable timelines provided in respective contracts, the first deliverables have been submitted by consultants. Submitted reports were analyzed, the relevant recommendations were prepared and shared with MoES relevant counterparts to reconcile positions and agree on the final feedback. Based on the feedback, the revised reports were resubmitted by consultants.

Within the scope of the Component 1 of the I2Q Project, PMU mapped and started



collecting the most needed data for planning and implementing project envisaged activities. Considering that no background information was available apart from the baseline figure stipulated in PAD as indicator for 5 to 6-year-old children enrolled in School Readiness Programs (percentage) and in the absence of electronic data collection mechanisms for ECE at EMIS, ECE Component Lead, together with active involvement of GE Component Lead and the Project Engineer, developed a comprehensive questionnaire for local municipalities in order to verify the baseline and obtain other relevant data needed for the implementation of project envisaged activities. Response has been received from around 90% of municipalities. Based on the data received from 60 (sixty) local municipalities, the following was identified:

- *Number of children enrolled in kindergartens is 148,746 (69,869 female and 78,877 male);*
- *Number of 5-6-year-old children enrolled in kindergartens is 42,915 (20,784 female and 22,131 male);*
- *Number of 5-6-year-old children enrolled in SRP (PLAY) is 31,134 (15,138 female and 15,996 male).*

Based on the aforementioned data, the following statistics have been revealed:

- *Number of 5-6-year-old children enrolled in SRPs amounts to 20.93% of the total number of children enrolled in kindergartens;*
- *Number of 5-6-year-old children enrolled in SRPs amounts to 72.55% of 5-6-year-olds enrolled in kindergartens;*
- *Number of 5-6-year-old girls enrolled in kindergartens amounts to 13.97% of the total number of children enrolled in kindergartens;*
- *Number of 5-6-year-old boys enrolled in kindergartens amounts to 14.88% of the total number of children enrolled in kindergartens;*
- *Number of 5-6-year-old girls enrolled in SRPs amounts to 10.18% of the total number of children enrolled in kindergartens;*
- *Number of 5-6-year-old boys enrolled in SRPs amounts to 10.75% of the total number of children enrolled in kindergartens;*
- *Number of 5-6-year-old girls enrolled in SRPs amounts to 35.27% of the total number of 5-6-year-olds enrolled in kindergartens;*
- *Number of 5-6-year-old boys enrolled in SRPs amounts to 37% of the total number of 5-6-year-olds enrolled in kindergartens.*

Sub-Component 1.1

Improving the quality of ECE programs across the country

Procurement of consulting services for the assignment - Diagnostic Study of Early

Childhood Education (ECE) in Georgia: Review of Access, Quality and Equity Issues and Related Challenges and Gaps for Strengthening this Level of Education has been completed by the end of June, 2021 and contract award notice was issued to the successful Consultant for the duration of 11 months including time needed for the approval of the submitted reports.

The TOR for selection of two short-term individual consultants (international and local) for the support in development of project design and TOR for the assignment - Improving ECE Institution Management System and Enhancing the Quality of Programs Across the Country was developed in collaboration with the MoES relevant counterparts. Consultants have been selected through competitive bidding, contracts have been concluded and services have commenced on May 10, 2021.

The first deliverables determined by respective contracts (i.e. inception reports) were presented by consultants. Reports were reviewed by the PMU, as well as relevant representatives of the MoES. Revised reports have been submitted by consultants considering the feedback provided and the PMU has approved the first deliverable. As stated in the contracts, second reports are due after 2 months from the approval of the first reports. Works envisaged under the assignment are expected to be finished by September 10, 2021.

The aim of this assignment is to provide technical support to PMU for the purpose of tendering the upcoming activity for Improving ECE Institution Management System and Enhancing the Quality of Programs Across the Country envisaged under the Component 1 of the Project. For this purpose, consultants shall:

1. Prepare the TOR with relevant sections incorporating information on the Project, national context of ECE, general and specific objectives of the assignment, detailed scope of services and deliverables, activities to be implemented, tentative time schedule of deliverables and reporting requirements, qualification requirements toward company experience, team composition and qualification requirements of experts, estimated duration of the assignment and etc. the Covid-19 pandemic situation shall also be considered and Covid-19 mitigation requirements stipulated for executing the assignment;
2. Prepare detailed evaluation criteria and design the system for the evaluation of the technical proposals received in response to the Terms of Reference, including implementation approach, methodology, work plan and the relevant topics for the interview with the team of Key-Experts if necessary;
3. Estimate the resources needed for the implementation of the assignment. For this purpose, the consultants shall conduct market survey, considering both national and international, for mapping the potential consultant companies



with sufficient capacity and relevant experience and prepare the estimated budget of the assignment, including the preliminary individual time input of experts and other possible expenses necessary for successful implementation of the assignment.

Sub-Component 1.2

Increasing Equitable Access to Pre-school Education for Successful Transition to School

The aim of the sub-component is to improve access to preschool education for successful transition to school starting with children in SRPs, aged 5-6-years-old. It is planned to introduce modern, child-centered SRPs in about 150 general education institutions/schools in the framework of this sub-component. Numerous meetings and discussions have been held among the PMU staff (ECE Component Lead, GE Component Lead and Project Engineer), ESIDA and MoES relevant representatives, including Project Coordinator – the First Deputy Minister, Ekaterine Dgebuadze, in order to develop criteria for the selection of 150 schools.

Prior to the discussions, the PMU has gathered all the necessary data from the municipalities, such as, but not limited to the number of 5-6-year-old children (gender based) enrolled in kindergartens, including the number of the ones enrolled in SRPs, as well as information about high enrollment/overcrowding in kindergartens, etc. Based on the information obtained, draft criteria have been developed. Considering the remarks of the MoES, criteria have been revised by the PMU and the final product has been agreed with the First Deputy Minister – Ms. Ekaterine Dgebuadze through electronic document flow system (eflow) on June 28, 2021 and the document has been submitted to the WB for no objection. In addition to the selection criteria, draft recommendations have been developed with involvement of ESIDA for rehabilitation works to be conducted in selected 150 schools for accommodating SRP classrooms.

Sub-component 1.3

Improving Infrastructure to Support Innovative Primary Education, Including Pre-school

The objective of the sub-component is to introduce a new model of primary education (grades 1-6) accommodating preschool programs in order to improve access to preschool education and facilitate smooth transition to elementary education system. This sub-component will include the development and adoption of new architectural blueprints for the construction of up to 10 new model schools. The designs will consider modern learning environment, types of furniture materials, dimensions and layout, renewable energy and

carbon neutral materials, as well as accessibility standards to ensure accommodation for children with disabilities. Meetings were held with MoES and ESIDA regarding selection of land plots needed to build from 2 up to 10 new model schools. As a result, the preliminary list of schools to be demolished and newly built, as well as new schools to be established on the territory of Georgia has been determined. Based on the list, the MoES is searching for land plots and setting priorities for the following years, as a result of which the list of schools to be built in the framework of the I2Q Project will be determined.

This sub-component also envisages the development of standards for accommodating pre-school classes in existing school infrastructure, according to which construction of new school buildings will be conducted. A consulting company will be responsible for developing General Education Infrastructure and Physical Environment Standards which shall also accommodate pre-school classes. The detailed information regarding the procurement is provided under sub-component 2.1 (Section II, part B of the Report).

Immediate Next Steps:

- Implementation of envisaged activities by the local short-term consultant supporting preparation of Early Childhood Education Sub-Sector Strategy and Action Plan will be supervised. Works shall be completed by September 26, 2021.
- Concluding a contract with the selected consultant for the fulfillment of the assignment: Diagnostic Study of Early Childhood Education/ECE Sector.
- Completing the data collection process. Collection of the data from remaining 4 municipalities on 5 to 6-year-old children enrolled in SRPs including percentage of female children enrolled.
- Implementation of activities by local and international experts fulfilling the assignment: Development of Terms of Reference on Improving ECE Institution Management System and Enhancing the Quality of Programs Across the Country will be supervised. The works shall be completed by September 10, 2021.
- After development of the TOR, the REOI will be announced for the assignment: Improving Early Childhood Education (ECE) institution Management System and Enhancing the Quality of Programs Across the Country. Estimated time for announcement of REOI is end September, 2021.
- Draft recommendations on rehabilitation of classrooms in 150



schools will be presented to ESIDA for their review and feedback. Recommendations will be finalized and submitted to the MoES.

- Selection process of 150 schools will start once WB issues no objection on the submitted criteria. Estimated time for selection of the schools is August, 2021.
- Before final confirmation of the list of selected schools, site visits will be conducted in order to study the existing infrastructure on site.
- Collaboration with ESIDA representatives is planned in order to discuss the issue of preparation design projects for 150 schools.
- Completing procurement of the following service - Development of General Education Infrastructure and Physical Environment Standards for General Education Institutions (schools) of Georgia. Estimated time of completion is August, 2021.
- Finalizing works with MoES in order to select the land plots for construction of new schools.

B. COMPONENT 2

FOSTERING QUALITY TEACHING AND LEARNING IN GENERAL EDUCATION

Georgia has made a significant progress in reforming its education system. In the past decade, the country has implemented a range of sweeping reforms targeted at redesigning the education system and creating a new system more consistent to a rapidly changing world with complex technical requirements and increased international competitiveness.

Recent reforms implemented in general education subsectors related to improvement of quality of general education and included development of national legislation and curriculum, development and introduction of a scheme for professional development and career advancement of teachers, a significant increase in teacher salaries, further modernization of the national curriculum with accompanying “New School” model reform, and other policy efforts. In addition, substantial investments were made to improve school infrastructure. Despite these important changes to the education sector, the general education system still faces significant challenges that need to be addressed.

In 2014 with the support of WB, the Georgian education sector policy review has been conducted and key policy recommendations were developed that served as a basis for developing document of strategic directions for shaping national education and science system for the following years. The key priority for the GoG as the basis for the Strategy development is providing quality education for all. Articles 358 and

359 of Association Agreement concluded in June 2014 between the European Union and the European Atomic Energy Community and their Member States, on the one part, and Georgia, on the other part defines specific responsibilities to be fulfilled by the country with regard to education and training. Later in 2017, within the Public Administration Reform initiative, the GoG took the responsibility and approved the Unified Strategy for Developing National Education and Science System 2017-2021 (Governmental Decree No. 533).

MoES needs to develop and approve ten years (2022-2032) sector development strategy based on the assessment and results of the implementation of the 2017-

2021 strategy, achievements and envisaging the upcoming system strengthening needs. In response to a recent request from the MoES, the World Bank through I2Q Project approved the support actions, which will facilitate the development of a new sector strategy including facilitating and guiding the consultation process with the relevant government agencies and other stakeholders for the improvement of the general education system.

During the reporting period, multiple working meetings were conducted with the First Deputy Minister (I2Q Project Coordinator), the staff of the Preschool and General Education Development Department, other MoES representatives and agencies operating in the education system to discuss the Project details, scope and implementation arrangements.



The implementation deadlines were determined in accordance with the strategic vision of the MoES and were agreed with the WB. Following TORs were developed in accordance with the agreed goals and objectives:

- *TOR for Delivery of TAO Administrative and Technical Training to support the National Assessment and Examinations Center with the Project Implementation;*
- *TOR for selection of Short-Term Consultant (International) for Development of Terms of Reference on Fostering Quality Teaching and Learning in General Education;*
- *TOR for the selection of Short-Term Consultant (National) for Development of Terms of Reference on Fostering Quality Teaching and Learning in General Education;*
- *TOR for the Individual Consultant to Support the National Assessment and Examination Center with the Development of National Assessment Policy Framework for General Education Level;*
- *TOR for Short-Term Consultant (International) to Support the Development of the National Quality Assurance Policy Framework for General Education Level;*
- *TOR for Short-Term Consultant (local) for Support in Preparation of General Education Sub-Sector Strategy and Action Plan;*
- *TOR for Short-Term Consultant for Support Preparation of Early Childhood and General Education Sector Strategy and Action Plan (International).*

TORs were developed in close collaboration with relevant MoES counterparts and were submitted for WB's review and no objection. After receiving no objection from the WB, REOIs were announced and the ongoing work process was in accordance with the plan.

As a response to the emerging priorities of GoG and MoES and on the basis of no objection granted by the WB, REOIs have been announced for the following assignments: Supporting Preparation of pre-school and General Education sub-Sector Strategy and Action Plan and Supporting Preparation of General Education sub-Sector Strategy and Action Plan. As a result, two short-term consultants (international and local) were selected and contracts have been concluded on April 26, 2021 continuing through September 26, 2021 or any other period as may be subsequently agreed by the parties in writing. As defined by the contracts, the inception phase started from 27 April, 2021. During the inception phase, selected consultants developed a draft version of the baseline study. The purpose of the baseline study is to facilitate the

identification of the priorities, goals, objectives, indicators, and data sources, which will build the core section of a strategy document at the following phase. The study includes a brief overview of the system and an analysis of the major challenges. Based on the analysis of the developments in the sub-sectors in the past ten years, the report presents the key issues, strategic goals, objectives and key indicators and challenges, which needs to be addressed under the new strategy.

Reports submitted by short-term consultants were analyzed (May 26-27, 2021), recommendations were prepared and documents were shared with the MoES relevant counterparts in order to reconcile positions and agree on the final feedback. Based on the final feedback, the revised reports were agreed with the MoES and approved by the PMU.

Sub-Component 2.1

Improving Educational Infrastructure to Support Learning

This sub-component aims at fostering high-quality learning environments and enhancing school safety. To this end, this sub-component supports modernization of school infrastructure standards. In this regard, in February 2021 the PMU has announced REOI for Consulting Companies (Consultants) to express their interest in providing service for developing General Education infrastructure and physical environment standards for General Education Institutions (schools) of Georgia. A consulting company will be responsible for developing General education, Infrastructure and Physical Environment Standards that shall also accommodate pre-school classes. Although the period for expression of interest was extended twice, only three companies expressed interest and none of them met the qualification requirements.

Consequently, works have been conducted among the PMU, PMT, ESIDA and the Task Team Leader - Nino Kutateladze in order to come up with possible solutions which, on the one hand, would facilitate the efficient performance of the intended work and on the other hand, would set relevant requirements in the light of existing circumstances. Similar MCA, WB, CEB international and Georgian experience have been considered during the discussions.

Having in mind recommendations of international experts, the PMU, MDF and ESIDA have once again reviewed the existing works concerning infrastructure standards of general education institutions (schools) of Georgia. It should be noted that Unified Set of Standards developed and financed via a grant in preparation of the CEB co-financed project (which is not a normative document) concern rehabilitation of schools and do not provide guidance and information for conducting construction of new school buildings – the document lacks various aspects necessary to be considered specifically



in construction. Moreover, the document does not consider education vision and national curriculum of Georgia, as well as specifications for early childhood education. It should be highlighted that CEB Standards outline the structural parts of the buildings and the energy efficiency requirements, but architectural requirements are set according to the design criteria developed by MCA. It should be considered, that MCA's design criteria were not developed for construction of new school buildings, rather it focusses on rehabilitation of existing buildings.

Following discussions, agreement has been reached among PMU, MDF and ESIDA that in order to accommodate all the outstanding works described above, thorough expertise would be needed to complete the intended work. Therefore, the team considers that the TOR shall contain requirement for appropriate key experts. However, some modifications have been made with regard to qualification and experience of the Key Experts. In addition, the team has remodeled part of the TOR which concerned the mandatory requirements for non-key experts, as well as their engagements and made the TOR simpler with appropriate degree of flexibility for the company to propose the necessary expertise. Moreover, qualification requirements of the consulting company have been reviewed and amended, as agreed with MDF and ESIDA representatives.

Following Banks' notification dated April 26, 2021 regarding the newly established threshold for the CQS method, the PMU has proposed to the WB to switch the selection method for the assignment from QBS to CQS, since the CQS method provides a significant advantage in terms of time and efficiency of the procurement process. As a result of the aforementioned proposal, the WB granted no objection on amending the procurement method, as requested.

As a result, the TOR was agreed with the WB and based on the no objection, the REOI was announced. Currently, the procurement is at the stage of evaluation. A lump-sum contract will be signed with successful Consultant for the duration of 20 months, including 12 months for revisions during the design stage as well as time needed for the PMU to approve the submitted reports. Estimated contract start date is August 2021.

Even though other tasks related to this sub-component are assigned under MDF, Deputy Executive Director of MDF, Ms. Nutsa Datuashvili has addressed the PMU with an official letter stating that MDF was conducting procurements of consulting services for detailed design preparation for reconstruction/rehabilitation of public schools. As stated in the letter, given the purpose of the project, it was important to involve PMU in the process of selecting consultants. Therefore, Ms. Nutsa Datuashvili has requested the PMU to submit a candidacy to be appointed as an invited expert in the selection process of the aforementioned consulting services. PMU has presented candidacy of the I2Q Project Engineer, Mr. Vakhtang Babutsidze. In this regard, following progress has been reported by latter:

- *Evaluation of technical proposals and experience of shortlisted companies, as well as evaluation of architectural projects submitted by the bidding companies has been conducted in the framework of procurements of consulting services for preparation of detailed designs for reconstruction/rehabilitation of 31 public schools;*
- *Review of the documentation submitted by companies has been conducted and evaluation reports were prepared on the proposals submitted by the short-listed companies in the framework of procurements of consulting services for preparation of detailed designs for reconstruction/rehabilitation of 31 public schools;*
- *All necessary documents (measurement drawing, school passports, cadastral information, condition assessments, etc.) have been developed/collected regarding the second batch of schools (29 schools) to be rehabilitated under the I2Q Project. The aforementioned information was requested by MDF in order to commence the procurement of consulting services for the detailed design preparation for reconstruction/rehabilitation of public schools;*
- *Revised TOR for the procurement of design consultancy service for the rehabilitation of 29 schools has been reviewed.*

Sub-Component 2.2

Supporting the Scaling up of the Whole-school Improvement Pilot

This sub-component focuses on the GoG's new, ongoing whole-school improvement pilot program in general education that aims to strengthen and modernize teaching and learning practices as well as support efforts to develop positive school culture. The aim of this sub-component is to assess schools and offer additional support to enhance quality of teaching and learning and improve school management. Under this sub-component, general education system diagnostic will be conducted which will include elements of governance, alignment and efficiency, delivery processes, teacher/staff policies, financing, resources, and student outcomes. Multi-component study of secondary education institutions (schools) will analyze the current situation, determine the impact of recent reforms, identify development dynamics and trends. Set of recommendations will be prepared for developing whole school development approach and implementation plan.

To achieve this goal, a REOI for the assignment - Study and Evaluation of Trends in General Education in Georgia was announced. Interest was expressed by four companies. Submitted proposals were reviewed by the evaluation committee.



Companies' technical approach and methodology, work plan, management and staffing were evaluated according to the set criteria. Key experts' CVs were also evaluated and compliance with qualification requirements was assessed. Consequently, interviews were conducted with teams of short-listed companies and a consultant with best results has been identified. At the current stage, contract negotiation process is underway. Expected contract signature date is July, 2021.

The consulting services under this assignment shall focus on reviewing and analyzing all relevant information for the purpose of generating recommendations that will contribute to the improvement of schools and General Education system. The Consultant is expected to conduct the study and based on the results and findings provide recommendations and conclusions including options for improvement and expansion of the whole school improvement program. The findings and recommendations of the study should give decision makers a full picture of the current situation and enable effective intervention and transformation planning both to improve the quality of general education and to bring the learning process up to modern standards and create an effective learning environment and school culture.

Furthermore, under this sub-component, support for scalable ideas of school improvement with innovative and accessible resources will be provided as part of a school improvement package to strengthen the implementation of the whole school approach. Also, the aim of this sub-component is to support capacity-building among teachers and school leaders in all general education schools. Under this sub-component, the review and improvement of continuous professional development framework for education professionals will be conducted. Along these lines, PMU has developed following TORs: a) Short-Term Consultant (STC) (International) for Supporting to Development of Terms of Reference on Fostering Quality Teaching and Learning in General Education" and b) Short-Term Consultant (STC) (national) for Supporting Development of Terms of Reference on Fostering Quality Teaching and Learning in General Education". The TORs were agreed with the relevant structural units of the MoES, as well as First Deputy Minister of Education and Science – Ms. Ekaterine Dgebuadze and the WB.

TOR development process included number of working meetings with the Ms. Ekaterine Dgebuadze, Head of TPDC, staff from Early Childhood and General Education Development Department to define and agree on the important details of the TOR. The general objective of this assignment is to conduct specific and relevant field and desk studies, as well as needs assessments and situation analysis to identify relevant information and provide support in developing TOR for Fostering Quality Teaching and Learning in General Education system diagnostic which will include elements of governance, alignment and efficiency, quality and delivery of education, teacher/staff policies, financing, resources, and student outcomes, etc.

The REOs were announced and consultants (international and local) were selected. Contracts were concluded for the period of three months commencing from April 28, 2021 and continuing through July 27, 2021, or any other period as may be subsequently agreed by the parties in writing. PMU held introductory meeting with experts. A list of key resources has been prepared for desk research. In order to support local and international consultants at the inception phase, key documents were provided to experts, and some important surveys and evaluation reports were identified that could be accessed online in English.

Consultants attended scheduled meetings with various stakeholders (DPGE, TPDC, NCEQE, and EMIS), learned about their expectations and received their feedback regarding relevant objectives and tasks to be considered in the TOR for the procurement to be announced in the framework of the I2Q Project i.e. Fostering Quality Teaching and Learning in General Education. Apart from the introductory meeting, several meetings were held among the PMU and consultants at the request of the latter in order to clarify and agree on the details of components and evaluation criteria to be included in TOR, as well as to clarify technical requirements for the market survey methodology.

PMU Received first deliverable from short-term consultants in accordance with the terms specified in respective contracts. Remarks and recommendations of the PMU were agreed with the MoES relevant representatives and the feedback was provided to the consultants. Consultants revised reports considering the received remarks and the revised report was approved by the PMU (May 28, 2021).

At the second phase of the assignment, consultants prepared the drafts of the three documents: TOR, Evaluation Criteria, and Market Survey (including estimated budget) according to the plan and submitted documents to the assigned coordinator

– GE Component Lead for review and feedback on June 10, 2021. After receiving recommendations from the PMU, revised deliverable was submitted on June 28, 2021.

As part of the Virtual Implementation Support Mission held on February 15-19, 2021, it was agreed to commence several activities in order to expedite implementation. Therefore, among other issues, it was agreed to launch preparatory work for the development of new quality assurance policy framework for general education level and respectively, go forward with recruitment of international consultant. Considering the aforementioned, the draft TOR was developed in close collaboration with NCEQE and agreed with the MoES and the WB. The REOs have been announced and currently the procurement is at the evaluation stage. Lump-sum contract will be signed with successful consultant for the duration of 3 months. The assignment is expected to commence in July 2021.



A Consultant will be responsible for providing targeted assistance to NCEQE in evaluating current quality assurance system and developing new national quality assurance policy framework for general education level. The assignment also aims at providing analysis of good international practice, as well as providing the needs assessment for the alignment of national quality assurance policy with the ongoing general educational reforms in Georgia. The work envisaged under this assignment will be performed under the supervision of PMU and in close collaboration with NCEQE.

Sub-Component 2.3

Supporting the Capacity-building of Teachers and School Leaders (Principals) to Adapt, Develop, and Implement School-based Curriculum

The aim of this sub-component is to support capacity-building and improve continuous professional development framework for teachers and school leaders in all general education institutions. School principals' recruitment policy and framework need to be revised, in order to attract best and brightest professionals to become school leaders, also to provide motivational scheme to school principals as to the teachers: review and improve continuous professional development framework of Teachers Revision and upgrade of school leaders' recruitment and career advancement policy and mechanisms.

As agreed with the MoES and the WB, most of the activities defined under sub-component 2.3 (except the one concerning review and improvement of continuous professional development framework of teachers) will be included in the scope of work of the consulting company to be selected for the task – Fostering Quality Teaching and Learning in General Education. As mentioned above, currently international and local consultants are in the process of developing TOR for the consultancy. As for the development of continuous professional development framework of teachers, respective task is envisaged under the consultancy to be procured under Component 3: "Strengthening the Quality of Pre-service Teacher Education Programs and Continuous Professional Development Options".

Sub-Component 2.4

Assisting the Development of a National Assessment Framework

This sub-component will provide technical assistance for developing and introducing the revised national assessment system for general education level. The aim of the assessment system is to inform education policy makers and other relevant stakeholders on challenges and strengths of the general education system functioning,

assist in identifying different factors (socio-economic status of the students, geographic allocation, school general characteristics, education policy, employment conditions, access to education, attitudes towards education, parents' engagement, access to internet and education resources etc.) affecting students learning outcomes and allowing for evidence-based policy decision making. The sub-component will also address the issue of quality and effective use of formative continuous assessments of students including students with disabilities and/or diverse education needs. The existing formative assessment system will be reviewed and updated in accordance to the requirements of national curricula and cover all grades of general education (1-12 grades).

According to the revised POM, the first step will be to define the national assessment policy framework and approach for general education level. National assessments planned under the project will follow provisions of the new national assessment framework. As part of the Virtual Implementation Support Mission held on February 15-19, 2021, it was agreed to expedite work towards design and implementation of national assessments and to recruit international consultant in order to support NAEC and MoES with the development of concept and the policy framework. Along this line, TOR was developed in close cooperation with NAEC and MoES for the consultancy (individual consultant) in order to support the development of national assessment policy framework for general education level. A REOI has been announced and at the current stage, evaluation of submitted CVs is underway.

The objective of this consultancy is to provide targeted assistance to NAEC to evaluate current national assessment system of Georgia and develop the new national assessment policy framework for general education level. Based on the preparatory work, which envisions evaluation of the existing national assessment policy achievements and challenges, capacity of the system (including evaluation of NAEC-conducted low-stakes assessments and assessment pilots), analysis of good international practice and needs analysis for the alignment of current assessment policy with the ongoing general educational reforms in Georgia, the consultant shall: (i) develop national assessment policy framework for general education level, including but not limited to new policy vision and goals, policy components and expected results of the policy (ii) develop recommendations on the consistent implementation of new national assessment policy (iii) contribute and provide technical input in developing TOR for the assignment - Fostering Quality Teaching and Learning in General Education, specifically in terms of issues related to national assessment, as necessary.

During the reporting period, TOR was finalized for the assignment - Delivery of TAO Administrative and Technical Training to Support the National Assessment and Examinations Center (NAEC) with the Project Implementation. The consultancy envisions capacity building of NAEC staff in administering TAO platform. The general



objective of this assignment is to strengthen further use and maintenance of TAO, as well as its integration to other components of e-assessment system needs through capacity building of technical staff. Scope of work envisages delivery of the standard package on depth TAO architecture, database structure, platform administration services designed for the technical staff, therefore includes illustration of TAO structures and hand-on practices on how it works. Topics are organized into a series of online sessions. Considering the WB procurement regulations, a single source contract was signed with OAT, since the company is a TAO publisher and a sole provider of the training. Services have commenced on March, 16 2021 and will continue through September 15, 2021, or any other period as may be subsequently agreed by the parties in writing.

As confirmed by NAEC, the Consultant has fulfilled part of the work, as defined with the contract, i.e. delivery of nine online training sessions. However, the Consultant has not provided the respective report. Therefore, the payment will be conducted upon submission of the report to the PMU.

Immediate Next Steps:

- Conclusion of a contract with the selected consultant (company) for the task: Study and Evaluation of Trends in General Education in Georgia.
- Supervision of implementation of the assigned tasks by short-term consultants recruited for the following assignments: (i) Developing Terms of Reference on Fostering Quality Teaching and Learning in General Education and (ii) Support Preparation of Early Childhood and General Education Sector Strategy and Action Plan.
- Upon development and final approval of the TOR, the REOI shall be announced for the assignment: Fostering Quality Teaching and Learning in General Education.
- Conclusion of a contract with individual consultant to support the national assessment and examination center with the development of National Assessment Policy Framework for general education level.
- Conclusion of a contract with international consultant for the assignment: Support the Development of the National Quality Assurance Policy Framework for General Education Level.
- Monitoring implementation of the assigned tasks under the assignment: Delivery of TAO Administrative and Technical Training to support the National Assessment and Examinations Center with the Project Implementation;

- Finalization of evaluation of the submitted bids and conclusion of contract with the selected company for the fulfillment of the assignment: Developing General Education Infrastructure and Physical Environment Standards for Schools.



C. COMPONENT 3

STRENGTHENING FINANCING OPTIONS AND PROMOTING INTERNATIONALIZATION IN HIGHER EDUCATION

Recent reforms implemented in higher education and science subsectors related to internationalization and quality improvement of the higher education and research and included developing the national legislation governing higher education to support the implementation of Bologna requirements, establishing development oriented external quality assurance system, introducing new EQF compatible qualification framework and study field classifier; planning and implementing Association Agreement responsibilities towards internationalization of higher education and research; legislation changes implemented supporting integration of research in education; introduction of changes to science funding (national science foundation agency and scientific institutions); implementing large scale national project for higher education and scientific institutions infrastructure development etc. As a result of the recent reforms, NCEQE became a member of The European Association for Quality Assurance in Higher Education (ENQA), obtained the listing in The European Quality Assurance Register for Higher Education (EQAR) and gained the recognition of World Federation of Medical Education (WFME).

In 2014 with the support of WB the Georgian education sector policy review has been implemented and key policy recommendations were developed that served as a basis for developing document of strategic directions for shaping national education and science system for the next 10 years. The strategy span from general education to higher education and science and other post-secondary training. The key of this integration was the notion of life-long learning. The key priorities for the GoG that should serve as the basis for the Strategy development are providing quality education for all and ensuring the alignment of K-12 education to vocational and higher education and labor market needs. Georgia's association to Europe and the provision of the Association Agreement (Articles 358 and 359) signed on June 27, 2014 defined the specific responsibilities to be fulfilled by the country including towards education and human capital development that were addressed in above document. Later in 2017, within the Public Administration Reform initiative, the GoG took the responsibility and approved the Unified Strategy for Developing National Education and Science System 2017-2021 (Governmental Decree No. 533).

Based on the strategy implementation results, achievements and envisaging the upcoming system strengthening needs, the GoG will need to approve the sector development strategy for 2022 – 2032. The lead responsibility for developing and implementing the Education Sector Strategy as well as monitoring the strategy implementation results lies with the MoES.

In response to a recent request of the MoES, the WB supported I2Q project will

contribute to the ongoing efforts of the MoES in designing the new Education Sector Strategy for 2022 – 2032 through supporting strategic planning process as well as facilitating and leading the consultation process with relevant government, key education partners, donors, education providers, labor market representatives and civil society.

Along these lines, 3 TORs were developed (February 8, 2021) for the following assignments: a) Short-Term Consultant (STC) (International) for Supporting Preparation of Higher Education, Research and Innovation Strategy and Action Plan; b) Short-Term Consultant (STC) (local) for Supporting Preparation of Higher Education sub-Sector Strategy and Action Plan; c) Short-Term Consultant (STC) (local) for Supporting Preparation of Science sub-Sector Strategy and Action Plan.

The working meeting was held with the MoES, strategic department team and the selected short-term Consultants (April 27, 2021). The inception phase started from 3 May, 2021. The timeframe of the Contract is from May 3, 2021 to October 2, 2021. The first reports (key deliverable №1 - provides detailed workplan, timeframe and stakeholders' engagement plan) were submitted by the selected short-term Consultants within the timeframe stipulated in the Contracts (24 May, 2021).

The first reports from the short-term Consultants were analyzed (May 24-27, 2021), the relevant recommendations were prepared and sent to the MoES and strategic department team (May 27, 2021) to reconcile positions and agree on the final feedback. Based on the feedback the revised reports were resubmitted (Ms. Melita Kovacevic: the acceptance act was signed on June 11, 2021; Ms. Maia Okujava: the acceptance act was signed on June 3, 2021; Ms. Elene Cherkezia: the acceptance act was signed on June 1, 2021).

The second reports (key deliverable №2 - provides sub-sectors strategic and policy actions) were submitted by the selected short-term Consultants within the timeframe stipulated in the Contracts (local Consultants - 28 June, 2021, international Consultant – 29 June, 2021).

Reports were analyzed (June 28-29, 2021), and sent to the MoES and strategic department team (June 28-29, 2021) to reconcile positions and agree on the final feedback. PMU requested relevant clarifications from both the international Consultant and the MoES regarding the performance indicators, that were not reflected in the second report. PMU received confirmation from both parties (Ms. Maia Shukhoshvili, MoES and Ms. Melita Kovacevic) that at this stage, considering the circumstances and according to communication (between the Consultants and the MoES), the performance indicators could not be part of the second report. However, it is planned to draft the performance indicators for each subsector at the very beginning of July. The acceptance acts were signed based on this feedback (Ms. Maia Okujava and Ms. Elene Cherkezia - July 1, 2021; Ms. Melita Kovacevic - July 2, 2021).



Sub-Component 3.1

Developing new options for higher education financing, including performance-based options to support the Government's strategic objectives

With respect to Component 3, higher education financing reform is considered as the top priority for the MoES. It is important to highlight that changing the funding formula shall affect the united national examination format and content.

3.1.1. The Development of a New Model for Higher Education Financing

Procurement of a consultancy for the development of a new model for higher education financing is completed. The inception phase started from 12 April, 2021 and the selected company implemented work in different directions in order to prepare the detailed action plan to be performed under the assignment, addressing the major goals and objectives of the Project.

Due to the COVID-19 mobility restrictions, as well public holidays announced by the GoG for the period of 4 – 11 May, 2021 the team of the consulting company agreed not to travel during the inception phase and to deal with the inception work using online tools and communication means. To this end, the Team Leader (TL), experts and consultants' representatives agreed to hold the regular meetings with the PMU, in case clarifications were needed.

On April 12, 2021 a meeting was held with the Higher Education Component Lead. The meeting explored the general objectives of the project, provided information on the recent setting up of a Ministry of Culture, Sports and Youth, as well as the potential implications for the project and had an initial discussion on stakeholder identification and the consultation process.

On May 7, 2021 the team of the consultant met with the First Deputy Minister of Education and Science - Ms. Ekaterine Dgebuadze, Head of the HE Division - Ms. Maia Shukhoshvili and the Higher Education Component Lead of the I2Q Project. The separate meetings were also organized in smaller groups in order to discuss particular issues.

During the reporting period, the TL maintained active online communication with the Higher Education Component Lead. The latter provided daily assistance to experts of the consultant, including but not limited to obtaining various materials/information and organizing working meetings.

The Inception Report was received (May 10, 2021) and analyzed (May 10-13, 2021), the relevant recommendations were agreed with the MoES and the feedback was sent to the IBF experts' team (May 14, 2021). Based on the feedback, the revised Inception Report was received (May 21, 2021), analyzed (May 22-27, 2021), and approved (May 28, 2021).

3.1.2. The Development of a HEIs Information Management Database System

Component 3 provides support for improving funding mechanisms for higher education. Along these lines, this component would review existing data sharing standards and all existing database systems in higher education at the level of HEIs and state institutions to identify potential linkages and the possibility to exchange information between databases, and to support the collection, harmonization, archiving, and management of all relevant information for the performance-based funding formula. Under the proposed new model for funding, several basic indicators will be elaborated (academic, scientific, internalization) and divided into sub-indicators (number of academic staff, science productivity, number of foreign students, etc.). It is the inevitable outcome of higher education funding reform to carry out HEIs information management database system, in which statistical processing of the relevant information for a new performance-based funding formula is an important part of HEI's performance review. This multi-user database system will be accessible to different stakeholders with varying levels of access and designed as a common tool for reporting and assessing HEI's performance and development results.

In close collaboration with the ICT/Data Integration Manager of the I2Q Project, EMIS and MoES a draft TOR was developed for the selection of the short-term international consultant to develop the design and ToR for tendering out the database system preparation. More specifically, the working meeting was held with the EMIS representatives (April 15, 2021) to discuss the draft TOR developed for the selection of the short-term international consultant. Based on these discussions, the content of TOR was agreed with EMIS and MoES (April 16, 2020) and was submitted for WB's review and no objection (April 16-23, 2021). The evaluation of submitted CVs was conducted and interviews were held with shortlisted candidates (May 26 – June 14, 2021). Consequently, one international consultant has been selected and the respective contract will be concluded on July 1, 2021, continuing through September 30, 2021. The selected consultant will develop comprehensive TOR/evaluation criteria for the selection of successful bids under procurement related to the assignment: Facilitate the implementation of a new model of performance-based funding by creating HEIs information management database system.

Sub-Component 3.2

Setting up Competitive Innovation Fund (CIF) for public and private universities, in partnership with private sector

Under the sub-component 3.2 the project would aid the establishment of a Competitive Innovation Fund (CIF) (for public and private universities). The CIF will be established as a Competitive Grant Mechanism coordinated by the MoES, to award up to 45 CIF grants to foster modernization of higher education programs and learning environment.



The CIF is considered as a funding pool that can be accessed by groups within the university community to carry out new initiatives and innovative approaches to existing problems in teaching, learning and management. More specifically, the funding windows will be for the public universities targeting specific development and innovation issues, and for the consortia projects encouraging cooperation in joint projects uniting public and private universities.

Examples of the grants supported include grants focused on the improvement and upgrade of the programs that can include - developing the program content to reflect the latest trends in the field, introducing innovations in terms of teaching and learning including support for classroom teaching utilizing technology and modern pedagogical approach, such as problem-solving and project-based learning, and improvement of e-learning methods, engaging employer, reinforcing the linkages with labor market, modernizing and upgrading labs and physical infrastructure to meet the program specifics. It can also envisage the improvement of gender imbalances in the education system, especially in STEM subjects. Under this sub-component, the I2Q Project would support HEIs to attract female students to STEM programs and help narrowing the gender gap in STEM fields.

The main regulatory framework governing the CIF should be the Operational Manual (OM). The OM will define the organizational structure, main principles and objectives, implementation mechanisms, functions, and procedures of CIF. The OM will be submitted to the WB for review and acceptance and will be approved by the MoES. This allows the CIF to be consistent with the national development plans, public policies, and their implementation.

As agreed with the WB during the last online implementation support mission, it was decided to expedite activities for the design (including preparation of the Operational Manual for CIF) and implementation of CIF under the I2Q Project to allow the launch of the first pilot round of grant competition in 2022. In addition, according to the newly agreed plan, the OM for CIF will be developed by December 2021.

Therefore, with the facilitation of the WB, the working meeting was held with the counterparts in Armenia (March 3, 2021), to share experience and to point out the challenges, which were identified during the CIF grant implementation process in Armenia, as well as to identify relevant information for the development of the CIF grant effective implementation strategy in Georgia. Additionally, the working meeting was held with the director of the Shota Rustaveli National Science Foundation of Georgia (SRNSFG) - a Legal Entity of Public Law, to discuss the possibility of undertaking administrative, procurement, and/or financial management functions for CIF (March 15, 2021).

Based on the discussions with the Deputy Minister and the staff of the Department of Higher Education, TORs were developed for the selection of one international and two local consultants for the assignment: Preparation of the full package of regulatory documents for CIF (March 17-24, 2021).

The evaluation of submitted CVs was conducted and interviews were held with shortlisted candidates (May 19-31, 2021). Consequently, one international and two local consultants have been selected and respective contracts have been concluded on June 23, 2021 continuing through November 22, 2021. The implementation of the sub-component 3.2. is scheduled for the period of April 2021 to December 2024.

Sub-Component 3.3

Internationalization of Higher Education

The content of the sub-component has been modified and reflected in the revised POM, in line with the strategic vision of the MoES regarding internationalization of higher education. The modified activities under the sub-component includes:

- (i) development of a joint doctoral (PhD) program that will provide comprehensive knowledge to identify and research complex issues within the field of education and science management, in partnership with international institutions/universities;
- (ii) support of the development of entrepreneurship module for higher education studies (Bachelor's and Master's degree programs) as well as module for enhancing English language skills for students considering discipline requirements;
- (iii) establishment of an International Excellence School, which provides a focused academic environment with short-term courses. The International Excellence School will foster international academic and scientific collaboration across selected disciplines and accelerate development of the most promising emerging areas that are in line with national strategic priorities.

According to the approved PP, the preparatory works have already started, consultations/working meetings with the representatives of the MoES are planned, and 2 TORs for the selection of short-term international and national Consultants for conducting preparatory works and developing comprehensive TOR/evaluation criteria for the selection of successful bid under procurement related to the assignment, will be developed by November 2021.

Sub-Component 3.4

Strengthening the quality of pre-service teacher education programs for all levels of education

The content of the sub-component has also been modified and reflected in the revised POM, in line with the strategic vision of the MoES to bring an adequate supply of well-trained teachers into the classroom. The proposed activities under this sub-component shall be focused on the interrelated issues: (i) capacity assessment, (ii) capacity building through high-quality professional training, (iii) strengthening



programs, and standards for teacher education and (iv) university-based teacher's professional development with particular emphasis on improving teaching and learning methodologies. This kind of professional development benefits both teachers and students.

In order to support successful implementation of activities planned within the frame of this sub-component, the preparatory work was carried out, working meetings were held with the representatives of the MoES (with two Deputy Ministers), and relevant desk research was conducted (April-June, 2021). It should be mentioned that important findings with regard to current system of teacher professional development and incentive policies, as well as recommendations on necessary changes to be implemented will be presented in the framework of diagnostic study of general education system to be carried out within the I2Q Project. As a result of the preparatory work, the following were identified:

In 2014 with the support of WB the Georgian education sector policy review has been implemented and key policy recommendations were developed. It was underlined that, improving teacher quality is one of the most pressing challenges for the general education sector as well as a top priority given that the long-term solutions to address education quality constraints will largely depend on resolving the issue of teaching quality. The key factors contributing to low teaching quality include the issues of teacher management, deployment, career path development, compensation, and performance evaluation. The poor management of supply and demand of teachers and teacher deployment nationwide has resulted in imbalances between demand and supply of teachers in some subject areas and geographic locations. The existing teacher pre-service and in-service training system does not produce the intended results. The teacher professional development scheme should be an opportunity to address many of these constraints. However, the existing instruments should be based on profound understanding of teacher supply and demand issues, as well as influencing factors. Therefore, the expansion and improvement of the existing teacher deployment mechanisms would help address teacher shortage issues in remote areas.

The quality of the pool of pre-service graduates is low. Universities that prepare teachers have a number of problems impeding sound initial teacher education: (i) from the outset they get the students, who, on average, have low scores at National University Entrance Examinations; (ii) they experience a deficit of well-trained professors in modern teaching and learning methods; (iii) universities and schools do not have incentives to work closely together to provide meaningful practice for student teachers. These incentives could encompass rewarding teachers for accepting students from the universities for practice and making it part of their professional development. Identifying best practices of meaningful cooperation between schools and universities could become example for other schools and universities.

The short-term training and the lack of sufficient professional development support at the school level, prevented teachers to fully internalize the new concepts prompted

by the new curriculum and adapt their classroom practices accordingly. Training challenges are largely related to training inefficiencies. Short-term subject matter identical training that is mandatory for all teachers is not tailored to the specific needs of the teacher, such as the qualifications, desire, experience, achievements, motivation, time factor, the specifics of school (place of employment) and/or teaching. Therefore, the Short-term subject matter training is not aligned with the teachers' needs.

Such an approach gives the training a formal character and does not serve the purposes of teacher professional development. The teacher training system is more trainer-oriented than teacher-centered. It is not rated by the beneficiaries as a continuous and consistent support tool. Because the content of the training module does not change from year to year, and the qualifications of the trainers often do not deserve the trust of the teachers, there are no high expectations from teachers regarding the training programs.

Decisions regarding the participation of other training providers (NGOs, universities) in the process of teacher professional development in cooperation with TPDC, the conditions of their involvement, and the selection procedure, including the issue of training funding have changed several times. The systematic analysis of these processes will be important to create a full-fledged professional development system.

Limiting teacher professional development to trainings contradicts basic principles of contemporary learning theories by failing to acknowledge that learning occurs from experience, reflection, and practice. Short-term trainings where teachers take up the roles of passive learners do not ensure that the knowledge that is transmitted to teachers translates into understanding of the concepts and principals of effective teaching and redefining teaching. Growing evidence shows that traditional teacher professional development modalities are not effective in changing teaching practices. More effective teacher professional development modalities give teachers the opportunity to work on academic programs long enough to solve them and discover causal connections between their instruction and student outcomes.

The TPDC, established in 2006, provides professional development to teachers. It also administers the Teacher pre-service, professional development and career advancement scheme, which outlines different professional levels of teachers and what is required for teachers to reach each level. Furthermore, TPDC oversees the development of professional standards for teachers and school leaders. Reports from national stakeholders suggest that training provided by TPDC is insufficient and can be strengthened. In addition, trainings on offer are not necessarily developed based on specific gaps and needs as demonstrated by evidence (OECD Reviews of Evaluation and Assessment in Education: Georgia). The development of school principals as instructional leaders is also a challenge. Moreover, insufficient professional development for school principals further limits their leadership capacity.

Over the last decade, different measures were taken to improve teachers' policy in



Georgia. Most fundamental and complex reforms concerning teacher profession were prepared and launched in 2015. Georgian government approved a document introducing the general education teachers' recruitment, professional development and career advancement scheme (hereinafter - "the Scheme") on February 20, 2015. It remains as main document so far regulating complexities of teachers' policy. The Scheme is a unified system that involves teachers' certification, recruitment, professional development and dismissal components and ways to launch their professional activities, means and opportunities to advance professionally, performance evaluation, and evaluation-based career growth. The law on general education and the Scheme classifies teacher's profession as regulated profession (therefore it is obligatory that all teacher preparation study programs are accredited according to accreditation standards and sector benchmarks); identifies different ways of entering the profession; sets a fair policy of teacher recruitment; establishes remuneration policy based on teachers qualification and performance; creates numerous opportunities for teacher professional development; introduces flexible mechanisms for career advancement; introduces efficient and complex system of teacher evaluation which is based on principals of fairness, objectivity, validity, equity, reliability and transparency. However, it is worth mentioning that during the period of 2015-2019 not all components of the Scheme were fully implemented for different reasons (Recruitment of schoolteachers in Georgia: an integrity assessment, EPPM, 2020). Similarly, the requirement that all teachers reach senior status according to the career scheme by 2014 was never enforced (OECD Reviews of Evaluation and Assessment in Education: Georgia).

The legislation amendments in 2019 created the basis for approving the Ministers' Decree № 174/N for the transitional period ending in 2023, allowing a person with Bachelor diploma (without requirements of subject specific study fields) to become a novice teacher with a condition that she/he would act in the classroom under the supervision of a mentor teacher and in parallel will take a teacher preparation program or a distant learning program within two years from starting working at school.

The above described amendment significantly simplifies the requirements towards a teacher that existed even before 2015 when the qualification requirements and teacher standards were revised. Before the legislation amendment in 2019, in order to become a teacher, a person should satisfy requirements set by a professional standard and one of the following standards: a) Complete an integrated teacher preparation program; b) complete an MA program in education and take a subject test; c) hold a BA/MA diploma in the relevant field/subject she/he is going to teach and complete a teacher preparation study program or a distance learning teacher preparation course within two years from starting working; d) hold a BA/MA diploma in the relevant field/subject she/he is going to teach and complete a teacher preparation program within a BA program and complete a subject test; e) should have a degree stating that it also grants permission to teach and take a subject test; f) hold a doctoral degree in

education or in the relevant field/subject she/he is going to teach.

In comparison to these requirements, the above-mentioned requirement specified by the legislation amendment in 2019 is very simplified and allows a person without teaching experience, subject-specific education and pedagogical knowledge to teach at school for two years. More importantly, it states that the person can take a distant learning course instead of the teacher preparation program. Therefore, according to some studies, the latest amendment in the legislation contradicts this principle of regulated profession, moreover, there are no regulations for distant learning programs/courses and therefore, they do not undergo any kind of quality assurance mechanism. Therefore, a teacher preparation distant learning course cannot be an alternative to a teacher preparation study program (Recruitment of schoolteachers in Georgia: an integrity assessment, EPPM, 2020).

Therefore, despite comprehensive set of reforms, yet many challenges remain with respect to the quality of education and training services, including linkages to the labor market. These challenges include but are not limited to (i) underachievement of Georgian students in international assessments; (ii) weaknesses in the preparation and continued professional development of teachers; (iii) insufficient alignment between the national curriculum and the needs of the labor market; and (iv) limited pathways beyond the secondary education to continued education. Many issues in teacher policy still remain problematic as well, e.g.: recruitment of high achieving students to teacher preparation study programs at a tertiary level; recruitment of new, qualified candidates to the profession; dismissal of teachers of retirement age (teachers' rotation); outcome oriented professional development, etc.

To improve teacher quality, Georgia will need to build a new system for teacher profession addressing multiple challenges, which will require a long-term holistic approach addressing all the essential components for building the critical mass of professional teachers.

To support the effective planning and implementation of procurement process on Strengthening the Quality of Pre-service Teacher Education Programs and Continuous Professional Development Options envisaged by the Components 2 and 3 of the I2Q Project, the PMU needs an international expertise to define comprehensive and detailed scope of services for the activity and its following tendering, including market research of potential service providers/consulting companies.

Along these lines, two TORs were developed for the selection of short-term international and national consultants for conducting preparatory works and develop comprehensive TOR/evaluation criteria for the selection of successful bid under procurement related to the assignment: Strengthening the quality of pre-service teacher education programs and continuous professional development options, supporting the capacity-building of faculty personnel, teachers, and other school professionals to adapt, develop, and implement school-based curriculum. The TORs were developed in collaboration with the General Education Component Lead and



also were sent to the MoES to share their suggestions and recommendations. The agreed TORs were submitted for the WB review and no objection (June 10, 2021). On June 23, 2021 the WB issued objection on TORs revised according to the feedback received from the Bank. The selection process is currently ongoing and will be finalized by August 2021.

Immediate Next Steps:

- The implementation of envisaged activities by the following selected short-term consultants will be supervised during the term of the Contracts (May-October, 2021):
 - *Short-Term Consultant (International) for Support Preparation of Higher Education, Research and Innovation Strategy and Action Plan;*
 - *Short-Term Consultant (local) for Support in Preparation of Higher Education sub-Sector Strategy and Action Plan;*
 - *Short-Term Consultant (local) for Support in Preparation of Science sub-Sector Strategy and Action Plan.*
- Concerning the development of a new model for higher education financing, an extensive review of current international best practices will be conducted. This will involve a review of the experience of performance-based funding models and models of innovation-oriented funding in other jurisdictions. It will also involve a review of policies and good practices across World Bank, European Union, OECD and UNESCO countries as appropriate. Consultation will also be undertaken on a one-to-one basis with key international experts as appropriate. The team will draw on its own international experience and the experience of relevant peer countries in order to fully understand the breadth and depth of the issues and to identify appropriate solutions.

The consultations with MoES, the Ministry of Culture, Sport and Youth (MCSY) and other key stakeholders will continue to identify and ensure the better understanding of the strategic objectives and priorities of the GoG for the higher education system, and with respect to existing and future provision, demographic and competitive issues, challenges and priorities as well as identification of critical areas relating to the skills needs in the economy and other social priorities of the Government.

The first large workshop is planned to be conducted in late June - early July, 2021 (the dates will be based on ministries' recommendations and participants' availability). Issues specific for each group of stakeholders will be developed and circulated to stakeholders prior to the workshop. This will help set the context for the workshop and help stakeholders prepare.

- Signing of the contract with the short-term consultant selected for the

assignment: Supporting the Planning Process for the Procurement on Information Management Database System for New Model of HE Performance-based Funding will be completed (early July, 2021). The implementation of envisaged activities by short-term Consultant will be supervised during the term of the contract.

- Signing of the contract with the short-term consultant selected for the assignment: Supporting the Planning Process for the Procurement on Information Management Database System for New Model of HE Performance-based Funding will be completed and the respective contract will be concluded on July 1, 2021, continuing through September 30, 2021. The implementation of envisaged activities by short-term Consultant will be supervised during the term of the contract.
- The implementation of envisaged activities by short-term Consultants selected for the assignment - Preparation of the Full Package of Regulatory Documents for CIF will be supervised during the term of the contracts (June-November, 2021).
- Defining requirements and developing two TORs (by November 2021) for the selection of short-term international and national consultants for conducting preparatory works and develop comprehensive TOR/evaluation criteria (by April 2022) for selection of successful bid under procurement related to the assignment: Promoting the internationalization of higher education through designing and implementing a joint doctoral program, the establishment of an International Excellence School, enhancing entrepreneurship and English language skills for students considering discipline requirements.
- Finalizing procurement process of the following consultancies: Short-Term Consultant (International) and Short-Term Consultant (National) for supporting the effective planning and implementation of the procurement on “Strengthening the Quality of Pre-service Teacher Education Programs and Continuous Professional Development Options” by August 2021.



D. COMPONENT 4

SYSTEM STRENGTHENING AND STAKEHOLDER COMMUNICATION

The objective of this component is to facilitate a shift in attitude toward learning in Georgia to one that is more pro-active, student-centered, innovative, and evidence based.

Sub-Component 4.1

Supporting data-driven decision-making accessible to the entire education system

The objective of this sub-component is to improve the capacity of the entire education system to collect, analyze and disseminate data and information for monitoring and decision-making purposes and activities, including among others, gender disaggregate information. Going forward, EMIS should collect an expanded range of actionable data to both improve teaching and learning and provide insights into how education can be linked with different sectors to advance a wider range of development objectives. This will include aspects related to data collection, governance, links to other internal and external organization's data systems, security and maintenance, and a focus on strengthening the capacity of the NAEC and the NCEQE in these areas.

This sub-component will support a diagnostic assessment of the EMIS and identify data needs in Georgia, as well as provide recommendations and propose several options for capacity building of the EMIS, to enable further development and upgrades of the system, to strengthen and reorient the EMIS as a set of operational processes increasingly supported by digital technologies, which allows the collection, aggregation, analysis, and use of data and information in education, including for management and administration, planning, policy formulation, monitoring and assessment at all levels from early childhood to higher education. The sub-component will also support EMIS in developing a Learning Management System (LMS) software for a collaborative e-platform for sharing teaching and learning practices. It will target not only teachers and school leaders, but also parents and students, including children with disabilities and diverse learning needs. The e-platform will support and strengthen the development of peer-to-peer school networks using resources such as lesson plans, videos, images, weblinks, and developing eLearning. Collected data will allow evaluating eLearning and school-based program design and overall eLearning strategy so that schools can pinpoint areas for improvement.

In the past six months, cascade of working meetings were held with MoES Pre- school and General Education Development Department, ESIDA, and EMIS. Initial list of schools was developed for the delivery of Computer equipment (laptops and projectors). MoES has updated school list and prioritized 500 schools where all classrooms in grades 1-9 will be equipped with computers, and one projector will be distributed for every 5 classes. In addition, 121 schools require a Wi-Fi network installation. As agreed with the WB, on December 25, 2020 the PMU has announced a tender: Supply and Installation of Wi-Fi Networks in Schools Located in East and West Parts of Georgia. Submission of bids finished

on February 12, 2021. A technical assessment review was conducted, Bids Evaluation Report was prepared and sent to the WB for clarification.

After discussing the results of the bidding, in order to promote the competitiveness of the international bidding process and encourage more bidders to participate, it was decided to reintroduce the procurement. Although the RFB did not contain specific restrictive provisions for the international bidders and allowed for options such as forming the JVs with local companies to meet national qualification requirements for similar contract(s), the clarification during the tendering, requested by the bidders was considered to adjust several points in the documents and bring more clarity to avoid possible different interpretation of the document wording. The TOR was revised in close cooperation with EMIS team and agreed with the WB. Subsequently, tender was re-announced on June 9, 2021. Deadline for submitting bids was extended from July 8, 2021 until July 22, 2021.

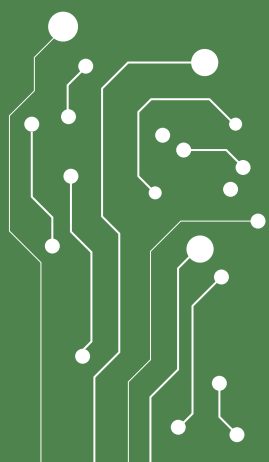
Through sub-component 4.1, the I2Q Project supports EMIS for the implementation of cybersecurity software. In the digital world, the protection of personal information and the security of the entire system and databases are vital. It is very important to ensure that online teaching and learning process during pandemic situation happens in a secure space. Therefore, Cyber Security systems should be ensured and upgraded gradually along with the technological infrastructure.

Several years ago, EMIS had implemented Checkpoint security system which has following main features: blocks unsanctioned websites, filters content, controls network traffic, defends from spam and malware. To support and extend the maintenance of the Checkpoint cybersecurity system, tender call was opened, technical assessment review was conducted and a contract was concluded with a selected supplier. Licenses were delivered to EMIS within the timeframe specified in the contract.

At the EMIS base working group for Data Integration and Analytic Systems was established. The working group has already started to collect all the necessary information for identifying the issue and insights, finding the problem solutions, generating effective policies and programs and making decisions at the operational level in different directions. Preparatory works have started to initiate development and collection of the essential documents which will be required for the selected company to perform works under the assignment - Diagnostic Assessment of Education Management Information System (EMIS), Data Integration and Analytic Systems.

More than 10 working meetings were held with the UNESCO experts and EMIS technical team. Where OpenEmis platform and its technical tools and options for building Education Management System solution were presented. UNESCO organized a technical presentation and a short training session (February 22, 2021) to discuss the tools and functions of the OpenEmis platform. After the training was opened on a demo account, EMIS technical team started testing the core of the OpenEmis.

A technical assessment review and contract negotiations were conducted in the frame of the assignment: Diagnostic Assessment of Education Management Information System (EMIS), Data Integration and Analytic Systems. A contract was concluded with a selected





consultant on June 8, 2021. The assignment consists of two phases:

- *Phase 1: Research and Review of the Educational System and EMIS*
- *Phase 2: Development of the Action plan and Recommendations for Data Strategy and Analytics.*

Introductory meetings were held with MoES counterparts, EMIS, ESIDA, NAEC, and NCEQE. The selected consultant has developed an Inception Report (first deliverable) and submitted the report to the PMU. The report included description of approach and methodology for executing the assignment, including a detailed action plan and working schedule, as defined with the respective contract. As stipulated in the respective contract, the assignment is expected to be completed by the end of April, 2022.

Immediate Next Steps:

- Completion of the procurement process for the assignment “Supply and Installation of Wi-Fi Networks in Schools Located in East and West Parts of Georgia”.
- Completion of the delivery and supply process of the procurement for school equipment notebooks and projectors.
- Supervision of implementation of the assigned tasks by the consultant selected for the assignment: “Diagnostic Assessment of Education Management Information System (EMIS), Data Integration and Analytic Systems”.
- Recruitment of short-term local consultant for conducting preparatory works and developing comprehensive TOR/evaluation criteria for selection of successful design and development of Learning Management System (LMS) and education management system (EMS) for the national education system and its beneficiaries. Supervision of implementation of the assigned tasks by the selected local consultant.
- Conduction of the procurement of services for the assignment: Developing Training Resources and Guides for Schools on Selected Distance Learning Platform(s) and Teaching Methodology Application, Conducting ToT.

Sub-Component 4.2

Communication and Stakeholder Consultations for Education Reform

This sub-component envisages development of an effective communication strategy on the current education reforms and proposed project activities, as well as action plan to engage various stakeholders and their representative groups. In addition,

effective mechanism of donor coordination will be set up, that will facilitate ongoing reform implementation and follow up.

On March 31, 2021 state-level Development Partner Coordination meeting was conducted with MoES initiation and coordination of UN office in Georgia. The meeting was attended by all major donors in Georgia. The First Deputy Minister of Education and Science, Ms. Ekaterine Dgebuadze provided a brief update on the progress with regards to development of Education Strategy 2022-2032 and Action Plan for two years and underscored the importance of continued donor support in elaboration of the education strategy. I2Q Project support in development of the Strategy and Action Plan was noted and appreciated. Ms. Ekaterine Dgebuadze also highlighted the importance of donor coordination to ensure effective allocation of resources and transparency of the processes through timely and permanent information exchange. As mentioned on the meeting, cooperation with donors would continue in the form of thematic working groups, as well as through sessions of soon-to-be established Donor Coordination Council.

Another Donor coordination meeting was held online on June 1, 2021 by MoES. Apart from MoES leadership, the meeting was also attended by representatives of various education sector donors, including Project TTL – Ms. Nino Kutateladze, and PMU staff. First Deputy Minister of Education and Science presented a decision of the MoES to establish Donor Coordination Council, as well as Donor Coordination Platform in order to ensure efficient communication and coordination mechanism for better alignment of the donor engagement with MoES strategic priorities, promoting new project ideas for donor support, etc.

As discussed at the meeting, platform creation will be supported by the WB. In order to discuss possible means of providing support to the Ministry, PMU representatives (ICT/Data Integration Manager, Capacity Development, Outreach and Communications Specialist and Project Manager) held online meeting with the TTL – Ms. Nino Kutateladze. Meeting attendees have discussed possible scope of work of the consulting company and details around the issue.

Following various discussions with the relevant MoES counterparts, the Terms of Reference has been drafted for the assignment: Developing Five-Year Communication Strategy and Action Plan for the Ministry of Education and Science of Georgia. Draft TOR has been agreed with the First Deputy MoES and submitted to the WB for no objection. Following online discussion held with the Bank representatives, feedback was presented via STEP. Revised TOR has been agreed with relevant MoES representatives and submitted to the WB for final review. Based on the NOB received by the Bank, REOI has been announced on June 29, 2021.

In addition, following tasks have been undertaken/completed during the reporting period:

- *Regular update of the Project website and social media pages has been conducted;*



- *Newsletter layout was drafted and published online;*
- *Grievance Redress Mechanism issues finalized – information brochure published on the Project website.*

Immediate Next Steps:

- Finalization of the bidding process for procuring services for the assignment: Developing Five-Year Communication Strategy and Action Plan for the Ministry of Education and Science of Georgia.
- Development and announcement of the TOR for the consultancy in order to support MoES with developing Donor Coordination Platform.
- Coordination of media seminars for mass media representatives to provide information about project and to create awareness (considering pandemic-related restrictions).
- Coordination of the project conference with major stakeholders to be held in September 2021.
- Conduction preparatory works for implementing parent satisfactory survey scheduled for November 2021.

E. COMPONENT 5

SUPPORTING PROJECT MANAGEMENT, MONITORING, AND EVALUATIONS

Procurements

Progress

- **The Contracts for the following positions were signed:**
 1. Project Manager
 2. General Education Component Lead
 3. Early Childhood Education Component Lead
 4. IT Specialist

- **REOs were announced and respective contracts were signed for the following individual consulting services:**
 1. Short Term Consultant (International) for Development of Terms of Reference on Improving ECE Institution Management System and Enhancing the Quality of Programs Across the Country
 2. Short-Term Consultant (National) for Supporting Development of the Terms of Reference on Improving ECE Institution Management System and Enhancing the Quality of Programs Across the Country
 3. Short Term Consultant (International) for Development of Terms of Reference on Fostering Quality Teaching and Learning in General Education
 4. Short-Term Consultant (National) for Supporting Development of Terms of Reference on Fostering Quality Teaching and Learning in General Education
 5. Short-Term Consultant (International) for Support Preparation of Early Childhood and General Education Sector Strategy and Action Plan
 6. Short-Term Consultant (International) for Support Preparation of Higher Education, Research and Innovation Strategy and Action Plan
 7. Short-Term Consultant (local) for Support in Preparation of Science sub-Sector Strategy and Action Plan
 8. Short-Term Consultant (local) for Support in Preparation of Early Childhood Education Sub-Sector Strategy and Action Plan
 9. Short-Term Consultant (local) for Support in Preparation of General Education Sub-Sector Strategy and Action Plan
 10. Short-Term Consultant (local) for Support in Preparation of Higher Education sub-Sector Strategy and Action Plan



11. Short-Term Consultant (National)/ Higher Education Specialist for the Preparation of the Full Package of Regulatory Documents for CIF.
12. Short-Term Consultant (National)/ Legal Expert for the Preparation of the Full Package of Regulatory Documents for CIF
13. Short-Term Consultant (International) for the Preparation of the Full Package of Regulatory Documents for CIF

○ **REOIs were announced for the following individual consulting services:**

1. Short-term Consultant (International) to Support the National Assessment and Examination Center with the Development of National Assessment Policy Framework for General Education Level
2. Short-term Consultant (International) for Support in Development of National Quality Assurance Policy Framework for General Education Level
3. Short-Term Consultant (International) for supporting the effective planning and implementation of the procurement on “Strengthening the Quality of Pre-service Teacher Education Programs and Continuous Professional Development Options”
4. Short-Term Consultant (National) for supporting the planning process for implementation of “Strengthening the Quality of Pre-service Teacher Education Programs and Continuous Professional Development Options
5. Short-Term Consultant (International) for supporting the planning process for the procurement on Information Management Database System for New Model of HE Performance-based Funding

○ **Direct Contracts were signed for the following consulting services:**

1. Delivery of TAO Administrative and Technical Training to Support the National Assessment and Examination Center (NAEC) with the Project Implementation
2. Financing Participation in TIMSS (Trends in International Mathematics and Science

○ **Technical Evaluation Reports were prepared for the following Consulting Services:**

1. Development of New Model for Higher Education Financing

2. Consulting Services for Study and Evaluation of Trends in General Education in Georgia
3. Consulting Services for Diagnostic Assessment of Education Management Information System (EMIS), Data Integration and Analytic Systems
4. Diagnostic Study of Early Childhood Education/ECE Sector (access, quality and needs) in Georgia

○ **As a result, the following contracts were signed:**

1. Development of New Model for Higher Education Financing
 2. Consulting Services for Diagnostic Assessment of Education Management Information System (EMIS), Data Integration and Analytic Systems
- **REOI was re-announced and Shortlist Evaluation Report was prepared for the Developing General Education Infrastructure and Physical Environment Standards for General Education Institutions (Schools) of Georgia**
- **Contract was signed for Procurement of Technology Equipment for Schools (Laptops and Projectors)**
- **Contract was signed for procurement of the License update for the Checkpoint System**
- **The Request for Bids was re-announced for Supply and Installation of Wi-Fi Networks in 121 Schools Located in East and West Parts of Georgia, using E-Procurement System**
- **REOI was announced for Developing of Multi-year Communications Strategy and Action Plan**
- **The following contracts were prepared under the project operating costs:**
1. Procurement of stationery goods for the PMU
- **During the most recent Implementation Support Mission (Aide Memoire February 15-19, 2021), the Bank agreed to extend the term of the existing staff contracts for up to 3 years, therefore, respective amendments were prepared and signed with the PMU's staff**
- **Respective modifications were reflected in the Project PP via STEP**



Next Steps:

- **The following contracts will be signed:**

1. Short Term Consultant (International) for supporting the planning process for the procurement on Information Management Database System for New Model of HE Performance-based Funding – July 2021
2. Consulting Services for Study and Evaluation of Trends in General Education in Georgia – July 2021
3. Diagnostic Study of Early Childhood Education/ECE Sector (access, quality and needs) in Georgia – July 2021
4. Supply and Installation of Wi-Fi Networks in 121 Schools Located in East and West Parts of Georgia – September 2021
5. Developing General Education Infrastructure and Physical Environment Standards in Schools of Georgia - August 2021
6. Short-term Consultant (International) to Support the National Assessment and Examination Center with the Development of National Assessment Policy Framework for General Education Level - July 2021
7. Short-term Consultant (International) for Support in Development of National Quality Assurance Policy Framework for General Education Level - July 2021
8. Short-Term Consultant (International) for supporting the effective planning and implementation of the procurement on “Strengthening the Quality of Pre-service Teacher Education Programs and Continuous Professional Development Options” – August 2021
9. Short-Term Consultant (National) for supporting the planning process for implementation of “Strengthening the Quality of Pre-service Teacher Education Programs and Continuous Professional Development Options – August 2021
10. Developing of Multi-year Communications Strategy and Action Plan - August 2021

- **REOI will be announced for the following individual consulting services:**

1. Short-Term Consultant (International) for Supporting the planning and Implementation of procurement on “Promoting the Internationalization of Higher Education” – December 2021

2. Short Term Consultant (National) for supporting the planning process for Implementation of “Promotion of the Internationalization of Higher Education” – December 2021
3. Short Term Consultant (National) for Support and Implementation of the Design and Development of LMS and EMS for the National Education System and its Beneficiaries - November 2021

○ **REOI will be announced for the following Consulting Services:**

1. Facilitate the Implementation of a New Model of Performance-based Funding by Creating HEIs Information Management Database System – November 2021
2. Strengthening the quality of pre-service teacher education programs and continuous professional development options, supporting the capacity-building of faculty personnel, teachers, and other school professionals to adapt, develop, and implement school-based curriculum – March 2022
3. Fostering Quality Teaching and Learning in General Education through Introduction of Effective Quality Management System, Whole School Improvement Plan and Programs, Improved Assessment Policy, Practice and Methodology – September 2021
4. Improving ECE Institution Management System and Enhancing the Quality of Programs Across the Country, Increasing Equitable Access to Preschool Education for Successful Transition to School - September 2021
5. Developing Training Resources and Guides for Schools on Selected Distance Learning Platform(s) and Teaching Methodology Application, Conducting ToT - September 2021
6. Supporting MoES with developing Donor Coordination Platform – September 2021



SECTION III: PROJECT FINANCES

The financial and administrative support for the I2Q Project, as well as procurement management under the Project, as defined with the Loan Agreement and the World Bank (IBRD) rules and procedures, is performed by the PMU under MoES. The PMU maintains the Project financial management system in line with the World Bank requirements and performs disbursement of the loan proceeds accordingly.

During the reporting period (January 2021 - June 2021), the total amount of expenditures under the I2Q Project amounted to EUR 2.67 million, which is 85% of the planned disbursements. EUR 2.43 million from total expenditures was paid through Direct Payments and EUR 0.24 million paid from Designated Account.

KPMG has audited the special purpose project financial statements of the I2Q Project that reflects the financial position of the Project and its sources and uses of funds and movement in Designated Account for the year ended 31 December 2020. In Auditor's opinion, special purpose project financial statements present fairly, in all material respects, the financial position of the Project as at 31 December 2020, and its sources and uses of funds for the year ended 31 December 2020 in accordance with the International Public Sector Accounting Standard: Financial Reporting Under the Cash Basis of Accounting and the World Bank Guidelines.

Commitments and Disbursement Projections (from the approved Procurement Plan) (EUR)

Category	Allocated amount	Signed contracts	Disbursed amount (IBRD)	Disbursed amount (Co-Financing)	Committed signed balance	Uncommitted contracts to be signed
Works, Goods, Non- Consulting Services, Consulting Services, Operating Costs and Training except 1c,2a,5a for the Project	29,775,000	6,445,626	2,926,910	30,001	3,488,715	2,060,965

Description	Actual Payments During Reporting Period
Consulting Services for the Development of New Model for Higher Education Financing	24,226.72 EUR
TIMSS	519,143.94 EUR
Check Pont Security System Renewal and Software Licensing	414,151.58 EUR
Procurement of Technology Equipment for Schools (Laptops and Projectors)	1,497,644.20 EUR
Strategy and Action Plan	7,979.29 EUR
Short Term Consultants (National/International)	8,473.87 EUR
PMU Salaries	197,319.60 EUR
Operating Costs / Miscellaneous	1,133.30 EUR
	2,670,072.50 EUR

SECTION IV: ANNEXES TO THE REPORT

Annex I – Indicator Performance Tracking Table

Annex II – Information on Procurement Activities as of June 30, 2021

