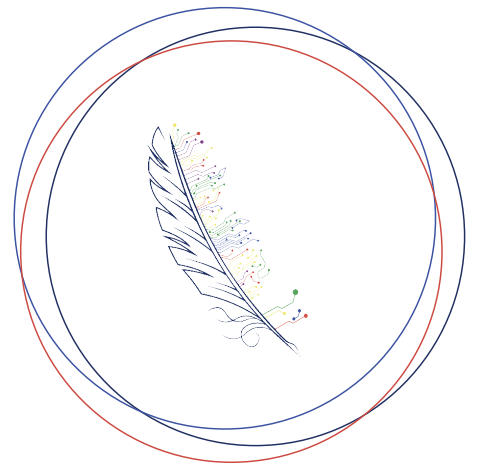


Ministry of
Education, Science and Youth of Georgia

Georgia Innovation, Inclusion
and Quality Project (I2Q)

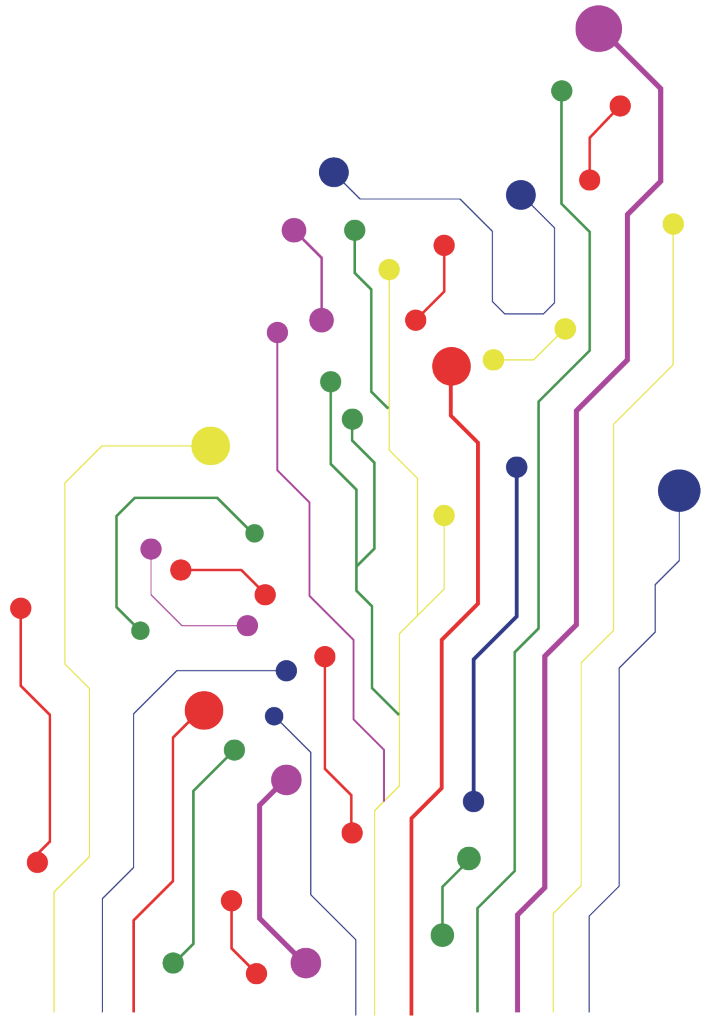


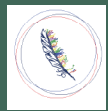
PROGRESS REPORT

For the period of
July-December
2025

Submitted by: Project Management Unit

www.iiq.gov.ge



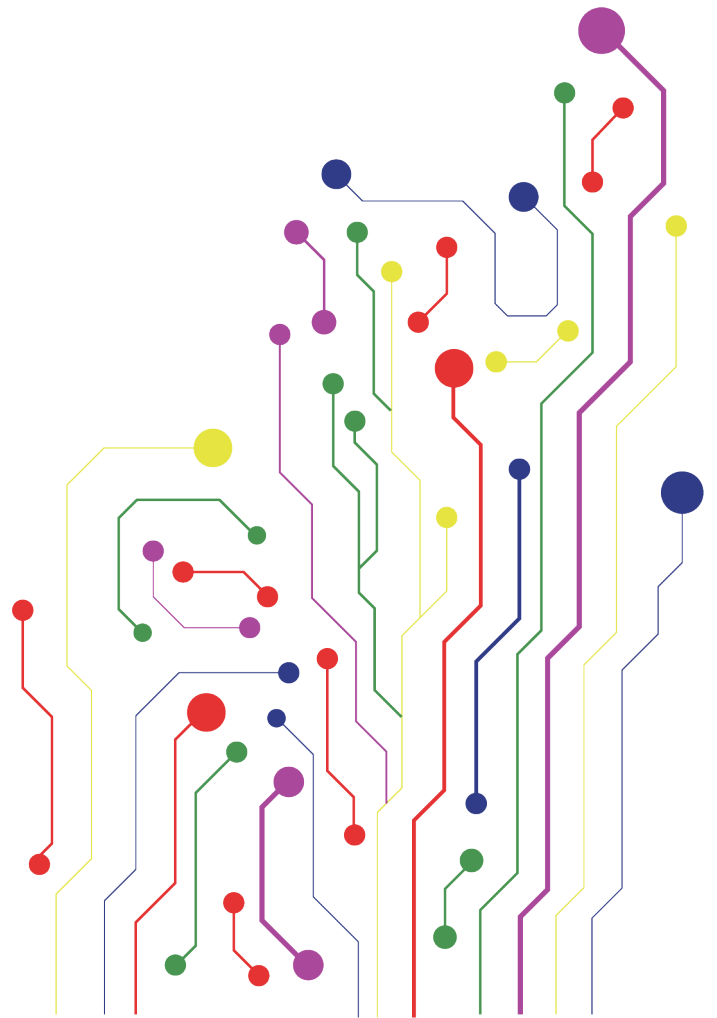


PROJECT INFORMATION SHEET

PROJECT TITLE: Georgia Innovation, Inclusion and Quality Project (I2Q)

PROJECT NUMBER: Ministerial Decree №338

FOR: The World Bank Group



ABBREVIATIONS AND ACRONYMS

CFA	Continuous Formative Assessment	MTR	Mid-Term Review
CIF	Competitive Innovation Fund	NAEC	National Assessment and Examinations Center
CIF AU	Competitive Innovation Fund Administration Unit	NCEQE	National Center for Education Quality Enhancement
ECEC	Early Childhood Education and Care	OM	Operation Manual
ECE	Early Childhood Education	PBF	Performance-based Funding
EMIS	Education Management Information System	PD	Professional Development
ESIDA	Education and Science Infrastructure Development Agency	PDO	Project Development Objective
FEF	Front end Fee	PMU	Project Management Unit (under MESY)
GE	General Education	PMT	Project Management Team (under MDF)
GoG	Government of Georgia	QA	Quality Assurance
HE	Higher Education	QAF	Quality Assurance Framework
IES	International Excellence School	SDSURF	San Diego State University Research Foundation
MDF	Municipal Development Fund of Georgia	SRP	School Readiness Program
M&E	Monitoring and Evaluation	ToT	Training of Trainers
MESY	Ministry of Education, Science and Youth of Georgia	TPDC	Teachers Professional Development Center
MoF	Ministry of Finance of Georgia	TSU	Tbilisi State University
Mol	Ministry of Infrastructure of Georgia	WB	World Bank
MRD	Ministry of Regional Development of Georgia	WSI	Whole School Improvement



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I. INTRODUCTION

The Government of Georgia has signed the Loan Agreement for financing the implementation of Georgia Innovation, Inclusion and Quality Project – Georgia I2Q (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.

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.

II. SUMMARY OF IMPORTANT PROJECT DATES

- The Loan Agreement was signed on June 18, 2019.
- Project was ratified by the Parliament of Georgia on October 16, 2019.
- Loan became effective on November 27, 2019.
- Project implementation original period: November 2019 - March 2026.
- Official project launch event was held on March 5, 2020.
- The Loan Agreement has been restructured twice during the implementation period:
 - i. The first loan restructuring was necessitated due to the adverse fiscal impact of the COVID-19 pandemic and the significant reduction in the budget of the MESY. Thus, amendment was conducted to accommodate the GoG request to eliminate requirement of 20 percent co-financing (the table in Section III (A) of Schedule 2 to the Loan Agreement);
 - ii. The second Loan Agreement restructuring was implemented to (a) extend the project closing date by 12 months (from March 31, 2026, to March 31, 2027) in order to allow successful completion of critical project activities and to (b) revise the scope of Component 3 and drop down sub-component 3.4 in line with MESY's request to extend support under sub-component 3.1 for developing the revised core financing modality for higher education institutions, including unit-cost analysis and merit-based scholarship.
- Restructuring of the Results Framework was implemented in parallel to the second Loan Agreement restructuring to reflect the activity adjustments and improve the specificity and relevance of some of the indicators. The adjustments include (a) the technical revisions of one PDO indicator and four IRIs to improve the alignment of indicators with the project activities, (b) the removal of two IRIs due to the modifications of scope, and (c) the addition of two new IRIs.
- Targeted program approval by the MESY on March 9, 2020 (Ministerial Decree No. 338). The latest amendment approved on November 27, 2025 (Ministerial Decree No.1685526).
- 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 last revision and amendments to POM approved by the WB on May 30, 2022.
- WB Implementation Support Missions - July 6-17, 2020; February 15-19, 2021; September

6-17, 2021; March 21-April 1, 2022; September 26 – October 3, 2022, March 27-31, 2023 (MTR Mission), October 2-6, 2023; April 4-11, 2024; December 16-20, 2024; June 16-20, 2025; October 27-31, 2025.

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

- I2Q project Steering Committee established on October 28, 2020 (Ministerial Decree No. 1046328). Current composition of the Steering Committee approved on December 12, 2025 (Ministerial Decree No. 1778434).

Note: The first official Steering Committee meeting held on December 15, 2020. The second official Steering Committee meeting held on November 26, 2021. The third official Steering Committee meeting held on December 19, 2022. The fourth Steering Committee meeting held on December 27, 2023. The fifth Steering Committee meeting held on December 24, 2024. The sixth (last) Steering Committee meeting held on December 19, 2025.

The I2Q Project is implemented by the following implementing partners – the MESY and the MDF operating under the MoI¹. The PMU created within the MESY supports implementation of the designated project components, as specified in Legal Agreement. The PMT created within MDF supports implementation of relevant subcomponents under Components 1 and 2 aimed at improving the education infrastructure.

<i>Section III. A of Schedule 2 to the Loan Agreement:</i>		
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	

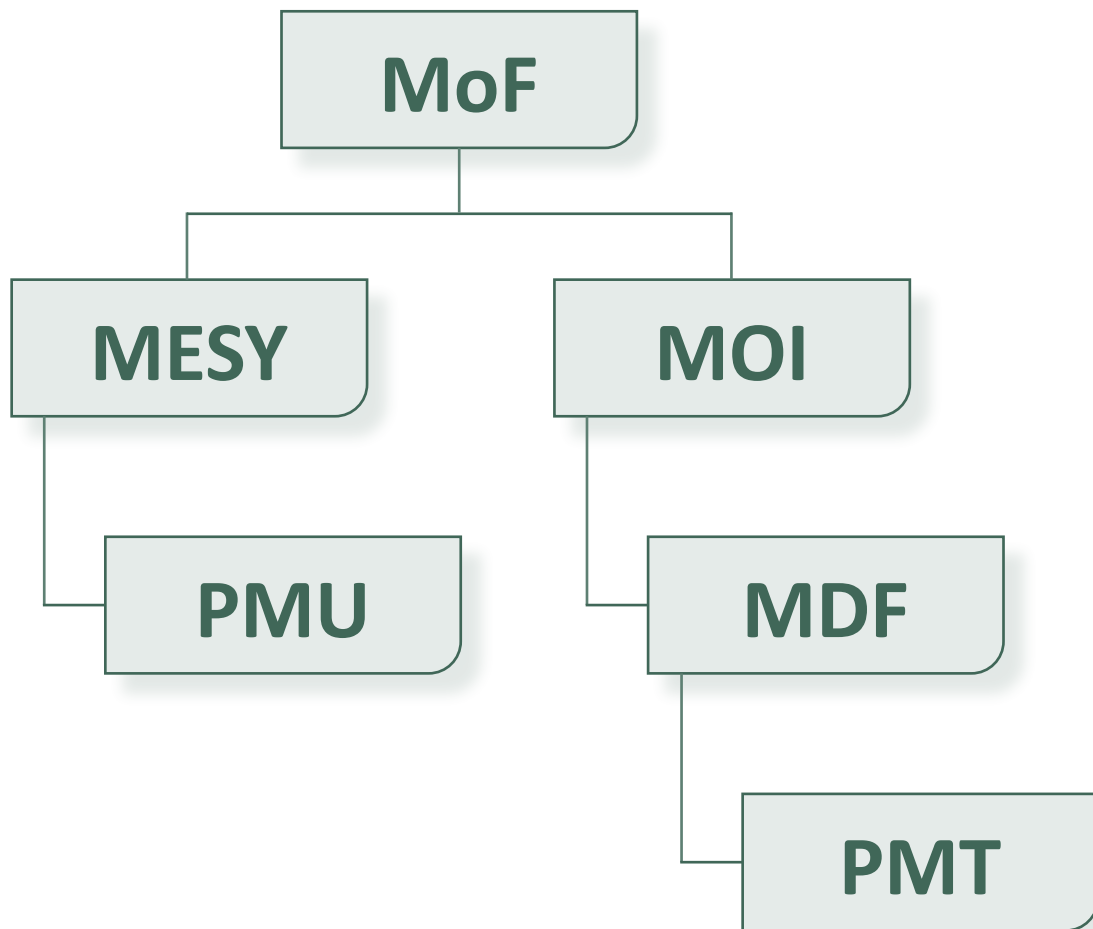
¹ As a result of reorganization of the MRDI implemented in April 2025, two separate entities – the Ministry of Regional Development and the Ministry of Infrastructure were established and the Municipal Development Fund of Georgia (LEPL) is under control of the Ministry of Infrastructure.

Table below represents the reallocation of the Project funds among components:

Project Components	IBRD Financing (EUR)	Proposed Amendments Pending Approval (EUR)
1. Improving Quality of and Access to Early Childhood Education (ECE) (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)	4,325,000	4,326,000
2. Fostering Quality Teaching and Learning in General Education (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)	9,015,000	10,437,000
3. Strengthening Financing Options and Promoting Internationalization in Higher Education	8,860,000	10,437,000
4. System strengthening and Stakeholder Communication	3,585,000	2,728,000
5. Supporting Project Management, Monitoring, and Evaluations (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)	3,990,000	4'309'000



III. PROJECT IMPLEMENTATION STRUCTURE



SECTION I – OVERALL PROJECT PROGRESS AND KEY ISSUES

A World Bank task team conducted the latest Implementation Support Mission (hereinafter – the Mission) from October 27-31, 2025, to review the progress in achieving the project development objectives (PDOs) and identify necessary actions and next steps to accomplish the PDOs. The mission’s objectives were to (i) follow-up on the overall implementation progress and discuss fiduciary and environmental and social aspects in both implementing entities (the Project Implementation Unit of the Ministry of Education, Science and Youth, and the Project Management Unit at the Municipal Development Fund); (ii) identify solutions to any pending issues and agree on the next steps to expedite implementation; and (iii) participate in site visits.

Table below provides a summary of actions agreed during the last WB Implementation Support Mission and status of their execution (*see Table 1 below*).

TABLE 1 - STATUS OF AGREED ACTIONS

No	Key Actions	Responsible	Due Date	Current Status
1	Identify activities to be supported with the remaining unused fund	MESY	December 31, 2025	In progress. Note: Tentative areas have been identified. Awaiting MESY’s final decision.
Component 1 – Improving Quality of and Access to Early Childhood Education and Care				
2	Develop national roll-out plans	PMU	January 31, 2026	In progress – on track.
3	Complete renovation of two new SRP classrooms	MESY	February 28, 2026	In progress – on track.
4	Engage with MESY and MOF on the adoption of ECE remuneration policy	PMU	February 28, 2026	In progress – on track.
Component 2 – Fostering Quality Teaching and Learning in General Education				
5	Recruit standard setting judges and conduct capacity building for national assessments	PMU	November 30, 2025	Completed.
6	Organize STEAM Nationwide Conference – Future Georgia	PMU	December 31, 2025	Completed.
7	Complete renovations of Village Karajala, Baghdati #1, Village Chitatskari, Batumi #5 and Village Daba Agara schools	PMT	December 31, 2025	In progress – partially delayed. Rehabilitation of Village Karajala Public School has been completed. Completion of rehabilitation of works in Baghdati N1, Baba Agara and Village Chitatskari public schools expected by the end of February, 2026. As for Batumi N5 Public school, completion expected by the end of March, 2026.
9	Ensure approval of school infrastructure standards	MESY	December 31, 2025	In progress. Note: Standards approval process is initiated by the MESY.



Component 3 – Strengthening Financing Options and Promoting Internationalization in Higher Education

10	Hold a CIF summary conference	PMU	December 31, 2025	In progress. Note: Agreed to the MESY to be held closer to the end of the I2Q Project.
11	Align supplementary regulations for the new HE funding model with MESY based on the Government's newly adopted higher education reform concept and develop a 2026 road-map for their preparation.	PMU	February 28, 2026	In progress – on track.
12	Finalize procurement of AWS Cloud Services for EMIS	PMU	December 31, 2025	Completed.

Component 4 – System Strengthening and Stakeholder Communication

13	Launch two-phase LMS pilot implementation	EMIS, PMU	November 30, 2025	Completed. <u>Note:</u> Pilot school preparation works and capacity building activities were conducted in November-December. Actual pilot will commence in January 2026.
14	Complete testing of e-School core module	EMIS, PMU	November 30, 2025	Completed.
15	Prepare and start capacity building activities around LMS	MESY, PMU	February 28, 2026	In progress – on track.
16	Start developing next set of functional modules for e-School	EMIS, PMU	February 28, 2026	In progress – on track.

During the mission, the Aide Memoire was developed, and the implementation timelines were agreed. The detailed description of the progress made during the reporting period is provided under relevant parts of the report.

SECTION II: IMPLEMENTATION PROGRESS BY PROJECT COMPONENTS

A. COMPONENT 1 - IMPROVING QUALITY OF AND ACCESS TO EARLY CHILDHOOD EDUCATION

Sub-Component 1.1 - Improving the Quality of ECE Programs Across the Country

Implementation of the fifth phase of the contract (Contract No. GE-MESCS-212213-CS-QCBS) was initiated in the previous reporting period, specifically in March 2025 and concluded in the beginning of August 2025. Based on the outcomes of consultations with relevant stakeholders, including representatives of structural units of the MESY, the management of the TPDC and the NCEQE, the consulting company completed the tasks described below. Respective report (Report R5) was submitted by the consulting company, SDSURF, on July 3, 2025, in accordance with the contractual conditions and agreed timeline, and officially accepted by the Contract Steering Committee on August 8, 2025.

As part of this phase, the consulting company organized and conducted a series of working meetings with the members of the Parliament, MESY, TPDC, MOF and MRD. These consultations focused on the advancement of comprehensive legislative amendment packages to advocate and uphold the adoption of a merit-based remuneration policy, the Continuous Professional Elevation (CPE) scheme, and capacity-building training modules for administrative and educational personnel, aligned with established authorization standards for ECE institutions.

To support achievement of strategic objectives of NCEQE considered under the three-year (2021-2025) action plan and support implementation of the ECE institutions' authorization process per determined schedule, as a value-added activity, the SDSURF conducted training for administrations of kindergarten unions of 30 municipalities, 5 kindergartens in Tbilisi municipality and 20 private kindergartens across the country on application and use of authorization standards, focusing on two key areas: (i) Curriculum, and (ii) Support for childcare and educational process.

To ensure the completeness of implementation of data reporting system to be integrated in the eSchool project (under Component 4), SDSURF experts conducted series of discussions with the EMIS and the contractor. Following the discussion, the SDSURF developed recommendation on the need to reflect certain changes in ECE temporary management information system and related regulation with regard to the personal data protection.

Works on the curriculum for the children aged 2-6 Was completed and was passed to the MESY for formal adoption. The curriculum was translated into Armenian and Azerbaijani languages to support inclusive access and implementation. Following the legislation requirements, the curriculum has been adopted and uploaded to the TPDC web-portal¹ along with its Azerbaijani and Armenian translations², to ensure the access to the document. The educational video resources demonstrating child-led and play-based practices - developed and recorded under the SDSURF contract for application in the new curriculum - were also successfully uploaded to the e-House portal and incorporated into the revised curriculum in the form of quick response (QR) codes under respective sections. As an

¹ [აღრეული განათლების კურიკულუმი თამაში](#)

² [აღრეული განათლების კურიკულუმი თამაში- MƏKTƏBƏQƏDƏR TƏHSİL KURİKULUMU OYUN ;](#)

[აღრეული განათლების კურიკულუმი თამაში - ՎԱՐ ՄԱՆԿՈՒԹՅԱՆ ԿՐԹՈՒԹՅԱՆ ՈՒՄՈՒՄԱԿԱԿԱՆ ԵՐԱԳԻՐ՝ ԽԱՂ](#)



added value beyond contractual obligations, the consulting company printed 300 hard copies of the curriculum, which were subsequently disseminated to all municipalities. Hard copies in Armenian and Azerbaijani languages will be printed out and handed over to the MESY in January 2026.

To share the progress made and outline future plans, the third, conclusive annual conference was held in November 2025 with participation of the MESY management, MOF, MRD, Parliament of Georgia and other relevant stakeholders, including but not limited to representatives of kindergarten unions from all 68 local municipalities and other donors. The conference also featured panel discussions involving experts, kindergarten managers, trainers, representatives from kindergarten agencies, practitioners from pilot municipalities, and officials from the MESY.

The consulting company conducted working meetings with the TPDC to analyze the results of the pilot implemented in 35 municipalities and finalize the Continuous Professional Elevation (CPE) scheme. In parallel, to support the adoption of the proposed legislative amendments for CPE implementation, representatives of the PMU engaged in consultative meetings with the Education, Science and Youth Committee of the Parliament of Georgia.

As a value added to the contractual tasks, the SDSURF continued its outreach and conducted a renewed cycle of training and coaching in five targeted municipalities. The coaching sessions were designed as a continuation and reinforcement of training cycles held in 2024. This phase included a 10-day, site-based mentorship program targeting 160 caregivers and 80 managers from 15 kindergartens of each municipality, who had participated in previous training initiatives.

The sixth phase of the contract was launched in September 2025 and is under implementation, with completion date due on February 26, 2026. The consulting company will visit Georgia in February 2026 to participate in a Steering Committee meeting and to support contract completion. During this visit, additional high-level meetings will be conducted to support the handover process.

Sub-Component 1.2 - Increasing Equitable Access to Pre-school Education for Successful Transition to School

Due to various concerns, based on agreement with the MESY and approval of the WB, 5 schools were substituted from the list of 150 target schools. As of the end of December 2025, minor rehabilitation works of SRP classrooms in 3 out of substitute 5 schools have been finalized. Completion of works in the remaining two schools (LEPL No. 10 Public School of Zugdidi Municipality and LEPL Kesalo Public School of Manreuli Municipality) is expected by the end of February 2026. As of the end of the current reporting period, SRP enrollment has been announced in 145 SRP locations with 123 centers currently operational. From Spring 2026, 5 SRP centers will be ready to announce admission.

Sub-component 1.3 Improving Infrastructure to Support Innovative Primary Education, Including Pre-School

The objective of the sub-component is to develop and introduce blueprints for the combined concept of SRP and Primary level of GE. Since activities related to the planned constructions in the frames of Components 1 and 2 of the Project are executed in parallel, the detailed information on infrastructure development is provided under sub-component 2.1. below (Section II, part B of the Report).

Immediate Next Steps

- Support and monitor the implementation of Phase 6 of the ongoing contract - “Improving ECE Institution Management System and Enhancing the Quality of Programs Across the Country”;
- Supervise operation of the Contract Steering Group;
- Support the process of temporary transfer of SRP spaces to the municipalities in case of the remaining 5 schools;
- Provide necessary support to school-based SRP centers to ensure announcement of admissions from Spring 2026.

B. COMPONENT 2 - FOSTERING QUALITY TEACHING AND LEARNING IN GENERAL EDUCATION

Sub-component 2.1. Improving the Educational Infrastructure to Support Learning

In May 2025, the PMU received an official inquiry from the MESY Legal Department requesting the PMU’s position regarding written feedback submitted by various line ministries and agencies with regard to the draft GE Infrastructure/Construction Standards developed under the I2Q Project. The PMU returned written feedback to the MESY July 2025. In August 2025, additional comments were received from the Ministry’s General Education and Inclusive Education Department. These comments were discussed, minor adjustments were reflected in the document and returned to the MESY. As noted by the Deputy Minister of Education, Science and Youth of Georgia during the latest Project Steering Committee meeting, the document was shared with the MoI and was under discussion.

Significant progress was achieved during the reporting period with respect to construction and full rehabilitation works. The Municipal Development Fund (MDF) initiated construction and rehabilitation activities in all schools that had been awaiting the issuance of building permits. In three out of fourteen schools (Rukhi, Araflo, and Safarlo), MDF had already signed construction agreements; however, the issuance of construction permits by the respective municipalities was still ongoing. These procedures have since been completed, and construction works have commenced.

Based on the current stage of implementation, it is anticipated that construction works in 11 out of the 14 schools will be completed by the end of 2026. Construction of the remaining three schools is expected to be completed in the first quarter of 2027.

As of the end of the reporting period, the status of full rehabilitation works is as follows:

- Rehabilitation works at Karajala Village Public School and Chiatura Public School No. 7 have

been completed.

- Temporary permits have been obtained for Tbilisi Public Schools No. 63 and No. 50 (cultural heritage buildings), and rehabilitation works have commenced.
- Overall, rehabilitation works have been completed in seven schools, while four schools are at the final stage of completion, with rehabilitation expected to be finalized in the first quarter of 2026.
- Rehabilitation of eight schools is expected to be completed by the end of 2026.
- Completion of rehabilitation works in four Tbilisi schools is expected in the first quarter of 2027.

Immediate Next Steps

- Following up the IPE standard approval process by the MESY;
- Coordination with the MESY regarding the provision of furniture and equipment for schools;
- Coordination with the PMT (MDF) on all rehabilitation and construction-related activities;
- Conducting site visits to monitor and observe ongoing rehabilitation and construction works.

Components 2.2 - Supporting the scaling up of the whole-school improvement pilot - 2.4. - Development of a national assessment framework

Since August 15, 2022, key activities related to sub-components 2.2, 2.3, and 2.4 of the I2Q Project have been implemented under the ongoing contract “Enhancing Quality Teaching and Learning in General Education through the Introduction of Effective Quality Management Systems, Whole-School Improvement Plans and Programs, and Improved Assessment Policies, Practices, and Methodologies.” This Contract is managed by an international consortium led by IBF Expertise S.A. (referred to as the Consultant under Section II, Part B of the Report).

During the reporting period, the Contract Steering Group approved the Sixth Progress Report of the Contract, which was presented to MESY management on September 9, 2025. Key achievements at the current stage include: (i) organization of thematic policy workshops on Whole-School Improvement (WSI) and Continuous Formative Assessment (CFA) for MESY and key stakeholders; (ii) completion of the STEAM pilot in 201 schools and the opening of a new STEAM Innovative Learning Space in the 13th Hub School; (iii) organization of the “Future Georgia” STEAM competition, including regional rounds and the national competition, with the participation of 160 pilot schools and over 2,000 students; (iv) completion of the standard-setting process and development of an initial item bank in six subject groups covering 12 subjects (Grade 10); and (v) organization of the Contract’s final conference.

Table N1. Implemented Pilots

Pilot Name	Pilot Status	Completion Date
School Authorization	Completed	Fall 2023
WSI	Completed	Spring 2025
CFA	Completed	Spring 2025
STEAM Extracurricular Program Pilot	Completed	Fall 2025

The following section outlines the main accomplishments of Contract Key Objectives.

Objective A. Whole School Improvement (WSI): develop a policy framework, mechanisms and instructions for whole school improvement and support the scaling up of the pilot to help the schools improve quality.

During the reporting period, a three-day policy workshop was held for MESY units, ERCs, schools, and other interested parties to share the piloted Whole-School Improvement (WSI) package. The package includes 13 training modules and practical mechanisms on school management and improvement, innovative learning environments (ILE) and continuous formative assessment. Each module is designed with self-directed learning resources enriched by the findings from the WSI pilot. The final session of the workshop was dedicated to discussions aimed at collecting MESY insights on the national roll-out plan. As part of Objective A, the Consultant completed the second review of the school authorization process, covering all 126 schools authorized in 2024 and engaging 279 key stakeholders, including QA and subject experts, the Authorization Council, NCEQE staff, and MESY Pre-School and General Education Department representatives.

Another key activity under Objective A of the Contract is the STEAM Extracurricular Program Pilot. During the reporting period, the Pilot was successfully completed in all 201 schools. Additionally, the STEAM Innovative Space was established and officially opened in the 13th Hub School (out of 201 pilot schools). As of this reporting period, over 3,000 students regularly participate in STEAM extracurricular activities. To further enhance and sustain the outcomes of the STEAM extracurricular program, the I2Q Project introduced the STEAM National Competition, “*Future Georgia*”, a project-based learning initiative. Following the Spring regional competition round, in Autumn round 76 pilot schools prepared STEAM projects and competed in regional competitions held across five regions. An evaluation panel, led by an international STEAM expert, selected 21 projects, which were invited to the National STEAM Conference alongside 9 winning projects from the Spring 2025 competition. The National STEAM Conference showcased 30 winning STEAM projects; 30 school teams received certificates and special prizes. Over 2,000 students participated in the STEAM competition.

Objective B: Continuous Formative Assessment (CFA) of Students: Support capacity-building of school leaders to adapt, develop, and implement school-based assessment practices.

During the reporting period, a one-day policy workshop was conducted to present the Continuous Formative Assessment thematic package to MESY and key stakeholders. In addition to summarizing the key findings of the CFA pilot and the developed materials, workshop participants discussed the national roll-out plan. It is important to note that the training module, along with its supportive materials on the Moodle platform, will be transferred to the LMS system, which is currently under development with the support of the I2Q Project under Sub-Component 4.1.

C. National Assessment Policy Implementation: Design mechanisms and instructions to implement, pilot, roll out, and quality-assure the new national assessment policy framework.

Regarding the ongoing work on national assessment, NAEC successfully completed the standard-



setting process with the participation of 119 newly recruited standard-setting judges across all six subject groups/12 subjects. Prior to the working sessions, a general orientation training was organized for the standard-setting groups. The working process lasted two months (October - November 2025) and was led by an international expert in national assessments in close cooperation with the NAEC psychometrics team. Under the direct contract between the I2Q Project and NAEC to support the launch of the National Assessment System development process, NAEC has submitted the third progress report. The activities carried out enhanced NAEC's institutional capacity for the implementation of the National Assessment System at the basic general education level. After the completion of the contract, NAEC will carry out the next activities, including the pilot preparation and implementation of the national assessment. To support this process, the Consultant is preparing to present the national roll-out plan.

Table N2. Training achievements for the reporting period

Purpose	Achievement (number of beneficiaries)
WSI policy workshop (in person)	50
CFA policy workshop (in person)	45
CFA online meeting	46
Standard Setting workshops (in person)	119
STEAM training (in-person)	20
STEAM online orientation	147
Total	427 (In-person – 234; Online – 193)

Immediate Next Steps

The next reporting period will focus on contract closure activities, including the review of the Contract's Final Report with the Contract Steering Group and the delivery of the final outputs to the Client.

C. COMPONENT 3 – STRENGTHENING FINANCING OPTIONS AND PROMOTING INTERNATIONALIZATION IN HIGHER EDUCATION

Sub-Component 3.1 - Developing new options for higher education financing, including performance-based options to support the Government’s strategic objectives

This report covers the period from July through December 2025, building upon the substantial progress achieved during the previous reporting period (January-June 2025). After successfully concluding the development of the new higher education financing model and engaging with stakeholders in the previous phase, this stage concentrated on completing the regulatory framework - the comprehensive legislative amendment package and securing official approvals.

Following the examination of the current legal framework and the newly developed funding model, the project team created a legislative amendment package essential for implementing the new higher education financing model. The package encompasses 16 legal and sublegal acts:

- **Primary Legislation:** Amendments to 2 legislative acts
- **Secondary Legislation:** 9 ministerial orders addressing various education quality-related issues such as mobility, student status, grant calculation and transfer procedures, among others
- **New Regulatory Framework:** New government decree establishing all funding component implementation mechanisms.

Explanatory Documentation Development

- Prepared comprehensive explanatory materials detailing the reform package’s purpose, mechanisms, and expected impact.
- Documentation ensured transparent communication of the financing model’s objectives and implementation requirements.

Stakeholder Review and Integration

- Integrated all feedback received from contract steering group consultations conducted in the previous period (March-June 2025)
- Addressed recommendations from MESY, EMIS, NCEQE, and Ministry of Finance
- Refined regulatory language based on external review feedback to enhance clarity and eliminate potential ambiguities

Official Handover

The regulatory package underwent a comprehensive review in the format of the contract’s steering group. Consequently, R5 received approval from the steering group on July 29, 2025 (minute N9). The delivery-acceptance act was signed, and the official approval process for R5 was completed on July 31, 2025 (E-flow No: 933884). The approved regulatory package was disseminated to EMIS (E-flow No: 934072) and NCEQE (E-flow No: 934068) on July 31, 2025.

The July-December 2025 period marks the successful completion of the comprehensive reform design and regulatory framework development. The new higher education financing model is now



positioned for official adoption and implementation, representing a transformative advancement toward sustainable, equitable, and quality-focused higher education financing in Georgia. The collaborative approach involving multiple stakeholders has ensured that the reform package addresses both policy objectives and operational realities, establishing a strong foundation for successful implementation.

During the reporting period, PMU ensured ongoing communication with the Consultant and EMIS regarding the development of IMDS. The Consultant created pilot version 4.0 and shared the preliminary draft of Report 6, which detailed the planned activities for September to December 2025, including training sessions and meetings with stakeholders.

On September 6, 2025, a working meeting with the Department of Higher Education assessed the status of contract implementation and recognized the necessity for adjustments to the timeline. By the 34th month of the initially scheduled 37-month contract, only five out of eight deliverables had been accepted, primarily due to prolonged review processes for complex deliverables, especially the regulatory package for the new higher education funding model, which was further complicated by changes in top management of MESY.

In collaboration with the MESY, PMU concluded that a 10-month extension (increasing the total from 37 to 47 months) was essential to guarantee quality outcomes and align with the academic year schedules for the upcoming phases of HEI participation. On September 19, 2025, PMU held a working meeting with the Consultant to discuss MESY's concerns regarding the contract timeline and the possibility of a no-cost extension. This decision was followed by the formal requests for contract amendments submitted by the Consultant (dated September 20, 2025) and by the Head of the Higher Education Department of the MESY (the Service Note №1198012 dated September 22, 2025), as well as the official approval granted by the Deputy Minister on Service Note №1206334 (dated September 23, 2025) of the Project Executive Director. On September 25, 2025, the parties agreed to extend the total duration of the contract from 37 months up to 47 months and to modify the percentage of payments for the remaining deliverables (R6-R8).

On October 21, 2025, the Consultant submitted the first draft of Report 6 along with the draft ministerial order on the Rules for the Administration of the Electronic System for Managing Higher Education Financing (new IMDS), which was shared with the contract steering group for discussion. The Company's local consultant prepared a comprehensive analysis of Georgian legislation requirements on personal data protection and information security, assessing the new IMDS system's compliance with these requirements, and shared the working document with MESY and EMIS on October 13, 2025. During the initial review meeting on October 21, 2025, EMIS staff requested additional time for detailed analysis with the involvement of their Information Security and Data Protection Officers.

Based on the feedback from EMIS received on November 14, 2025, the revised regulation was submitted on December 14, 2025, incorporating system security requirements and personal data

protection strategies into the IMDS rules. The document was forwarded to EMIS on December 15, 2025, and we are currently awaiting final feedback from the Client and EMIS to arrange a contract steering group meeting for final approval of Report 6. In coordination with MESY, it was agreed that HEI involvement is essential for providing information on the new financing model and enabling institutions to test the new system. Meetings with HEIs are planned for late February to early March 2026, as proposed by MESY, allowing time to await further clarification of the Government's strategic vision in higher education and ensure alignment with the new policy framework.

Immediate Need

It is important to note that alongside the efforts undertaken as part of the project, the Government of Georgia has formulated a vision for a new higher education reform concept. This document plays a crucial role in determining whether the project's outcomes translate into real-world impact. Consequently, it is essential to conduct a comprehensive analysis of the new higher education reform concept (which was introduced by the Prime Minister on October 16, 2025, and ratified by the Government on December 1, 2025), as well as the followed amendments to the Law of Georgia "On Higher Education" made on December 10, 2025. Furthermore, a thorough discussion regarding the subsequent steps and decisions of the Government of Georgia and MESY will be necessary, particularly in relation to the financing model that has already been developed within the project. This is vital for ensuring the sustainability of the project outcomes and for planning future actions, which may include reviewing completed work, implementing changes, or discontinuing certain planned activities.

Additional Support Activity

In response to a request from EMIS, the I2Q Project initiated procurement procedures for Amazon Web Services (AWS) Cloud Infrastructure and Technical Support for EMIS Applications. This procurement supports the development of IT infrastructure for the new higher education funding model, as pilot versions of the new IMDS software are currently deployed on EMIS's Amazon server and Amazon credit previously used by EMIS has now expired. Due to Amazon's minimum service value policy of approximately \$500,000 USD for direct procurement, the Project requested an exception, which Amazon confirmed on September 19, 2025, allowing a one-time upfront payment of \$100,000 through a selected AWS partner. Working closely with EMIS and MESY, the Project developed Terms of Reference, which was agreed upon with the Department of Higher Education Development of the MESY and EMIS on November 17, 2025. Official approval for this specific procurement was also granted by the Deputy Minister overseeing the I2Q project via Service Note №1635005, dated November 18, 2025, issued by the I2Q Project Executive Director. Following World Bank guidance and updates to the Project's Procurement Plan by November 26, 2025, the Request for Quotations was issued, with one company expressing interest. The Evaluation Group was established under the Tender Committee Meeting Minutes (Ref: No. MES 5 25 0001777209) dated December 12, 2025, and prepared the evaluation report (December 22, 2025), which has been submitted to the Tender Committee for approval and tender finalization.



Sub-Component 3.2 - Setting up Competitive Innovation Fund (CIF) for public and private universities, in partnership with private sector

During the timeframe addressed in this report, the monitoring and evaluation process for individual projects financed through the first and 2nd grant competitions was conducted. This process included review of textual/financial reports submitted by the HEIs, as well as site visits conducted by the CIF AU. The CIF AU carried out the process in accordance with the CIF Operations Manual (OM). Monitoring results were presented to and approved by the CIF Awards Committee, as instructed in the OM.

At this stage, 14 projects out of 27 (12 from the first call and 2 from the second call) have been fully completed, meaning that final reports and audit reports have been approved by the Awards Committee via official meeting protocols and project results have been assessed. The Awards Committee has assessed all 14 completed projects as having achieved 100% of their expected results.

Efforts are ongoing for the remaining 13 projects (1 from the initial call and 12 from the subsequent call). The Awards Committee will evaluate the percentage of project objective achievement for these projects once their final reports are approved.

Immediate Next Steps

Sub-Component 3.1 - Developing new options for higher education financing, including performance-based options to support the Government's strategic objectives

- Conduct consultations with MESY during January-February 2026 to analyze the new higher education reform framework, define necessary adjustments to maintain project relevance, and establish a clear pathway for adjusting project deliverables as needed.
- Finalization of R6 - completion of the process of developing a package of legislative amendments necessary for establishing the legal foundation for the new platform's (Electronic Platform for Financing Higher Education) operation at the state level and submitting the package to the MESY (February 2026).
- Development-training-handover: Complete the development of the new Electronic Platform for Financing Higher Education, including: pilot system refinement based on agreed regulatory framework, conducting comprehensive trainings for all stakeholders (HEIs, MESY, EMIS, and other assigned users) on platform usage and functionality, and final system handover to EMIS (September 2026).

Sub-Component 3.2 - Competitive Innovation Fund (CIF)

- Conduct mid-term evaluations of CIF projects (narrative and financial reports).
- Organization of a comprehensive showcase event to highlight the achievements and success stories of CIF-funded projects (Spring 2026).
- Finalize the projects funded under the 1st and 2nd CIF grant competitions (Spring 2026).

D. COMPONENT 4 – SYSTEM STRENGTHENING AND STAKEHOLDER COMMUNICATION

Sub-Component 4.1 – Supporting data-driven decision-making accessible to the entire education system

The second half of 2025 marked a critical consolidation and transition phase in Georgia’s national efforts to digitize education and strengthen data-driven decision-making across the education system. Under Sub-Component 4.1, two major initiatives — the implementation of the national Learning Management System (LMS) for General Education and the modernization of the eSchool platform and EMIS enterprise architecture — continued along distinct but complementary trajectories. Both initiatives aim at enhancing classroom-level teaching and learning, strengthening institutional capacity, and enabling more informed planning and governance at the national level.

The “Learning Systems Solutions and Support (LMS) for General Education in Georgia” project progressed from intensive system implementation toward institutional and operational readiness for pilot deployment. While the core technical development of the Edsby platform had largely been finalized earlier in the year, the reporting period focused on stabilization of system integrations and preparation for the pilot phase. Most notably, this period highlighted the project’s growing dependency on institutional and policy-level decisions, which directly influenced pilot timelines and scope.

From a contractual and technical perspective, the LMS solution reached a mature state by mid-2025. The production environment was fully operational, core system functionality was implemented and tested, and comprehensive Georgian language localization was completed. Following a national validation workshop in May 2025, a joint planning process was initiated to integrate summative assessment functionality, identified by the MESY as a high-priority requirement. A major milestone was achieved in August 2025 with the signature of the Data Access Memorandum by MESY, EMIS, Orient Logic, and CoreFour. Following the signing of the Data Access Memorandum, work commenced on live data integration, including field mapping, role alignment, and synchronization logic between the LMS and national education systems. Georgian language localization was finalized, with terminology refined in collaboration with the MESY to ensure alignment with the local pedagogical context, significantly lowering adoption barriers ahead of the pilot.

Stakeholder engagement intensified throughout second half of the year 2025. Targeted workshops and coordination meetings demonstrated the need for advanced LMS functionality, enabling curriculum tagging, multi-dimensional assessment structures, professional learning communities, and internal communication tools. In parallel, joint discussions continued on integrating summative assessment logic into the LMS gradebook to complement existing formative assessment mechanisms.

At the same time, the reporting period made clear that successful pilot deployment depended on external prerequisites beyond software readiness. Delays in approving national curriculum materials, defining the functional boundary between the LMS and the electronic journal, and confirming pilot school selections necessitated an adjustment to the original plan. As a result, the planned 200-school



pilot was replaced by a phased approach. In November 2025, the MESY formally confirmed an initial list of 20 pilot schools, enabling focused preparation and risk-controlled rollout planning.

To support pilot readiness, a Training of Trainers (ToT) program was successfully conducted in December 2025 for 60 participants, building institutional capacity for early implementation and first-line support. In parallel, collaboration with the Ministry's PR team began to align communication and expectations for pilot schools, while coordination with EMIS focused on finalizing the layer 1 support model.

By the end of 2025, the primary risks facing the LMS project were assessed as institutional and reputational rather than technical. Launching a pilot without finalized curriculum content, clearly defined LMS–journal integration rules, and fully established support mechanisms was identified as a potential reputational risk. To mitigate this, a phased pilot strategy was adopted, allowing for controlled implementation, feedback-driven refinement, and gradual scaling. Nevertheless, a contractual risk remains, as the LMS contract is scheduled to conclude in March 2026, and delays in confirming pilot timelines effects implementation timeframe, thus requiring no-cost contract extension.

Overall, by the end of 2025, the LMS project had achieved readiness for phased pilot implementation. The remaining challenges are primarily related to governance, policy decisions, and institutional coordination, which will be critical determinants of successful pilot execution and subsequent national rollout.

The “Upgrade of the eSchool General Education and Early Childhood Education software system and the Enterprise Architecture, Data, and Domain Models for the EMIS education system”

The second half of 2025 marked a decisive consolidation phase for the eSchool system modernization initiative. During this period, the project transitioned from architectural and analytical preparation toward tangible system delivery, including the completion of foundational components and readiness for subsequent deployment stages. Developments during second half of 2025 confirmed that the initiative represents a comprehensive enterprise-level digital transformation rather than a simple upgrade of an existing system.

Throughout the reporting period, work focused on stabilizing the enterprise architecture, operationalizing the development platform, refining data and domain models, and delivering production-ready components. The Enterprise Architecture was finalized in its updated, implementation-driven version (EA v1.5), reflecting deployed components and their interactions across the EMIS ecosystem. This architecture establishes a modular, scalable, and interoperable foundation for both general education (eSchool) and early childhood education (preSchool) information management systems, enabling phased development and long-term sustainability.

Significant progress was also achieved in stabilizing the technical development environment. A containerized, DevSecOps-oriented platform was configured and optimized, including CI/CD pipelines and baseline security controls. In close coordination with EMIS, key technical design decisions were

aligned to support long-term flexibility, sustainability, and vendor independence, while ensuring consistency with national IT standards.

A central achievement of the reporting period was the completion and official acceptance of the Core Module by the Client. Initially envisaged as a supporting component, the Core Module evolved into a comprehensive and independent system forming the architectural backbone of the EMIS ecosystem. It shall be noted that during implementation, the need for additional functional depth became evident to ensure that the system could be operationally viable and compliant with contemporary architectural and data governance standards. As a result, the Core Module was delivered with significant functional enhancements beyond the initially defined scope. These enhancements — including data versioning, centralized logging, and the establishment of national and international classifiers used across general, professional, and higher education systems — were essential prerequisites for production deployment and required to meet EMIS operational and regulatory standards.

The Core Module was developed as a centralized master data and reference management system, ensuring standardized, consistent, and historically traceable data across all EMIS-related systems, including eSchool and preSchool. A complete domain-driven design (DDD) cycle was executed, encompassing domain and entity definition, audit trails, data versioning, and alignment with international education and data standards.

By the end of the reporting period, the Core Module had been developed, functionally tested and validated in integrated environment in close collaboration with EMIS, and officially handed over to the Client. EMIS has scheduled the phased operational deployment of the Core Module for February–March 2026, confirming its readiness for production use. This milestone significantly reduced architectural and integration risks for subsequent phases of the project.

It shall be noted that, as further functional modules are developed, additional Core-related functionalities may be identified as necessary to support system-wide consistency and automation. Accordingly, in the context of any future contract extension or amendment, it may be necessary to formally define such additional tasks and adjust the project scope to ensure continued contractual clarity and alignment.

In parallel with system delivery, the Third Progress Report (R3) was formally reviewed, approved, and accepted, and the corresponding payment was processed in accordance with contractual provisions. At the same time, work continued on the Fourth Progress Report (R4), which builds upon the stabilized architecture, development platform, and completed Core Module. EMIS reviewed interim R4 deliverables and provided consolidated technical and functional recommendations, which are currently being addressed by the implementing partner. The finalized R4 is expected to be submitted for review and discussion with the Coordination Group following completion of revisions.

The reporting period highlighted several manageable challenges, primarily related to the expanded complexity of the Core Module, the scale of data modeling and migration requirements, and the coordination demands of a multi-stakeholder environment. During second half of 2025, EMIS



initiated discussions on potential adjustments to the project's technology stack in order to align the solution with evolving national IT policies and long-term sustainability considerations. Given that additional changes to the overall work plan (such as changes in functional and content-related changes of the system modules, as well as implementation phases) and timeline are anticipated, it was agreed that the formal initiation of a consolidated Change Request would be placed on hold. Any proposed changes will be consolidated and formally initiated in early 2026, once the full scope and sequencing implications are confirmed.

Immediate Next Steps:

With regard to the ongoing contract - "Learning Systems Solutions and Support (LMS) for General Education in Georgia":

- Initiate rollout of LMS in the selected 20 pilot schools;
- Define and approve level 1 support roles, escalation channels, and helpdesk process;
- Continue high-level engagement to resolve eJournal policy and synchronization model;
- Finalize and approve the list of additional pilot schools for Phase 2 expansion;
- Cooperate with the MESY to receive approval on the pilot implementation methodology and the pilot monitoring structure;
- Continue preparatory work related to potential contract amendments, subject to institutional decisions and approvals.

With regard to the ongoing contract - "Upgrade of the eSchool General Education and Early Childhood Education software system and the Enterprise Architecture, Data, and Domain Models for the EMIS education system":

- Support and monitor the implementation of following phases and supervise operation of the Contract Steering Group;
- Continue internal coordination between EMIS and the implementing partner on the scope, sequencing, and timing implications of anticipated technical and implementation adjustments, with the aim of consolidating a formal Change Request in early 2026;
- Maintain technical collaboration with EMIS on Continuous Integration (CI) / Continuous Delivery (CD) pipelines, security integration, and infrastructure components;
- Intensify preparations for Core Module deployment (March 2026);
- Coordination Group to validate Business Process Analysis documents and approve them for next-stage development.

Sub-Component 4.2 – Communication and stakeholder consultations for education reform

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

a) The PMU closely collaborated with internal stakeholders, such as representatives of structural units of MESY, national agencies, etc. to support implementation of Project activities. The PMU also closely coordinates with external stakeholders and will continue such collaboration in the future. The following details the meeting held with external partners/donors during the reporting period:

- **Meeting with the MoF and MRD** (July 22-23, 2025): A working session to discuss a proposed ECE legislative package. Focus areas included capacity-building modules for administrative and educational staff, merit-based remuneration policies, and the establishment of a Continuous Professional Elevation (CPE) scheme.
- **Meeting with the JICA Consultant to the ECE and GE Department of MESY** (August 26, 2025): Discussed progress regarding alternative SRP centers and explored collaborative strategies to increase access to ECE services.
- **Meeting with UNICEF and JICA** (November 10, 2025): Review of innovations achieved under the SDSURF contract and identification of potential areas for future joint initiatives.
- **Meeting with the Education, Science and Youth Affairs Committee of the Parliament of Georgia and the MoF** (November 12, 2025): A high-level meeting with Committee members and the Deputy Minister of Finance to discuss implementation status of activities considered under Component 1.
- **Meeting with MAC Georgia** (November 13, 2025): Focused on the development of child-level assessment instruments and the revised curriculum for children aged 2–6 years.
- **Meeting with the Education, Science and Youth Affairs Committee of the Parliament of Georgia (November 14, 2025)**: Consultation on legislative amendments regarding ECE staff capacity-building, merit-based pay, and the CPE scheme.
- **Meeting with the JICA Senior Advisor and Consultant** (November 19, 2025): A status update and progress review of the ECE Component.
- **Meeting with Tbilisi Kindergarten Management Agency** (November 28, 2025): Discussion on ECE data collection practices and the development of the data reporting platform.
- **Meeting with the Education, Science and Youth Affairs Committee of the Parliament of Georgia** (December 11 & 22, 2025): Targeted consultation meetings specifically focused on the structural framework of the CPE scheme.

The following media coverage was provided for the I2Q Project’s promotional purposes:

- *Topic:* International Doctoral Education Programme Governance and Administration in Education and Science in TSU admission started
Channel: [Public Broadcasting IMEDI TV](#) August 18, 2025.
- *Topic:* STEAM National Contest Final Conference



Channel: - [Rustavi2](#); [Ajara TV](#)

Speakers: *Baya Kvitsiani, Deputy Minister of MESY; Professor Jeffrey Nowak, an international expert from IBF Expertise S.A.; Tekla Chkhikvishvili, student of Tbilisi Public School 182, Future Georgia 2025 finalist; November 30, 2025.*

- *Topic: Telavi State University Hosted International Student Camp (CIF Awarded Project)*
Channels: [მთავარი ამბები კახეთიდან/mak.ge](#) (regional news agency) December 10, 2025; Formula TV [ყოველდღე • Kovelde](#) December 12, 2025; Kakhetis Khma [knews.ge](#) (Telavi news agency) December 11, 2025; [Gurjaani TV](#), December 18, 2025; [Gurjaani TV](#) December 17, 2025.

b) Key Events, Conferences, and Project Milestones:

The following events and milestones were successfully completed during the reporting period:

- Policy Workshop on WSI Pilot Results (October 28–30, 2025): A strategic session held with relevant stakeholders to present and discuss the outcomes of the Whole School Improvement (WSI) Pilot (Component 2).
- General Education Component Achievements (November 4, 2025): IBF Expertise S.A. presented a comprehensive report on project achievements during the final conference.
- 3rd Annual Conference on ECE Quality Improvement (November 11, 2025): Organized by San Diego State University Research Foundation (SDSURF), focusing on advancements in Early Childhood Education quality.
- Seminar on Continuous Formative Assessment (CFA) (November 14, 2025): A specialized session dedicated to enhancing student assessment methodologies (Component 2).
- Qualifying Rounds of the National STEAM Project Competition (November 17–22, 2025): Nationwide preliminary rounds to identify top projects for the “Future Georgia 2025” competition (Component 2).
- STEAM National Contest – Tbilisi Regional Rounds (November 24–26, 2025): Regional selection process for participating teams from the capital (Component 2).
- Final Conference of “Future Georgia 2025” (November 27, 2025): The concluding event of the National STEAM Project Competition, showcasing innovative student projects (Component 2).
- Steering Committee Progress Review (December 19, 2025): A high-level meeting to discuss project implementation status and strategic milestones (Component 2);
- Launch of STEAM Innovation Space (December 26, 2025): The official opening of the new innovation lab at Borjomi Public School №1 (Component 2).

Immediate Next Steps:

- The next steps will focus on the communication and broad dissemination of project milestones to key stakeholders. This process aims at adapting and integrating tangible outputs into the educational environment, ensuring the practical application and long-term sustainability of the project outcomes.

- Stakeholder engagement: organize dissemination workshops/meetings to present key outputs.
- Sustainability: establish formal agreements with partners to maintain the project’s digital and physical assets beyond the funding cycle.
- Organization of Key Project Workshops and Events: Facilitate and oversee major events within the I2Q Project framework, including.

E. COMPONENT 5 - SUPPORTING PROJECT MANAGEMENT, MONITORING, AND EVALUATIONS

PROCUREMENTS

Procurement procedures were completed and the following contracts were signed during the reporting period:

1. Provision of Amazon Web Services (AWS) Cloud Infrastructure and Technical Support for the EMIS Applications;
2. Based on project needs, amendments to the PMU staff contracts were prepared and signed;
3. Ongoing contract with the National Assessment and Examination Center LEPL for Supporting NAEC in Launching the National Assessment System Development at Basic General Education Level was increased by GEL 11,830 to finance accommodation of teachers invited from the regions of Georgia in order to participate in the Standards-Setting Committee, and was extended for an additional 1 month;
4. Ongoing contract with the Seatig Inc. for Consulting Services for Facilitating the Implementation of a New Model of Performance-based Funding by Creating Information Management Database System was extended for an additional 10 months and the payment percentages for the remaining deliverables were revised;
5. Based on project needs, various contracts were signed under the project’s operating costs.

SECTION III: PROJECT FINANCES

The financial and administrative support for the I2Q Project, as well as procurement management under the Project, as defined by the Loan Agreement and the World Bank (IBRD) rules and procedures, are performed by the PMU of MESY. 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 (01 July 2025 – 31 December 2025), the total amount of expenditures under the I2Q Project amounted to EUR 2'142'803.00, which is 75% of the forecasted disbursements. As of December 31, 2025, cumulative expenditures of the project is EUR 24.2 million (excluding FEF 225'000.00 million), which is 81% of the MESY part of the Loan (EUR 29'775'000).

In July 2025, reallocation of expenses among various components/sub-components was conducted and agreed with the WB to ensure that expenditures are correctly aligned under respective activities and sub-components. This does not concern reallocation between designated accounts.

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
Works, Goods, Non- Consulting Services, Consulting Services, Operating Costs and Training except 1c,2a,5a for the Project	29'775'000.0 EUR	27'742'854.00 EUR	24'193'723.00 EUR	30'001.26 EUR	3'519'129.00 EUR

Components			Actual Payment 2025 2 nd part	Total Actual Payment 2025
Comp. 1	Improving the quality of ECEC programs across the country	1.1	EUR 360'192.00	EUR 746'589.00
Comp. 1	Increasing equitable access to Pre-School education for successful transition to school	1.2	EUR -	EUR -
Comp. 1	Improving infrastructure to support innovative primary education, including Pre-School	1.3	EUR -	EUR -
Comp.2	Supporting the scaling up of the whole school improvement pilot	2.2	EUR 240'331.00	EUR 823'784.00
Comp.2	Supporting capacity-building of teachers and school leaders to adapt, develop, and implement school-based curriculum	2.3	EUR 75'990.00	EUR 150'437.00
Comp.2	Assisting the development of a national assessment framework	2.4	EUR 481'830.00	EUR 717'817.00
Comp.3	Development of new options for higher education financing	3.1	EUR 418'474.00	EUR 434'015.00
Comp.3	Establishment of a competitive innovation fund for public and private universities	3.2	EUR 59'602.00	EUR 92'603.00
Comp.3	Promoting internationalization of higher education	3.3	EUR -	EUR 230'385.00
Comp.4	Supporting data-driven decision-making accessible the entire education system	4.1	EUR 275'437.00	EUR 475'697.00
Comp.4	Communication and stakeholder consultations for education reform	4.2	EUR -	EUR 6'778.00
Comp.5	Supporting Project Management, Monitoring, and Evaluations	5	EUR 230'947.00	EUR 520'850.00
Total			EUR 2'142'803.00	EUR 4'198'954.00

SECTION IV: ANNEXES TO THE REPORT

Annex I – Indicator Performance Tracking Table

Annex II – Information on Procurement Activities



MINISTRY OF EDUCATION,
SCIENCE AND YOUTH OF GEORGIA



საგანმანათლებლო, სამეცნიერო და სპორტის სამსახური
საგანმანათლებლო, სამეცნიერო და სპორტის სამსახური



WORLD BANK GROUP

