EVALUATION
FINAL PERFORMANCE EVALUATION OF THE GEORGIA EDUCATION MANAGEMENT PROJECT

January 2013

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PERFORMANCE EVALUATION OF THE GEORGIA EDUCATION MANAGEMENT PROJECT (EMP)

Final Report

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ACRONYMS

BoT	Board of Trustees
BSU	Batumi State University
CATI	Computerized Automatic Telephone Interview
CTC	Center for Training and Consultancy
EMIS	Education Management Information System
EMP	Georgia Education Management Project
ERC	Education Resource Center
ESIDA	Educational and Scientific Infrastructure Development Agency
FWG	Finance Working Group
GOG	Government of Georgia
IDP	Internally Displaced Person
IBTCI	International Business & Technical Consultants, Inc.
IFWG	Internal Finance Working Group
ISU	Ilia State University
IT	information technology
M&E	monitoring and evaluation
M.Ed.	Master's in Education
MES	Ministry of Education and Science
MOU	memorandum of understanding
NCEQ	National Center for Education Quality Enhancement
RCD	Regional Coordination Division
SCEG	School Civic Engagement Grants Program
SIS	Student Information System
SRC	school report card
TOT	training of trainers
TPDC	Teacher Professional Development Center
UCLA	University of California at Los Angeles
USAID	U.S. Agency for International Development
USG	United States Government

EXECUTIVE SUMMARY

Introduction and Background to the Project

This is a performance evaluation of the three-year (June 2009-July 2012) $5.7 million Georgia Education Management Project (EMP). Its purpose is to examine whether the EMP project was effective in achieving its results in terms of introducing the new formula for school financing, developing the Education Management Information System (EMIS) for the Ministry of Education and Science (MES); and establishing the first Master of Education (M.Ed.) in Educational Administration program in a Georgian university. USAID plans to use the evaluation results to understand the current state of the management of the education system in Georgia and changes brought about by the project and to assist it in planning future education sector activities. The results will be shared with other education sector stakeholders inside and outside of Georgia's Ministry of Education and Sciences to assist them in understanding the impact of EMP and in planning their own activities.

In 2003, the Government of Georgia (GOG) began a series of major reforms in its education system, and in 2008 GOG enacted a General Education Law which effectively gave each of Georgia's 2,300 general education schools very substantial autonomy with respect to managing their own finances, curricula, and materials and, through the school principals, hiring of faculty. At the same time, the former local government education departments were replaced by Education Resource Centers (ERC), each serving about 25 schools and with functions pretty much limited to collecting data, organizing training, and supervising the election of the Boards of Trustees (BOT) which have the actual responsibility for managing each school. Planning for these changes and for establishing some capability for Georgian educators to acquire skills in educational administration was provided by the USAID Georgia General Education Decentralization and Accreditation (GEDA), the predecessor to the Georgia Education Management Project (EMP).

In June 2009, Chemonics began implementing the three-year $5.7 million Georgia Education Management Project (EMP) under USAID contract No. AID-114-C-09-00001, which ended in July 2012. EMP's two major objectives were to (a) improve the long-term capacity of higher education and the ERC to better manage Georgia's education sector and (b) support the ability of Georgia's Ministry of Education and Science (MES) and associated educational agencies to develop and implement appropriate policies on educational administration and on school financing. Specifically, Chemonics' contract called for it to perform the following (as summarized):

Objective 1: Improving the long-term institutional capacity in Georgia to better manage the education sector:

- Assist Ilia State University (ISU) to establish an M.Ed. degree program to train educators for careers in education management and administration;

- Establish a cooperative partnership between ISU and the Education Department of a leading University to enhance faculty and curriculum development;
- Provide short courses of training and re-training to school principals and education administrators;
- Provide technical assistance and training to ERC staff in the areas of resource management and administration; and
- Strengthen the linkages between training education administrators and MES educational policy analysis and decision-making by encouraging M.Ed. students in Education Administration to develop master's theses on topics relevant to the Georgian educational system.

Objective 2: Supporting effective education policies on management and finance through support to the Ministry of Education and Science, MES educational agencies, and ERCs:

- Provide technical assistance and expertise to the MES in education financing;
- Provide technical assistance to the MES in education administration reform;
- Provide technical assistance for further development of the EMIS;
- Provide training to the MES' EMIS division on data collection and recording techniques and data analysis in order to help them utilize EMIS system capabilities effectively.

On July 24, 2012, USAID/Georgia awarded IBTCI (International Business and Technical Consultants, Inc.) Task Order AID-114-T0-12-00004 to conduct a performance evaluation of the project from August 2012 to October 2012. IBTCI fielded a three-person team comprised of an international education specialist (Dr. Upali M. Sedere) as team leader, a Georgian evaluation specialist (Dr. Mamuka Shatirishvili) and a Georgian education specialist (Ms Natia Gorgadze), plus a local survey firm, ACT Research, which conducted significant quantitative and qualitative analyses.

Purpose of the Evaluation; Key Questions; and Audience

The purpose of this evaluation is to examine whether the EMP project was effective in achieving its results in terms of introducing the new formula for school financing, developing the Education Management Information System (EMIS) for the Ministry of Education and Science (MES); and establishing the first Master of Education (M.Ed.) program in a Georgian university. The evaluation should look at what changes were brought by the project's results for the target institutions (schools, the MES, etc.); whether the project has affected behavior of policy makers (in terms of using the EMIS data) and master's program graduates and project trainees (in terms of using the skills and knowledge obtained.)

USAID and education sector stakeholders inside and outside the Government of Georgia will use the evaluation results to understand the current state of the management of the education system in Georgia and changes brought about by the project and in implementing and further planning education sector activities. Finally, evaluation results will also be used for reporting purposes to Washington-based stakeholders.

Major Evaluation Questions, with Major Findings and Conclusions

There were five major questions, each of which had a number of sub-questions. Following are syntheses of the most important findings and conclusions for each major question.

1. **Is education data reliable and comprehensive enough for analyses of trends and snap-shots in the education sector?**
   - Yes. The EMIS developed via EMP now enables principals to provide MES with school-based data, both with respect to individual students and staff and as aggregated, and on school finances, that is much more accurate and up-to-date than was previously available. The number of students who may be double-counted or inappropriately recorded has been reduced from around 100,000 to about 1,000, which should greatly improve the allocation of funding to schools and reduce wastage.
   - School principals are now able to file reports with greater accuracy (74%) and less need for error-correction with ERCs and the MES.
   - 84% of the principals report having had no difficulties with use of the EMIS. For most of the rest, the problems result from lack of connectivity.

   However:
   - There will continue to be a need for training of principals, school accountants, and others involved with data entry in the basics of the EMIS and also for the use of the EMIS as a planning tool.
   - The EMIS server slows down very significantly when the schools start registering new 1st graders, which is something that takes place essentially simultaneously for all schools. As the EMIS attempts to take on more activities, such as maintaining the academic records for all students, we are wondering whether EMIS will have the technical infrastructure to keep up. (Note: The decision to have new students registered on the EMIS was not made by EMP, and EMP provided no assistance for this function.)[1]

2. **Has equity improved as a result of the use of the EMIS operations/outputs?**
   - Yes. Schools are much better able to keep track of highly vulnerable students (e.g., children with a disability, internally displaced children, children in particularly large families) and to ensure that they get their proper allowances.

[1] With respect to development of the EMIS, EMP was responsible for working with MES to (a) develop the web-based financial management, school profile information, and student enrollment databases and data entry systems, the initial data warehouse, and reporting modules; (b) broad-based training for the EMIS Unit, training in financial management (including workshops, videotapes, interactive materials) for school principals and ERC accountants, and training in the Student Information System for principals from Tbilisi, Batumi, and Kutaisi; (c) incorporating a GIS system; (d) providing hardware and some improvements for the physical plant housing the Student Information System; and (e) making recommendations for further post-project EMIS improvements. The EMIS unit implemented various other modules and infrastructure improvements using other resources. EMP used a cascade system to train accountants at the schools in the use of the financial information systems. Other school-level EMIS training and support fell outside the EMP Scope of work.

- Changes in funding patterns have had the greatest positive impact on schools with fewer than 160 students. These changes have been implemented in 232 of 248 small schools surveyed, and 170 (69.2%) of schools with fewer than 160 students received added funding, which helps make up for the fact that smaller schools do not have the potential economies of scale available to larger schools.

However

- Schools with fewer than 500 students are particularly likely to run perceived deficits, especially when the costs of facilities maintenance and school administration are taken into account.
- The principals of seven schools (2.8%) out of 248 small schools (<160 students) and nine principals (4.5%) out of 198 medium size schools indicated that they could not pay for heating in the winter of the 2011-12 school year.
- 187 (42.7%) of the principals stated that the school financing was inadequate to allow them to hire "highly professional" competitive teachers. However, teachers with this specific level of qualification may not necessarily have been available to be hired, and it is not known whether the principals would have been able to do so under previous funding structures.
- Even mid-sized schools are not able to offer the same range of courses, especially in languages, as larger size schools are able to.
- Primarily as the result of changes in MES policies, 34.1% of schools under 160 and 37.0% of schools between 160 and 1,500 students had to let deans and/or teachers go..

There are several caveats that should be taken into consideration with respect to the findings above:

1. Although the respondents refered to the new financial formula for all schools, those with fewer than 160 students operate on block grants, as a change brought about by the EMP.
2. "Deficit" refers to principals' *perceived* deficits, which are not necessarily deficits as recognized by MES.
3. We believe that reductions in staff resulted primarily as the result of changes in MES staffing policies generally plus the fact that MES now also had more accurate enrollment information.. The team notes that based on its own site visits and meetings, some of these schools may indeed have been overstaffed.

3. Has institutional capacity in the education sector (MES, schools, etc.) improved as a result of policy changes?

Yes, in many ways, e.g.:

- MES operations are less time-consuming and also work more efficiently. This has been particularly noticeable for activities related to budgeting and financial management. See Question 5, below.
- Schools provide more information and of better quality to MES.

- School principals have greater autonomy (e.g., in allocation of funds to areas where they feel that they are most needed), although their ability to exercise this autonomy is hampered if they perceive that their school is running at a deficit.

However, one ongoing issue with institutional capacity in the education sector is the fact that large numbers of principals are likely to be retiring in the next several years, and based on the sample of principals interviewed, a number of serving principals do not have the formal qualifications which they are expected to hold. EMP has developed principal training programs, and the new M.Ed. program at ISU, which is being replicated at Batumi, will help to address this need, but it is not clear that MES has been developing adequate strategies to address this.

4. **Does the M.Ed. program provide up-to-date knowledge and applied research skills to be useful for future leaders of education sector?**
   Yes. While refinements are desirable, it is generally agreed by participants and faculty that the ISU M.Ed. program is of high quality and relevant both to participant interests and to Georgia's educational needs and that it has been addressing the professional development needs of ISU faculty and, presumably, of Batumi State University as it replicates the program. However, it should be noted that completion rates to date have been lower than anticipated. Also, only 40% of the participants interviewed stated that they intended to continue in the public schools, and 42% stated that they did *not* intend to do so, although they did still intend to have careers in education.

5. **How have the short-term in-service programs supported the better management of schools?**
   The programs have definitely improved the ability of participants to manage schools, especially school finances, more effectively. Training on EMIS and school budgeting and financial management has been institutionalized within the ERCs, and 92% of participants in the financial management programs have continued to refer to the materials that they received during the training provided by the EMP.
   - Over 90% of the 390 principals in the course rated specific components of the manual, e.g., the funding formula, accountability, completeness, as being Good or Very Good.
   - The head of the MES Budget Division advises that approximately 80% of requests for added funds are approved. During calendar year 2011, 287 schools with fewer than 1,500 students received a total of 3,979,029 Lari; during calendar year 2012, 210 schools with fewer than 1,500 students received a total of 2,336,887 Lari. We believe that it is fair to assume that the financial management training provided by EMP combined with greater experience by principals in budgeting played a major role in the sharp drop in number of schools receiving added funds (36% fewer) and in the 41% drop in the amount of additional funds provided.
   - 77% of principals from Tbilisi, Batumi, and Kutaisi schools recall training in various effective management skills. A large number of principals still need to pass their certification exams, which most of them plan to take during this coming year. However,

the majority of them feel that they need added professional development in order to pass the exams.

Methodology Used to Develop the Findings and Conclusions

The team used a "mixed methods" methodology of qualitative and quantitative methodologies that consisted of (a) review of documents, (b) qualitative interviews and focus groups by members of the evaluation team with key stakeholders at USAID, staff of Chemonics (the implementing partner), MES and Ilia State University staff, and representative staff of ERCs and school principals in different locales; (c) quantitative in-depth interviews with 441 principals from ten regions sampled according to the guidelines put forth by USAID/Georgia; (d) quantitative in-depth interviews with a sample of 40 participants in the new ISU M.Ed. program; (e) focus groups and follow-up discussions with staff of the MES' EMIS unit, ERC staff, and faculty of the ISU M.Ed. program and other stakeholders. Given the need to have minimum numbers of principals for each region and satisfaction of minimum school demographic factors, the team took particular efforts to ensure that the selection of respondents was as truly random as possible. Interview questionnaires plus focus group guides were prepared in Georgian, reviewed by USAID and revised as appropriate, then translated into English and, as appropriate, other languages. Using the document review as a starting point, the team triangulated the quantitative and qualitative data from the principals against data from the ERCs and the EMIS and similarly triangulated data from the M.Ed. participants and the ISU and UCLA faculty.

Limitations

There were no particular limitations to the methodology itself, e.g., we took significant efforts to avoid selection bias, to ensure that selection was as random as was possible given the distribution of the sample, etc. The major limitations were: (a) scheduling that did not take summer school vacations into adequate account and (b) inconsistent and incomplete databases of school principals. Further complicating the evaluation was the parliamentary election period in Georgia, which kept us from interviewing principals in a timely manner after school resumes, and the aftermath of the elections, which resulted in the movement of key MES officials to the Ministry of Defense.

Major Recommendations

EMIS Recommendations

1. Given the strains that registration of new 1st graders places on the EMIS server, if it has not already done so, the EMIS unit should consider whether its server network is strong enough to deal with the significant added work that will be called for when more and more schools start inputting the academic performance data for individual students. (Note: EMP did not have responsibility for EMIS hardware or configuration.)
2. Although an electronic format is made available to schools, most of the schools do not maintain student academic performance records electronically. To better support academic

standards of the students, the EMIS needs to strengthen the capacity of school-based data entry personnel and, where applicable, database managers, who should not necessarily be teachers. See also Recommendation 1 above as to the capacity of the EMIS infrastructure.
3. EMIS needs to develop and refine protocols that ensure more accurate and consistent entry and management of data.

Educational Administration

1. Now that MES and schools have a history of the impact of the financing formula, it should periodically revisit the overall adequacy of the formula and the need for heat, and the allocation of resources for particular line items.
2. Large numbers of principals of small and mid-size schools report that the new funding formula has forced them to reduce staff. However, it appears that the primary driver of the reduction in staff is the change in MES policy. Further, from the observations of the evaluation team, some schools seem to be overstaffed and except for schools with fewer than 160 students, the formula distributes funds based on enrollment figures, which may now be more accurate due to the EMIS. Although over 90% of responding principals rated the financial management course materials as Good or Very Good, MES should nonetheless review the materials describing the budget process to determine where greater clarity in explaining the the process, the formula, and the extent of line item flexibility would be helpful.

Equity Recommendations:

1. Beside physical parameters, equity issues need to be examined in light of learning outcomes and learning achievements for an education system to gain efficiency. MES needs to collect performance data at suitable intervals from selected grade levels and address the disparities and inequalities causing such situations
2. Even through the new financial formula, which is based on valid data provided by EMIS, is a very positive development for ensuring education quality and equity, the financing system should be refined in order to ensure full compliance with Millennium goals and greater equity.

Long-Term Institutional Capacity Recommendations

1. As part of the general educational environment within which EMP operated, significant number of principals are likely to be retiring in the next several years, and, based on the survey data, a significant number of current principals also do not have the formal qualifications for them to serve in their position. Only 40% of the ISU M.Ed. participants interviewed indicated that they planned to continue their careers in the public schools, and 18% declined to answer at all. MES should take continuing steps to review its plans to replace and/or improve the capacity of the school principals.
2. Consistent in-service trainings addressing the gaps identified through the evaluation and concerning the effective management, budgeting and working with EMIS applications should be provided for the principals;

3. The communication tools for more effective data and information transmitting should be further developed; the principals need to have clearer insights into the functions and responsibilities of ERC, EMIS and MES.
4. Small and medium sized schools need to have more specific, problem-based training seminars in order to cope with the requirements of MES and better address the challenges related to school finance, staff, students academic performance data and overall effective management.

M.Ed. Program Recommendations

1. ISU should seek to identify mechanisms to replace characteristics of the M.Ed. program that had been covered by EMP, such as access to materials, professional development of its faculty, support for the students and support for the students' research, etc.
2. ISU and USAID should work together to strengthen the faculty with a Fulbright professor while faculty members are pursuing advanced studies outside of Georgia and until they return with full academic credentials. A visiting professor could provide support to the faculty to sustain the quality of the program.
3. We understand that Batumi State University is in the process of replicating the M.Ed. program. The two universities should be encouraged to coordinate policy studies so as to reduce unnecessary duplication.

Short-Term Training Recommendations:

1. The ERCs should be mobilized to identify the schools and the school principals who need further support in financial management and leadership development.
2. The EMP trainings in financial management provided to essentially all surveyed principals as well as the training in effective leadership provided to selected principals has had a significant positive impact on managerial capacity of the school principals. It should be continued and expanded.
3. At least based on the principals sampled, there is a strong probability that in the fairly near future there will be a shortage of principals who are appropriately certified. MES should take steps to address this shortage both through the M.Ed. programs and through systemic and systematic strengthening of short-term training for serving educators.

INTRODUCTION AND BACKGROUND

This is an end-of-project performance evaluation of the three-year (June 2009-July 2012) $5.7 million Georgia Education Management Project (EMP). Its purpose is to examine whether the EMP project was effective in achieving its results in terms of introducing the new formula for school financing, developing the Education Management Information System (EMIS) for the Ministry of Education and Science (MES); and establishing the first Master of Education (M.Ed.) in Educational Administration program in a Georgian university. USAID plans to use the evaluation results to understand the current state of the management of the education system in Georgia and changes brought about by the project and to assist it in planning future education sector activities. The results will be shared with other education sector stakeholders inside and outside of Georgia's Ministry of Education and Sciences to assist them in understanding the impact of EMP and in planning their own activities.

In 2003, the Government of Georgia (GOG) began a series of major reforms in its education system, and in 2008 GOG enacted a General Education Law which effectively gave each of Georgia's 2,300 general education schools very substantial autonomy with respect to managing their own finances, curricula, and materials and, through the school principals, hiring of faculty. At the same time, the former local government education departments were replaced by Education Resource Centers (ERC), each serving about 25 schools and with functions pretty much limited to collecting data, organizing training, and supervising the election of the Boards of Trustees (BOT) which have the actual responsibility for managing each school. Planning for these changes and for establishing some capability for Georgian educators to acquire skills in educational administration was provided by the USAID Georgia General Education Decentralization and Accreditation (GEDA), the predecessor to the Georgia Education Management Project (EMP).

In June 2009, Chemonics began implementing the Georgia Education Management Project (EMP) under USAID contract No. AID-114-C-09-00001, which ended in July 2012. EMP's two major objectives were to (a) improve the long-term capacity of higher education and the ERC to better manage Georgia's education sector and (b) support the ability of Georgia's Ministry of Education and Science (MES) and associated educational agencies to develop and implement appropriate policies on educational administration and on school financing. Specifically, Chemonics' contract called for it to perform the following:

Objective 1: Improving the long-term institutional capacity in Georgia to better manage the education sector:

- Assist Ilia State University (ISU) to establish M.Ed. Administration degree program in their Department of Education for training educators who wish to pursue a career in general or higher education management and administration;

- Establish a cooperative partnership between ISU and the Education Department of a leading University to enhance faculty development, curricula development, and access to current educational information and resources;

- Provide short courses of training and re-training to school principals and education administrators and select the training provider through a broader consultative process with the MES and other education stakeholders;

- Provide technical assistance and training to ERC staff in the areas of resource management and administration contingent upon passage of reforms that empower ERCs and schools with greater management responsibilities and accountability; and

- Strengthen the linkages between training education administrators and MES educational policy analysis and decision-making by encouraging M.Ed. students in Education Administration to develop master's theses on topics relevant to the Georgian educational system.

The following were the expected results for this component:

- Strong training and an academic degree program of education administration established at ISU
- At least 120 students enrolled in the two-year M. Ed Administration program
- At least 70 students graduate the two-year M.Ed. Administration program
- ISU students and graduates develop at least 50 Education policy studies and research papers relevant to Georgia's education reforms, contributing to the creation of a local expertise in policy and administration
- At least 2,200 school principals trained through short-term training programs in Education Administration and management

Objective 2: Supporting effective education policies on management and finance through support to the Ministry of Education and Science, MES educational agencies, and ERCs:

- Provision of technical assistance and expertise to the MES in education financing, including national financing formulas, in order to increase school budgets for regional and minority needs, teacher compensation, program or facility improvements, and other operating expenses;

- Provision of technical assistance to the MES in education administration reform in order to improve decentralized management systems through performance evaluation and accountability of school principals;

- Provision of technical assistance for further development of the EMIS in order to improve informed policy decision making. Conduct a pilot of an enhanced EMIS data collection effort with selected schools and ERCs;

- Provision of training to the MES' EMIS division on data collection and recording techniques and data analysis in order to help them utilize EMIS system capabilities effectively.

The following are the expected results for this component:
- Financing formulas for schools are adjusted to provide more funding for minority and geographically remote schools, more competitive teacher compensation, program or improvements, and other operating expenses;
- Schools have clear accountability mechanism to communities and the MES; ERCs are empowered to support school accountability system;
- EMIS is functional and produces reports to inform policy decision making;
- EMIS department at the MES is strengthened to carry-on the data analysis independently.

With respect to development of the EMIS, EMP was responsible for working with MES to (a) develop the web-based financial management, school profile information, and student enrollment databases and data entry systems, the initial data warehouse, and reporting modules; (b) broad-based training for the EMIS Unit, training in financial management (including workshops, videotapes, interactive materials) for school principals and ERC accountants, and training in the Student Information System for principals from Tbilisi, Batumi, and Kutaisi; (c) incorporating a GIS system; (d) providing hardware and some improvements for the physical plant housing the Student Information System; and (e) making recommendations for further post-project EMIS improvements. The EMIS unit implemented various other modules and infrastructure improvements using other resources. EMP used a cascade system to train accountants at the schools in the use of the financial information systems. It should be noted that EMP was not charged with providing hardware to schools nor with providing general IT training.

The EMP project completion report indicates the Key Results by the Numbers as follows:

- 145 students enrolled in ISU's M.Ed. program and 60 graduates during the life of the project
- Strengthened the capacity of 2,298 school principals across Georgia to serve as more effective stewards of their schools
- Trained 280 ERC staff members on education resource management and administration
- 20.6% increase in funding for rural schools compared with 2009 baseline levels
- Established of a five-portal Education Management Information System overseen by the MES to promote data-driven policy making through support to MES, MES educational agencies, and ERCs.

On July 24, 2012, USAID/Georgia awarded IBTCI (International Business and Technical Consultants, Inc.) Task Order AID-114-T0-12-00004 to conduct a performance evaluation of the project from August 2012 to November 2012. IBTCI fielded a three-person team comprised of an international education specialist (Dr. Upali M. Sedere), a Georgian evaluation specialist (Dr. Mamuka Shatirishvili) and a Georgian education specialist (Ms Natia Gorgadze), plus a local survey firm, ACT Research, which conducted significant amounts of quantitative and

qualitative analyses. featuring in-depth interviews with 441 principals of schools of different categories (e.g., size, demography), quantitative and qualitative analyses featuring in-depth interviews with 40 graduates/undergraduates from all three cohorts of M. Ed. faculty at ISU, plus focus groups with 20 Heads of District ERCs representing six regions of Georgia out of 10, nine staff members of EMIS representing EMIS Head and branch offices of Tbilisi, Kutaisi and Telavi and five participants in the Ilia State University M.Ed. program in educational administration.

THE EVALUATION QUESTIONS

This performance evaluation is to provide USAID with answers to five main questions, each with several sub-questions.

Major Question #1: Is education data reliable and comprehensive enough for analyses of trends and snap-shots in the education sector?

a. Is EMIS operational?
b. Does it produce a reliable data on education management, i.e. school staffing plan, expenditures, enrollment, others?
c. Has the EMP project achieved its objective #2 (in terms of developing an EMIS system)?
d. Is EMIS being used to develop and implement more equitable and effective policies in school system, i.e. enhanced resources to more marginalized groups of students, enhanced financial accountability of schools? Enhanced flexibility of schools to spend their resources for school needs?

Major Question #2: Has equity improved as a result of the use of the EMIS operations/outputs?

a. Has a new funding formula that was designed through the use of the EMIS data been implemented in all schools?
b. What were some drawbacks of the new formula implementation? What is the opportunity cost to it?
c. Are any improvements needed?

Major Question #3: Has institutional capacity in the education sector (MES, schools, etc.) improved as a result of policy changes?

a. Has the use of data made the MES operations less time consuming? Has it decreased the number of transactions from the MES to schools?
b. Are there departments at the MES (e.g. financial, coordination, EMIS) that operate more effectively as a result of EMIS operations? How could these changes be measured/ evaluated?
c. Do schools provide more and better quality information to the MES which helps in further planning of resources?

d. Have policy changes enhanced autonomy of school? What improvements have the schools made as a result of better financial and accountability policies?
e. Could the new policies implemented (brought around by the EMP project) provide long-term sustainable management/leadership improvement in schools, ERCs, and the MES?

Major Question #4: Does the M.Ed. program provide up-to-date knowledge and applied research skills to be useful for future leaders of education sector?

a. Is the education management program at ISU of high quality?
b. How have credentials of the professors and programs enhanced?
c. Are reliable quality assurance mechanisms in place?
d. Is the program sustainable enough to continue operating after the project phase-out?
e. Are graduation papers of good quality? What knowledge areas have students applied while developing their graduation papers?
f. Do training graduates have knowledge of contemporary school management and leadership?
g. Do they apply these skills in their work places? Have they brought changes in the management in their work places?

Major Question #5: How have the short-term in-service programs supported the better management of schools?

a. What is the quality of short-term in-service training programs?
b. Are trainings institutionalized and sustainable?
c. Do school principals apply the new skills to improve their job performance?
d. To what extent has the management capacities and performance improved at the school level due to the in-service support programs?

METHODOLOGY

Although in the event it took longer than anticipated, the evaluation was conducted substantially as indicated in Annex B, the Evaluation Design and Workplan. The team used a "mixed methods" methodology of qualitative and quantitative methodologies that consisted of (a) review of documents, (b) qualitative interviews and focus groups by members of the evaluation team with key stakeholders at USAID, staff of Chemonics (the implementing partner), MES and Ilia State University staff, and representative staff of ERCs and school principals in different locales; (c) quantitative in-depth interviews with 441 principals identified according to the guidelines proposed by USAID/Georgia in the RFTOP and subsequently and selected so as to provide relevant and valid, reliable findings from the interviews; (d) quantitative in-depth interviews with 40 out of 106 participants in the Ilia State University M.Ed. program in Educational Administration, (e) focus groups and follow-up discussions with staff of the MES' EMIS unit, ERC staff, and faculty of the Ilia State University M.Ed. program and other stakeholders. Interview questionnaires plus focus group guides were prepared in Georgian, reviewed by USAID and revised as appropriate and translated into English. In addition, to minimize the language barrier for non-Georgian speaking principals, the questionnaire was

translated into the Russian, Armenian and Azeri languages and when principals were telephoned to arrange the face-to-face interviews, they were asked which language they preferred to use for the interview. Please see Annex C for copies of the English translations of the Data Collection Instruments.

All told, ACT's quantitative and qualitative studies included in-depth interviews with 441 principals of schools of different categories (e.g., size, demography) and 40 graduates and undergraduates participating in the new M.Ed. program at ISU, plus focus group discussions with 20 Heads of District ERCs representing six regions of Georgia out of 10, nine staff members of EMIS representing EMIS Head and branch offices of Tbilisi, Kutaisi and Telavi, and faculty and administrators of the ISU M.Ed. program in educational administration.

To get an over-arching view of the impact and effectiveness of EMP, using the information from the document review as a starting point, the team triangulated the information obtained from the qualitative and quantitative work done with the principals against the information obtained from the ERC representatives and that obtained from the EMIS personnel. Similarly, the team triangulated the information received from the M.Ed. participants, the M.Ed. faculty, and UCLA against one another.

Document Review. The **Document Review** included the review of EMP project documentation, e.g., Chemonics' contract as amended, project annual and quarterly reports, technical reports, reports represented by the project consultants, project performance management plans, workplans, research and statistical documentation produced within the project, the training materials including program and syllabi, etc., plus relevant documents in English and in Georgian from MES, ISU (e.g., ISU's self-study on the M.Ed. program) and other institutions of higher education, and literature on education in Georgia in general.

Face-To-Face Stakeholder Interviews with Educators. The evaluation team members conducted face-to-face interviews and focus groups with senior officials associated with EMP plus other illustrative educators (ERC staff and principals) in other locales: Batumi, Akhalkalaki, Telavi, and Khulo. Please see Annex F.

ACT conducted in-depth quantitative face-to-face interviews with 441 principals, who were proportionately distributed across ten regions along the guidelines presented by USAID/Georgia; they represent approximately 22% of the universe of 1,999 public schools. Annex B incorporates the intended sample. Table 1 below delineates the composition of the schools represented by the principals interviewed.

Table 1. Composition of the Schools Represented

Regions	Total	School Size			Language Sector		Buildings		Inclusive		Settlement Type		
	Number	Small <160	Medium 161-1,500	Big 1501 +	Georgian	Non-Georgian	Multi-Campus	Single Campus	Inclusive	Special	Village	Town	City
Adjara	45	28	17	0	42	3	17	28	12	1	36	1	8
Guria	19	14	5	0	19	0	6	13	8	2	16	1	2

Tbilisi	39	1	34	4	33	6	8	31	23	2	0	0	39
Imereti	84	52	31	1	84	0	14	70	20	2	63	1	20
Kakheti	42	13	29	0	37	5	10	32	28	0	35	0	7
Mtskheta-Mtianeti	21	17	4	0	21	0	7	14	3	0	18	1	2
Samegrelo-Zemo Svaneti	57	37	20	0	54	3	14	43	14	1	47	0	10
Samtskhe-Javakehti	41	31	10	0	22	19	10	31	13	0	36	1	4
Kvemo Kartli	54	26	27	1	24	30	15	39	9	0	35	2	17
Shida Kartli	39	16	23	0	39	0	9	30	14	17	35	0	4
Total	**441**	**235**	**200**	**6**	**375**	**66**	**110**	**331**	**144**	**25**	**321**	**7**	**113**

These in-depth interviews focused on: (a) the EMIS; (b) school financing; (c) management of the school; and (d) training.

Face-To-Face Stakeholder Interviews with ISU M.Ed. Participants. The initial universe of participants enrolled in the M.Ed. program was small, and the universe of participants who continued in the program was a good deal smaller still. Therefore, IBTCI conducted a purposive sampling of 20 participants who had not (yet) completed the program and 20 participants who had completed it. We believe that this sample is sufficiently large for us to draw valid and generalizable conclusions as to the impact and prospects for the new M.Ed. program, especially given the triangulation previously referred to with UCLA and ISU program administrators.

Focus Group Discussions. ACT conducted a focus group discussion with nine staff of MES' EMIS Unit. It also conducted focus group discussions with 20 heads of district ERCs representing six regions of Georgia out of 10 and with faculty of Ilia State University's Education faculty. Please refer to Annex D for a discussion of how focus group participants were selected and summary narratives of the findings of these focus group discussions

Limitations

The major limitations on efficient implementation of the evaluation were: (a) scheduling that did not take summer school vacations into adequate account and (b) inconsistent and incomplete databases of school principals, specifically including the principals who had taken part in EMP training. Further complicating the evaluation was the fact that the parliamentary pre-election period in Georgia took place shortly after the 2012-2013 school year began; this delayed the opportunity to conduct the interviews and focus groups with principals and representatives of Education Resource Centers , and we were not able to interview key MES officials who went to the Ministry of Defense after the election. Secondary limitations included the fact that there were a number of participants who did not complete the M.Ed. program, which resulted in our development of a purposive sample comprised primarily of the people who had completed the program or who were on track to complete it rather than a sample derived from the universe

of people who had signed up, and the fact that a number of principals and ERC staff were new to their particular assignments, which limited their knowledge of their schools' specific history.

EVALUATION QUESTIONS, FINDINGS, AND CONCLUSIONS

Please refer to Annex G for an analysis of the quantitative face-to-face interviews with the principals and to Annex H for an analysis of the interviews with the ISU M.Ed. students. The detailed quantitative data supporting our analyses are being provided separately to USAID/Georgia.

Major Question #1: Is education data reliable and comprehensive enough for analyses of trends and snap-shots in the education sector?

Summary: Yes; in fact, the education data is getting increasingly accurate and comprehensive. There is now a baseline of students for each school verified against the civil registry, with indications as to eligibility for special statuses (e.g., IDP, large family); as a result, with the passage of time it should be possible to identify trends at levels from the educational system as a whole down to school-level trends along a broad range of parameters; the hope of the EMIS is for the system also to be able to track significant information for individual students. The system is now able to maintain records for instructional and other personnel. It maintains selected information on schools, primarily the physical plant, and it is now being used to handle school financial data. The EMIS has already proven its worth in curbing inappropriate expenditures and in speeding the resolution of personnel and allowance issues, and data from the EMIS have been used in iterative refinements of the funding formula.

a. Is EMIS operational?
b. Does it produce a reliable data on education management, i.e. school staffing plan, expenditures, enrollment, others?
c. Has the EMP project achieved its objective #2 (in terms of developing an EMIS system)?
d. Is EMIS being used to develop and implement more equitable and effective policies in school system, i.e. enhanced resources to more marginalized groups of students, enhanced financial accountability of schools? Enhanced flexibility of schools to spend their resources for school needs?

Findings

In developing its response to this major question, the evaluation team took into consideration both the perspectives of the EMIS unit at the MES *and* the perspectives of the staff at the ERC and of principals, who are the people most closely involved with using the EMIS, both as providers of data and as users of data. There is inherent overlap in the responses to the sub-questions.

- **The electronic EMIS is operating.** Principals where the electronic MIS has been implemented are no longer in a position of having to prepare reports manually twice a year, but can register new students (first graders and transfer students) contemporaneously and can

maintain complete student records. They (and the ERCs and the MES headquarters) can keep better track of school finances, including special allowances, and of the status of the school's physical plant and stock of textbooks, and can also maintain better records of the status of teaching staff. The MES now has access to current data on key indicators of importance not only for its own instructional and financial planning but data on these indicators are also more readily available to international agencies, donors, and other stakeholders. We understand that the EMIS now has five key modules in various stages of development, related to (a) students and student records, (b) instructional and other personnel, (c) school facilities, (d) school-level financing, and (e) an "e-catalogue."

When EMP started in 2009, the EMIS had a staff of 12; it now operates with 300 staff including an attached EMIS Officer at every ERC, located in a separate building and is a fully equipped functioning EMIS department. Further, while characteristically about 10% of principals report connectivity issues,[2] EMIS has equipped all schools, and schools are given e-mail address with the emis domain name. Other issues associated with preparation of periodic reports, e.g., inadequate command of Georgian, are reflected by only one or two instances each.

- **Education data are more reliable and comprehensive.** As examples, MES now has a complete database of schools (although from our own experience in conducting this evaluation, it does not yet have an accurate list of school principals and contact information). Students can now be readily tracked throughout their academic career, even if they change schools, and duplicate or spurious registrations can be eliminated. MES has up-to-date information on school enrollments, including enrollment of students in special categories, and on school finances and physical plant. It is in the process of developing modules to address additional information needs.
    - When EMP began, there were close to 100,000 student names with no IDs. As one result of EMP's work with the EMIS, through collaborating with the Civil Registry, EMIS has managed to reduce the number of students who may represent duplicate or ineligible enrollments to a mere 1,000, indicating that the system is gaining high reliability and is also saving MES over $3.5 million a year in wastage due to over-allocation of resources to schools including in their enrollments "ghost" or ineligible students.
- **EMP achieved its Objective #2 (Developing an EMIS System)**. Yes, MES now has a functioning EMIS which is increasing its levels of capacity, as summarized above. We do not have information on the range of standard reports which it currently is set to provide; however, based on our understanding of the data which it is now collecting, it should be capable now of providing routine reports of school and system performance on key areas.

[2] This is a problem that does not affect schools with more than 1,500 schools. As examples, 8% of principals overall responding to FtF interview question B.2 "What are the usual difficulties that you face in the preparation of the Monthly reports?" listed "Do not have Internet" as a usual delay, followed by "Only technical delay." For B.6, relating to the quarterly financial reports, 6.6% list "Do not have Internet" and 5.4% claim technical problems. For B.8, the annual budget, 6.3% claim "Do not have Internet" and 4.4% claim technical problems. Rates for schools with fewer than 160 students are about 40% higher than for schools with between 160 and 1,500 students.

- **EMIS used for more equitable and effective policies.** The EMIS has been of great value in ensuring that school administrations which are not in financial deficit have the flexibility to allocate financial resources where they are most effectively used. If problems arise as the result of errors or omissions in data entry, such as students not receiving appropriate support or teachers not getting the appropriate allowances, they can now be readily remedied with the assistance of ERC staff.
    - *Information on the resources to marginalized groups of students enhanced.* The EMIS is able to track students along various dimensions, e.g., vulnerability due to ethnicity, coming from a large family, having a disability, being an IDP, etc. and to record eligibility for assistance such as, e.g., free textbooks.
    - *EMIS operations enhanced the financial accountability of schools.* Principals report that data are reported more expeditiously and more accurately than had been possible prior to implementation of the EMIS.
- **Areas where improvements are called for.**
    - More work needs to be done in the development of protocols to assure consistency in data entry and higher quality of data entered.
    - Though the EMIS is in operation and gaining efficiency, yet about 11% of schools in year 2012 failed to send the EMIS reports on time.
    - About 78% of the school principals also have indicated that sometimes answers to EMIS questions are provided by guessing, and the same proportion (although not necessarily from the same schools) report connectivity issues; 31.7% claim they lack computers or computers that work, and 23.7% claim lack of personnel with adequate computer skills (Dataset Tab E.5).[3]
    - 47% of the school principals who received School efficiency leadership training indicated that they do not prepare the electronic register about students' academic progress; this is one area that EMIS needs to work more to provide policy advice to MES and ERCs on academic standards
    - In principle, schools can hire information managers. However, for cost reasons, most of the time, data entry at the school level is assigned to a teacher, who may be very unfamiliar with the use of computers. Also, there can be language issues that affect data entry at schools whose staff are not comfortable speakers of Georgian. As a result, there can be a lag in the entry of data which are supposed to be entered on an ongoing basis, and there can be a number of problems with data quality that are not caught by the built-in flags.
    - The cascade system which EMP employed in providing direct training to ERC accountants in the use of the EMIS and then having the ERC accountants train school accountants proved quite effective in easing the challenges of preparation of school budgets and in reducing errors. If not already in place, it would be useful if there were a feedback mechanism whereby ERC accountants could report to MES areas in which errors commonly recur.

[3] It should be noted that EMP had no responsibility for provision of computers to schools or for general IT training.

- Currently, the EMIS server has barely been able to keep up with the usage and demand entailed with the registration of new 1st grade students, which as a result calls for significant additional demand for use of the helpline. Given that one very major intended use of the EMIS is to maintain student academic records throughout their careers and inherently entry of academic data would take place at about the same time for all schools, based on the information received we believe that it is quite likely that the EMIS servers could become overwhelmed. We understand that this was not part of EMP, was opposed by EMP, and received no support from EMP, but it does represent an environmental factor which can affect performance of the activities of the EMIS which EMP did support.

Conclusions

- EMP has been quite successful in helping the MES implement a functioning, effective electronic EMIS system that is already providing central educational managers and planners, and, to a lesser extent, school and district based administrators, with valuable "real-time" information on the composition of the public educational system, its students, its staff, its infrastructure, and its finances.
- The EMIS is seeking to improve its functionality and the quality of the data which goes into the system, and the electronic EMIS has already proven its usefulness in assuring that students in vulnerable situations get the resources that are to be provided to them in a timely basis and that various types of personnel issues are identified and resolved speedily.

However:

- While schools do have the option of hiring information managers, for cost reasons they rarely do so, preferring instead to assign this responsibility to a teacher. It should be noted that in principle, teachers are responsible only for entering data on student performance, so it would be useful to find out who actually does typically enter basic student information at the school level. [4]
- There is still a significant lack of a comfort level at the school level with respect to the entry of academic data with acceptable levels of quality and timeliness.
- There have been some issues of school level data quality and comfort level with respect to the entry of financial data and electronic register and academic progress, although it appears that these are being resolved with support from the ERC accountants and EMIS officers. It would be useful to identify those schools with significant difficulty in entering data at adequate levels of quality and providing added training.

[4] We are not necessarily recommending that schools hire "information managers" since it is not clear how much work there actually would be for an information manager and also there is a built-in potential for error correction if the data are being entered by teachers and However, it is not clear to us whether the teacher(s) involved in data entry receive added compensation and/or lessened teaching loads for their efforts, and this could certainly affect their willingness and interest.

- There is a need for greater institutionalization of IT protocols and training at various levels for use of the EMIS.

Major Question #2: Has equity improved as a result of the use of the EMIS operations/outputs?

Summary: The EMIS has definitely had a positive effect on educational equity in multiple ways. For example:

- Because the number of students improperly recorded on a school's books has been sharply diminished, and because actual (as opposed to notional) enrollments are now tracked more rapidly and more accurately, there has been a sharp reduction in the amount of funds misallocated, with the result that more funds and other resources are available to be allocated properly.
- The system overall now keeps better track of the eligibility of students and educational staff for various allowances, which inherently promotes educational equity, and also allows for much more rapid error correction/problem resolution, which should increase confidence in the system.
- Because the EMIS is much more capable of monitoring and reporting on the infrastructure and other conditions related to individual schools as well as for categories of schools, students, teachers, etc. and on changes in budgeting and financial activities for each school over time, MES is in a better position to understand the realities facing schools at various levels and to make appropriate adjustments. Based on the increasing availability of valid longitudinal data, MES has been able to make iterative refinements to the funding formula.

In principle, the new EMIS should make it much easier for MES to track, e.g., relative success rates of different types of students along various dimensions, e.g., gender, family circumstances, urban/rural, region, mother tongue.

Changes in funding patterns have had the greatest positive impact on schools with fewer than 160 students. These changes have been implemented in 232 of 248 small schools surveyed.

- 59 schools with fewer than 160 students received increases of up to 10%, another 59 schools of this size received increases of between 10 and 25%, 36 received increases of between 26% and 50%, and 15 schools received increases of over 50%. All told, 170 (69.2%) of schools with fewer than 160 students received added funding. (On the other hand, 19 schools with fewer than 160 students received cuts of up to 25%.)
- Principals of 124 (50.5%) of the 246 small schools surveyed reported that prior to the introduction of the funding formula in 2011, their schools were not capable of completely fulfilling national education demands (Dataset Tab D.13), with inability to fund salaries adequately the #1 issue (60.1%) being the primary manifestation; currently, principals of only seven schools with fewer than 160 students claim that they cannot fulfil national education demands (Dataset D.15), with the inability to buy new equipment being the major impact for these seven schools (Dataset Tab D.16).

It will be recalled that schools with fewer than 160 students receive block grant payments rather than per capita ones via formula. This notwithstanding, it is our supposition that increase

in funding to the smaller schools has a direct impact on educational equity because these schools do not have the potential economies of scale available to larger schools.[5]

a. Has a new funding formula that was designed through the use of the EMIS data been implemented in all schools?
b. What were some drawbacks of the new formula implementation? What is the opportunity cost to it?
c. Are any improvements needed?

Findings and Conclusions

- **The new funding formula.** Almost 99% of the principals whom the team interviewed and the MES Budget Division reported that all schools are working with the new funding formula. However there remains a few schools which are not yet in the finance formula and this is mainly due to registration issues. The MES Budget division is attending to these and is hopeful of resolving issues sooner.
- **Drawbacks with implementation of the new formula.** Although nearly 70% of the schools with fewer than 160 students receive more funding than before through the block allocation, this does not appear to allow adequate funds for cleaning the facilities and heating in winter. Principals of schools with at least 160 students but fewer than 500 students, especially those with fewer than 300 students, report that in their own opinion (which may not be shared by the MES Budget Department), they will run deficits, especially when the costs of administrative support are taken into consideration.[6] Even schools with up to 1,000 students as well as multi-campus schools think they can run into problems when the costs of facilities maintenance are taken into consideration. Some schools report that custodians get paid only 50 Lari ($30) a month.
- Generally, Georgian schools are heated by wood, rather than gas. The principals of seven schools out of 248 small schools (<160 students) (2.8%) and nine principals out of 198 medium-size schools (4.5%) indicated that they could not pay for utility bills over the winter

[5] Many larger schools, which would have been completely subject to the formula, also received increases, though considerably fewer received increases and the amounts were generally lower. 46 of 72 schools with more than 160 students reporting increases reported increases of up to 10%, 19 reported increases of between 10% and 25%, and 6 reported increases of greater than 25%. 29 of 59 schools of greater than 160 reporting decreases reported cuts of up to 10%, 26 reported cuts of between 11% and 25%, and 4 reported cuts of greater than 25%. (Dataset Tab D6). Dataset Tab D5 shows the overall distribution of increases and decreases:

	School size						Total	
	1. Under 160		2. 161 - 1500		3. 1501 - 2635			
	Count	%	Count	%	Count	%	Count	%
1 Your financing increased	170	69.20%	71	37.60%	1	17.60%	242	55.20%
2 Your financing decreased	19	7.70%	56	29.50%	3	76.50%	77	17.70%
3 It did not change	56	22.60%	58	30.80%	0	5.90%	114	26.00%
5 Hard to say/Don't know/Don't	1	0.50%	4	2.10%			5	1.20%
Total	246	100.00%	189	100.00%	4	100.00%	438	100.00%

of the 2011-12 school year (Dataset Tab D.9). For at least one mid-size school, this is apparently an ongoing problem (Dataset Tab D.12).[7]

- Changes in MES regulations also had an impact on the ability to retain faculty. 60 small schools (24%), 26 medium level schools (14%) or on the average nearly 20% of the schools lost the position of Dean (deputy principal); 24 small schools, 44 medium level schools and one big school reports reductions in teachers. In fact, 34.1% of schools under 160 and 37.0% of schools between 160 and 1500 students had to let deans and/or teachers go as the result of the new regulation. However, the merits of this assertion of the principals need to be examined with caution for three major reasons:
  - Only 19 (7.7%) of 246 schools with fewer than 160 students reported cuts in their funding, and only 59 (30%) of 193 schools with more than 160 students reported cuts, with the ability to provide multiple responses. On a comparative note, 170 (69.2%) of schools with fewer than 160 students received added funding.
  - Only 115 (29.4%) of 438 principals of schools all size listed ability to pay adequate salaries as an activity that the state budget did not adequately finance (far behind additional lessons or circles for students (53%), classroom renovations (44.9%), and teacher training/professional development (48.3), and
  - In the field visits the team members found that some schools were heavily over-staffed and their principals wanted to reduce the number.
- In keeping with the perspective of the principals, mentioned immediately above, that classroom renovations were among the areas for which the state budget was inadequate, building repairs, purchase of equipment, and purchase of additional learning materials (each being listed over 45% of the time) were by far the most significant ways in which schools employed their added funds, with professional development, the next most mentioned area, being far behind at 17%.
- 187 (42.7%) of the principals stated that the school financing was inadequate to allow them to hire highly professional, competitive teachers. However, it is not known whether they would have been able to do so under previous funding structures.
- **Opportunity costs.** The smaller and mid-size schools are most prone to opportunity costs because they are not in a position to offer students the same range of curricular offerings, particular with respect to language instruction, as the larger schools and, therefore, lose students to them. The principal of one school in Telavi which could not offer Russian reported having lost 134 pupils in a single year to a larger school that offered Russian.[8]

There seems to be uncertainty among principals as to the range of acceptable variations among categories for budget breakdowns.

[7] A note for information. As USAID/Georgia is probably aware, in the past several missions in other countries in the region (e.g., Armenia and Macedonia) have supported retrofitting of schools, especially those in rural areas, as a means of skills development and income generation.

[8] Since the electronic EMIS now tracks transfer students, it could be worthwhile for MES to request a report of a sample of larger schools to learn about the schools from which students transfer into them.

Major Question #3: Has institutional capacity in the education sector (MES, schools, etc.) improved as a result of policy changes?

Summary: In responding to this question, changes in policy and changes in procedure should be taken together, and the answer to both is "yes." Principals now have rather greater flexibility, policies and overall funding permitting, to allocate resources where they feel they are best used at their schools.

a. Has the use of data made the MES operations less time consuming? Has it decreased the number of transactions from the MES to schools?
b. Are there departments at the MES (e.g. financial, coordination, EMIS) that operate more effectively as a result of EMIS operations? How could these changes be measured/ evaluated?
c. Do schools provide more and better quality information to the MES which helps in further planning of resources?
d. Have policy changes enhanced autonomy of school? What improvements have the schools made as a result of better financial and accountability policies?
e. Could the new policies implemented (brought around by the EMP project) provide long-term sustainable management/leadership improvement in schools, ERCs, and the MES?

Findings

- **MES operations are less time-consuming.** Even though schools may be required to report on some matters more frequently than previously, the fact that filings can be made electronically and generally without the need for hand-delivery of documents has significantly eased the workload on school administrators and on ERC staff. Data questions are more easily identified at origin and at the ERC, and any associated issues, such as eligibility of individual students and staff for particular coverages, can be much more readily resolved. It is not clear whether there have actually been fewer transactions between MES, the ERCs, and schools – Dataset Tab E.6 suggests that there has been a definite drop in communications on finance matters and that e-mail messages have largely taken the place of telephone calls, but the transactions that have taken place have generally not been as labor-intensive at any level.
- **Various departments at the MES, and at ERCs and schools, operate more effectively as the result of the electronic EMIS.**
    - When compared with the manual system that was in place in year 2009, the EMP investment in EMIS institutionalized an electronic EMIS system and linking with the civil registry. This has brought the biggest measurable change in wrong entries in school registers. Over 100,000 wrong registrations have been cleaned up. If this is multiplied by the per student unit cost, EMP investment in EMIS saves over US$3.5million to GoG every year.
    - Financial transactions still take place only twice a year, but the use of the EMIS has made it much easier to transfer funds from one budget item to another.
    - Principals have become better able to project their school's financial needs more accurately. The head of the MES Budget Division advises that approximately 80% of

requests for added funds are approved. During calendar year 2011, 287 schools with fewer than 1,500 students received a total of 3,979,029 Lari; during calendar year 2012, 210 schools with fewer than 1,500 students received a total of 2,336,887 Lari. We believe that it is fair to assume that the financial management training provided by EMP combined with greater experience by principals in budgeting played a major role in the sharp drop in number of schools receiving added funds (36% fewer) and in the 41% drop in the amount of additional funds provided.

- Because financial reports, SIS reports, and submissions for special funding such as IDPs, socially deprive students, etc. can be made on-line, MES can respond in a much more timely manner.
- The MES budget division claims that its operational efficiency has significantly improved.
- It should be noted, however, that ERCs and some principals and school accountants report that they have only limited access to the EMIS, in some cases due to lack of connectivity. Greater access could result in a better understanding of particular issues in broader contexts.
- As noted above, about 40% of the school principals indicated that there is more e-mail communications than before and a decrease of telephone conversations indicating a shift for more reliable communications between schools, ERCs and MES departments.

- **Schools do provide more information, and information of better quality to the MES.**
  - Information that historically had been collected only a couple of times a year is now collected much more frequently, and data as to current enrollments, both summative and individual, are available in real time.
  - Financial reporting is both more accurate and more up-to-date; this is the case both for general financial reporting and for reporting on eligibilities for particular allowances.
  - Schools are now able to order specific textbooks on-line and also to determine how many students are eligible for free textbooks, which presumably both simplifies the overall MES workload in arranging for deliveries of textbooks and helps to ensure that the proper number of textbooks are ordered.
  - There is far greater reliability in data even on the basic demographics of the school system since in practice it is no longer possible for an individual student to be enrolled in more than one school at the same time, a factor of significant importance when school funding is based in part on reported enrollments. 314 (74%) of the 423 principals who actually responded to the question stated that the information they now provide is more reliable than before the implementation of the EMIS (Dataset Tab E.3).

- **The newer policies *have* increased the autonomy of individual schools.** Principals do enjoy having greater flexibility to realign budgets:
  - Although salaries are set by the MES, nine of the schools with fewer than 1,500 students used the added funds to hire more administrative staff and/or faculty. Schools cannot spend more than 87% for salaries (Dataset Tab D.8).
  - When schools are operating in a deficit, as many principals believe they are, in practical terms they have little opportunity to enjoy autonomy.

- In practice, according to the principals interviewed, many Boards of Trustees tend to exercise little actual oversight over school budgets. However, 64% of the school principals indicate EMIS helps them in increasing cooperation and coordination with the BOT.

- **Sustainability of management at different levels.**
  - There tends to be a high level of turn-over at the senior management levels of MES, as evidenced in part by transfer of senior personnel following the parliamentary elections. Overall sustainability of EMP efforts will inherently be affected to a greater or lesser extent by political factors external to EMP's initiatives.
  - Based on the growth both in numbers of personnel and in their capacity, the EMIS should continue to thrive and be increasingly effective
  - Most of the principals of schools are over age 60 and many are likely to be retiring in the next several years. EMP and the Teacher Professional Development Center have developed training packages for new principals, with associated certification mechanisms, and the ISU M.Ed. program in educational administration should also help address the forthcoming shortages, but it is not clear whether the MES' plans to replace the retiring principals will adequately address the need.

Conclusions

EMP's activities to strengthen broad-based institutional capacity within MES have been successful and should be expanded upon. However, MES should revisit the restrictions on the proportions of formula funds that can be used for different line items.

Major Question #4: Does the M.Ed. program provide up-to-date knowledge and applied research skills to be useful for future leaders of education sector?

Summary: This section incorporates the perspectives of members of the evaluation team, ISU M.Ed. faculty who took part in the focus group, UCLA's Professor Val Rust, and 40 of the 106 past and present students who have been enrolled in the M.Ed. program, plus documents such as the Self-Assessment Report.

The program is considered to be of high quality and presenting current scholarship. There have been a number of activities implemented jointly by UCLA and ISU, specifically including research for peer-reviewed journals and conferences, adequate and appropriate quality assurance mechanisms are in place, and the program is in the process of being replicated at Batumi State University. With the exception of the facility and internships (which some respondents had not had the opportunity to experience yet), on all parameters surveyed participant satisfaction level was at or significantly above 90%, and 80% of program graduates felt that the M.Ed. program stated that reality "absolutely" met their expectations. However, while the program was explicitly designed so that future sustainability would not be inherently reliant on USAID assistance, systemic cuts in GoG funding for higher education can pose challenges. Also, only 40% of participants state that they intend to continue their careers in the

public education system (although presumably alumni could be seeking careers in, e.g., higher education) (Annex H, Chart 10).

a. Is the education management program at ISU of high quality?
b. How have credentials of the professors and programs enhanced?
c. Are reliable quality assurance mechanisms in place?
d. Is the program sustainable enough to continue operating after the project phase-out?
e. Are graduation papers of good quality? What knowledge areas have students applied while developing their graduation papers?
f. Do training graduates have knowledge of contemporary school management and leadership?
g. Do they apply these skills in their work places? Have they brought changes in the management in their work places?

Findings

- Up-to-Date Knowledge

  Documentary Reviews, focus group discussions, feedback from UCLA academics provide sufficient evidence to support that the M.Ed. program supported by EMP provides up-to-date knowledge. Courses have been designed or reviewed and revised with the involvement of UCLA acclaimed academics and reading material were chosen with quality considerations and translated e-versions were made available to the students.

  1. Members of the evaluation team and M.Ed. focus group faculty evaluated materials for the M.Ed. Program positively in terms of their content and in terms of the correspondence with the modern tendencies (new/most recent editions). 85% of program participants agreed that they had received appropriate learning materials, which includes Georgian translations and electronic versions of the textbooks. The annual update of the curriculums and integration of new teaching materials in them also indicates high quality of the teaching materials. However, there are certain glitches regarding the program materials. Specifically, in the process of selecting the books, some of the desired books as well as articles by different leading academic professionals and other materials that were requested later, after the start of the program could not be translated due to time constraints.
  2. Focus group faculty members considered a majoradvantage of the learning process of the M.Ed. Program as being efficient internal communication, as a result of which the content of the program is planned jointly (making sure that the theoretical and practical courses correspond, that overlapping courses are eliminated) and courses are brought to accordance with the necessary competences of the students, which guarantees the maintenance of the program quality. The successful functioning and maintenance of the program's quality are also supported by the existence of the evaluation system, in the scope of which students evaluate the courses and the lecturers and also lecturers perform a self-evaluation.

- **Faculty Capacity Built**

The EMP interventions have certainly enhanced the capacity of the faculty of education at ISU. EMP interventions affiliated the faculty of education at ISU with the School of Education of UCLA The academic staff of the M.Ed. Program was composed by comparatively young lecturers who had studied for M.A. degrees abroad; however, the majority of them had not attained their PhD degree. The UCLA professors actively participated in the improvement of qualifications of the academic personnel. Specifically, UCLA carried out the following activities in this direction:

1. Consultations during curriculum composition – UCLA professors held consultations with the academic personnel of the program at the stage of program planning, e.g., the scope of which individual courses that would potentially constitute the program were selected, curriculum structure and content of the individual courses were discussed and textbooks were selected.
2. Working visit to UCLA – a 10-day visit to UCLA was planned for the academic personnel. While ISU faculty viewed this positively, nonetheless they felt that it had a general, introductory character and was not aimed to address specific interests of the individual lecturers and further because the visit took place during the vacation period, the visitors could not be actively involved in the teaching process.
3. UCLA professors supporting the professional development of the assistant professors – UCLA professors supported Georgian assistant professors in writing articles and offered them the opportunity to co-author articles. This is especially important, since the assistant professors involved in the program need to publish articles in the internationally recognized journals in order to receive their Ph.D. degree. It was noted that there are specific topics on which it is planned to prepare articles together with UCLA professors. However, at the same time, some of the focus-group participants think that this work was not systematic. Focus-group participants also talked about the old age of the professors, which made it challenging to continue/prolong the existing connections with UCLA. UCLA's Professor Val Rust, however, states that UCLA intends to continue informal relations at the least.
4. Trainings and seminars – Focus-group participants recalled a research initiated by the UCLA representatives, that constituted a qualitative survey of the students and focus-groups and interviews with the lecturers, based on the results of which, trainings and seminars were organized on the topics that appealed to the assistant-professors. All faculty members of the Education Unit have received inputs from UCLA.
5. All ten translated e-books are recent books that are used in U.S. universities in similar courses and these would enhance the capacity of the faculty. The manual of academic writing which serves as a core instrument for adjusting the master's research papers to the program internal and external evaluation criteria was also developed within the EMP.
6. Four of the academics are now enrolled in Ph.D. programs: one is at Columbia University and will be away for three years; one is at the University of Florence and out

for three years; one will go to UCLA for a semester but continue on a Ph.D. program; and one is enrolled at Ohio University, mostly on-line;
7. Although some academics are on study leave, ISU says that they will continue teaching on-line.

UCLA's Professor Rust states that Batumi State University is interested in replicating the ISU M.Ed. program, and USAID advises that this replication is taking place.

- **Quality Assurance Mechanisms are Effective**

ISU has a quality assurance mechanism in place and this was further supported and was geared to make use of by the EMP and UCLA interventions. There is a two-way evaluation mechanism set up by ISU to assure the quality of the Master's Program; one at university evaluation and internal evaluation.

1. The university evaluation implies evaluation of the university's quality control department, which determines program curriculum and teaching quality adequacy with the accreditation requirements and with inner standards/codes of the university. Based on the university evaluations, the program administration receives feedback, which makes it possible to bring the program into accordance with the accreditation and university's internal requirements.

2. The internal evaluation of the program reviewed three main components: (i) survey of students, as a result of which the lecturers as well as the courses are evaluated, (ii) self-evaluation of the academic personnel and (iii) board meetings, which is a relatively new initiative where the board members are program lecturers as well as students and secondary school representatives. The board is partly considered to be a replacement of the evaluation system that existed in the management conditions of Chemonics.

- **Tools for Graduation Papers Quality Improvement**

The students group research work led to the writing up of a graduation paper by a group of students on agreed topic areas. The process followed ensured the quality of their research work.

1. The Master's thesis evaluation system, which is one of the main mechanisms for the assurance of their quality, is composed of several components: (i) evaluation of the work by the thesis advisor and by an independent professor, (ii) thesis presentation and (iii) evaluation of participation in the study process, in the scope of which the thesis advisor and research advisors evaluate participation of each student, group member students evaluate each other and educational institutions involved in the project (preschool, secondary school, university) evaluate the students who are working with them. The ISU faculty consider this system to be optimal and objective, since, on the one hand, the evaluation process incorporates all involved parties (lecturers, students,

preschool/secondary school/university) as well as the independent examiner/evaluator, and on the other hand, the executed work is evaluated taking into consideration all the aspects (the thesis, participation of each student, presentation).

2. Conference presentation of students of their work for assessment is also positively affected the quality of students research papers. Students presented their work to an audience which is constituted by the individuals involved in the education sector (teachers, principals/secondary school directors, representatives of the Ministry of Education and Science, representatives of vocational centers, university employees).
3. Student portfolios is a mechanism for student evaluation of their electronic portfolios. Individual portfolio of a student encompasses course works, research projects and the final thesis. The existence of such portfolio was considered to be quite an effective form of passing-on the professional competences to an employer.
4. Topicality/prevalence of the Master's thesis topics – the mechanism of the Master's theses topic selection guarantees the topicality of the work, which can be regarded as one of the indicators of the quality of graduation papers. Several participants in the M.Ed. student survey felt that more papers should be on management and administration.

- Upcoming Challenges and Program Sustainability

Research results reveal that the sustainability of the master's program may be endangered to a certain degree due to several reasons.

1. In recent years the funding for universities has been cut back. This reduction of support means that on its own, the university system could not provide adequate funds to the faculty of education to meet the level of funding the institution received from EMP. While the ISU faculty were not supported by UCLA's sub-contract, an explicit factor in development of the partnership, with the reduction of funding, financing of student research and offers of scholarships and grants will become increasingly difficult to be maintained.
2. The faculty had only ten academic staff, and several of them are now on full-time study leave and affiliated to universities abroad. Although they are committed to teaching on-line, there will be a gap of providing full time supervision and mentoring of student's work. Filling the gap of additional support from UCLA when there are fewer academics to attend the M.Ed. program would definitely be a constraint on sustainability particularly the qualitative aspects of the program.

Conclusions

1. With EMP/UCLA support, the M.Ed. program maintained high quality through continued program reviews, evaluations, conference presentations and up-grading of the young academics. However, the linkages with the professors from UCLA who were engaged in the processes may lapse over time.

2. Quality assurance mechanisms were in place and those have happened as scheduled ensuring higher quality of the program. However the program has not yet developed a strategic plan which could help ensure the long-term vision of the program development.
3. Students with financial assistance from the program managed to do their research work keeping to the expected processes and procedures of the MEd program.
4. However, the program is faced with serious limitations and constraints due to shortage of funds and several academic staff being on study leave.
5. The faculty talk about the need to broaden the program context in order to respond more effectively requirements of all students.

Major Question #5: How have the short-term in-service programs supported the better management of schools?

Summary: Virtually all of the 390 surveyed principals who took part in the financial training found the program to be "good" or "very good." Some 99% of schools now submit their financial reports electronically at the least, while many also submit them manually, and the number and nature of errors seems to be diminishing. As discussed under Major Question #3 above, principals are becoming increasingly capable of determining their school's budgetary needs accurately. The EMIS training has been effective,

a. What is the quality of short-term in-service training programs?
b. Are trainings institutionalized and sustainable?
c. Do school principals apply the new skills to improve their job performance?
d. To what extent has the management capacities and performance improved at the school level due to the in-service support programs?

Findings:

- The short-term in-service program in financial management is considered to be full and useful by the majority of the principals interviewed; furthermore, the materials of the training are still in use.
- The training of ERC accountants on financial management ensures institutionalization of the in-service training for the school principals (and school accountants) which is regularly provided by the financial staff of ERC.
- As discussed above under Major Question #3, the MES budget office reports a sharp drop between calendar year 2011 and calendar year 2012 in the number of schools for which supplementary funds have been granted and in the amount of money granted. (In each year, approximately 80% of schools requesting additional funds had their requests approved.)
- The school principals have more intensive relations with ERC rather than with EMIS or MES to resolve the problems or clarify issues related to financial management or reporting.
- The majority of principals are able to manage the budgeting, financial reporting electronically; however, medium and small size schools are more likely to receive the comments and notes from the ERC about the budgeting.
- Even if 99% of Batumi, Kutaisi and Tbilisi principals find the short-course training in effective school leadership for school principals, which encompassed information on the principal's

standard valuable, they indicated that they need more professional development training to be able to pass the certification examination.

a. Output One: Quality of Short-term Training:

From the quantitative survey, virtually all of the 390 school principals who participated in the financial management training found the quality of the short-term training, and its constituent components, to be "good" or "very good" (Dataset Tab A.2). Over 97% of the 390 School Principals who were interviewed have indicated the overall training was "good" or "very good," and over 40% have indicated the training was very good. They indicated that they received the training manual and handouts during the training. 99% of the school principals indicated the training material, training methodology, and trainers were good or very good. 98% indicated the training provided complete information and met their needs.

Over 92% of the school principals have indicated the 'School Financial Course Manual' and the 'Handouts' provided to them at short-term trainings were either good or very good and is useful of understanding the funding formula, financial accountability, maintenance of finance records, electronic submission of reports, purchasing procedures and completeness of finance management. However, about 7% have indicated the material was weak and about 1% could not remember. Only 80% indicated that they received training on the revised funding formula of 2011, and this is because about 47% of the school principals received the training before January 2011, before the revised formula was introduced. More importantly, over 92% of the principals have indicated that they refer to the training manual and handouts when clarifications are needed in the preparation of the monthly, quarterly and annual reports; and the annual budget.

Training standards for school principals were introduced while the training was going on and 87% of the school principals have indicated that they received the training on standards and 4% indicating that did not receive the training and 9% could not remember.

b. In-service Training is Institutionalized

EMP has successfully institutionalized the in-service training on EMIS and Finance Reporting. In-service training on finance management and EMIS is institutionalized at ERCs. Since the ERC is the district level resource center with direct linkages with the Ministry of Education, with regular budgetary provisions, the in-service training is sustainable. In-service training will continue to be provided with government budget on needs basis to school principals and accounting personnel by the ERCs.

EMP provided training to the ERC accountants on finance management, and the ERC accountants have been conducting training for the school accountants. The project provides training for all school principals on financial management and in three districts on effective school leadership. ERC officials positively evaluated both finance management and the leadership trainings conducted for the school principals. According to focus group discussions

with ERC officials, the number of mistakes the schools make in EMIS and finance reporting has significantly decreased as a result of the trainings.

Eighty-four percent (84%) of the 441 school principals responding indicated that the ERCs can support them when they need assistance (Dataset Tab C.3). The electronic submission of all reports is directly linked with the EMIS operational system. The computers and internet as well as the software are provided to schools through the EMIS. EMIS also has a field officer stationed at every ERC to support schools on EMIS data recording and submission. ERC also has an Accounts Officer who is provided with the necessary training by the project to train all school accounts officers/personnel. Finance Reporting and Operational difficulties are sorted out with ease due to the established linkages between schools and ERC, particularly with the EMIS Officer and Accountant at ERC. The survey data indicates that only 5% of the schools were asked to furnish additional information by ERC and the schools also could furnish such information with no delays. Indicating, that there are a few schools where additional support may still be needed, yet ERCs do provide the necessary support to schools for them to be able to manage EMIS data, finance reports and annual budget meeting the critical time lines.

School principals turn to ERC more than to the Ministry to resolve issues. Over 66% of the school principals indicated that they turn first to ERC to address issues rather than to EMIS, MES or any other authority (Dataset Tab E.8). This is indicative of the fact that management capacity in most of the ERCs is enhanced and institutionalized and school can depend on ERCs to address issues when such consultations are needed.

c. New Skills in Practice

The effectiveness of training is in the practice of new skills acquired in the short term trainings. Almost all (99.5%) of the school principals of small, medium and large schools have indicated that they submit monthly, quarterly and annual finance reports and the annual budget on time and 43% of school principals take no assistance of ERC staff in the preparation of the reports. About 55% of the schools do take ERC assistance when required in the preparation or correction of these reports. Over 75% of the school principals of small, medium and big schools indicating that they do not face difficulties in the preparation of the monthly, quarterly, annual reports and annual budget, over 80% of the principals of the three types of school sizes indicating that they do not face any difficulty in the preparation of the quarterly and annual reports and annual budget. This indicates that new skills are in practice and ERC's assistance is available when needed and 99.5% of the school principals manage to report on time. 84% of the school principals indicate that the ERC are capable of assisting the schools when needed.

However, there are several observations that need to be taken note of as existing limitations. It is reported that only 38% of the schools indicated that ERC do not ask to make any changes in their reporting. Though 67% of the big schools reported that ERC did not request corrections, about 10% of the big schools had to make changes as they exceeded total budget and the budget for staffing. ERC interventions were more to the small and medium size schools, and these mostly related to budgeting and correction of typographical errors. In general 6% of the

schools, 8% of the small schools, indicating the lack of internet facility as a limitation for their finance reporting. About 4% of the schools in general, 5% of the small schools, indicate technical problems, mostly relating to computer and internet as a limitation to their finance reporting. Thirty percent of the schools submitted finance reports electronically only and 69% submit the reports both electronically and manually, for a total of 99% submitted electronically at the least (Dataset Tab C.4).[9] We understand from meetings with principals that some ERC would like to have the manual submissions hand-delivered. MES might wish to determine whether manual submission, particularly hand-delivery, is the best use of staff time.

e. The Management Capability of School Principals has been Enhanced

Data indicate that over 99.5% of the school principals could submit financial reports on time that are both more accurate and more up-to-date. This is the case both for general financial reporting and for reporting on eligibilities for particular allowances.

Over 90% of the school principals have submitted the EMIS data to EMIS department during the specified April-May 2012 period; and only 10% have not submitted reports within the specified time fame. In the last three year period, gradually the capacity of the school in submission of reports has increased. Only 80% of the school submitted EMIS reports on time in year 2010 and this percentage increased to 85% in 2011 and 90% in year 2012. Further the data indicates that over 85% of the school principals did not consider the preparation of EMIS data for submission takes too much of school time. Also these schools indicated that EMIS data is readily available in school. These indicates that the management capacity of the school principals were enhanced during the project period.

Communications between the Ministry and schools have increased but mostly it was the e-mail communications that was increased; 45% of the principals indicating the telephone communication decreased between the Ministry and the schools. These data also indicate the changing management patterns along digital media with reliable documentation.

To resolve issues, school principals turn to ERC more than to the Ministry. Over 66% of the school principals indicated that they turn to ERC to address issues than EMIS, MES or any other authority.

In the focus group discussions, it was learned that schools are now able to order specific textbooks on-line and also to determine how many students are eligible for free textbooks, which presumably both simplifies the overall MES workload in arranging for deliveries of textbooks and helps to ensure that the proper number of textbooks are ordered.

46 school principals in the Tbilisi, Batumi and Kutaisi districts were asked whether they had received the training on 'Effective school leadership for school principals.' 36 of them did have

[9] There is, however, an inconsistency between the great number of principals who report that they file electronically and the number of schools which report an absence of working computers (Dataset Tab E.5).

the leadership training (Dataset Tab F.1). 92% of those who received the training indicated that they received the information about the standards. However, although the short-term training had no direct training on leadership, many areas related to the strengthening of capacity in financial management were been covered by the training, such as hiring of teachers, staff and other personnel, management of school under the financial limitations such as heating of school, hiring of teachers and personnel, obtaining additional funding, etc. Therefore, this question can be examined along such variables as well. Overall, 24 of the 46 principals surveyed had passed the principal's certification examination, although for 13 of them it was in 2007 (Dataset Tab F.7).

Additional Matters Reviewed

The data indicated that there may be a larger percentage than believed among the principals without proper certification as a principal. Out of the 46 school principals in Tbilisi, Batumi and Kutaisi asked about certification, 45% have not passed the certification examination for principals, and 13 of those who did pass did so in 2007. The percentage with certification could be even less in other, remote districts. 67% of the principals who received the effective school leadership training indicated that they need more professional development training for them to be able to pass the certification examination.

Conclusions

1. In general the EMP short-term in-service programs has been effectively supported the better management of schools.
2. Over 90% of the school principals rated the EMP short-term training as satisfactory. Interview data clearly indicates the school principals can manage monthly, quarterly and annual reports and the annual budgets with minimum or no assistance from the ERCs.
3. The management skills of the school principals are enhanced and in-service training system is successfully institutionalized and mainstreamed for sustaining.
4. However, a systemic transformation would not work 100% in a shorter period of time such as the three years of the EMP. In general there are about 6% of schools and 8% of school principals who need further support with training and equipment.
5. Moreover, based on the sample, the school system seems to have over 45% school principals who are not certified school principals, and this needs to be addressed by the authorities for better systemic performance.

RECOMMENDATIONS

EMIS Recommendations

1. EMIS should produce an e-catalogue and expect the end users to make use of it. This will likely be used by the schools, ERCs and other educational institutions. However, it is unlikely that the senior policy makers will themselves make use of it. Therefore, it is advisable for the EMIS to have a dissemination seminar for the senior policy makers to bring most important trends and findings to their attention.

2. The fate of EMIS depends on the technology, equipment and the EMIS professionals who manage the system. Unless the systems are up-dated on regular basis and the Human Resources are enhanced with new skills, what is achieved by EMP investment may not be sustained to do its expected functions effectively. Therefore, we recommend that EMIS prepare plans to upgrade its physical/technical infrastructure and its human resources in order to maintain its achievements and to become more effective and efficient in its delivery of services.
3. There is a need for better training of people to do academic data entry at the school level. Although schools are authorized to hire "information managers," as a means of cost-control this work is typically being done by teachers, who to date have shown little interest in strengthening their IT skills.
4. Although an electronic format is made available to schools, most of the schools whose principals were interviewedare not maintaining the student academic performance records. To be more useful to support academic standards of the students, the EMIS needs to pay more emphasis to enhance skills of the school principals and the assigned database managers on priority basis.
5. There is a need to develop and refine protocols that ensure more accurate and consistent entry of data.
6. Given the strains that registration of new 1st graders places on the EMIS server, if it has not already done so, the EMIS unit should consider whether its server network is strong enough to deal with the significant added work that will be called for when more and more schools start inputting the academic performance data for individual students. (Note: We understand that EMP was opposed to this use of the EMIS; however, it is an environmental factor that can affect the performance of EMP-supported EMIS functions.)
7. ERC staff should be given more access to the EMIS.
8. The EMIS recognizes the value of linking its system with a GIS and we understand that work to do this is under way. We feel that linking education data with a GIS should be encouraged, but we encourage MES plan to assure that education data be capable of being integrated with, and be compatible with, data for other concerns, such as provision of public health services, census and socio-economic data, etc. as well.

Educational Administration

1. As things stand now, based on the quantitative survey, most schools with enrollments under 700 do not have adequate access to financial resources to cover administrative/support costs.
2. More attention needs to be paid to the adequacy of funding for winter heat.
3. Large numbers of principals of small and mid-size schools report that the new funding formula has forced them to reduce staff. On the other hand, a very high proportion of schools, especially those with fewer than160 students, received increases in funding, in some cases very substantial ones, and from the observations of the evaluation team, some schools seem to be overstaffed. MES should determine what the actual student-teacher ratios are in the schools in order to provide guidance as to whether the funding formula should be revisited.

Equity Recommendations:

1. Beside physical parameters, equity issues need to be examined in light of learning outcomes and learning achievements for an education system to gain efficiency. There is a need to collect performance data at suitable intervals from selected grade levels and address the disparities and inequalities causing such situations
2. Even through the new financial formula, which is based on valid data provided by EMIS, is a very positive development for ensuring education quality and equity, further refining of the financing system to ensure even greater compliance with Millennium goals is desirable.

Long-Term Institutional Capacity Recommendations

1. A significant number of principals are likely to be retiring in the next several years, and, based on the survey data, a significant number of current principals also do not have the formal qualifications for them to serve in their position. Only 40% of the ISU M.Ed. participants interviewed indicated that they planned to continue their careers in the public schools, and 18% declined to answer at all. MES should take continuing steps to review its plans to replace and/or improve the capacity of the school principals.
2. Consistent in-service trainings addressing the gaps identified through the evaluation and concerning the effective management, budgeting and working with EMIS applications should be provided for the principals;
3. The communication tools for more effective data and information transmitting should be further developed, the principals need to have clearer insights into the functions and responsibilities of ERC, EMIS and MES.
4. The small and medium sized schools need to have more specific, problem-based training seminars in order to cope with the requirements of MES and better address the challenges related to school finance, staff, student academic performance data and overall effective management.

M.Ed. Program Recommendations

1. ISU should seek to identify mechanisms to replace characteristics of the M.Ed. program that had been covered by EMP, such as access to materials, professional development of its faculty, support for the students and support for the students' research, etc.
2. ISU and USAID should work together to strengthen the faculty with a Fulbright professor while faculty members are pursuing advanced studies outside of Georgia and until they return with full academic credentials. A visiting professor could provide support to the faculty to sustain the quality of the program.
3. Since Batumi State University is in the process of replicating the ISU M.Ed. program, the two institutions should coordinate their research activities to limit unnecessary duplication.

Short-Term Training Recommendations:

1. The ERCs should be mobilized to identify the schools and the school principals who need further support in financial management and leadership development.
2. The EMP trainings in financial management provided to essentially all surveyed principals as well as the training in effective leadership provided to selected principals has had a significant positive impact on managerial capacity of the school principals. It should be continued and expanded.
3. At least based on the principals sampled, there is a strong probability that in the fairly near future there will be a shortage of principals who are appropriately certified. MES should take steps to address this shortage both through the M.Ed. programs and through systemic and systematic strengthening of short-term training for serving educators.

ANNEXES

Annex A. Evaluation Scope of Work
Annex B. Evaluation Design and Work Plan
Annex C. Data Collection Instruments
1. *Interview Questionnaire – Principals*
2. *Interview Questionnaire – ISU Participants*
3. *Focus Group Guidelines – EMIS*
4. *Focus Group Guidelines – ERC Representatives*
5. *Focus Group Guidelines – ISU M.Ed. faculty*

Annex D. Focus Group Findings
Selection of Focus Group Participants
1. *EMIS*
2. *ERC*
3. *Ilia State University - M.Ed. Program*

Annex E. Perspectives from Prof. Val Rust, UCLA
Annex F. Individuals Interviewed by Evaluation Team Members
Annex G. Quantitative Report – Interviews with Principals
Annex H. Quantitative Report – Interviews with ISU M.Ed. Students
Annex I. Outbrief Presentation
Annex J. Conflict of Interest Disclosures

Task Order # AID-114-TO-12-00004
AID-RAN-I-00-09-00016

SECTION C - DESCRIPTION / SPECIFICATIONS/STATEMENT OF WORK

Performance Evaluation of the EMP project
July 23, 2012

I. Summary of the project to be evaluated

1.	Name of the Project to be evaluated: (EMP)	Education Management Project
2.	Project Number:	AID-114-C-09-0000
3.	Project Dates:	June 9, 2009-June 9, 2012
4.	Project Funding:	$5,720,663
5.	Implementing organization/:	Chemonics International
6.	Contracting Officer's Representative (COR):	Medea Kakachia

II. Purpose of the Evaluation and Its Intended use

The purpose of this award (the evaluation) is to examine whether the EMP project (details below) was effective in achieving its results in terms of introducing the new formula for school financing, developing the Education Management Information System (EMIS) for the Ministry of Education and Science (MES); and establishing the first Master of Education (M.Ed) program in a Georgian university. The evaluation should look at what changes were brought by the project's results for the target institutions (schools, the MES, etc); whether the project has affected behavior of policy makers (in terms of using the EMIS data) and master's program graduates and project trainees (in terms of using the skills and knowledge obtained.)

USAID and education sector stakeholders will use the evaluation results to understand the current state of the management of the education system in Georgia and changes brought about by the project. The evaluation results will be useful for USAID in its implementation and further planning its activities in the education sector. With similar purpose, the results of the study will be shared with other stakeholders locally – the MES, Education resource Centers (ERCs), universities, other donors working in this area, and interested NGOs.

Finally, evaluation results will also be used for reporting purposes to Washington-based stakeholders.

III. Summary of Specific Technical Requirements

The Contractor shall:

- Meet with USAID within three days of arrival in country and provide deliverables (detailed evaluation design and the work plan) as described on page 14 (under VIII. Deliverables).
- Conduct evaluation of EMP in accordance with the USAID-approved evaluation design and the work plan.

- Provide evaluation report to USAID in accordance with Reporting Guidelines described on page 15.
- Meet with USAID for out brief as noted on page 14 (under VIII. Deliverables).

IV. Background of the project to be evaluated

The goal of the Education Management Project is to build management capacity of the Government of Georgia (GOG) to lead education reforms. Two major objectives of the projects are:

Objective 1: Improvement of long-term institutional capacity in Georgia to better manage the education sector

- Assist Ilia State University (ISU) to establish M.Ed Administration degree program in their Department of Education for training educators who wish to pursue a career in general or higher education management and administration;

- Establish a cooperative partnership between ISU and the Education Department of a leading University to enhance faculty development, curricula development, and access to current educational information and resources;

- Provide short courses of training and re-training to school principals and education administrators and select the training provider through a broader consultative process with the MES and other education stakeholders;

- Provide technical assistance and training to ERC staff in the areas of resource management and administration contingent upon passage of reforms that empower ERCs and schools with greater management responsibilities and accountability; and

- Strengthen the linkages between training education administrators and MES educational policy analysis and decision-making by encouraging M.Ed students in Education Administration to develop master's theses on topics relevant to the Georgian educational system.

The following are expected results for this component:

- Strong training and academic degree program of education administration established at ISU;
- At least 120 students enrolled in the two-year M. Ed Administration program;
- At least 70 students graduate the two-year M.Ed Administration program;
- ISU students and graduates develop at least 50 Education policy studies and research papers relevant to Georgia's education reforms, contributing to the creation of a local expertise in policy and administration;
- At least 2200 school principals trained through short-term training programs in Education Administration and management;

Objective 2: Supporting effective education policies on management and finance through support to the Ministry of Education and Science, MES educational agencies, and ERCs
The contractor provides expert advice and technical assistance for the following interventions:

- Provision of technical assistance and expertise to the MES in education financing, including national financing formulas, in order to increase school budgets for regional and minority needs, teacher compensation, program or facility improvements, and other operating expenses;

- Provision of technical assistance to the MES in education administration reform in order to improve decentralized management systems through performance evaluation and accountability of school principals;

- Provision of technical assistance for further development of the EMIS in order to improve informed policy decision making. Conduct a pilot of an enhanced EMIS data collection effort with selected schools and ERCs;

- Provision of training to the MES' EMIS division on data collection and recording techniques and data analysis in order to help them utilize EMIS system capabilities effectively.

The following are expected results for this component:
- Financing formulas for schools are adjusted to provide more funding for minority and geographically remote schools, more competitive teacher compensation, program or improvements, and other operating expenses;
- Schools have clear accountability mechanism to communities and the MES; ERCs are empowered to support school accountability system;
- EMIS is functional and produces reports to inform policy decision making;
- EMIS department at the MES is strengthened to carry-on the data analysis independently.

The program design was built on the following development hypotheses:

HI: More reliable and comprehensive education data and analyses improve equity and enhance institutional capacity in the education system.

HII: Quality academic and short-term in-service training programs provide substantial professional cadre to the system of education to improve its management and leadership

HI: More reliable and comprehensive education data and analyses improve equity and enhance leadership in the education system.

- The project created education data system – EMIS - for the MES to collect statistically significant data on Georgia's a) education expenditures of schools, b) school enrollment, and c) school personnel, i.e. principals, teachers, administration.

- The project also created the data program on student attainment and has piloted it in approximately 700 schools of the three large cities Tbilisi, Kutaisi, and Batumi). This piloted data program is a platform for the MES to build the complete data system of students' attainment for the whole country in 2012-2013.

- The use of EMIS data has already brought in an important policy change in 2011:
  - The EMIS reports have indicated that the old formula for per-capita funding was leaving the significant number of schools (approximately 40 percent of all schools in Georgia) out of resources for teacher salaries; this has led to the revision of the funding formula using the correct student enrollment rates from the EMIS. As a result, all schools in Georgia will have at least a minimum budget to cover the teacher salaries, administrative cost, and additional operation costs in accordance with the requirements of the national curriculum[1].
  - EMIS data is being used to re-design the class-compacts in rural and mountain area schools with the small contingent of students;
  - It is being used to calculate the need for administrative and teacher resources in the multi-campus schools, ethnic minority and multi-lingual settings and in schools for special education;
  - The Geographic Information Systems (GIS) model of the EMIS will be used by the MES to estimate the need for school buses, school repair/close/opening, and other important decisions which could be life-saving for many rural communities.

- The project together with the MES had created and trained a team of EMIS experts and specialists, who will be able to independently collect the EMIS data and produce reports.

- The small EMIS Department at the MES evolved into the independent Agency for EMIS with over 50 employees who maintain the system, develop new programs, and analyze the policy data. The project supported the new Agency to build its skills to produce standard, internationally comparable indicators of education system, and to improve the data analysis and interpretation skills.

- With the new funding formula, the existing pool of funding had been re-distributed to rural small size schools and per student funding had increased by 20 percent in these schools. Funds had also been re-allocated to multi-campus schools in rural areas, to cover the extended expenses for administration and operations. The factor of the multi-lingual campuses was considered as a multiplier in the new formula, which allowed covering the additional curricula and teaching hour requirements of these schools.

- The new formula was accompanied by other policy changes which stabilize school revenues and allow for better planning of its human resources. For example, the three-month advance payment to schools; an equal distribution of utility costs per year relieving from the heavy burden of winter costs; and the discretionary power granted to

[1] The national curriculum and programs require certain number of teacher/week hours for each grade teacher; the finance formula assumption was built on this fundamental cost - all required hours of teachers paid with other costs (administrative, etc.) built on top of the teacher salaries at a certain ratio.

the schools over the 5-10 percent of its budget (salaries, which make the largest share of the budget, are regulated by the MES).

- A significant policy change was proposed in the school accountability (including financial) system. Transparent and objective performance evaluation system was designed with the emphasis on the school community and its role in the evaluation. The system underlined the idea that the principals are accountable to schools and Board of Trustees (BOTs), and the oversight of school should be performed by the BOTs. The ERCs in this regard enhance their role of supporters and facilitators of the oversight process. This system allows the MES to allocate certification grades ("categories") and plan for the professional development activities of school principals systematically, using the data on performance evaluation.

- The EMIS also supports the transparency and freedom of choice in the school system. In spring 2012, the MES has published on its website school report cards of each school. The data for school report cards were retrieved from the EMIS, and they help parents in making informed choices of a school for their children. School report cards inform about enrollment, average class size, teacher to student ratio, building condition, curricula and extracurricular activities, number of certified teachers, achievements in the university admission and school attestation exams, etc.

HII: Quality academic and short-term in-service training programs provide substantial professional cadre to the system of education to improve its management and leadership

- The project developed and supported the ISU to establish M.Ed. degree program: the faculty development, curricula and program improvement, designing the unique field-based research program for students, and the guidance through the process of theses development on the contemporary education management problems in Georgia. The program also developed: the course descriptions and syllabi were developed for over 20 programs; Georgian Style Manual; and the action research component of the program. Nine textbooks - classics of Education Administration were translated and copyrighted; 12 faculty and professors were trained at ISU; the initiative was supported to expand the program to the Batumi State University; the new courses were integrated with the quality assurance mechanisms of the ISU.

- The scholarships mechanism at ISU was established and institutionalized.

- The M.Ed. program administrative handbook was revised, including the addition of a faculty advisor feedback form and defined responsibilities for thesis advisors. This handbook has been approved by the ISU faculty.

- A complex, practical, short-term training were provided to school principals, ERCs, and other education administrators in the areas of resource management and administration. The training to school principals was influenced by the creation of principals' standards, where school budget management was highlighted as the most important standards. Approximately 2,000 school principals were trained in the following areas:

  - Budget planning, budget approval
  - Finance staff management and delegation of authority and responsibilities
  - Financial procedures, budget execution
  - Procurement planning and new electronic procurement regulations and procedures
  - Budget monitoring and financial reporting

- A joint training module was developed together with the MES on other standards of school principals, such as leadership skills, instructional leadership, and others. These modules will be tested until the end of the EMP and the training will be conducted by the MES independently.

- Trainings for ERCs from across Georgia on the new funding formula and new ERC responsibilities regarding oversight and support for effective school financial management covered the following topics:
  - Overview of the new funding formula and its intended consequences
  - ERC school financial oversight and ERCs' role in successful implementation of the revised funding formula
  - New financial information software and the importance of data collection and analysis
  - School finance management (budgeting and finance analysis)
  - New electronic procurement regulations and procedures

- Graduates of the ISU continued or upgraded their job positions in the education system as school leaders, education analysts with NGOs, etc.

V. Evaluation Questions

This end-of project performance evaluation must examine the perception of stakeholders on the performance of different components of the project, and, where possible, must obtain the hard evidence of the project performance and its longer-term outcomes.

Major evaluation questions to be addressed by the study are listed below. The sub-set of evaluation questions is included in Annex I.

1. Is education data reliable and comprehensive enough for analyses of trends and snap-shots in the education sector?

2. Have equity improved as a result of the use of the EMIS operations/outputs?

3. Has institutional capacity in the education sector (MES, schools, etc.) improved as a result of policy changes?

4. Does the M.Ed. program provide up-to-date knowledge and applied research skills to be useful for future leaders of education sector?

5. How have the short-term in-service programs supported the better management of schools?

Sampling considerations

Research "population" will be principles of 2,085 schools of Georgia and 120 students/graduates of the M.Ed. program for student/graduate survey. The target for the margin of error is +/- 3.7% with the 90% of confidence level. With the proposed margins of error and confidence, this will make approximately 412 school principals and approximately 40 students/graduates. One option is that school principal sampling was random stratified, considering the regional representation of schools according to the ratio of the schools in the overall number of schools in the country. The illustrative distribution of schools/principals by the region follows:

Region	Total
Tbilisi	40
Adjara	45
Guria	35
Imereti	45
Kahketi	40
Mtskheta – Mtianeti	35
Kvemo Kartli	45
Shida Kartli	40
Samtskhe – Javakheti	42
Samegrelo	45
Overall Total	**412**

As for the survey of students/graduates, they should be selected randomly from students/graduates of the ISU M.Ed. Program.

In order to collect sufficient data from different types of schools that have been objects of the new funding policies, it is recommended to include the following types of schools in the research (could be through focus groups):

Inclusive education schools: schools that have been supported by the MES to provide education to all children, including those with disabilities. There are at least 29 such schools in Georgia. A focus group with at least 4-5 of them would be sufficient.

Multi-campus schools: these so called administratively optimized schools have classes in several campuses, which sometimes are far distant from each other; they have one "umbrella" school leadership. The administrative optimization of schools was conducted by the MES to reduce the cost of schools in the rural areas with the declining numbers of students.

Multi-lingual schools: schools where language of instruction if more than one. In reality, these are two or more different learning processes under one umbrella. Examples are schools that

have Georgian and Armenian sectors, Georgian and Azerbaijani sectors, or Georgian, Russian, and Armenian sectors. A child selects either of these sectors. The multi-lingual schools require more resources because of the extra teacher cost and other additional resources.
Very small schools (1-160): approximately 30 percent of all schools in Georgia have this small contingent of students. The declining number of students is due to migration and poverty.

Medium size schools (200-1,500): a school with the described number of students, which does not fall under each of the category above.

Large schools (around 2,000): a school with the described number of students, which does not fall under each of the category above.

Data collection Tools
The contractor must review documents, such as project reports, decrees and guidelines of the MES, technical reports developed by the project, reports about the EMIS system, the description of the EMIS system, any report that was produced from EMIS on finance, HR, etc., guidelines and process description at the ISU, and others.

The contractor must collect quantitative data through the principals' survey and survey of students/graduates of the M.Ed. program using a questionnaire. Questionnaires should be filled out through face-to-face meetings (not electronic distribution).

VI. Logistics

USAID Mission will not be responsible for arranging logistics for the contractor, however it will advise on the fieldwork plan prior to the start of the fieldwork. USAID/Georgia will place the team in contact with project representatives.

To the extent possible, relevant reports and other project documentation will be provided by the Mission to the contractor prior to travel to Georgia. These documents are:

1. Annual work plans
2. Contractor's monthly reports, including correspondences about the report
3. Implementing partner quarterly reports
4. Implementing partner annual reports
5. Project annual PMP, including the list of indicators
6. List of schools in Georgia; list of students/graduates at the M.Ed. program
7. Decrees of the government in relation to school funding
8. EMIS reports; analysis of data; row data
9. Records at the ISU: final projects of students, education program materials, books translated, syllabi and materials for training professors

Prior to arriving to Georgia, the contractor may decide to have meetings in the United States with USAID or other organizations. The Mission will not be involved in arranging these meetings.

VII. Other Requirements

The contractor shall be familiar with USAID's Human Subject Protection Policy and USAID's Evaluation Policy (http://www.usaid.gov/evaluation). The contractor shall provide adequate training for its survey staff on survey methodology, USAID's survey regulations, other relevant regulations, and data collection plan.

The contractor has the responsibility to safeguard the rights and welfare of human subjects involved in the survey research supported by USAID. USAID has adopted the Common Federal Policy for the Protection of Human Subjects, Part 225 of Title 22 of the Code of Federal Regulations (http://www.usaid.govb/policy/ads/200/200mbe.pdf). Recipient organizations must familiarize themselves with the USAID policy and provide "assurance" that they will follow and abide by the procedures of the Policy.

All records from the evaluation (e.g., interview transcripts or summaries) must be provided to the COR. All quantitative data collected by the evaluation team must be provided in an electronic file in easily readable format agreed upon with the COR. The data should be organized and fully documented for use by those not fully familiar with the project or the evaluation. USAID will retain ownership of the survey and all datasets developed.

Annex I

1. **Is education data reliable and comprehensive enough for analyses of trends and snap-shots in the education sector?**
    a. Is EMIS operational?
    b. Does it produce a reliable data on education management, i.e. school staffing plan, expenditures, enrollment, others?
    c. Has the EMP project achieved its objective #2 (in terms of developing an EMIS system)?
    d. Is EMIS being used to develop and implement more equitable and effective policies in school system, i.e. enhanced resources to more marginalized groups of students, enhanced financial accountability of schools? Enhanced flexibility of schools to spend their resources for school needs?

2. **Have equity improved as a result of the use of the EMIS operations/outputs?**
    a. Has a new funding formula that was designed through the use of the EMIS data, been implemented in all schools?
    b. What were some drawbacks of the new formula implementation? What is the opportunity cost to it?
    c. Are any improvements needed?

3. **Has the leadership of the MES improved as a result of policy changes?**
    a. Has the use of data made the MES operations less time consuming? Has it decreased the number of transactions from the MES to schools?
    b. Are there departments at the MES (e.g. financial, coordination, EMIS) that operate more effectively as a result of EMIS operations? How could these changes be measured/evaluated?
    c. Do schools provide more and better quality information to the MES which helps in further planning of resources?
    d. Have policy changes enhanced autonomy of school? What improvements have the schools made as a result of better financial and accountability policies?
    e. Could the new policies implemented (brought around by the EMP project) provide long-term sustainable management/leadership improvement in schools, ERCs, and the MES?

4. **Does the M.Ed. program provide up-to-date knowledge and applied research skills to future leaders of education sector?**
    a. Is the education management program at ISU of high quality[2]?
    b. How have credentials of the professors and programs enhanced?
    c. Are reliable quality assurance mechanisms in place?
    d. Is the program sustainable enough to continue operating after the project phase-out?
    e. Are graduation papers of good quality? What knowledge areas have students applied while developing their graduation papers?

[2] The evaluator will need to define "high quality" based on the project documentation.

f. Do training graduates have knowledge of contemporary school management and leadership?
g. Do they apply these skills in their work places? Have they brought changes in the management in their work places?

5. **How have the short-term in-service programs supported the better management of schools?**
   a. What is the quality of short-term in-service training programs?
   b. Are trainings institutionalized and sustainable?
   c. Do school principals apply the new skills to improve their job performance?
   d. To what extent has the management capacities[3] and performance improved at the school level due to the in-service support programs?

END OF SECTION C

[3] The evaluator will need to define "capacity" based on the project documentation.

SECTION F – DELIVERIES OR PERFORMANCE

F.1 PERIOD OF PERFORMANCE

(a) Work shall commence on the date noted in block 1 of the cover page. The estimated completion date is 60 days after the start date.

(b) The TOCOR may extend the estimated completion date, provided that the extension does not cause the elapsed time for completion of the work, including the furnishing of all deliverables, to extend beyond 60 calendar days from the original estimated completion date. Prior to the original estimated completion date, the contractor shall provide a copy of the TOCOR's written approval for any extension of the term of this task order to the Contracting Officer; in addition, the contractor shall attach a copy of the TOCOTR's approval to the final voucher submitted for payment.

(c) It is the contractor's responsibility to ensure that the TOCOR-approved adjustments to the original estimated completion date do not result in costs incurred that exceed the ceiling price of this Task Order. Under no circumstances shall such adjustments authorize the contractor to be paid any sum in excess of the Task Order amount.

(d) Adjustments that will cause the elapsed time for completion of the work to exceed the original estimated completion date by more than 60 calendar days must be approved in advance by the Task Order Contracting Officer (TOCO).

F.2 DELIVERABLES

The Offeror must provide USAID with the following deliverables:

1. Detailed Evaluation Design and the Work Plan: The offeror must include in the proposal the proposed research design and what methods they will use to get answers for each evaluation question. The evaluation design must include a detailed evaluation matrix (including the key questions, methods and data sources used to address each question and the data analysis plan for each question), draft questionnaires and other data collection instruments or their main features, known limitations to the evaluation design, and a dissemination plan. The evaluation design must also include specific sub-questions for each evaluation questions. This information will be discussed in detail during the in-brief meeting with USAID and will be finalized within five (5) days of receiving USAID's comments. The final design requires COR approval.

The work plan shall include the schedule and logistical arrangements and delineate the roles and responsibilities of members of the evaluation team.

2. In brief with the mission – within three (3) days of arrival in country, the team shall present draft design plan and a work plan.

3. Out- brief – one (1) day prior to departure, the team shall present an outline (in bullets, possibly in power point or as a handout) of the evaluation report with general findings, conclusions, and anticipated recommendations.

4. Outline of the evaluation report (to be presented at the out brief) including findings, conclusions and recommendations.

5. Draft Report – The contractor shall submit a draft report within seven (7) working days of completing the out brief with USAID. This document should explicitly respond to the requirements of the SOW, should answer the evaluation questions, be logically structured, and adhere to the standards of the USAID Evaluation Policy of January 2011 and the criteria to ensure the quality of the evaluation report. The report should not exceed 25 pages, excluding executive summary and annexes.

6. Final Report – The contractor shall incorporate USAID's comments and submit the final report to USAID/Georgia within five (5) working days following receipt of comments on the draft report. Final evaluation report should include an executive summary, introduction, background of the local context and the projects being evaluated, major findings, conclusions and recommendations. The report should not exceed 25 pages, excluding executive summary and annexes. The contractor will make the final evaluation reports publicly available through the Development Experience Clearinghouse at http://dec.usaid.gov within 30 calendar days of final approval of the formatted report with USAID consent. Recommendation section of the evaluation reports should be omitted from the public version due to Procurement sensitivity.

7. All records from the evaluation (e.g. interview transcripts and summaries, etc.) must be provided to the evaluation COR. All qualitative data collected by the evaluation team must be provided in an electronic file in easily readable format agreed upon with the COR. The data should be organized and fully documented for use by those not fully familiar with the project or the evaluation. USAID will retain ownership of the survey and all datasets developed.

Major sections of each report should be:
• An executive summary: 3-5 pages in length summarizing the purpose, background of the project being evaluated, main evaluation questions, methods, findings, conclusions, and recommendations and lessons learned (if applicable);
• Table of contents;
• Clear delineation of findings, conclusions, recommendations, and lessons learned (see additional criteria below);
• Appendices.

The appendices to the report should include:
• The evaluation statement of work;
• Any "statements of differences" regarding significant unresolved difference of opinion by funders, implementers, and/or members of the evaluation team;
• All tools used in conducting the evaluation, such as questionnaires, checklists, and discussion guides;
• Sources of information, properly identified and listed;
• Disclosure of conflicts of interest forms for of all evaluation team members;
• The evaluation design.

Per the USAID evaluation policy, draft and final evaluation reports will be evaluated against the following criteria to ensure the quality of the evaluation report.

(http://www. **usaid.gov/evaluation**/USAIDEvaluationPolicy.pdf)

• The evaluation report should represent a thoughtful, well-researched and well organized effort to objectively evaluate what worked in the project, what did not and why.
• Evaluation reports should address all evaluation questions included in the statement of work.
• The evaluation report should include the statement of work as an annex.
• Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists and discussion guides will be included in an Annex in the final report.
• Evaluation findings must assess outcomes and impact on males and females.
• Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).
• Evaluation findings should be presented as analyzed facts, evidence and data and not based on anecdotes, hearsay or the compilation of people's opinions. Findings should be specific, concise and supported by strong quantitative or qualitative evidence.
• Sources of information shall be properly identified and listed in an annex.
• Recommendations shall be supported by a specific set of findings.
• Recommendations shall be action-oriented, practical and specific, with defined responsibility for the action.

Reporting Guidelines

The format for the evaluation report is as follows:
1. **Executive Summary**—concisely state the purpose, background of the project, main evaluation questions, methods, findings, conclusions, recommendations and any lessons learned; should be sufficiently detailed, yet brief, to serve a stand-alone product **(3-5 pp)**
2. **Introduction**—state the purpose, audience, and outline of the evaluation **(1 pp)**
3. **Background**—provide a brief overview of the project and the study implemented **(1-2 pp)**
4. **Methodology**— the evaluation methodology shall be explained in the report in detail. Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology. Greater detail can be included in the appendices **(2-3 pp)**;

ANNEX B. EVALUATION DESIGN AND WORK PLAN

1. The Evaluation Instruments included in the Evaluation Design have been replaced by the actual Evaluation Instruments used.
2. The revised Work Plan appears before Annex 1: List of Sample School Principals and the Respective Schools

International Business & Technical Consultants, Inc.

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PERFORMANCE EVALUATION OF THE GEORGIA EDUCATION MANAGEMENT PROJECT

Draft Evaluation Framework and Work Plan

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Implemented by International Business & Technical Consultants, Inc. (IBTCI)
under the Evaluation Services IQC, Task Order AID-114-TO-12-00004

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ACRONYMS:

BoT	Board of Trustees
BSU	Batumi State University
CATI	Computerized Automatic Telephone Interview
CTC	Center for Training and Consultancy
EMIS	Education Management Information System
EMP	Georgia Education Management Project
ERC	Education Resource Center
ESIDA	Educational and Scientific Infrastructure Development Agency
FWG	Finance Working Group
GOG	Government of Georgia
IFWG	Internal Finance Working Group
ISU	Ilia State University
IT	information technology
M&E	monitoring and evaluation
M.Ed.	Master's in Education
MES	Ministry of Education and Science
MOU	memorandum of understanding
NCEQ	National Center for Education Quality Enhancement
RCD	Regional Coordination Division
SCEG	School Civic Engagement Grants Program
SIS	Student Information System
SRC	school report card
TOT	training of trainers
TPDC	Teacher Professional Development Center
UCLA	University of California at Los Angeles
USAID	U.S. Agency for International Development

PROJECT BACKGROUND:

The three-year $5.7 million Georgia Education Management Project (EMP), implemented between June 2009 and June 2012 period by Chemonics International Inc. under USAID Contract No. AID-114-C-09-00001, ended in July 2012. USAID/Georgia contracted IBTCI (International Business and Technical Consultants, Inc.) to conduct a performance evaluation of the project during August- September 2012 with a three-person team comprised of an international education specialist, a Georgian evaluation specialist and a Georgian education specialist, plus a local survey firm, ACT Research, that has worked with IBTCI on a previous USG project. The purpose of this evaluation is to provide USAID with the perspectives of educators and education administrators, primarily school principals, at different levels of the education hierarchy on the effectiveness of EMP in introducing new formulae for school financing; developing the Ministry of Education and Science's MIS system, and establishing a Master of Education program in Educational Administration at Ilia State University (ISU). The evaluation will make use of "face-to-face" interviews and focus group discussions to gain the perspectives of some 500 hundred school principals and other educational administrators nationwide.

In 2003, the Government of Georgia (GOG) began a series of major reforms in its education system, and in 2008 GOG enacted a General Education Law which effectively gave each of Georgia's 2300 general education schools very substantial autonomy with respect to managing their own finances, curricula, and materials and, through the school principals, hiring of faculty. At the same time, the former local government education departments were replaced by Education Resource Centers (ERC), each serving about 25 schools and with functions pretty much limited to collecting data, organizing training, and supervising the election of the Boards of Trustees (BOT) which have the actual responsibility for managing each school. Planning for these changes and for establishing some capability for Georgian educators to acquire skills in educational administration was provided by the USAID Georgia General Education Decentralization and Accreditation (GEDA), the predecessor to the Georgia Education Management Project (EMP).

PURPOSE OF THE EVALUATION:

EMP's two major objectives were to (a) improve the long-term capacity of higher education and the ERC to better manage Georgia's education sector and (b) support the ability of Georgia's Ministry of Education and Science (MES) and associated educational agencies to develop and implement appropriate policies on educational administration and on school financing.

More specifically, under its first objective, the project aimed to:

- Establish a master's of education administration at ISU,
- Create in-service training for education administrators (e.g., school principals),
- Develop continuing education for ERC staff to strengthen their ability to manage human and financial resources to improve education at the regional level, and

- Support master's students to write theses tied to problems faced by active education leaders and administrators.

Under its second objective, the project's goals were to:

- Help the MoES develop a school financing scheme that provides for equitable (though not necessarily equal funding) for all Georgian children,
- Support Georgia's decentralization process by empowering ERCs to more effectively support schools and ensuring school principals understand and have the skills to meet the Ministry's expectations for their performance,
- Develop an Education Management Information System (EMIS) capable of collecting and analyzing data to enable the MoES to make data-driven decisions, and
- Increase non-school actors' access to information about schools and ability to impact the quality of education in their communities.

USAID is seeking answers to the following five research questions:

1. Are education data reliable and comprehensive enough for analyses of trends and snapshots in the education sector?
2. Has equity improved as a result of the use of the EMIS operations/outputs?
3. Has institutional capacity in the education sector (MES, school, etc.) improved a result of policy changes?
4. Does the M.Ed. program provide up-to-date knowledge and applied research skills to be useful for future leaders of the education sector?
5. How have the short-term in-service programs supported the better management of schools?

The Task Order (Annex 1) further spells out the key questions under the five research questions respectively as follows:

1. Is education data reliable and comprehensive enough for analyses of trends and snap-shots in the education sector?
   a. Is EMIS operational?
   b. Does it produce reliable data on education management, i.e. school staffing plan, expenditures, enrollment, others?
   c. Has the EMP project achieved its objective #2 (in terms of developing an EMIS system)?
   d. Is EMIS being used to develop and implement more equitable and effective policies in school system, i.e. enhanced resources to more marginalized groups of students, enhanced financial accountability of schools? Enhanced flexibility of schools to spend their resources for school needs?
2. Have equity improved as a result of the use of the EMIS operations/outputs?
   a. Has a new funding formula that was designed through the use of the EMIS data, been implemented in all schools?
   b. What were some drawbacks of the new formula implementation? What is the opportunity cost to it?
   c. Are any improvements needed?

3. Has the leadership of the MES improved as a result of policy changes?
    a. Has the use of data made the MES operations less time consuming? Has it decreased the number of transactions from the MES to schools?
    b. Are there departments at the MES (e.g. financial, coordination, EMIS) that operate more effectively as a result of EMIS operations? How could these changes be measured/evaluated?
    c. Do schools provide more and better quality information to the MES which helps in further planning of resources?
    d. Have policy changes enhanced autonomy of school? What improvements have the schools made as a result of better financial and accountability policies?
    e. Could the new policies implemented (brought around by the EMP project) provide long-term sustainable management/leadership improvement in schools, ERCs, and the MES?
4. Does the M.Ed. program provide up-to-date knowledge and applied research skills to future leaders of education sector?
    a. Is the education management program at ISU of high quality?
    b. How have credentials of the professors and programs enhanced?
    c. Are reliable quality assurance mechanisms in place?
    d. Is the program sustainable enough to continue operating after the project phase-out?
    e. Are graduation papers of good quality? What knowledge areas have students applied while developing their graduation papers?
    f. Do training graduates have knowledge of contemporary school management and leadership?
    g. Do they apply these skills in their work places? Have they brought changes in the management in their work places?
5. How have the short-term in-service programs supported the better management of schools?
    a. What is the quality of short-term in-service training programs?
    b. Are trainings institutionalized and sustainable?
    c. Do school principals apply the new skills to improve their job performance?
    d. To what extent has the management capacities and performance improved at the school level due to the in-service support programs?

The Mission is seeking to learn the perceptions of stakeholders, particularly the project implementation related MES officials, school principals, ERC staff, ISU academics and graduates of M.Ed program of study on the performance of different components of the project; the RFTOP presents a table with likely stakeholders and data providers for the different questions, and we assume that USAID would also expect us to gain the perceptions of staff of the Mission, of Chemonics, and of UCLA (the U.S. institutional partner for ISU).

Evaluation Team Members

Team Leader: Upali M. Sedere, Ph.D.
Deputy Team Leader and Evaluation Expert: Mamuka Shatirishvili, Ph.D.
National Education Expert: Natia Gorgadze

The Team Leader is responsible for directing and coordinating all technical facets of the evaluation, providing leadership and guidance to the other team members and the survey sub-contractor in identification of methodologies, development of instruments, and field approaches, etc., for assigning work, including writing assignments, to the other team members, for developing analyses of the team's findings and their implications in collaboration with the other team members, for preparation of the draft and final reports, and for other responsibilities typical of a person leading a USAID evaluation team. He is expected to bring his experience in managing and evaluating education activities in multiple international settings to bear in leading the evaluation of the Georgia EMP.

The Deputy Team Leader and Evaluation Expert will perform the functions of the Team Leader as delegated and is responsible for providing recommendations to the Team Leader on evaluation methodologies, for working closely with ACT Research, the survey sub-contractor, on its approaches, for conducting work as assigned, and for providing his perspectives to all team members on interpretation of qualitative and quantitative data from various sources. He is expected to bring his knowledge of Georgian governmental systems and his leadership experience in conducting monitoring, evaluation, and assessment activities in Georgia and in other countries on behalf of U.S. Government agencies and other funders to bear in the implementation of the evaluation of the Georgia EMP. He will also provide assistance in arranging logistics.

The National Education Expert is responsible for providing members of the team with her knowledge and perspectives on the structure and background of Georgia's education system and on the broader context of the education system in Georgia today. She will conduct work as assigned and will play the lead role in the development of the survey instruments so that the questions asked should provide data highly useful to the team in providing USAID with responses to the evaluation questions.

IBTCI's U.S.-based Project Director and other home office support will provide oversight, technical support/guidance as appropriate to the team in the field, technical and administrative management, and quality control for the project overall,

EVALUATION METHODOLOGIES

The task order's Scope of Work (SOW) indicates the expected results under the two specific objectives of the project.

Under Objective One:

- ISU was to establish a two-year M.Ed degree course on educational administration and enroll 120 students and at least 70 of them to be graduated;
- ISU M.Ed students to produce at least 50 policy studies relevant to Georgia's education reforms;
- Provide short trainings on educational administration to 2,200 school principals

Under Objective Two:

- Financing Formulas for schools are adjusted to provide more funding to minority and geographically remote schools, more competitive teacher compensation, program or improvements, and other operating expenses;
- Schools have clear accounting mechanisms to communities and the MES, ERC are empowered to support schools accountability system;
- EMIS is functional and produces reports to inform policy decision making;
- EMIS department at the MES is strengthened to carry out the data analysis independently;

The five research questions stated in the SOW directly relate to the above expected results and expected outcomes of improving the institutional capacity to effectively and efficiently manage educational reforms.

The methodologies to be employed in this evaluation include three approaches:

a) **Document Review:** Extensive review of documents of the project output and outcomes;
b) **Face-To-Face Stakeholder Interviews:** Interviews with MES officials, particularly of EMIS and Finance/budget departments, School Principals/Deputy Principals those who have received the short trainings, and ERC key officials;
c) **Focus Group Discussions**: Group discussions with MES/EMIS relevant officials; ERC key officials of different districts; and ISU Faculty to provide further evidence on the findings of the interviews.

The primary methodology will be key informant interviews, and these will be augmented by focus groups.

Documentation Review

The Evaluation Team will review, inter alia, the following:

- The EMP contract and any amendments/modifications
- All relevant project reports, including but not limited to annual and quarterly reports, lists of training participants, assessments, evaluations by participants in training programs, and annual work plans.
- The project technical reports.
- The project's performance management plans (PMPs).
- Other USAID documents relating to the EMP.
- Syllabi of Training Courses
- MES, EMIS and ISU M.Ed. degree program reports

Meetings with Key Officials:

The Team will meet with key officials of USAID, MES, the MES EMIS unit, ISU, and available Chemonics EMP staff. Plus representative staff of ERCs and some school principals. USAID agreed that for this evaluation it will not be necessary to interview members of the BOTs.

Additional Face-to-Face Interviews:

Additional Face-to-Face Interviews will be done with a randomly selected sample of school principals who received short term training under EMP and with a selected sample of graduates of ISU who followed the M.Ed. program supported by EMP. All face-to-face interviews will be carried out by trained ACT enumerators under a subcontract. ACT will be providing supervisors to monitor the administration of face-to-face interviews and focus group discussions and to assure that they are being conducted with appropriate levels of quality. Evaluation team members will also provide early-on monitoring of Face-to-Face interviews and focus group discussions.

Focus Group Discussions (FGDs):

Six Focus Group Discussions will be done with the following groups under the methodology for assessing the project outcomes as called for by the SOW:

- A Focus Group Discussion with ISU faculty who were engaged in the M.Ed. Curriculum development and implementation;
- Three Focus Group Discussions with ERC key officials of different Regions/districts who supervises the finance and school administration (Batumi (West Georgia), in Telavi (East Georgia) and in Akhalkalaki (South East Georgia),
- A Focus Group Discussion with key officials of the MES; and
- A Focus Group Discussion with key officials involved in the EMIS activities;

ERC Focus Groups are included because ERC is the institution that collects the 'Monthly Financial Reports' from schools and the EMIS data from schools. Therefore, ERC officials could indicate the capacity of each school in providing acceptable fianacial and EMIS Reports and also ERC is the district level institution to utilize EMIS data.

These FGDs will be moderated by a trained ACT moderator.

Questionnaires:

The investigation will employ two questionnaires, one for the *School Principals* and the second one for *the graduates of the ISU M.Ed. program*. To minimize language issues, these questionnaires are being prepared in Georgian and will be translated into English for USAID presentation and to Russian for non-Georgian speakers.

A standardized questionnaire for the principals of schools who received EMP training will assess the capacity gained by the school principals in the implementation of the policy changes introduces in the recent years such as the funding formula; decentralization; budgeting and reporting etc.

The draft questionnaire for ISU graduates is designed to cover the full course of training including the course work, internship and research and will focus on student reaction to training, knowledge gained, behavioral changes acquired due to training and how and where they currently apply the knowledge and skills.

Draft questionnaires for piloting purposes are being submitted separately. The drafts for review include the demographic information to be collected overall; however, in accordance with the Common Policy for Protection of Human Subjects, individually identifying information will be kept separate from the questionnaires being administered, which will be identified by code numbers. Respondents will be advised that "In order to promote candor, responses will not include individually identifiable information, and analyses will not be made that could readily allow for responses to be linked to particular individuals."

Field Visits:

During the week of August 27, the team will visit some schools and ERCs in three regions to observe field realities and variations across regions and different types of schools. The discussion meetings with school principals and ERC staff will be of great value in understanding the data and making interpretations.

The team will also visit ISU to discuss the M.Ed. program with the Director of the department and subsequently will also have a focus group discussion with the faculty and available students or graduates

Sampling:

USAID's SOW calls for "face-to-face" interviews with approximately 412 of the principals of Georgia's 2,085 government schools, constituting between 35 and 45 principals each for ten of Georgia's regions.[1] USAID is also recommending that focus groups be conducted with principals from various types of schools, particularly since per capita funding per student depends on the type of school attended. USAID is also looking for us to interview about 40 of the 120 educators enrolled in the new ISU M.Ed. in Educational Administration program.

Universe for the Sampling and Limitations of the Data:

Considering that the purpose of the evaluation is largely to investigate the enhanced institutional capacity due to project interventions, particularly the training of school principals of schools and that EMP was implemented on a national basis, it is reasonable to consider the number of school principals who received EMP training to be the population for random sampling, and this very much corresponds with the number of public schools in Georgia since

[1] The number of principals to be interviewed per region is not proportionate to the actual number of principals in a region.

the EMP training has been imparted to approximately2,200 school principals and there are 2,082[2] public schools.

Though the population of interest is the number of school principals trained by EMP, the number trained is not documented in a user-friendly or systematic manner. Though Chemonics mentioned 2,200 in their Quarterly and Annual Reports, the Training Database submitted to the Evaluation Team accounts for 2,298 cases. It has taken a significant amount of the team's time to sort out the issue; we found that one reason for the discrepancy in numbers is that in some cases the same school principal received more than one training.

As the databases of the three different years were not of the same format and further do not have correlations to school codes or a trainee code number, it was not possible to clean the databases directly to draw the random sample, and it was necessary to recompile it. Further, as the task order SOW did not include study of the Racha-Lechkhumi and Kvemo Svaneti Region, the number trained from that region was also dropped. Therefore, the samples had to be drawn from the universe of 2,229

Sample of School Principals: Taking into account the overall and region-specific sampling of principals strongly suggested by the RFTOP plus the number of principals who were trained by EMP and the distribution of schools, the study sample is comprised of a *random sampling of 25% of the school principals who received the EMP training, based on the available data, stratified by administrative regions.*

The "actual sample" for the survey is 440 principals. The "primary sample" is 555 principals[3], 25% of the total believed to be in the universe and is listed in Annex 1. The actual sample represents the statistical size of the sample needed to provide the required level of confidence; the primary sample, in this case the actual sample plus an additional 115 principals over the actual sample, is the sample of people to be surveyes and includes a buffer to replace possible duplication or overlaps and to satisfy adequate representation of variables, specifically including various categories of schools to be researched. The additional number, randomly selected, is also a protective measure to ensure the size of the random sample remains adequate to face any possible loss of research subjects, particularly school principals, due to attrition or inability to reach particular members of the sample.

Further, the number of schools randomly selected are to be distributed on the listed variables of the SOW, namely the multilingual schools, multi-campus schools, small (<160 students), medium (161- 2000) and big schools (> 2000). To ensure sufficient representation of all variables of interest some schools were added. Therefore, the regional sample could be called a purposive sample. However, the first round, the sampling of schools at national/regional level, is selected randomly. The number added at the second tier of sampling at regional level is only

[2] www.mes.gov.ge

[3] Note the list of schools previously submitted may not follow the same order due to sorting of schools once again for randomness.

to increase representation of all variables. This will ensure that adequate coverage of all variables for analysis. This no way reduces the validity or the reliability of the sampling.

The IBTCI team has employed the necessary iterations and techniques that will minimize bias in the sampling process and as called for in the SOW with 90% confidence level and +/-3.7% margin of error the sample is drawn. The first step in the figure is the randomization of the ordering of the 10 regions to be visited to ensure that each region has an equal chance of being selected at any order during the survey.

Sampling of School Principals:

According to the data received from Chemonics, over the three-year EMP period of performance, 2,298 school principals received three-day training programs on finance management and other relevant topics. Originally there had been two separate training packages and subsequently these have been integrated. Perhaps due to this integration of the two packages there seems to have some overlaps where the same school principal attending more than one session. Using the database for random sampling as it is was not possible. Chemonics reports indicate the number trained as 2,200; this number may have been arrived at excluding multiple trainings which a school principal may have received. Employing stratified random sampling strategies for the regions, IBTCI selected a sample of 440 school principals as the primary sample.

However, as mentioned earlier, an additional number of 115 School Principals are selected on random basis as replacements for any losses in the sample subjects due to overlapping and attrition, and adequate coverage of variables. Table 1 below shows the regional distribution of the sample sizes.

Annex 1 provides the 'List of School Principals in the Sample' with the name and the location of the schools where they serve.

Table 1: Primary Sample of School Principals to be Included in the Sample, by Regions

Region	# Principals Trained by Regions	SOW Proposed Sample Size	Selected Sample Size for the survey	Sample Drawn with Extra Schools for Replacements
Tbilisi	228	40	45	57
Kakheti	202	40	40	50
Shida Kartli	184	40	55	44
Kvemo Kartli	267	45	53	67
Samtkhe-Javakheti	194	40	39	49
Imereti	420	45	83	105
Guria	108	35	21	27
Samegrelo-Zemo Svaneti	269	45	53	67
Racha-Lechkhumi and			00	00

Kvemo Svaneti	69	00		
Mtskheta-Tianeti	95	35	19	24
Ajara	262	45	45	65
Total Trained 2011 & 2012	2298	412	440	555

Sample of ISU Graduates/Students:

The projected enrollment figure of M.Ed. program at ISU indicated that 120 students would be enrolled in the M.Ed. degree program, and the original plan in the RFTOP was to select a random sample of 40 students for interviews. Based on information provided by Chemonics on August 24, a total of 145 participants were enrolled, of whom 60 completed the program. Chemonics exceeded its Objective One target of enrollments, but failed to meet its Objective One target of completers.

With this universe and distribution, a survey using a random sample is not likely to yield useful results. We propose therefore to conduct purposive interviews of participants who completed the program and who did not complete the program based on the census of enrollees. The study will interview 20 students who have completed the degree program and other 20 from those who have not yet completed the degree program. This will allow the study to find out the reasons for inability to complete on time and what constraints their completion of the program as intended. To the extent feasible, interview will be conducted face-to-face. However, if it is not feasible to conduct face-to-face interviews (e.g., if respondents are not physically available), the Evaluation Team wishes to employ a Computerized Automatic Telephone Interviews (CATI) system.

Data Analysis:

Once the draft questionnaire is finalized with pilot testing with a few school principals, we will identify the appropriate statistical tools for analysis. Beside the descriptive statistics where data indicates a need for significance testing we will use either Student's t test or appropriate non-parametric statistical test to make inferences. Since the investigation is a performance evaluation, it is unlikely that any multivariate analysis would be required. However, after examining the descriptive statistics, other analytical possibilities will be explored.

In accordance with the "Common Policy for the Protection of Human Subjects" (22 CFR 225.101(b)(2)), while data will be disaggregated by categories such as male/female, urban/rural, large/medium/small, we will not use cross-tabs for data involving small samples and will make other adjustments in order to ensure that potentially harmful data presented is not individually identifiable.

The Study Design Matrix and Work Plan:

The Design Matrix given in **Figure 1** summarizes the data sources, methodology, sampling and analysis. **Figure 2** presents the Work Plan.

Limitations and Constraints on the Evaluation

Above, we have discussed some of the limitations and constraints we encountered in developing the list of principals to be interviewed. Another major constraint is overall timing – at the joint orientation meeting with MES on Monday, August 20, MES informed USAID and IBTCI that principals are not anticipated back until September 5, two days before in-country work is scheduled to conclude, with the team leader returning to Sri Lanka. The "work-around" proposed is for ACT to start conducting interviews with whichever principals in the sample are available earlier than the scheduled return date and then to interview the bulk of the principals after school will have started, submitting data and analysis to the evaluation team as the interviews come to an end. This "work-around" will necessarily require extension of the Task Order's period of performance, and IBTCI has already submitted a request for this extension to the COR.

Reporting:

The team will make a PowerPoint presentation to the USAID Mission Officials on the 7th of September to brief the mission of the progress of work and also to indicate initial findings of the team from the limited contacts, interviews and field observations made from the document review and from the field work conducted in-country. The team will also present a draft outline for the report.

The Draft Report and the Final Report will be submitted on the dates specified in the Revised Work Plan in **Figure 2.**

Figures and Annexes

Figure 1: The Study Design Matrix

Research Questions	Key Questions	Type Of Information	Data Source	Methodology	Sampling Or Selection Criteria	Data Analysis
Q1: Are education data reliable and comprehensive enough for analyses of trends and snapshots in the education sector?	Is EMIS Operational?	Comparative status of EMIS in 2010 vs 2012; Evidence of EMIS Reports being submitted by schools on regular basis; Evidence from ERCs that EMIS reporting are regular; Verification from School Principals of their perceptions; Evidence at EMIS Department of regular reports, up-dating of database, use of database to produce regular reports and occasional reports on issues or at requests etc;	• Documents • School Principals, • ERCs, EMIS and MES Officials, Websites	• Verification with: ERC officials at Focus Group Discussions, • School Principals at the Face-to-Face interviews, • MES & EMIS officials at Focus Group Discussions, • Review of EMIS Department's Activities, Document Reviews and , & Website evidence	• Random Sample of School Principals • Purposive Samples of ERCs & MES/EMIS Officials	Evidence-Based Qualitative Data Analysis
	Does it produce reliable data on education management: example- school staffing plan, expenditure, enrollment, others?	Examine EMIS Reports and the Type of Reports EMIS has produced in the last few years.	EMIS Department	Review Meetings and Discussions	Purposive Samples: of MES / EMIS Officials who would attend the discussion meetings	Evidence-Based Qualitative Data Analysis
	Has the EMP achieved its objective #2 (Developing an EMIS System)	Physical, Financial and Operational Evidence of EMIS operations in 2012 and beyond	EMP Reports, EMIS, MES, Schools	• Review of EMIS activities • MES views of EMIS • Operational linkages of EMIS with Schools and Education Sector Institutions	Purposive Samples: of Officials who would attend the discussion meetings and Random Sample of School Principals	Evidence-Based Qualitative Data Analysis

Research Questions	Key Questions	Type Of Information	Data Source	Methodology	Sampling Or Selection Criteria	Data Analysis
	Is EMIS being used in developing and implement more equitable and effective policies in school system; i.e. enhance resources to more marginalized groups of students, enhance financial accountability of schools, enhance flexibility of schools to spend their resources for school needs?	The types of reports, published and unpublished internal official memos/reports EMIS has produced for the policy makers on equity concerns; funding formula related concerns and issues; Accountability issues etc; Verifications with School Principals of effectiveness of EMIS in the implementation of policies;	EMIS Department; MES Officials; ERC and Schools	• Evidence of reports/memos produced by EMIS at its own initiatives or at request from MES key officials, • Verifications with ERC officials and School Principals	Purposive Samples: of Officials who would attend the discussion meetings	Evidence Based Qualitative Data Analysis
	Enhance resources to more marginalized groups of students	Evidence from the School Principals whether the per student funding increased with the new funding formula, EMIS discussions to find out whether any internal documents supporting such analysis on funding and inequities etc	School Principals EMIS	• School Principals interviews, • EMIS Reports and Discussions	Principals are selected on Random Sampling & EMIS discussion are on a purposive sample	Descriptive and qualitative data analysis
	Enhance financial accountability of schools	Management of Finance Reporting: Monthly, Quarterly and Annual Budgeting	School Principals ERCs	• Face to Face interviews with school principals • Verifications with ERC officials at Focus Group Discussions	Principals are selected on Random Sampling & ERC discussion are on a purposive sample	Qualitative and quantitative analysis with descriptive data
	Enhance flexibility of schools to spend their resources for school needs?	How the schools have utilized need based spending?	School Principals	• Face to Face interviews with school principals • Verifications with ERC officials Focus Group Discussions	Principals are selected by Random Sampling & ERC staff for FGD by purposive sampling	Qualitative and quantitative analysis with descriptive data

Research Questions	Key Questions	Type Of Information	Data Source	Methodology	Sampling Or Selection Criteria	Data Analysis
Q2: Have Equity Improved as a result of the use of the EMIS Operations/Outputs?	Has a new funding formula that was designed through the use of EMIS data implemented in all schools?	Have the schools received funds based on the new funding formula?	School Principals	Face-to-face interviews	Random Sampling	Quantitative and Qualitative Data
	What were some drawbacks of the new formula implementation?	Has the funding decreased?, Is the school yet left with a deficit budget?	School Principals	Face-to-face interviews	Random Sampling	Quantitative and Qualitative Data
	What is the opportunity cost to it?	Loss of students to other schools	School Principals	Face-to-face interviews	Random Sampling	Qualitative
	Are any improvements needed?	Suggestions by principals of schools and ERC Officials	• Principals • ERC Officials	• Face-to-face interviews with Principals • Focus Group Discussions with ERC	Random Sampling of Principals and Purposive sample of ERC officials	Qualitative
Q3: Has the Leadership of the MES Improved as a result of Policy Changes?	Has the use of data made MES operations less time consuming?	How often and what type of information is requested by MES key officials from EMIS for such decision making?	EMIS / MES Key Officials	Discussion meetings and Focus Groups discussion with EMIS	Purposive	Qualitative and descriptive
	Has it decreased the transactions from MES to schools?	Comparison of the number of transactions before 2010 and now	Schools, ERCs, EMIS, MES	• Face-to-face interviews with school principals, • Focus Group Discussions with ERC officials, • Discussions with MES, & EMIS officials	Purposive	Qualitative and comparative data analysis

Research Questions	Key Questions	Type Of Information	Data Source	Methodology	Sampling Or Selection Criteria	Data Analysis
	Are there departments at MES (e.g.: financial, coordination, EMIS) that operates more effectively as a result of EMIS operations?	Usage of EMIS system for Departmental communications	MES Departments, Budgeting, EMIS ERC, School	• face-to-face interviews with school principals, • Focus Group Discussions with ERC officials, • Discussions with MES budgeting & • EMIS officials	Purposive	qualitative and comparative data analysis
	How could these changes be measured / evaluated	Comparison of information flow from MES to Schools & ERCs, when compared with year 2010, is there a significant difference due to the shift from manual procedures to electronic and digital communications?	Schools, ERCs, EMIS, MES	• Face-to-face interviews with school principals, • Focus Group Discussions with ERC officials, • Discussions with MES/ EMIS officials	Random Sampling of Principals Purposive sample of ERC officials, MES/EMIS officials	qualitative /comparative and descriptive analysis
	Do Schools provide more and better quality information to the MES which helps in further planning of resources?	Submissions of information by schools to MES	Schools, ERCs, & MES Departments	• Face-to-Face interviews with school principals, • Focus Group Discussion with ERC officials, and • Discussion meetings with MES officials	Random Sampling of Principals and Purposive sample of ERC, MES officials	qualitative /comparative and descriptive analysis
	Have policy changes enhanced autonomy of schools?	Apparent freedom the schools have in need based allocating resources	Schools & ERC	• Face-to-Face interviews with school principals, • Focus Group Discussion with ERC officials,	Random Sampling of Principals and Purposive sample of ERC officials	qualitative /comparative and descriptive analysis
	What improvements have the schools made as a result of better financial accountability policies?	school improvements	School & ERCs	• Face-to-Face interviews with school principals, • Focus Group Discussion with ERC officials,	Random Sampling of Principals, and Purposive sample of ERC officials	Qualitative and quantitative analysis

Research Questions	Key Questions	Type Of Information	Data Source	Methodology	Sampling Or Selection Criteria	Data Analysis
	Could the new policies implemented (brought around by EMP project) provide long term sustainable management/ leadership improvement in schools, ERCs and MES?	MES commitment, Sustainability of Systems	Schools, ERCs, EMIS, MES	• Discussion meetings and Focus Groups discussion with MES, EMIS, ERC • Face-to-face interviews with School Principals	Purposive samples of ERC, MES, EMIS officials & Random Sample of School Principals	Qualitative Data
Q4: Does the M.Ed. Program provide up-to-date knowledge and applied research skills to future leaders in education sector?	Is the Education Management Program at ISU of high quality?	Lesson Materials, Learning Process, Student outputs such as research papers and UCLA partnership	ISU, UCLA, Students/Graduates	• Interviews with ISU Faculty/Focus Group discussion with ISU; • E-mail communications with UCLA Professionals, • Student Interviews, • Review of Documents	Purposive	Qualitative
	How have the credentials of the professors and program been enhanced?	Inputs by UCLA	ISU Teaching staff of M.Ed. Program	• Interviews with ISU Faculty/Focus Group discussion with ISU; • E-mail and telecomm communications with UCLA faculty	Purposive	Qualitative
	Are reliable quality assurance mechanisms in place?	Evidence of the Quality of the Program	ISU	• Review of Program and courses, • Interviews with Faculty staff, and • interviews with students	Purposive	Qualitative
	Is the program sustainable enough to continue operating after the project phase out?	Current and future plans	ISU	• Program Evidence of Current enrollment and • Plans for continuity; interviews with ISU faculty	Purposive	Qualitative

Research Questions	Key Questions	Type Of Information	Data Source	Methodology	Sampling Or Selection Criteria	Data Analysis
	Are graduation papers of good quality?	Quality Indicators as proof	Work Samples/ ISU Faculty	Quality indicators: e.g. Reviewed by Faculty, Number published, Grades awarded by faculty for course related assignments	Purposive	Qualitative
	What knowledge areas have students applied while developing their graduation papers?	Types of topics chosen by students	Documents	List of Topics of Research and Term Papers by Students	Purposive	Qualitative
Q5: How have the short term in-service programs supported the better management of schools?	What is the quality of the short term in-service training program?	School Principals have achieved competence in managing school finance budgeting, monthly and quarterly reporting and fund utilization, Usefulness of Training Guide and Handouts	School Principals, Teacher Professional Development Centre (TPDC)	• Face-to-Face interviews with School Principals, • Discussions with TPDC Officials & Trainers	Principals on Random basis, TPDC a purposive sample	Qualitative
	Are trainings institutionalized and sustainable	Has the EMP training material methods and trainers in place at Teacher Professional Development Center, Verification with ERCs	ERC, Teacher Professional Development Centre	Focus Group Discussion and Meetings	ERC and TPDC on purposive sampling	Qualitative
	Do school principals apply the new skills to improve their job performance?	Relevant job performance	School Principals, ERC	• Face-to-Face interviews - School Principals, • Focus Group Discussions - ERC officials	Principals on Random basis, ERCs a purposive sample	qualitative and Descriptive Statistics
	To what extent has the management capacities and performance improved at school level due to in-service support program	Relevant job performance	School Principals and ERC Officials	• Face-to-Face interviews with School Principals, • Focus Group Discussions with ERC officials	Principals on Random basis, ERCs a purposive sample	Principals on Random basis, ERCs a purposive sample

Figure 2: Work Plan

Please Note Separate File Attachments (one in PDF format, and one in Excel)

Annex 1: List of Sample School Principals and the Respective Schools

ID	Random Sort	Region	District	Name of trainee	Position/trainee profile	Contact
2136	1	Ajara	Khulo	Amiran Abuladze	Kxulo mun. Zemo Vashlovani P.Sc.	577150147 / amira
2200	2	Ajara	Qobuleti	Nargiz Ananidze	LEPL - sof. Atskvistavi public school	577-281-227
2092	3	Ajara	Qeda	Gulnazi Ninidze	UchkhiTi public school	577 30-40-31 uchk
2052	4	Ajara	Khelvachauri	Levan Turmanidze	Tkhilnari # 2 public school	877304258
2232	5	Ajara	Chakvi	Shorena Qoniadze	Batumi N7 pablic school	577270290 shoren
2042	6	Ajara	Khelvachauri	ALIOSHA BASILADZE	CHIQUNETI P.SC	577304227
2236	7	Ajara	Chakvi	Eter Nakaidze	Qobuleti.qv.sameba pablic school	599936653
2124	8	Ajara	Khulo	Ilia Bolqvadze	LEPL - Tago public school	577 150 175,iliabol
2032	9	Ajara	Khelvachauri	NANA KACADZE	MAXOS P.SC	577304205 MAXOS
2064	10	Ajara	Khelvachauri	Mziuri Savadze	Salibauri #1 public school	
2088	11	Ajara	Qeda	Aslan Beridze	Akho public school	577 30-40-85 Akho
2284	12	Ajara	Batumi	Irine Vadachkoria	Director, School #17 Batumi	
2176	13	Ajara	Shuakhevi	Jintcharadze nodari	Shuaxevi barataulis public school	577 17 57 30 barat
2072	14	Ajara	Khelvachauri	Giorgi Rukhadze	Director, Adlia Public School/Khelvachauri	
2224	15	Ajara	Qobuleti	Qobuleti	Director, School #2 Tsetskhlauri,Kobuleti	
2196	16	Ajara	Shuakhevi	Levan Kiladze	Director,Chvani Public School/Shuakhevi	
2068	17	Ajara	Khelvachauri	Nodari Kakabadze	Kakhaberi #2 public school	877304243
2100	18	Ajara	Qeda	Tamar Tavdgiridze	Director, Keda Public School	
2256	19	Ajara	Chakvi	Tariel Katamadze	Director, School #1 , Chakvi	
2288	20	Ajara	Batumi	Manana Tarieladze	Director,School #7,Batumi	
2140	21	Ajara	Khulo	Anzor Musharbadze	Kxulo mun. Gelauri P.Sc.	577150178; 55154 Gelaurisskolaa@gr
2132	22	Ajara	Khulo	Ramaz Geladze	Kxulo mun. Danisparauli P.Sc.	577150194 / danis
2280	23	Ajara	Batumi	Irakli Jincharadze	tkavruka public school	877 28n 19 18 irak
2244	24	Ajara	Chakvi	Roin Mamuladze	Xulo Kaloti pablic school	577150169
2252	25	Ajara	Chakvi	Ramaz Qamashidze	qv. Txilvani pablic school	577150187ramazir
2095	26	Ajara	Qeda	Inga beridze	Gogiashvilebi public school	577 24-27-26 gogia
2160	27	Ajara	Shuakhevi	Tarieladze Temuri	shuakhevi, vani pablic school	577175764 vanissk
2036	28	Ajara	Khelvachauri	RUSUDAN LOMADZE	TXILNARI P.SC	577304228 Z.TXIL
2108	29	Ajara	Khulo	Temur Vashakhmadze	LEPL - Sacixuri public school	577 150 198, Sacix
2152	30	Ajara	Khulo	Avtandil Makharadze	Director, Pachkhi Public School Khulo	

2188	31	Ajara	Shuakhevi	Abuselidze ciala	ERS	577 3045 91 ciala-1
2228	32	Ajara	Qobuleti	Mikheil Khalvashi	Director,Jikhanjuri Public School/Kobuleti	
2168	33	Ajara	Shuakhevi	Tarieladze Malkhaz	Shuakhevi Takidzeebi pablic school	577175755 takidze
2120	34	Ajara	Khulo	Gulnara Shainidze	LEPL - Tsablani public school	577 150 190,wablaniSSkola
2220	35	Ajara	Qobuleti	Aleqsandr Kurshubadze	LEPL - Chaisubani №2 public school	577-304-188
2080	36	Ajara	Qeda	Tsatsa Devadze	Atshesi public school	577 30-40-34
2212	37	Ajara	Qobuleti	Medea Lazishvili	LEPL - Kondidi public school	577-304-198
2164	38	Ajara	Shuakhevi	Futkaradze Ramin	Shuakhevi,Lomanauri pablic school	577175747raminfu
2040	39	Ajara	Khelvachauri	LAMARA KOXREIDZE	GANTIADI.P.SC	577304214 GANTI
2192	40	Ajara	Shuakhevi	Jemal Ivanidze	Director, Jabnidzeebi Public School/Shuakhevi	
2144	41	Ajara	Khulo	Revaz Dzirknadze	Kxulo mun. Dioknisi P.Sc.	577291228
2076	42	Ajara	Khelvachauri	Nazim Sirabidze	Director,School#1/Khelvachauri	
2156	43	Ajara	Khulo	Meri Tavartkiladze	Director, Uchkho Public School /Khulo	
2272	44	Ajara	Batumi	Nino Shamilishvili	koxi public school	877 30 41 79 tokob
2248	45	Ajara	Chakvi	Darejan Takidze	Suaxevi Janivari pablic school	558799600dtakidze
2204	46	Ajara	Qobuleti	Khatuna Dumbadze	LEPL - Dagva public school	593-759-596, xatur
2216	47	Ajara	Qobuleti	Eter Dzidziguri	LEPL - sof. skuras public school	577-406-047
2048	48	Ajara	Khelvachauri	Soso Bakuridze	khrolistavi public school	877304274
2096	49	Ajara	Qeda	Merab Devadze	Agara public school	577 30-40-83 agara
2276	50	Ajara	Batumi	Nana Menabde	kobuleti # 3 public school	877 94 41 49 sikha
2056	51	Ajara	Khelvachauri	Nunu Qiqana	Chaisubani public school	877304223
2268	52	Ajara	Batumi	Nargiz Jincharadze	kobuleti# 5 public school	877 30 41 70 kobul
2112	53	Ajara	Khulo	roland Bolqvadze	LEPL - Phachxi public school	577 150 152,bolkva
2184	54	Ajara	Shuakhevi	Katamadze eteri	shuakhevi intkirvetis public school	577 17 57 36
2264	55	Ajara	Batumi	Manana Tavartkiladze	Batumi # 4 public school	877 30 41 39 Mana
2240	56	Ajara	Chakvi	Emzar Jumeshadze	Suaxevi Shubna pablic school	577175719
2180	57	Ajara	Shuakhevi	Darchidze zurabi	shuakhevi mkhalakidzeebis pablic school	577 17 57 18
2084	58	Ajara	Qeda	Sergo Dumbadze	Medzibni public school	577 30-40-91
2104	59	Ajara	Qeda	Murman Chikvaidze	Director, Vaio Public School/Keda	
2260	60	Ajara	Batumi	Marina Dumbadze	Nakaidzeebi public school	877 30 41 78
2208	61	Ajara	Qobuleti	Tina Gogitidze	LEPL - Zeniti public school	577-304-163
2060	62	Ajara	Khelvachauri	Jujuna Kaxidze	Zeda chkhutuneti public school	877304297
2172	63	Ajara	Shuakhevi	Gograchadze merab	shuakhevi tkaroti public school	577 17 57 24 wyaro
2116	64	Ajara	Khulo	Meri Tavartqiladze	LEPL - Uachxo public school	577 150 180,merita
2148	65	Ajara	Khulo	Vazha Markoidze	Kxulo mun. Agari P.Sc.	577150160
1511	1	Guria	Lanchkhuti	Tamaz Kiladze	Director, School #1, Lanchkhuti	

1491	2	Guria	Lanchkhuti	Tinatin gogelia	Chibatipublic school	577973877 tinating
1531	3	Guria	Ozurgeti	Zurab Khomeriki	Shroma public school	851 217 177
1523	4	Guria	Ozurgeti	Mavlina Ninidze	Tchanieti public school	chanietisskola@ya
1539	5	Guria	Ozurgeti	Nino Mamaladze	Askana public school	877 94 11 17
1515	6	Guria	Ozurgeti	Marina Jafaridze	Ozurgeti public school #2	marjaff2@gmail.co
1499	7	Guria	Lanchkhuti	Emzar Chichua	nigoeti public school	577624124 nigoeti
1495	8	Guria	Lanchkhuti	Bidzina Vadatchkoria	LEPL - Lanchxuti, Janjati public school	577 971 186, Bidzi
1571	9	Guria	Chokhatauri	Tsiala Tshikhvaria	erketi public school	erketisskola@yaho
1519	10	Guria	Ozurgeti	Malkhaz Samsonia	Dzimiti public school	dzimitiskola@gmai
1547	11	Guria	Ozurgeti	Lali Sichinava	TskhemlisKhidi public school	877 94 11 91
1551	12	Guria	Ozurgeti	Avtandil Kechakmadze	Meria public school	877 94 11 67
1595	13	Guria	Chokhatauri	Samson Jibuti	Director, Shuaamagleba Pub. School/Chokhatauri	
1507	14	Guria	Lanchkhuti	Maia Sichinava	Director,Aketi Pub. School/lanchkhuti	
1503	15	Guria	Lanchkhuti	Akaki Diasamidze	Ninoshvili public school	577971158 akakidi
1567	16	Guria	Chokhatauri	Micheil Devidze	guturi public school	
1579	17	Guria	Chokhatauri	Lili Kalandadze	kvabkhis public school	
1555	18	Guria	Ozurgeti	Marina Vasadze	Director, Nasakirali Pub. School/ Ozurgeti	
1559	19	Guria	Ozurgeti	Lavro Kostava	Director, Kvemo Natanebi Pub. School/ Ozurgeti	1
1563	20	Guria	Chokhatauri	Tsiala Makharadze	bukiscixe public school	cialamaxaradze@g
1543	21	Guria	Ozurgeti	Khatuna Tsilosani	Dvabzu public school	877 94 11 31
1591	22	Guria	Chokhatauri	Malvina Osepaishvili	Director, Chaisubani Pub.School/ Chokhatauri	
1575	23	Guria	Chokhatauri	Nana Akhaladze	kokhnari public school	nana.akhaladze@g
1527	24	Guria	Ozurgeti	Tsiuri Gogiberidze	Gagma Dvabzupublic school	gagmadvabzu@gm
1583	25	Guria	Chokhatauri	Guliko Udjmajuridze	shuaparckhmis public school	
1587	26	Guria	Chokhatauri	Nunu Andguladze	Director, Tsipnari Publ. Sch/Chokhatauri	
1535	27	Guria	Ozurgeti	Nodar Tsitaishvili	Nagomari public school	877 94 11 70
1271	1	Imereti	Bagdati	Kakhaber Gumberidze	Dimis Public School	577641088
1115	2	Imereti	Tskhaltubo	Tina Gvanidze	LEPL - Zestafoni, II Sviri public school	577 233 041, geca
1223	3	Imereti	Chiatura	Maia Katsitadze	Chiatura #3 Public school	877-977-403
1111	4	Imereti	Tskhaltubo	Lia Jimsheleishvili	LEPL - Sakhuliis public school	577 965 535,
1467	5	Imereti	Khoni	Giorgi Sanodze	LLIP - Kontuati public shchool	577-947-160, sano
1487	6	Imereti	Khoni	Mindia Gvelebiani	Director, Namashei Pub. School/Khoni	1
1091	7	Imereti	Tskhaltubo	Rusudan Chogovadze	Qvitiri public shcool	877233505 / skola-
1139	8	Imereti	Samtredia	Manana Khazalia	Samtredia/Didi Jikhaishi 1st P.S.	877939959 / mkaxa

1255	9	Imereti	Chiatura	Nargizi Samkharadze	sachkhere makhatauri public school	577-942 274 maxat
1443	10	Imereti	Kutaisi	Salome Saralidze	#2 Kutaisi Public School	899209203/s.sarali
1379	11	Imereti	Tkibuli	Vasil Qenqadze	Tkibuli P.Sc. # 1	577531714 / tkibu
1231	12	Imereti	Chiatura	Jambul kifshidze	Katskhi public school	877-977-413
1199	13	Imereti	Zestaponi	Kublashvili Marina	Qv.sazanos # 2 public School	877233046; kublas
1103	14	Imereti	Tskhaltubo	Tinatin Managadze	LEPL - Meqveni public school	599 391 733
1251	15	Imereti	Chiatura	Nato Maqadze	SachkhereMokhvi pablic school	577 947 212maxva
1207	16	Imereti	Zestaponi	Berdzuli Koba	Rodinauuli public School	877 233 024; 855 7
1171	17	Imereti	Sachkhere	UCHA BARBAQADZE	WALOVANI Public School	877947246
1183	18	Imereti	Sachkhere	Manana Kamladze	Director, Arepeti Pub.School/ Sachkhere	
1135	19	Imereti	Samtredia	Mikheil Kopaleishvili	Samtredia/Etseri P.S.	877939956 / sofew
1131	20	Imereti	Samtredia	Makvala Tevzadze	Samtredia / Gomi P.S.	877255858 / n.dzn
1235	21	Imereti	Chiatura	Giorgi Bitsadze	Kvitori Public school	899-40-40-58
1483	22	Imereti	Khoni	Nunu Managadze-Andriadze	LLIP - Khoni №2 public shchool	577-947-104
1339	23	Imereti	Vani	Tea Tvalabeishvili	Dutskhuni public school	595 44 93 06
1147	24	Imereti	Samtredia	Omar Chachua	Samtredia/Dabla Gomi P.S.	877939945 / omarc
1119	25	Imereti	Tskhaltubo	Maguli Devdariani	LEPL - Zestafoni,Kldeeti public school	557 233 036
1123	26	Imereti	Tskhaltubo	Giorgi Burjanadze	Director, Sch. #3 /Tskhaltubo	1
1447	27	Imereti	Kutaisi	Zurab Gotsiridze	#6 Kutaisi Public School	877277506/Zurikoc
1071	28	Imereti	Tskhaltubo	Nino Vadachkoria	Gvishtibi public shcool	877965534 / vadac
1155	29	Imereti	Sachkhere	NINO GRDZELISHVILI	QORETI-- Public School /	855757750
1291	30	Imereti	Terjola	Nino Todidze	Axalterjolis pablic school	577973312/axalterj
1415	31	Imereti	Kutaisi	Tariel Gvelesiani	LEPL - Kutaisi №29 public school	577 277 529, tariri
1427	32	Imereti	Kutaisi	Lia Idadze	LEPL - №6 public school	577 277 506,Lia-z-
1435	33	Imereti	Kutaisi	Marine Goreziani	#35 Kutaisi Public School	877277535/gorezia
1463	34	Imereti	Khoni	Zurabi Todua	LLIP - Kuturi public shchool	577-497-119, 599-
1355	35	Imereti	Vani	Goderdzi Khurtsidze	Romaneti public school	599,755,765
1323	36	Imereti	Kharagauli	IZOLDA OKRIBELASHVILI	BAZALETI SCHOOL	IZOLDAOKRIBELA 577977489
1083	37	Imereti	Tskhaltubo	Elguja Iobidze	Joneti public shcool	877272502
1387	38	Imereti	Tkibuli	Vasil Dzendzadze	Director, Sch. #1/Tkibuli	1
1287	39	Imereti	Terjola	Vera Qochiashvili	Gogni pablic school	577973328/verac
1295	40	Imereti	Terjola	Kote Gogiashvili	Rupoti pablic school	577653400/rupotis
1243	41	Imereti	Chiatura	Tamaz Tsutsqiridze	sveri pablic school	577 977 437 sveris
1070	42	Imereti	Tskhaltubo	Dimitri Tkabladze	Tskhunkuri 1 nd public shcool	877965509
1479	43	Imereti	Khoni	Zeinabi Kacharava	LLIP - Sikhchi public shchool	577-947-168
1431	44	Imereti	Kutaisi	Malxazi Vashakhmadze	LEPL - №20 public school	577 277 520, micu

1175	45	Imereti	Sachkhere	GELA MACHARASHVILI	KORBOULI #2 Public School	877947200
1075	46	Imereti	Tskhaltubo	Natia Bendeliani	Banodja public shcool	877964404
1347	47	Imereti	Vani	Amiran Sharashenidze	tsikhe sulori public school	593,402,463
1267	48	Imereti	Bagdati	Shorena Maraqvelidze	Zegnis #1 Public School	577338041
1215	49	Imereti	Chiatura	Inga Asanidze	Didi kackhi Public school	899-40-72-83
1455	50	Imereti	Kutaisi	Zviad Jijelava	#26 Kutaisi Public School	877277526/zviadjij
1219	51	Imereti	Chiatura	Khatuna Gamezardashvili	RtskhilaTi Public school	877-977-431
1239	52	Imereti	Chiatura	Tsira Bregvadze	Tshiatura.pablic school#2	577 977 402narhita
1459	53	Imereti	Kutaisi	Irine Jgerenaia	Director, Sch.#17/Kutaisi	
1242	54	Imereti	Chiatura	Teimuraz Bitshadze	tsxrukveti pablic school	599 226 284
1383	55	Imereti	Tkibuli	Shadiman Gbrichidze	Tkibuli mun. Mukhura P.Sc. # 1	599336572 / mukhu
1259	56	Imereti	Chiatura	Davit Nozadze	mechkheturi public school	599 656 340 mechx
1132	57	Imereti	Samtredia	Marina Khujua	Samtredia/Tolebi P.S.	877255885 / vazisu
1191	58	Imereti	Zestaponi	Chikhelidze Kakha	Zeda saqara public School	877 233 008 ; 893
1227	59	Imereti	Chiatura	Khatuna Bregvadze	Chiatura #7 public school	877-977-407
1095	60	Imereti	Tskhaltubo	Gulnara Fxakadze	LEPL - Ianeti public school	577 939 917 , ianet
1211	61	Imereti	Zestaponi	Devdariani Maguli	Rodinauli public School	877 233 036;
1343	62	Imereti	Vani	Olegi Miqeltadze	Gadidi public school	577 97 57 07
1283	63	Imereti	Terjola	Rusudan Usufashvili	TERJOLA 2nd public school	577973306 /terjolis
1359	64	Imereti	Vani	Nargidza tkeshelashvili	Bzuani public school	577975702
1099	65	Imereti	Tskhaltubo	Manana Tevzadze	LEPL - Tsiagubni №3 public school	598 423 757
1471	66	Imereti	Khoni	Murtaz Kukhalashvili	LLIP - Kanchkhi public shchool	595-909-106
1167	67	Imereti	Sachkhere	NINO GOSHADZE	CHIXI Public School	877942272
1275	68	Imereti	Bagdati	Nato Tolordava	Tckaltashuis Public School	577922329
1363	69	Imereti	Vani	Tina Diakonidze	Ukhuti public school	458,958
1294	70	Imereti	Terjola	Zurab Rijamadze	Sazano pablic school	577973394/zedasa
1327	71	Imereti	Kharagauli	HAMLET BERADZE	BORI SCHOOL	HAMLETBERADZE
1375	72	Imereti	Tkibuli	Tamar Zarnadze	Tkibuli mun. Kursebi P.Sc.	599624643 / kurs
1163	73	Imereti	Sachkhere	GIORGI WIGLADZE	ORGULI Public School	877942260
1303	74	Imereti	Terjola	Tamar Gogberashvili	Tuzi pablic school	577973375
1279	75	Imereti	Bagdati	Mlkhaz Mshvildadze	Meore Obchis Public School	577641020
1419	76	Imereti	Kutaisi	Endi Nemsitsveridze	LEPL - Kutaisi №7 public school	577 277 507, skola
1351	77	Imereti	Vani	Valeri Kankadze	Vani #1 public school	595 90 80 65
1331	78	Imereti	Kharagauli	MARINE SAXVADZE	UBISA SCHOOL	MARINESAXVADZ
1311	79	Imereti	Kharagauli	SERGO LABADZE	BORITI SCHOOL	SERGOLABADZE(
1247	80	Imereti	Chiatura	Zurab Papidze	qv.usakhelo pablic school	595 240 128 zurab
1087	81	Imereti	Tskhaltubo	Gocha Dzneladze	Sachkheura public shcool	899670469

1439	82	Imereti	Kutaisi	Demur Gagua	#40 Kutaisi Public School	899434443/skola4(
1203	83	Imereti	Zestaponi	Mumladze Gizo	Boslevi public School	877 233 038; 899 7
1179	84	Imereti	Sachkhere	LILI ZUMBADZE	ITAVAZI Public School	877942275
1187	85	Imereti	Zestaponi	Kurtsikidze Temur	3 public school	877 233 003; 899 2
1423	86	Imereti	Kutaisi	Lia Kuxianidze	LEPL - №15 public school	577 675 615,15 sk
1107	87	Imereti	Tskhaltubo	Jemali Kepuladze	LEPL - Ofshkviti public school	577 964 410, ofskv
1399	88	Imereti	Kutaisi	Nona Tsotsoria	LEPL - Kutaisi №6 public school	577 092 167, nona.woworia@gm
1367	89	Imereti	Tkibuli	Mariam Qarqashadze	Tkibuli mun. Dabadzvlis P.Sc.	577653916 / m.ga
1263	90	Imereti	Bagdati	Tamar Lominadze	Rokhis Puablic School	577922312
1195	91	Imereti	Zestaponi	Skhiladze Irina	Ilemi public School	877233037,irinasxi
1159	92	Imereti	Sachkhere	IURI CARCIDZE	CHALAURTI Public School	895900634
1127	93	Imereti	Samtredia	Svetlana Tkvatsiria	Samtredia / Chkhenishi P. S.	899788333 / svetla
1315	94	Imereti	Kharagauli	DAVIT LURSMANASHVILI	SARGVESHA SCHOOL	577977490
1151	95	Imereti	Samtredia	Khatuna Telia	#12 Samtredia P.S.	877939914 / samtr
1307	96	Imereti	Kharagauli	GOCHA KVINIKADZE	WIPA SCHOOL	G.KVINIKADZE@F
1319	97	Imereti	Kharagauli	VARDO CHIPASHVILI	SAGANOLI SCHOOL	VARDOWIPASHVI
1335	98	Imereti	Vani	ManoniLIluashvili	zeintari public school	599 37 02 35
1143	99	Imereti	Samtredia	Nino Miqeladze	#4 Samtredia P.S.	899117588 / samsk
1341	100	Imereti	Vani	Alexandre Oqropilashvili	Amagleba public school	593,658,377
1299	101	Imereti	Terjola	Davit Kutivadze	Alisubnis #1 pablic school	577977584/qvemoa
1451	102	Imereti	Kutaisi	Dimitri Kutikadze	#33 Kutaisi Public School	877277533/dimitrik
1079	103	Imereti	Tskhaltubo	Mamuka Kvachakhidze	Mukhiani public school	877233515 / muxia
1475	104	Imereti	Khoni	Guliko Kutchava	LLIP - Dedalauri public shchool	577-947-132, 597-7
1371	105	Imereti	Tkibuli	Shota Gabadadze	Tkibuli mun. Ojola P.Sc.	555129717 / skola
395	1	Kakheti	Lagodekhi	Marine Baindurashvili	Director,Shroma Public School/Lagodekhi	
319	2	Kakheti	Gurjaani-Yvareli	Pxaladze Elene	Axasheni Public School	877944708 axashe
311	3	Kakheti	Gurdjaani	Tamar Oglishvili	Director, School#1 Gurjaani	
415	4	Kakheti	Signagi	Makvala Ghvedashvili	Khirsa Public School//Sighnaghi	877 088 225 maka.
287	5	Kakheti	Gurdjaani	Elena Tatiashvili	LEPL - sChumlaki public shchool	577-944-709, elena
391	6	Kakheti	Lagodekhi	Merabi Iakobashvili	codniskari public school	877255460
347	7	Kakheti	Telavi	Tsisana Lamazoshvili	Akura Public School	877292422
403	8	Kakheti	Signagi	Nanuli chighitashvili	#1 Dedoplitskaro Public School	877 243 014 d-tska
283	9	Kakheti	Gurdjaani	Manana Zakalashvili	LEPL - Gurjaani. №4 public shchool	577-944-746, 599-9
379	10	Kakheti	Lagodekhi	Natela Arabuli	Chabukiani public school	877255465
383	11	Kakheti	Lagodekhi	Sarvan Mamedov	Uzuntali public school	877255450

399	12	Kakheti	Signagi	David Seturi	Z/Qeda Public School /Dedoplitskaro	877 243 018 z-Ked
239	13	Kakheti	Akhmeta	Bela Gunashashvili	Omalo Public School	577096700
343	14	Kakheti	Yvareli	Leila Kochorashvili	Director,School #2, Kvareli	
323	15	Kakheti	Gurjaani-Yvareli	Tatiashvili Dodo	Chumlaki Public School	877944709
279	16	Kakheti	Sagaredjo	Neli Balakhashvili	Director, School#4,Sagarejo	
291	17	Kakheti	Gurdjaani	Giorgi Suramlishvili	LEPL - Gavazi public shchool	577-122-316, giorg
335	18	Kakheti	Gurjaani-Yvareli	Bashliki Valia	Sabue Public School	877122327
411	19	Kakheti	Signagi	David Khuroshvili	Shibliani Public School/Sagarejo	877 273 316 shiblia
271	20	Kakheti	Dedoplistyaro	Tamar Nebieridze	Director,School # 2 Dedoplisckaro,Zemo Keda	
327	21	Kakheti	Gurjaani-Yvareli	Dzuliashvili Neli	Makharadze Public School	877944726 dzulias
419	22	Kakheti	Signagi	Tamila Qurkhashvili	Q/Machxaani Public School/Sighnaghi	899 215 547
243	23	Kakheti	Akhmeta	Rusudan Borchashvili	Dumasturi Public School	577096609
259	24	Kakheti	Sagaredjo-Dedoplistyvaro	Makhmadali Gasanovi	Muganlos Public School	577273346
359	25	Kakheti	Telavi	Lili Khachidze	Pshaveli Public School	877292413
315	26	Kakheti	Gurjaani-Yvareli	ChilaSvili Otar	#4 Gurjaani Public School	899309278
307	27	Kakheti	Gurdjaani	Lela MenTeshashvili	LEPL - Telavi №7 public shchool	577-944-703, lelam
387	28	Kakheti	Lagodekhi	Shaismail Islamov	Kabali #2 public school	899717619
267	29	Kakheti	Sagaredjo-Dedoplistyvaro	Manana Chigitashvili	Arboshikis Public School	577243004
331	30	Kakheti	Gurjaani-Yvareli	Begashvili Eva	Chikaani Public School	877122303 lia.baj@
295	31	Kakheti	Gurdjaani	Mzia Korashvili	LEPL - Axalsofeli №1 public shchool	577-122-310, 599-2 ketasarinka@gmail
427	32	Kakheti	Signagi	Manana Mateshvili	Director, Signagi Nukriani #2 Public School	
231	33	Kakheti	Akhmeta	Manana Nadibaidze	#1 Akhmeta Public School	577277347
367	34	Kakheti	Telavi	Maia Otarashvili	#1 Telavi Public School	877292401; maia-otarashvili.66
371	35	Kakheti	Telavi	Ana Vakhtangishvili	Director, School#3, Telavi	
339	36	Kakheti	Gurjaani-Yvareli	Osefashvili Bela	Akhalsopeli Public School	877944770belusi75
303	37	Kakheti	Gurdjaani	Sergei Serikh	LEPL - sof svobodnoes public shchool	577-255-448,593-9 svobodnoessajaro@
263	38	Kakheti	Sagaredjo-Dedoplistyvaro	Ekaterine Gogelia	Khashmis Public School	577273340
235	39	Kakheti	Akhmeta	Nato Turkoshvili	Zemo Alvani Public School	577277330
355	40	Kakheti	Telavi	Ketevan Tatulashili	Saniore Public School	877292414
363	41	Kakheti	Telavi	Nino Orkodashvili	Tsinandali Public School	877292423
407	42	Kakheti	Signagi	Natalia Samebelashvili	Kandauri Public School/Sagarejo	877 273 326 kanda
275	43	Kakheti	Dedoplistyaro	Manana Chigitashvili	Director, Dedoplisckaro Arboshiki Public School	
251	44	Kakheti	Sagaredjo-Dedoplistyvaro	Nino Burdiashvili	Patardzeulis Public School	577642884

255	45	Kakheti	Sagaredjo-Dedoplistyvaro	Zaza Khizanishvili	Gomboris Public School	577642830
423	46	Kakheti	Signagi	Elene Mateshvili	Sighnaghi Public School	877 988 211
375	47	Kakheti	Lagodekhi	Qetevan Kapanadze	Afeni #2 public school	877255408 afenis
247	48	Kakheti	Akhmeta	Dali Gomelauri	Director,School #2,Akmeta	
299	49	Kakheti	Gurdjaani	Abulfat Pashaevi	LEPL - Ganjala public shchool	577-255-416, abulf
351	50	Kakheti	Telavi	Aleqsandre Otarashvili	#4 Telavi Public School	877292404
743	1	Kvemo Kartli	Marmeuli	Vakhid Ibragimov	LEPL - Marneuli №7 public school	577-930-053
795	2	Kvemo Kartli	Marmeuli	Rustam Damirchievi	Kapanakxchis Public School	577934069
787	3	Kvemo Kartli	Marmeuli	Gulavatin Mamedova	Kizilajlos # 1 Public School	577934056
615	4	Kvemo Kartli	Gardabani	Guram Natenadze	Gamarjveba P.Sc.	gamarjvebis@gmai
791	5	Kvemo Kartli	Marmeuli	Abulgasan Azizovi	Cofis public school	577934065
695	6	Kvemo Kartli	Bolnisi	MZIA DANELIA	BOLNISI N=3 SCHOOL	577-673-500
683	7	Kvemo Kartli	Bolnisi	IDAIAT GEUSHOVI	BOLNISI N=2 SCHOOL	577-672-292
799	8	Kvemo Kartli	Marmeuli	Amiran GabaiZe	khikhanis Public School	577934036
687	9	Kvemo Kartli	Bolnisi	TEMUR MAMULASHVILI	KHATISOPELI SCHOOL	577-673-411
839	10	Kvemo Kartli	Tetritskharo	AIANA GARAGASHEVA	QOSALARIS SCHOOL	577-21-15-89 qosa
871	11	Kvemo Kartli	Tsalka	Antei Tersenovi	Tcintckaros Public school	599711535
651	12	Kvemo Kartli	Gardabani	Ketevan Chinashvili	Director, Sch.#1, Martkopi, Gardabani	
631	13	Kvemo Kartli	Gardabani	Gorgisheli Nana	Foladaantkaris saj-skola	577 971801, nana.g
767	14	Kvemo Kartli	Marmeuli	Mahmed Alaxverdiev	Marneuli mun. Tazkendi P.Sc #1	577734001
831	15	Kvemo Kartli	Tetritskharo	VAJA BEGIASHVILI	CHKHIKVATIS SCHOOL	577-21-15-84 chxik
835	16	Kvemo Kartli	Tetritskharo	ZEINAB CHARKVIANI	DUMANISIS SCHOOL	577-21-15-75 duma
783	17	Kvemo Kartli	Marmeuli	Arkadi Manucharian	Marneuli mun.Opreti P.Sc	577934061/ opretri
679	18	Kvemo Kartli	Bolnisi	AVTANDIL MAMEDOVI	CURTAVI SCHOOL	577-245-009
663	19	Kvemo Kartli	Rustavi	Neli Golijashvili	Rustavi 20nd Public School	877211420/rustavi2
643	20	Kvemo Kartli	Gardabani	Iskandarov Firdovsi	Gardabnis #3	577 971803
819	21	Kvemo Kartli	Tetritskharo	NATELA NIJARADZE	TSINTSYAROS SCHOOL	577-21-15-56 winv
755	22	Kvemo Kartli	Marmeuli	Avtandil Bibilashvili	LEPL - Akhali Dioknisi public school	577-934-016
851	23	Kvemo Kartli	Tsalka	Eva Kalachiani	Dashbashis Public school	599301438
747	24	Kvemo Kartli	Marmeuli	Dilsuz Julphaev	LEPL - Azizkendi public school	577-934-062
859	25	Kvemo Kartli	Tsalka	Nodar Mgeladze	Axalshenis Public School	577224459
627	26	Kvemo Kartli	Gardabani	Giorgi Qitesashvili	Muganlo P.Sc	qitesashvili.giorgi@
827	27	Kvemo Kartli	Tetritskharo	VARTAN ARUTINIANI	SAMSHVILDIS SCHOOL	577-21-15-72 sams
607	28	Kvemo Kartli	Gardabani	Temur Tsiklauri	Axali Samgori P.Sc.	877970532
771	29	Kvemo Kartli	Marmeuli	Zal Valiev	Marneuli mun. IlmazloP.Sc	577 93 40 51 / ilma

639	30	Kvemo Kartli	Gardabani	Mamedova Elnara	Jandaris saj-skola	577 970522, jandar
843	31	Kvemo Kartli	Tetritskharo	Leila Tsiklauri	Director, Manglisi #1 Pub. School/Manglisi	
699	32	Kvemo Kartli	Bolnisi	NOFAL ALIEVI	AKAURTA SCHOOL	577-672-600
867	33	Kvemo Kartli	Tsalka	Mger Torosian	Burnashetis Public School	599710058
763	34	Kvemo Kartli	Marmeuli	Tamraz Gurbanov	Marneuli mun. Damiageorarxi P.Sc	577934020
715	35	Kvemo Kartli	Dmanisi	Nino Datuashvili	Gantiadi Public School	577577304
623	36	Kvemo Kartli	Gardabani	Nino Merabishvili	Teleti P.Sc	877970551 ru-mera
723	37	Kvemo Kartli	Dmanisi	Islam Mamedovi	Kvemo Orozmani Public School	577577313
675	38	Kvemo Kartli	Bolnisi	MAIA GABIDZASHVILI	FARIZIS SCHOOL	599-693-160
775	39	Kvemo Kartli	Marmeuli	Masim Aivazov	Marneuli mun.Karachmuganlo P.Sc	577534005/ kiracm
731	40	Kvemo Kartli	Dmanisi	Mubariz Akhmedovi	Ifnari Public School	577577329
647	41	Kvemo Kartli	Gardabani	Mamedova Zamila	Kalininos saj-skola	577 970523, Zamila
759	42	Kvemo Kartli	Marmeuli	Giulnara Dargali	LEPL - Marneuli №3 public school	577-948-030
635	43	Kvemo Kartli	Gardabani	Ratiani Vaso	Nagebis saj-skola	577 371820, nageb
711	44	Kvemo Kartli	Dmanisi	Temur Devnozashvili	#1 Dmanisi Public School	577577102
803	45	Kvemo Kartli	Marmeuli	Iela Akhsabadze	Tceraqvis Public School	577934017
779	46	Kvemo Kartli	Marmeuli	Dursun Ismailov	Marneuli mun. Lejbadini P.Sc	577138777 lejbadin
735	47	Kvemo Kartli	Dmanisi	Nodari Aslanishvili	Director, Mashaveri Pub. School, Dmanisi	
863	48	Kvemo Kartli	Tsalka	Vartui Sarqisian	Chivtkilisis Public School	599920324
815	49	Kvemo Kartli	Tetritskharo	LIA PADARASHVILI	KODIS SCHOOL	577-21-15-79 liapa
691	50	Kvemo Kartli	Bolnisi	IAMZE SVANIDZE	NAKHIDURI SCHOOL	577-673-167
671	51	Kvemo Kartli	Rustavi	Nino Kalandadze	Director, Sch.#14, Rustavi	
611	52	Kvemo Kartli	Gardabani	Lia ZaaliSvili	Kumisi P.Sc.	8777970528
619	53	Kvemo Kartli	Gardabani	Mediko MirzaSvili	Shindisi P.Sc.	877970518 shindis
751	54	Kvemo Kartli	Marmeuli	Mamed Iuzbashev	LEPL - AlgeTi №3 public school	577-934-057
739	55	Kvemo Kartli	Marmeuli	Ruslan Gajiev	LEPL - Marneuli №3 public school	577-111-656
655	56	Kvemo Kartli	Rustavi	Maia Gachechiladze	Rustavi 18nd Public School	877211419/Maia-g
847	57	Kvemo Kartli	Tsalka	Mikheil Jakeli	Avranlos Public School	577220760
855	58	Kvemo Kartli	Tsalka	Dariko Meladze	Kharebis Public School	593480416
823	59	Kvemo Kartli	Tetritskharo	LEILA APTSIAURI	MANGLISIS N=1 SCHOOL	577-62-94-90 man
807	60	Kvemo Kartli	Marmeuli	Nuradin Ismailov	Director, Kesalo Pub. School	
719	61	Kvemo Kartli	Dmanisi	Tamaz Askandarovi	Dagarakhlo Public School	577577527
727	62	Kvemo Kartli	Dmanisi	Tariel Suleimanovi	Saparlo Public School	577577324
811	63	Kvemo Kartli	Marmeuli		Imiri public school	577-93-40-73
703	64	Kvemo Kartli	Bolnisi	Maia Kharaishvili	Director,Ratevani Pub. School/Bolnisi	
707	65	Kvemo Kartli	Bolnisi		Tsitelisofeli public school	577-93-40-25, citel
667	66	Kvemo Kartli	Rustavi	Gela Chikaidze	Rustavi 5nd Public School	877211405/sajaro-
659	67	Kvemo Kartli	Rustavi	Naira Karukhnishvili	Rustavi 6rd Public School	

1944	1	Mtskheta-Tianeti	Mtskheta	Eka Chabaidze	Akhaltsikhe	577 972028, eka.ch
2020	2	Mtskheta-Tianeti	Kazbegi	Tariel Piranishvili	Director, Sno Pub. School/Kazbegi	
2008	3	Mtskheta-Tianeti	Dusheti	LIDA OGBAIDZE	Witlianebi Public School	893997376 lida ogb
1968	4	Mtskheta-Tianeti	Mtskheta	Qasoshvili Mania	Chardaxi P.Sc.	877971107/ Galina
1940	5	Mtskheta-Tianeti	Mtskheta	Maia Akhalkatsi	Takhtisdziri	595 434429, taxtisd
1964	6	Mtskheta-Tianeti	Mtskheta	Chaboshvili Ambrosi	Axaldaba P.Sc.	895538522
1936	7	Mtskheta-Tianeti	Mtskheta	Leila Tetruashvili	Abisi	599 749246, abisis
1952	8	Mtskheta-Tianeti	Mtskheta	Fridon Svanidze	Qvenatkotsa	599 676184
2004	9	Mtskheta-Tianeti	Dusheti	MANANA NARAIDZE	CHartali Public School	891173733
2028	10	Mtskheta-Tianeti	Tianeti	Natela Kochlamazishvili	Director, Sch#1/Tianeti	
2000	11	Mtskheta-Tianeti	Dusheti	MZISAVAR TURMANAULI	Magaroskari Public School	891242050 kmetre
1980	12	Mtskheta-Tianeti	Mtskheta	Lolishvili Lia	Muxranis P.Sc.	877971115
2016	13	Mtskheta-Tianeti	Dusheti	Mamuka Arabuli	DirectorAragvispiri Pub. School/Dusheti	
1972	14	Mtskheta-Tianeti	Mtskheta	Sisauri Marine	Navazi P.Sc.	877544847
1984	15	Mtskheta-Tianeti	Mtskheta	Nanuli Javakhishvili	Director, Sch.#1 Mukhrani/ Mtskheta	
2022	16	Mtskheta-Tianeti	Kazbegi	Manana Kirikashvili	Director, Stepantsminda Pub. School/ Kazbegi	
1948	17	Mtskheta-Tianeti	Mtskheta	Soso Rigishvili	Akhalsofeli	577 511807, iosebi
2012	18	Mtskheta-Tianeti	Dusheti	Lali Ebitashvili	Director, Sch# 1 / Dusheti	
1988	19	Mtskheta-Tianeti	Mtkheta	Beka Iordanishvili	Director,Dzegvi Pub. School/Mtskheta	
2024	20	Mtskheta-Tianeti	Tianeti	Marta Maisuradze	Director,Bochorma Pub. School/Tianeti	
1956	21	Mtskheta-Tianeti	Mtskheta	Efemia Simonishvili	Tserovani 1	577 625939, xatuna
1976	22	Mtskheta-Tianeti	Mtskheta	Amirashvili Ekaterine	Mukhrani #2 P.Sc.	877544825 /ekaan
1996	23	Mtskheta-Tianeti	Dusheti	MZIA GAGELIDZE	Pavleuri Public School	893982869
1992	24	Mtskheta-Tianeti	Dusheti	Nino MDCHEDLISHVILI	Arguni Public School/	858410668 nino m
1759	1	Samegrelo-Zemo Svaneti	Zugdidi	Lali Chachibaia	Director,Sch.Narazeni Pub. School/Zugdidi	
1599	2	Samegrelo-Zemo Svaneti	Senaki	Mamuka Jojua	axalisofeli public school	577144376

1659	3	Samegrelo-Zemo Svaneti	Tsalenjikha	Ekaterine Fifia	Sachino #2 public school	577315069 ekafifia
1643	4	Samegrelo-Zemo Svaneti	Chkhorocku	Maci Jalagonia	Kircxi #2 public school	577623546 macijal
1647	5	Samegrelo-Zemo Svaneti	Chkhorocku	Dimon Arakhamia	Director,Sch #1, Kirtskhi/Chkhorotsku	
1627	6	Samegrelo-Zemo Svaneti	Chkhorocku	Tengiz Nachkebia	Nafichxovos #1 public school	577122528
1847	7	Samegrelo-Zemo Svaneti	Mestia	Lali Guledani	Lenjeri #2 Public School	595117201
1851	8	Samegrelo-Zemo Svaneti	Mestia	Besarion Guledani	Mestia #1 Public School	577097272
1855	9	Samegrelo-Zemo Svaneti	Mestia	Domna Chkadua	Khaishi Public School	598840131
1611	10	Samegrelo-Zemo Svaneti	Senaki	Maia Adamia	kotianeti public school	577614637
1715	11	Samegrelo-Zemo Svaneti	Zugdidi	Nona Nachkebia	Korcxeli public school	577144420 Nanach
1635	12	Samegrelo-Zemo Svaneti	Chkhorocku	Fatima Shengelia	Xabume #1 public school	577122503 Xabum
1731	13	Samegrelo-Zemo Svaneti	Zugdidi	Levan Ghurtskaia	№3 Zugdidi	877177441 / zugdi
1755	14	Samegrelo-Zemo Svaneti	Zugdidi	Nato Qantaria	Tchkadaushi	877 17 74 76 / nato
1675	15	Samegrelo-Zemo Svaneti	Tsalenjikha	Nona Mebonia	Calenjixa #4 public school	577314803 khatu
1747	16	Samegrelo-Zemo Svaneti	Zugdidi	Dalila Chiqava	Koki	877177393 / dchiq
1703	17	Samegrelo-Zemo Svaneti	Abasha	Marina Miqadze	LEPL - Abasha, Samiqao public school	577 623462, m.miq
1663	18	Samegrelo-Zemo Svaneti	Tsalenjikha	Jemal Kvaracxelia	Nakifu #2 public school	577244034 nakofu
1807	19	Samegrelo-Zemo Svaneti	Martvili	Soso Tsulaia	LEPL - Martvili, Zexuntsi public school	555 596 720, sosot
1831	20	Samegrelo-Zemo Svaneti	Khobi	Nazi Lipartia-Xasia	nojixevi public school	nojikhevi.skola1@g

1779	21	Samegrelo-Zemo Svaneti	Martvili-poti	Amiran Gabeshsia	Martvili #3 P.Sc.	899481062
1651	22	Samegrelo-Zemo Svaneti	Tsalenjikha	Xatuna Samushia	Jvari #2 public school	577758080 xatu.g
1799	23	Samegrelo-Zemo Svaneti	Martvili-poti	Inga Fircxelava	Nageberao public school	577125820 temurd
1763	24	Samegrelo-Zemo Svaneti	Martvili-poti	Qetevan Bachilava	Balda P.Sc.	899933517/q.bachi
1691	25	Samegrelo-Zemo Svaneti	Abasha	Svetlana Memishishi	Ontofo public school	577-97-41-50
1683	26	Samegrelo-Zemo Svaneti	Abasha	Natela kikabidze	Gezati public school	577-18-85-90 geza
1811	27	Samegrelo-Zemo Svaneti	Poti	Nona Zhvania	Director, School#1, Poti	
1679	28	Samegrelo-Zemo Svaneti	Tsalenjikha	Nugzar Khasaia	Director, Muzhava Pub.School/Tsalenjikha	
1667	29	Samegrelo-Zemo Svaneti	Tsalenjikha	Guranda Sajaia	Miqava #1 public school	577244014 guranc
1839	30	Samegrelo-Zemo Svaneti	Mestia	Leila Khvibliani	Ieli Public School	599214752
1711	31	Samegrelo-Zemo Svaneti	Zugdidi	Zurab Kupreishvili	Zugdidi #10 public school	577,177,326
1723	32	Samegrelo-Zemo Svaneti	Zugdidi	Lula Xvichava	Chxoria public school	577 177483 Cxoria
1819	33	Samegrelo-Zemo Svaneti	Khobi	Vaja Kamashidze	patarapoti citrusebi public school	patarapoti.2@gmai
1671	34	Samegrelo-Zemo Svaneti	Tsalenjikha	Tamaz Mebonia	Calenjixa #2 public school	577244002 tsalen
1787	35	Samegrelo-Zemo Svaneti	Martvili-poti	Cezari Wulaia	Foti #8 public school	577122568 Culaia-
1707	36	Samegrelo-Zemo Svaneti	Zugdidi	Albet Caava	Oruli public school	577 628658 Alberti
1687	37	Samegrelo-Zemo Svaneti	Abasha	Dodo dolidze	Abasha, Abasha #1 public school	577-621-777 dodo
1775	38	Samegrelo-Zemo Svaneti	Martvili-poti	malxaz Tsirgvava	Xunci P.Sc.	877299454

1727	39	Samegrelo-Zemo Svaneti	Zugdidi	Zaza Kokaia	Afxazeti #15 public school	577 092173 Zazak
1803	40	Samegrelo-Zemo Svaneti	Martvili-poti	Ciuri Fircxelava	Lecaves public school	577299423 ciurfircx
1835	41	Samegrelo-Zemo Svaneti	Khobi	Khatia Ochigava	Director, Kulevi Pub.School/Khobi	
1623	42	Samegrelo-Zemo Svaneti	Senaki	Meri Tsirgvava	Director,Sch #3/Senaki	
1607	43	Samegrelo-Zemo Svaneti	Senaki	Tinatin Jalaxonia-yalichava	zemochaladidi public school	577144345 (zemoc
1631	44	Samegrelo-Zemo Svaneti	Chkhorocku	Miranda Curcumia	Xabumes #3 public school	577623877 Xabum
1751	45	Samegrelo-Zemo Svaneti	Zugdidi	Gogi Todua	Rukhi	877177457 / ruxisk
1863	46	Samegrelo-Zemo Svaneti	Mestia	Nato Gvarliani	Director,Sch#2 Mestia	
1791	47	Samegrelo-Zemo Svaneti	Martvili-poti	Gerasime Kikaleishvili	Naxunaos public school	577642329 ssip na
1815	48	Samegrelo-Zemo Svaneti	Khobi	Nana Tirqia	bia public school	bia.skola@gmail.co
1719	49	Samegrelo-Zemo Svaneti	Zugdidi	Akaki Rogava	Ergeta public school	577 628920 akakir
1767	50	Samegrelo-Zemo Svaneti	Martvili-poti	Manana Lashxia	Gachedili P.Sc.	898646404/manala
1823	51	Samegrelo-Zemo Svaneti	Khobi	Cisana Cxadaia	shua qvaloni public school	shuaqvaloni1@gma
1795	52	Samegrelo-Zemo Svaneti	Martvili-poti	Shorena Chitadze-Gabisonia	Muxurchi public school	577125836 dodoga
1695	53	Samegrelo-Zemo Svaneti	Abasha	Gocha Pataraia	sujuni public school	577-62-19-74
1699	54	Samegrelo-Zemo Svaneti	Abasha	Luiza Ochigava	Sefieti public school	599-22-88-48
1743	55	Samegrelo-Zemo Svaneti	Zugdidi	Larisa Qiria	Didinedzi	877177379 / larisa.
1655	56	Samegrelo-Zemo Svaneti	Tsalenjikha	Lodiko Akobia	Chale #1 public school	577244086 chales

1771	57	Samegrelo-Zemo Svaneti	Martvili-poti	Mamuka Tvaladze	Martvili #2 P.Sc.	877299406
1783	58	Samegrelo-Zemo Svaneti	Martvili-poti	Marina Tordinava	Oche P.Sc.	877299418
1843	59	Samegrelo-Zemo Svaneti	Mestia	Natia Goshteliani	Mestia #3 Public School	598959559
1603	60	Samegrelo-Zemo Svaneti	Senaki	Kaxaberi Gvasalia	xorshi public school	577144339 (kaxab
1827	61	Samegrelo-Zemo Svaneti	Khobi	Manana Badzagua	kheta public school	khetaskola@gmail.
1615	62	Samegrelo-Zemo Svaneti	Senaki	Maia Shushania	sajijao #1 public school	244557038 (sajijao
1735	63	Samegrelo-Zemo Svaneti	Zugdidi	Tea Gabelaia	№9 Zugdidi	877244748 / teagal
1859	64	Samegrelo-Zemo Svaneti	Mestia	Murtaz Paliani	mestia #2 Public School	595612509
1639	65	Samegrelo-Zemo Svaneti	Chkhorocku	Givi Lashxia	Lesichine #1 public school	577122517 Laschx
1739	66	Samegrelo-Zemo Svaneti	Zugdidi	Khvicha Shamatava	Anaklia	877178353 / ???
1619	67	Samegrelo-Zemo Svaneti	Senaki	Irma Xarshiladze	chaladidi public school	577122766 (chalad
959	1	Samtkhe-Javakheti	Akhalkalaki	Lamara Topalian	Khulgumos public school	577 972447 khulgu
947	2	Samtkhe-Javakheti	Akhalkalaki	Ashot Kirakosian	Balkhos public school	577 972452 balxos
995	3	Samtkhe-Javakheti	Adigeni	Cisana Oboladze	LEPL - Xevasheni public school	577 588 343,xevas
879	4	Samtkhe-Javakheti	Ninotsminda	Vartanian Manushak	Kondura pablic school	577981119 pkondu
883	5	Samtkhe-Javakheti	Ninotsminda	Basentcian Koirun	Patara araqala pablic school	577982142 basenz
891	6	Samtkhe-Javakheti	Ninotsminda	Manvelian Haikaz	Dilifi pablicschool	577982131 dilif.sch
955	7	Samtkhe-Javakheti	Akhalkalaki	Susan Pidanian	Chamduris public school	577 972464 chamd
983	8	Samtkhe-Javakheti	Adigeni	Vladimer Velidjanashvili	LEPL - Phxero public school	577 180 932, vladir
979	9	Samtkhe-Javakheti	Adigeni	Tamar Kachkachishvili	LEPL - Boladjuri public school	577 588 304, tama
1011	10	Samtkhe-Javakheti	Borjomi	KhaTuna GvimraZe-Gelashvili	LEPL- Likani public school	577-288-121, likani
1067	11	Samtkhe-	Akhaltsikhe	Londaridze Manana	Aspindza Ota pablic school	591270569

		Javakheti				
887	12	Samtkhe-Javakheti	Ninotsminda	Nalbandian Karen	Saghamo pablicschool	577982128 karensa
1027	13	Samtkhe-Javakheti	Borjomi	Mzia Gongadze	Khashuri, LEPL- Cxramuxa public school	577-973-361, cxrar
951	14	Samtkhe-Javakheti	Akhalkalaki	Petros Akopian	Kirovakanis public school	577 972431 kiroval
1039	15	Samtkhe-Javakheti	Akhaltsikhe	Londaridze tciuri	aspindza, Nijgori pablic school	577647556 nigori@
919	16	Samtkhe-Javakheti	Akhalkalaki	LENA KARAPETIANI	BARALETI #1 P.SCHUL	599927815
1023	17	Samtkhe-Javakheti	Borjomi	Tamar Gagloshvili	Khashuri, LEPL- Osiauris public school	577-973-349, tamu
915	18	Samtkhe-Javakheti	Akhalkalaki	IRMA TABATADZE	PTENI P.SCHUL	577275991
1047	19	Samtkhe-Javakheti	Akhaltsikhe	Zedginidze Mzia	Aspindza, Toloshi pablic school	577647584 toloshis
987	20	Samtkhe-Javakheti	Adigeni	Giorgi Chilashvili	LEPL - Abastumani № 4 public school	577 588 316, giorgi
963	21	Samtkhe-Javakheti	Akhalkalaki	Andrias abdoian	Aragvi public school	577 972411 aragva
1043	22	Samtkhe-Javakheti	Akhaltsikhe	Adeishvili Akaki	Aspindza, xizabavra pablic school	599492680
999	23	Samtkhe-Javakheti	Adigeni	Koba Kublashvili	LEPL - Benari public school	577588315, kobaku
907	24	Samtkhe-Javakheti	Ninotsminda	Armenuhi Garsliyan	Director, Sch.#3,Ninotsminda	
935	25	Samtkhe-Javakheti	Akhalkalaki	ZAIRA ARAKELIAN	BOZALI P. SCHOOL	577233167
1015	26	Samtkhe-Javakheti	Borjomi	Khatuna Maisuradze	LEPL- Kvabisxevi public school	577-288-124, kvabi
939	27	Samtkhe-Javakheti	Akhalkalaki	Oganes Shoraghian	Ghomaturtskhis public school	577 972435 lomatu
943	28	Samtkhe-Javakheti	Akhalkalaki	Derenik akopian	Buzavetis public school	599 709564 pusave
971	29	Samtkhe-Javakheti	Akhalkalaki	Gaiane Michael	Takhchas public school	
1031	30	Samtkhe-Javakheti	Borjomi	Julieta Jonjolava	Director, Sch. #1, Borjomi	
1007	31	Samtkhe-Javakheti	Borjomi	Marine Lomidze	LEPL- Akhaldaba public school	577-288-110, ,arina
923	32	Samtkhe-Javakheti	Akhalkalaki	SURIK ARAKELIAN	AGANA P. SCHOOL	577283946
903	33	Samtkhe-Javakheti	Ninotsminda	Amirxanian Ruben	Uchmana pablic school	577982135 gamirxa
1051	34	Samtkhe-Javakheti	Akhaltsikhe	Bolotashvili Maia	Aspindza saro pablic school	557738525 maiabo
931	35	Samtkhe-Javakheti	Akhalkalaki	KAMO ASLANIAN	MERENIA P. SCHOOL	595133360
1055	36	Samtkhe-Javakheti	Akhaltsikhe	Vatcharidze Roini	Aspindza Naqalaqevi pablic school	599701999 Roniroi
1059	37	Samtkhe-Javakheti	Akhaltsikhe	Qamadadze Shaqro	Aspindza Mirashxani pablic school	577282301

899	38	Samtkhe-Javakheti	Ninotsminda	Kareva Tatiana	Gorelovka pablic school 1	577982103 tatyana
927	39	Samtkhe-Javakheti	Akhalkalaki	RUBEN TASHCHIAN	OLAVERDI P.SCHOOL	599710815
1063	40	Samtkhe-Javakheti	Akhaltsikhe		Tskaltbila public school	577-97-80-13, durg
911	41	Samtkhe-Javakheti	Akhalkalaki	LELA CHINCHARAULI	axalkalaki #3 p.shool	599,569,848
1019	42	Samtkhe-Javakheti	Borjomi	Beduni Lomsadze	Khashuri, LEPL- Odzisi public school	577-973-368, loms
975	43	Samtkhe-Javakheti	Akhalkalaki	Malkhaz Malkhasyan	DirectorKartseti Pub. School/ Akhalkalaki	
1035	44	Samtkhe-Javakheti	Borjomi	Tamar Bliadze	Director, Bakuriani Pub. School	
991	45	Samtkhe-Javakheti	Adigeni	Maro Chxitunidze	LEPL - Arali public school	577 588 302,maroc
1003	46	Samtkhe-Javakheti	Adigeni	Merab Shavadze	LEPL - Gomaro public school	577588309, merab
895	47	Samtkhe-Javakheti	Ninotsminda	Ustian Zvard	Satkhi pablic school	577982117 ustyanz
875	48	Samtkhe-Javakheti	Ninotsminda	Sogoian Anvard	Efremovka pablic school	577982813 efrwmo
967	49	Samtkhe-Javakheti	Akhalkalaki	Armine Uzunian	Kilikamis public school	577 972434 gulikar
463	1	Shida Kartli	Gori	Bagrat Okropiridze	mereTis public school	877922534
443	2	Shida Kartli	Gori	Lia Palelashvili	LEPL - Tyviavi public school	577-922-562, liapal
523	3	Shida Kartli	Khashuri	Ivane Mtvarelidze	xashuri public school #9	mecxreskola@gma
487	4	Shida Kartli	Gori	Rusudan lomidze	School # 12 of Gori	877 922 512 gorisk
567	5	Shida Kartli	Qareli	Tamar Parastashvili	Director, Tseronisi Pub. School/ Kareli	
519	6	Shida Kartli	Khashuri	Ruizan Marabdeli	sative public school	
507	7	Shida Kartli	Gori		Gori #5 public school	577-92-25-30, Lela
583	8	Shida Kartli	Kaspi	Liana nozadze	qvemo khandaki public school	899386678
543	9	Shida Kartli	Qareli	Davit Razmiashvili	Breti Meurneoba Public School	8-95-900-316davitr
479	10	Shida Kartli	Gori	Nana Gigauri	School of Xurvaleti	877 922 557
459	11	Shida Kartli	Gori	Elizaveta Khabadzishvili	dicis public school	877922509
575	12	Shida Kartli	Kaspi	Maia laferashvili	miqeltskaro public school	877275008
447	13	Shida Kartli	Gori	Liana Beshkenashvili	LEPL - Phxvenisi public school	577-922-564, phkv
471	14	Shida Kartli	Gori	Nino Bitadze	qv.xviTis public school	877922546, 87792
527	15	Shida Kartli	Khashuri	Mamuka Matiashvili	bekmi public school	mamuka matiashvil
571	16	Shida Kartli	Kaspi	Tamar mamulashvili	qvemo gomi public scgool	877 27 50 52 tama
599	17	Shida Kartli	Kaspi	Nani Maglaperidze	Kaspi mun. Kavtisxevi P.Sc.	nanamaglaferidze@
515	18	Shida Kartli	Khashuri	Temur Kulijanishvili	ali public school	
499	19	Shida Kartli	Gori	Irma Archuadze	School # 4 of Gori	877 922 504
579	20	Shida Kartli	Kaspi	Ekaterine tsiklauri	igoeti public school	877275042
591	21	Shida Kartli	Kaspi	Darejan	Lamiskana public school	877275023

				Chikhinashvili		
475	22	Shida Kartli	Gori	Ioseb Mtvarelidze	saTemos public school	877922570, 85557
531	23	Shida Kartli	Khashuri	Lele Qvrivishvili	xcisi public school	Lelaqvrivishvili@gm
551	24	Shida Kartli	Qareli	Ia Gegelashvili	B.kapanadzis sakh.Dzlevijvari Public School	8-55-30-45-06
435	25	Shida Kartli	Gori	Elizaveta Khabazishvili	LEPL - Dici public school	577-922-509, ssipd
483	26	Shida Kartli	Gori	Lia Jilavdari	School of Tortiza	877 922 563
491	27	Shida Kartli	Gori	Gela Japaridze	School # 10 of Gori	877 922 535 Gelaja
439	28	Shida Kartli	Gori	Revaz Saatashvili	LEPL - Rekha public school	577-922-572, rexa1
559	29	Shida Kartli	Qareli	Leila Tckrialashvili	Zemo Khvedureti Public School	8-77-57-79-12 zxbedureti.skola@g
467	30	Shida Kartli	Gori	Grigol Mumladze	oTarSenis public school	877922533
555	31	Shida Kartli	Qareli	Tinatin Kulembegashvili	Kheoba Public School	8-90-25-92-32
431	32	Shida Kartli	Gori	Nodar Iarganashvili	LEPL - Goris №7 public school	577-922-507, iarga
539	33	Shida Kartli	Khashuri	Tamar Jobadze	Director, School #3 Surami	
451	34	Shida Kartli	Gori	Vasil Bibilashvili	LEPL - Shindisi public school	577-922-571, shind
503	35	Shida Kartli	Gori	Irakli Berdznishvili	Director, Sch #2, Gori	
535	36	Shida Kartli	Khashuri	Aleksandre Lomidze	Director, Itrisi Pub. School, Khashuri	
547	37	Shida Kartli	Qareli	Zoia Lacabidze	Zguderi Public School	8-55-51-54-59 z.lac
587	38	Shida Kartli	Kaspi	Otar nonikashvili	kavtiskhevi public school	877275066
563	39	Shida Kartli	Qareli	Leila Ositashvili	Director, Kekhijvari Pub. School/ Kareli	
511	40	Shida Kartli	Khashuri	Zurab Lomidze	flevi public school	577-93-77-42
603	41	Shida Kartli	Kaspi	Ledi MidelaSvili	Kaspi mun.Nigoza P.Sc.	ledimidelashvili@gm
595	42	Shida Kartli	Kaspi	Vera Mgebrishvili	Director,School #1/Metekhi	
455	43	Shida Kartli	Gori	Lali Tsitsagi	adzvis public school	877922566
495	44	Shida Kartli	Gori	Mzevinar Tsarielashvili	School of Zerti	877 922 510 cmzev
195	1	Tbilisi	Tbilisi	Inga Tsertsvadze	Director,School #131	
95	2	Tbilisi	Tbilisi	Dalila Zukhbaia	Tbilisi P.Sc. # 117	dzukhbaia@gmail.c
99	3	Tbilisi	Tbilisi	Qetevan Turiashvili	Tbilisi P.Sc. #105	keti_turiashvili@ya
207	4	Tbilisi	Tbilisi	Manana Samkharadze	Director,School #178	
171	5	Tbilisi	Tbilisi	Nino Tabatadze	Director,School# 170,Tbilisi	
51	6	Tbilisi	Tbilisi	Barabadze Khatuna	Tbilisi, #126	577 123 414, xati12
27	7	Tbilisi	Tbilisi	Shalva Khutsishvili	Tbilisi, #219 Public school	skolacinubani.edu.g
187	8	Tbilisi	Tbilisi	Gela Odishelidze	Director, School#177, Tbilisi	
79	9	Tbilisi	Tbilisi	Rusudan Mdivani	Tbilisi,# 141 Public School	577930041
103	10	Tbilisi	Tbilisi	Manana Furtseladze	Tbilisi P.Sc. # 9	purtseladzemanana
179	11	Tbilisi	Tbilisi	Nodar Kirvalidze	Director, School#174, Tbilisi	
215	12	Tbilisi	Tbilisi		Tbilisi #171 public school	577-12-34-22, tbsc
11	13	Tbilisi	Tbilisi	Lia Gigauri	Director,School# 165,Tbilisi	

183	14	Tbilisi	Tbilisi	Marina Tsereteli	Director, School#120, Tbilisi	
167	15	Tbilisi	Tbilisi	Zina Tsereteli	Director,School #54,Tbilisi	
115	16	Tbilisi	Tbilisi	Manana Sulashvili	Tbilisi, #157 public school	577 47 50 05 157sl
175	17	Tbilisi	Tbilisi	Lali Berishvili	Director,School# 195,Tbilisi	
63	18	Tbilisi	Tbilisi	Giorgi Shekhiladze	Tbilisi 11 nd public shcool	877211811/sajaro1
15	19	Tbilisi	Tbilisi	Mziuri Gvalia	Tbilisi,# 2 Public School	599250986
19	20	Tbilisi	Tbilisi	Tinatin Abutidze	Tbilisi,# 43 Public School	577929016 schoolt
91	21	Tbilisi	Tbilisi	Mzia Gelashvili	Tbilisi P.Sc. # 45	mzia_45@yahoo.c
159	22	Tbilisi	Tbilisi	Natia Peikrishvili	Director,School # 153, Tbilisi	
75	23	Tbilisi	Tbilisi	Maia Kakhniashvili	Tbilisi,# 138 Public School	577148793
107	24	Tbilisi	Tbilisi	Maia Osikmishvili	Tbilisi, #145 public school	577 12 75 72 maik
59	25	Tbilisi	Tbilisi	Naira Qaruxnishvili	Tbilisi 6 nd public shcool	
7	26	Tbilisi	Tbilisi	Iuri Chagvinadze	Director,School# 54,vake/saburtalo	
219	27	Tbilisi	Tbilisi		Tbilisi #167 public school	577-93-00-31, tbilis
55	28	Tbilisi	Tbilisi	Mindiashvili Galaqtion	Tbilisi, #2	577 929 032, skola
143	29	Tbilisi	Tbilisi	Tamila Museridze	Director,School #18, Tbilisi	
225	30	Tbilisi	Tbilisi	Gogi Gambashidze	Director,School #146	
227	31	Tbilisi	Tbilisi, Apkhazeti	Nato Bendeliani	Director, Sch. #5, Apkhazeti	
135	32	Tbilisi	Tbilisi	Irma Chartia	Director,School #29, Tbilisi	
71	33	Tbilisi	Tbilisi	Nino JabanaSvili	Tbilisi,# 11 Public School	577977182
131	34	Tbilisi	Tbilisi	Lida Nodia	Director,School #26, Tbilisi	
139	35	Tbilisi	Tbilisi	Ketevan Melikishvili	Director,School #36, Tbilisi	
31	36	Tbilisi	Tbilisi	Eduard Kianadze	Tbilisi,# 23 Public School	577338033
23	37	Tbilisi	Tbilisi	Eka Jamagidze	Tbilisi,# 88 Public School	577338797 skola88
119	38	Tbilisi	Tbilisi	Lorita Zarqua	Tbilisi, #127 public school	577 97 73 27 olgi4
199	39	Tbilisi	Tbilisi	Nana Chekurishvili	Director,School #40	
67	40	Tbilisi	Tbilisi	Eka Cxvedadze	Tbilisi 22 nd public shcool	877211422/sajaro2
35	41	Tbilisi	Tbilisi	Manana Alibegashvili	Tbilisi,# 50 Public School	
127	42	Tbilisi	Tbilisi	Mzevinar Tsomaia	Tbilisi, #92 public school	577 33 24 00 skola
203	43	Tbilisi	Tbilisi	Nino Natroshvili	Director,School #145	
43	44	Tbilisi	Tbilisi	Gagnidze Tea	Tbilisi, #60	599 556 726, sajar
111	45	Tbilisi	Tbilisi	Tamar Gurashvili	Tbilisi, #152 public school	577 13 32 37 152
87	46	Tbilisi	Tbilisi	Giuli Gabitashvili	Tbilisi,# 114 Public School	577930061
83	47	Tbilisi	Tbilisi	Tamila Gamdlishvili	Tbilisi,# 159 Public School	577376476
39	48	Tbilisi	Tbilisi	Mamrikishvili Tamar	Tbilisi, #64	577 388 088, 64saj
163	49	Tbilisi	Tbilisi	Ketevan Rekhviashvili	Director,School # 28, Tbilisi	
123	50	Tbilisi	Tbilisi	Marine Jarmelishvili	Tbilisi, #74 public school	577 13 32 02 jarme
191	51	Tbilisi	Tbilisi	Teona Kacheishvili	Director,School #198	
211	52	Tbilisi	Tbilisi	Lali Todua	Director,School #168	

147	53	Tbilisi	Tbilisi	Irma Omanadze	Director,School #166, Tbilisi	
223	54	Tbilisi	Tbilisi		Tbilisi #35 public school	577-11-11-22
151	55	Tbilisi	Tbilisi	Salman Pirmamedov	Director,School # 73, Tbilisi	
3	56	Tbilisi	Tbilisi	Marine Kavtaradze	Director,School# 137,Tbilisi	
47	57	Tbilisi	Tbilisi	Chkhaidze Tamar	Tbilisi, #147	577 115 252, schoo

ANNEX C. DATA COLLECTION INSTRUMENTS

1. *Interview Questionnaire – Principals*
2. *Interview Questionnaire – ISU Graduates*
3. *Focus Group Guidelines – EMIS*
4. *Focus Group Guidelines – ERC Representatives*
5. *Focus Group Guidelines – ISU Representatives*

Questionnaire number

_____

Questionnaire coded: ☐

Questionnaire revised: ☐

SCHOOL PRINCIPALS
Education Management Project

October, 2012

TO INTERVIEWER! READ THE TEXT BELOW TO EACH RESPONDENT!

Hello, my name is _ _ _ _ _, (**TELL YOUR NAME)** from the research company ACT. We conduct a survey in order to describe the Education Management Project implemented by Chemonics and funded by USAID.

Your sincere answers will help us to have a real understanding on the subject matters of the survey. Answers provided by you during an interview will be generalized togeather with the ideas of all interviewed principals. It will not be able to identify separte ideas of each principal. Besides to above-mentioned, ACT Research will accurately follow Georgian law of "Official Statistics". According to fourth article of the law, ACT Reasearch will strictly keep confidentiality of survey respondents. All individual information of the survey participants will be kept absulutely confidential and only researcher, survey Administrator and a few personnel conduting the survey will have access to individual information and ideas of respondents. Information provided in open-ended questions will be used only for: (1) Studying separate issue more deeply, (2) Evaluating the quetsion at country level and (3) they will not be quoted or paraphrased in the report. If survey results are given to the third party, in that case, respondnets' personal information, institution's name and any inforamation according to which respondent's personality could be identified will be closed (coded).

Participation in this survey is voluntary. If you agree to participate in the study, you remain free not to answer some questions if you wish. The interview will last approximately 20-25 minutes.

May we start the interview? ***(IF RESPONDENT AGREES THANK HIM/HER)*** - Thank you very much.

TO INTERVIEWER: FILL GENERAL SCHOOL INFORMATION FORM BEFORE THE INTERVIEW.

NAME AND SURNAME OF INTERVIEWER:_____ ***CODE:*** ☐

DATE OF THE INTERVIEW:_____ /_____
DAY MONTH

INTERVIEW START TIME:_____ /_____ ***INTERVIEW END TIME:_____ /_____***

HR. *MIN.* *HR.* *MIN.*

General School Information FORM (To Be Filled Before the Face-To-Face Interview)

G.1. School contact details:

1	Region		*CODE*	
2	District		*CODE*	
3	School Name		*CODE*	
4	Address		*CODE*	
5	Contact telephone			

G.1. School students/staff

		TOTAL NUMBER	FEMALE	MALE
1	STUDENTS			
2	TEACHERS			
3	CERTIFIED TEACHERS			

G.2. Type of School ***(multicode for each column)***

According to building:	**A**	**Hard to get there:**	**D**	**Which grades are represented at school:**	**F**
Multi-campus	1	Yes	1	Only G1-6	1
Single building	2	No	2	7-12	2
According to taught languages:	**B**	**According to settlement type:**	**E**	1-9	3
Georgian	1	Village	1	9-12	4
Non-Georgian[13]	2	Town	2	1-12	5
According to education for disabled children:	**C**	City	3	Other_____	6
Inclusive	1	Other_____	4		
Special	2				
Other_____	3				

G.3. Personal information of School principal

1	Name/Surname of Principal	
2	Gender	1. Male 2. Female
3	Contact Phone/Mobile	
4	Whole years of working as a principal	M_____

[13] Non-Georgian school is a school where there is even one sector with non-Georgian education plan.

5	When did you accept the principal position in this school?	Month_____Year_____

Section AA: School Finance Management Training

A.1. Do you remember the finance management training that you received? ***(Show Logo to the respondent. Remind that it was 3-4 day length training mostly held at weekends) (single code)***

Yes	1	*Continue*
No	2	*Skip to section B*
Refused to answer	3	
Hard to say/Don't know/Don't remember	4	

A.2. How would you rate the Finance Management Training that you attended on the following aspects? ***(single code in each row) FOR INTERVIEWER: SHOW CARD***

		Very Good	Good	Weak	Very Weak
A	Training Material	1	2	3	4
B	Training Methodology	1	2	3	4
C	Trainers	1	2	3	4
D	Completeness of the course	1	2	3	4
E	Met the Needs	1	2	3	4

A.3. How do you rate the 'School Financial Course Manual' and the 'Handouts' provided to you during training? ***(single code in each row) FOR INTERVIEWER: SHOW CARD***

		Very Good	Good	Weak	Very Weak
A	New Funding Formula	1	2	3	4
B	Financial Accountability	1	2	3	4
C	Maintenance of Finance Records	1	2	3	4
D	Electronic submission of finance reports	1	2	3	4
E	Purchase procedures and purchases	1	2	3	4
F	Complete information on finance management	1	2	3	4

A.4. Did finance management training course include information on the new school funding formula of January 2011? ***(single code)*** **A4.1 Did finance management training course include latest information on the revised school funding formula of January 2012?** ***(single code)***

	A.4	A4.1
Yes	1	1
No	2	2
Refused to answer	3	3
Hard to say/Don't know/Don't remember	4	4

A.5. ***(If, codes 2, 3 or 4 are encircled in A4 or A4.1*****) Did you receive the training before the new formula of voucher was introduced in January 2011 or before its renewal in January 2012?** ***(single code)***

	A.4	A4.1
Yes, I received training before January 2011	1	1

Yes, I received training before January 2012	2	2
Refused to answer	3	3
Hard to say/Don't know/Don't remember	4	4

A.6. Did the finance management training course include short information about the principals' standard? ***(single code)***

Yes	1
No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

A.7. Did you receive training materials and guide at the training? ***(single code)***

Yes	1
No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

A.8. Do you ever refer to the Guide and Training materials that you received during the training on finance management to find answers to any problems raised while preparing following school finance reports:_____? ***(single code in each row)***

		YES	NO	DO NOT REMEMBER
1	Monthly reports - revenue and expenditure monthly reports	1	2	3
2	Quarterly reports - quarterly balance	1	2	3
3	Annual reports - annual balance	1	2	3
4	Annual Budget	1	2	3

Section B: Finance Management and Reporting Skills

B.1. Do you manage to produce your school monthly finance (revenue and expenditure) report on time? ***(single code)***

Yes	1
No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

B.2. What are the usual difficulties that you face in the preparation of the Monthly reports? ***Please specify:***

a. _____

b. _____

c. _____

B.3. Do you manage to produce your school Quarterly finance report/balance sheet on time? ***(single code)***

Yes	1

No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

B.4. What are the usual difficulties that you face in the preparation of the quarterly financial reports/balance sheet? *Please specify:*

a. _____

b. _____

c. _____

B.5. Do you manage to produce your School Annual financial balance sheet on time? *(single code)*

Yes	1
No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

B.6. What are the usual difficulties that you face in the preparation of the Annual financial balance sheet? *Please specify:*

a. _____

b. _____

c. _____

B.7. Do you manage to produce your School Annual Budget on time? *(single code)*

Yes	1
No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

B.8. What are the usual difficulties that you face in the preparation of the Annual Budget? *Please specify:*

a. _____

b. _____

c. _____

B

B.9. BDoes Finance Managemnet guide help you in preparation of your annual reports and annual budget? *Please specify:*

a. _____

b. _____

c. _____

B.10. In the process of school finance report validation how often does ERC ask for correction? ***(single code)***

Never	1
Sometimes	2
Often	3
Always	4
Refused to answer	5
Hard to say/Don't know/Don't remember	6

B.11. Considering the last three years, What ERC specialist ask you to correct in your finance reports? ***Please specify***

a. _____

b. _____

c. _____

Section **C: Participation of ECRs in School Management Issues**

C.1. In which of the following activities, if any, has the ERC assisted you in the last six months? IF SUCH CASE DID NOT HAVE PLACE SKIP TO C2 ***(multicode)***

Oversee school financial compliance with official norms and regulations	1
Facilitate school report card implementation	2
Support BoT activities	3
EMIS data collection	4
Using EMIS information in school development work/planning	5
Refused to answer	6
Hard to say/Don't know/Don't remember	7
Other ***(please specify)*** _____	

C.2. ***(If school received assistance from ERC)*** **Please specify, generally what type of assistance do you take from the ERC?** ***(multicode)***

How to calculate voucher formula	1
How to prepare revenue and expenditure monthly reports	2
How to prepare quarterly finance reports	3
How to prepare annual finance reports	4
How to do the Annual Budget	5
Refused to answer	6
Hard to say/Don't know/Don't remember	7
Other ***(please specify)*** _____	

C.3. With your experience with ERCs, do you think the ERC has the institutional capacity to assist you whenever you want assistance? ***(single code)***

Yes	1
No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

C.4. Do you make all your finance reporting electronically or manually? ***(single code)***

Electronically	1
Manually	2
Both	3
Refused to answer	4
Hard to say/Don't know/Don't remember	5

C.5. Have you been asked by the ERC to send any additional financial reports at any time since January, 2011? ***(single code)***

Yes	1	*CONTINUE*
No	2	*SKIP TO D1*
Refused to answer	3	
Hard to say/Don't know/Don't remember	4	

C.6. ***(If, answer is Yes in C5)*** **Were you able to submit it on time?** ***(single code)***

Yes	1
No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

C.7. ***(If, answer is NO in C5)*** **Please specify reasons:**

a. _____

b. _____

c. _____

Section D: **School Financing Formula and Equity Concerns**

D.1. Is the new January, 2011 School financing formula implemented in your schools? ***(single code)***

Yes	1	*Skip to D3*
Yes, partly	2	*CONTINUE*
Not Yet	3	
Refused to answer	4	
Hard to say/Don't know/Don't remember	5	

D.2. ***(If codes 2, 3, 4 or 5 are encircled in D1)Please specify what are the reasons for it:***

_____
_____
_____

D.3. Is the renewed January, 2012 School financing formula implemented in your schools? ***(single code)***

Yes	1	***Skip to D5***
Yes, partly	2	***CONTINUE***
Not Yet	3	
Refused to answer	4	
Hard to say/Don't know/Don't remember	5	

D.4. ***(If codes 2, 3, 4 or 5 are encircled in D3)Please specify what are the reasons for it:***

_____
_____
_____

IF RESPONDENT DECLARES THAT NEW FINANCING FORMULA OF JANUARY 2011 OR RENEWED FORMULA JANUARY 2012 WERE NOT IMPLEMETED IN THEIR SCHOOL SKIP TO SECTION E.

D.5. What influence did ne financing formula have on your school financing? ***(single code)***

Your financiang increased	1	***CONTINUE***
Your financing decreased	2	***Skip to D6.1***
It did not change	3	***Skip to D9***
Refused to answer	4	
Hard to say/Don't know/Don't remember	5	

D.6. ***(If code 1 is encircled in D5)*** **what was the percentage of increase?** ***(single code)***

0%	1
0%-10%	2
10%-25%	3
26%-50%	4
> 50%	5

D6.1. ***(If code 2 is encircled in D5)*** **what was the percentage of decrease?** ***(single code)***

0%	1
0%-10%	2
10%-25%	3
26%-50%	4
> 50%	5

D.7. Change of funding to your school (increase or decrease) happened due to which of the following components? ***(multicode) (READ THE LIST)***

Registration of those pupils who did not have IDs before	1
Multi-lingual	2
Multi-campus	3
Total number of students	4
Students' distribution in 1-7 grades	5
Students' distribution in 8-12 grades	6
Refused to answer	7
Hard to say/Don't know/Don't remember	8

Other *(please specify)* _____	

D.8. ***(If code 1 is encircled in D5)*** **When compared with the previous years, how did the increased funding help your school?** ***(multicode)***

Repair building	1
Purchase of additional learning materials	2
Purchase/maintenance of furniture	3
Purchase of office equipment	4
Purchase of school equipment	5
Hire more administrative personnel	6
Increase salaries for teachers	7
Professional trainings for teachers	8
Refused to answer	9
Hard to say/Don't know/Don't remember	10
Other *(please specify)* _____	

D.9. Nowadays, what activities cannot you finance from state budget? ***(multicode)***

Professional trainings for teachers	1	
Purchase of additional learning materials	2	
Maintenance/Purchase of school buildings and equipment	3	
Renovation of school buildings/rooms	4	*Skip to D13*
Purchase new equipment for school	5	
Additional lessons/circles for students	6	
Utility bills	7	*CONTINUE*
Adequate salary for personnel	8	
Refused to answer	9	
Hard to say/Don't know/Don't remember	10	
Other *(please specify)* _____ _____		*Skip to D13*

D.10. ***(If code 7 is encircled in D9)*** **Were you able to pay for school heating in following winter seasons?** ***(one answer per row)***

		YES	NO	REFUSED TO ANSWER	DO NOT KNOW
A1	Winter season of 2010-2011	1	2	3	4
B2	Winter season of 2011-2012	1	2	3	4

D.11. ***(If in any season school could not pay for its heating) What was the reason for this deficit? Please specify:***

A1 _____

B2 _____

D.12. ***(If in any season school could not pay for its heating) How was this problem settled? Please specify:***

A1 _____

B2 _____

D.13. Before introducing new financing formula (Before 2011 and 2012) did your school have ability to completely fulfill national educational demands? For example: Had enough teachers, assistant for principal, purchased learning materials etc. ***(single code) (Another definition of this question is: was the school deficit?)***

Yes	1	*Skip to D15*
No	2	*CONTINUE*
Refused to answer	3	*Skip to D15*
Hard to say/Don't know/Don't remember	4	

D.14. ***(If code 2 is encircled in D13) Please specify:***

_____
_____
_____

D.15. Does your school fulfill national educational demands? ***(single code)***

Yes	1	*Skip to D17*
No	2	*CONTINUE*
Refused to answer	3	*Skip to D17*
Hard to say/Don't know/Don't remember	4	

D.16. ***(If code 2 is encircled in D15) Please specify:***

_____
_____
_____

D.17. Did new financing formula bring changes in school management? ***(single code)***

Yes	1	*CONTINUE*
No	2	
Refused to answer	3	*Skip to D19*
Hard to say/Don't know/Don't remember	4	

D.18. ***(If codes 1 or 2 are encircled in D17) Please specify:***

_____
_____
_____

D.19. Did new financing formula increase school autonomy? ***(single code)***

Yes	1	*CONTINUE*
No	2	
Refused to answer	3	*Skip to D21*
Hard to say/Don't know/Don't remember	4	

D.20. ***(If codes 1 or 2 are encircled in D19) Please specify:***

_____
_____
_____

D.21. How do you usually make decisions about your school staffing pattern? ***(one answer per row)***

	Absolutely Independently	AAgree with the Ministry	On the basis of the Ministry Order
Teachers	1	2	3
Administration	1	2	3
Other personnel	1	2	3

D.22. In case of school or community demand, how do you make decision on new sector/sectors? (other/second language sector) ***(single code)***

School make decision absolutely independently	1	***Skip to D24***
School agree its decision with the Ministry	2	***CONTINUE***
Decision is made on the basis of the Ministry order	3	***Skip to D24***
Refused to answer	4	
Hard to say/Don't know/Don't remember	5	

D.23. ***(If code 2 is encircled in D22) Please specify:***

_____
_____
_____
_____

D.24. Has the new formula reduced the staff or staff positions in your schools? ***(one answer per row)***

	YES	NO	REFUSED TO ANSWER	DO NOT KNOW
A. Dean	1	2	3	4
B. Teachers	1	2	3	4
C. Non-staff personnel	1	2	3	4
D. Other ***(please specify)*** _____ ___	1	2	3	4

D.25. Is your school financing enough to hire highly proffesional, competitive teachers? ***(single code)***

Yes	1	***Skip to D27***
No	2	***CONTINUE***
Refused to answer	3	***Skip to D27***
Hard to say/Don't know/Don't remember	4	

D.26. ***(If answer is No in D25)*** **What do you think are the reasons for it?** ***Please specify:***

a. _____

b. _____

c. _____

D.27. What gaps still remain even with the revised funding formula? *Please specify:*

_____
_____
_____

Section E: **EMIS**

E.1. Did your school submit the School Data to EMIS in April-May 2012? *(single code)*

Yes	1
No, yet under preperation	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

E.2. Any time in the last three years that the school was unable to send the EMIS Report on time? *(single code in each row)*

	YES	NO	REFUSED TO ANSWER	DO NOT KNOW
A. 2010	1	2	3	4
B. 2011	1	2	3	4
C. 2012	1	2	3	4

E.3. Do you think the information that you provide to MES/EMIS is more reliable than before having the EMIS electronic software? *(single code)*

Very reliable	1	*CONTINUE*
Less reliable	2	*SKIP TO E5*
Nothing changed	3	
Refused to answer	4	
Hard to say/Don't know/Don't remember	5	

E.4. *(If code 1 is encircled in E3) Please specify:*

_____
_____
_____

E.5. Now I will read you a list of issues that you may find problematic. What are the main difficulties that the school faces in filling up of the on-line EMIS Data sheets? *(single code in each row)*

N		YES	NO	REFUSED TO ANSWER	DO NOT KNOW
1	Needs too much of time	1	2	3	4
2	Information is not readily available	1	2	3	4

3	Some questions we give guess answers than actual data	1	2	3	4
4	Internet problems no internet slow speed	1	2	3	4
5	Lack of personnel with computer skills	1	2	3	4
6	Computer problems *(No computer, Computer often out of order, Virus Problems, language barrier etc.)*	1	2	3	4
7	Other ***(please specify)*** _____	1	2	3	4

E.6. ***FOR INTERVIEWER: SHOW CARD*** **When compared with the previous years, due to having EMIS and electronic communication system in place, has the number of finance transaction between school and ministry and ERC decreased? Please indicate the situation with reference to your school:**

		Increased	Decreased	No change
A	Number of e-mails relating to finance transaction from MES	1	2	3
B	Number of telephone calls received on finance transaction from MES	1	2	3
C	ERC transaction on Finance matters to schools	1	2	3
D	School's financial transaction with ERC	1	2	3
E	Written requests from Ministry of Education and Science of Georgia to school regarding the number of teachers etc. (for example: data on social programs)	1	2	3

E.7. Does the information provided by EMIS help you in cooperation BoT? ***(single code)***

Yes	1
No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

E.8. While having any issues to settle for school you which cannot be settled at your level only, you address to ------- ***(multicode)***

Straight to ERC	1	***SKIP TO E10***
Straight to EMIS	2	
It depends on issue	3	***CONTINUE***
Both ERC and EMIS	4	
Ministry of Education and Science of Georgia	5	
Refused to answer	6	
Hard to say/Don't know/Don't remember	7	
Refused to answer	8	***SKIP TO E10***
Hard to say/Don't know/Don't remember	9	
Other ***(please specify)*** _____		

E.9. ***(If codes 3, 4, 5, 6, 7 and 8 are encircled in E8) Please specify:***

_____
_____
_____
_____

E.10. As the Principal of the school, at any time when filling the EMIS questionnaire you have felt that there should be more questions to report on some of the issues such as:

_____
_____
_____

E.11. Do you have any valuable information to add to these questions that you answer, please be brief:

_____
_____
_____
_____
_____
_____

Section F: **Effective Management Trainings for the Principals of Batumi, Tbilisi and Kutaisi Schools**

F.1. ***(ASK ONLY IN TBILISI, BATUMI AND KUTAISI)*** **Have you attended the training of effective school leaders?** ***(single code)***

Yes	1	*CONTINUE*
No	2	*SKIP TO F6*
Refused to answer	3	
Hard to say/Don't know/Don't remember	4	

F.2. Which topics did the training include? ***(multicode)***

Decision making skills	1
Effective communication skills	2
Problem solving skills	3
Effective leadership skills	4
Evaluation skills	5
Planning	6
Collaboration/team work	7
Organizational skills	8
Technology skills	9
Other ***(please specify)*** _____	

F.3. Do you have sufficient information about the principal's standard? ***(single code)***

Yes	1

No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

F.4. Did you receive the leaflets about the principals' standard at the training? ***(single code)***

Yes	1
No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

F.5. Did you receive the guide on management of students' database? ***(single code)***

Yes	1
No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

F.6. Did you pass the certification examination for principals? ***(single code)***

Yes	1	*CONTINUE*
No	2	*SKIP TO F8*
Refused to answer	3	
Hard to say/Don't know/Don't remember	4	

F.7. If answer is Yes in F6, Please specify when: ***(single code)***

2011	1
2012	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4
Other ***(please specify)*** _____	

F.8. If answer is NO in F6, do you plan to pass the principals certificate examination within the upcoming year? ***(single code)***

Yes	1
No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

F.9. How do you feel, do you need more professional development training in order to be able to pass the certification exam? ***(single code)***

Yes	1
No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

F.10. Do you prepare students' database about their discipline and academic progress in special electronic forms (electronic register about students' academic progress)? *(single code)*

Yes	1	*CONTINUE*
No	2	*FINISH THE INTERVIEW*
Refused to answer	3	
Hard to say/Don't know/Don't remember	4	

F.11. Which institution do you send this information? *(multicode)*

The Ministry of Education and Science of Georgia	1
ERC	2
EMIS	3
The Ministry and ERC	4
The Ministry and EMIS	5
ERC and EMIS	6
All three institutions	7
Refused to answer	8
Hard to say/Don't know/Don't remember	9

F.12. How often do you send this information? (*single code)*

Every month	1
Once per three months	2
Every 6 months	3
Once per year	4
Refused to answer	5
Hard to say/Don't know/Don't remember	6
Other ***(please specify)*** _____	

F.13. Who prepares above-mentioned information? *(single code)*

Myself	1
Accountant	2
School Administrator	3
Refused to answer	4
Hard to say/Don't know/Don't remember	5
Other ***(please specify)*** _____	

F.14. What difficulties do you meet while preparing above-mentioned information? *Please specify:*

_____
_____
_____

Thank you very much for participating!!!

Interviewer's notes:

_____
_____
_____

_____
_____
_____
_____
_____
_____
_____

Checked by Field Manager:

Signature _____

Name and surname _____

Questionnaire number

_____

Questionnaire coded: ☐

Questionnaire revised: ☐

QUESTIONNAIRE ISU GRADUATES
Education Management Project

October, 2012

TO INTERVIEWER! READ THE TEXT BELOW TO EACH RESPONDENT!

Hello, my name is _ _ _ _ _, (**TELL YOUR NAME)** from the research company ACT. We conduct a survey in order to describe the Education Management Project implemented by Chemonics and funded by USAID.

Your sincere answers will help us to have a real understanding on the subject matters of the survey. Answers provided by you during an interview will be generalized togeather with the ideas of all interviewed students/gradutes. It will not be able to identify separte ideas of each graduate/student. Besides to above-mentioned, in order to guarantee respondents' conidentiality, ACT Research will accurately follow Georgian law about "Official Statistics". According to fourth article of the law, ACT Reasearch will strictly keep confidentiality of survey respondents. All individual information of the survey participants will be kept absulutely confidential and only researcher, survey Administrator and a few personnel conduting the survey will have access to individual information and ideas of respondents. Information provided in open-ended questions will be used only for: (1) Studying separate issue more deeply, (2) Evaluating the quetsion at country level and (3) they will not be quoted or paraphrased in the report. If survey results are given to third party, in that case, respondnets' personal information, institution's name and any inforamation according to which respondent's personality could be identified will be closed (coded).

Participation in this survey is voluntary. If you agree to participate in the study, you remain free not to answer some questions if you wish. The interview will last approximately 10-15 minutes.

May we start the interview? *(IF RESPONDENT AGREES THANK HIM/HER)* - Thank you very much.

TO INTERVIEWER: FILL THE TABLE BELOW WHEN THE INTERVIEW IS OVER.

Respondent's name and surname		*CODE*	
Course		*CODE*	

NAME AND SURNAME OF INTERVIEWER: _____ *CODE:* [ ]

*DATE OF THE INTERVIEW:*_____ /_____
DAY MONTH

*INTERVIEW START TIME:*_____ /_____ *INTERVIEW END TIME:*_____ /_____
HR. MIN. HR. MIN.

Section E: **M.Ed. Program**

A.9. When did you apply for M.Ed. program? ***(single code)***

2009	1
2010	2
2011	3
Refused to answer	4
Hard to say/Don't know/Don't remember	5

A.10. Did you obtain financial subsidy for your M.Ed. program? ***(single code)***

Yes	1	***Continue***
Yes, partialy	2	
No	3	***Skip to E5***
Refused to answer	4	
Hard to say/Don't know/Don't remember	5	

A.11. If codes 1 or 2 are encircled in question E2, please specify the source(s) ***(multicode)***

Scholarship by government for graduate study	1
EMP project funded scholarship	2
ISU (Adjunct Professor Exchange for Student Scholarship)	3
Refused to answer	4
Hard to say/Don't know/Don't remember	5
Other ***(please specify)*** _____	

A.12. (If code 2 is encircled in question E2) In case you have been partialy subsidized, please specify, share of sponsporship? ***Please indicate share in percents:*** _____***%***

A.13. Please tell me, why did you decide to take a M. Ed. at ISU? ***(multicode)***

Personal interest – I was interested in the profession	1
Low competition	2
It will help me to make a carrier	3
Refused to answer	4
Hard to say/Don't know/Don't remember	5
Other ***(Please specify)***	

_____ _____	
Other *(Please specify)* _____ _____	

A.14. Please tell me, how satsified are you with_____: (Use 4 grade scale for evaluation where "1" means – very dissatisfied and "4" means very satisfied.) ***(sigle code in each row) SHOW THE CARD***

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Hard to say
a. program framework?	1	2	3	4	5
b. program courses?	1	2	3	4	5
c. program administration?	1	2	3	4	5
d. instructors/teaching personnel	1	2	3	4	5
e. facility	1	2	3	4	5
f. research program	1	2	3	4	5
g. teaching approaches and methodologies	1	2	3	4	5
h. learning materials	1	2	3	4	5
i. internship	1	2	3	4	5
j. student assessment system	1	2	3	4	5
k. Other *(Please specify)* _____ _____	1	2	3	4	5

A.15. What do you think, how equal was the level of proffesionalism of instructors for leading the respective course? ***(single code)***

Absolutely equal	1	***SKIP TO E9***
Somehow equal	2	
Not equal	3	***Continue***
Greatly vary from each other	4	
Refused to answer	5	***SKIP TO E9***
Hard to say/Don't know/Don't remember	6	
Other *(Please specify)* _____		

A.16. If codes 3 or 4 are encircled in E7, what was the main reason for disrepencies between the instuctors? ***(multicode)***

Backgound and professional knowledge	1
Professional motivation	2
Unequal support provided from the western university	3
Peculiarities of the concrete course which did not match well with the general knowledge and experience of the instructor	4
Lack of appropreate literature and course materials	5
Unrelevance of the course to the framework of the program	6
Refused to answer	7
Hard to say/Don't know/Don't remember	8
Other *(Please specify)* _____	

A.17. Please tell me, how did this course justify your hopes? ***(single code)***

It didn't justify my hopes at all	1

Partially justified my hopes	2
Almost justified my hopes	3
Absolutely justified my hopes	4
Refused to answer	5
Hard to say/Don't know/Don't remember	6

A.18. Please tell me, what do you like in this course most of all? ***(ASK FOR CONCRETE ANSWER AND WRITE DOWN WORD BY WORD)***

_____
_____
_____
_____

A.19. When did you finish your course? Please specify the year: _____

A.20. Please tell me, do you still use course materials provided by ISU? ***(single code)***

Yes, we always do	1
Yes, sometimes	2
No, though we don't need it at the given moment	3
No, though we need it	4
Refused to answer	5
Hard to say/Don't know/Don't remember	6

A.21. Please tell me, what would you like to change in this program to make it better? ***(ASK FOR CONCRETE ANSWER AND WRITE DOWN WORD BY WORD)***

_____
_____
_____
_____

A.22. Were the courses of the program interactive? ***(single code)***
A.23. Was the ICT sufficiently used in the studying process? ***(single code)***
A.24. Did you like the method of working on the research project in student's team? (*single code)*
A.25. Do you find the research project topic modern and actual? ***(single code)***
A.26. Did you find the institution providing practicum for your research project relevant to your needs and requirements? ***(single code)***
A.27. Are you satisfied with the support level of your project advisor? ***(single code)***
A.28. Did you receive the translated 9 books of advanced western authors during your study at the program? ***(single code)***
A.29. Do you find them helpful during the studying process? ***(single code)***
A.30. Did you receive the appropreate learning materials which were enough to avail maximum benefit from the course? ***(single code)***
A.31. Did all program courses were equally good of quality and appropreate to your professional goals? ***(single code)***

	E.14	E.15	E.16	E.17	E.18	E.19	E.20	E.21	E.22	E.23
Yes	1	1	1	1	1	1	1	1	1	1
Yes, partly	2	2	2	2	2	2	2	2	2	2
No	3	3	3	3	3	3	3	3	3	3
Refused to answer	4	4	4	4	4	4	4	4	4	4

Don't know	5	5	5	5	5	5	5	5	5	5

A.32. If code 2 is encircled in quetsions E14, E15, E16, E17, E18, E19, E20, E21, E22 or E23. Please specify:

_____
_____
_____
_____

A.33. Had you been employed at the time that you got enrolled in the program? ***(single code)***

Yes	1	*Continue*
No	2	*Skip to E27*
Refused to answer	3	
Hard to say/Don't know/Don't remember	4	

A.34. If yes, where had you been employed?

In the education institution/agency	1
Refused to answer	2
Hard to say/Don't know/Don't remember	3
Other ***(please specify)*** _____	

A.35. Were you employed while you were studying in the program? ***(single code)***

Yes	1	*Continue*
No	2	*Skip to E29*
Refused to answer	3	
Hard to say/Don't know/Don't remember	4	

A.36. If yes, where were you employed? ***(single code)***

In the education institution/agency	1
Refused to answer	2
Hard to say/Don't know/Don't remember	3
Other ***(please specify)*** _____	

A.37. Have you been employed after you receive you MEd diploma? ***(single code)***

Yes	1	*Continue*
No	2	*Skip to E31*
Refused to answer	3	
Hard to say/Don't know/Don't remember	4	

A.38. If yes, are you employed in Education field? ***(single code)***

Yes	1
No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

A.39. Do you think that your employment record is adequate to your education background? ***(single code)***

Yes	1
No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

A.40. If you had been employed since the completion of the course, what was decisive in your employment record? ***(multicode)***

The public image of the university	1
The competitive image of the MEd of EM program	2
Professional knowledge and skills I received in the program	3
High demand of my profession on the job market	4
My professional motivation and diligence	5
Refused to answer	6
Hard to say/Don't know/Don't remember	7
Other ***(please specify)*** _____	

A.41. Please tell me, do you have any plans to go for further studies in Education field? ***(single code)***

Yes	1	***Continue***
No	2	***Skip to E35***
Refused to answer	3	
Hard to say/Don't know/Don't remember	4	

A.42. How are you going / planning to do that? ***(ASK FOR CONCRETE ANSWER AND WRITE DOWN WORD BY WORD)***

_____
_____
_____
_____

A.43. After finishing the course, are you interested to....? ***(READ SENTENCES AND ENCIRCLE THE RESPECTIVE CODE)***

		YES	NO	REFUSED TO ANSWER	DO NOT KNOW
1	Attend further overseas courses in this field	1	2	3	4
2	Continue studies and gain Ph.D. in education	1	2	3	4
3	Continue career in public school	1	2	3	4
4	Other ***(please specify)*** _____	1	2	3	4

A.44. If you had to choose the M.Ed. program again, would you choose the ISU M Ed program? ***(single code)***

Yes	1

No	2
Refused to answer	3
Hard to say/Don't know/Don't remember	4

A.45. ***Would you like to add something about M Ed program?*** **Please specify:**

_____
_____
_____
_____

Thank you very much for participating!!!

Interviewer's notes:

_____
_____
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Checked by Field Manager:

Signature _____

Name and surname _____

Evaluation of Education Management Project
(FG Guide for EMIS Home Office Representatives and Regional IT Personnel)

Introduction

Greeting and introduction of research objectives.

> *The purpose of the research is to examine whether the Education Management Project was effective in achieving its results in terms of introducing the new formula for school financing, developing the Education Management Information System (EMIS) for the Ministry of Education and Science (MES); and establishing the first Master of Education (M.Ed.) program in Ilia State University. The evaluation should look at what changes were brought by the project's results for the target institutions (schools, the MES, etc.); whether the project has affected behavior of policy makers (in terms of using the EMIS data) and master's program graduates and project trainees (in terms of using the skills and knowledge obtained.)*

What is a focus group.
How long a focus group lasts. Reassuring the respondents that their identity and confidentiality of their answers will be protected.
Explaining the purpose of the recording equipment. Basic rules of the discussion regulation:

- Sincere reactions and sincere answers.
- There are no 'right' and 'wrong' answers.
- Speaking fairly loudly and with clarity.
- Request to switch off the cell phones.

Introduction of the participants:

- Name, age, occupation, hobby.

Warm up

- Let's speak about your job. Please, describe your functions.
- In your opinion, what are the main trends in education system in the current year? Why do you think so?

Reliability and Comprehensiveness of education data for analyses of trends and snapshots in the education sector

Is EMIS Operational?

- When EMIS system was created?

- What new functions/modules were added to EMIS since 2010? What additional information can EMIS process and produce through upgraded system as compared with 2010?

Comprehensiveness and reliability of Data Produced by EMIS

- On which basis and type of information the EMIS database is being updated? Please, explain.
- What indicators are reported by EMIS (Millennium Development Goals, school staffing plan, expenditure, enrollment, etc.)? What is the frequency of reporting?
- What are the mechanisms/tools in place to verify validity of enter data? Please explain
- What is protocol if among entered data are discrepancies (logical or numerical)? Please explain
- If you receive above-mentioned information from the schools what are the documents and procedures to check the relevance of the information? Are you required to do so? If not, what is your evidence for the proofing of the extra need for the students?
- What is the role of ERCs in the process? Do they provide information for you? If yes, what kind of information? Are they engaged in the process of data verification provided by schools? If yes, how?
- Who and how is responsible for validity of information in EMIS system? Please, explain your answer.

EMIS being used in developing more equitable and effective policies in school system

- Please list the types of reports published and unpublished internal and official memos/reports EMIS has produced for the policy makers on equity concerns;
- Please list the types of reports published and unpublished internal and official memos/reports EMIS has produced for the policy makers on funding formula related concerns and accountability issues etc.
- Please, tell us a bit more about above mentioned reports and their usage. What kind of information do your reports include? Are there any problems regarding this? If yes, please, specify.

EMIS being used to enhance resources to more marginalized groups

- Do the data received from the schools indicate the social, IDP, PSD and ethnic status of the students? What other additional information are provided to EMIS from the schools? If not, what is the source of the information for you about the students living in poor

economic conditions and needing the extra financial support? (probe for: parents, registration agency, teachers, etc.)

Improving of Leadership of the MES as a result of Policy Changes

As a result of EMIS MES operations are less time consuming

- Do you think that the e-submission of financial documents will make it possible for MES to respond to the school needs more quickly and in a more structured way? Please provide us with the examples from 2010 and 2012 years.

Decreasing of transactions from MES to schools

- Are you aware on the frequency of the transactions the MES has done since 2011? If so, please provide us with concrete examples how it has been changed. If not, what is the reason for it? Has it decreased the transactions from MES to schools? Please, explain your answer.

As a result of EMIS effectiveness increasing of functioning of different departments (e.g.: financial, coordination, EMIS) of MES

- Are there departments at MES (e.g.: financial, coordination, EMIS) that operates more effectively as a result of EMIS operations? Please provide us with the information how the financial department, schools, ERC and EMIS are reconnected with each-other since 2011 policy changes?
- Does the new policy ensure more need-based support to individual schools? What is the role of the EMIS in these processes? Please, describe.

EMIS supporting long term sustainable management/leadership improvement in schools, ERCs and MES

- What kind of difficulties can you specify in your work? Does EMIS have sufficient capacities for work? If not, what you lack? Please, specify.
- Do you receive the permanent support from the MES to execute EMIS functions? If yes, please describe the character of the support.

Thank you for your cooperation!

Evaluation of Education Management Project
(FG Guide for ERC Representatives)
Kutaisi, Akhaltsikhe, Telavi

Part 1. Introduction

Greeting and introduction of research objectives.

> *The purpose of the research is to examine whether the Education Management Project was effective in achieving its results in terms of introducing the new formula for school financing, developing the Education Management Information System (EMIS) for the Ministry of Education and Science (MES); and establishing the first Master of Education (M.Ed.) program in Ilia state university. The evaluation should look at what changes were brought by the project's results for the target institutions (schools, the MES, etc.); whether the project has affected behavior of policy makers (in terms of using the EMIS data) and master's program graduates and project trainees (in terms of using the skills and knowledge obtained.)*

What is a focus group? How long lasts a focus group.

Reassuring the respondents that their identity and confidentiality of their answers will be protected.

Explaining the purpose of the recording equipment. Basic rules of the discussion regulation:

- Sincere reactions and sincere answers.
- There are no 'right' and 'wrong' answers.
- Speaking fairly loudly and with clarity.
- Request to switch off the cell phones.

Introduction of the participants:

- Name, age, occupation, hobby.

Part 2. Warm up

- In your opinion, what are the main trends in education system in the current year? Why do you think so?

Part 3. Reliability and Comprehensiveness of Education Data for Analysis of Trends and Snapshots in the Education Sector

- Let's speak about your job. Please, describe the functions of ERC (the moderator writes down listed functions on flip chart). Please, mention the additional functions that ERC can provide and is not doing so.
- Are you aware on the functions that are underlined for the ERC due to the decree issued in 2011? If yes, please, specify.
- How did you learn about these functions? Is the information provided to you sufficient for you to execute these functions? Please, explain your answer.
- Please, specify which institutions/organization are you in touch with while working?
- What kind of information do ERC receive (the moderator writes down on flip chart) and from where? (Probe for: principals, e-catalogue, etc.)

EMIS being used in developing and implementing more equitable and effective policies in school system;

- Do the reports received from the schools indicate the social, ethnic, IDP and PSD status of the students? If not, what is the source of the information for you about the students living in poor economic conditions and needing the extra financial support? (Probe for: parents, registration agency, teachers, etc.)
- What other information do you receive from the schools regularly? Have you require this information from the schools? please describe the mechanism of correspondence.
- How often do you receive the information from school? Are there any drawbacks? If yes, Please describe.
- How do you process the received information? Do you check them? Is it required from you? Please, explain.
- Have you ever analyzed the revenue-expenditure forms provided by the schools? If yes, what is your experience? Are you engaged in the financial management of school funds? If so, in which way?

Schools providing more and better quality information to the MES which helps in further planning of resources

- Do you think that the information provided in revenue-expenditure forms as well as other financial information is more clear and reliable? Is the information accurate?
- What is the difference between the content of the information provided before (hard copies) and after the submission of the e-forms? Please, describe.
- Did you receive the filled E-financial report forms from all schools in your district? If yes, what kind of the forms? If not from all of them, what was a reason for it?

- Did you encounter errors in the financial reports received from the school? If yes, are you able to specify the type of the errors which are more common in the financial reports of the schools?

Enhancing financial accountability of schools; Enhancing flexibility of schools to spend their resources for school needs?

- Are you aware on the details of annual budget planning of the schools? What is your role in this process? Please, describe.
- Do you think that this is an ERC function to control the financial accountability of the schools? Please elaborate on. If no, in which way are you supposed to ensure the accountability of the schools' financial system?
- Do you think that the schools are more flexible to allocate the funds in relevance of their needs? Please provide us with concrete examples.

Improvements the schools made as a result of better financial accountability policies

- Did you have any **deficit schools** in your district by the period of ending of last school semester? Do you have them still? If yes, what type of schools are those still have a deficit budget?
- What is a reason for their **deficit budget**? (Probe for: unseen needs which were not reflected in the new financing formula; poor management of the school; etc.) Please describe as detailed as possible. Provide us with the examples.
- How you are dealing with "**deficit schools"**? Do you think that the required additional funds make the "deficit" schools capacity equal to those non-deficit ones? please elaborate on.
- What is particular procedure to provide additional funding to **"deficit schools"**?
- How much time is required to respond need of **"deficit school"**?
- Do you remember case when request submitted by **"deficit school"** was rejected by ERC or MES? Please, describe.

Is EMIS Operational?

- What kind of relationship do you have with EMIS? What are your obligations to EMIS? Please, describe.
- What kind of information do you provide for EMIS? In which form? Are there any problems regarding this? Please, describe.
- How frequently do you send information to EMIS? Did you manage to meet the deadline for submission always? If not, what was the reason for delay? What about feedback of EMIS?

- Did you have any relationship with EMIS before 2011? If yes, what kind of relationship? How has it changed since then?
- Which additional information should you provide to EMIS now as compared with 2011? Is it manageable for you? If not, what is a main constrain or obstacle for the ERC to report reliable and up-to-date information? Please, describe.
- Do you have ever had a chance to look at the full database of the EMIS and make a comparison analysis of your report data with others? If yes, please give your opinion.
- Do you feel that the information flow between the schools, ERCs, EMIS has some gaps which can be addressed? Do you have any suggestions on how to circulate the information more effectively between the schools, EMIS and you? Please give examples.

Part 4. Equity Improvement as a Result of the use of the EMIS Operations/Outputs

- Do you think that schools are dealing well with the financial planning after EMIS is operational? If so, what are the indicators for it? If no, what are the additional improvements needed to ensure the equity?
- Do you think that the coordination between the schools, ERC and MES is improved as a result of EMIS operation? Please, explain your answer.
- Are there departments at MES (e.g.: financial, coordination, EMIS) that operates more effectively as a result of EMIS operations? Please provide us with the information how the financial department, schools, ERC and EMIS are reconnected with each-other since 2011 policy changes?
- Has anything changed in MES react regarding the data provided by the schools/ERC since the EMIS is operational? Please provide an example.
- Do you think that the e-submission of the financial documents makes the MES possible to respond to the school needs quicker and in more structured way? Please provide us with the examples from 2011 and 2012 years.
- In your opinion are any improvements needed?

Part 5. Improving of Leadership of the MES as a result of Policy Changes

- Are you aware how and how often do schools obtain money from MES since 2011? Please, explain.
- Does the new policy ensure more need-based support to individual schools? What is the role of the ERC's in these processes?

Policy changes enhancing autonomy of schools

- Do you notice any considerable changes in the school performance? Please, specify (probe for: more teachers are hired; the hours between the teachers are divided equally; more teachers are employed full time (18 hours); transfer of children is increased, etc.)

- Are you aware on what is spent the additional budget of schools since 2011? Please, describe (probe for: acquiring more education materials; improving infrastructure from their budget; offering additional services to the students, etc.)

Part 6. Supporting of the Better Management of Schools by the Short Term in Service Programs

Institutionalizing and sustainability of trainings

- Did your ERC receive the training on new functions of the ERC? Who did attend the training from your ERC?
- Did you receive training materials and operational manuals during the training? Do you use them in your practice? Please, describe.
- Are you satisfied with the trainings? Please, explain your answer (probe for trainer, syllabus, etc.)
- Do you think that you have a sufficient information and capacity to do your job? If no, what are the additional fields and directions you feel you need to improve your knowledge in?
- Do you receive the permanent support from the MES to execute your functions? If yes, please describe the character of the support. What type of additional support and from which agency do you consider to be useful for the ERC? (probe for: TPDC, EMIS, EQE. NAEC, etc.)

School principals applying the new skills to improve their job performance

- Did you have information about the school financial training/leadership training (relevant only for Imereti district)for the principals who took part in 2010-2012? If yes, do you know whether all the school principals in your district went through those trainings? How do you learnt about this?
- What are the areas you think that the principals need to be trained further? Who else are to be trained in the schools? Please, explain.
- Did the errors eliminated in financial reports or character of the errors changed since the principals had received the financial management trainings? If so, please tell us the difference between the financial reporting before and after the training.
- Did the school principals identify the gaps in their financial management capacities and report to you on this gaps? If yes, please specify the gaps the principals did mention in their conversations.

- How did you deal with these gaps? Please describe each activity you did to support the school principals.
- Have your financial manager already conduct the regular training for the school principals/school accountants in financial management? If not, do you think that this is urgent? Why do you think so?

- Are there any issues you find important to mention and was not asked here? Please elaborate on.

Thank you for your cooperation!

Evaluation of Education Management Project
(FG Guide for ISU Representatives)
Tbilisi

Part 1. Introduction

Greeting and introduction of research objectives.

> *The purpose of the research is to examine whether the Education Management Project was effective in achieving its results in terms of introducing the new formula for school financing, developing the Education Management Information System (EMIS) for the Ministry of Education and Science (MES); and establishing the first Master of Education (M.Ed.) program in Ilia state university. The evaluation should look at what changes were brought by the project's results for the target institutions (schools, the MES, etc.); whether the project has affected behavior of policy makers (in terms of using the EMIS data) and master's program graduates and project trainees (in terms of using the skills and knowledge obtained.)*

What is a focus group.
How long lasts a focus group. Reassuring the respondents that their identity and confidentiality of their answers will be protected.
Explaining the purpose of the recording equipment. Basic rules of the discussion regulation:

- Sincere reactions and sincere answers.
- There are no 'right' and 'wrong' answers.
- Speaking fairly loudly and with clarity.
- Request to switch off the cell phones.

Introduction of the participants:

- Name, age, occupation, hobby.

Part 2. Introduction

- When did the Education Management Program launched in ISU? What was the precondition of it?
- Please, tell me a bit about the Education Management Program. What is the main advantage of this program? Please, explain your answer.

Part 3. Quality of Education Management Program

- How can you evaluate the quality of the Education Management Program? Please, explain your answer:

  - How is organized learning process? Do you like it? Why yes/why not?
  - What can you say about curriculum? Are you satisfied with it? Please, explain your answer.
  - Are the program materials available? If yes, in which language? If there are non-Georgian speaking students what are mitigation measures? Please, specify.
  - Are the materials updated? Are you satisfied with it? Why yes/why not?
- Do you think that EMP did its best to ensure the MED high quality? Please list three core directions of the program where the contribution of the EMP was most significant. Please, provide us with the evidence.
- Do you think that more support could be provided by the program? Please list the type of support you considered could be provided more effectively if any.
- Was there any area you considered as significant for the program success but could not be covered within the EMP project?

Part 4. Quality Assurance Mechanism

- Does the program has its own quality assurance mechanisms? If so, what are the key components of the quality assurance? Please elaborate on.
- Does the program has a policy document for quality assurance? If so, since when?
- Have you any changes during these three years in quality of the program? How do you measure the progress? Please, explain.
- How the program quality components are interrelated with the overall quality assurance policy of the ISU? Please, give the concrete details.
- Has the program the separate person who is in charge of the quality assurance? Please list shortly the functions and type of intervention by this person.
- Have you any plans on how to address the turnover of the staff if it occurs? please describe your plan.

Part 5. Credentials of Professors and Programs

- Have you been received the personal training/seminar from the UCLA staff in the course you had been teaching? Please, specify.
- Was the individual support enough for you? Please, explain your answer.
- Did you have a frequent faculty group work possibilities facilitated with UCLA? If, so what was the key issues the faculty was worked in the group?
- Which issues did remain to be unaddressed caused by the time constrain or other type of obstacles? Please, explain your answer.
- Have you any certain period for receiving your PhD degree as required through the recently promulgated policy by the MES? If there is no detailed plan what is the strategy? Please, elaborate on.

- How is Education Management Program updating? How often? Have you any comments regarding this?
- Who and how takes part in the process (people, institutions)? Please, explain your answer.
- Do you have any comments regarding credentials and programs enhancing?

Part 6. Quality of Graduation Papers; Knowledge Areas Students have Applied while Developing the Graduation Papers

- What are the main components for the evaluation of the quality of the research papers produced by the graduates?
- How do you measure the actuality of the topic the students devote their program core?
- Have you any reports/other documents where the evolution of the papers from the first cohort students to second is described / measured? If yes, please describe.
- What was the mechanism for choosing the topics for research papers? Have students participated in selection of topics or decision was made by Faculty solely? Please provide 2-3 examples and describe the process.
- What was the mechanism and criteria for formation of students Working Groups (research papers)? Have students participated in formation of WGs or decision was made by Faculty solely? Please provide 2-3 examples
- As a rule who are the students of Education Management Program? (Background, age, etc.)
- Do you have database of the graduates and their carrier development? if so, how do you record the career path of your graduates? What are the areas/institutions the graduates are working in?
- Can you classify the areas of competences the students received in the ISU? For example, they are better in methods and design of the research but have less competences in curricular development, etc.?
- Do you think that the students are very focused on the secondary education as they do their practice in schools and have less knowledge of other grades/types of education?

Part 7. Sustainability of Education Management Program

- Does the faculty work on the credentials of the ISU staff which has not been engaged in the program so far? If yes, please describe the type of work the faculty is doing in this regard. If not, what is the plan you are going to carry out in case of turnover?
- Since the program is type of "separated" from the other institute, the compulsory university or/and faculty courses are eliminated, etc. Is it ensured that the program will be able to finance itself? What are the evidences? Please give us your considerations about the perspectives of the program.

- Have you clear understanding of the program human and infrastructural capacities of the program? if so, have the ISU any plans to address these issues? Please, explain.
- What are the main clear competitive advantages of your program for the students? (probe for: better job performance after the completion of the course, lower fee, etc.) Please give us more evidences.
- Do you have a strategic plan for a development of the program? what are the main directions you are going to undertake for the sustainability and expansion of the program which make you think that the program will be successful in the future?
- Do you have a practice to engage your former students in the future courses? If yes, how?
- Have you any plans/strategy on how the cooperation with the regional institutions (KSU and BSU) will contribute to the operating of the M. Ed at the ISU?
- What are your recommendations regarding improvement of Education Management Program?
- Would you like to add anything?

Thank you for your cooperation!

ANNEX D. FOCUS GROUP FINDINGS

Selection of Focus Group Participants

FG with ISU Faculty

During the time that the entire IBTCI evaluation team was in Georgia, it was not possible for the team to meet with Ilia State University's rector, Mr. Gigi Tevzadze, who was on annual leave. However, Mr. Tevzadze designated Ms. Sopho Gorgodze, ISU's EMP Coordinator, to arrange meetings with the eight M.Ed. faculty members on campus (out of a total of 13). The team wished to have as many M.Ed. faculty as possible participate in a focus group discussion and on September 18 extended an invitation to all to participate, via Ms Gorgodze, leaving to ISU the selection of date and time during the week of September 24. On September 21, Ms Gorgodze at ISU informed the team that September 26th would be the best date; however, because of scheduling and other commitments, only five faculty members would be available. Looking at the totality of the circumstances, the team agreed, and on September 26 all five available M.Ed. faculty took part in the focus group discussion.

FG with Heads of District ERCs

IBTCI's plans for focus group discussions with ERC representatives called for the ERC focus groups to (i) reflect regional diversification, including representation by ethnic minorities and (ii) include the largest segments of heads of district ERCs.
Focus group discussions were planned, therefore, for ERC representatives from the Kakheti, Imereti and Samtskhe-Javakheti regions. The Samtskhe-Javakheti regional FGD also included the head of Gori district ERC from the Shida Kartli region; moreover, IBTCI was able to arrange the participation of heads of ERCs from two remote areas, Mestia and Oni, as well. All told 20 district representatives from a broad spectrum of ERCs took part in the three focus group discussions.

FG with EMIS

The IBTCI evaluation team met with EMIS Director Mr. Lasha Verulava, Deputy Director Mr. Irakli Kipshidze, and the Head of Division of Statistics, Mr. David Saginadze, at the EMIS office. Mr. Verulava was not able to stay for the entire meeting, which continued with interviews with Mr. Kipshidze, who advised that he was leaving EMIS for the Ministry of Defense, and Mr. Saginadze.

At this meeting IBTCI learned that while EMIS does not have branch offices throughout Georgia, it does have permanent representatives, IT Coordinators, at district ERCs in Tbilisi and at regional ERCs. The decision was made to compose a focus group discussion with EMIS staff from head office and also with IT Coordinators based in the same ERC districts which furnished representatives for the ERC focus groups; this would allow for ready comparison between the perspectives of the ERC representatives, those of EMIS representatives serving the same districts, and the sample of principals from those same districts and from other districts

across Georgia. As the most highly knowledgeable EMIS staff at the head EMIS office, IBTCI selected Mr. Saginadze, the Head of the Statistics Division, and Mr. Zurab Giorgobiani, that division's Statistician. Seven IT staff were also selected: four IT Coordinators from Tbilisi, one IT Coordinator from Imereti (Kutaisi) regional ERC, one from Kakheti regional ERC and one from Akhaltsikhe regional ERC, the regions that were selected for the ERC focus group discussions.

Focus Group Findings (Education Management Information System - EMIS)

Executive Summary

- The Education Management Information System (EMIS) collected data regarding the schools in the form of hard copies until the year of 2012; in 2012 an electronic system was created which allows the information to be constantly refreshed. Consequently, the information received regarding the schools became more broad and trustworthy. The dependability of the data is checked programatically as well as based on the logical analysis.
- The primary requirements of EMIS have been implemented at this stage. In a number of schools, development of the electronic databases has been progressing in a test or trial mode. For the sake of program adaptation, the remarks are collected and taken into account. At the same time, analyses are being conducted to provide the Ministry as well as the parents with more and higher quality information in the future.
- Thanks to now having the electronic EMIS system, the financial accountability of the schools has been refined. On one hand, it has become possible for the Ministry of Education and Science to follow the expenses of the schools, and on the other hand, MES can now respond to the needs of the schools in timely manner.
- EMIS provides the Ministry of Education and Science with constantly updated statistical data, which allows it to determine the needs and plan the budget for the future projects. At the same time, the statistical data of EMIS is of value for the international and local organizations and other institutions. At this stage, development efforts are being conducted to fully meet their demands.

Findings

2.1 Education Data is Reliable and Comprehensive Enough for Analyses of Trends and Snapshots in the Education Sector

2.1.1 EMIS is Operating

According to the focus group participants, prior to the reorganization of January 1, 2012, MES had no unit specifically charged with responsibility for EMIS. At that time, as a result of reorganization, the Education Management Information System (EMIS) unit was formed within MES, comprised of statisticians and IT specialists engaged via an application selection process.

Prior tor 2012 the Ministry of Education and Science did not have a complete database of schools. Data was collected once or twice a year, by means of 'hard copies' created by them, which included the following types of information:

- ✓ Number of teachers
- ✓ Number of classes
- ✓ Contact information of the school
- ✓ Ethnic status indicator
- ✓ Foreign language education and etc.

According to the group participants, in the year 2010 the creation of an electronic system begun. The program included full data on the students, which was checked/confirmed by the Public Registry: *Student information: Name, surname, personal identification number, date of birth, nationality/citizenship, gender, photo, contact information of the school*.

At this stage, module design is ongoing on the student management information system, which includes an even broader information regarding a student, full staff of a school, success indicators of a school. The registration of the first graders is also progressing by the means of this database soft.

Research revealed information types, which the schools regularly produce in the EMIS base.

- *E-Catalogue of schools* - the e-Catalogue includes information about the success indicator of the students and teachers, the means of heating in school. Parents have the opportunity to visit school e-Catalog, familiarize themselves with the school data and thus select a specific school.
- *Description of student mobility* - schools record in the database when a student transfers from one school to another at the time that it happens.
- *Opportunity to order books* - within the EMIS base, a school has an opportunity to explore and select a specific textbook.
- *Student history* - electronic base includes student cards, where school marshalls ('Mandaturi') describe full academic and disciplinary history of a student, which will follow the student even if the student moves to a different school. The noted information is accessible for the parents as well.

2.1.2 Education Data is more Reliable and Comprehensive

Based on the research data, it can be said that through the means of EMIS electronic database, the information received regarding the schools has become on one hand more broad, and on the other hand more precise and reliable. This is due also to the fact that any changes regarding the schools are recorded not yearly, but are contemporaneously reflected in the database.

Control mechanisms of EMIS for certain components are programmatically provided and it is possible to control/filter the data at the time of entering it in the database; specifically, a first grader cannot be registered in the database without a personal identification number and unless the child is at least 8 years old. The data provided is double-checked by the Public Registry, which excludes the possibility of duplicating one student at several schools. Logical control of certain variables is also performed (i.e. relative comparison of teachers and common hours). Such comparisons allow for the correction of certain mistakes; however, no specific instructions or formal plan are in place to facilitate audit of this data.

It is notable that mistakes in the database made by the schools are also corrected with the help of ERC.

A statistical page was created in the system of school catalogues, which includes statistical data regarding the schools, teachers, number of certified teachers, student distribution according to classes, in regional as well as district context/facet. As they declare, the new system allows real-time renewal of the data by "pushing the button" (real-time operation). Indicators are not published, due to the fact that the demand is mainly on the statistical data and not on indicators. The data of EMIS generates interest of the Ministry of Education and Science and its sub-divisions, local and international organizations, the Department of Statistics, higher educational institutions, media and other. The listed organizations demand quite diverse and newest information from EMIS. At this stage EMIS satisfied part of their requirements and continues its works in order to make it possible to provide them with full information in the future.

2.1.3 EMP achieved its objective #2 (Developing an EMIS System)

As the respondents stated, at this stage the primary requirements of the database are accomplished, program support for electronic journals (record-keeping) is already loaded at this stage in every school of Tbilisi, Batumi and Kutaisi and the work has begun in test mode. Remarks are accumulated and analysed, to make its final face even more reliable and inclusive of comprehensible information. The launch of the noted program is planned in all the regions of Georgia in the nearest future.

According to the research participants, the significant benefit from the creation of the new electronic database goes to the Ministry of Education and Science and not so much to the schools. However for the future it is planned to add programming to the system so that the schools and parents will be able to follow and evaluate the teaching quality, dynamics, academic achievements of the students; the school databases will be enriched: classroom condition, number of restrooms and etc. Research participants are anticipating that in the future, with time, the quality of usage of the database will improve from the side of the schools, which will let EMIS get precise information from the schools more easily.

- During the focus group discussions, a discontent of the respondents was revealed regarding the unserious attitude of the school personnel towards the databases. In particular - on one hand there is a low culture of use of the database in the schools and on the other hand, the level of experience of working at the computer is low; consequently, in number of cases, schools sometimes don't register the ongoing changes in the base, which creates certain difficulties for the EMIS staff as well as for the schools. More specifically, due to nonexistent or incomplete indication of information a school may not get a voucher designated for the student or a teacher may remain without insurance.

2.1.4 More Equitable and Effective Policies in School System

As the focus group discussion participants declare, linking with the information regarding schools in electronical format has made it possible for the Ministry of Education and Science to respond faster and in a more structured manner to the schools' needs. This is due to the fact that the EMIS staff can now immediately provide the Ministry with precise information regarding the schools.

The Ministry of Education and Science conducts financial transactions in schools in the following structure: general funding for schools is given out twice a year, while the voucher funding is received by them monthly or quarterly. There is also a system of add-ons for schools with additional needs.

It should be noted here that from the side of the Ministry of Education and Science, for the purpose of fully controlling the school expenses, a program was created which depicts the school expenses thoroughly and in detail.

Research results reveal that often certified teachers cannot receive add-ons/bonuses on the salary, because most of them don't work full-time. Due to the fact that certification of the teachers represents one of the criteria for equity, the Ministry of Education and Science used EMIS databases to analyze the number of certified teachers and number of lessons that are to be conducted, based on which currently there is a project in working progress that may define full-time employment as 15 working hours instead of 18 hours.

2.1.5 Resources to Marginalized Groups of Students Enhanced

As it is known, the Ministry of Education and Science gives free textbooks to the students that are from large families, vulnerable, hold IDP (internally displaced person) status and/or who have additional needs.

According to the respondents, the EMIS databases fully encompass the information regarding students with special needs, who are vulnerable, or hold the status of IDPs. The student information that the school provides in the database is double-checked by the help of social agencies. Database also conveys information regarding the students' parents, based on which the children of large families and of the heroes who fell in the August 2008 war are identified, allowing the Ministry of Education and Science to calculate the exact budget for vouchers. With the help of the database, the MES carries out the program they have devised, specifically - helping the abovementioned students with free textbooks. This procedure is also aided by the fact that the schools enter the textbooks selected by them in the database. Consequently, the MES receives information regarding the authors and publishers and quantity of the textbooks that are to be bought.

2.2 Leadership of the MES Improved as a Result of Policy Changes

2.2.1MES Operations are Less Time Consuming

Due to the fact that the Ministry of Education and Science as well as its sub-divisions constantly check on the existing situation in the schools, they require from EMIS to receive newest data regarding the total number of students in class, an indicator for which may be the girl to boy ratio in a class. Research participants declare that thanks to the new system, they manage to pass the raw data to the Ministry in real-time. If before the creation of the new system, information from schools was collected once a year, now they already have an opportunity to observe and evaluate school data dynamics monthly. It is notable that for the new initiatives and planning of new projects by the Ministry of Education and Science, EMIS manages to consolidate and share data in the shortest time.

Receiving precise and high-quality information from the EMIS side, on one hand allows the Ministry to save the time and on the other hand - to make early prognosis regarding the future budget based on the reports received from EMIS.

> *"Creation of databases resulted in passing of quality information and economy of time, time economy is very important, if we used to transfer information over the course of several days before, now we need relatively shorter time; the quality of the data is important as well, the Ministry often times needs to resolve some type of problem, to predict something, e.i. how much they will need for a specific project that year… Now we can already calculate them this budget thanks to the databases… Before we did this with imprecise data. Time, preciseness and quality - these are very important and these have been improved."*

- **Conclusions**

- Creation of any new management information system is accompanied with its characteristic difficulties. Difficulties vary in content and depend on the specific stage of the management information system development. Implementation of EMIS is complete and currently it is being adapted considering the specific needs and the capabilities of the user personnel;

- The culture of usage of electronic database is quite low in schools, which is a result of low salaries and demotivated personnel.
- After the implementation of EMIS the Ministry of Education and Science and its sub-divisions benefited as a result of it: on one hand, the coordination between them improved and on the other hand, the preciseness of the information supported significant saving/economy of the Education and Science Ministry's budget .
- The statistical data at the hands of EMIS is actively used for making preliminary prognosis and for researches. Currently there is work in progress to refine and diversify the data.

- **Recommendations**

- Even though the personnel of EMIS and of resource centers periodically perform logical control of the data that is entered into the database, and this in certain cases allows the improvement of the data quality, it is desirable for the EMIS personnel to prepare and implement the protocol of automatic and logical control of the databases. The protocol will be used by the personnel of various agencies who have to deal with entering the data into the database or updating it. If a protocol doesn't exist, if an employee has left his/her position for some reason, there is no institutional memory left within the organization and a new employee may conduct the analogous job according to his/her views. Protocols will also define the allowed percentage of margin of error for various data. If the data is entered into the base by a person who has minimal experience of using a computer (i.e. older school teachers), it is desirable that a part of this data be re-entered into the database by another person, so that the percentage of error per each 100 data elements entered is determined. The existence of such information will allow EMIS personnel to plan, carry out and evaluate data quality improvement activities for specific cases;
- Since EMIS is a new system, it hasn't been yet managed to unite its data with the data of a geo-information system. It should be noted that the co-existence of these two systems will significantly improve the school optimization process and at the same time will let the decision-makers correctly evaluate the already optimized schools, so that they can further improve the level of ensuring equal access to education;
- At this stage, the activities of EMIS outside the Ministry of Education is mainly limited to spreading the statistical information. EMIS covers large array of information and in the future it is possible for these information arrays to grow even more. Supposedly, only a small group of the consumers has a clear idea of what kind of problems can be proposed and resolved with the help of EMIS. Consequently, it may be worth forming a small group of database analysts on the EMIS base. At the initial stage of this activity it may be run in a test mode and its development may only follow in the future, only if the achieved result will acquit the expenses;
- Despite the fact that EMIS is mainly busy with spreading statistical information, as the research reveals, they have performed calculation of the main indicators which interest the United Nations Children's Fund, World Bank and other financial or international organizations. To create a full picture it is recommended to add EMIS the information about the preschool education of students.
- At this stage, schools have a staff position for an info-manager; however, to save money, school administrations assign the duties of the info-manager to some teacher, who due to his/her busy schedule cannot carry out this function perfectly. For the sake of improvement of database usage quality in schools, it is recommended that each school creates a staff position, which will only have function/duty of working with the database and of providing help and consultations for the teachers in case of need. The occupant of this position should understand issues associated with electronic databases and record-keeping very well.

- Despite the fact that the resource-centers somewhat manage to organize trainings, the motivation of the school personnel to attend trainings is quite low. This results in an inadequate number of the individuals interested, which has the result that training groups cannot form and the level of knowledge of using the electronic database remains very low in schools. To resolve this problem, it is recommended to conduct systematic trainings in schools, specifically to create "training-module," which could be managed / carried-out by the info-managers.

Focus Group Findings (Educational Resource Centers - ERC)

Executive Summary

- Switching to the electronic system of EMIS has simplified the coordination for resource-centers between schools and the Ministry of Education and Science. The ways of receiving and applying the information have been simplified.
- The authority and responsibility of working in EMIS software and using it mainly falls on the schools and not so much on resource-center, however, in case of identification of mistakes and problems in the database, resource-center gets actively involved for the purpose of resolving the issue timely.
- At this stage, a problem of schools in financial deficit can be encountered in the regions; however the number of such schools is small and it mainly includes optimized (multi-campus) schools. MES (Ministry of Education and Science) constantly supplies them with additional financial support, but it cannot be managed to equate them with other schools.
- ERC (Educational Resource Centers) perform the control of financial reporting of schools monthly and quarterly. Resource-centers accumulate financial reports received from the schools, where they undergo control, are combined and sent over to the MES. Small mistakes are noticed in the financial reports received from schools; however fixing these don't cause any significant difficulties.
- The school budget planning is done by the school itself, in agreement with the Board of Trustees. The ERC doesn't interfere with the details of the school's financial planning, however, in number of cases it advises the schools in the form or a reminder, to follow the indications received from the MES when planning the budget.
- The new approach devised by MES has allowed the schools to spend the school budget more boldly according to the needs, which positively reflects on the development of schools.
- The MES side periodically conducts trainings for the resource-center teachers regarding the national education plan / national curriculum. Based on the noted trainings, the resource-center teachers themselves conduct trainings for the school "seeker" teachers (teacher's certification seeker). The ministry's side, lately, also conducted trainings for the directors of the resource-centers in Samtskhe-Javakheti. Training topics concerned electronic correspondence and transition to the electronic system of procedures/operations.
- With the support of USAID, trainings were conducted for ERC accountants, so that they could later train the school accountants themselves. Through the same project, trainings were conducted for the school principals in management and financial management. Resource-centers positively evaluated the leadership trainings conducted for the school principals; according to them, the number of remarks they had has significantly decreased as a result of the trainings.

Findings

2.1 Education Data is Reliable and Comprehensive Enough for Analyses of Trends and Snapshots in the Education Sector

2.1.1 EMIS is Operating

The majority of the ERC heads in the focus groups have been in their positions only since the year 2011 and had no previous experience with EMIS. Consequently, they cannot talk about how EMIS used to work before 2011. Those respondents who have a long experience of working in resource-centers consider that EMIS has been working very effectively ever since it has switched to the electronic system, which itself positively affects the functionality/work of schools and resource-centers. Activation of the electronic system of EMIS has significantly simplified coordination among the schools, ERCs and MES.

As a result of the research, the following advantages/results of implementing EMIS were identified:

- ***Sending financial documents electronically has allowed MES to respond the needs of the schools faster and in a more structured manner.***

- ***EMIS helps the financial department of MES*** to better calculate additional needs of each school (i.e. textbooks for socially vulnerable students), which in the end simplifies the relationship among schools, financial department and ERCs on one hand and supports optimal planning of finances and their effective spending on the other.

- ***After the implementation of EMIS, schools effectively perform financial planning***. The electronic form that depicts number of teachers and students and student statuses, technically simplifies for the school principals to do financial planning.

- ***Communication among schools, ERC and MES has become more effective.***

- ***The ways /means of the MES providing the information to schools/ERCs have been improved.***

As a result of qualitative research, it turns out that schools are the ones that directly enter data into the EMIS; they enter the necessary information in the database regarding students, parents and teachers. There are cases when certain mistakes are identified in the database (e.g., due to the data that is incorrectly entered, a student who has successfully passed the graduation exams may remain without a graduation certificate, a parent of a large family may remain without textbooks, a teacher without insurance). The victim of the situation addresses the ERC in case of a problem and requests for the information to be double-checked. In this case, ERC gets actively involved in the issue as a middle circle between the MES and the schools.

Research results revealed following cases of ERCs' interaction with EMIS:

- *Incorrectly indicated student data*
- *Student lost in the database during (his/her) mobility*
- *Declaration of exam results in order to receive graduation certificate*
- *Registration of the first graders*
- *Problems with ordering textbooks*
- *Language barrier in foreign (non-Georgian) language schools* - in non-Georgian language schools, personnel entering data who have a poor knowledge of the Georgian language knowledge represent a significant barrier when they are entering data in the EMIS system. This problem becomes a reason for the data to not be entered or be incompletely entered by these schools, and this calls for active involvement of ERC.

As a result of research, positive attitude of the respondents was revealed towards the EMIS databases as well as towards EMIS personnel. According to them, the EMIS hotline works quite effectively, with the help of which they receive timely reaction to the problems. However, during the meeting with one of the focus groups, it was revealed that the servers gets quite busy during the registration of the first graders at the beginning of the school year. The volume of demand which

slows down the server also creates an associated heavy demand on the technical assistance help hotline.

2.1.2 More Equitable and Effective Policies in School System

In EMIS database the schools describe full information regarding the students' social, ethnic, IDP statuses and regarding their disabilities, which allows them to receive additional financing from the MES for the needy children. At the same time questions to ERCs are frequent from the schools involved in the inclusive education program; their requests/inquiries mainly are concerning the needs and problems characteristics for includive education program.

The cases of schools in financial deficits can be encountered in the regions. The so called optimized (multi-campus) schools remain in the state of deficit, more specifically - due to the small number of the students, the MES issued an order to make the two schools merge administratively, which weakened them financially. Despite the fact that the schools have small numbers of students, due to the two buildings being located far from each other, the number of teachers, bills, building costs (in case if it isn't a property of the school) and other costs are high.

Considering the fact that relieving the schools from the state of deficit is a significant criterion of equity, the MES constantly provides additional financial support for the schools in deficit, but despite this, it is still difficult to talk about their equity with the schools that aren't experiencing deficit. Schools in deficit don't have any leftover funds from the budget to resolve such issues in schools as improvement of infrastructure and purchase/renovation of the necessary equipment/inventory.

2.1.3 Financial accountability of schools enhanced

ERCs receive electronic financial report forms monthly and quarterly from the schools, which are checked by the ERC accountants who then assemble a total balance sheet of the schools. The MES receives unified financial reports of the schools quarterly from ERCs.

As a result of qualitative research, it is revealed that the form of income and expenses received from the schools and any other types of financial information are quite comprehensive and reliable, which is due to the fact that the schools now already have to work in the electronic form. Switching the financial reporting to electronic form significantly simplified their functionality - on one hand, the probability of making a mistake is less in electronic form and on the other hand, in case a mistake is made, it is easier to fix.

The mistakes found in the financial reports received from schools are of typical nature and fixing them mainly implies reassigning/transferring the expense from one article to another. For the purpose of fixing the mistakes, ERC accountants often have to meet with the school accountants and work together. The principals of ERCs are understanding towards the mistakes made by the school accountants, since, according to them, school accountants are paid very little and don't possess adequate qualifications; however, they are anticipating that with time and experience these mistakes will decrease.

As the qualitative research participants declare, they don't interfere in the financial budget planning of schools, because this surpasses their functions. According to the respondents, annual school budget planning concerns the school itself, which is operating on the instructions received from MES and the Board of Trustees is responsible/authorized to execute control over it. However, in single cases, an opinion emerged that in number of schools the Boards of Trustees are incomplete and

rarely perform control of the school budget; consequently in such schools the annual budget planning is fully attributed to the duties of the school administration. A part of the research participants declares, Board of Trustees involves ERC as well as local self-government representative.

Due to the fact that staff and non-staff positions are at the end approved by the MES, ERCs are involved in the planning of the aforementioned expenses. At the same time, ERCs give the schools certain recommendations regarding the correct percent-distribution of the budget and regarding making savings. It is notable that frequently, the principals themselves ask for ERC consultations at the stage of budget planning. However, all other expenses are planned in agreement with the Board of Trustees. ERCs are assured in the effectiveness of the school's financial system recording once they receive electronic form of financial reports from the schools. It should be noted that, regarding the aforementioned issue, quantitative research may reveal different results.

2.1.4 Flexibility of schools to spend their resources for school needs enhanced

Research participants consider that MES's new approach towards the schools, gave the school principals an opportunity to spend the school budget according to their own beliefs. According to the research participants, the school administration knows the school needs and problems better, and the savings/leftover sum from the budget allows them to develop school infrastructure and distribute the sum according to other needs, which in the end positively influences school development. As it turns out, Principals no longer fear spending the funds as needed. According to the research participants, the rule introduced by the MES, according to which all the schools have to purchase school inventory/equipment for the same price, eliminated the signs of corruption and made the process of expenditure more visible.

**The above-mentioned opinion perseveres in all three focus groups conducted with the ERCs; however it is possible that the quantitative component of the research will reveal a contradictory result.*

According to the research participants, additional budget of the schools is spent in the following manner:

- ✓ *School rehabilitation*
- ✓ *Purchasing additional learning materials*
- ✓ *Encouragement/incentives for the honors students*
- ✓ *Financing of the projects presented by students*

2.2 Leadership of the MES Improved as a Result of Policy Changes

2.2.1 Policy changes enhanced autonomy of schools

ERC representatives consider that the new approach of MES has supported increased autonomy of the schools, which is positively evaluated from their side. Schools became more independent, flexible, they know how to plan the budget according to needs, how to distribute hours on teachers; however, research reveals that this independence of the schools sometimes causes confusion, during which time ERCs have to get involved and take care of them: for instance, unfair distribution of hours among the teachers, dismissal of teachers on unfair grounds / based on political affiliation.

2.2.1 The new policies implemented provide long term sustainable management / leadership improvement in ERCS

As a result of the research, it is revealed that over the course of recent period, only the heads of ERCs which belong to the Samtskhe-Javakheti region have undergone MES trainings regarding their new function - "electronic correspondence". With their evaluation, the trainings was overly theoretical and not very practical. Due to the fact that ERCs have to acquaint themselves with the received documentations and use it in practice fast, they would wish for more practical works in the future trainings.

According to the participants of Kutaisi and Telavi focus group discussions, they haven't undergone the above-mentioned training.

As a result of research it is revealed that MES side often conducts trainings for the teachers regarding the national curriculum, so that they later train the school "seeker" teachers. According to what they heard from the teachers, the respondents quite positively evaluate training and the quality of materials as well as qualification of the trainer.

Trainings were also conducted for the ERC accountants, so that they would later train school accountants under the municipality. According to them, the number of mistakes made in financial reports of the schools significantly decreased as a result of the trainings.

Generally, ERC representatives consider that trainings should be conducted more intensively with ERC heads and financial managers, because the need for this is very prominent among them, especially for those who have joined the ERC activities in the recent period. According to the research participants, the sharing of knowledge and experience often takes place among the ERC heads, but they have accumulated certain issues and questions that they would like to discuss in the process of training. Specifically, the ERC heads would like to broaden their knowledge in the following spheres:

- ✓ Issues regarding the processes (operations/proceedings)
- ✓ Financial matters
- ✓ Administrative resource management issues, the issue of salaries and bonuses for certified teachers.

2.3 The short-term in-service program supported the better management of schools

2.3.1 Quality of the short-term in-service training program

As a result of the research it is revealed that over the past period the principals have undergone trainings regarding financial matters and school management (so-called leadership trainings). According to the research participants, training the principals more or less has resulted in the decrease of observationss they had regarding financial management; however, they think that the principals need constant trainings in the following directions:

- ✓ *Financial management*
- ✓ *Procurement (announcing a tender offer and its process)*
- ✓ *Georgian language (concerns non-Georgian language schools)*

Conclusions

1. EMIS doesn't only represent an electronic system of school management, financial planning and reporting, but it holds a large array of information and periodically requires entrance of new data or refreshment of the already entered data. In 2012 this system was implemented in schools as well as resource-centers and the Ministry of Education. Despite the fact that all three units of the education system have undergone trainings for effective operation of the EMIS, they still encounter certain difficulties when working with the system. All of this is due to two main factors: a) the system is newly implemented and currently is undergoing adaptation, and b) the personnel of the education system haven't had any experience of working with similar systems.

2. In the objective of achieving the equitability of the schools the existence of schools in deficit presents a serious problem. MES has performed optimization of certain schools, as in administrative merging of two or more schools (uniting them under the same administration), which put the optimized (multi-campus) schools in the state of deficit. Despite the fact that the Ministry is constantly oriented on financially supporting the schools in deficit, this approach doesn't allow the final resolution of the problem.

3. During the period when schools are starting an academic year the EMIS electronic system is intensively used for the registration of the first graders. Due to the active usage of the system the server gets overloaded and consequently, the hotline works with difficulties in terms of resolution of problems.

4. As a rule, the schools receive MES funding quarterly; however there are schools which periodically face additional needs. Such types of schools include the schools that are involved in inclusive education programs that due to their specific curriculum, unlike other schools, don't find the designated budget sufficient for purchasing the necessary equipment/inventory. With the mediation of ERCs they get financial support from the MES in the form of budget additives. Although, it should be noted that for the resolution of the abovementioned problem, the above research is insufficient and the situation calls on a deeper study of the subject;

5. As a rule, a school principal is the authorized figure in details of school budget planning, while the Board of Trustees is responsible for his/her control. ERCs participate in a number of issues regarding the budget planning (for instance planning the salary budget for staff and non-staff employees); however, due to the fact that they don't intervene in the school budget planning, such limited participation in the budget planning is considered to be an insignificant involvement and ERC input is essentially advisory in nature. Consequently, it can be said that the degree of autonomy/independence of the school principals in terms of decision-making has significantly grown;

6. Despite the fact that the school principals and accountants underwent trainings, there can still be found some mistakes in the financial reports submitted by the schools; however the mistakes are typical and therefore don't represent significant problems. However, fixing these mistakes takes up a substantial part of ERCs time resource. Such tendency results from the low compensation of the school accountants and their subsequent low qualification.

7. Over the last period, some changes were implemented in the education sector regarding the ERC functions. In this light, a part of resource-centers have undergone trainings on this topic and those who have not undergone trainings are receiving the information based on electronic documentation.

However questions appeared among them that they would like to discuss in the process of training. At the same time, most of the current ERC heads don't have a long experience of working in the resource-center and require expansion of knowledge in certain matter.

- Recommendations

1.1 It is necessary to study the computer skills of those school employees who are responsible for entering or updating the data in the EMIS. As a result of this study, the employees should be grouped according to their skills and needs for further learning, so that the same groups hold employees with relatively similar capabilities and profiles. Trainings should be planned during optimal time-period (non-busy period for the staff) and a significant accent should be made on practical lessons; at the same time an effective system should be designed for evaluation of the effectiveness of the training, which will allow the training organizers as well as the employees to objectively and thoroughly evaluate acquired/learned skills and so that the follow-up stage of the training is planned effectively.

1.2 Due to the fact that schools that are undergoing the process of optimization (the building and movable assets) are under the account of the Ministry of Economics for certain period of time and consequently the funding isn't procured for it, it is highly undesirable to unite them at any random time. For the optimization of schools it is necessary to choose an optimal period and to define the needs of multi-campus school beforehand.

1.3 Since EMIS server gets overloaded at the beginning of the academic year, creating delays in the hotline usage, it is recommended that at the beginning of the academic year EMIS should work with higher intensity (more staff), so that all the problems are resolved in the shortest possible time, without delays.

1.4 To raise qualifications of the school accountants, it is recommended that they are intensively trained based on the nature of the mistakes they made in the financial reports.

1.5 It is necessary to conduct training with the ERC heads, where following matters should be discussed: (1) matters concerning processes/operations, (2) financial management (3) management of administrative resources.

Focus Group Findings (Ilia State University – M.Ed. Program Faculty)

KEY QUESTION #4: DOES THE M.ED. PROGRAM PROVIDE UP-TO-DATE KNOWLEDGE & APPLIED RESEARCH SKILLS TO FUTURE LEADERS IN EDUCATION SECTOR

Executive Summary

- The materials for the M.Ed. Program are positively evaluated in terms of **their content** and in terms of **the correspondence with the modern tendencies** (new/most recent editions). Positively is reviewed the availability of **Georgian translations** and **electronic versions** of the textbooks. The **annual update of the curriculums** and integration of new teaching materials in them also indicates high quality of the teaching materials. However, there are certain glitches regarding the program materials. Specifically, **in the process of selecting the books,** some of the desired books and the materials that were demanded later on, after the start of the program, could not be translated.
- The advantage of the learning process of the M.Ed. Program is considered to be **efficient internal communication,** as a result of which the content of the program is planned jointly (making sure that the theoretical and practical courses correspond, that overlapping courses are eliminated) and courses are brought to accordance with the necessary competences of the students, which guarantees the maintenance of the program quality. The successful functioning and maintenance of the program's quality are also supported by **the existence of the evaluation system,** in the scope of which students evaluate the courses and the lecturers and also lecturers perform a self-evaluation.
- **The contribution of UCLA professors** in raising the qualifications and developing the academic staff of the M.Ed. Program is quite positively evaluated. Specifically, the positively reviewed aspects are (1) **individual consultations with professors** for the lecturers of different courses in the process of compiling curriculum, (2) professors supporting the assistant-professors **in acquiring the PhD degree** (3) **visit to UCLA** and (4) organization of **desired trainings and seminars** for the academic staff. However, the focus-group participants discussed details, which could have been taken into consideration in order to make the partnership more effective. Specifically, the accents were made on (1) **lack of effectiveness** of the 10 day visit to California, (2) difficulty of **keeping in contact with** the UCLA professors due to their retirement age and (3) problem of **accessibility of electronic journals.**
- The quality of the M.Ed. Program is insured as a result of the (1) **university evaluation** and (2) **internal evaluation.** The internal mechanisms for ensuring the program quality are (1) survey of the students, (2) self-evaluation of the academic staff and (3) board meetings.
- The quality of the Master's works/theses is insured by several mechanisms: (1) **complex system of evaluation** of the Master's theses, in which all the involved parties (lecturer, students) and an independent evaluator participate and in the scope of which the completed work is evaluated considering all aspects (work, participation of each student, presentation); (2) **conferences,** on which the Master's theses are presented to the broad audience; (3) **electronic portfolios** of the students, which fully depict the academic achievements of the students and (4) **prevalence/topicality** of the selected topics (whether the topics correspond with the requirements of the educational institution), which can also be considered as one of the indicators of the quality of Master's theses.
- **The sustainability of the** M.Ed. Program is endangered by the lack of financing of the universities in the Georgian realm, which may not be enough for such a program to be fully functional on. Consequently, in this respect, it is considered desirable to (1) organize **fundraising trainings** for the program staff and to (2) finance **small research projects of students.**

- Findings

Up-to-Date Knowledge (Learning Materials and Learning Process)

At the first stage of planning the M.Ed. Program, in the process of compiling the curriculum, the academic personnel of the program selected the main textbooks of the program together with UCLA. As a result of the selection, the selected textbooks were of **high quality in terms of the content** and at the same time **corresponded to modern tendencies.** However, focus-group participants discussed the nuances, which should have been taken into consideration for a more successfully executed selection of the learning materials. For instance, while in case of some of the lecturers, the books that they had offered were translated, in case of some lecturers a different book was selected for the translation by the initiative of UCLA. It was noted that in a number of cases it might have been better to translate not entire textbooks, but rather specific parts of the individual books, because as it turned out in the teaching process, it might not be optimal to cover all the topics from some of the textbooks. Focus-group participants admitted that such an offer was made from the side of UCLA, but Georgian lecturers didn't realize the advantage of the offer at that time.

As the focus-group participants noted, the main textbooks that are necessary in the learning process are **available in Georgian language and in electronic form,** which was achieved with the support of UCLA. It was noted, that this achievement wasn't accomplished on the very first academic year, however the second stream of students already didn't encounter problems in terms of accessibility/availability of the basic textbooks. Few remarks were expressed regarding the translations as well. Specifically, all of the participants of focus-group agreed, that **the additional materials,** which became a requirement later on, **could not be translated.** Also in the scope of one of the courses, a specific needed textbook could not be found in time and its inclusion in the program was belated. The translation of this book for the following year could not be accomplished as well.

Focus group participants noted that the development of the M.Ed. Program involved adding of new courses and enriching the existing syllabuses, thus, the need of translation of the new materials emerged. However, the translation of textbooks was a single, one-time activity with a certain budget and therefore, did not enable to translate these additional materials.

Focus group participants also mentioned **the process of translation of articles,** which was progressing before the translation of textbooks had begun. Regarding the article translation issue, the focus-group participants noted that there were precedents of low-quality of translations and in a number of cases the articles needed to be translated again. This fault was corrected at the stage of textbook translations, during which the lecturers themselves got involved in the process of editing.

In terms of the study materials' translation, the courses, which mainly use course materials in English language, are considered as problematic. The usage of mainly English materials in the course is preconditioned by specificity of the courses. In case of some courses, the students cannot rely on the textbook only, because due to the content of the course they might need to conduct a research, and the literature (mainly articles) may be available only in a foreign language. Knowledge of foreign language is also mandatory in case of courses, which explore international novelties and most recent tendencies (for example, politics of international development). The literature for such courses is mainly constituted of the most recent articles, which, naturally, are not translated into Georgian. It is notable that such courses are elective and the students who have the ability to acquaint themselves with English materials are given the opportunity to pick these courses.

Maintenance of the education program is also supported by the **constant updating** of the teaching materials, which is carried out by the course lecturers annually. It was noted that the courses that concern constantly changing spheres, for instance education politics or education system, are more in need of being updated and adjusted to the current tendencies. Consequently, the addition of new articles to the curriculum of such courses is more intensive.

One of the important components of the quality of the M.Ed. Program is the **right organization of the teaching process.** When talking about the teaching process, the focus group participants mainly emphasized (1) the effectiveness of internal communications and (2) the evaluation system.

There is an **active communication** among the lecturers involved in the program, in the form of **sharing the course contents** with each other, after which they are fine-tuned with the mandatory and beneficial competences for the students. As a result, for instance, the head of a practical course gets an opportunity to match the practical works included in his/her course with the theoretical knowledge that the students receive from the theory courses. One other advantage of the active internal communication was **identification of the cases of course-overlaps** (when in the scope of two courses, certain topics are identical) and consequently, the opportunity to timely react to such problems.

In terms of organization of the education process, **evaluation system** was also emphasized, in the scope of which the program courses are evaluated at the end of each semester. Evaluation implies evaluation of the lecturers by the students and self-evaluation by the academic staff. Throughout the student surveys, the competencies of the lecturers, as well as the content of the course are evaluated. Based on the evaluation survey results, the program curriculum is corrected, the changes that students wish for are introduced and it is adjusted to their requirements, which positively reflects on the program quality.

Faculty Capacity Built

The academic staff of the M.Ed. Program was composed by comparatively young lecturers who had experience of studying abroad. Professors of UCLA actively participated in the improvement of qualifications of the academic personnel. Specifically, UCLA carried out following activities in this direction:

(1) Consultations during curriculum composition – UCLA professors held consultations with the academic personnel of the program at the stage of program planning, in the scope of which (1) individual courses that would potentially constitute the program were selected, (2) curriculum structure and content of the individual courses were discussed and (3) textbooks were selected.

(2) Working visit to UCLA – A 10-day visit to UCLA was planned for the academic personnel. The fact of initiation of such visit is reviewed positively; however the focus-group participants had certain criticisms regarding the management and planning of the visit. Specifically, it was felt that the visit had a general, introductory character and was not aimed to address specific interests of the individual lecturers. At the same time, it was noted that the time of the visit was not optimal, because it took place during the vacation period and, consequently, the visitors could not be actively involved in the teaching process.

(3) UCLA professors supporting the professional development of the assistant-professors – UCLA professors supported Georgian assistant-professors in writing articles and offered them co-authoring articles. This is especially important, since the assistant-professors involved in the program need to publish articles in the internationally referenced journals in order to receive the Ph.D. degree. It was

noted that there are specific topics, on which it is planned to prepare articles together with UCLA professors. However, at the same time, some of the focus-group participants think that this work was not systematic. Focus-group participants also talked about the old age of the professors, which made it impossible to continue/prolong the existing connections with UCLA.

(4) Trainings and seminars – Focus-group participants recalled a research initiated by the UCLA representatives, that constituted a qualitative survey of the students and focus-groups and interviews with the lecturers, based on the results of which, trainings and seminars were organized on the topics that appealed to the assistant-professors.

Quality Assurance Mechanisms are Effective

When talking about the mechanisms of quality maintenance of the Master's Program, the focus-group participants emphasized the two main levels of evaluation: **university evaluation** and **internal evaluation.**
University evaluation implies evaluation of the university's quality control department, which determines program curriculum and teaching quality adequacy with the accreditation requirements and with inner standards/codes of the university. Based on the University evaluations, the program administration receives feedback, which makes it possible to bring the program into accordance with the accreditation and university's internal requirements.

When talking about the **internal evaluation of the program,** focus-group participants reviewed three main components: (1) survey of students, as a result of which the lecturers as well as the courses are evaluated, (2) self-evaluation of the academic personnel and (3) board meetings, which is a relatively new initiative. Board members are program lecturers as well as students and secondary school representatives. The board is partly considered to be a replacement of the evaluation system that existed in the management conditions of Chemonics.

Tools for Graduation Papers Quality Improvement

Research results revealed following mechanisms that provide high-quality of the Master's theses:

(1) Master's thesis evaluation system – Master's theses evaluation system, which is one of the main mechanisms for the assurance of their quality, is composed of a several components: (1) evaluation of the work by the thesis advisor and by an independent professor, (2) thesis presentation and (3) evaluation of participation in the study process, in the scope of which the thesis advisor and research advisors evaluate participation of each student, group member students evaluate each other and educational institutions involved in the project (preschool, secondary school, university) evaluate the students who are working with them. The noted system is reviewed to be as optimal and objective, since, on the one hand, the evaluation process incorporates all involved parties (lecturers, students, preschool/secondary school/university) as well as the independent examiner/evaluator, and on the other hand, the executed work is evaluated taking into consideration all the aspects (the thesis, participation of each student, presentation).
(2) Conferences – The quality of the Master's theses is also positively affected by the conferences organized by academic personnel of the program, where the theses are presented to the audience which is constituted by the individuals involved in the education sector (teachers, principals/secondary school directors, representatives of the Ministry of Education and Science, representatives of vocational centres, university employees).

(3) Student portfolios – Another mechanism for student evaluation is the evaluation of their electronic portfolios. Individual portfolio of a student encompasses course works, research projects and the final thesis. The existence of portfolio is considered to be an advantage in terms of student employment, since it perfectly describes competences and skills of a student. The existence of such portfolio was considered to be quite an effective form of conveying / passing-on the professional competences to an employer.

(4) Topicality/prevalence of the Master's thesis topics – the mechanism of the Master's thesis topic selection guarantees the topicality of the work, which can be regarded as one of the indicators of the quality of graduation papers. Themes for Master's theses are selected as a result of consultation with the schools, considering their interest as well as general interests of the students, which can be considered to be a guarantee of the prevalence of the selected themes, since the topics that are researched are interesting and beneficial for the educational institutions. The advantage of Master's theses selection mechanism is considered to be its double benefit: on the one hand, the student selects a topic to work on and an educational institution according to his/her interests, and on the other hand the topic that is prevalent and interesting for educational institutions is being researched. At the same time, this system is considered to be innovative, since no such precedent exists in the Georgian reality. Plus, there is an attempt to not limit the focus on secondary educational institutions (schools), but to incorporate **higher education institutions** (universities, vocational schools) and **elementary education institutions** (preschools) in this program. For instance, during the last year of the program's existence, two preschools and two higher education institutions were included in the list of Master's theses.

Upcoming Challenges

Research results reveal that the sustainability of the master's program may be endangered to a certain degree by the regressing character of the funding for universities in the Georgian Education system. It was noted that there might have been no pre-calculations regarding the financial sustainability of the program, since in the existing reality universities have quite low funding and could not support full-scale functionality of such a program.

In this respect, focus-group participants stated they needed support in their search for funding. Due to the fact that the program will not have financial support in the future, it is considered to be desirable to support the program in **the search for funding / fundraising.**

In terms of sustainability of the program, the need for **devising a strategic plan** was emphasized. It was noted that this could not be accomplished during the progress of the program, however focus-group participants think that devising the plan is essential at the existing stage.

Focus group participants also talked about **financing the student researches.** There is a precedent of small student projects being carried out in the past years. Such research projects allow the students to get acquainted with the full research process in practice. Now as well, UCLA has produced small sum for funding such a project. Research participants consider the existence of funding for such low-budget projects as desirable.

- ## Recommendations

- In terms of professional development of the academic personnel of the M.Ed. Program, it is viewed as desirable to provide **access to online journals.** It was noted that the accessibility package for online journals are limited and do not allow access to the publications of recent years. It is also desirable to

purchase the program, which allows searching for the works of specific academician, which supports academic work of the lecturers and keeps them in touch with the current news. This program was jointly purchased by the Ministry of Education and Science and by a few universities; however its period of validity has expired.

- In terms of program sustainability, it was considered as desirable (1) support/trainings in **fundraising,** (2) support in **devising the strategic plan** and (3) financing of **small-scale student researches.**
- Academic personnel of the M.Ed. Program considered following things as desirable for them: (1) the notes and documentation of old working meetings and agreements with UCLA professors, the so called '**old reports', to be passed onto them** and (2) to receive the results of the **research on career development of the first and second generation students** that Chemonics conducted.

  Focus group participants admitted that Chemonics conducted **career development research** among the students of the first and second graduating classes. However, it was noted that the results of this research were not handed to the academic personnel of the M.Ed. Program. Focus group participants sought information about the occupation of individual students. Students are mainly employed in educational institutions. Among the employment options there were universities, schools and various organizations as well as projects (for instance UNICEF project) named. However, it was noted that this information does not have a systemic character and is not gathered within the program administration.

  Based on the separate examples they mentioned focus-group participants believe that the effectiveness of the M.Ed. Program can be argued based on the career development and advancement of the graduates. It is considered that this positive effect is more evident in case of the first cohort, because enough time has passed, which allows the actual effect to be seen.

Annex E. Perspectives from Prof. Val Rust, UCLA

Professor Rust is Associate Director, UCLA Center for International and Development Education (CIDE). These perspectives were received via e-mail.

1. Is the Education Management Program at ISU of high quality?

The Educational Management Program at ISU is of high quality. In fact, its reputation is very high. That is, some people claim it is as good as any graduate program in the country. We were fortunate to obtain the services of a core of young faculty members, almost all of whom had received an advanced degree in the United States, who served as instructors in our courses. Because they all spoke an excellent English, there was no language barrier in our work with them. They brought with them an understanding of leadership and management concepts and principles gained at institutions such as Harvard and Columbia University. The curriculum we developed was unique to Georgia and almost all of the courses we recommended required new syllabi and pedagogical approaches. Our UCLA consultants worked actively with them in developing the syllabi and pedagogies. And the faculty worked with each other in deciding how to overcome overlap in courses and student deficiencies.

2. How have the credentials of the professors and program been enhanced?

Each of our consultant visits included in-service workshops and consultation with the professors. In addition, the project was willing to provide resources to translate the essential literatures into Georgian. Several of the professors were able to come to the US either through project resources or other projects so that they could gain access to the latest ideas about leadership and management. One of the major issues we faced was the fact that the professors did not hold a PhD or its equivalent. We have worked actively with most of the faculty assisting them in moving forward with their individual doctoral programs so that the program would continue to thrive.

3. Are reliable quality assurance mechanisms in place?

If quality assurance refers to collecting evidence that the work we did achieved its objectives and was well-received by the recipients of our efforts, we have some hard data. The goals of our work were achieved--an M.Ed. program in school leadership and management has been implemented at ISU, evidence suggests it is now a structural part of Ilia State University and is being sustained, faculty have developed courses with our input that are well received by students (interviews and student feedback) , and faculty satisfaction (interviews) is high. Another positive indicator of quality is interest by Batumi State in replicating the M.Ed. program at their university. We have spent a good deal of time on formal institutional aspects of quality assurance. Each course is formally evaluated by the students filling out a form that conforms in large measure to our UCLA course evaluation process. Students are selected according to the national student selection process and a high percentage of them receive some kind of scholarship or other award. Students who have finished the program are tracked into the labor

market so that we have good data on the positions they received in the private sector, the schools, the ministry, relief agencies, etc.

4. Is the program sustainable enough to continue operating after the project phases out?

One of the features of the USAID project was that Ilia State University would not become dependent on project funds. The project supported Ilia State in various ways, but the coordinator, the professors, the students, and the classrooms were all part of the university structure. When the project ended, these resources remained and the program can continue without interruption. We at UCLA recognize that an informal relationship with Ilia State must be maintained. Some of us, who have been active in the project, continue to work with the professors on an informal basis. We serve as international advisers on their doctor dissertations. We continue to seek other projects in Georgia, so our relationship with the program will continue. We have invited program participants to come to UCLA, and have been successful in bringing some of the people here as part of their own professional development agendas.

Annex F. Individuals Interviewed by Evaluation Team Members

In addition to meetings with representatives of EMP stakeholders in Tbilisi, the Evaluation Team members made site visits to educators in other locales:

SITE	ORGANIZATION	DATE
City Batumi	Education Resource Center	08.29.2012
City Batumi	Public School #10	08.29.2012
Town Khulo	Education Resource Center of Khulo District	08.30.2012
Town Akhalkalaki	Education Resource Center of Akhalkalaki District	08.31.2012
Village Alastani	Public School of Village Alastani	08.31.2012
Town Telavi	Education Resource Center of Telavi District	09.01.2012

NAME	TITLE	ORGANIZATION
Medea Kakachia	Education Project Management Specialist	USAID/Caucasus
Indira Amiranashvili	Deputy Chief of Party	Georgia Education Management Project
Nino Udzilauri	Education Decentralization Specialist	Georgia Education Management Project
Gigi Tevzadze	Rector	Ilia State University
Nino Chubinidze	Director of Quality Assurance Department	Caucasus University
Sophie Gorgodze	Coordinator of Education Administration Master's Program	Ilia State University
Maia Kuparadze	Education Officer	UNICEF
Nato Javakhishvili	Head of Department of International Relations and Programs	Ministry of Education and Science of Georgia
Lasha Saginadze	Head of budget Division	Ministry of Education and Science of Georgia
Teona Kupatadze	Deputy Head	National Center of Teacher's Professional Development
Nino Elbakidze	Coordinator of Standards	National Center of Teacher's Professional Development
Lasha Verulava	Head	Education Management Information System
Irakli Kipshidze	Deputy Head	Education Management Information System
David Saginadze	Head of Office of Statistics	Education Management Information System
Otar Shavadze	Head	Education Resource Center of Khulo District
Vitali Abuladze	Chief Financial Specialist	Education Resource Center of Khulo District
Manuchar Mikeladze	Main Specialist	Education Resource Center of Akhalkalaki District
Nino Asatashvili	Main Specialist	Education Resource Center of Telavi District
Merab Samnidze	Head	Education Resource Center of Batumi

Nino Javakhishvili	Principal	Public School of Village Shalauri (Telavi)
Levan Mrelashvili	Principal	Public School #6 (Telavi)
Ruben Krtyan	Principal	Public School of Village Alastani
David Ezhadaishvili	Principal	Public School #10 (Batumi)
Nugzar Surmanidze	Principal	Public School #9 (Batumi)
Amiran Abuladze	Principal	Public School of Village Zemo Vashlovani
Josef Abuladze	Principal	Public School of Village Chao
Ilia Bolkvadze	Principal	Public School of Village Tago
Nodar Khozrevanidze	Principal	Public School of Village Kvatia
Mikheil Geladze	Principal	Public School of Village Kaqsadzeebi
Malkhaz Makharadze	Principal	Public School of Village Dzmagula
Roin Mamuladze	Principal	Public School of Village Kalota
Gulnara Shainidze	Principal	Public School of Village Tsabliani
Archil Paqsadze	Principal	Public School of Village Kortokhi
Aleksandre Tavartkiladze	Principal	Public School of Village Dzirkvadzeebi
Liana Bolkvadze	Principal	Public School of Village Ganakhleba
Mikheil Svimonishvili	Principal	Public School of Village Diakonidzeebi
Revaz Dzirkvadze	Principal	Public School of Village Dioknisi
Otar Gbadze	Principal	Public School of Village Tabakhmela
Ramaz Lomidze	Principal	Public School of Village Begleti
Roman Saginadze	Principal	Public School of Village Maniaketi
Revaz Iakobidze	Principal	Public School of Village Ghurta
Archil Abuladze	Principal	Public School of Village Kedlebi
Tengiz Gabaidze	Principal	Public School of Village Khikhadziri
Vaja Makroidze	Principal	Public School of Village Agara

These meetings are separate from those that were conducted as part of the quantitative survey work conducted by ACT Research. In addition, Dr. Sedere, the team leader, had exchanges with Professor Emeritus Val Rust, Associate Director of UCLA's Center for International and Development Education (CIDE).

Annex G. Quantitative Report - Interviews with School Principals

This document is an analytical report of quantitative data obtained through Face-to-Face (FtF) interviews with 441 school principals throughout Georgia. Statistical error margin of data is 4%. Number of interviews was distributed among regions proportionally to the whole database of public schools (1999 schools). Surveyed schools were distributed among regions according to various parameters as follows:

Table #1

Regions	Total Number	School Size			Language Sector		Buildings		Inclusive		Settlement Type		
		Small	Medium	Big	Georgian	Non-Georgian	Multi-Campus	Single-Campus	Inclusive	Special	Village	Town	City
Adjara	45	28	17	0	42	3	17	28	12	1	36	1	8
Guria	20	14	5	0	19	0	6	13	8	2	16	1	2
Tbilisi	34	1	34	4	33	6	8	31	23	2	0	0	39
Imereti	85	52	31	1	84	0	14	70	20	2	63	1	20
Kakheti	41	13	29	0	37	5	10	32	28	0	35	0	7
Mtskheta-Mtianeti	22	17	4	0	21	0	7	14	3	0	18	1	2
Samegrelo-Zemo Svaneti	59	37	20	0	54	3	14	43	14	1	47	0	10
Samtskhe-Javakehti	42	31	10	0	22	19	10	31	13	0	36	1	4
Kvemo Kartli	53	26	27	1	24	30	15	39	9	0	35	2	17
Shida Kartli	40	16	23	0	39	0	9	30	14	17	35	0	4
Total	**441**	**235**	**200**	**6**	**375**	**66**	**110**	**331**	**144**	**25**	**321**	**7**	**113**

KEY RESEARCH QUESTION #1: Are Education Data Reliable and Comprehensive Enough for Analyses of Trends and Snapshots in the Education Sector

MAIN FINDINGS

EMIS Operability

- *According to obtained data EMIS has been operable for the last three years as far as vast majority of schools principals (in average 84%) have been submitting school data timely to EMIS. According to 71% of interviewees the data provided to EMIS is more reliable now than before EMIS electronic software was introduced. Submission of data nowadays is time and energy consuming, questions are more obvious and fewer mistakes are made because software has its limitations which do not let schools to enter incorrect data for some parameters. It is notable that the only problem, named by majority of*

respondents, was internet connection problem which is not under EMIS control; however it influences its operability as well.

EMIS role in the implementation of school policies

- *It is notable that school principals apply EMIS data in school management. According to 64% of respondents information provided by EMIS is helpful in cooperation with BoT.*

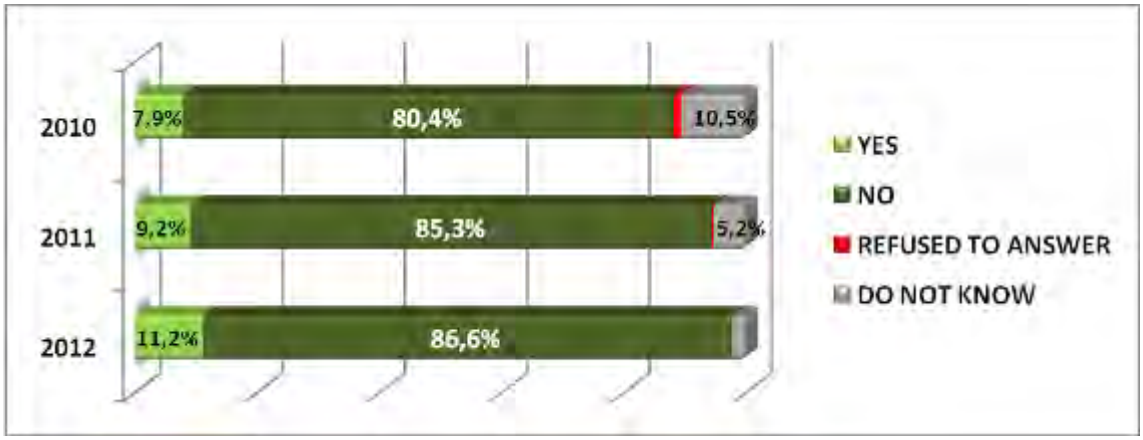
EMIS and effects of the new financing formula

- *Principals actively use data they prepare for EMIS to calculate annual budget of schools. According to 55% of schools, their financing increased due to the new financing formula which had been mainly stipulated by the registered total number of pupils and their distribution by grades. School principals timely prepare monthly, quarterly and annual financial reports on schools.*

EMIS Description

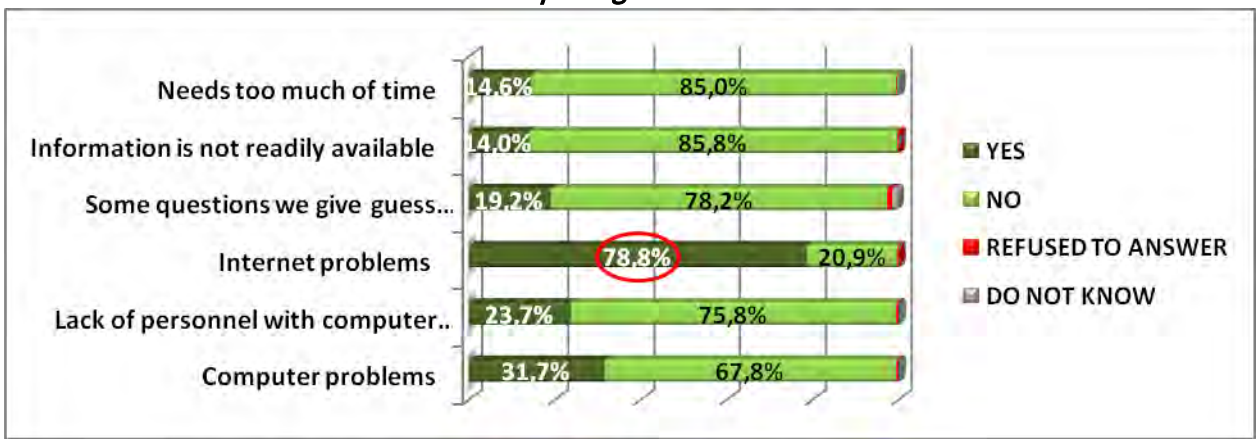
90% of schools had already submitted school data to EMIS before our survey period; however 8% was still in preparation process. Only 9% of schools had not been able to submit data to EMIS for the last three years. Majority, 84% had had no difficulties with it.

Chart # 1.1 – Timely submission of EMIS reports for the last three years



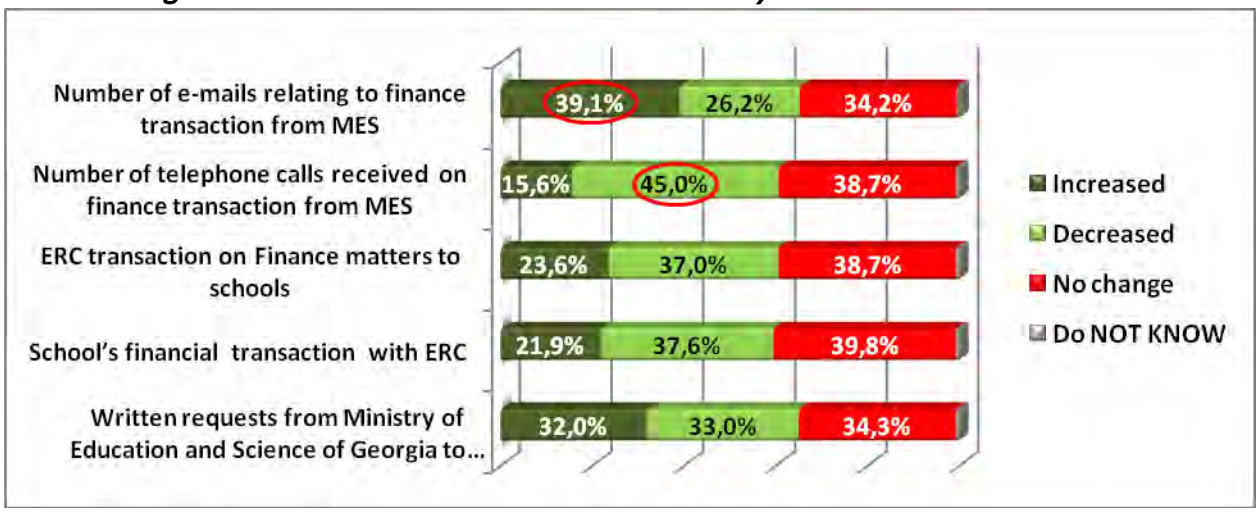
71% of respondents declared that the data provided to EMIS (MES) was more reliable than it had been before EMIS electronic software. According to those principals, such reliability was stipulated by the fact that exchange of information was quicker, everything in the database more obvious and correct and such input of information via internet was much safer. However, some difficulties arose while completing EMIS data sheets. 79% of respondents mostly had internet problems like slow internet or no internet at all. 19% of respondents declared they just gave guess answers to some questions rather than enter actual data. It could be explained by the fact that information is not readily available for schools as 14% of our respondents stated. Additional problems were also named by separate respondents, such as no electricity or connection difficulties with EMIS/MES hotline.

Chart # 1.2 – Problematic Issues for completing EMIS data sheets



According to 45% of interviewed school principals, number of telephone calls from MES regarding finance transactions decreased, however e-mails from the ministry on that issue had vice versa increased according to 39% of respondents. At the same time 36% of interviewees did not think there had been any change in communication on above-mentioned matter from MES. 37% of principals thought that ERC transaction on Finance matters to schools as well as School's financial transactions to ERC decreased. However, 39% of respondents stated they had not changed at all. Ideas on the frequency of written requests from Ministry of Education and Science of Georgia to school regarding the number of teachers or some similar issues, almost proportionally allocated into three response categories (increased, decreased, no change).

Chart #1.3 – Number of Transactions between School, MES and ERC increased, decreased or did not change after EMIS and electronic communication system



According to 64% of respondents information provided by EMIS is helpful in cooperation with BoT, however 28% of interviewees did not agree to this statement.

It is notable that 66% of school principals address straight ERCs in case of problems that could not be settled at school level. 14% of respondents stated that it mostly depended on the issue.

It is notable that 76% of school principals had never felt that there should have been more questions in EMIS data sheet while completing them. 76% also stated they did not have anything to add about EMIS on their own. However, according to 6% of respondents, trainings should be regularly conducted on coding, correcting, accounting and financial management.

KEY RESEARCH QUESTION #2: Has Equity Improved as a Result of Use of the EMIS Operations/Outputs

MAIN FINDINGS

Implementation of new funding formula

- *According to obtained data new funding formula has been implemented in almost all schools. Only three out of 441 school principals refused applying it. Two of these cases could be explained by the small size of those schools as long as schools with very small number of pupils (exact number could not be defined because different figures were named by various interviewees) got fixed budget by the MES. In the third case principal was newly appointed and probably had not been adequately trained to understand what was asked.*
- *Renewed formula (January, 2012) is applied by 94% of surveyed school principals. 4% of respondents declared it had not been implemented in their schools which was explained either by the fact that they had no information about renewal of formula or had small number of pupils and got fixed budget from the ministry.*

Drawbacks of the new funding formula

- *Notwithstanding the fact that 96% of surveyed schools had no financial deficit and could cover basic expenses of schools with the new funding formula, there is still problem with reduction of some school personnel and enhancement of qualification level for secondary education. More than half of schools (53%) could not finance additional lessons/circles for student and 48% could not cover expenses for professional trainings of teachers. As for reduction of some positions, it is notable that 16% of surveyed schools reduced number of teachers due to the formula. 20% of schools reduced number of Deans and 23% did the same with non-staff personnel regarding the same reason. 34.1% of schools under 160 and 37.0% of schools between 160 and 1500 students had to deans and/or teachers as the result of the new formula.*

Improvements to be needed for the new funding formula

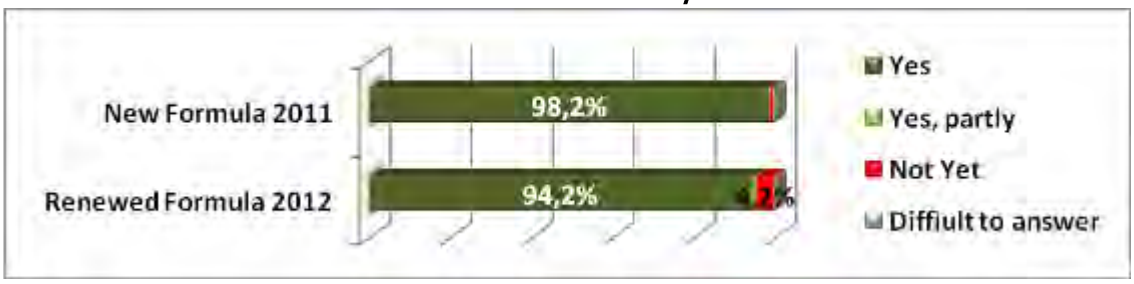
- *According to survey respondents it would be desirable if in the frames of new funding formula it was possible to encourage teachers and take care of their professional development. The new funding formula should be more adjusted to individual needs of various types of schools (for example: big or medium-sized or small). It should contain*

funds for maintenance of technical resources (libraries, GYMs, laboratories) and opening new learning circles (additional lessons) for students.[1]

New and Renewed Funding Formula for schools

98% of principals declared that new (January, 2011) financing formula was implemented in their schools. It is notable that only three respondents said that new formula was not presented in their schools. Two of them explained this fact by the small size of their schools. As for one school principal from Tbilisi, her position could be explained only by the fact that she had been appointed for this position short time ago and probably did not understand well what the new financing formula was. As for renewed school financing formula (January, 2012), 94% of principals said it was implemented in their schools. However, it should be mentioned that according to 4% of respondents, renewed financing formula had not been implemented in their schools yet. In most cases those respondents either could not explain this fact or declared they had no information about changes in the formula. Only 20% of them explained this fact by the small number of pupils in their schools.

Chart #2.1 – New Formula and renewed formula implemented at schools



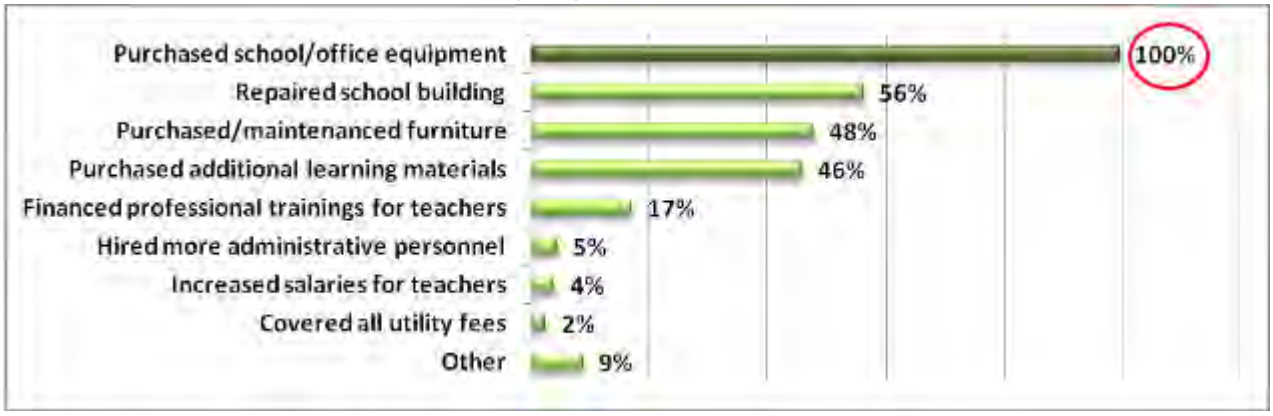
It is notable that according to 55% of schools from survey sample, their financing increased due to the new formula. In 43% of schools only slight increase (up to 10%) of financing was observed, while for 50% of those schools financing was increased significantly, up to 50%. It should be also mentioned that increase happened in more small size schools (69%) than medium-size ones (38%). 26% of interviewed principals said that new formula had no influence on their financing and it almost did not change. According to survey data financing decreased only in 18% of schools since the new formula had been implemented. For 53% of those schools financing decrease was insignificant, up to 10%. It is notable that decrease of financing happened only in 8% of surveyed small schools, while 30% of medium-size schools had the same experience. The data is not analyzed according to big schools due to the small number of them presented in the sample. Only six big schools were surveyed.

[1] Too many requirements were named by separate survey participants that could not be combined and represented in prominent figures. Here are listed relatively more frequently stated requirements.

Chart #2.2 – Influence of New Financing Formula on School financing

52% of respondents, whose school financing changed due to the new formula, explained those changes by the total number of students represented in their schools. 23% of them explained it by students' distribution according to grades. Registration of those students who used to have no IDs also was named among reasons together with voucher system and number of campuses. 100% of those schools which financing increased due to the new formula, spent additional funds for purchasing school/office equipment. More than half of respondents (56%) also repaired school buildings by increased financing. It also notable that 17% of school principals, spent additional funding on professional trainings of school teachers.

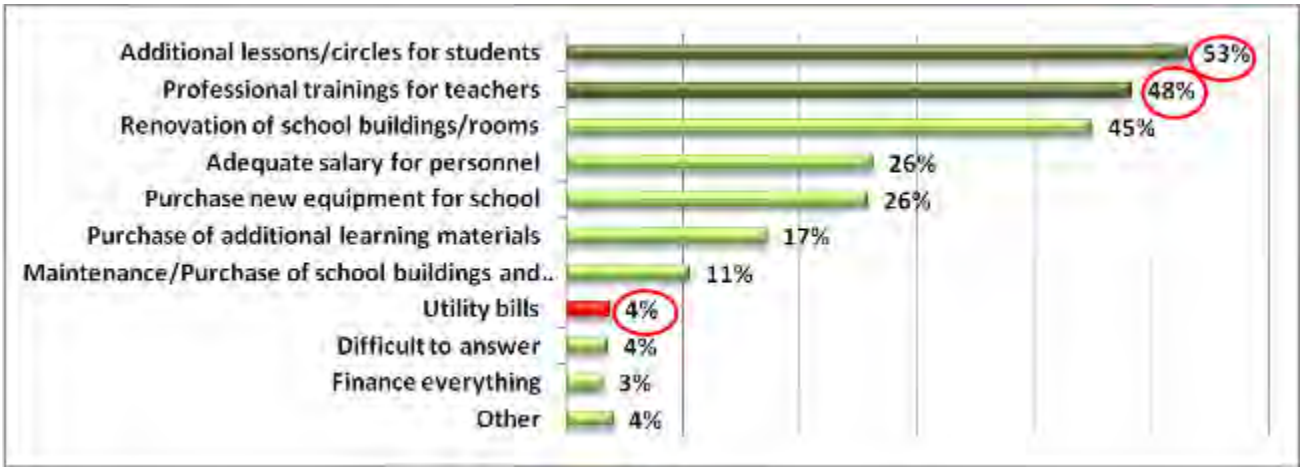
Chart #2.3 – How the increased funding helped schools



NOTE: Total sum of percentage exceeds 100% because multiple responses were allowed.

Almost all surveyed school principals were asked what activities they were not able to finance from the state budget. It is notable that more than half of interviewees (53%) named additional lessons/circles for students that could not be covered by the state budget. Almost half of respondents (48%) would like to have more funds for financing professional trainings for teachers. 45% of surveyed principals thought that they could not repair school building or repair classrooms from the state budget. Adequate salary for personnel also was not available from the given financing according to 26% of interviewees. It should be mentioned that 4% of public schools still could not pay for utility bills from the state budget. However, only five schools out of those 4% said they had not been able to pay for heating during winter seasons of 2010-2012. The main reasons for this was poor budget and high tariffs for gas. According to those school principals, this problem was solved by the assistance from MES and distribution of payments for the whole amount during the year.

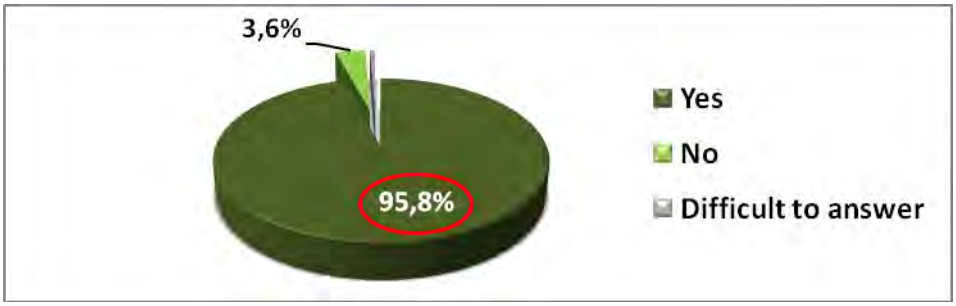
Chart #2.4 – Activities that could not be financed from the state budget



NOTE: Total sum of percentage exceeds 100% because multiple responses were allowed.

36% of surveyed principals declared their schools had had financial deficit before new formula was introduced. It is notable that more small schools (51%) had had such experience than medium-sized schools (18%). It is also worth mentioning that new funding formula definitely has had positive effect on schools' financing as far as 96% of respondents said their schools could fulfill national educational demands presently and had no financial deficit. And again only 4% of interviewees still had such problems. Those schools could not specify definite reasons for it, only repeated that their schools had low financing.

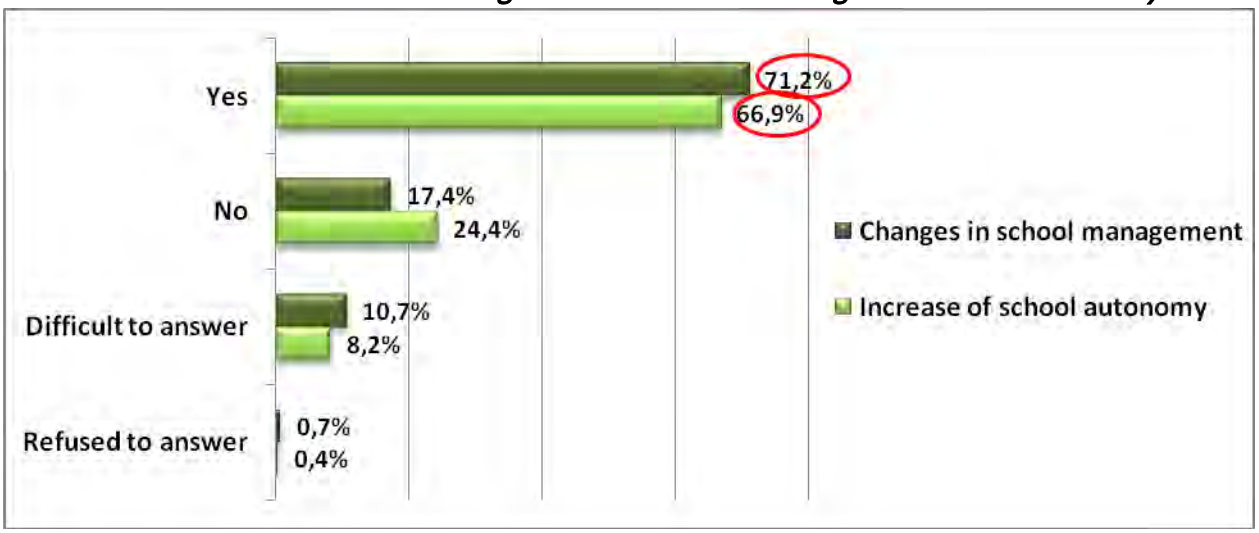
Chart # 2.5 – Fulfillment of National Educational Demands



According to 71% of interviewees the new financing formula brought changes in school management. However, more than half of them (54%) could not explain particularly what amendments were made in school management according to the formula. Though according to some respondents main changes were made in optimization of technical and administration staff as well as regulation of teachers' salaries. 67% of respondents also declared that school had more autonomy due to the new financing formula. 45% of those school principals said they had more freedom in terms of financial management. 11% of interviewees also declared that school administration could solve any problems inside school independently. A few principals even stated that they could form staff pattern and recruit personnel on their own. It should be mentioned that 71% of principals declared they made decisions regarding staffing pattern of

teachers absolutely independently. 64% also agreed they made staffing pattern of non-staff personnel absolutely on their own and 58% said they did the same with staffing pattern of administration personnel. In average, 27% of interviewed principals agreed school staff patterns of teachers, administration personnel and non-staff employees with the MES. About 9% of school principals declared that they made patterns of all staff only on the basis of Ministry order.

Chart #2.6 – Influence of new financing formula on school management and its autonomy



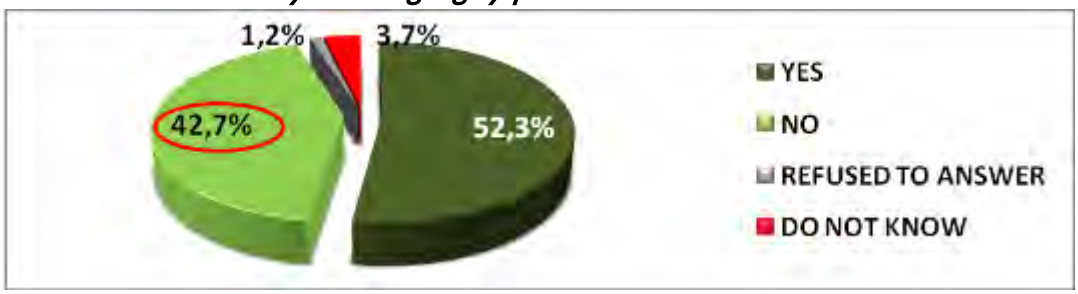
39% of respondents responded that they had to agree decisions regarding new language sectors with the Ministry. 22% of those principals even added that they could get consent from the Ministry, only if written request was sent there. However, according to 26% of principals they could make such decisions absolutely independently. At the same time according to 13% of respondents new language sectors could be added only on the basis of MES order.

16% of surveyed schools reduced number of teachers due to the formula. 20% of schools reduced number of Deans and 23% did the same with non-staff personnel regarding the same reason.

Chart #2.7 – Reduction of some positions due to the new funding formula

It is notable that 53% of our interviewees could afford to hire highly professional, competitive teachers. While 43% did not have enough financing for this. According to those teachers, it is impossible to hire professional teachers with high salaries on the frames of their financing.

Chart #2.8 – Possibility of hiring highly professional teachers on the basis of state budget



According to 28% of respondents no gaps remained with the revised financing formula. However, a lot of separate ideas were given about financing problems like the lack of finances for staff encouragement or maintenance of gymnasia, libraries, laboratories. It was also named that new formula is not adjusted to the demands of individual schools.

KEY RESEARCH QUESTION #3: Has the Leadership of the MES Improved as a Result of Policy Changes

MAIN FINDINGS

Transactions between MES and schools

- *According to obtained data there had not been any significant changes in frequency of communication between Ministry and school. Nevertheless some tendencies were revealed. According to 45% of interviewed school principals, number of telephone calls from MES regarding finance transactions decreased, however e-mails from the ministry on that issue had vice versa increased according to 39% of respondents. At the same time 36% of interviewees did not think there had been any change in communication on above-mentioned matter from MES. Ideas on the frequency of written requests from Ministry of Education and Science of Georgia to school regarding the number of teachers or some similar issues, almost proportionally allocated into three response categories (increased, decreased, no change).*

School Autonomy

- *It is notable that according to 67% of respondents public schools had more autonomy due to the new financing formula. Almost half of those school principals (45%) stated they had more freedom in terms of financial management. 11% of interviewees also declared that school administration could solve any problems inside school independently. A few principals even stated that they could form staff pattern and recruit personnel on their own. It should be mentioned that 71% of principals declared*

they made decisions regarding staffing pattern of teachers absolutely independently. 64% also agreed they made staffing pattern of non-staff personnel absolutely on their own and 58% said they did the same with staffing pattern of administration personnel. In average, 27% of interviewed principals agreed school staff patterns of teachers, administration personnel and non-staff employees with the MES. Only about 9% of school principals declared that they made patterns of all staff only on the basis of Ministry order.

School Improvement

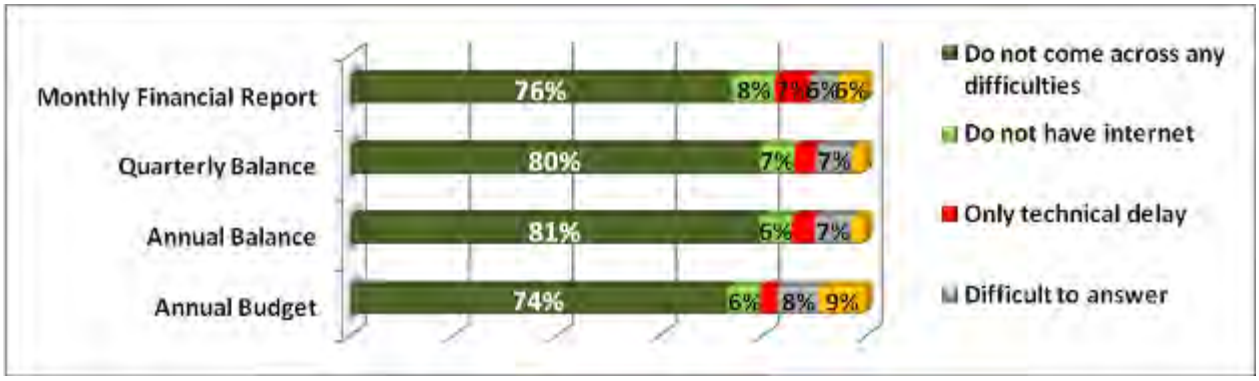
- *As a result of better financial accountability policies the number of schools in financial deficit reduced significantly. According to our study 36% of surveyed schools had had financial deficit before the new formula was introduced while 96% of schools could fulfill national educational demands presently and only 4% still had financial deficit. According to 71% of interviewees the new financing formula brought positive changes in school management as well. Notwithstanding the fact that more than half of them (54%) could not explain particularly what amendments were made in school management by the formula. Though according to some respondents main changes were made in optimization of technical and administration staff as well as regulation of teachers' salaries.*

Finance Management and Reporting Skills

Almost all interviewed school principals, 99% declared that they managed to produce monthly revenue and expenditure reports, quarterly balance, annual balance and annual budget on time. 78% of them also added that they did not come across any difficulties while preparing all those reports. However, it should be mentioned that 7% of our respondents had internet connection problems that had caused delay for submission of financial reports. 5% of interviewed school principals also declared they had technical problems to submit financial reports on time. 5% of respondents also gave separate reasons for reporting delay. It is notable that 4% of interviewed named lack of funds as a reason for delays.

Chart #3.1 – Timely submission of Monthly, Quarterly, Annual finance reports and Annual Budgets

Chart #3.2 – Usual difficulties during preparation of Monthly, Quarterly, Annual finance reports and Annual Budgets



NOTE: Total sum of percentage on those two charts exceeds 100% because multiple responses were allowed.

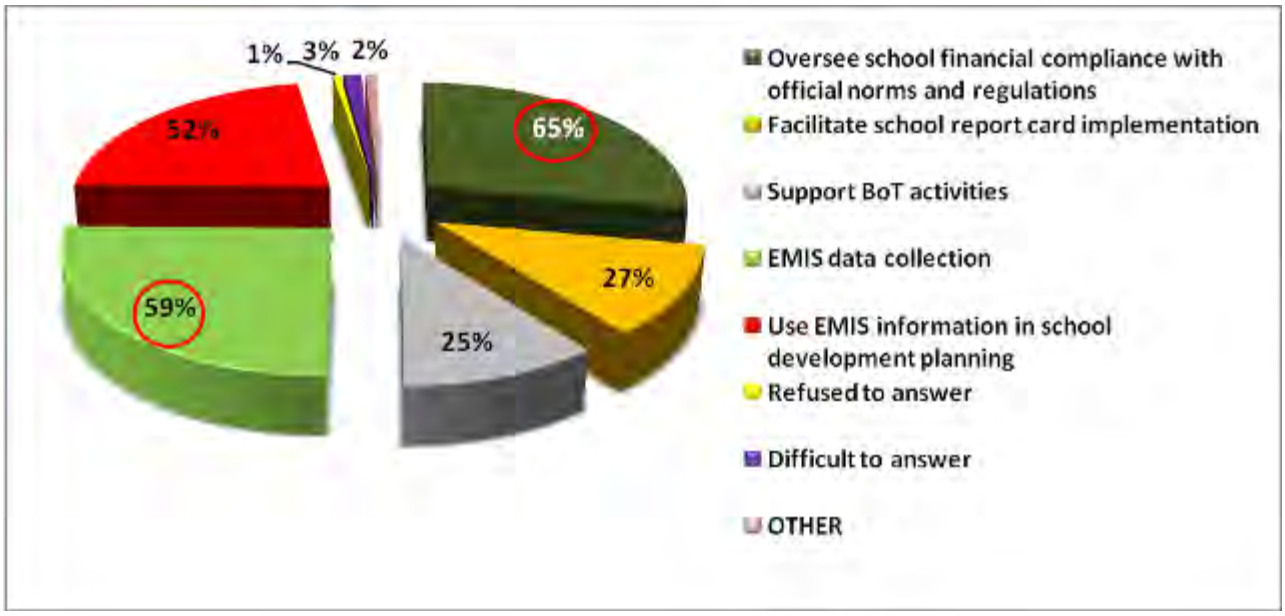
Notwithstanding the fact that majority of schools had no problems submitting financial reports on time, 53% of interviewees still noted they had been sometimes asked to make corrections in their reports by ERCs. Mostly they were asked to change figures (reduce amount) or correct mistyping also to make correction on the schedule of personnel or identify technical personnel as non-staff. 43% of respondents declared they had never been asked to make any corrections in their financial reports.

According to 69% of respondents they prepare all those financial reports both electronically and also manually. However, 30% of school principals prepare those reports only electronically.

Participation of ERCs in School Management Issues

According to 65% of interviewed school principals ERC representatives had overseen their school financial compliance with official norms and regulations for the last six months. 59% of respondents also declared that ERCs had helped them with problems of EMIS data collection during the period. According to 52% of school principals ERCs had been also very helpful for planning of school development on the basis of EMIS information. For some respondents (25%), ERCs had been involved in supporting BoT activities as well.

Chart #3.3 – Assistance Received from ERC for the last six months



NOTE: Total sum of percentage exceeds 100% because multiple responses were allowed.

Generally schools address ERCs to help them in preparation of monthly revenue and expenditure reports, quarterly balance, annual balance and annual budget. According to 40% of respondents ERCs also help them in calculation of voucher formula. 17% of interviewees either did not remember or could not answer this question.

According to 84% of school principals ERC has the institutional capacity to assist schools whenever they need assistance. Only 13% of respondents doubted whether ERC had enough capacity for such assistance.

5% of respondents declared they had been asked by ERCs to prepare additional finance reports beyond to the regular ones. It is notable that according to all those respondents they had been able to submit additional reports on time.

KEY RESEARCH QUESTION #5: How has the Short-term In-service Program Supported the Better Management of Schools?

MAIN FINDINGS

Quality of Trainings

- *According to the obtained data school finance management trainings were of high quality as long as vast majority (up 90%) assessed trainings positively according to all parameters. Almost all surveyed participants of above-mentioned trainings (in average*

94%) found training guide and handouts useful in managing school finance budgeting, monthly, quarterly and annual finance reporting and fund utilization.

- *As for Effective Management Trainings for the Principals of Batumi, Tbilisi and Kutaisi Schools, following tendencies were revealed[2]: majority of trained principals (up 90%) remembered almost all topics the course covered and they declared that there had been sufficient information on principals' standards at the training. According to 98% of them they had received leaflets on above-mentioned standards during the training.*

Improved skills and relevant job performance

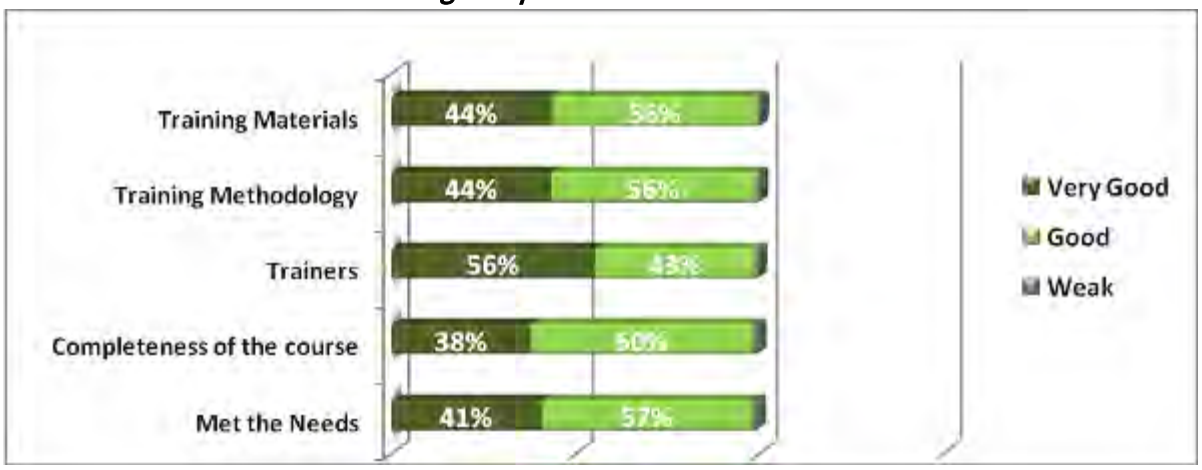
- *It could be stated from the obtained data that surveyed school principals gained appropriate skills through the finance management trainings. They applied them to improve their job performance and management capacities. Almost all interviewed school principals, 99% declared that they managed to produce monthly revenue and expenditure reports, quarterly balance, annual balance and annual budget on time. 78% of them also added that they did not come across any difficulties while preparing all those reports. Furthermore, 43% of respondents declared they had never been asked to make any corrections in their financial reports. However, it should be also mentioned that 53% of interviewees had been sometimes asked to make corrections in their reports by ERCs.*

School Finance Management Trainings

89% of surveyed principals remembered the finance management training conducted in the frames of Education Management project. Those respondents were asked to evaluate those trainings according to various parameters. It is notable that almost 100% of respondents assessed positively training materials, methodology, trainers, completeness of the course and the fact that training met their needs.

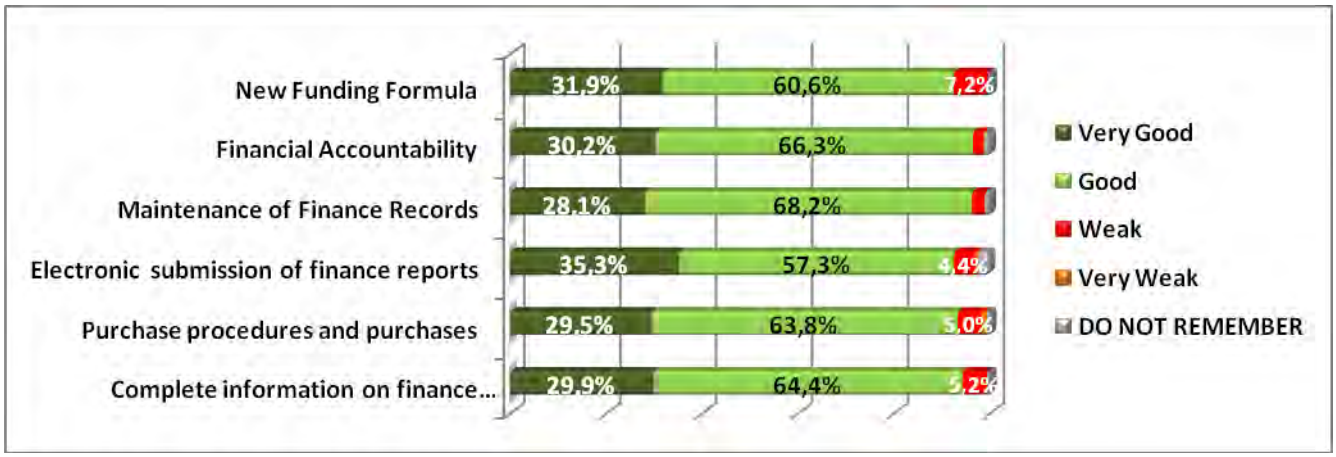
[2] The number of interviewed respondents is too small for this part of the questionnaire, in total 36 school principals out of 46 from Tbilisi, Kutaisi and Batumi. Accordingly, data obtained on effective management trainings is not statistically reliable and shows only tendencies.

Chart #5.1 Assessment of Training components



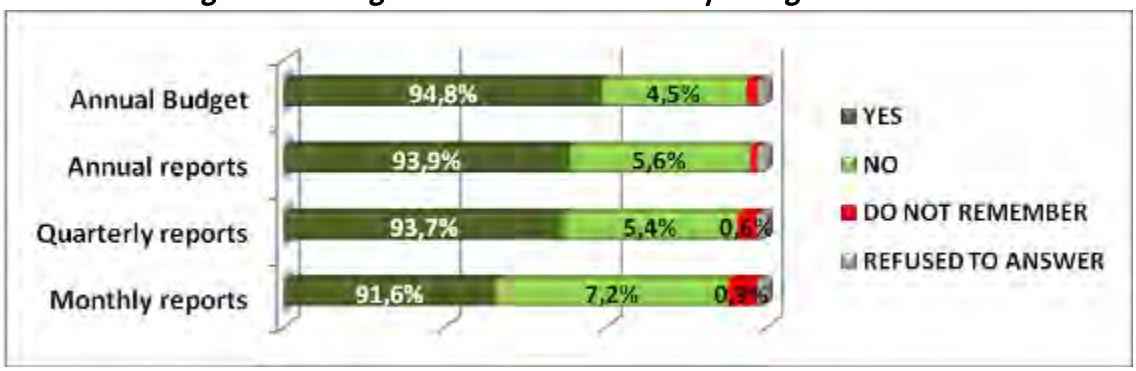
94% of respondents also highly assessed School Financial Course Manual and handouts according to the following themes: New Funding formula, Financial Accountability, Maintenance of Finance Records, Electronic submission of finance reports, Purchase procedure and purchases and complete information on finance management. Only 5% of interviewees assessed course manual and handouts by the above-mentioned parameters as weak.

Chart #5.2 Assessment of School Financial Course Manual and Handouts



95% of trained school principals declared that training included information on the new school funding formula of January 2011 and 80% of them agreed the training included information on revised school funding formula of January 2012. It is notable that almost all of those respondents, who refused existence of information about new or renewed formulas in the course, had been trained before January 2011 or January 2012. 87% of trained principals said that training course also included short information about principals' standards. 97% of them stated as well that they received training materials and guides at these courses. Others either did not remember or refused the fact of receiving them. It is notable that majority of those respondents who had received materials (in average 94%) stated they had referred to those training materials to find answers to problems raised while preparing revenue and expenditure monthly reports, quarterly balance, annual balance and annual budget.

Chart #5.3 Usages of training materials for financial reporting

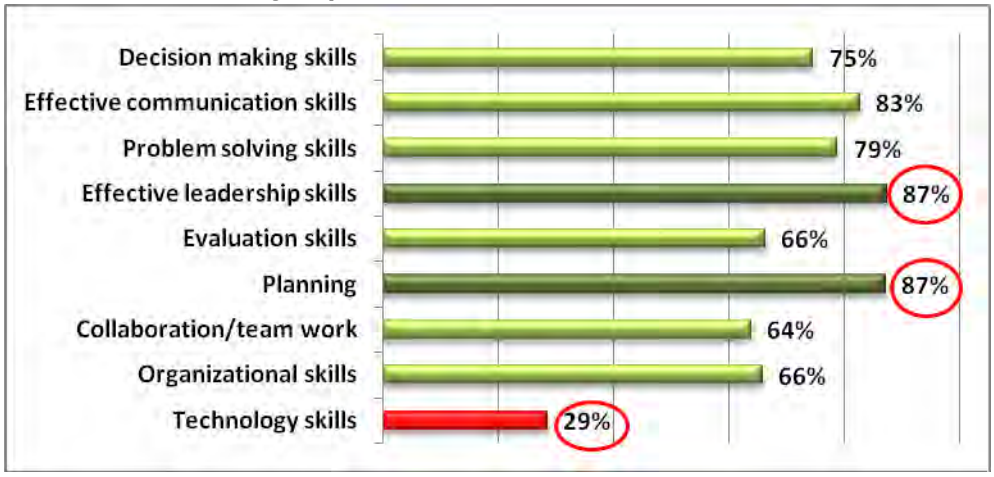


For about 5% of school principals training materials are not useful during preparation of annual balance and budget. 4% declared that they did not have those training manuals at all. As for other respondents, according to 41% those material were useful during annual finance reporting, however they could not specify for what in particular. 10% declared they rarely used those materials, only if there had been any necessity. 40% of respondents found those materials useful for various parameters while preparing annual finance reports and budgets. Only 3% found this question difficult to answer.

Effective Management Trainings for the Principals of Batumi, Tbilisi and Kutaisi Schools

Only 77% of survey respondents from Batumi, Tbilisi and Kutaisi schools declared they had attended effective management trainings for the principals. Majority of them agreed that those trainings included almost all listed topics. However, only 29% of principals remembered topics on technology skills.

Chart #5.4 – Training Topics



NOTE: Total sum of percentage exceeds 100% because multiple responses were allowed.

The overwhelming majority of trained school principals (92%) declared that there had been sufficient information on principals' standards at the training. According to 98% of them they had received leaflets on above-mentioned standards during the training. However, only 60% declared they had received the guide on management of students' database there.

53% of trained principals stated they had passed certification examination for principals. However, it is worth mentioning that 55% of those principals had passed the examination in 2007. As for those 30% of principals who had not passed certification exam, majority of them (74%) were planning to pass certification exams for principals within the upcoming year. 68% of those principals also added that they needed more training on professional development to pass these exams.

Half of trained principals (53%) stated they were preparing electronic registers about students' academic progress. However, ideas differed when they were asked where the information had been sent and how often. 38% declared they sent students' database about their discipline and academic progress to EMIS, while 27% insisted those forms were sent to ERC, 14% stated they sent those special electronic forms to MES. As for submission frequency, 27% said they were sending that database every month. 18% stated they submitted those forms according to the requirements. 15% even declared they prepared but did not send it. Responses also divided on who prepared electronic databases about students' discipline and academic progress. In 19% of cases principals themselves prepared those forms, in 23% of schools IT managers were preparing them, in 19% of cases a school administrator and only in 14% of schools teachers.
It is notable that 23% of those trained school principals, who admitted preparation of electronic databases on students' discipline and academic progress, stated that most frequently they had had technical problems while preparing those forms.

Annex H. Quantitative Report - Interviews with Graduates and Current Students of the Ilia State University (ISU) M.Ed. Program

This document is an analytical report of quantitative data obtained through Face-to-Face (FtF) interviews with graduates of the Ilia State University (ISU) M.Ed. program and with participants who have not (yet) completed the program.[1] ISU provided the lists of M.Ed. program participants of three cohorts: Cohort I - 2009-2011; Cohort II– 2010 – 2012; and Cohort III – 2011 – 2013, a total of 106 participants). Out of 106 participants, IBTCI/ACT interviewed 20 graduates and 20 students who have not (yet) completed the program. Appropriate quotas were determined for each cohort of the M.Ed. program. Statistical error margin of data is 12%. It should be also mentioned that due to the small number of interviewees, differences of data regarding current students and graduates are not statistically reliable. However, some tendencies could be tracked in several questions.

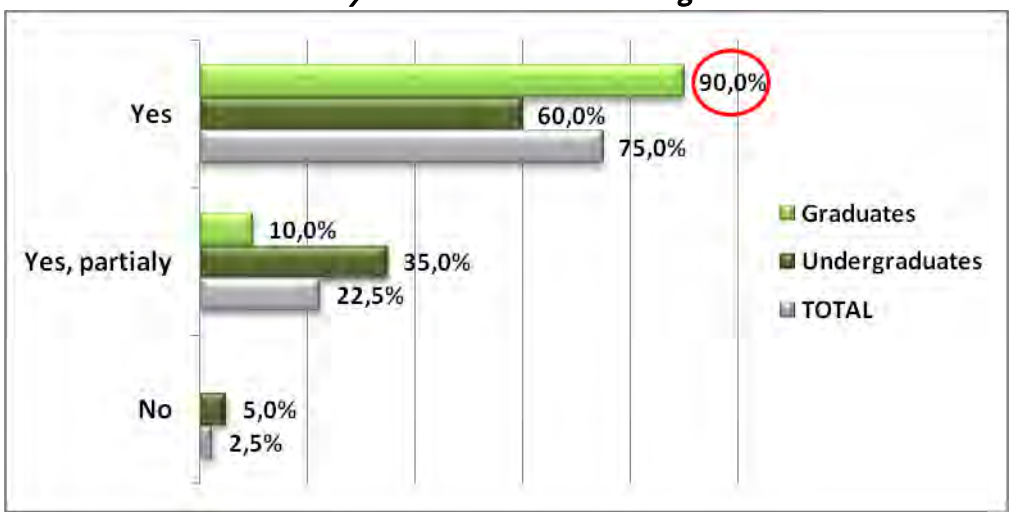
Education Record of Respondents in M.Ed. Program

EMP was responsible for funding the new M.Ed. in Educational Administration program at ISU. ACT interviewed 20 ISU graduates (from Cohorts I and II – 2009-2010) and 20 current students of ISU's new M.Ed. program (Cohort III - 2011) FtF in order to obtain their perspectives on the program. Almost all M.Ed. participants willingly agreed to participate in the ACT survey.

All of the survey respondents never stopped their education in M.Ed. program. Half of them, 20 students, finished only one semester of the Program and were finishing the second one during the survey. 97.50% of respondents declared that they had obtained financial subsidy from M.Ed. program. It is notable that education fee of M.Ed. program was fully covered by financial subsidy for 70% of respondents. Education of nine respondents was financed partially. Eight of them were given subsidy that covered 70% of their education fee and only one interviewee declared that 50% of his/her education fee was covered by financial subsidy.

[1] In some instances, the term "undergraduate" is used to refer to students who have not (yet) completed the program. This term is incorrect.

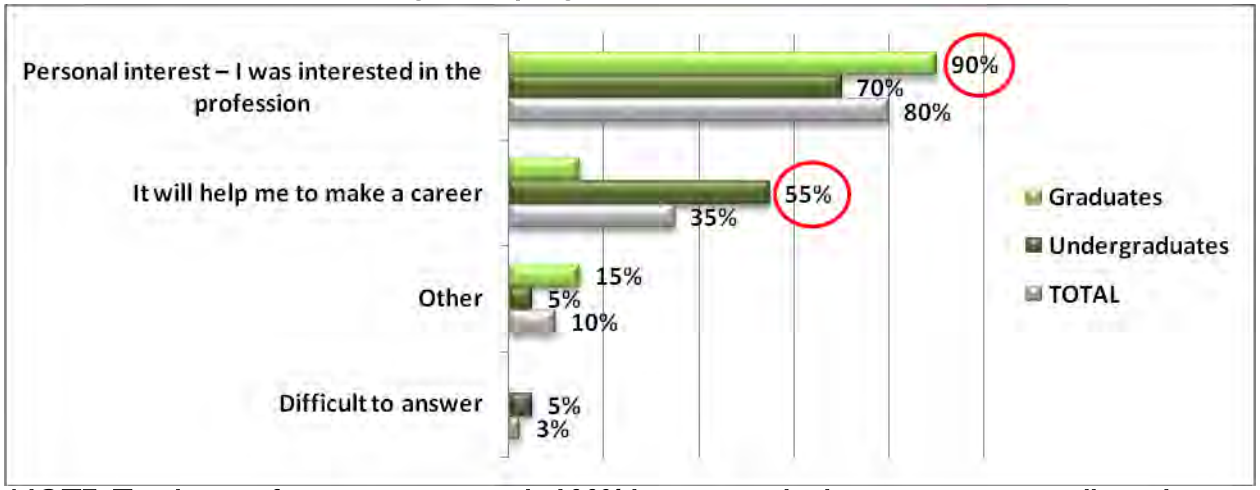
Chart #1 - Financial Subsidy Obtained for M.Ed. Program



67% of respondents who were given financial subsidy obtained it as a Scholarship by Government of Georgia (GOG). 28.2% of them were given EMP project funded scholarship and only two respondents were granted ISU scholarship which contained adjunct Professor Exchange for the students.

Personal interest in the profession was named 32 times as a reason for choosing M.Ed. program. At the same time 30% of respondents thought Master's degree in Education Management would help them to make good career. It is notable that more students from Cohort III considered the program challenging regarding their future career than graduates from Cohorts I and II, when they were choosing it. Separate respondents additionally named following reasons for their choice: specificity of the program, modern program, program of good quality implemented with UCLA's assistance and low competition.

Chart #2 - Reasons for choosing M.Ed. program at ISU

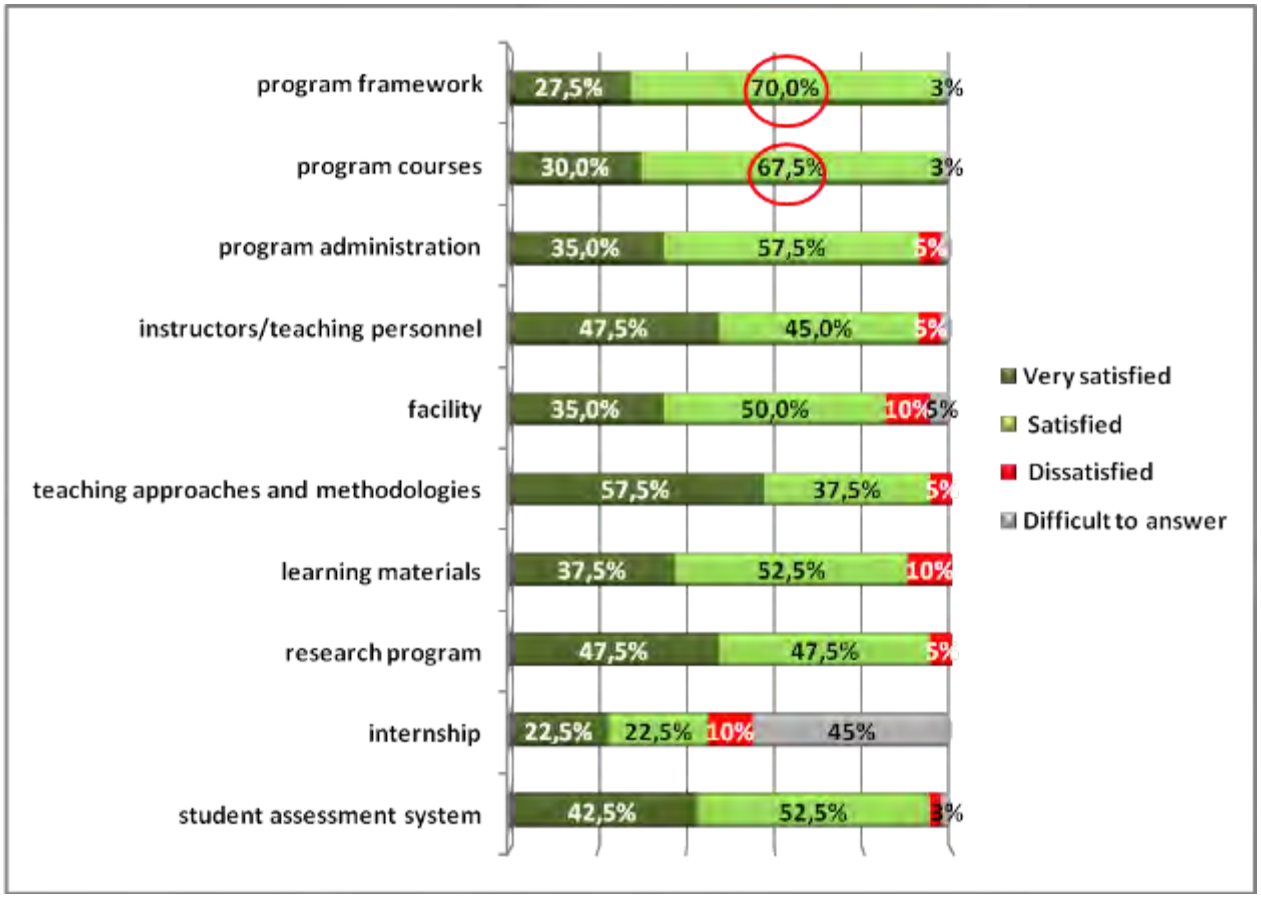


NOTE: Total sum of percentage exceeds 100% because multiple responses were allowed.

M.Ed. Program Assessment

As for satisfaction level according to various parameters of the program, it should be mentioned that graduates did not show any dissatisfaction regarding almost all parameters except learning materials and internship. Even according to those two parameters, only three out of 20 graduates said they were dissatisfied. It is notable that almost all respondents stated they were satisfied with M.Ed. program framework and courses. About 30% of those respondents even noted they were very satisfied according to these two parameters. Only 5% of respondents showed dissatisfaction towards the following parameters of the program: program administration, teaching personnel, teaching approaches and methodology and research program. However, almost 95% of interviewees declared they were satisfied by the above-mentioned parameters of the program. It should be noted that 10% of respondents were dissatisfied by program facilities and learning materials, while almost 90% of interviewees noted they were satisfied by the same parameters. Almost all respondents evaluated student assessment system as satisfactory. As for internship in the frames of M.Ed. program, it is notable that almost all students either could not assess program by these parameter or showed dissatisfaction. Since Cohort III students had completed only the first course of the program, they could not evaluate internships, which take place only during the program's last semesters. However, almost all graduates who did have an internship assessed them very positively.

Chart #3 - Satisfaction level of graduate and ongoing students regarding various parameters of M.Ed. program:

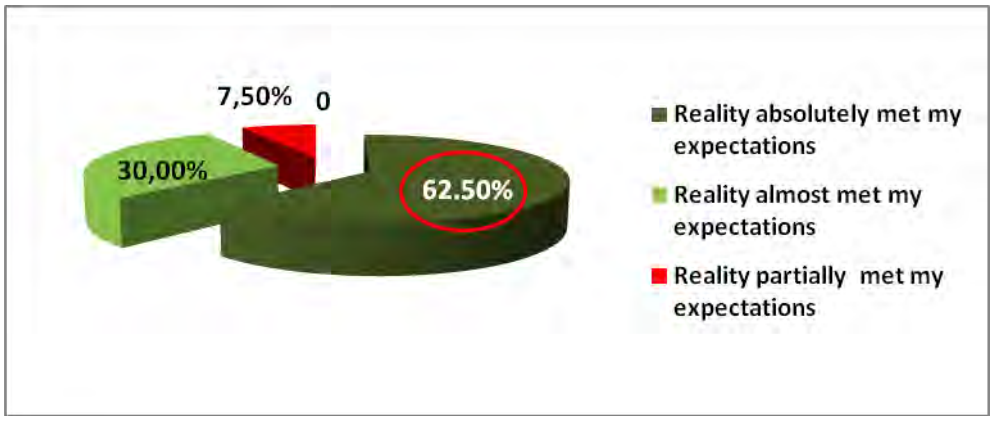


Almost 28% of respondents did not find the level of professionalism of instructors for leading the respective courses equal. The main reasons for discrepancies between the instructors were as follows: peculiarities of the specific course which did not match well with the general knowledge and experience of the instructor, lack of appropriate literature and course materials as well as their professional motivation. However, it should be noted that according to the obtained results level of professionalism is rising among lecturers and it is becoming more equal as long as more graduates doubted equality of professionalism among teaching staff than students. Furthermore, more students found the level of professionalism absolutely equal of their instructors than graduates (30% of ongoing students and only 5% of graduates). In total, almost 73% of interviewees noted that the level of professionalism of instructors for leading respective courses were equal.

Chart #4 - Equality of the level of professionalism among M.Ed. program lecturers

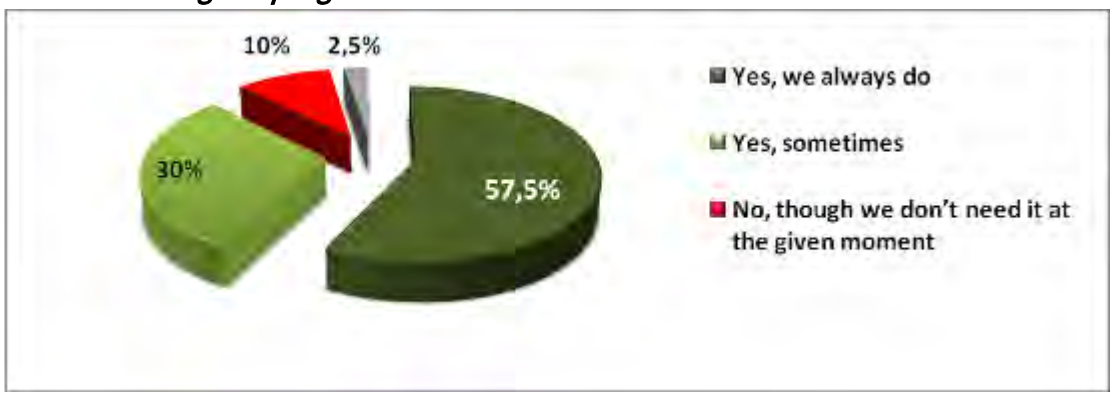
It should be noted that almost all respondents said their hopes regarding M.Ed. program were justified. 63% of them even declared that their expectations absolutely met the reality. This tendency was more prominent in case of graduates, 80% of them gave the same response. 47,50% of respondents said they liked that theoretical knowledge obtained at courses were based on practical research. 22,50% respondents also liked program framework: its style of teaching, structure, schedule, planning and organization. New approaches of the program and the fact that it was something new and modern also grew sympathies in some interviewees. Some respondents also like video lectures, online practical courses and presentations at every lecture. However, few students would like to have more debates and group work as well as more focus on the theory.

Chart #5 – How the expectations of graduates and continuing students met reality of the M.Ed. program



Graduates of the first two cohorts finished the program in 2011-2012, while the students of the third cohort are graduating in 2013-2014. It is not surprising that all students intensively use program materials; however it is notable that 75% of graduates find program materials still very useful and appropriate for their work. 20% of graduates do not use program materials any longer since they are not working in the education field.

Chart #6 - Usage of program materials



All continuing students and graduates suggested various ideas how to amend the M.Ed. program. According to some students it would be great if they had more practical work during education process in the program, which could be more connected to current problems and issues in education system of country. 27% of respondents declared that giving advice about employment would be very desirable together with wider internship opportunities not only in public school but also in high school or abroad. Some respondents also suggested improving quality of translated learning materials and books. It is also desirable to choose reading materials of modern authors for further translation into Georgian. Similar suggestions have been named by 18% of survey respondents. Some interviewees also had requirements about curriculum and syllabus, also the length of the program itself. They said it would be better to extend the program and add some subjects to the courses. According to 16% of interviewees, more emphasis should fall on management and administration and education should preferably contain all modern trends. Teaching of Georgian legislation and extending education towards legislation in general, was also named a few times as a suggestion for improvement. It is notable that a few respondents also suggested to improve quality of video lectures and to apply them

more deliberately. Requirements for more online teaching were also named as the means of program improvement.

Almost all respondents evaluated M.Ed. program positively regarding the following parameters: the courses of the program were interactive; ICT was sufficiently used in the studying process; the method of working on the research project in student's team was good; the research project topics were modern and actual; the institution providing practicum for their research project was relevant to their needs and requirements. However, it should be mentioned that 30% of respondents did not agree that all program courses were equally good in quality and appropriate to their professional goals. 10% of respondents also showed dissatisfaction regarding to the support level of their project advisor. Six respondents also declared that they did not receive the ten translated books of advanced western authors during their study at the program. This statement could be explained by the fact that all students were given electronic textbooks, which those interviewees did not considered as "Received books." Some of them also explained this response by argument that they had not received all the books. However, those who received the above-mentioned books found them helpful during the studying process. 85% of respondents thought they had received the appropriate learning materials, enough to avail maximum benefit from the program. However, six respondents did not agree to this statement. Please see the table below:

Table #2

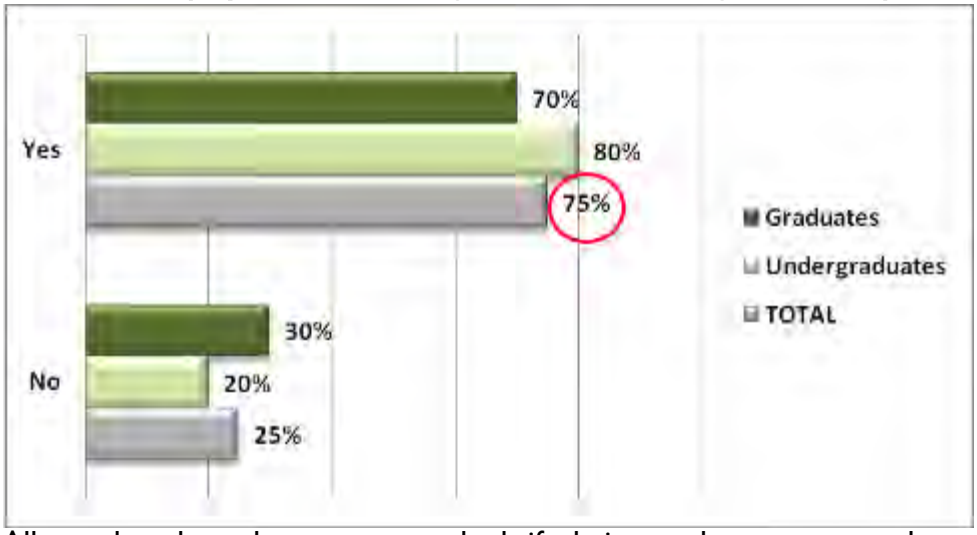
Statements	DO NOT AGREE AT ALL	SOMEHOW DISAGREE	SOMEHOW AGREE	ABSOLUTELY AGREE	Difficult to Answer
	%	%	%	%	%
the courses of the program were interactive		2.5%	27.5%	70.0%	
ICT was sufficiently used in the studying process		2.5%	15.0%	82.5%	
I like the method of working on the research project in student's team		2.5%	12.5%	85.0%	
I find the research project topic modern and actual			7.5%	92.5%	
I find the institution providing practicum for my research project relevant to my needs and requirements		2.5%	22.5%	75.0%	
I am satisfied with the support level of my project advisor	2.5%	7.5%	25.0%	65.0%	
I received the translated 9 books of advanced western authors during my study at the program	15.0%		25.0%	55.0%	5.0%
I find those books helpful during the studying process	2.5%	2.5%	27.5%	52.5%	15.0%

I received the appropriate learning materials which were enough to avail maximum benefit from the course	2.5%	12.5%	42.5%	42.5%	
All program courses were equally good of quality and appropriate to my professional goals		30.0%	40.0%	27.5%	2.5%

Employment and Further Education Plans

75.50% of respondents declared they had been employed at the time when they enrolled in the program and majority of those students said they had been employed in the education field. However, after starting the course three students could not continue working and left their jobs. In total, 72,40% students were left who were working in the education sector. It is notable that after graduation 27.5% of respondents employed in the education field and majority of them thought that program diploma had helped them to get those jobs. It also should be mentioned that in total 75% of interviewees are employed at the moment and the majority of them, 70%, work in the education sector.

Chart #7 - Employment record of graduates and undergraduates at present

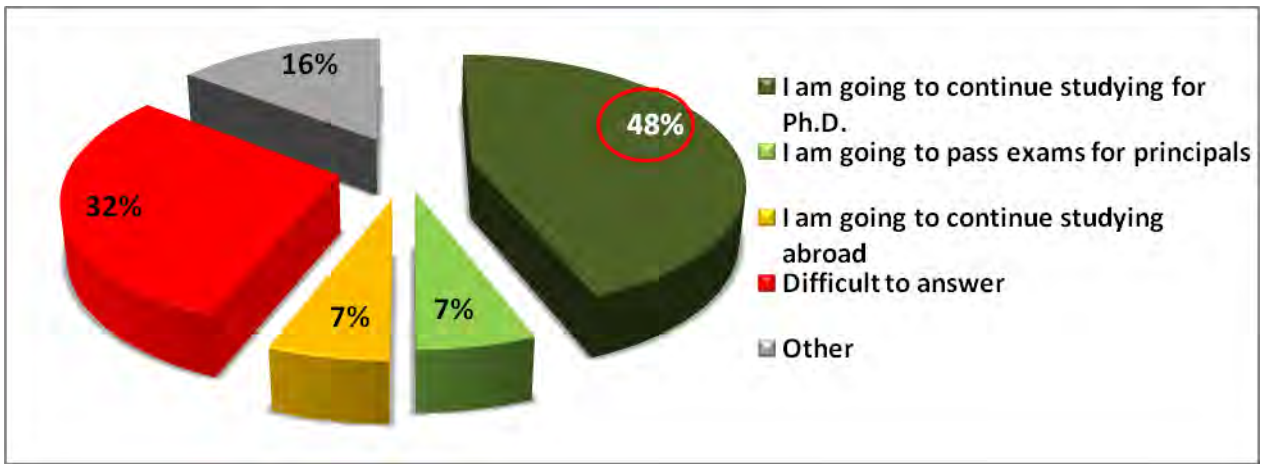


All employed graduates were asked if their employment record was adequate to their education background; the majority of them, 73%, believed it was adequate. The same percentage of employed graduates thought that most decisive for their employment was professional knowledge and skills they had received during the M.Ed. program and the competitive image of it. However, 63% of employed graduates believed that the most decisive for their employment record was personal motivation and diligence.

78% of all respondents declared they had plans to go for further studies in Education. However, almost 33% of them had not decided yet wherever they would continue their education. It is notable that almost half of them planned to continue studying for a Ph.D. A few of them also planned to study abroad; others mentioned passing exams for principals. It should be also mentioned that 86% of continuing students intended to continue studying for Ph.D. while only

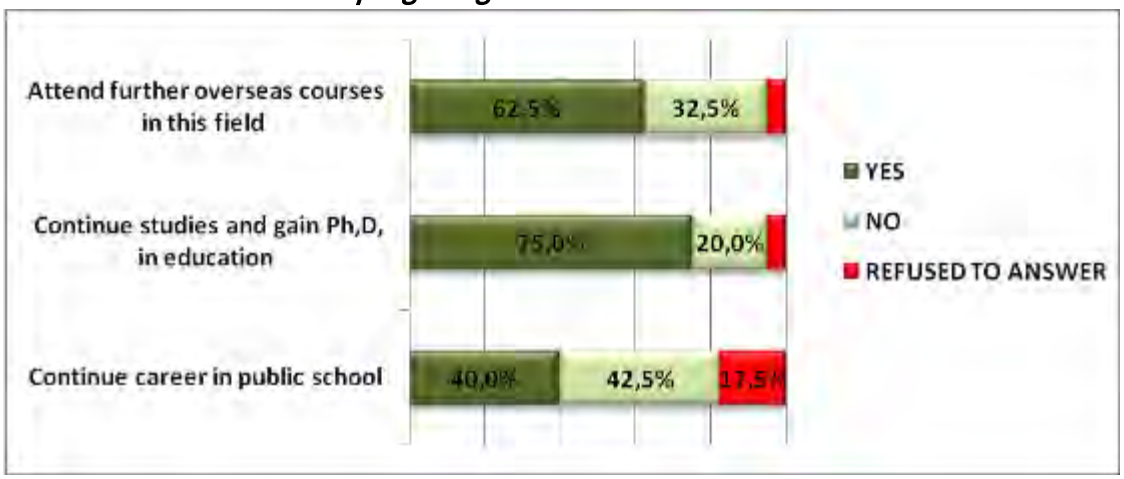
18% of graduates planned the same. Several perspectives were named for future education activities separately by each respondent, such as: improving English language skills continue education towards inclusive education field as well as towards administration and research.

Chart #9 - Further education plans



All respondents were asked whether they were going to attend further overseas courses in this field. It is notable that 63% of interviewees responded positively on this question. Even more respondents (75%) declared they were going to continue studies and gain Ph.D. in education. Responses divided almost in half when respondents were asked about continuing their careers in public school. 40% of respondents declared that they were going to work in public school and 42% of interviewees said they were not going to continue their careers there. It is notable that 18% of interviewees refused to answer this question at all since they had not made their decision regarding future plans yet.

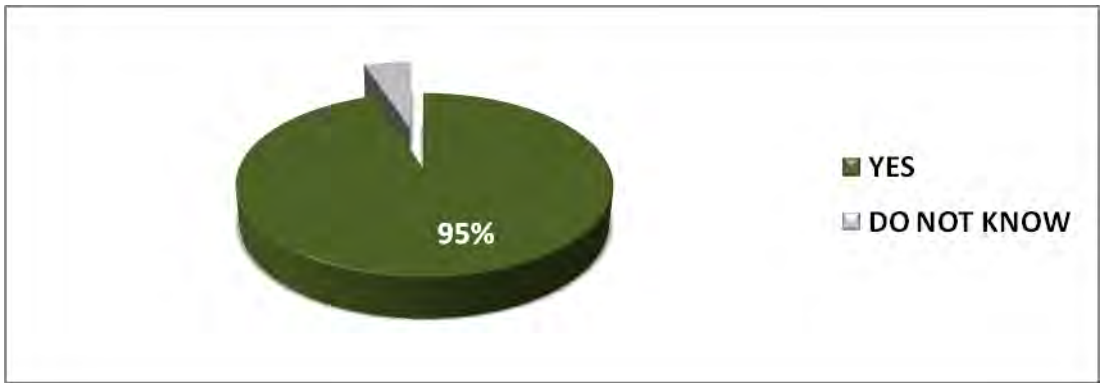
Chart #10 - Interests after program graduation



Additional Requirements for the M.Ed. Program

It should be mentioned that 100% of graduates and 90% of students declared they would choose the ISU M. Ed. Program if they had to make the choice again. Only two interviewees did not know what they would do in this case.

Chart #11 - Choose to study in the M.Ed. program again



All the respondents were asked if they wanted to add something about ISU M.Ed. program. Half of the respondents did not say anything; however many requirements regarding program were named by other interviewees. Requirements regarding practice and internship were named by 14% of survey participants. According to respondents' opinions, students should be given more opportunities for internship and employment. Furthermore, internships should be not only in schools but also with MES and even abroad. As for program materials, survey respondents thought they should be in both English and Georgian as well as to be more fitted to education courses. It was also mentioned that there is a need for more theoretical materials for the program. A few respondents also said that some lecturers should have more sense of responsibility and work harder. Among separate statements, following requirements were also named: the M.Ed. Program should stay as interesting as it used to be after the departure of Americans; M.Ed. Program should be of better quality; thesis for graduation should be on the subjects of management and administration; research network should be presented at conferences etc. One interviewee also noted that subject of Curriculum Design was very helpful in the program.

MAIN FINDINGS

- 98% of respondents from all three cohorts were given financial subsidies. Such support of the program also became very stimulating factor for students to choose the program, which at the same time was modern and perspective for their careers.
- 80% of interviewees declared they chose M.Ed. program because of being interested in Education Management and 35% of them even found this profession challenging for their future career. More students named this indicator, stimulatory profession for making their career, as leading factor for choosing the program than graduates. It shows that first two graduations proved themselves as competitive in Georgian employment market. This statement can be supported by the fact that 91% of employed graduates work in the

educational field using the knowledge obtained in the program in practice. It should be noted that part of survey respondents are still studying at the program and have not tried to find a job in this field yet.

- In general the M.Ed. program could be assessed positively according to all parameters. However, program framework, program courses and student assessment could be indisputably considered as the strength of the above-mentioned program. 92.50% of respondents were also satisfied by program administration, teaching personnel, teaching approaches and methodologies as well as research program. It is not quite correct to name issues with internships, learning materials and program facilities as weaknesses of the M.Ed. program; however it should be noted that the program needs improvement/development regarding these parameters. It has been mentioned several times during the survey that quality of translation of program materials is desirable to be improved as well as widening of internship area would be recommended.
- Positive assessment of the M.Ed. program could be also justified by the fact that almost all interviewees declared that the program had met their expectations and if they had to make a choice again, they would willingly choose it. The majority of respondents also agreed that courses of the program were interactive, visual materials were sufficiently used in the studying process, the research project topic was modern and realistic, working in students' team on research project was very stimulating and providing practicum for the research projects was relevant to students' needs and requirements.
- According to the data obtained, the level of professionalism of M.Ed. Program lecturers is rising and becoming more equal. It could be concluded by the fact that more graduates doubted equality of professionalism among teaching staff than students. Furthermore, more students found the level of professionalism absolutely equal of their instructors than graduates. In total, 72.50% of interviewees noted that the level of professionalism of instructors for leading respective courses were equal.
- According to survey data, 48% of respondents are planning to continue studying in the education field and to earn doctorates. However, it is notable that responses divided almost in half when respondents were asked about continuing their careers in public schools. 40% of respondents declared that they were going to work in public schools and 42% of interviewees said they were not going to continue their careers there. It is notable that 18% of interviewees refused to answer this question at all. It could be concluded that the prospects of working in public schools are not unambiguously desirable for most graduates and students of M.Ed. program.

Assessment of the Quality of the Students' Research Papers Input for SQ-4.5: Are Graduation Papers of Good Quality?

The assessment of the actuality of the topics of the research papers is based on the information provided by the ISU administration and includes the list of research paper topics for the spring 2012.

In total, 16 research papers were produced. The papers are allocated as followed:

10 research papers are devoted to the issues of the schools. The topics are divided into three broad sub-topics:

- Administration and governance on school and faculty levels;
- Students engagement in school governance;
- Professional and subject teaching methods and approaches and their assessment in the school;
- General and specific skills and competencies in the school;

3 research papers are devoted to the specifics of Higher Education. Worth mentioning is that all three papers review the issues from the students' perspective and are focused on administrating related issues.

3 research papers are devoted to the pre-school education issues and encompass three sub-topics:

- Parental engagement;
- Institutional management
- Pedagogical and methodological approaches on pre-school education level.

It was not possible to compare the topics of the research papers developed in 2012 with those developed in 2011. However, it can be assumed that the research topics cover all three levels of education, namely pre-school, school and tertiary education.

At the same time two research papers provided by the ISU administration were assessed against the criteria for quality assurance. One of the papers was developed by a group of three students and the second by an individual. From this we can conclude that the students were free to choose the format of working on research paper. The assessed research papers are devoted to the topics of school and higher education. The research introduced within the research type is different and includes empirical and descriptive researches. The assessment was done against criteria standing through the manual for academic style. The manual was approved by the ISU academic council on December 29, 2011 through decree N.58 and is established as the core document assuring the quality of the students' and academic personnel's work while proving the compliance of academic work including master's theses and research papers with ISU's requirements.

The research papers were assessed against the following criteria:

- Structure and format of the paper;
- Style of bibliography provision;
- Style of reference provision;
- Language issues of academic style, namely the acronyms and numbers provided in the document.

Both research papers adhere to the format and structure requirements stipulated through the document. The chapters are distributed correctly and the content is complete. The illustrations correspond to the footnotes, are clear and ease understandable.

Recommendations:

ISU should have a list of the research papers for all cohorts which is analyzed and statistics for topics, research methodologies, work authors and other components are provided. This document can serve as a proof for the compliance of the MA program in Educational Administration with the general and field requirements of master's level study.

EMP PERFORMANCE EVALUATION
Out-brief Presentation
¯eptember 7, 2012

IBTCI Evaluation Team
Upali M. Sedere (Team Leader)
Mamuka Shatirishvili (Deputy Team Leader)
Natia Gorgadze (Education Expert)

Progress of Work

- Design, Work Plan submitted
- The Issue of Sampling was resolved
- Questionnaire for the Principals is pre-tested in the field visit and is revised, yet ACT will pilot it with a few cases;
- Questionnaire for ISU Students Interviews is Prepared,
- Focus Group Guidelines are developed for ISU, & ERCs , --(Focus Group with MES/EMIS has to be agreed as we have no clear answer from MES)
- Field visit was done and was better than expected
- First round of meeting with MES, EMIS , TPDC and ISU attained

SAMPLING

Region	# Principals Trained by Regions	SOW Proposed Sample Size	Selected Sample Size for the survey	Sample Drawn with Extra Schools for Replacements
Tbilisi	228	40	45	57
Kakheti	202	40	40	50
Shida Kartli	184	40	55	44
Kvemo Kartli	267	45	53	67
Samtkhe-Javakheti	194	40	39	49
Imereti	420	45	83	105
Guria	108	35	21	27
Samegrelo-Zemo Svaneti	269	45	53	67
Racha-Lechkhumi and Kvemo Svaneti	69	00	00	00
Mtskheta-Tianeti	95	35	19	24
Ajara	262	45	45	65
Total Trained 2011 & 2012	2298	412	440	555

Outbrief Presentation

- Today's presentation is largely based on the following sources:
  - Review of Documents
  - Field Visit to four districts and discussions with ERC Heads and School Principals and Accountants
  - Discussion meeting with ISU Program Coordinator
  - Discussion meetings with Budget Department, EMIS & TPDC of MES
- The evaluation is not complete. There are still some gaps and areas to explore.
- The Interviews, FGDs, other Meetings, Review of EMIS/MES Documents would complete the findings.

Sources of Field Information

ERC	ERC Batumi, ERC Khulo, ERC Akahalkalaki , ERC Telavi	▪ Head of ERC & Accountant ▪ Head of ERC & Accountant ▪ Head of ERC ▪ Education Specialist ERC
School Principals	• Batumi : School #55 • Khulo : Schools (20 Schools) • Akahalkalaki: Alastani School • Telavi: #6 & Telavi • Public School #8 • Telavi Village Shalauri public school	▪ Students 1400 , Grade 1- 12, ▪ 18 were Small Schools, 2 with 600 Students ▪ Village Schools, Grade 1- 12, Students 120 ▪ Grade 1 – 12, Students 106 ▪ Grades 1-12, Students 800, Multi-campus

Research Question 1: (Q1)

Are education data reliable and comprehensive enough for analyses of trends and snapshots in the education sector?

Q1 - 1: Is EMIS Operational?

Is EMIS Operational?

- **Yes, EMIS is operational.**
- **When compared with EMIS in year 2009, now there is a much advanced functional EMIS,**
- **In 2005 – 2009 EMIS operated on filling up of a questionnaire manually by School Principals,**
- **In 2009 there had been a staff of 12 and today EMIS has over 300 personnel,**
- **EMIS officers are deployed in the field to assist schools;**
- **In 2005-2009 it has taken much more time for data entering and processing**
- **Previous system had more errors and was difficult to track errors**

…… Is EMIS Operational?

- **All 28 school Principals, the team met with, have been submitting EMIS reports twice a year: January & September**
- **All schools reported that they have submitted the EMIS Reports. Although, there were some delays.**
- **EMIS informed that all schools had Computer and Internet facility and were operating with some teething problems those are common to systems when they are new;**
- **EMIS reports are Submitted electronically directly to EMIS/MES**
- **EMIS staff makes queries of irregularities, errors, etc. if they note any**

Findings

- Some Schools Submit late due to **Technical Difficulties**
  - Lack of understanding of terminology – (Akahalkalaki: Alastani School & Schools in Khulo)
  - Slow Internet
  - Lack of Computer /IT Skills
  - ERC Akaha kalaki requires all schools to hand over singed copies of reports to ERC (not practiced in other Districts/Regions)
  - There are significant variations between urban and rural schools in terms of facilities and skilled IT person to assist

Findings (continued….)

- ERC has no access to EMIS -No password given to ERCs Head - (Note every ERC has an EMIS Officer who helps schools and only that officer has access to data system)
- **By September 2012 EMIS System will be up-graded and operational problems and issues will be addressed**
- There seems to be no Dissemination of EMIS findings at any level.
- E catalog is produced by EMIS and is available on web. No disseminatio[illegible]

Findings (continued….)

- EMIS has facilitated the submission of **Finance Reports – monthly, Quarterly and Annually**;
- EMIS maintains the **Student Information System (SIS)**
- EMIS facilitates the **eStudents information system;**
- EMIS had provided all schools **e-mail facility** with emis domain name;

Recommendations

- The shift to electronic process is not an easy task. Further utilization of information effectively by the policy makers and politicians is a matter of a cultural shift. Both of these takes time to take roots.
  1. Therefore, EMIS needs to be further supported particularly with **Technical Assistance** to bring short term experts to: fine tune the system; train key officials in changing technologies; ensure quality assurance through third party interventions, etc.;
  2. EMIS has no **dissemination culture**. When the e-catalogue is produced it is important to have a dissemination seminar to highlight trends, new findings, etc. to the key policy makers. This will influence their policy decision making, to be more in line with EMIS analysis;

Recommendations ……..

3. EMIS yet cannot produce the types of indicators demanded by the **Millennium Development Goals**. This requires additional data and EMIS needs to be linked up with demographic information. Therefore, EMIS should target to produce all internationally accepted Education Indicators through data analysis;
4. EMIS has not collecting **students performance data** for analysis. It is important in a knowledge based society to examine learning achievement trends such as in Math, Science and Languages. These should be targeted for the coming years. It may be in USAID's interest to provide technical support to ensure such outputs;

Q1 - 2: Does it produce reliable data on education management: example - school staffing plan, expenditure, enrollment, others?

USAID | EMP Education Management Project

Are Education Data Reliable For Analyses?

Yes, data is reliable, because:

1. The database is **linked with Student Registration (ID)**. This guarantees that the schools will report accurate data, which is not the case in many other countries;
2. **Student Numbers are Linked to the Funding Formula** and therefore an extra care has to be maintained at entry of data to get the correct funding;
3. **Every student's ID, name, and other relevant information has to be entered**. Although this is a bit demanding activity, yet it increases the reliability of information.
4. The data is **submitted electronically**

USAID | EMP Education Management Project

Reliability Issues

- In any EMIS systems Data Error mostly happens at data collection point due to :
  - lack of clarity of the question,
  - lack of data readily available for entering,
  - Software and Hardware issues
  - Lack of IT skills

USAID | EMP Education Management Project

Reliability Safeguards

- Using Civil Registration ID has been used to prevent from entering false information;
- At the beginning in 2010, there were approximately **100,000 student names with no IDs**, which were used to get more funds to schools;
- These false entries are **now reduced to around 1,000**, which indicates about increased reliability of the system
- Entering data against every student's name further increases reliability because that allows the system to categorize data than manually entering to categories, which is the practice in less developed systems

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Q1- 3: Are Education Data Comprehensive Enough For Analyses?

Are Education Data Comprehensive Enough For Analyses?

- **Not Yet: EMIS system could produce comprehensive data in a short time like one or two years.**
- In the last month EMIS has expanded and added more items to its data collection templates to improve coverage;
- EMIS deals with SIS Information, eStudents and Finance Reporting only
- A Data Warehouse is yet to be created, without which Educational Trends cannot be Analyzed
- MDGs Specific Indicators are listed in World Bank, UNESCO, UNDP, UNICEF Monitoring Reports and the EMIS is yet not developed to produce such indicators;

What Is In Place With EMIS

- There is now in place a data center that can actually host an EMIS system, the ministry has made grade strides in developing some key systems such as:
  - The SIS
  - eStudents,
  - Financial Reporting System
  - An Official e-mail address for all schools
- **EMIS produces the e-catalog** annually, which provides all education related information from what they collect from schools;
- The following are the new additions to EMIS Templates

These have been added to the system

▪ Student counts	▪ School personnel counts
▪ Number of certified staff	▪ Data for School Report Cards
▪ School building usability information	▪ Information on sport facilities
▪ Number of books in the library	▪ Number of computers in school
▪ Availability of internet access	▪ Availability of a school nurse
▪ Languages taught in school	▪ Number of courses taught
▪ Extracurricular activities	▪ Number of shifts
▪ Pupil / teacher ratio	▪ Number of teachers with endorsements
▪ Number of teachers with Master s degree	▪ Number of certified teachers
▪ Number of students that have completed Olympiad	▪ Number of students that have received presidential grants
▪ Student / Computer ratio	▪ % of students who have graduated
▪ Number of students who have passed examination tests	▪ Number of students who have received scholarships
▪ Number of students with gold and silver medals	▪ Number of students from each family attending school

Q1- 3: Has the EMP achieved its objective #2 (Developing an EMIS System)

Has the EMP achieved its objective #2 (Developing an EMIS System)

- **Utilizing EMIS is a change in the work culture**
- **Over the three years, EMP has achieved its objective #2.**
- Establishing a working EMIS is not an easy task. Lots of ground work is gone into this process;
- Systems development has many phases:Designing, installation of equipment and systems, piloting and testing - all has to happen and these usually takes time

Progress

- Only in July 2011 SIS has been designed,
- In August – December it has been tested,
- In December 2011 Data Warehouse , GIS System and School Report Card has been designed
- New Items were added to the database in August 2012
- Many Activities Would be added as the system matures

Q1- 4: Is EMIS Being Used In

Q1- 4 -1 Is EMIS being used to develop and implement more equitable and effective policies in school system?

- **Yes, the revised Finance Formula is a result of EMIS data.**
- **EMIS data is the basis of calculating the funding for schools**

Q1-4-2: Is EMIS being used to enhance resources to more marginalized groups of students?

- **The basis of the funding formula pays more attention to small schools, which are the schools mostly catering to the marginalized;**
  - **Schools with <160 students receive a Block Allocation**
  - **Schools >160 to 600 receive a block allocation and formula funding**
  - **Schools >600 do not get the block allocation, only get the formula funding**

Implementation Problems - resources to more marginalized groups of students,

- All schools the team met having <160 students reported they have no deficit budget and this is the most remote rural schools, often with ethnic minorities and the socially deprived children;
- Schools >160 – 300 reported to have a deficit budget resulting difficulties in schoolmanagement;
- Schools >300 and <600: some schools reported to have a deficit and some have not;
- Multi-campus schools in Khulo District were in deficit and have not received the 12% Additional funds for multi-campuses by formula

Q1-4-3:Is EMIS Used In enhance financial accountability of schools

- **Yes, in two ways:**
- **BOT** has to approve the annual budget and this brings transparency and accountability;
- In **Finance Reporting** Funds Received and Expenditures have to be matched;
- When shifting funds from one category to another category is needed, this can be reflected in the Quarterly Reports

Q1-4-4: Is EMIS Used In enhance flexibility of schools to spend their resources for school needs?

- **Yes, But within parameters:**
  - School salaries cannot exceed 87% of the fund
  - Administrative costs should be kept to 19%
  - If there are savings schools can shift funds from one category to another, but needs to be reported
  - Most of the schools have managed to attend to maintenance work which they could not do under previous formula: In Khulo 80% of the schools did physical up-grading; In Akaha kalaki: Alastani School replaced the door and painted the school interior;
  - Bigger schools with proficit budgets enjoy greater freedom and flexibility

Recommendations

5. EMIS as well as Funding Formula has been very positive developments. Yet to bring about a significant impact on the learning; EMIS as well as funding formula can introduce a component to bring remedial measures for the slow learners.
   - Such **needs to collect performance data**. Maybe from the electronic examinations at selected grade levels. This will encourage better learning achievement in children and schools will concentrate on learning , not just on managing the schools

Research Question Two (Q2):

Have Equity Improved as a result of the use of the EMIS Operations/Outputs?

Q2- 1: Has a new funding formula that was designed through the use of EMIS data implemented in all schools?

- **Yes, all schools the Team Consulted were under the finance formula;**
- MES Budget Division Reports that all schools are under funding formula
- Small schools with <160 students are on a Block Allocation
- However, there are differences and disparities in the implementation and those needs to be attended.

Q2- 2: What were some drawbacks of the new formula implementation?

- Schools receive funds twice in a year. Schools with an enrollment of >161 and <500 seem to have a deficit budget. MES reports only 70 schools are in deficit budget in summer and 150 schools in the winter
- Some schools with 501- 700 students category also could run into deficit budget if the school size is less than 600.
- The most affected is the >161 -300 Student category. Formula needs to be examined further for this category of schools
- Administrative Expenses (19%) for schools with <1000, seems inadequate and personnel such as cleaning and caretakers are hired with a salary below the internationally accepted poverty level;
- Formula needs to take into account the heating needs of the schools as this hinders all school activities in severe weather condition

……drawbacks of the new formula implementation? Continued

- Small schools (<160 students) are not allowed the 19% Admin budget and face problems such as cleaning in the winter time;
- In small schools (<160) all staff salaries are decided by the MES
- Multi-campus schools should be getting 12% additional funding, but those in Khulo have not received it;
- In Akahalkalaki the Village Schools reported that MES have asked them to combine Grades 1 & 3 and 2 & 4 since the number of students in these grades is too small. The rationale for combining 1&3 and 1&4 is not clear. When grades are combined a teacher trained to manage multi-grade teaching is required. In this case an uncertified teacher is deployed.
- In Khulo, 7 small schools have to report more frequently to MES to get additional funds, as their spending is over GEL 500 a month.

Q2- 3: What is the opportunity cost to it?

- **Children migrate from small and medium size schools to the larger schools,** because they offer instruction in languages other than Georgian, such as Russian. However, small schools are not allowed to have such language departments;
- The schools with other language departments get more funding
- One School in Telavi lost 134 students this year to a bigger school with the Russian Language stream

Q2- 4: Are any improvements needed?

- **The Formula Needs Improvements**
  - The formula needs to be revisited for schools with 161–300, 301- 500 and 501- 700 students. All schools with 161-300 and 301-500 students reported a deficit budget, whereas schools with <160 students do not have a deficit budget. In 501–700 student range some schools have a deficit budget.
  - Most of the Schools lacks funds for heating. Heating is so essential in the hill track schools
  - Administrative cost of 19% lowers the monthly salary of employees below the poverty level (in some schools helpers and caretakers receive GEL 50 per month). Many schools can not pay a reasonable salary to employees under admin budget
  - Multi-campus schools though get 12% additional funds also reported have more difficulties with staffing, heating, maint

Recommendations

- The funding formula works. Yet there are obvious disparities and schools in the categories of 161- 500 are in deficit and having difficulties of running schools. Similarly multi-campus schools are having difficulties, particularly of heating schools in the winter. It is recommended that:
  - 6. **the block allocation for the schools in the 161- 500 is increased** to enable the schools to balance the budget;
  - 7. Funding formula has to consider **a block allocation to multi campus schools for heating in** the winter season;

Research Question Three: Q3

Has the Leadership of the MES Improved as a result of Policy Changes?

Q3-1: Has the use of data made MES operations less time consuming?

- **From the recipient's end, the ERCs and Schools**:
  - Except in Akahalkalaki District in all other three districts the EMIS/Internet and E-mail has made Operations Less Time Consuming;
  - Schools and ERCs communicate more regularly without consuming more time for the submission of reports and sending letters etc;
  - Schools stated that they get more verification calls from MES and mostly telephone calls or e-mails.

Q3-1: Has the use of data made MES operations less time consuming? Conti…

- **From MES Point of View:**
  - **EMIS Data has made the funding formula to work**
  - **It has saved time significantly**
  - **Checking for errors is very little, reliable**
  - **Though monthly reports are collected from schools, this is only to increase accountability;**
  - **EMIS data is often requested by MES Policy makers and EMIS could provide them within very short time.**
  - **E-mail system saves time for all schools, ERCs and MES**

Q3-2: Has it decreased the transactions from MES to schools?

- **Yes, Financial Transactions happen only two times in a year.**
- EMIS Transactions have increased, but with less time and faster communications through internet – (Example: Transfer of funds from one budget item to another is more possible with EMIS);
- Financial Reports, SIS Reports and Submissions for Special Funding such as IDPs, Socially Deprived Students are submitted on-line and MES responds on-line;
- Some principals and school accountants do not have access to www.fin.emis.ge to update financial information (all of them should have an ID NUMBER and PASS to get access to interface). Internet speed and permanent connection is also a challenge for schools located in remote areas;

Q3-3: Are there departments at MES (e.g.: financial, coordination, EMIS) that operates more effectively as a result of EMIS operations?

- **Yes, the Budget division's operational efficiency has significantly improved?**
- Schools reported that MES and EMIS better coordinate due to EMIS operations.
- EDCs also indicated though they have no access to EMIS, the financial reporting is better coordinated due to EMIS operations.

Q3-4: How could these changes be measured / evaluated

- **The best way to measure change is the pre-post analysis of the operations:**
  - Before 2009 EMIS was a manual process
  - Over 100,000 wrong entrees were there
  - Data quality was poor and was subject to errors
  - Data entry and processing took a long time
  - The data was not readily available for Budget division for fund allocation
  - Communications between the Ministry, schools and ERCs was slow
  - Today all schools communicate through e-mail and speed was gained due to EMIS contributions

Q3-5: Do Schools provide more and better quality information to the MES which helps in further planning of resources?

- **When compared with 2005- 2009 EMIS operations, data collected and ways the data was managed; certainly MES has better quality information that helps planning.**
- EMIS reported that all schools provide quality data and that the EMIS field staff deployed to assist schools also ensures quality of data;
- One ERC (in Telavi) indicated that one person from each school was trained on EMIS data entry.

Q3-6: Have policy changes enhanced autonomy of schools?

- **All schools Principals the team met during the field visits indicated that their degree of independence has increased**
- However, the small schools with <160 students and schools in the range of 161 to 700 indicated that the degree of independence is still low, since the salaries of Admin/Finance Staff are very limited as these are decided by the Ministry,
- Schools with deficit budgets cannot have a greater freedom as they have to depend on MES for additional funds

Q3-7: What improvements have the schools made as a result of better financial accountability policies?

- **All schools indicated that school maintenance needs are better met with new funding formula (5% of funds)**
- Small schools with <160 students have no deficit and therefore general performance is improved;
- Larger schools, particularly with multi-lingual language departments also received additional funds and could hire better teachers;

Q3-8: Could the new policies implemented (brought around by EMP project) provide long term sustainable management/ leadership improvement in schools, ERCs and MES?

- **Field Findings show that ERCs are capable and could continue to support schools and sustain management leadership;**
- Most of the school principals were in the age range of 60+, so the team's concern is what will the future leadership look like when these people retire

Q3-8: sustainable management/ leadership improvement in schools, ERCs and MES?

- **Many of the key officials, who participated in the project implementation, have left the Ministry**
- **EMIS has good staffing** and is functioning. We hope that EMIS will be sustained. However, the political will to support EMIS will be an important factor for its further development and wider applications;

Standards for Principals, Recruitment of Principals

- **EMP and Teacher Professional Development Center (TPDC) has developed a Training Package to provide minimum standards for school principals**.
- TPDC /MES has a pool of Candidates who are certified by TPDC after screening for minimum competencies and standards;
- **These candidates are made available to schools to hire when needed**

Recommendations

- The sustainability of the improvements achieved is an important concern. The capacity of schools particularly has to be a concern. Most of the school principals the team met are in the age range of 60+ and they all will retire in a few years. This could be a major set back to schools. Therefore;
  - 8 It is important for MES to have a perspective plan of meeting the attrition rates. Although schools are independent to hire school principals, yet there should be trained suitable teacher cadre who could replace them. Like the ISU MEd program, a program for preparation of schools principals should be thought of.

Research Question Four: Q4:

Does the M.Ed. Program provide up-to-date knowledge and applied research skills to future leaders in education sector?

Q4-1: Is the Education Management Program at ISU of high quality?

This is a difficult Question to answer just by discussions with Staff and Students of ISU. Some academic parameters needs to be brought in to judge this.

- ISU Program Coordinator considers this a unique program as it is research based
- The program makes the students to work with educational institutions,
- Demand for the course is increased
- UCLA Inputs – Reviews by Prof. Rust and his team with faculty and students
- Translation of 10 Textbooks
- Team will collect materials and review for better understanding and making judgment.

Q4-1: Staff Qualifications

- **Faculty has only 10 Members and all have only Masters Degrees** and about Four of the Staff Members are now enrolled in Ph.D. Programs outside Georgia (Columbia, Ohio, UCLA, Florence) and other follow Ph.D. program at ISU
- Amongst the Academics no Internationally recognized Professionals who have done research and publication to prove that ISU's M.Ed. is up-to-date
- Perhaps a comparison of Masters Program and Staff situation of other Education Faculties of the Georgian Universities could answer this better

Q4-2: How have the credentials of the professors and program been enhanced?

- All Academics have got inputs from UCLA
- All the 10 translated e-books are recent ones and books those are used in US Universities in similar courses and these would have enhanced the capacity of the faculty;
- Four of the Academics are now enrolled in Ph.D. programs: One is at Uni. of Colombia and out for 3 Years; One is in Uni. of Florence and out for 3 years; One will go to UCLA for a semester but continue on their PhD program; One is enrolled at Uni. of Ohio, mostly on-line;

… …credentials of the professors and program

- One academic has accepted a Minister Position. ISU says that he will continue to do his teaching on-line;
- Similarly the other academic who are abroad will continue to teach on-line;

Q4-3: Are reliable quality assurance mechanisms in place?

- **Student numbers are increased and Academics available full-time is significantly decreased (10 to 07);**
- UCLA Review mechanism for quality assurance has to be carried out by the ISU academics, the current coordinator of the program said that they will do it as usual;
- Additional Funding is not available and would cause limitations;
- The Team doubts whether the same degree of quality assurance will be retained.

Q4-4: Is the program sustainable enough to continue operating after the project phase out?

- **Yes, The M.Ed Program will continue**.
- The fourth Batch of Students 2012 -2014 is to be started in September/October 2012
- **Sustaining the quality** that was there during EMP inputs, technical assistance and resources, etc; is rather doubtful because the ISU faculty numbers too are reduced.

Q4-5: Are graduation papers of good quality? Q4-6 What knowledge areas have students applied while developing their graduation papers?

- The above two questions have not been Assessed, Need to collect papers from ISU

Recommendations

– 9. Although ISU would continue the MEd program its quality and quality assurance measures are in great doubt. Therefore, some safeguards have to be ensured to maintain quality.

Research Question Five: (Q5)

How have the short term in-service programs supported the better management of schools?

Q5-1: What is the quality of the short term in-service training program?

- **Training material and Finance Management Guide are well prepared;**
- All Principal's met in the filed visit remembered the EMP training and also identified with the Finance Guide given to them at training
- All Principals acknowledged the quality of training was good.
- **Also ERC Accountants attended the training and they too (3 Accountants met in the field visit) indicated the quality of training was good.**

Q5-2: Are trainings institutionalized and sustainable

- **Yes. Training is institutionalized.**
- Mostly not because of the Training given to **the Principals**; but because of the training given to ERC Accountants;
- **The ERC Accountants** have trained the School Accountants and they are the ones who mostly advise and handles the budget operations;
- Also Principals indicated that they are competent and they know the Monthly reporting, Quarterly Reporting and Annual Budgeting
- .

Q5-3: Do school principals apply the new skills to improve their job performance?

- The training package also included Standards for School Principals.
- The Principals met in the field visit were conversant of the skills and seems that they do apply them to improve job performance;
- **TPDC** has developed Standards for School Principals, and TPDC will continue this work to enhance professional skills of the schoolprincipals

Q5-3: Do school principals apply the new skills to improve their job performance?

- However, seems that the schools having excess staff (more teachers than needed) are not in a position to fire the excess teachers. This is due to cultural reasons.
- One schools had 24 students and 21 teachers!!.
- Another School Principal is waiting until the contract period is over to terminate the access teachers

Q5-4: To what extent has the management capacities and performance improved at school level due to in-service support program

- This is a difficult question to answer . Although EMP Training is the only Training received on Finance Formula, many other trainings happen through many other actors. Isolation of training effects is not possible.
- Director at Batumi School the team visited indicated that he attends trainings almost every month;

Q5-4: To what extent has the management capacities and performance improved

- **It was obvious that all Principals keep the Finance Guide for reference** and this seems to be the only Guide the schools have on finance formula;
- **Accountants were conversant of the formula and ERC has provided the training through the ERC** Accountants who were trained by the project;
- Therefore, **it is reasonable to assume that the EMP short course on Finance Management has improved school performance.**

Recommendations

– 10 . Finance management and EMIS are taking root at schools level and at ERCs. However, it is important to ensure up-grading of skills of the school Accountants and School Principals to gain system efficiency. It is recommended that EMIS and ERCs ¸ointl¸ continue to conduct such trainings for better efficiency of he system.

USAID | EMP Education Management Project

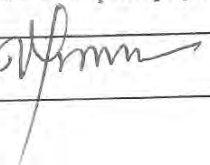
Thank You

Solicitation Number: SOL-114-12-000007

DISCLOSURE OF CONFLICT OF INTEREST FORM

Name	**UPALI M. SEDERE**
Title	Dr
Organization	Free Lancer
Evaluation Position?	Team Leader / Team member
Evaluation Award Number (contract or other instrument, if applicable)	
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Ghana MCC Impact Study (NORC), CCS in Sri Lanka
I have real or potential conflicts of interest to disclose.	No
If yes answered above, I disclose the following facts: Real or potential conflicts of interest may include, but are not limited to:	
1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.	No
2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.	No
3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.	No
4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.	No
5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.	No
6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	No

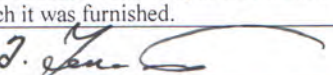
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change.

Signature:	
Date:	

Disclosure of Conflict of Interest for USAID Evaluation Team Members

Name	Mamuka Shatirishvili
Title	Evaluation Expert and Deputy team Leader
Organization	IBTCI
Evaluation Position	☐ Team Leader ☒ Team member
Evaluation Award Number *(contract or other instrument)*	AID-114-TO-12-00004
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	Georgia Education Management Project Chemonics AID-114-C-09-00001
I have real or potential conflicts of interest to disclose.	☐ Yes ☒ No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	NOV. 16, 2021

DISCLOSURE OF CONFLICT OF INTEREST FORM

Name	**Natia Gorgadze**
Title:	National Education Expert
Organization	International Business & Technical Consultants, Inc.
Evaluation Position?	Team Leader / Team member
Evaluation Award Number (contract or other instrument, if applicable)	
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	N/A
I have real or potential conflicts of interest to disclose.	Yes **No**
If yes answered above, I disclose the following facts: Real or potential conflicts of interest may include, but are not limited to: 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change.

Signature: **Date: 06.07/12**