

**Evaluation of the 2010-2011 SENSE
programme and
projects supporting the development of
social welfare institutions in Georgia,
implemented in the framework of
Poland's Development Cooperation
in 2009-2011**

Final report

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Warsaw 2012

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Executive summary

Objectives and methodology

The evaluation of the SENSE programme and projects to support the development of social welfare institutions in Georgia, implemented in the framework of Poland's development cooperation in the years 2009-2011, was commissioned by the Ministry of Foreign Affairs and performed in the second half of 2012 by Agrotec Polska.

The goal of the survey was to evaluate the impact of Polish development cooperation programmes on selected aspects of the situation in beneficiary countries (including good governance and development of the social sector) and to formulate recommendations with a view to enhancing the impact of future programmes and projects implemented under the Multiannual Development Cooperation Programme for 2012-2015 and the annual plans.

The following surveying methods were applied: desktop analysis, individual in-depth interviews (IDI), telephone in-depth interviews (TDI), computer-assisted web interviews (CAWI), case studies at the level of institution support projects, and SWOT analysis.

Survey results were presented separately for the SENSE programme and projects supporting the development of social welfare institutions in Georgia) and in aggregate (for Polish development cooperation programmes).

Survey results – SENSE training programme

The SENSE programme is an effective tool that helps improve the quality of governance in the participants' countries of origin. Small modifications at each stage of the programme would provide a better insight into participants' needs and make it possible to better adjust the training agenda to meet these needs.

Below we present the survey results according to the individual survey criteria.

Relevance evaluation¹

The methods and techniques applied during the training were adequate and interesting for the participants.

The SENSE programme consists of two parts. The first part covers lectures and negotiation workshops, while the second is a simulation game. In the years 2010-2011, neither was significantly modified.

The **negotiation workshops** prepare the participants to play the game, as negotiations are an important part of the simulation. In the opinion of participants, there is no doubt about the usefulness of this element. The very form (workshops) makes participants involved and active. Almost all respondents said that they used some elements of the SENSE negotiation training in their work.

Meanwhile, **lectures** allow the participants to understand the context of democratic changes in Poland. They received lower marks than workshops. The participants highlighted that some lectures did not correspond with the reality of their countries. The Polish perspective does not translate into the perspective of other countries. Therefore, information obtained in this way is seen as interesting, but of little use and practical value. Recommendation: The lectures need to be modified to enable participants to translate knowledge into the realities of their countries. This could, for example, consist in taking examples from the participants' countries and discussing ways to use the knowledge acquired during the training course in their work. Shorter lectures could also be a good option, but in order to enhance Poland's image among the participants it is necessary to

¹ Relevance – the degree of adequacy between planned intervention objectives and methods, and identified problems and challenges.

retain lectures about Polish transformation experiences. If application forms were to be introduced, the information obtained this way would make it possible to take better account of cultural differences (i.e. cultural, political and economic differences).

The second part of the programme is the **simulation game** which allows players to learn from their own experience. This method is the most effective and it was the right choice. The participants highly assessed the coaches moderating the game – their involvement was seen as important and helpful. However, the participants pointed out that the game's storyline (a post-conflict country) did not correspond with the experience of the majority of the training courses participants in the period under analysis (Poland, Moldova, Ukraine, Armenia, Georgia, Azerbaijan, Tunisia), as their countries have undergone more peaceful transformations. For this reason, the participants found it difficult to "feel" the situation in the game. They suggested using names of actual institutions or entities from their countries or adjusting the game to realities they knew in other ways, so as to make the game experience more useful. Proposed modifications also dealt with the game's user interface. The current interface does not meet standards used in smartphones and tablets. An improved interface would make the game easier to play and enhance the modern image of the training course.

Recommendation: Software modifications would allow better adjustment of the game to the situation in the participants' countries and thus make the game experience useful. An improved layout (interface) would make the game easier to play and enhance the modern image of the training course.

Each edition of the training has approximately 60 participants, who have **different** work experience and responsibilities, and represent various walks of life and sectors. The only common requirement is the command of English. Therefore, creating a training agenda that would take into account this diversity poses a big challenge for the organizers. To meet this challenge, they employ experience from previous programme editions, study profiles of the participants, and take advantage of their own knowledge and the knowledge of Polish embassy staff from the countries of the participants. At the recruitment stage, no detailed information about the needs of qualified candidates is collected. Consequently, the agenda of subsequent editions is prepared for "average" participants, while roles in the game are assigned based on incomplete information. Nonetheless, average utility ratings of individual training course elements ranged from 4.18 to 4.91 on a scale of 1 to 6.

Some participants viewed the level of training courses as inadequate to their abilities. According to the coaches, the training course was too difficult for those with a poor command of English. However, some interviewees pointed out that rather than adding to their knowledge and experience the training course only confirmed what they had already known.

The coaches would be able to better match the roles in the simulation game to individual participants' characteristics, such as their work experience and responsibilities, if all information needed for the adequate assignment of roles was obtained from the participants in advance. It would reduce the number of cases where a player is given too easy or too difficult a task. A training prepared in this way would be more useful. In their lectures, the coaches should more frequently refer to the experience of the participants or the situation in their countries. This would allow the participants to discuss the issues they find important and to reflect on how to use the knowledge obtained during the training course in their work. This way, the participants would gain more benefits from the programme, making it more efficient in terms of cost-benefit ratio.

Recommendation: After the simulation game, participants must have more time to think over the game and their performance. To make this reflection even deeper, they need more extensive feedback about their particular roles. Discussions should take place in small groups, and cannot take the form of information addressed to all participants. This suggestion was made by both trainers and participants.

Efficiency evaluation²

The efficiency of **recruitment methods** was highly assessed, but recruitment criteria of participants should be modified. A positive phenomenon is the involvement of the Embassies of the Republic of Poland from the countries of the participants in the recruitment process. They provide information to individual institutions, draw up lists of participants and answer specific questions. The Embassies make use of their local networks of contacts. This system has worked out well, allowing to recruit the projected number of participants (about 60), even if the list of trainees keeps changing until the last moment. The majority of CAWI respondents highly assessed the selection of participants, both in general terms (31 positive opinions out of 44) and within the institution for which respondents were working at the time of the recruitment (34 positive opinions). Eight and five people, respectively, had a different opinion, while another five answered "it is difficult to say."

This type of recruitment reaches mainly public institutions at the central level (ministries, etc.), although recruitment staff make efforts to invite representatives of other sectors as well. Recommendation: There should be more representatives of the commercial sector and NGOs, which would allow a more extensive exchange of experiences and produce better training results. This could be achieved e.g. through open recruitment. However, one must bear in mind that this form of seeking participants is not feasible in all countries.

Participation in the programme is **free of charge** – all costs are covered by the MFA. This helps eliminate financial barriers, which is a great advantage of the SENSE programme. However, the coaches say that a small number of participants (about 1/10 of the group) are much less involved in the training course than others, which is due to the fact that they bear no costs and play no active part in the recruitment process. This could be improved by asking participants to complete tasks before coming to Poland. In the recruitment process they could also attach a cover letter to their CV.

To make sure that participants benefit from the programme as much as possible, they must be assigned adequate roles in the simulation game. For this purpose, experienced coaches use CVs collected in the recruitment process. Unfortunately, information contained in CVs is not standardised. For example, the scope of responsibilities in a given position is not included. Recommendation: The problem could be solved by introducing an application form.

The only criterion identified by SENSE programme participants was the communicative **command of English**. The survey has shown that this condition is met in the vast majority of cases. 35 out of 40 respondents did not experience any communication barriers. However, some of the interviewed participants and coaches said that the poor command of English makes it difficult to participate in the programme. Indeed, both lectures and the game are conducted in English. For participants coming from different countries, English is sometimes the only language in which they can communicate with each other. Recommendation: Thought should be given to checking the command of English at the recruitment stage, e.g. by talking to candidates on the phone. As this could in turn make the training course available to a small group of people with a good command of English, the decision should be made for each country separately (after considering pros and cons).

In addition, no information enabling the **adequate assignment of roles** in the game is collected during the recruitment process. The participants' CVs often lack data that is relevant to coaches, such as the scope of responsibilities in a given position. Consequently, coaches who assign roles in the game have incomplete information and must use their experience and intuition instead. Since the simulation game is the most important part of the training course, the adequate matching of people and roles would have a positive effect on training results achieved by individual participants. Recommendation: In the recruitment process, participants should fill in an application form that provides information necessary to prepare a detailed training programme (especially the lectures) and to assign the right roles in the game. Filling in the application form would also be an

² Efficiency – helps answer the question about how well the programme and projects are managed.

"investment" that could have a positive impact on the motivation of participants to take part in the training course. The exact extent of the information collected using the form must be agreed on with the coaches and the programme operator (who would pass it on to lecturers, enabling them to better adjust the content to the level and experience of participants).

Effectiveness evaluation³

The **general objectives** of the programme were broad. On a more operational level (specific objectives) the programme was designed to meet the following objectives: understanding the relationship between security, economic progress and the creation of an open, democratic and just society; showcasing the effectiveness and efficiency of free market economies; familiarising trainees with the foundations of the democratic process, especially negotiations and forming coalitions; sharing practical experience in managing economies in transition.

The programme defined no expected **results** for the above objectives, and **no ways of measuring** results were specified. **Recommendation:** It is necessary to verify the programme's objectives and to elaborate them in line with the state-of-the-art knowledge about projects and project management. This together with a needs analysis would make it possible to prepare a detailed training agenda for different groups of participants.

Utility and sustainability evaluation

Surveys demonstrate that the programme leads to **positive changes** at the individual level by enhancing trainees' knowledge and skills (particularly in the area of negotiations and teamwork). At the same time, it transforms participants' awareness of what makes good governance.

Some participants and coaches pointed out that these changes could encourage trainees to think more deeply about experiences and skills acquired during the simulation game. The reflection should be supported by feedback from coaches. Considering the game's share (3 days) in the training course, relatively little time (2-3 h) was devoted to this measure during the evaluated training courses. The degree of detail of the feedback should also be adjusted, and feedback should primarily be concerned with individual roles in the game.

Participants expressed different views about the programme's impact on **improving the quality of governance** in their countries. Some pointed out that such a change is made at the individual level: the country will be better governed if everyone works harder and is more aware of the interdependencies between individual sectors, policies and the scale of intervention needed to solve a problem (this awareness is fostered by the training course). Other trainees emphasised that on the executive level their impact on the entire country is marginal or non-existent, and that SENSE should therefore be targeted at high-level decision makers who take strategic decisions.

None of the programme delivery agents took any actions to **maintain contacts** between participants in the period under analysis. Nonetheless, the majority of CAWI respondents said they remained in contact with the training participants in their institutions and beyond. One of the coaches also admitted that he was in touch with some participants via Facebook. It can be assumed that this is not an isolated case. 14 CAWI respondents said that after the SENSE training course they took part in other activities in a follow-up to the training.

Recommendation: Results can be made more sustainable through networking in the participants' countries. The Embassies of the Republic of Poland in those countries should support such actions by sending information to participants or hosting meetings. Follow-up training courses could also be offered to participants who were particularly involved.

Evaluation of consideration for cultural differences

³ Effectiveness helps identify the degree to which objectives and assumptions have been met.

Participants of the evaluated SENSE training courses can be divided into two groups. The first group consists of trainees from European countries that are **culturally not very distant** from each other, i.e. Poland, Georgia, Moldova, Ukraine, Armenia and Azerbaijan. Here, coaches and lecturers had little difficulty adapting their classes to different cultural backgrounds. The only problem was to organise the activities so that the nationals of Armenia and Azerbaijan (both countries being in conflict) could work together. According to trainees and coaches, this was achieved and no ethnic-based disagreements were recorded. Moreover, participants of training courses involving representatives of many countries saw the work in a multicultural environment as a valuable experience.

The second group comprises **countries that are culturally distant** from Poland (Tunisia, Afghanistan). In this case, it was important to understand and comply with standards and practices common in these countries. This required a certain degree of preparation on the part of coaches and a relevant organisation (e.g. division into same-sex groups). There were minor problems resulting e.g. from the role of women in Muslim culture, but they were being dealt with on an ongoing basis (for example, by assigning a coach of the same sex as the trainees in a given group).

Another aspect of cultural adaptation is to adjust the content of lectures to cultural, political and economic realities of participants' countries. The participants said they had difficulty in translating Polish experiences of political transformation into knowledge they could apply. Consequently, this aspect needs to be modified, e.g. by using specific cases, as discussed above.

Evaluation of the image of Poland as a donor

By implementing the SENSE programme, Poland is **effectively building its image** as a donor among participants. They believe that, having undergone successful democratic transition, Poland should share its experiences with other countries. For this reason, discussing Poland's experiences of systemic transformation should continue to be a permanent element of the programme.

Participants had differing opinions about the **cultural programme** of the training course. Evaluation questionnaires filled in after each edition under analysis (in 2010 and 2011) featured both positive and negative remarks. However, during the evaluation, respondents did not suggest any significant changes necessary to be introduced in this regard. To further enhance Poland's image in the eyes of participants, this element of the training course ought to be made more attractive.

Another element that influences Poland's image is **information about the programme and its promotion**. There are two specific objectives to be pursued here:

- 1) promoting Poland within the training course's target group,
- 2) promoting Poland among the general public.

The former objective is achieved by carrying out the training course in Poland, employing Polish coaches and lecturers, organising lectures devoted to Polish experiences, and offering a social programme. In the surveyed period, individual actions were identified that could be said to meet the latter objective (one article in the national press). With SENSE being a specialised programme addressed to a specific audience, it would be fair to say that the second aim was formulated too broadly and is not necessary to achieve the main objective. Recommendation: it is recommended to keep only this objective of information and promotion activities that directly relates to the programme's target groups. The objective should cover both information about the programme (at the recruitment stage) and the promotion of its results.

Survey results – projects supporting the development of social welfare institutions in Georgia

Projects supporting the development of social welfare institutions in Georgia implemented under Poland's Development Cooperation in 2009-2011 have proved to be successful. The term "Polish method" and its specific characteristic were adopted by the staff of children's homes in Georgia. The three projects under analysis have helped produce sustainable results, which proves that Poland has a potential to implement similar activities in other countries.

Relevance evaluation

In support projects implemented in Georgia, the planned intervention objectives and methods for their implementation were selected in line with identified problems and socio-economic challenges. The methods for achieving project objectives proved effective (training courses, consulting training participants at work, conferences and meetings, a study visit). Both qualitative and quantitative survey results show that the **training course** topics were well adjusted to the nature of educators' work at children's homes (in the quantitative survey 100% of respondents expressed positive opinions). The way topics were adjusted to the knowledge of participants and the situation of care facilities in Georgia was also highly assessed. The training courses results were reinforced thanks to **consultations**, i.e. individual work of Polish coaches with participants in their workplaces. **Conferences and meetings** helped promote family-based forms of substitute care among the wider public. Participants of a **study visit** to Poland (including decision-makers from the Ministry of Labour, Health and Social Affairs of Georgia) had an opportunity to learn about the work and importance of small children's homes.

Effectiveness evaluation

By late 2011, a total of 350 specialists were trained, with a view to **changing the functioning of the entire system** of care institutions in Georgia. The new system shifts the emphasis from taking children away from families to supporting families in difficult situations and helping them reintegrate. Before the reform, 1,556 children lived in Georgian children's homes. The Our Home Association trained a group of Georgian specialists to become coaches of training programmes addressed to future carers in children's homes. Training courses were also organized for other family support specialists. In 2011, intensive training courses were provided to all carers who will be employed in 14 new children's homes set up in the years 2011-12 in place of large institutions.

Utility evaluation

In qualitative terms **project results** are primarily concerned with the following: promotion of alternative family-based forms of child care, implementing a model solution in the child and family care system based on the Polish experience, selecting a group of coaches and initiators of systemic changes, developing a uniform training course agenda. In cooperation with the Georgian Ministry of Labour, Health and Social Affairs, a standard of work at children's homes was also developed, which became binding in Georgia (relevant legal acts were implemented). The system was also deinstitutionalised – under the Georgian government's decision, large children's homes with boarding schools are gradually being closed down. All these actions help change the way the role of care centres is perceived by the centres' staff and the citizens of Georgia at large.

The projects are linked to broader objectives pursued by the Ministry of Foreign Affairs – Poland's bilateral development cooperation. These projects encouraged the Georgian authorities to introduce a new system of care based on the Polish model.

Project participants unanimously admit that they owe new experience and recommendations to the support provided by Poland. The results of the interventions are visible at three levels:

- a. **Participants:** raising awareness, improving professional skills, using the knowledge acquired during training courses at work, and increasing enthusiasm and self-confidence at work;
 - b. **Care and education institutions:** improved reintegration of children and families, better communication between carers and children (thanks to the individual approach of tutors to their charges). Children were also offered an opportunity to gain life experience (absence of service staff encourages children to clean up the home on their own or take an active part in the preparation of meals);
- System:** closure of traditional children's homes, promotion of family-based forms of child care and changing social awareness (children are no longer perceived as neglected orphans).

Efficiency evaluation

Project management efficiency was high: coordinators of activities were appointed, monitoring was conducted on an ongoing basis. As projects were selected in a competition, their costs can be considered justified by the benefits.

Financial efficiency of projects was also praised. The Polish model implemented under the projects is less expensive than other possible solutions. Cascade training courses (the so-called Master Coaches trained by Polish experts carry out further training courses for care centre staff) cover employees throughout Georgia at various levels of care institution administration. The number of children's home staff is lower than that of boarding school homes, and the Polish model allows the "use" of existing children's homes employees to a large extent (after the training course, they start to work in the newly established small children's homes). The Polish model promotes the integration of families with children, thanks to which children can grow up in the best possible environment.

Evaluation of complementarity with actions by other donors

Projects were **complementary with actions** by other donors, especially by: the Ministry of Foreign Affairs of the Republic of Poland, UNICEF, Save the Children, Children of Georgia, Every Child, Biliki, Abkhazeti and the Ministry of Labour, Health and Social Affairs of Georgia. It should be noted that project donors made sure to achieve the highest complementarity.

Complementarity with actions taken by the Polish Ministry of Foreign Affairs was visible, among others, in the financing of the renovation of a small children's home and in the active participation in its furnishing in line with comprehensive guidelines on the necessary equipment by the Embassy of the Republic of Poland in Georgia. The other 13 children's homes were financed by US institutions. Financing the solutions applied under the "Polish method" from external funds is due to praise for the method and the professionalism of the Polish project implementing bodies. An additional factor was the attention paid to complementarity with actions taken by other partners.

Deinstitutionalisation of the system and the creation of closely-knit forms of working with children (according to the Polish model), day care and social work were supported by several key donors: mainly USAID and the European Union, with the support of the United Nations, the World Bank and the Soros Foundation. This involved, among others, financing the purchase and equipment of 32 small children's homes and the implementation of activities related to building an effective system of family crisis prevention, an effective system of social support, as well as the creation of a system of foster family care and small forms of institutional care.

Also, a **Working Group** at the UNICEF was set up. It divided the tasks connected with the reform among several organisations (Every Child, Save the Children, First Step, Breath, Children of Georgia, World Vision and other). Every Child and Children of Georgia, partners of Our Home Association, received the funds necessary to implement, together with Our Home Association, the

programme for the creation of standards, organisation, methodology and trainings for 32 small children's homes in 2011 and further training of coaches to continue with the actions in subsequent years. The project carried out by Our Home Association was the complementary part of a large group of actions for effective reform of the child and family support system in Georgia.

Sustainability evaluation

It is highly probable that the project's effects will **become permanently sustainable** in Georgia. The means, methods and procedures applied during project implementation are conducive to project sustainability. However, it could be further enhanced by increasing the number of training courses in major areas. Recommendation: It is advised that advanced training courses be introduced to expand the knowledge of staff. Such training course would make it possible to consolidate and extend the knowledge of project participants. Recommendation: Social workers need to become recipients of training activities, especially in the field of teamwork, to a greater extent. This is because, on the one hand, they enjoy a vast scope of powers in the child care system in Georgia, and on the other hand, they do not cooperate with other stakeholders sufficiently enough. Recommendation: It is also important for training courses to be interdisciplinary, i.e. teach a joint approach on the part of all those working with children: carers, psychologists, consultants and social workers. First and foremost, this is due to the need to enhance the qualifications of these groups and, secondly, it will make it possible to highlight the benefits of cooperation.

The sustainability of the actions taken under the projects could be positively impacted by the following: openness of employees of care & education centres to new ways of working with children, high potential⁴ of Georgian training and upbringing facility staff, approval of projects by participants and decision-makers. Approval would concern not only the projects, but also related activities (replacing traditional children's homes with small homes, introducing Individual Work Plans as the method of working with children). The following also has a positive impact on sustainability: complementarity of projects with actions by other donors and issuing decrees by the Georgian administration (at the systemic level, the decrees support the use of contemporary methods of work with children and families).

Evaluation of consideration for cultural differences

The projects implemented in Georgia **took into account the cultural differences** resulting from the adaptation of the Polish experience. The training agendas were based on Poland's multi-annual experience and were modified to match the needs of Georgia. The modification was the decisive factor behind the success of the projects. In this case, the involvement of the Georgian administration was clearly visible. It organised a meeting at the Ministry which was aimed at defining measures to support the implementation of projects. Training materials and tools for individual work with children were also adapted.

Evaluation of Poland's image as donor

Assistance projects implemented in Georgia by Our Home Association favoured **strengthening the image of Poland as a donor** acting in favour of democratisation processes. The role of the Embassy of the Republic of Poland as the entity actively supporting the reform of children's homes in Georgia should be emphasised. The project participants were informed that the projects were co-financed under the Polish MFA's foreign aid programme.

The projects also had a positive impact on the **general image of Poland**. Georgia and Poland are considered close partners and countries bound by friendly relations. Georgians call the small children's homes "Polish Homes", which proves they are aware of their origin. The logo of Polish Aid, which accompanied all of the actions, has also become recognisable.

⁴ The potential of staff of training course and care institutions was understood as: all features and characteristics of individuals making up human resources that influence their activities and future capacity. The development of work potential involves targeted activities for the employees, such as training courses as part of the projects.

General conclusions for the SENSE program and projects supporting the development of social welfare institutions in Georgia

The analysis we performed yields the following general conclusions and recommendations relevant to both the SENSE program and projects intended to support the development of social welfare institutions in Georgia:

- The documentation of the SENSE programme and projects supporting the development of social institutions do not contain the full details of the participants. This prevents contacting them, for example in order to evaluate sustainability and the effects of support. Therefore, it is recommended to develop the list of participants' details that must be attached to final programme or project reports. The details should be provided in both in written and electronic form. This will make it possible to prepare lists (in different cross-sections) for the purposes of monitoring, reporting and analysis of the needs in the framework of subsequent steps.
- The documentation of the projects/programmes does not contain sufficient information to make it possible to assess their implementation in quantitative terms, such as the number of training participants. Therefore, both the project proposals submitted to the Ministry of Foreign Affairs and the final reports should be supplemented with indicators. This would make it possible, for example, to check whether there were any cost-inefficient forms of support (e.g. training courses for a group of people that was much less numerous than expected).
- The Embassies of the Republic of Poland played an important role in both the SENSE programme and the three related projects implemented in Georgia. Their actions enable and support the implementation of the actions in particular countries. Therefore, applicants should be committed to make wider use in their applications of the potential represented diplomatic posts, e.g. working meetings, consultation about the schedule and scope of activities, etc.
- It is worth encouraging the applicants to make wider use of the potential of diplomatic posts in the projects, e.g. working meetings, consultations about the schedule and scope of activities, etc.
- It is recommended to entrust experienced entities with the implementation of activities in the countries which need assistance. Project selection criteria should favour the applicants' experience in support project implementation and efforts to reach this kind of organisations by the countries that provide assistance. A mechanism to allow implementing multi-annual projects should be established.

Conclusions – Polish development cooperation programmes

Both areas under analysis (SENSE programme and projects supporting social institutions in Georgia) were conducive to achieving the objectives of Polish development cooperation pursued via the Ministry of Foreign Affairs of the Republic of Poland envisaged under Programmes for 2009, 2010 and 2011. They were conducive, in particular, to the following:

- **Building a positive image of Poland, Poles and the Polish foreign aid programme in Poland and among foreign partners,**
- **Economic and social development of countries-beneficiaries, building public administration capacity, implementing the good governance principle and measures to promote democracy.**

The analysis we performed yields the following conclusions and recommendations for the 2012-2015 Multi-Annual Development Cooperation Programme:

- The participants (of both the SENSE programme and three related projects implemented in Georgia) perceived the actions in which they participated as Poland's contribution to the democratisation process in their countries. Therefore, it is recommended to use the positive image of Poland in a wider and more planned way in the participants' countries, thereby generating the added value of these actions. This requires planning and taking measures in the areas of information, promotion and PR, aimed in particular at the target groups of projects/programmes, not just at their direct participants.
- The above recommendation implies supplementing the 2012-2015 Multi-Annual Development Cooperation Programme to include a broader description of information, promotion and PR measures. It will strengthen the impact of future programmes and projects implemented under annual programmes.
- Recommendation: Follow-up is recommended in Georgia, as changes in the country benefiting from Polish support, Polish experience and knowledge, introduced in the framework of the projects under analysis, provide a good basis for subsequent projects. Without follow-up, the "Polish method" may in a few years' time become history or simply a failed experiment. Preparing subsequent projects requires an analysis of the effects already achieved, investigating the needs and ongoing monitoring of small children's homes. This way, we will know which actions should be continued in the future and which are to be abandoned. Such a systematic approach is important for the implementation of similar projects in other countries as they will be largely based on the experience of Georgia.
- It is recommended to implement projects in the field of social policy **in other countries** that benefit from Polish support, knowledge and experience. The success of the projects in Georgia proves that it is worth transferring them to other Eastern Partnership countries. Assistance in the field of social policy may become a Polish speciality.