

შოთა რუსთაველის საერთაშორისო
ეროვნული სამეცნიერო ფონდი

SHOTA RUSTAVELI NATIONAL SCIENCE
FOUNDATION OF GEORGIA

External Gender Equality Assessment

Shota Rustaveli National Science Foundation of Georgia



This research has been carried out by SRNSFG in the context of CALIPER project through the funded European Union's Horizon 2020 Research and Innovation under Grant Agreement No 873134.

Executive Summary

In the context of the Horizon 2020 project, [CALIPER](#), the Shota Rustaveli National Science Foundation of Georgia (SRNSFG) has conducted an analysis in order to investigate the external conditions such as the legal and cultural framework and the existing national innovation ecosystems in Georgia and identify where gender imbalances occur, why they are created and by which factors they are influenced.

To perform this external assessment a quadruple helix approach was adopted, by involving stakeholders belonging to the following sectors:

- Academia and Universities
- Industry and Business
- Government and Public Sector
- Civil Society

The assessment focuses on the national legal and policy framework on gender equality. Moreover, it presents data about STEM students, researchers, patent registrations, innovative start-up founders within a gender perspective. Finally, it provides a mapping of the existing collaborations of SRNSFG with external stakeholders.

These findings may lay the grounds for the design of the SRNSFG Gender Equality Plan and its implementation and exploitation by the Institution as envisioned by the [CALIPER](#) project, as well as for the set-up of a Research and Innovation Hub by SRNSFG to transfer the knowledge and best practices attained during the project beyond academia.



Introduction

Methodology

The external assessment was aimed at investigating SRNSFG external conditions such as the legal and cultural framework and the existing local/national innovation ecosystems and identifying where gender imbalances occur, why they are created, and by which factors they are influenced.

A quadruple helix approach was adopted, by involving stakeholders belonging to the following sectors:

- Academia and Universities
- Industry and Business
- Government and Public Sector
- Civil Society

The first step of the analysis consisted , in defining the **national legal and policy framework** and in particular:

- the existence of any specific national (and/or regional) policies on gender in Higher Education and/or Scientific Research & Innovation;
- how the frameworks define the relationship between gender equality and quality/excellence in
 - research and/or in education;
- in case there are no specific frameworks, if broader national and/or regional policies on Research, Innovation, and Higher education include any measures on gender equality.

For exploring the national (and regional) policy frameworks two methods were proposed: a desk research/policy analysis and interviews with relevant stakeholders (complementary in case the desk research did not produce enough information).

The second step of the assessment focused on the **National and Regional Innovation Ecosystems**. A **context analysis** through a dedicated desk research eventually complemented with interviews with internal stakeholders was implemented. The aim of the context analysis was to have a clear picture of the challenges faced by SRNSFG in its own innovation ecosystem from a gender perspective. Indeed, the analysis was related to the identification of gaps and challenges related to gender inequalities at different levels (across education, scientific research and knowledge production, transfer to market of research outputs) within innovation ecosystems.

Besides the context analysis a **mapping** was conducted in order to identify existing and potential synergies with external stakeholders, through the following methods:

- a focus group with internal stakeholders¹;
- a survey for external stakeholders;
- a Social Network Analysis (SNA).

Both the focus group and the survey had the purpose of exploring the existing collaborations with external stakeholders from a gender perspective, as well identifying actions already undertaken by stakeholders in order to overcome gender inequalities, potential synergies and risks from further collaborations on gender issues.

¹ Suggested internal stakeholders to involve were: the President and/or vice president(s) research and/or innovation, professors leading researchers/coordinators of clusters or centres or subject areas with a high density of regional cooperation, the Head of administration and heads of research support office and technology transfer office, the Head of continuing professional development/continuing education office, the Head of start-up support service.



SRNSFG's researchers conducted the focus group on the 9th of June 2020, online, involving 8 internal stakeholders, while the survey was undertaken by 17 external stakeholders.

Finally, the SNA was conducted by SRNSFG with the aim at providing a broad view of national/regional/local networking activities that took place around the Organisation through external projects or joint initiatives. It helped spotlighting gender gaps within every partner's institutions in the leadership of external interactions and identifying how frequently gender issues are taken into account in the external stakeholders' interactions. SRNSFG focused on collaborations on STEM, in order to narrow the analysis down.

The result of the SNA consists in visual maps spotlighting the collaborations in place with stakeholders belonging to the following categories:

- Academia & Universities
- Industry & Business
- Government & Public Sector
- Civil Society
- Schools
- Others

Per each category a map is created showing those collaborations having female leaderships (from the side of the SRNSFG) and those focusing and/or taking into account gender issues. KUMU² was used as tool in order to conduct the SNA.

² <https://kumu.io/>



Shota Rustaveli National Science Foundation of Georgia (Research Funding Organisation)

The Georgian national legal and policy framework

Overall strategic gender equality policies at national level

Georgia has taken important steps towards creating institutional mechanisms for gender equality. At present, three key national agencies are responsible for the advancement of gender equality in the country: 1) the Gender Equality Council of the Parliament, 2) the Inter-Agency Commission on Gender Equality, Violence against Women and Domestic Violence Issues, and 3) the Gender Department of the Public Defender's Office.

Adopted in 2010, the Law of Georgia on Gender Equality³ is one of the key legal acts regulating gender balance in higher education. It determines the state's obligation to ensure equality of women and men in all spheres of public life, including education and science. Particularly, Article 7 of the Law of Georgia on Gender Equality addresses equality in access to higher education. Article 7 states in full:

1. *"Everyone shall have the right to freely choose a profession and specialty according to their abilities. Such equality shall be ensured through equal access, without discrimination, to general, vocational and higher education"*.
2. *"The State shall ensure that equal conditions are created for men and women to acquire general, vocational and higher education in all kinds of educational establishments, and to participate in educational and scientific processes (the Law of Georgia on Gender Equality, 2010). However, it was suggested, in a report by the Gender Equality Council of Georgia and UNDP, that "Article 7 of the Gender Equality Law should be significantly expanded to include rights establishing a claim to more comprehensive aspects of gender equality in all stages of education."*⁴

As to the Law of Georgia on Higher Education⁵, it determines higher education institutions' obligation to ensure *"equal treatment irrespective of the ethnic origin, sex, social origin, and the political or religious affiliation of a person"* (Article 16(1d)).

It shall be noted that Gender Equality Law does not require employers to develop internal gender equality plans.

Existence of specific mechanisms to promote the under-represented gender in Higher Education and/or Scientific Research & Innovation at national or regional level

The management of the Georgian Science, Technology and Innovation (STI) system is regulated by the following laws: Law of Georgia on Science, Technology and their Development (1994)⁶, Law of Georgia on Higher Education (2004), Law of Georgia on Innovations (2016)⁷, Law of Georgia on Grants (1996)⁸ and Law of Georgia on Education Quality Improvement (2010)⁹.

Neither national legislation nor national action plans on gender equality contain any specific mechanisms to promote the under-represented gender in higher education or scientific research and innovation. However, the Law of Georgia on higher education highlights the importance of the prohibition of any forms of

³ Parliament of Georgia. Law of Georgia on Gender Equality (2010)

⁴ Gender Equality Council of Georgia and UNDP. (2018). Gender Equality in Georgia: Barriers and Recommendations, Volume 1. Tbilisi: Parliament of Georgia. Retrieved from:

https://www.undp.org/content/dam/georgia/docs/publications/DG/UNDP_GE_DG_Gender_Equality_in_Georgia_VOL1_ENG.pdf

⁵ Parliament of Georgia. Law of Georgia on Higher Education (2005).

⁶ Parliament of Georgia. Law of Georgia on Science, Technology and Their Development (1994).

⁷ Parliament of Georgia. Law of Georgia on Innovations (2016).

⁸ Parliament of Georgia. Law of Georgia on Grants (1996).

⁹ Parliament of Georgia. Law of Georgia on Education Quality Improvement (2010).



discrimination in the field of higher education, including “discrimination on any ground such as academic, ethnic, social or religious affiliation, and/or opinion, sex and other grounds” (article 3).

Existence of national policies on implementation of quotas or targets for promoting the underrepresented gender in management positions and committees

The national legislation emphasises the importance of the provision of equal access to public service for the citizens of Georgia. “Every citizen of Georgia shall have an equal opportunity to be employed in public service according to their skills, qualification and professional training” (Law of Georgia on Public service, article 13, 2015). The same law also specifies that “decisions on the career promotion of an officer shall be impartial and based on a fair and transparent evaluation of the officer's competence and skills to perform work, and shall aim at selecting the best candidate” (article 11). Moreover, equal treatment in the evaluation of the quality of work of men and women is guaranteed by the Law of Georgia on Gender Equality (chapter 2, article 4). The same law also obliges the Municipality bodies to develop and carry out activities to ensure detection and elimination of discrimination locally (Article 13). However, it was suggested in the abovementioned UNDP study that “Article 13 should be amended to require local self-government bodies to employ temporary special measures or affirmative action policies to foster a gender balance in staff and management positions, as well as in all advisory bodies, committees and councils.”¹⁰

Existence of national legislation promoting equality and non-discrimination in employment

The Law of Georgia on Gender Equality determines the state’s obligation to ensure gender equality in labour relations. Article 6 specifies what shall not be allowed in labour relations:

1. harassment and/or coercion of a person with the purpose or effect of creating an intimidating, hostile, humiliating, degrading, or offensive environment;
2. any unwanted verbal, non-verbal or physical behaviour of sexual nature with the purpose or effect of violating the dignity of a person or creating an intimidating, hostile, or offensive environment.

Article 6 continues by stating that:

- *“The State shall provide equal employment opportunities for men and women”.*
- *“During recruitment and in the course of employment persons may be put in unequal conditions and/or given priority over others on the basis of sex due to the substance and specificity of work or due to specific conditions required for its performance, and also if it serves a legitimate purpose and is appropriate and necessary for achieving that purpose”.*
- *“The legislation of Georgia shall ensure the creation of favourable working conditions for pregnant women and nursing mothers which excludes their work in hard, harmful and dangerous environments, as well as at night”.*

Existing policies at national level for reducing unequal gender division of labour related to housework and family care

These issues are regulated by different laws of Georgia. First of all, the Organic law of Georgia - Labour Code of Georgia (2010)¹¹ regulates procedures of leaves, maternity leaves, leaves for adoption of new-born children and compensation issues (articles 27, 28, 29).

In addition to this, the Law of Georgia on Gender Equality ensures gender equality in family relations. Article 10 provides a detailed description:

1. In family relations, during marriage and its dissolution, men and women shall have equal personal and property rights, including the right to choose a family name, profession and occupation. Their

¹⁰ See note 313.

¹¹ Parliament of Georgia. Organic Law of Georgia - Labour Code of Georgia (2010).



responsibilities shall be equal as well. Discrimination or preference related to rights and duties shall not be allowed in family relations.

2. Men and women shall have equal rights in the family to independently solve issues related to participation in labour and public activities.
3. Spouses shall solve child-rearing and other family issues based on mutual agreement. Spouses shall be guaranteed and provided with equal opportunities in their occupations and child-rearing.
4. Spouses shall have equal rights and duties in household chores.
5. Spouses shall have equal rights to own, acquire, manage, enjoy, and administer property.
6. Spouses shall have equal rights to participate in recreational activities and in all aspects of cultural life.

Moreover, the Law of Georgia on Public Service (2015)¹² provides conditions regarding parental leaves and care of a child (Article 64(6)).

Existing framework conditions regarding childcare facilities

The law of Georgia on Early and Preschool Education¹³ ensures “*universal accessibility to, and the development and quality assurance of, early and preschool education in Georgia, and the organizational structure of early and preschool education institutions*” (Article 1). The same law states that Georgian children are ensured free education at the public preschool education institutions of Georgia (Article 4(1)).

In 2019, the Code on the Rights of the Child was adopted by the Georgian Parliament with the technical support of UNICEF and Georgia renewed its commitment to the full implementation of the Convention on the Rights of the Child (CRC 1989).

According to the external studies conducted on child-care systems in Georgia, some challenges have been identified. For example, the assessment of Georgia’s childcare system¹⁴, carried out by the Public Defender’s Office with the support of UNICEF Georgia and the European Union, identified some challenges. Concerns include the lack of fully qualified people caring for children and a continued shortage of other human and financial resources. However, UNICEF Georgia continued to support the Government and municipalities in their efforts to improve the quality and accessibility of pre-school education and care.

Furthermore, the World Bank published a study in 2019 about care services in Georgia¹⁵. According to it, there is a rising demand for care services in Georgia. The main findings of this study can be summarized as follows: there is a need to increase the capacity, quality, and availability of childcare and early education as complementary to home-based care and for women who need childcare support.

At the same time, there is an increased demand for formal childcare and the infrastructure capacity of public kindergartens face some challenges. The importance of quality of formal care services for potential users is also highlighted. The main challenges of the existing supply involve children-staff ratios and staff’s qualifications for childcare and the human resource component in general.

Employment conditions at university and research organization

The law of Georgia on science, Technology and their development (1997) Article 10 (7) specifies procedures and rules of appointment of scientific personnel and emphasizes the principles of their appointment on an

¹² Parliament of Georgia. Law of Georgia on Public Service (2015).

¹³ Parliament of Georgia. Law of Georgia on Early and Preschool Education (2017).

¹⁴ UNICEF. (2020). UNICEF in Georgia Newsletter #1 (21). Retrieved from https://www.unicef.org/georgia/media/3916/file/newsletter_eng-FINAL.pdf

¹⁵ World Bank. (2019). Why should we care about care? Supply and Demand Assessment of Care Services in Georgia: A Mixed Methods Study. Retrieved from: <http://documents.worldbank.org/curated/en/887801548269893452/pdf/133961-Final-report-Care-Services-in-Georgia-clean-01-23-19.pdf>



open competition basis, which must comply with the principles of transparency, equality and fair competition. It is noteworthy that, according to the same law, the procedure and other requirements of the competition are determined by the director of the institution in coordination with the head of a structural unit of the institution (article 10.7).

As to the universities, according to the law of Georgia on Higher education, (2004) higher education institutions are established as legal entities under public or private law (article 9(2)) and develop the statute, approve the internal regulations of the institutions and approve common procedures for recruiting academic and assistant personnel (article 10, b, c). The same law also specifies employment conditions for academic positions and states that “an academic position may be held only on an open competition basis and procedures for a competition shall be determined by the statute of the higher education institution” (article 34 (1.3)).

Existence of national programs which promote the integration of gender in the content of scientific research

Analyses of the national legislation (Law of Georgia on Science, Technology and their Development (1994), Law of Georgia on Higher Education (2004)) as well as the respective policy documents (National Action Plan of 2014-2016 for implementation of Gender equality Policy in Georgia, Unified Strategy for Education and Science (2017-2020)¹⁶ show that currently there are no national programs which integrate a gender dimension in scientific programs.

National/ policies and legal frameworks on sexual/gender harassment in the workplace

Sexual/gender harassment in the workplace is regulated by the respective laws of Georgia. First of all, the Organic Law of Georgia - Article 2(4) of the Labour Code of Georgia states that:

“Discrimination (including sexual harassment) shall be defined as the direct or indirect harassment of a person aimed at or resulting in impairing dignity of a person, and in creating an intimidating, hostile, humiliating, degrading, or abusive environment for him/her, and/or creating the circumstances for a person directly or indirectly causing their condition to deteriorate as compared to other persons in similar circumstances.”

“Sexual harassment shall be defined as a behaviour of a sexual nature towards a person, which is meant to humiliate him/her and/or causes his/her humiliation and which creates an intimidating, hostile, humiliating or offensive environment for him/her”.

It is worth to note that for the purposes of this Law, a behaviour of a sexual nature shall be defined as saying and/or addressing with phrases of a sexual nature, showing genitals, and/or any other non-verbal physical behaviour of a sexual nature” (Organic Law of Georgia, 2010).

In addition to this, according to the Article 6 (1b) of the Gender Equality Law “Any unwanted verbal, non-verbal or physical behaviour of sexual nature with the purpose or effect of violating the dignity of a person or creating an intimidating, hostile, or offensive environment” is not allowed in labour relations (Law of Georgia on Gender Equality, 2010).

Funding opportunities for collaborative actions on gender equality at national and regional level

One of the key components of the gender equality policy at the national level is the economic strengthening of women. In line with this, the Progress Report on the National Action Plan of 2014-2016 for the

¹⁶ National Action Plan of 2014-2016 for implementation of Gender equality Policy in Georgia (2014), retrieved from: www.parliament.ge/ge/ajax/downloadFile/27264
 Unified Strategy for Education and Science (2017-2020), retrieved from: <http://mes.gov.ge/uploads/files/Unified%20Strategy%20of%20Education%20and%20Science%202017-2021.docx>



Implementation of Gender Equality Policy in Georgia¹⁷ singles out the programs that have been implemented to support women.

Though not designed to address gender issues directly, the state program "Produce in Georgia", created new opportunities for women. In 2015-2016, the number of applicants within the framework of the Micro and Small Entrepreneurship Promotion Program of Georgia "Produce in Georgia" amounted to 43885 people, including 16401 women, which makes 37.5% of total applicants. Within the program, 8880 people were trained, including 3200 women (36%). The number of beneficiaries of the program amounted to 4911 people, including 1935 women (40%)¹⁸.

The LEPL¹⁹ Georgia Innovation and Technology Agency (GITA) of the Ministry of Economy and Sustainable Development of Georgia also finances innovative projects. According to the above-mentioned report, in 2016, 35% of the GITA project beneficiaries were women. In particular, for the Micro Grants Program there were 17 (20%) women among 84 beneficiaries, and since January 2017 there have been 3 women among 12 beneficiaries (25%); within the framework of the "Start-up Georgia" program: 4 (20%) female beneficiaries out of 20 high-tech idea start-ups; out of the 420 applications submitted to Industrial Laboratory, 140 (34%) were from women. Finally, there were 93 (45%) women out of 205 participants of the project "Start Business with Fab Lab"²⁰.

¹⁷ Implementation of Gender Equality Policy in Georgia. (2017). 2016 Progress Report on National Action Plan of 2014-2016 for the Implementation of Gender Equality Policy in Georgia. Tbilisi. Retrieved from http://www.parliament.ge/en/ajax/downloadFile/72000/Gender_Equality_NAP_report_2016_ENG_Edited_Final_July_2017

¹⁸ *ibid.*

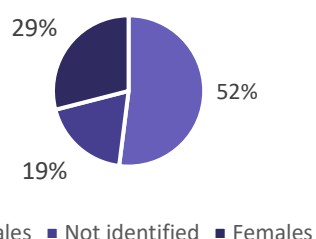
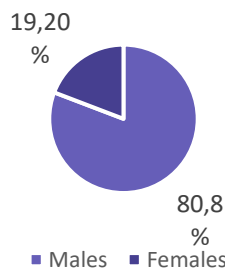
¹⁹ Legal Entity of Public Law

²⁰ http://www.parliament.ge/en/ajax/downloadFile/72000/Gender_Equality_NAP_report_2016_ENG_Edited_Final_July_2017



The innovation ecosystem context analysis at SRNSFG

The following table presents the results of the context analysis conducted by SRNSFG in terms of quantitative and qualitative indicators.

Area	Indicator	Result
Talents and workforce education and acquisition	High School and Higher Education students in STEM by gender, at regional and national levels	Male and female STEMS students (2020)²¹ males: 29.47%; females: 15.58 %
	Researchers in STEM by gender in R&I, at national and regional levels	Male and female Researchers in 2018 in Engineering and technology²²: males: 23%; females: 12 %
	Evolution of employment rate in R&I by gender	No appropriate information could be found. There is a general indicator on the ratio of female participation in the labour force, but it is only in industry and agriculture sectors.
Leadership	Patents registrations by gender	No relevant information could be found. Neither the National Intellectual Property Center of Georgia nor the World Intellectual Property Organization provide patent registration statistics by gender.
	Founders and leaders of innovative enterprises and start-ups by gender	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Founders of start-ups by gender in 2018²³</p>  <p>■ Males ■ Not identified ■ Females</p> </div> <div style="text-align: center;"> <p>Majority ownership of companies by gender²⁴</p>  <p>■ Males ■ Females</p> </div> </div>

²¹ The data represent the share of male and female STEM students on the overall number of male and female students. In particular, 15.58% represent the share of female STEM students on the overall number of female students. Source: World Economic Forum, Global Gender Gap Report 2020 http://www3.weforum.org/docs/WEF_GGGR_2020.pdf

²² The data represent the share of male and female STEM researchers (engineering and technology) on the overall number of male and female researchers. In particular, 12% represent the share of female STEM researchers on the overall number of female researchers. Source: National statistics office of Georgia, Women and men in Georgia, 2019 https://www.geostat.ge/media/27546/W%26M-ENG_2019.pdf

²³ National statistics office of Georgia, Women and men in Georgia, 2019 https://www.geostat.ge/media/27546/W%26M-ENG_2019.pdf

²⁴ World Economic Forum, Global Gender Gap Report 2020 http://www3.weforum.org/docs/WEF_GGGR_2020.pdf



Knowledge and tech production issues	Level of integration of gender as a scientific research dimension	The analysis of the policy documents at the national level ²⁵ shows that there are no clear and measurable policy tools aimed at the integration of gender as a scientific research dimension. Thus, efforts are needed in order to raise awareness of the importance of incorporating a gender dimension in research, set up institutional mechanisms and increase the capacity of the researchers to better adopt this approach.
	Level of consideration of the gender dimension in product/service development	<p>On a national level, there are support schemes for the development of technical and business services in order to assist enterprises to introduce and implement innovative activities in their production processes. Specifically, Georgia’s Innovation and Technology Agency (GITA) and Enterprise Georgia (EG) are involved in this process. GITA provides various sets of training to increase firms’ potential for business innovation. EG hosts various international product exhibitions to promote Georgian products and services on the international markets. However, the existing policy and schemes do not directly address the issue of considering a gender dimension in product/service development.</p> <p>One of the challenges identified by the SME Development Strategy of Georgia 2016-2020 is a lack of measures towards gender equality necessary to maximize the workforce potential of women and stimulate deeper involvement of women in entrepreneurial and economic activities. However, on a policy level, consideration of gender dimension in the services or products design is not addressed.</p>
Broader issues featuring the R&I ‘cultures	Gender sensitiveness/family friendliness of supporting services to start up and entrepreneurship	<p>Economic empowerment of women is one of the key areas of concern in Georgia. As indicated in “SME Policy Index: Eastern Partner Countries 2020”²⁶, Georgia has made important steps in the direction. Through its SME Development Strategy (2016-2020) and a rural development strategy (2017-2020), the Country supports female entrepreneurship. Strategies are stressing the importance of the development of specific mechanisms to stimulate deeper involvement of women in entrepreneurial and economic activities. It is mentioned that fostering female entrepreneurship is necessary to conduct gap assessments and needs analyses of women’s involvement in entrepreneurial activities and then based on the results develop ad hoc approaches. Besides that, it is mentioned that it is important to establish a platform for cooperation with women in business, with the involvement of relevant stakeholders which will facilitate women’s involvement in entrepreneurial activities. In terms of the institutional framework, Georgia established several public-private bodies one of which is a Sub-Council for Women’s Entrepreneurship Promotion. One of its objectives is closing the gender gap in entrepreneurship²⁷.</p> <p>It is also worth to mention that the necessity for entrepreneurial learning has been emphasized by the Unified Strategy for Education and Science (2017-2020). Specifically, the recognition of entrepreneurship as a key competence is reflected within a national curriculum (primary, secondary and upper secondary education) and addressed through respective subjects. Furthermore, the Ministry of Education, Science, Culture and Sport of Georgia also chairs an inter-agency working group on entrepreneurial learning. The function of the group is to raise awareness and ensure cross-stakeholder co-operation in lifelong entrepreneurial learning²⁸.</p>

²⁵ Government of Georgia, 2016. Georgia 2020 – Socio-Economic Development Strategy, Unified Strategy of Education and Science 2017-2021, National Action Plan of 2014-2016, for implementation of Gender equality Policy in Georgia.

²⁶ OECD et al. (2020), SME Policy Index: Eastern Partner Countries 2020: Assessing the Implementation of the Small Business Act for Europe, SME Policy Index, OECD Publishing, Paris/European Union, Brussels, <https://doi.org/10.1787/8b45614b-en>

²⁷ SME Policy Index: Eastern Partner Countries, 2020.

²⁸ Unified Strategy of Education and Science 2017-2021.



		<p>According to the study “Georgia: small business act country profile” (2020)²⁹ entrepreneurial skills are more developed in vocational education and training (VET), with teacher training and support materials available. There were no significant developments in entrepreneurship promotion in higher education, apart from individual cases at several universities.</p> <p>The abovementioned study points to a predominance of women-owned businesses in retail, social services, food processing and hospitality sectors, with 40% of state-support programmes. Enterprise Georgia and GITA are key providers for training for women’s start-up and growth businesses. However, women account for just 31% of start-ups. 60% of women-owned businesses are located in two (Tbilisi and Imereti) of the country’s nine, mostly rural regions.</p> <p>Additionally, it should be mentioned that the SME strategy (Ministry of Economy and Sustainable Development of Georgia, 2018) and its Mid Term Evaluation Georgia’s SME Development Strategy 2016-2020, (2018) feature a number of mechanisms to stimulate deeper involvement of women in entrepreneurial and economic activities. According to the midterm evaluation report, in 2016-2017, GITA was engaged in the project “Strengthening Women’s Entrepreneurship”. In the frame of this project, 200 women visited the Technopark and were introduced to the possibilities offered to women entrepreneurs. Moreover, Enterprise Georgia introduced some preferential treatments for women in the selection process for the Micro and Small Business Support programme under Produce in Georgia: “in case of limited resources, when two SME businesses, one led by women and the other by men, apply for financial support and fulfil the same criteria, the women-led venture will be chosen over the men-led one. Women entrepreneurs amount to 40% of the programme’s beneficiaries in 2016- 2017”³⁰.</p> <p>Thus, despite some positive developments in this regard, undoubtedly, more effort is required to further develop targeted policies to maximize the potential of women’s entrepreneurship across the country.</p>
	<p>Perception of existing stereotypes/bias on gender and innovation/ entrepreneurship</p>	<p>Georgia has made significant progress in honoring its national and international commitments on gender equality. These commitments, inter alia, call for fostering female entrepreneurship. As it has been highlighted above, the importance of women’s economic empowerment is emphasized both in the SME Development Strategy of Georgia 2016-2020 (Priority Action 3.9: Encouragement of female entrepreneurship) and in the Rural Development Strategy of Georgia 2017-2020 (Priority Area 2. Social Conditions and Living Standards). Nevertheless, there exist several studies showing that entrenched social norms and gender stereotypes hinder women’s social and economic advancement.</p> <p>According to the publication “Mentoring for Women’s Empowerment”³¹, the main cause of women’s economic inactivity is the widespread gender stereotypes that lead to gender-based division of labour and economic opportunities. Prevailing stereotypes of the Georgian society towards women in entrepreneurship are still common and strong, especially in rural areas. A study, conducted in 2018 by the Food and Agriculture Organization of the UN, indicates that the social status of women in rural areas is low. This has a negative impact on women’s economic opportunities and, furthermore, on women’s access to machinery and new technologies (Gender, Agriculture and Rural Development in Georgia, 2018³²). Another</p>

²⁹ OECD et al. (2020), "Georgia: Small Business Act country profile", in SME Policy Index: Eastern Partner Countries 2020: Assessing the Implementation of the Small Business Act for Europe, OECD Publishing, Paris, <https://doi.org/10.1787/fcc42977-en>

³⁰ Mid Term Evaluation Georgia’s SME Development Strategy 2016-2020, 2018.

³¹ UN WOMEN. (2020). MENTORING FOR WOMEN’S EMPOWERMENT. Guide for workplace mentoring programmes. Retrieved from <https://www2.unwomen.org/-/media/field%20office%20georgia/attachments/publications/2020/mentoring%20guide.pdf?la=en&vs=3133>

³² Food and Agriculture Organization of the United Nations. (2018). Gender, agriculture and rural development in Georgia. Rome. Retrieved from <http://www.fao.org/3/ca0577en/CA0577EN.pdf>



		<p>important study on the issue of existing stereotypes on gender was conducted by the Asian Development Bank³³, according to which, women are expected to do the majority of unpaid care work inside the home, and apart from this, there also exist gender-based occupation segregation. All of these aspects affect female entrepreneurship and employability. The same claim is supported by the article Gender Inequality and Women’s Entrepreneurship-Challenges and Opportunities³⁴. The author argues that gender stereotyping is considered a critical factor in women’s entrepreneurship development. Specifically, in Georgia, a stereotypical view of women and men suggests that men participate in the formation of a family budget and their function is that of a “breadwinner”.</p> <p>Thus, a joint effort is needed by government and civic interest groups to raise awareness and understanding of the potential of women’s entrepreneurship for wider socio-economic development, including the promotion of role models and success stories through mass media³⁵.</p>
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Table 1_Results of the context analysis conducted by SRNSFG

³³ Asian Development Bank. (2018). Georgia: Country Gender Assessment. Retrieved from <https://www.adb.org/sites/default/files/institutional-document/479186/georgia-country-gender-assessment.pdf>

³⁴ Natsvlishvili, Ia. (2017). Gender Inequality and Women’s Entrepreneurship-Challenges and Opportunities (Case of Georgia). https://www.researchgate.net/publication/309896441_Gender_Inequality_and_Women's_Entrepreneurship-Challenges_and_Opportunities_Case_of_Georgia

³⁵ OECD et al. (2020), "Georgia: Small Business Act country profile", in SME Policy Index: Eastern Partner Countries 2020: Assessing the Implementation of the Small Business Act for Europe, OECD Publishing, Paris, <https://doi.org/10.1787/fcc42977-en>.



SRNSFG Mapping of external stakeholders and SNA

Results of the focus group with internal stakeholders

SRNSFG's researchers conducted the **focus group** on the 9th of June 2020, online, involving 8 colleagues being able to provide useful and detailed information regarding the existing network and collaborations (2 males and 6 females): 1 top-level manager, 2 middle-level managers, and 5 low-level managers.

At first participants reviewed the preliminary context analysis carried out by SRNSFG researchers and then discussed the potential gaps and challenges related to gender inequalities which the innovation system faces. The preliminary analysis demonstrated the existence of multiple gender related issues. Focus group's participants were asked to prepare in advance a preliminary map of existing collaborations with external stakeholders. As a result of the focus group, 40 external stakeholders were identified.

Existing **collaborations** mainly regard science and innovation. Such collaborations include joint calls and projects, multiple workshops, webinars and joint events. Prospective collaborations are expected to be on similar issues. According to participants, SRNSFG does not have any collaborations with stakeholders regarding gender equality.

Regarding how gender inequalities represent a **challenge** for stakeholders, it must be noted that there are no proper policies regulating gender equality inside the organizations. Since the issues related to gender equality remain unsolved, the stakeholders can be interested to tackle these issues with joint efforts. Solving gender equality issues at stakeholders' organizations can help to improve the overall situation regarding gender equality and help to raise awareness about the existing problems.

About the **actions** that stakeholders put in place, focus group's participants were not aware of any of them.

About **complementarities and synergies** between SRNSFG and the external stakeholders, future joint projects, training sessions or events were envisaged. Changes in the ecosystem can accelerate the institutional change process at SRNSFG, since there can be fewer contradictions and oppositions for change from different actors.

The focus group had a positive view of the possibility of **overlapping** actions, as some programs, projects and events can cover similar topics and concertedly contribute to similar goals.

About **risks**, focus group participants recognised that there can be a lack of interest or lack of capacity and resources for conducting particular actions. Besides that, it should be kept in mind that the timeframe for the implementation of particular changes can be substantial as joint efforts can require more time.

Results of the survey to external stakeholders

17 stakeholders participated in the survey. The great majority of them (13) were universities/higher educational institutions/research institutions, while the remaining stakeholders were: 2 NGOs, 1 company and 1 public entity. Stakeholders deal with a variety of activities/business such as:

- Improve business environment (NGO);
- Educational, research, teaching activities (universities/educational institutions/research institutions and the company);
- ICT (NGO);
- Culture (the public entity).

As far as the kind of **collaborations** in place with SRNSFG, most of stakeholders are beneficiaries of SRNSFG's grants/funding for what concerns educational and research projects. In a few cases (NGOs) stakeholders and SRNSFG collaborate in the same projects. One university reported that thanks to the collaboration in place with the foundation, they enjoy free access to international databases as well as appropriate consultations



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement no 873134.

and recommendations. Another university instead explained that university representatives attend/take part in different events organized by the foundation and the university itself sometimes hosts meetings of the representatives of the foundation at the university's premises.

The majority of stakeholders stated that gender inequalities do not represent a problem for their own institutions. However, a few of them reported the following ones as the main **challenges** related to the topic:

- Lack of qualified staff;
- Lack of women engaged in technology and business enterprises;
- Cultural background;
- Lack of women in the highest academic and scientific positions;
- Maternity leaves.

About potential **benefits** in solving such challenges, stakeholders reported the followings:

- Improvement of career perspectives and conditions of work of both men and women;
- More qualified staff;
- More women involved in STEM businesses/enterprises and academic spheres and as a consequence promotion of economic and sustainable development of the Country;
- Improvement of student's academic performance;
- More man in biology field;
- Improvement of the quality of research and teaching.

Concerning the **actions** that external actors have put in place in order to overcome gender inequalities, the most relevant are the followings:

- Awareness raising activities (e.g. discussions, events, exhibitions, etc.);
- Implementations of projects aimed at fighting gender imbalances (for instance "Coding School for women" and "Profession does not have sex");
- Cooperation with UN Women;
- Promotion of female participation into research projects;
- Establishment of a Gender Equality Center within the university organizing conferences;
- Codes of ethics and codes of conduct;
- Organization of festivals dedicated to women;
- Positive discrimination actions;
- Stipulation of a memorandum of understanding with NGOs dealing with women's rights, in the frame of which consultations to the university are provided in order to implement gender mainstreaming.

About actions that stakeholders plan to adopt, one of them reported the possibility to adopt a dedicated strategy and related measures in order, while another one explained that they will support any event contributing to the improvement of research activities within the university.

As far as further **complementarities or synergies** with SRNSFG in order to overcome gender inequalities are concerned, all stakeholders expressed being willing to continue the collaborations with SRNSFG also with reference to this specific issues. From one side, stakeholders are available to learn about SRNSFG's experience regarding the introduction and implementation of specific measures overcoming gender inequalities, as well as to co-organize different initiatives (discussions, events, open lectures, seminars etc.), also involving representatives of management bodies, aimed at promoting the awareness on the topic, like group meetings with also the participation of specialists in the field, in order to gain knowledge on gender issues. Another form of synergy would be the elaboration and submission of research projects about gender inequalities and the sharing of good experiences in academic and scientific environments. Additional actions that were envisaged are the followings:



- Development of dedicated training and courses (e.g. “women in technology”);
- Launch of educational campaigns;
- Development of co-funding mechanisms for people at their early career stages;
- Adoption of dedicated grants for female researchers;
- Dissemination of gender related research papers;
- Elaboration of recommendations – indicators of gender equality.

No overlapping/competitive actions were envisaged.

Finally, concerning the **risks**, most of stakeholders could not identify any risk at this stage. The only ones that were reported were related to the lack of human resources, lack of time and lack of resources/funding. In addition, the risk of a poor communication between participating organizations as well as the improper dissemination of the obtained results were pointed out. More generally speaking, a change in the government policy as well as the current gender norms and values could represent a barrier in the implementation of the projects.

Results of the SNA

For gathering data to conduct the SNA, representatives of low, middle and top management who could provide useful and detailed information regarding the existing network and collaborations were identified.

Necessary data were collected by sharing a dedicated file to fill. In order to validate such data, a focus group was organized. Focus group participants were asked to prepare in advance a preliminary map of existing collaborations with external stakeholders which was then summarized and discussed during the meeting. Based on the discussion, a review and analysis of the provided information was conducted.

All the relevant stakeholders were included in the list, without making a specific selection due to the fact that the number of stakeholders did not exceed 50 (the number required by the methodology).

Indeed, overall, **40 external stakeholders** were included in the mapping. The majority of collaborations are with “academia & universities” stakeholders (28 out of 40 stakeholders, representing the 70%), followed by “government & public sector” stakeholders (4, representing the 10%), “civil society” stakeholders (3 out of 40, representing the 7,5%), “industry & business” stakeholders (2, representing the 5%) and “others” (3, representing the 7,5%). Stakeholders included in “others” are for instance museums. Regarding “academia & universities”, the collaborations with such stakeholders are mainly long-terms ones and are mainly related to the participation of the stakeholders to the “Elsevier Database consortia” which is fully funded by SRNSFG. All collaborations can be considered as relevant.

About the **intensity** of collaborations, most of them (34 out of 40, representing the 85%) are “frequent” collaborations. Among “frequent” collaborations, 27 are with “academia & universities” stakeholders, 2 with “civil society” stakeholders 1 is with “government & public sector”, 1 with a “industry & business” stakeholder and 3 with “others” stakeholders. Only 5 out of 40 collaborations are “one time” collaborations and only a is a “solid” collaboration.

Concerning the **topic** of the collaborations, most of them (31 out of 40, representing the 77,5%) are about “scientific research”, 4 about “transfer to market”, 3 are “raising awareness” and 2 about “science communication”.

It is important to mention that the majority of the connections and projects have a female leadership. Indeed, **24 collaborations are led by women** in SRNSFG (60%). 16 of them are collaborations with “academia & universities” stakeholders (67%), 2 with “government & public sector” stakeholders (8%), 1 with “industry & business” stakeholders (4%), 1 with “civil society” (4%) and 3 with “others”. However, there are no collaborations **focusing or taking into account gender and diversity**.



The following pictures represent the results of the SNA conducted by SRNSFG according to the kind of stakeholders. Therefore, 5 different maps are displayed, one for each category of stakeholders: “academia & university”, “industry & business”, “government & public sector”, “civil society” and “others”.

Per each map it is possible to identify the different departments of SRNSFG involved in the collaborations with the different external stakeholders (the nodes with a small green circle), the collaborations having female leaderships (the yellow nodes). As already mentioned, no collaborations focusing or taking into account gender were registered.

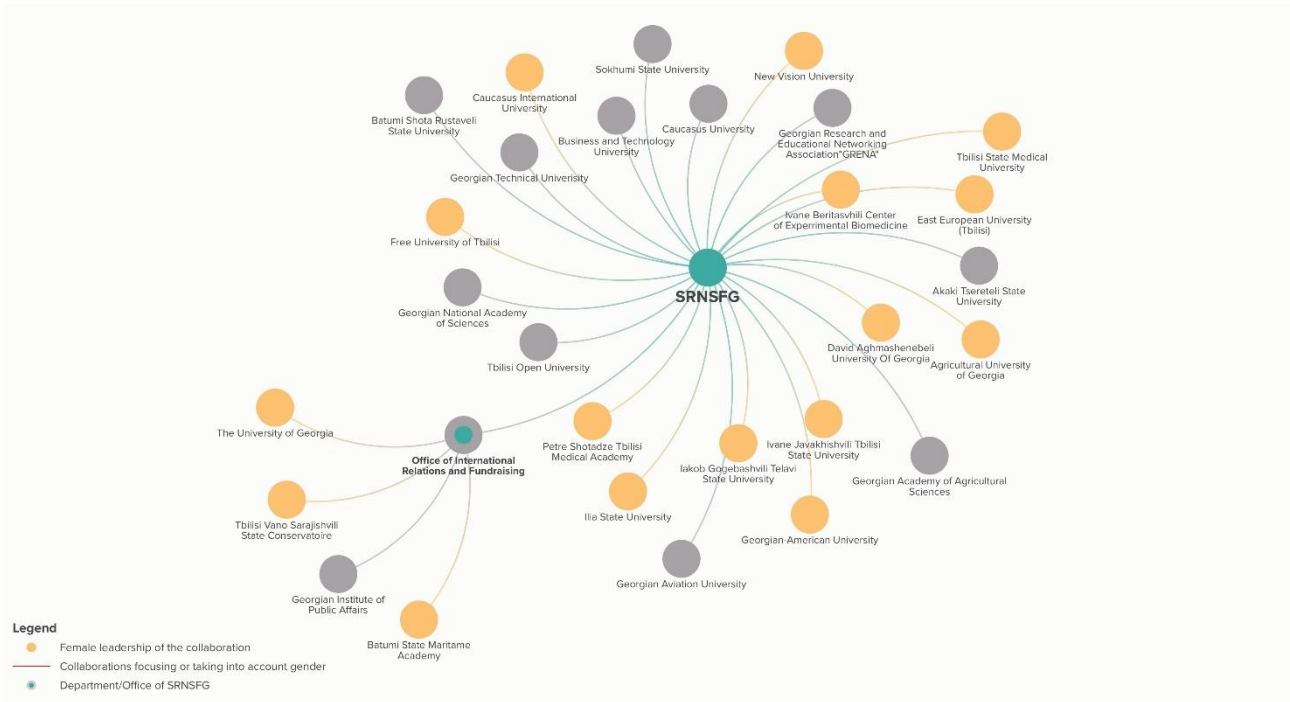


Figure 1_SRNSFG collaborations with "Academia & universities" stakeholders



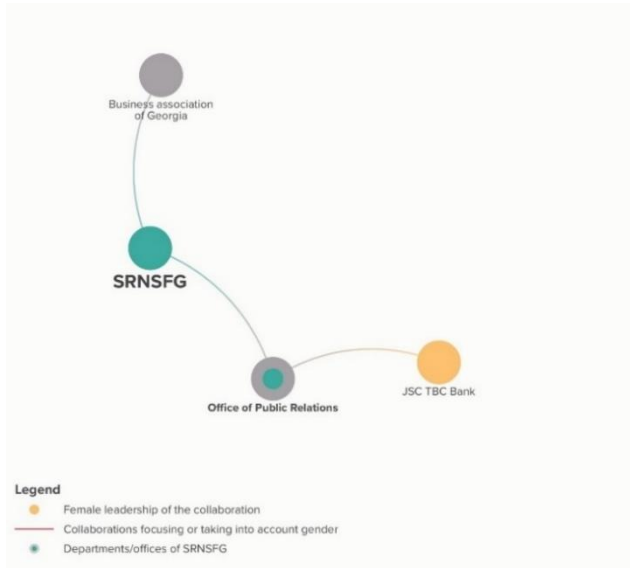


Figure 2_SRNSFG collaborations with "Industry & business" stakeholders

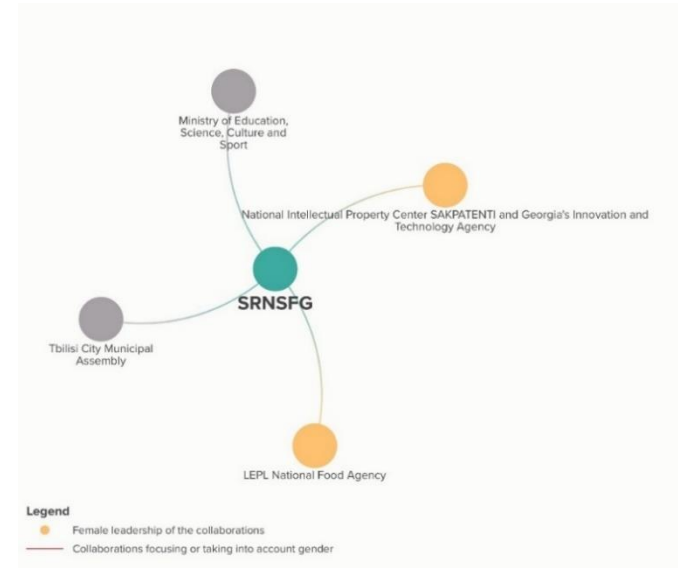


Figure 3_SRNSFG collaborations with "Government & public sector" stakeholders

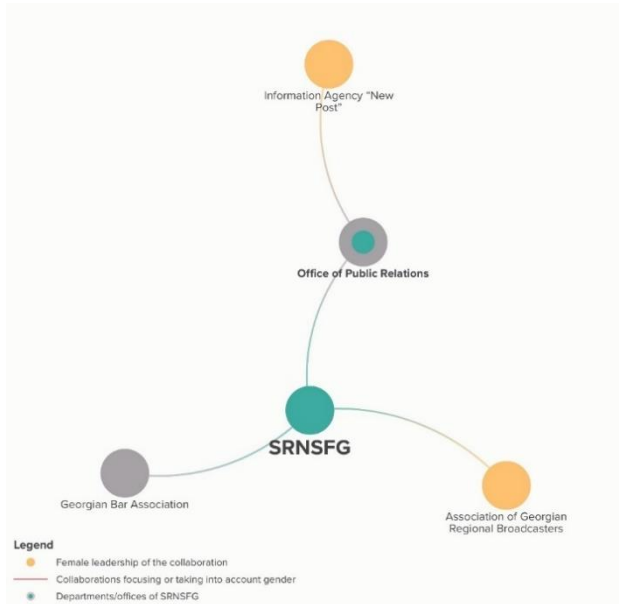


Figure 4_SRNSFG collaborations with "Civil society" stakeholders

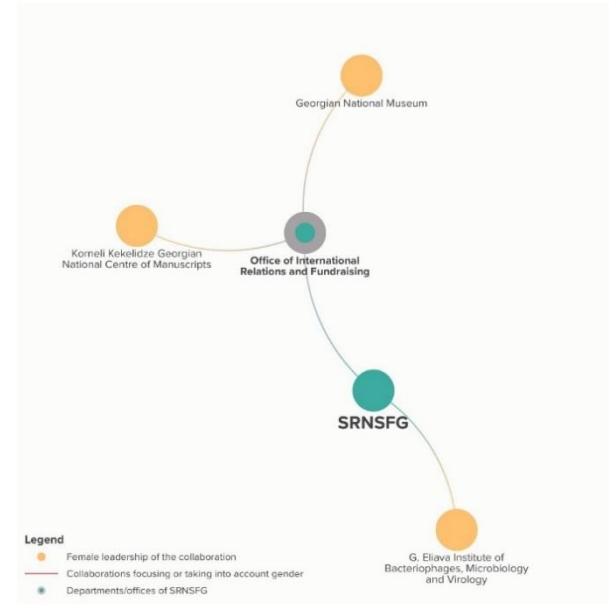


Figure 5_SRNSFG collaborations with "others"



Final remarks on the external assessment of SRNSFG

Recently, **Georgia has taken important steps towards creating institutional mechanisms for gender equality** and now three key national agencies are responsible for the advancement of gender equality in the country.

The most relevant piece of legislation is the Law of Georgia on Gender Equality, which also regulates gender balance in higher education. Indeed, it determines the state's obligation to ensure equality of women and men in all spheres of public life, including education and science. However, **neither the national legislation nor national action plans on gender equality contain any specific mechanisms to promote the under-represented gender in higher education or scientific research and innovation**, even though the Law of Georgia on higher education highlights the importance of the prohibition of any forms of discrimination in the field of higher education. Either no national legislation/program are in place about the integration of the gender dimension in research.

Specific provisions exist regarding the reduction of unequal division of labour related to housework and family care: maternity leaves, parental leaves, leaves for adoption of new-born children and compensation issues. The childcare system, instead, faces some challenges like the **lack of fully qualified people caring for children and a continued shortage of other human and financial resources**, while an increased of childcare and early education as complementary to home-based care is registered.

Concerning the collected data, the ratio of females students and researchers studying or making research about STEM (on the overall number of female students/researchers) is about half of the ration of males studying or making research in the same field. Quite low is also the share of female founders of start-ups and companies owners (the 29% and the 19,20%, respectively).

On a national level, support schemes for the development of technical and business services in order to assist enterprises to introduce and implement innovative activities in their production processes exist. However, **the integration of the gender dimension in the services or products design is not addressed**.

Economic empowerment of women is one of the key areas of concern in Georgia, indeed, the country supports female entrepreneurship through specific strategies stressing the importance of the development of specific mechanisms to stimulate deeper involvement of women in entrepreneurial and economic activities. Studies highlight the predominance of women-owned businesses in retail, social services, food processing and hospitality sectors. However, **still gender stereotypes are spread leading to a gender-based division of work and economic opportunities**, since women are still expected to do the majority of unpaid care work inside the home.

About the analysis of the collaborations in place with SRNSFG, they mainly include joint calls and projects, multiple workshops, webinars and joint events, but **no collaborations are in place with specific reference to gender equality**. In addition, most of the stakeholders involved through the survey stated that gender inequalities do not represent a problem for their own institutions. Some of them already implemented some actions in order to overcome gender inequalities, like awareness raising activities, dedicated projects, establishment of Gender Equality Centres, Codes of Ethics and positive discrimination actions. About further synergies with SRNSFG in order to overcome gender inequalities, all stakeholders expressed being willing to continue the collaborations with SRNSFG also with reference to these specific issues, with actions like the co-organisation of different initiatives (discussions, events, open lectures, seminars etc.), submission of research projects, sharing good experiences in academic and scientific environments and the adoption of dedicated grants for female researchers. Concerning the SNA, 40 stakeholders were identified, the majority of them belonging to the "academia & universities" sector. Overall, **24 collaborations are led by women** in SRNSFG. However, there are no collaborations focusing or taking into account gender and diversity.

