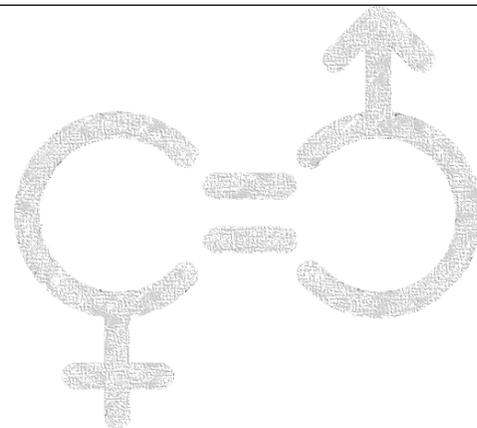


State Budget from Gender Perspective

Gender Relevance Index



Parliamentary Budget Office of Georgia

Supported by the Good Governance Initiative (GGI) of the
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1. Executive Summary

Gender budgeting implies the inclusion of gender equality aspects into the state budgeting process and the allocation of budget resources in a way that supports the integration of gender perspectives¹ in all fields and sectors. It should be noted here that gender budgeting does not imply drafting different budgets for men and women, or segregation of beneficiaries in terms of gender, but it rather does involve the formation of a gender-focused budgetary process, which presupposes the relevance of the distribution of budgetary resources to the policy established for addressing the gender equality. Because of its complexity, there is no universal approach to gender budgeting, and as a rule, the applied approach and the institutional framework relies upon the specific characteristics of the country itself.

Although, at this stage, the budgetary framework of Georgia does not envisage any specific methodology/requirements for the analysis in regard to gender budgeting, the existing recommendatory notes outline that considering the gender aspect is viewed as one of the components of program-based budgeting. Namely, Order #385 issued by the Minister of Finance of Georgia ‘On Adoption of Rules and Methodology of Program Budgeting’ indicates that, “by taking into account the specific nature of programs and needs, it is essential that programs with high gender sensitivity include gender as one performance indicator among others to assess the performance of the program in this area”. Accordingly, the methodology allows the use of this specific approach of gender budgeting in the budget management process of Georgia. This can be viewed as one of the most efficient mechanisms for gender budgeting, as it ensures that in the decision-making process the policy objectives from the gender equality perspective are integrated at all levels of the budget system and all stages of the process, with minimum additional resources. Based on the mentioned above, consideration of gender aspects in the state budget involves: defining the state budget program assessment indicators, assessing the degree of gender relevance of the state budget programs, assessing the baseline indicators for programs with high gender-relevance and determining targeted indicators, and, at the stage of the execution of state budget, reporting on the outcomes and indicators achieved in regard to promoting the gender equality for the above-mentioned programs.

At this stage, there are certain challenges related to an effective implementation of the process, namely: exact definition of the basic concept (the concept of gender relevance), absence of

¹ Gender perspectives determine the influence of gender over the opportunities of people as well as their social role and relationships.

criteria necessary to define the degree of gender sensitivity/relevance of a program, a selection aspect for compulsory stage of program classification (program/subprogram).

Considering the aforementioned challenges, the first stage of analysis of the Budget Office aims to provide a gender-efficiency index as a common framework for assessing the degree of gender relevance of the State Budget programs. Gender efficiency index offered by the Parliamentary Budget Office depends on a capabilities approach, which presupposes five categories of gender equality: an equal capability while forming public and private life, an equal capability while forming political and social systems, an equal capability to live and work in safe and clean conditions, an equal capability for personal safety and security, an equal capability of personal inviolability, and an equal capability for physical inviolability. Based on the assessment of an opportunity for each State Budget program to influence the aforementioned categories, the index allows to identify the programs with essentially high and high relevance to ensuring gender equality (there are 26 programs in this category identified based on the existing analysis).

The second stage aims to provide an analysis of program goals and outcomes / outcome assessment indicators for the programs with high gender relevance, and to present recommended indicators, which could be used by a spending institution to assess the outcomes to be achieved in the gender aspect of a specific program. Based on the assessment of the program annex to the budget, the gender aspect is not clearly outlined in program goals for the majority of the aforementioned programs (26 programs) with essentially high and high relevance; there is a general reference to the aspect of gender only in some cases, and accordingly, the anticipated outcomes and their assessment indicators are not provided. Taking into consideration the aforementioned finding, the second part of the report provides outcome assessment indicators for the programs with essentially high and high relevance to gender equality which will allow the spending institutions first of all, to define the expected outcomes for the program from the gender perspective, and also, specify an expected indicator and its targeted indicators. Besides, the annex to the report provides information about the data necessary for the assessment of the stated indicators.

2. The Concept of Gender Budgeting and Its Importance

Gender Budgeting presupposes involving the gender equality aspects into drafting the state budget and the allocation/distribution of budget resources in a way that promotes the gender mainstreaming² in all fields and sectors. More specifically, according to the definition of the Council of Europe (2009), “Gender budgeting is an application of gender mainstreaming³ in the

² Gender perspectives determine the influence of gender over the opportunities of people as well as their social role and relationships.

budgetary process. It means a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality.³ Likewise, according to the definition of the Organization for Economic Cooperation and Development (OECD), “Integrating a clear gender perspective within the overall context of the budgetary process, through the use of special processes and analytical tools, with a view to promoting gender-responsive policies”⁴. It should be noted that gender budgeting does not mean plotting separate budgets for the female and male, or segregating beneficiaries in terms of gender, but it does present the formation of a gender-oriented process of budgeting, which, in turn, means the relevance of the distribution of budget resources to the gender-responsive policies defined by the country.

The presented broad definition of gender budgeting is determined by different experiences shaped by an international practice both in terms of the used approach, as well as institutional system (management), taking into consideration the specificity of the state and fiscal systems of a country or other specific characteristics/features.

In terms of approaches used, based on the classification offered by the Organization of Economic Cooperation and Development (OECD, 2017), the following approaches of gender budgeting can be discussed:

- Budget formation stage: preliminary evaluation/assessment of specific initiatives/programs, overall assessment of the budget impact over gender equality according to a baseline scenario, qualitative assessment/appraisal of gender needs.
- Common framework of budgeting: taking into consideration gender aspects in the process of planning outcomes, as a one of the components of an outcome-oriented budgeting; specific requirements for resource allocation/distribution while funding gender-sensitive programs; differentiation of specific program beneficiaries from gender perspective.

³ „Gender budgeting is an application of gender mainstreaming in the budgetary process. It means a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality.“ Council of Europe, 2009.

⁴ „Integrating a clear gender perspective within the overall context of the budgetary process, through the use of special processes and analytical tools, with a view to promoting gender-responsive policies“. Gender budgeting in OECD countries. OECD Journal on Budgeting, Volume 2016/3. OECD, 2017.

- Budget execution/monitoring stage: ex-post assessment of gender impact of individual initiatives, gender audit of a budget, considering a gender aspect as one of the directions while conducting an overall analysis of the state budget execution.

As for the institutional system, an international experience of gender budgeting differentiates two options for the formation of institutions responsible for gender budgeting: inside-government and outside-government⁵.

- On the one hand, the existence of inside-government institutions responsible for gender budgeting, as is the cases with Australia, Belgium, Austria and some other countries in the European Union, has a certain advantage in terms of unlimited access to data, because these institutions specifically have a direct impact over the decisions concerning budgets and resource distribution, and they generate and collect overall (not (by sex)) factual information on a budget execution, which, in turn, is required for automatic and non-automatic gender analysis⁶. However, this kind of system is often characterized as highly bureaucratic and there are certain challenges in terms of transparency.
- On the other hand, a major disadvantage of outside-government institutions responsible for gender budgeting is the access to the data and information which are essential to provide the analysis of fiscal policy (by sex), which is the case with the United Kingdom and certain countries in the European Union. However, this kind of system definitely stimulates broader public involvement/participation and discussion, which is an important precondition for identifying gender bias in economic and social policies of the government (by sex).

And lastly, apart from the fact that gender budgeting is one of the important components of an effective budget policy, its macro-economic value is none-the-less important. This factor noted here, along with the overall country budget policy, is directly linked to the impact of gender budgeting over the level of economic productivity/capacity, growth and an equal/fair distribution of resources. Besides, gender budgeting is one of the important preconditions for the assessment of the effectiveness of budget expenditure, and it essentially promotes the

⁵ Sharp, R., Broomhill, R. (2002), "Budgeting for Equality: The Australian Experience", pp 25-27, *Feminist Economics*

⁶ Collecting information means the collection of information through already existing instruments. On the other hand, generating information involves creating relevant instruments for information collection. For example, indicators of pupils' academic performance are collected automatically. However, the analysis of pupils' academic performance (by sex), which will yield secondary data, is viewed as generating information. In this way, primary data, which are often collected automatically, are clearly distinguished from secondary data, which are generated on the basis of primary data.

creation and refinement of relevant statistical database. The latter does not only involve grouping different socio-economic data (by sex), but it is also linked to a thorough research and study of each priority field or sector. For example, it is impossible to define the impact over the dynamics of industry sales based only percentage share data of the employees collected (by sex) in the industries which have been supported in the scope of the state program 'Start-up Georgia'. Accordingly, it is difficult to identify the cause for gender inequality. In such a case, certain information should be accessible, such as, small and medium-size entrepreneurs' computer skills studied (by sex), a quantity of small and medium-size entrepreneurs operating from distance at international market, financial and geographical accessibility of pre-school educational institutions, flexibility of work schedules, inequality in relation to salary rate/payment, etc.

3. Gender Budgeting in Georgia

In spite of the fact that at this stage current budget framework of Georgia does not provide any specific methodology/requirements for the analysis of gender budgeting, existing explanatory notes indicate that consideration of a gender aspect is viewed as one of the components of outcome-oriented budgeting.

Performance based budgeting, which has been in the process of implementation in Georgia since 2012, assumes that the management of public finances is oriented not at financial or human resources, but at planned/achieved outcomes through specific resources within the scope of each individual program. More specifically, in accordance with order #385 issued by the Minister of Finance of Georgia on 'Adoption of Rules and Methodology of Program Budgeting'⁷, at the stage of planning and execution annex to the state budget should be provided containing specific information: state budget funded program objectives, its expected/achieved outcome and output, baseline indicators for the analysis of these output/outcomes, and targeted indicators for the specific year/mid-term period. The Law on the State Budget provides the state budget priorities and the description and objectives of individual programs to be administered in a specific year within the scope of these priorities. As for the annex to the Program Budget, which includes information about the planned outcomes with their performance indicators, according to the Budget Code, is of just informative nature⁸.

⁷ Order #385 issued by the Minister of Finance of Georgia, July 8th, 2011.

⁸ According to the Methodology of Performance Budgeting (3.1 – Annex to the Program Budget), annex to the program budget provides information about the program, which at the inception phase of program budget planning is not approved by the Representative Body and no legally binding power is granted to it. Main reason of it is that it will be rather hard to accurately define the anticipated results, performance indicators and targeted indicators at the inception phase of program budgeting.

The aforementioned methodology outlines performance indicators for programs, and in addition, states that, “by taking into account the specific nature of programs and needs, it is essential that programs with high gender sensitivity include gender as one of the indicators among others to assess the performance of the program in this area”. Accordingly, the methodology allows for the use of the presented approach of gender budgeting in the process of budget management of Georgia, and it can be considered one of the most effective mechanisms of Georgia State Budget System as it ensures that in the decision-making process policy objectives from a gender equality perspective are integrated at all levels of the budget system and all stages of the process with minimum additional resources.

Based on what has been discussed so far, considering gender aspects in the State Budget involves the following steps:

- Defining anticipated outcomes/outcome assessment indicators for the State Budget programs so that the processes is based on common gender-equality policy;
- Assessing the degree of gender relevance of the State Budget programs in order to identify programs with relatively high degree of gender-relevance at the initial stage;
- Assessing baseline indicators for programs with high gender-relevance and determining targeted indicators for short/med-term period at the State Budget planning stage;
- At the stage of the State Budget execution, reporting on the achieved outcomes and indicators of programs in terms of supporting gender equality.

At this stage, there are certain challenges in the process of successful management of the aforementioned process, namely:

1. **Major aspect: In order to identify priority gender-sensitive programs the order of the Minister of Finance on ‘Adoption of Rules and Methodology of Program Budgeting’ indicates to the term ‘gender-sensitivity’ which is different from the concept of ‘gender relevance’. More specifically, according to the definition of the European Commission⁹ and European Institute for Gender Equality¹⁰, gender sensitivity means that a specific institution, organization or a person recognizes gender differences, inequality and**

⁹ European Commission (1998). 100 Words for Equality: A Glossary of Terms on Equality between Women and Men.

¹⁰ Based on Šribar, R. (2015), ‘Glossary of common terms in gender equality and feminist theory’, in M. Ule, R. Šribar and A. U. Venturini, eds., *Gendering Science: Slovenian Surveys and Studies in the EU Paradigms*, Vienna, Echoraum

discrimination in a relevant field, and accordingly, considers a gender dimension in the process of planning their activities (including budget resources). However, gender relevance involves determining how much impact a specific program has over the challenges concerning gender equality. For example, the State Program of Higher Education (32 04) with its direct and indirect impact can be characterized as the program with high gender-relevance. However, this program cannot be viewed as a gender-sensitive program because the challenges concerning gender equality are not unequivocally underlined and envisaged in Unified Strategy for Education and Science for 2017-2021 and mid-term action plans by the Ministry of Education and Science of Georgia.

2. Even if programs are classified according to their gender-sensitivity and not gender-relevance, there is no methodology for classification or a detailed definition of terms. Accordingly, it is not clear how gender-sensitivity for each program will be assessed (also, who will assess if the selected programs conform (are in line with) to the determined criteria).
3. Next important issue is to define a compulsory level of program classification (program/sub-program level) at which program outcome assessment indicators (by sex) should be determined and presented. The importance of this issue is related to the fact that in accordance with the Program Budget classification, outcome indicators are determined and presented at a program level, however, output indicators are presented at a sub-program level. While determining outcome assessment indicators (by sex) there might be the case when a program does not contain sub-programs, and accordingly, indicators should be determined at an outcome level without considering any output level. It should also be taken into account that the Methodology of Program Budgeting determines a recommended number (not more than 5) of indicators at a program/sub-program level.

Considering the aforementioned challenges, the analysis of the Budget Office intends to provide, on the one hand, a gender-efficiency index as a common framework for assessing the degree of gender-relevance of the State Budget programs. The second stage of the analysis involves an actual analysis of outcome assessment indicators for high gender-relevance programs (by sex), and presenting recommended indicators which can be used by a spending institution to assess achievable outcomes for a specific program. The annex provides data/variables which are necessary to calculate the aforementioned indicators in order to refine the process of data collection.

4. Program Gender-Efficiency Index – Capabilities Approach

4.1 Capabilities Approach

The Parliamentary Budget Office of Georgia employs capabilities approach while forming the index in order to assess gender-relevance of the Georgian state budget programs, which allows not only the assessment of the distribution of the state resources among the female and male beneficiaries, but also determine the link between the state fiscal policy and the directions with high-relevance to ensuring gender equality.

Capabilities approach is based on Amartya Sen's (awarded with Nobel Prize in Economic Sciences) theory which involves the assessment of the social system through the degree of personal freedom – acting in accordance with one's own values¹¹. This approach criticizes welfare economy and states that it cannot fully/efficiently reflect a person's contentment (satisfaction) with one's own life. As an individual's personal and physical characteristics, as well as their natural human and social habitat may vary, it is not realistic to assume that the same amount of income or/and consumption creates the same level of satisfaction for them. Thus, according to capabilities approach, while assessing inequality, a specific person's income or consumption cannot be a basis/starting point, but the outcome which a person wants to achieve through one's income and consumption.

Correspondingly, in order to present a complete picture from a gender equality perspective, it is essential that not only the distribution of resources among the female and male, but also their capabilities be compared. Gender budgeting, based on the capabilities approach, firstly discusses those basic capabilities of the female and male which should be equalized in order to ensure gender equality, and secondly, it identifies the link between these capabilities and the fiscal decisions of the government. After budget directions (programs) are classified considering the impact over the aforementioned capabilities, an analysis of resource distribution and the assessment of its influence over gender equality is initiated¹².

As for defining the categories of capabilities, which are essential to ensure gender equality, the following characteristics should be considered:

1. Categories of capabilities should be comprehensive (all-embracing), which means that categories should try to cover all major aspects of gender equality. Besides, categories of

¹¹ Sen, A.K. (1993), "Capability and Well-being", in (M.Nussbaum and A.Sen, eds), pp 30-53, Oxford: Clarendon Press

¹² Addobbo, T. (2016), "Gender Budgeting in the Capability Approach", in (J. Campbell and M.Gillespie, eds), *Feminist Economics and Public Policy*, pp 56-60, Routledge IAFPE Advances in Feminist Economics.

capabilities should not be mutually exclusive as it increases the risk of inaccuracy in the process of assessment.

2. Capabilities should be maximally objective and should not consider political and cultural characteristics of a specific country.

While determining categories of capabilities the Parliamentary Budget Office of Georgia considered the report on the gender analysis of the European Union budget which the Policy Department of the European Parliament prepared for the Committee on Gender Equality¹³.

- A. **Equal capability while forming public and private life:** which means equal capabilities for the female and male to be active citizens and be involved in various social activities, share and assume equal responsibilities over household duties, have equal voice/influence in the decision-making process in their families, have an equal capability to give and receive care, etc.
- B. **Equal capability while forming political and social systems:** which means equal capabilities for the female and male to be involved in a political and state decision-making process, economic equality between the female and male, equal capability to receive education, equal capability to be employed and receive equal remuneration to ensure their economic freedom, etc.
- C. **Equal capability to live and work in safe and clean conditions:** equal access or/and capability for the female and male to have a shelter and live in safe and clean conditions.
- D. **Equal capability of personal inviolability:** which means equal capability for the female and male, capability to independently and in accordance with one's own wish choose education and profession, hobby, religion and belief, capability to plan one's own free time, etc.
- E. **Equal capability of physical inviolability:** which means equal capability for the female and male to live with dignity, be protected against physical, psychological and emotional violence/pressure (oppression), express one's opinion and personal features in accordance with one's own wish, including visual expression, without any fear of violence and humiliation, etc.

¹³ Policy Department, (2015), "The EU Budget for Gender Equality", European Parliament.

These categories of capabilities are in line with 2 major characteristics (features): 1. The categories include all major directions of International Index¹⁴ for Gender Equality determined by European Institute for Gender Equality (EIGE¹⁵); this to a certain degree defines the independence of the aforementioned categories from a specific social influence. 2. In order to avoid any inaccuracy in the process of assessment, the afore-listed categories are broad and not mutually exclusive. For instance, a person’s capability to feel protected is directly connected to the access to shelter as well as a person’s financial and economic capabilities. Thus, this category falls into both category **B** and category **C**.

4.2 Gender-Efficiency Index of State Budget Programs

The index, which was developed by the Parliamentary Budget Office of Georgia on the basis of the capabilities approaches described above, considers the impact of each State Budget program over all the 5 categories listed in the previous section, and is based on the following assumptions:

- While the index is calculated, capabilities categories do not have any hierarchy and have an equal weight in terms of ensuring gender equality. The impact over a specific capability category is evaluated as a binary variable (1/0).
- The impact of a program over a certain capability category can be direct or indirect. While calculating the index, direct impact weighs 70%, and indirect – 30%.

As for the calculation of the index itself, it is a weighted average of a direct and indirect impact of programs over the capabilities categories listed above. Maximum index indicator equals to 3.5 points, and minimum – 0 point.

Gender-Efficiency Index (Interval)	Number of Programs
less than 1	109
from 1 to 2	48
from 2 to 3	17
more than 3	9

Table #1

¹⁴ Gender-equality index was developed on the basis of a complex conception of gender equality and the policies of European Union concerning this aspect. Accordingly, this index promotes the monitoring of progress in relation to a gender equality issue throughout the whole Europe.

¹⁵ Official web-page of European Institute for Gender Equality: <http://eige.europa.eu/>

As the calculation of the index showed, the majority of the State Budget programs (32%) have a direct impact over the female and male's capabilities to participate in the formation of political and social systems, which, to a certain degree, is in compliance with the Government plans from a gender equality perspective with its declared priority to increase female involvement in political and economic activities and in the decision-making process. Around 25% of the programs have a direct impact on capabilities of both female and male while forming public and private life, 18% of the programs – capabilities of the female and male in terms of personal inviolability, 16% of the programs – their capability to live in safe and clean conditions, and the lowest percent, 8% of the programs – their capability of physical inviolability.

Overall, 9 programs were identified on the basis of the calculation of gender-efficiency index. These programs have highest assessment and, accordingly, they are classified as essentially high gender-relevance programs. 17 programs were assessed as programs with high gender-relevance in terms of ensuring gender equality. Table 1 classifies the programs according to their gender-relevance level in accordance with the index.

5. State Budget Programs with Essentially High and High Gender-Relevance

As it has already been noted, the second part of the analysis aims to provide an assessment of program objectives and outcome/outcome assessment indicators for the programs with essentially high and high gender relevance, and the whole process is based on the aforementioned index.

One of the important preconditions to ensure gender equality is to consider this aspect on a macro level, or in other words, in the process of developing the policy and approaches. According to the classification provided by the Parliamentary Budget Office of Georgia, essentially high gender relevance status is not granted to a specific field, but rather, overall to all the management and regulation programs defining the state policy, also, individual programs oriented at human right protection (including, legislative activities of the Parliament of Georgia, the Administration of the Government of Georgia, law drafting by the Ministry of Justice of Georgia, development and administration of the state policy to ensure a legislative support of the country interests, and strengthening criminal justice), and which aim to support effective and efficient planning and implementation of state policies for human right protection (program 9, table #2). Next, it is important to consider an aspect of gender at a micro level, or in the process of developing individual programs and sub-programs in specific fields/directions. The majority of programs (17 programs) with high gender-relevance present the programs of specific fields/directions.

As the analysis of the annex to the program budget shows, the aspect of gender is not clearly outlined in program objectives for the majority of the aforementioned programs (26 programs) with essentially high and high gender relevance; there is a general reference¹⁶ to the aspect of gender only in discrete (certain) cases and accordingly, targeted outcomes and their assessment indicators are not provided. Accordingly, a draft version of outcome and output assessment indicators¹⁷ for the programs with gender-relevance are provided here, and they are classified according to the budget priorities. The annex to the report does provide information about data¹⁸ necessary for the assessment of the stated indicators.

Priority: Defense, Public Order and Security

30 01: Public order, protection of the state border and developing/strengthening international cooperation	Gender-relevance point: 3.1	Program assignment 459.6M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, C, D, E	B
This program is directly connected to the protection of human rights and freedoms because it is a direct prevention mechanism for crimes, such as, violence, trafficking and discrimination. Accordingly, this program has a direct impact over personal and physical inviolability of women, their capability to live and work in safe conditions and be plenipotentiary members of the family and society. As for an indirect impact, guarantees for		

¹⁶ In the framework of the program of legislative activities (program code 01 01), the objectives of legislative, representative and monitoring activities sub-programs (01 01 01) describe the performance of Gender Equality Council of the Parliament of Georgia.

The program (program code 26 01) of the development and administration of the state policy to support legislating process of the Ministry of Justice of Georgia and legislative protection of country interests outlines one of the program objectives among others – to ensure gender equality and eliminate violence towards women.

The objectives of the sub-program of strengthening the efficiency of the Public Defender’s Office of Georgia (The Public Defender’s Office of Georgia – program code 41 01) state: “Monitoring of the adherence to national and international acts on the protection of gender equality in Georgia, studying the applications/lawsuits which enter the Public Defender’s Office of Georgia concerning the violations in terms of gender equality, and drafting relevant reports/recommendations/proposals“.

¹⁷ Because of the role and the content, there are no indicators for three programs with high relevance: legislative activities of the Parliament of Georgia (01 01), the Administration of the Government of Georgia (04 00), the development and administration of the state policy to support legislating process of the Ministry of Justice of Georgia and legislative protection of country interests, including strengthening criminal justice (26 01).

¹⁸ Considering that the Methodology for Program Budgeting already demands that indicators for gender-related issues be formed, it is less expected that the refinement of the reporting part in this direction will require essential additional financial/human resources, except for the case when the system of data collection should be formed/refined.

safety and security are important preconditions so that women better self-realize themselves, are actively involved in educational and economic activities, and increase their impact over the formation of political, as well as social systems.

Outcome Indicators:

- Percent share (%) of women, who experienced violence or were victims of trafficking in the last 12 months
- Percent share (%) of women, who experienced violence or were victims of trafficking at least once in lifetime
- Violence rate – registered cases/risk/vulnerable group population
- Indicator of tolerance to violence towards women and women trafficking

Output Indicators:

- Reporting rate:
 1. Violence
 2. Trafficking
- Number of investigated cases (Prosecution rate)
- Geographical spread:
 1. Number of offices per resident (population) in the region
 - Number of law enforcement officers per resident (population)
- Access to shelter/refugee (shelter/refugee)

26 07: Crime Prevention and Re-socialization of Former Prisoners	Gender-relevance point: 2.7	Program assignment 1.3M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, D, E	B, C
<p>Based on the established rules of United Nations for Treatment of Women Offenders and Women Prisoners it was recognized that, as a rule, the system of criminal justice mostly concentrates on male offenders and gives less consideration to women characteristics, the role of gender and preconditions of the crime. Frequently, women offenders themselves are victims of domestic violence and sexual assault. Accordingly, considering these characteristics is directly reflected in psychological and personal inviolability of women and their capability to be involved in the formation of public and private life. As for indirect impact, considering a gender aspect in the process of the formation of this program is an important precondition so that women can manage to better realize their capabilities.</p>		
Outcome Indicators:		
<ul style="list-style-type: none"> • Offence recurrence rate among the program beneficiaries (by sex) 		

<ul style="list-style-type: none"> • Employment rate of beneficiaries according to the types of received services 6, 12, 24 months after the services were received (by sex) • Participation of beneficiaries in educational programs 6, 12, 24 months after the services were received (by sex)
Output Indicators:
<ul style="list-style-type: none"> • Coverage rate – The rate of informative meetings of social workers of crime prevention center with target groups (How many prisoners (in %) and how many prisoners’ families (in %) they met)
<ul style="list-style-type: none"> • Consumption rate: The correlation of number of referrals to the Crime Prevention Center Program of Former Prisoners’ Rehabilitation and Re-Socialization and the actual number of beneficiaries involved in the program
<ul style="list-style-type: none"> • The number of the program beneficiaries (by sex) with the indication of the provided services (healthcare, shelter provision, free legal consultation, professional training, financing business projects, psycho-social rehabilitation, etc.)
<ul style="list-style-type: none"> • Coverage rate of the rehabilitation-resocialization service database (access to information at the level of regions)
<ul style="list-style-type: none"> • The number of the grant-programs of the Ministry of Justice dealing with the rehabilitation of former prisoners/convicts, the number of beneficiaries of the grant programs of the Ministry of Justice dealing [with the rehabilitation of former prisoners/convicts (by sex)

27 02: The Finalized Probation System	Gender-relevance point: 2.7	Program assignment 5.4M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, D, E	B, C
<p>According to the so-called ‘the Bangkok Rules’ adopted by the United Nations, it is essential that the role of women offenders, especially their responsibilities in the family, be considered, and this approach is important in the formation of the probation system. Thus, considering these characteristics is directly reflected on psychic and physical inviolability of women and their capability to form private and public life. As for indirect impact, considering a gender aspect is an essential precondition that women manage to better realize their abilities and live and work in safe conditions.</p>		
Outcome Indicators:		
<ul style="list-style-type: none"> • Rate of successful completion of the probation period (% of successfully completing supervision) (by sex) • Recidivism rate of probationers 12, 24 and 36 months after completing supervision (by sex) 		

<ul style="list-style-type: none"> • Employment rate of probationers (by sex) • Average remuneration rate of employed probationers (by sex)
Output Indicators:
<ul style="list-style-type: none"> • Rate of petitions provided by the Probation Bureau which have been satisfied by the commission¹⁹
<ul style="list-style-type: none"> • Rate of not showing up at meetings <ol style="list-style-type: none"> 1. with excuse 2. without excuse
<ul style="list-style-type: none"> • Rate of involvement in rehabilitation measures <ol style="list-style-type: none"> 1. voluntary 2. mandatory
<ul style="list-style-type: none"> • Access to services – geographical distribution

Priority: Institutional Development and Legal Assistance of Country Interests

41 00: Public Defender’s Office of Georgia	Gender-relevance point: 3.5	Program assignment 5.5M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, C, D, E	
<p>This agency oversees the protection of human rights and freedoms on the territory of Georgia, identifies the cases of violations in this respect and ensures that the violated rights and freedoms are restored. Because all the five categories of gender capabilities are linked to fundamental human rights, the activities of the Public Defender’s Office have a direct impact over all the five categories of capabilities.</p>		
Outcome Indicators:		
<ul style="list-style-type: none"> • Rate of acceptability²⁰ of allegations/appeals made on the restriction on human rights and freedoms (by sex) 		

¹⁹ On the basis of a convict’s application and the existence of relevant grounds, the Chief of the Probation Bureau provides a petition of revocation of conditional sentence to the Standing Commission of Revocation of Conditional Sentence of the National Probation Agency (The Georgian Law on Procedure of Execution of Non-Custodial Penalties and Probation)

²⁰ The initial stage of document management when it is determined that the issue provided in an application/appeal matches the competence of the Public Defender of Georgia (The Rules of Document Management of the Public Defender’s Office of Georgia)

<ul style="list-style-type: none"> The rate of satisfying legal demands (of meetings) of the Public Defender in connection with the restriction of human rights and freedoms (by sex)
Output Indicators:
<ul style="list-style-type: none"> The rate of allegations/appeals made in connection to the restriction of human rights and freedoms (by sex)
<ul style="list-style-type: none"> Consultation coverage rate (including risk/vulnerable groups)
<ul style="list-style-type: none"> Geographical distribution (access/availability) <ol style="list-style-type: none"> Indicators of regional offices per resident

51 00: The Office of the Personal Data Protection Inspector	Gender-relevance point: 3.5	Program assignment 41.7M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, C, D, E	
<p>In the modern world the protection of personal data is one of the most essential aspects of protection of human rights and security. Accordingly, the program of the Office of Personal Data Protection Inspector is directly reflected on all the five categories of gender equality. Personal data protection is one of the guarantees for personal and physical inviolability. Thus, this program increases essentially the capabilities of both women and men to live in safe conditions. Moreover, the sense of security and safety has a great impact on women's role both in society and family, their involvement in the process of formation of social and political systems.</p>		
Outcome Indicators:		
<ul style="list-style-type: none"> Rate of offences (the correlation of the identified offences to the overall number of inspections) Beneficiaries' degree of satisfaction 		
Output Indicators:		
<ul style="list-style-type: none"> Coverage rate of data controllers (considering priority sectors) <ol style="list-style-type: none"> consultations inspections 		
<ul style="list-style-type: none"> Population (citizen) coverage rate (considering risk/vulnerable groups): <ol style="list-style-type: none"> consultations referrals 		

36 00: LEPL – Legal Aid Service	Gender-relevance point: 3.1	Program assignment 6.4M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, D, E	C
<p>Availability of legal aid is directly reflected on a person’s access to justice. Access to legal aid and consultation on legal issues directly affects women’s personal and physical inviolability. Raising the awareness among women in this direction, is reflected on their role both in the family and society. All this is a precondition for creation of a safer environment for women.</p>		
Outcome Indicators:		
<ul style="list-style-type: none"> • outcome of legal cases • satisfaction rate of service beneficiaries 		
Output Indicators:		
<ul style="list-style-type: none"> • The correlation of beneficiaries to the received aid according to fields (by sex) (e.g. violence, bequest, drafting legal documents, etc.) • The correlation of consultation beneficiaries and beneficiaries who received legal aid from a public lawyer (by sex) • Accessibility – geographical coverage 		

50 00: LEPL – Civil Service Bureau	Gender-relevance point: 2	Program assignment 2.7M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, D	C, E
<p>Considering an aspect of gender in the process of the formation of labour and employment policy has an essential relevance to economic growth of the country, labour capital and the employment rate due to a direct impact of women involvement in labour force. A long-term exclusion of women from, or no involvement at all in economically active population, is essentially related to their gender role and unequal distribution of responsibilities in a family. This factor is one of the preconditions of structural unemployment.</p>		
Outcome Indicators:		
<ul style="list-style-type: none"> • A chance of employment in a public service – gender composition of the newly employed (the correlation of women and men) 		

<ul style="list-style-type: none"> • Horizontal segregation – which means a different correlation of the employed in the public sector (by sex) according to fields/directions under the influence of specific stereotypes • Vertical segregation – which means different correlation dynamics of the employed (by sex) in the public sector according to positions (posts) • A chance to promotion in the public service – a gender composition of the promoted (a correlation of women and men) • A difference in remuneration in the public service (by sex) – annual average remuneration (correlation) • Equal access and capability to have flexible working arrangements – the correlation of an annual average number of hours paid (by sex) • Equal access and capability to have safe working conditions – indicators (correlation) of the cases of gender harassment or/and discrimination
Output Indicators:
<ul style="list-style-type: none"> • The correlation of the employed (by sex) at a non-administrative level
<ul style="list-style-type: none"> • The correlation of the employed (by sex) at an administrative level (by levels)
<ul style="list-style-type: none"> • The rate of issued monetary rewards and salary supplements (by sex) (a discrepancy (or correlation) in the average percent (%) share of monetary rewards and salary supplements in women and men’s remuneration)
<ul style="list-style-type: none"> • A discrepancy in an average duration of leave of absence (paid and unpaid) <ol style="list-style-type: none"> 1. Leave of absence because of child care or/and child adoption 2. Leave of absence for professional development

Priority: State Support to Forcibly Displaced Persons and Migrants and Support for Reintegration

22 00: Office of the State Minister of Georgia for Reconciliation and Civic Equality	Gender-relevance point: 3.5	Program assignment 1.6M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, C, D, E	
This program has a direct impact on all the five categories of capabilities because one of the main objectives of the program is to eliminate gender inequality in target groups and implement various activities in this direction.		
Outcome Indicators:		
<ul style="list-style-type: none"> • Target group women participation rate in socio-economic activities (Participation Rate) 		
Output Indicators:		

- The number of identified cases of abuse of gender equality in target groups and the number of issued recommendations

34 01: Development of the State Policy to Support Forcibly Displaced Persons and Migrants and Administration of the Program	Gender-relevance point: 3.5	Program assignment 12.9M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, C, D, E	
<p>Taking into account hard socio-economic conditions of forcibly displaced people and migrants, which is directly related to their low socio-economic activity and participation rate, this program is of special importance in order to strengthen beneficiaries' capabilities in order to ensure their welfare. The program has a direct impact over gender equality, not only because, as a rule, a women is usually a victim in conflict situations, but also because a woman's role is essentially different in the process of conflict resolution. Besides, because of a discrepancy in a gender role, the status of female and male migrants is essentially different. For example, the country emigration policy is usually based on a stereotype that a man is the head of the family, and the decisions concerning migration is made by him; a woman is expected to depend on a man in this process.</p>		
Outcome Indicators:		
<ul style="list-style-type: none"> • Participation rate in socio-economic activities by women who hold internally displaced, refugee and/or humanitarian status 		
Output Indicators:		
<ul style="list-style-type: none"> • Considering gender aspects of the assessment of the status quo and needs of internally displaced persons, refugees and/or persons holding humanitarian status, migrants and eco-migrants in the process of forming strategies or action plans and regulatory norms 		
<ul style="list-style-type: none"> • Access to public services of internally displaced persons, refugees and/or persons holding humanitarian status 		

Priority: Education, Science and Professional Development

32 01: Development of the State Policy in the Field of Education and Science and Program Administration	Gender-relevance point: 2.7	Program assignment 29.6M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, D	C, E
<p>It is essential to consider gender aspect while defining the state policy in the field of education and science because education is directly related to a person's ability to break or/and change the existing stereotypes and independently determine their role in the family,</p>		

as well as in the formation of social and political systems, form and defend one's own personal views independently. Besides, investment in education is directly linked to the chance of the person to be employed for employment and career advancement. Accordingly, education is one of the important guarantees for a person's economic independence. Economic independence per se is the precondition to live and work in safe and clean conditions, as well as for a person's physical inviolability.

Outcome Indicators:

- Horizontal segregation – which means different correlation of educational program participants (by sex) according to directions under the influence of individual stereotypes
- Vertical segregation – which means different correlation dynamics of participants (by sex) in accordance with education levels/academic positions

Output Indicators:

- Considering a gender aspect in the strategy or an action plan of the Ministry and regulatory norms
- Accessibility to services

32 02: Pre-school and General Education	Gender-relevance point: 2.7	Program assignment 678.1M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, E	C, E
<p>This program in the field of education is characterized with the same gender impact as the Program of Determining the State Policy. However, in this case one, there is one circumstance to be highlighted; access to education, especially at an early age, essentially determines the formation of a woman and man as a citizen with equal rights and free from gender stereotypes. Thus, this program has a direct impact over the inviolability of a person, one's role in the formation of one's own and social life, as well as, social systems.</p>		
Outcome Indicators:		
<ul style="list-style-type: none"> • Participation rate (by sex) – a share of secondary school (secondary general education level) pupils in the population aged between 6 and 17 • vertical segregation – which means different correlation dynamics of participants (pupils and teachers) (by sex) in accordance with education levels/academic positions • Secondary school graduation rate (by sex) – a percent share (%) of those 9-graders in corresponding age groups who completed 12 years of secondary education (or finished school) • Pupils' achievement rate (academic performance) (by sex) – average assessment in school leaving examinations 		

Output Indicators:
<ul style="list-style-type: none"> Enrollment rate on general education levels (percent share (%) in the population of the corresponding age) <ul style="list-style-type: none"> primary level basic level secondary level
<ul style="list-style-type: none"> Retention rate – the correlation of the number of 12-graders at the beginning of a study year with the number of 9-graders of the corresponding program (in percentage (%))
<ul style="list-style-type: none"> Percent share (%) of those pupils who directly enrolled in higher educational institutions in the same year as graduated from school and obtained 50% or higher state grant (by sex)
<ul style="list-style-type: none"> Head Teacher gender composition: <ol style="list-style-type: none"> primary level basic level secondary level
<ul style="list-style-type: none"> School Principal gender composition

32 03: Vocation Education	Gender-relevance point: 2.7	Program assignment 40.8M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, D	C, E
<p>This program bears a special importance in terms of ensuring social participation (inclusion) because as it may be considered as a mechanism to replace urban and elite education system, and which ensures increase in participation rate from this perspective. Besides, the efficiency of this program is directly linked to compatibility with labour market demands, which in turn, means that it should have a direct and essential impact on horizontal segregation which exists in this direction. Accordingly, the State Program of Vocational Education directly affects women’s capability to choose the activity/profession which they favor and achieve economic independence; of course, this is directly reflected on their participation in the formation of a social system, as well as, private and social life. All this is an important precondition to ensure their physical inviolability and accordingly, supports them to live and work in safe and clean conditions.</p>		
Outcome Indicators:		
<ul style="list-style-type: none"> Horizontal segregation – selection of professions (by sex) under the influence of specific stereotypes Employment rate by sex (the correlation of the employed and the graduates) 		

Output Indicators:
<ul style="list-style-type: none"> • Coverage rate by sex (the correlation of number of applicants and the number of places)
<ul style="list-style-type: none"> • Course completion rate by sex
<ul style="list-style-type: none"> • Course dropout rate by sex
<ul style="list-style-type: none"> • Geographical coverage - accessibility
<ul style="list-style-type: none"> • Student employment rate (low, medium, high) according to professional skills and key competences necessary for each specialty

32 04: Higher Education	Gender-relevance point: 3.0	Program assignment 133.8M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, D	C, E

This program in the field of education is characterized with the same gender impact as the Program of Determining the State Policy. However, in this case one, there is one circumstance to be highlighted; higher education has a direct essential impact over professional segregation. This, in turn has a direct impact on economic status of both men and women. Apparently, this factor impacts women's gender role in a family, as well as, their participation rate in a social life.

Outcome Indicators:
<ul style="list-style-type: none"> • Horizontal segregation – which means a different correlation of participants (students, professors/teachers) by sex according to professions (directions) under the influence of specific stereotypes. • Vertical segregation – which means different correlation dynamics of participants (students and professors/teachers) by sex in accordance with education levels/academic positions

Output Indicators:
<ul style="list-style-type: none"> • Retention rate – the correlation of the number of students in their final year of study to the number of freshmen students (new entrants to the first year of study) at the corresponding level of education
<ul style="list-style-type: none"> • Enrollment rate by sex at the corresponding level of education
<ul style="list-style-type: none"> • Graduation rate by sex at the corresponding level of education

32 05: Support of Science and Scientific Research	Gender-relevance point: 2.7	Program assignment 65.6M GEL
Gender Impact	Direct	Indirect

Category of Capabilities	A, B, D	C, E
Supporting science and scientific research through the influence of professional segregation has essential and direct impact on women participation in the formation of social and political systems. Due to the specificity of the field, increase in the women involvement provides additional opportunities for women to participate in the decision-making process. This, in turn, has an essential impact over women's economic independence and, thus, their role in a family and society. All these factors present an important precondition for physical inviolability and the right to work and live in safe conditions.		
Outcome Indicators:		
<ul style="list-style-type: none"> • Horizontal segregation – which means different correlation of participants (doctoral students and scientists/researchers) by sex according to professions/directions under the influence of specific stereotypes • Vertical segregation – which means different correlation dynamics of participants (doctoral students and scientists/researchers) by sex according to academic positions 		
Output Indicators:		
<ul style="list-style-type: none"> • Gender composition of a doctoral educational program • Rate of the acquired scientific grants – percent share (%) of grant-holders (by sex) in the overall number of participants/employees in scientific-research activities • Geographical accessibility – number of researchers who have access to relevant infrastructure (by sex and region) 		

32 06: Inclusive Education	Gender-relevance point: 2.3	Program assignment 5.1M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, D	C, E
This program in the field of education is characterized with the same gender impact as the Program of Determining the State Policy. However, it should be noted that the State Program of Inclusive Education should directly address the so called 'double discrimination', which exists in the education system, and which means that this program has a direct impact over all types of special educational needs persons; in this respect, it is also interesting to assess capabilities and needs from a gender perspective ²¹ .		
Outcome Indicators:		

²¹ The assessment provided by the United Nations Educational, Scientific and Cultural Organization (UNESCO) states that under the influence of gender inequality the literacy level of women and men with special educational needs differ significantly.

<ul style="list-style-type: none"> • Participation of special educational needs persons in formal education (by sex) according to the identified target groups • Graduation rate of special educational needs persons (by sex) at a corresponding level of formal education according to the identified target groups
Output Indicators:
<ul style="list-style-type: none"> • Considering gender aspect in the process of developing and delivering educational programs for special educational needs pupils at public schools, also, while forming and administering programs/projects in order to support the integration and socialization of target groups in society
<ul style="list-style-type: none"> • Tolerance rate to program beneficiaries according to target groups (by sex)

32 08: The Youth Support State Measures	Gender-relevance point: 2.3	Program assignment 4.2M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, D	C, E
<p>Girls' participation from an early age in cultural-creative, educational and entertainment activities, caring for deepening their knowledge and sharpening their skills, providing them with access to information have essential and direct impact on the formation of their personality and, accordingly, their participation in the process of formation of private and public life, as well as, political and social systems. All this is an essential precondition for their physical inviolability and the right to live and work in clean and safer conditions.</p>		
Outcome Indicators:		
<ul style="list-style-type: none"> • Horizontal segregations – which means that there are certain stereotypes concerning the acceptability of programs/projects for women and men, and these stereotypes define girls' and boys' choice and their participation in the state support activities in the field of youth (corresponding programs/projects) • Voluntary participation rate (low, medium, high) among the youth by sex 		
Output Indicators:		
<ul style="list-style-type: none"> • Target group participation rate in programs/projects delivered through the Youth Support State Measures (by sex) • Voluntary participation rate (low, medium, high) among the youth (by sex) • Geographical coverage - accessibility 		

Priority: Culture, Religion, Youth Support and Sport

33 02: Support for the Development of Art and Its Popularization	Gender-relevance point: 2.7	Program assignment
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		80.8M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, D	C, E
<p>Culture is perceived as an essential precondition for poverty eradication and attainment of economic sustainability. Cultural diversity is one of the basic elements for the formation and development of a person and society. It has an ability for social transformation because it affects the changes in societal views and stereotypes. Art is one of the important means of expression; accordingly, this program has an essential impact over a person's inviolability and freedom. Besides, women participation in the field of art is directly linked to a professional segregation and a chance for career advancement; the latter is reflected on women's role in the formation of political and social systems. As for indirect impact, women participation in the field of art affects women's accessibility to safe and clean environment, as well as a person's physical inviolability.</p>		
Outcome Indicators:		
<ul style="list-style-type: none"> • Gender-gap in arts supply – gender composition of artists or employment rate in the sector (by sex) • Pay-gap – discrepancy between the average remuneration of women and men working in the field • gender-gap in arts consumption – gender composition of the attendees of cultural activities 		
Output Indicators:		
<ul style="list-style-type: none"> • Participation rate in cultural activities: <ol style="list-style-type: none"> 1. Participants' gender composition according to the types of activities 		
<ul style="list-style-type: none"> • Grant-funding acquisition rate according to the types of grant programs: <ol style="list-style-type: none"> 1. Grant holders' correlation to the overall number of program participants (by sex) 		
<ul style="list-style-type: none"> • Creative project funding rate according to the types of projects: <ol style="list-style-type: none"> 1. Correlation of the funded projects to the overall number of applications (by sex of project authors) 		
<ul style="list-style-type: none"> • Accessibility: <ol style="list-style-type: none"> 1. Geographical coverage of cultural activities 		

33 03: Support of Art and Sport Education	Gender-relevance point: 2.7	Program assignment 22.6M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, D	C, E

This program, like other types of educational programs, is directly linked to a person's ability to break or/and change existing gender stereotypes and define independently one's role in the family, as well as in the process of the formation of social and political systems, and form independently and defend one's personal views. Besides, investment in education is directly linked to a person's opportunities for employment and career advancement.

Outcome Indicators:

- Horizontal segregation – which involves different correlation of educational program participants (by sex) according to professions (directions) under the influence of specific stereotypes
- Indicators of pupil achievement (academic performance) by sex – pupils' success on international competitions and festivals

Output Indicators:

- Art education program enrollment rate by sex – according to the types of programs:
 1. non-formal education
 2. school education
 3. higher education
- Sport education program enrollment rate by sex – according to the types of programs:
 1. non-formal education
 2. school education
 3. higher education
- Art education program graduation rate by sex – according to the types of programs:
 1. non-formal education
 2. school education
 3. higher education
- Sport education program graduation rate by sex – according to the types of programs:
 1. school education
 2. higher education
 3. non-formal education

33 05: Support of the Development of Sport and Its Popularization	Gender-relevance point: 2.7	Program assignment 124.6M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, D	C, E
Sport is viewed as one of the efficient mechanisms for changing the existing norms of gender. Namely, women participation in sport breaks a gender stereotype, such as, the view that women are physically weak, and this limits their attainment in certain (majority) types of		

sports; likewise, sports activities are harmful for their health, more specifically, reproductive health; further, women participation in sport activities does not fit their role in society and a family. Accordingly, considering a gender aspect in the sports development policy greatly limits the probability for the existence of similar stigma which directly impacts women motivation and their self-assessment. The aforementioned, in its turn, has an essential impact on professional segregation and freedom of choice. Accordingly, it greatly increases women’s capabilities of personal inviolability, has a direct impact on their role in a family and society, has a positive impact over their economic independence and their capability to participate in the formation of political and social systems. All this is an important precondition (indirect impact) to live in safe and clean conditions and ensure physical inviolability.

Outcome Indicators:

- Gender-gap in sports consumption – gender composition of participation in sports activities
- Equal support to the country teams – discrepancy between women and men team funding and remuneration
- Discrepancy between coach remuneration (by sex)

Output Indicators:

- Correlation of the Georgian national teams (women team and men team)
- Gender composition of professional sportspersons in Georgia
- Coach gender composition
- Gender composition of decision-makers/leading post-holders in sports federations

Priority: Affordable Quality Healthcare and Social Provision

35 05: Labour and Employment System Reform Program	Gender-relevance point: 2.7	Program assignment 3.7M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B, D	C, E
<p>Considering a gender aspect in the process of the formation of labour and employment policy is crucially important due to a direct link between economic growth and women participation in labour force. A long-term exclusion of women from economically active population or/and no participation is essentially connected to their gender role and unequal distribution of responsibilities in a family. This factor is one of the preconditions of structural unemployment. Women employment has a direct impact on their economic independence, which, in turn, is essentially reflected on their freedom of choice in a family and social</p>		

participation. Besides, economic independence is the precondition to live and work in safe and clean conditions, as well as, a person's physical inviolability.

Outcome Indicators:

- Labour-force participation rate by sex
- Horizontal segregation – which means different correlation (by sex) according to fields (directions) under the influence of specific stereotypes
- Vertical segregation – which means different correlation dynamics of the employed (by sex) according to positions(posts) held
- Employees access to and opportunity for flexible working arrangements (by sex) – discrepancy between average indicators of working hours during a year or week
- Employees access to and opportunity for safe working conditions (by sex) – number of discrimination and harassment cases

Output Indicators:

- Average period from graduation to employment (by sex)
- Correlation between registered job-seekers and registered jobs (by sex)

Priority: Macroeconomic Stability and Improvement of Investment Climate

24 01: Development and Implementation of Economic Policy	Gender-relevance point: 2.3	Program assignment 22M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B	D, C, E
<p>Considering a gender aspect in the process of planning/developing economic policy is directly linked to women's economic invigoration, which, in turn, is directly reflected on their role in a family and society. Thus, this program has a direct impact on women participation in the process of the formation of their private and public life, and political and social systems. Expanding opportunities for women in this direction is indirectly, though essentially, reflected on their personal and physical inviolability, as well as their capability to live in safe and clean conditions.</p>		
Outcome Indicators²²:		
<ul style="list-style-type: none"> • Supporting short-term economic stimulation and mid-term/long-term potential level by considering a gender aspect in planning economic growth policy 		

²² Output indicators will not be separately provided for this program because these issues are covered by output indicators of other programs (e.g. development of entrepreneurship (24 07), development of innovations and technologies (24 08), the Program of the Formation of Labour and Employment System (35 05)). The assessment of the impact of a gender aspect over economic aggregates can be considered as output indicators.

24 07: Development of Entrepreneurship	Gender-relevance point: 2.3	Program assignment 41.7M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B	D, C, E
<p>The Program of Development of Entrepreneurship is directly reflected on economic growth of the country and employment rate. Accordingly, this program has a direct impact on women's economic invigoration, which is also directly reflected on their social and political invigoration, as well as, their capabilities in the formation of private and public life. As for indirect impact, it should be noted that economic invigoration is an essential precondition for women to have equal access to safe and clean conditions, personal and physical inviolability.</p>		
Outcome Indicators:		
<ul style="list-style-type: none"> • Horizontal segregation – which means different correlation of entrepreneurs (by sex) under the influence of specific stereotypes • Women entrepreneurs' activity rate (correlation of women and men) • Discrepancy in interest on debt financing for women and men entrepreneurs – indicators of access to finances 		
Output Indicators:		
<ul style="list-style-type: none"> • Correlation of business projects funded by the program (women/men) • Correlation of number of applications for funding (women/men) • Correlation of women and men entrepreneurs with business loan for entrepreneurial activities • Profit per employee • Correlation of employees (for women and men entrepreneurs) • Gender composition of citizens owning bank accounts 		

24 08: Development of Innovations and Technologies in Georgia	Gender-relevance point: 2.3	Program assignment 5M GEL
Gender Impact	Direct	Indirect
Category of Capabilities	A, B	D, C, E
<p>Despite the fact that innovations and technologies are one of the important components for sustainable development, considering the level of awareness and accessibility in this direction, the impact is essentially different for all social groups or individuals. By considering a gender aspect in the process of policy development, women are provided with</p>		

enhanced opportunity to participate in the formation of public life and political or social systems; they also stand better chances for economic invigoration²³ because there is a substantial increase in their access to information and freedom of expression. This, in turn, is an important precondition to live and work in safe and clean conditions, as well as a person's physical inviolability.

Outcome Indicators:

- Horizontal segregation – which means that there are certain stereotypes of acceptable programs/projects for women and men. These stereotypes determine men's and women's choice and participation in the programs within the scope of this program (participation rate (by sex) in projects implemented in the scope of this program according to projects)

Output Indicators:

- Referral/interest rate (according to projects) to projects administered in the scope of this program (by sex)

[Annex: Essentially High and High Gender-Relevance Program Activities and Data²⁴](#)

30 01: Public order, Protection of the State Border and Development/Strengthening International Cooperation

Activities:

- Coverage rate of professional training activities for law enforcement officers
- Coverage rate of awareness raising activities among population (among risk/vulnerable groups)

Data:

- Gender-motivated or/and domestic violence, also the amount of registered notifications (emergency calls) of trafficking cases
- Overall amount of notifications (emergency calls)

²³ United Nations Division for the Advancement of Women. (2005). Gender Equality and Empowerment of Women Through ICT.

²⁴ The annex intends to present basic data which allows to present primary information about outcome/output. This does not intend to present instructions on technical aspects of primary data collection for gender analysis or/and the collection of primary data only by sex. It should be noted here that for the objectives of gender analysis (to conduct regressive analysis in case of necessity) it may be necessary to use standard non-gender variables, and the presented annex does not intend to provide information on all possible variables in this direction.

<ul style="list-style-type: none"> • Number of gender-motivated criminal cases solved (including domestic violence and human trafficking) • The number of registered gender-motivated cases (including domestic violence and human trafficking) • Number of offices per region • Number of victims placed in shelters • Number of legal guarantees, safety and protective orders issued to respond to gender-motivated crimes • Number of study course/trainings delivered at the Academy of the Ministry of Internal Affairs in order to raise police officers' awareness on gender-motivated or/and domestic violence, and human trafficking • Average annual number of the course in the Academy • Number of law-enforcement officers • The amount and types of campaigns delivered in order to raise awareness on gender-motivated crimes (e.g. the amount of consultation hot lines and service hours) • Number of the campaign participants per risk/vulnerable groups
26 07: Crime Prevention and Re-Socialization of Former Prisoners
Activities:
<ul style="list-style-type: none"> • Number of information campaigns for raising awareness about the Crime Prevention Center (by region) • The existence/preparation of research on crime prevention (by sex) and access to corresponding statistical information • Number of charity actions delivered by the Crime Prevention Center • Number of the beneficiaries of the Crime Prevention Center charity actions (by sex)
Data:
<ul style="list-style-type: none"> • Overall number of prisoners (or overall number of potential beneficiaries) • Number of prisoners who met social workers • Similar information about prisoners' families • Overall number of program referrals • Overall number of program participants • Number of beneficiaries according to the types of services
27 02: The Finalized Probation System
Activities:
<ul style="list-style-type: none"> • Awareness-raising activity coverage rate for law enforcement officers • Number of mandatory and voluntary rehabilitation activities (by types)
Data:
<ul style="list-style-type: none"> • Number of personal files of prisoners studied by the Probation Bureau

- Number of petitions to the Bureau
- Number of positive decisions of the Bureau
- Number of probationers (program participants) grouped based on the risk level
- Number of participants of voluntary rehabilitation activities
- Number of participants of mandatory rehabilitation activities
- Number of the Probation Bureau offices (by regions)
- Number of training courses (to raise qualification)
- Number of course participants
- Overall number of the employees

51 00: The Office of the Personal Data Protection Inspector

Activities:

- Coverage rate of awareness-raising activities for physical persons (including risk/vulnerable groups)
- Coverage rate of awareness-raising activities for private and public organizations (including priority sectors)
- Coverage rate of awareness-raising activities for the Office employees

Data:

- Number of consultations provided to public and private organizations by indicating sectors
- Number of consultations provided to citizens (by sex)
- Number of inspectors (be sectors)
- Number of applications of physical persons (by sex)
- Number of public lectures, seminars and meeting on the issues of the protection of personal data and considering the aspects of gender in this process
- Number of delivered information campaigns
- Considering the aspect of gender in the development strategy of the Office of Personal Data Protection Inspector
- Number of qualification raising activities, delivered courses and the number of course participants

36 00: LEPL – Legal Aid Service

Activities:

- Number of delivered professional skill development courses/training on the aspects of gender equality and the number of participants by sex (it is advisable to present indicators by regions as well)
- Number of information campaigns in order to raise public awareness on the activities of the Legal Aid Service and the population coverage rate

Data:

<ul style="list-style-type: none"> • Number of provided service/support/counseling (by sex with the indication of issues) • Number of consultation beneficiaries (by sex) • Number of beneficiaries who received support from lawyers (by sex) • Number of offices in the regions (considering risk/vulnerable groups)
50 00: LEPL – Civil Service Bureau
Activities:
<ul style="list-style-type: none"> • The number and types of qualification training activities delivered to raise awareness
Data:
<ul style="list-style-type: none"> • Number of public servants (by sex) • Number of public officers (by sex) • Number of the employed (by employment agreement, agreement under public law) by sex • Number of public servants according to the ranks of occupied positions (by sex) • Number of employees at an management level (by sex) • Number of employees according to the management level ranks (I and II) (by sex) • Number of public servants according to the fields (by sex) • The overall amount of monetary rewards and salary supplements (by sex) • Average duration of leave of absence for professional development (by sex) • Average duration of leave of absence for child care or/and child adoption (by sex) • Number of leave of absence for child care or/and child adoption (by sex) • Average duration of pregnancy or/and maternity leave
34 01: Development of the State Policy to Support Forcibly Displaced Persons and Migrants and Administration of the Program
Activities:
<ul style="list-style-type: none"> • Number of awareness-raising study course delivered for internally displaced persons, refugees and/or persons holding humanitarian status • Number of the employees who attended qualification training courses on gender equality issues and the number of the courses
Data:
<ul style="list-style-type: none"> • Number of internally displaced persons, refugees and/or persons holding humanitarian status, migrants and eco-migrants (by sex)
32 02: Pre-school and General Education
Activities:
<ul style="list-style-type: none"> • Specific qualification training activities for teachers on the aspects of gender equality (including violence and bullying) (LEPL – National Center of Teacher Professional Development)

- Specific awareness-raising activities for pupils concerning the issues of gender equality, gender-violence and bullying
- Considering gender equality issues in training programs for pre-school teachers

Data:

- Number of activities and types of activities delivered to raise teacher awareness on the aspects of gender equality (including violence and bullying) (LEPL – National Center of Teacher Professional Development)
- Number of activities and types of activities for pupils concerning the issues of gender equality, gender-violence and bullying
- Tuition fee of private pre-school educational institutions
- Number of pupils at general education institutions (by sex)
- Number of primary school pupils (by sex)
- Number of pupils at a basic education level and achievement (academic performance) rate (by sex)
- Number of pupils at secondary education level and achievement (academic performance) rate (by sex)
- Number of pupils in their final year at school (by sex)
- The mount of pupils in their final year as school (by sex) who continued their studies at the next level (higher education, vocational education) right after finishing school, including Number of pupils who received the state grant (by the amount of identified grants)
- Number of head teachers in general educational institutions (by sex)
- Number of certified teachers (by sex)
- Number of head teachers at a primary level (by sex)
- Number of head teachers at a secondary level (by sex)
- Number of school principals (by sex)

32 03: Vocational Education

Activities:

- Equipping students with professional skills and key competences necessary for specific specialties/professions (entrepreneurial skills, computer skills, communication skills, foreign languages, etc.) and the assessment of their employability

Data:

- Student distribution in educational institutions delivering professional educational programs (by sex)
- The allocation of state funding to students of vocational educational programs (by sex)
- The distribution of the labour force prepared in accordance with the requirements of the recent labour market research (by sex)
- The employment data of special educational needs persons (by sex)

<ul style="list-style-type: none"> • Accessibility of vocational education for people (by sex) under the risk of alienation from society (persons with disabilities, special educational needs persons, representatives of ethnic minorities, forcibly displaced people, prisoners, probationers, etc.) • Distribution of students of modular vocational educational programs (by sex) • Distribution of students of dual educational programs vocational programs (by sex)
30 01: Higher Education
Activities:
<ul style="list-style-type: none"> • Delivering campaigns, public lectures and seminars in order to raise the programme awareness
Data:
<ul style="list-style-type: none"> • Number of Senior Year students (students in their final year of study) according to programs (by sex) • Number of Freshmen Year students (students in their first year of study) according to programs (by sex) • Number of newly-enrolled students according to programs (by sex) • Student graduation number who successfully completed programs (by sex and by programs) • Number of campaigns, public lectures and seminars and the number of participants (by sex)
32 05: Support of Science and Scientific Research
Activities:
<ul style="list-style-type: none"> • Number of awareness-raising campaigns, scientific congresses and conferences
Data:
<ul style="list-style-type: none"> • Number of applicants for scientific grants/projects (by sex) • Number of researchers (by sex) or/and the amount of projects (with the indication of number of project participants by sex) which have been awarded scientific grants • Number of doctoral program participants (by sex) indicating whether or not grant funding have been awarded to them • Number of published scientific works (indicating the authors by sex) • Academic personnel mobility rate (by sex)
32 06: Inclusive Education
Activities:

- Preparation/training specialists in order to consider aspect of gender in the special educational needs assessment while educational programs are developed/delivered for special educational needs pupils
- Considering an aspect of gender while program information campaign is delivered
- Considering an aspect of gender in planning/delivering activities for the integration and socialization (community) of target groups

Data:

- Distribution of special educational needs persons (target group) according to target groups (by sex)
- Distribution of special educational needs pupils (involved in formal education) according to specific classes (by sex)
- Considering special educational needs pupils educational needs by the specialists of multidisciplinary team of inclusive education (by sex)
- Achievement rate (academic performance) of special educational needs pupils (involved in formal education) according to specific classes (by sex)
- Completion rate of special educational needs pupils (involved in formal education) according to corresponding levels (by sex)
- Distribution of program/project beneficiaries (by sex) in the formation and delivery of special educational needs pupils programs at public schools in order to support integration and socialization of target groups in society, at project/program level

32 08: The Youth Support State Measures

Activities:

- Baseline assessment of the popularity of volunteer culture (by sex)²⁵
- Baseline assessment of the popularity of a healthy life-style (by sex)
- Considering an aspect of gender at the stage of planning the youth support state measures (corresponding programs/projects) including profile directions and target groups
- Considering an aspect of gender in the process of planning/implementing the youth support state measures (corresponding programs/projects) and awareness-raising activities

Data:

- Distribution of participants (by sex) in the youth support state measures (corresponding programs/projects), including profile directions and target groups
- Implementation indicators and participation rate for the youth support state measures (corresponding programs/projects) according to self-governing units (by sex)

²⁵ In this document 'baseline assessment' means preliminary assessment, i.e. before any activity/intervention is carried out.

33 02: Support for the Development of Art and Its Popularization

Activities:

- Considering an aspect of gender in the awareness-raising activities
- Considering an aspect of gender while developing lectures/courses aiming at raising employee awareness and qualification

Data:

- Number of the participants of cultural activities according to the types of activities (including international theatre festivals, international music festivals, international film festivals, international literature festivals, international exhibitions, international competitions, international publications, new international performances, international jubilee events, regional events, etc.)
- Number of participants/applicants of grant programs (by sex) according to the types of programs
- Number of grant-holders (by sex) according to program types
- Number of participants/applicants of creative projects (by sex) according to program types
- Number of funded projects (by sex, and by indicating authors) according to program types
- Number of cultural events (by regions)
- Number of employees who participated in corresponding qualification-raising lectures/courses (by sex)

33 03: Support of Art and Sport Education

Activities:

- Coverage rate of information campaigns on educational activities

Data:

- Number of newly-enrolled pupils (by sex) according to the types of fine arts and sport education institutions (including extracurricular fine arts education institutions, extracurricular sports education institutions, fine arts higher education institution, sports higher education institutions)
- Number of newly-enrolled students (be sex) according to the types of fine arts and sport education institutions (including extracurricular fine arts education institutions, extracurricular sport education institutions, fine arts higher education institution, sports higher education institutions)
- Graduation number of those pupils (by sex) who completed their studies according to the types of fine arts and sports education institutions (including extracurricular fine arts education institutions, extracurricular sports education institutions, fine arts higher education institution, sports higher education institutions)

- Graduation number of those students (by sex) who completed their studies according to the types of fine arts and sports education institutions (including extracurricular fine arts education institutions, extracurricular sports education institutions, fine arts higher education institution, sports higher education institutions)

33 05: Support of the Development of Sport and Its Popularization

Activities:

- Considering an aspect of gender in the process of defining and implementing grassroots sport popularization activities
- Coverage rate of information campaigns on existing activities and events

Data:

- Distribution of the population (by sex) covered through the activities aiming at grassroots sport popularization
- Distribution of the participants (by sex) who are involved in activities aiming at grassroots sport popularization; data also provided according to local self-governing units
- Number of women and men teams
- Number of registered sportswomen and sportsmen
- Number of women and men coaches
- Number of campaigns delivered in order to promote sport activities (by regions and cities/towns)
- Various programs/strategies for the development of sport which consider a factor of gender

35 05: Labour and Employment System Reform Program

Activities:

- Number of information campaigns in regions and cities/towns aiming to increase awareness of the threats of trafficking, harassment and violence of women in their work places, and discrimination
- Number of studies/research on discrimination on a labour market (including gender discrimination) and the segregation of professions
- Training the employees of relevant units at the Social Service Agency on the discrimination on a labour market

Data:

- Average interval of time between the completion of the final level of the obtained education and employment
- Number of registered job-seekers (by sex and age)
- Number of registered job-seekers according to fields (by sex)
- Number of the employed according to fields (by sex)

- Number of the employed at a non-management level in a private sector (by sex)
- Number of the employed at a management level (by levels and sex)
- Number and duration of leave of absence in a private sector due to of child care or/and child adoption (by sex)
- Number and duration of leave of absence in a private sector due to professional development (by sex)
- Number of children not attending preschool educational institutions (by self-governing units)
- Distribution of parents of the children not attending preschool educational institutions (by employment status: employed-unemployed)

24 07: Development of Entrepreneurship

Activities:

- Considering an aspect of gender in activities aiming to raise awareness about the program

Data:

- Gender distribution of a business ownership structure (by 1. legal form of a business 2. self-governing units)
- Number of entrepreneurs who received funds through this program (by sex)
- Number of applications to receive funds through this program (by sex)
- Data about a real estate component of the state program 'Produce in Georgia' (by sex)
- Number of entrepreneurs who have business loans (by sex)
- Number of exporting entrepreneurs (by sex)
- Average rate of employment by entrepreneurs (by sex)
- Average profit of entrepreneurs (by sex)
- Types and number of program information campaigns delivered
- Number of business service centers of the program (by regions)

24 08: Development of Innovations and Technologies in Georgia

Activities:

- Considering an aspect of gender in the process of planning/implementing projects in the scope of this program

Data:

- Application/interest and participation rate for the projects delivered in the scope of this program by projects and sex (including 'Startup Georgia', Fablab Tech Park, other projects of Georgia's Innovation and Technology Agency)

- Application/interest and participation rate for the projects delivered in the scope of this program by projects and sex at the level of local self-governing units/regions
- Application/interest and participation rate for the projects delivered in the scope of this program according to profile directions (by sex)