



Institutional setting, policy instruments and organisation of research funding for Social Sciences and Humanities (SSH) in Georgia

GlobalSSH project background report

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1. A short summary of the history of SSH development in your country.

Please when possible address both the long term and the near past history of SSH development and particularly the state of the social and human sciences after 1989.

Development of Social Sciences and Humanities has been one of the most controversial issues in research and scientific community of Georgia since 1989. The controversial nature of SSH development has been conditioned by both historical as well as contingent factors that occurred in Georgia during the 1990s and early 2000s. To start with, as in many other countries of the Socialist Bloc, SSH have been either entirely neglected or subjected to the Communist ideology. First of all this happened due to the dominant position of the Communist propaganda and, in more general terms, to the subservient role of research and science to the needs of the Soviet military-industrial complex and planned economy.

Georgian scientific community has been a mere extension of the Soviet academic system, which mostly was composed of a network of scientific-research institutes – so called NIIs (mostly unified under a common roof of Academy of Sciences in each union republic). Some of these scientific-research institutes had a direct affiliation with Moscow but majority were subordinated to the local Academy of Sciences. In Soviet times, the Academy of Sciences system in Georgia did by no means constitute a separate self-sustained research community, but rather served the needs of the all-Union Academy of Science, which, in its part served the demands of the planned economy and fulfilled the tasks allocated by the central organs in charge of planning of Soviet economy.

Georgian Research Institutes used to get their “themes” of research from all-Union Academy of Sciences and were assigned to particular tasks and directions in their research. This was particularly true in exact and natural sciences, and in the fields like philosophy, etc. Research Institutes in the field of Humanities were more autonomous in their research agenda, as a result of Soviet system of Union Republics, each of which rested upon the pre-dominance of so-called “titular nationality”. Due to the national, or, in fact, ethnic division of borders and administrative structures in the Soviet Union, Humanities field had more opportunities of researching indigenous phenomena in fields of philology, history, local languages, cultural studies, etc. However, exactly because of its local and indigenous nature, Humanities field was probably was the most closely supervised and ideologically checked area of research in the Soviet Union.

As for Social Science, its sub-fields were almost non-existent under the Soviet regime. Research in the area of Economics was based on Marx’s economic theory, alteration or criticism of which was strongly forbidden. Sociology, Political Science, and other sub-disciplines of Social Science were either forbidden or constituted a mere extension of the philosophical study of Marxism-Leninism or the history of the Communist Party. Sometimes they were taught and researched under the disguise of “criticism of Western bourgeoisie social science”.

One notable characteristics of the Soviet academic system was a very sharp division between research and teaching. Research was mainly conducted in Research Institutes under the Academy of Sciences, whereas most teaching, especially on undergraduate level, was concentrated at Universities. In Georgia, there was one leading Tbilisi State University, which combined the only Faculties in Social Sciences and Humanities. While inferior to Academy of Sciences in terms of research capabilities and output, Tbilisi State University had become a leading institution in terms of preserving nationalist sentiments and historical memory of independent statehood. Mostly, these sentiments were present among the Humanities faculties, especially among the philologists and historians. Understandably, these sentiments were usually transferred to students. This is how, despite limited research capability,

Tbilisi State University became a leading and most respected Georgian national academic institution in Soviet times.

The break-up of the Soviet Union in 1991 gave a new opportunity to Social Sciences and Humanities in Georgia but general deterioration of economic situation as well as civil wars and stagnation of social development created an insurmountable barrier to such development. State funding of research was severely cut and most of the links with other Soviet research institutes ceased to exist. To some extent, Humanities were turned into a weapon of newly revived nationalist ideology and, especially in early 1990s, served mainly the cause of nationalist revival in Georgia. Philosophers, theologians, philologists and historians turned their attention to justifying the existence of an independent Georgian state and its sovereign rights all over the territories within the borders of erstwhile Georgian Soviet Socialist Republic.

In the early 1990s, there were attempts to introduce Social Sciences to Georgian research community. Georgian Academy of Sciences created new Research Institutes of Political Science and Sociology and the Institute of Economy got an opportunity for revival. New disciplines of Economics, Political Science, Sociology, International Relations were introduced to the curricula of universities that mushroomed all over Georgia within the first years of its independence in early 1990s.

During the first 12 years of independence (1991-2003), most of Georgian scientific schools were either in deep stagnation or recession. This was equally true of Humanities and Social Sciences. Severely diminished funding for the Academy of Sciences rendered most research institutes inactive. Most researchers were receiving only nominal salaries and very few of them managed to win funding from Western donors. Most notable contribution to sustainability of Georgian research institutions was made by the Open Society Institute (Soros Foundation), which spent considerable amount of funds on helping Humanities and Social Sciences in Georgia.

However, donations from foreign organizations were clearly insufficient for supporting research institutions. A certain shift in focus on research started towards Universities that were in a slightly better position due to student tuitions and fees. Number of private universities sharply rose and at some point in early 1990s reached a number of 300. Moreover, state-funded universities too introduced so-called “paid sectors” thus attracting money for giving extra salaries to the faculty members thus keeping them from leaving universities. This shift towards universities occurred in terms of teaching rather than research in Humanities and Social Sciences. Most members of research institutes formally belonging to the Academy of Sciences found additional sources of income at private universities.

Economics, business administration, financial management, law and Social Sciences have become the most fashionable disciplines at new faculties and institutions throughout Georgia. Most of new and old universities have introduced these disciplines and created numerous departments within the institutions of higher education. However, this quantitative change did not result in a change of quality of teaching and, even more so, of research.

In most of institutions of higher education, Economics was still taught based on Marxist theories plus some elements of Micro and Macroeconomics. Former teachers of Scientific Communism and Marxism have taken up teaching of political science and sociology. With very few exceptions, International Relations as a sub-field of political science was taught as history of diplomacy.

In terms of research, little was done to create any kind of serious research output. To a certain extent, study of Transition Economics has gained some grounds. A few sociological survey groups were established and studies in local and regional politics were undertaken by a few NGO-based

intellectual groups, almost exclusively in Tbilisi, capital of Georgia. Research institutes of the Academy of Sciences dealing with Humanities and Social Sciences displayed only minimum level of activity due to the lack of state funding. As for Universities, research in Humanities and, especially, in Social Sciences did not develop at a pace to turn Universities into research institutions. Social Sciences were still in a state of flux even at the level of teaching, and faculty at Humanities departments were busy teaching for extra earnings at various private or state institutions of higher education. New system of three-tier education was slowly making its way since 1998, introducing to Georgian universities a new system of Bachelor's and Master's degrees. However, these changes were mostly symbolic and did not alter fundamentally the structure of curriculum in any of institutions of higher education, except for couple of new private higher schools (most notably, the European School of Management, and the Caucasus Business School). Introduction of Western-style PhD degrees was delayed. Widespread corruption at state universities and ever-deteriorating level of studies further complicated the problem of development of Humanities and Social Sciences.

Things have begun to change after the change in power that occurred in November 2003, bringing a new leadership to Georgia. President Mikheil Saakashvili declared education his top priority. A comprehensive reform agenda was introduced in science and higher education in particular. A new Law on Higher Education was adopted in December 2004 and a series of reforms started. In the first place, changes occurred in the structure of Academy of Sciences, which was deprived of its traditional role of training doctoral students (aspirants for Kandidatskaya and Doktorskaya degrees). According to the new Law, higher education system had to conform to the requirements of Bologna Process, adopting a three-tier system in higher education (Bachelor's, Master's, and PhD) as a basic structure both at state as well as private universities.

A serious challenge in Georgian system of higher education, especially in Social Sciences and Humanities, is the shortage of Western-trained human resources. Only a token number of Georgians have PhD degrees from European or American universities and among them only few teach at the institutions of higher education. Another serious problem at the largest state-funded universities of the country has been an overwhelmingly high number of faculty in relation to the number of students. Government has taken drastic measures to ensure that the number of faculty become adequate to the number of students, thus laying off significant number of university professors as a result of open competitions for academic positions within universities. Protest demonstrations of academic staff have brought few results for the dismissed faculty.

Official policy in higher education is to make universities major centres of academic research and teaching. Teaching system must be developed along the lines of the Bologna Process, which Georgia joined in May 2005. This presumes the establishment of state research funds, development of research through PhD studies and creation of a pool of researchers affiliated with universities. However, no clear policy of funding PhD studies has been adopted yet. However, the competition for research grants has been open for faculty members of all institutions of higher education, including in Humanities and Social Sciences.

There has been a tendency of changing previously atomistic disciplinary approaches with a more adequate integrationist policy. In most of Universities of Georgia, previously existing smaller Faculties and Departments have been united into a larger units that resemble to schools at Western universities. Most widespread practice at state-funded universities has been the unification of disciplines within the Faculties of Humanities, and Social Sciences. So, for instance, at Javakhsishvili Tbilisi State University, Departments of Sociology, Politics, International Relations, Journalism, Psychology, and Human Geography have been included into the Faculty of Social and Political Studies (previously, these Departments were scattered across the minor faculties of Philosophy, History, International Law and International Relations, Journalism, Psychology, and Geography).

Likewise, Departments of History, Philology, Languages, Cultural Studies, Classics, and Oriental Studies have been brought under the umbrella of the Faculty of Humanities. However, the Departments of Business and Economics have formed a different Faculty, and so did Law. While such an approach creates more opportunities for collaboration between certain disciplines, it by definition narrows down the opportunities for inter-disciplinary collaboration and to some extent also creates barriers for students to enjoy the fruits of student mobility opportunities.

Hence, at this stage of development of Social Sciences and Humanities in Georgia it is a bit premature to talk about establishment of schools of research that bear significance not only internationally, but even in terms of separately taken Georgian reality.

2. SSH institutional framework (organisations) 1999 - present

2.1. Please list what is the SSH disciplinary division of SSH in your country

1. Provide key information on the existing classification systems in your country with possible lists of the SSH classifications in the report body or in the report annex (examples of classifications: science and research, educational, qualification commissions, etc.)

According to the UNESCO international standard classification model, the Ministerial memorandum defines the structure of disciplinary division of SSH in Georgia in the following way: the list of disciplines is divided into Directions, which consist of specialties and specializations. Some specializations have sub-specializations. The following disciplinary division is envisioned by the Ministry of Education and Science for the undergraduate register of disciplines in the institutions of higher education in Georgia.

Humanities is part of the “Direction of Humanities and Arts”. Humanities proper consist of the following specializations:

- History
- Archaeology
- Art Studies
- Oriental Studies
- Philosophy
- Theology
- Philology (including Georgian language and literature; and foreign languages and literature)

Social Sciences fall under the direction of “Social Sciences, Business, and Legal Studies”. Social Sciences proper include the following specializations:

- Economics
- Geography
- Psychology
- Sociology
- Political Science
- International Relations
- Societal Relations
- Journalism
- Library Work
- Archival Work

- Information Work

The Georgian National Science Foundation detailed classifier divides the SSH into two major “Scientific Directions”: (1) Georgian Studies, and (2) Humanities, Economic and Social Sciences). “Georgian Studies” includes the following sub-headings:

1. History of Georgia, Source Study and Historiography of the History of Georgia
2. Georgian Literature
3. Kartvelian Languages
4. Art Criticism
5. Ethnography

The “Humanities, Economic and Social Sciences” includes the following sub-headings:

1. Ontology and Theory of Knowledge
2. History of Philosophy
3. Aesthetics
4. Ethics
5. Philosophy of Religion
6. Philosophy of Science and Technology
7. Philosophy of Politics and Law
8. Logics
9. Philosophy of Culture
10. Social Philosophy
11. Study of Literature
12. Linguistics
13. World History, Source Study and Historiography of World History
14. Archaeology
15. Ethnography, Ethnology, and Anthropology
16. Theatre Science
17. Musical Science
18. Screen Arts Study
19. Fine Arts and Decorative-Applied Arts
20. Theory and History of Art
21. Technical Aesthetics and Design
22. Restoration and Reconstruction of Historical Architecture Monuments
23. Architecture Theory and History
24. General Psychology, History of Psychology
25. Human Psychology
26. Differential Psychology, Psychodiagnostics
27. Corrective Psychology
28. Social Psychology
29. Pedagogical Psychology
30. Macroeconomics
31. Econometrics
32. Finance, Banking, Monetary Economics
33. Statistics, Accounting
34. International Economics
35. Regional Economics
36. Environmental Economics
37. Labour Economics
38. Microeconomics, Marketing
39. Industrial Economics
40. Agricultural Economics
41. Construction Economics
42. Transportation Economics

43. Communication Economics
44. Trade Economics
45. Social Infrastructure Economics
46. Sociology
47. Social Institutions and Structures
48. Demography
49. Cultural and Social Anthropology
50. Sociology and History of Religion
51. Urban and Regional Planning
52. Political Sociology
53. Public Opinion and Media Studies
54. Sociology of Culture, Education and Knowledge
55. Management Sociology
56. Political Science
57. Jurisprudence and Theory of Law
58. History of Law, Legal Systems, Constitutional Law
59. International Law
60. Sectoral Law Studies (Public, Private, Criminal, Financial, Fiscal, etc.).

2. Comments

Classification of SSH in Georgia is still in a flux. With the relative weakness of national institutions of research capability development, the actual classification of disciplines in SSH is still modelled on the structure of the Academy of Sciences. However, the disciplinary division as defined by research universities is gaining upper hand as more and more research will be moving towards universities. Underdevelopment of certain disciplines is more than visible in the GNSF classifier – for instance, Political Science is represented as one unified field with virtually no subdivisions. Classifiers will change with the development of modern research universities and more government funding for applied research through GNSF.

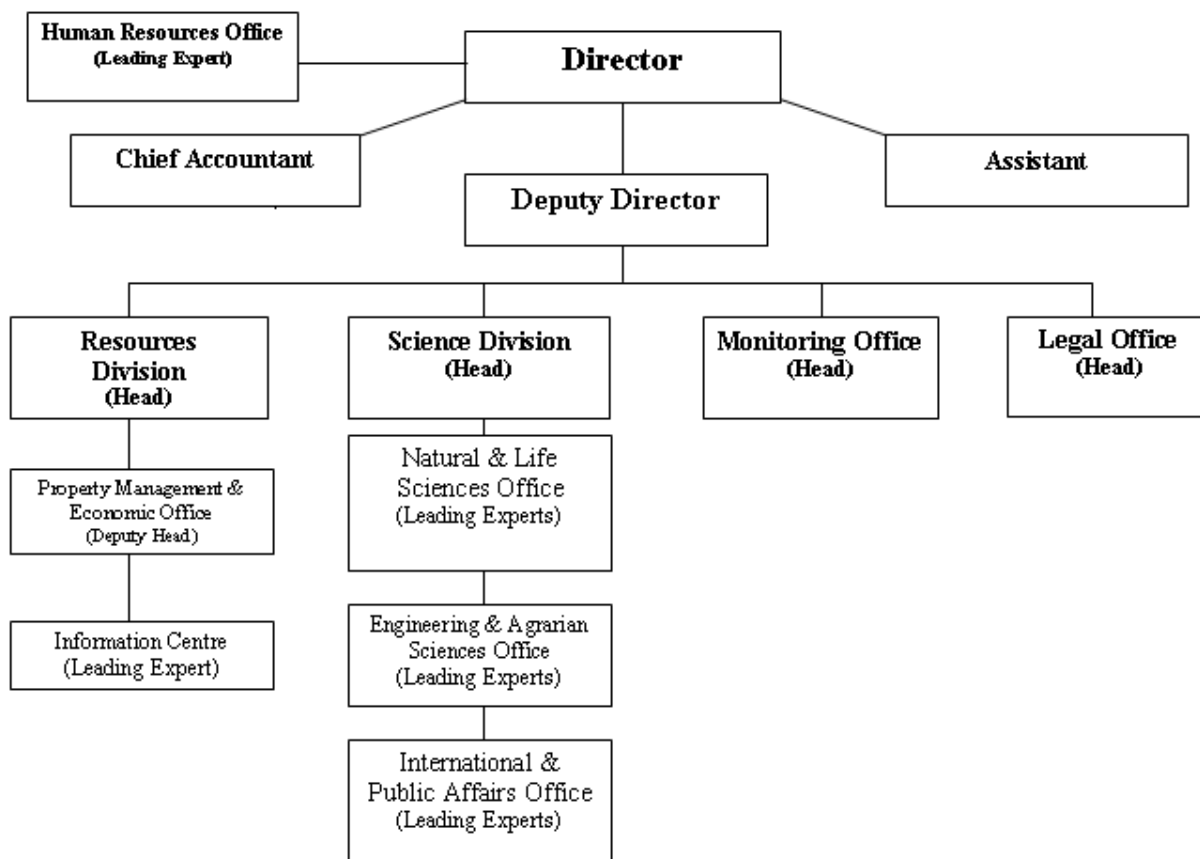
2.2. National institutional structures in the S&T field. What are the organisational structures of research in the SSH in the target countries and who has an overall responsibility for SSH policy development and implementation? Please add a schematic diagram of the institutional structure in the S&T field.

Developments in the field of science and technology are largely still in the realm of the state control. Georgian National Science Foundation (GNSF) is the primary national agency for development of research, including in Social Sciences and Humanities. The Ministry of Education and Sciences is in charge of policy development in S&T. However, due to the problems in higher and secondary education, most of its attention is devoured by more immediate goals of reviving the system of education rather than developing scientific research and technological innovations. Thus, S&T development occurs largely haphazardly, and includes occasional inter-institutional collaboration between Georgian and foreign groups of researchers that bear few signs of systematic approach to the matter.

GNSF is a public legal entity established by Presidential Decree in July 2005 to promote science and technologies by funding state scientific projects. Governing bodies of GNSF are represented by the Science Board, the Director and Staff. The Board includes scientific and public authorities; and establishes the overall policies and oversees the activities, endorses the budget and the report of its implementation, distributes the scholarships, bonuses and fees; represents the results and recommendations of the activities of Foundation to the President of Georgia; publishes the detailed information of scientific and technological development. The management of the Foundation is represented by the Director, responsible for administration of policies and Strategic Program approved by the legislation of the Science Board. In accordance with the Law and Charter of the Foundation, insures the implementation of the action strategy and the policy approved by the Board. The Foundation staff takes the responsibility for the implementation of technical supplies presented by the

Director and the National Science Board, the structure of the staff is formed according to the tasks, functions and possible funding of the Foundation.

The mission of the foundation is to allocate grants from State Budget on the basis of open, transparent and free competition. GNFS's basic tasks are to support the implementation of fundamental and applied scientific and technological research to improve the scientific potential by means of grants and agreements; also, to provide information gathering, data processing and analysis of the existing S&T potential of Georgia, and to draft the proposals for the implementation of the state research and development priorities.



GNSF awards research grants through the State Science Competitive Grants System (SSCGS), which is conducted through open competition on the basis of peer review of local and foreign independent experts. In 2006, the GNSF has awarded the state scientific grants competition in the following consolidated disciplinary directions:

1. Georgian Studies
2. Humanities, Economic and Social Sciences
3. Mathematics, Mechanics, Telecommunications, Information Technologies
4. Natural Sciences
5. Earth Sciences and Environment
6. Life and Medical Sciences
7. Engineering Sciences, High-technology Materials

8. Agrarian Sciences

SSH research community in Georgia receives funding from the following potential sources:

- Government of Georgia (through GNSF)
- Foreign Governments and aid organizations (TACIS, USAID, DFID, DAAD)
- International NGOs (ACCELS, IREX)
- Foreign Think-Tanks and Foundations (RAND, OSI)
- International Organizations (UNDP, OSCE)
- Local Private Foundations (Patarkatsishvili and Kartu foundations)

Recipients:

- Universities
- Scientific-Research Institutes (formerly of the Academy of Sciences of Georgia)
- Independent researchers
- Local NGOs

2.3. A short overview of research organisations in the countries, including numbers of the SSH research organisations and their status. Where SSH research is performed: at universities (both public and private), academies of science, NGOs, private business companies? How many organisations of the type?

It is difficult to estimate exact numbers of organizations conducting research in Social Sciences and Humanities in Georgia. Within the Academy of Sciences there is still a number of research institutes involved in research activities. However, the system and function of the Academy of Sciences has changed significantly in the last few years. Now, the Academy is more a “club of academicians” rather than a unified system of distribution of research funds and setting research priorities.

The so-called “scientific-research institutes” that used to form the Academy of Sciences have become independent legal entities and compete for both national as well as international funding. The following Institutes in the field of Humanities and Social Sciences are worth mentioning:

- Rustaveli Institute of History of Georgian Literature
- Institute of State and Law
- Chikobava Institute of Linguistics
- Chubinishvili Institute of History of Georgian Art
- Institute of Philosophy
- Institute of History, Archaeology and Ethnography
- Gugushvili Institute of Economics
- Institute of Sociology
- Institute of Politology (Political Science)
- Tsereteli Institute of Philosophy
- Uznadze Institute of Psychology (dealing with research agenda in Social Psychology)
- Kekelidze Institute of Manuscripts
- Tsereteli Institute of Oriental Studies
- Batumi Berdzenishvili Scientific Research Institute
- Mtskheta Institute of Archaeology
- Kutaisi Scientific Center

The following state-funded Georgian universities have a research agenda in Humanities and Social Sciences:

- Javakhishvili Tbilisi State University
- Chavchavadze University

Both these Universities have faculties of Arts and Humanities, and Social Sciences. After the nationwide abolition of the Soviet-era system of post-graduate research system (based on aspirantura, and Kandidatskaya and Doktorskaya degrees), the Chavchavadze University was first to establish a new system of doctoral (PhD studies) and receive funding from GNSF for research. Javakhishvili University is soon to follow the suit. However, due to the lack of funding sources, any serious research agenda in humanities and social sciences at these universities can only be established in forthcoming years. Academics at both Universities choose to follow the established practice of extra-university research collaboration, mostly through research NGOs or within the frames of international projects.

Among NGOs there are couple of institutions that are recipients of state, foreign, and private funds for conducting research activities. Only two NGOs have been funded by GNSF in 2006, both of which are in SSH (Language Modelling Center, and Globalization and Regional Integration Research Center). Most of them depend on temporary research grants that can be loosely associated with a general direction of their research interests. Among such institutions NGOs with applied research capabilities are more outstanding:

- Caucasian Institute of Peace, Democracy and Development
- Georgian Foundation for Strategic and International Studies
- Civil Society Institute
- Liberty Institute
- Caucasian House
- Center for Social and Economic Research – CASE
- Institute for Policy Studies
- Center for Social Studies

2.4. What kind of SSH research associations (with institutional membership based and individual membership based) and major research networks exist – both national and participation in international?

Institution-based research associations are virtually non-existent in Georgia except for the Academy of Sciences which formally unites approximately 12 Research Institutes in SSH. There are a few professional networks (including associations of young professionals) members of which also conduct research in association with local or foreign institutions (e.g. Georgian Young Lawyers' Association, or Young Economists' Association). There are some networks created by Open Society Institute among the young scholars in Eastern and Central Europe (Academic Fellowship Program) but these have very little coherent research agenda.

2.5. Short overview of the higher education system that provided education and training for researchers. To what extent are research and higher education separated or connected?

Traditionally, training of researchers was conducted both at the research institutes of the Academy of Sciences as well as at Universities. Now, with the abolishing of Soviet-era academic degrees of “Kandidat Nauk” and “Doktor Nauk”, the Academy of Sciences has ceded the privilege of awarding doctoral degrees. From 1990 to 2005, there was a drop of 23 per cent in the number of Kandidats and

Doktors getting their degrees from the Academy of Sciences and a sharp increase (71 per cent) in graduates of Universities.

Old Academic Degree Councils are operational until the end of 2006, when the Soviet system will formally cease to exist. The new PhD studies have not been fully operational and so far only Chavchavadze University has introduced a doctoral studies program in Philosophy and Social Sciences. Javakhishvili Tbilisi State University still hesitates to follow the suit. Major reason for the delay of introduction of training of researchers is the ambiguity about funding of these studies by the government. There is also a legitimate concern of quality assurance in most of sub-fields of Social Sciences and Humanities. With very basic quality assurance services even at leading Georgian Universities, hasty introduction of PhD studies is thought to be counter-productive in some analytical circles working on higher education policy.

Despite the slow pace and severe lack of funding for research education and training throughout the country, there is an ever-growing awareness of a need to establish a durable link between higher education and research. An attempt by the Academy of Sciences to monopolize post-graduate research was ultimately rejected by 2005 by the Ministry of Education. Thus, however, unlike the previous system, now research and higher education are thought to need to be very tightly connected with each other. Government and universities demonstrate a very strong will to make universities major sites for research activities, and the Academy of Sciences vows to conform to this general policy course. This growing awareness about the need to link higher education and research gives a solid ground of optimism for the progress in graduate research training, provided funds are available for graduate research.

3. SSH policy frameworks

3.1. Science and Technology (S&T) priorities and the weight/place of the SSH in the S&T priorities of countries.

The new reforms policy undertaken by the Ministry of Education and Science of Georgia rests on the following basic ideas:

- Identifying national scientific priorities
- Establishment of a competitive mechanism of distribution of state funds for research
- Institutional integration of higher education and research
- Building of knowledge-based economy

Setting of priorities in SSH used to be the priority of the Academy of Sciences in Soviet times. And the system of distribution of funds conformed strictly to the priorities set from above, with close surveillance of the Communist party leadership. Within the last three years, exactly the opposite pattern is shaping – allowing the academic “market” to define priorities of science and technology. However, recently the Ministry of Education and Science has started a preliminary work on prioritizing its funding. There are many questions related with this task, the first of which is the ambiguity surrounding the institutional structures that must take the responsibility of setting priorities in science and technology field. According to the vision of the Ministry of Education and Science, the Academy of Sciences must formulate an annual register of “National Scientific Priorities” and present it to the president of Georgia, which then will be taken into consideration by the government. Also, according to this vision, research priorities must be defined by “corps of scientists, society, business community, and authorities”.

The following are the basic functions of the organization of science, according to the Ministry of Education and Science of Georgia:

- Support of the development of strategic directions of the country
- Transfer of knowledge
- Creation of an effective academic environment
- Systemic integration into the world academic space

In terms of GNSF, there is only one clear funding priority – Georgian studies. Every other direction of funding is dependent on the quality of applications on research projects. As a consequence, more established fields of academic and scientific research have gained the upper hand during the initial year of GNSF activities. In 2006, GNSF has approved 113 research projects. Majority of research grants went to sciences (including exact sciences, earth sciences, natural sciences, life and medical sciences, engineering, and agrarian sciences. Social Sciences and Humanities scored 30 out of 11, however, majority of these projects are in Georgian Studies (17 out of 30 and, respectively, 15,1 percent out of total of 26,6 percent of funding for all Social Sciences and Humanities). Hence, out of 113 approved projects, only 13 belonged to Social Sciences and Humanities, with some 11,5 percent of all projects (“Social Sciences and Humanities” here are defined according to the GNSF classifier – see above). In absolute terms of 2006, Georgian Studies received GEL 1,669 166 (approximately USD 988,000), and Social Sciences and Humanities were funded with GEL 1,037 202 (approximately USD 603,000). Overall state funding for research in 2006 was GEL 11 129 721 (approximately USD 6 470 768). Average duration of state-funded research projects is 3 years.

In 2007, the Ministry of Education and Science is planning to create a separate Foundation for Georgian Studies and Social Sciences that will deal exclusively with funding research in these fields.

3.2. National policies regulations on national research activities;

Research in Georgia is regulated according three major laws:

- Law on Science, Technologies and Their Development (1994)
- Law on Grants (1996)
- Government decision on Rules of Issuing and Criteria of Evaluation of State Scientific Grants (2006)

PhD regulations is being adopted by the Ministry of Education and Science of Georgia and will form the basis of postgraduate higher education and its funding by the state, which is essential for introduction of PhD studies at Georgian Universities.

3.3. Bilateral and multilateral S&T agreements to support SSH research;

Bilateral and multilateral Science and Technology agreements that Georgia is part of mostly refers to exact and natural sciences and has little to do with SSH. Only few of these agreements marginally cover SSH.

- INTAS (International Association for the Promotion of Co-operation with Scientists)- bilateral agreement with the Ministry of Education and Science of Georgia on Young Scientists Fellowships in 2005
- CRDF (Civilian Research and Development Foundation) in association with Georgian Research and Development Foundation
- ISTC (International Science and Technology Center)
- UkrSTC (Ukrainian Science and Technology Center)
- NATO Science for Security program

- BSEC (Black Sea Economic Cooperation Organization) working group on Science and Technology

3.4. Other formal frameworks for the promotion of the international collaboration in SSH

- Caucasus Research Resource Center in Tbilisi is part of the Caucasus Research Resource Centers program (CRRC) which is a network of resource and training centers established in the capital cities of Armenia, Azerbaijan and Georgia with the goal of strengthening social science research and public policy analysis in the South Caucasus. CRRC is jointly funded by Carnegie Foundation and Eurasia Foundation. Direct and indirect CRRC beneficiaries include social science researchers, faculty members from academic institutions, policy practitioners and other professionals from non-governmental, private and public sectors.
- Social Sciences Support Program of the Open Society – Georgia Foundation, 2000-2003. The main purpose of the SSSP was to create a framework for higher education in the field of social sciences based on international experience and standards, along with the system of liberal and democratic values, capable of providing support to the higher education system in Georgia. The program was designed to assist independent, creative change in the field of teaching and, partly, research of social sciences at university level. The major activities of the SSSP has been to provide grants, resources, logistical assistance and advanced training to the scholars in the field of social sciences and to university professors, and to create a library and a resource center of social sciences. In the long-term perspective, the program aimed at strengthening the academic community, and assisting in the development of the research and educational institutions. SSSP was succeeded by the Center for Social Sciences (CSS) in 2004.

3.5. Priorities on policy related research in the target countries. Distribution of funding between different economic objectives – to show what priorities are funded = important – for instance, sustainable development or agriculture, etc.?

Priorities on policy related research are defined by the activities and enthusiasm of research communities themselves. The application packages addressed to the GNSF are peer reviewed and awarded on the basis of competition, regardless of their affiliation with the field of research (an obvious exception being Georgian studies, which is heavily subsidized and has its definite quota in research funding).

Therefore, it is possible to judge about policy related research priorities according to the distribution of research grants among the eight academic directions as defined by the GNSF. Here is the distribution of state research grants according to academic directions:

No.	Academic Directions	Number of projects approved by GNSF	Percentage of all approved grants	Amount awarded in GEL	Per cent of overall funding
1.	Georgian Studies	17	15,1	1 669 166	15,0
2.	Humanities, Economic and Social Sciences	13	11,5	1 037 202	9,3
3.	Mathematics, Mechanics, Telecommunications, IT	15	13,3	1 227 948	11,0
4.	Natural Sciences	18	15,9	1 962 854	17,6
5.	Earth Sciences and Environment	14	12,4	1 478 828	13,3

6.	Life and Medical Sciences	11	9,7	1 280 051	11,6
7.	Engineering Sciences, High-Tech Materials	11	9,7	1 118 594	10,0
8.	Agrarian Sciences	14	15,1	1 355 070	12,2
Total	--	113	100	11 129 721	100

3.6. Horizontal research support policies in the target countries /the policies aimed to improve involvement of “underrepresented” groups such as women and youth, etc. What are the priorities if any in supporting women researchers (gender), young researchers and mobility?

There is no specific program for supporting women researchers, including in SSH. The distribution of gender balance in SSH and Georgian studies is more favourable to women than in other 6 academic directions identified by GNSF. So, in Georgian studies 55,7 per cent and in SSH, 44,6 per cent of researchers who were awarded academic grants were women. At Javakishvili Tbilisi State University, under the funding of Open Society Institute, the Center for Social Sciences started a master’s program in Gender Studies in collaboration with Rutgers University. This program provides a hub for collaboration for young women researchers trained in Western countries.

Horizontal research support for younger researchers has been rather limited. Since early 1990s, there has been a presidential awards scheme for students and young scientists. However, this scheme provided only limited sums to students in a form of monthly stipends, usually equivalent of USD 100-200. This scheme could not fulfil the function of any serious assistance in research for young scholars.

The Ministry of Education and Science identifies the ageing of research community in Georgia as one of major problems. According to its data, some 49 per cent of Georgian scholars are between the age 50-70 and only 3.5 per cent below the age of 30.

In 2005, newly created Development and Reform Fund (sponsored by UNDP) started awarding scholarships (Professional Development Study Grants Program) for study abroad to graduate students (both Master’s and PhD), mostly for studying at European and American universities. The scholarship fields are partly in Social Sciences, including economics, but also in journalism, public policy, law and business administration. Applicants must be under 36 by the time of application. In the state budget for 2006 there is some USD 170,000 allocated for young Georgian scholars to study abroad.

In terms of academic mobility, GNSF has a new scheme for young scholars that includes the travel and academic assignment grants for researchers in the confines of approximately USD 8,700 per year. Researchers from any field can apply for these grants. However, the necessary condition for awarding the publishing of the researcher’s work in one of peer-reviewed journals as a consequence of funding of academic assignment by GNSF.

3.7. What are the policies and institutions on the national and regional levels that promote problem oriented and interdisciplinary approaches?

Under the Soviet Union, in times of the state-funding of the Academy of Sciences, there was more room and incentive for interdisciplinary cooperation. But with the financial difficulties of post-Soviet times this tradition has come to an end. With the separation of scientific-research institutes from the Academy of Sciences, there is even lesser prospect of interdisciplinary cooperation. And with the general situation with research funding, interdisciplinary approach does not any more occupy a priority role either for funders or researchers themselves.

In terms of policies on applied research, GNSF has formulated four general categories for research and their objectives:

- Basic (fundamental) research – to obtain more comprehensive knowledge of the fundamental aspects of phenomena and of actual acts
- Applied research – to deepen knowledge that is necessary for solving practical tasks
- Technology development – systematic application of scientific research results to prove technologies and concepts, including the development of production processes.
- Technology demonstration – verification of the viability of research funding through the development of prototypes, modelling, clinical studies, field tests, etc.

These categories do not apply to all directions of research under GNSF – SSH researchers are eligible to apply only to the first two categories. Moreover, there is little talk of prioritizing any of these categories. As in case of broader fields of research, prioritization of the use of research remains within the competence and activity of researchers' groups themselves.

4. SSH funding

4.2. How diverse funding programmes and organisations provide support to SSH:

- Which thematic priorities?
- Long or short term activities, what is an average length of supported actions?
- What are in average the amounts of support?
- What type of organisations are supported and through what kind of mechanisms, for instance, through government or business contracts, consulting and advisory projects?

On the government's side, so far, there has been only one identified thematic priority in SSH – Georgian Studies, which has special treatment under the grants distribution system of the GNSF. In terms of overall pattern of thematic priorities, it seems there is a certain gap between the demand (interests of research community) and supply (funding from donors, mostly international). While among researchers there is more emphasis on theoretical (or fundamental) research, donors prefer more policy-oriented, applied aspect of research. Even though a number of Georgian researchers have been successful in transforming their skills and adapting their interests to meet the demand of funders, still there is a large community of researchers who keep identifying research as an activity insulated from the demands of social and economic transformation of society.

Length of supported research in Georgia may vary considerably. According to GNSF data, most research projects' prospective duration is 6 months to 3 years.

GNSF data indicates that the maximum amount of research grant does not exceed GEL 50,000 (USD 29,000) per year.

Organizations supported by GNSF mostly comprise Scientific-Research Institutes, Universities, and NGOs. The main mechanism of support for these organizations is the award of a research grant through a peer-reviewed competition. Absolute majority of awarded organizations are Scientific-Research Institutes, and NGOs represent absolute minority (in 2006, 43 organizations won state funding, out of which 31 were Scientific-Research Institutes, 9 Universities, 2 NGOs, and 1 governmental agency).

Another form of indirect support is governmental grants to research organizations (e.g. opinion survey groups, etc.). Grants from private businesses are extremely rare, as are consulting and advisory projects with the Government. This largely reflects the fledgling decision-making process in Georgian government that is mostly confined to the government agencies themselves, relying on their own analytical sections or the technical assistance from abroad (USAID, DFID, TACIS, etc.).

4.2.1. What are the national sources of financial support to SSH – funding through research councils, national government ministries?

Major national sources of financial support to SSH provide funds through Georgian National Science Foundation, Academy of Sciences, and Universities. In the State Budget of Georgia funds are normally allocated for the teaching programs in Universities; for rehabilitation of Institutions of Higher Education; for reforming Institutions of Higher Education; for research programs in Universities; to specific Research Institutes of the Academy of Sciences for their research agenda as well as institutional development. Funds are also allocated for social support of scientists.

4.2.2. How many different private sources of funding exist for SSH research? What proportion of overall research funds do they provide?

It is practically impossible to assess the extent of private donations to research funding in Georgia if any, especially in the field of Social Sciences and Humanities. In the first place, research activities are carried out mostly by diverse smaller NGOs or by small groups or by individual researchers even. Overall, funds originated in Georgia for funding research in SSH are quite insignificant. Most private funding for research comes through formalized institutions, such as Eurasia Foundation or Open Society Institute.

However, there are two private foundations that have funded research in SSH and have some potential for future as well: the Badri Patarkatshvili Foundation and the Charitable Foundation Kartu. Both these foundation are founded by wealthy Georgian businessmen for broad charity purposes and have little to do with SSH research funding specifically.

4.2.3. Regional and interregional initiatives (CRRS, Central Asian networks, etc.) for promoting research activities in the SSH.

Regional and interregional initiatives in the South Caucasus and Central Asia with Georgian participation are mostly internationally funded and oriented towards promotion of regional cooperation. The regional dimension mostly covers the three countries of the South Caucasus and rarely is extended to Central Asia. It is more common to include South Caucasus and Central Asia within one research project rather than to include the two sub-regions within one regional academic initiative. In some instances, interregional initiatives also cover Eastern or South-Eastern Europe. Here are some regional initiatives in SSH mostly oriented at regional cooperation in the South Caucasus:

- Caucasus Research Resource Centers (CRRC)
- The South Caucasus Cooperation Program of the Eurasia Foundation
- Transnational Crime and Corruption Center (TRACCC) – Caucasus Office
- Academic Fellowship Program (AFP) of the Open Society Institute
- East-East Program of the Open Society Institute
- Higher Education Support Program of the Open Society Institute
- The International Association for Caucasian Regional Studies with Vrije Universiteit Brussels, Belgium
- American Councils for International Education (ACCELS)
- East-West Institute
- International Research and Exchanges Board (IREX)
- Caucasus Academic Center (CAC)
- Caucasus International Consortium for Academic Cooperation (CICAC)

4.2.4. International funding organisations, their mechanisms and policies of promoting research in the SSH in NIS countries, including the European Commission, other International Organisations (UN, other), and international private foundations?

International funding organizations' preferred mechanisms for promoting research include commissioning research on social, economic, or political issues (mostly to research NGOs or think tanks), also provision of research grants to individual scholars through their scholarships schemes.

5. National approaches to the evaluation of scientific capabilities

5.1. What are the tools available for the evaluation of SSH scientific capabilities?

Evaluation of national scientific capabilities in SSH is virtually non-existent. The only available method for evaluation seems to be the results of the academic competition for obtaining of the state scientific grants through the GNSF, as this program used peer evaluation (including international expertise). The first interim report of the Foundation is due in January 2007.

Scientific-research institutes have their own established system of academic evaluation, which envisages self-evaluation and peer reviewing by prominent national scholars once in every few years. Up until 2005, state funding was virtually automatic as the negative reviews on academic activities were extremely rare. The result of such approach was a discrepancy between the number of scholars in Georgia and academic output – number of academics per million of population has been 2317 and the number of academic publications in 1992-2005 stood at mere 3539 in all spheres of science, including SSH. .

Any credible system for evaluation of research capabilities in SSH must go beyond the traditional institutions of research in SSH (scientific-research institutes and established institutions of higher education) and encompass, in the first place, foreign-funded NGOs and individuals or research groups that are oriented towards international funding. Also, while evaluating research capabilities in Georgia, the potential of émigré Georgians should also be taken into account. Because of the process of brain drain in the last 15 years, it is possible to argue, the most significant part of research capacity of Georgia lies with Georgian scholars living and working abroad. Any serious policy study of Georgia's research capability should include the possibility of inclusion of these scholars into national projects for Georgia.

5.2. At which levels are evaluations undertaken:

- Individuals,
- Research teams, projects/programmes,
- Institutions?

For state-funded projects, evaluation has not been undertaken at the research teams level according to the projects that they presented for consideration.

In terms of research universities, so far, the evaluation of overall capabilities (including infrastructure, personnel, teaching as well as research) has been institutional. This evaluation (state accreditation) has dramatically reduced the number of higher education institutions in Georgia. However, by 2009 all universities must undergo programmatic accreditation. This form of evaluation will also concern research programs at Universities, including research capabilities (both institutional as well as personnel), and PhD studies programs.

5.2. Does it occur a priori, a posterior or both?

So far, the evaluation of research capability happened a priori in terms of GNSF. However, in a year or two, when GNSF completes monitoring of research projects, there will be a possibility of an a posterior evaluation of research capabilities. However, this evaluation will hardly be representative (as is the a priori evaluation), because the state-funded projects represent only a fraction of overall research activity in SSH in Georgia.

5.4. What are the criteria that are used - scientific quality, originality, policy relevance, quality of research team, feasibility, other.

According to GNSF regulations, the evaluation criteria include the following (each criterion has a certain weight as measured in percentage of overall evaluation):

- Clear formulation of the problem essence, goals and objectives (14 per cent)

- High scientific or practical value (24 per cent)
- Qualification and experience of researchers and staff (23 per cent)
- Clear formulation of expected results and project evaluation mechanisms (10 per cent)
- Realistic results within the scope of the proposed time and budget (11 per cent)
- Realistic employment of high-tech methods and requested materials and technical resources (9 per cent)

5.5. Which national publications and citations indexes exist in the countries?

Georgian publications index has been in transition over the last few years. Even in the most well-established scientific fields (mostly exact and natural sciences), the old system of peer reviewed journals and other publications has been discarded as they had been oriented towards the Russian system. However, the new analogues have not been developed yet. The Association of Information Specialists (AIS) – Georgian national association of librarians and information specialists – together with Javakhishvili Tbilisi State University is working on developing a new publications index in a bilingual (Georgian and English) and digitalized format.

5.6. What is the proportion and role of external, peer evaluators in this process? How are these experts chosen among the international research community?

Among the peer reviewers involved with evaluation of GNSF grant applications, 514 were external and 141 were Georgians. Even though there is no separate data for SSH, it must be said that the external peer evaluation has occupied a rather prominent role in GNSF scientific grants selection process. The experts have been chosen from the INTAS pool of experts as well as from Thompson Data in cooperation with Techniform service in Georgia.

6. Challenges and prospects for the support of SSH in the region

Please present your expert assessment on the strengths and weaknesses of the institutional and policy framework in your country in terms of strength of the SSH institutions, thematic priorities, policy relevance, funding amounts and trajectories and the institutional loci of research and teaching.

Weaknesses of institutional and policy framework in SSH research in Georgia are too many to name.

- In the first place there is lack of funding for research.
- Second, there is a sheer lack of clearly defined and argued priorities in SSH research. In 2000, there were 93 (!) priorities in research in general, including many in SSH.
- Third, even though research is more and more moving to universities, there is little coordinated action to support this movement and integrate scientific-research institutes with research universities.
- Fourth, the legal framework for research is rather underdeveloped. Fifth, the need of well-developed publications index is neglected.
- Fifth, there has never been undertaken a nation-wide baseline study to define research capabilities both within Georgia as well as among the émigré researchers.

The strength of SSH research framework is the political will of the new Georgian government to target long-term goals in higher education and research. There are signs of emerging intent to prioritize research directions and award a prominent place to SSH. Among policy strengths, there is a goodwill to attract younger generation of scholars both to universities as well as to research community in general and support them even if funds are insufficient. Openness towards international collaboration and technical assistance can also qualify as strength of national policy in promotion of SSH research and capability-building. Openness and fairness of competition in the process of awarding scientific grants is also a positive side of the institutional framework of research capability development. And also, overall funding of research is going up after 2003 (up to 25 per cent, according to the Ministry of Education and Science).

What are the difficulties that need to be overcome to develop further the institutional and policy frameworks – developing infrastructure, financing?

Funding and technical assistance seems to be crucial in overcoming the pitfalls of institutional and policy framework in SSH research capability building in Georgia. Creation of modern research libraries and upgrade of the existing ones must become a priority, especially within the research universities. Coordination between various donor agencies dealing with research capability building is important too. Assistance in development of a standard publications index would be helpful.

One of major directions of improving institutional framework of SSH research capability building is the training of young administrators in the matters of research and university administration.

7. Conclusions and recommendations

7.1. Conclusions on the status of institutional landscape, human resources, support and scientific excellence by targeted countries (China, Armenia, Azerbaijan, Georgia, Russia, Ukraine, and Uzbekistan).

Situation with SSH research capability development needs a dramatic change. The overall direction seems to be correctly perceived by policy-makers and the pace of reforms is quite adequate to the need of changes. There remain three major areas for improvement: increase of funding in SSH research; training of younger generation of scholars, and introduction of viable quality assurance and evaluation mechanisms both in higher education as well as research. Instead of stimulating young scholars to go to Europe and America for studies, it is more advisable to create local training infrastructure, first of all in research methods education in Social Science and Humanities.

7.2. Major challenges to the international cooperation based on the analysis of institutional frameworks and policies.

There seems to be very few challenges to international cooperation on the side of government agencies. There can be some objective difficulties though – mostly emanating from the diversity of approaches from donor organizations as well as academic schools of thought. The latter problem is of academic character and with more and more diverse styles of education that young Georgians are facing in the West, their academic and administrative coordination and collaboration in Georgia comes under a greater strain than the case of homogeneous research training would be (as in case of Soviet system).

7.3. Recommendations on harmonisation of the institutional landscapes and for facilitating international collaboration in the SSH between the EU, NIS and China

Establishment of an international research capability development coordination body with the Ministry of Education would help to coordinate international aid and technical assistance in the field of higher education and research in SSH.

7.4. Recommendations on building up interfaces promoting international research co-operation in the SSH between the EU, NIS and China.

The European Neighbourhood Policy towards Georgia can include the matters of research and higher education to a larger extent than it is envisaged in the currently signed documents. This is a rather powerful tool in the hands of EU for advancing its priorities in Georgia in these fields and it should be exploited more consistently than is the case now.