



GEORGIAN INSTITUTE
OF PUBLIC AFFAIRS

Educational Program Title: Ph.D Program in Public Administration

Qualifications Granted: PhD in Public Administration

Program Volume in Credits: 60 credits

Teaching Language: Georgian

Level of Higher Academic Education: Doctorate

Academic Head of the Program: Nana Macharashvili

Administrative Head of the Program: Natia Tchigvaria

Program Description:

GIPA - Georgian Institute of Public Affairs, an institution with with 30 years of distinguished experience in public administration, offers a doctoral program designed to advance the field, fostering the generation of new knowledge, and enhance quality of research. The program equips independent, highly qualified researchers and academic personnel for roles in higher educational institutions, analytical research centers, the public sector, and other interested organizations. A Doctor in Public Administration possesses advanced expertise in public administration and is capable of making significant contributions to the development of the field, through the generation, dissemination and application of new knowledge, addressing societal challenges.

Program Objectives:

The doctoral program in public administration aims to:

- 1. Generate new knowledge in the field of public administration:** Expanding existing knowledge by integrating the latest research findings, offering original theoretical and methodological perspectives, deepening systematic and critical understanding, analysis, and evaluation of current issues. The program facilitates the development of effective solutions through independent research, resulting in high-quality scientific outputs using innovative approaches and methodologies.
- 2. Train highly qualified researchers in public administration:** Training professionals who, with dedication to generating new knowledge conduct innovative research, pursuing principles of academic integrity and the standards of professional ethics, based upon the foundations, develop new methodological approaches, and apply them in practice. Moreover, will independently develop and implement research projects on contemporary and problematic issues in the field of public administration, extending their inquiries into interdisciplinary context. The program aims to help graduates in developing skills to present and convey new knowledge in a well-grounded and clear manner to colleagues and to the broader public.
- 3. Train qualified academic resources in public administration:** Training of qualified academic cadres, possessing knowledge of the latest teaching/learning, evaluation methods and strategies for higher education institutions, who will provide students with a comprehensive understanding of public administration, equip them with relevant skills and instill core values, thereby foster the professional development of the next generation and contribute to social progress.
- 4. Training of professionals in public administration to utilize research findings for effective problem-solving:** the aim of the program is to train professionals, capable of applying scientific products for solving societal issues and transforming research findings into development-oriented, socially beneficial projects,

Program prerequisites:

Eligible candidates for the doctoral program in public administration must hold a master's degree or equivalent in public administration, social and behavioral sciences, education, business administration, management, or law.

Enrollment in the program involves an English language proficiency test and an interview conducted by admission committee.

Doctoral candidates must demonstrate English proficiency at the B2 level, validated by either an internal university exam or an internationally recognized English language certificate (such as TOEFL (P/B 513 score; I/BT 87 score); IELTS (5.5 Band); FCE; BEC Vantage; PTE (General level 3); PTE Academic (59p); Michigan ECCE).

Candidates who have completed a PhD's, master's or bachelor's program in English in Georgia or abroad are exempt from the English language proficiency requirement.

In addition to the documents required by the Dissertation Council of the School of Social Sciences at the Georgian Institute of Public Affairs and the doctoral program, applicants must submit a research project of at least 1,000 words. This project should outline the scientific novelty, relevance to the field of public administration, and proposed research methodology.

During the interview, candidates will be evaluated based on their motivation, knowledge of the field, originality and clarity of the research project, alignment of professional experience with program goals, and previous experience in publishing scientific work.

The university's website will provide a list of subject matters, along with a sample English language test, as part of the admission requirements.

Learning Outcomes of the Program:

Doctor of Public Administration:

Knowledge and Understanding

1. Demonstrates comprehensive knowledge of theories, relevant concepts, and scientific advancements in public administration. Critically assesses field-related issues from theoretical perspectives and recognizes their connections with other disciplines.
2. Provides in-depth discussions on public administration reform models and their determinants, with consideration of comparative public administration specifics. Analyzes ongoing reforms in Georgian public administration and their alignment with SIGMA standards.
3. Identifies the potential of utilizing research outcomes and data to address public issues. Formulates development-oriented projects for public administration based on scientific research findings.

Skills

4. Effectively manages research projects within the academic and professional realm of public administration, critically assessing theoretical and methodological shortcomings.
5. Utilizes appropriate methodologies, data collection, and analysis techniques to investigate complex issues in public administration, ensuring adherence to research ethics and academic integrity principles. Implements innovative approaches in research management.
6. Presents research findings clearly and convincingly in Georgian and English, utilizing modern communication channels. Engages in local and international discussions/conferences and publishes research in peer-reviewed journals.
7. Applies modern teaching/learning methods and assessment strategies to plan, execute, and evaluate public administration courses. Manages learning process challenges effectively.

8. Utilizes research-derived knowledge to address public issues, prepares policy documents, secures funding, and develops project proposals for innovative projects in public administration.

Responsibility and Autonomy

9. Adheres to professional standards in public administration, respecting cultural diversity and recognizing its significance in academic and professional contexts.

10. Demonstrates leadership in planning and evaluating research and development activities, including those related to Public Administration Reform. Promotes professional growth and continuous development among self and colleagues.

Teaching/Learning Methods

The principal methods of teaching and learning employed in the educational component provided by the doctoral program of public administration include lectures, group work, practical exercises, seminars, and instruction utilizing electronic resources. The syllabi of the existing lecture courses encompass various methods for achieving the training course's objectives, all rooted in the principles of student-centered teaching. The teaching and learning methods utilized focus on expanding knowledge while also fostering the development of essential skills, responsibility, and autonomy. The teaching and learning methods outlined in the syllabus of each training course align with the level of instruction and the objectives and content of the course.

Tailored to the specifics of each training course, the methods of teaching and learning ensure the attainment of the learning outcomes stipulated in the syllabus, while the array of existing teaching methods facilitates the achievement of the program's broader learning objectives. The teaching and learning methods outlined in the syllabi of the training courses aid in comprehending the subject matter and cultivating transferable skills in students.

Aligned with the objectives of each training course and the desired outcomes, the methods of teaching and learning emphasize interactive approaches, entailing the utilization of diverse strategies and activities tailored to the various courses, the overall curriculum, and the program's objectives. In addition to traditional lecture-style teaching, the process incorporates discussion and debate methods, cooperative learning, and collaborative work, ensuring the active participation of doctoral students in preparation for future academic and pedagogical endeavors.

The program places significant emphasis on practically engaging doctoral students, fostering the development of critical and meta-cognitive skills, encouraging reflection, and maintaining academic records. Furthermore, the program incorporates project-based learning, peer learning, and peer assessment into its teaching methodologies. Demonstrations, explanations, reports, deductive and inductive reasoning, role-playing, simulations, brainstorming sessions, case studies, panel discussions, and problem-based learning (PBL) are also employed.

The academic and visiting staff responsible for implementing the program may utilize one or more of the aforementioned methods or other activities depending on the specific learning objectives.

Employment Opportunities:

Graduates of the doctoral program in public administration are equipped to pursue roles as researchers/analysts in research institutes, private organizations, and other entities, as well as academic positions in higher educational institutions. They can build successful careers in public administration across various sectors, encompassing both governmental and non-governmental, and international organizations.

Human Resources Necessary for Program Implementation:

The implementation of the doctoral program in public administration is supported by appropriate human resources. The educational components of the program are overseen by the academic staff of the university, along with invited specialists possessing relevant experience and competencies. For further details regarding human resources, please refer to Annex N3.

Material Resources Necessary for Program Implementation:

The university utilizes its infrastructure and material-technical resources, available to students without constraints, to achieve the learning outcomes outlined in the doctoral program of public administration. These resources include training auditoriums and a conference hall equipped with necessary inventory, a library furnished with computer equipment and information and communication technologies, computer labs with internet-connected equipment and relevant software for the teaching-learning process, as well as various technical devices.

The educational program is supplemented by pertinent textbooks and methodological literature. The university library offers students access to relevant printed and electronic textbooks prescribed by the syllabi of study courses, instructional and scholarly literature, in addition to the library's book collection database, international electronic databases accessible off-campus, and the electronic catalog accessible via the university's website.

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Head of the Administrative Program: Professor Natia Chigvaria
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Structure and Curriculum of the Doctoral Program in Public Administration:

The doctoral program in public administration comprises teaching (60 ECTS) and research components. **The educational component of the program** aims to develop the field-specific and methodological skills of doctoral students, assisting them in completing their dissertations and preparing them for future pedagogical and scientific endeavors, additionally, the educational component focuses on equipping students with the skills necessary for producing scholarly work, managing research projects, and utilizing research outcomes to address public issues. This includes adhering to publication standards for articles intended for refereed journals. **The research component of the doctoral program** aims to cultivate the scientific research skills of doctoral students, culminating in the presentation of a dissertation. Successful defense of the prospectus and colloquium is a prerequisite for dissertation defense and ensures the quality of the research process. Moreover, two refereed publications must be produced in accordance with the requirements of the Dissertation Council and Doctorate Regulations of the School of Social Sciences at the Georgian Institute of Public Affairs. **The prospectus** comprises findings from secondary literature review and research conducted using secondary data related to the identified research problem. It serves as a preliminary outline of the dissertation, detailing the novelty and relevance of the research issue, providing a logical explanation and justification of its scientific and practical value, delineating research boundaries, focus, goals, tasks, research questions, and relevant theoretical conceptual foundations. **The colloquium**, as part of the dissertation research, constitutes one completed chapter reflecting data and analysis derived from qualitative, quantitative, or mixed research conducted during dissertation work. It is accompanied by a brief introductory section outlining the purpose and objectives of the dissertation to establish the relevance

of the presented research. Furthermore, the colloquium includes a detailed description of data collection methods, analysis techniques, and findings, which hold scientific value from both theoretical and empirical perspectives.

The dissertation represents the culmination of the independent scientific research conducted by the doctoral student. It should reflect scientifically substantiated results derived from theoretical and empirical research, addressing pertinent scientific issues, demonstrating scientific innovation, and contributing to the advancement of the field of public administration. The doctoral student's independent research endeavors focus on scientific self-development and are conducted under the supervision of their academic advisor.

Evaluation of the scientific research component within the doctoral educational program adheres to the evaluation system outlined in Order No. 3 of the Minister of Education and Science of Georgia, dated January 5, 2007, titled "On the rules for calculating credits for higher educational programs".

Curriculum of the PhD program in in Public Administration

№	Code of the course	Prerequisite	Courses	ECTS Credits/Hours						Student workload		
				I year		II year		III year		Contact hours	Independent hours	
				Semester								
				I	II	III	IV	V	VI			
				18	17	15	10					
			Teaching component – obligatory courses				Obligatory courses					
	PhD101	None	Leading theories and research aspects of Public Administration	8						48	152	
	PhD102	None	Research and scientific writing	5						39	86	
	PhD103	None	Modern teaching-learning methods and strategies	5						42	83	
	PhD104	PhD101, PhD102, PhD103	Qualitative research methods		5					36	89	
	PhD105	PhD101, PhD102, PhD103	Quantitative research methods and statistical analysis of quantitative data		7					60	115	
	PhD106	PhD101, PhD102, PhD103	Professor’s assistance			5				30	95	
	PhD107	PhD104, PhD105	Doctoral seminar I (Processing of a specific topic of public administration)			10				18	232	
	PhD108	PhD101, PhD102, PhD103	Scientific Management and Fundraising		5					32	93	
			Elective courses				10					
	PhD201	PhD107	Doctoral seminar II (Processing of a specific topic of public administration)				10			18	232	
	PhD202	PhD101- PhD108	Sectoral dimensions of public administration				10			45	205	
	PhD203	PhD101- PhD108	Relevant course/s completed within the international exchange program				10					
			Research component									
	PhD301	Teaching component	Prospectus					Yes/No				
	PhD302	Prospectus	Colloquium						Yes/No			
	PhD303	Publications, Colloquium	Dissertation									

Table # 1: Mapping the Course Objectives and Program Learning Outcomes for Public Administration Ph.D Programme

Programme Objectives				
	Objective 1	Objective 2	Objective 3	Objective 4
Knowledge and Understanding				
Learning Outcome 1				
Learning Outcome 2				
Learning Outcome 3				
Skills				
Learning Outcome 4				
Learning Outcome 5				
Learning Outcome 6				
Learning Outcome 7				
Learning Outcome 8				
Responsibility and Authonomy				
Learning Outcome 9				
Learning Outcome 10				

Table N3: Map of Learning Outcomes of the PhD Program in Public Administration

The map illustrates learning outcomes concerning compulsory subjects, which are further categorized into three (3) levels: a) I (Introduction) - introductory level, b) D (Development of knowledge) - deepening of knowledge, c) M (Mastering) - strengthening of knowledge. Additionally, the program incorporates a practical component - P (Practical application of knowledge/research). Training courses may also occur at the Development and Practice (DP) or Advanced and Practice (AP) level.

	Teaching Component	Knowledge and Understanding			Skills					Responsibility and Autonomy	
		1	2	3	4	5	6	7	8	9	10
	Teaching Component										
	Leading theories and research aspects of Public Administration	I	I	I	IP	I		I	IP		I
	Research and Scientific Writing	I				I	I				I
	Qualitative research methods	D		D	DP	D	DP		D	I	D
	Quantitative research methods and statistical data analysis	D		D	DP	D	DP		D	D	D
	Modern teaching-learning methods and strategies							DP		DP	
	Professor's assistance	D					DP	MP		DP	
	Doctoral Seminar 1 (Processing of a specific topic of public administration)	D	D		DP	DP	DP			DP	DP
	Research Management and Fundraising	D		MP					MP	DP	DP
	Research Component										
	Prospectus	DP	DP		DP	DP	DP			DP	DP
	Colloquium	DP	DP		DP	DP	DP			DP	DP
	Ph.D dissertation	M	M		M	M	M			M	M

Annex N1 - possible research topics of the program:

Based on the research experience and scientific productivity of the academic staff involved in the implementation of the doctoral program in public administration, the probable research topics include the following list:

Public administration reform, policy planning and coordination, public policy analysis and performance management, evidence-based management, public engagement in the public sector

Open government, public participation and consultation in the field of public administration, e-government and management of public services

Professional ethics in public administration, whistleblower institute, human resource management in the public sector and professional development

Good governance, accountability, parliamentary supervision and its challenges

Local governments, municipal law and management, decentralization, local community development, management of public resources for local development

Openness and accessibility of public information, human resources management in public service, public administration reform and its management challenges

Integrity in public service, rules of ethics and conduct, comparative public administration

Management of anti-corruption policy, accountability, integrity and ethics in public service, comparative public administration, organizational culture, whistleblowing in public service.

Electronic governance, cyber security, electronic data protection and management in the public sector

Social policy and its management, social security policy management, labor rights, migration and its management, women's economic empowerment management

Public law, administrative and constitutional law, challenges of convergence of Georgian legislation with EU standards

Management of foreign policy, specifics and challenges of management of defense and security policy

Environmental protection and sustainable development, waste management and specifics of its management

Environmental protection and biodiversity management, natural resources management

Environmental protection and sustainable development, environmental security policy management

Management of macroeconomic, namely monetary and currency policy, trade policy, as well as banking regulation policy, management of economic growth, inflation, exchange rate regime, financial sector development, competitiveness, trade policy.

Economic and Monetary Policy Management, Fiscal Policy and State Bank Management, Economic Benefits of Labor Migration, Foreign Trade, Debt and Investment Management

Management of education policy, management of innovation, inclusion and quality in education, management of pre-school institutions

Political dimensions of public service reform, gender equality policy management, conflict management

Assessment of functioning of state institutions and media coverage, civil conflict and discourse of political actors in the media

Economics, economic policy, sectoral economics, econometrics, regulation of economic sectors.

Human social rights and its regulation, crime and punishment management

Drug Policy Management, Anti-Tobacco Policy Management, Psychiatric Disease Control and Management, Education Policy Management

Research problematic issues relevant to the field of public administration, including at the level of sectoral, cross-sectoral and interdisciplinary analysis, which the academic staff involved in the implementation of the program have the competence to lead, are determined by the following list:

1. Models of public administration reform and comparative practices of reform implementation and evaluation according to the logic of traditional management, new public administration, neo-Weberian and new public administration.
2. Compatibility of national and local dimensions of public administration from a legal, political and governance perspective - an institutional analysis of public administration.
3. Public involvement and relevant tools in the process of public administration.
4. Specifics and standards of public service: challenges of implementing electronic and service+standards.
5. Public sector economics and budgeting, its management mechanisms and challenges.
6. Recruitment and evaluation of civil servants, evaluation models and implementation specifics from a comparative public administration perspective.
7. Neutrality and independence of the civil service system.
8. Protection of meritocratic principles in public administration and its management mechanisms.
9. Evidence-based policy management - planning, implementation and evaluation.
10. Results-oriented management models and their comparative practices.
11. Leadership in public administration and mechanisms of its effectiveness.
12. Models of organizational culture analysis in public administration.
13. Organizational change management and challenges in public service.
14. Motivation research in public organizations.
15. Organizational learning and its management mechanisms in public administration.
16. Group/team management and its analysis models in public administration.
17. Perspectives of systematic analysis of public organizations.
18. Models of private-public partnership and its challenges in the process of relations with external contractors.
19. Mechanisms of deliberative governance and perspectives of involvement of external factors to implement network governance.
20. Principles of open government and challenges in their implementation.
21. E-Governance Models: Best Practices and Current Challenges.
22. Multi-level governance models (supra-national, national, regional and local) and comparative analysis of existing practices.
23. Comparative public administration (Anglo-Saxon, European and Asian experiences).
24. The specifics of sectoral (health, social, environmental, etc.) policy management and current challenges in the post-Soviet and Eastern European experience.
25. The specifics of public policy analysis in the public sector and current challenges in a transforming society.
26. Management tools and standards and their implementation problems with sectoral and cross-sectoral perspectives.
27. Sunk costs and challenges in public administration.
28. Policy coordination problems in public administration: horizontal and vertical.
29. Transparency and accountability of public organizations..
30. Internal and external factors affecting the development of local public administration.

Appendix #2 – Personal Documentation about the Academic and Administrative heads of the programme

Nana (Nani) Macharashvili

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EDUCATION:

Institution (Date from - Date to)	Degree(s) or Diploma(s) obtained:
Ivane Javakhishvili Tbilisi State University 2003-2007	Ph.D. in Political Science (Diploma of a candidate of Sciences in Political Science # 005555)
University of Manchester / Moscow School of Social and Economic Sciences 2002-2003	M.A. in Political Science (Master of Arts in Political Science)
Ivane Javakhishvili Tbilisi State University 1999-2001	M.A. in Political Science (Master's Diploma # 01003)
Ivane Javakhishvili Tbilisi State University 1995-1999	B.A. in Political Science (Bachelor's Diploma # 00875)

CURRENT POSITIONS:

2018 – present Professor, Head of the M.A. and Ph.D programmes in Public Administration, Director of Research Department, Georgian Institute of Public Affairs (GIPA) – Affiliated University

2019 – present Accreditation Expert – Public Policy/Administration and Political Science, LEPL National Center for Educational Quality Enhancement, Ministry of Education, Science, Culture and Sport of Georgia.

2022-present Manager of the Journal - The NISPAcee Journal of Public Administration and Policy, Partnership between GIPA and NISPAcee

PUBLICATIONS

1. Macharashvili, N., Gorgodze, A., Kipiani, K., (2024), U21 and Sustainable Development Goals (SDGs), Research Report, Research Project funded by UEFA Academy.
2. Tabeshadze, M., Kenneth Nordberg, K., Lindh, M., Chutlashvili, A. & Macharashvili N., (2023), POLICY RECOMMENDATIONS FOR INCREASING MEANINGFUL PARTICIPATION OF YOUTH IN GEORGIAN DECISION-MAKING (BASED ON SWEDISH AND FINNISH PRACTICES), GIPA, UNDP.
3. Macharashvili, N., Tsukhishvili, N. (2022), Whistleblower Practice in Civil Service of Georgia, Civil Service Hub (on Georgian Language).
4. Study on Technical Professions in Civil Service of Georgia, Research report presented by ACT for the German Agency for International Cooperation (GIZ), October, 2022, Tbilisi, Georgia, THE STUDY REPORT (on Georgian and English languages).
5. Macharashvili, N., Sanikidze, T., Beridze, E., Begoidze, M., Chalauri, N., (2020), Political Independence of Civil Servants and the Role of Senior Civil Servants. Tbilisi: GIPA with the support of UNDP Georgia. Summary report.
6. Macharashvili, N., Sanikidze, T., Beridze, E., Begoidze, M., Chalauri, N., (2020), Political Independence of Civil Servants and the Role of Senior Civil Servants. Full Publication. Tbilisi: GIPA with the support of UNDP Georgia.
7. Dzebisashvili, Sh., Macharashvili, N., (2020), Strategic Planning Handbook in Security and Defence Fields, Tbilisi: NATO Liaison Office (NLO), Professional Development Program.
8. Véronique Dudouet, Alia Eshaq, Ekaterine Basilaia & Nana Macharashvili, (2018), From policy to action: assessing the European Union's approach to inclusive mediation and dialogue support in Georgia and Yemen, Peacebuilding, Taylor & Francis, DOI: 10.1080/21647259.2018.1491279 (HORIZON2020)
9. Nana Macharashvili, Ekaterine Basilaia, Nikoloz Samkharade (2017), Assessing the EU's conflict prevention and peacebuilding interventions in Georgia, WOSCAP case-study report. <https://www.woscap.eu/publications1/index.html> (HORIZON2020)

10. Ekaterine Basilaia & Nana Macharashvili, (2017), Gender in Disaster Risk Reduction, "Supporting community resilience in the South Caucasus" funded by the European Commission under its Civil Protection and Humanitarian Aid programme and executed by OXFAM GB (on georgian language). http://www.bridge.org.ge/uploads/files/docs/1894Geo_Gender_in_210x297_PRINT.pdf
11. Lia Tsuladze, Nana Macharashvili & Ketevan Pachulia (2017), SOS Tbilisi, Problems of Post-Communism. DOI: 10.1080/10758216.2017.1308228
12. Macharashvili, N., Basilaia, E, Tangiashvili, N. (2015) Policy Advocacy Success in Georgia: The Role and Limitations of NGOs in Influencing Public Policy, Tbilisi (manuscript on Geotgian and English Languages). file:///C:/Users/User/Downloads/Macharashvili_2015_Policy%20Advocacy%20Success%20in%20Georgia_eng.pdf
13. N.Macharashvili, N.Vasadze, (2013) Book review for Ricketts, A. (2012) The Activists' Handbook: A Step-by-Step Guide to Participative Democracy, Zed BooksL London, NY, in Community Development Journal (2013) 48 (4): 648-651. Macharashvili N. (2011) Windows of Opportunity for governmental and non-governmental organization partnership in Georgia. Annual Publication. Center of Training and Consultancy. 2010
14. Macharashvili N. (2010) Public Sector Reforming in Georgia: Consumer oriented models VS citizen engagement. Annual Publication. Center of Training and Consultancy. 2009.
15. Macharashvili N. (ed.). (2009) Textbook Materials in Public Policy and Policymaking. Institute of Political Science.
16. Macharashvili N (2008), The Prospects for The New Public Management Model in contemporary Georgia. Tbilisi: Georgian Political Science Quarterly. Institute of Political Science.
17. Macharashvili, N. (2007), National Reconciliation as the toll for Peace building and Reaching National Consensus in the Post conflict Society, Tbilisi: Institute of Political Science.
18. Macharashvili, N. (2007), Politics and Society, Political Forum – 10 questions about the Development of Georgian Society, 2006, Tbilisi: Caucasus Institute of Peace, Democracy and Development.
19. Macharashvili, (2007), Georgia Following International Experience of National Reconciliation by Rejecting the Retributive Model? The CA&CC Press® AB /Central Asia & Central Caucasus Press AB/\, THE Caucasus &Globalization, Journal of Social, Political and Economic Studies, Vol. 1 (4).
20. Macharashvili N., (2007), Political Forum: 15 years of Independence. Politics and Society, Caucasus institute for Pease, Democracy and Development, Tbilisi. http://www.cipdd.org/files/7_284_473910_Politfor.pdf
21. Нани МАЧАРАШВИЛИ, ОТКАЗ ОТ "КАРАТЕЛЬНОЙ" МОДЕЛИ ВОССТАНОВЛЕНИЯ СПРАВЕДЛИВОСТИ: ИДЕТ ЛИ ГРУЗИЯ ПО ПУТИ МЕЖДУНАРОДНОГО ОПЫТА НАЦИОНАЛЬНОГО ПРИМИРЕНИЯ? КАВКАЗ&ГЛОБАЛИЗАЦИЯ, Журналсоциально-политических и экономических исследований, Том 1 (4), 2007 г.
22. Macharashvili N., (2006) Policy Analysis, Textbook for Advanced Master Course in Policy Analysis, Center for Social Science. Tbilisi.
23. Macharashvili N., (2005), "International Experience of National Reconciliation: Which Model Will Georgia Choose?", Tselitsdeuli - Year-Book of the Institute of Political Sciences of Academy of Georgia.
24. Macharashvili N., (2004), „Spanish Experience of National Reconciliation Process”. Politica, Vol..5-6.
25. Macharashvili N., (2001), „International Experience of National Reconciliation Process and Georgia”. Political Technologies, Vol.1.
26. Macharashvili N., (2000), „Human Rights Defending in Georgia”, Book chapter, POLITOLOGIA. Course Matherial Collection. Tbilisi.
27. Macharashvili N., (1998), Compromise as the phenomena of Political Culture, Collection of Students’ resarch papers dedicated to the cultural history and theory issues, Tbilisi.

RESEARCH PROJECTS/ RESEARCH DEVELOPMENT INSTITUTIONAL PROJECTS AND GRANTS

2022-2026 – project leader at GIPA – EU - the national structural reform project ‘Responsible Conduct of Research – Research Integrity and Ethics in Georgian Universities (ETHICS)’ - Georgia National Project ERASMUS-EDU-2022-CBHE-STRAND-3 (2022-2026)

2022-2025 - The NISPACEe – partnership with the NISPACEe - The Network of Institutes and Schools of Public Administration in Central and Eastern Europe Journal of Public Administration and Policy

2022 – March-December - Whistleblower Practice in Civil Service of Georgia, Civil Service Hub, Embassy of Netherlands in Georgia.

2019-2022 - project leader at GIPA – EU - “Raising Research Capacity of Georgian HEIs through Developing R&D Units”, ERASMUS+ Programme, 598207-EPP-1- 2018-1-GEEPCKA2-CBHE-SP

2019-2020 – Project Leader, senior researcher, Research Project - UNDP, Political Independence of Public Servants and the Role of Senior Public Savant, Supporting Public Administration Reform in Georgia.

2015-2017 - Researcher, project leader at TSU, HORIZON 2020 – EU Whole-of-Society Conflict Prevention and Peacebuilding (EU-WOSCAP), 653866 – WOSCAP –H2020-BES-2014-2015/H2020-BES-2014, Local Expert, Project Coordinator at Tbilisi State University.

2015-2016 – researcher, Research Beyond the Ivory Tower: Policy and Communications Training for University Teams programme, .’NUPI - Norwegian Institute of International Affairs fellowship for research - SOS Tbilisi: Does Environmental Civic Participation Enable Deliberative Democracy in Georgia?

2014-2016 – Glosarry for Public Policy and Administration under the Social Science Glossary, Center for Social Sciences, Rustaveli National Scientific Agency.

2013-2015 – local expert – V-Democracy Institute, Department of Political Science, University of Gothenburg (Sweden). <https://v-dem.net/DemoComp/en/data/analysis>.

2013-2014 - project leader, USA embassy in Tbilisi, Georgia – W.Dunn, Public Policy Analysis, USA authors book translation program.

2012-2014 – project leader and researcher, The ACADEMIC SWISS CAUCASUS NET (ASCN). Outside Policy actor's engagement in Public policy Making.

Natia Tchigvaria

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Current Position

- Administrative Head of PhD programs: Georgian Institute of Public Affairs (GIPA);
- Expert of Authorization of Higher Educational Institutions; National Centre for Quality Educational Enhancement. Ministry of Education in Georgia
- Associated Professor; Member of academic council at School of Social Sciences.

Education

2010 - Ak. Tsereteli Kutaisi State University - Doctor's degree in Philology (English Literature)

2010 - Management Academy - Certificate of Completion

Project Management/Monitoring and Evaluation

2005-2007 – GIPA-Georgian Institute of Public Affairs - Master's degree in International Politics: Concentration: International Development Columbia Missouri University

2003 - Visiting scholar - Columbia Missouri University

1992-1997 - Ak.Tsereteli Kutaisi State University - Master's degree in English Language and Literature

1993-1998 - Ak.Tsereteli Kutaisi State University, Master's degree in Law

Publications

- 2021 _ Chapter 9 "Does mining industry in Georgia affect public health?" Public Policy and Politics in Georgia: Lessons from Post-Soviet Transition (Soviet and Post-Soviet Politics and Society), ibidem Press, v. 228.ISSN 1614-3515
- 2021_ Translator; Book translation program in Georgia funded by US Embassy; A textbook_ "Organizational Behavior: A Skill-Building Approach", Authors: Dr. Christopher P. Neck (Author), Jeffery D. Houghton (Author), Emma L. Murray (Author); edition 2019; Sage publication Inc.
- 2019_ Translator; Book translation program in Georgia funded by US Embassy; A textbook: "Operations Management: Processes and Supply Chains (What's New in Operations Management ", Authors: Lee Krajewski (Author), Manoj Malhotra (Author), Larry Ritzman (Author) Pearson 2018.
- 2018_ Translator; Book translation program in Georgia funded by US Embassy; A textbook_ "Entrepreneurship: Successfully Launching New Ventures (What's New in Management)"; Authors: Bruce Barringer (Author), R Ireland (Author) Pearson 2018.

Trainings, seminars, certified courses (last 7 years);

- 2020 the 6th CRRC Armenia conference: "Coming together and growing apart: a decade of transformation in the South Caucasus";
- 2020 European Quality Assurance Forum "Towards flexible higher education implications for QA organized by EUA;

- 2017 September 8; Workshop „Enhance capacity to advocate conservation biodiversity, adaptation and mitigation of climate change and sustainable soil management” organized by Georgia’s environmental outlook
 - 2017 June; McMillan Education Training “Bringing life skills to life: Tips for motivating and managing students”; “Grammar for pleasure”; “Keys for engaging young learners” “Activating Literacy skills for young learners”
 - 2017 20 June-30 July; University Research Program in Public Policy; Organized by Georgian University in Athens; USA
 - 2017 April 2; conference “Boosting PhD dissertations quality as the key opportunity for country’s innovative potential growth”; presentation title: “The problem of doctoral programs integration in International Academic Area”
 - 2017 January 24; Training in Modern Teaching Methods; Prof. Meine Pieter Van Dijk_ Maastricht School of Management (MSM)
- 2016 January; Training „ Managing Difficult Students” Trainer Prof. Terry Anderson Troy Alabama University; USA

Projects (Last 7 years)

- 2023_present: " Responsible Conduct of Research - Research Integrity and Ethics in Georgian Universities (ETHICS). Co-funded by ERASMUS+ program by EU. TOT
- 2021- 2023 _ EquaStream- Mainstreaming Gender Equality in Academia; Academic collaboration in the Baltic Sea region; The Swedish Institute funding for partners in the Baltic Sea region and EU Eastern Partnership; Representative of GIPA academic personnel;
- 2021: Erasmus Non-EU; Staff mobility for training; Radboud University "Social Research Methods: Qualitative Data Analysis";
- 2020: Trainer “Environmentally friendly approaches and outlooks” Local Action Group Tskaltubo, ENPARD 3.
- 2020- present_Raising Research Capacity of Georgian HEIs through Developing R&D Units / HERD; Representative of GIPA academic personnel; ERASMUS+ Programme, 598207-EPP-1- 2018-1- GEEPPKA2-CBHE-SP Communication officer.
- 2020_ Book Translation Program funded by US Embassy in Georgia; Translator of the following books: “Entrepreneurship_ Successfully Launching New Ventures” by Bruce R Barringer, R. Duane Ireland. “Operational Management: Processes and Supply Chains” by Lee Krajewski, Manoj Malhotra “Organizational behavior: a Skill-Building Approach” by Dr. Christopher P. Neck, Jeffery D. Houghton; (ongoing).
- 2020-2021: Trainer and author of an intensive training course: Improve skills to understand Georgian texts for Ethnic Minorities; Project "Promoting a New Rural Development Approach in Akhalkalaki" funded by ENPARD Georgia.
- 2019-2021: Trainer and author of an intensive training course: Improvement of English Language Skills for Ethnic Minorities; Project "Promoting a New Rural Development Approach in Akhalkalaki" funded by ENPARD Georgia.
- 2019 October-December: Training in professional English (Environmental issues and agriculture) for Ministry of Environment and Agriculture. Author of training package and trainer. Partners FAO and GIPA training and consultation centre.
- 2014-2016 _ “Ares Vivendi” _ Centre for supporting research and development of healthy future of children and Youth. Project director

Annex N3 – Information about human resources of the program

№	Name, Surname	Academic/Invited Personnel, Academic Degree	Affiliate Academic personnel	A Supervisor of Doctoral Dissertation Thesis	Learning Component
1.	Nana Matcharashvili	Professor, Doctor of Political Science	Affiliate	Supervisor	Research Design and Publishing; The leading theoretical and research aspects of Public Policy and Public Government; Sectoral Dimensions of Public Administration; Doctoral Seminar
2.	Bakur Kvashilava	Professor, Doctor of Social Sciences	Affiliate	Supervisor	Doctoral Seminar; Qualitative Research Methods
3.	Natia Gorgadze	Associate professor, Doctor of Education	Affiliate	Supervisor	Doctoral Seminar; Modern Learning/Teaching Methods and Strategies; Sectoral Dimensions of Public Administration
4.	Nikoloz Esitashvili	Associate Professor, Doctor of Political Science	Affiliate	Supervisor	Quantitative Research Methods and Statistical Analysis of Quantitative Data; Doctoral Seminar
5.	Tamar Zurabishvili	Associate Professor, Doctor of Sociology	Affiliate	-	Quantitative Research Methods and Statistical Analysis of Quantitative Data; Research Management and Fundraising; Doctoral Seminar
6.	Mamuka Makhataдзе	Associate Professor, Doctor of Medicine	Affiliate	-	Sectoral Dimensions of Public Administration; Doctoral Seminar
7.	Gvantsa Beselia	Assistant Professor, Doctor of Public Administration	Affiliate	Supervisor	Doctoral Seminar
8.	Shalva Lazariashvili	Associate Professor, Doctor of Public Administration	Affiliate	Supervisor	Doctoral Seminar

9.	Shalva (Lasha) Gogidze	Associate Professor, Doctor of Public Administration	Affiliate	Supervisor	Doctoral Seminar
10.	Nino Tsukhishvili	Associate Professor, Doctor of Laws	Affiliate	-	Doctoral Seminar
11.	Natia Iakobidze	Associate Professor, Doctor of Philological Sciences	Affiliate	-	Research Design and Publishing
12.	Konstantine Eristavi	Professor, Doctor of Human Rights Theory	Affiliate	Supervisor	Doctoral Seminar
13.	Aleksandre Svanishvili	Professor, Doctor of Social Sciences	Affiliate	Supervisor	Doctoral Seminar; Sectoral Dimensions of Public Administration;
14.	Gogita Todradze	Associate professor, Doctor of Economics	Affiliate	-	Doctoral Seminar
15.	David Kirvalidze	Professor, Doctor of Agricultural Science	Affiliate	-	Doctoral Seminar
16.	Vano Tsertsvadze	Professor, Doctor of Social Sciences	Affiliate	Supervisor	Doctoral Seminar
17.	Khatuna Gigaure	Associate Professor, Doctor of Life Science	Affiliate	Supervisor	Doctoral Seminar
18.	Kakha Artsivadze	Professor, Doctor of Biological Sciences	Affiliate	Supervisor	Doctoral Seminar; Sectoral Dimensions of Public Administration;
19.	Ia Eradze	Associate Professor, Doctor of Social and Economic Sciences	Affiliate	Supervisor	Doctoral Seminar

20.	Nino Gelashvili	Associate Professor, Doctor of Chemical Sciences	Affiliate	Supervisor	Doctoral Seminar
21.	Nino Abzianidze	Associate Professor, Doctor of Political Science	Affiliate	Supervisor	Doctoral Seminar
22.	Tornike Sharashenidze	Professor, Doctor of Social Sciences	Affiliate	Supervisor	Doctoral Seminar; Sectoral Dimensions of Public Administration;
23.	Natia Kutivadze	Professor, Doctor of Economics	Affiliate	-	Doctoral Seminar
24.	Merab Kakulia	Professor, Doctor of Economics	Affiliate	Supervisor	Doctoral Seminar
25.	David Jandieri	Professor, Doctor of Laws	Affiliate	-	Doctoral Seminar
26.	Vladimer Naphetvaridze	Associate Professor, Doctor of Political Science	Non-Affiliate	Supervisor	Doctoral Seminar
27.	Ketevan Goginashvili	Associate Professor, Doctor of Health Sciences	Affiliate	Supervisor	Doctoral Seminar; Sectoral Dimensions of Public Administration;
28.	Mikheil Tokmazishvili	Associate Professor, Doctor of Economic Sciences	Non-Affiliate	Supervisor	Doctoral Seminar
29.	Shalva Tabatadze	Invited lecturer, Doctor of Education	-	-	Research Management and Fundraising
30.	Rao Sangeeta	Associate Professor; PhD.	Non-Affiliate	Supervisor	Doctoral Seminar