LEPL Ivane Javakhishvili Tbilisi State University (TSU), Georgia
LEPL National and Kapodistrian University of Athens (NKUA), Greece

International Doctoral Education Programme:
Governance and Administration in Education and Science

Joint Degree awarded by
LEPL Ivane Javakhishvili Tbilisi State University (TSU), Georgia and
LEPL National and Kapodistrian University of Athens (NKUA), Greece

2024

Name of the Program	
	International Doctoral Education Programme: Governance and Administration in Education and Science
Qualification awarded	PhD in Education Science
Distribution of credits ECTS	**The programme mandates a minimum study duration of six semesters.** **Teaching component: 55 ECTS credits** **Mandatory modules: 50 ECTS credits** ● Introduction to Advanced Research Methods - 5 ECTS credits; ● Advanced Research Methodology and Tools I: Case studies - 5 ECTS credits; ● Advanced Research Methodology and Tools II: Action Research - 5 ECTS credits; ● Leadership and administration for research practice and policy in the education sector and beyond - 5 ECTS credits; ● Global research innovations in education and beyond - 5 ECTS credits; ● Education for sustainable development - 5 ECTS credits; ● Assistantship to the professor - 5 ECTS credits; ● Doctorate seminar - 5 ECTS credits; ● Winter school - 5 ECTS credits; ● Summer school - 5 ECTS credits. **Elective modules: 5 ECTS credits** 5 ECTS credits will be provided according to the requirements or needs of the students. **Scientific-research component** ● Research project 1; ● Research project 2; ● Participation in conferences/articles; ● PhD thesis.
Language of instruction	English
Programme leaders	Rusudan Sanadze, Associate Professor, Ivane Javakhishvili Tbilisi State University (TSU), Georgia. Apostolia Galani, Professor, National and Kapodistrian University of Athens (NKUA), Greece
Admission prerequisites	The programme is addressed to professionals in the field of education (teachers, young and experienced education executives, decision-makers, etc.) with specific objectives: combining professional experience with scientific excellence, planning future careers at the intersection of education and science, seeking intellectual challenges and personal growth, engaging in international networks for professional and personal development, and ultimately obtaining a doctoral degree. The programme is highly valued for its seamless integration into participants' lives and career plans. Admission prerequisites for the programme are as follows: 1. Completed a Master's degree with thesis. 2. Master's degree in education or work experience in education (formal or informal), public sector, NGO, or education institution setting for at least three years. 3. English proficiency (C1) (TOEFL iBT 110; IELTS 7,0) or the university examination. Applicants can be exempted from submitting the language proficiency test report if an undergraduate and/or graduate degree was earned in a programme which was officially taught in English.

	4. Prospective candidates must possess a minimum of 10 ECTS/or equivalent in the fields of research and pedagogy at a Master's degree level, or equivalent.
	5. Research proposal outlining the research topic the candidate would like to pursue in the programme (1500-2000 words).
	Documentation to be submitted additionally:
	1. Statement of purpose outlining the applicant's prior educational career, statement of their interest in the programme, their long-term career goals, and how the programme would help them to achieve these goals (700 words).
	2. Two letters of recommendation.
	3. Suggestion of two possible supervisors in the two universities, who have also declared their interest.
	4. CV of the applicant.
Goal of the program	The PhD programme in Governance and Administration in Education and Science bridges theory and practice, enhancing research competence for educational, research, and governance professionals. It integrates their expertise with academic rigor and practical applicability. Participants collaborate with research centers and professors, aligning their research topics with societal needs in education and administration. This results in the production of original research that advances the fields of governance and administration in education and science. Graduates emerge as highly-qualified researchers equipped with professional and transversal skills, ready to work within and beyond academia. They contribute to field development by addressing critical issues, introducing new trends and tendencies and approaches, and influencing policy and practice. Their research supports societal development by addressing educational challenges, fostering innovation, and enhancing human capital globally.
Learning Outcomes	
Knowledge and understanding	Upon completion of the programme, the PhD graduate has: ● Profound knowledge of the principles, theories, historical perspectives and innovations in education and science administration. ● A thorough understanding of professional and research ethics.
Skills	Upon the completion of the programme, the PhD graduate is able to: ● Provide critical analysis, assessment, and synthesis of new and complex ideas. ● Develop innovative thinking and problem-solving skills to address contemporary challenges in education, research, and science administration on a global level. ● Communicate, both in writing and verbally, and disseminate their research findings.
Autonomy and responsibility	Upon completion of the programme, the PhD graduate has the ability to: ● Autonomously design and conduct research in their area of specialization. ● Be committed to ethical research conduct and responsible science administration practices, ensuring the integrity and credibility of academic and administrative pursuits.
Teaching and learning methods	● Methods of working on the book: independent and explanatory reading. ● Practical methods: working group, professional practice. ● Methods of analysis and synthesis, induction and deduction. ● Case study. ● Problem-based learning. ● Project-based learning.

	● E-learning.
Evaluation System	**Teaching component:** ● Students' evaluation criteria correspond with the Georgian and Greek law on higher education and TSU and NKUA bylaws. ● Students receive ECTS within a 100-point grading system for their learning component. ● The following components are included in the evaluation form: activity, midterms, practical and research assignments, final examination, presentations. ● Students are evaluated based on practical and theoretical knowledge. ● Some parts of the midterms are/might be carried out online synchronously or asynchronously (via TSU e-learning and NKUA e-class portal). The major goal is to have a final assessment based on reports, essays etc. **Evaluation System** A | 91 -100 | Excellent B | 81 -90 | Very Good C | 71 -80 | Good D | 61 -70 | Satisfactory E | 51 - 60 | Poor FX | 41 - 50 | Fail (student can retake the final examination only once) F | 0 – 40 | Fail (student has to retake the course) In accordance with the minister's decree N3 (2007), in the case of an FX assessment, the student is allowed to take an additional exam. In the case of an FX assessment in an educational programme component, the HEI is obliged to organise an additional exam at least in five days after the announcement of the results of the final exam. This obligation is not valid for the dissertation, graduate project/work, creative/performance work, or other scientific project/work. The points received at the final assessment are not added to the additional exam assessment received by the student. The assessment received at the additional exam is the final assessment and is depicted in the total assessment. In the case of receiving 0-50 points in the total assessment of the educational component, considering the additional exam assessment, the student assessment is finalised as an F-0 point. In the case of an F-assessment, the student must retake the credit. **Research component is evaluated by agreed requirements based on the prerequisites for the thesis defense of both institutions.**
Employment areas	The joint doctoral programme opens diverse and enhanced employment opportunities, providing graduates with a broad set of skills and international exposure, making them competitive candidates in various professional fields. After completing the doctoral program, the PhD graduate is able to be employed in any type / research or educational / governmental or non-governmental institution in the field of education, to lead the educational-scientific process in national and international educational sector. A PhD graduate can serve as a leader in formal and informal educational settings (schools, universities, museums, science festivals, technological institutions). The graduate could be a science and education policy analyst, an international educational policy consultant, and more.
Tuition Fees	**10 000** Euros (equivalent in Georgian Lari)/year.
Resources	**Number of academic staff involved in the programme:** Academic and invited staff from TSU – 8; Academic and invited staff from NKUA – 7.

The Evaluation System grading table:

A	91 -100	Excellent
B	81 -90	Very Good
C	71 -80	Good
D	61 -70	Satisfactory
E	51 - 60	Poor
FX	41 - 50	Fail (student can retake the final examination only once)
F	0 – 40	Fail (student has to retake the course)

	The programme is run at the TSU and NKUA campuses. The governing board consists of:
	- Rusudan Sanadze, Associate Professor, Ivane Javakhishvili Tbilisi State University (TSU), (Georgia). - Irma Grdzelidze, Associate Professor, Ivane Javakhishvili Tbilisi State University (TSU), (Georgia). - Apostolia Galani, Professor, National and Kapodistrian University of Athens (NKUA), (Greece). - Evangelia Mavrikaki, Professor, National and Kapodistrian University of Athens (NKUA), (Greece). **Library databases:** Full access to subscribed electronic databases such as Unified Search Engines, e-Books, e-Journals, bibliographic databases and other e-Resources, is provided only through the TSU IP network and NKUA IP network.

Research topics (indicative)	Education:
	    Educational leadership and administration;
	    Curriculum development and innovation;
	    Quality assurance in education;
	    Education policy and its impact on institutions.
	
	Science administration:
	    Research management and funding strategies;
	    Innovation and technology transfer in academic settings;
	    Collaboration between academia and industry;
	    Science communication and public engagement.
	
	Governance:
	    Comparative analysis of governance structures in educational institutions;
	    Policy analysis and development in the context of education and science administration;
	    Decision-making processes in academic governance.
	
	Cross-cutting themes:
	    Global perspectives on governance, education, and science administration;
	    Ethical considerations in educational and scientific research;
	    Interdisciplinary approaches to solving complex problems in these domains.
	
	If needed the PhD candidate will be assisted by the co-supervisor from the respected field.

Additional Information	This joint PhD programme is supported by the Ministry of Education and Science and Youth of Georgia, founded upon the Georgia Innovation, Inclusion, and Quality Project (I2Q) (Reference No: GE-MESCS-212280-CS-QCBS Consulting Services for Promoting Internationalisation of Higher Education), offering extensive collaboration opportunities with scholars, researchers, and institutions worldwide. The joint PhD programme is designed to tackle complex challenges in education and research policy and practice, necessitating diverse perspectives and expertise. It aims to combine resources and knowledge to provide high-quality studies. Furthermore, the programme seeks to foster cross-cultural collaboration by facilitating partnerships between institutions from different countries, enhancing the overall academic experience.

The lead institution is Ivane Javakhishvili Tbilisi State University (TSU), Georgia, with the National and Kapodistrian University of Athens (NKUA), Greece, serving as the co-leading institution.

An international PhD programme provides opportunities for collaboration with scholars, researchers, and institutions globally. Particular features of this PhD programme compared to other programmes in educational sciences include the following.

- The programme's structure has a holistic view of international education and research.
- There is a practical PhD skills development component, which involves researching real-life problems in real workplaces.
- The programme's international team has research projects, where PhD candidates might work as research assistants. This also can support their publications.
- Summer schools serve as a dialogue platform and include skills' acceleration possibilities for the candidates of all cohorts.
- Comparative studies are encouraged.
- More job opportunities are available to students due to the international network created between professors and students.
- The global approach is innovative in fostering a more comprehensive understanding of education and research policy and practice.
- The integration of education, research policy, and practice indicates a holistic and interdisciplinary approach. This can be innovative as it encourages students to bridge gaps between theoretical knowledge and practical application, fostering a well-rounded understanding of the field.
- The explicit mention of 'research policy' implies a focus on the development and evaluation of policies that guide research activities. This could be innovative in preparing doctoral candidates to navigate the complex intersection between research, policymaking, and implementation.
- An international programme often provides opportunities for collaboration with scholars, researchers, and institutions globally. This collaborative aspect can be considered innovative, as it exposes students to diverse perspectives, methodologies, and approaches, enriching their academic experience.
- The interconnection between research institutes and educational (formal and informal) settings gives a range of opportunities of where PhD candidates could perform their research project.

Learning Plan/Structure of the Program

Types of Teaching Courses/Modules: Faculty/Required/Elective												
N	Code of the Course	Name of the Course	ECTS	Study Hours					Prerequisite	Semester		Lecturer(s)
				Contact Hours			Independent	Total		Fall	Spring	
				Lecture	Seminar/Working Group	Exams						
Mandatory courses – 50 ECTS												
1		Introduction to Advanced Research Methods	5	15	30					√		Apostolia Galani / Evangelia Mavrikaki
2		Advanced Research Methodology and Tools I – Case Studies	5	15	30						√	Mavrikaki Evangelia / George Sideridis
3		Advanced Research Methodology and Tools II: Action Research	5	15	30					√		Rusudan Sanadze / Marietta Papadatou Pastou
4		Leadership and Administration for research practice and policy in Education and beyond	5	15	30					√		Rusudan Sanadze / Nikoloz Parjanadze / Thomas Babalis / Konstandina Tsoli
5		Global research innovations in education	5	15	30						√	Irma Grdzelidze

#		Course											Instructor
		and beyond											Paul Gibbs
6		Education for Sustainable Development	5	15	30						√		Irma Grdzelidze Rusudan Sanadze George Sharvashidze
7		Assistantship to the professor	5									√	Zakaria Kitiashvili Izabela Petriashvili Ivane Mindadze
8		Doctorate Seminar	5									√	Apostolia Galani Evangelia Mavrikaki Kostas Skordoulis Izabela Petriashvili Ivane Mindadze George Sharvashidze
9		Winter School	5								√	√	Governing Board
10		Summer School	5								√	√	Governing Board
Elective courses - 5 ECTS													
9		5 ECTS credits offered based on students' needs	5								√	√	Staff members from both Universities
Scientific-research component													

		Research project 1										
		Research project 2							RP1			9
		Participation in conferences/articles										
		PhD Thesis							RP1 RP2			