



DAAD Conference on  
Student mobility in the European Higher Education Area 2010

# Transnational mobility in Doctoral programmes

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- Aim: formulate suggestions
- Sources:
  - Reports presented at this conference
  - Salzburg conference (February 2005)
  - European Charter for Researchers (March 2005)
  - ...
  - Personal experience





« I do not see any point in asking doctoral candidates to be mobile. »

A world-known colleague



towards the european higher education area

**bologna process**



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Hence:

Be careful not to go too far with suggestions !



towards the european higher education area

**bologna process**



## Aspects of doctoral studies:

- Teacher-pupil relation *vs* doctoral programme
- Student *vs* employee (young researcher status)
- Third cycle in Bologna only since Berlin 2003





## Aspects of mobility:

- Transnational
- National
- Interdisciplinary
- Public-private





## Obstacles to mobility:

- Family related issues
- Financial issues
- Loss of reintegration prospects in the country of origin
- Bureaucratic/Administrative obstacles (eg admission conditions for foreigners)
- Language problems
- Social and cultural problems
- Lack of information
- Difficult transfer of social benefits
- Lack of international networking
- Opposition by the supervisor





## Suggestion

### Promote doctoral programmes:

- with critical mass (on one site or in a network)
- offering mobility through, *e.g.* joint-degrees, « *co-tutelle* », international collaborations, ...





## Programmes that improve mobility:

- EU research networks (open to predocs)
- MORE (Mobility for young researchers from Central and Eastern Europe)
- Summer seminars to select candidates (Finland)
- Marie Curie, Emmy Noether (for doctors)
  
- U. Vienna, all 49 PhD programmes administered by DAAD/DFG, U. Trento, U. Bologna, U. Roma « La Sapienza » (e-learning), U. Skopie, European U. St.Petersburg, ...





## Questions:

- Use credits at this level? (Distinguish generic skills from research-based training?)
- Ask for an Erasmus Mundus programme at this level?
- What does a programme lead up to? (See diploma vs publications, employment criterion)
- Ask for external (out-of-country) members on jury?





## Basic principles (Salzburg):

- The core component of doctoral training is the **advancement of knowledge through original research**. At the same time it is recognised that doctoral training must increasingly meet the needs of an employment market that is wider than academia.
- Embedding in **institutional strategies** and policies: universities as institutions need to assume responsibility for ensuring that the doctoral programmes and research training they offer are **designed to meet new challenges and include appropriate professional career development opportunities**.





## Basic principles (Salzburg):

- iii. The importance of diversity: **the rich diversity of doctoral programmes in Europe** - *including joint doctorates* - is a **strength** which has to be underpinned by quality and sound practice.
- iv. **Doctoral candidates** as early stage researchers: **should be recognized as professionals** – with commensurate rights - who make a key contribution to the creation of new knowledge.
- v. The crucial role of **supervision and assessment**: in respect of individual doctoral candidates, arrangements for supervision and assessment **should be based on a transparent contractual framework** of shared responsibilities between doctoral candidates, supervisors and the institution (and where appropriate including other partners).





## Basic principles (Salzburg):

- Achieving critical mass: **Doctoral programmes should seek to achieve critical mass** and should draw on different types of innovative practice being introduced in universities across Europe, bearing in mind that different solutions may be appropriate to different contexts and in particular across larger and smaller European countries. *These range from graduate schools in major universities to international, national and regional collaboration between universities.*
- Duration: doctoral programmes should operate within an appropriate time **duration (three to four years full-time as a rule)**.
- The promotion of **innovative structures: to meet the challenge of interdisciplinary training and the development of transferable skills**





## Basic principles (Salzburg):

- **Increasing mobility:** Doctoral programmes should seek to offer geographical as well as interdisciplinary and intersectoral mobility and international collaboration within an integrated framework of cooperation between universities and other partners.
- **Ensuring appropriate funding:** the development of quality doctoral programmes and the successful completion by doctoral candidates requires appropriate and sustainable funding.





There is a EUA Pilot project to « define doctorate »  
(49 universities from 30 countries)

Also a European Charter for Researchers has just  
appeared (in which however the « legal status »  
of doctorate candidates seems to be ill-defined)





## Suggestion

Introduce a charter (weaker but adapted form ?)

- To be signed by student/supervisor/representative of institution (head of programme)
- Defining framework of work to be done rights and obligations, how to solve conflicts, ...

