



*the European Council
of Doctoral Candidates and Junior Researchers*

Bologna Seminar

"Doctoral Programmes for the European Knowledge Society"

Salzburg, February 3rd 2005

The place of Doctoral Candidates between the EHEA and the ERA

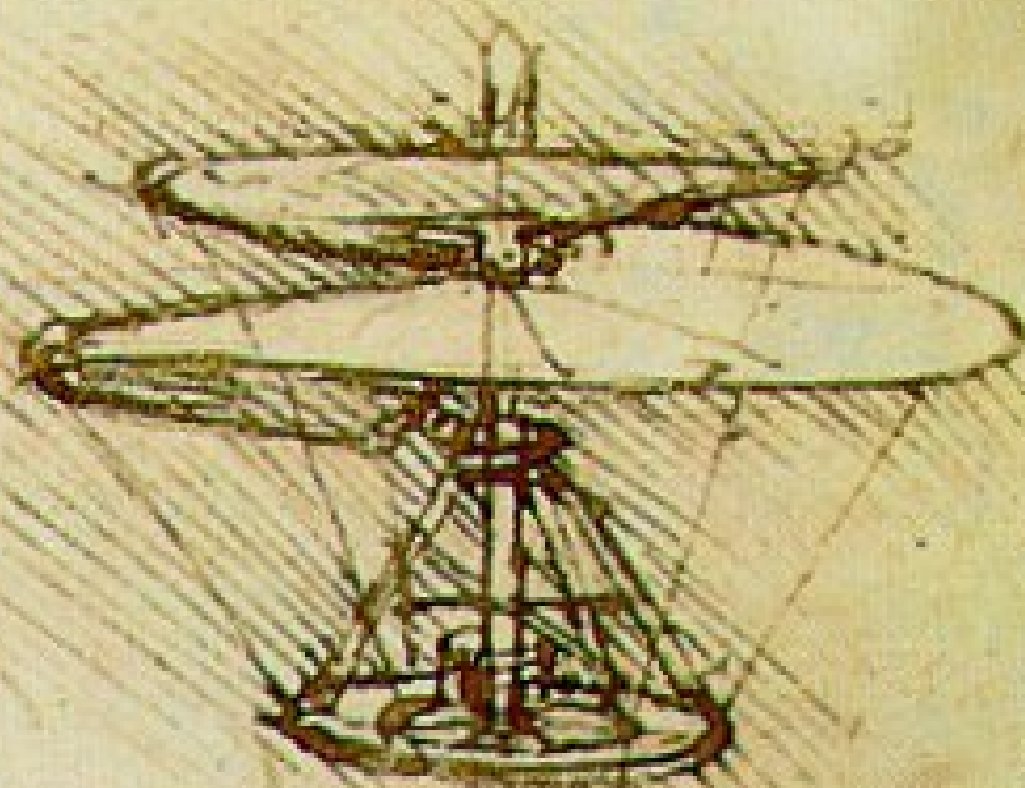
Renzo Rubele

President of Eurodoc

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Bologna Process with 3 tiers

« [...] Ministers consider it necessary to go beyond the present focus on two main cycles of higher education to include the doctoral level as the third cycle in the Bologna Process. [...] Ministers call for increased mobility at the doctoral and postdoctoral levels and encourage the institutions concerned to increase their cooperation in doctoral studies and the training of young researchers. [...] »



***Berlin Communiqué of Ministers,
19th september 2003***

The doctorate as the 3rd cycle

Evidence

- Everywhere in Europe candidates must defend a thesis in front of a committee, with original research
- About 500,000 doctoral candidates in Europe form a recognizable community

Problems

- National and local traditions prevail – regulations may vary a lot even among departments and disciplines
- To what extent might it be useful to introduce common structures? Similar practice? The ECTS credit system? The Diploma Supplement? Standards of quality and qualification frameworks?

Structure of the programmes

- ✓ Doctoral schools or "apprenticeship model"?



Germany: the programme was traditionally absent and the master-pupil relationship absorbing all the training



Sweden: the structure of the doctorate is now using the ECTS (say, 240 credits for the whole course, of which 120 for the thesis)

- Move towards an organisation that can concretely manage a whole range of activities on behalf of the institution.

Supervision & Training

- ✓ Role of the **supervisor(s)**, management of the research project, assessment. Evaluation of the supervision
- ✓ Quantity and quality of **training**: induction, development of disciplinary competences and of general professional and transferable skills
 - Little opportunity to speak against the problems
 - Completion rates, time needed vs. allocated
- ➔ **Institutions to put in place specific standards**



Charter for Supervision and Training of Early Stage Researchers

- Supervision arrangements
 - Review Methods
 - Confidential and Structured Feedback Mechanisms
 - Complimentary Training
- ➔ Input to the **European Researchers' Charter**

Which way to a European Doctorate?

- ✓ Doctoral programmes should provide a mobility experience to candidates, according to the existing possibilities
 - Joint Degree Programmes
 - “co-tutelle” arrangements
 - periods of research abroad
 - international collaborations of the research group
 - **European label?** Who can release the rules?
- ✓ Individual choices for a degree abroad
 - ➔ Bologna Process and Lisbon convention should make life easier

Reported obstacles to mobility

- Family-related issues
- Financial issues
- Loss of reintegration prospects in the country of origin
- Bureaucratic/Administrative obstacles
- Language problems
- Social and Cultural problems
- Lack of information
- Difficult transfer of social benefits
- Lack of international networking
- Opposition by the supervisor

"status" of the doctoral candidate

« Are doctoral candidates fee-paying **students** who provide an important part of the income of the institution but can also demand a certain amount of services and support for their money, or junior **research and teaching staff** who are fundamentally involved in the research output and teaching provision of their institution and should therefore be paid for their contribution? »

B.M. Kehm in the "comparative analysis" of the UNESCO-CEPES book "Doctoral Studies and Qualifications in Europe and the United States: Status and Prospects"



United Kingdom

Ph.D. candidates:

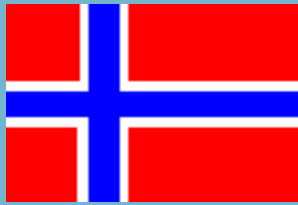
- ✓ are all students enrolled in a graduate programme
- ✓ are typically funded with grants by external bodies (not by the University itself)

→ satisfied because of:

- ✓ academic freedom enjoyed
- ✓ consumer's rights

Claim:

- supervisor-student relationship is not that of an employer-worker, and in (most of) continental Europe this [supervision] sounds like a feudal relationship



Norway

Ph.D. candidates:

- ✓ are all workers with regular employment contracts, and related rights (and duties)
- ✓ are not students, do not need any registration to take courses

Enrolment in a doctoral programme:

- ✓ by signing a "Ph.D. contract" where supervisors, etc. are specified
- ✓ Work contract and Ph.D. contract are 2 separate things, also in time

→ Worried about a "student-oriented" Bologna Process

Professional future of doctors

- ✓ Which expectations from the **society**?
- ✓ Which expectations from the new **doctors**?
- ✓ Consider the various **environments**: academic, industrial, disciplinary, geographical, contract type, position of responsibility, ...
- ✓ Concerns for researchers' careers ...

→ Welcoming initiatives from the EC to set up a **European Researchers' Charter** and a **Code of conduct for the recruitment of researchers**



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