Doctoral Education Embedded in Research: EUA-CDE Perspective

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Topics:

- The role of doctoral education on institutional level
- European perspective on internationalisation of doctoral education
- Global approach to doctoral education
The result of a good doctoral education is not a good doctoral thesis but **good new doctor.**
Doctoral education as a framework of change

Putting doctoral education to work

- Real challenge to academic work
- PhD as a hallmark of university
- The core role of its mission

Good doctoral education..........................good doctor
How different are we?
4 reports:
- Study on the organisation of doctoral programmes in EU neighbouring countries (Technopolis group, December 2010)
- CODOC – Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe, 2012
- Quality Assurance in Doctoral Education – results of the ARDE project (EUA publications 2013)
AFRICA

EUROPE

USA

LATIN AMERICA

ASIA

AUSTRALIA

changed university context
changed university context
Growth in doctorates in Europe

Growth in PhD graduations EU

Source: Eurostat
Note: estimated 2010 and 2004 data for EU
Europe

- Recent EU data show that there is a **growing influx of international students to Europe**, particularly from Africa and Asia. The main importers in 2007 were Austria, Belgium, Denmark, France, Germany, Sweden and the UK. The largest change has taken place in the UK where the number of non-EU students rose from 11% in 2000 to 31% in 2007.

- **EU21** countries host the highest number of foreign students, with **38% of total foreign students**. These 21 countries also host 98% of foreign students in the European Union.

(Trends 2010)
Internationalisation:

European perspective

institutional strategies and policies

WHY

WHO

HOW

...10...
Internationalisation:

Clues for success:
- need to develop a **critical mass and diversity** of research
- European universities implement different strategies
  - focused research strategies
  - engaging in research networks and regional clusters
  - collaborating
Relevance of mobility

*(Salzburg Principles, 2005)*

*Geographical | International | Intersectoral collaboration*

**must be driven by research project**
Internationalisation

(Salzburg II Recommendations, 2010)

...a tool in increasing the quality in doctoral education and in developing institutional research capacity
Internationalisation

- at home (institutional international profile)
- collaborative doctoral programmes (individual mobility)
- joint doctoral programmes

coherent with the university research strategy
Globalisation

- it affects all human activities and processes
- demand for more research and research practices to address them
- need to promote a future development of a knowledge-based society, both in developed and developing countries

changed university context

an increased strategic role for universities (WB, OECD, EU…)
EUA-CDE activities:

- Global Strategic Forum on Doctoral Education, Aarhus, Denmark, 11-12 April 2011
- 2nd EUA-CDE Global Strategic Forum on Doctoral Education, Dublin, Ireland, 20 – 22 March 2013
- CODOC – Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe, 2012
Recognised need to develop a new global approach to doctoral education

**to promote** creative and beneficial modes of collaboration

**to foster** globe research community
Relevant features of collaborations:

- common research interest leads to success and endurance
- adequate support (government, financial support) increase chances to sustain international collaboration
- building research capacity
CODOC Project

Three major areas of convergence:

- convergence in the discourse on doctoral education, emphasising its role in the knowledge society;
- convergence in growth patterns with increased demand (both university sector and non-academic labour market);
- convergence in the interest shown in strategic collaboration (either to develop research capacity or to cement the global presence of research-intensive institutions).
“a converging global system of doctoral education has the potential to develop a worldwide research community that will fully embrace the richness of human knowledge and address the global problems facing mankind.”

(Thomas Ekman Jorgensen, 2012, CODOC)
Thank you!