



**The Exploratory Workshop
Linguistic and Intercultural Education in the Process of Europeanisation
of Higher Education
CLIE – 2009**

Workshop duration:

21-23 May, 2009

Workshop venue:

University of Alba Iulia, Romania

Workshop participants:

Max. 40 (including organiser, key speakers and attendees)

Workshop activities:

1. Morning sessions:

Format: 45 mins (30 mins presentations + 15 mins discussions / activities with other participants)

2. Round tables:

Format: 30 mins (20 mins presentations + 10 mins discussions / activities with other participants)

3. Conclusions / Round-up sessions:

Format: 90 mins

Short Description:

The subject of the workshop is linguistic and intercultural education in the process of Europeanisation of higher education, a topic which lends itself to critical scrutiny and exploratory research, given the short- and long-term implications of educational policies and decisions within the context of European enlargement in the academic field.

The workshop participants, specialists in educational studies, teachers of English as a foreign language and/or Romanian, Estonian, etc. as a mother tongue, academics and researchers will compare and contrast studies carried out at (trans)national level and will analyse concrete means of implementation for joint academic cooperation programmes.

Motivation:

The organisation of the Exploratory Workshop “Linguistic and Intercultural Education in the Process of Europeanisation of Higher Education” is a natural follow-up to The International Conference CLIE-2008 (1st International Conference on Linguistic and Intercultural Education), event organised by “1 Decembrie 1918” University of Alba Iulia, under the patronage of Leonard Orban, Member of the European Commission responsible for multilingualism. Thereupon the organisation of the present event ensued as a necessity to continue fundamental and applied research in the direction of substantiating and implementing educational policies (both linguistic and intercultural).

Consequently, we gathered together on this particular occasion, about 30 top academics and researchers, specialists in linguistic and intercultural education, from 14 European countries: UK, Germany, Estonia, Sweden, Italy, Portugal, Malta, The Czech Republic, Poland, Hungary, Slovenia, Slovakia, Croatia and Romania.

This event will meet many of the compelling challenges imposed by establishing European landmarks and dimensions for higher education, which can contribute to the preservation of the European humanist tradition, and at the same time to the evanescence of geographic and political frontiers, through the affirmation of linguistic, cultural and identity values, with the aim of attaining universal knowledge (c.f. Magna Charta Universitatum, Bologna 1998).

Aims and objectives / specific activities:

1. Setting up the *European Network for Intercultural Education Activities - ENIEDA*

Plenary talk:

Cornelia Ilie: *Presentation of the European Network for Intercultural Education Activities (ENIEDA). Aims and objectives; types of specific collaborative activities between higher education institutions*

2. Identifying means of funding and financing for joint activities from among available sources, especially **EU research programmes**

Plenary talk:

Piotr Cap: *Presentation of cooperation opportunities between universities based in Central Europe. Research and education in humanities.*

3. Identifying specific cooperation activities, such as **joint academic (MA/Doctoral) programmes** and **collaborative publication projects**

Plenary talk:

László Imre Komlósi: *Seven Years of Experience of a European Joint Master's Program in English-American Studies*

Plenary talk:

Danica Škara: *Doctoral programmes for the European knowledge society: changing landscape of the doctorate*

Plenary talk:

Teodora Popescu: *Presentation of a prospective joint MA programme in Intercultural Education within the context of the Bologna Process*

4. Assessing and improving **teacher education/training** and **higher education policies, practices** and **programmes**, with a focus on **pluricultural competencies**

Plenary talk:

Renata Povolná, Olga Dontcheva-Navratilova: *Improving English teacher education: Comparability and compatibility of academic programmes across Europe*

Round table: *Linguistic and Intercultural Education*

Moderators:

Alcina Sousa *A Corpus Analysis of Respondents' Perceptions on Intercultural Exchanges in a Foreign Language Dimension*

Gabriela Miššiková *Learning culture through text analysis*

Anca Gâță *Academic Discourse in the context of Multiculturalism*

Round table: *Linguistic and Intercultural Education*

Moderators:

Svetlana Kurtes *The role of language education in the development of cultural fluency: Theoretical ramifications and their practical application*

Giacomo Ferrari *Digitisation of linguistic and cultural resources in the process of European integration*

Rodica Pioariu *The role of intercultural dialogue in promoting the study of English language and culture in Romanian universities. A diachronic approach*

5. Analysing methods of integrating **anti-racist** and **anti-xenophobic** dimensions in formal and informal education

Plenary talk:

Igor Ž. Žagar: *Tolerance as a Silent Presupposition of Xenophobia: Examples of Bad Practice in Intercultural Communication*

Plenary talk:

Carmel Borg: *Intercultural Education: Signposts, Roadblocks and Possibilities*

Round table: *Combating xenophobia and racism through linguistic and intercultural education*

Moderators:

Colin Calleja *Intercultural Communication Training Respectful of Learners' Characteristics: A pedagogical Model for Social Promotion of Intercultural Communication Expertise and Skills*

Anastassia Zabrodskaia *Diminishing Intergroup Discordance through Cross-Cultural Communication Courses*

Teodora Popescu *Intercultural communication integrated in language teacher education*

6. Establishing ways of capitalizing on **bilingualism** and **multilingualism** in shaping a **European identity** versus preserving **national / regional /ethnic identities**

Round table: *Bilingualism and the linguistic education of minorities across Europe*

Moderators:

Martin Ehala *Ethnolinguistic vitality and minority education*

Elena Buja *The Hungarian-Romanian and the Moldovan Romanian-Russian Bilinguals: a Common or a Different Fate?*

Emilia Plăcintar *The (linguistic) realisation of interpersonal meaning in business conversations by monolingual and bilingual students of English*

Round table: *Linguistic policies across Europe. The future of linguistic education. The role of less widely used languages in preserving and promoting national and regional heritages of European countries vs. English as a lingua franca*

Moderators:

Joachim Grzega *How can teaching English help to preserve and promote national and regional heritages?*

Anabella-Gloria Niculescu-Gorpin *Teaching Romanian as a Foreign Language – Linguistic and intercultural implications*

Monica Mosca *National and Local Languages in the Process of Integration*

TABLE OF CONTENTS

Danica ŠKARA

Doctoral programmes for the European knowledge society: changing landscape of the doctorate.....p.11

Teodora POPESCU

Presentation of a prospective joint MA programme in intercultural education within the context of the Bologna process.....p.28

Renata POVOLNÁ and Olga DONTCHEVA-NAVRATILOVA

Improving English teacher education: Comparability and compatibility of academic programmes across Europe.....p.36

Alcina SOUSA

Intercultural exchanges in a foreign language dimension in retrospect: A corpus analysis of respondents' perceptions.....p.42

Anca GĂȚĂ

Academic discourse in the context of multiculturalism.....p.67

Igor Ž. ŽAGAR

Tolerance as a silent presupposition of xenophobia: Examples of bad practice in intercultural communication.....p.74

Colin CALLEJA

Intercultural communication training respectful of learners' characteristics: A pedagogical model for social promotion of intercultural communication, expertise and skills.....p.97

Elena BUJA

The Hungarian-Romanian and the Moldovan-Russian bilinguals: A common or a different fate?.....p.107

Emilia PLĂCINTAR

The linguistic realisation of interpersonal meaning in business conversations by monolingual and bilingual students of English.....p.121

Martin EHALA

Ethnolinguistic vitality and minority education.....p.136

Anastassia ZABRODSKAJA

Diminishing intergroup discordance through cross-cultural communication courses.....p.148

Svetlana KURTES

The role of language education in the development of cultural fluency: Theoretical ramifications and their practical application.....p.167

Joachim GRZEGA

How can teaching English help to preserve and promote national and regional heritages?
.....p.172

Anabella-Gloria NICULESCU GORPIN

Teaching Romanian as a Foreign Language – linguistic and intercultural implications....p.187

DOCTORAL PROGRAMMES FOR THE EUROPEAN KNOWLEDGE SOCIETY: CHANGING LANDSCAPE OF THE DOCTORATE

Danica Škara
University of Split

Abstract

Postgraduate research has undergone unprecedented change in the past ten years, in response to major shifts in the role of the university and in knowledge production. The changing role of doctoral education and the new vision of the doctorate in the knowledge society introduced new practices:

- innovative organizational structures;
- skills training;
- new practices in supervision, research, teaching and learning;
- emergence of new doctorates;
- joint doctoral programmes; creation of networks;
- internationalization;
- interdisciplinarity;
- career development of young researchers;
- stronger links with employers;
- global competition.

A number of key issues will be discussed referring to goals, structure, and strength of new doctoral studies.

Key words: doctoral studies, research training, knowledge-based society.

1. The role of higher education and university research in knowledge societies

Doctoral education is a major priority for European universities and for EUA. It forms the first phase of young researchers' careers and is thus central to the drive to create a Europe of knowledge, as more researchers need to be trained than ever before if the ambitious objectives concerning enhanced research capacity, innovation and economic growth are to be met.

(Georg Winckler - EUA President)

Rapid changes are under way in all aspects of our society: business, industry, politics, and education. Society requires more highly skilled professionals, greater innovative capacity.

Universities are crucial actors in innovation, knowledge creation and transfer at national, European, and international level. The most effective route for knowledge transfer is production and employment of good doctoral students.

Higher Education Institutions (HEI) are faced with an increasingly diversified student body, with e.g. students from minorities and underrepresented groups, part-time and mature students or distance learners. They are challenging the universities to develop new models in catering for the needs of these students.

To succeed in the global competition, universities need to be pro-active in developing new policies, considering re-organization and better management of doctoral education, introducing new innovative practices in research and transferable skills training.

Some universities have already done big steps towards the reform of doctoral education in this context; others are still not convinced about the need of change.

2. Doctoral Education in Changing Environments - Changing landscape of the doctorate

Doctoral education faces major challenges within the environment of a new knowledge production and globalization processes. The changing role of doctoral education introduced new practices:

- innovative organizational structures;
- skills training;
- improvement of supervision;
- emergence of new doctorates;
- increased number of doctoral candidates;
- changing nature of the students body (diversity);
- joint doctoral programmes; creation of networks;
- internationalization;
- interdisciplinarity;
- career development of young researchers;
- stronger links with employers;
- global competition.

Long term investment in 'knowledge capital' includes:

- Bilateral partnerships, new alliances;
- Targeted student and faculty mobility;
- Research collaboration;
- Increase (international) visibility of Ph.D. degree;
- Recruit excellent potential researchers – locally and internationally;
- Transparency- provide detailed information to Ph.D. candidates about requirements, opportunities, entitlements;
- Involve external stakeholders: employment sector / cooperating industries.

According to the statistics the Nordic countries have the highest number of doctorates in comparison to other EU countries. Their investment in knowledge capital might be used as the case study of good practices.

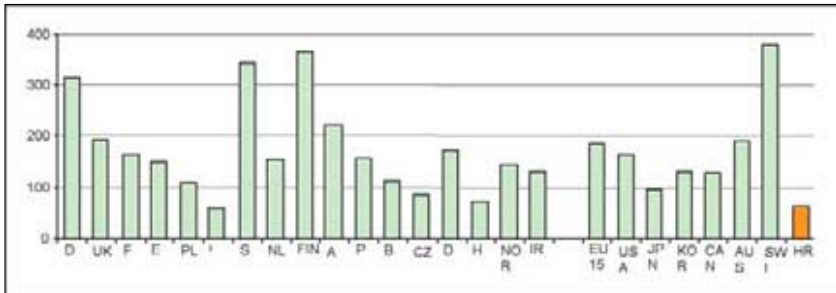


Figure 1. Number of Doctorates defended in the year 2000 (per one million of people)

3. What is a Doctorate or PhD?

The doctorate is the highest academic degree that a university can award to a student who has successfully completed a defined programme of work in a particular field of study. People going through doctoral studies, aiming at a third cycle degree (often a doctoral degree) are referred to in various ways. Common terms are “doctoral students”, “PhDs” and “early stage researchers”. ESIB prefers to call them doctoral students.

Each doctorate is an original piece of research work (doctoral thesis), which proves the student's ability to work independently and to use the scientific methods of the field in question. ... The differences between the different kinds of doctorates are more likely to be found among the students' motivations, within the fields or the institutions. As already stressed in the mutual statement of the three German speaking Rectors' Conferences ..., the doctorate is the distinctive element of universities.

(Quote: Statement of the Austrian Rectors' Conference on the international discussion about different kinds of doctorates (Vienna, November 2006).

Around Europe there are many different traditions regarding the way the third cycle has been organised up to now.

- **Individual oriented doctoral studies:** it is important that there is some form of “curriculum” or plan of work agreed between the doctoral student and the supervisor(s).
- A **structured programme** organised within research groups with two phases: a taught phase (mandatory and voluntary courses or modules) and a research phase.”
- **Doctoral schools** (network of doctoral schools).

There are 4 types of doctorates in the UK:

- Research PhD;
- New root PhD or structured PhD;
- Doctorate by published work;
- Professional doctorates.

The basic difference is between the structured and unstructured doctoral programmes. ESIB believes that structured doctoral programmes have many advantages over unstructured programmes when it comes to issues like equal access, mobility, recognition, quality assurance and guidance.

It seems that structured programmes offer better opportunities for the doctoral students to develop their transversal and generics skills compared to unstructured programmes.

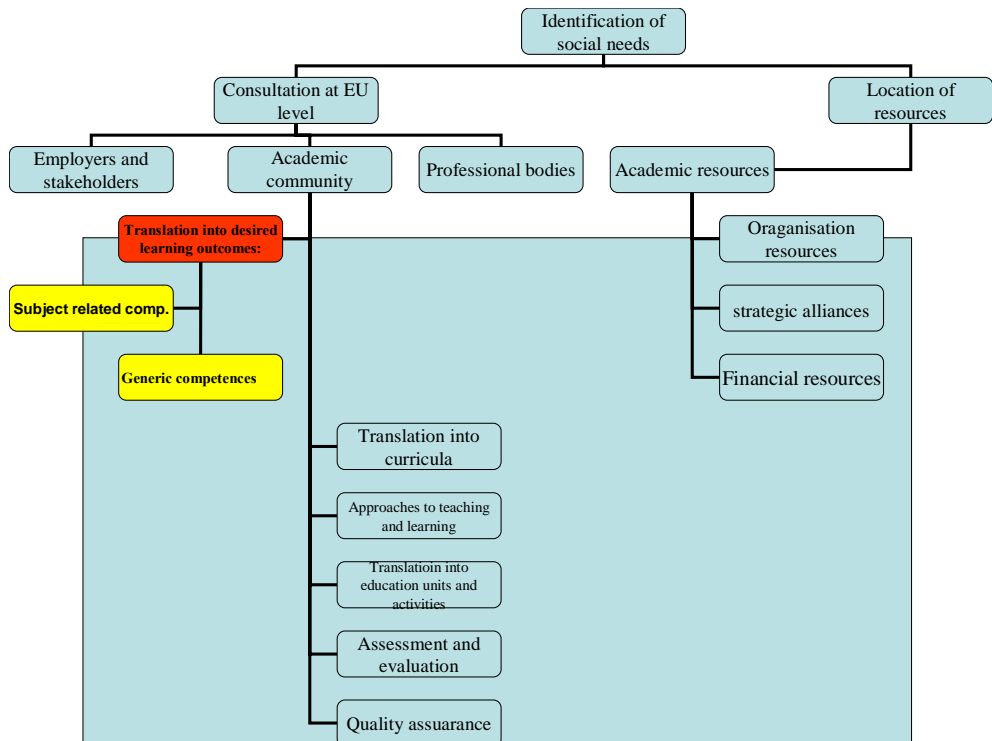


Figure 2. The basic schema of doctoral studies

3.1. Purpose of doctoral studies

Doctoral studies should cater for a variety of purposes. The Dublin descriptors, forming the basis for the European qualification frameworks, define the third cycle through a number of other important goals. Two of these desired outcomes are that students “have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;” and “can be

expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society.”

The research component is an intrinsic part of doctoral studies. It can be either basic or applied research, but it needs to be original research. Doctoral students are trained to become fully independent researchers.

Graduates of doctoral studies should be prepared for both an academic career and to work outside HEIs. It is furthermore necessary that doctoral studies provide opportunities for interdisciplinary research so that the scope of research skills is not too limited.

3.2. Doctorate as a labour market qualification

When the PhD degree was first introduced, it was seen primarily as the process of preparation for a career in the university. But the labour market for PhDs changed a great deal through the 21st century. It seems that current graduate education does not adequately match the needs and demands of the changing academy and broader society.” It is generally recognized that there is a growing need to produce a sustainable supply of “knowledge workers’ who possess deep analytical skills and capacities, who are needed for careers in business, industry, government, etc.

3.3. Expectations and requirements of employers

Employers outside universities have particular expectations of what doctoral graduates should be able to offer them. They are usually looking for people with multidisciplinary and ideally international experience, a flexible approach, and an understanding of business models.

Doctoral students usually lack commercial awareness, are generally over-specialized, face difficulties in adapting to non-academic work cultures, and often have unrealistic expectations.

3.4. Doctorate studies: different perspectives

Students: for the student a doctorate can mean many things, such as an entrance to the international academic community, a license to teach at degree level, etc.

Supervisors: for the supervisor, there is the satisfaction of training apprentice researchers, a route to career progression, and a supply of inexpensive research assistants.

Academic departments: for departments, having doctoral students is a mark of research status and credibility, a valuable source of income and contributor to research critical mass.

Institutions: for the institution, doctoral students improve the status and academic credibility of a university.

Disciplines: for disciplines, doctoral students provide a supply chain of future academics and researchers.

Funding bodies: for funding bodies, investment in doctoral programmes supports the growth of critical mass in research teams, and a sustained output of high quality research that brings both academic and applied benefits for the nation.

Employers: for employers, doctoral graduates can offer skilled and creative human capital, and access to innovative thinking and knowledge transfer.

The nation: for the nation, the obvious benefits of an active community of scholars engaged in doctoral level research include enhanced creativity and innovation, and the development of a skilled workforce and of intellectual capital and knowledge transfer.

Stakeholder perspectives

Two key questions that underlie the debate about the doctorate as a degree are:

“Who owns the doctorate”, and thus “Who is responsible for it”, and therefore who is interested in the outcome of any such debate, or in changes to the doctorate.

Although research institutions have tended to believe that they ‘own the PhD’ because they design the programs, recruit the students, and confer the degree, it has become abundantly clear that a PhD is the product of multiple owners or stakeholders, not the least of which are the doctoral students themselves.

4. EHEA

Change is already under way across Europe. It is evidenced, for example, in the emergence of subject-specific training, transferable skills training, support and quality assurance in many countries, and the development of doctoral programmes and Doctoral Schools. Increasing harmonization of the higher education landscape across Europe, driven by the Bologna Agenda, will inevitably promote further convergence of national systems of doctoral education.

4.1. The mission of the EUA-CDE: EUA council for doctoral education

- The mission of the EUA Council for Doctoral Education (EUA-CDE) is to contribute to the development, advancement and improvement of doctoral education and research training in Europe. <http://www.eua.be/events/eua-council-for-doctoral-education/>;
- To contribute to strengthening the international dimension of doctoral programmes and research training through improved cooperation among its members and in particular by establishing dialogue with partner organizations in other world regions;
- To promote the doctorate and doctorate holders as careers upon which to build a knowledge-based society.

4.2. Harmonization with Europe

The structure, length and organization of doctoral programmes have traditionally varied a great deal between countries across Europe.

Since the early 1990s the momentum has grown to harmonize doctoral education across Europe, fuelled by a series of initiatives that began in May 1998 with the signing in Paris of the so-called Sorbonne Declaration (Sorbonne Joint Declaration 1998) on the harmonization of the structure of the European Higher Education System.

4.3. Bologna and doctoral (3rd cycle) training

The Bologna Declaration was signed on 19 June 1999 by 29 European ministers in charge of higher education. The two main objectives of Bologna were to establish a European Area of Higher Education by 2010, and to promote the European system of higher education world-wide.

Key elements in the strategy for achieving these objectives were the adoption of a system of easily comparable degrees with two main cycles (undergraduate/graduate); establishing a system of transferable credits for degree programmes; promoting mobility of students between member states by overcoming obstacles; promoting European co-operation in quality assurance; and promoting European dimensions in higher education.

Since Berlin 2003, doctoral studies are considered as the third cycle in the degree structure according to the Bologna Process. This entails numerous discussions about the organization of doctoral studies and also involves impacts of other action lines on doctoral studies.

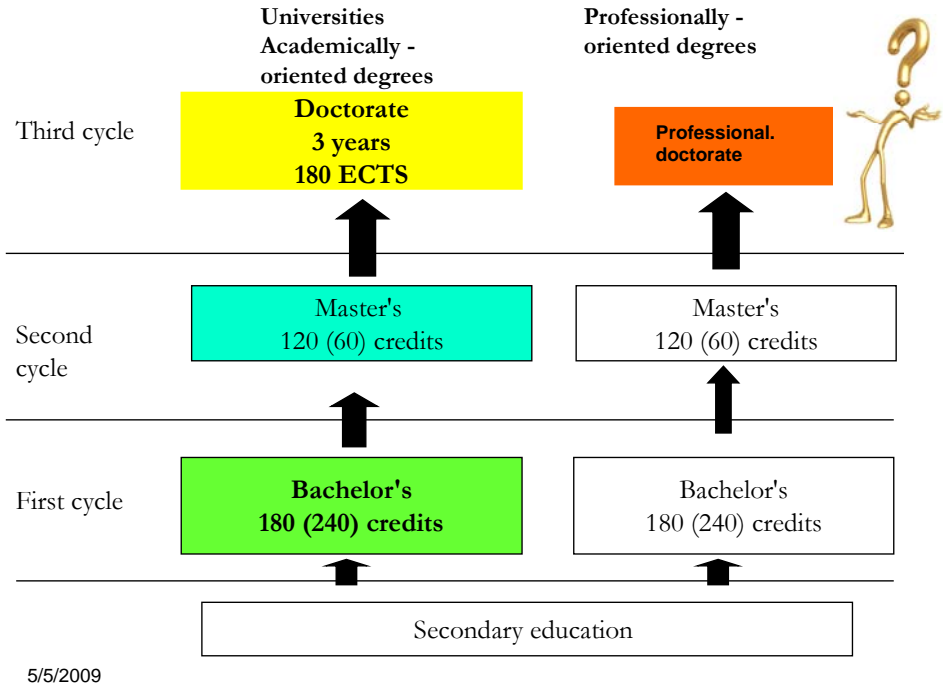


Figure 3: High education reform: The framework of the Bologna reform

Bologna and different strands in doctoral training:

- Major focus - training in research;
- Transferable/generic skills;
- Skills for employability;
- Quality of the training as well as of the research;
- Mobility.

These ideas were developed further on conferences and seminars on doctoral study programmes:

- Maastricht, October 2004;
- Salzburg, February 2005;
- London, September 2005;
- Vienna, June 2006;
- Zagreb, September 2006;
- Brussels, October 2006;
- Nice, December 2006;
- Lusanne, June 2008;
- Paris, June 2008;
- London, January 2009.

Ten basic principles (Salzburg, February 2005):

1. The core component of doctoral training is the advancement of knowledge through original research;
2. Embedding in institutional strategies and policies;
3. The importance of diversity;
4. Doctoral candidates as early stage researchers;
5. The crucial role of supervision and assessment;
6. Achieving critical mass;
7. Duration;
8. The promotion of innovative structures;
9. Increasing mobility;
10. Ensuring appropriate funding.

EUA-CDE Launch Conference (Lausanne, 1-3 June 2008)

TOPICS AND ISSUES:

- Supervision requirements and conditions;
- Institutional Cooperation;
- Doctoral/Graduate/Research School;
- Skills training;
- Quality control/evaluation and review;
- Student progress;
- Structured programmes;
- Doctoral candidate mobility and travel;
- Careers and personal development.

In 1991, the confederation of European Union Rectors' Conferences proposed the creation of a European Doctorate, for which doctoral students would be expected to spend at least a year studying in another European country. This, it was argued, would both improve the education of young scientists and support the networking of European universities and research institutes. Progress has been slow in designing and introducing European Doctorate programmes.

4.3.1. Mobility

Apart from the economic value of creating a mobile labour force, student, early stage researcher and staff mobility also has a cultural value enhancing mutual understanding between countries and regions as well as personal fulfilment.

There is a growing emphasis on student mobility from other parts of the world. Promotional activities and recruitment of international students is a growing priority for many higher education institutions

EU 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.

The 7th Framework Programme and the Erasmus Mundus programmes support international cooperation and mobility in doctoral programmes at the EU level.

Assistance in finding opportunities to study abroad is needed, as well as an increase in mobility schemes. It is important that financial help is provided for the period abroad.

When promoting increased mobility and international recruitment of academic staff, issues of careers, social benefits, job security and pensions also need to be taken into account.

4.3.2. Supervision

As doctoral programmes change in response to changes in the labor market, thus also the role of the supervisor is changed.

Supervision must now be more transparent and more accountable. The UK successfully introduced professional skills development of supervisors in 2004 on the basis of a Code of Practice (2004). Institutions are expected to define roles and responsibilities of both supervisors and research students.

All doctoral students should have more than one supervisor in order to allow for more and better working contacts and more varied consultations. They are entitled to get competent supervisor(s).

Supervisors are also expected to take a much more active role than previously in guiding and helping the personal development and skills training of their research students, in order to enhance their employability.

4.3.3. ECTS

ECTS credits should be allocated for the taught parts of the doctoral programmes. This will facilitate the mobility of the doctoral students. It will also ensure a possibility of properly counting and keeping track of the workload for the taught parts of the doctoral programmes.

It is of course important that ECTS credits are allocated after careful evaluation of the workload and the learning outcomes the course is supposed to lead to. It is important to allocate ECTS credits also to the thesis part of the doctoral programmes in order to avoid a general overload of the programme.

4.3.4. Competences and skills

Qualifications that signify completion of the third cycle are awarded to students who:

- Have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- Are capable of critical analysis, evaluation and synthesis of new and complex ideas;

- Can communicate with their peers, the larger academic community and with society;
- Can be expected to promote technological, social or cultural advancement in a knowledge based society.

The K.U. Leuven has developed a competence profile for doctoral students. This profile should draw attention to more non-academic skills such as management and communication during the course of doctoral research. A thorough command of these skills can facilitate the transition to the job market.

Competence clusters	Average score so as to be "required to be competitive" per cluster
Intellectual competences	3,20
Self-management competences	3,18
Relational competences	3,08
Leadership & change management	3,01
Academic & technical competences	2,87

http://www.kuleuven.be/personeel/competentieprofiel/index_eng.html

Transferable skills are often recognized as:

- Communication (Academic English, presentation skills, teaching skills, ...)
- Research & Development (statistical analysis, archive research, obtaining research funding, valorization, intellectual property,...)
- Teamwork & Networking (leadership skills, meeting skills, supervision skills,...)
- Management (project management, financial management, technology transfer, business plan, ...)
- Personal Development (time management, career management,...)

5. Quality assurance

Quality assurance is an important part of the Bologna Process and this needs to be recognized also in the third cycle. It should be primarily based on the quality of supervision, high completion, and the general quality of doctoral theses.

It is crucial that quality assurance procedures take account of specific standards and conditions of research facilities: the quality of living, studying and working conditions, the accessibility of doctoral studies, workload, and learning and research outcomes should be revised, too. The following questions should be considered:

- How to stimulate early publishing?
- How to have a good rate enrolled/completed?
- How to develop a good monitoring system?
- Student evaluation system.

6. Funding issues - “Equal possibilities”

Doctoral students require social security and a safe financial situation in order to be able to concentrate on their work and to successfully finish it.

The burden of acquiring the funding of the research project should not be left to the student, nor to the supervisors, alone, but should be acquired by the supervisors and the HEI.

If EU universities are to attract the finest non-European minds, this must be achieved by a combination of scholarships, and support from international sources. It is important that the financing is granted for the time it would usually take to finish the studies.

There are 4 funding routes towards Ph.D.:

- National competition Ph.D. scholarships;
- University appointment as “teaching assistant”;
- Researcher on a (temporary) project;
- External/own funding.

7. Guidance/transparency of doctoral studies

Transparency of the whole process is increasingly important. All information, including detailed information about scholarships, should be available on university websites both in the national language and in English.

In order to ensure a constant update of information, the HEIs should make sure that doctoral students are integrated properly in research teams and not let in a position where they are considered neither as students nor as staff members, and thus are not familiar with the research environment they wish to join.

8. Status of researchers

In EU some PhD students are employees, and some are students. There is a growing tendency across Europe to define and treat such candidates as **early stage researchers** who are entitled to proper financial support. Europe should expand its funding opportunities to support the most talented early stage researchers. In the Scandinavian countries, for example, doctoral students now receive a salary.

9. Internationalization - Global competition for doctoral students

International cooperation in the field of doctoral education is most welcome. Fruitful model of cooperation range from exchanges of both professors and students. It also includes the following: joint supervision, co-tutèle, international thesis review, international peer review, etc.

The PhD is also facing major challenges relating to internationalization, in two particular ways – increasing global competition in the recruitment of doctoral

students, and increasing pressure to harmonize with proposed European models of the doctorate.

Many EU countries, like Scandinavian countries are engaged in trying to attract high quality doctoral students in an increasingly competitive global market. Traditionally the UK and USA have been lead destination countries for international research students, but the global market place is changing as many nations seek to become 'knowledge economies'.

Universities can promote their global mission by supporting doctoral candidates from the developing countries through institutional scholarships of funds from public, private or charitable sectors.

10. Doctoral Schools

Changes in the organization of the doctoral training have been emerging, as witnessed by the development of doctoral schools, which have long existed in the USA and are now starting to appear across Europe.

Doctoral schools are usually organized across a range of similar disciplines at the university, and sometimes at a national or international level. Its aims are to increase the quality of supervision of PhD candidates, to offer high quality training in research and transferable skills, and to enhance networking and international collaboration. They are now perceived as the main channel of training of professional researchers.

10.1. Doctoral studies - Socio-economic background

At the doctoral level, diversity of candidates, gender equality, ethnicity, disability, social background, and age contribute to the richness and openness of a scientific environment. Another area of great importance concerns minorities and doctoral studies. For many students from minority backgrounds, higher education itself is inaccessible and remote.

Students with disabilities need assistive technology (scanners, screen readers, translators). Doctoral students must be entitled to individual assessment of needs and the HEI must show commitment to these issues.

Universities where social dimension is considered very important have been institutions from the Nordic countries, UK, Switzerland, Germany, Austria, etc. The number of doctoral students that have a working-class background is in the majority of the countries in Europe very low. Therefore it is crucial that all students, no matter of social background, are provided with the opportunities and motivation to enter and finish third cycle studies.

10.2. Doctoral studies in Croatia (University of Zadar):

Some general remarks on doctoral studies at the University of Zadar:

- non existence of doctoral studies/individual mentorship;
- long-lasting process;
- non existence of monitoring mechanisms;
- the lack of transparent information regarding fee funding, accommodation, health insurance, living costs in a particular city;
- the lack of courses taught in foreign languages, e.g. English;
- social disadvantage - because of the lack of funding strategy regarding doctoral studies on the national and university level, promoted equality of access is violated referring to the low income students (social disadvantage);
- cultural diversity (some students study in their home town despite their preferences);
- the lack of mobility within Croatia;
- the lack of mobility on the international level;
- the lack of joint-programmes;
- teachers are overloaded in first two cycles; it affects doctoral students and their learning outcomes;
- it seems that international recruitment and admission is still not a part of institutional strategies at many universities;
- very few real institutional partners;

It is quite evident that doctoral studies in Croatia need to be revised in order to fulfil the needs of knowledge based society.

11. Conclusion

The core component of new doctoral training is the advancement of knowledge through changes. New doctoral programmes promote interdisciplinarity and the development of transferable skills, thus meeting the needs of the wider employment market. Doctoral theses are expected to give a substantive and original contribution to the candidate's study field.

Suggestions for further actions:

- Reforms, structure and quality assurance;
- Global context, perspectives and participation;
- Harmonizing the framework and culture of research;
- Precisely defined learning outcomes and competences acquired at doctoral level;
- Promote real transparency by using ECTS;
- Support greater international cooperation and mobility in doctoral programmes. Introduce joint degrees;
- Remove remaining barriers for academic and professional recognition in the European Area;

- Funding: scholarships, private sector, government, institution, international sources. Use excellence of candidates as the primary criterion for funding research-driven doctoral training;
- Promote the value of the PhD training to private and public employers;
- Mutual trust;
- Strengthen the networking of research activities. Introduce doctoral schools as efficient means to enrich the choice of mentors.

Here is the model example of the doctoral school planned to be introduced: **Central European Network of Graduate Schools in Linguistic Pragmatics and Social Cognition**

The aims of the Network are:

1. to bring about substantive cooperation between graduate programs of outstanding international quality established at and accredited to Central European universities;
2. to bring about a consortium in which participating professors of competitive international educational and research activities volunteer to share their tutorial and supervisory capacities with partner institutions;
3. to establish a joint educational platform on which students participating in master or PhD trainings can directly benefit from the cooperation realized within the consortium (e.g. via grants, exchanges, mobility, summer schools, etc.);
4. to establish a relevant database of supervisors and researchers;
5. to organize joint training and research activities (e.g. seminars, workshops, PhD conferences, publications);
6. to foster a community of internationally acknowledged doctoral researchers,
7. to develop integration in research training;
8. to take advantage of the benefits of networking and resource sharing;
9. to strive for excellence in interdisciplinary research and training;
10. to achieve a synergy of existing institutions in high quality education and research.

The Network will enhance and coordinate the strengths of the participating graduate schools for the establishment of a facilitating learning environment that effectively optimizes tutorial, supervisory and infrastructural resources.

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