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**340**  
*years*

# **Doctoral Education: European and Regional Perspective**

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# Topics:

- ❖ Doctoral education reform
- ❖ The central position of research
- ❖ University strategies
- ❖ Removing the obstacles
- ❖ Leading role



# 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



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## **Conferences and seminars on doctoral study programmes**

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



## Doctoral education reform

- doctoral education **central** to ERA and EHEA
- **research** → the core of doctoral education
- main driver of the doctoral education reform are **universities**
- European landscape **profoundly changed**



## The central position of research

- main goal  $\longrightarrow$  to nurture research mindset
- bachelor  $\longleftrightarrow$  master  $\neq$  doctoral education

teaching

research

- HE institutions need to develop new methods and tools
- need to create research environment (more than research itself)  $\longrightarrow$  research capacity



## 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 it's mission







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## Doctoral education as a framework of change

challenges:

- impetus for new forms of doctoral education
- the process itself
- new divisions/distributions of roles  
institution – supervisor – doctoral student





# University strategies

- doctorate specific approaches and tools (supervision, mentoring, employability....)
- structuring doctoral education, but be careful not to overstructure
- need to assess (and be critical about particular strengths and weaknesses of the University)
- to implement national, regional and international strategies



What is crucial for good quality doctoral education



Critical mass



Not to be reduced on quantity



Networking (national, regional, European)



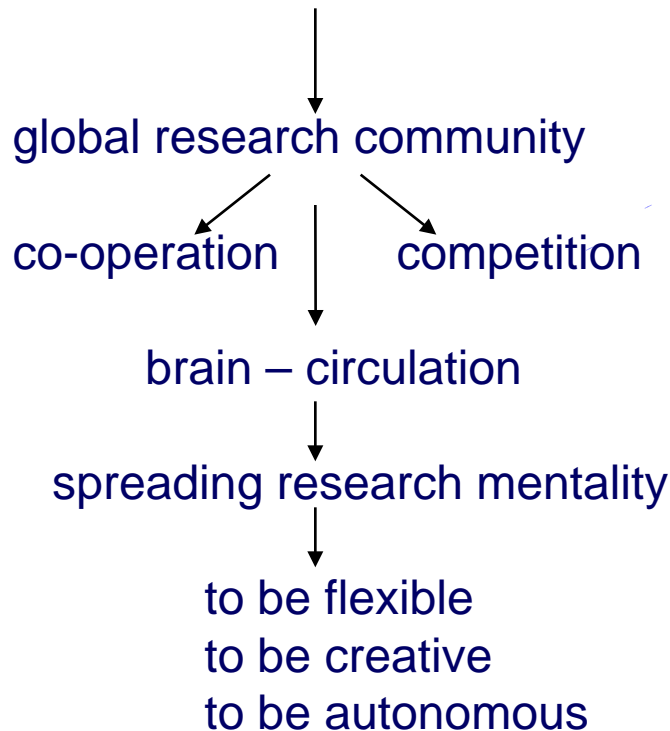
## Removing the obstacles

- regulatory flexibility (on the national and European level)
- sustainable funding
- transparent rules
- international outlook
- new forms of research environments



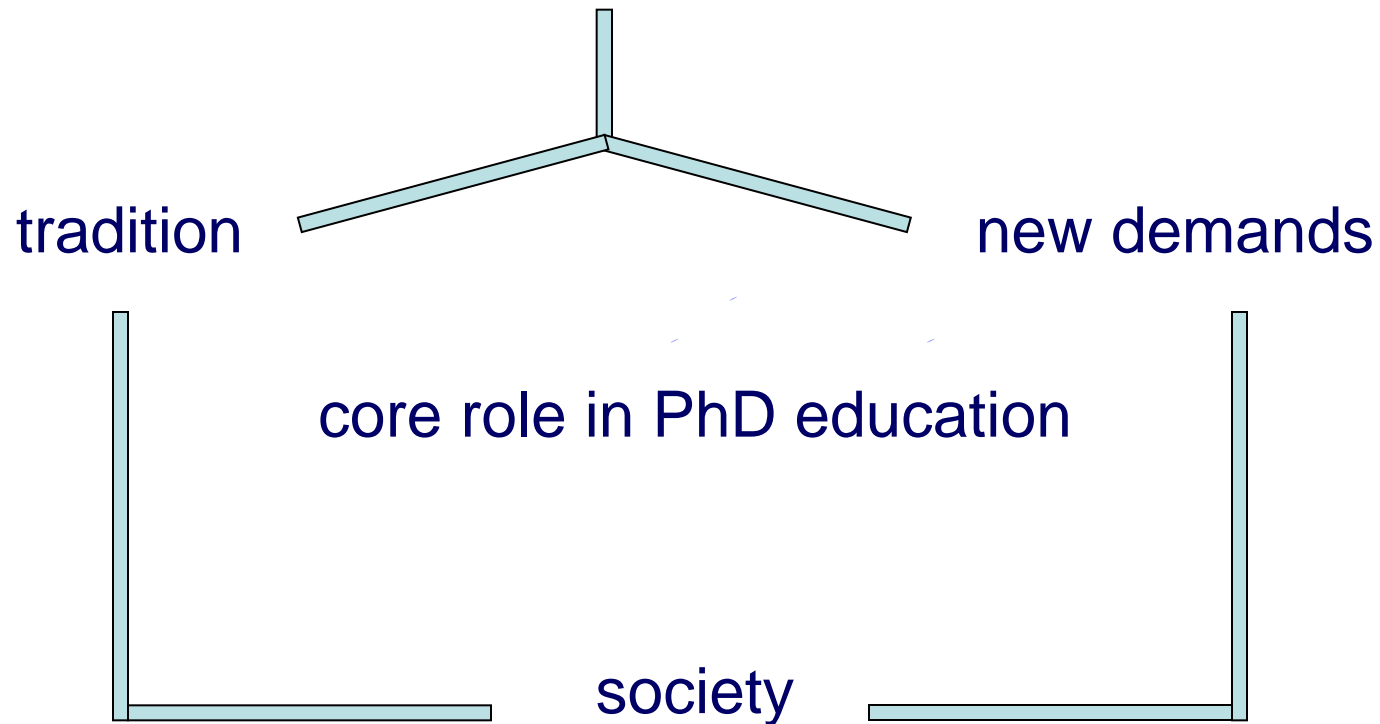
# Leading role

- doctoral education is a global issue
- the needs of local education and research  
→ **towards solving global problems**





how universities can meet new needs:





the result of a good doctoral education is not a good doctoral thesis but **good new doctor**



much harder goal to achieve





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**Thank you**

