

**FREREF, ATELIER-PROJET WP3 1,  
« TRANSITION FROM UNIVERSITY TO THE  
PROFESSIONAL WORLD: THE CASE OF THE  
PhD»**



**Transition from Higher Education to the labor market: questions and interests  
(Project of the Atelier at Summer University of FREREF and LLL)**

## Atelier-Project- W.P.1.3



- «Transition entre Université et monde professionnel: *le cas du docteur de recherche*» 2007-2010
- Countries partners: Italy, France, Romany, Belgium, Allemagne, Poland, Spain;
- Website: universitaitalia@eu (Lifelong learning Professione: Dottore di ricerca)
- Commission européenne-Organisation FREREF
- Leonardo Program
- Regions for Lifelong Learning-Project: 133802-LLP-2007-BE-LNW

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## The problem



The main aim of this project is the establishment of a valuing, encouraging and facilitating policy for the professionalization of the PhD's. Looking to the Lisbon Process and European Union indications (Boulogne, Bergen 2005, Salzburg 2005, Londra 2007), the outline of the PhD gains a strategic value for the innovation and the development in the new contexts created by the knowledge society, by the mobility and transition conditions, by the new markets of the knowledge workers, by the knowledge globalization. Also in the protected sectors traditionally requested to the researchers work now become necessary more ambitious achievements, as pluralism, complexity, flexibility, skills and competences for the intellectual production, interaction and integration between processes and practices, but most of all a new research dimension, oriented to the developing and the change.

DOCTORAL PROGRAMME FOR THE EUROPEAN KNOWLEDGE SOCIETY  
REPORT ON THE EJA DOCTORAL PROGRAMME PROJECT 2004-2005



- Doctoral training has gained increasing importance in the context of the Bologna Process since the Berlin Communiqué (2003) which, on a recommendation from EJA, included doctoral programmes as the 'third cycle' following the bachelor and master levels. At the same time, doctoral programmes also form the first phase of younger researchers' careers and are 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.
- This report, entitled "Doctoral Programmes for the European Knowledge Society", aims to provide EJA members and other stakeholders in higher education and research with a broad view of the current landscape of doctoral programmes in Europe. EJA is grateful to the support received from the European Commission's Socrates Programme and is particularly indebted to the forty-eight institutions and to the committed individual academics who participated so actively and enthusiastically in this study.

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- Preliminary results were presented during the Bologna Seminar on Doctoral Programmes held in Salzburg, Austria, in February 2005 where “ten basic principles” for the third cycle were identified that found their way into the Bergen Communiqué adopted by Education Ministers meeting in May 2005. These principles have become an integral part of the next phase of the Bologna Process and EJA has received a mandate to develop them further and present its findings to the Ministerial meeting in London in 2007.
- The EJA project on doctoral programmes marks an important first step in the Association’s work on this crucial subject. Doctoral training and the career development of young researchers belong to the core mission of universities and, as the voice of European universities, EJA will continue to address these issues, stimulate debate in the academic community and work to influence the policy agenda on behalf of its members.
- Professor Georg Winckler EJA President

## Salzburg's recommendations

- **1. La componente centrale del dottorato è l'avanzamento della conoscenza attraverso ricerca originale. Al tempo stesso, il dottorato deve intercettare in misura crescente le necessità di un mercato del lavoro più ampio di quello strettamente accademico.**
- *(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.)*

- **2. Integrazione nelle strategie istituzionali:** le università, come istituzioni, devono assumersi la responsabilità di garantire che i programmi di dottorato e di avviamento alla ricerca che esse offrono siano disegnati per rispondere alle nuove sfide e per aprire opportunità di adeguate carriere professionali.
- (*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*)

- **3. L'importanza della diversità:** la ricca diversità di programmi dottorali in Europa – incluso di dottorati congiunti – è un punto di forza che deve essere valorizzato attraverso la qualità
- *(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.)*
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- **4. Dottorandi come ricercatori in erba,** da riconoscere come professionisti con diritti commisurati – che danno un contributo chiave alla creazione di nuova conoscenza.
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- *(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.)*



**5. Il ruolo della *supervisione* e della *valutazione* dei dottorandi:** i relativi accordi dovrebbero essere formalizzati in un contratto fra dottorando, supervisore ed istituzione.



*(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.)*

**6. *Massa critica*:** i dottorati dovrebbero tendere a raggiungere una massa critica – da grandi scuole dottorali nelle università maggiori a collaborazioni internazionali, nazionali o regionali fra università.

*(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.)*

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- **7. Durata:** i dottorati dovrebbero operare entro una durata prefissata (3-4 anni)
- (*Duration: doctoral programmes should operate within an appropriate time duration— three to four years full-time as a rule.*)
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- **8. Innovazione:** affrontare la sfida della multidisciplinarietà e dello sviluppo di competenze trasferibili
- (*The promotion of innovative structures to meet the challenge of interdisciplinary training and the development of transferable skills.*)

- **9. Aumentare la mobilità:** i dottorati dovrebbero offrire mobilità geografica ma anche interdisciplinare ed intersettoriale, entro un contesto di collaborazione fra università ed altri partner
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- *(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.)*
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- **10. Risorse:** lo sviluppo di dottorati di qualità ed il conseguimento del titolo da parte dei dottorandi richiede finanziamenti adeguati e sostenibili.
- 
- *(Ensuring appropriate funding: the development of quality doctoral programmes and the successful completion by doctoral candidates requires appropriate and sustainable funding.)*

## The expectations



The training of the PhD is directed to the acquisition of competences which must be used in research areas. The great part of the graduate students hopes to perform to play in the university context. Unfortunately, it seems that these expectations don't find a comforting answer

### **The conditions of employment of the PhD's**



The importance of a deep knowledge on the actual position of the PhD and his perspectives, reveals an importance even larger in this particular transforming stage of the Italian University (privileged street for the PhD) and European system, and appears even more marked, in the contexts of the international the phenomenon of the over-education

(Büchel, 2000; Chevalier, 2003; Budrio et Egido, 2005; Guironnet et Peypoch, 2005; Trivedi, 2006; Chiandotto, 2008; Chevalier et Lindley, 2009).

## The questions

- Encouraging and development of public and private research bodies, not university, in order to make them reliable alternatives to the university career;
- Encouraging the opening of a professional market which develops competences of the research and the innovation;
- Promoting wider knowledge and professional competences.

## Aims of the atelier WP3

- To establish a sort of “evaluation” of the transition from doctoral training in Europe and professionalisation,
- To encourage and facilitate the policy of professionalisation and the employability of the PhD's.

## Context



- The Lisbon process and the indications of the European Union, stress that research represents a strategic value for the innovation and the development in the context of the knowledge society;
- The mobility and the conditions of transition;
- The new markets of the knowledge workers;
- The universalization of knowledge.



## The waitings



In addition to the traditional expectations asked to the researchers (academic profession, research labs, level of technical expertise), it became necessary for them to plan more ambitious achievements to develop:

- The pluralism;
- The transversality;
- The complexity;
- The flexibility;
- The attitudes and the competences for the intellectual production;
- The interaction and integration in the process of practices;

But, especially,

- A new dimension of research, oriented towards the creation, the innovation and the development of the change .

### Observation on the condition of the PhD's

- “Reducing” definition of cycle of studies and not of a high level organization in the various countries;
- Separation between the humanistic knowledge and the scientific one, required to recognize the reciprocal implications; Lack of cooperation between University and labor market;
- Weakness/lack of tools for the transition into the profession.

### Observation on the condition of the PhD's



- Insufficient knowledge regarding the complexity of the labor market, on behalf of the PhD's;
- Reduction of the university chances of careers for the PhD's;
- Academic training centered mainly on knowledge, and less on competences;

The other difficulties, born by the newest forms of work and the possibilities within the market of vocational training and the aims different by the doctorate, are:

- The training to the research is no more reserved to the academic context;
- The autonomy of the training and culture in the great sectors of the professional world;
- The metacognition and the strictness of the labor market towards the Doctorate courses;
- Weakness of employment of the doctors in the enterprises and the public services.

## The value of the indicators



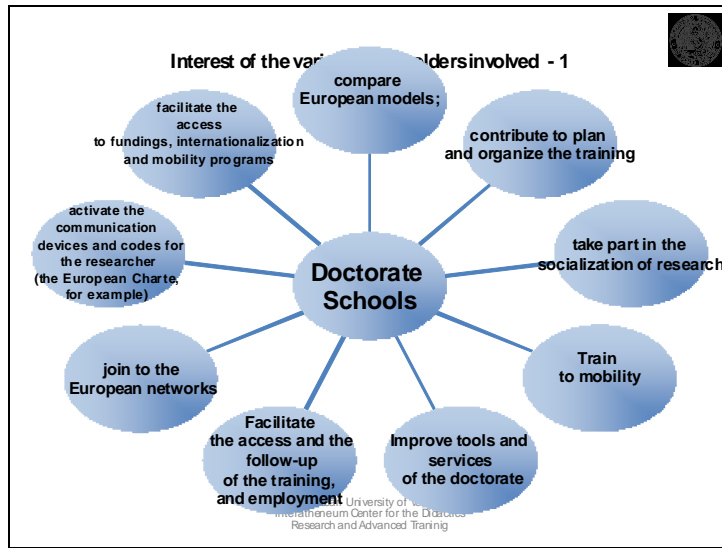
The choice of these indicators is related to enforce the following assumption that the doctorate should not be regarded as a simple training activity, but rather like a specialization developed in a context of excellence, that requires integration of social professional and cultural dimensions;

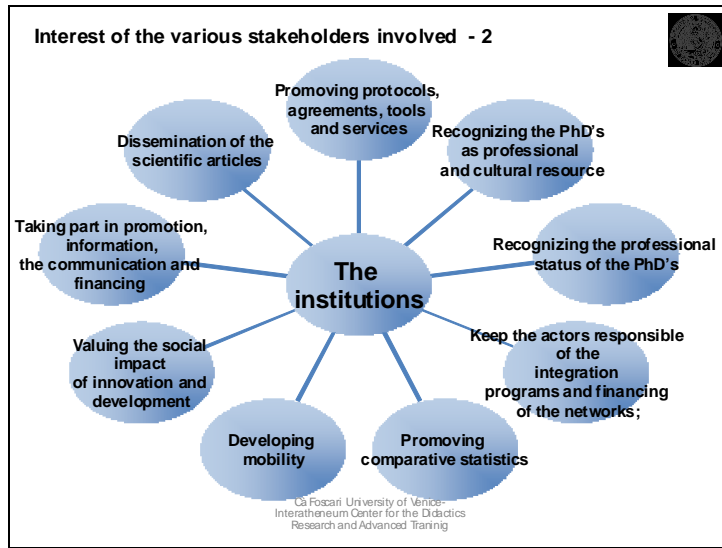
The Doctorate course is recognized as a strategic element for the university that promotes it.

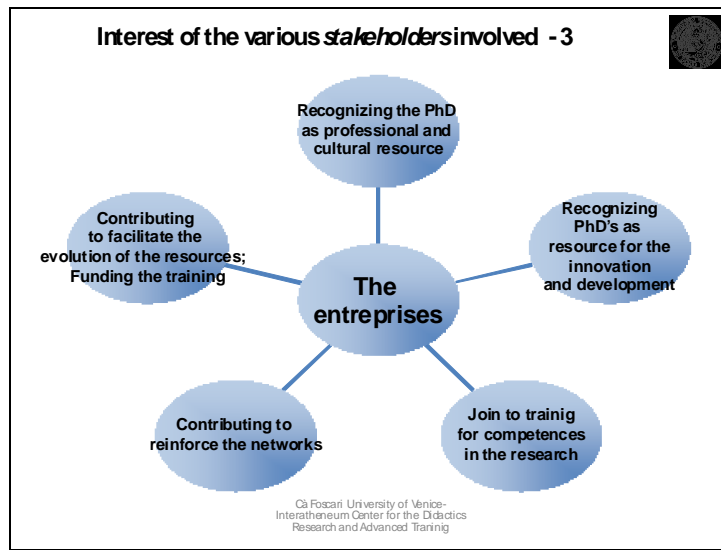
## The stakeholders

The project is addressed to specific stakeholders:

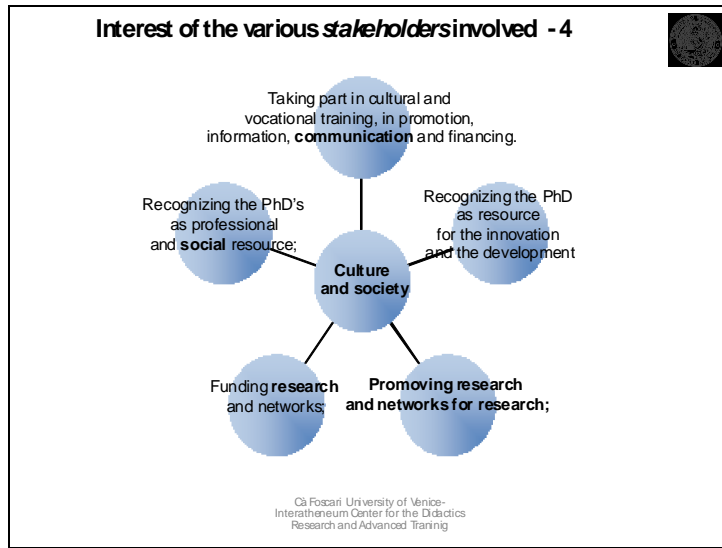
- The PhD student/ PhD doctorate;
- The international/ communitarian bodies;
- The *policy makers*;
- The institutions and professional organizations;
- The Universities.











## The research



The aim of the research, triangulated in three tools (questionnaire; interview; University pattern) is to allow to describe the current representation of the doctorate in the countries partners, useful for a better interaction among them, and for the identification of the possible measures to activate to improve the formative professional and legal situation.

## The working program



- The starting point of the research is represented by the analysis of the existing literature (rules, laws, statistics, perception on the request of professionals and so on)
- Each partner in the research project chooses the topic that thinks is meaningful, in order to find the indication that could be translated in methodological suggestions.
- The final achievement could be compared between different countries in order to evidence the common processes.
- The questionnaire and the interview will be established on a common server (in French or in English) or could be implemented singularly on each country.

**Analysis indicators**

The analysis of the existing literatures, will allow the establishment of the problems indicators for an action research based on three tools

**Questionnaires  
for the PhD's.**

**Interview  
with stakeholders**      **Pattern card  
for the  
Doctorate Schools**

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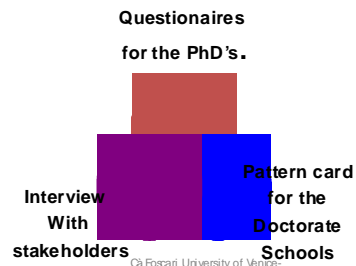
## Envisaged problems



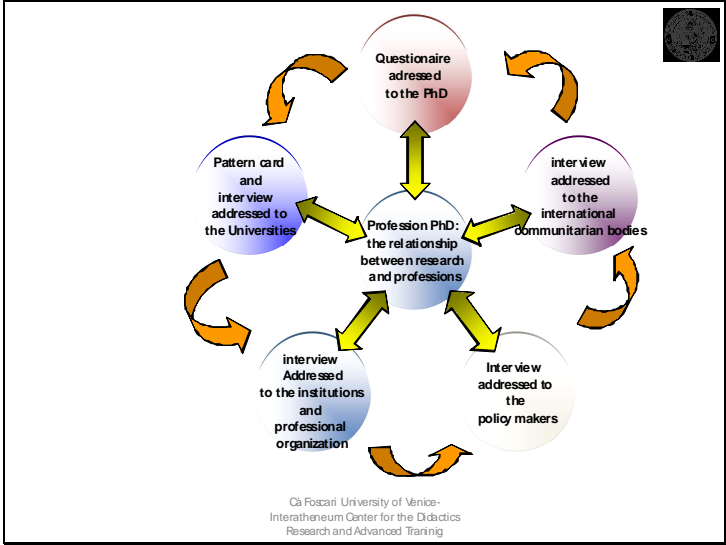
- Management of the knowledge capital related to the research and the partnership;
- Recognition of the PhDs as a privileged stakeholder and partner for the innovation and change;
- Valuing of the specificity of the autonomy of the research;
- Recognizing of the role and the effectiveness of the PhD's for the evolution and development;
- Recognition and professional support to the personal training project;
- Training in a international perspectives;
- Integration of the professional activities in the research;
- Offer of effective training
- Excellence regarding the request of the tutoring for the PhD's;
- Institutional, organizational and management support;
- Social accountability of the research in the Universities;
- Evaluation of the research project effectiveness
- Professional context for the development of the transversal competences;
- Need of transition from University to the labor market, considered the specificities of their missions;
- Adequacy of employability
- Funding the professionals of the research;
- New programs for the professional recruitment;
- Scholarships for the implementation of mobility, transition and partnership conditions;
- Scholarship for increasing lifelong learning

## The tools

- A pattern card addressed to Universities, Doctorate schools, which can explain the structure of the training and organizational action of the Doctorate, in order to identify strategic actions and suggestions;
- A questionnaire addressed to the PhD's and Doctorals, in order to determine their waitings, perceptions, trainings and difficulties met during their course;
- A half-structured interview addressed to the stakeholders in order to identify the suggestions for improve the relationship between training and professionalization that determines innovation and development



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## The pattern card



- The pattern card aims to produce data on the conditions of the doctoral training, on the follow-up of the PhDs, on the encouragement given to the employability of the PhDs, on the valorization of developed competences. It aims to produce recommendations for universities, the research centers and the labor market, to allow a better legibility of the problems linked with the employability of the PhDs, it proposes a lighting to find solutions, to encourage a great mobilization with the recognition of the doctoral courses and the valorization of the doctors and to formalize a common speech.
- Europe encourages a broader professional opening. The job market requires to show a certain number of transversal competences and its actual position asks that the doctoral training and the PhDs themselves know to make readable these competences. Which kind of knowledge have the Doctoral schools on the professionals of the PhDs?
- Which sort of encouragement give the universities to support their PhDs? Which encouragement for the companies? How a PhDs can acquire these transversal competences? And how to make them readable, to develop them?



### ***La problématique et les thématiques***



- Which management for the transitions university - job market for the PhD's?
- Which policies of encouragement and valorization to set up to develop spaces of professionalisation of the PhD's?

...Sets of themes considered executives of the doctoral training in Europe the social responsibility of the universities the role of professional networks of the universities, possible transversalities with the other doctoral schools (courses), etc the quality of the formation and insertion conditions of communication, dissemination of outcomes...

***Panel chosen for the pattern card***



- People in charge and directors of research;
- Offices that follows administrative affairs of the Doctoral research;
- National and european nstitutions and organisations;
- Ministeries and Research Direction.

### Interview avec des témoins privilégiés et des membres éminents

- The interview with stakeholders and other eminent members proposes to produce data of information on the conditions of the doctoral training, the follow-up of the doctors, the encouragement given to the employability of the PhD's, the valorization of developed competences. It aims to produce recommendations for Europe, to allow a better legibility of the problems linked to the employability of the doctors, to propose solutions, to encourage a great mobilization with the recognition of the doctoral courses and the valorization of the doctors, to formalize a common speech;
- Europe encourages a broader professional opening. The job market requires to show a certain number of transversal competences and its actual position asks that the doctoral training and the PhD's themselves know to make readable these competences. Which kind of knowledge have the Doctoral schools on the professionals of the PhD's?

## The questions and the theme

- Which management for the transitions university - job market for the PhDs?
- Which policies of encouragement and valorization to set up to develop spaces of professionalisation of the PhDs?
- Sets of themes considered the framework of the doctoral training in Europe stakes of Research and employment the European space of Higher education and of Research (EER)
- The social responsibility of the universities regional development (strategy, research, poles of competences, poles of competitiveness, use, innovation and management of the innovation);
- The role of the development of the universities, possible transversalities with the other workshops;
- Other sets of themes such as unhooking, accosting, transition active school-life, etc;
- The crisis to learn throughout the revealed life, crisis and areas/ which tensions, which new opportunities the responsibility for the establishments, the institutions, the areas, the States, Europe

## Panel chosen for the interview



- People in charge and Directors of research;
- Directors of Doctorate Schools;
- Vice-President of Scientific councils of Universities;
- Offices for the Doctorate supporting services;
- Regions, departments, public and private institutions;
- National and European institutions and organisations for the research;
- Entrepreneurs and Unions;
- Ministries and Direction of research;
- PhD's association



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## Questionnaire

- Verifying the perception of the PhD students, the PhD and all of the people engaged at different levels in the planning, realization and management PhD context. In particular we wish to detect the actual professional value of their doctorate;
- Verifying, secondly, the chance of empowerment the professional element of the PhD, by respecting the specific perspective given by the different stakeholders;
- Detecting and underlying the existing relationship between the tools, the learning mission, the learning outcomes linked with the upgraded requests of the labor market.

### Hypothesis of research



"The PhD is a professional of the knowledge culture": The evaluation of this hypothesis will be done starting by the analysis of the following issues, crossing to the different categories to interview:

Background: informations on the person/institution and on his/its background (doctorate/ University institution/international institution/organization);

Select and establish the **competences** existing in the professional outline of the PhD student;

Detecting the sectors in which is possible to have experience of these competences, taking into account the course of Doctorate;

Select and choose possible obstacles to the developing of these competences;

In the context of the course of doctorate chosen, check which are the teaching and topics that could be considered more professional and detect some actions (formative/institutional) that could feed the connection between the professional of PhD students and the actual labor market, studying also the possible professional pathways beyond the academic career;

Select and establish the possible obstacles to the developing of these competences;

Given a specific Doctorate course, check which are the teaching and topics that could be considered more professional but that are not inserted in the official curriculum;

Check if the interviewed has an opinion on the possible innovations that could be introduced in order to increase the professionalism of the PhD;

Check the chance of institutional initiatives that the Organizations to which belong the target could activate at a national level to empower the PhD professionalism;

Check which initiatives could be activated by the Organizations at a international level, in order to work together for the empowerment of the professionalism of the PhD;

Check the knowledge of the person interviewed regarding the existence of an agreement, code or other rules, internal to the organization that could help the connection between these institutions with the recruitment of the PhD students or Doctorate students

## Recommendations



- To reinforce the dynamics of research and innovation in the training and the enterprises;
- To develop reciprocal systems of cultural and vocational training;
- To train the PhD's to the development of their community project and the conditions of the labor market



## It's necessary...



- Supporting the co-operations of the doctorands with the company;
- Generating mutual interests, declined in suitable forms (network, collaboration, Co-supervision, joint diploma..);
- Increasing the presence of the doctors in the companies and the services public, the research activity, and development and in the responsibilities related to management for the innovation.

## NOTE

- The pattern card, the questionnaire and the interview will be inserted on the server:
- <http://www.universitaitalia.eu/> link, Lifelong Learning; link, Professione: dottore di ricerca (+ password)