



EAIE | HELSINKI
24-27 SEPTEMBER

   #EAIE2019

Welcome to session 4.13

Erasmus+ and the internationalisation of PhD studies.

Room 206, Level 2, Messukeskus, 25 September, 15:30-16:30

Chair



Marie MONTALDO
European University Foundation

Speakers



Harpa ARNARSDOTTIR
European Commission



Donato LORUBIO
University of Lorraine



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European Commission |

Initiatives and policy instruments





Co-creating the next Erasmus Programme

- Working Groups with National Agencies, Universities' Networks, Student Organisations:
 - Mobility for All
 - Cooperation Projects
 - Erasmus Charter for Higher Education
- Position papers from various stakeholders
- Feedback from stakeholders at various events



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And we are not done.....

...today's session is part of our co-creation process and furthermore...

- Come to our stand **H09** and take part in our co-creation survey
- Big stakeholder meeting 28-29 January in Brussels

European Education Area 2025



Maximise the
potential of education
systems



Increase Europe's
innovation capacity



Contribute to
sustainable growth and
inclusive societies

**Proposed tripling of the Erasmus programme under
the next MFF to support this vision**



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Objectives of the next Erasmus Programme



- Inclusion and more accessibility
- More participatory
- More forward-looking
- More international
- More digital and simpler



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What will the new programme fund?

- Student Mobility for studies and traineeships with same requirements
- Staff mobility for teaching and training with same requirements
- European Universities
- *New: Blended mobility for students and staff and Blended Intensive Programmes*
- *New: Short-term mobility for doctoral candidates*
- *New: International opening in KA103*
- And more.....



Why short-term mobility for doctoral candidates?

- Equal opportunities regardless of student/staff status
- More flexibility and better tailored mobility periods
- More opportunities for learning a range of transversal skills, training in presenting scientific information, acquiring specialised knowledge and skills, establish valuable contacts in Europe and beyond and for finding post-doctoral opportunities



Why Blended Intensive Programmes?

- Provide new and more flexible mobility formats as well as innovative ways of learning and teaching
- Help developing and promote collaborative online learning exchange and teamwork
- Practice a multidisciplinary, challenged based and international approaches as well as more flexible curricula
- **Excellent opportunity for Doctoral candidates** to develop pedagogical skills and prepare for working in the “universities of the future”

European Universities

Acting as **role models**



Foster an **entrepreneurial mind-set** and **civic engagement**

Transnational Transdisciplinary knowledge-creating teams of students/teachers/researchers addressing **big societal challenges (challenged-based approach)**



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Key principles towards this vision

Excellence & Inclusion



High level of ambition

a game-changer
in Europe's higher
education
landscape



Inclusive

at least 3 HEIs
from **all types** of
institutions;
involve broad
student body



Bring Europeans together

minimum 3
Erasmus+
programme
countries



Higher quality and competitiveness

innovative
teaching and
learning,
trans-disciplinary

KA103 International - objectives

- EU policy priorities
- Sustainable international cooperation
- First international cooperation for newcomers
- Action and funds simple and flexible to use
- **Opportunity for doctoral candidates** to cooperate in their field beyond Europe





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DocMob | docmob

Tools and good practices in doctoral mobility

Partners



Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus+ and doctoral mobility

There is **no difference** between mobility at bachelor, master or doctoral level

- Mobility for studies should last **between 3 and 12 months**, and between 2 and 12 months for Traineeship mobility
- Students must sign a **learning agreement**, based on a template provided by the national agency (which requires the validation of 30 ECTS per semester)
- The **scholarships** are equal for the three study cycles
- At the end of the mobility, students will be awarded a **Transcript of Records**; mobility should be included in the diploma supplement

Rationale of the project

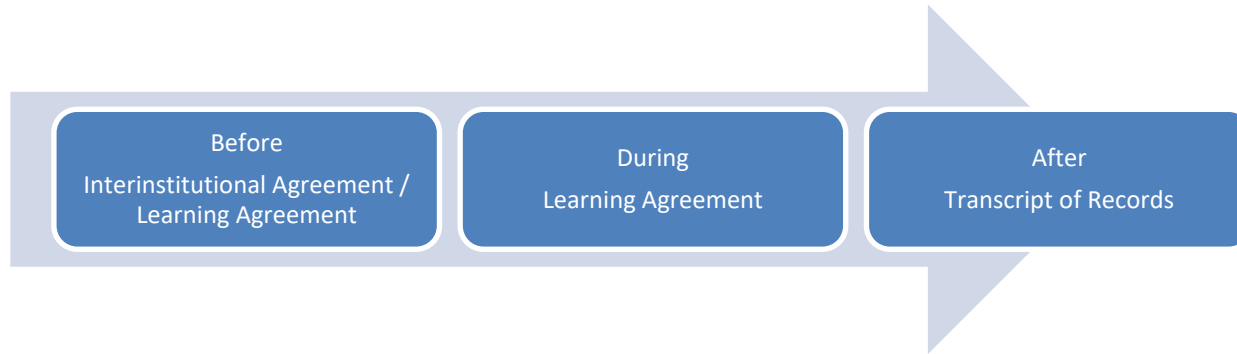
Some **common difficulties** for the implementation of mobility at Doctorate level

- The validation of **30 ECTS/semester** is difficult for 3rd cycle
- Doctoral mobility are often **short-term** ones, often multiple mobility are needed towards the same institution
- Co-tutelles sometimes need **more than 12 months** of mobility
- Difficulties with the ToR for **research-based** mobility
- France cannot use **traineeship** mobility for PhD students
- **Family and financial** situation are often more complex

Objectives

Remove administrative and financial obstacles by:

- Sharing **good practices**
- Addressing **policy recommendations** for next Erasmus programme and for national governments/agencies
- Building some **specific tools** for doctoral mobility



Methodology

Phase 1

- Survey among European universities on doctoral studies and the use of Erasmus+ for PhD mobility
- First draft of the tools

Phase 2

- Test of the tools by project partners and second version

Phase 3

- Open the test to all European universities and get feedbacks to build the final version of the tools
- Dissemination of the results and publication of a manual of good practices

 From September 2018 to September 2020

Phase 1: Quantitative survey

Survey sent to

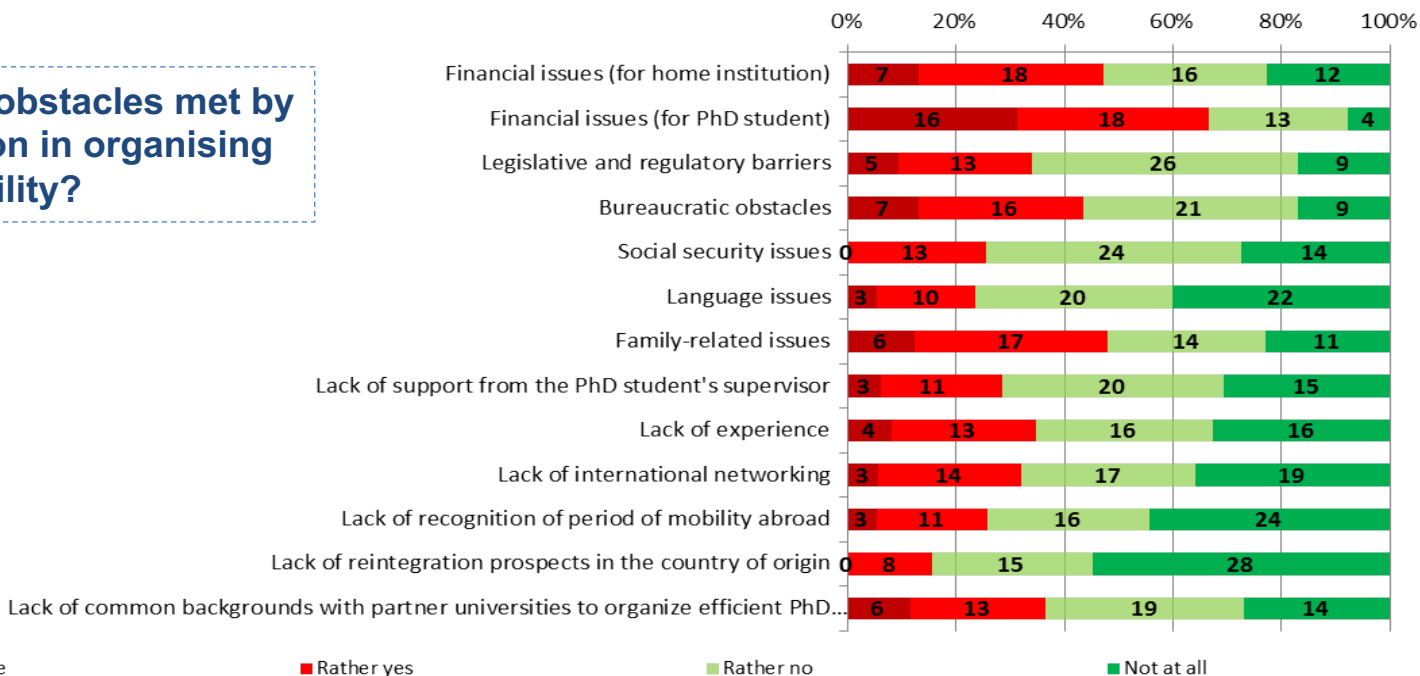
- Our Erasmus Partners
- Erasmus+ National Agencies

108 answers

Institutions cover 72.391 PhD students in Europe out of 764.400 total EU-28 PhD students (source: Eurostat)

Survey results

What are the obstacles met by your institution in organising doctoral mobility?



Erasmus+ Mobility

Which kind of ERASMUS+ mobilities do you organize for your home PhD students ?

Student mobility for studies	66%
Traineeship mobility	61%
Teacher training mobility	33%
Staff training mobility	30%

- All kind of mobility are used
- Institutions use Staff **and** Teaching mobility.
- They use mobility for studies and traineeship as well

Hypothesis: Institutions choose the kind of mobility to use according to the length of the period abroad

Funding

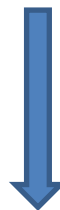
Who funds (or co-funds) the international mobilities of your PhD students ?

	%
The ERASMUS+ national agency	73%
The student himself/herself	57%
Your institution on its own funds	56%
National Agencies (other than the ERASMUS+ agency)	31%
Other	30%
Companies	19%

In your opinion, do your ERASMUS+ outgoing PhD students get enough financial support for their mobility abroad ?

Yes	41%
No	59%

73% institutions use Erasmus+



Why don't the others use Erasmus+ fundings?



59% said that E+ funds are not sufficient for PhD students

Credit use

Which kind of academic credits does your institution use for PhD students ?

	%
ECTS	65%
Not applicable	30%
Another type of credit system	5%
Total	100%

If your institution does not use the ECTS system for its PhD students, could you tell the reasons ?

	%
We believe that doctoral studies must be assessed in an entirely specific manner	18%
Other	9%
We face some difficulties in applying the ECTS system to doctoral students	9%
We don't use it yet but we intend to in the near future	4%
I don't know	4%
We use another type of academic credits which we find efficient for both our home and incoming PhD students	3%
My country does not use ECTS	1%

Learning Agreement/ToR

- A **single document** to be completed before, during and after the mobility
- A **mixed template** with educational, research, training and teaching elements
- Inclusion of PhD transferable skills
- ⇒ <http://welcome.univ-lorraine.fr/en/studies/erasmus-exchange-programs/docmob>

Next steps

❑ ***Test of the tools ToR by project partners and beyond***

❑ ***Qualitative survey: Interviews*** (To both IROs and PhD students)

During these interviews, we will try to understand if :

- PhD mobility should be more flexible in its duration
- The amount of the scholarship should be increased, and to what extent
- PhD mobility needs new specific tools

Towards a new kind of mobility?

Get involved

Donato Lorubio | donato.lorubio@univ-lorraine.fr

- Participate in an interview at EAIE
- Test the tools and let us know your feedback
- Ask to participate in one of our working groups (even by videoconference)
- Share!

<http://welcome.univ-lorraine.fr/en/studies/erasmus-exchange-programs/docmob>



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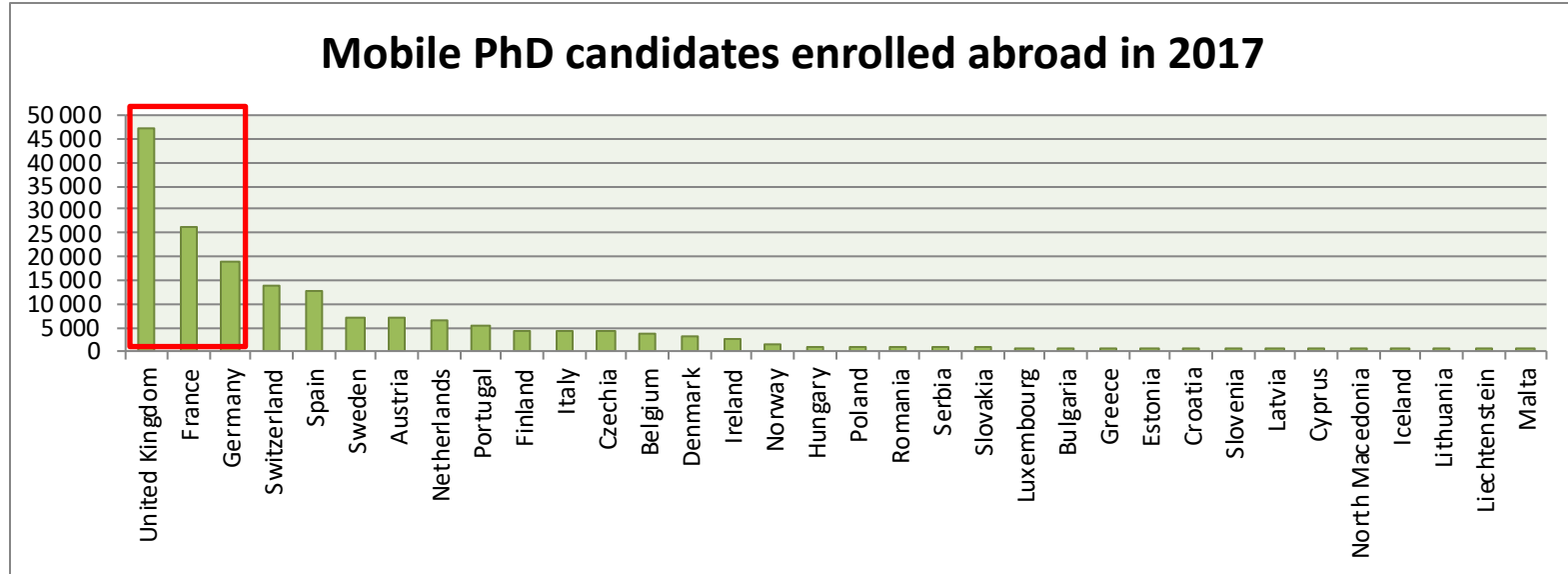
European PhD Hub | phdhub

CONNECT · RESEARCH · INNOVATE

Bridging education, research and innovation



Internationalisation of PhD education and research



Source: Eurostat, 2017, <https://appsso.eurostat.ec.europa.eu/nui/submitViewTableAction.do>



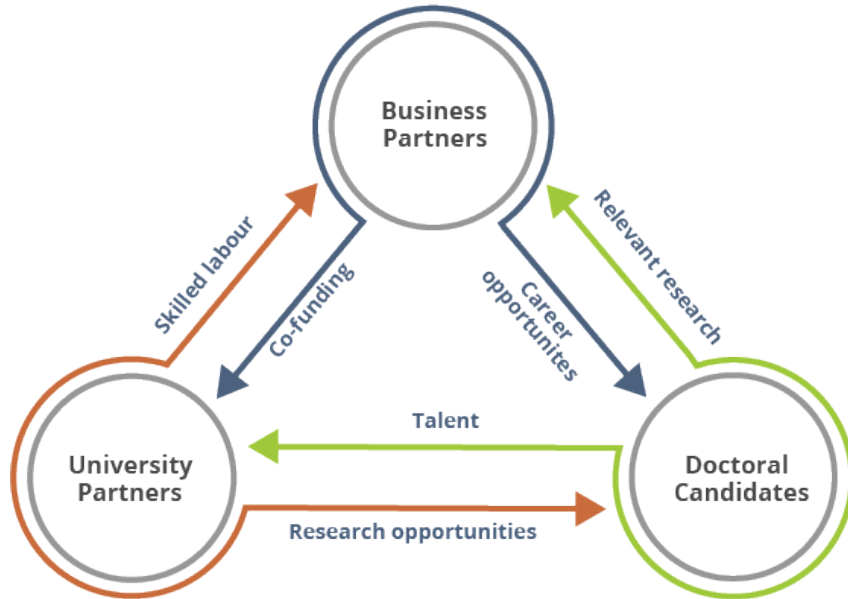
Including the “internationalisation” component in PhD education and research

1. Use the policy instruments & funding available (regional, national, international level)
2. Optimising the use of staff/student mobility schemes for doctoral candidates

3. International, inter-institutional cooperation is a first step:

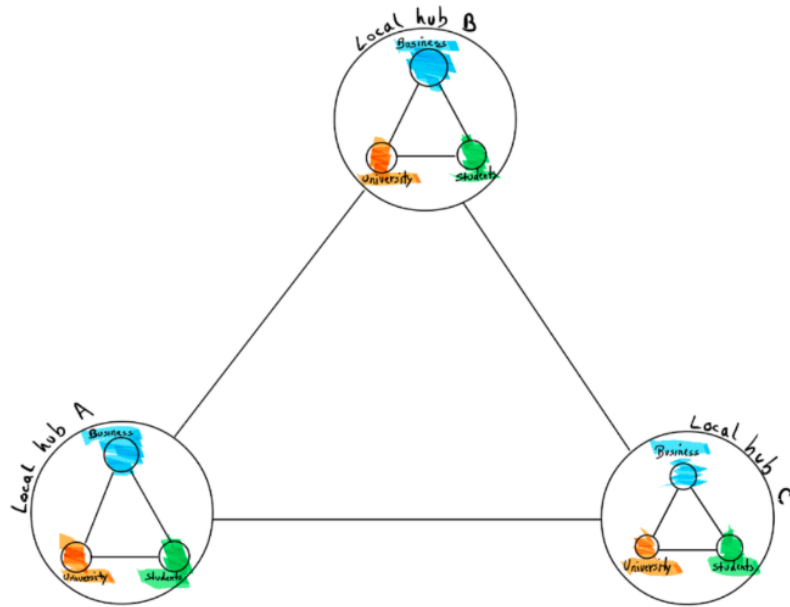
- Trusted and long-lasting partnerships
- Structured and consistent development of PhD education and research.
- Incorporate the **cross-sectoral** approach

Objectives and rationale



- 1) Establishing a quality framework for UBC
- 2) Building an online infrastructure to increase research opportunities and their transferability
- 3) Applying and mainstreaming the European PhD Hub model

PhD Hub Cooperation model



Local Hub is always composed of: University + Business + PhD candidates

A local Hub is:

- An **innovation** cluster (knowledge triangle)
- A structured way of collaboration with Industry and other Hubs on **local and European level**
- An ecosystem which takes into consideration the **specificities and advantages** of the local environment
- A model which ensures **mutually beneficial collaboration**

Key success factors

Creating synergies

- a) Doctoral schools/research teams/PhD supervisors
- b) university/faculty level
- c) businesses

Understanding the local environment

- a) Legal and policy framework
- b) Type of PhD collaboration
- c) Awareness levels
- d) Funding opportunities

Building a cohesive strategy

- a) Internationalisation strategy
- b) Relevant stakeholders
- c) Set indicators!

Defining doctoral joint projects

- a) Legal framework
- b) Funding type
- c) Provision of knowledge
- d) Recognition



Get your hands on:



**Guidelines on UBC cooperation
in doctoral studies**



**Guidelines on international
cooperation in doctoral education**



**How to build a relevant PhD Hub
strategy**

phdhub.eu/resources/

A banner for the EAIE 2019 Helsinki event, held from September 24-27. The background shows a modern building with a glass facade and a large, curved, metallic roof structure. People are walking in the foreground. The text 'EAIE 2019 | HELSINKI' is prominently displayed in blue, with '24-27 SEPTEMBER' below it. There are decorative white and red concentric circles on the left and right sides of the banner.

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Thank you for your attention.

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