

An idea that became an Institution: The European Doctorate on Social Representations and Communication.



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ABSTRACT

The European Ph.D. on Social Representations and Communication is a well-established, EU-approved training structure that has been successfully training postgraduates [1] from EU and non-EU countries since 1996. It consists of 13 network partner universities belonging to the *European Scientific Board* and linked via the *EU Institutional Contract*. It is a 3-year (minimum) doctoral programme, including a dissertation, involving the network of 13 EU universities that provide advanced research training in the area of social representations and communication. As co-ordinator, the University of Rome "La Sapienza" issues its *diplomas* which carry the logos of the 13 network partner Universities and are also signed on behalf of the network by the Rectors/Presidents of the three Universities which from the outset formally agreed to confer the degree ((I-Roma01; SF-Helsinki01; P-LISONA07).

This article aims to provide a brief history of the first 10 years of *institutional recognition and didactic accreditation* that the European Ph.D. has obtained from the EC (DG- Education and DG-Research), Ministries for Higher Education and Scientific Research in various countries, the co-ordinating and partner Universities of the network and the larger scientific community (Thematic Network).

Because of its concrete experience, the European Ph.D. on S.R. & C. has been cited as an example of "best practices" in higher education by the European Commission for Education and Culture (Erasmus, 1993-1995 and Socrates, 1996-2001), in *research* by the Marie Curie Multi-Partner Training Sites (2000-2004), in scientific and logistical management for a series of International Summer Schools by the *High Level Scientific Conferences* (1995-1999, 2000-2004), in the *Internationalisation of Joint Doctoral Curriculum* by the Italian Ministry for Higher Education and Scientific Research (under the *Internationalisation programme*, 2000-2004) and most recently, by the French-Italian University under the Vinci programme (2002-2004).

This article also describes the basic *didactic and training schema at the individual level* (presentation of the E.C.T.S. according to which the European Ph.D. students receive credits for each didactic activity) and the *network level* (description of the quality control and monitoring system).

1. TIME FOR REFLECTION

1.1. An institutional joint programme inspired by an intellectual passion.

At various times in our lives we all arrive at moments of self-evaluation. We look back and try to understand how we spent our time, to what we dedicated our life, our motivations, and, what were the results. We then draw our conclusions. The questions and, even more so, the answers, are at times difficult. Time, which is limited and unknown, is the most precious thing in our lives. However, distracted by situations, priorities that were not well thought out and an illusory perception of the infinite, we often waste it on useless things.

At this point in my life, if someone asked me to evaluate on a subjective scale of priorities and relevance the energy I have invested in projects I've completed, I would not hesitate to answer. In terms of my personal life, I would immediately think of the wonderful human experience of having a son and every day seeing his life opening up to the future, even while I perceive my own as leaning on lived experiences. Professionally, I would undoubtedly think of the fascinating adventure of having created the European Ph.D. on Social Representations and Communication, a programme nourished by an intellectual and scientific passion in an area of study to the development of which I desire to contribute.

It's precisely by reflecting on the amount of time that I have dedicated in these past ten years to the creation, implementation and development of this programme that I discovered at least one of the reasons that have kept me going and have justified the enormous investment of my energy. It was the diversion of intellectual "creativity" from specific and individual "research oriented"

objectives to a more general and “scientific-institutional” objective. In other words, from the production of individual research on specific topics, based on individual interests that were inspired by one of the most fruitful theories produced in contemporary social psychology, to the creation of an institutional programme “for” and “by” research training that can contribute to the development of this theoretical-empirical field of study. You could also say that it is creating a mechanism that enhances long-term scientific interests via exchanges between different generations of “experienced” researchers and new generations of researchers in the making.

The motivation that was once guided only by inspiration is now supported by deep satisfaction in having achieved an objective, once judged unrealistic and unobtainable and which today has been legitimized not only by the scientific community, but also in a complex institutional profile and in the even deeper perspective of building professional identities. From feedback received at the end of the 6th International Summer School (Rome, 28 May – 3 June 2000), during which the first European Ph.D. dissertations were defended before an international jury, there emerged a clear awareness, not only among participants in the network (both professors and trainee researchers), but also those who were attracted from outside, that the programme had passed the initial implementation phase. It was finally in a new phase of consolidation and expansion. This was not only from the point of view of formal recognition obtained, but also and most especially from a deeper sense of belonging to a scientific field that has based its cultural and scientific identity in the complex, original and global vision of Social Psychology proposed by Programme Director Serge Moscovici's life's work [2].

The long series of projects approved by the European Union for the implementation and diffusion of this programme may wrongly give the impression that it was easy to make the European Ph.D. idea a reality. On the contrary, in order to become an established programme, fully operative and mutually recognised by the partner institutions, the road was complex and full of difficulties.

I will try here to reconstruct some of the important stages of its development and to outline the organisational formula and framework of educational activities. This is in the hope that this experience can be an incentive for other international doctoral networks under the auspices of the EC, which identified this program as among the “best practices in Europe” and has seen fit to disseminate it as a program model and prototype.

1.2. Wild ideas become expertise in a changing “*esprit du temp*”.

I can still remember the feeling when, in the autumn of 1998, a period when I was in Paris as a guest *directeur d'étude associé* at the E.H.E.S.S. - M.S.H., I received a phone call from a high administration official of the University of Rome “La Sapienza”. She announced that the Academic Senate had asked that, in my capacity as an expert in European/International Ph.D. programmes, I be

included in the University Commission mandated to draft the new regulations for Ph.D.s. [3]. The emotions evoked by that invitation were not only due to the honour of the appointment as a purely personal recognition, but also because I perceived a changing ‘*esprit du temp*’ that was increasingly inclining towards and ready to seize the challenges of curricula internationalization. I was even more struck because I still clearly remembered those frowning sceptical faces when at the beginning in 1992, my idea seemed over-ambitious and foolish compared with the repositories of institutional knowledge of that period.

The Ph.D. regulations approved by the Academic Senate of the University of Rome “La Sapienza” on 12-2-1999 and were part of the *autonomy* framework that had been granted to Italian universities by the Italian Ministry of Scientific Research (Italian Laws: 15 May 1997, n.127 art.17; 3 July 1998, n.210 – art. 4 and D.P.R. 30 April 1999, n. 224 – art. 2). On the basis of these new regulations, university rectors were asked to autonomously establish doctoral programs. This was to be done on the basis of opinions expressed by “Evaluation *Nuclei*” within the academic institutions, who had the responsibility for evaluating the doctoral programs from their inception, for monitoring their implementation and management and preparing a report on their evaluation activities. The National Committee for the Evaluation of the University System was given the task of editing an annual report on the state of instruction in doctoral programmes and on the evaluation procedures adopted by the universities. Prior to this change, centralised control had made Italian doctorates one of the most restrictive educational programs in and outside Europe. It limited access to a very small number of scholarships that were financed solely by the government and obtained via a national competitive examination [4]

The significant progress in the conception and management of the Italian research doctorate that occurred in the last three years of the past millennium consisted not only in the transfer of competence from the Italian Ministry for Universities, Scientific and Technological Research (MURST) to the University (in conformity, however, with the general criteria established by the Ministry). It also consisted of a new definition of the Ph.D., no longer conceived as “an academic title of value only for scientific research” and therefore only designed for university careers, as found in the previous regulation (Italian law 341/1990- art. 5). It is now conceived as educational path appropriate to provide “the necessary skills to perform high level research at the university, or in public or private institutions” (Italian Law 210/1998). The intention was to expand the professional future of doctoral students to outside the academic context and create incentives for co-operation between doctoral programs and the world of business and industry. Law 210/1998 – art. 4 also permits the establishment of agreements between public and private institutions and universities to fund grants for doctoral research. In addition, increasing international co-

operation, including student and researcher mobility, was frequently cited at that time as a tool for improving the training standards of Italian Ph.D.s. It was not by chance that the debate provoked by the new law dominated the agenda at the meeting dedicated to Ph.D. programmes organised by the Italian Conference of Rectors (CRUI) in Padua, April 30 1999, which compared Italy's experience with that of other European Countries [5] On that occasion the President of the Italian Association of Doctoral Students and Graduates expressed their desire to transform the Italian approach to Ph.D.s into a mutually recognised European approach: "The education provided to Ph.D.s should be able to be utilized in all environments. Educational approaches should be the same throughout the EU and European Ph.D.s should have equal job opportunities. There need to be incentives for mobility. All degrees should have equal legal value and it must be established what exactly the word "Doctor" means". [6]

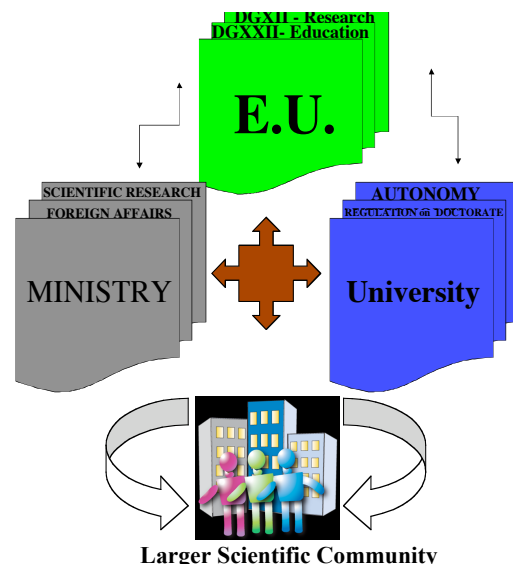
At least ten years were necessary to transform the idea of creating the European Ph.D. on Social Representations and Communication into a "best practice" and to disseminate its experience as a prototype. In this new cultural climate, other European and International doctoral programmes were launched outside and inside the University of Rome "La Sapienza". Its Academic Senate recently (2/10/2003) decided to transform art. 14 that covers regulations for internationalisation of the doctorate (in force since 2001) into more articulated regulations for International Co-operation on Ph.D. programmes. It finally and clearly distinguished the multilateral schema of joint titles recognised by the entire University network (International Doctorate) from the bi-lateral schema of the *Doctorate with the European Label based on jointly supervised dissertation (co-tutela)*. [7]

In the meantime, other initiatives were launched around Europe, although not always based on multi-partner training sites committed to awarding European Ph.D. diplomas jointly signed by the Rectors of the network Universities. For example, among other initiatives aimed towards internationalisation of doctoral programmes, the Coimbra Group pilot experiment, a network of historical European Universities, consists in awarding an extra certificate stating the European "added value" recognised by the Coimbra Group. This extra certificate is attached to the final diploma delivered by the University where the doctoral student is registered and consistent with national doctoral regulations. This is done on the condition that a substantial part of the training has been supervised by a foreign tutor belonging to another university from the Coimbra Group and after a quality control of the doctoral training course by the Coimbra Group. [8]

In the absence of recognition of the legal status assigned to the European Diploma as a consequence of the treaty of Maastricht, other initiatives use an extra certificate with a European Mention. One of these is the *Diplome d'études approfondies en sciences de l'éducation*, awarded by the Socrates network, which includes the University Louis Pasteur, the University of

Human Sciences of Strasbourg, the consortium of the French University of Rouen and Paris V, the University of Mons-Hainaut, the University of Lisbon, the University of Leipzig, the Autonomous University of Barcelona, and the University of Padua. The training schema and didactics formula are in this case oriented more towards the French system rather than towards a new European standard. [9]

In the following paragraphs I will try to illustrate the main stages involved in the internationalisation of doctoral programmes that are achieved via a complex and synergic relationship between multiple structures. These include the supra national (EC and in particular the DG-Research and DG-Education and Culture), the national (The Italian Ministry for Universities, Scientific and Technological Research - M.U.R.S.T.), bi-national (French-Italian Ministries who launched a French-Italian University), local (Universities that make up the network, especially the co-ordinating institution) and finally, a world wide scientific community.



2. Towards internationalisation of doctoral programmes.

2.1. The main steps.

The project for a *European Ph.D. on S.R. & C.* arose from an idea guided by the need to create a European degree in advanced research training for post-graduates. The goal was to improve the process of European cultural integration within a scientific context and oriented towards the internationalisation of training and research standards.

Over the years, various efforts have been made at the European level to *internationalise doctoral programmes*. The main steps can be summarised as follows:

- The promotion of cooperation at the doctoral level was first discussed at the Informal Council of Education and Research Ministers at Schwerin (July 1994) under the German Presidency of the European Union.

- In 1994 a report on doctoral studies in the European region was published by CEPES/UNESCO.

- In 1994, the "Comité de Liaison des Conférences de Recteurs et de Présidents des universités des pays membre de la Communauté Européenne" (C.R.E.), established four requirements for obtaining the label of *Doctor Européen*.

1. Authorisation for dissertation defence must be granted by the national tutor and by written reports from at least two professors belonging to two institutes of higher education in two European States that differ from the one where the doctorate is being pursued.
2. At least one international expert belonging to another European University must participate in the evaluation board (final jury) for the doctorate.
3. One part of the Ph.D. dissertation must be written in a European language other than the language of the country where the doctoral program is located.
4. The doctorate must be prepared, in part, during a stay of at least three months in two different European countries

- Since there was a need for more detailed information on a number of aspects of doctoral study, in 1995 the European Commission funded a study by the "European Institute for Citizens Rights". This study took account of the experience acquired by the International Temporary Advisory Committee on Doctoral Studies (CPRT) involving The Netherlands, France, Germany and Belgium. The committee put forward a number of suggestions to encourage cooperation at this level of study. The study highlighted the great variety of doctoral systems in place in Europe, but it also showed where there was convergence. It was suggested that the reinforcement of the quality of doctoral programmes and the establishment of a high level scientific and technological community were goals that could be attained through cooperation and mobility. [10]

- During the French Presidency of the European Union in March 1995 a Conference on Doctoral Studies was organised in Epinal by the French Ministry of Education. It included 60 representatives from 15 European Union countries (plus Switzerland and Norway) and had as its goal the promotion of internationalisation of doctoral training through European research networks and student and staff mobility. This was supported by the European DGXII and DGXXII.

- In 1996 (June 17-18) a Conference in Florence on "*The future of postgraduate education in Europe: advanced training for society and industry*" was organised by the European University Institute of Florence with the support of the Italian government and in collaboration with the DGXII (Science, Research, and Development) and DGXXII (Education, Training, and Youth). This conference brought together representatives of providers of postgraduate education, representatives of organisations that have a demand for postgraduate students (including industry and professional

organisations), and national and institutional policy-makers from many European countries. This conference discussed postgraduate education from a career pattern perspective. It was acknowledged that there was a high level of diversity in postgraduate training in the European education system as compared to the American. Taking into consideration access, awarding of degrees, didactic structure, management, examination and assessment system, preparation for academic careers or careers in public research organisations and the private sector, international co-operation, average duration, recognition, etc., 20 different Ph.D. models were identified in European Universities. In the organization of postgraduate education two extreme poles were also identified: the Humboldtian model of university training of exclusive value in academic settings, and the professional, based on the North American and British traditions of recognizing doctoral training as valuable in professional, industrial and administrative contexts.

- In light of the joint supervision (co-tutela) system within the bi-lateral agreement between the Italian and French Ministries, in January 1996 an agreement was made between the Conférence des Présidents d'Université (CPU) and the Conference of Italian Rectors (C.R.U.I.).

- Launched in May 1998 by four European countries (France, Germany, England and Italy) and signed by ten countries (Germany, Belgium, Bulgaria, Denmark, France, Italy, Czech Republic, Romania, United Kingdom and Switzerland), the *Sorbonne Declaration* achieved the goal of accelerating the creation of a European area of higher education.

- In June 1999, the Bologna Conference provided the occasion for a larger meeting where five working groups discussed (1) the architecture of learning with regard to the relationship between first and higher degrees, (2) flexibility in the structure of qualifications, (3) education paths, (4) competition and the European area for higher education and (5) human resource development.

With the *Bologna Declaration* a new impulse was given to European harmonisation of the three level system of higher education: the short degree (the first 3 years), the specialised degree (+ 2 years), the doctoral degree (+ 3 years).

However, the majority of effort was invested in the first two levels of the Higher Education System, as was evident in the communiqué of the meeting of the European Ministers for Higher Education on May 19, 2001 in Prague. (paragraph: Adoption of a system based on two main cycles.)

Doctoral programmes continue to be marked by significant country-to-country differences concerning the selection, training and evaluation criteria used to award the Ph.D. diploma.

The E.C.-Research Directorate has put heavy emphasis on internationalisation and European harmonisation of the doctoral degree and stresses the close relationship between *research training through research* and the development of the scientific European research area, in major actions of the 5th and 6th

Framework programmes. Given that doctoral programmes are on the line between higher education and research and are “at one and the same time part of the academic educational process, with the eventual awarding of an academic qualification (e.g. Ph.D.), and the basis of a research training for an eventual career in research, academia or elsewhere in the labour market”, the EC DG for Education and Culture was sensitive to the need to produce an updated and comprehensive survey of data on doctoral studies in the different universities and countries participating in the Socrates/Erasmus programme and to compare doctoral mobility in the Marie Curie Research and Erasmus EC programmes. [11]

- In a meeting held in Brussels in June 2001 entitled “*An enlarged Europe for Researchers*”, and followed by many others elsewhere throughout Europe, the Commission stressed the need to enhance integration of European efforts, to boost scientific excellence and promote the mobility of researchers.

The last time I participated in the presentation of Marie Curie Actions within the 6th Framework Programme (Rome, C.N.R. October 15 2003), in reply to the request of a participant asking for EC actions aimed at the formalization of the European Ph.D. diploma, the main speaker, Dr. Raffaele Liberali, Director for the “Human Factor, Mobility and Marie Curie Activities of DG-Research, confirmed that the EC still does not have the power to legitimate the European doctoral diploma. He said that the EC must for the moment be satisfied to promote European training networks, which in practice, if not yet by European law, can contribute to internationalisation of the whole process of research training through research and researcher mobility.

On that occasion, I also came to realise how long it had taken for the European Ph.D. on S.R. & C. to achieve the goal of awarding a mutually recognised “European doctoral diploma” that was issued under the joint signatures of the network Universities’ Rectors.

2.2. A brief history of the first 10 years of institutional recognition of the European Ph.D. on S.R. & C. by the EC, ministries, universities and the larger scientific community.

The European Ph.D. on Social Representations and Communication is a well-established, EC-approved training structure, which has been successfully training postgraduates from EU and non-EU countries since 1996. It is 3-year (minimum) doctoral programme, including a dissertation, and involves a network of 13 EU universities that provide advanced research training in the area of social representations and communication. Because of its concrete experience, the European Ph.D. has been cited as an example of “best practices” in Higher Education by the European Commission for Education (Erasmus 1993-1995 and Socrates 1996-2001), in Research by the Marie Curie Multi-Partner Training Sites 2000-2004, in the scientific and logistical management of a series of

International Summer Schools by the *High Level Scientific Conferences* (1995-1999, 2000-2004), in the *Internationalisation of joint doctoral curriculum* by the Italian Ministry for Higher Education and Scientific Research (under the Internationalisation programme 2000-2004) and most recently, by the French-Italian University (under the Vinci programme 2002-4).

The accreditation of the curriculum launched by the European Ph. D. on SR & C can be described in terms of:

A. Institutional Recognition obtained from:

- the EC (DG- Education and DG-Research)
- Ministries for Higher Education and Scientific Research in various countries
- the co-ordinating and partner Universities of the network (approval of the shared Regulation-Convention, Formal Recognition of the degree, shared commitment for the realisation of approved EC programmes and contracts)
- the larger scientific community (Thematic Network)

B. Didactics and Training

- *at the individual level*: European Ph.D. students receive credits for each didactic activity.
- *at the network level*: quality control and monitoring system.

A. Accreditation at the Institutional level

A.1. By the EC DG

The support of the European Union for this doctoral programme is an indication of the importance it attaches to the integration and co-ordination of scientific research activities at a national as well as at a Union level in order to make them efficient and innovative and to ensure that excellence in academic standards is achieved.

A.1.1. By the EC DG - Education

- 1993-1996: The EC DG XXII - Education and Culture – approved the European Ph.D. on S.R. & C. under the *Erasmus* programme (IPC-93, 94, 95, 96-I-3074/14) co-ordinated by the University of Rome “La Sapienza”.

Planning began in 1992-1993 within the framework of ERASMUS programme which I launched and co-ordinated in co-operation with a network that initially included 17 European Universities but was reduced two years later to 13 partner institutions after consolidation of staff exchanges and institutional co-operation.

In a long-term perspective, our choice of a network was guided by the deliberate intention to further stabilize scientific links already existing among leading research centres and individual social scientists working in social representations and communication studies.

Located in *eight countries*, the *thirteen universities* currently involved in the European Ph. D. network are: University of Rome “La Sapienza” (ITALY), Ecole des Hautes Etudes en Sciences Sociales and University of Paris V Paris, University of Provence in Aix-en-Provence, (FRANCE) Cambridge University and the London School of Economics and Political Science (U.K.), University of Helsinki (FINLAND), ISCTE Lisbon (PORTUGAL)

University of the Basque Country in San Sebastian and University of Valencia (SPAIN), University of Geneva (SWITZERLAND), University of Linz and University of Wien (AUSTRIA) (11).

The European Ph.D. is also associated with the *Laboratoire Européen de Psychologie Sociale (LEPS)* at the *Maison des Sciences de l'Homme*, the *Association pour l'Etude des Représentation Sociales*, and EuroPACE (Belgium)

From the beginning, the founder of the S.R. Theory Serge Moscovici (M.S.H., E.H.E.S.S., Paris) was appointed as Programme Director and I, as Programme Co-ordinator.

The multi-lateral *European Ph.D. network* created by the above mentioned European universities has enabled doctoral students to take advantage of a trans-national education that promotes physical mobility of researchers and teaching staff (stage abroad and yearly intensive programmes: International Summer Schools: O.M.S., T.S., and I.P. approved actions included in the I.C.-Socrates) and integration with various activities based on virtual mobility and open distance learning.

- The EC DG XXII - Education and Culture approved the Advanced Curriculum Development entitled *European Doctorate on Social Representations and Communication* under the *Socrates* programme (IC 29415 - IC 1 - 96-97-98 -99- IT - ERASMUS - EPSI – CDA and IP) co-ordinated by the University of Rome "La Sapienza". (1995-2000)

- The EC DG XXII - Education and Culture approved the dissemination actions of the European Ph.D. under the *Socrates* programme (IC 29415 - IC 1 - 99 - ERASMUS - EPSI CDA-D) co-ordinated by the University of Rome "La Sapienza" (2000-2001). Subsequently, it was selected as one of the "best practices in Europe".

A.1.2. By the EC DG-Research

From 1994 to 1997, research fellows were appointed and approved for the EU research network under the *HCM Programme* (contract no. CE CHRX-CT94-0687). Individual *Marie Curie Research Training Grants* were assigned for the benefit of European Ph.D. fellows (contract no. ERB400GT963929 under the T.M.R. programme. In my capacity as Co-ordinator of the European Ph.D., I was invited to be a senior fellow at Surrey University (S.P.E.R.I. - Social Psychology European Institute) under *TMR Programme. Marie Curie Research Training Grants* (Jan.-March 1996).

The EC DG XII - Research approved the European Ph.D. on S.R. & C. as a Marie Curie Training Site Multi-partner Organisation (contract no. HPMT-2000-00152 - 2000-2004).

The *Marie Curie Multi-partner Training Site* is based on a network of 8 university research groups in 6 EU countries (I, F, UK, FIN, P, E) chosen from the 13 universities that offer the *European Ph.D. on Social Representations and Communication*. The research training provided by the multi-partner training site is in social representation and communication studies and is

open to multidisciplinary and multi-methodological approaches (experimental and field work). This research area is concerned with the social construction and representation of particular objects in various domains (e.g., national and supra-national identities, minority groups, human rights, economics, un-employment, new forms of job, new technologies, science, environment, health-illness, gender studies and family relationship, etc.) and transforms scientific theories into everyday knowledge.

Individual subject areas of European Ph.D. research are highly relevant to EC programmes with a strong societal impact. They relate to *Economics, Social and Human Sciences* (sub-disciplines: *Psychology* and *Media and Communication*) within the *Improving Human Research Potential and the Socio-Economic Knowledge Base* horizontal. The European Ph.D. itself also falls within *Confirming the International Role of Community Research*.

The Marie Curie Training Site scheme has been a significant improvement - compared for example to the Socrates scheme - because it allows for addressing the problem of financial support for Fellows on training "stages" abroad and also applies to students who were already engaged in the Socrates mobility programme as undergraduates. 55% of students that dropped out of the European Ph.D. gave financial difficulties abroad as their main reason for leaving.

Marie Curie Fellows are selected on the basis of scientific quality, compatibility of doctoral studies with the expertise available at the M.C. Training Sites and equal opportunity. Selection encourages competition between applicants. Some flexibility is allowed regarding the length of stay and chosen site, depending on the number and scientific profiles of successful applicants and the status of their research programmes.

Tutoring and co-tutoring based on shared criteria aim to monitor the entire development process of the research programme and its final report. Standardised tools for assessment were developed to improve information sharing among the three tutors, the programme director and the co-ordinator concerning training and research project development.

Supervision of Marie Curie Fellows includes:

- individual bibliographic training sessions
- individual tutoring on the research project on demand
- distance tutoring and co-tutoring
- monthly group monitoring sessions
- forum discussion and video-conferencing
- individual and group training for research project presentation
- annual International Summer School for all European Ph.D. students together with other young researchers coming from outside the European Ph.D. network

Emphasis is placed on research, knowledge of theoretical background and methodological training for developing empirical research programmes.

The European Ph.D. on S.R. & C. has been operative since 1996 in the training of EU and non-EU postgraduates and represents a well-established basis for the training of the Marie Curie Fellows. The following benefits are already visible:

- 1) Fellows are guaranteed European standards regarding: selection and training procedures; research training in an international environment; intensive didactic stages in multicultural settings; training process assessment; legitimization of the degree.
- 2) Fellows benefit from the didactic structure of the international doctoral programme that operates through a formal agreement. The European Ph.D. qualification is recognised by all training site network universities. The European Ph.D. may be pursued *in addition to* a national Ph.D..
- 3) Fellows are offered a broader range of international expertise and approaches than would be possible at the national level. The training site includes the most highly qualified European experts in the field.
- 4) Fellows are closely and individually monitored through an integrated system of physical mobility at host training sites (stage abroad) and open distance learning (virtual mobility), guaranteeing quality, long-term tutoring by supervisors and considerable flexibility in accordance with Fellows' needs.

More detailed information about this Marie Curie Training site - including the description of each partner Institution and the scientific report of each selected MCTS Fellow - is available on the web site of the European Ph.D. on S.R. & C.

- The DG XII - *Research* - TMR approved the first cycle of the *European Ph.D. International Summer Schools* (contract no. ERBFMMACT960165) jointly with the DG XXII - Education and Culture - Socrates Erasmus Intensive Programme (IC 29415 - IC 1 - IT - ERASMUS - EPS1 - IP - 1995-2000).

The goal of the International Summer School is to familiarise students with the latest theoretical, empirical and methodological developments in the study of social representations and thus help them to plan and carry out their doctoral research projects.

The general aims of the summer schools on "Social Representations and Communication" that have taken place over the past 10 years are:

- a) to give participants the chance to deepen their knowledge of the theory, methodology and application of the Social Representations paradigm, working with people from other Universities in a multinational setting and availing themselves of the experiences of an international team of experts in their particular field of study;
- b) to involve participants in different learning sessions so that they are not merely "onlookers" but drawn in to the learning method, sharing what they have learned from training in their native land;
- c) to monitor the advanced training of the European Ph.D. students - principally by training through research and trans-national mobility and co-operation - and develop

joint criteria of evaluation that can gradually set "European standards" *for* and *beyond* research;

d) to take advantage of meeting with guest experts to enrich teaching methods in the international arena. As teachers of a sort of "expanded European Faculty" the teaching team are encouraged to meet for a "joint didactic exchanges" with new generations of researchers from different nations.

The International Summer School also provides an opportunity for young scholars from different European universities to make contacts and initiate collaborative research. In order to have an idea of the character of the international exchange between young and senior researchers from inside and outside Europe that has been fostered by these events over the past ten years, you can consult the web site of the European Ph.D. on S.R. & C. In the section related to the International Summer School you can access the list of guest professors from inside and outside the European Ph.D. network, participants, including their countries or origin, as well as the scientific programme and the didactic materials distributed via the Web before the events. The International Summer School programme consists of key lectures, round tables, methodological advanced training sessions, workshops and independent work. Primarily it is intended for postgraduate students interested in the Social Representations Theory and Communication but, in special cases, advanced graduate students working on a Master's Thesis related to social representations and communication may be accepted as students.

The *First International Summer School* was organised in 1995 by Klaus Helkama, Anna-Maija Pirtilla Backman and myself in Lathi, Finland, with the title: "*Everyday thinking, Social Representations and Communication*". The preliminary topics of the workshops were: relationships of the Social Representations Theory to other theories; culture and social representations; new unusual areas in the study of social representations; new methods in the study of social representations; diffusion, transmission and generation of social representations through different media: "the case of advertising"; social representations in organizational contexts; multi-dimensional identity and the social representations of the European Union.

The *Second International Summer School* on Social Representations and Communication entitled "*Multiple strategies in the investigation of Social Representations*" was held in Aix-en-Provence, France (22-27 September 1996) just before the third International Conference on Social Representations (28-31 September 1996) and was organised in co-operation with Jean Claude Abric. Organised as satellite event of the International Conference on S.R. held at the same site, the 2nd Summer School on S.R. represented an opportunity in which European Ph.D. students were able to become acquainted with the state of art in this discipline.

The scientific programme focused on several important approaches to the study of Social Representations and in particular concentrated on the different strategies,

methods and techniques useful in this field of research, such as the monographic approach, the structural approach, the modelling approach, and the positioning approach. The programme also included advanced methodological training sessions on the applicable logic of specific statistical software like Alceste, Analysis of Similarity, LISREL, and A.C.M.

The *Third International Summer School* on "Social Representations and Communication" was held in Lisbon, Portugal (6-15 September 1997) and organized jointly with Jorge Jesuino. The success of all the International Summer Schools was due to the active involvement of participants coming from all over the world and to the stimulating participation of guest instructors. The theme of this Summer School was "The *Social Representations Theory: historical roots, articulations and development*". The programme included an in depth examination of the historical and theoretical aspects of the paradigm, with great attention paid to the main ideas that shape the theory, as well as to the different possible links between this paradigm and other paradigms or other theories connected with it. In this third year, there was a deepening awareness of theories connected to the paradigm, and various aspects thereof. To be well acquainted with various research methods helped to blend the theory of Social Representations with other constructs (such as attitude, ideology, image, schema, values, etc.), theories of Social Psychology (such as social influence theory, social identity theory, analysis of discourse, etc.) and with other disciplines (in particular sociology, anthropology, semiotics, mass communication, social history).

The *Fourth International Summer School* on "Social Representations and Communication" was held in San Sebastian, Basque Country - Spain (20th-29th June 1998). It was organized with the assistance of Sabino Ayestaran and José Valencia of the University of the Basque Country.

Within the long-term plan that these events would aim to articulate theoretical, methodological and applied aspects of the S.R. Theory and its related paradigms, the 4th Summer School focused on "*The theory towards applications*". It was dedicated to the multi-faceted field of applications: organisations, institutions, economics, politics, environment, tourism, education, professional socialisation, juridical contexts, health, advertising and mass-communication. Particular attention was given to illustrating important cross-national projects and had the goal of achieving a full European dimension in developing research training in social psychology. This summer school was "specialised" rather than "basic". The contents did not deal with elements already noted in theory but put greater emphasis on meta-theoretical, methodological and applied aspects necessary for the formation of the "how" and "why" of the research.

The *Fifth International Summer School* on "Social Representations and Communication" was held in Rome, Italy from June 5th to 11th, 1999 and entitled "Developing European Doctoral Training". It was dedicated to the presentation of research reports by

European Ph.D. students enrolled in the European doctoral programme on Social Representations and Communication. (This was an intermediate step before final evaluation.)

The *opening plenary session* was entitled "*Building European Post-graduate Curricula: scientific, administrative and institutional implications*" and aimed to address, in a practical way, scientific, administrative and institutional viewpoints and input by universities, ministries, and the European Union. Introduced by the Rector and representatives of the University of Rome "La Sapienza", this session included contributions by the rectors of other European universities participating in the European Ph.D. on Social Representations and Communication, the Head of the Maison des Sciences de l'Homme de Paris and the President of EuroPACE 2000. The session concluded with representatives of the Italian Ministry for Universities and Scientific Research and of the European Commission DGXII (T.M.R.) and DGXXII (Socrates).

An interesting meeting with the Rectors of the partner universities and representative members of the European Commission DGXII (T.M.R.) and DGXXII (Socrates) reserved for European Ph.D. network teaching staff provided an occasion to discuss some of the key points in the agenda: future institutional development, co-funding policy, and new co-operative actions within the 5th EU framework programmes.

The scientific programme began with a ceremony conferring a *laurea ad honorem* from the University of Rome "La Sapienza" on Serge Moscovici, Programme Director of the European Ph.D. on Social Representations and Communication.

Parallel workshops focussed on three main areas relating to current projects of researchers enrolled in the European Ph.D. programme:

- A. Normative S.R., Society and Inter-Group Relations
- B. Media, Communication and S.R.
- C. S.R., Organisations and professional socialisation

Round-table discussions focussed on one of the crucial issues relating to the three parallel thematic workshops:

- "Normative S.R., Society and Inter-Group Relations" (related to workshop A)
- "S.R. in a global/local symbolic social space" (related to workshop B)
- "How can the S.R. paradigm be used in organisational and educational contexts?" (related to workshop C)

These round tables involved all the tutors from the European Ph.D. network, plus external experts invited ad hoc and were followed by open discussions among all the participants.

Keynote lectures presented in *plenary session* by leading international experts focussed on crucial theoretical and methodological topics of general interest for the development of research on Social Representations. They were closely linked to the areas addressed in the workshops and round tables held during the previous session.

A *special session* was dedicated to further develop the didactic use of the European Ph.D. on Social Representations and Communication web site. In addition, there was a section on meta-theoretical analysis of the literature on social representations. This had already been installed on the web site for a co-operative project entitled "S.R. around the world: A different scenario for the S.R. paradigm", which I had initiated. In addition to this on line scientific activity, a special session held during the 5th International Summer School was dedicated to initiating a "forum discussion" among network participants (teaching staff, young researchers, guest experts and editors-in-chief of the main international journals). The point of departure for this forum was the question: What are the criteria for defining "good" research? This is a question of particular relevance within the context of training young researchers and for the development of editorial policy. Other questions more specific to the Social Representations paradigm and its relationship with other theories and disciplines were also addressed.

The Sixth *International Summer School* on "Social Representations and Communication" was held in Rome, Italy (5–11 June 1999). Like the previous and subsequent editions, I organized the 6th International Summer School, entitled "*Social Representations Theory Around the World*" in my capacity as Program Co-ordinator. This event concluded the first cycle of the International Summer Schools on the Social Representations Theory and its methods, application, and diffusion. It focused on diffusion of the theory within different cultural contexts and in a multi-generational perspective. In addition to a review of the previous, current, and future development of the European Ph.D. programme, the scientific programme included the presentation and evaluation of the final dissertations of two of the young researchers that had been enrolled in the European Ph.D. programme since 1996-97. There were also presentations of research reports by European Ph.D. students including those of the outstanding candidates admitted for academic year 2000-2001.

The Seventh *International Summer School* on "*Social Representations and Communication*" was held in Rome, Italy 3-10 June 2001 and was entitled "*Communication: Language, Representations, Interaction*". It anticipated a new cycle that focuses on the main theoretical paradigm and themes that were addressed in the first cycle (social representation research areas, theory, methods, applications and diffusion), concentrating on the *area of communication* and by widening the theoretical perspective to multidisciplinary approaches.

The goal of this International Summer School was to offer advanced training to young researchers in the social sciences through critical analysis and discussion of the relations between communication, the media, interaction, languages and social representations in face-to-face, mediated and virtual social contexts.

It also reviewed the previous, current, and future development of the European Ph.D. programme and

included the awarding of the final diploma to two of the researchers that had been enrolled in the programme since 1996-97. For the first time, research reports were presented not only by currently enrolled European Ph.D. students and other young researchers enrolled in their own national doctoral programme outside the network, but also by Marie Curie Fellows. The International Summer School was one of the intensive didactic *stages* provided to them by our training site. They not only met with the Marie Curie tutors who welcomed them at their host institutions, but also with other professors and experts invited from both in and outside the Marie Curie Multi-partner Training Site and other young researchers both from in and outside the European Ph.D. programme.

- Approved by EC DG XII - Research as High Level Conference (HPCF-2001-00210), the new cycle of International Summer Schools planned for 2002-2004 mainly focuses on communication and has been opened up to a multi-disciplinary and multi-methodological approach.

In terms of the daily program, this new cycle of the International Summer Schools will continue to be run according to the previous well tested didactic formula that integrates the keynote lecture in the plenary session, parallel workshops, forum discussions, individual and group tutoring and co-tutoring, monitoring and evaluative sessions, and informal meetings.

The general theme for 2002 "*Communication, Media, Interaction, Influence*" had a specific focus on the topic "*Nets and Internet*". In addition to the key lectures given by international experts from academia, professionals also held conferences from industries specialised in the field, such as Cisco Systems and France Télécom. The Eighth International Summer School offered critical analysis and discussion of the relationship between communication, the new media, physical and virtual interaction, languages and Social Representations. It examined the methodological consequences of different theoretical models and what is added to them when social psychological empirical research on computer-mediated communication is examined in the light of the Social Representations theory.

The three small group seminars were:

1. Developing European Ph.D. students' research projects
2. Social Norms
3. Media, Communication and Internet

To respond to doctoral students' and young researchers' need for methodological training, an important part of the scientific programme was dedicated to an Advanced Methodological Seminar in plenary session on *Facet Analysis* using the *Hudap package*. In addition, during a special session dedicated to the E.L.V.I.R.T.I.S.S. project, I presented some innovative projects that aim to improve scientific exchange among the members of the virtual community on S.R. & C. One of the social events of the 8th International Summer School provided the opportunity to visit the European Ph.D. on S.R. & C.'s new research centre located in the heart of historic Rome on Piazza Ara

Coeli at the foot of the Campidoglio. Participants were invited to the new European Ph.D. Research Centre and Multimedia Lab to toast its formal inauguration in the presence of representatives from the University of Rome "La Sapienza". During this event, one of the European Ph.D. programme participants who defended his dissertation in February 2002 was awarded his final diploma.

In 2003, the Ninth International Summer School entitled "*Communication studies and Social Representations: a Theoretical and Methodological Dialogue through Research*" offered critical analysis and discussion of the relationships between *Communication, Media and Social Representations*. In order to develop a multidisciplinary theoretical framework and multi-methodological approach, representative studies of different theoretical models were presented to consider the value added when empirical social psychology research on communication is examined in the light of organisational psychology, cultural studies, human rights, epistemology of knowledge, social psychology, media studies, experimental social psychology and political psychology.

The three small group seminars were:

- Developing European Ph.D. students' research projects
- Communication
- Societal Issues

Several advanced training sessions were organized, two sessions dedicated to the meta-theoretical analysis of the literature on Social Representations, and two sessions to the focus group and *photo-language* techniques.

Moreover, during this meeting the *European Ph.D. Alumni project* was launched. The meeting closed with the Final Jury of three of the European Ph.D. candidates.

The scientific programme has already been planned for 2004 and will be disseminated in conjunction with a programme under evaluation that was submitted within the purview of the French-Italian Vinci programme for joint *Ecoles Thématiques*.

A.3. Ministries of Higher Education and Scientific Research in various countries

The European Ph.D. was the first doctoral programme approved jointly and under several actions by the Italian Ministry for Universities, Scientific Research and Technology (MURST) and the University of Rome.

- 1998. Under MURST funding for Large Infrastructures for the University, the Commission for Scientific Research of the University of Rome "La Sapienza" approved the project for the creation of a multimedia laboratory for videoconferences and Open Distance Learning (ODL) activities of the European Ph. D. on Social Representations and Communication
- 2000-2003. The European Ph.D. was the first among doctoral projects approved under in the first call of the action "Internationalisation of the University System" (Art 7 - D.M. 21.06.99) promoted jointly by the Italian Ministry for Universities, Scientific Research and

Technology (MURST) and the universities. Its project "Innovative measures for the development of the European doctorate: European Ph.D. on Social Representations and Communication" was co-funded by the University of Rome "La Sapienza" (contract no. 1100268279).

- In 2001, the European Ph. D. on SR & C was selected from among the mobility projects of the French-Italian University, a bi-national university network for joint teaching, research and awarding of diplomas. In 2002 it received financing as a Doctoral School within the scope of the Vinci programme. A new project for joint *Ecole Thématiques* for an enlarged number of French and Italian partner Universities has been recently been presented within the 2003 Vinci action.

A.4. Co-ordinating and network partner universities

A.4.1 Approval of the shared regulations agreement

Based on a regulation approved by the Academic Senates of the University of Rome "La Sapienza", Italy (10-09-1996), l'ISCTE, Lisbon, Portugal (27-03-1996) and the University of Helsinki, Finland (30-04-1996), signed by all the partner universities, the program has been fully operational in all the network universities since 1996. Consequently, it has become a long-term success story thanks to the contributions of the Socrates programmes, the Marie Curie Multi-partner Organisation, Ministerial Internationalisation and Vinci programmes and the recent development of the SoReCom Thematic Network. The co-ordinating university, "La Sapienza", has pledged, both financially (via co-financing) and in the new university regulations on Ph.D.s, to guarantee the continuity and stability of this European doctorate, which repeatedly has been approved by the European Commission. During academic year 2001-2002, this doctorate was for the first time officially made part of the XVII Research Doctorate cycle of the University of Rome "La Sapienza" and a three-year scholarship was granted to the best of the Italian European Ph.D. on S.R. & C. candidates, chosen by the Executive Committee. In cycles 2002-03 and 2003-2004, it obtained three more grants and in its meeting of 30-5-2002 the Academic Senate officially committed to guarantee the continuity of this doctoral education curriculum at the European level and to provide new scholarships each year.

The acquisition of two prestigious facilities has been an important development in the logistical organization of all activities connected to the European Ph.D. on SR & C. These include the scientific secretariat, educational facilities and the installation of a *Multi-media Lab and Research Centre*. The former at *Palazzo Colonna* Piazza d'Ara Coeli, 1, is located in the historic centre of Rome. The later, dedicated to residential and intensive seminar activities, is located at the historic *Castello Colonna* in Genazzano, just outside Rome.

A.4.2. Formal Recognition and awarding of the diploma

In its role as co-ordinator, diplomas are issued by the University of Rome "La Sapienza" (I-Roma01) and carry the logos of all the 13 partner Universities of the European Ph.D. network that are linked via the *EC Institutional Contract* and belong to the *European Scientific Board*. The diploma is signed by the Rectors of the University of Rome "La Sapienza", Helsinki and Lisbon, the universities that from the outset formally agreed to award the degree. It indicates the first and last name, date and place of birth of the recipient, as well as the date that the European Doctorate was granted.

In addition to the diploma, a Final Jury certificate is issued. It contains the composition (name and institutions) of the International Jury and their signatures. It also mentions the national tutor's and the two foreign supervisors' institutions, the title and language both of the full and short version of the doctoral candidate's dissertation as well as his/her name, country of residence and academic years of enrolment. Conferral of the degree depends on the prior evaluation of academic credits earned via training received during his/her course of study, including the mobility "stages" completed by the doctoral candidate in two institutions in two European countries other than his/her country of residence.

The diploma, along with a copy of the doctoral dissertation (full and short version), is registered at the three universities mentioned above who belong to the Core Executive Committee because their Institutions have formally recognized the doctorate since its inception. In addition an electronic format copy of the full and short version of the final dissertation is preserved at the University of Rome "La Sapienza".

Awarding the first "European doctorate" diplomas remains one of the most significant events in the scientific and social life of the Euro Ph.D. programme community [13]. That success was crowned by the books and publications produced that were produced from the dissertations of the first doctoral candidates awarded the degree. [14]

A.4.3 Shared commitment for the realisation of approved EU programmes and contracts

Following the implementation of the project's multiyear programming in the framework of SOCRATES-CDA 1996-2000 – implementation phase and CDA-D (2000-01), dedicated to the project's development and diffusion, the European doctorate became a fully implemented project that continues to move forward. The universities in the network have pledged a "shared commitment" in the development of activities linked to the European doctorate.

Another major event has marked both the present and future of the European Ph.D. This was approval by the Italian Ministry of Universities and Scientific and Technologic Research (MURST) for the Internationalisation of the European Ph.D. according to the university requirements for Ph.D.s. This reconfirmed

the commitment of the University of Rome to support doctorates already approved by the European Union.

This means that a very important stage was reached in addition to the general objectives and aims of the already established programme. In the period 2000-2003, the European Ph.D. on S.R. & C. passed from a pilot phase of curriculum experimentation to the permanent implementation phase decided by the Academic Senate of the University of Rome on behalf of the other universities.

Along with other cooperative efforts, the partner universities have been working together on the development of an e-learning platform to deliver O.D.L. monitoring and training tools for example:

- In 1996, the European Ph.D. was invited to participate in the VirtUE project ("Virtual University in Europe"), co-ordinated by *EuroPACE 2000* and funded by EC under the Trans-European Telecommunications Networks-Integrated Services Digital Network (TEN-ISDN) action. Its goals included the promotion and integration of Euro-ISDN based services into open distance learning activities in the then pilot European Ph.D.

- The European Ph.D. on S.R. & C. was invited to participate (2002-2004) in the collaborative European Virtual University Project (c-EVU) co-ordinated by *EuroPACE* and funded under the e-Learning initiative of the European Commission - DG for Education and Culture (contract no. 2001-3453/001-001 EDU ELEARN).

- The European Ph.D. on S.R. & C. received approval under the XVII, XVIII and XIX cycles (2001-2003) of doctorates obtaining grants from "La Sapienza".

- In the coming years the implementation of *So.Re.Com. EINSTEIN* Minerva project will promote access to improved multimedia tools and disseminate innovative training resources to universities and research centres both in and out of Europe. It will also create global opportunities for distance on-line research training and exchange of information and expertise, in co-operation with other trans-disciplinary European networks that have actively participated in the Tuning Project or have specialised in O.D.L. These include *EuroPACE* for developing a collaborative Virtual European Virtual University, the advanced labs and academic e-learning centres (ESCoM, Equipe Sémiotique Cognitive et Nouveaux Media, at M.S.H., Paris, and SimLab, Helsinki University of Technology) and Polytechnic Institutes (Hame Polytechnic, Finland) that are open to users within the Leonardo program. These networks regularly co-operate with commercial enterprises engaged in ODL programmes, including France Telecom, EDF, Cisco Systems, EDS, Sfera-Enel, etc.

The expected impact of *So.Re.Com. EINSTEIN* is that it will further expand the possibilities already offered by the centre's extensive international scope. The ongoing development of the E-Library and Videoconference Research Training Infrastructure on Social Sciences will allow, for example, for the cycle of related annual events such as the European Summer Schools and the integration of on-site training via videoconferencing. This is not only

within the European Ph.D. network, including Marie Curie Multi-Partner Organisation sites, but also with other similarly equipped research centres both in and outside Europe. These include the Canadian doctoral program and research centre "GEIRSO" in Montreal, centres in the Mediterranean region, (Tunisia and Israel) and many others in the US, Latin America, and Eastern Europe. These are already linked as members of the *International Association on Social Representations that includes hundreds of full members, affiliate Institutions and research centres*. It will allow simultaneous interaction with leading European experts and the scientific community around the world, including experts outside academia, operating in political institutions (like the Rome and Paris city governments), International organisations (UNESCO: University and Heritage Division) and commercial enterprises (France Telecom, EDF, Cisco Systems, EDS, Sfera-Enel etc.) who are crucial policy makers in societal issues and in technological innovation, including implications for research in the social sciences. The openness of scientific dialogue to people and places where decisions relevant to the EU social policies are taken will add an applied social value to training and research carried out by young and senior researchers, in most cases, in co-operation with cross-national research teams.

This project, which I designed and which will be managed in close co-operation with Helsinki University and with the scientific input of the other partner Universities, aims to generate telematic exchanges for research development and training in a widespread and systematic fashion. This will be accomplished by producing high quality multimedia tools, including two main categories (A and B below) of products, by transforming the existing European Ph.D. on S.R. & C. web site into a PORTAL for the entire field of Social Representations and Communication. The So.Re.Com.Thematic Network will link a world wide scientific community and a larger community of policy makers and institutions.

A. DIGITISATION OF SCIENTIFIC CONTENT AND CREATION OF 'META-DATA'

a.1. development of a *comprehensive bibliographical inventory of the literature* (journal and conference papers, books, special issues) on SR and Communication and its related paradigms. This complete bibliographical inventory includes classic bibliographic information (authors, year of publication, titles, journals, volumes, pages, editors, publisher's location, congresses and location, manuscripts, university reports, keywords, abstracts, author's institution);

a.2. development of a *meta-analysed inventory of the literature on SR, supported by recommendations and guidelines* according to the on line grid found on the dedicated web site. Its main purpose is to develop the "meta-theoretical analysis" of the whole body of both the theoretical and empirical corpus of the literature in this specialised field.

a.3. development of an *advanced search engine* hyper-linked with both inventories, he meta-analysed corpus according to the full criteria of thematic-analysis grid and the traditional search keys, such as author, title, year or keywords;

a.4. development of *Intelligent Virtual Library* specialising in S.R. & C., for long-term accessibility and preservation with the possibility of downloading referenced text-files in PDF-format.

B. DIGITISATION OF LECTURES

Multi-lingual digital videos on social representations and communication in different forms (text, images, sound) and structures (records, documents, multi-document webs) will be produced by a group of European scientists with outstanding international expertise in research training through research. The project's integrated approach initially aims to produce two kinds of multimedia products:

b.1) *Studio Produced Videos, to be distributed via Internet through streaming video and on digital support (CD-ROM or DVD)* and designed for deferred-time solutions;

b.2) *Magisterial Lectures* produced in real time for an interactive communicative training setting. These lectures could take place, for example, during the European Ph.D. International Summer School or other seminars, and would be enriched by live interactive didactic exchanges with participants physically or *virtually* present at the event. These would be broadcast via *multi-point videoconferencing via Internet or via ISDN* at university laboratories or at special professional centres equipped for that purpose.

Integrated with the already existing didactic resources and tools available on the web site of the European Ph.D. on S.R. & C. the above described category of products will substantially contribute to the development of the current web site in the perspective of a future "semantic web", by constructing a PORTAL for the entire field of Social Representations and Communication.

Among other existing ODL tools, those described below will be further developed to *improve the distance research tutoring and interactive co-operative research tools and activities* on the web and to expand *the dialogue between the scientific community and society*:

b.3: *Video-chat* based on interviews with scientists and guest experts about critical papers, debates among scientists and policy makers about issues relevant to research in this specialised field and to EU policy. Video chat is already in use on the European Ph.D. web site and is currently dedicated to discussions between mentors and research trainees on research training activities. These new video-chats will be organised in several *rooms* focused initially on three thematic areas: 1) interviews with scientists and guest experts about important papers in the field, 2) debates with scientists and policy makers on issues currently relevant to research in the field and to EU policy and 3) discussions between mentors and research trainees about research training activities.

b.4. Moderated Thematic Forum on Special Societal Issues including leading experts from outside the European network, opinion makers from political institutions and socio-economic organisations that will address the research and literature from all theoretical and methodological perspectives. This forum would be moderated by specialists in the respective issues from various European countries. Topics for the Moderated Thematic Forum could include: Multidimensional Identity (Local, Regional; National, Supranational); Social Representations of the European Union and its

Member States; communication by traditional and new media and Social Representations and society; the problem of immigrants and minority groups: racism, xenophobia and intercultural dialogue, etc.

Tools already existing and being further developed for distance research tutoring and interactive co-operative research and activities on the web will be enhanced by the possibility for real-time exchanges and by enlarging the dialogue among academic partner Institutions and political organisations spread across Europe. They will receive input from all network partners and there will be shared responsibility for planning the agenda and establishing contacts:

A.5 The larger scientific community (Thematic Network)

In addition to the co-ordination and monitoring activities described below, the network universities have dedicated themselves to development policy planning and to international scientific co-operation for the European doctorate. This also includes reaching out to the wider scientific community and the founding of the So.Re.Com.thematic network. Complementary to and in synergy with the permanent activities of the *European Ph.D. on Social Representations and Communication*, the So.Re.Com.THEmatic NETwork represents the logical next step. In the last decade, the European Ph.D. has been the main arena for acquiring expertise not only in European doctoral curricula, but also in determining the pre-requisite requirements and necessary skills for potential candidates. It has enabled us to develop a deeper understanding of the discipline and has demonstrated the need for a European field of study that crosses Social Psychology and Communication Studies.

This outreach to the wider scientific community was also the result of numerous requests from universities outside the network to participate in the activities of the European Ph.D. For network management reasons, the Executive Committee decided not to expand the stabile partnership structure of the European Ph.D. (13 partner institutions) that had consolidated during 10 years of collaboration. Instead, they chose to promote a new project, a *network of excellence* that is directed towards a much wider scientific community. This network can provide scientific co-operation synergies that are not necessarily at the institutional level but can also be at the level of individual or groups of researchers located on different continents.






The network anticipates that its diverse users will benefit from its goals to a) promote wider dissemination of research based knowledge in a trans-disciplinary area of study by closely linking higher education to student and professional organisations and learned societies, facilitating application of specialized research conducted at the European level to higher education curricula; b) encourage wider application of recognised *best practices* in a joint European curriculum for post-graduate students (the advanced level +3 of *Bologna Declaration*) and harmonisation of the European masters curricula in Social Psychology and Communication (level +2) as a prerequisite for applicants to the European doctoral programme on S.R. & C.; c) disseminate innovative teaching methods using distance learning systems and multimedia tools. Among academics, users will be high-level University officials, university instructors and researchers, European Ph.D., and master's students. These include members of the European Federation of Psychology Students' Associations (EFPSA), representing around 60.000 students, which, in co-operation with the European Federation of Psychologist's Associations (EFPA) actively promotes the European Psychologist Diploma throughout Europe. It also includes the International Association on Social Representations, a world wide scientific community represented on all 5 continents. The nucleus of the So.Re.Com.THEmatic NETwork consists of the 13 European Universities that have been partners in a wider Erasmus network since 1992 and since 1996 in a Socrates CDA considered by DGXXII as being among the *best practices* in Europe. The So.Re.Com.THEmatic NETwork intends to further expand co-operation in joint programmes to produce multimedia research training materials and ODL tools. It will also give birth to the E-Library and Videoconference Research Training Infrastructure on Social Sciences (E.L.VI.R.T.I.S.S.) and will create synergies between instruction and research in conjunction with other Minerva activities. Previous program development was based on the use of a wider scientific community needs analysis, on experience acquired in over ten years of running the formally recognised European doctorate programme and on an innovative training system for both teaching staff and fellows. These training systems integrate virtual (O.D.L.) and physical mobility, including yearly International Summer Schools seminars, courses and internships that include work at "home" institutions and two network universities abroad. This system aims to develop fellows' research projects in a stimulating international training environment that is open to multidisciplinary and multi-methodological approaches.

B. Didactic and Training level

B 1. At the individual level: European Ph.D. students receive credits for each didactic activity

In line with the policy recommended by EU DGXXII, the European Ph.D. uses the European Credit Transfer System (ECTS) as an instrument to create transparency

and confidence in academic performance. Students are awarded up to 60 credits per year; 20 for courses and didactic activities and 40 for research quality and related bibliographic knowledge.

20 for courses and didactic activities	10 credits per year		international summer schools
	5 credits per year		seminars and courses
	5 credits per year		multi-media and distance interactive learning
40 for research each year =	30 credits per year		advanced research training
	10 credits per year		bibliographic knowledge
60 total credits in a year x 3 years = 180 total credits for complete curriculum			

The European Ph.D.'s general teaching/learning strategy is to examine the following aspects of social representations and communication: 1) historical and theoretical aspects, 2) methodological aspects, 3) fieldwork and applications, d) current comparative European research projects.

The didactic structure within this overall strategy is highly innovative. As the system of *open distance learning* (outlined below 1-6) makes clear, European Ph.D. students are involved in an interlocking system of *virtual and physical mobility* which allows for considerable *flexibility* in catering to students' research needs while at the same time guaranteeing individual *tutoring and interactive learning*:

1. Intensive preliminary stage of bibliographic training at national universities (10 credits per year)

This is provided by individual tutoring by national and foreign tutors and by access to an on-line database on the European Ph.D. web site <http://www.europhd.psi.uniroma1.it>. Students are also trained by the Scientific Co-ordinator in meta-theoretical analysis of the bibliographic material in their own subject area. The contribution of each student will thus enable mapping out a complete, fully researched bibliography for social representations and communication.

2. Intensive high level didactic stage (International Summer School (10 credits per year)

Students are required to attend the annual *European Ph.D. International Summer School on Social Representations and Communication*. These EC-financed summer schools take place yearly and until 1999 were hosted in the

countries of the university network on a rotational basis. . Since 1999 they have been held regularly at the co-ordinating University (Rome).

3. Seminars and advanced courses (5 credits per year)

Students must attend seminars and advanced courses held at the Research centre and Multimedia lab of the European Ph.D. on S.R. & C. located at the co-ordinating university in Rome and at network university sites. These are planned in accordance with a teacher exchange mobility programme and include international guest experts.

4. Multi-media and open distance learning system (5 credits per year)

Students are required to make interactive use of the open distance learning system, not only through asynchronous e-mail, but by actively contributing to the dedicated video-chat, forum discussion, multipoint videoconferences, digital video-courses, available on the web site of the *European Ph.D. on Social Representations and Communication* or on CD-ROM or DVD multimedia systems.

5. Tutoring and co-tutoring (30 credits per year assigned for research)

The tutoring and co-tutoring system is aimed at monitoring the development of the research programme at both national and foreign training sites over the full period up to and including the final dissertation. Students are assigned their own research "space" on the web site in order to update their project and to allow supervision by national and foreign tutors and monitoring by the Programme Director and the Scientific Co-ordinator.

Within this tutoring and co-tutoring triadic didactic system, students are required:

a) to spend at least 3 months researching in two different European countries. This unique feature of the European Ph.D. programme enables students to work alongside their foreign tutors in a new and stimulating research environment. The training is characterised by a multidisciplinary and multi-method approach. Each network university site has special expertise in a particular methodological approach to research in social representations. The student is thus exposed to a variety of complementary methodological approaches;

b) to maintain regular communication with their national and foreign tutors, according to the circumstances, in a face-to-face interactive context and/or in a computer mediated communication context, through dedicated video-chat, forum discussion and multipoint videoconferences;

c) to submit an extensive annual report to be presented in the dedicated training session during the International Summer School - and a critical review of the bibliography on the research undertaken

d) to write a full report on their dissertation in the language of their first tutor, or if different, in a national language of the country where the doctorate is being pursued. They must then prepare a short version in English in a format ready to be submitted to international journals. The dissertation (both the full and short

versions) should be submitted at least six months in advance and should be positively evaluated and approved by the three tutors. Upon confirmation by the Scientific Co-ordinator that all ECTS requirements for the entire programme have been fulfilled, the candidate will be invited to defend his/her dissertation before the International Evaluation Board of the Final Jury

Specific benefits of this system for European Ph.D. students:

- *Unique tutoring system*

In the course of their research, students are continually in contact with their tutors. Under the open learning system, tutors have on-line access to students' work and are thus able to make didactic use of the web site and monitor students' progress quickly and directly. The Euro Ph.D. guarantees a maximum of 2-3 students per tutor per year. This ensures *individual tutoring* at all times and *close monitoring of students' progress*.

- *Flexibility of open distance learning*

The system of open distance learning guarantees flexibility in meeting the needs of students. It enables students to organise their research in the way that they wish within the confines of the didactic structure. Open distance learning can also be adapted to provide additional temporary or more specific training if required by the trainee.

Under the open distance learning system, the Programme Director, Scientific Co-ordinator and the three tutors have access to students' research. Administratively speaking, this communal access is advantageous because it enables research training to be easily co-ordinated and supervised by the scientific committee.

- *Greater access to expertise*

European Ph.D. students are offered a broader range of international expertise for their research than would be possible at a national level. In this respect it is particularly beneficial for students to be able to choose the foreign tutors by whom they wish to be supervised. The role of the founder of S.R. Theory, Prof. Serge Moscovici, as Programme Director is of particular benefit to both European Ph.D. students and senior researchers in the training network.

- *Benefits of a variety of methodological approaches*

Students are exposed not only to a variety of methodological approaches but also to international experts in their preferred methodological approach.

- *Benefits of multidisciplinary approaches*

The multidisciplinary approaches and facilities to which students are exposed in host universities give them access to a far wider range of research disciplines than would be possible nationally.

- *An extra Ph.D.*

The European Ph.D. is not a substitute for a national Ph.D., but can be earned *in addition* to a national Ph.D.

B.2 at the network level: quality control and monitoring system

From the outset a system called "*Quality control of the European Ph.D. training*" was created to monitor activities and completion of proposed objectives. This organization is linked with the internal structure of the European Ph.D. and is composed of a Scientific Board and a Core Executive Committee that meet at different intervals during the year.

General monitoring of the organisation and training is performed by the Scientific Board at annual international meetings, by the Core Executive Committee at quarterly meetings and by the Programme Director and the Scientific Co-ordinator at least bimonthly meetings. The quality of the scientific programme is monitored by the Programme Director in co-operation with the Scientific Co-ordinator and the Core Executive Committee. The quality of training and working conditions is guaranteed by the *Scientific Board* and the *Core Executive Committee*.

The *scientific/didactic/administrative* structure of the European Ph.D. and M.C.T.S. networks is as follows:

- the *Programme Director*, whose function is to monitor the scientific quality of the European Ph.D. programme; the current Programme Director is Prof. Serge Moscovici, founder of the Theory of Social Representations, first President of the European Association for Experimental and Social Psychology (E.A.S.E.P.), founder and Head of the Laboratoire Européen de Psychologie Sociale (LEPS-M.S.H.)

- the *Scientific Co-ordinator*, who is responsible for the scientific and administrative management of the European Ph.D. and its related activities, including the *International Summer Schools*, the *Marie Curie Multi-Partner Training Site*, the *Internationalisation Innovative actions for developing the European Ph.D.* Programme, the *Vinci* programme approved by the French-Italian Ministries, the *So.Re.Com.Thematic Network* and the *So.Re.Com.EINSTEIN Minerva* programmes. As I designed the new curriculum and created the whole programme, I currently hold the position of Scientific Co-ordinator.

- the *Core Executive Committee*, composed of the Programme Director, the Co-ordinator, and representative partners of the three universities (University of Rome "La Sapienza", University of Helsinki; I.S.C.T.E., Lisbon) that from the outset formally agreed to award the degree. Two additional representative partners act as monitors for the financial administration, participate in co-ordination and selection meetings, and assist the co-ordinator in implementing various initiatives involving the members of the European Scientific Board.

- the *European Scientific Board*, composed of all the representative partners of the above mentioned member universities. Together with the co-ordinator of the programme, they have the tasks of acting as tutors, promoting the development of the European Ph.D. programme at their own university and in their country, and contributing to the success of any related activity, such as *International Summer Schools*, video-

conferences, distant tutoring, etc. The European Scientific Board will be kept informed of any relevant decision taken by the Core Executive Committee.

- the *International Evaluation Board*, composed of academics from partner network universities as well as invited international expert/s external to the European Ph.D. network, assesses the students' final Ph.D. dissertations, which are written in the national language of the country where the doctorate is carried out as well as a short version in English, in a format ready to be submitted to international journals.

The quality of the Marie Curie fellows' training that is integrated within the European Ph.D. programme is monitored by the *Core Executive Committee* at quarterly meetings and by the *Programme Director of the European Ph.D.* and the *Scientific Co-ordinator* at bi-monthly meetings. The quality of training and working conditions is guaranteed by the M.C.T.S. *Scientific Board* and the *Core Executive Committee*.

3. Conclusion

This article has been an attempt to provide a brief history of the first ten years of institutional recognition and didactic accreditation received by the European Ph.D. on S.R. & C. Looking ahead to the future, the development of the Marie Curie Training Site schema within the 6th Framework Programme as an *Early Training Stage*, will mean significant progress for further dissemination of results achieved over the years by the various European programmes, as well as the possibility of creating further projects in our research areas.

Both I, who created the program, and the principle actors within the program, from the professors to the students, believe that what we accomplished by our experiments is now considered general practice and consolidated skills even outside the network. Despite this, I was given another stimulus to tell our story after reading the text of discussions that were recently held on the web site of the Association of Young European Researchers [15]. I include here the entire abstract, which fully summarises the impression that those old problems in managing doctoral programs that we believed to be well in the past continue to persist.

"EURODOC 2003 Workshop on Ph.D. Supervision
Regulations governing doctoral research and Ph.D. supervision can vary widely among different countries or even in different universities and departments within one country. In Germany and Spain, among others, system organization is very open, with the corresponding lack of rules and control over both the work of supervisors and the quality of the doctoral courses (when they exist). In such systems, Ph.D. candidates heavily depend only on the guidance of their direct supervisor. In other countries, the existence of doctoral schools try to solve these problems, but often these institutions just care about the courses and do not really control the supervision. This fact would explain that in countries with doctoral schools, such as The Netherlands and France, supervision is still a

main concern of Ph.D. students. Other Ph.D. supervision systems, implemented in some universities, include the assistance of a committee or supervisory panel during all the Ph.D. project. The candidate work is guided not only by a supervisor but also by other professors or people from outside the university that can provide additional expertise and advice on his/her research topic. Moreover, they can control the work of the daily supervisor. Finally, there are also some few examples, such as some Australian universities, where the responsibilities of the candidate, the supervisor, the other advisors, the department and the university are clearly stated in the university rules. Also the corresponding grievance procedures by which either the candidate or the supervisor may proceed to resolve difficulties are provided by these universities. Unfortunately, a bad Ph.D. supervision often leads to an increase in the time needed to achieve the Ph.D. degree so that students must work far beyond their financed period. In other cases, supervision problems may force the candidate to leave his/her research career. Thus, supervision is a major issue when talking about Ph.D. studies and needs to be considered seriously.

The aim of this Workshop is sharing the experience of people doing their thesis under different Ph.D. supervision systems, focusing in the pros and cons of them (regulated versus open) and bringing new ideas not present in either of the existing systems. It would be also interesting to come to a minimum consensus about what should be the responsibilities of universities, departments, advisors, supervisors and candidates concerning the Ph.D. supervision." [16]

The institutional recognition and the success we have had in the didactic experiments completed to date do not exonerate us from reflecting on many of the issues mentioned in the Eurodoc workshop and on the new horizons that need to be reached by going beyond what has already been learned. Nor should it create the illusion that one only has to internationalize or Europeanize a doctoral programme to automatically make it better than a local or national programme. On the contrary, if the aspiration is coherency between programmes and shared practices designed to insure the quality of the products and the educational results, we must be aware of the problems created by the complexity of managing an institutional effort like the European Ph.D. which is based on a large scientific network (and sometimes, even on a network of networks). The scientific-didactic, administrative, logistical and financial problems that occur are not easy to deal with, especially within the current scenario of scarce financial resources and personnel qualified to manage international co-operation programmes.

Among the very few systematic studies available on the internationalization of higher education [17], I believe that the conclusions drawn by Johannes Wilhelmus Maria de Wit's historic, comparative (Europe-USA) and conceptual analysis clarify the problems to which I have referred. These include not succumbing to simplistic illusions and understanding the costs involved in bringing

into being an international cultural organization that has the goal of quality education for scientific work, be it an association, consortium or international network.

De Wit illustrates the growing phenomena of international associations, consortia, networks and academic organisations resulting from the globalisation of our economies and societies and its impact on higher education. He describes: a) “academic associations”, which have a long international tradition in higher education, as organisations whose membership consists of individual academics, administrators and/or their organisational units and that have a single purpose (academic and discipline based) and are faculty driven, or more recently, institutional, multipurpose, management-based and leadership driven associations; b) “academic consortia”, which are groups of academic units (departments, centres, schools, institutions) who fulfil contracts to bring together a number of different areas of specialised knowledge. International academic consortia are a rather common phenomenon in higher education, in particular in research, and although they can be faculty or leadership driven, they all have a strong faculty commitment; c) “institutional networks”, which are groups of academic units (departments, centres, schools, institutions) who unite for multiple academic and/or administrative purposes, are leadership driven and have an indefinite lifespan [18].

More precisely, de Wit distinguishes academic consortia from institutional networks: “While academic consortia are usually ‘single mission’, institutional networks tend to have a ‘general framework objective’. Although they are less focused on objectives and goals than associations or consortia, due to their multipurpose character, it is this type of organisation that seems to be emerging most recently. There is a trend towards leadership driven multilateral institutional networks, mostly within the European Union but also elsewhere, and recently also example of an international nature emerge.”

Critically discussing the problematic issues related to internationalisation of doctoral programmes through “institutional networks” de Wit’s overview of success and failure factors is interesting:

“Institutional networks should be conscious of the following elements: the mission of the network; the description of the purposes, objectives and goals of the network; the geographical focus; the size of the network; the relation between the founder and/or centre of the network and the other members; the relation between leadership commitment and commitment within each the institutions; the sources, including the membership fees and external and internal project funding; the organisational structure and the mechanism for evaluation of the network and its activities. The institutional, multipurpose and leadership driven networks are particularly facing problems with their identity, their size, the commitment of their faculty and students, and their objectives and goals.

Even though institutional networks at the present seem to be rather weak, lacking commitment at the departmental and school level and not very effective in their operations, they are more likely to be the motor for future mergers than the discipline based networks and consortia. Only the central leadership is able to make the radical decisions needed to move away from fragmented activity-oriented co-operation to real mergers and joint ventures” [19].

This critical analysis points out many of the fundamental problems in the relationship between the mission and the management of the institutional networks. When these networks have as their mission research training at the European or international level, I firmly believe that the critical relationship between the mission and network management is not only a matter of the scientific and logistical co-ordination, but should also be included in the training of new generations of researchers. It is my opinion that a substantial part of the mission of any European doctoral programme should be to provide research trainees with the skills concerning all the above-mentioned critical factors related to the management of the research at the international level. They must be made more aware of the relationships between research training-activity, academic recognition and funding policy at the national and European levels and not only be competent in the content/thematic-driven and methodological-driven components of training in their disciplines.

4. ACKNOWLEDGEMENTS

As co-ordinator of a Marie Curie Multi-Partner Organisation and of all the other EU programmes mentioned in this article, I wish to acknowledge the substantial contribution of the European Commission to the development of the European Ph.D. on Social Representations and Communication since its inception.

5. REFERENCES

- [1] In the new harmonised European system of Higher Education ‘postgraduate’ means students who have already completed the specialised degree (the +2 level of the Bologna Declaration).
- [2] For an introduction to Moscovici’s scientific profile see F. Buschini and N. Kalampalikis (eds) *Penser la vie, le sociale, la nature, Mélanges en l’honneur de Serge Moscovici*, Editions de la Maison des sciences de l’homme, Paris (2001).
- [3] REGULATIONS on RESEARCH DOCTORATES (XVI cycle) approved by the Academic Senate of the University of Rome “La Sapienza” (12/2/1999)
Article 9
 1. The University of Rome promotes and participates in European Research Doctorates in accordance with EC-approved programmes. It is also a participating member of international doctorates set up through multi-lateral cooperation agreements and ratified at an intergovernmental level or by the University of Rome and

individual foreign universities. Conventions relating to the agreements are approved in advance by the administrative authorities of the universities involved.

2. The following are governed by the rules relating to the institution of doctorates in which the University of Rome participates: participation conditions and procedures, application and assessment procedures, selection of academic staff and evaluation boards (which will include academics from outside the doctorate staff), management of the doctorate, research programmes and anything else deemed necessary to achieve a high scientific standard of the doctorate.

3. Financing of newly created European and international doctorates will be determined by the University exclusively through balanced co-financing in accordance with the contractual conditions relating to EC-approved programmes. The University will support the financing of doctorates that are already in progress in accordance with section 1 above.

4. The University of Rome recognises the qualifications of European or international doctorates in which it participates as long as they have been instituted within the framework of and in accordance with EC-approved programmes and are aimed at achieving a high scientific standard.

[4] Italy remains an almost isolated case as a competitive examination (oral and written) is required for applicants to doctoral programmes. In other countries such as the U.K., the Netherlands and Germany, admission of candidates is based on grades, recommendations and interviews. In France, an applicant's admission based on the proposal of a faculty member. (See A. Savini, "I dottorati europei: una iniziativa del gruppo Coimbra" in C.R.U.I., Atti del convegno nazionale "Il dottorato di ricerca" Esperienze a confronto in Italia e in Europa (Padua, April 30 1999), E. Fornasini, P. Nicolosi and E. Stefani eds., C.L.E.U.P., Padova (1999), p.119-138.[5] C.R.U.I., Atti del convegno nazionale "Il dottorato di ricerca" Esperienze a confronto in Italia e in Europa (Padua, April 30 1999), E. Fornasini, P. Nicolosi and E. Stefani eds., C.L.E.U.P., Padova (1999).[6] M. Bianchetti, La via Italiana al dottorato di ricerca in C.R.U.I., Atti del convegno nazionale "Il dottorato di ricerca" Esperienze a confronto in Italia e in Europa (Padua, April 30 1999), E. Fornasini, P. Nicolosi and E. Stefani eds., C.L.E.U.P., Padova (1999), p. 33-48.

[7] In 2001, Article 9 of the Regulations on Doctoral Program (XVII cycle) was transformed into Article 14 by the deletion of condition that European and international doctorates be restricted to joint curricula based on programmes previously approved by the EC. This critical decision, which was not without consequences in terms of quality control for European project standards, facilitated launching new European doctorates based on network agreements without prior approval by the EC within EU programmes. It also opened the door to eventual joint actions for training networks outside Europe.

In its session of 2/10 /2003 during which it approved the report of the Investigative Committee on Ph.D. Programmes concerning *international cooperation*, the Academic Senate decided to substitute "*Internationalization*" of university regulations concerning doctorates with "*International Co-operation*".

1. ARTICLE 14 – INTERNATIONALIZATION

The University of Rome "La Sapienza" promotes and facilitates international and inter-university co-operation including in the sector of Ph.D. programmes.

To that end, it promotes and enters into agreements with other foreign universities to define the concrete modalities for cooperation and, in particular, co-supervision of dissertations and institution of integrated doctorates between the University of Rome "La Sapienza" and other universities.

JOINT SUPERVISION OF DOCTORAL DISSERTATIONS

1. Initiation of a jointly supervised dissertation is via a specific agreement proposed by the Faculty Board of the two concerned doctoral programs and agreed to by the two rectors of the universities in question.

2. Modalities for jointly supervised dissertations are covered by the above mentioned agreement and as minimum conditions provide for;

a) dissertation preparation is to be done at each of the two institutions in alternate, approximately equivalent periods;

b) The nomination of two dissertation advisors, one from the Italian university and the other from the cooperating university, who supervise the doctoral candidate's research and who each prepare a written evaluation of the doctoral dissertation. A positive evaluation by both dissertation directors is a necessary condition for admission to the final examination;

c) An evaluation committee is nominated by the rectors of the two universities and is composed of equal numbers of representatives from the two institutions. It should include four members at a minimum, two of whom should be the dissertation advisors (on the Italian side, in accordance with the modalities provided for in this regulation).

d) After a positive report from the evaluation committee, both institutions' commit to award the Ph.D. or its equivalent based on the same dissertation or to award a joint degree.

3. The Ph.D. diploma should include the phrase "dissertation jointly-supervised by the University of"

- Joint supervision of doctoral dissertations should be initiated with the doctoral candidate's first year of study.

- The Faculty Board can authorize initiation of a jointly supervised dissertation for doctoral candidates enrolled in their second year of study in cases where there is particular scientific interest. In this case, given that the doctoral candidate will be enrolling in the first year of study at the partner university, the Faculty Board must at the same time approve an extension of one year for the dissertation defence.

- For the purpose of admission to the successive year of study, by October 31 of each year the Faculty Board must also evaluate the work completed by doctoral candidates with jointly supervised dissertations that are enrolled in partner universities.
- The Faculty Board can authorize the writing of the final dissertation in another of the European Union's languages.
- Dissertation advisors (on the Italian side) can belong to universities other than "La Sapienza".

EUROPEAN LABEL DOCTORAL DISSERTATIONS

1. Initiation of a European Label doctoral dissertation is via a specific agreement proposed by the Faculty Board of the two concerned doctoral programs and agreed upon by the rectors of the two universities in question. Instituting a European Label doctoral dissertation also foresees faculty mobility, integration of collegiate organs and examination commissions, and diverse modalities for elaborating and defending dissertations. The agreement should regulate modalities of cooperation and foresee:

- a) the doctoral candidate's presence at the foreign university for a comprehensive period of at least six months out of the total length of the doctoral program;
- b) nomination of two dissertation advisors, one Italian and the other from the cooperating university, that supervise the research activities of the doctoral candidate and who each evaluate the doctoral dissertation in an individual written report. A positive evaluation by both dissertation advisors is a necessary condition for admission to the final examination;
- c) nomination of two faculty members who are not from the cooperating universities who will be requested to provide a written evaluation of the dissertation;
- d) the writing and defence of the dissertation must be, at least in part, in the language of the cooperating institution;
- e) an evaluation committee nominated by the rectors of the two universities and composed of equal numbers of representatives from the two institutions. The committee should include four members at a minimum including the two dissertation advisors (on the Italian side, in accordance with the modalities provided for in this regulation) and a member coming from a foreign university other than the cooperating university;

2. On the basis of reciprocity, the agreement should regulate the conditions applicable to doctoral candidates coming from the cooperating university.

- European Label dissertations should be initiated with the doctoral candidate's first year of study.
- The Faculty Board can authorize initiation of a jointly supervised dissertation for doctoral candidates enrolled in their second year of study in cases where there is particular scientific interest. In this case, given that the doctoral candidate will be enrolling in the first year of study at the partner university, the Faculty Board must at the same time approve an extension of one year for the dissertation defence.

- For the purpose of admission to the successive year of study, by October 31 of each year the Faculty Board must also evaluate the work completed by doctoral candidates with jointly supervised dissertations that are enrolled in partner universities.

- The Faculty Board can authorize the writing of the final dissertation in another of the European Union's languages.

- Dissertation advisers (on the Italian side) can belong to universities other than "La Sapienza".

3. Following a favourable report from the evaluation committee, each institution commits to award the degree of Ph.D. or its equivalent for the same dissertation or to award a joint degree that demonstrates the different completion modalities

INTERNATIONAL DOCTORATES

1. If the level of harmonization between Italian university regulations and those of another country allow for the creation of a unified doctoral program between "la Sapienza" and a university of that country, the jointly formulated proposals for the programme must show the scientific and educational objectives of the doctoral programme, the didactic plan, the structure, the activities to be undertaken at both sites and the mobility of both doctoral candidates and faculty.

2. The preceding elements will be integrated into a bilateral agreement that, analogous to what was foreseen in the previous article, will regulate the composition and competencies of the organs, modalities of access, dissertation elaboration, final examinations and awarding of the degree. This is all under the condition of reciprocity between the cooperating universities.

3. Because of its character in being integrated with a foreign university, regulations of a doctoral programme that was established in this manner can deviate from the provisions of this regulation, drawn up in consideration with those of national doctorates and the University of Rome "La Sapienza".

4. Requests concerning the establishment of doctoral programmes under this article will be evaluated by the University Commission that will also take into consideration the specificities of those doctorates by employing the same criteria used for proposals for regular doctorates as concerns scientific and educational validity.

5. Taking into consideration the time needed to complete agreements and the various procedures linked to internationalization projects in the ministries, proposals for international doctorates can be submitted to the University Commission at any time of the year..

Proposals must:

- a) (in the case of first time proposals) be accompanied by a positive appraisal from the Department and Faculty Councils that are submitting the proposal and the outline of the agreement to be made with the partner universities;
- b) show proof of having been presented as international doctoral proposals;
- c) provide the information concerning the scientific and didactic plan, the composition of the faculty board, the

publications by the members of the faculty board for the previous five years and, in the case of renewal, provide indicators on the performance of students and Ph.D. recipients for the past few years.

d) specifically justify the reasons for which the proposal has an international character and, at the same time, indicate the organizational strategies by which the proposers plan to reach their declared objectives;

6. In addition, in a specific attachment, the proposals must indicate:

e) the modalities for the nomination and the composition criteria for the Evaluation Committee that is responsible for admission to the programme;

f) the Italian and foreign partner institutions, showing the details on their contribution to the scientific-educational plan, organization, co-financing of expenses and eventual scholarships.;

g) if there is mutual recognition of the degree or the awarding of a joint degree as well as general conditions of a joint nature between the partners;

h) finally, the proposers must present a comprehensive financial plan.

7. As regards the composition of the Faculty Board, the rules valid for normal doctorate proposals are not applicable. However, the Board must in any case guarantee the participation of faculty from "La Sapienza" that is substantially proportionate with faculty from the other participating institutions and should be no less than three faculty members. The Board should have at least 10 faculty members participating with full rights

8. the final Evaluation Committee should be composed of either three or five members, designated in agreement with the participating institutions and from outside the Faculty Board.

9. Doctoral candidates must complete part of their educational programme (from a minimum of six to a maximum of 18 months) at least one foreign partner university. They should be conducting research within the scope of a project approved and agreed upon by the Faculty Board.

10. Authorization to defend a dissertation is granted on the basis of written reports from the Dissertation Advisers from the cooperating universities and from at least two foreign faculty members that belong to other universities.

11. Writing and defending the dissertation, in part, in the language of the cooperating university..

12. International Doctorates approved for a cycle are automatically renewed for the successive cycle. Subsequent requests for renewal should be presented at the usual time and be accompanied by appropriate documentation and a report that describes the results of the previous two years.

All regulations found above are to be applied to doctoral programmes active on the date of publication of these regulations.

[8] A. Savini, "I dottorati europei: una iniziativa del gruppo Coimbra" in C.R.U.I., Atti del convegno nazionale "Il dottorato di ricerca" Esperienze a confronto in Italia e in Europa (Padua, April 30 1999), E. Fornasini,

P. Nicolosi and E. Stefani eds., C.L.E.U.P., Padova (1999), p.119-138.

[9] A.M., Bernardinis, "Il progetto di dottorato europeo in Scienze dell'educazione", in C.R.U.I., Atti del convegno nazionale "Il dottorato di ricerca" Esperienze a confronto in Italia e in Europa (Padua, April 30 1999), E. Fornasini, P. Nicolosi and E. Stefani eds., C.L.E.U.P., Padova (1999): p. 181-187.[10] I.V. Mitchell (EC DG-XXII), "Doctoral student mobility in the framework of the Socrates/Erasmus programme 1995-2000", Report given at the meeting of Directors-General for Higher Education and Presidents of Rector's Conferences, Halmstad, Sweden, (6-8 May 2001), p.1-16.[11] I.V. Mitchell (EC DG-XXII), "European doctoral mobility Section A: Doctoral mobility over a six year period within the framework of the Erasmus programme 1995-2001. Section B: Comparison of doctoral mobility in Europe in the Marie-Curie Research and Erasmus EU programmes for the year 2000-01", Report prepared for the meeting of directors-general for higher education and presidents of rectors' conferences. Cordoba, Spain, (April 6-9 2002).[12] The composition of the network has changed slightly during the past ten years. Due to a "sleeping partner" in Spain, the Universidad Autonoma in Barcellona was replaced by the University of Valencia. Due to the relocation of a scientific tutor and university representative from one institution to another, the University of Montpellier was replaced first by Paris VIII and then by Paris V. [13] The first doctoral students to defend their dissertations and obtain the European Ph.D diploma were Andrew Smith (Italy, 2000) with a dissertation entitled "AIDS Social Representations and paradoxical communication. The Daily Mail example.", Elfriede Penz (Austria, 2002) with a dissertation entitled "Is electronic money still part of the bankers dream"? and Salvatore D'Amore (Italy, 2002) with a dissertation entitled "Le manger vu, parl et dessin par les adolescents. Une recherche sur les Reprsentations et Pratiques alimentaires selon une approche multi-methodologique".

[14] Smith, A. "Le rappresentazioni sociali paradossali", Roma, Gangemi Editore. (2001). Roland-Lévy, C. Kirchler, E. Penz, E. and Colin G. (Eds.) "Everyday Representations of the Economy" Wien: WUV (2001). Schlegelmilch, B.B., Penz, E., "Knowledge Management in Marketing". The Marketing Review (2002), 3,5-19. D'Amore, S. "Eating and Body Representations and Practices in Adolescence. Preliminary Results," *European Journal of Clinical Nutrition*, vol. 54, supplement 4. (2000). D'Amore, S. et al. "Rappresentazioni e pratiche Alimentari in Adolescenza. I risultati preliminari di un'analisi del contenuto delle Interviste semistrutturate con il Programma Alceste", *Eating and Weight Disorders*, vol 6, n°2 (2001).

[15] <http://www.eurodoc.net/presentation/index.html>

See also the last revised version of the document "Proposte per il Dottorato di Ricerca" (Proposals for the

research doctorate”) edited by the Association of Italian doctoral students and Ph.D.s sent to the *Consiglio Nazionale Universitario* CUN (dated February 18 2003) <http://www.dottorato.it/docs>

[16] The EURODOC 2003 Workshop on Ph.D. Supervision is co-ordinated by Tim Brown: t.brown@surrey.ac.uk

(16) See among others:

- Oecd, “Internationalisation of Higher Education”, Oecd, Paris (1996)

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