



GLOBED V Winter School

Comparisons and Communities: Travelling Policies and Policy Translations

21 – 25 February 2022





GLOBED Winter School Edition 5 21-25 February 2022—Hybrid/Online

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“Comparisons and communities: travelling policies and policy translations”

The GLOBED Winter School is timed to take place at the end of the taught study units, and after the internship and the fieldwork periods. It is designed as a meeting space for GLOBED students and lecturers, to reflect on a specific area of study and as an opportunity for preparing for the process of writing the thesis. It therefore sets out to:

- [a] Provide students with further input on the research process, with special attention this year being given to some of the more pressing epistemological-methodological-political issues that arise when **dealing with issues of travelling policies and policy translations that are associated with educational comparison and notions of community**. Such input builds on, and extends, the learning, insights and competences developed during the rest of the Masters.
- [b] The Winter School also sets out to provide students with the opportunity to present a **draft working document of their thesis research**, or Data Analysis Report. Students will already have submitted a preliminary draft of their proposal to the MA Dissertations Board, and will have got initial feedback about their topic and research methodology from their supervisors. The Winter School provides students with the opportunity to work on their thesis in workshops, and to benefit from feedback from GLOBED staff and peers, helping them in writing up the final proposal. Students will also have the opportunity to discuss, in small groups, issues related to the internship, fieldwork process and the overall research experience.

A. Morning Lectures: Comparisons and Communities: Travelling Policies and Policy Translations

A1. Introduction to the theme

The use of comparison to shape education policy has long been associated with the process of imagining ‘us’ and ‘them’ in the inter-national system (Lawn 2013). With the ascendancy of the “neoliberal imaginary” (Ball 2012) and the demands for measurement, performativity and accountability, educational comparisons have gained such prominence to the point that they are seen today as an influential political technology for steering education from distance and via denotations of objectivity. Captured in the idiom of “governance through comparison” (Nóvoa & Yariv-Mashal 2003; Martens 2007), the new comparative imaginary in education reflects not only the emergence of transnational communities that (re)imagine education in terms of international metrics and partnerships for development, but also theorisations of practices about policy diffusion across the world.

Despite the globalisation of policy-making, locally-based values and territorially-bounded norms remain important in making decisions about education, shaping the selective instrumentalisations of comparison in local places. Forming part of resurging anti-cosmopolitanism, persistent cultural closures, or “the banal reproduction of the nation” (Piattoeva & Tröhler 2019), entrenched notions of community define which forms of comparison are locally adopted and which are ignored and why, as well as how comparisons are used and abused to promote specific ends (Addey & Sellar 2018; Verger 2014; Bonal & Tarabini 2013; Steiner-Khamsi 2012). While few would claim that such narratives are objective, and most would subscribe to a post-positivist reading of research, the issue of power in making and understanding the world remains paramount both within academia and other pieces of global governance: Whose ‘constructions’ and ‘interpretations’ of reality are prevailing and inform action upon the educational world?

Understandings of the entanglements of comparison and community challenge us to:

- Critically examine the role and location of comparison and community in processes of policy diffusion and translation, especially the shifting shapes of this role and location in the context of the rise of “the evolving global governance complex” (McGrew 2010).
- Reflect on the way in which issues of power and science/research are deeply implicated in the production and political (mis)uses of comparison by both national and transnational communities.

- Develop a critical understanding of the assumptions, motivations and values underpinning the way we understand research, and the manner in which we carry it out.
- Critically examine the ways in which privileged and powerful groups within specific societies have historically (mis)used comparison to project their notions of community as superior, making comparisons –which embed middle class, male and white notions of development– part of their strategy of domination. Comparative educational research has thus often served as part of the exploitative mechanism of powerful social groups to impose their notions of community.
- Face up to the fact that comparison and community have been historically shaped not only by power structures within a given society but also during the encounter of the coloniser with the colonised –with the latter contesting the political and colonial power of the former.
- Understand that the production and (mis)uses of comparisons are additionally related today to the rise and governing practices of “neo-empires of knowledge in education” (Klerides, Kotthoff & Pereyra 2014), and thus, to new forms of domination and envisioned control. Comparisons form part of neo-empires’ imaginings of community and the subject, the modalities of legitimizing, persuading and enforcing these imaginings onto the subaltern, and thus, of the mechanisms of their expansion in the world.
- Face up to the fact that domination and control is an incomplete project, with the subaltern having the capacity to resist, accommodate, adapt and transform comparisons, as well as notions of community embedded into, and projected by, comparisons. In doing so, they are capable of articulating alternative notions of development infused by differing notions of the subject and community. They are nourished by the wellsprings of their own histories and cultures, from which are drawn alternative ways of seeing, of valuing, and of expressing hope and faith in collective identities and solidarities.
- It is the subaltern –those on the margin and the periphery, who experience domination, exclusion and injustice on a daily basis– that are most likely to provide us with compelling insights into our human condition, and in showing us that ‘another world is possible’.

A2. Questions to reflect upon during the Winter School 2022

GLOBED students who take these challenges seriously and to heart will therefore feel compelled to carefully and critically consider their proposed research projects in the light of the issues raised above. Like other researchers, they will need to confront questions regarding topic, sample, context, methodology, theoretical lenses, purpose and outcome, but they will do so with increasing awareness of the intimate and intricate relationships between each and every aspect of the research

endeavour –whether it is knowledge, epistemology, strategy or writing style– and the exercise of power.

GLOBED students who have become more attuned to the mutual imbrication of knowledge with power will become more adept at confronting their research proposal with such questions as:

- Whose ways of seeing, and of interpreting, count? What kinds of ‘truths’ are created and validated by my research? In whose interests do such ‘regimes of truth’ work?
- Which forms of knowledge are valued by the research methods I use? Which remain invisible, unacknowledged, disregarded?
- What assumptions am I making about the role of research in promoting emancipation rather than extending the dominant/privileged project?
- How does the researcher’s gaze affirm or deny the worldview of those being researched? How are the latter ‘Othered’? Is it at all possible to avoid using ‘dominant eyes’ when carrying out research? Does our gaze lead to the loss of power of the ‘other’ to name him/herself?
- Does the research process position those involved in the research as ‘objects’ or as ‘subjects’? Whose voices, experiences and theories are reflected in discourse? What implications does this have for research methods?
- Are there ‘ways of knowing’ that are specific to groups who share similar material, cultural, gendered lifeworlds? Are there women’s ways of knowing? Are there disabled ways of knowing? Are there forms of knowledge that are produced in the context of social movements? Are there hegemonic ways of knowing? Whose ways of knowing are legitimate? How will your research confront/work with/juxtapose different ways of knowing?
- How are social/disability movements sites of knowledge creation, reformulation, mobilisation, and diffusion? What kinds of knowledges are produced in and through struggle? Which kinds of research methods and engagements are appropriate, and what implications do these have for the kinds of social science boundaries and articulations, and for more symmetrical relations between the researcher and those in the field? How does this blur the roles as defined by traditional research paradigms?
- What are some of the issues that arise when non-privileged scholars research their own communities? Who should regulate such research, and to what ends? What kinds of issues should be addressed in the relations between non-privileged researchers, privileged researchers, and non-privileged communities?
- How do the research methods I use construct the ‘reality’ we claim to capture? What implications does this have for the politics of research, given that most of the methods we use have been developed and legitimated in the global-North among privileged groups?

- How does my gender, my social class, my ethnicity, my health situation, my ideological lenses shape what I see ‘out there’, and the way I interpret it?
- What do different writing styles tell us about the author’s assumptions regarding knowledge and representation?
- Karl Marx famously claimed that: “The philosophers have only interpreted the world, in various ways. The point, however, is to change it” (*Eleven Theses on Feuerbach*). What is the relationship between research and activism? Would you agree that greater knowledge generates greater responsibility? Towards what? Towards whom? Who am I writing my research for? Towards which ends?
- What responsibilities do researchers have towards the communities that give them access? Is reciprocity part of the ethical relationship that should characterise your project?

A3. Instructional design: The GLOBED Winter School will mobilise a range of pedagogical strategies to create a powerful learning environment in which the above issues and questions will be explored. It will do this by inviting keynote speakers who have contributed to a deeper understanding of the epistemological, methodological and political challenges involved in carrying out research in the global-North and the global-South.

A4. Assessment: The assessment of the Winter School will be based on the activities related to the programme, including (a) active participation; (b) presentation during the research workshops; and (c) the work in progress on the thesis, which will take into account feedback received from the supervisor, and GLOBED professors and peers.

The assessment of the Fieldwork course will also occur during the Winter School, and will be based on the submission of the Data Analysis Report and an instructive presentation during the workshops devoted to research and the thesis writing process. Apart from the Data Analysis Report, in written, students will have to prepare a 5-minutes presentation answering the question #1 of the Data Analysis Report (Tuesday afternoon) and another brief presentation answering question #2 (Thursday afternoon).

The Fieldwork (10 ECTS) and the Winter School (5 ECTS) will be evaluated on the basis of Fail or Pass.

A5. Suggested readings:

Students are expected to come prepared to the online Winter School by reading the papers from a recommended list. Students are also encouraged to identify additional readings that support learning in relation to the themes of the Winter School.

Jason Beech

Beech, J. & Lista, E. (2011). Flowing discourses and border crossing: the slogan of “respect for diversity” in Latin America’. In: Steiner-Khamsi, G. & Waldow, F.: *World Yearbook of Education 2012: Policy Borrowing and Lending in Education*. London: Routledge, 371-390.

Moraña, M., Dussel, E. and Jáuregui, C. A. (2008) Colonialism and its replicants, in M. Moraña, E. Dussel and C. A. Jáuregui (eds) *Coloniality at Large: Latin America and the Postcolonial Debate*. Durham, NC: Duke University Press.

Larsen M. & Beech, J. (2014). Spatial Theorizing in Comparative and International Education Research. *Comparative Education Review*, 58(2), 191-214.

Charalambos Charalambous

Beile, P., Boote, D.N. (2005). Scholars Before Researchers: On the Centrality of the Dissertation Literature Review in Research Preparation. *Educational Researcher*.

Robert Cowen

Cowen, R. (2021). Recent developments in Comparative Education: myths, muddles, and marvels. *International Journal for the Historiography of Education*, 11, 11-22.

This reading is about some of the basic assumptions about politics which comparative education gradually embraced.

Cowen, R. (2021). Educated identity: concepts, mobilities, and imperium. In: Eleftherios Klerides/Stephen Carney (eds.): *Identities and Education: Comparative perspectives in times of crisis*. London, UK: Bloomsbury Academic.

This reading is about the basic analytical ideas which each generation of academic comparative educationists juggles with, and interprets for their own generation.

EITHER:

Cowen, R. (2014). Ways of knowing, outcomes and ‘comparative education’: Be careful what you pray for. *Comparative Education*, 50 (3), 282-301.

OR:

Gita Steiner-Khamsi in *The World Yearbook of Education (2012), Policy Borrowing and Lending in Education*. Routledge: London: Chapter One by Gita Steiner-Khamsi “Understanding Policy Borrowing and Lending: building comparative policy studies.”

These readings are about contemporary aspirations for ‘a science’ of comparative education.

EITHER:

Article by Auld and Silova in the Special Issue of *Comparative Education*, 56:1, 2020 and any other article of your choice in that Special Issue.

OR:

Chapter on J. A. Lauwerys in David Phillips (ed.) *British Scholars of Comparative Education. Routledge: Oxford Studies in Comparative Education* (2020).

These readings are reminders that individual scholars write a comparative education for their own times – and places.

Ronald Sultana

Mongelli, A., Scardigno, F., Merico, M. (2012). The Mediterranean: a Challenge for the Sociology of Education. *Italian Journal of Sociology of Education*.

Sultana, R.G. (2012) Learning from the Mediterranean: the return of the political and an education in hope. *Italian Journal of Sociology of Education*.

Mongelli, A. (2012). Education and the Mediterranean. *Italian Journal of Sociology of Education*.

Horowitz, E. (2012). Scholars of the Mediterranean and the Mediterranean of Scholars. *The Jewish Quarterly Review*, 102, 4, 477-490.

Elaine Unterhalter

Unterhalter, E. (2017). A review of public private partnerships around girls' education in developing countries: Flicking gender equality on and off. *Journal of International and Comparative Social Policy*, 33(2), 181-199.

Khoja-Moolji, S. (2018). Forging the Ideal Educated Girl: The Production of Desirable Subjects in Muslim South Asia. *Oakland: University of California Press*.

Makama, R., Helman, R., Titi, N., & Day, S. (2019). The danger of a single feminist narrative: African-centred decolonial feminism for Black men. *Agenda*, 33(3), 61-69.

Anderson, E., Khurshid, A., Monkman, K., & Shah, P. (2020). Using ethnographic and discourse methods in gender-focused comparative and international education research. *Annual Review of Comparative and International Education* 2019.

Zakaria, R. (2021). Against White Feminism: Notes on Disruption. *London: Hamish Hamilton*.

B. Training workshops: Academic Writing, Career Development and Thesis Analytical Plan

The afternoon sessions during the online Winter School will be largely dedicated to different workshops. In particular, workshops will focus on developing academic writing skills, developing strategies for career development and constructing the analytical plan from the gathered data.

The workshops will be organised around input by members of the GLOBED consortium as well as other resource persons. Students will be given the opportunity to present their research design, their methodological strategies and their main findings so far. These workshops will be a space in which students will be able to share their own experiences and concerns, and to engage in practical training that will serve them to write a better thesis.

INVITED INTERNATIONAL SPEAKERS



Jason Beech is Senior Lecturer in the Faculty of Education at Monash University and visiting professor at Universidad de San Andrés in Buenos Aires where he holds a UNESCO Chair in Education for Sustainability and Global Citizenship. He is senior researcher of the National Council for Scientific and Technical Research of Argentina (CONICET), and Associate Editor of *Education Policy Analysis Archives*. He has researched for more than 15 years about the globalization of knowledge and policies related to education and is also interested in exploring the

link between cosmopolitanism, citizenship and education. He has taught in several universities in the Americas, Europe and Australia.

Email: jason.beech@monash.edu

Link to publications: <https://www.researchgate.net/profile/Jason-Beech>

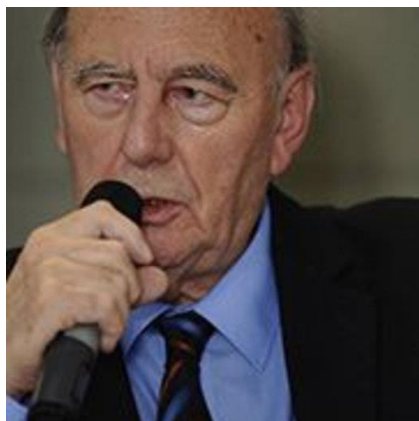


Charalambos Charalambous holds a PhD in Educational Studies by the University of Michigan and has pursued post-doctoral research at Harvard University.

His areas of interest are studying and assessing the quality of instruction, factors contributing to the quality of instruction and educational effectiveness in general, exploring connections between the quality of instruction and student learning gains.

Email: charalambous.y.charalambos1@ucy.ac.cy

Link to publications: <https://www.researchgate.net/profile/Charalambos-Charalambous>



Robert Cowen is an emeritus professor in University College London, Institute of Education (formerly the Institute of Education, University of London, to which he was appointed in 1976). A former president of the Comparative Education Society in Europe (CESE), he is now an honorary member of that society. Currently he is chair of the editorial board of *Comparative Education*. His most recent article (2018) is “Embodied Comparative Education” in *Comparative Education*.

Email: robert.cowen@ucl.ac.uk

Link to publications: <https://www.researchgate.net/profile/Robert-Cowen-5>



Zelia Gregoriou has taught at the University of Illinois, Georgia Southern University, the University of Nicosia and, since 2000, the University of Cyprus, where she coordinates the graduate programmes in “Multiculturalism, Migration and Decolonial Education” and “Gender Studies”. She teaches undergraduate and advanced graduate courses in theory of education, postcolonial theory, and queer theory. Her latest work focuses on genealogies of securitization and biopolitics in colonial and neocolonial settings.

Email: gregoriou@ucy.ac.cy

Link to publications: <https://www.researchgate.net/profile/Zelia-Gregoriou>



University of Cambridge.

Dr. Natalie Papanastasiou is as a freelance research grant specialist and her work supports researchers in the social sciences and humanities to write outstanding research grants. She previously worked as an academic researcher in the field of education policy. During her time as a researcher she worked in multiple European universities for over 10 years, and secured several prestigious research grants as a Principal Investigator. She holds an MSc and PhD from the University of Edinburgh, and a BA from the

Email: n.papanastasiou1@gmail.com

Website: <https://europeanresearcher.com/>



Ronald G. Sultana is a Professor of Educational Sociology and Comparative Education at the University of Malta, where he directs the *Euro-Mediterranean Centre for Educational Research* (EMCER). He is the founding editor of the Brill series on "Comparative Education and the Mediterranean Region". Professor Sultana has published widely on a variety of topics on education, and his research has taken him to the Middle East and North Africa, Europe, New Zealand, and the USA, where he was Fulbright Fellow at Stanford University. His recent work focuses on educational innovation and on the linkages between school and work.

Email: ronald.sultana@um.edu.mt

Profile, including list of publications, available at:

<https://www.um.edu.mt/profile/ronaldsultana>



Elaine Unterhalter is Professor of Education and International Development at the Institute of Education of the UCL. Dr Unterhalter works on themes concerned with gender, race and class inequalities and their bearing on education. Her specialist interests are in the capability approach and human development and education in Africa, particularly South Africa. Her current concerns are with education, poverty and global social justice.

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Link to publications: <https://www.researchgate.net/profile/Elaine-Unterhalter>



WINTER SCHOOL PROGRAMME 21 - 25 FEBRUARY 2022

“Comparisons and communities: travelling policies and policy translations”

Morning sessions: Lectures and debates on “Comparisons and communities: travelling policies and policy translations”

Afternoon sessions: Back from fieldwork and preparing for the thesis; academic writing; analysing data; career path.

Venue: hybrid/online

Time zone: Barcelona, Bremen (CET)

GLOBED WINTER SCHOOL MA Education Policies for Global Development	
Monday 21 February	
Morning session (UAB or online) <i>Facultat d'Educació G6 Aulatècnia</i> Join Zoom meeting	
12:00	Welcome speeches <i>Helen Phtiaka and Xavier Bonal</i>
12:15	Lecture 1: “The Puzzles and Perils of CTC: comparison, translation, and community”, by <i>Robert Cowen (UCL Institute of Education)</i> .
13:15	Students Reflections , based on readings/presentation. <i>Coordinated by Lefteris Klerides. Students: Nimra Afzal, Farishta Afzaly, Asif Bayezid, Carlos Bueno, Eunju Choi and Oumaima el Ghoulbzouri.</i>
14:00 to 15:00	<i>Lunch Break / Picnic at the campus</i>
Afternoon session (UAB or online) <i>Facultat de Ciències Polítiques i Sociologia (Seminaris B, D, E, F)</i> Join Zoom meeting	
15:00 to 18:00	Workshop 1: “Academic writing”, <i>with Charalambos Charalambous (University of Cyprus).</i>

Tuesday 22 February	
Morning session (UAB or online) <i>Facultat d'Educació G6 Aulatècnia</i> Join Zoom meeting	
10:00	Lecture 2: "Exploring the recontextualization of global educational discourses: <i>Respect for diversity</i> and the cultural politics of ethnic relations in Latin America" by Jason Beech (Monash University).
11:15	Students' Reflections , based on readings/presentation. <i>Coordinated by Kerstin Martens. Students: Ana Raquel Fuentes, Ardita Hajra, Jacqueline Howell, Di Hu, Renata Jankunaite and Marina López.</i>
12:00 to 15:00	<i>Lunch break / Picnic at the campus</i>
Afternoon session (UAB or online) <i>Facultat de Ciències Polítiques i Sociologia (Seminaris B, C, D, E)</i> Join Zoom meeting	
15:00 to 17:00	Workshop 2: GLOBED Students present their dissertations in groups. Feedback from academics and peers. Focus on research question and methodological strategy in the current circumstances. Problems encountered during the data collection process and access to the field. <i>Coordinated by GLOBED professors</i>

Wednesday 23 February	
Morning session (UAB or online) <i>Facultat d'Educació G6 Aulatècnia</i> Join Zoom meeting	
11:00	Lecture 3: "Regional comparative education studies in the context of globalization... the Mediterranean as an imagined community" by Ronald Sultana (University of Malta).
12:15	Students' Reflections , based on readings/presentation. <i>Coordinated by Xavier Bonal. Students: Saskia Müller, Regis Nkundingabo, Daniil Polozov, José Carlos Reaño, Cory Richardson and Heydar Rzayev.</i>
13:00 to 15:00	<i>Lunch break / Picnic at the campus</i>

**Afternoon session (UAB or online)***Facultat de Ciències Polítiques i Sociologia (Seminaris B, C, D, E, F)*[Join Zoom meeting](#)15:00 to
17:00**Workshop 3:** “Writing a proposal for a PhD grant: the essentials”
with Dr. Natalie Papanastasiou, Research Grant Specialist.**Thursday 24 February****Morning session (UAB or online)***Facultat d'Educació G6 Aulatècnia*[Join Zoom meeting](#)

11:00

Lecture 4: “What works or what matters? Girls' education, gender and contested notions of context and comparison” by *Elaine Unterhalter (UCL Institute of Education)*.

12:15

Students' Reflections, based on readings/presentation.
*Coordinated by Oscar Valiente. Students: Zarina San Jose, Marisol Tarriba, Carol Teguru, Arianna Valentini, Isidora Vitorovic and Dorothy Wang.*13:00 to
15:00*Lunch break / Picnic at the campus***Afternoon session (UAB or online)***Facultat de Ciències Polítiques i Sociologia (Seminaris B, C, D, E)*[Join Zoom meeting](#)15:00 to
17:00**Workshop 4:** GLOBED Students present their dissertations in groups. Feedback from academics and peers. Focus on the data analysis plan. What type of techniques/instruments have you used to carry out the analysis?*Coordinated by GLOBED professors***Friday 25 February****Morning session (Online)**[Join Zoom meeting](#)11:00 to
13:00**Workshop 5:** “Analysing data”,
with *Zeieia Gregoriou (University of Cyprus)* and coordinated by *Helen Phtiaka*.13:00 to
15:00*Lunch break*

Afternoon session (Online)

[Join Zoom meeting](#)

15:00 to 17:00	Workshop 6: “Future perspectives session”, <i>coordinated by Oscar Valiente and Laia Ramia.</i> Part 1: Career pathways Part 2: PhD opportunities at the Universities of the Consortium
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Evening (Barcelona)

19:30	Early diner in Barcelona at <i>La Cuina al Punt</i> (Carrer de la Independència, 383).
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**Morning sessions will be recorded. Students and staff from other programmes may attend the lectures in a passive way.*

***Open activities at the campus of the UAB – Eix Central:*

Tuesday (14:15 to 15:00): Tai Chi Chuan

Wednesday (14:15 to 15:00): Zumba or Yoga

Thursday (14:15 to 15:00): Body Combat

WORKSHOP GROUPS

There will be two workshops devoted to the research and the thesis, one on Tuesday 22 and one on Thursday 24, and each has to answer the following issues, addressed on the Data Analysis Report (previously Fieldwork Diary):

Tuesday - Workshop 2: GLOBED Students present their dissertations in groups. Feedback from academics and peers. Focus on research question and methodological strategy in the current circumstances. Problems encountered during the data collection process and access to the field.

Thursday - Workshop 4: GLOBED Students present their dissertations in groups. Feedback from academics and peers. Focus on the data analysis plan. What type of techniques/instruments have you used to carry out the analysis?

Students will have to prepare a brief presentation to answer each of the questions of about 5 minutes.

Professors will receive the Data Analysis Report of the students in the same group in advance.

Students will be organized on the following groups:

AT THE UAB:

Students group #1	Tue/Thu	Location
Jacqueline	Xavier Bonal Giulia Montefiore	Seminari B Facultat de Ciències Polítiques i Sociologia (UAB)
Carlos		
Ana Raquel		
Nimra		

Students group #2	Tue/Thu	Location
Marina	Toni Verger Clara Fontdevila	Seminari C Facultat de Ciències Polítiques i Sociologia (UAB)
Oumaima		
Jose Carlos		
Marisol		

Students group #3	Tue/Thu	Location
Dorothy	Xavier Rambla Sheila González	Seminari D Facultat de Ciències Polítiques i Sociologia (UAB)
Arianna		
Renata		
Cory		

ONLINE/HYBRID:

Students group #4	Tue/Thu	Location
Carol	Helen Phtiaka Lefteris Klerides	Seminari E Facultat de CCPP i Sociologia and/or online
Zarina		
Isidora		
Eunju		

Students group #5	Tuesday	Thursday
Di	Kerstin Martens Antonina Levatino	Sebastian Fehrler Fabian Besche
Regis		
Heydar		
Daniil	Group #3	

Students group #6	Tuesday	Thursday
Saskia	Group #1	Oscar Valiente Helen Seitzer
Asif	Group #2	
Farishta	Group #4	
Ardita	Group #5	

FUTURE PERSPECTIVES SESSION

25TH FEBRUARY 15:00 – 17:00 (CET)

Part 1: Career pathways	
15:00 – 15:05	<p>Welcome to Alumni:</p> <ul style="list-style-type: none"> • Ai Tam P. Le (E1) – PhD/Research • Lukas Brück (E1) – Consulting • Phoebe Kirkup and Josefina Sotomayor (E3) – IOs • Oyindamola Adegbayo (E3) – NGOs
15:05 – 15:30	<p>Brief presentations (5 minutes per alumni or sector)</p> <ul style="list-style-type: none"> • Name • Cohort • Brief description of pathway to current position/role • Current position/role: responsibilities, duties
15:30 – 15:45	<p>Breakout room session 1 Students can choose the room they wish to attend: Q&A</p>
15:45 – 16:00	<p>Breakout room session 2 Students can choose the room they wish to attend: Q&A</p>
16:00 – 16:10	<i>Coffee break</i>
Part 2: PhD opportunities at the Universities of the Consortium	
16:10 – 16:15	Welcome to professors and researchers
16:15 – 16:25	Toni Verger – UAB / GEPS
16:25 – 16:35	Christian Peters – UB / BIGSSS
16:35 – 16:45	Lavinia Hirsu – UOG / School of Ed.
16:45 – 16:55	Lefteris Klerides – UCY
16:55 – 17:00	<i>Closing speech by Lefteris Klerides and Helen Phtiaka</i>

INVITED ALUMNI

Sector: PhD/Research



Ai Tam P. Le is a finishing PhD candidate at the Melbourne Graduate School of Education and Melbourne Centre for the Study of Higher Education, Australia. Her PhD examines the academic profession from the perspectives of doctoral candidates from four disciplines, contributing to theoretical development in higher education research and improving academic training in Australia. Her current research interests include the interprofessional dynamics in the university context, the making of university engagement, cross-countries analysis of

research training systems, and academic training and development for graduate researchers. Ai Tam is a contributor and former editorial member of the Early Career Higher Education Researcher (ECHER) [Blog](#). She is currently leading and developing a professional development project to facilitate graduate researchers' engagement activities through blogs and podcasts.

Email: aitaml@student.unimelb.edu.au

Sector: Consulting



Since 2020, **Lukas Brück** has been a Consultant & Expert with a focus on Digital Learning for the GFA Consulting Group in Hamburg, Germany. He holds two Master degrees, one in Mathematics, international politics and teaching methodology from Darmstadt university and a joint Masters degree in Education Policies for Global development. On behalf of GFA, he works as a Lead Digital Learning Expert in Skills Development for Youth Employment in Nigeria where he currently develops digital career guidance and soft skill courses in a co-

creative approach, together with local employment agencies – and is responsible to conduct feasibility studies to analyse the potential to leverage digital innovation in upcoming and running international development cooperation projects with a focus on digital learning. Prior he worked for Bosch foundation, and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), and lead a small research team as the lead research coordinator in Germany for the IIE research project "From Non-formal-to-Formal Educational Pathways for Refugee Students", a

Research Study Comparing Higher Education Interventions for Refugees in Germany and Lebanon led by Prof. Streitwieser with 4 other scholars.

Email: lukas.brueck@outlook.de

Sector: International Organisations (IOs)



Phoebe Kirkup is an education consultant presently working in UNESCO's Higher Education Section. Prior to GLOBED, she studied international development and globalization, and worked for Indigenous and Northern Affairs Canada in her home country. Presently, she is a part of the Secretariat for UNESCO's 3rd World Higher Education Conference (WHEC2022). Previously, she was UNESCO's lead in the coordinating secretariat for the Global Independent Expert Group on the Universities and the 2030 Agenda. Phoebe is

passionate about working on themes of equity and inclusion across the educational sphere.

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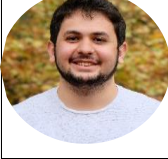

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