

GLOBED E6 WINTER SCHOOL



*Empires of knowledge in
Education? Postcolonial patterns
and decolonial possibilities*

UNIVERSITY OF CYPRUS

27 February - 3 March 2023



GLOBED Winter School Edition 6

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GLOBED Winter School Edition 6
University of Cyprus, 27 February – 3 March 2023
Online, 9 – 10 March 2023

‘Empires of knowledge in education’?
Postcolonial patterns and decolonial possibilities

The GLOBED Winter School is timed to take place at the end of the taught study units of the master’s course, and after the internship and the fieldwork periods. It is designed as a meeting space for GLOBED students and lecturers, as a space 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 theoretical and methodological – as well as political – issues that arise when **dealing with patterns of postcoloniality and possibilities of decolonisation that are associated with education and the production and circulation of educational knowledge**. 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** in small groups, and to benefit from feedback from GLOBED staff and peers. 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 supervisor. The Winter School provides you with the opportunity to work on your thesis in workshops, with the feedback received helping you in writing up your final proposal, on the basis of which the Winter School study unit will be mostly assessed. You will also have the opportunity to discuss issues related to your internship, fieldwork process and the overall research experience.

A. 'EMPIRES OF KNOWLEDGE IN EDUCATION'? POSTCOLONIAL PATTERNS AND DECOLONIAL POSSIBILITIES

A1. Introduction to the theme

International organization, in their educational forms, possess key features of empires. Empires are vast entities encompassing a compound of diverse groups, systems of political regulation, and territorial units, and their hegemonic power is exercised through multilevel, often interdependent and overlapping logics and technologies of authority. As they permanently strive for control over non-subjects, empires rarely have fixed borders. All empires make normative claims, which are often framed in universalist and missionary terms, and are characterized by flows, mobilities, and connections of peoples, ideas, and places.

Taken together, all these key characteristics of empires imply that international organizations such as the the World Bank, the OECD and UNESCO, can be seen as “empires” in relation to education. They are very large and highly heterogeneous structures of authority that seek to change the educational world through the spread of certain educational values and norms. They all have a tendency toward comprehensiveness, even universality, not only in their practice but also in their self-understanding, and their borders are open and flexible. They have the ability to influence the global education agenda and shape the notion of educational legitimacy and normality, and that of the educated person, in various parts of the world.

In contrast to colonial empires, the educational empires of our world are not based on racial demarcation, authoritarian decision making and enforcement, but on overcoming national boundaries in favor of a version of cosmopolitanism, on voluntarism, transnational interdependence, and the political added value accruing from cooperation. As Beck & Grande (2007) would have put it, they are “not constituted through fire and the sword, but through pen and ink” (p. 66). The production and circulation of knowledge is at the core of the modalities in which these empires expand their authority and incorporate new countries, justify and convince about the necessity of inclusion and enlargement, and govern and exercise control over diverse groups and political and territorial units. From this point of view, the empires of UNESCO, the OECD and the World Bank could be seen as “knowledge banks” (Steiner-Khamsi 2012) that seek out, constitute, and diffuse knowledge, more often than not in the forms of “best practice”, “international standards”, “benchmarks” and “indicators” or in those of “comparison” and “numbered data”.

In recent times, an emergent or emerging scholarship (Klerides, Kotthoff & Pereyra 2014; Takayama, Sriprakash & Connell 2017; Cowen 2018; Sobe 2018; Silova & Auld 2019) has been concerned with the types of the knowledges that these educational empires produce and circulate around the globe, as well as the

politics of the processes and mechanisms and technologies of their production and circulation. This scholarship focuses on the geopolitics of knowledge production and diffusion, bringing to the fore the critical role that uneven power relations play in the constitution and circulation of these knowledges. In particular, it highlights the Western origins and character and assumptions of the theories and methods that the neo-empires often draw upon to produce their knowledges and justify their circulation across the world, the North-towards-South and West-towards-East routes and directions of the mobilities of these knowledges, as well as the southern character of the forms of knowledges that they are often excluded or marginalized in these knowledge production and circulation processes. This emergent or emerging scholarship concludes by putting forward the argument that postcolonial and southern theories are – and ought to be – a powerful intellectual and political resource upon which scholars and practitioners of education and educational governance can draw upon to reform the practices of international organizations in order to make them more ‘inclusive’ and more ‘democratic’.

Understandings of the complex ways in which knowledge is produced and circulated by international organisations around the globe seriously challenge us to:

- Critically examine the role of international organisations in processes of knowledge production and dissemination around the globe, especially whether these political formations of our age represent ‘empires of knowledge’.
- Reflect on the way in which issues of power and science are deeply implicated in the production and circulation of educational knowledges in the context of international organisations.
- 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, and their implications in the possible marginalisation, even delegitimation of southern epistemologies.
- Understand that the production and circulation of “best practice”, “comparison”, “benchmarks”, “international standards” and “numbered data” are related not just to “robust and relevant research” or “objective science” but also to the governing practices of international organisations, and thus, to new forms of domination and envisioned control. These form part of new imaginings of the educated subject, the modalities of legitimizing, persuading and enforcing these imaginings onto the subaltern, and thus, of mechanisms of the expansion of international organisations 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 the sorts of knowledges that are produced, legitimised and circulated by international organisations. In so doing, they are capable of articulating alternative notions of development infused by differing notions of the subject.

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 2023

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, on pass / fail basis, 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 supervisor, and GLOBED staff and peers.

A5. Readings:

Students are expected to come prepared to the online Winter School by reading the papers from the following recommended list. Ideally, you should sample at least two papers from across the range of issues that we will be focusing on. Students are also encouraged to identify additional readings that support learning in relation to the themes of the Winter School.

Désirée Acholla

Jerónimo, M. B., & Dores, H. G. (2020). Enlightened Developments? Inter-imperial Organizations and the Issue of Colonial Education in Africa (1945-1957). In D. Matasci, M. B. Jerónimo, & H. G. Dores (Eds.), *Education and Development in Colonial and Postcolonial Africa* (pp. 237–263). Cham: Springer International Publishing.

Menashy, F., & Zakharia, Z. (2021). *Promising Partnership Models for Education in Emergencies: A Global-Local Analysis*. Final Report. Retrieved from Dubai Cares website: <https://eiepartnerships.org/>

Shahjahan, R. A. (2011). Decolonizing the evidence-based education and policy movement: Revealing the colonial vestiges in educational policy, research, and neoliberal reform. *Journal of Education Policy*, 26(2), 181–206. <https://doi.org/10.1080/02680939.2010.508176>

Sriprakash, A., Tikly, L., & Walker, S. (2020). The erasures of racism in education and international development: Re-reading the ‘global learning crisis’. *Compare: A Journal of Comparative and International Education*, 50(5), 676–692. <https://doi.org/10.1080/03057925.2018.1559040>

White, B. W. (1996). Talk about School: Education and the Colonial Project in French and British Africa, (1860-1960). *Comparative Education*, 32(1), 9–25. Retrieved from <http://www.jstor.org/stable/3099598>

Stephen Carney

Berlant, L. (2011). *Cruel Optimism*. Duke University Press, 2011. ProQuest Ebook Central.

Carney S. and Timsina N. N. (2022). Globalisation in theory and practice. Negotiating belonging in Danish higher education.

de Sousa Santos, B. (2007). *Beyond Abyssal Thinking. From Global Lines to Ecologies of Knowledges*.

Charalambos Charalambous

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

Laila Kadiwal

Grosfoguel, R. (2013). The Structure of Knowledge in Westernized Universities Epistemic Racism/Sexism and the Four Genocides/Epistemicides of the Long 16th Century.

[Link here.](#)

Abu Moghli, M; Kadiwal, L; (2021). Decolonising the curriculum beyond the surge: Conceptualisation, positionality and conduct. *London Review of Education*, 19 (1) pp. 1-16.

<https://discovery.ucl.ac.uk/id/eprint/10131408/>

Pailey, R. N. (2019). De-centering the White Gaze of Development.

[Link here.](#)

Further readings

Keita,T.; Sriprakash, A.; Connell, R. (2017) Toward a Postcolonial Comparative and International Education in Comparative Education Review.

<https://www.journals.uchicago.edu/doi/epdf/10.1086/690455>

Kothari, U. (2006) An Agenda for thinking about race in development.

[Link here.](#)

Rutazibwa, O. (2018) On Babies and Bathwater: Decolonizing international development studies.

[Link here.](#)

Sultana, F. (2019) Decolonizing Development Education and the Pursuit of Social Justice.

<https://journals.sagepub.com/doi/10.1177/194277861901200305>

Other resources

Please have a look at the following weblinks, which have been developed to challenge stereotypical representations of development, poverty and gender. Have you encountered similar stories before? We would love to listen.

The Barbie Saviour:

<https://www.instagram.com/barbiesavior/?hl=en>

Explore two short films by Radi-Aid:

<https://www.radiaid.com/about>

<https://www.youtube.com/watch?v=oJLqyuxm96k&feature=youtu.be>

<https://www.youtube.com/watch?v=HpjbkQr0JAE&feature=youtu.be>

No White Saviours:

<https://nowhitesaviors.medium.com/>

Ronald Sultana

Sultana, R.G. (2012). Learning from the Mediterranean: the return of the political and an education in hope. *Italian Journal of Sociology of Education*, 4(2):21-39.

[Dropbox link.](#)

Sultana, R.G. (2020). For a postcolonial turn in career guidance: the dialectic between universalisms and localism. *British Journal of Guidance and Counseling*. DOI: 10.1080/03069885.2020.1837727

[Dropbox link.](#)

Striano, M. & Sultana, R.G. (2023). A Mediterranean Dewey... A Deweyian Mediterranean. In M. Striano & R.G. Sultana (eds) *Dewey, Education, and the Mediterranean: Themes, Trails, and Traces*. Brill.

[Dropbox link.](#)

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



Désirée Acholla has spent nearly 15 years in the international development sector. Her global education experiences began when she ran a low-fee private school in Burundi. She has since contributed to research on the role of teachers in Rwandan peacebuilding, conducted research on education financing in Cote d'Ivoire and Ghana, and published a background paper for UNESCO's 2021/2022 Global Education Monitoring Report on non-state actors in education. Désirée is currently a social impact consultant with her company, [Inararibonye Advisors](#) and a 2022

Collaborative Doctoral Award student in History at the University of Southampton and the University of Exeter. Through the South, West and Wales Doctoral Training Partnership, she is building a digital resource, [DecolonizeDevelopment.org](#), that explores how historical colonial power dynamics are perpetuated (and can be upended) in the international development sector. She is also on the board of [Sustainable Education & Enterprise Development](#) in Nigeria and a Senior Fellow with the [Center for Indonesian Policy Studies](#). Désirée holds a certificate in Diversity and Inclusion from Cornell University, a Bachelor of Arts in Cultural Anthropology from the University of Montana, and is a 2015 graduate of GLOBED.

Email: D.Acholla@soton.ac.uk



Stephen Carney is a Professor of Educational Studies at Roskilde University in Denmark where he has been based for almost 20 years. He leads the University's Global Humanities interdisciplinary bachelor program and his research focuses on global educational reform and comparative method. He has studied university governance in Denmark, teacher preparation in England and Tibet and school development in Nepal and India. He recently published a book, together with Ulla Madsen, exploring the remaining possibilities for

comparative education (*Education in radical uncertainty: transgressions in theory and method*) and edited a volume with Lefteris Klerides (*Identities and Education: Comparative Perspectives in times of Crisis*), both with Bloomsbury Publishers. He was President of the Comparative Education Society in Europe (CESE) between 2016 - 2022.

Email: carney@ruc.dk

Link to publications: <https://forskning.ruc.dk/da/persons/carney/publications/>



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>



Laila Kadiwal is a Lecturer in Education and International Development at the UCL Institute of Education. Dr Kadiwal works on the intersections of identity and education in conflict-affected settings. She has researched in India, Pakistan, Tajikistan, and the UK. Dr Kadiwal has specialist interests in the role of education in Muslim contexts.

Dr Kadiwal also co-directs [Best Foot Music](#), an intercultural music and arts organisation. It connects refugee and marginalised musicians

with extensive music networks and communities in the UK.

Dr Kadiwal's research focuses on exploring the relationship between education, nation-state and identity in a variety of contexts including India, Pakistan, Tajikistan, and the UAE. Most of her research projects apply an interdisciplinary approach. She has used a variety of research methods such as semi-structured in-depth interviews, participatory approaches, classroom observations, narratives, multi-media texts, photographs, visual representations, and conceptual and textual analysis.

Email: l.kadiwal@ucl.ac.uk

Link to publications: <https://www.researchgate.net/profile/Laila-Kadiwal>



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 University of Cambridge.

Email: n.papanastasiou1@gmail.com

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



Helen Phtiaka is a funding member of the University of Cyprus where she works since 1992. Graduate of the University of Athens, (B.A. in History and Archaeology), University of Stirling, (M.Sc. in Psychology) and the University of Cambridge (PhD in Sociology of Education). She worked as a Research Fellow at the Universities of Cambridge, London and Warwick. In 2008 was elected Associate Dean for the School of Social and Educational Sciences, a post she still holds today. Her research and teaching in School Diversity and Inclusive Education has broken new ground in the

area and has set the relevant educational policy and research agenda in Cyprus for the last 20 years.

Email: helen@ucy.ac.cy

Link to publications: <https://www.researchgate.net/scientific-contributions/Helen-Phtiaka-2021869542>



**WINTER SCHOOL
PROGRAMME
27 FEBRUARY – 3 MARCH 2023**

Morning sessions: Lectures and debates on “Empires of knowledge in education? Postcolonial patterns and decolonial possibilities”

Workshops: Preparing for the thesis and organizing the data; academic writing; career path.

Venue: University of Cyprus (New Campus)

Time zone: Local time

GLOBED WINTER SCHOOL MA Education Policies for Global Development	
Monday 27 February	
<i>Opening event</i>	
All day	Cohort 6 reunion event <i>Coordinated by Laia Ramia & students</i>

Tuesday 28 February	
<i>Morning session, Room LRC014, Learning Resources-Library Building</i>	
09:30	Welcome speech <i>Helen Phtiaka and Xavier Bonal</i>
09:45	Lecture 1: “A Journey in Cyprus Space and Time”, <i>by Prof. Helen Phtiaka (University of Cyprus)</i>
11:15	<i>Coffee break</i>



11:45	GLOBED Students' Reflections , based on readings/presentation. <i>Coordinated by Xavier Bonal.</i>
13:00	<i>Lunch break</i>
Afternoon session	
15:00 to 16:30	Visit to the NGO Association of Historical Dialogue and Research at the <i>Home for Cooperation</i> at the UN-controlled buffer zone. Several members of the NGO will talk to students about the work of the NGO, including Prof. Zembylas.
16:30	Guided tour: <i>Walk across the Nicosia Divide.</i>

Wednesday 1 March**Morning session, Room LRC014, Learning Resources-Library Building**

10:00	Lecture 2: "Black Lives Matter, Education and International Development", by Dr. Laila Kadiwal (UCL Institute of Education)
11:15	<i>Coffee break</i>
11:45	GLOBED Students' Reflections , based on readings/presentation. <i>Coordinated by Oscar Valiente. Students: Farishta Afzaly, Salma Ahmed, Timothy D. Amaglo-Mensah, Rebecca Felten, Brenda Frydman, Xènia Gavalda, Katja Hein, and Miranda Hersco.</i>
13:00	<i>Lunch break</i>
Afternoon session	
15:00 to 17:00	Thesis workshop 1: GLOBED 6 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. <i>Coordinated by GLOBED professors: Xavier Bonal, Antoni Verger, Clara Fontdevila, Oscar Valiente, Sebastian Fehrler, Angélica Serrano, Helen Phtiaka and Eleftherios Klerides.</i>

Thursday 2 March

Morning session, Room LRC014, Learning Resources-Library Building

10:00	Academic writing workshop <i>with Prof. Charalambos Charalambous (University of Cyprus)</i>
13:00	<i>Lunch break</i>

Afternoon session

15:00 to 17:00	Thesis workshop 2: GLOBED 6 Students present their dissertations in groups. Feedback from academics and peers. Focus on the data analysis plan. What type of techniques/instruments have you planned to carry out the analysis? <i>Coordinated by GLOBED professors: Xavier Bonal, Antoni Verger, Clara Fontdevila, Oscar Valiente, Sebastian Fehrler, Angélica Serrano, Helen Phtiaka and Eleftherios Klerides.</i>
19:30	<i>Farewell dinner</i>

Friday 3 March

Morning session, Room LRC014, Learning Resources-Library Building

10:00	Lecture 3: “Challenging the ‘abyssal line’ in education: globalisation, academic knowledge production and affect”, <i>by Prof. Stephen Carney (Roskilde University)</i>
11:15	<i>Coffee break</i>
11:45	GLOBED Students’ Reflections , based on readings/presentation. <i>Coordinated by Professor Eletherios Klerides. Students: Carolina Rodrigues, Kaviya Sekar, Aleena Shafique, Isabela Silva, Ioana Tonceanu, Proloeng Top, and Andrea Velásquez.</i>

Thursday 9 March

Afternoon session, Online

15:00 (CET)	Lecture 4: “From decolonisation to decolonising”, <i>by Désirée Acholla (PhD at South, West & Wales Doctoral Training Partnership)</i>
16:00 (CET)	GLOBED Students’ Reflections , based on readings/presentation.



	<i>Coordinated by Antoni Verger. Students: Preferably Sjelle Hiebner, Isabel Kraft, Veda Krüger, Deborah Lellek, Kyay Mon, Chawanvit Panprasert, Galina Pelikhova, and Sadaf Qayyum.</i>
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Friday 10 March***Morning session, Online***

11:00 to 12:30 (CET)	Career workshop: Future perspectives session <i>with Dr. Natalie Papanastasiou, Research Grant Specialist</i> Part 1: “How to apply for a PhD grant?”
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Afternoon session, Online

15:00 to 16:30 (CET)	Career workshop: Future perspectives session <i>Coordinated by Laia Ramia</i> Part 2: “Career pathways with Globed Alumni”
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WORKSHOP GROUPS

There will be two workshops devoted to the research and the thesis, one on Wednesday 1st of March and one on Thursday 2nd of March, and each has to answer the following issues, addressed on the Data Analysis Report (previously Fieldwork Diary):

Wednesday – Thesis workshop 1: 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 - Thesis workshop 2: 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 10 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 UCY:

Students group #1	Professors	Location
Salma	Xavier Bonal	Room LRC 014 Library Building
Kaviya		
Veda		
Katja		

Students group #2	Professors	Location
Ioana	Toni Verger Clara Fontdevila	Room LRC 019 Library Building
Xènia		
Isabela		
Carolina		

Students group #3	Professors	Location
Deborah	Helen Phtiaka Lefteris Klerides	Room 114 Senate House
Isabel		
Rebecca		
Galina		

Students group #4	Professors	Location
Andrea	Oscar Valiente	Room 117 Senate House
Proloeng		
Sadaf		
Timothy		

Students group #5	Professors	Location
Aleena	Sebastian Fehrler Angélica Serrano	Room 018 Student Building
Brenda		
Kyay		
Chawanvit		

ONLINE:

Students group #6	Wednesday	Thursday
Farishta	Online	Online
Sjelle		
Miranda		

FUTURE PERSPECTIVES SESSION

10TH MARCH 15:00 – 16:30 (CET)

Part 1: Career pathways	
15:00 – 15:10	<p>Welcome to Alumni:</p> <ul style="list-style-type: none"> PhD / Research Diego Posada (E4) – <i>Università di Padova</i> Marina López Leavy (E5) – <i>GEPS (UAB)</i> Consulting in Education Carlos Bueno (E5) – <i>Fundació Bofill</i> Arianna Valentini (E5) – <i>UNESCO IESALC</i> International Organisations Lainie Keper (E4) – <i>Education International</i> Nimra Afzal (E5) – <i>The World Bank</i> Jacqueline Howell (E5) – <i>IOM</i> Non-Profit & Philanthropy Jana Ahlers (E4) – <i>European Alternatives and the School of Transnational Organising</i> Léa Ichikawa (E4) – <i>The Digital Collective</i> Marisol Tarriba (E5) – <i>Eicascantic, Espacio de Inclusión y Formación Casco Antiguo</i>
15:10 – 15:30	<p>Brief presentations <u>in the general room</u> (2 minutes per alumni)</p> <ul style="list-style-type: none"> Name Cohort Brief description of pathway to current position/role Current position/role: responsibilities, duties <p>Some topics to be discussed <u>in the breakout rooms</u>:</p> <ol style="list-style-type: none"> <i>How did you navigate(d) the job market? What were their job search strategies?</i> <i>Application processes, especially for short-term consultancies (i.e. writing a consultancy proposal, etc.).</i> <i>How/where did you network with other people in the field (platforms, events, etc.)?</i>

	<i>d. Specific request for non-EU GLOBED alumni about your job search strategies and how you navigate the job market.</i>
15:30 – 16:00	Breakout room session 1 Students can choose the room they wish to attend: Q&A
16:00 – 16:30	Breakout room session 2 Students can choose the room they wish to attend: Q&A

INVITED ALUMNI

PHD/RESEARCH



Diego Posada is a PhD candidate at the Università degli Studi di Padova and a Research Assistant at [MECCE](#) (The Monitoring and Evaluating Climate Change Communication and Education Project) at the University of Albany. His research explores the potential of education as a positive transformative socio-political agent in light of the ecological and social crises we are facing. He focuses on education for sustainability, decolonising knowledge and land-based learning from an international comparative perspective. He has been working in the educational field for 12+ years and collaborated with schools, NGOs and research projects across the globe.

Email: diegoposada17@gmail.com



Marina López Leavy is a PhD researcher at the Sociology Department at the Autonomous University of Barcelona, awarded with a “La Caixa” Doctoral INPhINIT Fellowship. She holds a Bachelor’s degree in Educational Sciences (Universidad de Buenos Aires, Argentina) and an international Master’s degree in Education Policies for Global Development (Autonomous University of Barcelona, Spain & University of Glasgow, UK), thanks to an Erasmus+ Excellence Scholarship from the European Commission. She has worked as a consultant for international organisations including the IIEP-UNESCO, the World Bank, and the Inter-American Dialogue, and for the National Ministry of Education in Argentina and in the City of Buenos Aires. Her research interests include international and comparative education, educational assessment regimes, and evidence-informed policymaking.

Email: marinalopezleavy@gmail.com

CONSULTING IN EDUCATION



Carlos Bueno holds a Degree in Psychology from the Complutense University of Madrid, a Master in Educational Psychology from Miami University and an Erasmus Mundus Master in Educational Policies for Global Development.

He has worked as a research assistant at the Miami University and as an educational consultant and trainee in different UN international organizations (UNESCO-IBE and Education Cannot Wait: UN Global Fund for Education in Emergencies). Since August 2022, he is working at the Fundació Bofill as Education Policy Researcher and Data Analyst in Early School Leaving (ESL) in Catalonia.

Email: carlos.bueno.martinez96@gmail.com



Arianna Valentini holds a BA in political science, an MSc in Development studies and has recently graduated from the GLOBED MA. She has expertise in project management of education projects (in NGOs, startups and higher education institutions) and applied research mainly in the subjects of digital transformation of education and inequalities. She currently works as a policy analyst for UNESCO IESALC and as an independent consultant for SUMMA.

Email: arianna.valentini.c89@gmail.com

INTERNATIONAL ORGANISATIONS



Lainie Keper is a Research, Policy, and Advocacy Coordinator for Education International (EI), the Global Union Federation that brings together 383 organisations of teachers and other education employees from across the world, representing over 32.5 million teachers. In particular, Lainie coordinates EI's international work related to LGBT+ rights, Indigenous Peoples' rights, gender equity, climate change education, and teacher well-being. She is a former classroom teacher, having taught primary as well as secondary English as foreign language, history and civics for 7 years.

Email: lainkep@gmail.com



Nimra Afzal is a 2022 graduate student at GLOBED. She is currently working at The World Bank (Education Global Practice) working on Pakistan's public education expenditure. She has also worked at Education International during GLOBED, and for the non-profit sector in Pakistan. Her research interests are policy execution, curriculum and ed-tech.

Email: nimra_afzal66@hotmail.com



Jacqueline Howell is currently working as a Project Support Consultant for the Integration and Migrant Training Unit of the International Organization for Migration (IOM - UN Migration Agency). She began her role within IOM as an intern during her time as a GLOBED Master's student in 2021. Before GLOBED, Jackie earned a Bachelor's degree in International Affairs and Modern Languages (French) from Georgia Tech and a Master's degree in Elementary Education from University of Missouri-St. Louis. She also worked for two years as a primary ESL Teacher within a public school in the US that was predominantly composed of migrant and refugee English Languages Learners.

Email: jackieh15@gmail.com

NON-PROFIT AND PHILANTHROPY



Jana Ahlers is the Grassroots Education Manager at European Alternatives, working within the School of Transnational Organizing. With a Masters in Education Policy, she has a passion for critical and experiential pedagogy and a research interest in sustainable adult education and social movement learning. Before she worked at EA, she worked in a foundation bridging science and policy and as a Policy Advisor at a European NGO for Adult Education. Led by purpose driven project management, she also coordinated the programme of the People's Summit for Climate Justice, adjacent to the UN Climate Change Conference in Glasgow. She draws on capacity organizing with a wide range of civil society groups, ranging from environment and development NGOs, to grassroots community campaigns, youth groups, indigenous groups, and migrant and racial justice networks. Outside of EA, Jana is a Berlin-based grassroots organizer.

Email: jana.cm.ahlers@gmail.com



Léa Ichikawa is currently Program Manager at The Digital Collective in Brussels, leading partnerships and projects to boost digital inclusion across Europe.

She has gathered experience in several NGOs in Canada, France, Germany and China, building a double expertise in the field of Digital Education and Development Work. Being bicultural and thriving in multicultural grounds, she values greatly intercultural exchanges, inclusive and participative approaches.

Email: lea.ichikawa@gmail.com



Marisol Tarriba has recently completed a Master's degree in Educational Policies for Global Development (GLOBED), with a thesis on the teaching experiences of professors working in Mexico City's prison facilities. Previously, she worked as a communicator in environmental and human rights civil society organisations in Mexico. Currently, she is working as an IT support coordinator for Eicascantic, a community-based NGO in the centre of Barcelona, focused on social inclusion through education, mainly teaching Spanish and Catalan, as well as computer skills. In particular, her work addresses the issue of social exclusion caused by digitalisation, specifically in Barcelona's migrant populations. She supports people who need to carry out some kind of digital procedure, such as requesting social assistance or obtaining a document, and who are unable to do so because they do not have sufficient computer, bureaucratic or language skills or resources.

Email: marisatarriba@gmail.com

GLOBED EDITION 6 (2021 - 2023)

STUDENT	NAME	EMAIL	NATIONALITY	THESIS SUPERVISOR	INTERNSHIP
	Farishta Afzaly (remote)	farishta.afzaly@gmail.com	<i>Afghanistan</i>	Queralt Capsada-Munsech (UOG)	Norwegian Refugee Council (Norway / remote)
	Salma Ahmed	salmaahme96@gmail.com	<i>Norway</i>	Xavier Bonal (UAB)	UNESCO IESALC (Venezuela / remote)
	Timothy Dziedzom Amaglo-Mensah	tdmensahl1@gmail.com	<i>Ghana</i>	Yulia Nesterova (UOG)	UNESCO IIEP (Paris, France)
	Rebecca Felten	rebecca_felten@hotmail.de	<i>Luxembourg</i>	Queralt Capsada-Munsech (UOG)	Education International (Brussels, Belgium)
	Brenda Frydman	brendafrydman@gmail.com	<i>Argentina</i>	Angélica Serrano (UB)	SUMMA (Chile / remote)
	Xènia Gavalda	xeniagavalda98@gmail.com	<i>Spain</i>	Mauro Moschetti (UAB)	UNESCO IIEP (Paris, France)
	Katja Hein	katjah@outlook.de	<i>Germany</i>	Aina Tarabini (UAB)	UNESCO Higher Education (Paris, France)
	Miranda Hersco (remote)	herscoms@gmail.com	<i>Canada</i>	Michelle Schweisfurth (UOG)	Glasgow Women's Library (Glasgow, UK)
	Sjelle Hiebner (remote)	sjelle.hiebner@posteo.de	<i>Germany</i>	Michelle Schweisfurth (UOG)	CLADE (Brazil, remote)



**Bakhtawar
Khaskheli**
(remote)

bakhtawarniazk@gmail.com

Pakistan

Eleftherios Klerides
(UCY)

UNESCO UIL
(Germany, remote)



Isabel Kraft

isabelkraft@gmx.net

Germany

Xavier Rambla (UAB)

Norwegian Refugee
Council
(Norway / remote)



Veda Krüger

vedakruger.ruiz@gmail.com

Spain

Aina Tarabini (UAB)

UNESCO IIPE
(Buenos Aires, Argentina)



Deborah Lellek

deborah.lellek@gmail.com

Germany

Eleftherios Klerides
(UCY)

Centre for Research and
Intervention in Education,
CIIE
(Porto, Portugal)



Kyay Mon

kyaymone22@gmail.com

Myanmar

Sebastian Fehrler (UB)

Centre for Higher
Education Policy Studies,
CHEPS
(Twente, Netherlands)



**Chawanvit
Panprasert**

toonchawanvit@gmail.com

Thailand

David Krogmann (UB)

Independent Diplomat
(Geneva, Switzerland)



Galina Pelikhova

galinapelikhova@gmail.com

Russia

Yulia Nesterova (UOG)

Norwegian Refugee
Council
(Norway / remote)



Sadaf Qayyum

sadaf.qayyum96@outlook.com

Pakistan

Queralt Capsada-
Munsech (UOG)

UNESCO IIEP
(Paris, France)



Carolina Rodrigues

carol_finette@hotmail.com

Brazil

Camilla Addey (UAB)

Education International
(Brussels, Belgium)



Kaviya Sekar

kaviyasekar0@gmail.com

India

Xavier Bonal (UAB)

GEM Report
(France, remote)



Aleena Shafique	aleena.shafique@gmail.com	<i>Pakistan</i>	Kerstin Martens (UB)	UNESCO IBE (Geneva, Switzerland)
Isabela Silva	isabela.casquer@hotmail.com	<i>Brazil</i>	Xavier Rambla (UAB)	UNESCO IIEP (Senegal, remote)
Ioana Tonceanu	ioana_tonceanu@yahoo.com	<i>Romania</i>	Antoni Verger (UAB)	Norwegian Refugee Council (Norway / remote)
Proloeng Top	topproloeng181@gmail.com	<i>Cambodia</i>	Oscar Valiente (UOG)	ÖFSE (Vienna, Austria)
Andrea Velásquez	ndreavelasquez@gmail.com	<i>Peru</i>	Oscar Valiente (UOG)	SUMMA (Chile / remote)