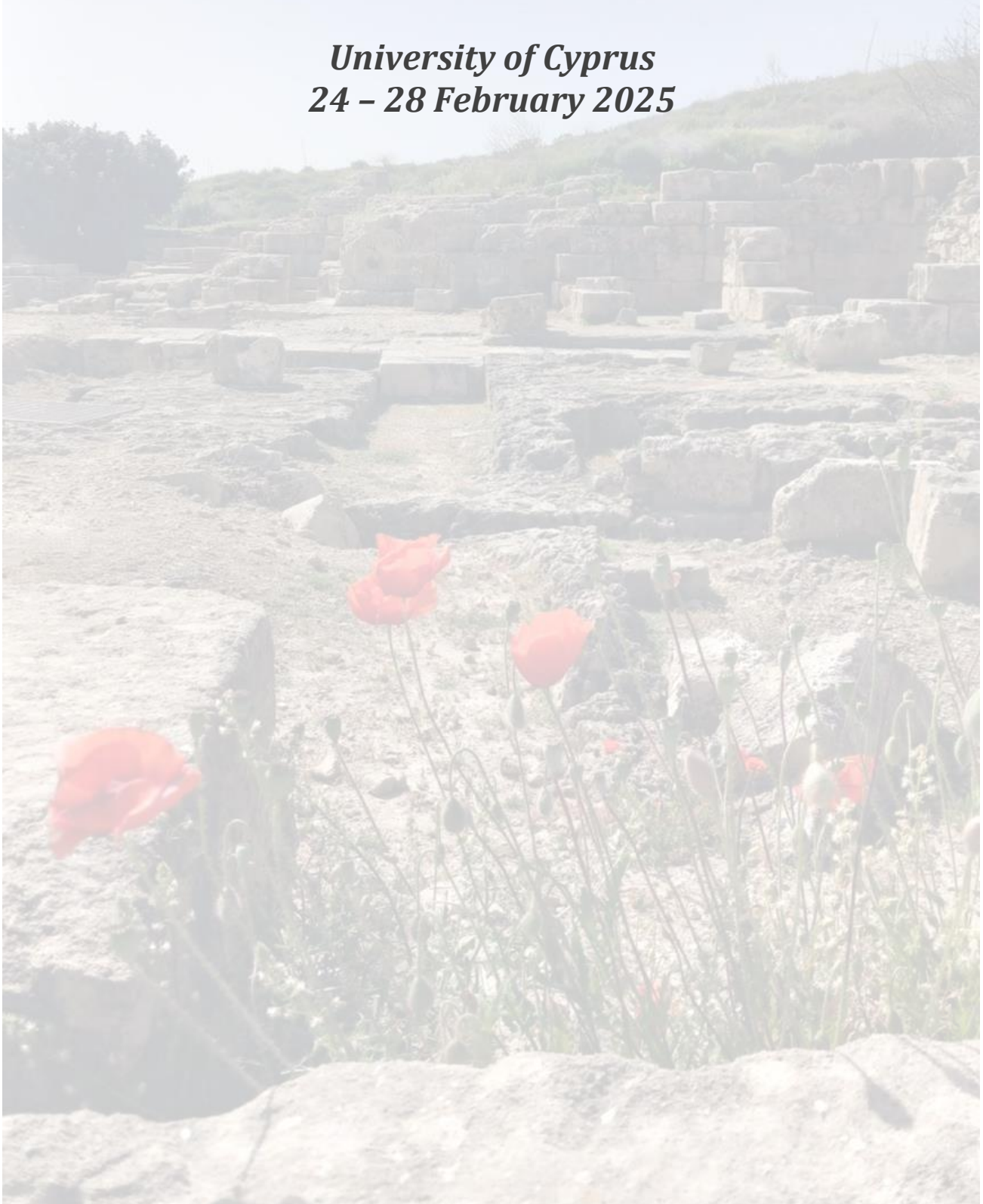




**Winter School Edition 8**  
***Gender, intersectionality, and educa-  
tion***

***University of Cyprus***  
***24 – 28 February 2025***





## **GLOBED Winter School Edition 8**

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## GLOBED Winter School Edition 8

### University of Cyprus

24 – 28 February 2025

### 'Gender, Intersectionality and Education'

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 and policy-related – issues that arise when dealing with **the motifs of gender and intersectionality in education, how education contributes to constructing, legitimising, reproducing and disseminating gendered and gender-based stereotypes and how it is uniquely placed to engage with them promoting not only social justice, inclusion and equality, but also the broader benefits of sustainable development and psychological well-being.** 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 dissertations** 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. GENDER, INTERSECTIONALITY AND EDUCATION

### A1. Short introduction to the theme

The role of gender and intersectionality in the field of education is critical in understanding current political and policy debates that have become transnational polarizing points. Whether discussing basic issues of educational access and attainment, representations in the curriculum or questions of violence against gender non-conforming students, we witness a pervasive rift between different understandings of gender, as well as other social markers of identity such as sexuality, which are all inextricably interwoven and intersect to generate injustices and forms of exclusion. Advances in gender equality after the 1980s are undermined by groups and political parties on the far-right spectrum which advocate banning sex education books under the pretence of “protecting” children and the concept of the traditional family unit. At the same time, students face new challenges in their socialization by competing role models, often mediated through technological access and globalized forms of networking.

This Winter School will address these issues by introducing students to the basic concepts around these debates and by demonstrating how regional and local NGOs and governmental officers and academics are dealing with these challenges:

- What is intersectionality and how can we understand it in relation to gender?
- What is the status of gender equality in relation to education?
- What are the methodologies of researching and understanding gender equality questions in education?
- How do policies of gender equality address current issues and debates?

### A2. Questions to reflect upon during the Winter School 2025

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?
- 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.

**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 speakers, abstracts and readings:



**Christina Kaili** is a Researcher and Project Manager at the Mediterranean Institute of Gender Studies and an Adjunct Lecturer in Sociology at the University of Cyprus. She holds a PhD in Sociology from the University of Cyprus with highest honours and a Master's in Human Rights from University College London. Her research interests include political sociology, feminist theory, human rights, social justice, discourse analysis, and new/social media. Christina has over 15 years of experience as a civil society professional and activist promoting gender equality and women's rights in Cyprus, the Eastern Mediterranean, and Europe. She is also an active member of organisations/networks that are bringing about substantive change in women's rights locally and regionally, such as the Euro-Med Human Rights Network, the European Women's Lobby and the END FGM European Network. She has authored and contributed to numerous publications, including research reports, e-learning modules, and academic journal articles. Christina's work bridges feminist research with policy advocacy and social interventions.

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### **Gender and Intersectionality in Research and Activism**

This workshop will explore the role of intersectionality in feminist research and activism, addressing key theoretical and methodological considerations when studying gender within social movements and education. Drawing from feminist standpoint theory and critical discourse analysis, I will discuss how feminist knowledge is produced through activist engagement and empirical research, reflecting on my own experiences in civil society work and academic research.

The session will introduce students to the debates surrounding gender as a universal concept, interrogating different axes of difference such as class, sex, gender, race, ethnicity, and ability, and asking whether a shared feminist framework is possible. Through a reflexive engagement with my research on feminist blogging in the MENA region, I will illustrate how digital platforms function as counter-publics for feminist political participation. Beyond digital activism, the workshop will explore how intersectionality can be applied in education and policy advocacy, particularly in the design and implementation of feminist interventions in schools and national and transnational policy frameworks (e.g., National Action Plans on Gender Equality, Sustainable Development Goals).

This interactive workshop will encourage students to critically engage with feminist methodologies, consider ethical dilemmas in researching marginalized voices,

and reflect on how intersectionality can be applied to empirical research in education, activism, and policy development.

### Recommended Readings:

1. Ahmed, S. (2017). *Living a Feminist Life*. Duke University Press.
2. Collins, P. H. (1990). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Routledge.
3. Crenshaw, K. (1991). *Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color*. *Stanford Law Review*, 43(6), 1241-1299.
4. Fraser, N. (1992). *Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy*. *Social Text*, (25/26), 56-80.
5. Harcourt, W. & Escobar, A. (2002). *Women and the Politics of Place*. *Development*, 45(1), 7-14.
6. Harding, S. (1991). *Whose Science? Whose Knowledge? Thinking from Women's Lives*. Open University Press.
7. hooks, b. (2000). *Feminism is for Everybody: Passionate Politics*. South End Press.
8. Kaili, C. M. (2021, May). "Glocal" voices: feminist blogging reconstructing political participation. Πανεπιστήμιο Κύπρου, Σχολή Κοινωνικών Επιστημών και Επιστημών Αγωγής / University of Cyprus, Faculty of Social Sciences and Education, Κύπρος.
9. Young, I. M. (2000). *Inclusion and Democracy*. Oxford University Press.
10. Yuval-Davis, N. (2006). *Intersectionality and Feminist Politics*. *European Journal of Women's Studies*, 13(3), 193-209.



**Miranda Christou** is Associate Professor in Sociology of Education at the University of Cyprus, the UNESCO co-chair on Gender Equality and the Director of the Gender Studies Program. Her research interests focus on questions of educational inequality and exclusion, globalization and gender. She has worked on European projects such as: "INCLUD-ed: Strategies for Inclusion and Social Cohesion in Europe from Education" (FP6, 2006-2011) and "SOLIDUS: Solidarity in European Societies: Empowerment, Social Justice and Citizenship" (Horizon2020-2015-

2018). She has published her work in various journals including *Current Sociology*, *Qualitative Inquiry* and *British Journal of Sociology of Education*. She was co-editor (with Spyros Spyrou) of the book *Children and Borders* (2014, Palgrave Macmillan).

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Email: [Miranda.Christou@ucy.ac.cy](mailto:Miranda.Christou@ucy.ac.cy)



## Gender, Sexuality and Educational debates

This workshop examines current debates in education related to gender, sexuality and the backlash against feminist politics. First, we examine the so-called 'female advantage' through an overview of educational attainment for men and women and the question of boys' failure in school. Second, we analyze major controversies in sex education (inclusion of LGBTQ+ issues, gender identity, 'woke' politics) through the lens of anti-gender campaigns and the appeal for traditional forms of masculinity and femininity. This interactive workshop invites students to read policy texts, images and cultural products related to gender and politics in order to 'read between the lines' and explore the contested terrain of women's choices, the RedPill manosphere and the 'natural family'.

## Recommended Readings

Bialystok, L., Wright, J., Berzins, T., Guy, C., & Osborne, E. (2020). The appropriation of sex education by conservative populism. *Curriculum Inquiry*, 50(4), 330-351.

Bruno, V., Baiocco, R., & Pistella, J. (2024). Teachers' Attitudes and Opinions Toward Sexuality Education in School: A Systematic Review of Secondary and High School Teachers. *American Journal of Sexuality Education*, 1-39.

Jones, T. M. (2011). Saving rhetorical children: Sexuality education discourses from conservative to post-modern. *Sex Education*, 11(4), 369-387.

Maitland, H. (2023). When the facts are not enough: the limitations of fact-checking sex education controversies. *Sex Education*, 23(3), 324-333.

Meredith, P. (2024). *Sex education: Political issues in Britain and Europe*. Taylor & Francis.

Segers, I. B. (2024). "The Anti-Woke Academy": Dutch Far-Right Politics of Knowledge About Gender. *Politics & Gender*, 1-25.

Venegas, M. (2022). Relationships and sex education in the age of anti-gender movements: what challenges for democracy? *Sex education*, 22(4), 481-495.

Wood, J., McKay, A., Wentland, J., & Byers, S. E. (2021). Attitudes towards sexual health education in schools: A national survey of parents in Canada. *The Canadian Journal of Human Sexuality*, 30(1), 39-55.



**Josie Christodoulou** is the Cyprus Government's Commissioner for Gender Equality. From her position and in collaboration with all ministries and deputy ministries she designs and promotes governmental policies and actions aiming to promote gender equality across all sectors of life on national, European and international level. She takes initiatives to raise awareness about women's rights, gender equality, including on combating sexism and violence against women aiming to change societal attitudes, perceptions and behaviors.

Her work as Commissioner for Gender Equality and formerly as policy coordinator at the Mediterranean Institute of Gender Studies (MIGS) and advisor to the Cypriot Minister of Foreign Affairs, demonstrates that she is a consistent advocate of gender equality on national and international platforms, contributing to important legislative frameworks and influencing policy to include gender perspectives. Her participation in experts' groups to the European Commission and the Council of Europe, on issues related to human trafficking, reflects her commitment to fostering a fairer society.

She holds a BA in Psychology from the University of Indianapolis, USA, and a MA on Racial Equality Studies, from Middlesex University, UK.

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Website: [www.institutionforgenderequality.gov.cy](http://www.institutionforgenderequality.gov.cy)

### **Cyprus Government's Commissioner for Gender Equality: Eliminating gender inequality**

This session will present the efforts undertaken to mainstream gender in main policy areas of the government through and beyond the National Strategy on Gender Equality 2024 - 2026, which guides our horizontal effort to achieve substantial equality between women and men in Cyprus. Examples of specific targeted actions in each policy area will be provided, with emphasis on key concepts such as gender mainstreaming and participatory approach. We will analyze how the deconstruction of deeply embedded social stereotypes and prejudice contributes to the elimination of gender inequality in all areas of activity. Lastly, we will explore the role of education and awareness raising providing examples of targeted themed campaigns and workshops on topics related to gender equality.



**Susana Pavlou** has over 20 years experience as a gender equality expert with a specific focus on preventing and combating violence against women and domestic violence. She started her career at the Mediterranean Institute of Gender Studies (MIGS) in 2005 and have served as Director of the Institute since 2008.

Susana is currently President of the Advisory Committee for the Prevention and Combating of Violence in the Family and President of the [WAVE Network](#). She also serves as gender equality expert and senior researcher on projects for the European Institute for Gender Equality (EIGE), UN Women, and the Council of Europe.

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Email: [pavlou.s@medinstgenderstudies.org](mailto:pavlou.s@medinstgenderstudies.org)

## The Mediterranean Institute of Gender Studies (MIGS): Conversation with the Director

This session aims to familiarize students with the work of a local and regional NGO (projects, actions, platforms, etc.).

Please visit our website: <https://medinstgenderstudies.org/>



**Charalambos Charalambous** is an Associate Professor at the University of Cyprus. He 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.

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

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**Helen Seitzer** completed her PhD in 2021 at the Collaborative Research Center 1342, University of Bremen, exploring transnational education policy processes from a relational perspective. In 2022, she rejoined the center as a Postdoctoral Researcher in the project *The Global Development of Coverage and Generosity in Public Education*.

Her research examines the influence of international organizations on national education policies and their interactions. She focuses particularly on how these organizations promote the inclusion of disadvantaged groups in education

## From Principles to Practice: The Global Diffusion of Educational Rights and Equal Access

The right to education has been recognized as a human right since 1948 (United Nations 1948), and compulsory schooling has been implemented in most countries worldwide (McCowan 2010; Seitzer, Besche-Truthe, and Windzio 2022). However, the scope of this right—who is included and under what

conditions—has received far less attention (Heymann, Raub, and Cassola 2014). While antidiscrimination regulations have been part of UN frameworks since 1962 (United Nations 1962), the extent to which constitutional provisions translate into educational access and outcomes remains unclear. This talk examines how countries define and implement the right to education, with a focus on inclusion and exclusion. I analyze patterns in the adoption of antidiscrimination provisions, highlighting disparities based on gender, migration status, and origin. The findings shed light on the uneven realization of educational rights over time and their implications for equity, inclusion, and educational outcomes.

### Recommended Readings

Heymann, Jody, Amy Raub, and Adèle Cassola. 2014. 'Constitutional Rights to Education and Their Relationship to National Policy and School Enrolment'. *International Journal of Educational Development* 39 (November): 121–31. <https://doi.org/10.1016/j.ijedudev.2014.08.005>.

McCowan, Tristan. 2010. 'Reframing the Universal Right to Education'. *Comparative Education* 46 (4): 509–25. <https://doi.org/10.1080/03050068.2010.519482>.

Seitzer, Helen, Fabian Besche-Truthe, and Michael Windzio. 2022. 'The Introduction of Compulsory Schooling Around the World: Global Diffusion Between Isomorphism and "Cultural Spheres"'. In *Global Pathways to Education*, edited by Kerstin Martens and Michael Windzio, 37–64. Global Dynamics of Social Policy. Cham: Springer International Publishing. [https://doi.org/10.1007/978-3-030-78885-8\\_2](https://doi.org/10.1007/978-3-030-78885-8_2).

United Nations. 1948. 'Universal Declaration of Human Rights'. United Nations. <http://www.un.org/en/documents/udhr/index/shtml>.

———. 1962. 'Convention against Discrimination in Education - Legal Affairs'. United Nations. <https://www.unesco.org/en/legal-affairs/convention-against-discrimination-education>.

**WINTER SCHOOL  
PROGRAMME  
24 – 28 FEBRUARY 2025**

**Morning sessions:** Lectures and debates on “Gender, Intersectionality and Education”

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

**Venue:** University of Cyprus (New Campus)

**Time zone:** Local time

<b>GLOBED WINTER SCHOOL 2025</b>	
<b>Monday 24 February</b>	
<b><i>Opening event</i></b>	
10:30 - all day	<p><b>Guided tour to Limassol</b> Coordinated by Gerard Pamplona and Helen Phtiaka.</p> <p><i>Pick up/drop-off point: Omirou Street, 1097, Nicosia (opposite American College), 10:00 – 16:00.</i></p>

Tuesday 25 February	
<b>Morning session, Room LRC014, Learning Resources-Library Building</b>	
10:00	<p><b>Welcome speech</b> Helen Phtiaka and Lefteris Klerides</p>
10:15	<p><b>Lecture 1: “Gender and Intersectionality in Research and Activism”</b> Christina Kaili (University of Cyprus &amp; Mediterranean Institute of Gender Studies)</p>
11:30	<p><i>Coffee break</i></p>
12:00	<p><b>GLOBED Students’ Reflections</b>, based on readings/presentation. Coordinated by Michele Schweisfurth. Students: Caprés Turner, Carla Vallecillo, Gabriela Vallejo, Anja Flottmeier &amp; Laiqua Andlleb</p>
12:45	<p><i>Lunch break</i></p>
<b>Afternoon session</b> <b>Rooms LRC014 and LRC019 (Learning Resources-Library Building); Rooms 114 and 117 (Senate House)</b>	
15:00 to 17:00	<p><b>Thesis workshop 1:</b> GLOBED 8 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.</p> <p>Coordinated by GLOBED professors.</p>

Wednesday 26 February	
<i>Morning session, Room LRC014, Learning Resources-Library Building</i>	
10:00	<p><b>Lecture 2: “Gender, Sexuality and Educational debates”</b>            Miranda Christou (UNESCO co-chair on Gender Equality and Director of the Gender Studies Program, University of Cyprus)</p>
11:15	<i>Coffee break</i>
11.45	<p><b>GLOBED Students’ Reflections</b>, based on readings/presentation.            Coordinated by Xavier Bonal.            Students: Noelle R. Roa, Luke Duceман, Patricia W. Maingi, Yoselin P. Flores &amp; Mauro R. Jarquín</p>
12:30	<i>Lunch break</i>
<i>Afternoon session</i>	
15:30 – 18:00	<p><b>Tour across the divide</b>  <i>by Mr. Marios Epaminondas</i></p> <p><i>Meeting point: Outside Paphos Gate within the old town and close to Holy Cross Catholic Cathedral. Please take your passports with you.</i></p>
19:30	<i>Winter School dinner for students and professors at Piazza Gourounaki (Fanefomeni area), Faneromenis 92, Nicosia 1011.</i>

Thursday 27 February	
<i>Morning session, Room LRC014, Learning Resources-Library Building</i>	
10:00	<p><b>Lecture 3:</b> “Cyprus Government’s Commissioner for Gender Equality - Eliminating gender inequality”                      Josie Christodoulou (Commissioner for Gender Equality)</p>
11:15	<i>Coffee break</i>
12:00	<p><b>GLOBED Students’ Reflections</b>, based on readings/presentation. Coordinated by Toni Verger.                      Students: Natalia Acosta, Jade S. Blain-Descormiers, Matilde Bosio, George S. Hirjoaba &amp; Duaa Maryiam.</p>
12:45	<i>Lunch break</i>
<b>Afternoon session</b> <i>Rooms LRC014 and LRC019 (Learning Resources-Library Building); Rooms 114 and 117 (Senate House)</i>	
15:00 to 17:00	<p><b>Thesis workshop 2:</b> GLOBED 8 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?</p> <p>Coordinated by GLOBED professors.</p>



Friday 28 February	
Morning session, Room LRC014, Learning Resources-Library Building	
8:45	<p><b>Lecture 4:</b> <i>“The Mediterranean Institute on Gender Studies (MIGS): Conversation with the Director”</i>            Susana Pavlou (Director, MIGS)</p> <p><b>GLOBED Students’ Reflections</b>, based on readings/presentation. Coordinated by Helen Seitzer.            Students: Claudia Cifuentes, Katie Moore, Sophie Spickenbom &amp; Al-lam Taoufik.</p>
10:15	<i>Coffee break</i>
10:15 to 13:00	<p><b>Academic writing workshop</b>            Charalambos Charalambous (University of Cyprus)</p>
13:00	<i>Lunch break</i>
Afternoon session, Room LRC014, Learning Resources-Library Building	
15:00	<p><b>Lecture 5:</b> <i>“From Principles to Practice: The Global Diffusion of Educational Rights and Equal Access”</i>            Helen Seitzer (Bremen University)</p>
16:15	<i>Coffee break</i>
16.30	<p><b>GLOBED Students’ Reflections</b>, based on readings/presentation. Coordinated by Janice Kim.</p>
17.00	<p><i>Closing of WS</i>            Helen Phtiaka and Lefteris Klerides</p>

## WORKSHOP GROUPS

There will be two workshops devoted to the research and the thesis, one on Tuesday 25<sup>th</sup> of February and one on Thursday 27<sup>th</sup> of February, and each has to answer the following issues, addressed on the Data Analysis Report (previously Fieldwork Diary):

**Tuesday - 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:

Students group #1	Professors	Location
Turner, Caprés	Xavi Bonal Helen Seitzer Gerard Pamplona	Room LRC 019 Library Building
Vallecillo, Carla		
Vallejo, Gabriela		
Andleeb, Laiqua		
Ria Roa, Noelle		

Students group #2	Professors	Location
Blain, Jade	Lefteris Klerides Michele Schweisfurth	Room 114 Senate House
Bosio, Matilde		
Spickenbom, Sophie		
Allam, Taoufik		

<b>Students group #3</b>	<b>Professors</b>	<b>Location</b>
Duceman, Luke	Antoni Verger Janice Kim	Room LRC 014 Library Building
Wandia, Patricia		
Flores, Paola		
Jarquín, Mauro		
Flottmeier, Anja		

<b>Students group #4</b>	<b>Professors</b>	<b>Location</b>
Acosta, Natalia	Oscar Valiente Helen Phtiaka	Room 117 Senate House
Hirjoaba, Sebastian		
Maryiam, Duaa		
Cifuentes, Claudia		
Moore, Katie		

## CAREER PATHWAYS WITH ALUMNI 5TH MARCH 15:00 – 17:00 (CET)

<b>Part 1: Career pathways</b>	
15:00 – 15:05	<p>Welcome to Alumni:</p> <ul style="list-style-type: none"> <li>● <b>PhD / Research</b></li> <li>● <b>Consulting</b></li> <li>● <b>IOs</b></li> <li>● <b>NGOs</b></li> </ul>
15:05 – 15:30	<p>Brief presentations (5 minutes per alumni)</p> <ul style="list-style-type: none"> <li>● Name</li> <li>● Cohort</li> <li>● Brief description of pathway to current position/role</li> <li>● Current position/role: responsibilities, duties</li> </ul>
15:30 – 15:45	<p>Breakout room session 1 Students can choose the room they wish to attend: Q&amp;A</p>
15:45 – 16:00	<p>Breakout room session 2 Students can choose the room they wish to attend: Q&amp;A</p>
<b>Part 2: PhD opportunities at the Universities of the Consortium</b>	
Welcome to professors and researchers	
Dr. Antoni Verger – UAB / GEPS	
Dr. Gerard Pamplona – PM GLOBED	
<i>To be defined</i>	
<i>To be defined</i>	
<i>Closing speech</i>	

<b>GLOBED EDITION 8 (2023 - 2025)</b>			
<b>Surname</b>	<b>Name</b>	<b>Nationality</b>	<b>Email</b>
<b>Acosta Ponce</b>	<b>Natalia</b>	<i>Mexican</i>	natalia.acosta.ponce@gmail.com
<b>Andleeb</b>	<b>Laiqua</b>	<i>Pakistani</i>	laiqua.andleeb96@gmail.com
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