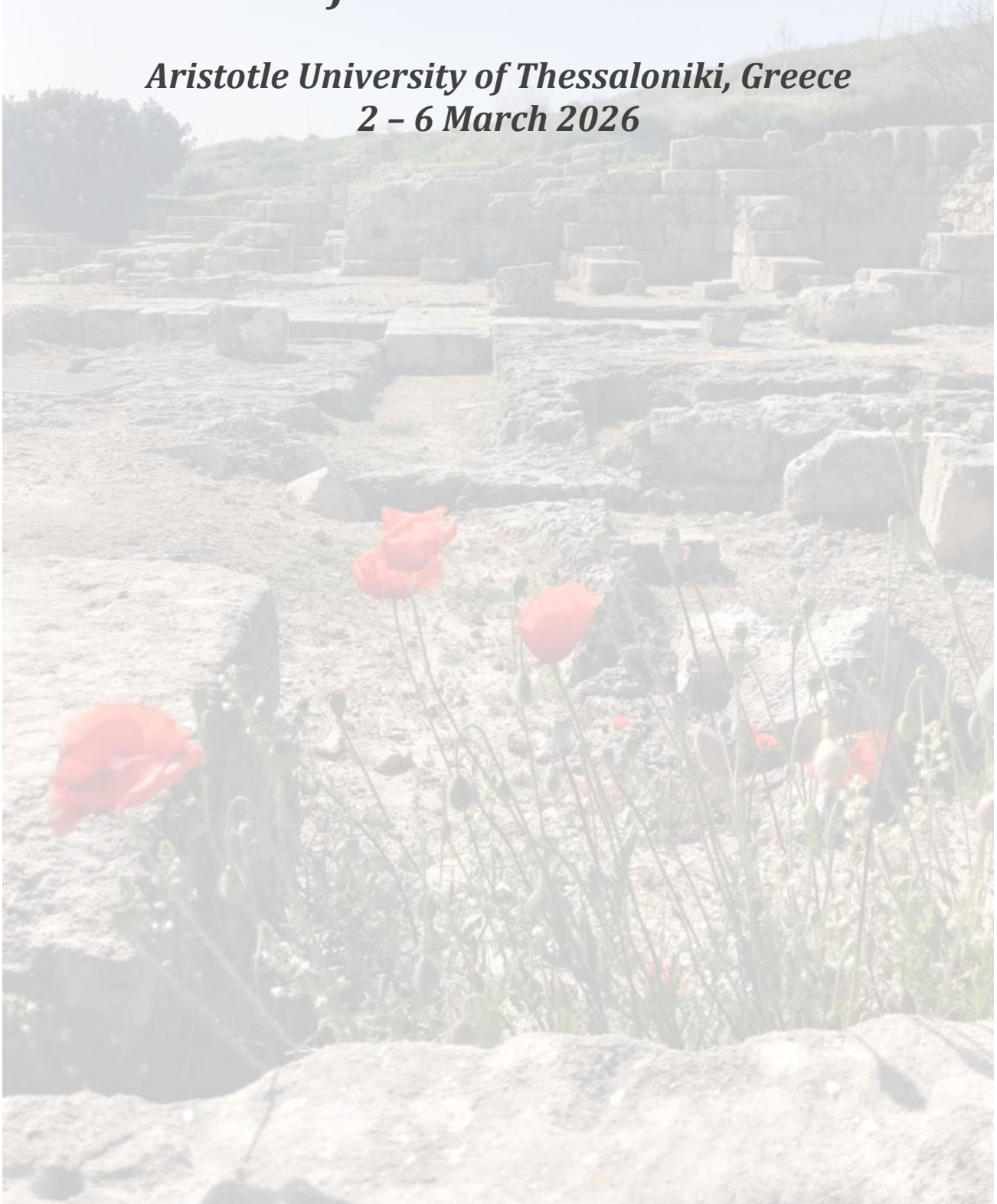


Winter School Edition 9
***Education, conflict and resistance in
an era of new authoritarianism***

Aristotle University of Thessaloniki, Greece
2 – 6 March 2026





GLOBED Winter School Edition 9

Contents

Winter School rationale	P 03
Speakers and facilitators	P 09
Winter School programme	P 15
Workshop groups	P 19
GLOBED E9 students	P 21

GLOBED Winter School Edition 9 Aristotle University of Thessaloniki, 2 – 6 March 2026

‘Education, conflict and resistance in an era of new authoritarianism’

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 as well as political and policy-related issues that arise when dealing with **education at all levels from schools to universities in times of new or renewed political authoritarianism**. 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. EDUCATION, CONFLICT AND RESISTANCE IN AN ERA OF NEW AUTHORITARIANISM

A1. Introduction to the theme

Universities have functioned as spaces of critical inquiry and social engagement. In the contemporary context of what is often described as a new era of authoritarianism, this role is increasingly contested. The rise of far-right and nationalist OR populist movements around the world, alongside the erosion of democratic norms, has placed renewed pressure on academic freedom, institutional autonomy, and the legitimacy of critical scholarship. Far from standing at the margins of social conflict, universities are now central arenas in which broader political and ideological struggles are played out.

The growing influence of far-right and populist discourses has profound implications not only for universities and knowledge production, but also for education systems as a whole. Across diverse national contexts, areas of inquiry and domains of action associated with human rights, migration, gender studies, decolonial perspectives, and social inequality have been systematically challenged. Schools and universities are increasingly positioned within polarised environments where education is framed not as a “public good”, but as a site of “cultural conflict” and “education wars”. As a result, political struggle extends beyond policy debates to encompass curricula, research agendas, and the very conditions under which knowledge is produced, disseminated, and consumed.

Within this landscape, university and school communities face critical dilemmas concerning adaptation, compliance, and resistance. Institutional constraints, funding dependencies, and regulatory interventions often limit the scope for overt critique, while new forms of resistance continue to emerge from students, scholars, and academic communities. Conflict is not only expressed through protests and public confrontation, but also through everyday pedagogical practices, curricular choices, and decisions about whose knowledge is recognised as legitimate. These tensions underscore the deeply political nature of education in authoritarian and semi-authoritarian contexts.

Beyond overt political pressure, universities and schools are increasingly shaped by more subtle and technocratic forms of control. Managerial governance, performance-based funding, audit cultures, and metrics-driven accountability regimes often align—intentionally or not—with authoritarian logics that prioritise compliance, depoliticisation, and risk avoidance. These developments raise critical questions about whether scholars, teachers and other practitioners can meaning-

fully resist authoritarian tendencies while simultaneously operating within market-oriented and highly regulated policy frameworks that constrain intellectual autonomy.

At the same time, new forms of digital authoritarianism are reshaping the conditions of academic work and student engagement. Surveillance technologies, datafication, and the expansion of platform-based learning environments introduce new modes of monitoring, control, and self-censorship within higher education. For students and scholars, particularly those working on politically sensitive issues or in contexts marked by conflict and repression, digital infrastructures can function both as tools of participation and as mechanisms of exclusion or discipline. These dynamics highlight the need to critically interrogate the political implications of educational technologies and their governance.

From a historical point of view, however, contemporary forms of authoritarianism are neither unprecedented nor anomalous. Universities and schools have always been mobilised by authoritarian regimes as instruments of ideological regulation, nation-building, and social control. Historical cases—from interwar Europe to Cold War authoritarian contexts including Franco’s Spain, Pinochet’s Chile, Park Chung-hee’s Korea, or Suharto’s “New Order” in Indonesia and Mobutu Sese Seko’s regime in Zaire—demonstrate how curricula, teacher education, and academic governance were systematically reshaped to align knowledge production with dominant political projects. This historical lens allows us to situate present developments within longer trajectories of conflict between education, power, and resistance.

At the same time, historical examples remind us that universities have also served as enduring sites of opposition and alternative imaginaries. Student movements and dissident scholars have frequently challenged authoritarian orthodoxies, often at significant personal and institutional cost, as the “Polytechnic Uprising” of 1973 in Greece remind us, during which the “Regime of the Colonels” violently suppressed the mass mobilisation of students. Resistance, from this standpoint, appears not as an exceptional rupture but as a recurring feature of educational life under conditions of political constraint.

For postgraduate students engaged in global education development and education policy, a historically informed approach is essential for avoiding presentism and policy amnesia. Understanding how authoritarian logics have previously entered educational systems—and how they were normalised, resisted, or reconfigured—offers critical insight into current policy debates. In an era of renewed authoritarianism, the historical perspective provides not only analytical distance, but also a vital resource for imagining alternative futures grounded in historical awareness, critical pedagogy, and democratic possibility.

Thus the issues that would be discussed in the context of the Winter School are not merely objects of theoretical reflection, but matters of professional, ethical, and political responsibility. Understanding the intersections between education, conflict, and power from synchronic and diachronic, national and international perspectives, is essential for developing policies that support democratic participation, inclusion, and social justice. In an era marked by new forms of authoritarianism, we are called upon not only to analyse social realities, but also to take a principled stance in relation to them.

Understandings of the complex ways in which education is vulnerable to political pressures and how it can resist such pressures and provide ways out of new authoritarianism, seriously challenge us to:

- Critically examine the rationales and effects of new authoritarianism in a wide range of setting and contexts and in relation to a wide range of aspects – human, social, economic, cultural, cognitive, emotional, etc. Special emphasis should be given to the consequences of new authoritarianism in all levels of education including the deepening of educational inequalities and the worsening of the quality of education.
- Reflect on the way in which education is deeply implicated in politics, contributing to their realisation in a range of ways, and at the same time, understand the ways in which education can lead out of such distressing moments, providing new opportunities, forms of equality and justice, and well-being.
- Develop a critical understanding of the politics of ‘new authoritarianism’ and link these politics to international and local power struggles and a multi-polar world.

A2. Questions to reflect upon during the Winter School 2026

GLOBED students who take these challenges seriously 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 not only in studying the consequences of new authoritarianism but also 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 supervisor, and GLOBED staff and peers (during the Thesis workshops).

A5. Readings:

Students are expected to come prepared to the Winter School by reading the papers that keynote speakers will recommend for their sessions. 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.

B. Training workshops:

Academic Writing, Data Analysis and Theses Development workshops

Some of the morning and afternoon sessions during the 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 whom we have invited to talk to you. 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.

Plenary speakers and lectures



Ece Cihan Ertem is a postdoctoral researcher and lecturer in the Department of Education at the University of Vienna. She holds a joint PhD from Boğaziçi University (Istanbul, Turkey) and Aarhus University DPU (Copenhagen, Denmark). Her research lies at the intersection of the sociology and politics of education, with a particular focus on academic freedom, higher education governance, and education under contemporary authoritarian regimes. She works comparatively, with regional expertise on Turkey and the Middle East, and also studies academic migration, diversity, and inclusion in European higher education. Before joining the University of Vienna, she was a postdoctoral researcher in the Department of Sociology at Lund University in Sweden and a lecturer at Istanbul Technical University.

The University Under Threat: Academic Freedom and Resistance in an Era of New Authoritarianism

Abstract

Across the globe, universities have become the main targets of new authoritarianism, a form of governance that combines formal democratic institutions with coercive control and the repression of dissent. This talk examines how academic freedom is reshaped under such regimes through a detailed case study of Boğaziçi University in Turkey. Using qualitative fieldwork, including interviews with faculty members, campus observations, and document analysis, this talk discusses how academic freedom is restructured under government interference in university governance, the transformation of the campus into a heavily monitored space, and how restrictions on academic expression have gradually eroded institutional autonomy.

At the same time, the Boğaziçi case demonstrates that academic freedom is not merely suppressed but actively redefined through collective resistance to this form of repression. Faculty and students have developed new practices of horizontal governance, political participation, and visually effective protest that challenge authoritarian incursions while articulating alternative models of the university. The talk also critically reflects on the limits of the Academic Freedom Index, arguing for a more context-sensitive framework that recognizes academic freedom as a relational, dynamic, and contested practice rather than a fixed concept.

Readings

- Altbach, P. G. (2001). Academic freedom: International realities and challenges. *Higher Education*, 41(1-2), 205–219.
<https://doi.org/10.1023/A:1026791518365>
- Butler, J. (2017). Academic freedom and the critical task of the university. *Globalizations*, 14(6), 857–861.
<https://doi.org/10.1080/14747731.2017.1325168>
- Darian-Smith, E. (2025). *Policing Higher Education: The Antidemocratic Attack on Scholars and Why It Matters*. Johns Hopkins University Press. Project MUSE, <https://muse.jhu.edu/book/126855>.
 From the book above, *Policing Higher Education*, I would like to suggest only Chapter One: Intersecting Global Trends: Rising Antidemocracy, Declining Academic Freedom pp. 25-60.
https://muse.jhu.edu/pub/1/oa_monograph/book/126855/pdf

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Nikos E. Papadakis (BA, MA, MA, PhD) is Professor and former Head of the Department of Political Science, at the University of Crete (UoC). He is a Member of the Scientific Council of the National Centre of Public Administration and Local Government (EKDDA) of Greece (2020-2026) and a Member of the Scientific Committee of the “Euro-Mediterranean Observatory of Democracy and Public Space” of the Universidad Rey

Juan Carlos (URJC), in Spain. Further, he is a Distinguished Visiting Professor at the Faculty of Liberal Arts of the Parul University (PU), in India (academic year 2025-2026), as well as an International Adjunct Faculty (Adjunct Professor) at the Marwadi University (MU) in India (2025-2030), while he has been a Distinguished Visiting Professor at the Academy of Globalization and Education Policy (AGEP) of the Zhengzhou University (ZZU) in China (2021-2024). Additionally, he is Honorary President of the Hellenic Association of Political Scientists (HAPSc) and a Member of the Scientific Board of the Centre for European Constitutional Law (CECL), the ECPR “Political Culture” Standing Group, the Editorial Board of the “Frontiers in Political Science” and the UN/ SDSN Global. He is the Director of the Centre for Political Research and Documentation (KEPET) of the Department of Political Science, UoC and the Director of the Centre for Training and LLL (KEDIVIM) of the UoC. He participates External Evaluation Committees (EECs) of the Agency for Quality Assurance and Accreditation in Higher Education (DI.PA.E) of the Republic of Cyprus, while he is an Affiliated Researcher at: a) the Research Centre of the University of Piraeus and b) the “Social Multicentre”, namely the Institute of the Hellenic Federation of Civil Servants (ADEDY).

He has studied at the University of Crete and at the IoE (Institute of Education & Society) of the University of London (currently UCL- IoE). He has been a Special Adviser to the European Commission (2011 -2013), International Expert at the European Training Foundation/ ETF (2015-2017), International Expert & Visiting

Lecturer at the Academy of Public Administration of the Republic of Kazakhstan (2011-2012) and a Member of the Advisory Board of the UNDP/ RCPAR (Regional Centre for Public Administration Reform/ 2008- 2010). In addition, he has been a Visiting Professor at the UCL- IoE, in UK (March- August 2012) and at the Zhengzhou University, in China (October- November 2019), and he has served, as an Assistant Professor, at the Department of Social & Educational Policy of the University of the Peloponnese (2004-2006).

He has 240 publications, in total. More specifically: He has 214 publications, in Greek, English, French and Chinese (98 out of them, international) including papers published in Q1, & Q2 Journals and chapters in Springer and Elsevier Books. Additionally, he is the author/ co-author of 15 books- monographs in Greek and English, he has edited 11 books in Greek and English, while he has co-edited (or currently co-editing) 4 Special Issues of (Scopus-indexed) International Journals. He has (on January 15, 2026) 880 citations (h-index: 15) in Google Scholar (as well as 177 in Scopus and 127 in the Web-of-Science). 327 Presentations & Keynote Speeches in Conferences and Workshops, as well as Invited Lectures in Universities, in Greece and abroad (150 out of them, in International Conferences and Workshops, as well as in European, Asian and US Universities). He has participated (or currently participating) in 62 (mainly research) Projects in Greece and abroad, either as Team Leader or as researcher/ expert.

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Google Scholar Profile:

<https://scholar.google.com/citations?hl=el&user=LOUOpvoAAAAI>

SCOPUS Profile:

<https://www.scopus.com/authid/detail.uri?authorId=55057514600>

Web of Science: <https://www.webofscience.com/wos/author/record/2260879>

When the Academic Freedom is perceived as an existential threat to the Regime: The case of Greek Junta's Higher Education Agenda, Policy & Regulation (1967-1974).

Abstract

The key purpose of the Lecture is to analyze (as well as contextualize) the main components, determinants, ideological features and political practices- enactments that constituted the (overall) educational and in particular the Higher Education Policy of the Greek military Junta (1967-1974).

The analysis of the relevant research material documents that the abovementioned Policy, as well as the relevant Regulation, was characterized by:

- the intention to redefine the relations of the Universities with the ("occupied") State, inserting specific forms of University Governance and mainly aiming at the (by any means) suppression of the core of Academic Freedom
- the perception and framing of academic freedom as a threat to the core ideology of the Regime and subsequently the coordinated effort to insert a specific

ideological authoritarian agenda in the discourses and policies for higher education and consequently in the “reform” efforts of the Dictatorship,

- the institutionalization of a new economy of power based on control “technologies” which favored the formation of (ideologically over-determined) discipline and extended state intervention into every aspect of the Higher Education Institutions, resulting in a set of targeted “securitization” practices (in the Paris School’s terms) aiming at ideologically “purging” the Universities
- the construction of a surveillance, punishment, control and discipline framework, strictly demarcated and authoritarian.

Simultaneously, this policy aimed a) at the extensive criminalization of liberal behavior, as well as of the “non-nationalistic” and ideologically “un-orthodox” thinking in Universities and in other Educational Institutions, b) at the reduction of any degree of teaching staff’s and students’ autonomy, and c) at the promotion of some alleged-ostensible, seemingly “liberal”, measures and proposals. The ultimate objective was both these specific measures and the overall (authoritarian) higher education policy to become feasible (legitimizing strategy) and subsequently implemented. Additionally, students’ resistance (at the level of both discourse and political action) to the higher education “reforms” attempted by the “April Dictatorship”, as well as against the Dictatorship per, are also examined.

Readings

- Papadakis, N. & Tzagkarakis, S.I. (2024) The “April” Dictatorship’s policy in universities and students’ activism and resistance against the dictatorship in Greece. *Central European and Balkan Studies*, Vol. XXXIII, 307-328.
- Fatouros, A.A. *Report on the Military Rule and the Greek Universities* (1968). Articles by Maurer Faculty.
- Kotsonopoulos, L. (2009). Greece, anti-dictatorship protests, *International Encyclopaedia of Revolution and Protest*, Blackwell Publishing.
- Asimakoulas, D. (2009). Translating ‘Self’ and ‘Others’. Waves of protest under the Greek junta. *The Sixties: A journal of History, Politics and Culture*, 2(1), 25-47.

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Huriya Jabbar is Professor of Education at the Rossier School of Education at the University of Southern California, in Los Angeles, CA. Her research uses sociological and critical theories to examine how market-based ideas in PK-12 and higher education shape inequality, opportunity, and democracy in the U.S. Her research applies these theories to examine topics such as how families and school leaders navigate school choice policies; the rise of conservative and far-right movements in education; how improvement in schools and organizations can be impeded by staff

turnover, which can reproduce structural inequalities in education; and how investments in public housing can transform educational and economic opportunities for historically marginalized communities. Jabbar received a B.A. in Economics from the University of California at Santa Cruz, an M.A. in Economics from the New School for Social Research, and Ph.D in Education Policy, Organization, Measurement, & Evaluation from the University of California, Berkeley.

The Education Wars: Mapping Far-Right Networks and Authoritarian Conflict in U.S. Schools

Abstract

Public education in the U.S. has long been an arena in which some of the nation's deepest ideological, economic, and racial divisions surface. Today, it has become an epicenter of intensified political conflict. School board meetings—one routine, local affairs—have transformed into contentious, and at times violent, battlegrounds over what children should learn and whose knowledge belongs in schools. At the state level, legislatures have advanced bills that restrict free speech, censor curriculum, ban books, and target LGBTQ+ students. These efforts, often driven by well-organized far-right extremist groups with authoritarian agendas, seek to roll back hard-won civil rights and inclusion initiatives, despite strong evidence that such programs improve academic and social-emotional outcomes for young people.

In this lecture, I examine how authoritarian conflict in U.S. education emerged, the mobilization strategies and tactics used to advance this agenda, and its consequences for schools and communities. I begin with key insights from a systematic review of scholarship on contemporary far-right activity in education. I then present findings from original empirical research documenting how these groups organize, mobilize, and shape education policy and practice. I conclude by introducing the Freedom to Learn Collective, a new network of researchers and advocates, and the collaborative research agenda developed to counter authoritarian attacks on public education.

Readings

- Castelli Gattinara, P., & Pirro, A. L. P. (2018). The far right as social movement. *European Societies*, 21(4), 447–462.
<https://doi.org/10.1080/14616696.2018.1494301>
- Jabbar, H. & Koon, D. Researching the far right in education policy. Under review.
- Koon, D., Jabbar, H., Combs, K., McDavitt, M., Malone, T., Leyva, T. (2025). Mama bears in the belly of the beast: Moms for Liberty disinformation campaigns in California. *Evidence & Policy*.

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Workshops and facilitators

Academic writing workshop



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.

Data analysis workshop



Michalis Christodoulou holds a PhD in educational sociology, BSc in philosophy and postdoc in social theory. He is Assistant professor in the Department of Primary Education, Aristotle University of Thessaloniki, Greece, where he teaches Educational Research Methods, since 2021. He has published several books and articles on epistemology of social research, on the construction of research designs, on qualitative data analysis and mixed methods analysis and empirical research on various sub-fields of educational studies. For more details on his research, you may visit his webpage [here](#)

Personal website: <https://michalischristod.blogspot.com/>



**WINTER SCHOOL
PROGRAMME
2 – 6 MARCH 2026**

Morning sessions: Lectures and debates on “Authoritarianism, Resistance and Education”

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

Venue: Aristotle University of Thessaloniki (Education Tower)

Time zone: Local time

GLOBED WINTER SCHOOL 2026	
Monday 2 March	
<i>Opening event</i>	
09:00 - all day	<p>Trip from Thessaloniki to Dion, Mount Olympus National Park and village of Litochoro</p> <p>Coordinated by Gerard Pamplona</p> <p><i>Pick up point: Aristotelous Square & Egnatia Street (Venizelos Statue). Please arrive 10 min earlier</i></p>

Tuesday 3 March	
<i>Morning session, Room Conference & Events Hall, 10th floor, Tower of the Faculty of Education</i>	
09:45	<p>Welcome Lefteris Klerides (UCY), Toni Verger (AUB) and Yiannis Betsas (AUTH)</p>
10:00	<p>Lecture 1: <i>“The University Under Threat: Academic Freedom and Resistance in an Era of New Authoritarianism”</i>, by Ece Cihan Ertem (University of Vienna).</p> <p>Chaired by Dr. Adrian Zancajo (UAB)</p>
11:00	<i>Coffee break</i>
11:30	<p>GLOBED Students’ Reflections, based on readings/presentation. Coordinated by Fangyue Bao (UB). Students: Rabia Najm Khan, Mane Grigoryan, Gimar Alingig Reyes & Benjamin Rodrigo Espinoza</p>
12:45	<i>Lunch break</i>
<i>Afternoon session Rooms 01, 101, 507 and 707, Tower of the Faculty of Education</i>	
15:00 to 17:30	<p>Thesis workshop 1: GLOBED 9 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: Antoni Verger, Adrian Zancajo, Eleftherios Klerides, Sebastian Fehrler, Fangyue Bao, Tore Sorensen, and Oscar Valiente.</p>
20.00	<p><i>Winter School dinner at Marathos Restaurant (Ladadika Area).</i> https://marathos-ladadika.gr/site/</p>

Wednesday 4 March	
<i>Morning session, Room Conference & Events Hall, 10th floor, Tower of the Faculty of Education</i>	
09:45	Workshop 1: <i>“Data analysis”</i> , by Michalis Christodoulou (AUTH).
12:45	<i>Lunch break</i>
<i>Afternoon session</i>	
14.30-17.00	Visit to Cedefop (European Centre for the Development of Vocational Training) Coordinated by Dr. Vasileios Symeonidis Departure at 13.30 from the Faculty of Education (Education Tower)
<i>Evening session</i>	
18:30	Lecture 2: <i>“The Education Wars: Mapping Far-Right Networks and Authoritarian Conflict in U.S. Schools”</i> , by Huriya Jabbar (University of Southern California). Chaired by Tore Sorensen (UoG)
19:15	GLOBED Students’ Reflections , based on readings/presentation. Coordinated by Antoni Verger (UAB) Students: Alejandro Saldarriaga, Meagan Jane Reilly Brooks, Minseo Park & Syeda Shumiam Zehra.

Thursday 5 March	
Morning session, Room Conference & Events Hall, 10th floor, Tower of the Faculty of Education	
10:00	<p>Lecture 3: <i>“When the Academic Freedom is perceived as an existential threat to the Regime: The case of Greek Junta’s Higher Education Agenda, Policy & Regulation (1967-1974)”</i> Nikos Papadakis (University of Crete)</p> <p>Chaired by Aristotelis Zmas (AUTH)</p>
11:00	<i>Coffee break</i>
11:30	<p>GLOBED Students’ Reflections, based on readings/presentation. Coordinated by Oscar Valiente (UoG) Students: Mariana Contreras, Amanda de Brito, Luna Galván, Akashdeep Kaur.</p>
12:45	<i>Lunch break</i>
Afternoon session Rooms 01, 101, 507 and 707, Tower of the Faculty of Education	
15:00 to 17:30	<p>Thesis workshop 2: GLOBED 9 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: Antoni Verger, Adrian Zancajo, Eleftherios Klerides, Sebastian Fehrler, Fangyue Bao, Tore Sorensen, and Oscar Valiente.</p>
Friday 6 March	
Morning session, online	
09:45	<p>Workshop 2: “Academic writing” by Charalambos Charalambous (UCY)</p>
12:45	<i>Lunch break</i>

THESIS WORKSHOP GROUPS

There will be two workshops devoted to the research and the thesis, one on Tuesday March 3 and one on Thursday March 5, 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: