



CERES Training Programme 2017

March 2017

CERES office

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COSTS CERES TRAINING

PhD's who are from members of the research school can participate in the CERES training program for reduced prices. CERES offers the possibility to for its PhD members to pay an "all in fee" that includes all the different CERES training activities. (See price list below) This gives the opportunity to complete a substantial part of the needed ECTS within the CERES trainings

Prices to attend single modules are also listed below.

CERES training courses are also open to non-CERES members. See prices for non-members below.

Fees for courses, seminars etc., organised by the participating institutions, will be announced separately.

PhD's from CERES institutions:

All-in-one fee, including: € 2500

Basic Training Course

Annual Meeting/Summerschool

Methodology seminars

Thematic seminars

Presentation skills

Separate courses:

Methodology seminars € 350 (each seminar)

Thematic seminars € 250 (each seminar)

PhD's from other (non-CERES) institutions

All-in-one fee, including: € 5000

Basic Training Course

Bi- Annual Meeting/Summerschool

Methodology seminars

Thematic seminars

Presentation skills

Separate courses:

Basic Training Course € 4000

Methodology seminars € 700 (each seminar)

Thematic seminars € 500 (each seminar)

INTRODUCTION

CERES is a problem-oriented research school in the field of resource studies for development. Its membership is constituted by senior researchers and their PhD's from social, geographic, economic and agro-ecological sciences. The research school was founded in 1994 by six academic institutions. Since then it has established links with many other universities and research institutes in the field of societal transformation studies both in the Netherlands and other European Countries.

As a research school CERES is one of the few accredited (KNAW accreditation 2010-2016) research schools in the Netherlands that offers research trainings to Dutch and foreign PhD's in the field of resource studies for development. CERES training courses offers a unique learning experience. PhD's benefit from their exchanges within this heterogeneous group, becoming acquainted with geographically diverse academic traditions, as well as gaining multidisciplinary insight in relation to contemporary development issues, debates and methodologies.

The CERES Basic Training Course

CERES Basic training course is characterized by its "hands-on" "learning through practice" approach. It is open to all beginning PhD's as well as Research Master PhD's who are working on their research proposals. Beginning in March and ending in June it is a standardized course that supports the different writing phases of the research proposal. It is finalized with PhD's presenting their proposal and receiving feedback from their peers, facilitators as well as invited senior members of the CERES Research School. PhD's who participate in the Basic Training Course are expected to attend each of the modules and the comeback days. The March, April, May and June sessions will be given at a conference center in De Glind. The introduction day and a comeback day take place at Utrecht University. The tuition fee includes food and accommodation costs at the Glind.

Thematic modules

The CERES mailing list regularly sends out announcements from our member institutions concerning master classes, guest lectures and seminars. CERES PhD's are able to attend these events often for reduced rates. This coming year plans are in the making for a CERES Master Class. Topic, facilitator and further details will be announced at a later stage.

Other activities

Biennial conference/Summerschool

CERES organizes a Summerschool at one of the member institutions with key note speakers and thematic panels. Its aim is to bring junior and senior researchers together to become acquainted with each other's work. For junior researchers (PhD's), the Summerschool conference offers a positive non-threatening platform to present your work to peers and colleagues.

It is important to check the CERES website regularly for training possibilities within and outside CERES:

<http://ceres.fss.uu.nl>

THE TRAINING PROGRAMME

Within CERES many research projects are related to more encompassing issues in the field of resource dynamics, ranging from social to natural resources. Over the years, the emphasis in the training programme has been more and more directed towards methodological issues and the development of research design, because experience shows that the support in these fields is most needed. A large part of the training will be dedicated to these issues. In combination with this, ample attention will be given to theoretical concepts.

The programme consists of the following elements:

A. **Basic Training Course (BTC)**

The programme consists of modules that combine theoretical concepts, methodology and practical support in order to further develop, write and present the research proposal. This is the only course in the programme that is standardized and given annually.

Methodology seminars

Training courses on qualitative and quantitative methodology are an integrated part of the Basic Training Programme (module 4).

It is also possible for PhD's, who are not participating in the BTC, to participate in these seminars separately (without participation in the other modules of the BTC!)

B. **Thematic seminars**

Seminars organised around CERES research themes by partner institutions.

C. **General skills**

D. **Courses, offered by participating institutions**

The CERES Biennial conference/Summerschool offers a platform for PhD's to present research results and pick up on recent developments in the CERES research domain.

A. BASIC TRAINING COURSE (BTC)

With the exception of two separate days (Introduction day and Come-back day/Module 2) that are held at the University of Utrecht, and a two-day training in qualitative data analysis (part of Module 4) that is held in The Hague, each module will be hosted at a conference center with lodgings. So Module 1 (March), Module 3 (April), Module 4 (May) and Module 5 (June) will be held at conference center De Glind (Netherlands). Part of Module 4 will be at ISS, The Hague (see module 4). All participants are expected to stay at the location of de Glind during the modules and be present at all sessions.

Participation in the Methodology module (Module 4) is possible without participating in the other modules of the Basic Training Course.

Before the start of the course all participants are asked to send in a snapshot assignment.

Lecturers:	prof. Han van Dijk, dr. Lorraine Nencel, prof. Maarten Bavinck, prof. Peter van Bergeijk, in cooperation with other senior researchers	
Location:	Conference Center De Glind, Utrecht University and ISS, the Hague	
For:	PhD's cohort 2017	
Period:	March - April – May – June 2017	
Dates:	1 March 2017	Utrecht University
	13, 14, 15, 16 March 2017	Conference Center De Glind
	30 March 2017	Utrecht University
	10, 11, 12, 13 April 2017	Conference Center De Glind
	8, 9, 10, 11 May 2017	Conference Center De Glind
	and 15,16 and 17 May 2017	ISS, the Hague
	12, 13, 14 June 2017	Conference Center De Glind
ECTS:	Module 1, 2, 3, 4 and 5 (BTC together):	17,5 ECTS
	Module 4:	
	- A practical course on the methodology of fieldwork:	2 ECTS
	- Quantitative Methodology and Economics	2 ECTS
	- Qualitative data analysis for development research:	1,5 ECTS
	<i><u>(for this course in The Hague max. 20 participants!)</u></i>	

Objectives

- The course is aimed to increase the skills and knowledge required for writing a viable, implementable and academic research proposal.
- At the end of the course PhD's will have completed and presented their individual research proposal.

Goals

- CERES training program with its unique interdisciplinary approach offers PhD's the possibility to dive deeper into themes and issues associated with the thematic specializations of the CERES research school while simultaneously training them to choose and develop themes and subjects relevant to their own research proposal.
- To teach PhD's 'good practices' for writing a research proposal including:
 - The ability to present a concise problem statement
 - To transform theoretical passive knowledge into a theoretical framework
 - To write a structured text which presents the problem statement, research questions, theoretical concepts, methodology and methods in a logical order and in relation to each other
- The PhD's strengths and weakness are identified regarding issues concerning methodology and methods. Solutions are sought to resolve the problems encountered.
 - To develop a support network of cohorts which can be relied on throughout the PhD trajectory
 - To create a safe space for PhD's to creatively and critically discuss their research with peers and experts

Programme Basic Training Course (BTC)

The Basic Training Course (BTC) consists of an Introduction day, a Comeback day and three Modules. In Module 4, three short methodology courses are offered.

The programme allows the participation of PhD's who are in one of the stages of developing their proposal design, whether they are recently beginning, in the middle of development or at a stage of fine tuning.

During the modules there are several evening meetings which discuss more practical issues such as supervisor-candidate relationships, ethics, publishing, publication ethics, research integrity and more.

Introduction day (Utrecht)

1 March 2017

Introduction day CERES Basic Training Programme		
Location: Utrecht		
Date	Morning and Afternoon	Facilitators
March 1st	<p>This is the official beginning of the Basic Training Course and consists of the following:</p> <ul style="list-style-type: none"> • Brief introduction to the CERES Research School • Practical and Logistical information concerning the Basic Training Course • Exercises to get to know each other and the prospective research project • Exercise geared to strengthening the research problem statement 	<p>Lorraine Nencel Han van Dijk Peter van Bergeijk Maarten Bavinck</p>

Module 1: Know where you stand (De Glind)

13, 14, 15, 16 March 2017

Module 1 Basic Training: Know where you stand					
Location: De Glind					
For this module a special approach has been developed for PhD's to recognize their epistemological and ontological positions and how they relate to the theoretical concepts which will be used in the research design.					
Date	Morning	Afternoon	Evening	Objectives	Facilitators
March 13 th	Principles of epistemology and ontology and the importance for the research proposal	Key concepts in development studies (Governance, power, scale, gender, identity)	Han van Dijk: 'Publication ethics'	Morning: Deepen knowledge concerning ontology and epistemology.	Lorraine Nencel
				Afternoon: Become more acquainted with specific concept and how they can be used within the research proposal	Han van Dijk and Lorraine Nencel
March 14 th	Epistemology and quantum mechanics	Feminist Epistemologies	Ton Dietz: 'Relationship between PhD and supervisor'	To become acquainted with different epistemologies and how they influence	John Cameron
					Karin Siegmann

				your research proposal	
March 15th	Positioning exercise: researcher will position the upcoming research in four different domains: a. Epistemological position b. Scale c. Discipline(s) d. the degree of change as outcome (applied, intervention, knowledge for theory building, relevance for policy)	PhD's will write a short essay which describes their decisions, motivations and justification for their choices made in the morning. Short presentations will be made.		To make PhD's aware of their position regarding their research subject. To become aware of the consequences this has for their research proposal. To prepare the grounds to develop a problem statement/research question.	Han van Dijk and Lorraine Nencel
March 16th	Developing a problem statement	Developing research questions and conceptual map.		To develop a first draft with essential components for the research proposal.	Lorraine Nencel Han van Dijk and Lorraine Nencel

**Module 2: Come-back day_(Utrecht)
30 March 2017**

Comeback Day: Presentation of Research Question and Conceptual Map				
Location: Utrecht				
Date	Morning	Afternoon	Objectives	Facilitators
March 30 th	Presentation of research question and conceptual map	Presentation of research question and conceptual map	To help develop further the research proposal. Based on comments given by the PhD's and facilitators, the student will recognize the gaps, areas in need of improvement, etc.	Lorraine Nencel Han van Dijk Maarten Bavinck

Module 3: Methodology in relation to research proposal and knowledge production (de Glind)
10, 11, 12, 13 April 2017

Module 3: Methodology in relation to research proposal and knowledge production Location: De Glind Emphasis is placed on the relationship between research strategy, research design, methodology and the theoretical framework. The PhD's will be given exercises to help formulate their strategies for their own research proposal.					
Date	Morning	Afternoon	Evening	Objectives	Facilitators
April 10th	General Introduction to the relationship of methodology with research question.	Variables as mini theories	Marja Spierenburg: 'How multi-stakeholder is your research? Power relations in the field.'	Morning: To make the relationship clear between the research question, methodology/methods and different types of knowledge	Lorraine Nencel
					Han van Dijk
April 11th	Mixed Methods Day	Other examples of mixed methods Exercise on mixed methods and research proposal.		To give insight into the different ways mixed methods is applied and the consequences for the research proposal	Han van Dijk and Lorraine Nencel
April 12th	Participatory Methods/ Ethnography	Validity: What types of validity are needed for your research project? How is this achieved.		Basic principles of the different methods and consequences for the research proposal	Lorraine Nencel
					Han van Dijk
April 13th	Exercise: Operationalisation of research questions using Mason's chart.	Presentation of the charts.		To develop the methodological section of the research proposal in relation to the questions, the people and the type of knowledge needed.	Han van Dijk and Lorraine Nencel

Module 4: Qualitative and Quantitative Analysis (de Glind and The Hague)
8, 9, 10, 11 May 2017 at Conference Center de Glind
15, 16 and 17 May 2017, at ISS, The Hague

This methodology training consists of:

- I *Quantitative methodology and economics*
- II *A practical course on the methodology of fieldwork*
- III *Qualitative data analysis for development research (max. 20 participants)*

The module will take place partly at de Glind, partly in the Hague.

Lecturers: prof. Peter van Bergeijk, dr. John Cameron, dr. Georgina Gomez, dr. Matthias Rieger, dr. Karin Astrid Siegmann, Sofia Trommlerova

Location: Conference Center de Glind and ISS The Hague

For: PhD's cohort 2017 and earlier

ECTS: I Quantitative methodology and economics 2 ECTS
 II A practical course on the methodology of fieldwork 2 ECTS
 III Qualitative data analysis for development research 1,5 ECTS

Registration: Open to all PhD's from CERES and other related research institutes, PhD's need to register as soon as possible att. Anila Peri, CERES (ceres@uu.nl)

PhD's who are participating in the BTC, do not have to register separately for this module, they are expected to be present.

Module 4: Methodology in relation to research proposal and knowledge production	
Location: De Glind and ISS, The Hague	
Module 4 of the Basic Training Course touches briefly on the consequences of your methodological choices in relation to your research (proposal). Three <u>short methodology courses</u> are offered, aimed at providing deeper insight into qualitative and/or quantitative methodology. The course is furthermore recommended for PhD's who will be using one of the methodologies in their research for the first time and need to develop their knowledge further. All courses are aimed to teach methodology in relation to the student's research being conducted.	
Programme Qualitative and Quantitative Analysis	
May 8th (Glind)	I Quantitative Methodology and Economics (day 1)
10.00 – 13.00	Dr. Matthias Rieger: <i>Playing games in the field</i>
	This session shows how to use experimental economics in the field. The first part of the session provides an overview of standard games (e.g. trust, public good, risk, discount games) and how they have been applied in areas ranging from microfinance, community-driven development to conflict. The second, more practical part of the session focuses on how to adapt and implement protocols in the field. Participants will also have fun by playing some of the games themselves
	<i>Literature</i> <ul style="list-style-type: none"> - Attanasio, O., L. Pellerano, and S. P. Reyes (2009): "Building Trust? Conditional Cash Transfer Programmes and Social Capital," <i>Fiscal Studies</i>, 30(2), 139–177. - Balafoutas, I. et al (2013): "What drives taxi drivers? A field experiment on fraud in a market for credence goods," <i>Review of Economic Studies</i>, 80: 876-891." - Barr, A., and P. Serneels (2009): "Reciprocity in the workplace," <i>Experimental Economics</i>, 12(1), 99–112. - Cardenas, J. C., and J. Carpenter (2008): "Behavioural Development Economics: Lessons from Field Labs in the Developing World," <i>Journal of Development Studies</i>, 44, 337-364. - Fearon, J. D., M. Humphreys, and J. M. Weinstein (2009): "Can Development Aid Contribute to Social Cohesion after Civil War? Evidence from a Field Experiment in Post-Conflict Liberia," <i>American Economic Review</i>, 99(2), 287–291. - Gilligan, M. J., B. J. Pasquale, and C. Sami (2014): "Civil War and Social Capital: Behavioral-Game Evidence from Nepal," <i>American Journal of Political Science</i>,

	<p>58(3),</p> <ul style="list-style-type: none"> - 604–619. - Henrich et al. (2004): <i>Foundations of Human Sociality: Economic Experiments and Ethnographic Evidence from Fifteen Small-Scale Societies</i>, Oxford University Press. - Karlan, D. S. (2005): "Using Experimental Economics to Measure Social Capital and Predict Financial Decisions," <i>American Economic Review</i>, 95(5), 1688–1699. - Nguyen, T. C. , and M.Rieger (2014): "Community-Driven Development and Social Capital, Evidence from Morocco," Max Weber Programme Working Papers 2014/02, European University Institute, Florence. http://cadmus.eui.eu/handle/1814/31037 - Rieger, M. and R.Mata, R. (in press). On the generality of age differences in social and non-social decision making. <i>Journals of Gerontology: Psychological Science</i>. - Schechter, L. (2007): "Traditional Trust Measurement and the Risk Compound: An Experiment in Rural Paraguay," <i>Journal of Economic Behavior and Organization</i>, 62(2),272–292.
14.00-17.00	<p>Sofia Trommlerova: <i>Introduction to Quantitative Impact Evaluation Methods</i></p> <p>This lecture will feature quantitative methods that are routinely used in economics to evaluate causal impacts of policy programs or interventions. The methods include randomized controlled trials, difference-in-differences, regression discontinuity design, matching, and instrumental variables.</p> <p><i>Literature</i></p> <ul style="list-style-type: none"> - As a reference or as a pre-reading material, students can refer to handbook "Impact Evaluation in Practice" published by The World Bank. The book can be downloaded at "https://siteresources.worldbank.org/EXTHDOFFICE/Resources/5485726-1295455628620/Impact_Evaluation_in_Practice.pdf".
Evening programme	Prof. Peter van Bergeijk: 'Publication strategies'
May 9th (Glind)	I Quantitative Methodology and Economics (day 2)
10.00 – 13.00	<p>Prof. Peter van Bergeijk: <i>Quantitative and Qualitative Research</i></p> <p>This lecture discusses the merits of (combining) quantitative and qualitative research and methods to synthesize research including traditional narrative review of literature, triangulation and meta-analysis. I will also pay attention to conventional and nonconventional methods to report research findings. We will deal with data collection and reliability. I discuss the stages of quantitative research and the 7 things nobody probably tells you about research. Most importantly we will be involved with worst practices (the Do Not's that you will always regret...)</p> <p><i>Literature</i></p> <ul style="list-style-type: none"> - R. Burke Johnson and Anthony J. Onwuegbuzie EDUCATIONAL RESEARCHER 2004 33: 14, Mixed Methods Research: A Research Paradigm Whose Time Has Come - Lisa A. Guion, David C. Diehl, and Debra McDonald (2011) Triangulation: Establishing the Validity of Qualitative Studies U of Florida IFAS FCS6014 - A. Bryman Integrating quantitative and qualitative research: how is it > done? <i>Qualitative research</i>, 2006 - qrj.sagepub.comhttp://www.socsci.uci.edu/ssarc/sshonors/webdocs/Integratingqualandquant.pdf - Stanley, Tom D. "Wheat from chaff: Meta-analysis as quantitative literature review." <i>The Journal of Economic Perspectives</i> 15.3 (2001): 131-150.
May 10th (Glind)	II A practical course on the methodology of fieldwork (day 1)
10.00 – 17.00	Dr. John Cameron: <i>A practical course on the methodology of fieldwork</i>

	<p>In this course various aspects of ethnographic fieldwork are discussed and applied to concrete research projects. Attention is given to the process of building contacts in the field, conducting interviews and recording data. The course highlights the many steps in selecting knowledge from a multifocal discourse.</p> <p>The method of fieldwork entails adaptation and empathy, learning a new language and discourse, using techniques of taking notes, mapping, census taking and skills of interviewing and observation. This course deals with the complex process of becoming familiar with a new cultural world, and the techniques that are available to come to grips with processes of culture.</p> <p>Each session of the course consists of two parts:</p> <p>A. discussion of the suggested literature</p> <p>B. discussion of practical issues and individual research projects of participants.</p> <p>We expect of all participants:</p> <ul style="list-style-type: none"> ◦ to have knowledge of the most important research strategies in the social science (at least survey and ethnography) ◦ to have knowledge of qualitative analysis (at least 'grounded theory) ◦ experience with qualitative interviewing ◦ experience with participating observation ◦ That they plan to apply participating observation and qualitative interviewing in the planned research project
	Literature will be announced
May 11th (Glind)	II A practical course on the methodology of fieldwork (day 2)
10.00 – 17.00	Dr. John Cameron: <i>A practical course on the methodology of fieldwork</i>
	See above
May 15th (The Hague)	III Qualitative data analysis for development research (day 1)
	Dr. Karin Astrid Siegmann: <i>Qualitative data analysis for development research</i>
	<p><i>Contents and learning objectives</i></p> <p>Development researchers commonly return from their fieldwork with exciting new information. Often, however, they lack the skills to adequately deal with this data in order to translate them into analytical insights and provide focused and in-depth answers to their research questions. This course shows how computer support may enhance the transparency, efficiency, complexity and creativity of qualitative data analysis. It offers an introduction to qualitative data analysis with the software atlas.ti. Besides, it gives an overview over selected theoretical approaches and strategies to data analysis in the social sciences. It emphasizes that computer support is compatible with a range of methodologies for qualitative data analysis.</p> <p>At the end of the course, participants will:</p> <ul style="list-style-type: none"> • know and successfully undertake main steps in qualitative data analysis with atlas.ti, and • know three methodologies for qualitative data analysis that have been influential in development studies (grounded theory, discourse analysis, content analysis). <p><i>Requirements</i></p> <ul style="list-style-type: none"> • Familiarity with main techniques for qualitative data generation is required from all participants. They have preferably started fieldwork related to their doctoral research. • Participants should bring along some primary data that they would be interested to analyse. This might be field notes, an interview transcript or a file containing a policy document (preferably saved as a rich text format (.rtf) or .pdf file). • This course builds on the CERES methodology seminar "A practical course on the

	<p>methodology of fieldwork". It is therefore recommended to participate in both trainings.</p> <p><i>Literature</i></p> <ul style="list-style-type: none"> - Flick, U. (2009) <i>An Introduction to Qualitative Research</i>. London: Sage Publications Ltd., chapters 23-27 and 31. - Forester, J. (2012) 'Learning to Improve Practice: Lessons from Practice Stories and Practitioners' Own Discourse Analyses (Or Why Only the Loons show Up)', <i>Planning Theory & Practice</i> 13(1): 11-26. - Friese, S. (2012) <i>Qualitative Data Analysis with ATLAS. Ti</i>. London: Sage Publications Limited. - Friese, S. (2012) 'ATLAS.ti 7 Quick Tour', Berlin: ATLAS.ti Scientific Software Development GmbH, http://www.atlasti.com/uploads/media/QuickTour_a7_en.pdf. - Gibbs, G.R. (2008) <i>Analysing Qualitative Data</i>. Vol. 6. London: Sage Publications Limited (chapter 4 'Thematic Coding and Categorizing'). - Leavy, P.L. (2007) 'The Feminist Practice of Content Analysis', in S. N. Hesse-Biber and P. L. Leavy (eds) <i>Feminist Research Practice</i>. London: Sage Publications Ltd, pp. 223-248. - Lempert, L.B. (2007) 'Asking Questions of the Data: Memo Writing in the Grounded Theory Tradition', in A. Bryant and K. Charmaz (eds) <i>The Sage Handbook of Grounded Theory</i>. London: Sage Publications Ltd, pp. 245-264. - Lewins, A. and C. Silver (2007) <i>Using Software in Qualitative Research: A Step-by-Step Guide</i>. London: Sage Publications Ltd, pp. 81-226. - Maxwell, J.A. and B.A. Miller (2008) 'Categorizing and Connecting Strategies in Qualitative Data Analysis', in S. N. Hesse-Biber and P. Leavy (eds) <i>Handbook of Emergent Methods</i>. New York: The Guilford Press, pp. 461-477. - Richards, L. (2005) <i>Handling Qualitative Data</i>. Thousand Oaks: Sage, pp. 85-103. - Roldán, K.S. de (2012) 'Social Exclusion, Social Cohesion: Defining Narratives for Development in Latin America', <i>Journal of International Development</i> 24(6): 728-744. - Ryan, G.W. and H.R. Bernard (2003) 'Techniques to Identify Themes', <i>Field Methods</i> 15(1): 85-109
May 16th (The Hague)	III Qualitative data analysis for development research (day 2)
10.00-17.00	Dr. Karin Astrid Siegmann: <i>Qualitative data analysis for development research</i>
	See above
May 17th (The Hague)	I Quantitative Methodology and Economics (day 3)
	Dr. Georgina Gomez: <i>The ontology of money</i>
	In this session the ontology of money will be discussed in order to introduce alternative approaches to money and complementary currency systems.
	<p><i>Literature:</i></p> <ul style="list-style-type: none"> - Smithin, J. (2016). "Some puzzles about money, finance and the monetary circuit." <i>Cambridge Journal of Economics</i> 40(5): 1259-1274. - Gómez, G. M. and P. Dini (2016). "Making sense of a crank case: monetary diversity in Argentina (1999-2003)." <i>Cambridge Journal of Economics</i> 40(5): 1421-1437. - Blanc, J. r. m. (2016). "Unpacking monetary complementarity and competition: a conceptual framework." <i>Cambridge Journal of Economics</i>.

Module 5: Presentation Tutorials (de Glind): 12, 13, 14, June 2017

	Module 5: Presentation Tutorials Location: De Glind The presentation tutorials are the final part of the BTC and offer PhD's an important first opportunity to present and discuss their projects and receive comments and suggestions on their research design and focus.			
Date	Morning and Afternoon	Evening	Objectives	Facilitators
June 12th	This part of the course deals with technical as well as communicative aspects of giving a research presentation: determining your goals, tailoring your presentation to a specific audience, planning content & structure, preparing visual aids, dealing with intercultural issues, and keeping control of your nerves. You will be given ample opportunity to practice and will receive feedback from other participants as well as the instructor. Tips & tricks for improving your spoken English will be included when relevant.		To train your presentation skills in various aspects.	Judith 't Gilde
June 13th	The last two days of the Basic Training Course are used for presentations. These tutorials focus on learning how to make a presentation and to discuss and criticise research proposals presented by PhD's. Comments will be given by peer reviews, audience and facilitators and senior researchers. For each presentation a second reader and a chairperson are appointed.	Farewell party	* explain, as clearly as possible, to what extent the candidate is familiar with the own research subject at this stage of the training; * become aware of and discuss the own weak and strong points by presenting their own research to a critical audience of fellow PhD's and senior researchers; * broaden the perspective regarding their own research area through confrontations with other conceptual plans, models and methods.	Han van Dijk and Lorraine Nencel Peter Bergeijk Marja Spierenburg Maarten Bavinck
June 14th	<i>For a more comprehensive description of the procedure see appendix A.</i> A schedule for the tutorials will be send to all participants well before the start.			

B. THEMATIC SEMINARS

The CERES mailing list regularly sends around announcements from our members concerning master classes, guest lectures and seminars. CERES PhD's are able to attend these events often at reduced rates. This coming year plans are in the making for a CERES Master Class. Topic, facilitator and further details will be announced at a later stage. Not only first year PhD's are invited, but also those who are in a later stage of their PhD trajectory and senior researchers that are involved in the specific theme. CERES offers the possibility to invite (inter)national experts to these meetings. The working method of the seminars can be different.

The number of ECTS PhD's will receive for participating depends on the intensity of then working mode of the seminar and the intensity of participation (with or without paper presentation).

More information on contents and logistics of the seminars in 2017 will be announced (also on CERES website) as soon as available.

C. GENERAL SKILLS, OFFERED BY THE VARIOUS INSTITUTIONS

General skills at the institutions

PhD's can opt for training facilities at the member institutions of CERES. The focus is on the training of both oral and writing skills at a scientific level (for example: presentation and preparation of papers; writing a research application; writing scientific texts; writing academic English).

These courses, offered by the member institutions will be announced during the year. Please contact your local secretariat or Graduate School for possibilities.

Don't forget to regularly consult the CERES website: <http://ceres.fss.uu.nl/>
Phone.: 030-253 4834/ 030-2534815; E-mail: ceres@uu.nl or I.I.s.vantoledo@uu.nl

D. COURSES, SEMINARS, MINI-CONFERENCES AND WORKSHOPS OFFERED BY CERES RESEARCH GROUPS OR BY THE MEMBER INSTITUTIONS

Optional modules and/or tutorials (offered by CERES, participating institutions or other institutions), chosen in accordance to the individual PhD's specific requirements and experience. These activities will be announced separately during the year.

CERES BIENNIUAL CONFERENCE/SUMMERSCHOOL

CERES organizes a Summerschool at one of the member institutions every two year, with key note speakers and thematic panels. Its aim is to bring junior and senior researchers together to become acquainted with each other's work. Participation in these conferences is open for and recommended to all CERES PhD's.

For PhD's and other junior researchers, the Summerschool offers a positive non-threatening platform to present your work to peers and colleagues. For those who have just finished the Basic Training Module the possibility exists to participate in a poster session. Within the framework of the training programme, PhD's are expected to give a paper at least once during their training period.

Summerschool 2017

Theme: *Engaging with the Sustainable Development Goals (SDG): Gaps, Opportunities and Challenges*

Date: 22 June 2017

Location: Utrecht

APPENDIX A

Module 5 BTC: Presentation tutorials

The tutorials (Module 5 BTC) are held in June at conference centre De Glind, Postweg 65, 3794 MK De Glind. We expect you to attend all sessions.

For each presentation a second reader and chairman are appointed. It is the intention that every presentation lasts about 30 minutes.

The text must be prepared well and should be at the disposal of the second reader, chair and lecturers at least three days before the presentation. An excerpt from the presentation should be sent to all participants in advance. The texts can be sent through the secretariat of CERES.

After the presentation there is a short break, after which the second reader has about 10-15 minutes to ask questions. This is followed by a general discussion.

At the end of every meeting there will be an evaluation of the presentations of the day. The final assessment of every PhD comprises the evaluation of the presentation, the second reader, the chairmanship and the participation.

Various aims and tasks can be formulated with respect to the various 'roles' every person has in these seminars.

1. Speaker

- Presenting an overall picture of one's own research within a limited time.
- Learning to deal with critical and informative questions.
- Being able to recognise what is unique about one's own discipline and being able to present its specific methodologies.

2. Second reader

- Stimulating a thorough defence of the presentation; commenting on the sources of the speaker; indicating the strong and weak points (both with respect to the content of the lecture and the manner of presentation).
- Posing penetrating, well-reasoned questions to the speaker, e.g. about: coherence (good match between theory and methods); where can the proposal be improved; are the questions and sub questions clear and related to each other; is the project doable (practically, ethically and financially).

3. Chair

- Opening and concluding the meeting.
- Introducing oneself, the speaker and welcoming the public.
- Introducing the subject.
- Monitoring the procedures as regards the public, the length of the lecture, the length of the questions of the second reader, the contribution of the promoter, the response of the auditors.

4. Auditors

- Critically assessing both the form and content of the lecture; offering criticism, advice and support.
- Learning to pose questions, learning to criticise and give compliments in public.
- Bringing assumptions, methodology and plausibility of the lecture up for discussion.

Assessment criteria

The assessment will take place on the basis of the following criteria:

a) Speaker

- The structure and nature of the lecture (interesting and inspiring; a good introduction, a uniform structure, adequately supported by examples, analogies, models, etc; adequately formulated summary and conclusion).
- The nature and level of the presentation (clear definition of the problem, approach, tenor, why the study is relevant and therefore should be carried out); a lively and clear presentation).
- The use of language (as little jargon as possible).
- The use of visual media (well-integrated and expressive use).
- The ability to have control over oneself during 'question time' and being able to state something convincingly, coherently and 'to the point'.
- The ability to accept criticism and handle it.

b) Second reader

- The nature and level of the reaction (critically approaching the lecture in a constructive manner and hereby forcing the speaker to defend him-/herself).
- The level of the posed questions (well-prepared and well-thought out questions, which focus the attention of the auditors on the weak and strong points in the lecture, or offer a new, original view on the problem).

c) Chair

- Nature and the level of the management of the meeting (dealing with unexpected matters in a flexible manner, having the ability to cope with chaotic situations, being able to restore order and structure the procedures).

d) Auditors

- Nature and level of the participation (the ability to criticise and assess the presentation, the ability to formulate the correct questions, the ability to offer support and advice).

The schedule will be sent to the PhD's well in advance of the seminars.

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