

Women of Science & Tech: Research, Resolve, Revolution

*Visions and proposals for a gender inclusive and
intersectional Science and Technology Research,
Policy & Education*



Friday, 14 February 2025
14:00 - 19:30 CET



Learning Planet Institute,
8 bis rue Charles V, 75004
Paris



MEDNIGHT

European
Interdisciplinary Union



Ecole Universitaire de Recherche
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The University of Dublin



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2:00 - 4:00 PM Seminar and Workshop

- Interactive Seminar on *Blocking Toxic Speech Online* by Prof. Biancamaria Cepollaro, Università Vita-Salute San Raffaele (UniSR).
- A [double loop learning and design thinking workshop](#) about Gender Inclusive Analysis in Research, Master Suppression Techniques (Ås, Berit. 2004) and Counter Strategies by Andrea Giraldo Sevilla, Research Manager at the Citizen Science Team (Research Unit of Learning Transitions (UR-LT) at the LPI and CYU).

For more information about this session: [here](#).



6:00 PM Welcome and Introduction

- **François Taddéi**, President of Learning Planet Institute (LPI)
- **Corinne Portioli**, Vice Chair of Marie Curie Alumni Association (MCAA)
- **Francesca Foliti**, Agency for the Promotion of European Research (APRE), Project Leader of PATTERN Open Research
- **Giulia Rizzo**, Chair of MCAA France and Representant of MEDNIGHT project

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6:30 PM Roundtable on Bridging the Gaps and Opportunities to advance training in Gender and Inclusion in Research and Education

Moderator: [Camille Gaulon](#), FIRE doctoral school pedagogical & scientific coordinator

Roundtable panellists:

- [Andrea Giraldo Sevilla](#), Research Manager at the LPI Research Unit on Learning Transitions' Citizen Science Team
- [Caroline Nyaga](#), Founder of Women in STEAM initiative and Teacher Trainer at Digital Education Africa Network
- [Fernanda Bajanca](#), Clinical Research Manager at CHU Toulouse
- [Lucile Alexandre](#), MSCA Postdoctoral Researcher at Université Paris Cité
- [Una McCarthy-Fakhry](#), Senior Project Officer, Section of Education for Inclusion and Gender Equality at UNESCO Headquarters, Paris



7:00 PM Roundtable on How to link Gender and Inclusion in Tech and Science Policies towards Societal Challenges

Moderator: [Asya Salnikova](#), Science Officer at the European Science Foundation

Roundtable panellists:

- [Lora Gailly](#), Associate Project Officer of the UNESCO Call to Action "Closing the Gender Gap in Science", Science, Technology and Innovation Policy Section of UNESCO Headquarters
- [Kave Bulambo](#), Founder of BlackinTechBerlin and TalentDiverse
- [Ariane A. Corradi](#), Assistant Professor of Psychology at the Federal University of Minas Gerais, Brazil, and Founder of ACorradi Consulting
- [Radenka Krsmanovic Whiffen](#), Founding Chair of the MCAA Western Balkans Chapter



7:30 PM Networking Cocktail, Interactive activity with ClaudeAI and Exhibition: Les Marie Curie de la Méditerranée

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Women of Science & Tech: Research, Resolve, Revolution

Visions and proposals for a gender inclusive and intersectional Science and Technology Research, Policy & Education

Background

Gender equality is one of the main ambitions of each of the 17 Sustainable Development Goals 2030 Agenda, as well as a priority target with a dedicated goal (SDG 5)¹. However, with less than 10 years to go until 2030, no country has yet achieved gender equality and significant challenges remain to be addressed:

The rapid growth in Science, Technology, Engineering, and Mathematics (STEM) jobs and digital technologies are acting as catalysts for accelerating social changes such as bridging the digital divide and the development of inclusive knowledge societies (World Economic Forum, 2024). Still, the promotion of economic growth through the incorporation of fast growing technologies without prior reflections on ethical implications, system bias², unconscious bias³, representativeness and the inclusive development of STEM -including digital technologies and AI- is damaging and pushing women⁴ along with men and women from minority groups and in vulnerable situations out of STEM careers and the labour market⁵.

Scientific metaphors such as the Leaky pipeline, the Sticky floor or the Scissor effect, among others, illustrate different types of gaps, which begin in an education system

¹ The gender approach was incorporated in a transversal and sectoral way in the 17 SDGs as well as in the SDG5: "Achieve gender equality and the empowerment of all women and girls" (for more information [here](#)).

² Eaton, A.A., Saunders, J.F., Jacobson, R.K. *et al.* How Gender and Race Stereotypes Impact the Advancement of Scholars in STEM: Professors' Biased Evaluations of Physics and Biology Post-Doctoral Candidates

³ McCormick-Huhn, K., Kim, L. M., & Shields, S. A. (2020). Unconscious bias interventions for business: An initial test of WAGES-Business (Workshop Activity for Gender Equity Simulation) and Google's "re: Work" trainings. *Analyses of Social Issues and Public Policy*, 20(1), 26-65.

⁴ Salazar-Xirinachs, Nübler y Kozul-Wright, *Transforming Economies: Making industrial policy work for growth, jobs and development* (2014)

⁵ Lauren Pasquarella Daley, [Trend Brief: AI and Gender Bias](#) (Catalyst, March 12, 2019); Sophia Ahn and Amelia Costigan, [Trend Brief: How AI Reinforces Gender Stereotypes](#)

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fueled by stereotypes and expectations about "women work"⁶ or the role of women in society. Furthermore, despite the educational outcomes and performance of children throughout primary and secondary education, men are the vast majority of students pursuing STEM (Science, Technology, Engineering and Mathematics) careers in Technical Vocational Education and Training (TVET) and higher education⁷.

When it comes to Technology or Scientific fields such as biology, where girls and women represent the majority or there is a parity between men and women in terms of graduates, the gap gets wider in the labour market: there are studies that associates these gaps to male-dominated working culture with high rates of discrimination and women isolation⁸ or the salary gaps in which women they are paid less than their male coworkers⁹.

Although these problems present variabilities that depend on the context, it is a widespread challenge that is observed globally¹⁰ and there is very little data at a global scale or even at national level to show the magnitude of these disparities.

Event objectives

- Inspire younger generations, highlight the cultural richness and scientific talent of the Mediterranean region, and increase the visibility of women in science and research.
- Provide a middle ground of constructive exchange among Research, Education and Policymaking along with existing methodologies and flagship projects and initiatives.

⁶ Michela Carlana, "Implicit Stereotypes: Evidence from Teachers' Gender Bias," The Quarterly Journal of Economics, vol. 134, no. 3 (August 2019): p. 1163-1224.

⁷ OECD, "Why Don't More Girls Choose to Pursue a Science Career?" PISA in Focus, No. 93 (2019).

⁸ Cary Funk and Kim Parker, [Women and Men in STEM Often at Odds Over Workplace Equity](#) (Pew Research Center, January 2018)

⁹ Cary Funk and Kim Parker, [Women and Men in STEM Often at Odds Over Workplace Equity](#) (Pew Research Center, January 2018)

¹⁰ Bello, Alessandro (2020). Women in Science, Technology, Engineering and Mathematics in Latin America and the Caribbean. Montevideo: UN Women, United Nations Entity for Gender Equality and the Economic Empowerment of Women.

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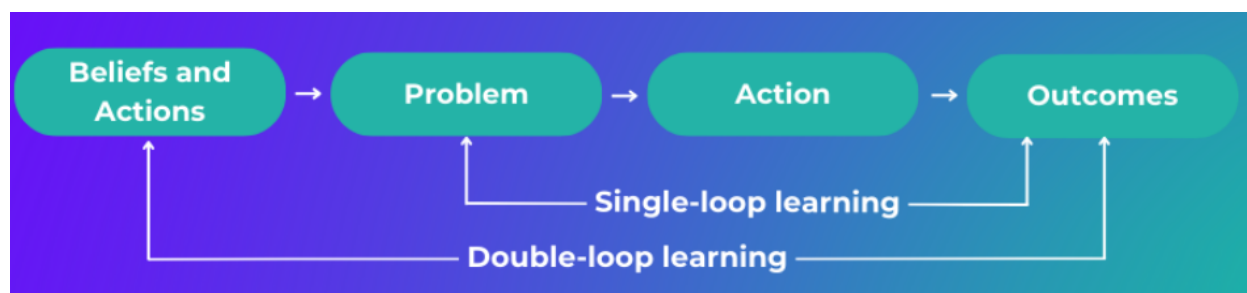


- Link Research, Education and Policy towards an intergenerational and interdisciplinary discussion on gaps, needs and opportunities identified by the PATTERN Open Research project and MEDNIGHT's activities.
- Showcase upcoming learning and research opportunities promoted by PATTERN Open Research and the MEDNIGHT project.

Target audience and participants

This event is open to students from Secondary Education to postgraduate degrees, Researchers at all stages of their career (from PhD fellows to Senior Researchers), practitioners and policymakers interested or working in these topics and ready to exchange about their visions and proposals for a gender-inclusive and intersectional research, education and policy.

Methodology



Source: Double-loop learning (Eberle & Childress, 2005, as shown in Eberle, 2009)

Using a pedagogical approach inspired by "[double loop learning](#)" (Eberle and Childress, 2005), the workshop combines a presentation about "Blocking Toxic Speech Online" by Prof. Biancamaria Cepollaro, Università Vita-Salute San Raffaele (UniSR) and a co-design workshop, focused about Gender Inclusive Analysis in Research, Master Suppression Techniques (Ås, Berit. 2004) and Counter Strategies by Andrea Giraldo Sevilla, Research Manager at the Citizen Science Team (Research Unit of Learning Transitions (UR-LT) at the LPI and CYU).

We will explore how to identify Confirmation Techniques that could allow us to verify how to respond to power systems in practice based on the literature and experience of the participants.

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Roundtable on Bridging the Gaps and Opportunities to advance training in Gender and Inclusion in Research and Education

The roundtables will follow the pedagogical approach but focusing more on providing specific outcomes from the specialists and bringing an open exchange with the public.

This roundtable will explore gender responsive pedagogies and modern teaching approaches at school level, and how these could strengthen the pipeline of those choosing STEM at higher level as well as feedback on training in Higher education promoting Women in Science. How to raise awareness at different education levels, especially when "there is no problem happening" and no data evidence as well as specific methods created to respond to the gaps in terms of resources, data, awareness and pedagogies.

Roundtable on on how to link Gender and Inclusion in Research, Education and Policy towards Societal Challenges

The roundtable will discuss beyond simple gender balance in scientific teams and other statistical observations: what are other ways to contextualize gender equality in science policy and research environment and how does gender equality intersect with other RRI pillars (ethics, public engagement, etc).

Besides, the role of women scientists associations and networks in the creation of gender equality policies is of high importance but how to ensure an effective collaboration between scientists and science policy makers?

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Learning Planet Institute (LPI)

Since 2006, the Learning Planet Institute has been dedicated to reinventing learning for all ages (lifelong learning) through collective intelligence in order to build sustainable & inclusive learning societies able to rise to the complex challenges we face. The Institute's mission is to explore, experiment and share new ways of learning and cooperating in order to respond to the needs of the youth and the planet. By encouraging and disseminating a culture, methods and tools for empowerment, it transforms organisations. Ultimately, it leads communities and supports "Learning Planetizens" to take care of themselves, others and the planet.

To achieve its goals, the Learning Planet Institute creates research and educational programmes based on interdisciplinarity, diversity and initiative. This relies on the synergies between its activities: R&D, Education, International Alliance, Transformation of Organisations and Digital Ecosystems.

PATTERN Open Research Course on Gender non discrimination and inclusion in Research (GNI)

PATTERN Open Research is an Horizon Europe funded project for research and innovation. Its aim is to promote the practice of Open Responsible Research and Innovation (RRI) by developing and piloting training activities for researchers (within and beyond Academia) at all stages of their career. In this framework, the course of "Gender, non discrimination and inclusion in Research (GNI)" has been designed to respond to Open RRI and existent societal issues.

This course has been developed on the basis of the qualitative assessment of more than 700 resources (existing courses and learning material) ([here](#)) along with the mapping of the policy landscape for learning opportunities for researchers on open and responsible research and innovation in European, National and Institutional policies in the 13 countries involved in the PATTERN Project ([here](#)).

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MSCA

The [Marie Skłodowska-Curie Actions](#) (MSCA) support excellent research and innovation while equipping researchers at all career stages with new knowledge and skills. This is achieved through cross-border mobility and exposure to diverse sectors and disciplines. Part of Horizon Europe, the MSCA strengthens Europe's research and innovation capacity by investing in the long-term careers of outstanding researchers. The MSCA also funds the development of training programs for researchers, and collaborative research projects worldwide, through 5 main actions: Doctoral Networks, Postdoctoral Fellowships, Staff Exchanges, COFUND, and MSCA and Citizens. This contributes to the structural development of higher education institutions, research centres, and non-academic organisations. By promoting excellence, the MSCA establishes benchmarks for high-quality researcher education and training, aligned with the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. The European Research Executive Agency (REA) manages the MSCA on behalf of the European Commission.

MEDNIGHT

[MEDNIGHT](#) is a pioneering initiative highlighting the Mediterranean region's shared scientific and cultural heritage. Supported by the European Union's Horizon Europe, under the MSCA&Citizens program, MEDNIGHT unites researchers, educators, policymakers, young students, and the general public in several Mediterranean countries, showcasing science's transformative power in addressing regional and global challenges. MEDNIGHT's activities span seven thematic areas closely tied to the Mediterranean identity and aligned with Sustainable Development Goals (SDGs). These include History and Heritage, Life and Health, Diet and Nutrition, Sea and Pollution, Climate and Clean Energy, Geology and Biodiversity, and Technology and Future.

A core focus of MEDNIGHT is gender equity. By celebrating the achievements of female researchers and emphasizing their contributions, MEDNIGHT challenges traditional stereotypes and inspires a new generation of women in STEAM with activities like "The Marie Curies of the Mediterranean" exhibition.

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About the Speakers



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Corinne Portioli

Biotechnologist by training with a **PhD in Neuroscience**, after a first postdoc, Corinne Portioli got an **MSCA-IF** (Global Fellowship, 2019-2021) **between the US** (Baylor College of Medicine, Houston) **and Italy** (Italian institute of Technology, Genoa), on a project focused on structure and function characterization of a key membrane protein involved in different brain disorders.

After that, she has been a **MSCA-COFUND researcher** (2021-2024) at the Italian Institute of Technology in Genoa, **joining the project MINDED** investigating new drug delivery systems to tackle neurodevelopmental disorders.

MCAA member since 2020, she has been elected in 2022 as **Board member and Secretary** and in 2024 as **MCAA Board Vice-Chair**. Since 2020 she actively participated to activities in the **Italy Chapter and North America Chapter**, where **she has been also Board member**.



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Francesca Foliti

Francesca Foliti is a **Research & Innovation Project Manager at APRE**, the Agency for the Promotion of European Research. She contributes to the **implementation of Horizon Europe projects** and to proposals development with a focus on emerging enabling technologies, civil security for society, and Open RRI. She brings an academic background in **International Security Studies** at the University of Perugia, Italy, and previous experience in **Business Intelligence, European Affairs, and International Cooperation** to her work.



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François Taddei

François Taddei is the **Founder and President of the Learning Planet Institute** (formerly Center for Interdisciplinary Researches – CRI). He is an **internationally renowned researcher in evolutionary systems biology** who now devotes his time to the learning and teaching sciences.

François Taddei advocates for large-scale collaboration to build – with the support, notably, of **UNESCO** and the **United Nations University** (UNU) – a learning planet and the development of learning communities working together to find sustainable solutions in the Education and Health sectors, as well as in the achievement of the Sustainable Development Goals (SDGs).

François Taddei has also benefited from **Research Chairs funded by Orange and Axa**, and by Foundations such as the **Bettencourt Schueller Foundation**. Since 2014, he has also been **co-director of the UNESCO “Learning Sciences” Chair**, attached to Université Paris Cité, which aims to promote an integrated system of research, training, information and documentation activities in the field of educational sciences, Research and foresight in Education.



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Giulia Rizzo

Giulia Rizzo studied **physics engineering** and earned her **Bachelor's and Master's degrees from the Polytechnic of Turin in Italy**. After gaining experience in **nanotechnology at the Houston Methodist Research Institute in the USA**, she completed her **industrial PhD at Valotec and the CNRS laboratory C2N in Paris** as part of the MSCA Doctoral Network program. She developed a system for wirelessly charging active implantable medical devices using electromagnetic induction. Thanks to the MSCA fellowship, she had the opportunity to spend **several months abroad as a visiting researcher at Oslo University Hospital in Norway and Ovesco in Germany**.

She then continued her career at **Valotec** for another two years as an **R&D System Engineer**, focusing on sustainable energy solutions for medical devices. In 2022, she began a **postdoctoral project** between the **INSERM laboratory Physics for Medicine and the French startup Vitruvens**. For this project, she developed a system to wirelessly charge implantable medical devices using ultrasound. In parallel, she is actively involved in the **Marie Curie Alumni Association (MCAA) as Chair of the France Chapter** and as a **Project Assistant** for the **European project MEDNIGHT**. Through these roles, she supports science, researchers, and education by organizing science communication activities, career development events, and science policy initiatives.



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Camille Gaulon

Camille Gaulon is a **PhD in physics, specialized in acoustics**. After the thesis, she was willing to pursue a professional path related to the thrilling research environment, but not necessarily being a researcher herself. She joined the **FIRE - Frontiers of Innovation in Research and Education - doctoral school** in 2019 and since then she keeps supporting the PhD students from the scientific and pedagogical perspective.

Equity and inclusion are core values of this doctoral program, welcoming women and men young researchers from diverse backgrounds, in a highly interdisciplinary and international environment.



Andrea Giraldo Sevilla

Her educational backgrounds are in **Management & Systems Engineering, Anthropology and in Sciences of Learning and Interdisciplinarity**. Since 2023, she is part of the **Citizen Science Team** led by Muki Haklay at the LPI and CYU **Research Unit on Learning Transitions**, by working as **Research Manager** for the Intellectual Output 2 of the [PATTERN Open Research Project](#). Besides since 2023, she is a **PhD candidate at Université Paris Cité and Paris Science et Lettres FIRE Doctoral School**, by which she is Addressing the cross-roads, connections and socio-cultural factors in the models and development of Competency Frameworks using Citizen Science and participatory approaches.

Over the past 10 years, she has worked as a "**seismograph**" among different disciplines, fields and cultures in the framework of **Open Science and Open Responsible Research and Innovation, STEM education** for sustainable development as well as skills development and digital educational projects for **International Organizations** (UNESCO HQ and Field Offices in Central Asia and Latin America as well as the European Commission), **National Development Agencies** (AFD - Expertise France or Asian Development Bank) as well as **Research Centres from different Universities** (Université Paris Cité, Paris Sciences et Lettres and CY Paris University).



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Caroline Nyaga

Caroline Nyaga is a **Top 40 under 40 awards Winner 2024 in the Business Daily Africa of the Nation Media group**, Kenya. Caroline is also a **professional teacher**, an **Educational Technology (Edtech) enthusiast**, a Science, Technology, Engineering, Arts and Mathematics (**STEAM**) **educator** and the **founder and CEO of Women in STEAM initiative**. Caroline was a **volunteer 2022 Global Schools Advocate for Kenya for Sustainable Development Goals** and a **Grassroot Development Champion with DoTakeAction** organization tasked with empowering children in Kenyan Communities with literacy and numeracy skills.

She has served as the **Head of African Women's Network in STEAM of Alliance STEAM Afrika (ASAE)**, a **Teacher Trainer with Digital Education Africa Network (DEAN)**, an **advisory board member in Education matters for Native Coders** (Sweden) and **Starlight Education group** (UK) and **Africa's ambassador for the Otermans Institute(OI)** responsible for connecting universities with Otermans Institute Artificial Intelligence (OIAI) taught courses.

Caroline is a **passionate educationist**, a **leader** and a **top voice on STEM education matters** in Africa with a passion to advance gender equality and inclusion in and through STEM.



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Fernanda Bajanca

Fernanda Bajanca holds a **PhD in Developmental Biology (2006)** and has built a career defined by **international collaboration, interdisciplinary research and a commitment to advancing knowledge** in diverse fields. She currently focuses on **clinical research** into rare diseases at a public children's hospital in France. Beyond her research, Fernanda is a passionate advocate for **science policy and community building**. As an **active member of the Marie Curie Alumni Association (MCAA)**, she has held several leadership roles, including **Chair of the MCAA Policy Working Group (2017–2019)**, **Vice-Chair (2020–2022)**, and **Chair of the Board and Executive Committee (2022–2024)**. In these roles, she led initiatives to empower researchers and promote scientific outreach. Fernanda continues to combine her dedication to research and community engagement through volunteer projects such as MEDNIGHT, which **bridges science and society while promoting women in research**, and PAOLA, which addresses whistleblowing in academia.



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Lucile Alexandre

Lucile Alexandre studied physics and earned a **Master's degree in Microfluidics from IPGG**. After gaining experience at the **French Consulate in Houston**, she completed her **PhD** at the **Institute Curie in France**, where she developed a dynamic micro-filter for biomarker extraction. In 2019, she was awarded the prestigious **L'Oréal-UNESCO For Women in Science Prize**.

She then pursued **postdoctoral research in Canada**, focusing on extracellular vesicles (EVs) and leveraging her expertise to develop innovative methods for EV extraction and detection, supported by an MSCA Global Fellowship.

Currently, as part of **Florence Gazeau's team**, her research centers on the use of extracellular vesicles for therapeutic RNA delivery in skeletal regeneration. By integrating the natural targeting properties of EVs with the efficiency of synthetic vesicle loading, her work seeks to unlock new therapeutic avenues for the treatment of skeletal diseases.



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Úna McCarthy-Fakhry

Úna McCarthy-Fakhry is a **STEM education specialist with 20+ years of experience** across four continents in public administration, academia and the private sector. She holds a **Ph.D. in Organic Chemistry and designs sustainable STEM programs**, particularly in developing countries. A **strong advocate for women and girls in STEM**, Úna received the **Girls in STEM Award 2020** and was named in the **2021 Leading Lights, Asia-Pacific Kindness & Leadership Awards**.

Her human-centered approach is evident in Cambodia, where she **led the Annual STEM Festival, founded STEM Sisters Cambodia, and supported national STEM education policy development**. In Africa, she has contributed to World Bank research and evaluated gender-responsive STEM teacher training.

In **UNESCO's** section of Education for Inclusion and Gender Equality, Úna plays a **key role in advancing gender equality in STEM education**. She provides technical support for programs that increase girls' participation in STEM, promotes inclusive learning environments, builds strategic partnerships, and advocates for initiatives that enhance diversity in STEM fields—empowering the next generation of innovators worldwide.



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Asya Salnikova

Asya Salnikova is a **Science Officer at the European Science Foundation**, holding a **PhD in International Law from the University of Strasbourg, France**.

She has experience in **coordinating, managing and participating in collaborative large-scale projects** around international networks, as well as **policy support and institutional change towards responsible research and innovation practices**.



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Lora Gailly

Lora Gailly is an **Associate Project Officer for Science, Technology and Innovation Policy at UNESCO Headquarters**. With a background in **diplomacy and strategic communications** from Sciences Po Paris, she **develops projects aimed at advancing gender equality in science**, including initiatives under the UNESCO Call to Action "Closing the Gender Gap in Science".



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Kave Bulambo

Named as **one of the voices of a new era of leaders by the Female Factor in 2024** and **finalist in the category of most influential women in the Diversity and Inclusion Space in Germany** in 2021, Kave Bulambo is a trailblazing pioneer on a mission to challenge the status quo around women and underrepresented groups in Tech.

A **TEDx Speaker and moderator** Kave has built an extraordinary career in **Talent Acquisition working with some of Europe's most innovative organizations** in the technology industry. This experience coupled with her life journey led her to **establish enterprises that center around building people up and cementing inclusion** as a core part of business.

She is the visionary behind **BlackinTechBerlin**, the first community of people of African descent in Tech in Germany. Next, she launched **TalentDiverse**, connecting diverse talent to excellent career opportunities with inclusive organizations



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Ariane A. Corradi

Ariane A. Corradi is an **Assistant Professor of Organisational Psychology at the Federal University of Minas Gerais**, Brazil, holding a **PhD in Economics from the Erasmus University of Rotterdam**, The Netherlands.

She conducts research in the **intersection between organizational psychology and innovation**, and is an **independent evaluator for United Nations organizations**, such as the **International Labour Organization**.

She coaches and mentors female entrepreneurs and managers in the humanitarian and development sectors.



Radenka Krsmanović Whiffen

Radenka Krsmanović Whiffen is the **co-founder** and the **first Chair of the Western Balkans Chapter of the Marie Curie Alumni Association (MCAA)**.

She was awarded a Marie Curie Individual Fellowship in 2018 for her project on developing ceramics for pyroelectric energy harvesting. Her research career in Material Science took her across Europe working in **Italy, France, Belgium, Portugal and Serbia**. After her MSCA IF, she decided to make a career change into **research management and administration**.

Today she works as a **Science Officer** at the **COST Association in Brussels**. In this role she focuses on enhancing scientific cooperation and building networking capacities across the European research space.

