**Interviewer** 0:09  
So again, thank you so much for your time. And the first thing, of course, tell me a little bit about yourself and what you do and also how did you come where you are now? What is your trajectory in life that you came here at [Name institute 1], where you're sitting now?

**Respondent** 0:26  
Alright, so I'm [Name respondent] or people call me [Name respondent].

**Interviewer** 0:32  
Because it's only 1 S.

**Respondent** 0:33  
Because I have one S, yes. So originally I'm from Slovenia. I did my, let's say, primary secondary education there [and] also my bachelor studies there. And then I came here to the Netherlands because back home there was not enough opportunity anymore to kind of grow in the set of knowledge. Because if I would follow the same programme in my master's, it would be the same subject, the same topic, just more detailed and why waste another two years, right? Because you kind of already got the grasp around General Biotechnology, which is my background.  
So I came here in 2019, I studied Medical Biotechnology in [Place 1]. I really liked it, it’s only good things in general. And then at the beginning, I thought, I'm not going to do a PhD because this is not something that I see myself doing.  
But I had a wonderful time at the [Name institute 2] during my internship.  
And I really grew as an independent researcher there because my supervisor burned out, unfortunately. So I was by myself very quickly from the beginning of the project, so that was a little PhD trial period for six months.

**Respondent** 2:26  
And I realised that I'm really enjoying the freedom of being able to research what you're curious about and stuff like that. And that's why I then decided, OK, maybe a PhD is not such a bad thing. And I must say, so far my experience is really good. My biggest motivation in general in career [and] life is being able to use my knowledge for the good of the patients. That's something that I was always passionate about. If the world would be different, I would love to study medicine. But I didn't see myself in that role because it's [a] very demanding environment. You really need to be super career driven, a lot of sacrifices have to be made. So then I kind of wanted to still be in this world, but from the background, [as] the scientist that actually brings the impact and makes the change compared to doctors.

**Respondent** 3:42  
So overall, I'm really enjoying the whole path at the beginning. I didn't even want to study biotechnology, to be honest. I wanted to be more medically related, so more laboratory science and stuff like that. But destiny said, no, [and] I went with it. I followed the flow and I wouldn't change anything. I really like my path. I really like my background. I feel like during [my] education I got really equipped with a lot of valuable knowledge from different disciplines, but yet I can still apply these basically on a daily basis. So then that's something I really appreciate for what [my] education gave me and the path that I took.

**Interviewer** 4:35  
That is really cool. And what do you now do? What do you now research specifically?

**Respondent** 4:35  
So the group I work with researches very rare blood cancers that we don't understand a lot about, so therefore we don't have a good treatment option for the patients because it's not leukaemia which has been well studied and well characterised. So we the aim of the group is to understand the disease better and therefore develop novel therapeutic strategies to help these patients. But my particular project is more focused on neuroscience, although I don't have the background for it. And I look into how these rare blood cancer affects the brain of the patients because the patients are experiencing a lot of fatigue and concentration problems and brain fog and stuff like that. But the doctors say it's the blood, your blood is poor. Therefore you have all these symptoms. But we're seeing that this is not the case and there are like more biological processes going on there.

**Interviewer** 5:58  
And what kind of research methods do you use? For that [what] you want to study, [what] you study about the brain and about the blood cancer?

**Respondent** 6:07  
Because it's a rare blood cancer, we don't have a lot of patient materials. And also, getting a brain is also quite exotic, so our main model is, yeah, we use mice because this is the best we can do at the moment. And when I came here, I was like, no, you know, I had my reservation[s] since [then]. Anyone good I think should have. But then you also think about, OK, but if I would be that patient - which I might be, you know one day - and knowing that we cannot at the moment do anything better, I would really appreciate [it] if someone would work with whatever we have in order to help out. So that's kind of the justification I say to myself, and also when talking with other people because people are not well-educated about these things and they only see the bad. But then if you put yourself in a position of a patient, then anything is better than nothing.

**Interviewer** 7:22  
Was this the first time that you got confronted with this question, specifically about the use of animals?

**Respondent** 7:33  
I mean, I never really thought about it before in this way. I was aware of it, but I was not faced with it. But now being in this world, I think we really should talk more about it and we should use our power and our knowledge to educate people and to let them know that we're really doing the best we can. And I mean, of course there are bad guys as well, but in any kind of world there are people with wrong intentions, but the vast majority of people is not doing this because it's fun or because we're enjoying it, but for the good of the patient.

**Interviewer** 8:24  
I think you have a very fair point there and I love how you say to educate people about that. And how would that look like? What do you mean with educating people: who, for example, and in what manners?

**Respondent** 8:30  
I don't know, I had a wonderful course in my bachelors. It was about ethics and it was very philosophical and stuff. But we always talked about biological things, like for example in vitro fertilisation, what does that mean? When is a human being, a human being? And when do you have the right to end the life of the embryo because you know you don't use everything, or genetically modified organisms and stuff like that. I think majority of the population have completely wrong ideas, because [of] how the media presents it, how the society works around it. But if we would talk about it and if we wouldn't have a way to better explain these systems, these bioethical dilemmas. I think people would realise that… I always say to people that I meet, the mice that you see in a pet's place, they have way worse life[s] than the mice that we have because we are really under all these rules and regulations and we really need to make sure that the welfare of the animals [is] really well kept and maintained, whereas at the pet store, these rules don't exist anymore and also at home they don't. But you at home, you don't get educated on how to take care of an animal or you just buy it and then you [try to] do it right, whereas we have to follow more than a month of courses in order [for them] to even be there.

**Interviewer** 10:25  
It’ the fact that you do this kind of research makes you also know how that works and what the involved ethics are. So you could set something up and teach something, but if you've never done animal experiments, how can you teach about that and then even have the values of, OK, this is this what is good, what is bad. I think you make a fair point in that sense, but is there within [Name institute 1] the discussion happening about these kind of things? About these kinds of ethics?

**Respondent** 11:08  
Not that I know of. I don't think so, but I think the majority of, you know, you kind of need to have a good reputation, right? As a medical institution, you don't want to step on anybody's toes, so you need to be very, you know, keep things to yourself, because it's not the environment where you can talk openly about it. And whenever you do, I think there's this annual reports and stuff like that and people get very heated about the numbers, so I think in general in any kind of education, I think it applies that. The societal kind of things should also be discussed, and they're really interesting and they open up a completely different world and viewpoints that you probably did not have because you were only faced with your own opinions. And then you sit down with your class and you realise that we don't share the same opinions. Everybody sees these problems differently and then you educate yourself on different viewpoints, so I really think this is a very cool topic that should be [taught], only like, I don't know, one semester, but just to kind of remind people.

**Interviewer** 12:45  
I like the idea that you pose there. So these ethics were part of your courses when you did them, but they were not covering this... What topics were they covering? So if we just look at ethics, do you remember?

**Respondent** 12:59  
Yeah, I remember. We talked about a lot, the GMOs and how these societies [are] completely against it. We talked about the in vitro fertilisation, the use of the technology for the reproduction and genetic testing. Also genetic screening, you know, these kind of things.

**Interviewer** 13:29  
Yeah, because they were seen as important for the field of biotechnology, medical biotechnology?

**Respondent** 13:45  
For sure. And I'm also certain that other fields, any kind of studies also have other dilemmas and things that should be discussed. And we should. I mean, it's hard to bring it to a broader population. But I think already within the scientific world, even within the biomedical world, if we would just be able to talk about it better and to understand, then I think you can also communicate yourself and explain yourself better.

**Interviewer** 14:22  
And if we go to a little other track because are you involved in any education? How does it [go] within [Name institute 1], you're doing a PhD, right? Are you involved in any kind of education, or is [Name institute 1] [involved] with the university that is attached to it or with other universities? Is there ways that they are involved in any kind of educational programmes or only internships?

**Respondent** 14:52  
Myself, I didn't supervise any students yet. I would love to, but it also depends on what the project is. I did mentor a minor where I was meeting weekly with a group of bachelor students that were following this minor and this minor was from Nanobiology. I don't know how the organisation thing is, but basically one of our staff [members] within our department, he's the leader of this minor programme. So he was kind of searching for people and I joined that and it was interesting.

**Interviewer** 15:53  
Interesting in what way?

**Respondent** 15:54  
How would I say that? There's this notoriously bad opinion about bringing bachelor students in because they're not skilled because they don't have the experience and I agree and I also think that the university should do better when it comes to preparing these students for real life, because I come from [a] bachelors from another country and I see how much more hands on knowledge I got there. And here's the problem right, because in the Netherlands, the university should really focus on a more theoretical background and it's really the emphasis of studying and learning and doing the books. But this is not the real world like, it's crazy.

**Interviewer** 17:01  
It's some kind of isolated world where you get these things, but how does it relate to the world if you get in a medical institution, this and this and this are the basics.

**Respondent** 17:05  
And I think universities here in the first [year] in the bachelor should also teach the students some sort of independence, not just sending them to an institute and [let] the personnel there teach them because then what you get is very specific knowledge that you might not ever need ever again, because you picked an internship that, maybe it was interesting, but then you realise that this is not your thing. And that's completely fine, but when it comes to practical knowledge, then what do you do with this, you know? And then when you go to the master, then again, a lot of universities here - not everywhere, in [Place 1] I didn't have this experience - really just depend on the practical part being just for the internship.  
And then you do have a lot of internships, but again you are faced with, in six months you get familiar with one maybe two techniques when you're out of the academia. You repeat that for six months and then you're done. But what did you learn? I think this should change here, because then at least you educate and you create this well-rounded researchers that know the basic technology, know the basic techniques. Also understand how this works and why it works. Because that’s how you’re built for the future in my opinion.

**Interviewer** 18:57  
I think that's a very fair point, and what kind of techniques are you talking about? So if you had to make it concrete…

**Respondent** 19:03  
Really just basic [techniques], you know, like knowing how to do a qPCR, what reagents you need, how do you do Western blot? All these very versatile techniques that can be applied to any kind of biological research. It doesn't matter what you study, but you should be able to kind of understand all of it, because then you can apply it to completely different questions, to completely different problems.

**Interviewer** 19:44  
If I relate it to what I've studied, I studied biology and I did these techniques, but I don't think I learned how to do them independently. And of course independently every location is different, of course it will take a little bit of time to get equipped to the layout of the lab of a different institute. Is that maybe also what [you are] referring to and why the bachelor students may be… why there is a little bit of friction with the [Name institute 1] because they don’t know about it. They technically have the information, but they're not independent enough or is it even before that that you already think the knowledge is maybe not …?

**Respondent** 20:28  
Well, I cannot speak from my own experience, but from what I heard from colleagues [is] that a lot of these students come and they never even held a pipet in their hand. Then you need to teach them everything. But you don't find this attractive as a PhD candidate where you have so much work and I don't have the time to sit with a student for half a day teaching them how to pipet, you know what I mean? These are basic things that even the Bachelor students should know. And a lot of them don't as far as I have heard. But I'm not saying that everybody is the same. I think it really depends where the students are coming from because for example in [Place 1] - and also during my masters - we had a whole year of courses, which is crazy compared to other universities where you have majority of the time just internships. We have courses where we were taught the theoretical part. In our masters as well, along with all the practical parts that came with every single course. So we have hands on experience of what we were learning by the books. We did it ourselves because you know the supervisors were there, literally when you did not know you raised your hand, you asked, OK, we didn't do the planning ourselves. We had the protocol. But at least to some point, we were independent and we were responsible for getting from point one to the last step and only then we were allowed to do a thesis and an internship. And in a lot of universities here I feel like this is not so emphasised.

**Interviewer** 22:29  
You do or research or an internship. You maybe have two introductory courses or introductory, and then it goes on. But you said you have had this in your master's mostly at [Place 1].

**Respondent** 22:42  
But also in my bachelor's.

**Interviewer** 22:44  
Do you think that was already - you can't speak for the Netherlands, but if you look at Slovenia - do you think that was already the basis that you needed or was it really that in [Place 1] where you learned the…?

**Respondent** 22:50  
So I came here with everything kind of already. I got to know all the techniques. I already did them before in my bachelor years. But it was really nice, in my bachelor years, we were not so independent. Because there was also a lot of budgeting problems. So we usually worked in bigger groups so we didn't have a hands on experience every single time, whereas in [Place 1] we were always in a pair or a smaller group. So whatever you did, you really had to work together as a team and at the end of the day have something to deliver.

**Respondent** 23:46  
But yeah, I really enjoyed it. So I think it gave me a lot of good strength, not just theoretical one but also application wise. And I got a lot of confidence as well because it also is important that you are confident and that you know what you're doing and that you know you've done it before and it's OK and you also learn from all the mistakes that we do. Overall, I think [it’s] a very important part of the education.

**Interviewer** 24:22  
I spoke with somebody else and they said the people who came from university doing a master internship or research, that they did not have enough confidence compared to the people who came doing internships from the HBO. So that's a more practical application. And they said: you see more confidence with the people coming from HBO compared to the people from the university.

**Respondent** 24:49  
Yes, I completely agree with that. And I think it shouldn't be that because university isn't only about the theoretical knowledge.

**Interviewer** 25:02  
Also about doing research, it's in the word.

**Respondent** 25:05  
Otherwise we're useless, right?

**Interviewer** 25:09  
Yeah, I completely agree. And if you look at its theoretical knowledge, because of course they goes hand in hand. I think you've never actually seen the blood cancer that you're studying, so you need some kind of theoretical concepts of what it is and how it works. What has been very important for you, in these theoretical concepts, to do your research with? Let's first start with that and then I have a follow up question maybe on that.

**Respondent** 25:47  
Specifically when it comes to the topic I'm researching now, I didn't have a lot of theoretical background: immunology, because blood, immune cells similar enough, maybe some physiology? But all the other things were way more - when it comes to my knowledge background - about the cloning and using microorganisms and producing stuff and whatever. But then coming back, all the techniques that we learned in those courses are still relevant for what I do now. So maybe the theoretical knowledge about what I learned is not so useful anymore, but the practical part is what I can apply on any kind of question.

**Interviewer** 26:51  
And then the information, the theoretical framework will come, you will go in depth because you're going to research that and then the practical knowledge will make you answer the questions that you have. And are there things that you were like ‘I got this in in my bachelors or my masters and this was literally, this has been useless for me up till so far. I've never should have had this.’

**Respondent** 26:58  
No, I don't think so. I think it's really important to have different topics and to explore different possibilities, because then you can realise what you're passionate about, what sparks your interest also on a theoretical level, which topics you like, which topics you don't. So that's really something. You know, I learned everything I did really well in school, but I also grew as a researcher, I developed my own interests. I knew in which fields I want to work because I knew what things I did not like when I learned them, for example. But one thing - I think I already said [this] in the interview and it's really nice that you have this background - I think we all learn statistics and it's so useful, but we never apply it and that is not OK, you know, even in bachelor stuff, even in masters you always have statistics. And you always learn that course. But you never apply this, but there are so many possibilities where you could apply it. All the results, all the data that you get from all the other practical parts. There should be a requirement to do statistics on what you have because the only way you can learn statistics is by doing it. With being faced with your own biological problems and applying the knowledge that you got in [a] more theoretical course to your actual problem, and that's something that I still don't do because I'm not confident in.

**Interviewer** 29:14  
Because you didn’t have the practice.

**Respondent** 29:16  
No, because we never practised it and then you learn and you forget [and] that's normal, right? [The] majority of the things that you learn you forget. And OK, it comes back once you read it or once you refresh your memory but  
the thing is, with math in general, you can only do well once you practise it. It's not about understanding the formula, it's about literally sitting behind the book solving like 1020 equations. Then you get it.

**Interviewer** 29:52  
So it's also about – and maybe that's a little bit of a point that comes [about] more often in what you're saying - that it is the practise that is missing either in the statistics, either in the hands-on techniques: there needs to be more some kind of repetitiveness in the in the things that you do.

**Respondent** 30:15  
I agree with that. Yeah, that’s exactly what I'm having because...

**Interviewer** 30:17  
And I think it's fair that you that you also mentioned this because an institute - later if you have [done] your masters for example, or you're going to do an internship - is also expecting that the basic things are in your system. So it can also leave a friction, which I could understand happens, for example in [Name institute 1], that is like ‘The bachelor students aren't competent enough to some extent’. So can we say in your opinion that there's a gap? Practise is one of the things that could help in that sense? But what are other means in your opinion that we can [use to] bridge that gap between the education that happens and the research, which is the practical application of it? Are there concrete measures? If you look at [Name institute 1] specifically, or what you do specifically, are there things that you can say ‘We can easily already bridge the gap by incorporating this or incorporating this?’ It is a big question.

**Respondent** 31:36  
I think it's hard. We especially were like a very fundamental biology department. So there is not just us, there are different groups within and there's a lot of people that are involved in education amongst our supervisors, but it's really, you know, you meet these students once, twice, and then you're done. You have your lectures. So then I think to bridge it better, there would have to be way more financial resources. Because especially now I'm all for students being paid and stuff like that, but from which budget? We don't have the money. We cannot pay the student, yet we want to right? It's not that we want to keep the money for ourselves, so that's one. The other one is the time and the space that you need to give for these students, which is really hard because already majority of the time you do things by yourself, you don't have a lot of technical Support. I mean, we have technicians, but the amount of technicians is way too little compared to the help or support you would need. So I think it would be really hard to bridge the education with the practical part in a current state, I think with more financial support, with more hands on expertise, then you would have the time and the resources to bring the students in and to teach them and I think [it] depends which department you look at. Some of them are really more involved, like [the] Neuroscience department where they have a whole master programme at the [Name institute 1] and then all the students are basically channelled back to the research, because they need to have the experience, they need to be taught. So basically they are all the PhDs, all the personnel picks them up and put them in the real world where for us this is not the case, for example.

**Interviewer** 33:57  
That's because the education and the research groups are kind of closely connected. But if it's for something from the outside, you don't know what you're getting into, for example, [your] university, that is just there and doesn't have any research or any ties to it. It's very hard to know what is happening actually in the institutes.

**Respondent** 34:07  
Yes, indeed.

**Interviewer** 34:23  
To go on a little sidetrack, and I think I also asked this in the questionnaire. To what extent do you… I think what you're saying there, there's need for resources to also establish the hands on expertise. In my opinion, that's sometimes a matter of choice. What am I going to teach and what am I not going to teach, because the resources are going a certain kind of way, [and] of course you can have more resources, but you also have time. What am I not going to educate? To what extent does a good biologist in the general sense also need to be a good chemist? Good physicist, good mathematician, maybe even like we already said, [have] the ethics of [a] philosopher.

**Respondent** 35:14  
A lot of the times right, because we work with chemicals, it would be really good to know what you're working with. Not per se on a fundamental level, but on a level of safety, on the level of how to handle these things. And a lot of people, you know, are just clueless. Also, especially the statistical part, you need to know.

On the other hand, I also think that science in general should be a collaborative approach, so that you should also be able to reach out and connect to the people that are experts in that. And I think that's maybe also something that's quite a gap because it's not like every group has a statistician in their thing, but it would be really useful to have personnel that you can turn to, and especially now in biological studies where a lot of it is being now very computational. Yet I don't have any background in that because when I studied six years ago, that was not the hype, and now all of a sudden all of us biologists need to be also skilled in writing a programme which is crazy because this is not something I've learned nor I want to learn because this is not what sparks my interest. Of course, I really like to see the output, but really have no interest in doing that myself, and that's OK, I think. But you then need to be surrounded with the experts that can support you from various types of problems. So I think on one hand, you need to be kind of a master of all these kind of disciplines. But on the other hand, I think it would be more beneficial if you would be able to also sometimes rely on the experts in those fields.

**Interviewer** 37:25  
And you can also think for example about teaching people how to get the knowledge themselves. So if you need knowledge about physics, we're not going to teach you the physics, but we're going to give you, in general, the research and the skills that you can actually gather that knowledge yourself.

**Respondent** 37:45  
Yes, so that's a good point.

**Interviewer** 37:47  
Do you think you have been well equipped with that during your [studies] to be able to ask these questions yourself? ‘I'm not a physicist or I'm not a mathematician, but I need it at this moment [and] I feel confident and well equipped enough to find the means to go out in the world and find out myself, with experts, with books, with whatever.’

**Respondent** 38:11  
I guess so, right? Because subconsciously I think I'm doing that all the time, but I just never realised [it]. But now that you said it, yes, for sure. You're aware of your strengths and weaknesses and then you find ways to answer the questions whether doing it on your own or finding someone else. Just be aware of how far you can come yourself and to what extent you need external help. But I think that comes very subconscious to me.

**Interviewer** 38:50  
That's a fair point. And how is the collaborations within your institute? So how is the expert views that you can get, do you think the statisticians and the mathematicians and the physicists are also present in [Name institute 1], which is in general a medical institute and has maybe more [a] biological focus.

**Respondent** 39:16  
I think so? I don't know. But I would say that if I would have any mathematical problems, I probably could find people. The only issue would be that these people are really then taught on a patient level, [with] patient data, [a] kind of clinical approaches because a lot of these courses that we follow or have to follow - I even followed statistics here - everything was obviously medical world related.  
But we're not working with patients, we're not putting clinical studies together. We are fundamental biologists. So then it doesn't always apply, but I think finding an expert wouldn't be a problem. But then it would be maybe more challenging to align ideas, but since they have the proper background they would adapt quicker to vice versa.

**Interviewer** 40:23  
Fair enough. And within [Name institute 1], you said earlier in the conversation that they are involved in some kind of programmes, education programmes, what kind of educations are they? Are they bachelors? General medicine, do you know?

**Respondent** 40:50  
I don't know. I don't think we work a lot with like, actual medicine students, but they also have other programmes like the nanobiology together with Dell, but then something [like] clinical biology, and neuroscience and stuff like that, which is more fundamental and not medical. So these people are kind of then absorbed by the groups and by the people that are within here. But getting an outside student is also not a problem, I mean then you need to be the one that reaches out and actively [search]. If it would be me, I would send it probably to [Place 1] and search someone there because if I know what kind of background and knowledge I got, then I would also be more comfortable getting the people from there because I know that skill wise they should be quite good and the background doesn't really matter. We have an intern that studied in [Place 1], but she did Marine Biology.

**Interviewer** 42:13  
Oh really?

**Respondent** 42:14  
Yeah, but she was doing research with our group on blood cancers. But because she knew all the techniques that were required for what the project was, she was the best candidate there is. And she did learn all about the biological background. It was interesting. You see the fluidity of the scientifical knowledge.

**Interviewer** 42:19  
And do you know, where there some kind of personality traits or certain aspects that this student had that made her as a marine biologist fit in very well in what you were doing? Was it curiosity or was it discipline or…?

**Respondent** 42:59  
She was not my student, but she was very enthusiastic. She seemed very competent in new [things]. And any kind of good scientist will be able to teach themselves about the topic, but not every good scientist will be able to grasp the techniques and the competences in the short time that you have.

**Interviewer** 43:41  
I really like to hear that it happens, that somebody comes in and they throw themselves at the subject.

**Respondent** 43:46  
And I think she really enjoyed it.

**Interviewer** 43:50  
She's still at [Name institute 1] or doing something completely different?

**Respondent** 43:50  
I don't know where she is now. But she did say that there was a spark and there was a question how far she can go out of the marine background in order to follow other interests in life.

**Interviewer** 44:17  
That is really dope to hear. OK, I think I've went through all the material that I wanted to discuss. Are there things that you are like ‘I want to mention this still’ or ‘I have a question about this for you?’

**Respondent** 44:34  
Yeah, just what I already said, that it should be a mix of everything. That should be a mix of getting the theory done, knowing how to study, where to find materials, how to - maybe one thing that I didn't emphasise enough - how to critically look at the stuff. I think that's really important and that's something that we're not taught in the education, right? Like how do you look at the research? How do you look at the paper and say, OK, do I believe it completely or you know, is this a good paper? Is that not a good paper? Is this information reliable or not, what are the red flag? This is also something, the more you do it, the better you get it. It's. But you really need to do it. A lot of the times, you know, to practise that, and I think that could be easily incorporated in the education. It doesn't take a lot of effort from the professors.

**Interviewer** 45:44  
Asking the right questions. I saw this very recently, I had this little guide. It's the critical thinking mini guide, so it's a thing of, OK, how can you evaluate certain kind of things? How can you pose critical questions in a correct manner? So critical thinking, something that's not making too gullible scientists.

**Respondent** 46:22  
Yeah, I think these are the things that make a good scientist. And then I think education is responsible for equipping us, give us the tools. It's not all about the theoretical knowledge because whatever you do - also probably whatever I'll do next I hope - is something completely different that I'll have to learn again from basically 0. But being able to apply what you learned in different perspectives and different topics, that's what education should be.

**Interviewer** 47:04  
Yeah, I think it's a very nice view and a very fair point that you make there. I hope we can progress through that. I think it also always depends on the professors, because that's the thing, if you know how to critically investigate certain things, you also know how to critically investigate the teaching and the professor themselves.

**Respondent** 47:14  
Yeah, I agree. That's is funny, right? We all follow the scientific track and everything. And then all of a sudden you become a group leader without any background on how to lead a group.

**Interviewer** 47:43  
Yep. And then you try your best.

**Respondent** 47:45  
I mean, [in] a lot of cases that does not work out unfortunately, and then it costs a lot of effort and emotions and you're not progressing the way you could if the managing would be better. And I guess the same is for the professors, right? They are experts in their own field, and then all of a sudden they need to be the teachers. And that's not the same.

**Interviewer** 48:03  
Yeah, because do you think you have been emotionally prepared for what you're doing now?

**Respondent** 48:20  
By education? No. By life, yes.

**Interviewer** 48:22  
Life is also about… You can't teach everything in university or in high school or whatever. It's also what you make out of it yourself and the life that is behind and that is besides what you…

**Respondent** 48:25  
But that's something I think... I don't know how you would teach that and also not in university level. But I think in earlier education, sometimes it should be a bit less about all the history and geography and all this stuff that we were taught and also a little bit about life because it's not easy. And nobody teaches you that, and you're not equipped with the right tools, and you need to learn yourself. But at the same time, you need to figure out how life works, you need to work, you need to take care of yourself and everything else, and that can be quite overwhelming.

**Interviewer** 49:25  
That's what I like about growing up and getting further [in life] that I feel like it becomes. It becomes more easy, that you get more control over these kind of things.

**Respondent** 49:36  
Yeah, I hope so. Because you know, two years in I'm like, what? What? How?

**Interviewer** 49:42  
Yeah, I think we all have that. And I think you should also have had that because you went from Slovenia to the Netherlands, right? That also brings a million kind of things that no school could have prepared.

**Respondent** 49:43  
No, but you just adapt, right? And you grow and you do the best you can, I guess.

**Interviewer** 50:08  
Yeah, I think so, too. So yeah, thank you so much for everything that you shared.

**Respondent** 50:13  
You're welcome. If you have any further questions or if something is not clear, you have my e-mail.

**Interviewer** 50:22  
Yeah, of course. And I will contact you also when I have these kind of ways of when I'm gonna communicate, when there's some kind of manuscript or…

**Respondent** 50:33  
I would really be down to see what people say and what their opinion is and I guess we're not all the same. So that's also good to see.

**Interviewer** 50:46  
Yeah, no, this is already completely different than I've heard before, which I like. I dig this too. So that's really nice to hear. Yeah, I would say have a very nice day, a very nice eastern weekend, and we'll stay in contacts.

**Respondent** 50:55  
Cool. Fantastic. Thanks.

**Interviewer** 51:07  
Bye bye.