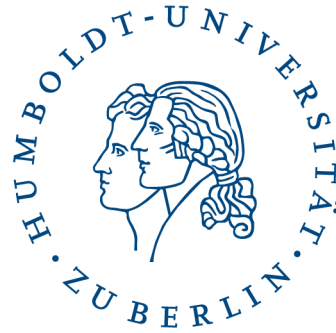


HUMBOLDT-  
UNIVERSITÄT  
ZU BERLIN



## **Centre for Rural Development (SLE)**

**Postgraduate Certificate Programme  
"International Cooperation  
for Sustainable Development"**

**Curriculum  
for the 62nd cohort**

**January to December 2024**

**Publisher:**

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## Study Programme: 62nd Cohort 2024

- Self-Study
- Development Policy
- Project Phase
- Transformation Areas / Thematic Courses
- Methodological Courses

JANUARY

PLENARY PHASE	
Self-Study	02. – 05.01.
Introduction to SLE, incl. Self-organization of the Participants of the Cohort	08.01. – 12.01.
The SLE Transformation Agenda: The Sustainable Development Goals and Rural Development	15.01. – 16.01.
Development Action in the Global North with the Global South — A paradigm shift?	17.01.
Communicating Transformation	18.01.
Group Day	19.01.
Working Together Effectively in Teams	22.01. – 25.01.

<b>Development Policy Discussion Days: Topic Selection (digital)</b>	26.01.
<b>Socio-Ecological Economics: An Introduction</b>	29.01. – 31.01.
<b>Socio-Ecological Economics: Transformation through Social Entrepreneurship?</b>	01.02. – 02.02.
<b>Socio-Ecological Economics: Social Policies and Social Protection in the Global South</b>	05.02. – 06.02.
<b>Socio-Ecological Economics: Sustainable (Food) Value Chains</b>	07.02. – 08.02.
<b>Group Day</b>	09.02.
<b>Development Policy and Concepts in Historical Perspective</b>	12.02. – 16.02.
<b>Development Policy Discussion Days: Preparation Phase (Content and Self-Organisation)</b>	19.02. – 23.02.
<b>Facilitation Training I</b>	26.02. – 29.02.
<b>Participatory Workshop Design I (Digital)</b>	26.02. – 29.02.
<b>Self-Study</b>	01.03.
<b>Facilitation Training II</b>	04.03. – 07.03.

FEBRUARY

- Self-Study
- Development Policy
- Project Phase
- Transformation Areas/ Thematic Courses
- Methodological Courses

MARCH

<b>Participatory Workshop Design II (Digital)</b>	04.03. – 07.03.
HOLIDAY (INTERNATIONAL WOMEN'S DAY)	08.03.
<b>Ecosystems and Nutrition: Overcoming the Trilemma of Land Use - and Paths out of the Global Food Crisis</b>	11. – 14.03
<b>JIRP-Group Day</b>	15.03.
<b>Ecosystems and Nutrition: Ecological Aspects of Global Change — Challenges and Solutions in the Climate Crisis and Urban Development + Synthesis</b>	18.03. – 21.03.
<b>Development Policy Discussion Days (Preparation)</b>	22.03.
<b>Ecosystems and Nutrition: Disaster Risk Management in International Cooperation</b>	25.03. – 26.03.
<b>Diversity, Intersectionality and Feminist Development Policy</b>	27.03. – 28.03.
HOLIDAY (EASTER FRIDAY)	29.03.
<b>Easter Monday + Easter Holidays (4)</b>	02.04. – 05.04.
<b>Anti-racist Training and Empowerment for Work in International Cooperation + Empowerment Training for BPoC</b>	08.04. – 10.04.

<b>International Trade and Finance (tbd)</b>	11. – 12.04.
<b>Planning, Monitoring, and Evaluation of International Cooperation Projects</b>	15.04. – 18.04
<b>Development Policy Discussion Days (Preparation)</b>	19.04
<b>Conflict Management and Negotiating</b>	22.04. – 24.04.
<b>Professional Field of International Cooperation I</b>	25.04.
<b>Group Day</b>	26.04.
<b>Governance &amp; Participation: Governance, Participation and Empowerment</b>	29.04. – 30.04.
<b>HOLIDAY (LABOR DAY)</b>	01.05.
<b>Governance and Participation: Migration and Displacement (Digital)</b>	02.05. – 03.05.
<b>Practice of Advisory Services in International Cooperation</b>	06.05. – 08.05.
<b>HOLIDAY (ASCENSION DAY)</b>	09.05.
<b>Self-Study</b>	10.05.

APRIL

<b>Governance and Participation: Conflict Sensitivity &amp; Conflict Transformation</b>	13.05. – 15.05.
<b>Transitional Development Assistance — from Linking Relief Rehabilitation and Development (LRRD) to Strengthening Resilience</b>	16.05. – 17.05.
HOLIDAY (WHIT MONDAY)	20.05.
tbd	21.05.
<b>SYNTHESIS: REFLECTING THE SLE TRANSFORMATION AGENDA</b>	22.05.
<b>Development Policy Discussion Days (Preparation)</b>	23.05.
<b>Development Policy Discussion Days (Rehearsal)</b>	24.05.
<b>Development Policy Discussion Days Event Day I</b>	27.05.
<b>Development Policy Discussion Days Event Day II</b>	28.05.
<b>Feedback; Post-Event Analysis, Creation of Briefing Papers</b>	29.05.
MIDTERM EVALUATION	30.05.
<b>Self-Study</b>	31.05.

**ACTION- AND DECISION-ORIENTED RESEARCH (ADR):  
PREPARATION AND CONCEPTUALIZATION OF JOINT  
INTERNATIONAL RESEARCH PROJECTS (JIRP)**

**Action- and Decision-Oriented Research  
(ADR)-Workshop**

03.06. – 14.06.

**Participatory Research Methods**

03.06. – 04.06

**Teambuilding and Conflict Management in JIRP  
Groups — Security Training for JIRP Teams**

08.07. – 12.07.

**Action- and Decision-Oriented Research  
(ADR)-Consolidation Phase**

17.07. – 02.08.

**Food and Agriculture Databases:  
Overview and Data Utilization**

TBD

**Writing and Editing in Teams**

15.07. – 19.07.

**Presentations of the Investigation Concepts of  
JIRP at SLE (Peer Colloquia)**

29.07. – 30.07.

**Finalization of ADR Phase**

31.07.

**Clean-Up, and Wrap-Up**

01.08.

**Self-Study**

01.08. – 02.08

JUNE

JULY

AUGUST



SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

**JIRP IN THE PARTNER COUNTRIES****Empirical Phase in Project Countries** 05.08. – 27.10.**Excursion in the Partner Country + Return Home** 27.10. – 08.11.**Work on the JIRP Studies and Final Phase** 04.11. – 20.12**Shared Breakfast and Seminar Review (tbd)****Work on the JIRP Studies** 04.11. – 19.11.**Rehearsals for Final Presentations with Backstoppers** 19.11.**Final Presentations of the JIRP** 21.11. – 22.11.**Entry into Professional Life / Concurrent:  
Individual Coaching** 25.11. – 29.11.**Evaluation of the JIRP Projects** 05.12**Final Evaluation of the Entire SLE Postgraduate  
Study Programme and Certificate Ceremony** 06.12.**Possibly Presentations of JIRP Results to  
Cooperation Partners and Completion of Studies** 09.12. – 20.12.**Self-Study** 23.12.

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HOLIDAYS (CHRISTMAS)	24. – 26.12.
Self-Study	27.12. – 31.12.

## Important Dates at a Glance

<b>27.05. – 28.05.2024</b>	Development Policy Discussion Days (EPDT)
<b>29.07. – 30.07.2024</b>	Presentation of the JIRP study concepts
<b>21.11. – 22.11.2024</b>	Presentation of the results of the JIRP
<b>06.12.2024</b>	Certificate Ceremony

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# Study Objectives and Content

## Introduction

Hardly any other professional field is as multifaceted and complex as international (development) cooperation (IC): experts are required not only to have excellent and constantly developing specialist knowledge, but also the ability to communicate without paternalism and to accompany, steer and moderate complex and international processes at different levels and with different partners. In addition to intercultural sensitivity and a strong awareness of one's own role, this also requires an understanding of interdisciplinary work. Staff working in international cooperation organisations and programmes today must therefore have strong analytical, conceptual and communicative strengths; they must be used to thinking systemically and working flexibly in a solution-oriented manner in complex contexts.

With the postgraduate study programme "International Cooperation for Sustainable Development", the Centre for Rural Development (SLE) prepares postgraduates on their way into this professional field and thus makes an important contribution to the qualification of future specialists and managers in international cooperation. In doing so, the SLE programme focuses on application-oriented (hands-on) and experience-based learning in order to impart the necessary technical and methodological knowledge for the joint development of solutions, which are an integral part of the profession.

The SLE is committed to equal opportunities and diversity and wants to motivate people with suitable qualifications to apply, regardless of personal individual characteristics, any impairments or membership of certain social groups. All people are welcome at SLE: of any ethnicity, gender and gender identity, religious affiliation or world view, people with disabilities and chronic illnesses and people with a refugee background. The SLE works continuously to improve the conditions for inclusion of all.

Particularly important for the professional field is working in teams, in this case international teams. The SLE is in the process of internationalising its practical *Joint International Research Projects* (JIRP, see below) even more and involving international postgraduates and experts on an equal footing.

## Study objectives and content

International cooperation that is committed to global justice, sustainable development, poverty reduction and the promotion of human rights must not only deal with a growing number of issues, actors (and thus interests), strategies and instruments, but must also be capable of transformation in times of climate, biodiversity and food (and other) crises.

The transformative approach of SLE assumes that global development problems can only be solved sustainably if the approach is systemic, solidarity-based and synergistic. In the context of rural development, the following summary areas are to be differentiated: **1. ecosystems and nutrition, 2. socio-ecological economics and 3. governance and participation**, which are to be transformed jointly and in parallel, i.e. if possible as a multi-win strategy, in an integrative way.

This broad approach also justifies the claim to multi-disciplinarity and teamwork that has been formulated ever since the SLE was founded, because finding solutions requires a 360°

view that can only succeed with the help of several disciplines and trans-disciplinarily, whereby the latter refers in the framework to the necessary cooperation of academic and practical competence bearers. Today more than ever, the implementation of development-oriented measures requires knowledge of complex cooperation structures and their support and counselling.

The SLE study programme contributes to the successful management of transformation processes and development projects and enables participants,

- to make knowledgeable and coherent contributions in current thematic fields of development policy and to transfer this knowledge in advisory processes in such a way that they are successful,
- to think in complex contexts and to design, steer and evaluate programmes and projects based on the multi-level approach (global, national, regional, local),
- to move as professionals in cooperation structures and to shape them in a partnership and paternalism-free way,
- critically reflect on one's own skills for the professional field, clarify one's role and contribution for oneself and define values and basic attitudes,
- to deal flexibly and actively with changes in the professional field,
- act sensitively and appropriately in inter- and transcultural contexts and deal constructively with different values and conventions.

The modules take these general objectives into account. They consider the different levels of knowledge of the participants, who come from different disciplines.

The time sequence of the courses in the study programme is deliberately designed in such a way that thematic and methodological blocks alternate. As a basic principle, we run courses lasting several days with trainers who have expertise themselves, but who also bring in other expertise. In addition, excursions are made to the thematic blocks. We immediately put the knowledge we have gained into practice. This is particularly evident in the Development Policy Discussion Days (DPDD): participants not only deal with current development policy issues and research speakers worldwide, but also learn event design and moderation as well as how to write briefing papers in extra courses, so that they integrate their knowledge and the necessary skills and become professional together.

## The study modules and their structure

**Module 1:** Theory, Policy and Strategies of Sustainable Development

**Module 1.1:** Ecosystems and Nutrition

**Module 1.2:** Social-ecological Economics

**Module 1.3:** Governance and Participation

**Module 2:** Communication, Teamwork and Working Techniques

**Module 3:** Management Methods of International Cooperation

**Module 4:** Professional Field International Cooperation

**Module 5:** Action and Decision Oriented Research (ADR) & JIRP

Inter- and transcultural aspects, gender, diversity and inclusion are cross-cutting issues for us, which are reflected in all training elements. The modules consist of different courses spread over the year.

## Module 1

### Theory, Policy and Strategies of Sustainable Development

In this module, the participants are familiarised with current development policy discussions and trends as well as with the development theory paradigms that underlie them. This should increase their knowledge, sharpen their analytical competence and pushes them to deal with contradictions and areas of tension in this professional field. Reflection on ethical maxims should encourage them to question their own images and (pre-)judgements. The discussion of development policy strategies and instruments is conducted from the perspective of promoting sustainable and inclusive development. Multidimensionality and a multi-level approach are the foundations of knowledge transfer.

#### Courses

- The SLE Transformation Agenda: An Introduction
- Development Action in the Global North
- Development Policy and Concepts in Historical Perspective
- Development Policy Discussion Days (DPDD)
- Diversity, Intersectionality and Feminist Development Policy+

#### 1.1 Ecosystems and Nutrition

Agriculture and nutrition are two sides of the same coin. Yet our global food system has produced almost 1 billion people with chronic or acute hunger (especially in the Global South) and over 2 billion overfed people (worldwide, especially in cities) and is linked to enormous greenhouse emissions. Intact ecosystems, land and water resources are becoming increasingly scarce, while the demand for land for food, climate protection and biodiversity conservation continues to rise, and land is thus becoming increasingly scarce. To overcome the increasing competition for resources, the integration of different land and water uses, an ecological intensification of land use by establishing diversified systems and closing nutrient cycles as well as resilience enhancements are therefore overdue. This requires agro-ecological concepts. Finding and implementing concrete, locally appropriate incremental strategies also requires an integrated landscape and water management approach in which all stakeholders work together. At the same time, policy frameworks need to be put in place at all levels that favour collaborative action in this direction.

The participants discussed which initiatives and policy approaches are suitable for the transformation of land use and nutrition. Which policy frameworks are powerful enough to accelerate action in this direction?

#### Courses

- Ecological Aspects of Global Change - Challenges and Approaches in the Climate Crisis and Urban Development
- Overcoming the Land Use Trilemma - and ways out of the Global Food Crisis
- Disaster Risk Management in International Cooperation

## 1.2 Socio-Ecological Economics

Income disparities and thus inequalities between rich and poor and between rural and urban areas continue to grow; an ever-smaller proportion of the world's population is consuming more and more resources. In this context, economic growth approaches are already reaching their limits in many cases. A fair distribution of resources, especially between richer and poorer states, but also within societies and between population groups, as well as the consistent inclusion of the poor and other disadvantaged groups are therefore our goal: Leaving no-one behind! This also includes education for all and access to social and health systems, which are still not guaranteed in many countries of the world.

We are also taking aim at the growth economy itself. But is the concept of sufficiency economy realistic? How can complementarity between rural and urban areas be realised in a way that is satisfactory for all, and how can people in peri-urban areas or in multi-local livelihoods prosper and participate? In view of the climate crisis, is it enough to focus on green growth or is a much more far-reaching transformation necessary? How can pioneers of change, social entrepreneurship, national social policies, international cooperation, multilateralism and club solutions be promoted, innovations encouraged, and sustainable investments supported?

### Courses

- Socio-Ecological Economics: An Introduction
- Sustainable (Food) Value Chains
- Social Policies and Social Protection
- Transformation through Social Entrepreneurship?

## 1.3 Governance and participation

In rural areas, there are often only weak formal political systems, structures and institutions - *good rural governance* is therefore needed *that* enables human rights, political participation and equal opportunities for all people in rural areas and promotes cooperation and networks with each other and with urban areas. Only in this way can democracy and cooperation skills be strengthened together, and attractive life perspectives developed. In regime development, the negotiation of ombudships (e.g. for the "representation of interests" of nature) and the protection of human rights are essential. This also includes the fair and inclusive treatment of migrants and refugees.

But what is the relationship between development and democratic, participatory politics? What mechanisms of participation and involvement work in the context of poverty and in fragile contexts? How can vulnerable, marginalised groups actively participate? What role do identity issues play? What kind of socio-political conflicts do we observe and how can they be transformed to be dealt with non-violently?

### Courses

- Governance, Participation and Empowerment
- Conflict Transformation and Peace Development
- Migration and Displacement
- Transitional Development Assistance - from *Linking Relief Rehabilitation and Development (LRRD)* to Strengthening Resilience



## Module 2

### Communication, Teamwork, Working Techniques

Communicative and social skills are systematically developed throughout the SLE study programme. These include, above all, the skills to work in interdisciplinary international teams in a goal- and solution-oriented manner, to reflect on the specifics of inter- and transcultural cooperation as well as dealing with differences in general, to know one's own personality and competences about the requirements of the professional field, to communicate without paternalism, to strengthen ambiguity tolerance and conflict resolution skills. Against the background of the pandemic, there is also a focus on teaching digital skills, with an emphasis on "remote" working techniques, as well as collaborative and cooperative online working. The teaching of appropriate methods and working techniques also helps participants to professionalise their teamwork.

#### Courses

- Working Together Effectively in Teams
- Participatory Workshop Design
- Facilitation Training
- Anti-racist Training and Empowerment for Work in International Cooperation
- Practice of Advisory Services in International Cooperation
- Conflict Management and Negotiating
- Safety Training
- Researching with Participatory Methods
- Writing and Editing in a Team

## Module 3

### IC-specific Management Methods

A wide range of management instruments are used in the professional field of international cooperation (IC). The SLE teaches the most important methods. The discussion on impact orientation and its methodological implementation plays a central role. In addition to internationally used standards (*logical framework*), we deal with the challenges that complex cooperation projects pose for the planning, monitoring and evaluation of programmes and projects.

#### Courses

- Planning of International Cooperation Projects
- Monitoring and Evaluation in International Cooperation

## Module 4

### Professional Field International Cooperation (IZ)

The SLE accompanies the participants intensively in identifying and promoting their respective individual skills and systematically prepares them for the professional field of international cooperation. Special elements in the training programme serve to familiarise participants with thematic fields of work and organisations in IC. Accompanying coaching supports orientation and job applications. At the end of the training year, employers relevant to the occupational field introduce themselves and a job application training is conducted.

## Module 5

### Action and Decision Oriented Research (ADR) and Joint International Research Projects (JIRP)

Module 5 consists of the preparation and implementation of research projects (Joint International Research Projects, JIRP) for development policy organisations, within the framework of larger research and joint projects for and with partner institutions. The studies and additional products produced, such as manuals, media products, workshops, curricula, etc., provide action-relevant information for solving problems formulated by the cooperation partners themselves in organisations, programmes and projects of IC. The three-month stay abroad in four groups with SLE participants, team leaders, and local students and local partners is systematically prepared based on the SLE methodological concept ADR. The JIRP forms the core of the SLE study programme, as in this framework the acquired skills and knowledge are applied in practice, knowledge is deepened, and teamwork and cooperation are experienced. In addition, the participants' conceptual and analytical capacities are systematically trained through the consistent development of a new thematic field.

## Planning and implementation of the courses

The academic staff of the SLE are responsible for individual modules or courses. In addition to their own courses, they are responsible for planning and coordinating with external lecturers. In doing so, they consider the results of the programme evaluations of the previous years as well as the specific needs of the participants of the respective course.

SLE participants receive a topic and time schedule at the beginning of a new course. For some courses, the recommended literature is given or handed out in advance. In some courses, competence teams are formed which allow particularly knowledgeable participants in the respective fields to help shape the courses and thus promote peer learning.

The didactics are oriented towards problem-based or experience-based learning, in which the participants' prior knowledge is systematically included. In the module "Communication and Teamwork" the focus is on practicing working techniques, e.g. moderation. Courses that deal with development policy issues deepen knowledge using the example of case studies, simulations, etc. The lecturers use a variety of methods, they are experienced in didactics, specialised in their subject area and have a close practical connection to international cooperation.

## Weekly plan

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
09.00-12.30 Course	09.00-12.30 Course	09.00-12.30 Course	09.00-12.30 Course	09.00-12.30 Course
12.30-13.30 Lunch Break				
13.30-15.00 Course	13.30-15.00 Course	13.30-15.00 Course	13.30-15.00 Course	13.30-15.00 Course
15.00-15.30 Break				
15.30-17.00 Course	15.30-17.00 Seminar Meeting/ Self-Organisation	15.30-17.00 Course	15.30-17.00 Course	15.30-17.00 Course

## Seminar Meetings and Self-Organisation

This meeting serves as a participatory instrument for the participants of the SLE study programme. Normally, every two weeks on Tuesdays from 3:30 to approximately 5:00 PM, seminar meetings take place involving all participants, the programme coordination, and the respective responsible SLE staff.

The seminar meetings are prepared and moderated by the responsible staff member. They serve as a platform for

- participation and a smooth communication flow between SLE staff and participants of the programme,
- informing participants about other work areas and research projects of SLE (upon request),
- clarifying concerns, questions, and potential divergences, and providing mutual feedback.

On Tuesdays not designated for seminar meetings, the time from 3:30 to 5:00 PM is used for self-organisation of the cohort or to address matters among the participants.

## Group Days

The group days serve for self-organised learning and getting to know each other among the participants. They can be used for course follow-up, deepening of content, practicing methods, or for general exchange on development policy topics.

Possible Topics:

- Presentation of individual master's theses
- Presentation and discussion of development policy topics not covered in the curriculum
- Deepening of content
- Discussion of relevant literature
- Experimentation with methods
- Reflection on learning achievements and mutual feedback

The individuals responsible for planning and conducting the group days are assembled in each seminar meeting. They appoint a moderator for the meeting and then organize themselves independently. Each group is free to choose whether to hold their meeting at the SLE premises or at a location of their choice. After each group day, one person from the group sends a short email to the respective programme coordinator (2024: Rabir Zreig; rabir.zreig.1@huberlin.de) with information on who met, and the topics discussed.

# 62<sup>nd</sup> Cohort - The Study Programme in Detail

## Introduction to the SLE

**Date** 08.01. - 12.01.2024

**Trainers** Rabir Zreig, Bela Allenberg, Anastasiia Zhuravlova, Aaron Tawoufe

### Contents

The first week of the course at the SLE serves as an orientation: the participants and staff members should get to know each other and become familiar with the respective expectations, roles and responsibilities.

During this week, participants receive initial information on the values, structures and functioning of the SLE and its embedding in the faculty and the Humboldt-Universität zu Berlin.

They get to know the content and structure of the training programme and define their own learning goals which they want to achieve during the year. Finally, the days will be used to familiarise themselves with issues of *team building* and the culture of communication and feedback at the SLE. This will lay the first foundations for a successful cooperation this year.

### Objectives

The participants

- have gained an overview of the history, structure and functioning of the SLE and the contents of the 2024 programme,
- have set goals for the year at SLE,
- have dealt with team building and feedback,
- have taken the first steps towards self-organisation.

### Training methods

Short input, exercises in small groups, presentations in plenary, discussions

## The SLE Transformation Agenda: An Introduction

<b>Date</b>	15.01. - 16.01.2024
<b>Trainers</b>	Prof. Markus Hanisch, Dr. Margitta Minah

### Contents

SLE participants will receive a general introduction to the SLE transformation agenda. The areas of transformation, including the socio-ecological economy, ecosystems and food, and governance and participation, will be discussed and put into context. Transformation in these areas must take place in the global North and South, using a relational concept of development that takes into account the relationship and long-distance effects between the two regions. Considerations of inequality and leaving no one behind are also introduced. The discussion is framed in the context of the Sustainable Development Goals (SDGs) and further explores the principles that will guide the participants in their postgraduate programme: a multi-level perspective, inter- and transdisciplinarity, a focus on rural areas, as well as practical and solution-oriented practices.

As an example, self-organisation and cooperatives will be discussed in more detail as a social innovation to challenge power imbalances and address all three areas of transformation. Concepts of cooperative identity, values and principles will be introduced and their application in international development will be reviewed. An excursion will be organised to better understand how social innovation can contribute to food system transformation.

### Objectives

SLE participants will

- learn about the SLE Transformation Agenda and its links to other SLE principles and concepts,
- understand cooperativism and self-organisation as an important tool for rural transformation,
- get acquainted with a practical example of a consumer cooperative
- share their own experiences with self-organisation and cooperatives in rural areas.

### Training Methods

Inputs, group work, discussions, excursion

# Development action in the Global North? Unpacking the Potentials of a Circular Economy in Albania

**Date** 17.01.2024

**Trainers** Sophia Dykmann, Laszlo Beer

## Content

Different from (neo-) colonial development approaches in the past, it is now widely recognized that countries of the so-called Global North have significant development needs as well. Hence, transformation strategies need to be elaborated with and applied in all parts of the world.

Circular Economy (CE) has emerged as such a transformative strategy, while reaching far beyond recycling through closing resource loops in production processes. By targeting goals of sustainability and prosperity alongside equity, CE increasingly gained recognition in 'development' realities. As a central pillar of the European Green Deal, the adoption of CE is mandatory for Albania, being an official EU membership candidate.

During the GIZ's project EU for Circular Economy and Green Growth, one SLE JIRP-team (2023) identified stakeholders and their potentials for a CE in Albania by combining perspectives of intersectional feminism with the concept of CE. It highlighted which stakeholders in Albania's waste sector operate and how their capacities to deal with the incurred waste can be fostered while promoting social equity for marginalised groups.

In the first part of the presentation, the participants will be introduced to potentials of a CE in Albania through the lens of the so-called 6Rs research framework. A further focus lies on how CE can be operationalized in an action-oriented research and what challenges might occur when applying intersectional feminism in a transnational context. The last part will be dedicated to experiences and lessons learnt during the project work on the JIRP in Albania 2023.

## Objectives

SLE participants will

- have been introduced to the concept of Circular Economy,
- have critically discussed pro and contra of the research design in a transformative context,
- have gained an insight and reflected upon international research collaboration

## Training Methods

Inputs, Discussions

## Communicating Transformation

**Date** 18.01.2024

**Trainer** Dr. Moritz Kirchner

### Contents

Transformation processes are far-reaching changes and therefore not identical with gradual processes of change traditionally encountered in politics and practice up to now. The course delves into the essence of major transformations, questioning the feasibility of individuals driving essential shifts and the specific knowledge required for such endeavors.

While participants of the SLE already possess substantial knowledge in their respective fields, and additional insights will be added throughout the year, knowledge alone is not sufficient to drive change processes. To what extent does effective communication enhance the preparedness and willingness for transformation processes in politics and society?

In this course, participants will explore various communication strategies aimed at fostering understand and readiness for transformative processes in diverse contexts.

### Objectives

Participants will

- have an improved ability to communicate their content in a more effective and convincing way,
- practice the communication of transformation in different settings/contexts,
- Know techniques for communicating transformation systematically and efficiently,
- Present the results of individual/group work confidently and creatively in plenary,
- Be familiar with the basics of interpersonal communication and rhetorics.

### Training Methods

Input, individual work, group work, discussions



## Working Together Effectively in Teams

**Date** 22.01. - 25.01.2024

**Trainers** Iris Paulus, Dr Silke Stöber, Klemens Thaler

### Contents

Successful teamwork in interdisciplinary groups can be learnt. This course provides participants with the necessary knowledge, attitudes and tools. The teamwork course is based on experiential learning: participants systematically build on previous experience of working in groups, draw up plans for the procedure of goal-oriented teamwork, work on tasks in small groups and finally evaluate the group-internal working and communication process on the basis of the work plans and quality standards they have formulated. In this way, they will be able to constantly optimise their work processes and solve increasingly complex tasks in a limited time and with good quality.

The Teamwork course is a key course in the SLE training programme, laying the foundations for the forms of collaboration that will be used throughout the training year.

A systematic introduction to facilitation and visualisation is part of the course as well as learning constructive feedback techniques.

### Objectives

Participants will

- Have improved their ability to learn from their own experience in a process-orientated way,
- Acquire skills in purposeful observation and evaluation of group work processes and feedback of observations and perceptions,
- Know techniques for working systematically and efficiently with others,
- Can recognise and perform important functions in working with others, in particular leading discussions and coordination,
- Confidently and creatively use visualisation techniques to document teamwork and prepare presentations,
- Present the results of group work confidently and creatively in plenary,
- Be familiar with the basics of interpersonal communication.

Achieving these learning objectives should enable students to work in groups on complex tasks in a targeted manner, within a reasonable time, with minimal friction and a high level of personal satisfaction.

### Training Methods

Short presentations, group work, feedback *exercises*

## Socio-Ecological Economics: An Introduction

**Date** 29.01. - 31.01.2024

**Trainer** Daniel Baumert

### Contents

To keep the impacts of climate change within manageable limits, lifestyles and economies worldwide must transition to climate neutrality. This transition must include actors at the local, national and international level in the Global South and the Global North alike. It must be designed in a way that is socially just. But how can this be achieved? What type of interventions are needed and how can they be purposefully designed?

This course enables the participants to establish a common understanding of relevant fields of action where a transformation of behavior and practices is required. Participants are invited to dive deeper into drivers and obstacles linked to behavioral economics, political economy and the global business and human rights agenda. Lastly, participants can discuss with practitioners from the field current strategies and approaches to kickstart and support the transformation.

### Objectives

Participants

- have an overview of relevant fields of action that need to undergo transformation,
- understand drivers for and obstacles to this transformation,
- identify different entry points for development cooperation interventions supporting such a transformation.

### Training Methods

Interactive group work, desk research, external inputs, guided discussions

# Socio-Ecological Economics: Transformation through Social Entrepreneurship?

**Date** 01.02. - 02.02.2024

**Trainer** Janek Hermann-Friede

## Contents

Globalised economic environment offers new opportunities for people in the Global South to develop their own entrepreneurial solutions to problems. At the same time, public institutions often fail to provide basic services for underserved and marginalised population groups and thus create a prerequisite for escaping poverty. SDGs 8 and 9 are explicitly dedicated to pro-poor growth, industrial development and necessary innovations. Many other development goals are closely linked to this. Against this background, the question arises, for example, as to which innovative, poverty-orientated business models can offer solutions to global problems. What factors influence the success of social innovations? How can trade become fairer and economic growth more inclusive and how can development co-operation promote social entrepreneurs and social enterprises?

In order to answer these questions, strategies for the implementation and promotion of inclusive business models will be developed, their potential discussed and selected practical examples presented on the basis of lectures, exercises, contributions from external speakers and group work.

## Objectives

The participants

- are familiar with individual methods and instruments from the field of social entrepreneurship (SE),
- recognise that the potential of local solutions should not be underestimated and that a context-oriented approach is required,
- are familiar with funding opportunities and innovative financing mechanisms at the development cooperation / SE interface and can critically analyse them,
- know that good innovation promotion is not possible without taking ecological, socio-cultural and institutional factors into account.

## Training methods

Lectures, reading, group work, input from participants, implementation of soft skills learnt

# Socio-Ecological Economics: Social Policy and Social Protection in the Global South

**Date** 05.02. - 06.02.2024

**Trainer** Martina Bergthaller

## Contents

The 20<sup>th</sup> century witnessed the expansion of social policy, particularly in Europe, where democratic welfare states invested heavily in social policy measures such as education, health and social security, which significantly flanked economic development. In countries of the Global North, a large proportion of the population now benefits from social security measures, mitigating risks like illness, unemployment or old age.

In the Global South the expansion of social security was largely neglected until recently, partly due to the influence of various bilateral and multilateral development partners, viewing economic development and welfare state growth as contradictory. However, a paradigm shift has occurred in the last two decades, with many Global South countries introducing social security measures to combat poverty and inequality. Finally, social protection is increasingly addressing the role of mitigating the consequences of climate change, which usually disproportionately affect poor and vulnerable population groups.

The course explores the role of social policy and protection in current development discourse examining the design of measures and the influence of IC in Global South countries. The curriculum includes analyses of global agendas and country-specific examples to provide a compressive understanding of the subject and its challenges.

## Objectives

The participants

- get an insight into different welfare state models,
- develop an understanding of the role of social policy in general and social protection systems for sustainable and inclusive development,
- analyse problems and opportunities of social protection systems and other social policy measures in countries of the Global South,
- understand the potential of social protection to make the transition to a green economy ("*just transition*") socially acceptable and to cushion the consequences of climate change for particularly disadvantaged population groups.

## Training methods

Lectures, discussion, reading, group work, inclusion of participants' prior knowledge through content inputs

## Socio-Ecological Economics: Sustainable (Food) Value Chains

**Date** 07.02. - 08.02.2024

**Trainer** Aicha Mechri

### Content

The food value chain approach in international cooperation has long been used with the goal of reducing poverty and increasing food security by increasing income and employment in countries of the Global South. Despite several decades of application in different sectors, there is no or mixed evidence of the impact of such an approach. Furthermore, and in light of multiple global crises such as the climate crisis, biodiversity loss, rising inequalities and increasing food insecurity worldwide, it has become necessary to review the paradigms that underpin such an approach. In particular, promoting “sustainable” food value chains is now the focus of several international cooperation programs. But how do “sustainable” food value chains look like? And, how can the sustainability along food value chains be assessed?

In this course, we will explore the theoretical and conceptual foundations of (food) value chain promotion in international cooperation and engage with prominent criticisms of market-based development interventions. In small groups, we will probe sustainability narratives of selected food value chains and discuss underlying normative and conceptual assumptions. In this context, we will introduce the concept of “multidimensional value added”, putting the emphasis squarely on sustainable value creation. Highlighting the complexity of sustainability assessments, we will introduce and discuss some instruments as practical, participatory tools to assess sustainability aspects of food value chains.

### Objectives

Participants

- understand and reflect the conceptual foundations of (food) value chain promotion, and understand the peculiarities of food value chains,
- contemplate sustainability narratives in food value chain promotion,
- learn tools to assess the sustainability of food value chains and related challenges.

### Training Methods

Presentations, group work, literature research, practical examples, role play

## Development Policy and Concepts in Historical Perspective

**Date** 12.02. - 16.02.2024

**Trainer** Bela Allenberg

### Contents

Knowledge of the underlying concepts is essential for successful action in international development cooperation. As development policies and its central concepts have changed significantly over the past decades ("paradigm shifts") knowledge of the concepts and why and how they have changed allows for understanding current development policy discussions better and draw lessons learned from the past.

The course starts with an overview of key objectives, indicators, actors and instruments of development policy. The course participants then review the development policy concepts of past development decades up to the present day, such as the classic paradigms of development theory: modernisation theories, dependency theories, neoliberalism, but also critical approaches such as post-development.

The 2030 Agenda and the Sustainable Development Goals (SDGs) are the overarching objectives of today's development policies. As a high level of effectiveness of international cooperation will be necessary to achieve them, the course will review the effectiveness debate and its fundamental policies. The coherence of development policy with other policy areas will be examined as a further condition of development policy effectiveness. Also, comprehensive funding and other sources of finance are required. Therefore, an overview of actors and concepts of international development finance will be given. There will be time for critical discussion of the concepts in all subject areas.

### Objectives

The participants

- are familiar with key actors, instruments and indicators of development policy,
- have an overview of central development theory concepts and paradigms,
- are familiar with the 2030 Agenda and the Sustainable Development Goals (SDG),
- are familiar with the effectiveness debate and policies,
- know the key concepts and policies of financing for development,
- know about the necessity and basic concepts of policy coherence,
- have critically reviewed and discussed key historic development policy concepts.

### Training methods

Short presentations, literature assignments, working groups, presentations by participants, discussions.

## Development Policy Discussion Days: Topic Selection and Preparation Week

**Date** 19.02. - 23.02.2024 (Topic Selection on 26.01.2024)

**Lecturer** tbd

### Contents

The Development Policy Discussion Days (DPDD) are a joint event of the SLE with the Heinrich Boell Foundation (hbs), which promotes the exchange between development policy practice and science. Moderated by participants from the SLE and the hbs, selected speakers discuss current and controversial development policy issues. The DPDDs thus set important development policy accents and reflect the current state of discussion in IC.

During the preparation of the content, three topics are selected for the discussion days. Participants and scholarship holders of the hbs are then assigned to the individual topics and work together in the respective small groups to understand the complexity of the chosen topic. They work out the positions and, if necessary, the different perspectives of governmental, non-governmental, scientific and private-sector actors and derive theses for discussion.

The results of the content preparation week serve as a basis for identifying possible speakers, formulating a moderation plan and introductory presentation, and creating products for public relations work.

### Objectives

The participants

- have researched current development policy issues and reflected on the state of the debate,
- have identified different perspectives and possible conflicts of interest of different stakeholders and worked on (all-party) lines of compromise or resolution of these conflicts,
- have created a substantive working basis for the further planning of the DPDD.

### Training methods

Working groups with alumni support, basic texts, self-study

## Facilitation Training

**Date** 26.02. - 29.02. & 04.03. - 07.03.2024  
(half of the group per week)

**Trainer** Monika Boutros-Fischer

### Contents

Facilitation is a working method which plays an increasingly important role in professional everyday life. In facilitated processes the factual and the emotional relationship level are equally important. A professional facilitator must be able to shape both levels simultaneously and evenly to create a constructive and open-minded atmosphere in working groups. The focus of this training course is on the „how“ - giving the participants concrete suggestions for practical use.

- The role of the facilitator
- Preparing and conducting a facilitation
- The course of facilitation and facilitation methods
- Dealing with problems in meetings
- Panel Discussions

### Objectives

The participants

- learn how they can effectively chair a meeting and facilitate teams and groups in a results-oriented manner.
- are provided with proven methods, tips and techniques for facilitating meetings and workshops effectively.
- will increase their self-confidence as facilitators.

### Training methods

Lectures, group work, moderation exercises, evaluation discussions

This course takes place together with Heinrich Boell Foundation scholarship holders.



## Participatory Workshop Design (digital)

**Date** 26.02. - 29.02. & 04.03. - 07.03.2024  
(half of the group, parallel with the facilitation training)

**Trainers** Johara Bellali, Lia Weitz

### Content

People often come together to work, discuss, plan, evaluate, solve problems or share experiences in a workshop. Investing time and thought in the design and preparation as well as understanding the role you have as a facilitator increases its effectiveness and will more likely lead to results. This course is very hands-on in character and will emphasize how to plan, design and conduct participatory workshops with simple but effective tools and techniques. Together we will reflect on how to use and adapt methods according to different objectives, contexts and phases of interactive workshops. Nowadays, we are faced with an increasing need to conduct workshops virtually; This course will also highlight some fundamental dos and don'ts for (virtual) workshop design which you will practice throughout the course.

### Objectives

By the end of the course, participants

- know how to design, prepare and conduct participatory workshops of different lengths, settings and purposes.
- are provided with methods for the beginning, central and final phases of workshops.
- have a basic set of visualization techniques.
- have reflected on different workshop approaches as well as on facilitators' role, attitudes and skills to support participatory learning.

### Training methods

Short inputs, practical exercises and online tools, group work, discussions

# Ecological Aspects of Global Change – Challenges and Solutions in the Climate Crisis and Urban Development

**Date** 11.03. - 14.03.2024

**Trainer** Dr. Till Sterzel

## Contents

Climate warming and urbanization are two fundamental processes of global change in our time. The resulting climate crisis and rapid urbanization in city development pose significant challenges to the global community, from a global level to individual citizens. What are the key drivers and regionally varying manifestations of these processes? What connections exist between the climate crisis and urban development? And most importantly, what can be done globally, down to the individual, to effectively address both? How are climate adaptation and climate protection implemented in international development cooperation?

The course provides exemplary answers to these questions. This is done based on the concepts of planetary boundaries as a framework for global socio-ecological challenges and climate resilience. The answers are supported by recent IPCC reports and several case studies from international development cooperation. A synthesis of the course is deepened through a half-day excursion on April 1st.

## Objectives

The participants

- can understand the interconnections of global socio-ecological challenges posed by climate warning and urbanization,
- Develop a more nuanced understanding of these challenges and partial solutions on various spatial and temporal scales.
- Acquire and work towards exemplary sustainable solutions for climate adaptation, climate protection, and sustainable urban development at global to local levels.

## Training methods

Lectures, discussion, reading, group work, excursion, inclusion of participants' prior knowledge by competence teams

## The trilemma of land use and the Global Land Transition

**Date** 18.03. - 21.03.2024

**Trainer** Dr. Till Sterzel (Moderation), Maïke Voß

### Contents

In 2024, the Contracting Parties Conferences of the Rio Conventions on Climate Change (UNFCCC), Biological Diversity (UNCBD), and Combating Desertification (UNCCD) are scheduled. Achieving the goals of all three conventions requires land resources. In times of multiple crises and food insecurity, the pressure on the land resource is increasing, leading to conflicts over land use. We find ourselves in a trilemma of land use, where land becomes scarcer when utilized in competing ways for agricultural production and food security, biodiversity conservation, or climate protection. A global land transition is essential for the successful implementation of the Rio Conventions.

The course explores multifunctional strategies ("multi-benefit strategies") that can overcome the trilemma of land use and leverage synergies in the implementation of the three Rio Conventions. We discuss how climate protection and adaptation, biodiversity conservation, and the transformation of our food systems can be considered together. Exemplary concepts include agroecology, agroforestry, and agrivoltaics. Furthermore, fundamental approaches to transforming the global food system within planetary boundaries are discussed. On the last day, an excursion to a project on peatland rewetting (MoorFutures) in Brandenburg is planned, contributing to climate and biodiversity protection.

### Objectives

The participants

- Understand the trilemma of land use and are familiar with strategies to promote synergies.
- Have the ability to reflect on the current food system and categorize approaches for the transformation of food systems.
- Are more acquainted with the topic of biodiversity and its global significance.
- Are knowledgeable about initiatives, political approaches, and potential strategies at the local, national, regional, and global levels that can alleviate the trilemma of land use.

### Training methods

Lectures, guest lectures, discussions, readings, group work, excursions, incorporation of participants' prior knowledge through competency teams.

Reference: The foundation is the WBGU (German Advisory Council on Global Change) report from 2020 titled "The Trilemma of Land Use – From Competition to Integration," in which SLE (Center for Rural Development) collaborated.

# Disaster Risk Management in International Cooperation

**Date** 25.03. - 26.05.2024  
**Trainer** Martin Becher

## Contents

Those who are involved in humanitarian aid or international cooperation today can hardly avoid disaster risk management (DRM). Since climate change, precaution has been on everyone's lips as part of climate change adaptation. How DRM should look in practice can be answered just as little as the question of what development is. Here and there, it is about locally adapted, location-appropriate solutions. However, among most actors, there has been a broad consensus on the approach and methodology for identifying such measures: First, the risk of a population group falling victim to disasters is assessed and measured. It is taken into account that women, minorities, and poor population groups are often more vulnerable. The most vulnerable population groups and/or infrastructures can be identified from this risk analysis. The subsequent measures to reduce risk include prevention and reduction of threatening natural events, reduction of vulnerability, and preparation for emergencies. Early warning systems are an example of this. Protective measures can be stand-alone or part of international cooperation programs. The goal is to increase the ability of those affected to deal with disasters and pandemics and to cope with them (resilience). The greatest participation of the local population is achieved when the measures simultaneously satisfy the most urgent needs of the people, while achieving co-benefits, like it often is the case with nature-based solutions.

## Objectives

The participants

- are familiar with recognized concepts of disaster risk management and are familiar with methods of risk assessment,
- know measures to reduce vulnerability and prevent or mitigate extreme natural events,
- are aware of differences and similarities between disaster risk management and adaptation to climate change and have discussed the mainstreaming of disaster risk management,
- have learned about the roles, responsibilities, and interactions of various actors.

## Training methods

Presentations and inputs with exercises in groups are the focus. The participants will carry out risk assessments and draw up risk maps using a landscape model. With the help of project examples, visual material and videos, the aim is to be as close to reality as possible.

# Diversity, Intersectionality and Feminist Development Policy

**Date** 27.03. - 28.03.2024

**Trainers** Rabir Zreig and Centre for Feminist Foreign Policy

## Contents

The work in international cooperation often operates in disconnected silos, i.e. some projects focus on economic growth, others on nature conservation, others on education, etc. However, (almost) all sectors are about working with and for people. Similar to how cross-sectoral approaches can also offer holistic solutions at higher levels (nexus approach, holistic sustainability concepts e.g. agroecology; multi-benefit strategies) and are thus more powerful, it helps not to look at people merely one-dimensionally (e.g. by income, gender or origin), but rather to perceive and acknowledge their multiple identities and actively integrate multiple perspectives into the work.

In many cases, different forms and constellations of identities occur simultaneously, which can lead to complex interactions. This makes a reflection of overlapping and often reinforcing forms of diversity on the one hand and inequalities or discrimination on the other essential for work, especially in IC. This understanding is also anchored in the principle of "Leave No One Behind" of the 2030 Agenda, which focuses on marginalised and vulnerable groups. The course will take a closer look at these so-called intersectional inequalities. In doing so, it will explore the question of what role intersectionality plays in one's own life, in society and in IC - and what the approaches to action also have to do with a "feminist development policy" that is often proclaimed (also by the German Foreign or Development Ministry).

## Objectives

The participants

- gain an insight into the dynamics of intersectionality and have become familiar with different manifestations of privilege and disadvantage,
- have reflected on the impact of different forms of inequality in their own lives, but also in the lives of others,
- have created an awareness and sensitivity to issues of intersectionality and developed an empathic sensitivity to intersectionality in and outside their lifeworld through exercises.
- delved into the concept of feminist development policy and examples from the political realities in different contexts.

## Training methods

Short inputs, video inputs, individual work or self-reflection, exercises in small groups, role plays, plenary discussions, external input

# Anti-racist Training and Empowerment for Work in International Cooperation

<b>Date</b>	08.04. - 10.04.2024
<b>Trainers</b>	Dr Boniface Mabanza, Nicole Amoussou, Zaida Horstmann

## Contents

This seminar adopts a postcolonial perspective by focussing on the after-effects of colonialism on contemporary dynamics. To this end, racism, which served as an ideology of exoneration, justification and disguise in the colonial system, is understood as a structural reality that determines the distribution of power and privileges. In this seminar, racism is not only treated as an ideology of marginalised groups, but also as an internalised attitude that can also manifest itself in the thought patterns and actions of those who are committed to a human rights and democratic model of society. Seen in this light, racism is a relevant category for international cooperation, not only because of the obvious continuities between the colonial and development discourses, but also because the balance of power and forces has not shifted despite decolonisation processes, at least not in all regions.

This seminar also offers protected spaces in which participants from former colonies or with roots in former colonies who want to work in development cooperation can exchange views on the challenges of their own positioning and, with the support of the trainers, can empower themselves to find their place.

## Objectives

The participants

- have broadened their view of the concept of development, its origins and connotations,
- have critically examined the principles and tenets of development policy from a postcolonial perspective,
- have looked at the motives and approaches of development policy in the 21st century,
- have learned about the historical background and constructions of racism and paternalism and recognized their own involvement in them,
- perceive the "value dependency" of the development discourse and can understand a differentiated criticism of development policy,
- question their own privileges in German society and on a global level,
- have reflected on their own way of dealing with difference, with others and otherness;
- have become aware of their own role in IC and know how to categorise it in a postcolonial and antiracist perspective;
- recognize the need to take into account the complexity of the development discourse without losing the ability to act.

## Training methods

Impulse lectures, group work, role plays, reading, self-reflection

### **Additional offer:** Empowerment for the Work in the International Cooperation for *Black and People of Colour* (BPOC)

For BPOC, the field of international cooperation can be particularly challenging due to the still prevailing colonial continuities and open as well as hidden racism. This seminar takes note of this and aims to provide a protected space for this group of people to disclose and reflect on experiences of discrimination. The seminar focuses on racist discrimination, but also reflects on other forms of discrimination.

### **Objectives**

The participants

- are sensitised, advised and empowered to find the most effective ways of dealing with and combating racism and other forms of discrimination,
- have critically engaged with identity issues and reflected on the need to own up to their identities and combat all forms of internalisation of discrimination,
- are sensitised about the diversity of their traditions, which can enable them to confidently bring added value to their development cooperation activities.

### **Training methods**

Impulse lectures, exchange of experiences, moderated discussions, *healing of memories*

## **International Trade and Finance**

**D a t e** 11.04. – 12.04.2024

**T r a i n e r** Dr. Boniface Mabanza

### **C o n t e n t s**

Still in progress

### **O b j e c t i v e s**

Still in progress

### **T r a i n i n g m e t h o d s**



## Planning of International Cooperation Projects

**Date** 15.04. - 16.04.2024

**Trainer** Julia Weinand

### Contents

The success and sustainability of projects are closely linked to the quality of planning processes in the preparation and during implementation of projects – not only in international cooperation. This course will introduce participants to approaches and tools for project conceptualisation and planning that are widely used and useful.

Project planning begins with a thorough analysis of the current situation, in which factors influencing a (potential) project, as well as the needs of those involved are examined and reflected. These analyses form the basis for the definition of a project for which a strategy and an activity plan can then be developed. The course will go through these steps using a case study.

Projects in international cooperation are oriented towards impact (results), we speak of “results-oriented project planning”. For this reason, we need to consider how anticipated change can be measured already during planning. How to arrive at good indicators will be presented and the participants will apply quality criteria for the formulation of indicators.

### Objectives

The participants

- have an overview of planning approaches and are familiar with selected instruments. They have critically reflected both, approaches, and instruments, and can assess their relevance for the results-oriented management of development projects.
- know selected instruments for analysing the situation, objectives and strategy in complex cooperation projects and can flexibly apply the instrument of the logical framework approach.
- can create results models / theories of change and know the difference between one-dimensional planning and results-orientated planning.
- can create logframes with a hierarchy of objectives and indicators.

### Training methods

Input with discussion, application of introduced instruments in group work, short presentations by participants.

## Monitoring and Evaluation in International Cooperation

**Date** 17.04. - 18.04.2024

**Lecturer** Julia Weinand

### Contents

Monitoring and evaluation (M&E) are important for the quality assurance of projects. Monitoring is the systematic and continuous collection of information on the progress and impact of a project. Evaluations, on the other hand, assess the status and impact of a project as objectively as possible at selected points in time. Both monitoring and evaluations are used for steering, accountability and learning and go hand in hand. These functions of monitoring and evaluation, their interrelationships and differences are introduced in this course.

Participants will be guided along the steps of setting up a monitoring system. Based on the understanding of results-oriented planning acquired in the "Planning" course, the topic of indicators will be deepened further, and questions of data collection will be discussed. Furthermore, participants will gain an insight into how and with whom monitoring results are used and how this supports management decisions. Participants will learn to apply the OECD-DAC criteria to assess the quality of projects, which are used globally in evaluations. Furthermore, they will learn about quality standards for evaluations.

### Objectives

The participants

- are familiar with the functions of M&E as a management tool for projects,
- are able to design essential elements of results-orientated M&E systems,
- can apply the OECD-DAC evaluation criteria and translate these into concrete questions for evaluations,
- are familiar with quality standards for evaluations,
- are familiar with methods, approaches, and instruments for capturing project/programme results.

### Training methods

Input with discussion, application of introduced instruments in group work, short presentations by participants.

## Conflict Management and Strategic Negotiation

**Date** 22.04. - 24.04.2024

**Trainer** Dirk Sprenger

### Contents

Conflicts arise wherever people meet, both privately and professionally. As individuals, we have different needs, different values, and different experiences. Conflicts can arise when these differences come together, and we experience that they are not compatible. This is completely normal and part of our everyday lives.

What is unpleasant are unresolved or inappropriately handled conflicts. Relationships are damaged, work-to-rule becomes the dominant working pattern, situations escalate and involve other people in the conflict. Projects can fail because teams are chronically preoccupied with themselves and lose sight of the outside world and their goals.

This training course is about constructive conflict management, because an appropriate attitude to conflict and the knowledge and skills to deal with conflict are essential in today's working world. Especially in international cooperation, where the working environment is characterized by different groups of actors with different interests, intercultural encounters, temporary projects with great implementation pressure or uncertain, unstable contexts.

### Objectives

The participants

- know the individual and socio-psychological basics of conflict;
- know the dynamics and patterns of conflicts;
- learn situationally appropriate forms of communication and cooperation;
- learn to recognize negotiation situations as such and to behave strategically and confidently in them

### Training methods

*Interactive training, exercises, case studies, role plays*

# Introduction to the Professional Field of International Cooperation

**Date** 25.04.2024

**Trainers** Miriam Holländer, Marina Schmidt

## Contents

The module "Professional Field of International Development Cooperation" looks at career entry from different perspectives. The course participants focus on their personal profile and work out their respective competences, focal points and interests. Furthermore, they take a look at the professional field of IC: What does the organisational landscape look like? Who are the most important actors and organisations, what distinguishes them, what entry opportunities and fields of activity do they offer young professionals? What do the required job profiles look like? What prerequisites do I have? What topics and regions do I stand for? What exactly am I aiming for? The participants develop criteria to be able to observe the labour market more systematically.

In individual coaching tailored to the respective participants, the participants have the chance to develop their personal strategies and deepen their competences and interests. The view of potentials, preferences and fields of learning as well as possible fields of activity is sharpened. The participants also work on their own short career-related CV.

## Objectives

The participants

- gain an initial overview of the occupational field of IC and characteristics of different employers,
- come to terms with their preferences, develop their personal profile with subject-specific, methodological and regional focal points and set themselves individual learning fields for the training year at the SLE,
- prepare a short CV to be sent by the SLE to IC institutions.

## Training methods

Lectures, exercises, role play, discussions

## Governance and Participation: Governance, Participation and Empowerment

**Date** 29.04. - 30.04.2024

**Trainer** Dr. Olumide Abimbola

### Content

Participation and empowerment integral to good, democratic governance. The good governance agenda emerged in the late 1990s as a panacea for what the donor community saw as a crisis of governance. After aid and reforms like *Structural Adjustment Programme* failed to produce inclusive economic growth, donor institutions shifted focus to democracy, political stability, and good governance as tools for poverty reduction. Subsequently, these institutions promoted and made a commitment to democracy and good governance conditionalities for development assistance. Within this discourse, the concepts of participation and empowerment emerged as key concepts. Empowerment is deemed both as a means and an end of participation. Participation was expected to redistribute power, and enhance inclusive, transparent, accountable decision-making.

These concepts have gained prominence shaping the conceptualization, design and implementation of IC. Although these concepts are universally recognisable and designed to be technically neutral, they are not devoid of the socio-cultural influences, cultural biases and asymmetric power relations- just like the idea of development itself. The course will start with an introduction to the history of good governance, participation, and empowerment as critical aspects of development cooperation. It will interrogate the interrelationships between good governance, participation, and empowerment. Using concrete examples, it will assess how these concepts have been deployed, on whose terms and in whose interest. In all these discussions, the course will pay special attention to contrasts in theory and practice in the developed economies.

### Objectives

Participants learn

- to critically reflect on the multiple realities of good governance, participation, and empowerment to the different stakeholders,
- to critically engage with how good governance, participation, and empowerment are measured and performed noting the rhetoric and actual practices,
- to critically engage with these three well-intentioned concepts Didactic Methods

### Training Methods

Short lectures, group work, reading and analysis of texts, watching/listening to multimedia, simulations

## Governance and Participation: Migration and Displacement

**Date** 15.05. & 16.05.2024

**Trainer** Paul Asquith

### Content

This one-day training course seeks to introduce participants to key issues and debates in migration and migration policy. Centered around the theme 'migration and flight', it will cover issues of migration, forced migration and migrant protection, and migration policy. It will introduce key legal definitions and mechanisms, as well as debates in migration studies and migration policy frameworks in place, such as the 2018 Global Compacts for Safe, Orderly Migration and for Refugees. The training course will include case studies focusing on key migration and development challenges in Africa and Europe, Asia, the Middle East, and Latin America. The training will pay particular attention to the linkages between migration and development, and will critically explore the migration-development nexus, the impact of migration on the development of sending countries, and the role of migrants and diasporas as development and humanitarian actors.

### Objectives

Participants will

- gain a good understanding of key dynamics and trends in migration flows,
- get a basic introduction to the legal and policy frameworks regulating migration flows and policy responses to migration,
- be introduced to policy and programmatic responses to migration, including key challenges and opportunities,
- gain a critical understanding of the linkages between migration and development, and key debates on the migration and development nexus,
- explore the role of migrants and diasporas as development and humanitarian actors.

### Training Methods

Short lectures, group work, reading and analysis of texts

## Practice of Advisory Services in International Cooperation

**Date** 16.04. - 18.04.2024

**Trainer** Dr Silke Stöber

### Contents

Increasing food production in a sustainable way, promoting economic development, reducing poverty and social injustice, using natural resources in a sustainable way and doing so in a participatory way - these goals will only become reality if there are instruments that open up possible solutions for the actors to achieve these goals. Consultancy supports the initiation and dissemination of innovations for sustainable development. But what is the paradigm behind guidance? Are innovations initiated *bottom up* or *top down*? Why do some innovations spread quickly and others never really catch on? What does the daily work of a consultant look like? And what role does the counsellor play in this?

We will reflect on these and other questions in the course by first looking at the roles of guidance in the professional field. We then familiarise ourselves with theories of innovation and behaviour change and approaches to counselling. We practise non-directive interviewing according to Carl Rogers with the help of a role play. A policy or process consultant will present his/her work. The instrument of collegial counselling will also be practised.

### Objectives

The participants

- have become familiar with counselling approaches as well as their structures and forms of organisation,
- have learned about the theory of innovation and behaviour change,
- have practised leading conversations in counselling and reflected on their own role.

### Training methods

Keynote speeches, guest speaker, exercises, case studies, role plays

## Governance and Participation: Conflict Sensitivity & Conflict Transformation

**Date** 13.05. - 15.05.2024

**Trainer** Gregor Maaß

### Contents

International development cooperation often operates in fragile and conflict-affected contexts. In their most recent report, the Heidelberg Institute for International Conflict Research observes a total of 363 conflicts worldwide, 60 % of which are fought violently. In some cases, conflicts are limited to specific regions, while in other situations entire countries may be affected. The situations also vary depending on the stage of the conflict. Conflicts can persist over a longer period of time with limited intensity but then escalate very suddenly and lead to violent outbreaks. In other situations, a post-conflict phase opens up opportunities for required social change.

The first part of the training focuses on conflict sensitivity, an approach that is required for all humanitarian, development and peacebuilding interventions in conflict prone contexts. Conflict sensitive practices ensures that project interventions do not unintentionally exacerbate existing conflicts, but rather contribute to their de-escalation. The Do No Harm tool will be introduced as the leading tool for the application of Conflict Sensitivity.

The second training part addresses strategies for conflict transformation, based on conflict analysis. Participants will apply conflict analysis tools to concrete conflict cases and identify strategic entry points for transformation processes on this basis.

### Objectives

The participants

- have a current basic understanding of the topic of crisis prevention, civil conflict transformation and peacebuilding, as a cross-cutting topic and as a priority topic - also with regard to pandemics (COVID-19),
- know approaches to peace and conflict analysis and exemplary approaches and strategies of civil conflict transformation,
- have an overview of possible fields of work and deployment in the area of crisis prevention, civil conflict transformation and peacebuilding.

### Training methods

*Interactive training, exercises, case studies, role plays*



## Governance and Participation: Transitional Development Assistance - from *Linking Relief Rehabilitation and Development* (LRRD) to Strengthening Resilience

**Date** 16.05. - 17.05.2024

**Trainers** Frank Erkenbrecher, Mariam Salloum

### Contents

In the context of crises, disasters and conflicts, it is important to go beyond meeting immediate humanitarian needs and at the same time strengthen the resilience of people and institutions and (re)build state and civil society structures. In Germany, the BMZ's transition assistance is an instrument that addresses the interface between humanitarian (emergency) aid and DC/IC. The current COVID 19 pandemic has once again highlighted the importance of such instruments. A large number and variety of actors are active in this field of work.

Nationally and internationally, so-called *transitional development assistance* is facing great challenges and is undergoing various changes. Starting with the *Linking Relief, Rehabilitation and Development* approach, through the *Humanitarian Development (Peace) Nexus* to the resilience concept, many approaches, concepts and instruments are currently being discussed that are intended to provide sustainable support to people and societies affected by crises, conflicts and disasters. Especially since the 2016 World Humanitarian Summit (WHS) in Istanbul, the discussion on better linking humanitarian aid and international cooperation is again high on the international agenda. Transition assistance works in very different contexts (violent conflicts, natural disasters, chronic crises) and with a large number of different target groups and partners (bilateral, multilateral, civil society). Accordingly, a diverse picture of transition assistance, its challenges and its opportunities emerges today.

### Objectives

The participants

- have an overview of the field of transitional support,
- know the different national and international concepts and approaches of transition assistance,
- know relevant instruments of transition assistance (theory and practical examples),
- have developed coherent approaches and measures using a current example,
- discuss the impact of the COVID-19 pandemic on the work of transitional aid and know programme approaches for coping with the pandemic in crisis contexts.

### Training methods

Impulse presentations, reflection and discussion of practical examples and case studies, plenary discussions, work in small groups, expert discussion with guest lecturers.

## Synthesis: Reflecting the SLE Transformation Agenda

**Date** 22.05.2024

**Trainers** Dr. Margitta Minah, Rabir Zreig

### Contents

The transformation areas in the curriculum: ecosystems and nutrition, socio-ecological economics, governance and participation have been the central thematic areas of the SLE since January 2022, in all four fields of work STUDY, RESEARCH, ADVISORY and TRAINING. New thematic courses have been developed to meet this intention in the training programme. We have highlighted transformative approaches and placed a focus on global development in the sense of a relational understanding of poverty and development. We are now asking you, the participants, to what extent this agenda has convinced you and what you have learned from these courses? What became clear to you, and what did you perhaps not agree with? What questions remain open from your point of view and what could be further developed from what you have learned? You are very welcome to contribute. In the framework of a "World Café" with some colleagues and trainers, and of course with you among yourselves, we can reflect on what conclusions can be drawn, what connections exist between the individual courses and how we can and want to realise this within the professional field of IC: thematically and personally.

### Objectives

- Critically reflect on the curriculum of the training programme;
- productive reflection on individual courses,
- Establish links between the thematic fields (transformation areas) of the SLE and Rural Development,
- creative development of proposals of further training modules for the SLE,
- Get together and relax.

### Training Methods

Lived debate culture, short presentations, World Café; Further creative tools can also be suggested by the participants and, if necessary, also implemented spontaneously.

## Midterm Evaluation of the SLE year

**D a t e** 30.05.2024

**T r a i n e r s** Rabir Zreig, Evaluation Team

### C o n t e n t s

After about five months of training in the different topics, methods and instruments of IC, the participants are invited to a systematic evaluation of their learning success. The midterm evaluation refers to the overall view and interaction of the course phase: How do the individual courses relate to each other, how are duration and methodology to be assessed, how is the structure of the programme to be evaluated?

The written results are summarised by representatives of the participants, presented and discussed with SLE staff. In addition, important topics can be identified and further worked on in working groups. The results flow directly into the course planning for the following year.

### O b j e c t i v e s

The participants

- have reflected on their individual learning achievements and assessed the quality and quantity of the study programme,
- discuss their evaluation results together with SLE staff,
- worked out concrete proposals for the following year's study programme together with SLE staff, if necessary in working groups,
- identify and, if necessary, communicate concrete needs for action to improve their current learning situation at SLE.

## Development Policy Discussion Days (DPDD) - Rehearsal

<b>Date</b>	24.05.2024
<b>Trainers</b>	Monika Boutros-Fischer + tbd

### Contents

The Development Policy Discussion Days (DPDD), as a cooperation event of SLE and Heinrich Boell Foundation for the debate of current development policy issues, were planned in terms of content and organisation in three working groups during the preparatory week. Concrete preparatory activities were coordinated and implemented in the further course.

Within the framework of a facilitation training, the participants also familiarised themselves with the facilitation and moderation process and various moderation techniques and dealt with the specific requirements of moderating a panel discussion. With regard to the DPDD, the dress rehearsal mainly supports the preparation and implementation of the moderation and the presentation of an introductory paper.

During the dress rehearsals at the SLE, the course of the discussion events is simulated in the presence of the facilitation trainer. The moderation and input teams take on their respective tasks. The role of the panelists and the audience is played by the other participants. Afterwards, the moderators and input speakers receive feedback; the simulation is evaluated under the guidance of the facilitation trainer. If necessary, the trainer is available as a coach.

### Objectives

The participants

- have simulated and reflected on the process and implementation of the panel discussion,
- have rehearsed and critiqued the opening of the event, the introductory input, the process control of the discussion and the closing of the event,
- (especially the facilitators and input speakers) have gained confidence in running the DPDD event and are able to successfully implement their roles.

### Training methods

Role play/event simulation with the support of the facilitation trainer and the responsible lecturer

## Development Policy Discussion Days (DPDD) - Event

**Date** 27.05. - 28.05.2024

**Trainer** tbd

### Contents

The Development Policy Discussion Days (EPDT) have been successfully held in cooperation with the Heinrich Böll Foundation since 2002 and are attended by a broad audience of interested professionals.

The three discussion events of the EPDT take place over one and a half days in different premises. The preparatory groups take over the organisation and ensure the successful running of the EPDT. During the event, the participants give an introductory presentation and moderate the debate between the invited panelists from development practice, civil society, the private sector and academia.

Important conclusions from the event will be included in an SLE briefing paper on the topic, which will be published on the SLE homepage.

### Objectives

The participants

- have dealt in depth with a current development policy topic,
- have conducted and documented a public event in terms of content and organisation,
- have brought together representatives from academia, international cooperation and development policy on a current topic, thus promoting their exchange,
- have contributed to the publicity and visibility of the SLE and to the cooperation with the Heinrich Böll Foundation.

### Training methods

Work-sharing implementation of the activities necessary for the implementation and evaluation of the event

## Researching with participatory methods

<b>Time</b>	12.06. - 13.06.2023
<b>Lecturer</b>	Dr. Silke Stöber and n.n.

### Contents

The two-day course on participatory research methods is thematically related to both *Participatory methods and tools for virtual collaboration and workshop design* and the course *Planning International Cooperation Projects*. The course is dedicated to the *Participatory Learning and Action (PLA)* approach. PLA is to be understood as an umbrella term for different approaches, methods, but also attitudes and behaviours to enable and empower groups or individuals to share knowledge about their life situation, to analyse, to plan and to develop approaches to solve problems. PLA tools are a common approach in development practice in training, project planning and evaluation. The instruments can also be used in research processes. They usually belong to the spectrum of qualitative methods of empirical social research.

In addition to a brief overview of the background and development of PLA in different contexts, the main aim is to try out selected instruments of the PLA toolbox and to get to know concrete implementation examples from IC practice (also from the experience of the participants).

### Goals

The participants

- have gained an overview of the emergence and further development of participatory data collection methods in the context of development projects,
- have tried out and evaluated selected tools from the PLA Toolbox,
- Have identified and critically analysed the possible application and potential of PLA methods in the context of JIRP or future work contexts.

### Training methods

Short inputs by the lecturer, possibly presentations by participants with previous experience, practical application and reflection in a rural setting (in the garden in Potsdam or in Niedergörsdorf).

## Planning of the Joint International Research Projects (JIRP, in Berlin) with the Action and Decision Oriented Unit (AEU) methodology

**D a t e** 03.06. - 02.08.2023

**R e s p o n s i b l e** Dr. Margitta Minah

### C o n t e n t s

The Joint International Research Projects (JIRPs) are at the core of the SLE Postgraduate study programme. They allow SLE participants to explore topics and research questions that have been proposed and developed in close cooperation with leading development organisations and, therefore, are of practical relevance. The module “Action- and decision-oriented research” (ADR) provides a methodological guide on how to approach the JIRP projects in a team. Based on the individual project proposals, the ADR provides a systematic approach along the following steps

- Clarifying the context of the study (objective, products, impacts and users),
- Defining the content of the study (research topics, questions and hypotheses), and
- Identifying the methods of the study (research units, samples and instruments).

Each step is addressed in close consultation with the cooperation partner and, if possible, with the local actors involved. During their preparatory phase, JIRP teams are asked to delve into their research topics and establish a technical foundation, develop a conceptual framework, identify relevant cross-cutting issues, familiarise themselves with their study regions, and finally, to define an appropriate mix of methods and instruments for their research.

By the end of the ADR-phase, each JIRP team will have developed a full research concept which is outlined in an inception report. The report will be shared with cooperation partners and used for coordinating activities on site. Before heading off to their respective research sites, each team will discuss their concepts with a broad audience as part of a series of public presentations in Berlin.

During the ADR-phase the teams will work independently with their team leaders. To support the process and to enhance the success of their projects, JIRP teams will be offered trainings around “Teambuilding and conflict management”, “Safety Training” and “Writing and Editing in Teams” (see course descriptions on the following pages). Upon request, additional trainings can be offered, e.g. on good scientific practices, data handling and/or conducting and analysing interviews.

The ADR-module is structured into three distinct phases

- During the **workshop phase**, JIRP teams will receive inputs on the ADR-methodology, familiarise themselves with the approach and start implementing the steps. By the end of the phase, each team will have drafted a research concept.
- During the **training phase**, JIRP team members will receive trainings on teambuilding and conflict management as well as safety measures in the field. This will prepare team members for working together abroad.
- During the **consolidation phase**, JIRP teams delve deeper into the topics of their research, finalise their research concept and coordinate with partners. The course "Writing and Editing in Teams" forms part of this phase.



## ADR – Workshop Phase

<b>Date</b>	03.06. -14.06.2024
<b>Trainer</b>	Dr. Margitta Minah

### Contents

The workshop phase introduces JIRP teams to the ADR methodology and guides them through the process of developing their individual research concepts. The research concept will bring together insights from the relevant literature as well as the project descriptions (proposals) that are provided by the SLE and cooperation partners. The literature is either identified by the team members or provided by team leaders. Through a series of workshops, the SLE will provide inputs around the following three steps that will enable JIRP teams to approach their projects in a systematic way:

- Clarifying the context and use of the study results including a user analysis, problem and target analysis, as well as impact discussion;
- Defining the content of the study with focus on research topics and their further operationalisation including research questions, hypotheses and indicators;
- Identifying the methods of the study with focus on research units, sample size and characteristics as well as survey instruments.

In parallel, teams will develop their own time and action plan for the duration of their projects

### Objectives

The participants will have

- a clear and common understanding about the motives of their study.
- identified the users and objectives of their projects.
- determined the content and research barriers of their research.
- identified appropriate methods for implementing their research project.
- developed a time plan for the full duration of their project.

## ADR Training - Teambuilding and Conflict Management

**Time** 08.07. - 12.07.2024  
(in each case in the JIRP group and time-shifted to the safety training)

**Lecturer** Dirk Sprenger

### Contents

Goal-oriented work in interdisciplinary teams requires communicative competences from each individual team member. The ability to observe and interpret team processes and to give constructive feedback on a meta-level are important elements for teamwork. Recognising one's own potential and limits, as well as consciously and constructively dealing with conflict situations, are conditions for successful teamwork that is satisfying for both the individual and the group.

In this course, participants deal with *team-building processes* in their project groups and agree on procedures to deal with conflicts constructively together. An important aspect of this course is the clarification of the roles of team members and team leadership.

### Goals

The participants

- are aware of individual and group goals with regard to the JIRP,
- have clarified tasks and roles of team members and team leadership,
- are aware of possible conflicts within the group and have agreed on constructive procedures for conflict management,
- have established binding rules and manners for the group within the framework of a team contract,
- discussed typical examples of ethical dilemmas from IC and concrete ethical challenges for JIRP and agreed on ethical principles they want to follow as an AP group.

### Training methods

*Learning by doing* with systematic inputs and accompanying guidance

## ADR Training- Safety Training

### Time

08.07. - 12.07.2024

(two days for two JIRP groups together and time-shifted for *teambuilding*)

### Lecturer

Petra Padberg

### Contents

Civilian work for a development organisation does not guarantee a safe life and work. Especially when *working on conflict*, development actors can get caught between the fronts of conflict actors.

A lack of internal security and (perceived) insecurity and threat does not only affect the entire population, but especially - as they are usually less familiar with the situation - also people who live and work in insecure contexts for only a few years. But also those who are only deployed for short periods of time, e.g. weeks or months, in insecure places of work in the Global North or South, possibly characterised by indirect or direct violence, are addressed.

A prerequisite for effective and safe work is therefore professional safety and risk management, of which safety training is an elementary component. In the course, participants learn and experience theoretically and practically in role plays how best to behave in threatening situations in order to avoid harm to body and soul.

### Goals

The participants

- are able to produce a context-appropriate risk analysis,
- experience and reflect on themselves in various simulations and are able to review their behavioural and coping strategies (especially with regard to the cultural context),
- have dealt with potential threatening scenarios in advance and are able to take an active stance,
- know the principles of safe behaviour including prevention in unsafe contexts,
- prepare adequately for their JIRP, also from a safety point of view, as individuals and as a team.

### Training methods

Interactive talks, short inputs - the focus is on the preparation, implementation and intensive evaluation of simulations

## ADR - Consolidation Phase

**Date** 15.07. - 02.08.2024 (JIRP Teams work independently)

**Trainers** Team leaders, SLE advisors, JIRP teams

### Contents

The consolidation phase is used for in-depth preparation of the JIRPs in terms of theories and methods. Teams are expected to make a deep dive into the concepts and theories that concern their projects and talk to experts in the field of their study in order to work out the details of their research design. During this time, teams are supported by SLE advisors that guide them through the process of developing and revising their research plans.

On a more practical note, JIRP teams are expected to start developing their research instruments (e.g. questionnaires, interview guidelines, participatory instruments) which they intend to implement in the field. Depending on the topic of their research, teams can also use the time to finalise sub-products (e.g. manuals, training courses, etc.) of their projects.

Counterparts or co-researchers from the respective JIRP countries are often involved at this stage of the process, complementing the teams with their unique expertise and local knowledge. Before leaving Berlin, the teams present and discuss their research concepts in front of a broad audience involving representatives from their partner organisation, development practitioners, scientists in the field of study and the generally interested public. Afterwards, and during the implementation phase, the research concept will be constantly revised and adapted to meet the needs on site.

### Objectives

The participants

- shared the task to research, develop and present the relevant concepts and theories related to their field of study,
- operationalised research areas with regards to hypotheses, indicators and research questions,
- defined and worked out the methods and corresponding instruments for conducting their research,
- finalised the details of their work plan,
- shared their research design with their cooperation partners,
- developed, presented and revised a comprehensive research concept.

### Training methods

Group work, interim presentations and meetings to receive feedback from SLE advisors, discussions with experts in the field of study, meetings with cooperation partner, public presentations

## ADR - Writing and editing in a team s

**Date** 15.07.-19.07.2024

**Trainers** tbd

### Contents

Writing reports, proposals, short articles or other forms of communication is an essential part of working in international cooperation. One of the main challenges is to condense complex information into a short text, while at the same time keeping it analytically deep, well organised and easy to read. This challenge becomes even more complicated when writing in teams.

Using an inception report as an example, the Writing and Editing in Teams course will teach JIRP teams how to navigate through the following four steps:

1. Establish the structure of the inception report: JIRP teams agree on the content, main topics and structure of the report to meet the needs of their topic. Each section is then assigned to individual team members.
2. Writing (individual): Each team member then turns to writing his/her part of the inception report, after structuring the text in more detail.
3. Editing (individual): The team members will then exchange and edit each other's texts. The aim is to improve the text while preserving its essence as much as possible.
4. Team revision: The different parts of the initial report are brought together and revised as a whole.

At the end of the course, each JIRP group will have drafted its inception report, which will be revised and finalised in the following weeks. More importantly, the experience counts: each team will have gone through the process of writing a text in a team, which is an important preparation for what lies ahead, the joint writing of the JIRP study.

### Objectives

The participants will

- understand the complex team writing and editing process,
- understand how to write an inception report and be able to define, structure and allocate parts to team members,
- harmonised the content, style and expectations of the report,
- learned how to edit each other's texts in a constructive and scientific way,
- learned how to deal with constructive criticism of their own texts,
- learned how to organise the process in a team.

### Training methods

Inputs, Brainstorming, visualisation of report structure, self-reflection, individual writing, individual editing, revising whole report

## Implementation of the Joint International Research Projects (JIRP) (in the partner countries)

**Date** 05.08. - 27.10.2024

**Responsible** Team leaders

### Contents

The Joint International Research Projects (JIRPs) are generally implemented in countries of the Global South. More recently and following the logic of the Sustainable Development Goals (SDGs), JIRPs can also be conducted in countries of the Global North. In the same vein, the topics of the projects go beyond the traditional understanding of international development cooperation and include questions around e.g. tele-coupling effects between the Global North and South, agro-ecological practices, climate adaptation or circular economy, etc. Although the JIRPs may address problems at multiple levels, a focus will rest on the local level.

From a practical perspective, the JIRP teams may carry out project evaluations, impact assessments, and baseline studies or contribute to the formulation of a new policy and develop training materials. They may also be tasked with the organisation and implementation of events such as trainings, stakeholder dialogues, or participatory workshops. The results of the JIRPs will be published in the well-known SLE Study series. Other outputs may include training manuals, materials for the training of trainers, policy guidelines, posters, articles, workshop moderation plans and more.

The JIRPs will capture views from various levels, including but not limited to target groups, public officials, political decision-makers and other stakeholders (private sector, interest groups, etc.). While doing so, the groups will pay attention to capturing the voices of women, minorities and (very) remote parts of the population.

The JIRP teams are international and interdisciplinary in nature. Local postgraduates and lectures may be invited to (formally) participate in the project. During the whole process, SLE participants will be supported in their learning and work process by a professional team leader and, in the case of very large teams, also by a co-team leader. Team leaders supervise the day-to-day activities of the JIRPs and are responsible for ensuring the quality of final products.

### Objectives

The participants will have

- implemented their research design as outlined in their inception report,
- produced a report in which the objectives and results of the JIRPs are presented in a professional manner,
- handed over all the agreed upon products to the cooperation partner,
- discussed the results on site with the partner organisations and, where applicable, with the local target groups,
- improved their personal skills from working in a goal-oriented, interdisciplinary and international team,

- gained a better and realistic understanding of international cooperation and their own role within the field.

### **T r a i n i n g   m e t h o d s**

Individual and group work under the supervision of the team leader, implementation of workshops or training courses, individual and group feedback, data collection and analysis, report writing in a team

## Report Writing (in Berlin)

**Date** 04.11. – 20.12.2024

**Responsible** Team leaders

### Contents

JIRP teams will write a first draft of their report in their respective host country. Before returning to Berlin, they will present and discuss their final results with their local cooperation partners in order to obtain relevant feedback. Back in Berlin, they will finalise their reports, incorporating all the feedback and comments from cooperation partners, SLE advisors and other experts involved.

Following the finalisation of the report, the teams are invited to also draft articles that can be later submitted to a (peer-reviewed) journal. Upon request, individual team members can receive support from SLE to produce additional products and present their JIRP results at international conferences.

### Objectives

The participants have written a report that

- meets the necessary scientific and SLE requirements,
- summarises the relevant results in a systematic, plausible and easy to read way,
- presents the results according to the needs of the different user groups,
- allows cooperation partners to implement recommendations and to derive new project activities.

### Training methods

Individual and group work under the supervision of the team leader



## Final results presentation of the Joint International Research Projects (JIRP)

**D a t e** 21.11. - 22.11.2024

**R e s p o n s i b l e** Dr. Margitta Minah

### C o n t e n t s

Over the course of two days, the results of the JIRPs will be discussed in a series of public presentations. The teams will be tasked with presenting their research projects and most important results in a concise and generally understandable way. The formulation of conclusions and recommendations for the cooperation partner and partner country will round off the presentations. The results presented are then commented on by an expert and discussed with a broader audience. Important ideas or additions arising from the discussions will be incorporated into the final report..

### O b j e c t i v e s

The participants will have

- presented the research results of their JIRP in an interesting, professional and appealing manner,
- obtained feedback on the content and form of the presentation from the commentators, the broader audience and the cooperation partner,
- incorporated relevant feedback into their final reports.

### T r a i n i n g m e t h o d s

Public presentations, comments from experts, public discussions

## Entering the Professional Life

**Time** 25.11. - 29.11.2024

**Lecturers** Rabir Zreig, Marina Schmidt, guests and staff of IC organisations

### Contents

The course on *entering professional life* is a bridge to employment at the end of the SLE year. Several inputs prepare the SLE participants concretely for the career entry ahead of them. They round off their application know-how, prepare their detailed CVs and put the skills they have acquired in the SLE to good use. In a workshop, they deal in detail with the topic of job interviews. They take a concrete look at possible fields of work: Employees of selected potential employers present their organisations and career options and answer questions. Of course, first contacts can be made.

In the follow-up, all participants can take advantage of individual career coaching, where they can ask questions about their own career goals, discuss specific job applications or explore possible fields of activity in greater depth.

### Goals

The participants

- have dealt with the upcoming steps of the career entry ahead of them and developed an individual strategy for the next months,
- have written a professionally designed CV and have concrete ideas on how they can best prepare for job interviews,
- have looked at selected organisations (GIZ, KfW, NGOs, BFIO, the consulting industry, refugee organisations, etc.) and the opportunities they offer for starting a career,
- know simple organisational diagnosis instruments that facilitate orientation for the upcoming career entry.

### Training methods

Panel discussions with guests from buyer organisations, application workshop, opportunity for individual counselling interviews

## Evaluation of the Joint International Research Projects (JIRP)

**T i m e** 05.12.2024

**R e s p o n s i b l e** Dr. Margitta Minah

### C o n t e n t s

The JIRPs are evaluated with regard to several topics: The developmental relevance of the project content, the achievement of objectives and results, the attention paid to relevant cross-cutting issues (social inclusion, climate change, postcolonialism, etc.), the preparation phase, teamwork and intercultural communication. The results of the evaluation are an important element for the acquisition and preparation of projects in subsequent years.

### G o a l s

The participants

- have individually evaluated their learning experiences in terms of different issues (content, group work, intercultural communication and more),
- have discussed this in the group and with the SLE staff,
- have thus contributed to further improving the preparation and implementation of projects.

### M e t h o d

Individual evaluation, group discussion

## Final Evaluation of the Year

**Time** 06.12.2024

**Responsible** Rabir Zreig, Evaluation Team

### Contents

At the end of the training year at the SLE, the participants evaluate the entire study programme of the SLE together with the academic staff. This involves a reflection on individual learning successes and the clarification of competences with regard to the future role in the professional field, the evaluation of group work processes and learning successes of the group, technical content and didactic aspects of the study programme, organisation, processes and communication. Individual topics are dealt with in greater depth in working groups, if necessary.

### Goals

The participants

- have individually reflected on their learning achievements and competence gain with regard to the professional field,
- discussed the study programme and its framework together with the SLE staff and developed suggestions for improvement,
- have dealt with individual focal topics in depth and developed proposals for the further development of the postgraduate programme at SLE.

### Method

Individual evaluation on the basis of a questionnaire, joint discussion of the results in the plenum with the scientific staff, focusing and deepening in working groups

## Presentation of the results of the JIRP to the cooperation partners

**T i m e** 01.12. - 20.12.2024 (if applicable)

**R e s p o n s i b l e** Team leaders

### C o n t e n t s

The above time frame is intended for possible presentations of the results of the JIRP to the cooperation partners. Often, in addition to the public presentation of the results of the studies, they also want a presentation at the *headquarters in order* to involve other interested departments and staff members of the institution and to have more time and depth for the discussion.

### O b j e c t i v e s

The participants

- together with the team management, presented the results of the studies at the *headquarters of* the cooperation partners in a professional and interesting way,
- have discussed and clarified open questions with the experts present,
- have received further suggestions that serve to improve the study.

### T r a i n i n g m e t h o d s

Presentation with subsequent discussion

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## Contact SLE Staff

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