

HUMBOLDT-
UNIVERSITÄT
ZU BERLIN



Centre for Rural Development (SLE)

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

**Programme
for the 63rd cohort**

January to December 2025

Publisher:

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Study Programme: 63rd Cohort 2025

- Self-Study & Holidays
- Development Policy
- Project Phase
- Transformation Areas /Thematic Courses
- Methodological Courses
- Introduction, Group Reflection, Group Days, Current Topics, Professional Field of IC

PLENARY PHASE		
JANUARY	Self-Study	02.01. - 03.01.
	Orientation Phase: Introduction to the SLE	06.01. – 17.01.
	Socio-Ecological Economy: An Introduction	20.01. - 22.01.
	Socio-Ecological Economy: Sustainable (Food) Value Chains	23.01.
	Socio-Ecological Economy: Synthesis & Alumni Report	24.01.
	Working Together Effectively in Teams	27.01. - 30.01.
	Berlin Forum on Global Cooperation (Introduction)	31.01.
	Migration and Displacement (Digital)	03.02. - 04.02.
	Gender and Feminist Development Policy (Digital)	05.02. - 06.02.
	Group Day	07.02.
FEBRUARY	Development Policy and Concepts in Historical Perspective	10.02. - 14.02.
	Colonial Continuities in International Cooperation	17.02.
	Anti-Racist Training and Empowerment for Work in International Cooperation	18.02. - 21.02.
	Facilitation Training I	24.02. - 27.02.

Participatory Workshop Design I (Digital)	24.02. - 27.02.
Self-Study	28.02.
Facilitation Training II	03.03. - 06.03.
Participatory Workshop Design II (Digital)	03.03. - 06.03.
Reflection on Group Dynamics	07.03.
Berlin Forum on Global Cooperation (Preparation Days)	10.03. - 12.03.
Professional Field of International Cooperation I	13.03. - 14.03.
Climate Change, Sustainable Land Use and Agroecology: Ecological Aspects of Global Change	17.03. - 20.03.
Group Day	21.03.
Climate Change, Sustainable Land Use and Agroecology: Food Systems and Land Use	24.03. - 27.03.
Reflection on Group Dynamic & Current Topic	28.03.
Planning, Monitoring and Evaluation of International Cooperation Projects	31.03. - 04.04.
Participatory Research and Advisory Practice	07.04. - 10.04.
Group Day/Excursion (tbd)	11.04.
EASTER HOLIDAYS (INCL. GOOD FRIDAY)	14.04. - 18.04.
HOLIDAY (EASTER MONDAY)	21.04.
Berlin Forum on Global Cooperation (Preparation Days)	22.04. - 24.04.
Excursion	25.04.

FEBRUARY

MARCH

APRIL

APRIL

Conflict Management and Negotiating	28.04. - 30.04.
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HOLIDAY (LABOUR DAY)	01.05.
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Self-Study	02.05.
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Governance and Participation: Introduction	05.05. - 06.05
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Current topic	07.05.
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HOLIDAYS (LIBERATION DAY)	08.05.
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Self-Study	09.05.
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Conflict Transformation and Peace Development	12.05. - 14.05.
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Transitional Development Assistance	15.05. - 16.05.
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Wrap-Up Plenary Phase (Synthesis & Evaluation)	19.05.
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Berlin Forum on Global Cooperation (Preparation Days and Rehearsal)	20.05. - 23.05.
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Berlin Forum on Global Cooperation (Event Day)	26.05.
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Berlin Forum on Global Cooperation (Feedback and Celebrations)	27.05.
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Group Day	28.05.
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HOLIDAYS (ASCENSION DAY)	29.05.
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Self-Study	30.05.
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MAY

JUNE

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

Onboarding Week for Teams and Team Leaders (Welcome, Teambuilding, Project Proposals, Logistics, Scientific Research)	02.06. - 06.06.
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HOLIDAYS (WHIT MONDAY)	09.06.
Action- and Decision-Oriented Research (ADR)-Workshop	10.06. - 24.06.
Work in Teams, Scientific Research, First Aid	25.06. - 27.06.
Teamcoaching and Conflict Management in JIRP Groups (Security Training for JIRP Teams)	30.06. - 04.07.
Action- and Decision-Oriented Research (ADR)-Consolidation Phase	07.07. - 08.08.
Writing and Editing in Teams	14.07. - 18.07.
Work in Teams, Scientific Research, First Aid	21.07. – 25.07.
Deadline Inception Report, Dress Rehearsals Presentations	01.08.
Presentations of the Investigation Concepts of JIRP at SLE (Peer Colloquia)	05.08. - 06.08.
Finalisation of ADR-Phase, Clean-Up, and Wrap-Up	07.07. - 08.08.
HOLIDAYS	11.08. - 15.08.
JIRP IN THE PARTNER COUNTRIES	
Empirical Phase in Project Countries	18.08. – 17.10.
HOLIDAYS	20.10. - 24.10.
WORK ON THE JIRP STUDIES AND FINAL PHASE	
Shared Breakfast and Seminar Meeting	27.10.
Work on the JIRP Studies	27.10. - 21.11.
Rehearsals for Final Presentations with SLE Advisors	20.11.
Final Presentations of the JIRP	24.11. - 25.11.

JUNE

JULY

AUGUST / SEPTEMBER

OCTOBER

NOVEMBER

Entry into Professional Life / Concurrent: Individual Coaching	26.11. - 03.12.
Evaluation of the JIRP Projects	04.12.
Final Evaluation of the Entire SLE Postgraduate Study Programme and Certificate Ceremony	05.12.
Possibly Presentations of JIRP Results to Cooperation Partners and Completion of Studies	08.12. - 19.12.
Self-Study	22.12. - 23.12.
HOLIDAYS (CHRISTMAS)	24.12. - 26.12.
Self-Study	29.12. - 31.12.

Important dates at a glance

26.05.2025	Berlin Forum on Global Cooperation
19.07.2025	SLE summer party
05.08. - 06.08.2025	Presentation of the JIRP study concepts
24.11. - 25.11.2025	Presentation of the results of the JIRP
05.12.2025	Certificate ceremony

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Study objectives and content

Introduction – Building transformative capacities in international cooperation

Few professional fields are as multifaceted and complex as International (development) Cooperation (IC). Experts in this field must not only possess advanced and continuously evolving technical expertise but also demonstrate the ability to communicate without paternalism. They must be adept at navigating, steering and moderating 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 interdisciplinary mindset. Professionals working in different organisations, programmes and projects must therefore have strong analytical, conceptual and communicative skills, think systematically and work in a solution-oriented manner within complex contexts.

In an era of profound global challenges, international cooperation must not only respond to crises but also enable and drive transformative change. The postgraduate study programme "International Cooperation for Sustainable Development", offered by the Centre for Rural Development (SLE), equips aspiring professionals with the necessary qualifications for this demanding field. Emphasising hands-on, experienced-based learning, the programme imparts both technical and methodological expertise essential for collaboratively developing sustainable solutions – an integral aspect of International Development.

Recognising the need for transformative capacities, the programme focuses on developing the ability to critically analyse systems, engage diverse stakeholders and implement innovative, sustainable solutions. Through interdisciplinary learning, participatory methods and practical experience, participants gain the competencies needed to navigate complexity, foster systemic change and co-create inclusive solutions.

The programme's focus on climate change and food systems, socio-ecological economies, and governance ensures that graduates are not only well-versed in development policy but also equipped with the skills to design and lead transformation processes at various levels. By integrating these perspectives, it empowers future professionals to become change agents—capable of working across disciplines, facilitating multi-stakeholder dialogue and shaping sustainable and just development pathways.

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 and driving transformative change in times of climate, biodiversity and food (and other) crises. This requires not just reactive solutions but proactive, systemic shifts that address root causes and foster sustainable transitions.

The transformative approach of SLE assumes that global development problems can only be solved sustainably if the approach is systemic, solidarity-based and synergistic. Transformation in international cooperation means critically reassessing existing structures, fostering innovation, and developing inclusive and adaptive strategies. For this purpose, the SLE has identified three transformation areas as key:

1. **Socio-ecological economies,**
2. **Climate change, sustainable land use & agroecology, and**
3. **Governance and participation.**

These areas must be transformed jointly and in parallel – e.g. whenever possible as a multi-win strategy in an integrative way. By linking these dimensions, the SLE fosters holistic, transformative approaches that create lasting impacts.

This broad approach also justifies the claim to multidisciplinary and teamwork that has been formulated ever since the SLE was founded, because finding solutions requires a 360° transformation perspective that can only succeed with the help of several disciplines and trans-disciplinarily – whereby the latter refers to the necessary cooperation between academic and practical fields. 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 expertise into transformative advisory processes that lead to sustainable change,
- think in complex contexts and to design, steer and evaluate programmes and projects from a transformation-oriented, multi-level perspective (global, national, regional, local),
- move as professionals in cooperation structures and actively shape them in a transformative, partnership-based 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,
- 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. Transformation requires both theoretical foundations and practical application which is why courses lasting several days are run by trainers with relevant expertise who also bring in other experts. 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 organisation of a development policy event – the Berlin Forum on Global Cooperation, in cooperation with the Heinrich Böll Foundation. Participants not only with current development policy issues but also learn event design, moderation and briefing paper writing. Through this process, they integrate their knowledge with essential transformative skills, preparing them to become effective change agents in international cooperation.

The study modules and their structure

The certificate programme comprises the following modules totalling an equivalent of 60 credit points (ECTS):

- Module 1:** Fundamentals of development theory and policy (10 ECTS equivalents)
- Module 2:** Concepts and approaches for shaping sustainable transformation (10 ECTS equivalents)
- Module 3:** Methods and skills for working in international cooperation (7 ECTS equivalents)
- Module 4:** Action- and decision-oriented research (15 ECTS equivalents)
- Module 5:** Joint International Research Projects (15 ECTS equivalents)
- Module 6:** Transition into the professional field (3 ECTS equivalents)

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

Module 1

Fundamentals of development theory and policy

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 increases their knowledge and sharpen their analytical skills that enables them to recognise contradictions and areas of tension in the professional field of international cooperation. They can design, plan, organise and moderate events in a development policy context.

Courses

- Development policy and concepts in historical perspective
- Gender and feminist development policy
- Migration and displacement
- Colonial continuities in international cooperation
- Conflict transformation and peace development
- Transitional development assistance
- Berlin Forum on Global Cooperation

Module 2

Concepts and approaches for shaping sustainable transformation

Participants have acquired sound knowledge of central concepts and theories of sustainable transformation. They can analyse complex interactions between social, ecological, economic and political systems. In addition, they are able to question existing approaches to promoting sustainable transformation processes and independently develop suitable measures and strategies. They are linked to the three transformation areas of 1 Socio-Ecological Economies, 2 Climate Change, Sustainable Land Use and Agroecology, and 3 Governance and participation.

Courses

- Transformation: Key concepts and perspectives
- Socio-Ecological Economy: An introduction (transformation area 1)
- Sustainable (food) value chains (transformation area 1)
- Transformation through social entrepreneurship? (transformation area 1)
- Challenges and solutions regarding global warming and urbanisation (transformation area 2)
- Food systems and land use (transformation area 2)
- Governance, Participation and Empowerment (transformation area 3)

Module 3

Methods and skills for working in international cooperation

Students are familiar with the professional fields of international cooperation and have basic methods and skills that are indispensable in international cooperation. They are proficient in effective communication and consulting techniques, are able to work in teams and are experienced in the management and evaluation of sustainable development projects. They also have a sound understanding of global values and approaches, are familiar with conflict resolution strategies, possess transcultural sensitivity and are capable of critical reflection.

Communicative and social skills are systematically developed throughout the SLE 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. There is also a focus on teaching digital skills, with an emphasis on "remote" working techniques, as well as collaborative online working.

Courses

- Working together effectively in teams
- Anti-racist training and empowerment for work in international cooperation
- Participatory workshop design
- Facilitation training
- Planning, monitoring and evaluation of projects
- Participatory research and advisory practice
- Conflict management and negotiating
- Security training
- Writing and editing in a team

Module 4

Action- and decision-oriented research approach

Students have the conceptual and analytical skills to develop a comprehensive concept for their Joint International Research Projects (JIRPs) and to apply this in a practical and results-oriented manner. They can familiarise themselves in depth with a topic, clarify objectives with practice partners and lay a solid foundation for the project work. They master the ability

to present and discuss their research concepts and research design in public presentations. They also have strengthened team, conflict, writing and project management skills.

Module 5

Implementation of Joint International Research Projects

Students have mastered the ability to implement research projects in partner countries, prepare professional studies and are aware of the practical challenges of project implementation. They have familiarised themselves in depth with relevant topics of international cooperation and have acquired expert knowledge for their respective partner country. They also have the skills to work in interdisciplinary and international teams to achieve a common goal, recognise needs and use various project management tools and methods. They are able to act flexibly and with tolerance for frustration under time pressure and in difficult contexts. Their communication skills are strengthened so that they can interact effectively with different stakeholders and discuss research results with partner organisations and local target groups. Finally, they have a practical understanding of international cooperation and their own role in it.

Module 6

Transition into the professional field

Students are familiar with various organisations and their entry opportunities and have established valuable professional contacts. They know which jobs suit them, apply strategically and navigate confidently through the application process. They have developed the ability to correctly interpret job advertisements, adapt their application documents accordingly and prepare efficiently for interviews. They can also access the SLE network and have improved their networking skills.

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 trainers. 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. 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

Monday	Tuesday	Wednesday	Thursday	Friday
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 (Language) Course	15.30-17.00 Course

Seminar meetings and self-organisation

The seminar meetings provide a strategic platform for engaging with the SLE, facilitating discussions on urgent topics, setting agenda points, sharing information, and fostering collaboration.

These meetings serve as a participatory forum for participants of the SLE study programme, offering a structured space for dialogue and exchange. Held every two weeks on Tuesdays from 3:30 to approximately 5:00 PM, the seminar meetings bring together all participants, the programme coordination team, and the relevant SLE staff to ensure continuous engagement and alignment on key issues.

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, 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 provide a dedicated space for self-organised learning and peer engagement. They offer an opportunity to reinforce course content, deepen understanding of key topics, practice methodologies, and engage in open discussions on development policy issues. Additionally, these sessions foster collaboration and help participants get to know each other, creating a dynamic and supportive learning environment.

Possible topics:

- Presentation of individual master's theses
- Presentation/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
- Group dynamics and relationship building

The individuals responsible for planning and facilitating group days are designated during the seminar meetings. They appoint a moderator for the session and then organize themselves independently. Each group has the flexibility to choose whether to hold their meeting at the SLE premises or at a location of their choice.

Group reflection

The group setting plays a pivotal role in the SLE year and is a unique opportunity for learning and personal growth. Through interactions with others, participants gain insights into their own behaviour and improve communication skills. It is through informal exchange, e.g. observing how others approach problem-solving or how interpersonal challenges are navigated, that learning takes places.

While the group experience at SLE offers a valuable learning opportunity, it also requires a careful reflection. Group dynamic reflection sessions have been integrated into the programme in order to analyse and understand the group's overall functioning and the interpersonal relationships at play. Reflection allows participants to assess not only what worked well, but also what challenges arose within the group, and why. These insights help individuals identify areas for personal growth, such as for example improving communication, managing conflict, or enhancing collaboration.

63rd Cohort - The study programme in detail

Introduction to the SLE

Date 06.01. - 17.01.2025

Trainers Miriam Holländer, Rabir Zreig, Bela Allenberg, SLE staff, Alumni

Contents

The first two weeks of the course at the SLE serve as an orientation: the participants and staff members get to know each other and become familiar with the respective expectations, roles and responsibilities. During these weeks, 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 study 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 2025 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

Communicating transformation and transcultural competence in international teams

Date 13.01. - 14.01.2025

Trainer Mathias Hamann

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. This course explores how individuals can drive major transformations, and the specific knowledge required for such endeavours.

Day 1: Communicating transformation

While SLE participants already possess substantial knowledge in their respective fields, knowledge alone is not sufficient to drive change processes. Participants will examine how effective communication enhances the preparedness and willingness for transformation processes in politics, society and global cooperation. They will explore various communication strategies that promote understanding and readiness for transformative processes in diverse contexts.

Day 2: Transcultural competence in international teams

The second day emphasizes transcultural competence as an essential skill in globalised and diverse professional environments. Participants will learn how to navigate perceived cultural differences in international teams and leverage transcultural communication to foster successful collaboration.

Objectives

Participants will

- gain an improved ability to communicate their content effectively and convincingly, taking cultural nuances into account in international settings
- practice the communication of transformation different settings/contexts,
- acquire techniques for systematically and efficiently communicating transformation systematically and efficiently,
- present the results of individual/group work confidently and creatively in plenary,
- be familiar with the basics of transcultural communication and apply them to enhance collaboration in international teams

Training methods

Input, individual work, group work, discussions

Introducing transformation: Key concepts and perspectives

D a t e	15.01.2025
T r a i n e r	Dr Margitta Minah

C o n t e n t s

This course offers an introduction to the concept of transformation, emphasising its multidimensional nature and its distinction from incremental and reformative changes. Participants will explore the core criteria for transformative processes, including system transformation, scaling, and sustainability.

The course encourages active engagement through individual reflection, group work, and critical analysis of real-world projects. Through individual reflection exercises, participants will further solidify their understanding of transformative versus non-transformative actions.

Participants will also engage in an excursion to the Futurium in Berlin to reflect on innovate and forward-looking solutions to societal challenges. The excursion will allow participants to develop future visions that are linked to the three SLE transformation areas of ecosystems and nutrition, socio-ecological management, and governance and participation.

O b j e c t i v e s

SLE participants will

- develop a clear understanding of transformative change and its distinguishing features,
- evaluate real-world examples against mandatory and optional criteria for transformation,
- be better prepared for the SLE coursework

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

Input, individual reflection, group work, discussions, excursion

Socio-ecological economies: Concepts, practical approaches & critical reflection

Date 20.01.- 24.01.2025

Trainer Daniel Baumert, Janek Hermann-Friede, Aicha Mechri

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 introduces Doughnut Economics as underlying thought principle and offers three deep dives into different approaches to support business model transformation: *Economy for the Common Good* incentivizes value-driven businesses who are mindful of and committed to human dignity, solidarity, social justice, the environment and transparency. *Social Entrepreneurship* are innovative, poverty-oriented business models offering solutions to global problems. *Sustainable (Food) Value Chains* lay the groundwork for multi-dimension value added.

In a concluding session, participants can discuss the current strategies and approaches with practitioners from the field to kickstart and support business model transformation towards socio-ecological economies.

Objectives

Participants

- have an overview of the need for action and relevant theoretical concepts,
- are familiar with some interventions to support business model transformation,
- can critically reflect upon the transformational value these interventions may bring

Training methods

Interactive group work, desk research, practitioners' inputs, guided discussions

Socio-ecological economies: Transformation through social entrepreneurship?

Date 21.01. - 22.01.2025

Trainer Janek Hermann-Friede

Contents

Public institutions often fail to deliver essential services to underserved and marginalized populations, perpetuating barriers to escaping poverty. At the same time, a globalized economic environment presents new opportunities for people in the Global South to develop entrepreneurial solutions to pressing challenges. SDGs 8 and 9 explicitly focus on promoting pro-poor growth, fostering industrial development, and driving essential innovations. Furthermore, many other SDGs are closely interconnected with these objectives. Against this backdrop, key questions emerge: What innovative, poverty-oriented business models can effectively address global challenges? What factors determine the success of social innovations? How can trade systems be made fairer and economic growth more inclusive? And how can development cooperation better support social entrepreneurs and enterprises in creating sustainable impact?

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 key methods and tools in the field of social entrepreneurship (SE),
- understand the importance of local solutions and the need for a context-oriented approach, appreciating the unique potential of community-driven initiatives,
- are aware how concepts underlying social entrepreneurship can be adapted to scale impact-oriented initiatives,
- recognize that effective innovation promotion requires careful consideration of ecological, socio-cultural, and institutional factors and can critically evaluate the potential of social entrepreneurship

Training methods

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

Socio-ecological economies: Sustainable (food) value chains

Date 23.01.2025

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

Working together effectively in teams

Date 27.01. - 30.01.2025

Trainers Miriam Holländer, Klemens Thaler, Rabir Zreig

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 within 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

Migration and displacement (digital)

Date 03.02. - 04.02.2025

Trainer Paul Asquith

Content

Migration and displacement continue to be important cross-cutting thematic issues in the 21st century, and are of critical relevance to policymakers, practitioners and researchers in the development and humanitarian sectors. At a time where there are higher numbers of displaced people and people 'on the move' than ever before, states are increasingly having to grapple with complex policy, foreign and domestic issues relating to management of regular and irregular migration.

This two-day training course seeks to introduce students to some of the key issues and debates in migration and development policy, practice, and research. Centred around the theme 'migration and displacement', it will cover issues of migration, displacement 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 highlight these issues by using case studies to explore key migration, development, and humanitarian challenges in North Africa and the Horn (Ethiopia, Somalia, and Sudan), the Latin America and the Caribbean (Haiti and Venezuela), the Levant (Israel/Palestine, Lebanon, and Syria), Asia (Myanmar, Bangladesh, and Pakistan), and North America (US and Mexico).

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. It will also introduce students to key methodological and ethical considerations in conducting research on migration and displacement

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 and displacement,
- 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.
- understand the importance of including 'migration and development lens' in students' research projects
- learn about the methodological and ethical issues involved in conducting research on migration and displacement

Training methods

Short lectures, group work, reading and analysis of texts

Gender and feminist development policy (digital)

Date 05.02. - 06.02.2025

Trainer Johara Bellali

Contents

The 2030 Agenda for Sustainable Development requires us to pay better attention to the multiple socio-ecological systems at play. In its premise of *Leave No One Behind*, there is an underlying acknowledgment that self and society, the individual and collective are interconnected and shape our response. Thus, the Agenda 2030 calls us to acknowledge the diverse realities and lived experiences of individuals and to better understand how to work in diversity.

In this course we will journey in self-reflection and group work to examine the extent in which our views, perspectives, identities, and experiences are a product of a social context; we will examine notions of discrimination, privilege, equality, oppression and delve into theories of race, intersectionality, and feminisms. We will explore our understanding of socially constructed categories such as gender, race, class, and culture and how they relate to international cooperation. We want to make explicit the implicit, critically assess assumptions and blind spots, inquire other ways of knowing and the political implications of social justice in international cooperation. Finally, we will look into Feminist Development Policy in particular within the context of German foreign policy and how it differs from gender mainstreaming.

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.

Development policy and concepts in historical perspective

Date 10.02. - 14.02.2025

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. For reaching these objectives 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 as well as small inputs based on practical experiences and knowledge of participants 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),
- know the key concepts, actors and policies of financing for development,
- have critically reviewed and discussed key historic development policy concepts

Training methods

Short presentations, literature assignments, working groups, excursion, external speakers, presentations by participants, discussions.

Colonial continuities in international cooperation & anti-racist training and empowerment

Date 17.02. - 21.02.2025

Trainers Nicole Amoussou, Zaida Horstmann

Contents

This training course 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*

Facilitation training

D a t e 24.02. - 27.02. & 03.03. - 06.03.2025
(half of the group per week)

T r a i n e r Monika Boutros-Fischer

C o n t e n t s

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

O b j e c t i v e s

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

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

Lectures, group work, moderation exercises, evaluation discussions

Participatory workshop design (digital)

D a t e	24.02. - 27.02. & 03.03. - 06.03.2025 (half of the group, parallel with the facilitation training)
T r a i n e r s	Johara Bellali, Lia Weitz

C o n t e n t

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 meaningful results. This course is very hands-on in character and will emphasize how to plan, design, and conduct interactive and participatory workshops with simple but effective methods tools, and techniques. Together we will reflect on how to use and adapt workshop designs according to different objectives, contexts, and phases. Nowadays, we are faced with an increasing need to collaborate virtually; this course will also highlight some fundamental dos and don'ts for (virtual) workshop design as well as digital facilitation which you will practice throughout the course.

O b j e c t i v e s

By the end of the course, participants

- know how to design, prepare and conduct participatory workshops (on-site and digital) of different lengths, settings and purposes,
- are provided with methods for the beginning, central and final phases of workshops,
- have a basic set of (analogue) visualisation techniques,
- have critically reflected on different workshop approaches as well as on facilitators' role, positionality, attitudes and skills to support a result-oriented group process

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

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

Berlin Forum on Global Cooperation 2025: Topic selection and 1st preparation week

D a t e 10.03.-12.03.2025 (Topic selection on 31.01.2025)

T r a i n e r Celia Schmidt

C o n t e n t s

The Berlin Forum on Global Cooperation is a joint event of the SLE and the Heinrich Böll Foundation (hbs) and promotes the exchange between development policy practice and science. The Berlin Forum on Global Cooperation is organized as an international high-level dialogue forum with a changing annual focus topic. Leading experts from politics, business and civil society will exchange views on this annual topic in a panel discussion. This panel will be organized and moderated by hbs. The SLE participants will be responsible for the second, more interactive part. Here, the expert audience of the conference will come together in breakout sessions and deal with specific questions related to the main topic. This year's forum will focus on the theme of partnerships in the energy transition and climate protection and shed light on current issues as well as Germany's role in fostering global collaboration. SLE participants will jointly develop a briefing paper summarizing current debates on this topic. The paper will be published as part of the forum.

During the 1st Preparation Week, the topics of the three breakout sessions (that have been selected on 31.01.25) will be further elaborated and specified. SLE participants will work in small groups to dive into the complexity of the chosen theme or question statement. They will get in touch with experts on the respective topic to ensure practical relevance. Furthermore, the participants will prepare interactive methods to discuss current issues and case studies, possible conflicting positions or problem areas. The results of the preparation week serve as a basis for identifying and inviting experts, defining workshops methods, distributing roles within the teams, preparing a moderation plan and developing tangible outputs, such as presentations, hand-outs, communication material, etc.

O b j e c t i v e s

The participants

- have researched current development policy issues and reflected on the state of the debate,
- have identified different perspectives, possible conflicts of interest and current challenges and issues in their respective sub-topic,
- have created a substantive working basis for the further planning and facilitation of the breakout sessions to generate added value for the forum and its participants,
- have prepared the basis for a briefing paper, summarizing the current debate in the field of partnerships in energy transition and climate protection

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

Working groups with support, basic texts, self-study

Introduction to the professional field of international cooperation

Date 13.03. - 14.03.2025

Trainer Miriam Holländer

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, discussions

Climate change, sustainable land use and agroecology: Challenges and solutions regarding global warming and urbanization

D a t e 17.03. - 20.03.2025

T r a i n e r Dr Till Sterzel

C o n t e n t s

Global warming and urbanization are two fundamental processes of global change in our time. The resulting climate crisis and rapid urbanization 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 them? And most importantly, what can be done to effectively address both through adaptation and climate protection in international development cooperation?

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

O b j e c t i v e s

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,
- work towards and understand exemplary sustainable solutions for climate adaptation, climate protection, and sustainable urban development at global to local levels

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

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

Climate change, sustainable land use and agroecology: Food systems and land use

Date 24.03. - 27.03.2025

Trainer Dr Till Sterzel, Maike Voß

Contents

In 2024, Contracting Parties Conferences of the Rio Conventions on Climate Change (UNFCCC), Biological Diversity (UNCBD), and Combating Desertification (UNCCD) were 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. 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 "multi-benefit strategies" that can help 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. This includes discussing approaches for transforming the global food system within planetary boundaries. Exemplary concepts include agroecology, agroforestry, and agrovoltatics. An excursion to a peatland rewetting project (MoorFutures), contributing to climate and biodiversity protection, is planned.

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.

Planning, monitoring and evaluation of international cooperation projects

Date 31.03. - 04.04.2025

Trainer Julia Weinand

Contents

Projects in international cooperation are oriented towards impact (results), we speak of “results-oriented project management”. Thus, already during project conceptualisation and planning, we need to define what “higher change” the project should contribute to. And it is important not to lose sight of this envisaged impact throughout implementation.

Project sustainability and success are closely linked to the quality of planning – not only in international cooperation. Before a project can be planned, the current situation, factors influencing a (potential) project, as well the needs of those involved must be analysed and reflected. A shared vision among stakeholders will guide implementation. The situation analysis and the shared vision will form the basis for a project strategy and an activity plan. The course will go through these steps using a case study.

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 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 M and E, their interrelationships and differences are introduced in this course. Participants will be guided through the steps of setting up and using a monitoring system. They will also apply the OECD-DAC criteria to assess the quality of projects and learn about quality standards for evaluations.

Objectives

The participants

- are able to apply selected instruments for situation analysis and for defining a project strategy for cooperation projects, including results models / theories of change,
- know how to formulate objectives and indicators and put these into a logframe,
- 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,
- discussed approaches and instruments for capturing project/programme results.
- They have critically reflected both, approaches and instruments, and can assess their relevance for the results-oriented management of development projects

Training methods

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

Participatory research and advisory practices

Date 07.04. - 10.04.2025 & 25.04.2025 (excursion)

Trainers Dr Silke Stöber, Bianca Jedamzik and Miriam Holländer

Contents

The course provides an integrated approach to understanding and applying participatory methods and advisory strategies within international cooperation. The course is divided into two main parts:

1. Participatory Learning and Action (PLA):

The first part of the course focuses on the Participatory Learning and Action (PLA) approach. PLA serves as an umbrella term for a range of methods, attitudes, and behaviours aimed at empowering individuals or groups to share knowledge, analyse their life situations, and collaboratively develop solutions to challenges.

Applications of PLA: PLA tools are widely used in development practice, particularly in adult education, training, project planning, evaluation, and qualitative research for data collection.

Overview and practice: Participants will gain a foundational understanding of PLA's background and its development in various contexts. They will also engage in hands-on activities, trying out selected tools from the PLA toolbox. These activities are complemented by concrete implementation examples provided by trainers or shared by participants based on their own experiences.

2. Advisory practices in international cooperation

The second part of the course delves into the diverse roles and strategies of advisors in the field of international cooperation. The focus is on understanding the spectrum of advisory work, including the dissemination and scaling of innovations and approaches to achieving sustainable development goals.

Advisor roles: Exploring the professional responsibilities and paradigms of advisors, including top-down and bottom-up innovation models. A policy or process consultant will share insights into their work, providing a real-world perspective.

Strategies and concepts: Deepening understanding of how innovations spread, the factors influencing their adoption, and strategies for scaling impact.

Practical exercises: Participants will practice non-directive interviewing based on Carl Rogers' principles through role-playing activities. The course includes a session on collegial counselling, offering participants the chance to practice this peer-support tool.

Objectives

By integrating participatory research and advisory practices, the course equips participants with practical skills and theoretical knowledge to foster empowerment, collaboration, and sustainable solutions in international cooperation projects. Participants will leave with a deeper understanding of participatory methodologies, the dynamics of advisory roles, and effective tools for fostering innovation and behaviour change.

The participants

- 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 future work contexts,
- have become familiar with counselling approaches as well as their structures and forms of organisation,
- have practised leading conversations in counselling and reflected on their own role

Training methods

Keynote speeches, guest speaker, exercises, case studies, role plays, inputs by the trainers, possibly presentations by participants with previous experience.

Berlin Forum on Global Cooperation 2025: 2nd preparation week

Date 22.04.-24.04.2025

Lecturer Celia Schmidt

Contents

The Berlin Forum on Global Cooperation is a joint event of the SLE and the Heinrich Böll Foundation (hbs) and promotes the exchange between development policy practice and science. This year's forum will focus on the theme of **partnerships in the energy transition and climate protection**. The SLE participants will be responsible for the second, more interactive part of the forum. Here, the expert audience of the conference will come together in breakout sessions and deal with specific questions related to the main topic.

During the 2nd Preparation Week, experts on the respective sub-topics for the breakout sessions will be invited to provide relevant input and to bring the discussions to the next level. In a co-creation process, SLE participants, together with the respective experts, will prepare interactive methods to generate added value for all parties involved. In addition, they will get to know and prepare innovative formats for the report back to the plenary session.

The 2nd preparation week will directly build on the decisions taken in the 1st preparation week. SLE participants continue to work in small groups to prepare the different breakout sessions in detail, every group member will take on a specific role. Concrete outputs are (among other things) a list of invitees for the breakout session, a detailed moderation plan with the respective methods for the breakout session and the report back, as well as presentations, hand-outs and communication material.

In parallel, participants will continue to work on a joint briefing paper on the focus theme of the Forum. The paper will be reviewed by SLE staff and experts.

Objectives

The participants

- have gained an understanding of current development policy issues in their respective focus area,

- have gained the tools to facilitate a workshop reflecting different perspectives, and current challenges and issues in the field,
- have distributed clear roles within the teams and have developed all the necessary material for the final preparation week and rehearsal,
- have prepared a final draft of a briefing paper, summarizing the current debate in the field of partnerships in energy transition and climate protection

Training methods

Working groups with support and coaching, input and texts, self-study

Conflict management and strategic negotiation

Date 28.04. - 30.04.2025

Trainer Nahide Pooya

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

Governance and Participation: Governance, participation and empowerment

Date 05.05. - 06.05.2025

Trainer tbd

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

Conflict sensitivity & conflict transformation

Date 12.05. - 14.05.2025

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 369 conflicts worldwide, 200 of which are fought out 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. Participants will explore different approaches and methods of conflict transformation and are invited to share their professional experience. Possibly, an organisation working in the field of conflict transformation will be visited.

Objectives

The participants

- have developed an understanding of conflict sensitivity and have been introduced to Do No Harm as a tool for conflict sensitive work,
- know exemplary approaches and strategies of conflict transformation,
- have an overview of possible fields of work and deployment in the area of civil conflict transformation and peacebuilding

Training methods

Interactive training, exercises, case studies

Transitional development assistance - from *Linking Relief Rehabilitation and Development* (LRRD) to strengthening resilience

Date 15.05. - 16.05.2025

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 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. 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 many 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: Wrap-up plenary phase

Date 19.05.2025

Trainers Miriam Holländer

Contents

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.

Objectives

- 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

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.

Berlin Forum on Global Cooperation 2025: 3rd and final preparation week and rehearsal

Date 20.05.-23.05.2025

Lecturer Celia Schmidt, Monika Boutros-Fischer

Contents

The Berlin Forum on Global Cooperation is a joint event of the SLE and the Heinrich Böll Foundation (hbs) and promotes the exchange between development policy practice and science. This year's forum will focus on the theme of **partnerships in the energy transition and climate protection**. The SLE participants will be responsible for the second, more interactive part of the forum. Here, the expert audience of the conference will come together in breakout sessions and deal with specific questions related to the main topic.

Based on the decisions and results of the first two preparation weeks, the 3rd preparation week will focus on the final rehearsal, arrangements and fine-tuning of the second part of the event (3 breakout sessions and report back to the plenum). The participants give each other feedback and are professionally supported in terms of method and content.

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 panellists 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 obtained and incorporated feedback for their breakout session,
- have simulated and reflected on the process and implementation of the panel discussion,
- process control of the discussion and the closing of the event,
- (especially the facilitators and input speakers) have gained confidence in running the event and are able to successfully implement their roles,
- are fully prepared in terms of content and methodology for the implementation of the event (facilitation of respective breakout session and reporting back to the plenary)

Training methods

Working groups with professional support, self-study, role play/event simulation

Berlin Forum on Global Cooperation 2025: Event

Date	26.05.2025
Trainer	Celia Schmidt

Contents

The Berlin Forum on Global Cooperation is a joint event of the SLE and the Heinrich Böll Foundation (hbs) and promotes the exchange between development policy practice and science. From 2025, the development policy conference will take place in a new, more innovative format. The Berlin Forum on Global Cooperation is organized as an international high-level dialogue forum with a changing annual focus topic. Leading experts from politics, business and civil society will exchange views on this annual topic in a panel discussion. This panel will be organized and moderated by hbs. The SLE participants will be responsible for the second, more interactive part. Here, the expert audience of the conference will come together in breakout sessions and deal with specific questions related to the main topic.

During the preparatory training weeks, the SLE participants have been equipped with all necessary tools to prepare and facilitate three different breakout sessions on specific issues and debates together with sector experts. Important conclusions will be reported back to the plenary in an innovative format.

Objectives

The participants

- have dealt in depth with a current development policy topic,
- have contributed to the development of solutions to current issues,
- have conducted and documented a public event in terms of content and organisation,
- have brought together experts 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. Development of practical solutions to current issues applying the method of collegial counselling.

Planning of the Joint International Research Projects (JIRP, in Berlin) with the action- and decision-oriented research (ADR) methodology

D a t e 02.06. - 08.08.2025

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 teamcoaching 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

Date 10.06. -24.06.2025

Trainer 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 - teamcoaching and conflict management

Time

30.06. - 04.07.2025

(in each case in the JIRP group and time-shifted to the safety training)

Coach

Nahide Pooya

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 regarding 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 a JIRP group

Training methods

Learning by doing with systematic inputs and accompanying guidance

ADR training - safety training

T i m e 30.06. - 04.07.2025
(two days for two JIRP groups together and time-shifted for *teambuilding*)

L e c t u r e r Petra Padberg

C o n t e n t s

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.

G o a l s

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

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

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

ADR - consolidation phase

Date 07.07. - 08.08.2025 (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 Teams

Date 14.07.-18.07.2025

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 18.08. - 17.10.2025

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 allude 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

Training methods

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 27.10. – 19.12.2025

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 24.11. - 25.11.2025

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

26.11. - 03.12.2025

Lecturers

Miriam Holländer, 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 (e.g. 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)

Time

04.12.2025

Responsible

Dr Margitta Minah

Contents

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.

Goals

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

Method

Individual evaluation, group discussion

Final evaluation of the year

T i m e 05.12.2025

R e s p o n s i b l e Miriam Holländer

C o n t e n t s

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.

G o a l s

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

M e t h o d

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 o8.12. - 19.12.2025 (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

Contact SLE Staff

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