

<p align="center"><b>Call for Application - Erasmus + program "Staff Training"</b>  <b>Modules offered at Eberswalde University for Sustainable Development (EUSD) during summer term 2024</b></p>									
	Module	Module Component	Goal	Language of instruction	Study programme	blockweek or continuing module	expected calendar week/ time***	Mandatory or elective module	Workload in credits
	<b>Intercultural communication and extension methods</b>	-	Students are sensitized to challenges in intercultural communication, can reflect their own behaviour, get practice in intercultural communication and can apply this knowledge and experience for effective communication in development cooperation and extension work	Englisch	International Forest Ecosystem Management	continuing	Thursdays 9:15-15:00 in week 14-18, 21-23, 26-27	elective	6
	<b>Environmental governance in times of climate change</b>	-	Students learn the physical fundamentals of climate change, the anthropogenic drivers of rapid climate change since the beginning of industrialisation as well as the impacts of climate change at present and in future	English	International Forest Ecosystem Management	block	18.03.-31.03.	elective	6
	<b>Certification and legislation on environmental protection</b>	-	In contrast to state regulatory law, students know the economically oriented approach of certification systems, especially in the forestry sector, and its most widespread systems and their differences. Students are able to understand and apply the basics of environmental law as well as more detailed species and habitat protection regulations and environmental assessment procedures such as EIA and FFH impact assessment.	English	International Forest Ecosystem Management	block	10.06.-23.06.	elective	6
	<b>Postcolonial perspectives</b>	-	Students are enabled to engage with critical postcolonial literature. They can articulate informed positions/opinions orally and in writing. They are able to critically reflect on the role of science in environmental policy and conservation, and rethink their own positioning in both academic and practical contexts. They are enabled to move and act with awareness, prudence and respect in non-European contexts. Through engagement with postcolonial theory, students are enabled to recognise colonialism – and neo-colonialism – as systems of extractivism and domination/violence. They can analyse the complex relationships between (neo-)colonialism, prevailing politicised understandings of development, and how we deal with nature/ environment. Thereby, they are sensitised for colonial continuities, particularly in the context of nature and environment, and are able to critically assess environmental initiatives and programmes.	Englisch	International Forest Ecosystem Management	block	10.06.-23.06.	elective	6

Faculty 1 Forest & Environment	<b>Future strategies in sustainable forest management</b>	-	The students are qualified to derive and document approaches to sustainable forest management on the basis of a concrete forest section. For this purpose, the students use data from site and forest growth studies as well as spatial data of the forest objects to be developed (including forest inventory). The project focuses on (silvicultural) planning at stand and operation level and its implementation with concrete silvicultural measures. The competences are supplemented with tasks from the fields of recreational planning and other special planning as well as the planning of measures for the adaptation of forests to climate change	Englisch	International Forest Ecosystem Management	block	08.04.-21.04.	elective	6
	<b>Forest landscape restoration</b>	-	Students are enabled to apply techniques of (forest) landscape restoration (FLR) after a variety of disturbance types such as afforestation, rehabilitation of degraded land, water resource management in order to restore basic ecosystem / forest functions and contributing to the well-being of humans in different (forest) biomes of the world.	Englisch	International Forest Ecosystem Management	block	20.05.-02.06.	elective	6
	<b>Systems leadership</b>	-	Students are enabled to adopt relevant principles of proactive strategic thinking for complex systems management and understand past and present societal transitions, their underlying patterns and key actors. Furthermore, students can evaluate different strategies of transformation on different levels and know how to apply tools to identify high leverage points in different kinds of complex systems	Englisch	Global Change Management	block	29.04.-10.05.204	elective	6
	<b>Transformation pioneers</b>	-	Students are able to apply competences in interdisciplinary scientific work and self-management in order to plan their own transformation project of moderate scope. The orientation of the project corresponds to the goals of the study programme and leads to an entrepreneurship that supports sustainability transformation	Englisch	Global Change Management / Forest System Transformation	block	29.04.-10.05.204	elective	6
	<b>Rethinking environmental economics II</b>	Economy – Ecology System Interactions	Students acquire knowledge on economy - ecology system interactions conceptualized as 'socialecological systems' (SES). They gain a system-based understanding of system dynamics, stability and change, and economy as an integral part of the environment that needs to be understood in its uncertainties and limitations. Students are introduced to SES analysis frameworks, and will be able to apply them. The crucial role of institutions that mediate system interactions is highlighted. Alternative concepts for economic growth and human well-being are introduced and related critical issues such as ethics, fairness and Students have a good understanding of the Bioeconomy concept in general.	E	FST	block	18.-22.03.24	mandatory	6
Bioeconomy strategies	They understand the aims of different concepts and strategies related to Bioeconomy and how an efficient and resourcefriendly use of natural resources such as plants, animals, and microorganisms shall be achieved. They can identify bioeconomy potentials of a range of various institutional, economic and biophysical settings with a special focus on forestry and analyze in how far these play a crucial role for shaping the countries bioeconomy strategies. Further, students are able to derive implications for a sustainable forest resource management	tba							

<b>Future Management Systems II</b>	Strategic Silvicultural planning & Management	In this module basic and new concepts of forest ecology, management and restoration in a changing world are presented and discussed. Implication for multiple forest functions are evaluated with special emphasis to the resource wood. Students gain basic knowledge on actual approaches and tools to assess forest-area changes, forest productivity, and availability of forest resources (tree growth, dendrochronology, wood quality, sustainable biomass production, forest restoration, climate-smart forestry).	E	FST	block	tba	mandatory	6
<b>Forest governance and Policy II</b>	Conflicts, cases and conflict management	Students gain a basic theoretical and practice-oriented understanding of conflicts in the realm of natural resource use and forest management. They are familiar with different types of (land-use) conflicts, conflict theory, distinct sets of conflict resolution strategies and underlying principles. They can analyse and derive conflict management strategies for sustainable land-uses and forest management that seem suitable for a range of distinct situations. <del>Students know about political institutions, actors and decision-making</del>	E	FST	block	03.-08.06.24	mandatory	6
	Social science analysis of conflict cases	processes of climate policy. They are able to work on questions such as why do some interests groups have more influence in political processes than others? Students know about main empirical social science methods, types of data, and techniques for collecting social science data. They can decide for and apply different methods for different kinds of research questions (policy analysis, constellation analysis, network analysis). In addition, they can develop and <del>discuss a variety of governance concepts</del>				10.-15.06.24		
<b>Socio-technical System T</b>	Transformation governance	Students become acquainted with theories and concepts of transformation. They learn about actors, strategies and governance of transformation processes. Of special interest are civil society organizations and social movements. Students learn what a social movement is and about their part in transforming societies and stimulating rapid periods of cultural evolution. Students are enabled to reflect upon the role of civic, private and public sector institutions in transformation processes towards sustainable development	M	FST	block	tba	mandatory	6
	Innovation types, patterns and processes	Students gain a comprehensive understanding of-, and insights into, different innovation types as part of broader transformation strategies. Guided by a socio-ecological-technical system-based innovation understanding, they are able to differentiate between technology innovations, social innovations, governance and policy innovations as well as innovative forms of organisations related to natural resources provision and use. As such students gain a wide spectrum of conceptual and practice knowledge ranging from technical-production processes such as for bioenergy up to cooperative forms of organisation.				tba		

	<b>Water- and Nutrientmanagement</b>	Water Management	Students are able to explore the close interrelations between forests and water. They can build on insights from forest site classification systems as well as forestry-related hydrological-meteorological findings, and understand the relevancy of forest management for water regulation in the light of global change problems. They can examine and debate the particular role of forests and its water regulation and adaptation abilities, its influence on water and heat systems, buffer functions and risks. The fundamental importance of water availability for ecosystem services will be highlighted together with management options for forests supporting their adaptive capacity. Students can recognise various context conditions, institutional frameworks and social demands for the use of water resources and elaborate sustainable water management strategies.	E	FST	block	tba	elective	6
		Nutrient Management	Students get to know relevant nutrient cycles, their importance for functioning forest ecosystems stability, robustness and resilience, and possibilities of influencing them as part of forest and water management strategies.				tba		
	<b>Specialisation Module II</b>	-	Students deepen their professional knowledge and skills in an specific area relevant to forestry system transformation. Students identify their specific personal interests in the field of forestry system transformation and broaden their technical and scientific horizon.	E	FST	block	tba	elective	6
	<b>Designing Future Economies</b>	-	The module Designing Future Economies opens a participatory community space of learning for students to critically rethink exist-ing economic systems and develop alternative ideas and concepts by designing scenarios of better futures. Drawing from a variety of fields across different disciplines (e.g. sustainable entrepreneurship, foresight, narration) to proto- type more sustainable futures, students develop their competencies in terms of systems thinking, anticipa-tion, and normative evaluation. Grounded in the methodologies of scenario planning, students translate trends into plural future worlds following abductive reasoning in a self-directed manner.	English	SESIN	block	10.06.-23.06.	mandatory	6
	<b>Land use systems in the socio-ecological and socio-economic context</b>	-	Teaching the basics of social ecology and ethics, cultural diversity, linking socio-ecological aspects with economic frameworks; types of land use (agriculture, forestry, fisheries, horticulture, tourism, energy industry, etc.); ecosystem services, biodiversity and nature conservation; insights into economic and political theories; historical and current types of land use in the context of natural resource use; effects of globalisation on land use systems; social movements, gender justice. Analysis of selected case studies on value chains, from natural resources to the consumer. Presentation of innovative approaches and participatory decision-making processes.	Englisch	BIOM	block	08.04.-26.04.	Mandatory	6

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BRI	<b>Ecological effectiveness of biosphere reserves</b>	-	Various concepts for determining ecological effectiveness, approaches for quantifying and evaluating ecological effectivity, practical exercises, critical reflection on measurability and development of innovative proposals for determining the effectiveness of key attributes of biosphere reserves when viewed as social-ecological systems (e.g. innovation, mutability and adaptability, resilience).	Englisch	BIOM	block	06.05.-10.05.	Elective	6
	<b>Stakeholder communication in biosphere reserves</b>	-	Problem analysis of land use conflicts using real case studies, getting to know and applying different tools and techniques for problem solving, development and application of business games and role playing scenarios, group moderation.	Englisch	BIOM	block	29.04.-05.05.	Elective	6