



The AGEP Network

Course Programme for EPOS students, 2021/2022

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1. Additional Academic Qualifications

1.1. Medicine/Public Health

1.1.1. E- Learning course - Introduction to Social Protection: A Systems Approach to Universal Social Protection (University of Heidelberg)

Name of Module/Course	E- Learning course- Introduction to Social Protection: A Systems Approach to Universal Social Protection			
Short description	The key objective of the course is to introduce concepts of social protection and relates it to international conventions and their reflection in the national legislation			
Name of Programme	MSc International Health			
Name of University	Heidelberg Institute of Global Health, HIGH, University of Heidelberg			
Name of Lecturer	PD Dr Svetla Loukanova HIGH, Evaplan			
Responsible University lecturer	PD Dr Olaf Horstick			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
2 ECTS	40	80%	20	60
Start & end dates, WS		Start & end dates, SS		Other timeslot (block course):
				Self-organized E-learning
Registration until		Number of possible AGEP participants		
1 month before course		2		
Content and goals of qualification	<p>This course introduces the social protection and relates it to international conventions and their reflection in the national legislation. Concepts and means to protect the poor and vulnerable are developed. The course explains the origin and the history of social protection in Europe. It relates the social protection to poverty in Europe and the structure of societies. As the course originates in Germany the country with the oldest mandatory health insurance a special attention is paid to German health insurance, including also five other mandatory insurances existing in industrialised countries.</p> <p>The course is organised in two main modules.</p> <p>Module 1: Principles of Social Protection Unit 1: Decent living as a Human Right Unit 2: Social protection for the vulnerable population Unit 3: Social protection for formally employed Unit 4: Cross cutting issues</p> <p>Module 2: Practice of Social Protection in industrialized countries – focus on Germany Unit 1: Social protection in Europe Unit 2: Social insurances –focus on Germany</p>			

	Unit 3: Evaluation of health systems
Preconditions for participation	Bachelor level 4 years English: TOEFL test 5.5 or IELTS 6.5 or equivalent language skills
Teaching Methods	The course aims to initiate an active participatory learning process. It uses a mixture of interactive lectures, individual assignments, case studies, group work and presentations. 40 hours contact time: <ul style="list-style-type: none"> • Online lectures 20.5 hours • Tutored group work 13 hours • Assessed group discussions 3 hours 20 hours individual work: <ul style="list-style-type: none"> • Preparatory reading 15 hours • Assignment 5 hours
Lesson format (online/face-to-face)	Online
Assessment method	Participants' learning will be assessed on: Full completion of the modules and assignments within the modules (60%) Active participation in technical discussions on the platform of the course (10%) Final test (30%) If the student fails to reach the passing grade of 60 %, s/he will be able to re-sit an oral exam not later than 2 weeks after receiving coordinator's comments.
Language	English
Inscription external student	No

1.1.2. THE VISIBLE HAND- THE MANY FACETS OF FINANCING HEALTH CARE AND SOCIAL HEALTH PROTECTION (University of Heidelberg)

Name of Module/Course	E- Learning course – The visible hand – the many facets of financing health care and social health protection			
Short description	The key objective of the course is to introduce concepts of social protection and relates it to international conventions and their reflection in the national legislation			
Name of Programme	MSc International Health			
Name of University	Heidelberg Institute of Global Health, HIGH, University of Heidelberg			
Name of Lecturer	PD Dr Svetla Loukanova HIGH, Evaplan			
Responsible University lecturer	PD Dr Olaf Horstick			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
3 ECTS	90			
Start & end dates, WS		Start & end dates, SS		Other timeslot (block course):
				Self-organized E-learning until 12/2021
Registration until		Number of possible AGEP participants		
1 month before course		2		
Content and goals of qualification	<p>The course gives very comprehensive overview on the role of economics in dealing with scarce resource and fair allocation of goods and services in health care. The course provides an introduction into measuring the flow of funds in a health system through different forms of health care financing arrangements. It discusses why health care should not be left to the market allocation mechanism and why government might intervene.</p> <p>The course reflects on uncertainty both with regard to accident or disease and the effectiveness of treatment and what this means for financing health care. Health insurance theory and in particularly moral hazard and adverse selection are discussed. The major forms of financing health care are reviewed, including the role of private health insurance. One module reflects on Universal Health Coverage and the need for a moral basis when justifying large-scale government intervention.</p> <p>The course looks at many practical aspects that need to be considered when setting up a health purchasing organisation. Main Topics</p> <p>Module 1: Illness, economics and the financing of health care</p> <p>Module 2: Justice and Efficiency</p> <p>Module 3: Uncertainty and health insurance</p>			

	Module4:Putting theory into practice: some elements of a health purchasing organisation
Preconditions for participation	Bachelor level 4 years English: TOEFL test 5.5 or IELTS 6.5 or equivalent language skills
Teaching Methods	The course aims to initiate an active participatory learning process. It uses a mixture of interactive lectures, individual assignments, case studies, group work and presentations. 90 hours contact time: <ul style="list-style-type: none"> • Online lectures 60 hours • Tutored group work 25 hours • Assessed group discussions 5 hours 20 hours individual work: <ul style="list-style-type: none"> • Preparatory reading 15 hours • Assignment 5 hours
Lesson format (online/face-to-face)	Online
Assessment method	Participants' learning will be assessed on: <ul style="list-style-type: none"> - Full completion of the modules and assignments within the modules (60%) - Active participation in technical discussions on the platform of the course (10%) - Final test (30%) If the student fails to reach the passing grade of 60 %, s/he will be able to re-sit an oral exam not later than 2 weeks after receiving coordinator's comments.
Language	English
Inscription external student	No

1.1.3. E- Learning course – Digital Transformation and Global Health (University of Heidelberg)

Name of Module/Course	E - Learning course - Digital Transformation and Global Health			
Short description	The course aims to equip the global audience to reflect on the overall impact of digitalisation on healthcare systems and on international development cooperation in the healthcare sector. Participants will learn to identify opportunities and challenges that the digital transformation brings to the healthcare sector globally, evaluate and assess digital options, identify and prioritize necessary (or unnecessary) digital projects and structure them as well as learn how these projects respond to policy priorities and stakeholder needs. The participants will explore the role of digital health interventions in Continuous Quality Improvement of healthcare services for achievement of Universal Health Coverage.			
Name of Programme	MSc International Health			
Name of University	Heidelberg Institute of Global Health, HIGH, University of Heidelberg			
Name of Lecturer	PD Dr Svetla Loukanova HIGH, Evaplan			
Responsible University lecturer	PD Dr Olaf Horstick			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
1,5 ECTS	30	80%	0	30
Start & end dates, WS		Start & end dates, SS	Other timeslot (block course):	
		03 – 07 May 2021		
Registration until		Number of possible AGEP participants		
1 month before course		4		
Content and goals of qualification	<p>The main live sessions include:</p> <ul style="list-style-type: none"> Digital Health Basics Global status and evolution of digital health Policy for establishment of sustainable digital systems Technical Infrastructures for digital health & Cybersecurity Evidence & the case for investment in digital health to improve outcomes Digital Health Leadership Digitalisation in times of pandemics (case of COVID-19) Monitoring and evaluation • Case studies & much more 			
Preconditions for participation	Bachelor level 4 years English: TOEFL test 5.5 or IELTS 6.5 or equivalent language skills			
Teaching Methods	<ul style="list-style-type: none"> • Morning & early afternoon live lectures with the tutors will be followed by independent work in the afternoon (CET) Monday – Wednesday with a final homework feedback session on Friday (no live sessions on Thursday, which is dedicated to independent work and reading). 			

Lesson format (online/face-to-face)	Online
Assessment method	Final test
Language	English
Inscription external student	No

1.2. Economic Sciences

1.2.1. Business Model Development for International Students (University of Leipzig)

Name of Module/Course	Business Model Development for International Students			
Short description	This course support students to evaluate research results and business ideas developed before and during the studies in Germany, if there could be a transferred into start-up project. There will be an outlook on a first financing strategy. Mainly Participants with their own business ideas are welcome.			
Name of Programme	International SEPT Program			
Name of University	Universität Leipzig			
Name of Lecturer	Christian Hauke, Prof. Dr. Utz Dornberger			
Responsible University lecturer	Prof. Dr. Utz Dornberger			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
2	1	16	16	32
Start & end dates, WS		timeslot:		
5 th , 12 th , 19 th May 2021		09:00 to 13:00 plus individual coaching sessions		
Registration until		Number of possible AGEP participants		
29 th April 2021		12		
Content and goals of qualification	<p>The Business Model Development workshop is structured into three sessions:</p> <ol style="list-style-type: none"> 1. Understanding Customer and Value Proposition Design 2. Business Model Development 3. First financing my business idea <p>During the Understanding Customer part, participants will review their business ideas against the backdrop of the following questions: Is there a market for my idea? Do I address all customer needs with my business idea? This will usher the participants into the next part known as Value Proposition Design. Here they will be guided in proposing the right value to customers based on their innovative products and/or services. Following, the participants will be taken through the Business Model Canvas. This will assist them to build business models for their ideas. Using the 10 Types of Innovation Concept, graduates and students will learn about Innovation Tactics to further develop innovative business models.</p> <p>Finally the last session will provide an overview about financing options for Start-up projects in Germany with a focus on presenting in details the EXIST program</p>			

Preconditions for participation	Students with a draft of a business idea
Teaching Methods	Workshop plus individual Coaching

1.3. Engineering and Related Sciences

1.3.1. Sustainability of Renewable Energy (University of Oldenburg)

Name of Module/Course	Sustainability of Renewable Energy			
Short description				
Name of Programme	PPRE			
Name of University	University of Oldenburg			
Name of Lecturer	Dr. Herena Torio			
Responsible University lecturer	Dr. Herena Torio			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
6	4	Ca.52 h	Ca. 128h	180h
Start & end dates, WS		timeslot:		
Registration until		Number of possible AGEP participants		
		Max. 5		
Content and goals of qualification	<p>In order to understand the complex transformation processes of our current energy supply system towards a more sustainable one we have to consider implications that go far-beyond the technological arena. In this module, the mobility transition in Germany is taken as a concrete example to analyse and understand such transformation processes as well as its main indicators. In the course of the seminar the buzzword 'sustainability' will be explained, including its development, assessment methods and implications for energy systems analysis. Electric vehicles are being re-discovered in the context of mobility transition as one of the promising facets to decarbonize the transportation system. Additionally, effects of the COVI-19 pandemic are shifting the focus to integral mobility planning, home working and mobility avoidance. Thus, the transition from a predominantly fossil-fuelled combustion-engine and individual passenger based mobility system towards a more diversified and electric one will be analysed. Several lectures highlighting the theoretical framing of the sustainability debate, the dynamics of such a transformation and mechanisms involved in it, as well as a sound introduction to several methods for sustainability assessment (LCA, scenarios, MCDM or discourse analysis) are delivered. The students then choose and develop their own research question in the context of the mobility transition, work in depth with one of the proposed assessment methods and thereby apply the methodological and theoretical knowledge gained during the lecture.</p> <p>After successful completion of the module students should be able to:</p> <ul style="list-style-type: none"> - analyse, and critically compare and evaluate selected sustainability concepts and strategies addressing renewable energy systems - critically appraise and analyse the principles and implications of selected scientific methods and theories for a sustainable energy supply 			

	<ul style="list-style-type: none"> - critically evaluate the suitability and meaningfulness of different sustainability indicators, theories, methods and practices regarding their role and impact for developed countries, on the one hand, and developing countries, on the other - perform an integral assessment, involving several relevant aspects related to the sustainability of a particular real-life renewable energy project as well as identify the main barriers, potentials and driving factors for improving it - perform a literature review on selected sustainability approaches to a professional standard, extract the main related conclusions, and arguing critically on them
Preconditions for participation	
Teaching Methods	Videos, online coaching sessions and discussions
lesson format (online/face-to-face)	Online BBB/ StudIP
Assessment method	Presentation and report
language	English
Inscription external student	Inscription on the course should take place via StudIP. The students obtain a guest-student status

1.3.2. Solar thermal energy (University of Oldenburg)

Name of Module/Course	Solar thermal energy			
Short description				
Name of Programme				
Name of University	Oldenburg			
Name of Lecturer	Herena Torrio			
Responsible University lecturer				
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
Start & end dates, WS		timeslot:		
Okt – Jan				
Registration until		Number of possible AGEP participants		
Content and goals of qualification				
Preconditions for participation				
Teaching Methods				

lesson format (online/face-to-face)	
Assessment method	
language	
Inscription external student	

1.3.3. Rehabilitation and Restoration of Degraded Landscapes (Technical University of Dresden)

Name of Module	Rehabilitation and Restoration of Degraded Landscapes			
Name of Programme	Tropical Forestry and Management			
Name of University	Technische Universität Dresden(TUD)			
Name of Lecturer	Prof. Dr. Gerald Kapp			
Responsible University lecturer	Prof. Dr. Gerald Kapp			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
-	-	2,5	14,5 (minimum)	17 up to 30
Start & end dates, WS		timeslot:		
12.11.-17.12.2021		Free, with start session, mid-term session and final session on 12.11., 26.11. and 17.12		
Registration until		Number of possible AGEP participants		
04.11.2021		12		
Content and goals of qualification	<p>Goal: To understand the causes of land degradation and discuss applied measures for landscape rehabilitation and restoration, with special consideration of case studies</p> <p>Content: In this e-learning course, participants get familiar with the concepts of landscape degradation. Governance, legal and political aspects are outlined and the manifold and interrelated causes of landscape degradation are analysed in some detail. Different types of landscape degradation are presented. The rehabilitation and restoration is then demonstrated with reference to farmlands, forests, and wetlands. The complexity of all degradation and restoration dynamics is highlighted with two case studies from Ethiopia and China.</p>			
Preconditions for participation	A BSc degree in a landscape related subject, including, e.g., agriculture, forestry, ecology, biology, geography.			
Teaching Methods	<ul style="list-style-type: none"> • Text and video • International case studies and webpages • Self-assessment at the end of each chapter 			
lesson format (online/face-to-face)	<ul style="list-style-type: none"> • e-learning course • platform: OPAL (TU Dresden) 			
Assessment method	Self-assessment quizzes in the e-course			
language	English			
Inscription external student	Inscription via OPAL platform			

1.3.4. Data Analysis in R – Beginners Course (Cologne University of Applied Sciences)

Name of Module	Data Analysis in R - Beginners Course			
Short description	<p>In this course you will learn a programming language and how to work with large amounts of data. Not only will these skills increase the possibilities for what you can achieve in your studies, they are increasingly becoming a requirement to gain employment in many fields. They provide you numerous opportunities for the modern day professional work.</p> <p>This course teaches how to use The R Project for Statistical Computing (commonly known as “R”) for data analysis, focusing on the processing and analysis of spatial and temporal datasets. The intensive course starts at a beginner level and moves to an intermediate level. Please note that the course uses examples and data analysis techniques in the fields of climate, geography and hydrology, and it is therefore recommend that students in master’s courses related to these topics attend.</p>			
Name of Programme	Natural Resources Management			
Name of University	Cologne University of Applied Sciences			
Name of Lecturer	Oscar Manuel Baez Villanueva & Ian McNamara			
Responsible University lecturer	Prof. Lars Ribbe			
SWS	Attendance (h)	Self-study (h)	Total workload (h)	
-	17.5	22.5	40	
Start & end dates	Timeslot:			
15.03.2021 – 26.03.2021	2 weeks, 2.5 h daily, Mondays to Fridays, 9:00 - 11:30 7 interactive lectures (15/3, 16/3, 17/3, 19/3, 22/3, 24/3, 26/5) and 3 sessions allocated for students to work on exercises (18/3, 23/3, 25/3),			
Registration until	Number of possible AGEP participants			
March 3rd, 2021	50			
Content and goals of qualification	<p>Objective: for students to obtain and implement the skills to undertake geospatial data analysis using the R Project for Statistical Computing.</p> <p>Module 1: Introduction to R part I</p> <ol style="list-style-type: none"> 1. What is R? 2. Scripts and packages 3. Data in R 4. Mode and length 5. Basic functions 6. Arithmetic operators 7. Matrices 8. Lists 9. Data frames <p>Module 2: Introduction to R part II</p> <ol style="list-style-type: none"> 1. Importing data 			

	<ol style="list-style-type: none"> 2. Writing data 3. Basic plotting 4. Relational operators 5. Loops <p>Module 3: Raster files and spatial data</p> <ol style="list-style-type: none"> 1. Reading and plotting shapefiles 2. Extracting polygons from shapefiles 3. Reading rasters 4. Stacking, cropping, masking and resampling rasters 5. Writing rasters 6. Isolating cells with particular attributes <p>Module 4: Data processing</p> <ol style="list-style-type: none"> 1. Data organisation 2. Accessing and loading particular files 3. Pre-processing data 4. Aggregating data 5. Processing time series data 6. Extra Considerations <p>Module 5: Spatial and temporal statistics</p> <ol style="list-style-type: none"> 1. Raster statistics <ol style="list-style-type: none"> a. Minimum, maximum, mean, standard deviation, sum b. Frequency of cells in a raster c. Writing derived values as a time series 2. Example: Raster statistics over an area <ol style="list-style-type: none"> a. Calculating mean P and ETa over an area b. Analysing P minus ETa patterns <p>Module 6: Automating downloading</p> <ol style="list-style-type: none"> 1. The apply, lapply, sapply and mapply functions 2. Downloading Products with ftps 3. Packages in R 4. Reading netcdf Files
Preconditions	Basic knowledge of statistics
Teaching Methods	Online, via Zoom
Lesson format (online/face-to-face)	The format will be online and includes: <ol style="list-style-type: none"> 1. Lectures 2. Exercises 3. Data and scripts to reproduce examples and solve the exercises 4. Questions and Answer (Q&A) sessions
Assessment	None
Language	English
registration	www.agep-info.de
Certificate	Provided by AGEP / TH Köln / DAAD

1.3.5. Data Analysis in R – Advanced Course (Cologne University of Applied Sciences)

Name of Module/Course	Data Analysis in R - Advanced Course			
Short description	<p>In this course you will build on the knowledge you have obtained in the Beginners Course by moving into more advanced statistical analyses of data and the application of machine learning algorithms. Not only will these skills increase the possibilities for what you can achieve in your studies, they are increasingly becoming a requirement to gain employment in many fields. They provide you numerous opportunities for the modern day professional work.</p> <p>This course teaches how to use The R Project for Statistical Computing (commonly known as “R”) for advanced data analysis, focusing on advanced statistical analyses and the implementation of machine learning. The intensive course starts at an intermediate level and moves to an advanced level. Please note that the course uses examples and data analysis techniques in the fields of climate, geography and hydrology, and it is therefore recommend that students in master’s courses related to these topics attend.</p>			
Name of Programme	Natural Resources Management			
Name of University	Cologne University of Applied Sciences			
Name of Lecturer	Oscar Manuel Baez Villanueva & Ian McNamara			
Responsible University lecturer	Prof. Lars Ribbe			
SWS	Attendance (h)	Self-study (h)	Total workload (h)	
-	17.5	22.5	40	
Start & end dates	timeslot:			
15.09.2021 – 01.10.2021	<p>3 weeks, 2.5 h daily, Wednesdays to Fridays, 9:00 - 11:30</p> <p>7 interactive lectures (15/9, 16/9, 17/9, 22/9, 24/9, 29/9, 01/10) and 2 sessions allocated for students to work on exercises (23/9, 30/9),</p>			
Registration until	Number of possible AGEP participants			
August 30th, 2021	35			
Content and goals of qualification	<p>Objective: for students to build on their knowledge in using the R Project for Statistical Computing and use R for advanced statistical analyses and the application of machine learning algorithms in the fields of climate, geography and hydrology.</p> <p>Module 1: Functions and parallel computation</p> <ol style="list-style-type: none"> 1. Writing and using functions in R 2. Parallel computation in R 3. Exercise – Optimising codes using parallel computation and functions 			

	<p>Module 2: Advanced spatial and temporal statistics</p> <ol style="list-style-type: none"> 1. Review of basic spatial and temporal statistics 2. Methods for downscaling and upscaling raster products 3. Data extraction over areas of interest 4. Statistical trends analyses <p>Module 3: Evaluation of datasets in R</p> <ol style="list-style-type: none"> 1. Introduction to performance indicators <ol style="list-style-type: none"> a. Common performance indicators b. Working with NA values 2. Comparing time series in R 3. Example: Point-to-Pixel evaluation 4. Example: Performance indicators for categorical datasets <p>Module 4: Machine learning algorithms in R (Part 1)</p> <ol style="list-style-type: none"> 1. Introduction to machine learning algorithms 2. Machine learning packages in R 3. Using machine learning for prediction 4. Example - machine learning for streamflow prediction <p>Module 5: Machine learning algorithms in R (Part 2)</p> <ol style="list-style-type: none"> 1. Using machine learning for classification 2. Example - machine learning for land cover classification 3. Example – machine learning for spatial prediction
Preconditions for participation	<p>Completion of the AGEp course “Data Analysis in R - Beginners Course” (or equivalent knowledge)</p> <p>Knowledge of statistics</p>
Teaching Methods	<p>Online, via Zoom</p>
lesson format (online/face-to-face)	<p>The format will be online and includes:</p> <ol style="list-style-type: none"> 5. Lectures 6. Exercises 7. Data and scripts to reproduce examples and solve the exercises 8. Questions and Answer (Q&A) sessions
Assessment method	<p>None</p>
language	<p>English</p>
Inscription external student	<p>www.agep-info.de</p>

1.3.6. Geographic Information Systems (GIS) for natural water resources applications (Cologne University of Applied Sciences)

Name of Module/Course		Geographic Information Systems (GIS) for natural water resources applications		
Short description		<ul style="list-style-type: none"> • The GIS is a powerful and widely used as a tool for spatial analysis of natural resources, city planning, and environmental hazards representation and mapping. Also, it can be a useful tool for preparing inputs of models and other tools. • This course is meant for students and professionals in the field of water and natural resources with very basic information about GIS and its functionalities. • After completing the course, the participant will be able to use the ArcGIS tool for their professional work and know where to find and download different data sources. • The exercises will be done using ArcGIS software. Thus, it is recommended to install the required software on your computer and ask for a student license from your university/institute before the lectures. 		
Name of Programme				
Name of University		TH-Köln, University of Applied Sciences		
Name of Lecturer		Eng. Zryab Babker		
Responsible University lecturer		Eng. Zryab Babker		
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
XX ECTS		32	8	40
Start & end dates, WS		timeslot:		
1.04.2021 – 30.04.2021 /Each Monday and Tuesday starting from April 1 st to April 30 th .		From 9:00 to 13:00		
Registration until		Number of possible AGEP participants		
15.03.2021		15-20 participants		
Content and goals of qualification		<p>Content:</p> <p>Lecture1: (4 hours)</p>		

- Introduction to GIS software (main features and tools).
- Get to know how to deal with raster, features, tables, and other data formats.

Lecture 2: (4 hours)

- Download, organize and visualize spatial data from different open sources (e.g. population, country boundaries, Digital Elevation Models (DEM), climatic data...etc.).
- Perform some vector and raster analysis (converting, projecting, clipping, merging, mosaic to a new raster...etc.).

Lecture 3: (4 hours)

- Establish appropriate databases.
- Import and export data to and from ArcGIS and how to save and share data.
- Analyse spatial data, and participants will create their own vector layers and do some basic analysis.

Lecture 4: (4 hours)

- Understand advanced geoprocessing tools in the field of Natural and water resources planning and management- i.e. using map algebra and other tools.

Lecture 5: (4 hours)

- DEM download, analysis, and manipulation.

Lecture 6: (4 hours)

- Catchment and stream delineation.

Lecture 7: (4 hours)

- Introduction to open source data and tools.
- Download different related data: Land use and land cover, soil, precipitation, evapotranspiration, demographic

	<p>data...etc., and prepare them for your region.</p> <p>Lecture 8: (4 hours)</p> <ul style="list-style-type: none"> • Styling and professional map design. • How to create an adequate watershed inventory. • Q &A and Feedback. <p>-----</p> <p>-----</p> <p>Learning outcomes:</p> <p>The participants will be able to:</p> <ul style="list-style-type: none"> • Use ArcGIS in its main functionalities. • Download, organize, and visualize spatial data from different open sources. • Import and export data to and from ArcGIS. • Do some vector and raster analysis (converting, projecting, clipping, merging, mosaic to a new raster...etc.). • Create their own spatial data and present / visualize it. • Analyze spatial data, and create their own maps out of this analysis. • Understand advanced geoprocessing tools in the field of Natural and water resources planning and management- i.e. using map algebra and other tools. • DEM analysis and manipulation. • Perform catchment and stream delineation. • Knowledge about the state of the art regarding open-source data and tools. In addition to and how to download different data.
Preconditions for participation	Basic knowledge about GIS and its functionalities

1.4. Development Cooperation

1.4.1. Risk Management in the context of Climate Change (United Nations University Bonn)

Name of Module	Module JM9 – Risk Management in the context of Climate Change (JM9-2)			
Name of Programme	Master Geography of Environmental Risks and Human Security (jointly organised with Uni Bonn/ Dept Geography)			
Name of University	United Nations University (Institute for Environment and Human Security)			
Name of Lecturer	Lecturers from the UNU Migration Section (EMIC) and the Climate Risk Insurance Group (MCI) (https://ehs.unu.edu/about/departments)			
Responsible University lecturer	Dr. Kees van der Geest, Michael Zissener			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
6	2			180
Start & end dates, WS		Start & end dates, SS		Other timeslot (block course):
Registration until		Number of possible AGEP participants		
		5 AGEP network students		
Content and goals of qualification	The lecture will introduce important international policy making processes and frameworks (UNFCCC, Sendai, SDGs, G7, G20 etc.) and the way these address and drive key issues in the context of climate change risk management. UNU-EHS lecturers and external experts will provide participants with insights in conceptual understanding around the theoretical basis of topics such as Loss & Damage, Environmental Migration, Livelihood Resilience, and Climate Risk Insurance. Students will get practical understanding of the complexity of these concepts' application on the ground. The course delivery will be complemented by case studies as well as exercises.			
Preconditions for participation	none			
Teaching Methods	Seminar			
lesson format (online/face-to-face)	Depending on possibilities under the current pandemic situation, to be delivered either via remote or blended learning.			
Assessment method	Written Exam			
Inscription	For questions, please contact master-georisk@ehs.unu.edu			

1.4.2 Disaster Management & Humanitarian Response (United Nations University Bonn)

Name of Module	Module JM9 – Disaster Management & Humanitarian Response (JM9-1)			
Name of Programme	Master Geography of Environmental Risks and Human Security (jointly organised with Uni Bonn/ Dept Geography)			
Name of University	United Nations University (Institute for Environment and Human Security)			
Name of Lecturer	Prof. Dr. Jörg Szarzynski and guest lecturers (https://ehs.unu.edu/experts/researchexperts/jorg-szarzynski.html#profile)			
Responsible University lecturer	Prof. Dr. Jörg Szarzynski			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
6	2			180
Start & end dates, WS	Start & end dates, SS		Other timeslot (block course):	
Registration until	Number of possible AGEP participants			
	5 AGEP network students			
Content and goals of qualification	This lecture will provide comprehensive information on structures, workflows, and practical challenges of international organizations such as UN, governments, NGOs, as well as private sector, dealing with disaster management and humanitarian response. Lectures will be coordinated by UNU-EHS and held by various external experts with hands-on knowledge in related areas. Learning objectives include: better understanding of civil protection mechanisms and humanitarian response; operational coordination of disaster management and humanitarian response; UN and other international organizations in humanitarian response; the role of media in disaster management and humanitarian response.			
Preconditions for participation	none			
Teaching Methods	Seminar			
lesson format (online/face-to-face)	Depending on possibilities under the current pandemic situation, to be delivered either via remote or blended learning.			
Assessment method	Written Exam			
language	English			
Inscription external student	For questions, please contact master-georisk@ehs.unu.edu			

1.4.3. Critical Security Studies (Otto-von-Guericke University Magdeburg)

Name of Module/Course	Critical Security Studies			
Short description	<p>Our understanding of what constitutes an issue of international security has changed fundamentally following the end of the Cold. While the world was previously concerned with mutual nuclear annihilation, other threats such as terrorism, piracy, immigration or small wars have become far more prominent. While the empirical focus has changed, so has the theoretical engagement with international security threats shifting from a positivist to a post-positivist understanding of international security in which such dangers are not so much down to material existence but are the result of a process of discursive construction. This critical turn in the analysis of security threats had led to a new sub-field in the discipline of International Relations often referred to as Critical Security Studies. The course will examine in detail such a critical turn and reflect on the merits and problems such a turn brings with it.</p>			
Name of Programme	MA Peace and Conflict Studies			
Name of University	Otto-von-Guericke University Magdeburg			
Name of Lecturer	Prof. Dr. Alexander Spencer			
Responsible University lecturer	Prof. Dr. Alexander Spencer			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
4 or 6	2	1:30 per week		
Start & end dates, WS		timeslot:		
08.04.2021		Thursday 9-11		
Registration until		Number of possible AGEP participants		
15.03.2021		4		
Content and goals of qualification	<p><i>Aims of the course:</i> Upon completion of this course students should:</p> <ul style="list-style-type: none"> ➤ Have substantial knowledge of the main issues, trends and problems of traditional and critical approaches to security. ➤ Be able to apply theoretical ideas to empirical case studies. ➤ Be able to developed well-articulated arguments concerning central questions of security studies. ➤ Have practiced and improved the ability to present, write and discuss academic topics in English. 			

Preconditions for participation	English C1
Teaching Methods	Seminar discussion
lesson format (online/face-to-face)	Online via Zoom
Assessment method	Presentation (4 ECTS) & term paper (6 ECTS)
language	English
Inscription external student	Via AGEF Website

1.4.4. Terrorism and Political Violence (Otto-von-Guericke-University Magdeburg)

Name of Module/Course	Terrorism and Political Violence			
Short description	The course will offer detailed analysis of the problems and key debates in terrorism research. It will focus on issues of conceptualization, historical development, theoretical explanations and questions regarding counter-terrorism as well as the limitations within the field from both perspectives of traditional terrorism research and critical terrorism studies.			
Name of Programme	Peace and Conflict Studies (PACS)			
Name of University	Otto-von-Guericke-University Magdeburg			
Name of Lecturer	Prof. Dr. Alexander Spencer			
Responsible University lecturer	Prof. Dr. Alexander Spencer			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
4 or 6	2	28	72 (4CP) & 122 (6CP)	100h (4CP) & 150h (6CP)
Start & end dates, WS		timeslot		
Registration until		Number of possible AGEP participants		
		3		
Content and goals of qualification	Over a decade after 9/11 terrorism research has established itself as an interdisciplinary subfield within political science covering insights from history, psychology, sociology and law. The course will offer detailed analysis of the problems and key debates in terrorism research. It will focus on issues of conceptualization, historical development, theoretical explanations and questions regarding counter-terrorism as well as the limitations within the field from both perspectives of traditional terrorism research and critical terrorism studies. As all the presentations and class discussion will be in English, a solid command of the language will be a prerequisite for joining the class.			
Preconditions for participation	30 ECTS in the social sciences			
Teaching Methods	Class discussions, debate & group work			
lesson format (online/face-to-face)	Hybrid: Online, once a week (14 weeks), 1 or 2 face-to-face sessions			

Assessment method	Presentation (4CP) Presentation and Term paper (4000 word) (6CP)
language	English
Inscription external student	TBA

1.4.5. Feminist Perspectives on War (Otto-von-Guericke-University Magdeburg)

Name of Module/Course	Feminist Perspectives on War			
Short description	This course presents and applies different feminist approaches to the analysis of war.			
Name of Programme	Peace and Conflict Studies – WPM 9: Global Justice			
Name of University	Otto von Guericke University, Magdeburg			
Name of Lecturer	Morgane Desoutter			
Responsible University lecturer	Alexander Spencer			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
10/6/4 cp	2	28h	272h	300h
Start & end dates, WS		timeslot:		
7.04.2021 – 7.07.2021 Wednesday		09:00 – 11:00		
Registration until		Number of possible AGEP participants		
15.03.2021				
Content and goals of qualification	The seminar introduces students to the feminist perspectives in International Relations. A particular focus will be placed on intersectional feminist theory and critical approaches to security, war, and militarism. The aim of the seminar is to get a better understanding of the role played by gender in armed conflict and to investigate how binary constructions intersects with other systems of power such as race, colonialism and capitalism. It questions how these understandings affect our understanding of and response to war - as citizen, as spectator, as scholar and as practitioner.			
Preconditions for participation	Prior knowledge of International Relations Theories.			
Teaching Methods	Learner-centred method. Lecture and discussion.			
lesson format (online/face-to-face)	Online format			
Assessment method	Participation, presentation and written assignment			
language	English			

Inscription external student	
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1.4.6. Actors in Development Cooperation (Ruhr-University Bochum)

Name of Module/Course	Actors in Development Cooperation			
Short description	<p>This first part of the module 'Development Cooperation: International Actors and Roles' links the developmental discourse to the global level of governance, the international relations and the relevance of multilateral actors in terms of their institutional arrangements, policies and motives. Directly related to that, the course engages with Sustainable Development Goals (SDGs), particularly the implications of SDG 16 ("Peace, Justice and Strong Institutions") and SDG 17 ("Partnerships for the Goals") for international development actors.</p> <p>The second part of the module explores 'Domestic Public Sector Management'. The definition of the public sector can be linked back to key schools of thought in development thinking and the role of different development actors. While the modernisation theory put the state at the centre of development, the rise of neoliberal approaches shaped a different understanding of the public sector. However, in practice, diverse experiences in public sector management on the ground reveal the shortcomings of neoliberalism.</p>			
Name of Programme	MA in Development Management			
Name of University	Ruhr-University Bochum			
Name of Lecturer	Prof. Christopher Tapscott and Dr. Gedion Onyango			
Responsible University lecturer	Prof. Christopher Tapscott and Dr. Gedion Onyango			
Credit Points	SWS	Credit Points	SWS	Credit Points
6	4	6	4	6
Start & end dates		timeslot:		
31 May 2021 & 11 June 2021 (block course)		09:00 – 15:00		
Registration until		Number of possible AGEP participants		
18 April 2021		5		
Content and goals of qualification	<p><i>Structure</i></p> <p>Part I: Development Cooperation: International Actors and Roles</p> <ol style="list-style-type: none"> 1 International Governmental Organisations 2 International Non-Governmental Organisations (INGOs) 3 Other Actors 4 International Development Actors and the Implications of the SDGs <p>Part II: Domestic Public Sector Management</p> <ol style="list-style-type: none"> 1 An introduction to public sector management, public policy and policy analysis 2 The key features of public sector management and public policy making 3 The changing roles of different actors: contradictions and opportunities <ol style="list-style-type: none"> 3.1 The state and institutions 3.2 The private sector: from service provision to management 			

	<p>4 The hegemony of New Public Management (NPM) and alternative frameworks</p> <p>5 Current trends in public sector management and reforms in developing regions.</p> <p><i>Learning outcomes:</i> Students are familiar with actor-oriented approaches and with the characteristics and roles of main actors in development cooperation. They are aware of the special role of and challenges faced by public sector. In part I 'Development Cooperation: International Actors and Roles' students have gained an overview over relevant actors in the field of international development co-operation with a special focus on International Governmental Organisations (IGOs) and International Non-Governmental Organisations (INGOs). They know about distinguishing criteria of these actors, their formal structures, their 'modi operandi' as well as their development over time considered with the help of real world examples. By the end of part II 'Domestic Public Sector Management', students are able to</p> <ul style="list-style-type: none"> • grasp the public sector's role for development and related theoretical underpinnings, • comprehend the public sector's blurred boundaries and its interplay with the private sector, • understand integral elements of public sector management including governance, performance and reform management, accountability, collaboration, procurement, and e-government, • and critically evaluate public policy making and examine case studies of policy management from different (regional) contexts.
Preconditions for participation	Background in political/social sciences are advantages but not mandatory.
Teaching Methods	Lecture with plenary discussion, exercises, and student input
lesson format (online/face-to-face)	Online (Zoom)
Assessment method	Subject to change: Short written assignment and presentation of a case study (for both: basic readings will be provided, additional material has to be identified by students)
language	English
Inscription external student	Registration via email: ieemdm@rub.de

1.4.7. Public Policy and Reform Management (Ruhr-University Bochum)

Name of Module/Course	Public Policy and Reform Management			
Short description	The module focuses on understanding the causes of the successes and failures of real-world developmental reforms in different countries, contexts, and sectors.			
Name of Programme	MA in Development Management			
Name of University	Ruhr-University Bochum			
Name of Lecturer	Dr. Elkhan Sadik-Zada and Ruth Knoblich			
Responsible University lecturer	Dr. Elkhan Sadik-Zada and Ruth Knoblich			
Credit Points	SWS	Credit Points	SWS	Credit Points
6	4	6	4	6
Start & end dates		timeslot:		
19 July 2021 & 30 July 2021 (block course)		09:00 – 15:00		
Registration until		Number of possible AGEP participants		
18 April 2021		4		
Content and goals of qualification	<p>The students are familiarised with the various determinants of successfully managing developmental reforms, i.e. of initiating, implementing and enforcing change.</p> <p>A special focus is on political-economic, institutional, and cultural aspects of reform success and failure. In addition, students gain deeper insight into the specific aspects and challenges of institutional reforms at different levels and of the reforms of social and economic policies.</p> <p>The course touches upon on a broad range of policy fields and thus adds to students' competencies in topics such as e.g. the network industries (power sector, telecommu-nications and water supply), environmental policies, governance of the natural re-sources, etc.</p> <p>From a methodological point of view, the course enables students to deepen their ana-lytical skills, their strategic thinking, and their decision-making competencies.</p> <p>The course furthermore trains (inter-cultural) communication and negotiation skills.</p>			
Preconditions for participation	Basic knowledge on the role of institutions in the context of development and a background in political/social sciences are advantages but not mandatory.			
Teaching Methods	Lecture, guided discussion, presentations, group work, case studies			

lesson format (online/face-to-face)	Probably online via Zoom.
Assessment method	Written assignment of 3,500 words on an approved topic of student's choice. Basic readings are provided as part of the module literature; students are required to identify further, more specific literature directly related to the topic. Timeframe: 8 weeks (exact date for submission: will be communicated on the first day). Requirement for the award of credit points: successful completion of the written assignment and a short presentation in both course weeks (10–15 minutes), which focuses on one of the basic readings of the module.
language	English
Inscription external student	Registration via email: ieemdm@rub.de

1.4.8. Financial Management (Ruhr-University Bochum)

Name of Module/Course	Financial Management				
Short description	The course is designed to make students familiar with the purpose and building blocks of financial management from an organisation's/firm's perspective.				
Name of Programme	MA in Development Management				
Name of University	Ruhr-University Bochum				
Name of Lecturer	Dr. Gabriele Bäcker				
Responsible University lecturer	Dr. Gabriele Bäcker				
Credit Points	SWS	Credit Points	SWS	Credit Points	
3	2	3	2	3	
Start & end dates			timeslot:		
2 August 2021 & 6 August 2021 (block course)			09:00 – 15:00		
Registration until			Number of possible AGEP participants		
18 April 2021			5		
Content and goals of qualification	<p>The course combines the practice of budgeting and financial decision making with knowledge related to the analysis of financial statements and is structured as follows:</p> <ol style="list-style-type: none"> 1 Financial Management – Definition and basic considerations 2 Planning, Budgeting, and Financial Evaluation <ol style="list-style-type: none"> 2.1 Introduction & the Planning Pyramid 2.2 The Budget – Definition, Functions & Types 2.3 The Budgeting Process 2.4 Financial Evaluation of Private Investments 3 Cash and Bank Book 4 Financial Statements <ol style="list-style-type: none"> 4.1 Types and Purposes 4.2 Balance Sheet & Income Statement 4.3 Cash Flow Statement 5 Interpretation of Financial Statements <ol style="list-style-type: none"> 5.1 Reports as Supplements of Financial Statements 5.2 Toolkit for Interpretation of Financial Statements <p>Learning outcomes: After completion of the course participants know about and are able to apply technics to develop, monitor, and conclude project budgets. Related to budgeting, they understand and are able to apply basic methods of financial evaluation of private investments, which enables them to make in-formed decisions about alternative investments/activities. Participants further know the different types and purposes of financial statements and are able to apply tools for interpretation of financial statements. Overall, participants get an understanding of the relevance of financial management instruments for the success of development projects and</p>				

	programmes, they are able to use basic financial management instruments on their own and can appropriately communicate with financial management staff or donors regarding financial planning and analysis of development projects.
Preconditions for participation	n.a.
Teaching Methods	PowerPoint-supported lectures, plenary discussions, practical exercises (individual or group work), case study
lesson format (online/face-to-face)	Probably online via Zoom.
Assessment method	Written examination of 90 minutes held at the end of the course (9 August 2021).
language	English
Inscription external student	Registration via email: ieemdm@rub.de

1.4.9. Law and Development (Ruhr-University Bochum)

Name of Module/Course	Law and Development			
Short description	The course familiarizes students with the legal structures, disputes and arguments in development-related contexts.			
Name of Programme	MA in Development Management			
Name of University	Ruhr-University Bochum			
Name of Lecturer	Timeela Manandhar			
Responsible University lecturer	Timeela Manandhar			
Credit Points	SWS	Credit Points	SWS	Credit Points
3	2	3	2	3
Start & end dates		timeslot:		
10 May 2021 & 14 May 2021 (block course)		09:00 – 15:00		
Registration until		Number of possible AGEP participants		
18 April 2021		6		
Content and goals of qualification	<p>The regimes of international, regional and national human rights law serve as the main focus area and an umbrella regulating all areas of development cooperation. The course thereby investigates the very foundation of the 2030 Agenda for Sustainable Development, being grounded in international human rights norms. With this overarching framework in mind, the course introduces the students to the fields of inter-national economic law, climate change law, as well as providing an overview of the legal foundations and human rights-based approaches in development cooperation. Students will be enabled to understand specifically the legal position of both developed and developing countries in Human Rights jurisprudence, international treaty negotiations and the World Trade Organization (WTO), and more generally how lawyers address development issues.</p> <p>Structure:</p> <p>A. Introduction: Law and Development B. Overview Human Rights Law C. Overview Legal Foundations of Development Cooperation, including D. International Economic Law E. Contemporary Global Challenges and the Law</p> <p>Learning outcomes:</p> <p>At the end of this course, students:</p> <ul style="list-style-type: none"> • Understand the legal structures, disputes and arguments in development-related contexts, including <ul style="list-style-type: none"> o integral elements of human rights law; o the framework of climate change law and climate change litigation; o the role of international economic institutions; o the role of international law and legal structures in development cooperation. • Critically reflect on the concepts and theories in the field of law and development. • Interpret and transmit their knowledge, skills and ideas to specialist and non-specialist audiences. 			

	<ul style="list-style-type: none"> • Have familiarised themselves with using digital e-learning tools. • Have autonomously and independently read and comprehended a case or specific legal question through one or two assigned texts, critically appraised the case or question, and presented their thoughts in a written and oral presentation.
Preconditions for participation	n.a.
Teaching Methods	Digital lecture (audio and video) for introductory purposes; power-point-based lecture with lecture-student interactions; guided discussion; group works and exercises; case studies; student presentations; self-study
lesson format (online/face-to-face)	Probably online via Zoom.
Assessment method	Short written assignment (~3,000 words) based on an oral presentation (~10 – 15 minutes). Students have the possibility to indicate a preference for a topic from a list of offered topics. For the preparation of the presentation, students will be assigned one or two texts before the course. The students will read, comprehend and critically analyse the case and/or legal questions the text(s) present. Submission date will be after the end of the course. The exact date will be communicated at the beginning of the course.
language	English
Inscription external student	Registration via email: ieemdm@rub.de

1.4.10. Urbanisation and Development (Ruhr-University Bochum)

Name of Module/Course	Urbanisation and Development			
Short description	This course is designed to sensitise students for the challenges and chances of (rapid) urbanisation. The course will draw attention to relevant theoretical concepts and the current state of the art concerning a range of sub-topics such as housing, rural-urban migration, city planning and the linkages between urbanisation and growth.			
Name of Programme	MA in Development Management			
Name of University	Ruhr-University Bochum			
Name of Lecturer	Dr. Raffael Beier			
Responsible University lecturer	Dr. Raffael Beier			
Credit Points	SWS	Credit Points	SWS	Credit Points
3	2	3	2	3
Start & end dates		timeslot:		
3 May 2021 & 7 May 2021 (block course)		09:00 – 15:00		
Registration until		Number of possible AGEP participants		
18 April 2021		5		
Content and goals of qualification	<p>Since 2007, most of the world's population live in cities. In response, the management of urbanisation has become an increasingly relevant topic for national governments and development agencies. As such, SDG11 calls for making cities inclusive, safe, resilient, and sustainable.</p> <p>Students are expected to present own case studies (oral presentation) and to later put them in conversation with concepts learnt in class (written essay). The aim of the course is to enhance students' ability to discuss, understand, and critically reflect on interdependencies and complexities of urbanisation, urban planning and development.</p> <p>The course is structured in the following way:</p> <ol style="list-style-type: none"> 1 Overview on global urbanisation – histories, numbers, trends 2 City, urban life, urbanisation ... What does it mean? 3 Cities as "engines of growth"? 4 Urban competitiveness and 'worlding' 5 Urban informality and the housing question 6 The right to the city (incl. field trip) <p>Learning outcomes:</p> <p>At the end of this course, students</p> <ul style="list-style-type: none"> • understand the relevance of urban studies for development, • have engaged with relevant literature related to urban studies and development, • know and have successfully undertaken main steps of a critical analysis of urban development trends, strategies, and policies, • and are able to apply theoretical concepts to their daily urban experiences. 			

Preconditions for participation	n.a.
Teaching Methods	Lecture, guided discussion, presentations, group work, case studies
lesson format (online/face-to-face)	Probably online via Zoom.
Assessment method	Short written essay (~3.000 words) based on a non-academic oral presentation (~10 – 15 minutes) of a case study of choice which links this case study to concepts discussed in class. Submission date will be after the end of the course. The exact date will be communicated at the end of the course.
language	English
Inscription external student	Registration via email: ieemdm@rub.de

1.4.11. Impact Evaluation (Rhine-Waal University of Applied Sciences)

Name of Module/Course	M-SD_05 IMPACT EVALUATION			
Short description	<p>Upon completion of this course, participants know the main methods and functions of development program and project evaluation. After an introduction in the statistical software package R (open source) they have applied an own quantitative impact evaluation based on real world data. Furthermore, the managerial aspects concerning the implementation of impact evaluations within the project cycle are covered as well.</p> <p>Hence, this course equips you with all skills that help you to implement impact evaluations in practice and probably lays the foundation to become a successful evaluation team leader in your future career.</p>			
Name of Programme	M.A. Sustainable Development Management			
Name of University	Rhine-Waal University of Applied Sciences			
Name of Lecturer	Prof. Dr. Oliver Serfling			
Responsible University lecturer	Prof. Dr. Oliver Serfling			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total Workload (h)
6	4	60	90	150
Start & end dates		timeslot:		
12.04.2021 – 09.07.2021		Mondays 2 – 4 pm (Lecture) Tuesdays 8 – 10 am (Exercise)		
Registration until		Number of possible AGEP participants		
12.04.2021		10		
Content and goals of qualification	<p>The course reviews the stepwise approach of project evaluation and impact assessment. The main part of the lecture explains the analytical tools frequently applied in impact assessment and project evaluation practice. This includes the following experimental and quasi-experimental approaches:</p> <ul style="list-style-type: none"> • Randomized Selection • Propensity Score Matching • Difference-in-Differences • Instrumental Variable Estimation • Regression Discontinuity Design • Panel Data Techniques <p>After having acquired the analytical and methodical background, students learn the typical steps in organizing findings into reports and draft a short impact assessment and evaluation report for a self-selected topic. The lectures are accompanied with practical exercises</p>			

	<p>based on the analysis of real-world data with the statistical software package R.</p> <p>Furthermore, the course looks into management aspects of Impact Evaluations in Development Cooperation and discusses different roles and required expertise within an Evaluation Team, as outlined in the Terms of Reference (ToR).</p> <p>After having acquired the analytical and methodical background, students learn the typical steps in organizing findings into reports and draft a short impact assessment and evaluation report.</p> <p>Students will become acquainted with and understand the needs and functions of programme and project evaluation and project impact assessment, incl. the respective analytical tools, specific methodologies, and the international political, legal and institutional framework.</p> <p>Based on a review of up-to-date assessment and evaluation studies and a class assignment of drafting own reports, they apply these principles in practice.</p> <p>Moreover, students are trained to analyse and judge the strengths and weaknesses of assessment and evaluation instruments and to assess the long-term sustainability of development interventions.</p> <p>Upon completion of the course, students are enabled to make choices for a suitable methodical toolkit for project impact assessments and evaluations while taking into account relevant criteria.</p>
Preconditions for participation	<ul style="list-style-type: none"> - Descriptive and Inferential Statistics - Knowledge of a statistical software package are a plus
Teaching Methods	Self-study combined with online Lectures and Q&A Sessions (live) and guided individual exercises.
lesson format (online/face-to-face)	Online
Assessment method	Term paper
language	English
Inscription external student	Via e-mail to: <i>SDM-FGO@hochschule-rhein-waal.de</i>

1.4.12. Management of Development Projects (Rhine-Waal University of Applied Sciences)

Name of Module/Course	M-SD_08 MANAGEMENT OF DEVELOPMENT PROJECTS			
Short description	Upon completion of this course, participants understand the complex and interrelated structure of development projects and programs. For this purpose, students will explore all phases of the project cycle: the identification and design of projects, the resource scheduling incl. funding and procurement, the identification of risk and prevention of fraud, as well as monitoring and evaluation (M&E) of projects. Furthermore, students learn about the project frameworks of the World Bank and the UN. In order to be enabled to take on the role of a project manager, students will be equipped with hands on training in a project management software and are required to develop a proposal for the appraisal of a development project.			
Name of Programme	M.A. Sustainable Development Management			
Name of University	Rhine-Waal University of Applied Sciences			
Name of Lecturer	Prof. Dr. Oliver Serfling			
Responsible University lecturer	Prof. Dr. Oliver Serfling			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
6	4	30	120	150
Start & end dates		timeslot:		
12.04.2021 – 09.07.2021		Wednesdays, 08.00 am – 12.00 pm		
Registration until		Number of possible AGEP participants		
12.04.2021		10		
Content and goals of qualification	<p>The aspects covered by the module include but are not limited to:</p> <ul style="list-style-type: none"> • proposal writing and design of sustainable development projects • feasibility assessment • strategies for ensuring sustainability • project appraisals and reviews • investment and financial planning • project risk identification and mitigation • procurement and compliance • staffing and HR development • reporting standards • codes of conduct, anti-fraud and anti-corruption strategies • monitoring and evaluation <p>During all phases of the project cycle, sustainability approaches that help to ensure the continued flow of benefits after the end of the</p>			

	intervention will be discussed. Strategies for increasing compliance, preventing fraud and corruption, and how to maintain good conduct are discussed on the basis of case studies of existing development projects. Understanding of the various problems that might occur in project management and tools for its mitigation are developed in class. Students will be required to draft a project proposal.
Preconditions for participation	Prior knowledge in Project Management is a plus
Teaching Methods	Self-study combined with online Lectures and Q&A Sessions (live) and guided individual exercises.
lesson format (online/face-to-face)	Hybrid
Assessment method	Term Paper (individually assessed groupwork)
language	English
Inscription external student	Via e-mail to: <i>SDM-FGO@hochschule-rhein-waal.de</i>

1.4.13. Gender and Development (Rhine-Waal University of Applied Sciences)

Name of Module/Course	SGM_09.11 Gender and Development			
Short description	Gender as an analytical category has become an integral part of the policies of all major international development organizations. Against this background, the module starts with an introduction into theoretical approaches to the field of gender and development. Closely linked to these theories, it analyzes the evolution of gender policies in the context of development. Simultaneously, the module introduces the relevant international agreements and obligations in the field. Making the connection between theory, legal framework and praxis, it informs about the main concepts of gender in development cooperation. Against this background, the module gives insight into gender sensitive approaches in different contexts like government development cooperation, humanitarian aid or development activities of NGOs. This is illustrated with reference to important fields such as work, social policy, public life or conflict.			
Name of Programme	M.A. Sustainable Development Management			
Name of University	Rhine-Waal University of Applied Sciences			
Name of Lecturer	Prof. Dr. Eva Maria Hinterhuber			
Responsible University lecturer	Prof. Dr. Eva Maria Hinterhuber			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
6	4	52	98	150
Start & end dates		timeslot:		
08.04.2021 - 08.07.2021		Thursday, 12:15 – 15:45 CET		
Registration until		Number of possible AGEP participants		
12.04.2021		10		
Content and goals of qualification	<p>The module provides theoretical and applied knowledge necessary for a proficient analysis of the topic “gender and development”. After successful completion of the course, students will have a critical understanding of theories, the evolution and concepts of gender and development. They will learn about gender sensitive approaches in different contexts, complemented by examples deriving from different fields</p> <p>The module provides theoretical and applied knowledge necessary for a proficient analysis of the topic “gender and development.”^{1,3} After successful completion of the course, students will have a critical understanding of theories, the evolution and concepts of gender, and ⁴ development . They will learn about gender sensitive approaches in different contexts, complemented by examples deriving from different ^{3,4} fields. .</p>			

	1 Knowledge; 2 Comprehension; 3 Application; 4 Analysis; 5 Synthesis and judgement.
Preconditions for participation	None
Teaching Methods	Video Lectures, presentations, scientific readings, discussions, additional text and video material, etc.
lesson format (online/face-to-face)	Online, asynchronous, additional live sessions
Assessment method	Learning Journal
language	English
Inscription external student	Via e-mail to: <i>SDM-FGO@hochschule-rhein-waal.de</i>

1.4.14. International Institutions in Development Cooperation (Rhine-Waal University of Applied Sciences)

Name of Module/Course	M-SD_09.12 International Institutions in Development Cooperation			
Short description	The course analyses the evolution and the current state of affairs of international development cooperation through global and regional interstate organisations. Emphasis is also given to more recent developments and the potentials of South-South cooperation in comparison to established modes of governance across the North-South divide.			
Name of Programme	M.A. Sustainable Development Management			
Name of University	Rhine-Waal University of Applied Sciences			
Name of Lecturer	Professor Dr. Jakob Lempp and Katharina McLarren			
Responsible University lecturer	Professor Dr. Jakob Lempp			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
6	4			180
Start & end dates		timeslot:		
CW 15 – CW 27 (12.04 – 09.07.2021)		Thursdays 12.00 – 4.00 pm		
Registration until		Number of possible AGEP participants		
12.04.2021		10		
Content and goals of qualification	<p>The course analyses the evolution and the current state of affairs of international development cooperation through global and regional interstate organisations. Emphasis is also given to more recent developments and the potentials of South-South cooperation in comparison to established modes of governance across the North-South divide.</p> <p>A brief introduction into theoretical and conceptual backgrounds on cooperation, the role of institutions and different understandings of international organisations is followed by a discussion of such globally operating (or relevant) organisations such as</p> <ul style="list-style-type: none"> • UNDP, the World Bank, and the OECD; • as well as more recent, supposedly “alternative” organisations such as the BRICS Bank/NDB and the AIIB. <p>In addition, various forms of regionalism across the ‘global South’ will be introduced and discussed. As a first step, the relevant concepts and theoretical models of regional integration are discussed with a particular emphasis on matters of socio-economic development. At the centre of attention is a political- economic analysis of selected regional agreements with a particular emphasis on regionally bound notions and strategies of development.</p> <p>Upon successful completion of the module, students will be able to</p> <ul style="list-style-type: none"> • discuss the most important international organisations in development cooperation, both in global and regional terms; students will know their aims, competencies and their importance with respect to international development 			

	<p>cooperation;</p> <ul style="list-style-type: none"> • analyse strengths and weaknesses of these interstate development organisations and organisations with a development mandate/unit; • critically assess the positive and negative aspects of the mentioned international organisations and their programs; students can propose solutions on how to increase their problem-solving capacities, their efficiency towards a given aim, as well as considerations of fairness and legitimacy. <p>As regards developmental regionalism, students will have acquired</p> <ul style="list-style-type: none"> • a basic understanding of various regional integration processes in a historical and global context; • the means to analyse regional integration projects, in particular in their emphasis on matters of development; moreover, they will be able to contrast various regional experiences and differing approaches to development within selected regions; • an understanding of how to evaluate development-related strategies and their performance against the background of specific regionally bounded conditions.
Preconditions for participation	None
Teaching Methods	Lectures; blended learning; seminar discussions
lesson format (online/face-to-face)	Online with live and asynchronous elements
Assessment method	Scientific presentation and term paper (on the same topic)
language	English
Inscription external student	Via e-mail to: <i>SDM-FGO@hochschule-rhein-waal.de</i>

1.4.15. Infrastructure and Human Development (Rhine-Waal University of Applied Sciences)

Name of Module/Course	M-SD_09.13 Infrastructure and Human Development			
Short description	With a main focus on health and education, the course deals with the interplay between infrastructure, human development, economic performance, and environmental factors. This includes a (comparative) analysis of the situation in different countries and a discussion of quality assurance procedures in (a) the provision of traditional infrastructure and (b) the health and education sectors. The course concludes with the analysis of market failures and an evaluation of infrastructure, health and education policies considering the relevant SDGs.			
Name of Programme	Master of Sustainable Development Management			
Name of University	Rhine-Waal University of Applied Sciences			
Name of Lecturer	Prof. Dr. habil Gregor van der Beek; Prof. Dr. Helmut Prior			
Responsible University lecturer	Prof. Dr. Helmut Prior			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
6 CP	4 SWS	60 h	90 h	150 h
Start & end dates		timeslot:		
12.04. – 09.07.2021		Tuesdays 12.00 – 4.00 pm		
Registration until		Number of possible AGEP participants		
12.04.2021		10		
Content and goals of qualification	Students will acquire a theory-based, application-oriented perspective on infrastructures in education and health systems in developing countries, especially in light of the Sustainable Development Goals (SDGs) 3, 4 and 9. Quality education represents a key factor in health-related capacity building, while adequate health provides an essential prerequisite for participation, learning, and well-being. The coevolution and interdependence of infrastructure development and human development will be elaborated on and linked to methods through which progress towards relevant SDGs can be determined and made. Participants will be trained on how to use and apply microeconomic tools to infrastructure-related problems, and - as an application of these tools – they will design a basic case study taking SDGs into consideration with a focus on problems within developing countries. Analyses will be carried out within an interdisciplinary framework – integrating economic, ecological, and sociological perspectives and applying them to implementation and interaction between the SDGs. A synthesis of a multidisciplinary framework will enable students to make informed decisions and develop models with the potential to create a virtuous cycle between infrastructure development and human development. In the education part, there will be The course work will also prepare the students for application of theories in their master's thesis as well.			

Preconditions for participation	None
Teaching Methods	Lectures with discussions, projects, excursions
lesson format (online/face-to-face)	Face-to-face (prevailing) and blended learning
Assessment method	Assignments
language	English
Inscription external student	Via e-mail to: SDM-FGO@hochschule-rhein-waal.de

2. Interdisciplinary Qualifications and Soft Skills

2.1. Tools

2.1.1. Journalistic Writing for Scientists (external workshop)

Name of Module/Course	Translating Scientific Content into a non-scientific Journal Article			
Short description	D+C Development and Cooperation is a print magazine and a e-paper that discusses international-development affairs and explores how they relate to other fields of policy-making, such as security, peace, trade, business and environmental protection. All articles are funded by Germany's Federal Ministry for Economic Cooperation and Development and published on behalf of ENGAGEMENT GLOBAL. Their mission is not to serve as a governmental mouthpiece, but to provide a credible forum for debate, involving government agencies, civil society, the private sector and academia at an international level. D+C is the leading German language publication on development issues.			
Name of Programme				
Name of University				
Name of Lecturer	Hans Dembowski, chief editor of D&C (Development & Cooperation)			
Responsible University lecturer				
Credit Points	SWS	Credit Points	SWS	Credit Points
none		none		none
Start & end dates, WS		Start & end dates, SS		Start & end dates, WS
17.3.2021, 21.4.2021				17.3.2021, 21.4.2021
Registration until		Number of possible AGEP participants		
14.3.2021		6		
Content and goals of qualification	Prepare scientific content for articles in a non-scientific journal			
Preconditions for participation				
Teaching Methods	<ul style="list-style-type: none"> • lecture • Discussion • Writing exercises together and as homework • Joint reporting 			

lesson format (online/face-to-face)	online
Assessment method	Learning journal
language	English
Registration	www.agep-info.de

2.1.2. Design Thinking – Finding your master thesis topic (Cologne University of Applied Sciences)

Name of Module/Course	Design Thinking – Finding your master thesis topic			
Short description	<p>In this workshop, selected methods for personal growth and development are presented. In order to be able to develop yourself and your professional ideas (your master thesis) you have to know yourself. If you do not know yourself, it is impossible take decisions that are in favor of your own best interests. That leads to the question: Do I know myself?</p> <p>Participants will have the opportunity to discover their personal strengths and use creative tools and methods to develop the design of the master thesis topic.</p>			
Name of Programme	NRM/IWRMM/REM			
Name of University	Cologne University of Applied Sciences			
Name of Lecturer	Katerina Brandes, Ricarda Bruder Pedroso			
Responsible University lecturer	Prof. Sabine Schlüter			
Credit Points	SWS	Credit Points	SWS	Credit Points
Start & end dates, SS		Start & end dates, WS		
19.6.2021, from 9.00 to 13.00h		18.9.2021		
Registration until		Number of possible AGEF participants		
1 week before		30		
Content and goals of qualification	<p>You will get an overview of different Creativity Methods (Design Thinking, Theory U, Ikigai) and you will practice the creative process.</p> <p>The workshop aims at exploring and developing your strengths and visions for your master thesis. We do this by searching for answers to some very important basic questions:</p> <p>Who am I? What am I good at? What are my talents? What am I curious about? Why am I here? What do I deeply care about? How do I want to support the world? Where do I want to go? What makes me come alive? What excites me?</p> <p>We will guide you through an elevating process. We do this by offering you different creative tools which you can continue to use after the workshop and along your master thesis process.</p>			

Preconditions for participation	none
Teaching Methods	several exercises from the mentioned concepts - Guided Journaling - Life Line - Dialogue Walk - active listening - meditation
lesson format (online/face-to-face)	Online workshop
Assessment method	none
language	English
registration	www.agep-info.de

2.1.3. Evidence-based Project Proposal Writing (Cologne University of Applied Sciences)

Name of Module/Course	Evidence-based Project Proposal Writing			
Short description	The course is designed as a series of game workshops to provide the participant with the required knowledge, practical instructions and continues feedback and consultations. The aim is to develop high quality innovative evidence-based project proposals with joy and ease.			
Name of Programme	-			
Name of University	TH Köln (University of Applied Sciences)			
Name of Lecturer	Dr. Sudeh Dehnavi			
Responsible University lecturer	-			
Credit Points	SWS	Credit Points	SWS	Credit Points
-	-	-	-	-
Start & end dates, WS		timeslot:	Start & end dates, WS	
-		5 slots, each 2 hours	-	
Registration until		Number of possible AGEP participants		
		15		
Content and goals of qualification	<p>Setting up a proposal</p> <ul style="list-style-type: none"> - Where to start: my goals and objectives - An innovative and smart Project Idea - Why me and my Proposal - Call for Proposals – Find a Proposal Call and the alternatives - A strong Consortium <p>Understanding the logic model approaches for a successful proposal</p> <ul style="list-style-type: none"> - Logical Framework - Input-Output-Outcome-Impact <p>Workpackage Design</p> <p>Proposal Design:</p> <ul style="list-style-type: none"> - Goal and objectives - Activities - Indicators - Workplan/ schedule <p>How expensive is our project!</p> <ul style="list-style-type: none"> - Budget constraints and a good Budget Plan <p>Human Resources</p>			

Preconditions for participation	Idea for developing a proposal
Teaching Methods	The workshop series are designed in the form of an interactive game using Design Thinking tools. Each session includes to main parts: 1- New inputs and insights Feedback and question and answer
lesson format (online/face-to-face)	Online
Assessment method	Submission of the expected homework for a certificate 100% hours of participation
language	English
Inscription external student	-

2.2 Interdisciplinary qualifications

2.2.1 Climate Change Policy / International Relations (external seminar)

Name of Module/Course	Climate Science & Climate Policy - UN Climate Change Conference Simulation			
Short description	First, the preliminary negotiations are simulated via an online platform. The participants develop the draft resolution online, which forms the basis for the subsequent negotiations at the video summit. To do this, they have to submit wording suggestions, convince partners and opponents and find support for their positions. The process is headed by the UN group, which ultimately draws up the final draft resolution. The platform will continue to be used during the face-to-face negotiations, which take place via a video portal (e.g. zoom), and will support the delegations in the negotiations. The aim is to implement the framework agreement of the Paris Agreement. In addition, negotiations are still underway to improve the emissions targets that have been set, the design of climate finance, the possible use of technical innovations in the fight against climate change or the handling of losses and damages.			
Name of Programme				
Name of University				
Name of Lecturer	Klaus Schneider, planpolitik			
Responsible University lecturer				
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
-		15	15	30
Start & end dates, WS		timeslot		
14.9. – 6.10.2021		3 weeks self, 2 live online session		
Registration until		Number of possible AGEP participants		
September 4 th , 2021		15-35		
Content and goals of qualification	<ul style="list-style-type: none"> • Get an insight into the complex topic of climate policy • balance of power, dynamics; Understand interactions in climate negotiations • Experience the difficulty of finding consensus in the case of partially divergent interests • Understanding of the interaction between national interests and (the limitation of) international cooperation • Learning negotiation techniques and reasoning strategies to represent positions and represent interests 			

Preconditions for participation	
Teaching Methods	<ul style="list-style-type: none"> • Interaktiv • blended learning • participation-oriented
lesson format (online/face-to-face)	Online
Assessment method	<p>Research tasks</p> <p>Communication tasks (negotiations, presentations, written & oral)</p>
Language	English
Registration	www.agep-info.de

2.2.2 Debating Development (external seminar)

Name of Module	Debating Development – Exploring our position in international development practices			
Short description	<p>What is development? What is development to you? Could you describe your meaning of development in a sentence? Have you ever wondered who decides about who gets developed and how? Who benefits? Do you? Who develops whom? And why?</p> <p>Join us and explore the debates, hierarchies and power struggles around development. We will move from the critique to exploring resistance, activism and alternatives to development to understand our personal position and to rethink development practices. By reflecting on what our personal stance is in the debate, we can recognize what kind of project we would like to support with our work and how we understand the development sector's role and ourselves in it.</p> <p>Let's get together and debate the diverse meanings, practices, concepts, our own entanglement and positionality within the development sector!</p>			
Name of Programme	-			
Name of University	-			
Name of Lecturer	Franziska Geiger and Katerina Brandes			
Responsible University lecturer	-			
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
-	-	10	20	30
Start & end dates, WS		timeslot:		
30.09.-28.10.2021		5 weeks, 2h weekly, Thursdays 6-8 pm, plus 4h self-study weekly		
Registration until		Number of possible AGEP participants		
16.09.2021		50		
Content and goals of qualification	<p>This course deals with different perspectives involved in the debate around development. There will be three building blocks:</p> <ul style="list-style-type: none"> • mainstream development • rethinking development • planning of individual development projects <p>The idea is to introduce different viewpoints from politics, practice and academia which are involved in development thinking and planning as well as to critically reflect on these viewpoints by designing individual development projects related to the students' background.</p> <p>On successful completion of the course, students will:</p> <ul style="list-style-type: none"> • know about different positions of development pathways • be able to critically reflect development literature and development practices and understand their perspectivity 			

	<ul style="list-style-type: none"> • be able to position themselves ontologically and epistemologically in the development debates (deliberation of personal positionality)
Preconditions for participation	Students are required to read, present, and discuss academic articles and papers on issues on the topic of development theory and practice. While no previous knowledge is assumed, an interest in the topic is important.
Teaching Methods	<ul style="list-style-type: none"> • Interactive lectures requiring attendance • Class discussions • Videos • Quizzes • Learning journal • Students are required to read, present, and discuss academic articles.
lesson format (online/face-to-face)	online
Assessment method	<p>The participants will receive a certificate of participation, but will not be graded. To receive the certificate, they are required to deliver the following:</p> <ol style="list-style-type: none"> 1. Participate in four lectures (40% of work load) 2. Engage with content outside of lectures by watching (lecturers') videos, reading literature and case studies (20% of work load) 3. Take part in reflection quizzes and answer questions on readings (20% of work load) 4. Deliver a learning journal (10% of work load) 5. Prepare a project idea individually or in groups (10% of work load)
Language	English
Inscription external student	www.agep.de

2.2.3. Holistic Science and Systems Thinking (external seminar)

Name of Module/Course		Holistic Science and Systems Thinking – Solving complex problems in international development		
Short description		<p>Why do hunger, poverty and environmental degradation persist despite more than 50 years of international development programmes? Can we solve complex problems with a mechanistic worldview? How can we think our way out of a problem when the problem is the way we think? What are the benefits of a systems view of life? What can we learn from the worldview of indigenous peoples?</p> <p>Join this course to explore the benefits of holistic science and systems thinking for international development practices. Understand the differences between a reductionist and a holistic focus on solving complex problems in international development. Learn about the wisdom of indigenous peoples.</p> <p>We will dialogue and put in practice the benefits of holistic science, systems thinking and the indigenous worldview to solving complex problems in the development sector.</p>		
Name of Programme		-		
Name of University		-		
Name of Lecturer		Dr Jörg Elbers		
Responsible University lecturer		-		
Credit Points	SWS	Attendance (h)	Self-study (h)	Total workload (h)
-	-	10	15	25
Start & end dates, WS		Start & end dates, SS		Other timeslot (blockcourse):
28.9. – 26.10.2021		29.03.2021		
Registration until		Number of possible AGEP participants		
SS: 15.03.2021 / WS: September 17 th , 2021		30		
Content and goals of qualification	<p>This course deals with a holistic approach to tackle wicked problems in the development world. There will be three main issues:</p> <ul style="list-style-type: none"> • holistic science • systems thinking • the worldview of indigenous peoples <p>The idea is to understand the power of holistic science and systems thinking for analysing and solving complex problems in development related to the students' background.</p> <p>On successful completion of the course, students will:</p>			

	<ul style="list-style-type: none"> • have experienced the difference between dialogue—as an essential tool for development work—and discussion • know the difference between a holistic and a reductionist view on development topics • know the benefits to elaborate development projects with a holistic and systemic perspective • be able to analyse development practices with a holistic and systemic perspective
Preconditions for participation	Students are required to read, present, and dialogue about academic papers on the topic of holistic science and systems theory. While no previous knowledge is assumed, an interest in the topic is important.
Teaching Methods	<ul style="list-style-type: none"> • Lectures requiring attendance • Dialogue in class • Practices and exercises • Videos • Learning journal • Students are required to read, present, and dialogue about texts on holistic science and systems theory.
lesson format (online/face-to-face)	online
Assessment method	<p>The participants will receive a certificate of participation, but will not be graded. To receive the certificate, they are required to deliver the following:</p> <ol style="list-style-type: none"> 1. Participate in four lectures, including practical exercises (50% of work load) 2. Engage with content outside of lectures by watching (lecturers') videos and reading literature (20% of work load) 3. Write a short essay about the subject of the course (one or two pages, 30% of work load)
Language	English
Inscription external student	www.agep-info.de