

jOiNEd For sUsTainability - bUilding climate REsilient
communities in WB and EU

HNEE Study Visit – Day 1

Eberswalde University for Sustainable
Development Eberswalde (HNEE)

Date: 10 October 2023
Place: Eberswalde



Co-funded by the
European Union



Creating a sustainable future – holistically, decisively, and together

Welcome at HNEE!



Hochschule
für nachhaltige Entwicklung
Eberswalde

Self perception

“

Developing and implementing new approaches to solutions that not only reduce our ecological footprint, but also increase our sustainable handprint and thus have a real impact - that is our goal here at the HNEE.

Prof. Dr. Matthias Barth, Präsident der HNEE

Profile

- 2,300 students
- 20 unique degree programmes
- 10 % international students
- 406 employees (65 of whom are professors)

- Whole Institution Approach Regionally anchored - globally networked
- EMAS-certified since 2010 and climate-neutral since 2014
- Winner of the European EMAS Award in 2010 and 2017
- Strong inter- and transdisciplinary research
- Broad spectrum of competence-oriented sustainability curricula



Learning sites



City campus

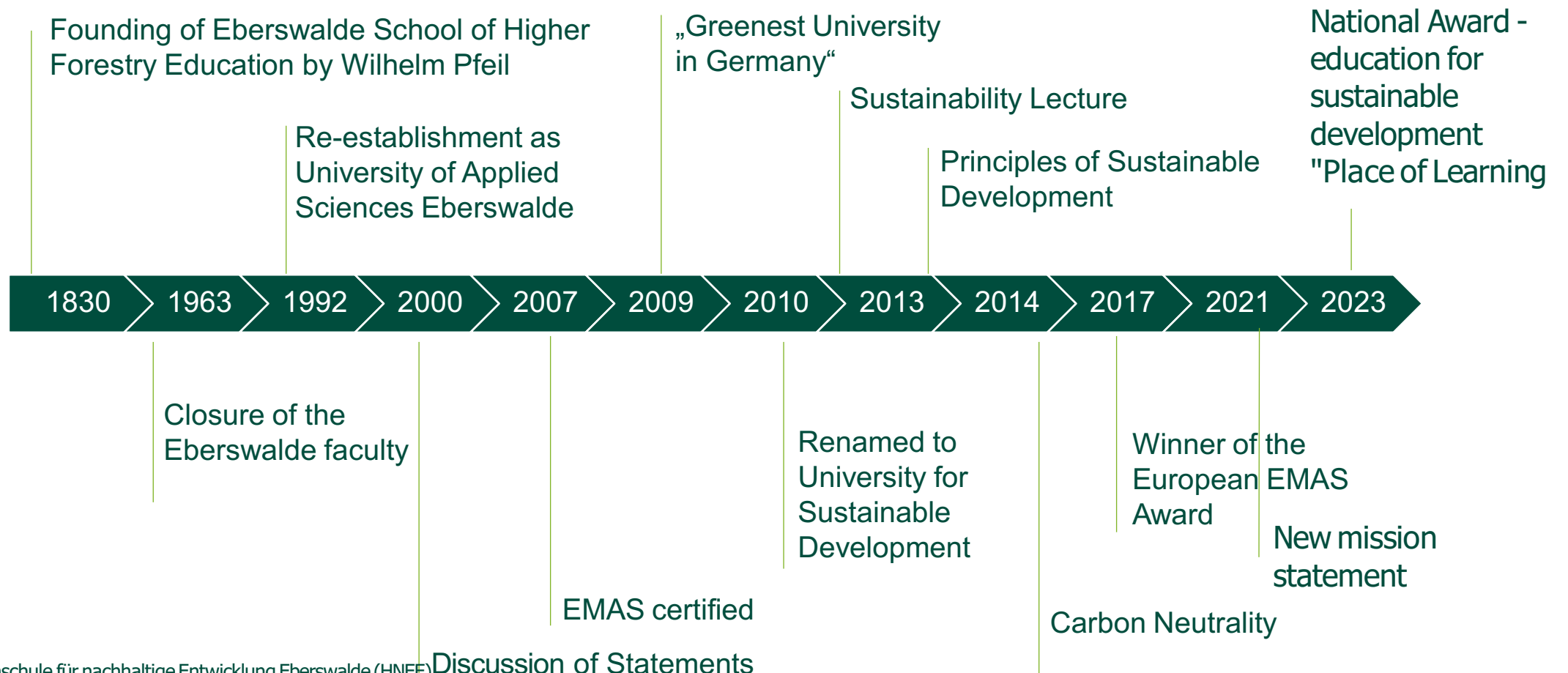


Forestry
campus



Forest Botanical
Garden

History



Teaching

“

Our central task is to train and educate committed people who can act in a scientifically sound and reflective manner in their profession and society and contribute to sustainable development.

Excerpt from the Teaching Mission Statement, 2020

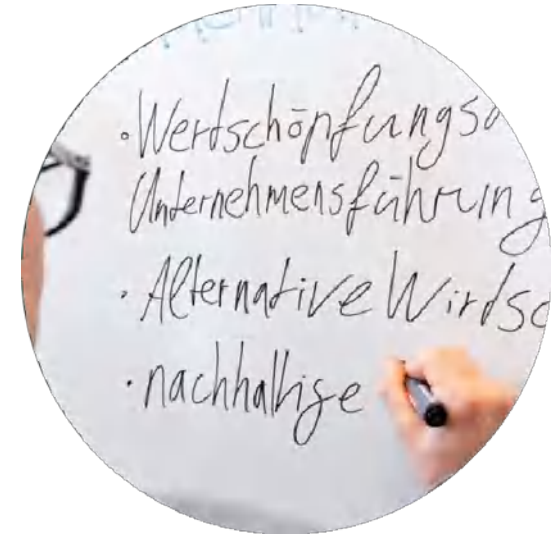
Bachelor

- Forestry
- International Forest Ecosystem Management
- Landscape Management and Nature Conservation
- Organic Farming and Marketing
(also as Dual Programme)
- Wood Science and Technology
(also as Dual Programme)
- Mechatronics in Wood Engineering
(Dual Programme)
- Sustainable Economy and Management



Master

- Forest Information Technology
- Global Change Management
- Forestry System Transformation
- Sustainable Regional Development: Education - Management - Nature Conservation
- Organic Agriculture and Food Systems
- Strategic Sustainability Management
- Wood Science and Technology
- Sustainable Business Management
- Sustainable Tourism Management
- Biosphere Reserves Management



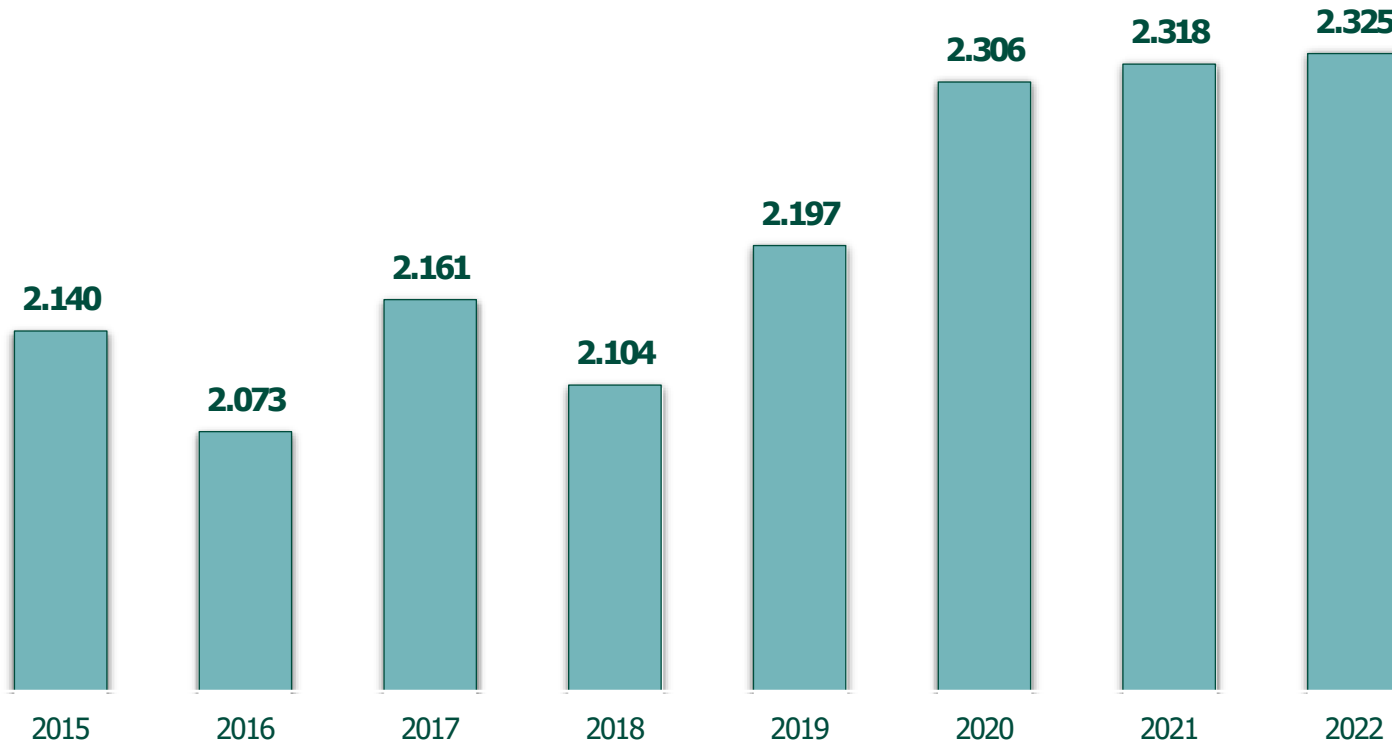
Further education

- Strategic Sustainability Management (M. Sc., career-accompanying)
- Education - Sustainability - Transformation (M. A., career-accompanying)



©HNEE / Torsten Stapel

Development of student numbers



Partner universities

- Approx. 120 cooperations worldwide
- Numerous cooperations and exchange agreements with partner universities and colleges
- Exchange of academics or students and joint research projects



Research

- Impact and application-oriented as well as pioneering research for sustainable development
 - inter- and transdisciplinary - cooperative - integrative

I - Sustainable Production and use of Natural Products

with a focus on materials
science and engineering

II - Sustainable Rural Development:

with an interdisciplinary focus
on natural, environmental,
economic and social sciences

III - Sustainable Management of limited Resources

with a socio-economic focus.

Engagement and participation

- Strong student commitment is reflected in more than 20 active student initiatives and firmly established committees and interest groups.
- Sustainable development is shaped together with students and staff at the Round Table on Sustainable HNEE Development.
- The office of student vice-presidency has been firmly established at the HNEE since 1999.



HNEE has positioned itself perfectly:

- Consistently sustainable and with a strong profile
- Highly topical fields of study and research
- Very good demand for studies
- European EMAS Award 2010 and 2017
- Climate neutral university since 2014
- Successful in education and research
- About 150 research projects in the field of sustainability annually
- High funding rate among universities of applied sciences
- Successful in federal and EU competitions
- Strong networking in the region



Questions



Practicalities: study visit/ project meeting



Agenda: 10th October 2023

9:30 – 10.00 Introduction of HNEE

Sustainability and climate action at University of Eberswalde

10.00 - 11.00 Introduction into operational sustainability management & campus tour *(by Tanita Sohr)*

11.00 - 11.15 **COFFEE BREAK**

11.15 - 12.00 Sustainability in practice: e.g., sustainable canteen *(by Şaziye Aksungur)*

12.00 - 12.30 Project Workshop from students for students: e.g. gender and climate justice *(by Vincent Ruge)*

12.30 - 13.30 **LUNCH BREAK**

Lunch will be at the canteen
Food stamps, value max:
€(1 meal + 1 soft drink)

Research at HNEE under sustainability principles:

13.30 - 14.30 Sustainability - Transformation - Transfer Research Centre: Presentation of current research projects with different stakeholders *(by Dr. Thomas Göttert)*

14.30 - 15.00 REGION.innovativ – zirkulierBAR: project on circular economy in cooperation with various stakeholders from different field at regional level *(by Katja Searles)*

15.00 - 15.15 **COFFEE BREAK**

15.15 - 16.00 InnoSupport: Research | Start-up | Transfer: internal service unit for the entire innovation chain of research, start-up and transfer *(by Kerstin Lehmann/Dr. Jakob Wegener)*

Agenda: 11th October 2023

Sustainability in Education

09.15 - 09.30 Registration of Participants

09.30 - 10.15 Coordination Office Sustainability at Brandenburg universities (*by Dr. Jennifer Krah*)

10.15 - 10.45 Sustainability in education: Study model for highlighting sustainability competencies at the HNEE (*by Alexandra Wolf*)

10.45 - 11.00 COFFEE BREAK

Deep Dive into Study Programmes at HNEE

11.00 - 11.45 M.Sc.: Global Change Management: Adaptive, proactive, and precautionary approach to natural resource management and sustainability (*by Christoph Nowicki*)

11.45 - 12.30 M.A. Education-Sustainability-Transformation (part-time study) (*by Prof. Dr. Heike Molitor*)
Higher education for development: learning methods and approaches

12.30 - 13.30 LUNCH BREAK

13.30 - 14.30 M.Sc.: Biosphere Reserve Management and Biosphere Reserve Institute: Biosphere Reserves as role model regions for sustainable development (*by Dr. Dr. Ana Filipa Ferreira*)

14.30 - 15.15 MA.: Sustainable Tourism Development and ZENAT research projects: On the way to sustainable and climate-friendly travel (*by Prof. Dr. Wolfgang Strasdas*)

15.15 - 15.30 COFFEE BREAK

15.30 - 16.00 Wrap up of Study Visit

Enjoy your stay!





Mit der Natur für den Menschen. Seit 190 Jahren.

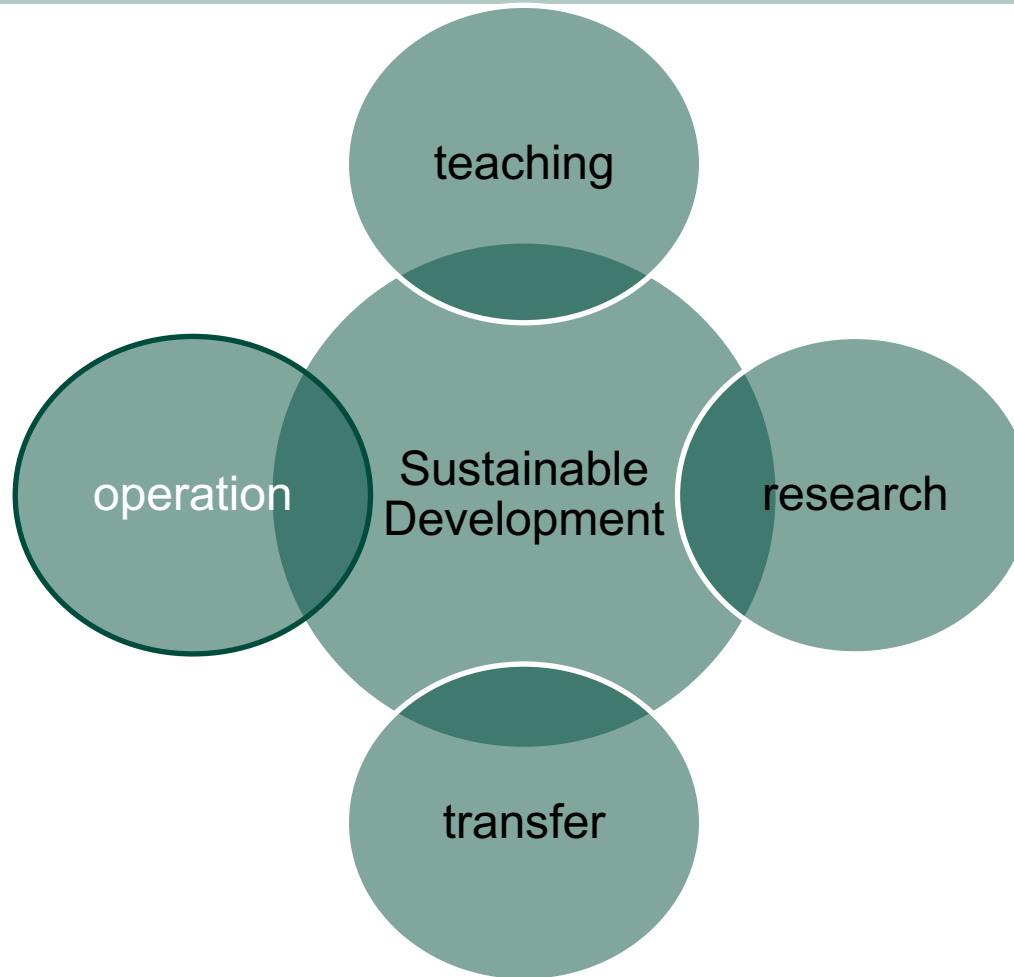
The Sustainability Management of HNEE

Introduction into operational
sustainability management &
campus tour





Sustainable Development at HNEE



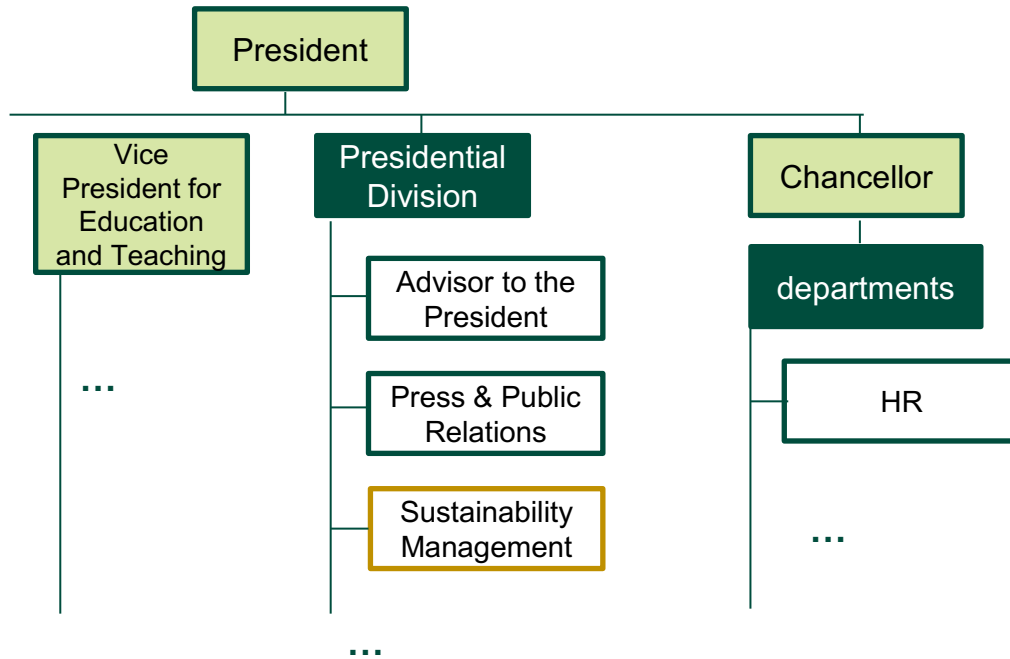


Overview

1. Classification of Sustainability Management Tasks
2. Mission Statement
3. Environmental Management System (EMAS)
4. Current Projects / Outlook
5. Campus tour – city campus



Classification of Sustainability Management Tasks



Section from the organizational chart of HNEE.

- Responsible for planning, coordinating, implementing, and evaluating sustainability measures.
- Environmental and climate protection management are integral components of sustainability management.
- Sustainability management provides advisory support to the university leadership.



Mission statement

- **What do we stand for?**
- **What do we do?**
- **Where do we want to go?**

„At the Eberswalde University for Sustainable Development, sustainability is lived and jointly shaped via teaching, research, third-mission activities, and the process of administering. The university develops application-oriented solutions that provide a sustainable link between society and the environment. Its mission statement is grounded in a systemic understanding of sustainability and serves as a point of orientation for self-determined thinking and acting for all university members.“



Abb.: Systemisches Nachhaltigkeitsverständnis der HNEE



Environmental Management System (EMAS)

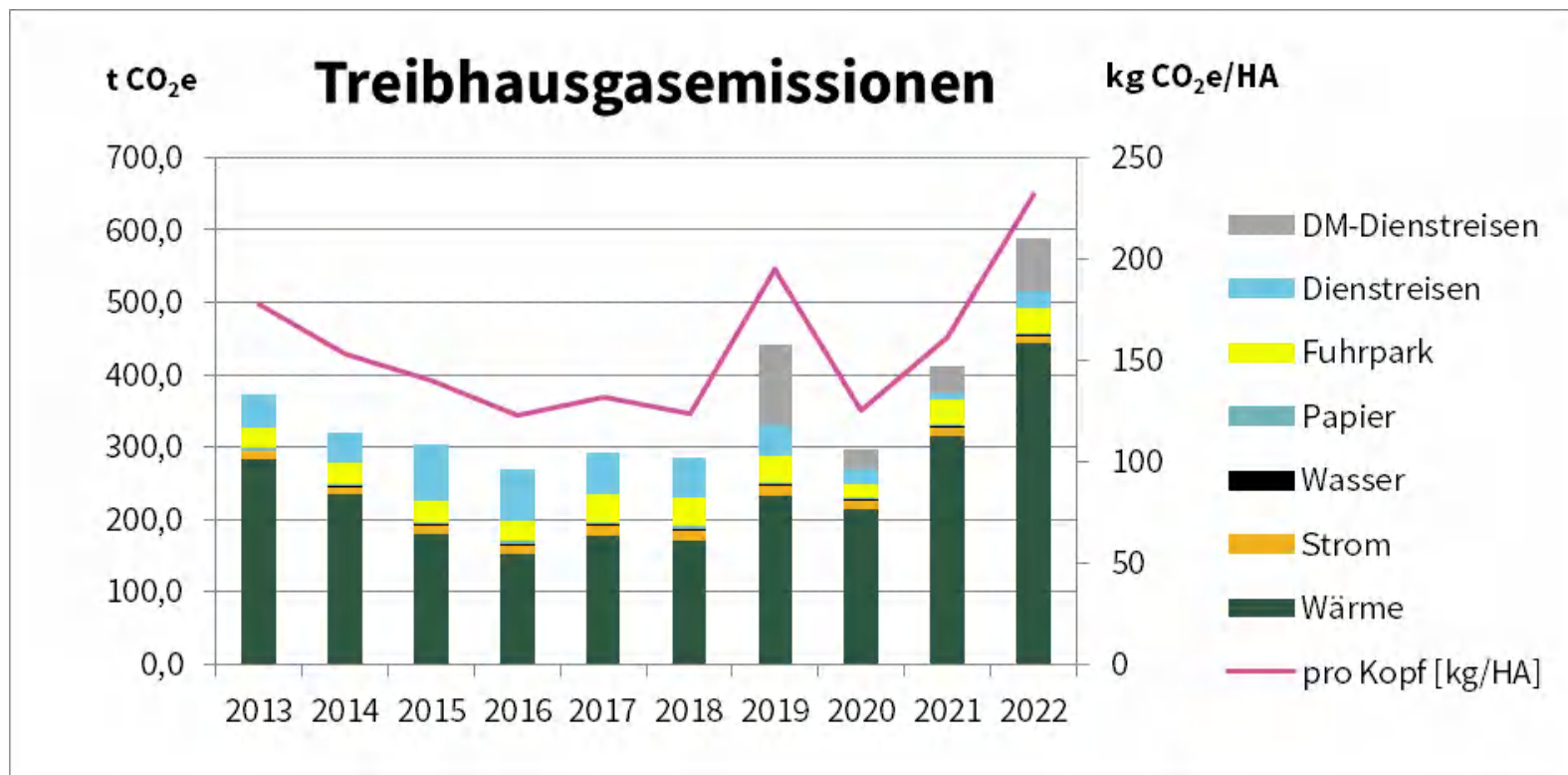
- The environmental management system of HNEE has been EMAS validated since 2009.
- It serves for the continuous improvement of environmental performance, based on regular environmental analysis.

Core indicators of the environmental analysis

- Energy
- Water/Wastewater
- Waste
- Material Efficiency (Paper)
- Greenhouse Gas Emissions



Environmental Management System (EMAS)





Environmental Management System (EMAS)

Paper

- Since 2007, HNEE has been using recycled paper both internally and externally.
- The paper is certified with the Blue Angel label.



Fleet

- Alongside 14 conventional vehicles and a tractor, the HNEE is part of the local car-sharing project BARshare.
- bicycles are available for rent.

Electricity

- Since 2007, HNEE has exclusively sourced green energy and operates three photovoltaic systems.

Thermal energy

- Wood pellets
- Wood chips

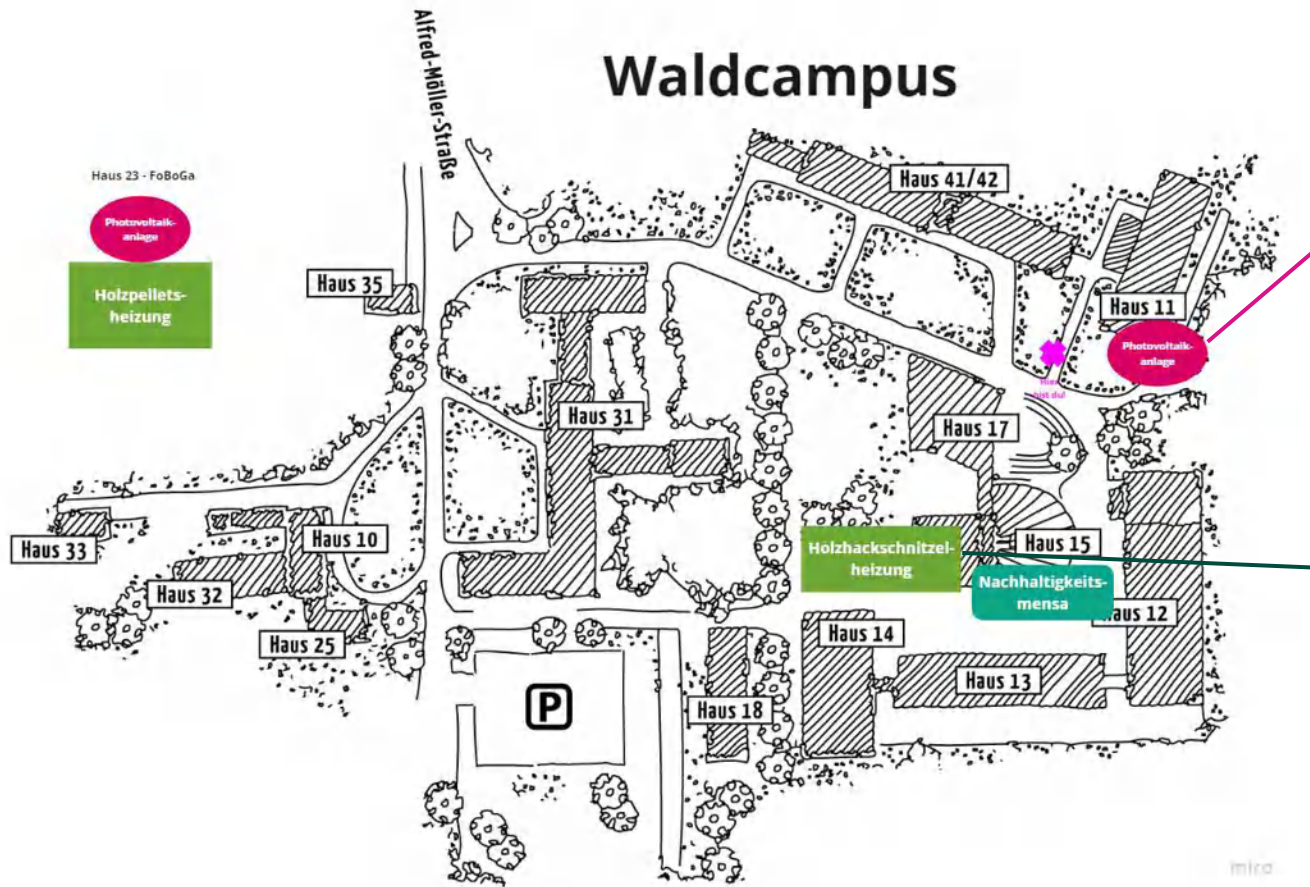


Current Projects / Outlook

- Preparation of the Sustainability Report 2021-2022
- Updating the Sustainable Procurement Guidelines
- Planning a Round Table on "Democracy and Sustainability"
- Online Survey on the Environmental Situation at HNEE in November
- Special Funding: HNEE receives 743,000 euros from the state of Brandenburg to convert the lighting at HNEE to LED. This upgrade affects 117 rooms within the university.

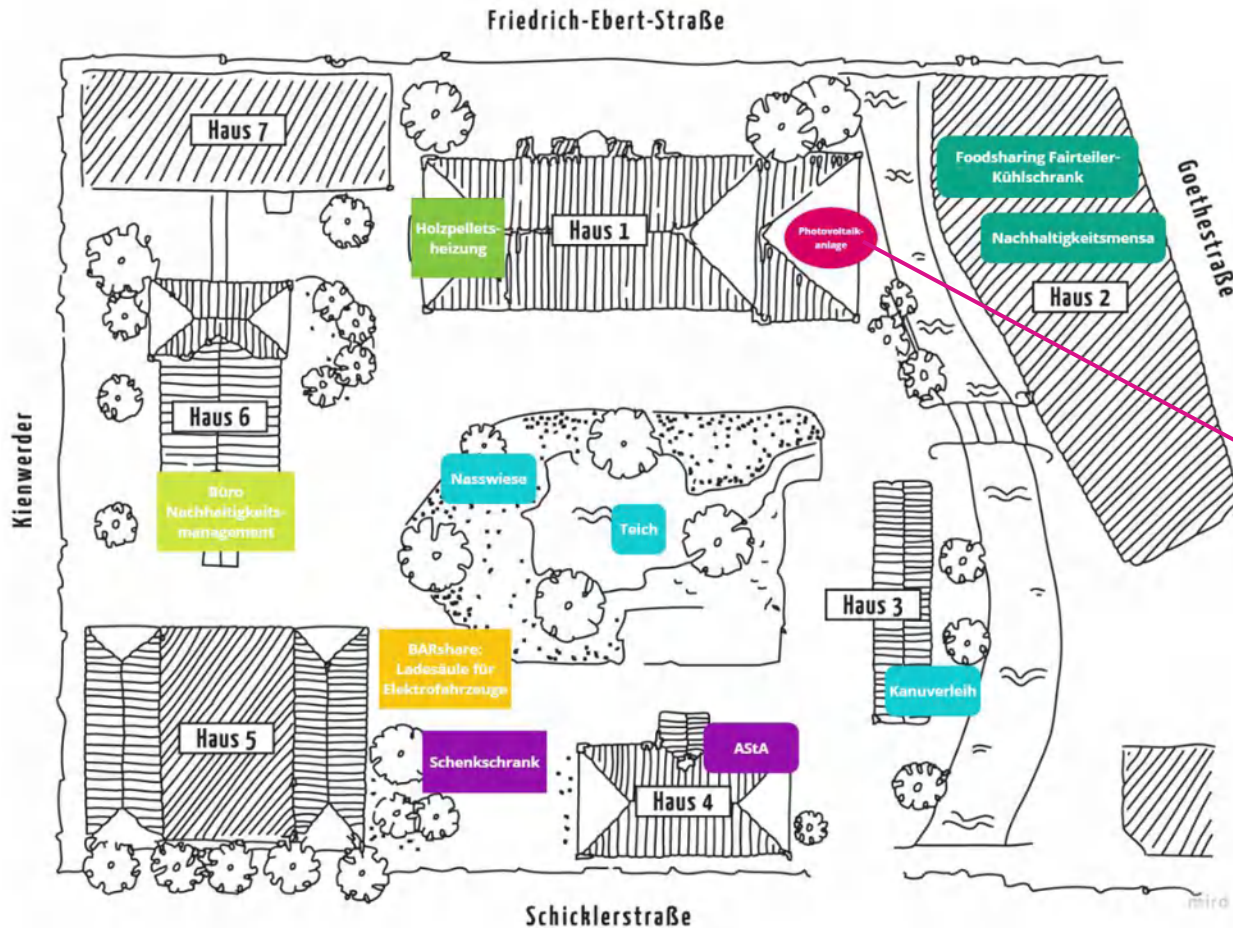


Forest campus





Campus tour – city campus





Thank you for your attention!



Connecting with Nature for the Benefit of Humanity. For 190 years.

The development process of a green canteen

Sustainability in practice



Why transform a canteen?

- There are many starting points for a transformation in an institution.
- Reasons for choosing the canteen:
 - You get in touch with the people of your institution.
 - You build new cooperations with small/medium enterprises in the local area.
 - You transfer the institutions knowledge about sustainability into practical fields and other institutions.
 - You can actually see and taste the difference.
 - Food industry and transportation causes a lot of emissions.
 - In our case 500 meals per day.



A little calculation on emissions

Meals with meat:

An average meal with meat:	2,45 kg CO ²
500 meals sold per day in the canteen:	1225 kg CO ² / day
40 weeks of courses:	245.000 kg CO ² / year

Vegetarian meals:

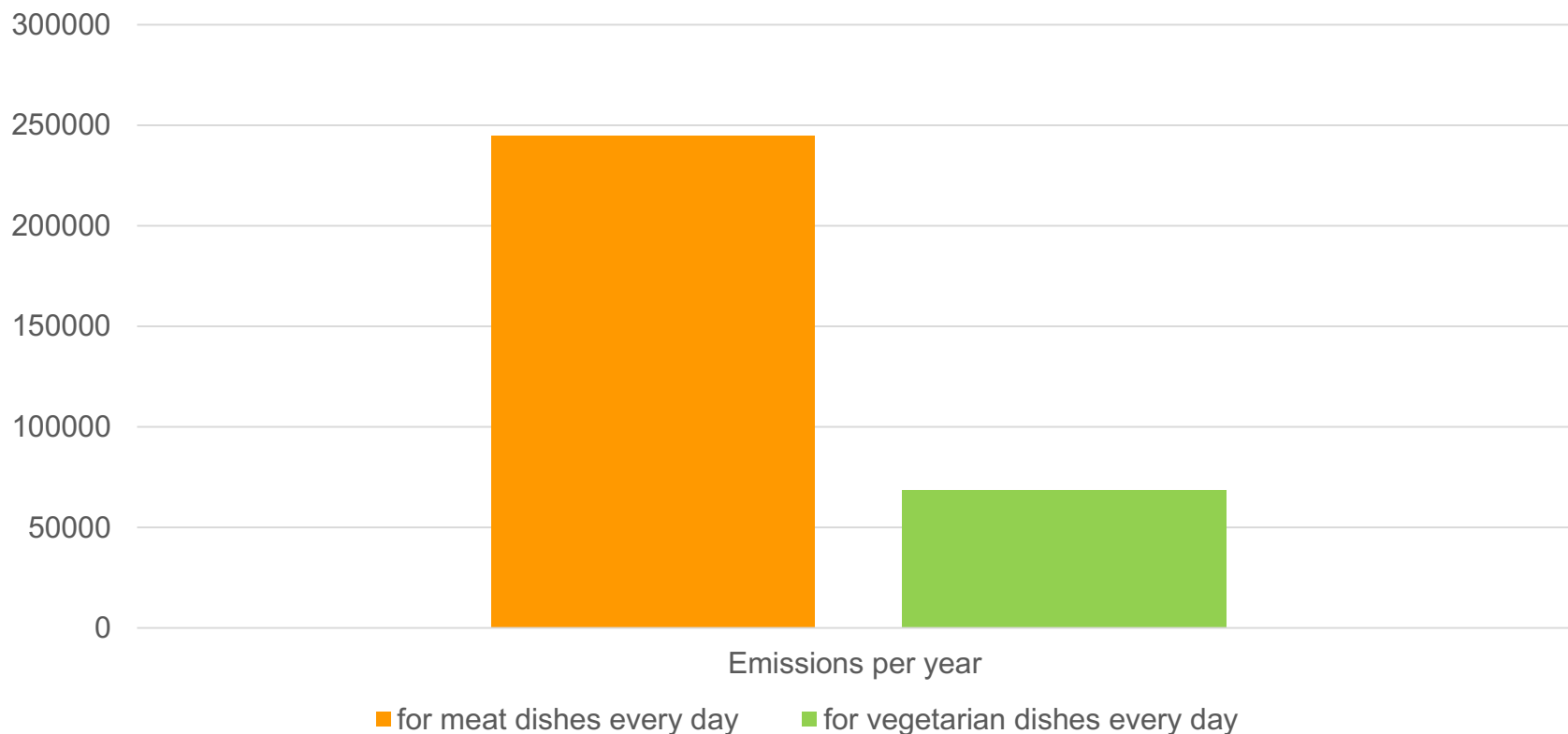
An average vegetarian meal:	0,685 kg CO ²
500 meals sold per day in the canteen:	342,5 kg CO ² / day
40 weeks of courses:	68.500 kg CO ² / year

Source for data: [Tagesspiegel](#)



A little calculation on emissions

Comparison of emissions for canteens serving only meat or vegetarian meals



Source for data: [Tagesspiegel](#)



How it all started

- With a student...
- In his Master thesis, my colleague wrote a climate protection concept paper for the Eberswalde University.
- He looked at the main indicators like energy, water and heating
- But also at related relevant fields.
- According to scientific results a change to a vegetarian menu could save a lot of emissions .



The process begins

- To start the transformation, we needed to understand who provides us with food.
- In Germany Universities usually don't have their own department for canteen related works – it's outsourced.
- Usually there are other public institutions who act as provider.
- In our case there is Studentenwerk FFO, who is responsible for 5 more canteens in the region.
- They recruit the staff, order goods and decide what to cook and the prices.



The process evolves

- We started to get in touch with this institution and built a work force consisting of students, university staff and Studentenwerk staff.
- On a regular base we had meetings to discuss, what could be changed and what could not.
- By doing so we evolved a broader understanding for the working principles of Studentenwerk.
- During the meetings we set up a paper with concrete ideas of what to change in the canteen.
- In cooperation the university and the institution Studentenwerk organized a conference to confirm the paper.



The biggest milestone

- This conference was a big success.
- We had a **professional moderation** & the leading question for the conference was „**HOW** can we change our canteens menu?“
- The **heads of both institutions**, the **major** of the city as well as the **minister** for education were present.
- Students, staff and the cooking team **were involved** in the conference.
- Two chefs who had done a transformation in big canteens held **keynotes** on how it is possible to change your food supply and succeed.
- There was a big **outreach** since the local **press** was invited too.
- In the end we created a real **sense of a new beginning**.
- The two heads of institutions **agreed** on the prepared paper and a **promise** to change was made in public.



The results

- Vegan cooking training for all kitchen staff
- Vegan & vegetarian options every day (cheapest price)
- Meat only twice a week (meat is produced ethically and appropriate to the species)
- Cooperation with local producers
- Increase of organic ingredients to 30%
- Fairtrade-organic coffee only & option to use oatmilk
- Electronic terminals for feedback



Increase of users



The process continues

- The workforce still meets every six months to discuss what's new and what other topics one could work on.
- Last year we started a recipe contest „climate-dish-competition“ to involve people's cooking ideas.
- We set up a project and applied for funding to transfer the knowledge to other institutions and to build up local supply chains.



The keys for a succesful green canteen

- Tasty vegan & vegetarian options
- Stable prices
- Involvement of all groups
- Communication & cooperation
- Will-power to change



Learnings for transformation processes

- The knowledge is in your institution already.
- Students can actually produce something meaningful with their work and get things started.
- Cooperation is key.
- Don't ask if you should do, ask HOW you should do it.
- Try and error and then try again.
- Keep it going!



Q & A

Thank you for listening!

Any questions?



Q & A

Some questions for you:

- How is the food/menu in your local canteen?
- Do you think your students/professors/staff would be interested in changing to a more plant-based diet?
- How is your canteen organized/structured?
- Do you see potential for your universities in this kind of project?
- What are the main obstacles from your perspective?



Eberswalde University
for Sustainable
Development

PROJECT WORKSHOPS

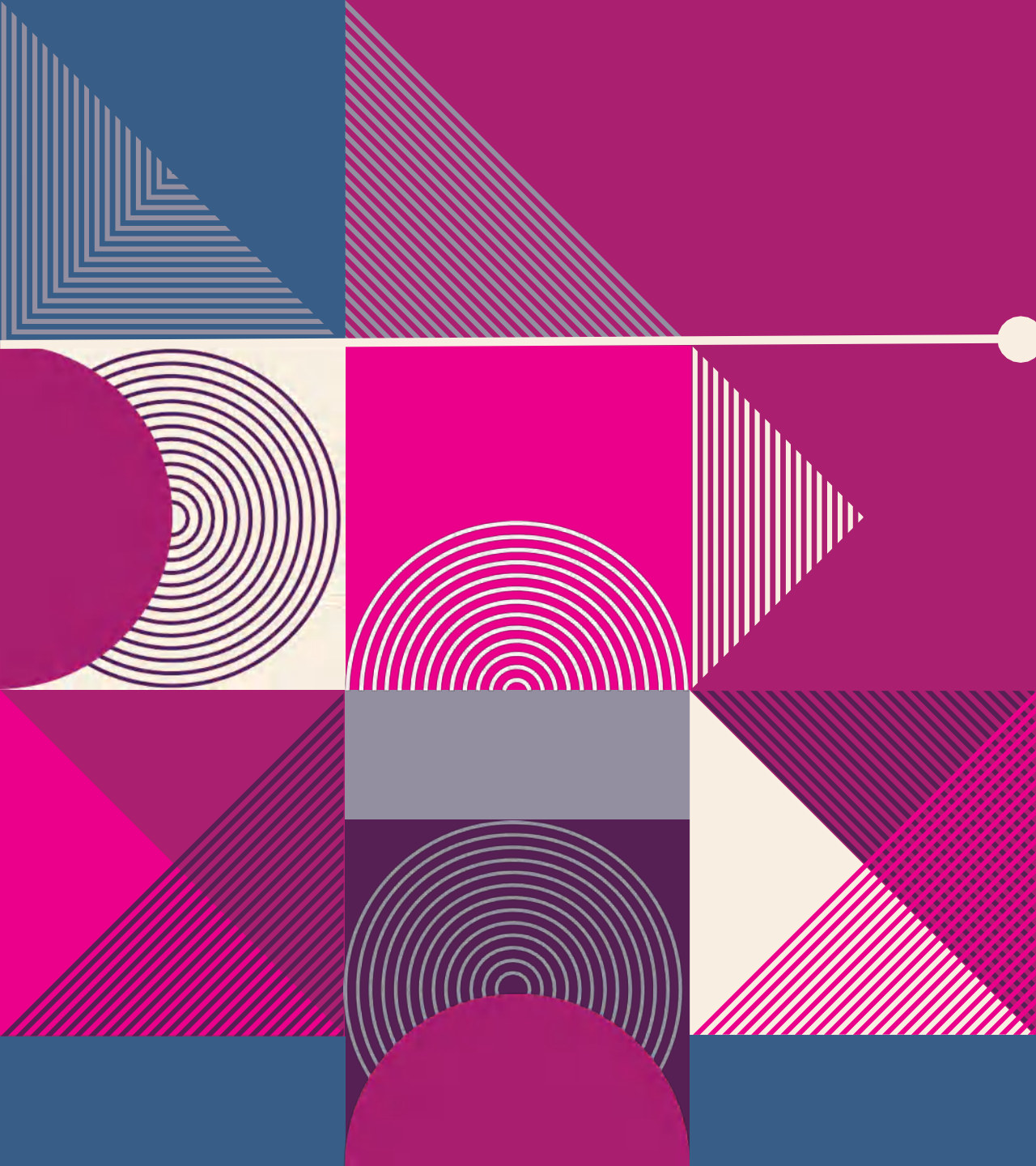
Vincent Ruge

Coordination of Project Workshops



QUESTION

How can students learn in a self-organized and sustainable way?



KEY CONCEPTS



BY STUDENTS

Concepts are initiated and **designed** by students.



FOR ALL STUDENTS

Project workshops can be attended by students **across all faculties**.



INTERDISCIPLINARY

Transfer of knowledge between students of different **faculties** based on project needs.



NEW SKILLS

Students learn how to **self-organize** as individuals and groups with high **responsibilities**.



ENRICH CURRICULA

Covering **topics** that students are **missing** in their curricula.

EXAMPLES

Gender and Climate Justice



©HNEE / Florian Reischauer

Economy for the Common Good



©HNEE / Florian Reischauer

Permaculture



©Fabienne Buchmann

Commons



©HNEE / Florian Reischauer

ESTABLISHMENT



INITIATIVE

Students propose a new **concept** based on clear guidelines.



COUNCIL

The concept is **reviewed** and **approved** by the project workshop council consisting of students.



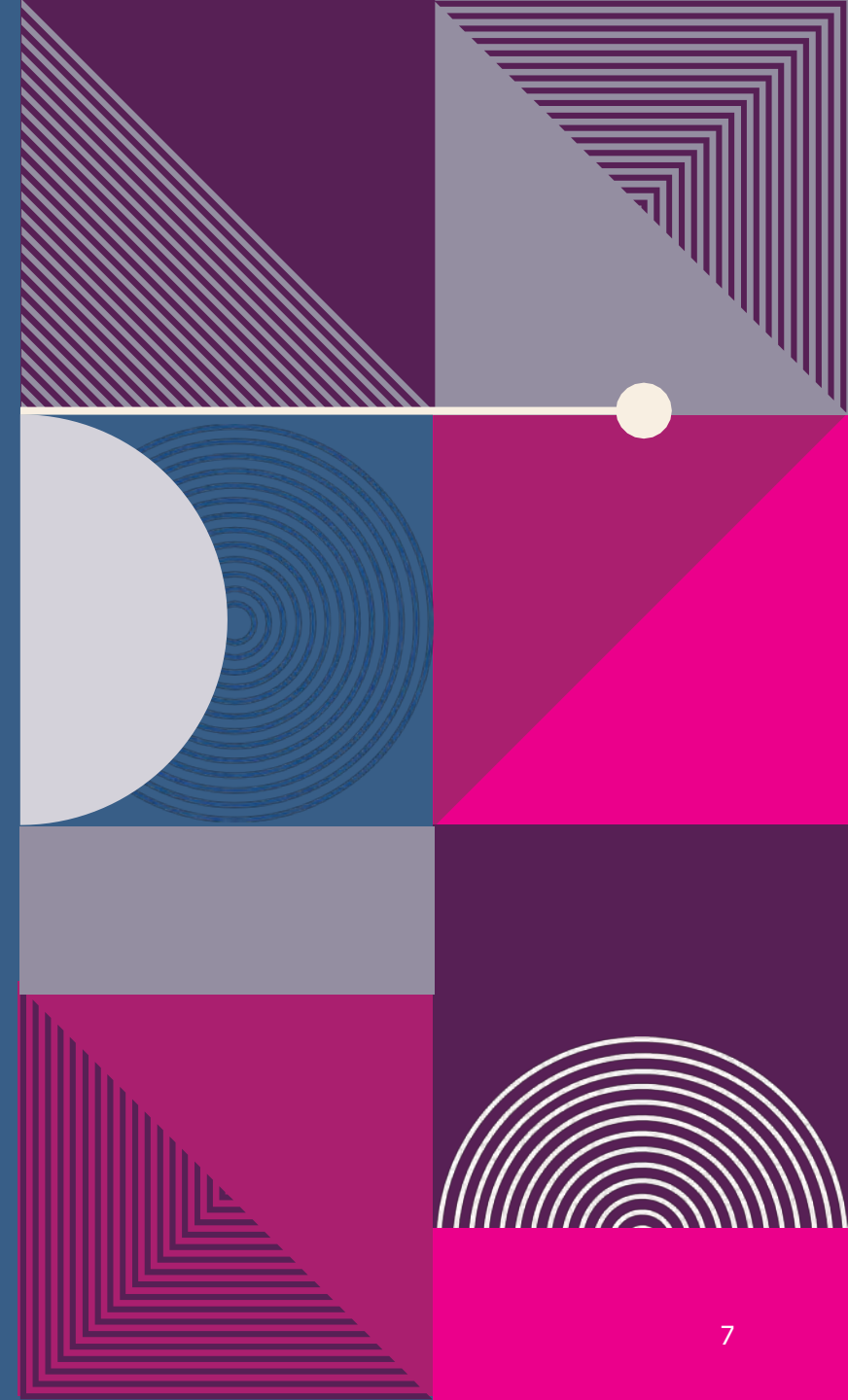
IMPLEMENTATION

Two **tutors** plan the curriculum, invite speakers, organize excursions and moderate the group.

SUSTAINABILITY

A **requirement** for a project workshop is that it has to provide knowledge about **sustainable development** in some way.

By experience, **suggested** topics that students want to **learn more** about **already** have this connection.





THANK YOU

Vincent Ruge

projektwerkstatt@hnee.de



Unser Name ist Programm

Research Center [Sustainability-Transformation-Transfer]



Thomas Göttert



Aims

- Empirical assessment, analysis and visualization of transfer activities at the HNEE
- Scientific foundation and sharpening of the concept of sustainability transfer
- Classification of these activities in the context of a sustainability transformation
- Further develop HNEE's contributions to an N-transformation in order to highlight its activities
- Dissemination of knowledge and know-how around sustainability transfer and transformation



Publications & transfer of knowledge



„Logbuch der Veränderungen“
AGRARFOLIEN
 Dealing with the COVID-19 pandemic:
 digitalen Daseinsvorsorge
Nachhaltigkeitstransfer
 urban environments
 agri-food systems
 Humans, megafauna and landscape structure -
 National Park
Human-Wildlife Conflicts





Networking





Teaching, mentoring & supervision of students



„Lanus“ @ Zoo Eberswalde...

...Museum für Naturkunde, Berlin

**Hochschule
für nachhaltige Entwicklung
Eberswalde**

[Einrichtungen / Fachbereiche](#)

Logbuch der Veränderung

FILTERN

Autor*in

- [Gutsohn, Andrea](#) (1)
- [Hahnle, Madeleine](#) (1)
- [Selleneit, Tabea](#) (1)
- [Stahl, Jana Katharina](#) (1)
- [Weinberger, Rebecca](#) (1)
- [Wiemers, Hannah](#) (1)



Exkursion
Agrarfolien



FZ[NTT]@BRI TILL



**Logbuch der Veränderungen:
Gunther-Wolff-Preis für
Hannah Wiemers!**



Sustainability transfer „in the making“



**PANDEMIE LERNEN? –
FÜR VERÄNDERUNGEN**
 „Nach der Veränderungen“ Alltagsberichte,
 oft widersprüchlich und zeigen, wie Ge-
 biete unseres Alltags wie Kommunika-
 tion, Forschung, stellen erste allgemeine
 Lehren mit Ihnen ins Gespräch kommen:
 Was wir aus der Corona-Pandemie lernen?
 Was ist eine lebenswerte Gesellschaft aus/
 Was wir unser Zusammenleben gestalten/
 Was in Krisen und Schwierigkeiten umgehen/
 Was „sowohl als auch“ Ihrer Erfahrungen!

Oktober 2022 / 18 Uhr Termin / Uhrzeit
 Entwicklung Eberswalde, Ort
 (mpus), Raum 01.011



Contributions from the research center to the HNEE profile

- The research center itself does what it offers to the HNEE to sharpen its profile

Sustainability transformation	Sustainability transfer
Orientation	Implementation
Creates spaces for reflection through interdisciplinarity and 'analytical distance'	Creates transformation knowledge through the thematic cluster "Sustainability Transformation in North Brandenburg"
=> Sustainability transfer as a connecting cross-sectional topic for theory, empiricism and methods	
=> Impulses for transfer, research and teaching; strategic-normative processes	



Sustainability Transfer as profile-forming element of HNEE

• **“Eberswalde University for Sustainable Development (HNEE) is driver of a sustainability transformation.** Its transfer activities and practice-university cooperations are effective in business, science, administration, politics, and civil society. In research and teaching, **HNEE makes action-oriented contributions to the implementation of the Sustainable Development Goals through Sustainability Transfer.**”

From the vision of HNEE ´s transfer strategy (2020)
(own translation)



[Sustainability - Transformation - Transfer] Research Centre as research and organizational support unit with theoretical-conceptual and empirical-analytical focus



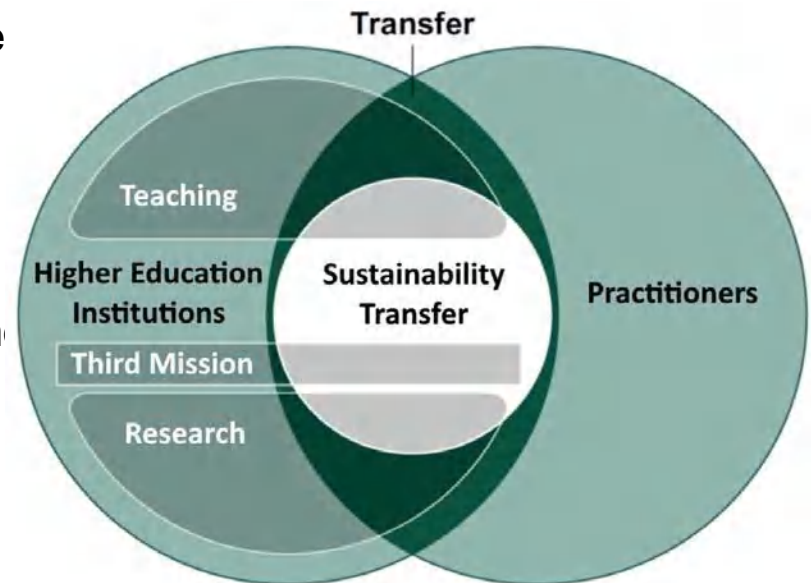
What is “Sustainability Transfer”?





The concept of “Sustainability Transfer“

- **(Sustainability) transfer:** voluntary exchange of e.g. ideas, experiences, knowledge, and technologie between university and practitioners from economy, civil society, political-administrative system)
- **Goal:** tackling practice-oriented questions and problems from a sustainability perspective
- **Characteristics:** definition of sustainability goals and description of sustainability effect(s)
- **Results:**
 - contributions to sustainable development, e.g. discourses, concepts, solutions, or technologies
 - strengthening of key competencies for sustainable development through (joint) learning processes

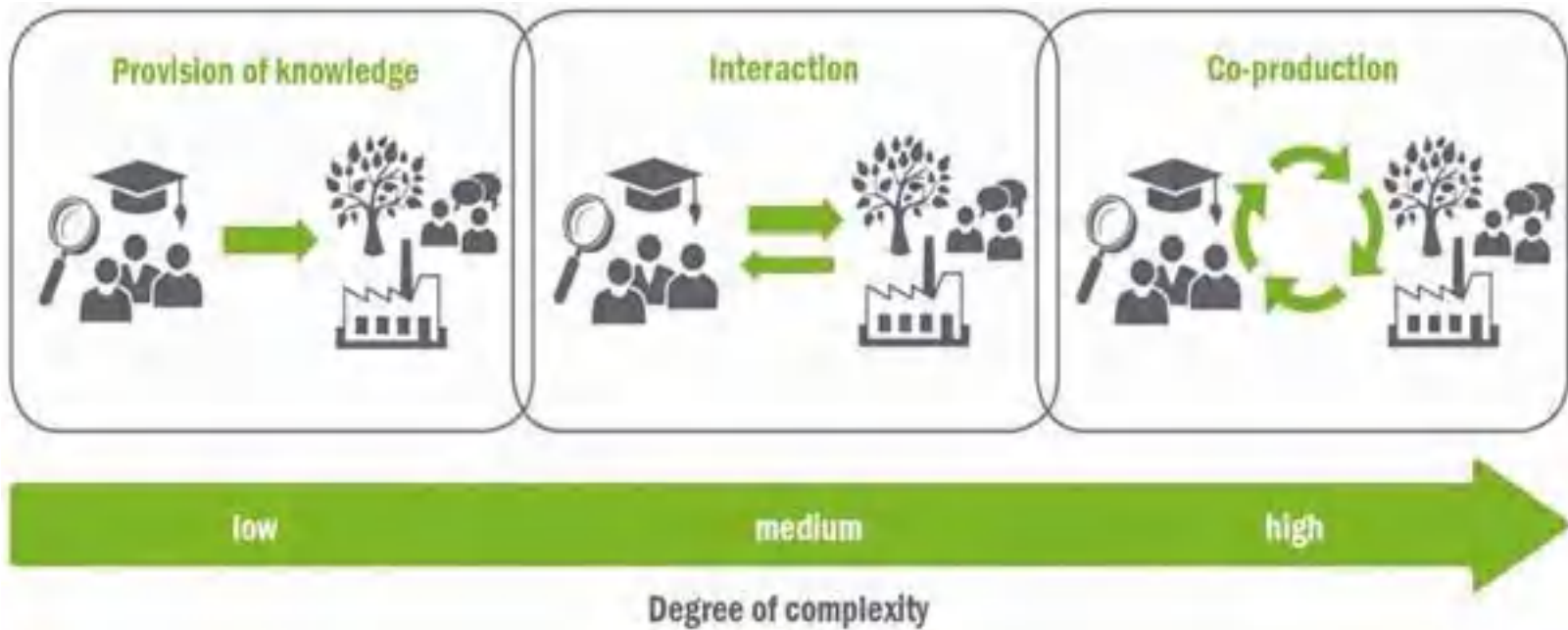


Embedding Sustainability Transfer in the functions of Higher Education Institutions

Source: Nölting et al. (2021), p. 24



“Sustainability Transfer“: Degrees of complexity



Source: Nölting et al. (2021)

Examples for “Sustainability Transfer“

Provision of knowledge from/out of the university	<ul style="list-style-type: none"> • Inviting practitioners to courses • Using teaching examples from practice in courses (e.g., question, case study, role play) • Excursions to practitioners • Student project or thesis: developing solutions for practitioners (questions and information from practice) 	<ul style="list-style-type: none"> • Popular science publications (professional journals, brochures) • Handout for practitioners (manuals, checklists, recommendations) • Public relations communication on research results (websites, flyer, press releases, interviews) • Public presentations, panel discussions in professional events, Blogs (researchers communication about research) • Exhibitions on the basis of research • Provision of scientific expertise for policy and society • Developing patents, license agreements, models etc. 	<ul style="list-style-type: none"> • Press work • Open day • Exhibitions • Websites • Social media • Corporate design and layout • Collaboration on Transfer • Consulting for communication (concepts etc.) • Fair events • Alumni work
Interaction for practitioners	<ul style="list-style-type: none"> • Developing solutions for practitioners in courses • Team-teaching with practitioners • Internship • Practical training, certificates • Advice from practitioners for teaching programs (advisory board) • Student project or thesis: developing solutions with practitioners (question, information from practice, joint supervision, results: recommendations etc.) 	<ul style="list-style-type: none"> • Consulting for enterprises, policy, associations (advisory board, hearing, expert communication, expert report) • Research workshop with practitioners on questions of implementation and validation of research results from a practice perspective 	<ul style="list-style-type: none"> • Frame for dialogue formats • Cooperation agreements with businesses, public agencies and municipalities • Start-up activities support and consultation
Co-production jointly with practitioners	<ul style="list-style-type: none"> • Using learning methods that explicitly refer to practice (research based learning, project based learning, service learning) • Student project or thesis: developing solutions jointly with practitioners (joint development of questions, scoping, joint supervision, and valuation through practitioners) 	<ul style="list-style-type: none"> • Transdisciplinary projects: joint problem description, co-design of research projects • Transdisciplinary projects: joint development/ co-production of sustainability innovations, solutions, overall concepts • Transdisciplinary projects: test of instruments, solutions and implementation (co-implementation) • Joint scientific publications with practice 	<ul style="list-style-type: none"> • Societal engagement (e.g., cultural, social and ecological offers for and by students) • Developing and shaping cooperation and strategic partnerships for sustainable development through joint activities



Provision of reflection and learning spaces on sustainability transfer

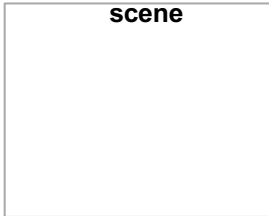
Individual preparation

Invitation and short profile of sustainability transfer activity



Workshop on mapping sustainability transfer (in the context of an HNEE faculty's annual conclave, September 2022)

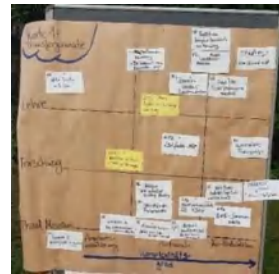
Warming-up and setting the scene



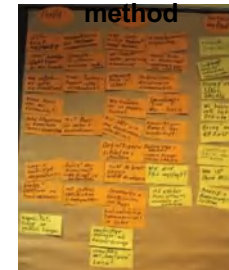
Example titles



Formats

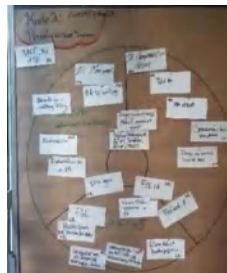


Reflection on mapping's results and method



interim reflections

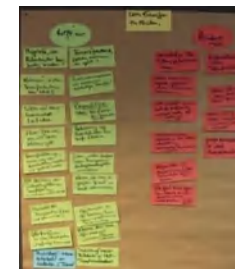
Practice partners



Thematic fields



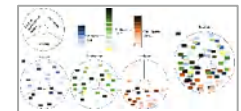
3.5 hours



1.5 hours

Documentation

Annotated photo protocol, schematic maps, Excel list






Transfer study at HNEE



Article

Sustainability Transfer as a Concept for Universities in Regional Transformation—A Case Study

Uwe Demele *, Benjamin Nölting , Wibke Crewett and Georgi Georgiev

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Abstract: The research object of this study is the in-depth discourse on the sustainability transfer activities of higher education institutions (HEIs) and their contribution to a regional sustainable transformation. For this purpose, a heuristically-derived concept of sustainability transfer is empirically tested with a mixed-methods approach based on the example of Eberswalde University for Sustainable Development (HNEE). The empirical findings demonstrate that the realization of sustainability transfer depends mainly on the personal initiative of teachers and researchers. Major barriers are a lack of time and financial resources. The observed concept of sustainability transfer is applicable to all study and research areas of HNEE. Involvement in sustainability transfer can include the whole of society, from politics, enterprises, and civil society to education and research institutions. Overall, the empirical testing of the concept offered by this study illustrates its practical suitability to capturing specifically those sustainability transfer activities that are not tapped by third mission approaches. This opens up a novel dimension for transfer potential at universities and their role in regional sustainability transformation. It also highlights that the interdependencies between HEIs and practitioners need to be more contextualized with quality criteria such as the value of the transfer performance or level of ambition.

Keywords: higher education institutions; sustainability transfer; sustainable transformation; practitioner-university partnership; sustainable development



Citation: Demele, U.; Nölting, B.; Crewett, W.; Georgiev, G. Sustainability Transfer as a Concept for Universities in Regional Transformation—A Case Study. *Sustainability* **2021**, *13*, 4956. <https://doi.org/10.3390/su13094956>

Diskussionspapier-Reihe
Nachhaltigkeitstransformation & Nachhaltigkeitstransfer
Nr. 2

NACHHALTIGKEITSTRANSFER – EIN KONZEPT FÜR WISSENSCHAFTS-PRAXIS- KOOPERATIONEN Eine empirische Potentialanalyse am Beispiel der Hochschule für nachhaltige Entwicklung Eberswalde




Hochschule
für nachhaltige Entwicklung
Eberswalde
Forschungszentrum
Nachhaltigkeit – Transformation – Transfer

Roose, Ilka
Nölting, Benjamin
König, Bettina
Demele, Uwe
Crewett, Wibke
Georgiev, Georgi
Göttert, Thomas
unter Mitarbeit von Hobelsberger, Christine



Transfer study at HNEE

Important findings:

- Sustainability transfer takes place in all functions and areas of HNEE
- initiated by the members of the HNEE mostly voluntarily - out of intrinsic motivation
- wide range of formats and levels of complexity
- to carry out additional, time-consuming and cost-intensive tasks in addition to the core business
- Overall low participation

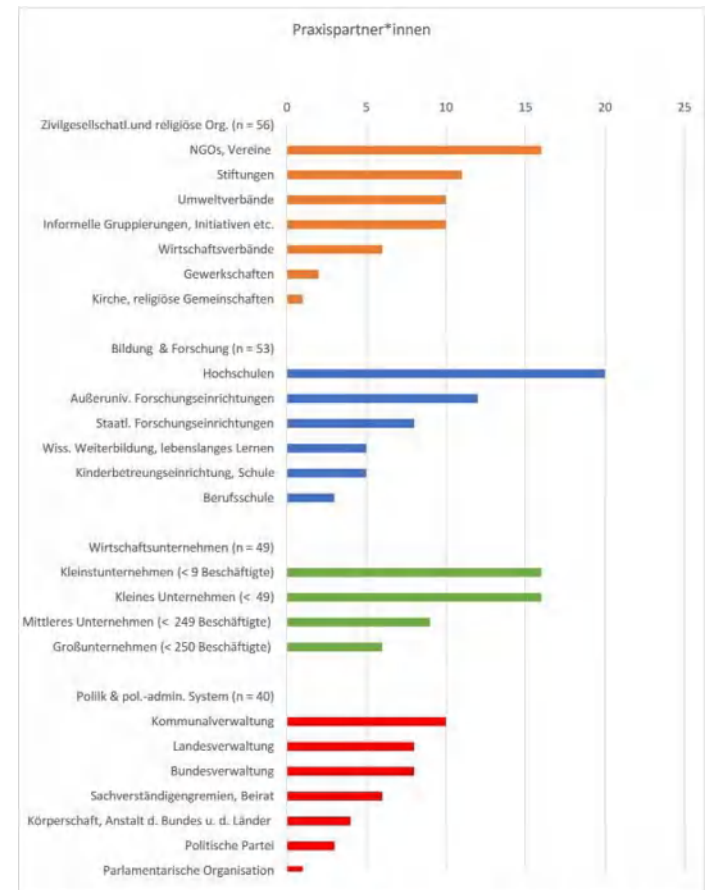


Abbildung 4. Praxispartner*innen bei Transferprojekten (Mehrfachnennungen möglich, n= 35 Teilnehmende)



Mapping of sustainability transfer

Aims:

- *Description of transfer activities:* Methodically guided, differentiated identification, description and analysis of sustainability transfer activities
- *Visualization of sustainability transfer:* Visualization and presentation of transfer activities for internal and external communication, attracting practice partners, reporting to sponsors, etc.
- *Reflection on sustainability transfer:* Discussion and reflection on the goals and effects of sustainability transfer, conflicting goals and potential risks of transfer activities
- *(Further) development of the transfer profile:* Establishing relationships with each other in the department/institute/research group, building block for developing your own transfer profile or your own transfer strategy

Karte 1: Transferformate

prakt. Moorwieder-
nässung in
Großschichtgebieten
USI
Übung 2nd Annual

Lehre

CSC
Etablierung und Vergabe
Einkaufskonzept für
Gebiet XY an Praxis

WÖCHENTLICHE
OFFENTLICHE
AGEND-VORLESUNGEN
& DISKUSSIONEN
45
2

Sju
Beratungspraktische
Ausbildung (Zertifikat)

Software-Entwicklung

Vln 2 Fo
diverse wiederholende
Gespräche lt LW

W Vln 2 Fo
- N
- A
Groschim lt Proktbriefe
& Praktische

JNo 2
kontinuierliche
Maßnahmen-Evaluierung und
-optimierung mit Behörden
und Betreiber

Forschung

JPe 1 / Fo
Doknaustausch
Aller (beardl Fo)

Handbuch
Moorwiederer-
nässung
USI
Wissens- und
Forschungs-
PRAXIS
NETZWERK
DISKU

Vln 1 + TM
regul. Treffen in do 45

Zurückführung v. ...
als Teil Klima Risiko-Plan

Third Mission

SPANISCHSPRACHIGES
BUCH FÜR KINDER
ZU EINER
NACHHALTIGKEITS-DIEMEN
45
4

WHi A
Voraussetzungen des Anreizs
(Werbung Händler, Werbung)

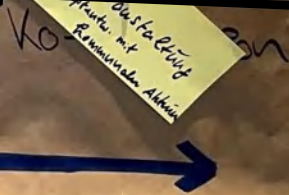
JPe 2
Dialog
u. Lernprozesse mit
Kommunale Akteure
an

Angebots-
orientierung

Austausch

Ko

Komplexitäts-
grad



Karte 1: Transferformate

Ust
Prakt.
Moorwiedervernässung in
Großschutzgebieten
→Übergang zu 3rd Mission

Lehre

CSc
Erarbeitung und Übergabe
Entwicklungskonzept für
Gebiet XY an Praxis

Usc2
Wöchentl. OFFENTLICHE
Abendvorlesungen +
Diskussionen

SJu
Berufspraktische
Ausbildung
(Zertifikate)

Jens
Software-
Entwicklung

FO: diverse
wiederholende
Gespräche mit LW

VLu2
FO: Bröschüre mit
Steckbriefen f.
Praktiker

Forschung

JMö2
Kontinuierliche Maßnahmen-
Evaluierung und -optimierung
mit Behörden und Betrieben

JPe1 / FTo
Datenaustausch Allee
(Geodaten)

FTo
Wissensupdate
Praxis, Werted

Ust
Handbuch
Moorwiedervernässung

Third Mission

Usc1
Spanisches
Kinderbuch zu einem
NH Boten

VLu1
TM: regelm. Treffen
in der AG

Moorrevernässung
von Klimaschutzzielen

WH1
Veranstalter des Marktes
(Werbung, Händler)

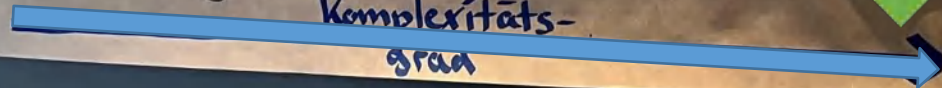
JPe2
Dialogveranstaltungen +
Konzeptentwicklung mit
kommunalen Akteuren

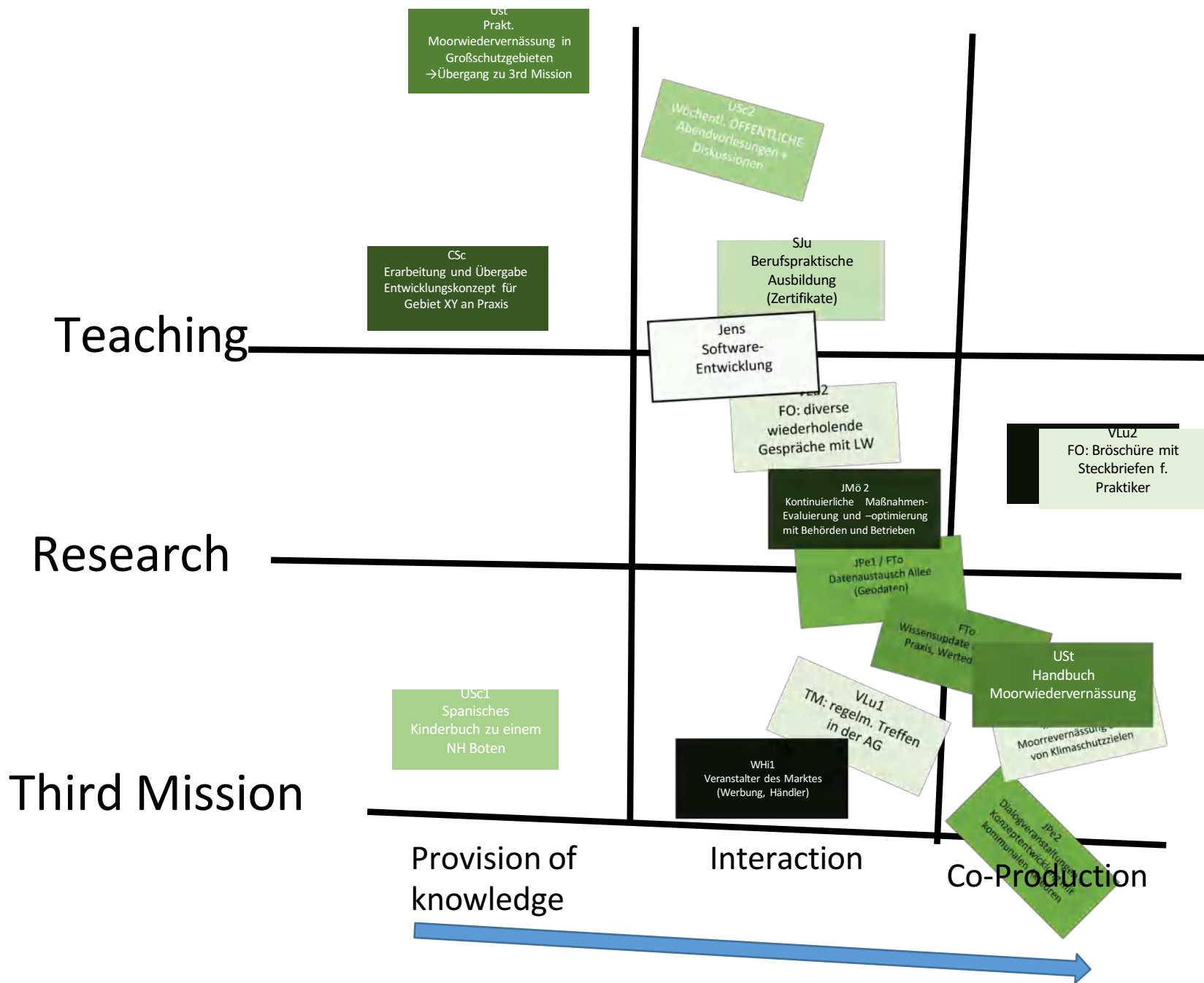
Angebots-
orientierung

Austausch

Kooperation

Komplexitäts-
grad



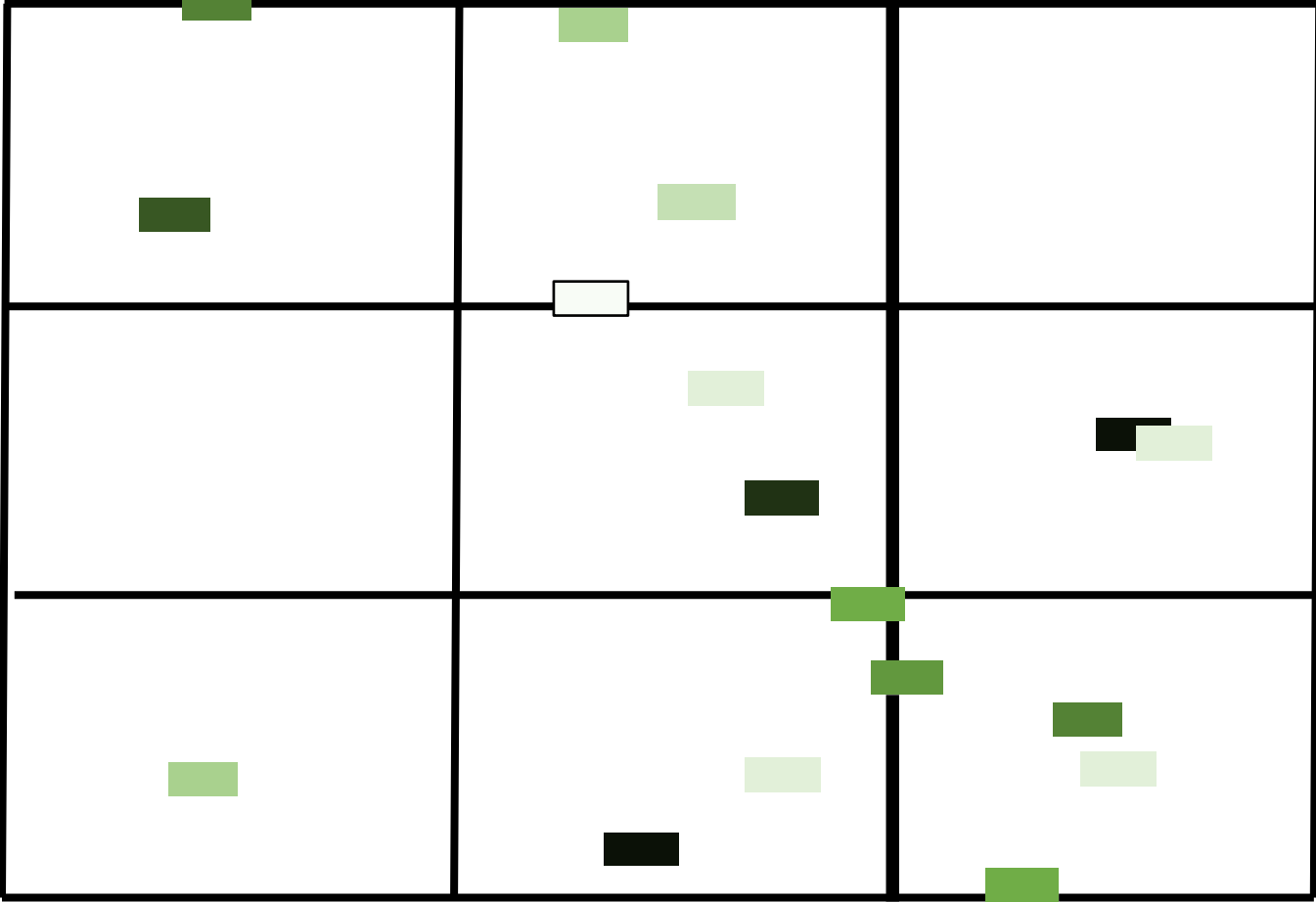


Landscape

Teaching

Research

Third
Mission

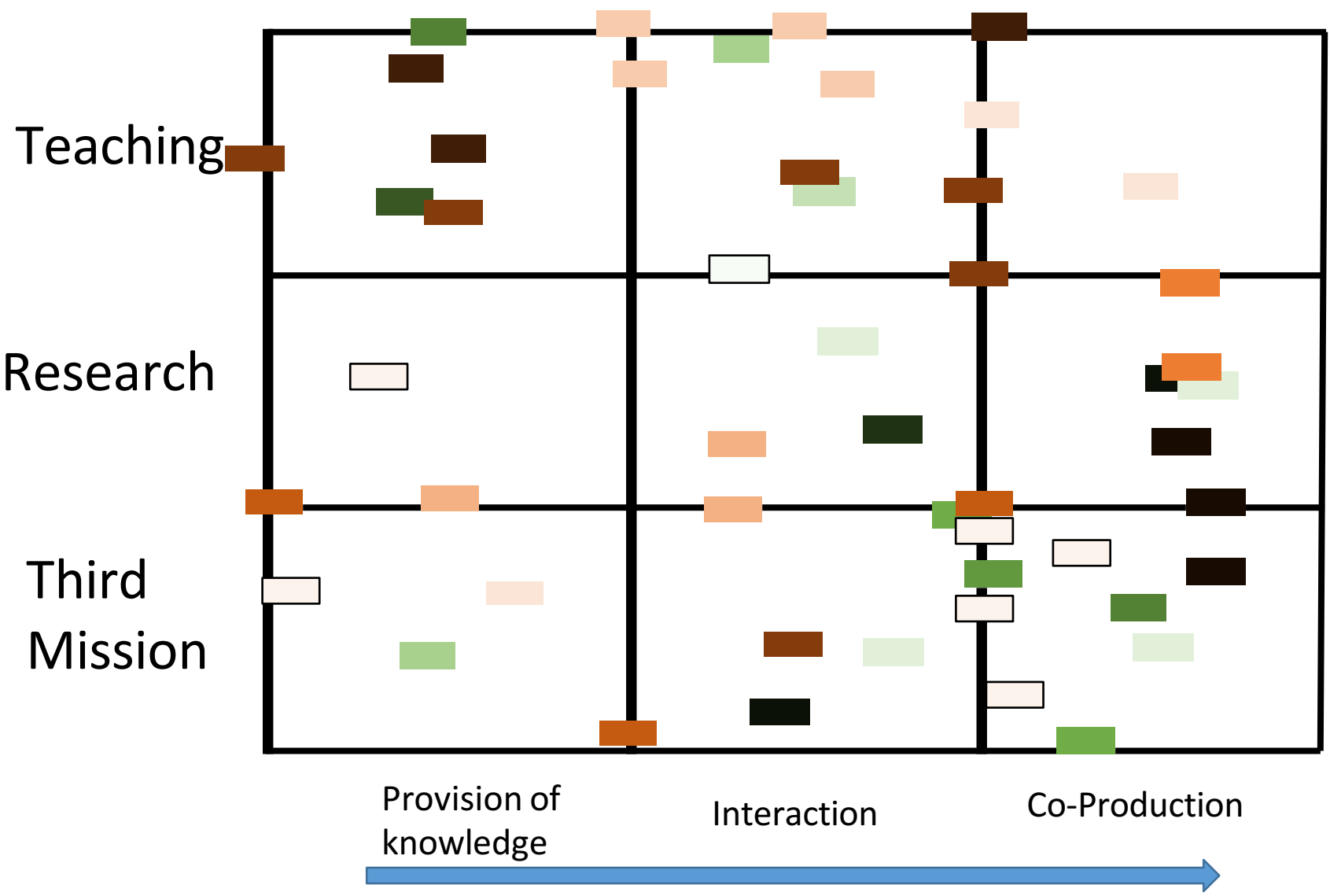


Provision of
knowledge

Interaction

Co-Production



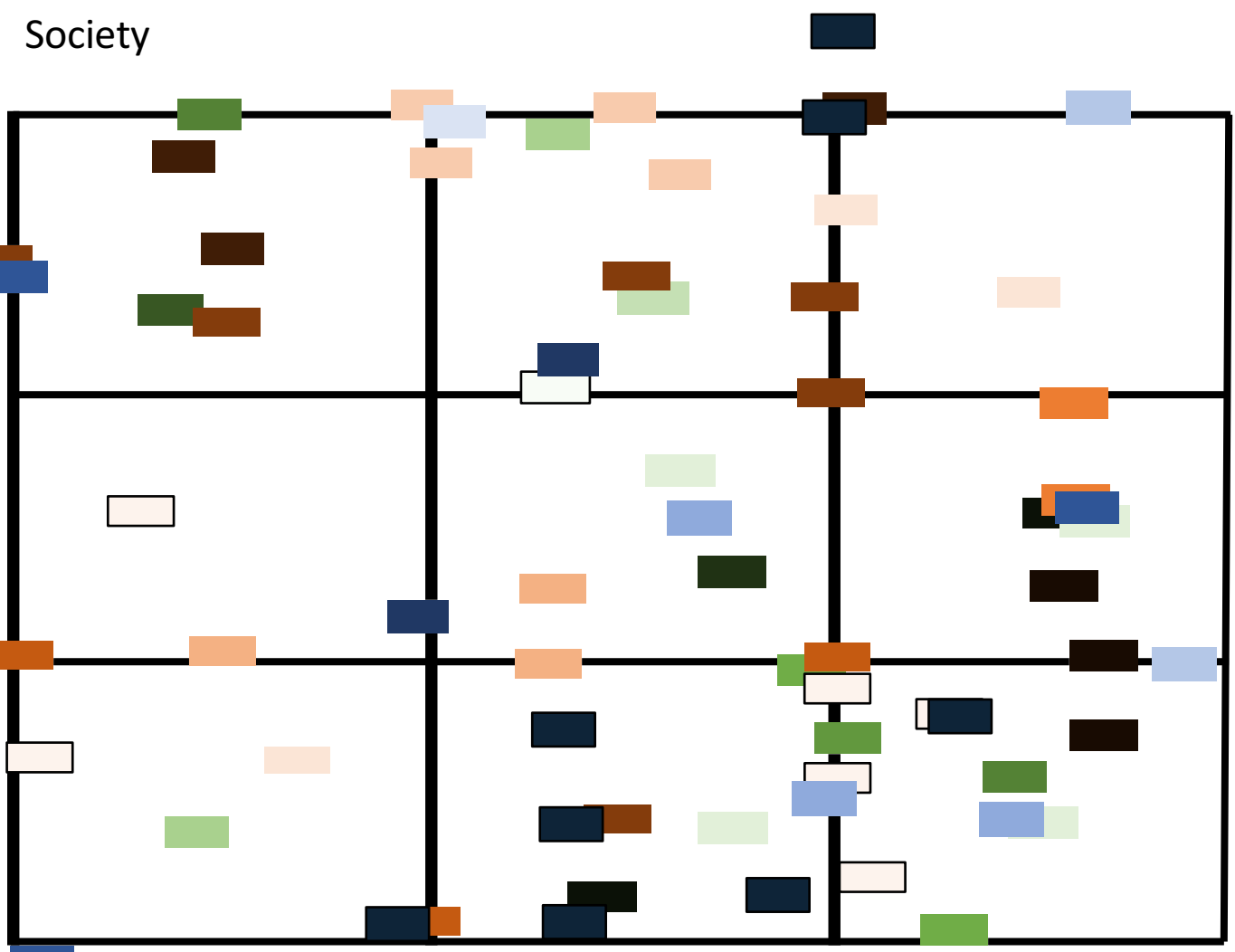




Teaching

Research

Third
Mission



Provision of
knowledge

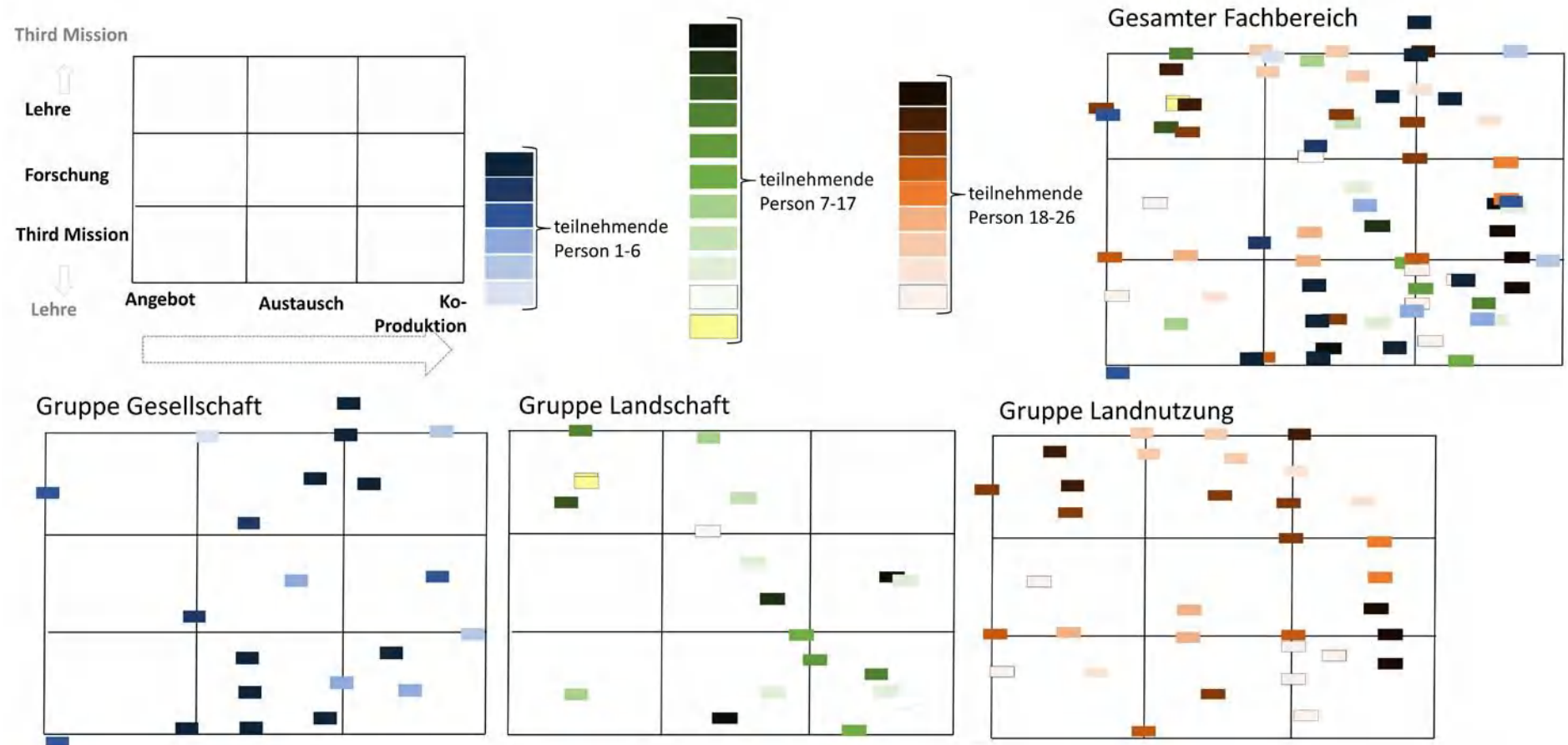
Interaction

Co-Production



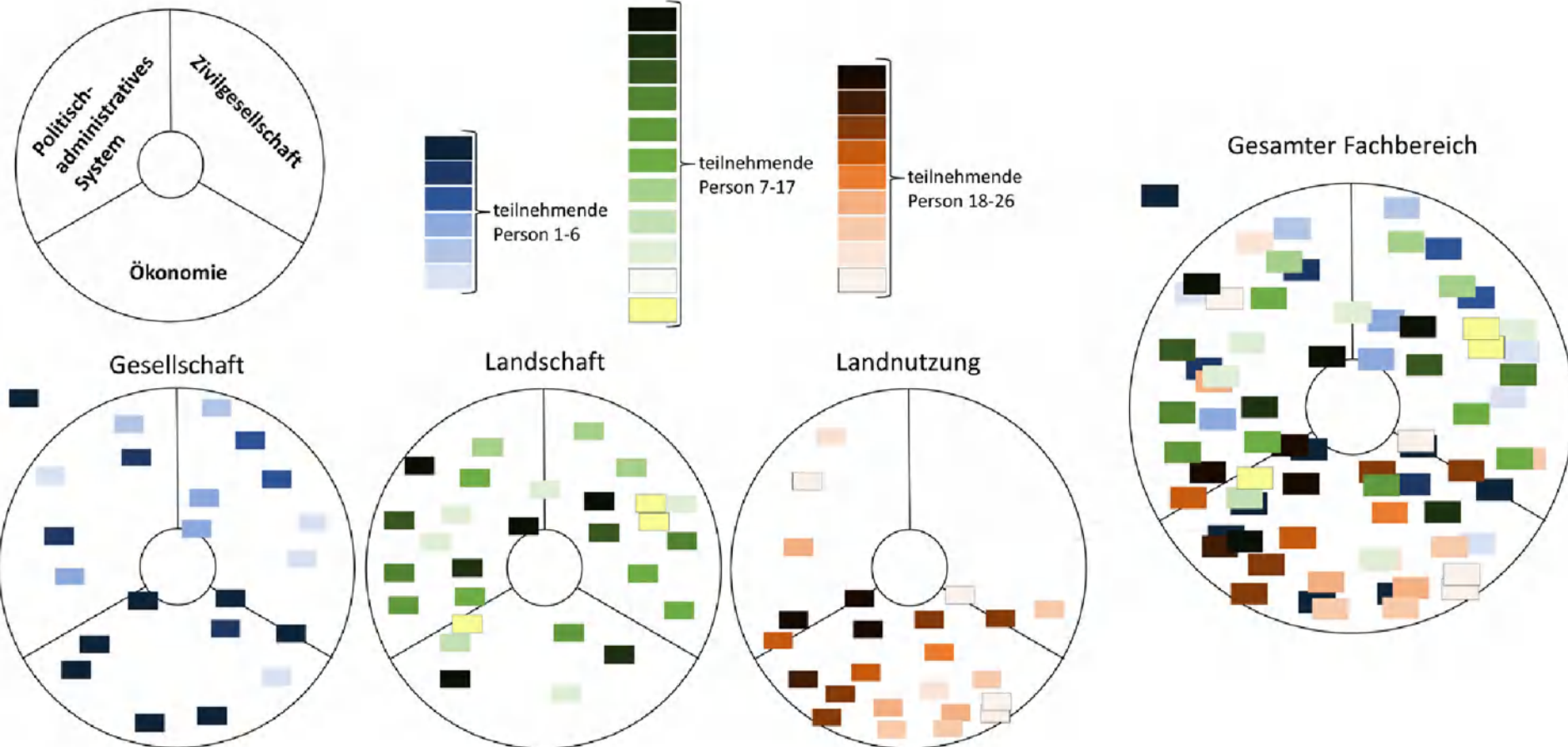


Formats & degrees of complexity



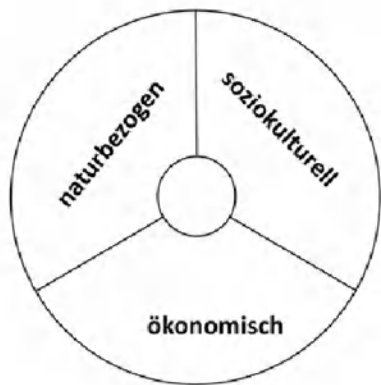


Practice partners

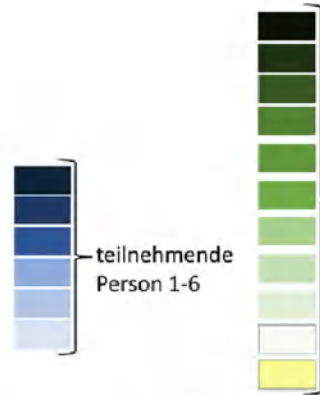




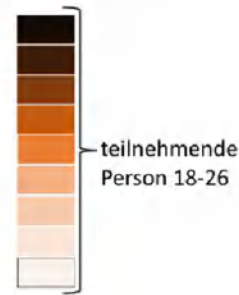
Topics



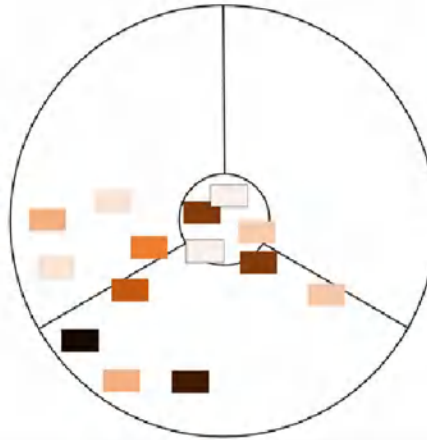
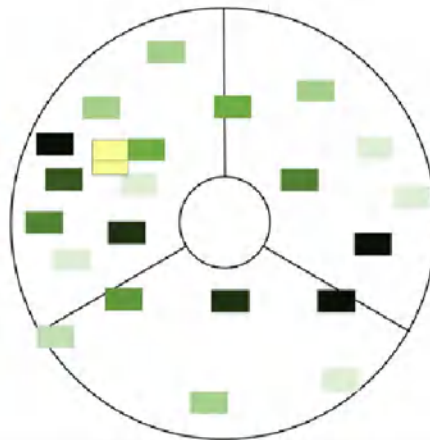
Gesellschaft



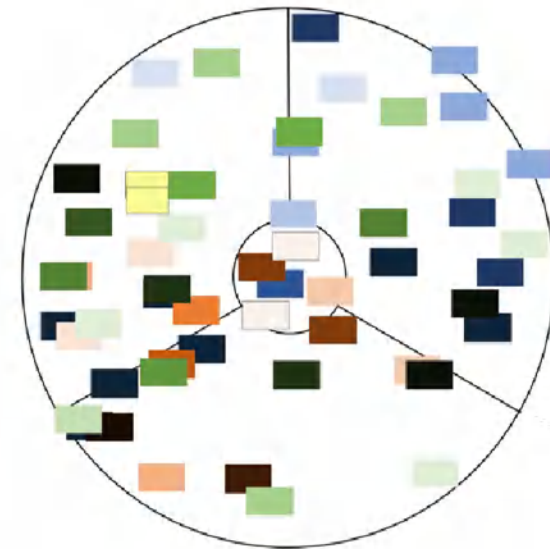
Landschaft



Landnutzung



Gesamter Fachbereich





Mapping of sustainability transfer

Important findings:

- *A wide range of transfer formats is covered*
- *"Blind spots" when working with practice partners*
- *Dual role institutional member vs. practice partner*
- *Reflection on the concept of sustainability transfer*
- *Further development of the concept in terms of content*
- *Sharpening definitions (e.g. co-creation vs. co-production, differentiation of categories)*
- *Structures for successful NHT*



Mapping of sustainability transfer

Diskussionspapier-Reihe
Nachhaltigkeitstransformation & Nachhaltigkeitstransfer
Nr. 9

KARTIERUNG VON NACHHALTIGKEITSTRANSFER?

Entwicklung einer Methode zur Sichtbarmachung von Nachhaltigkeits-transferaktivitäten



**Göttert, Thomas
Hobelsberger, Christine
König, Bettina
Nötting, Benjamin
Roose, Ilka**

**Hochschule
für nachhaltige Entwicklung
Eberswalde**
Forschungszentrum
Nachhaltigkeit – Transformation – Transfer

Bisher veröffentlichte Diskussionspapiere in der Reihe:

<p>KONZEPTPAPIER Pragmatische auf Hochschulentransformation und -transfer an der HNE</p>  <p>Nr. 01: Göttert, T., König, B., Nötting, B., Roose, I., Unter, Mitarbeit von Cresselt, W., Demelle, U., Fritz, H. (2022) https://doi.org/10.57741/opus4-624</p>	<p>NACHHALTIGKEITSTRANSFER – EIN KONZEPT FÜR WISSENSCHAFTS-PRAKTIK-KOOPERATIONEN Eine empirische Fallstudie zum Beispiel der Hochschule für nachhaltige Entwicklung Eberswalde</p>  <p>Nr. 02: Roose, I., Nötting, B., König, B., Demelle, U., Cresselt, W., Georgiev, G., Goobert, T. unter Mitarbeit von Hoopsberger, C. (2022) https://doi.org/10.57741/opus4-672</p>	<p>METHODE UND METADATEN der Ingenieurwissenschaften „Logisch der Veränderungen?“</p>  <p>Nr. 03: König, B., Nötting, B., Cresselt, W., Demelle, U. (2022) https://doi.org/10.57741/opus4-277</p>	<p>SOLIDARITÄT UND SOLIDARISCHES VERHALTEN IN DER CORONA-PANDEMIE Ergebnisse aus dem „Logisch der Veränderungen?“</p>  <p>Nr. 04: Gutschon, A., Seilacher, T., König, B., Nötting, B. (2022) https://doi.org/10.57741/opus4-360</p>
<p>INFORMATION, KOMMUNIKATION UND DIE ENTWICKLUNG DIGITALER KOMPETENZEN IN DER CORONA-PANDEMIE Ergebnisse aus dem „Logisch der Veränderungen?“</p>  <p>Nr. 05: Gutschon, A., Wiemers, H., König, B., Nötting, B. (2022) https://doi.org/10.57741/opus4-666</p>	<p>AGRARFOLIEN Sozialwissenschaftliche und ökologische Bewertung des Erlasses von Erntestoppbefehlen im Spargelkreis in Deutschland und daraus resultierende Handlungsmaßnahmen</p>  <p>Nr. 06: Seilacher, T., Veruggio-Rizzo, D., König, B., Sprenger, O., König, B. (2022) https://doi.org/10.57741/opus4-676</p>	<p>DIE NATUR IN DER KRISE? Auswirkungen der COVID-19 Pandemie auf die Verhältnis zwischen Mensch und Natur in Deutschland</p>  <p>Nr. 07: Stahn, J.K., König, B., Gutschon, A. (2023) https://doi.org/10.57741/opus4-606</p>	<p>THE VALUE OF PHOTOGRAPHY IN SCIENCE AND EDUCATION Photography through the lens of two scholars</p>  <p>Nr. 08: Currie, B., Göttert, T. (2023) https://doi.org/10.57741/opus4-636</p>
<p>KARTIERUNG VON NACHHALTIGKEITSTRANSFER? Entwicklung einer Methode zur Sichtbarmachung von Nachhaltigkeits-transferaktivitäten</p>  <p>Nr. 9: Göttert, T., Hoopsberger, C., König, B., Nötting, B., Roose, I. (2022) https://doi.org/10.57741/opus4-666</p>			



How do you find the invisible?

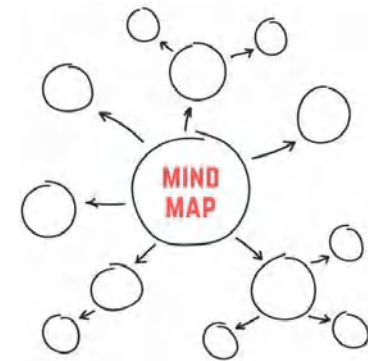


https://media0.giphy.com/media/26n6WywJyh39n1pBu/giphy.gif?cid=ecf05e47lffgfozyhamczuxv9y08hfa-w51o2t25pt7rr8fnl&ep=v1_gifs_search&rid=giphy.gif&ct=g



How can sustainability transfer be mapped?

- Projects and practice partners should be able to be arranged within a schematic graphic or **mind map** so that the characteristics of the transfer become clear
- Projects and practice partners as well as the “spaces” in which transfer takes place should be located on a **geographical map** including tabular information



<https://www.istockphoto.com/de/fotos/mind-map>



<https://www.photowall.de/political-world-map-poster>



How can sustainability transfer be mapped?

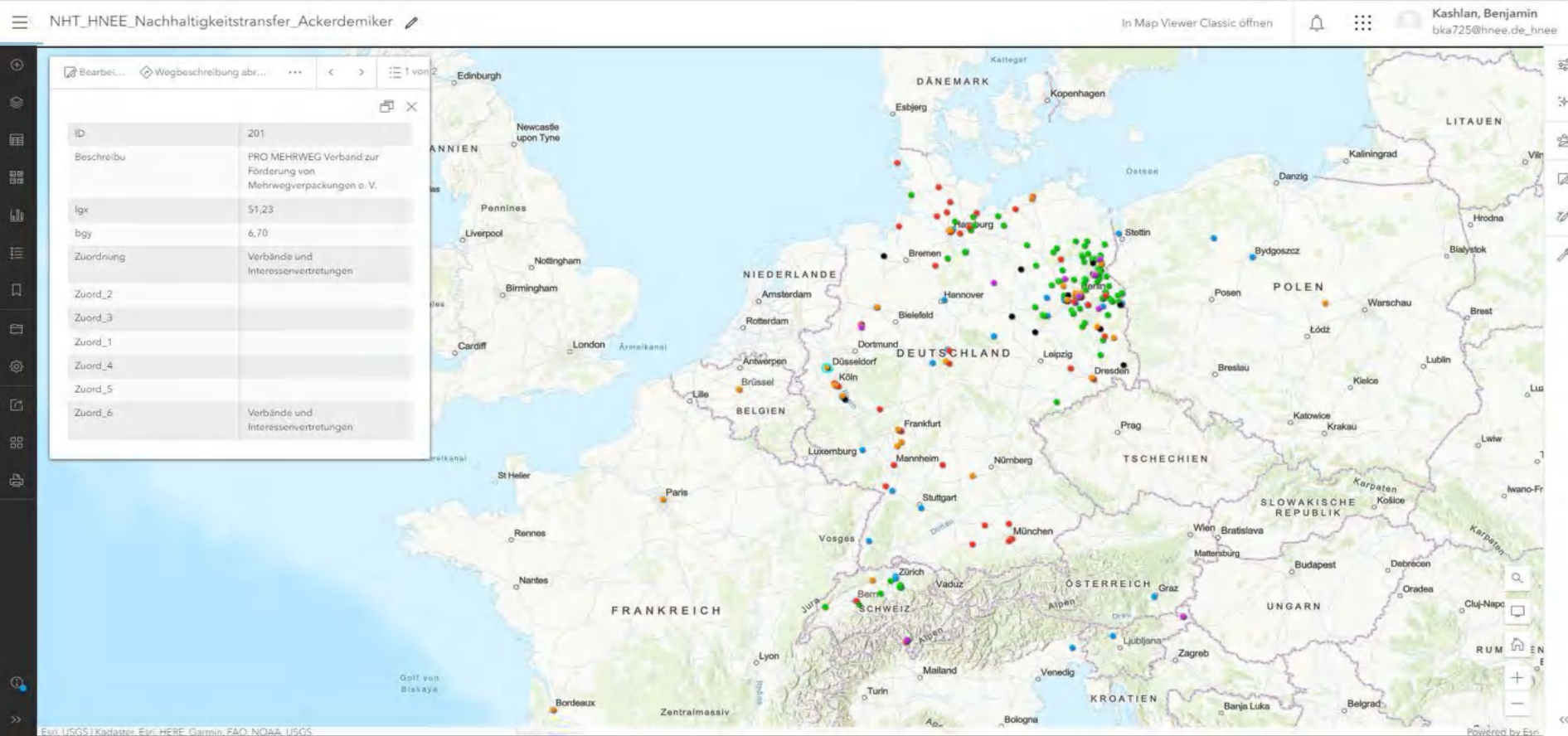
The screenshot shows the ArcGIS interface with a map of Europe. The map displays numerous colored points (yellow, green, blue, red) representing data points across various countries. The interface includes a toolbar at the top, a layer list on the left, and a table at the bottom.

Table:

Titel	Ort	Medien	Feld	Transferformat	Thema	Laufzeit	Datum	Förderung	
Summer School „Alpine River Dynamics“	Fluss Tagliamento, Udine, Paluzza	<Null>	Lehre	Exkursion	Naturschutz	18.-25.6.2023	<Null>	<Null>	8 Tage Norditalien, ca. 50 Studierende aus 4 Nationen, 1 Fluss. Das verspricht die Summer School „Alpine F
Neuer Leiffaden zur Mehrwegnutzung	online	lebensmittelpraxis.de	Third Mission	Online-Artikel	Unverpackt	48997	<Null>	<Null>	Die Klimaschutzoffensive des Handelsverbands Deutschland (HDE) hat einen Leiffaden veröffentlicht, der d
Müll vermeiden durch Mehrweg	online	bioland.de	Third Mission	Online-Artikel	Unverpackt	45051	<Null>	<Null>	Seit diesem Jahr müssen Lieferdienste und Gastronomie eine Mehrwegalternative zu Kunststoffverpackung
Analura sponsort Professur	online	lebensmittelzeitung.net	Third Mission	Online-Artikel	Landwirtschaft	45120	<Null>	<Null>	Die Analura-Stiftung fördert eine Professur an der Hochschule für nachhaltige Entwicklung Eberswalde. W
Ökolandbau: NABU fördert Studiengang in Eberswalde	online	lebensmittelpraxis.de	Third Mission	Online-Artikel	Landwirtschaft	45114	<Null>	<Null>	Ab dem Wintersemester 2023/24 wird es an der Hochschule für nachhaltige Entwicklung in Eberswalde ein neu
Uckermärkische Kühe testen neues „Mob Grazing“-Konzept	online	RBB24	Third Mission	Online-Artikel	Landwirtschaft	45124	<Null>	<Null>	Um Kühe künftig glücklicher zu haben und die Landwirtschaft zu stärken, forschen Weidehalter sowie Wias
Wie Ranger der Arten- und Klimakrise entgegenwirken	<Null>	forstpraxis.de	Third Mission	Online-Artikel	Naturschutz	45070	<Null>	<Null>	Die Hochschule für nachhaltige Entwicklung Eberswalde (HNE) arbeitet am Projekt „RANGER – Zukunft der r
Mehr Qualität in der Schutzgebietsbetreuung durch Ranger:innen	<Null>	kommunalwirtschaft.eu	Third Mission	Online-Artikel	Naturschutz	45050	<Null>	<Null>	Die Hochschule für nachhaltige Entwicklung Eberswalde (HNE) erarbeitet im Projekt „RANGER – Zukunft der r
Agrarbetrieb setzt auf Reisenbau	online	deutschlandfunkkultur.de	Third Mission	Podcast	Landwirtschaft	45099	<Null>	<Null>	In ehemaligen Fischleichen im brandenburgischen Linum wird künftig Reis angebaut – zunächst einmal auf f
Exkursion: Nachhaltige Regionalentwicklung	Kommune Storkow	<Null>	Lehre	Exkursion	Regionalentwicklung	5.-6.8.2023	<Null>	<Null>	Die Exkursion fand im Modul „Aktionsgruppen und Prozessgestaltung in der ländlichen Entwicklung“ von Prc
Exkursion - Ökologische Wertschöpfungsketten	diverse Orte in Schleswig-Holstein	<Null>	Lehre	Exkursion	Landwirtschaft	45108	<Null>	<Null>	Im Rahmen des Moduls „Geschäftsmodelle in der ökologischen Land- und Lebensmittelwirtschaft“ besuchte



How can sustainability transfer be mapped?





Sparring partner within and beyond HNEE



Workshop on sustainability transfer with HEIs in Brandenburg, 2022



Meeting of HNEE transfer advisory board, 2022



Dialogue with society and scientific community

- Regional, national, and international networking
- Edition of a discussion paper series on issues related to sustainability transformation and transfer



Hosting a workshop on digitization and sustainability at the Smart Country Convention Brandenburg, 2022



Presentation of the Research Centre to the Minister of Education and Research, 2022





Acquisition and implementation of research projects

- With HNEE members and external partners

March 2020:
Log book of changes



October 2022



January 2023





UNIVERSITY

FACULTIES

PROGRAMMES

RESEARCH

SERVICES

INTERNATIONAL

You are here: Research » [Sustainability - Transformation - Transfer] Research Centre

[Sustainability - Transformation - Transfer] Research Centre



(from left to right: Dr. Ilka Roose, Dr. Bettina König, Prof. Dr. Benjamin Nötting, Dr. Christine Hobelsberger, Dr. Thomas Göttart)

The **[Sustainability - Transformation - Transfer] Research Centre** is a scientific institution of the Eberswalde University for Sustainable Development (HNEE). It is funded by the Brandenburg Ministry of Science, Research and Culture (MWFK) under the institutional contract between the university and the state (January 2020-December 2023).

Sustainable development is not created in a test tube, but needs to be practised and tested. How can researchers and practitioners work together? How do they learn from and with one other, and how can this dialogue be meaningfully encouraged? These are the questions that the [Sustainability - Transformation - Transfer] Research Centre is exploring using the concept of sustainability transfer.

(Prof. Matthias Barth, President of the Eberswalde University for Sustainable Development)



**Hochschule
für nachhaltige Entwicklung
Eberswalde**
Forschungszentrum
Nachhaltigkeit – Transformation – Transfer



Learn more

[About the Research Centre](#)

[Team](#)

[Activities](#)

[Publications](#)

[Discussion Paper Series](#)

[Further education](#)



**Eberswalde University
for Sustainable
Development**

With nature for people. For 190 years.

InnoSupport Research | Start-up | Transfer

internal service unit for the entire innovation
chain of research, start-up and transfer

Dr. Jakob Wegener (Officer for EU Research Funding)/ Kerstin Lehmann (Head of
InnoSupport Research | Startup | Transfer)

Eberswalde, 10.10.2023



**Eberswalde University
for Sustainable
Development**

Impressions – Forest Campus





Impressions - City Campus and Botanical Forest Garden





**Eberswalde University
for Sustainable
Development**

Impressions - City of Schwedt



Präsenzstellen der Hochschulen
des Landes Brandenburg
SCHWEDT | UCKERMARK



© Foto: Oliver Voigt/
<https://www.moz.de/lokales/schwedt/oder-ausbau-papierhersteller-leipa-fordert-den-ausbau-der-kleiner-querfahrt-der-umwelt-zuliebe-5554062.html>



research and transfer

- renowned university with a **clear profile** in the field of **sustainable development**
- Fundamental and far-reaching changes such as **climate change, energy crisis, globalisation and digitalisation** -> included in HNEE's strategic orientation and "translated" into **teaching, research and transfer** activities
- very well networked in the **region** but also **internationally** and successful in research and transfer activities
- **Third-party funding and research strength, innovative learning-teaching settings** with highly intrinsically motivated learners and teachers



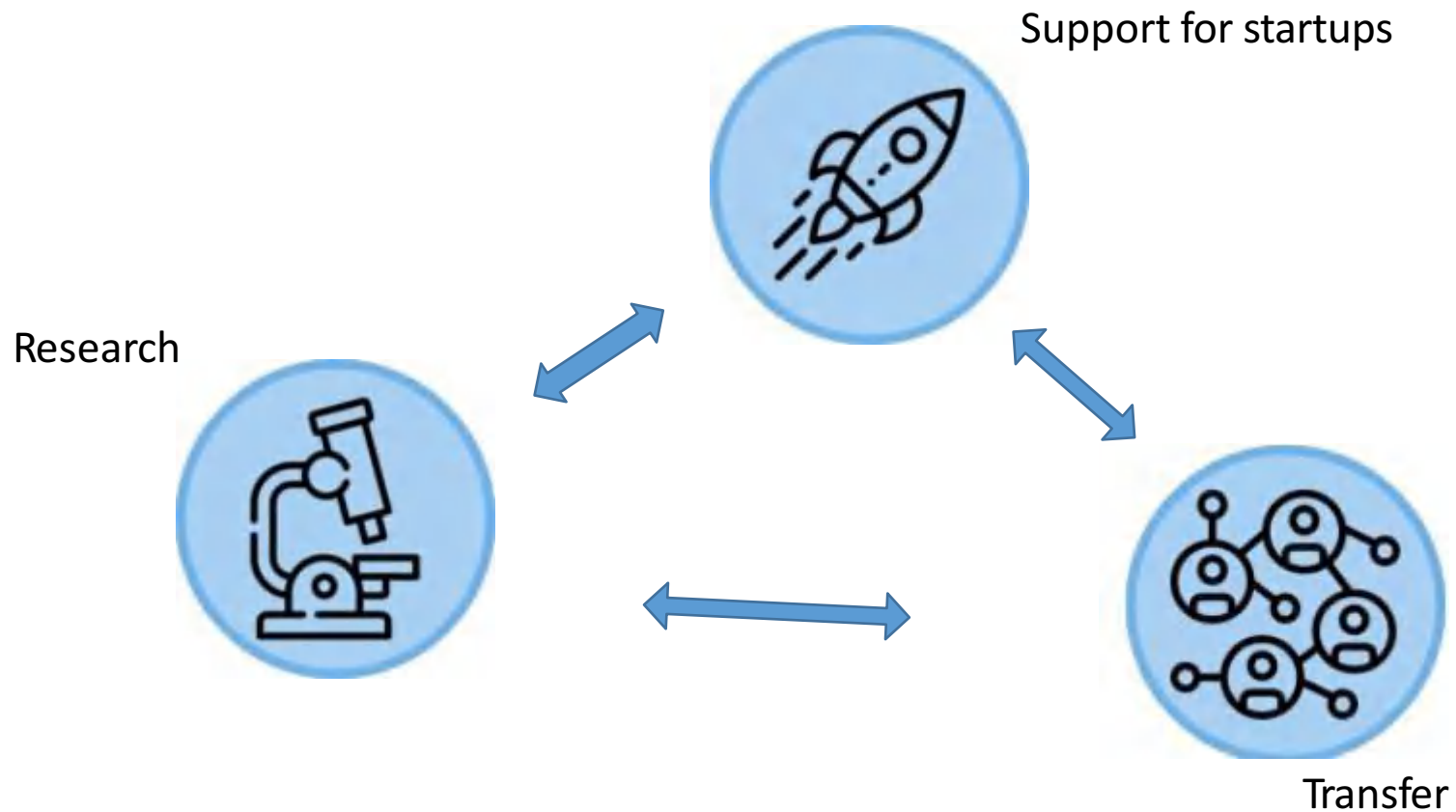


InnoSupport: Research | Start-up | Transfer

- Establishment of **InnoSupport Research | Start-up | Transfer** as a university-internal service unit for the entire innovation chain of research, start-up and transfer with comprehensive advisory and support services in the individual areas.
- Professionalisation of processes in the area of **research support/third-party funding management**
- Expansion of offers and support in the area of **start-ups** (promotion of early start-up phases via StartUpLab@FH as a physical creative space as well as with teaching modules and an annual Kickstart competition)
- **Impact in the region** through the Schwedt presence office and StartUpLab Schwedt



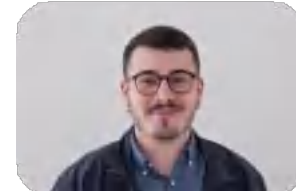
Department InnoSupport – Support along the whole web of sustainable innovation



InnoSupport contact persons



startups



research



transfer





Research



- living, application-oriented science
- co-operation with national and international research institutes
- EU....**Jakob ergänzt du?**

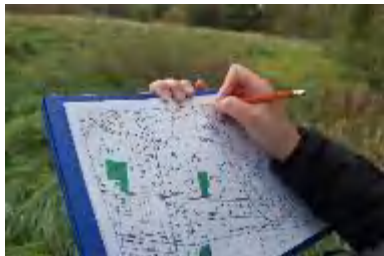




Research Areas



© HNEE, Ulrich Wessollek, 2018



I - Sustainable development of rural areas with an interdisciplinary focus on natural, environmental, economic and social sciences.

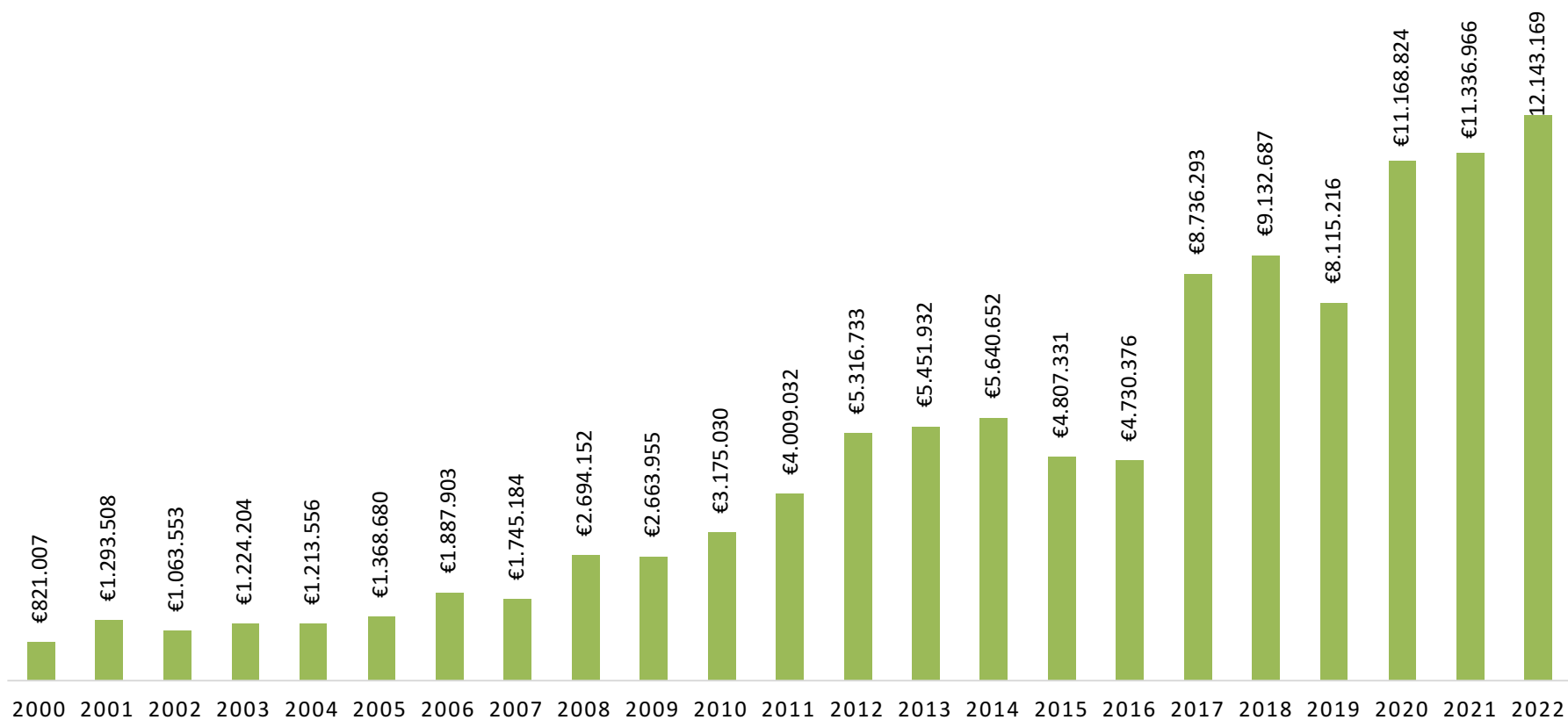


II - Sustainable production and use of natural materials with a focus on materials science and engineering.

III - Sustainable management of limited resources with a socio-economic focus.



Development of third-party funding HNEE total

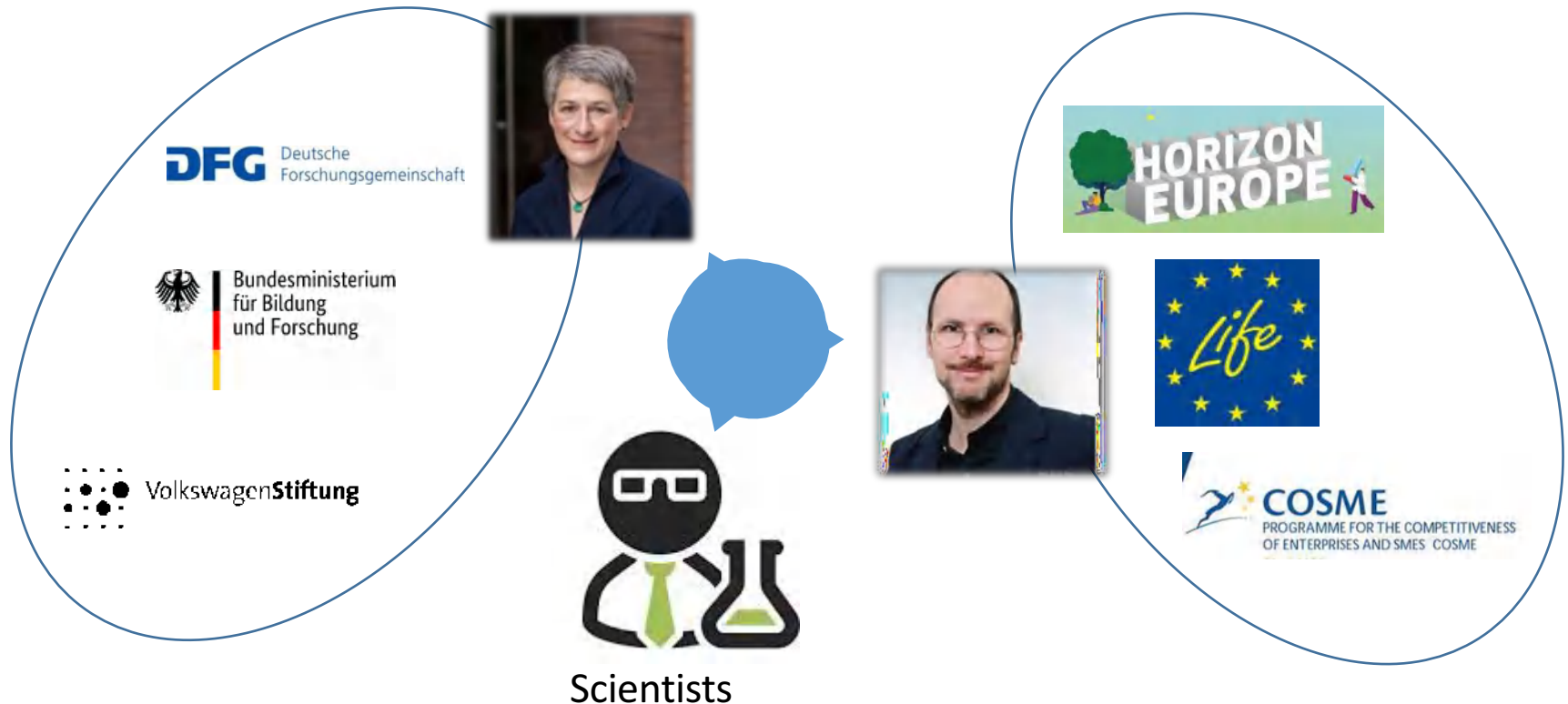




Acquisition of funds for sustainable projects – a triologue...

National funding advisor

EU funding advisor





A special support structure for acquisition of EU-funding...



The Eu competence Network of Brandenburg Universities is....

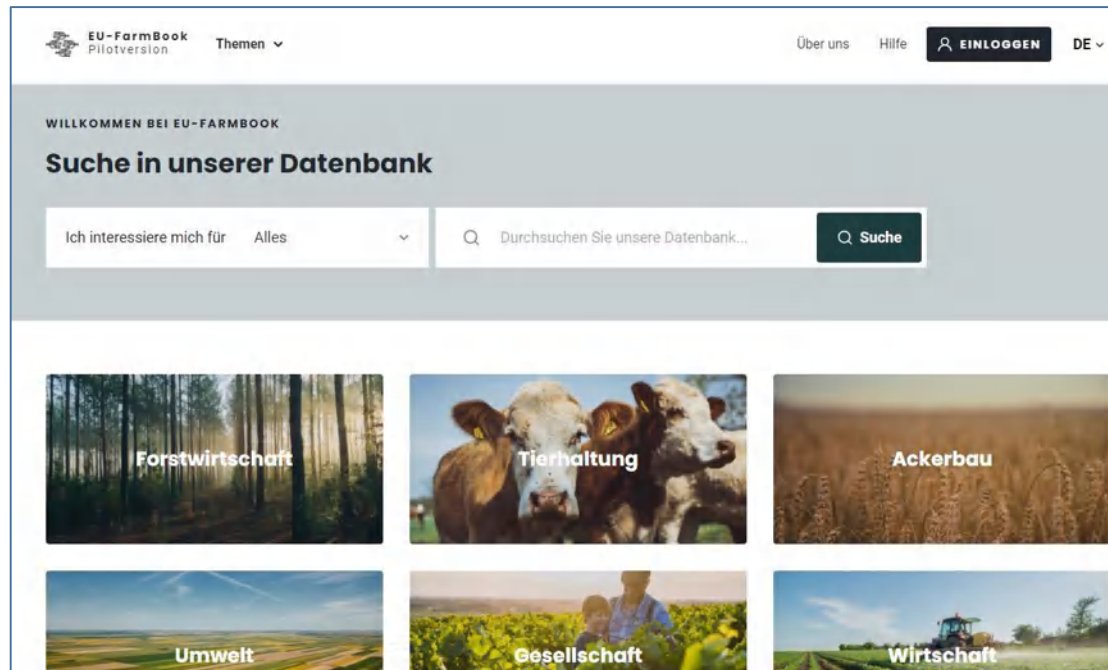
- A network of EU research officers of all eight universities in Brandenburg
- Organizer of training events for applicants and administrative staff
- Funded by the regional government



EU-projects: Pathways to continental impact

Examples of ongoing projects with HNEE participation:

1. EUFarmBook – an online platform for agricultural knowledge





EU-projects: Pathways to continental impact

Examples of ongoing projects with HNEE participation:

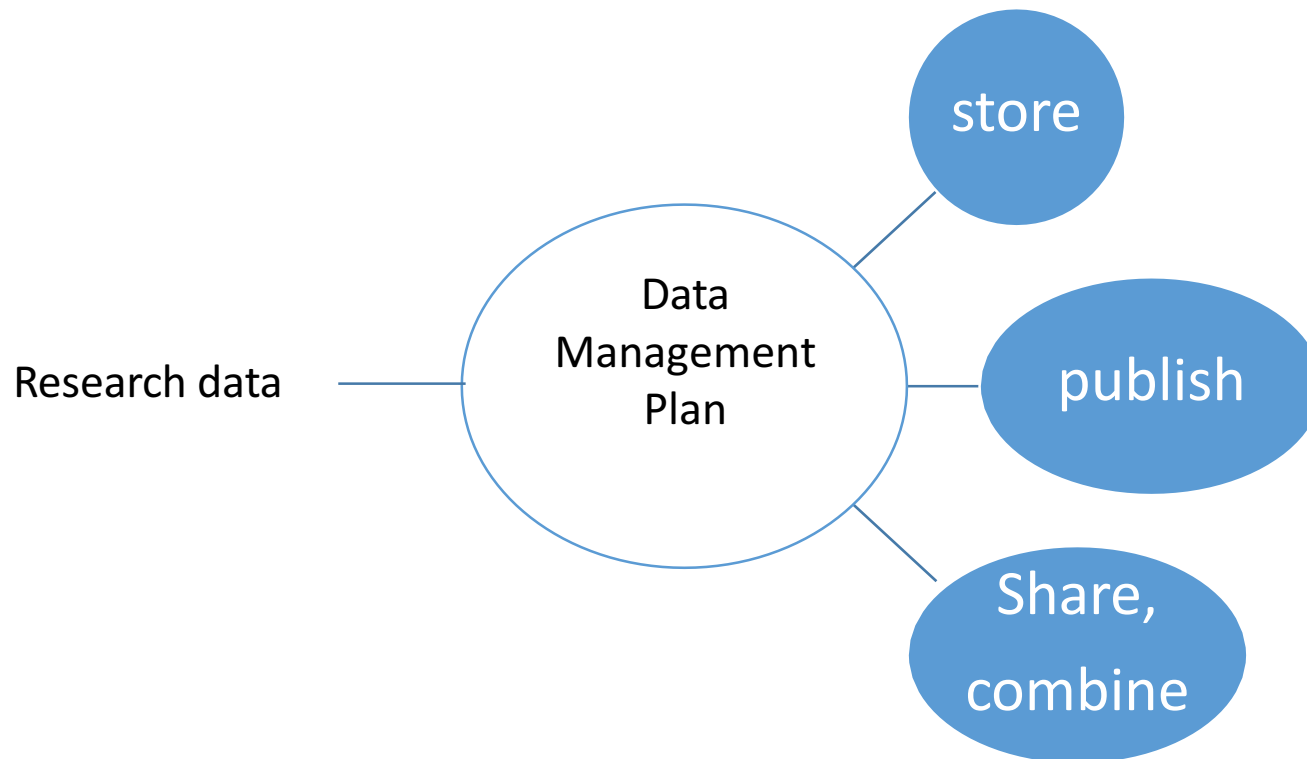
1. ProForPES – Testing and spreading the idea of „Payment for Ecosystem Services“



Co-funded by the
European Union



Research Data Management – Maximization of data utility



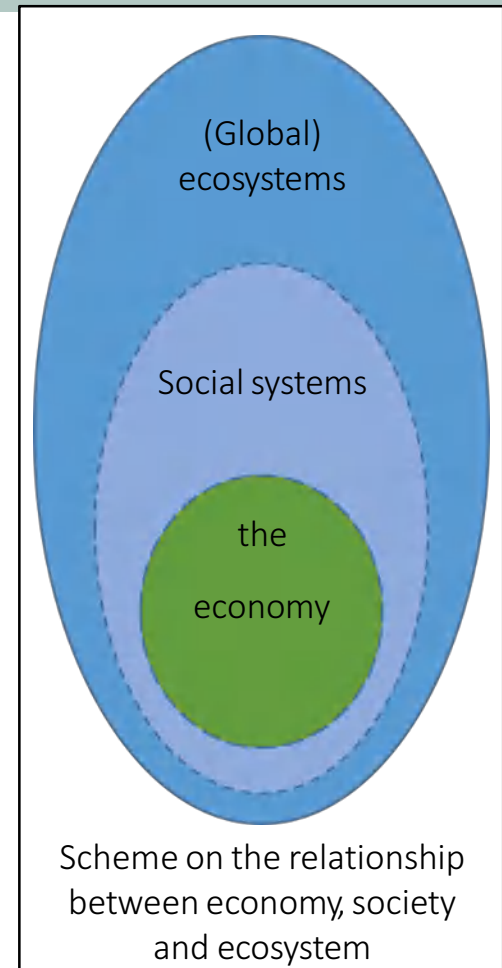


Our understanding of Transfer

Transfer is understood in a broad sense at the Eberswalde University of Applied Sciences and goes beyond the narrow understanding as technology transfer:

In transfer, **actors from the university and practice voluntarily exchange knowledge, ideas, technologies and experiences.** The **practical actors come from all areas of society:** business, science, politics, administration, municipalities and civil society organizations such as associations. **Such an exchange is primarily about working on practical problems.** In this way, the university opens itself up to social concerns, whereby **the topics are developed in cooperation with practitioners.**

The transfer strategy is **based on the principles for sustainable development** of our university.





**Eberswalde University
for Sustainable
Development**

Annual „University meets Economy“ –day: An event to close the feedback loop





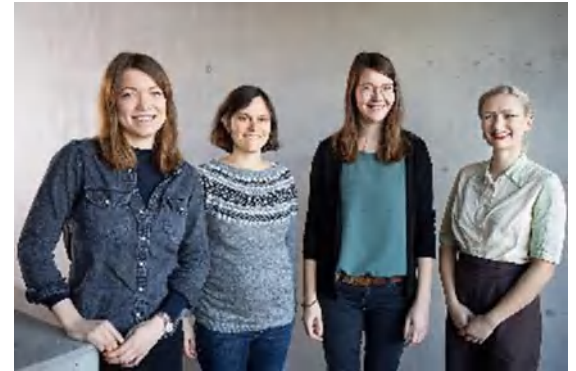
InnoSupport Research | Start-up | Transfer

- InnoSupport is involved in the **coordination of joint applications** (e.g. InNoWest/ BMBF-Innovative Hochschule, BMBF-Regulus-Verbünde etc.) or is itself an **applicant and project executor** such as StartUpLabor Schwedt (BMWK/ MWFK - funding), HNEE-Story-telling (MWFK - funding) or InnoTransfer (MWAE funding; further development of the content of the transfer office).
- Topics such as **research data management** (FDM), **open access** (OA), **research information system** (FIS) initiated/coordinated/supported by or in cooperation with InnoSupport
- **Funding** of individual areas through subsidies (transfer/presence office/foundation) presents a challenge (employment contracts/staff retention) Impact in the region through the Schwedt presence office and StartUpLab Schwedt



Transfer - Presence Schwedt | Uckermark

- The HNEE has been operating the Schwedt | Uckermark Outreach Centre since 2008, with a new financial and content-related orientation and a new team since 2018.
- Goal: To increase the visibility of universities in rural areas, thereby increasing the propensity of pupils to study, to initiate cooperation projects with regional actors within defined fields of action, etc.
- Interface between science, research and the region as well as strengthening the university's presence and visibility in the region.
- Successful formats such as Science Slam, FilmWorkshop with young people and Film University, HPI Workshop; CareerDay; Job and Career Fairs





Work in the region using the example of Schwedt, among others

- Special feature **StartupLabor Schwedt**
- Project as a measure within the framework of the future package of the federal and state governments
- **Goal:** Linking transformation away from a carbon-based industry with solutions from start-up teams from Germany.
- **Start-ups** can obtain growth prospects at the location (space, infrastructure, mentoring by large-scale industry); location obtains: improved access to key technologies
- **Duration:** 01.01.2023 - 31.12.2027; project volume: 6.25 million € over 5 years (90 % federal government; here BMWK; 10 % state)
- **Associated project partners:** PCK and LEIPA First StartUp at PCK as of 01.07.23
- located at InnoSupport Research | Start-up | Transfer/ VP Alexander Pfriedm



Thank you very much for your attention!

Questions?

Circular Economy in Practice: Nutrient Recycling in Eberswalde, Germany

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Katja Searles
Eberswalde University of Sustainable Development

GEFÖRDERT VOM



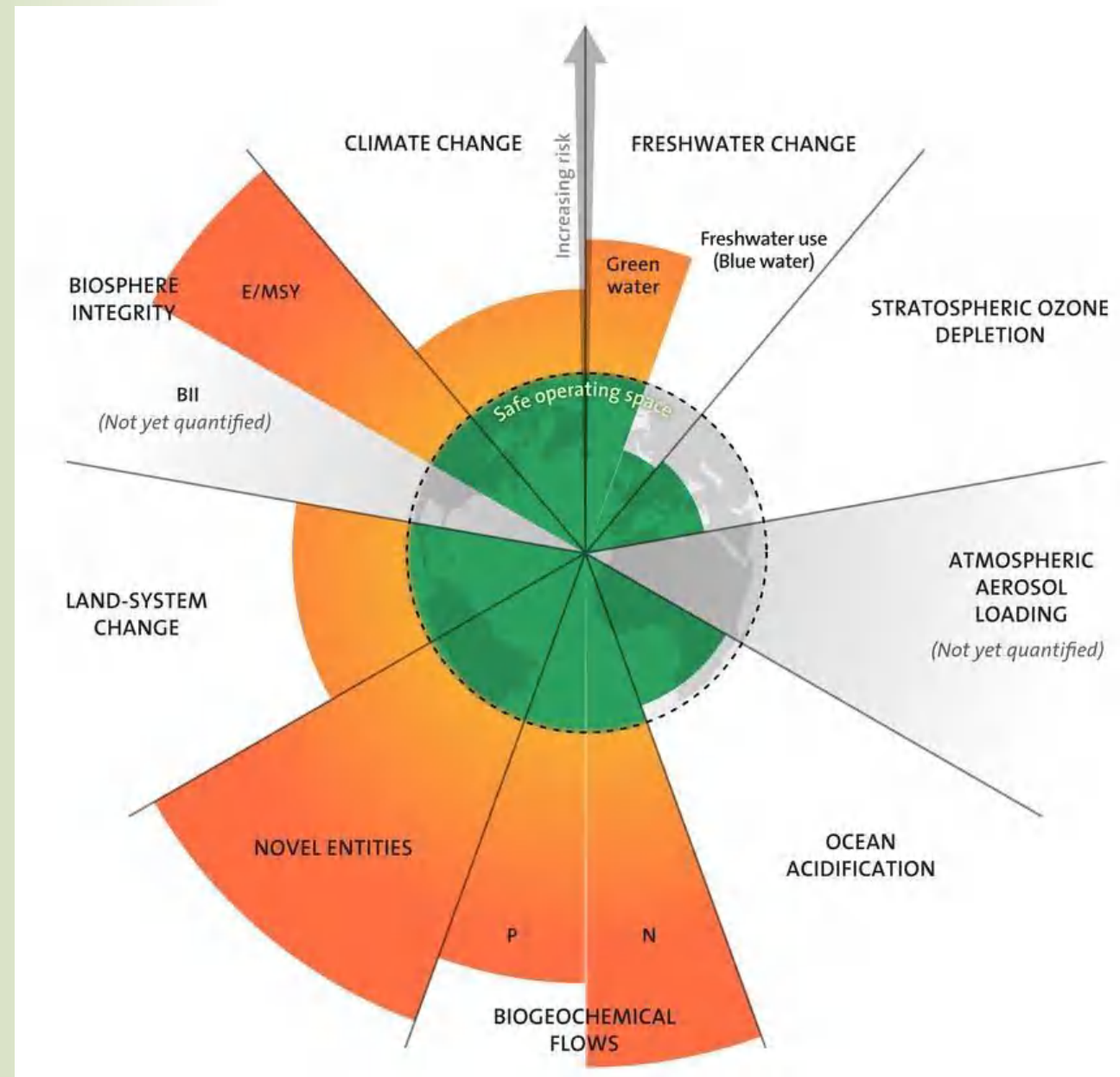
Bundesministerium
für Bildung
und Forschung

FONA
Forschung für Nachhaltigkeit

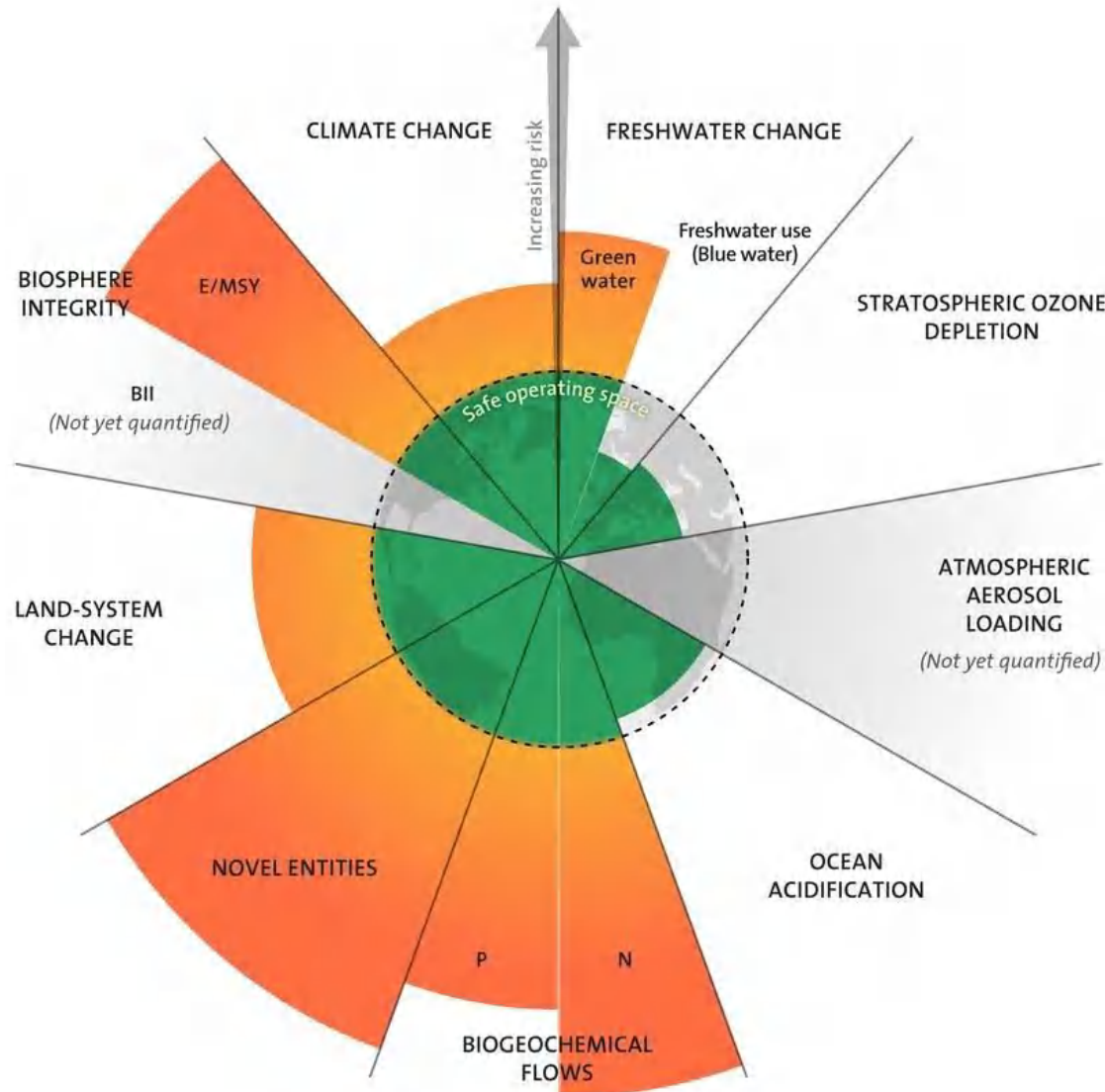
**REGION.
innovativ**

Reasons

1. Production of mineral nitrogen and phosphorus fertilizers dependent on fossil/finite resources
2. Pollution of water bodies with nutrients, pathogens & harmful substances
3. Climate crisis, heat & drought, water scarcity
4. Compliance with planetary boundaries

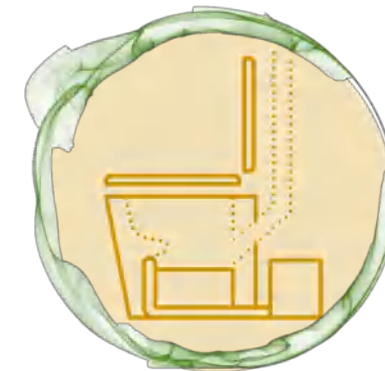


Reasons



- Reduce resource consumption
- Circulate nutrients
- Eliminate harmful substances

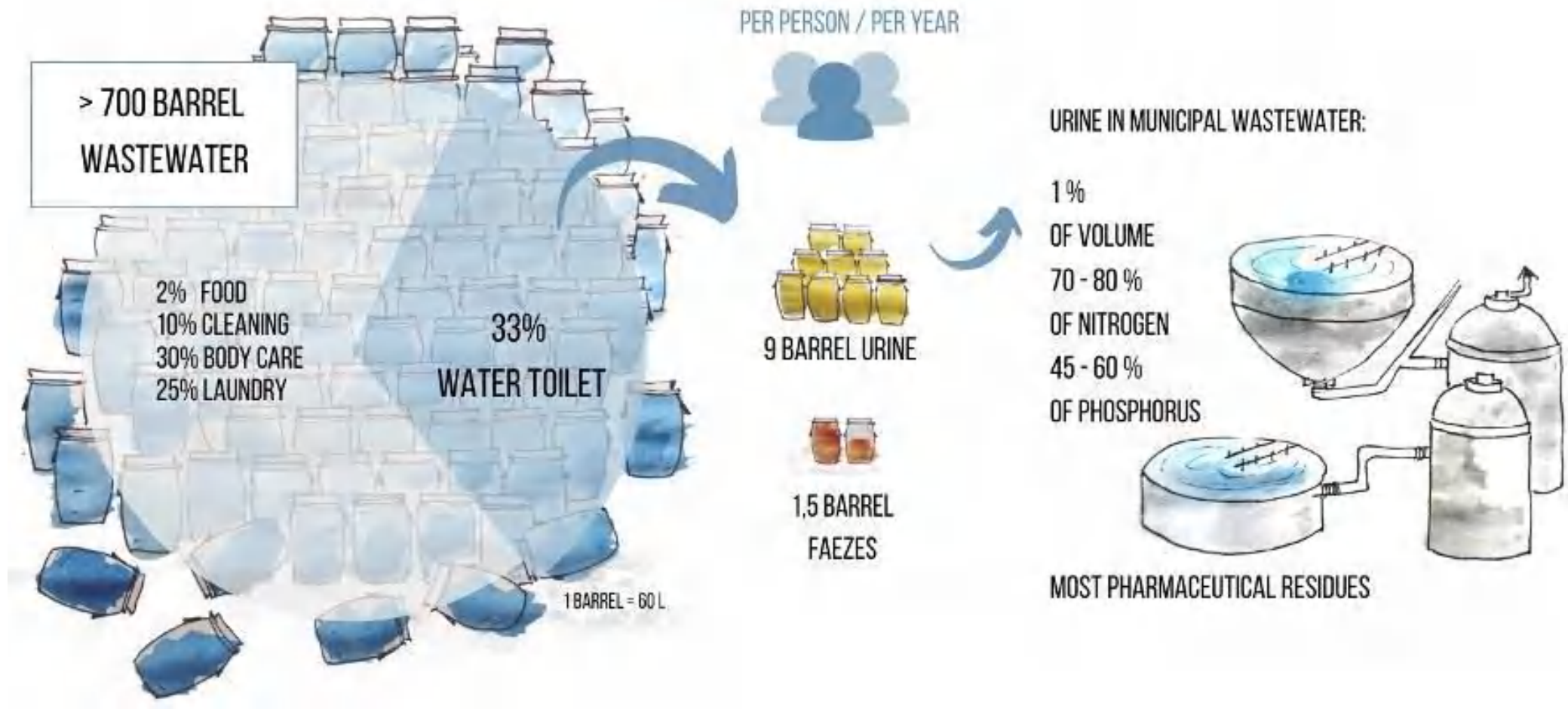
From the linear to the circular



<https://www.stockholmresilience.org/research/research-news/2022-01-18-safe-planetary-boundary-for-pollutants-including-plastics-exceeded-say-researchers.html>

Gerten, D., Heck, V., Jägermeyr, J. et al. Feeding ten billion people is possible within four terrestrial planetary boundaries. *Nat Sustain* 3, 200–208 (2020). <https://doi.org/10.1038/s41893-019-0465-1>

Potential of the sanitary system for the circular economy

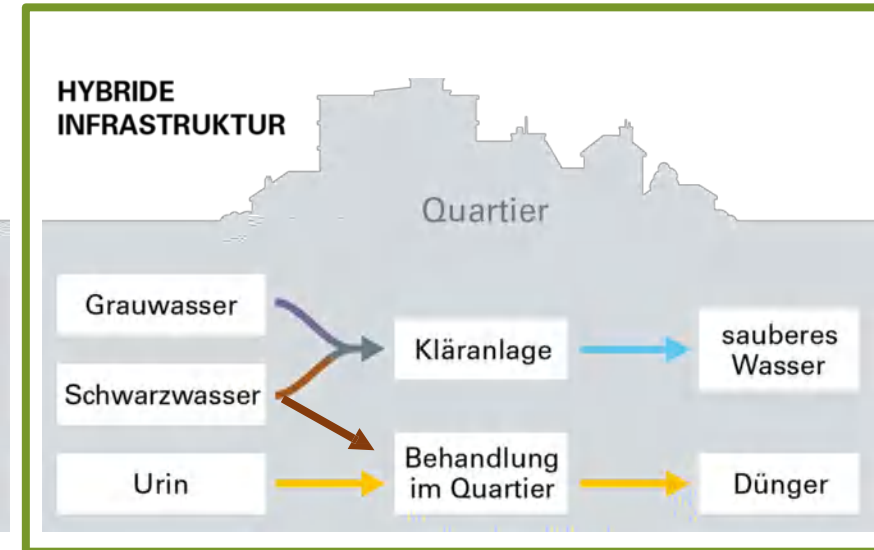
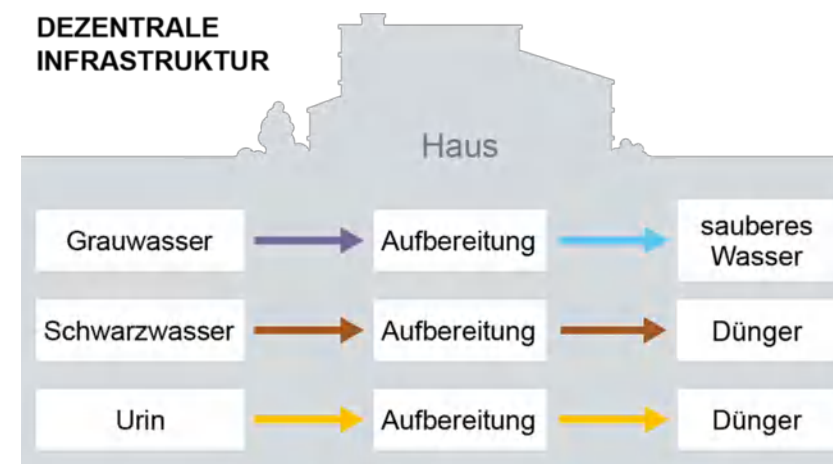
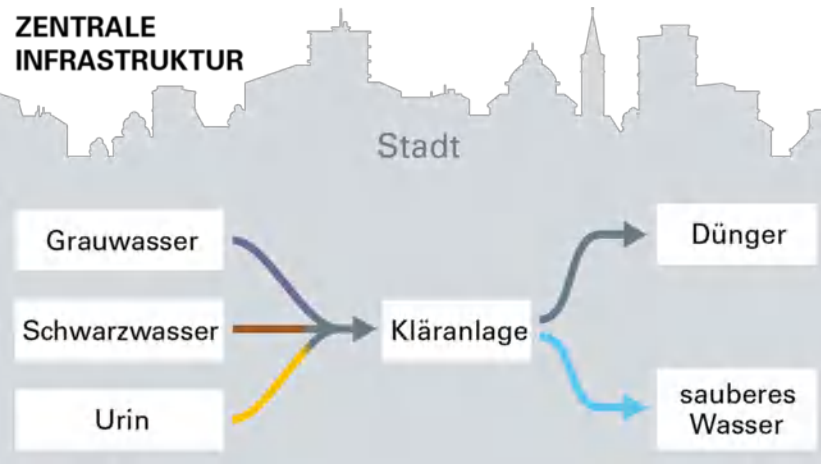


objectives

Save water, circulate valuable materials, eliminate harmful substances.



Socio-technical transformation paths



Further development of the current system and wastewater treatment plants with more extensive resource utilization

Redesign of the system based on material flow separation and decentralized, resource-oriented wastewater and waste treatment

zirkulierBAR: Vision

We want to recycle
: nutrients from food that
: has been eaten and
return them to
agriculture and
horticulture as part of a
sustainable regional
circular economy.



Partners

- In the Barnim-
- Eberswalde region,
- municipalities and
- future-oriented

companies are working together with universities and research institutions to create a living lab for sustainable regional recycling management in the field of water and agriculture.



GEFÖRDERT VOM



Urine-diverting toilets

Used at:

- Festivals, construction sites
- Private households
- Camping- and leisure areas
- Public toilets in parks, gardens



Recycling



KREISWERKE
BARNIM



© finizio GmbH

Hygienization by heating



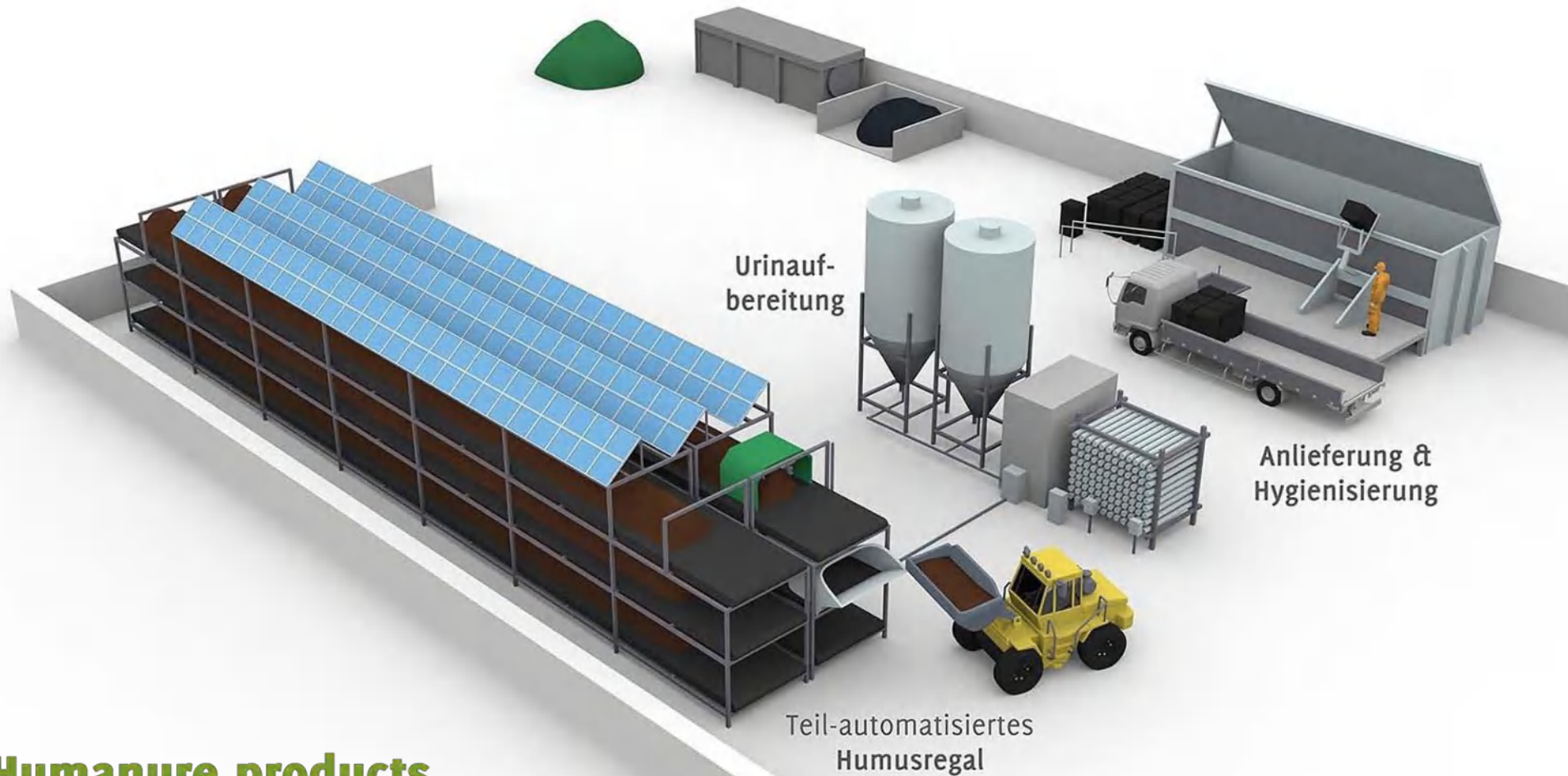
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Humification through controlled oxygen-supplied composting

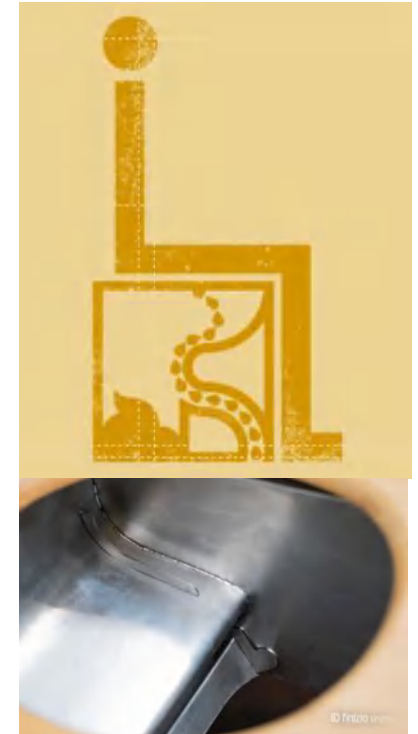


Quality control with laboratory analyses according to DIN SPEC

Recycling plant living lab Eberswalde/Barnim



Urine separation

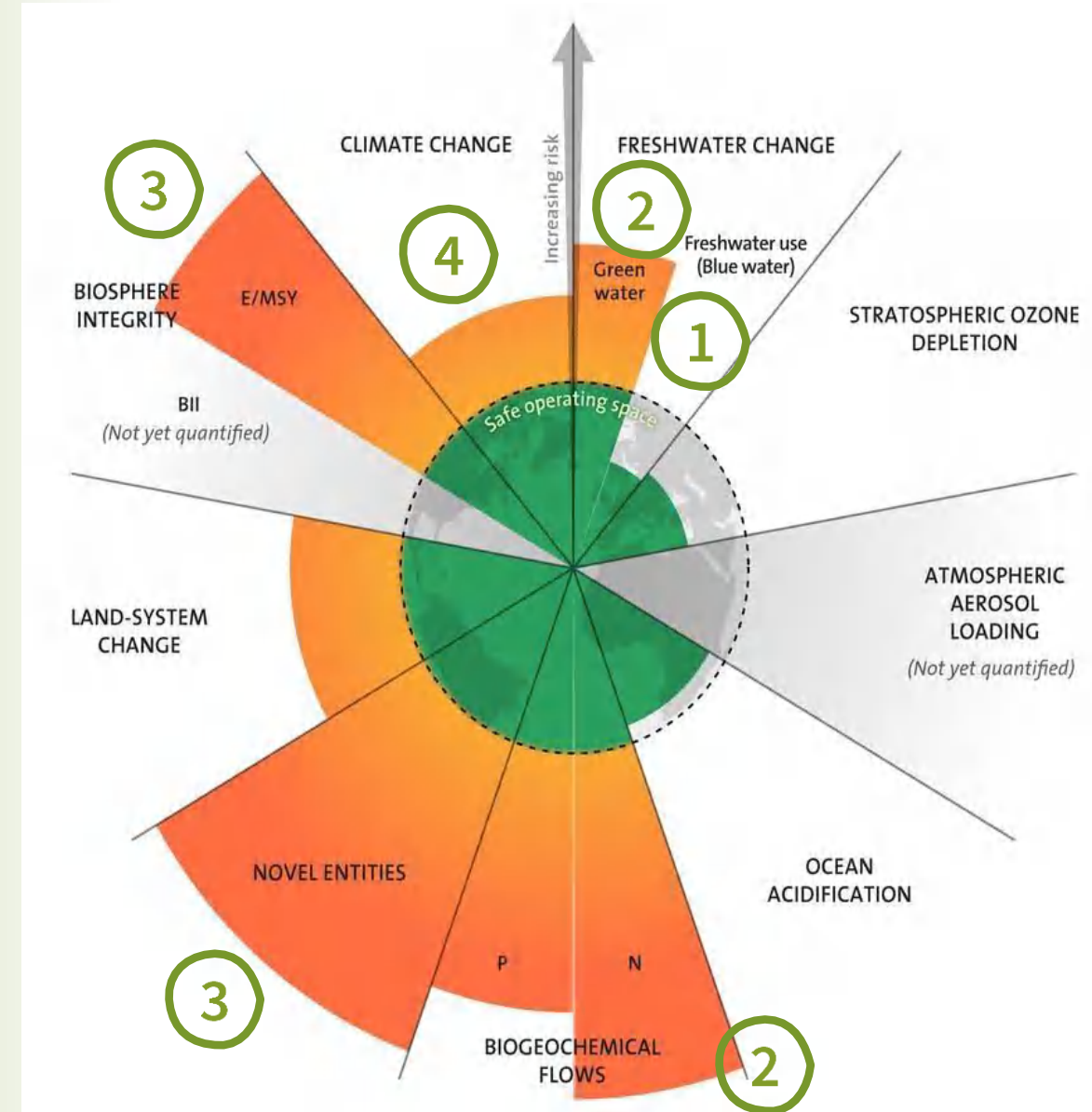


Humanure products

Humus fertilizer from compost toilets „H.I.T.“ & liquid mineral fertilizer „Aurin“

Save water, circulate valuable materials, eliminate harmful substances.

1. Conserve fresh water as a resource!
2. Nutrients and carbon back into the cycle!
3. Conserve water, soil and biodiversity!
4. Climate protection and adaptation (No. 2)!



Thank you!



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These legal barriers still need to be overcome



Legal barriers in 2023

