

# AMID

## Advanced Master in International Development

*study guide 2021*



Radboud University Nijmegen



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# 1. Approach and vision

## Approach

The AMID Young Professional programme is a one-year post-master programme in the field of international development. It is offered by the Radboud Centre for Social Sciences in collaboration with the Department of Anthropology and Development Studies (CAOS) of the Radboud University and in Kenya, with the Institute for Development Studies (IDS) of the University of Nairobi. AMID targets excellent, highly motivated students who seek to pursue a career in the field of international development. The programme aims to capacitate and stimulate young professionals in the field of international cooperation as change agents in this diverse and ever-changing field. For this aim, the programme offers academic and theoretical insights as well as a translation to practice-based solutions. In addition, we facilitate reflection on the attitude suiting the role of change agent in this context. Change agents are deeply committed to contribute, as professionals, to a fair and just world, each and all of them from their own position and organisation in the field of international cooperation.

AMID has a dual nature: trainees work four days a week at an organisation engaged in issues related to international development and attend lectures one day a week, on average. In 2021, 36 trainees are admitted to the programme, working at 22 organisations.



Figure 1: Organisations participating 2021

AMID was created following the observation that the knowledge and competences of university graduates often do not entirely meet the demands of organisations working

in international development; and that most MA graduates lack the necessary work experience that would qualify them for (international) positions. The AMID curriculum has been designed to bridge that gap. AMID achieves this by working with a wide variety of organisations in the Netherlands and Kenya involved in development (*see figure 1*) and an experienced and committed teaching staff consisting of academics and practitioners. AMID is the only programme of its kind and has delivered over 500 trainees since 1998. As part of the Radboud university, the AMID-programme meets academic standards and it draws upon state-of-the-art academic knowledge. AMID has a strong focus on quality assurance and works continuously to improve its curriculum.

AMID starts from the idea that collaboration between academia (theory and critical reflection) and practice (organisations in the development field) is crucial for innovation, learning and effectiveness. The vision of the AMID programme is that topics are approached from different angles, using different disciplinary perspectives, to deepen and widen the understanding of development issues and the policy solutions they require. By participating in the AMID programme, organisations tap into the latest knowledge and learn new ways to improve their existing practices. By working with organisations in the field of international development, academics engaged in AMID get a better sense of critical policy and programme questions.

Didactically, the AMID curriculum rests on two important pillars:

1. *Problem-based learning in the lectures.* students are stimulated to look at real-life cases using academic insights and theories. AMID lecturers are academics and practitioners from different backgrounds, all with extensive experience in international development. Lectures have an interactive nature, with room for discussion, reflection and direct feedback from the lecturer. Students learn to reflect upon their own and their fellow students' work on the basis of criteria from academia and practice. Besides four main assignments associated with the programme's four modules (*see next chapter*), students prepare smaller assignments for individual lectures. During the AMID year, students practice essential skills such as facilitation, negotiation, pitching ideas and presenting for groups, both in an online and face-to-face setting which they will need in their professional career.
2. *Experience-based learning in a mentor-mentee relation at the work floor.* during the four workdays the trainee is supervised by a senior staff member of the organisation, who ensures that they are enabled to realise their learning objectives. The supervisor gives feedback on their professional performance and

gives input from the organisation's perspective to AMID assignments. Throughout the year, the AMID programme provides for coaching and peer review sessions to support the trainee in her/his development as a professional.

AMID trainees differ in terms of their cultural and educational backgrounds and work in a variety of positions within a wide range of international organisations, based in the Netherlands and in Kenya. This diversity is important as it results in a wider range of knowledge, experiences and perspectives that is brought into discussions with fellow trainees. Whether through their own experience or through the experience of others, trainees gain a profound insight into what working in the development field entails and requires.

#### **Box 1. Distinctive characteristics of AMID**

AMID has a number of distinctive features which add value compared to regular university programmes:

- Unlike regular university programmes which seek to deliver qualified scientific researchers, AMID has a **problem-oriented curriculum** and seeks to deliver competent professionals capable of **addressing the real-world challenges** of diverse actors in the field of international development;
- As a postmaster programme, AMID focuses on **the competences young professionals require to function successfully in the field of international development** and the **ability to apply academic reflection and analytical thinking**. As trainees already have a Master's degree, basic academic competences (e.g. applying conceptual frameworks and selecting and applying research methods) are not taught in AMID, but these already acquired skills are applied and assessed in the course of the programme and the assignments.
- **Work experience plays a key part in the learning process**. As trainees work four days a week, learning takes place predominantly at the organisation. An experienced supervisor in the organisation provides coaching and feedback on the day-to-day performance. During the lectures at the university, trainees use their working experience to engage with academic knowledge. And in reverse, trainees are stimulated to feed this knowledge back to their organisations.
- Trainees form an **interdisciplinary learning community**, being based in organisations both in Kenya and the Netherlands, discussing challenges they encounter in the daily practice and exchange potential strategies to counter these challenges. Regular intervision and peer-to-peer coaching sessions are part of the AMID programme and are facilitated by professional coaches. Intercultural competences and communication skills form the core of the personal development track.

Organisations participating in AMID employ one or more trainees as regular junior staff members or have internal candidates participating in the programme. Before the start of the year, participating organisations provide a job description that meets AMID requirements and outline a set of clearly defined tasks. The content of each job

description has been discussed by the AMID team and the respective organisation. Job descriptions range from a focus on relationship management and research to policymaking and knowledge management. While job descriptions differ, they have in common that they enable trainees to gain substantive work experience in the field of international development at an academic level.

All trainees work under the direct supervision of a senior colleague. The supervisor acts as mentor; ensures that the trainee is able to carry out the tasks defined in the job description; keeps track of the working conditions of the trainee; ensures that the trainee is enabled to reach his/her personal learning objectives as formulated at the start of the AMID year; acts as trouble-shooter; and assesses the trainee's professional performance. For the latter, the supervisor and trainee specify tasks, deliverables, competences and learning objectives at the start of the year in a work-plan, and discuss progress during a mid-term and final end assessment evaluation. AMID provides a template to structure these interviews and is informed about the trainee's progress through a midterm and final assessment report. Handing in signed (digital) copies of these reports is mandatory to obtain the AMID diploma.

## 2. The programme

### A Changing Field

The complex and continuously evolving challenges of global poverty, inequality and sustainability are making an ever-greater demand on governments, NGOs, businesses and knowledge institutes. AMID regularly reviews the trends in the development field and assesses their implications for the curriculum.

#### Box 2. The Sustainable Development Goals

On September 25th 2015, 193 countries adopted 17 Sustainable Development Goals (SDGs) and 169 targets with the ambition to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. The goals address the three dimensions of sustainable development: the economic, social and environmental. Amongst other things, the SDGs reflect the notion that many of the world's most urgent problems are interlinked, affecting richer and poorer countries alike. As part of the SDG-agenda, cooperation between governments, businesses and civil society is seen as a precondition to achieve the goal of sustainable development.



There are four trends in particular that have major implications for the content of the AMID programme:

#### 1. Universality

First, the North-South divide, which has traditionally underpinned international development, is increasingly losing its validity. As reflected in the SDGs, many of the most urgent developmental problems are no longer limited to a specific geographical region. Problems linked to globalisation like the increasing scarcity of natural resources, growing

threats to food security, the impact of global warming, refugee and migration problems, global outbreaks of diseases and the rise of (mainly intrastate) armed conflicts affect the 'developed' world as well. As such, the traditional paradigm underlying aid, which implicitly starts from the notion that development cooperation is about addressing 'Southern' problems, is becoming increasingly less appropriate. In addition, a middle class has emerged in countries like China, India, Brazil, South Korea, Mexico, Indonesia, South Africa and Nigeria. This has produced centres and peripheries of wealth within those countries, thus challenging the 'old' idea that development (cooperation) is about cooperation between rich and poor countries. At the same time, these countries are increasingly co-determining the future of the world, both economically and with regards to international politics.

### *2. New aid structure*

Whereas in the past, the field of international development cooperation was dominated by traditional, mainly northern based development actors, such as government agencies and established development organisations, this traditional aid architecture has undergone a significant reshuffle. The importance of Official Development Assistance (ODA) and the legitimacy of traditional aid actors is declining. A multiplicity of new or newly recognized actors, both in the global and in the global south, institutionalised and informal (e.g., companies, community philanthropy, corporate foundations, migrant organisations) has entered the development field.

### *3. Multistakeholder partnerships*

Processes of globalisation have resulted in a wide range of increasingly complex societal problems (e.g. climate change). Due to their complexity, they can no longer be tackled by one actor alone. This new reality requires different kinds of actors, such as governmental agencies, businesses and NGOs to work together in what is referred to as multi-stakeholder <sup>7</sup> cooperation. Within international development, multistakeholder cooperation is increasingly presented as a way to achieve (common) objectives through consensus-seeking interaction among relevant and affected actors who share resources, information, authority and legitimacy. The call for multi-stakeholder collaboration is strongly voiced, reflected in the SDGs and endorsed by world leaders, governments and international organisations.

### *4. Complexity*

Despite the growing complexity of development problems and the cooperation between actors, many development actors still tend to view social change as a linear process that

can be planned, controlled and measured. The performance of development actors, particularly those that receive ODA funding, has been under increased scrutiny in recent years. Organisations are no longer judged on their good intentions but on their actual performance, or whether they can 'deliver value for money'. While the importance of measuring results is evident for both learning and accountability purposes, the reality is that the increasingly complex and volatile nature of development problems is notoriously difficult to plan, control or measure. This underlines the importance of looking for new and innovative ways to understand, manage and assess development processes and outcomes.

The above trends have several implications for the programme. In short, AMID:

- explicitly recognizes the limitations of the traditional North-South paradigm underpinning international development. While not all issues are of an inter-connected and cross-border nature, its curriculum explicitly goes beyond a focus on development problems confined to the global South.
- acknowledges the declining importance of ODA, the growing diversity of development actors and the need for development actors to reinvent themselves to stay relevant in a quickly changing environment.
- pays explicit attention to multistakeholder collaboration in reaching development objectives while recognizing that such cooperation is complex and that power imbalances can have a major impact on its outcomes.
- devotes much attention to discussing how different development actors understand, manage and measure development objectives. In doing so, it pays explicit attention to innovative ways of planning and measurement that consider complexity and go beyond a linear model of social change.

## **Modules**

The programme has four modules which are cumulative and mutually supportive:

Module 1 - International Development in Perspective

Module 2 - Cooperating for Change

Module 3 - Assessing Change

Module 4 - Global Challenges in International Cooperation

Each of the modules has a distinctive focus, and covers an interrelated set of knowledge and skills. In each module the basic questions and concepts of that module are introduced and linked to the underlying concepts and theories of the entire programme. The programme is made up of lectures, taking place in an online setting on Friday's, and

once every module, during a two-day training, in a face-to-face setting. Next to these lectures, every module includes a literature dialogue session, peer-to-peer coaching session, network event, and webinar.

Throughout the year, trainees participate in a personal development programme where they reflect upon professional challenges. Trainees formulate their professional and personal learning goals at the start of the programme, which are subsequently discussed during the midterm and end assessment evaluations with their supervisor. Intercultural competences and communication skills form the core of the personal development part of the AMID programme.

The section below offers an overview of the four modules. More detailed information (e.g. literature, assignments) is provided at the start of each module.

### **Module 1 - International development in perspective**

The first module "International development in perspective" is essentially the building block of the other three modules and provides an overview of the field of international development and the changes it has faced over the past decades. The module identifies the main actors in the field and explores the differences and similarities in their goals, interests, strategies and sources of funding. Both the more 'traditional' development actors such as governments and NGOs and 'new' actors such as businesses and private initiatives are discussed, considering the declining North-South paradigm. The module discusses the historical developments of the development field and identifies ongoing debates which shape current policies and practices. Module 1 questions the concept development and pays ample attention to determinants of development. It explicitly looks at power in relation to inequality and power relations between actors in the development field.

### **Module 2 - Cooperating for change**

The second module focuses on cooperation. The notion that successful interventions require different groups of people and organisations to work together is intrinsic to development thinking and practice. While cooperation between actors has always played an important role in international development, globalization and the rise of problems that are not confined by borders have resulted in more interdependence between organisations and countries. Multi-stakeholder partnerships between governments, businesses and NGOs in particular are widely promoted as a means to tackle complex global problems. Module two examines the various underlying motives of cooperation, different ways of cooperating, potential problems and risks, and the factors that determine success and failure while recognizing that such cooperation is complex and

that power imbalances can have a major impact on its outcomes. During the module both the theoretical and practical aspects of cooperation are discussed.

### **Module 3 - Assessing change**

The third module is about the interplay between the goals of actors (e.g. empowerment, environmental sustainability, poverty reduction, reducing inequality) and the interventions they employ to reach these goals. It examines how actors in the development field view social or economic change and seek to contribute to change processes through their interventions. The module discusses different approaches to impact assessment, planning, monitoring, evaluation, learning, and knowledge management, the pros and cons of these approaches, and the assumptions on which they are based. Overall, the module starts from the idea that knowledge and learning are essential for organisations in international development if their interventions are to be effective.

### **Module 4 - Global challenges in international cooperation**

International development is becoming more about global challenges and increasingly less about the rich 'North' helping the poor 'South'. Moreover, as a field it has become intertwined with other societal spheres (e.g. conflicts, healthcare, environment, human rights, media). All these changes have profound consequences for organisations working in development. The fourth module focuses on emerging topics in the international development field. It examines why and how this field is evolving and explores how different types of organisations respond to changes and challenges in their environment.

The AMID Young Professional programme 2021 has a total of 69 EC, with 1 EC being equivalent to 28 hours. 45 of the ECs pertain to the learning taking place at work, and 24 EC to lectures, assignments and additional AMID activities. This also includes reading of literature and preparation for lectures, making it a required part of the programme.

## 4. Assessment

### Assignments

Throughout the AMID year, trainees' performance is assessed in light of the objectives of the curriculum. Each of the four modules ends with a written assignment. AMID encourages trainees to pick a case for their assignment which is relevant for their respective organisation.

#### *Assignment 1 - Stakeholder Power Analysis (SPA)*

Module one examines the field of international development, identifies the main actors and explores the differences and similarities in their goals, interests, strategies and sources of funding. In the first assignment trainees position their own organisation within this field by conducting a stakeholder power analysis. The starting point of the assignment is that the ability of different organisations to achieve their goals depends for an important part on other stakeholders. In the stakeholder power analysis, trainees analyse the web of relations in which the organisation is embedded and zoom in on the power dynamics in one particular relation. Based on the outcomes of the stakeholder analysis, they provide recommendations to their organisation.

Deadline SPA: Monday, March 29, 2021 before 09:30 AM (CET) / 10.30 AM (EAT)

Deadline retake SPA: Monday, May 5, 2021 before 09:30 AM (CET) / 10.30 AM (EAT)

#### *Assignment 2 – Multistakeholder Partnership Policy (MSP)*

Module two of the AMID programme is about cooperation between various types of actors such as NGOs, governments, knowledge institutes and the private sector. While multi-stakeholder engagement is widely considered crucial for solving complex problems, effective collaboration between stakeholders from different sectors is difficult to achieve. In the second assignment, trainees work in groups to develop a multi-stakeholder partnership policy for one of the group members' organisation. A multi-stakeholder partnership policy is a document which provides guidance to organisations for effectively and consistently making use of multistakeholder cooperation to achieve specified policy goals. The group assignment is jointly prepared, elaborated and submitted by groups of five to six trainees and is concluded with a presentation. The assessment of the group assignment is equal for all group members.

Deadline MSP: Monday, June 14, 2021 before 09:30 AM (CET) / 10.30 (EAT)

Deadline retake MSP: Monday, August 23, 2021 before 09:30 AM(CET) / 10.30 (EAT)

*Assignment 3 – Change Theory Review (CTR)*

The third module focuses on the interplay between the goals of organisations (e.g. poverty reduction, empowerment, reducing inequality) and the interventions they employ to reach these goals. The underlying assumption of this module is that knowledge and learning are essential for interventions to be effective. In the third assignment, trainees assess a change theory of their organisation in the light of actual programme implementation and give recommendations on what could be improved to stimulate further learning.

Deadline CTR: Monday, October 11, 2021 before 09:30 AM (CET) / 10.30 AM (EAT)

Deadline retake CTR: Monday, November 8, 2021 before 09:30 AM (CET) / 10.30 AM (EAT)

*Assignment 4 - Position paper (PP)*

The fourth module discusses the global challenges in international cooperation. Against the background of the declining relevance of the North-South aid paradigm, the module examines various and actual global challenges and their consequences for organisations involved in development. For their final assignment, trainees write a position paper that relates to a future challenge of their organisation in the light of these global challenges. In the position paper trainees seek to persuade decision makers within their organisation about the direction that they should pursue. They do so by advancing a statement which they substantiate with arguments while addressing possible counterarguments. The assignment is concluded with a presentation.

Deadline PP: Monday, December 6, 2021 before 09:30 AM (CET) / 11.30 (EAT)

Deadline retake PP: Monday, January 17, 2022 before 09:30 AM (CET) / 11.30 AM (EAT)

**Assessment and grading**

Assignments are graded from 1 to 10. A 5.5 or higher is a pass. If a trainee fails an assignment, they have to retake the assignment. Assignments that pass on the first take, cannot be submitted for a retake. AMID applies strict hand-in deadlines. Assignments handed in after the deadline, or assignments exceeding or not meeting the word count, are considered a fail. To obtain the AMID diploma, trainees must have an average grade of 5.5 or higher for the first three assignments, of which only one can be a fail, and a pass for the last assignment, the position paper.

AMID appoints assessors who assess whether the assignment meets the required academic standards. Grades are based on assessment criteria that are handed out in advance. Trainees receive their grade and written feedback by email within fifteen working days. In case a student does not agree with the assignment grade, the trainee is obliged to first discuss the grading with the assessor, and is required to send a request to the assessor within five working days after the results are announced. Assessor and student then discuss the grade or assessment directly. If the dispute between assessor and student cannot be resolved, the student should inform the programme director who can appoint a second assessor. In unresolved cases, the student can lodge an official appeal regarding the assessment of his or her work with the Examination Board up until 15 working days after the announcement of the results. For the work procedures of the Examination Board, see the Education and Examination Regulations (EER) (*see website*).

### **Examination Board**

The AMID Examination Board determines whether trainees qualify for the AMID diploma and addresses complaints, requests and appeals with regard to results or procedures during an examination. The Examination Board consists of three members: dr. Tine Davids (CAOS), chair; dr. Luuk van Kempen (CAOS), secretary; and Christine Plaisier, MSc (IKEA foundation), external member. The mandate of the Examination Board, and the rules and procedures can be found in the Education and Examination Regulations.

### **Employer feedback**

Throughout the AMID year, supervisors at the organisations conduct a start meeting, midterm and end assessment evaluation with their respective trainee. These interviews seek to assess the performance of the trainee at the organisation, and monitor and stimulate and deepen the trainee's learning process. To structure the interview and ensure learning, AMID supplies a template for a work plan at the start of the year, for a midterm assessment halfway the year and for a final assessment at the end of the AMID year. Signed copies of the reports capturing the outcomes of the start, midterm, and final assessment interviews are shared with AMID. The work plan is discussed in a meeting in which a staff member of AMID, the trainee, and the supervisor participate. The report of the midterm meeting can be discussed on request of AMID, supervisor and/or trainee. A completed and signed work plan, midterm and end assessments are a requirement to obtain a diploma.

## 5. Attendance

Attendance to all AMID (online and face-to-face) lecture days is a compulsory precondition for acquiring the AMID diploma. AMID monitors the attendance of trainees during the lecture days.

### *Illness and circumstances beyond one's control*

In case of absence due to illness, the trainee has to inform the AMID secretariat by email (amid@ru.nl) ultimately an hour before the start of the lecture. In case of exceptional circumstances, the trainee can request to miss a lecture day. AMID decides whether the invoked circumstances qualify as force majeure. Note that holidays are never considered a valid reason for absence. If the circumstances do not qualify as a force majeure, the trainee is required to write a substitute assignment. The trainee is required to copy his supervisor at work in all communication with AMID regarding absence. In case of a (un)foreseen late arrival at the lecture, either online or face-to-face, the trainee has to inform AMID on the expected time of arrival. A delay of an hour or more without force majeure, can be noted as a half day of absence.

### *Work related reasons of absence*

Field visits, conferences or urgent work meetings can be a valid reason to miss a lecture day. However, AMID has to be informed prior upon the lecture and always has to grant permission.

### *Consequences of absence*

Should a trainee miss more than 3 lectures for reasons of illness, force majeure or work-related issues, he/she is required to write a substitute assignment for each extra class that he/she misses. The substitute assignment matches, in number of hours, a lecture day including preparations. AMID staff decides on the deadline for submitting the assignment and assesses if the submitted assignment meets academic standards (pass or fail). If a trainee fails the assignment, there is only one opportunity to redo the assignment.

All days on which a trainee is absent during lectures, including those days for which he/she has been given permission, are recorded as missing days. In case the trainee misses more than 5 lecture days for reasons of illness, force majeure, or (permitted) work related issues, or, alternatively, in case he/she misses (part of) a lecture day without

acceptable reasons, and/or for which no permission in advance is granted, he/she will not receive an AMID diploma. Only the AMID Examination board can decide otherwise on the basis of special circumstances due to force majeure. The trainee can invoke such special circumstances by sending an appeal to the Examination Board. For further information, see the Education and Examination Regulations.

## 6. Quality assurance

AMID strives to be a learning organisation and attaches much importance to quality assurance. Throughout the year, there is informal contact between AMID staff and trainees and supervisors. Amongst other things, this enables AMID to identify possible bottlenecks in the programme, keep track of how individual trainees are doing and get a sense of developments in participating organisations. In addition to this, AMID also uses a number of formal instruments to assess, maintain and improve the quality of its educational programme. A distinction can be made between internal and external quality assurance instruments.

### **Internal quality assurance**

#### *Evaluations of lectures and modules*

Each lecture day is concluded with a short online evaluation. At the end of each module, trainees are asked to rate the various lectures of the module and the extent to which the learning objectives were obtained. In addition to this, trainees are invited to reflect upon the strong and weak points of the module, the most valuable experiences and insights they learned, and suggestions for improvement. This evaluation is mandatory. For every module, the two trainee members of the Education Committee (*see below*) synthesize the findings of the evaluations and write a short report which is discussed in the Education Committee meetings. The evaluations are used to give feedback to the various lecturers and as input for the design of the new curriculum.

#### *The Education Committee*

The Education Committee consists of the AMID programme coordinator, two trainee representatives and an independent chairperson. The Education Committee has two main advisory roles. First, it enables trainees to point out possible bottlenecks in the programme and/or individual lectures that may not be noted through the other quality assurance instruments used by AMID. Second, it enables the AMID programme director to consult the trainee-representatives on specific issues related to the quality of the programme. The Education Committee meets at least four times a year, or as often as deemed necessary. The agenda of these meetings is set by mutual consent.

### **External quality assurance**

#### *External advisory Board*

AMID has an external advisory board consisting of recognised experts in the field of international development. The board supports AMID in keeping track of relevant

changes, challenges and trends in the international development field and offering advice on issues raised by AMID programme director from a third point-of-view. Overall, the role of the Advisory Board is to offer advice on AMID's strategic direction and guide quality improvement. The external advisory board meets at least twice a year. In January 2021, its members consist of Paul Kamau (Institute for Development Studies, University of Nairobi), Evelijne Bruning (The Hunger Project), Peter Konijn (Rainforest Alliance/UTZ), Judith Jacobs (WUR/CDI), Henk Molenaar (freelance consultant policy, programming and practice of research for development), Theo van der Sande (Dutch Ministry of Foreign Affairs).

#### *Employer's consultation*

To ensure that its curriculum is up to date and (also) relevant from a practitioners' point of view, AMID attaches much value to maintaining good relations with participating organisations. If feasible, experts from the various participating organisations are invited to share their experiences on relevant topics with the AMID group. The relevance of AMID's curriculum is a discussion topic during the supervisor meeting, the introduction meeting and possible midterm meeting between AMID, trainee and supervisor. During these meetings, supervisors are explicitly invited to give their feedback on the programme and share their views on developments that are relevant for AMID. In addition, a substantial part of AMID lecture days is open to attendance by supervisors and/or colleagues of the trainees.

#### *Views of alumni*

AMID carries out regular tracer studies among AMID graduates to find out which role the programme has played in their professional career while shedding light on the knowledge and competences that contemporary development professionals should possess. Overall, these studies support AMID in responding to the ongoing changes in the field of international development, and to adjust the programme accordingly. The most recent alumni tracer study (2017) can be found on the AMID website. In 2021, a new tracer study will be carried out.

#### *Accreditation*

In 2016 AMID was evaluated by a peer review committee from the European Association of Development Research and Training Institutes (EADI). Based on the peer reviewers' report, AMID was granted accreditation by the International Accreditation Council for Global Development Studies and research (IAC/EADI) for the period of five years (October 2016- September 2021).

## 7. Organisation, support and staff

### *Organisation*

AMID is offered by Radboud Centre for Social Sciences (RadboudCSW) under the academic responsibility of the department of Anthropology and Development Studies (CAOS) of the Radboud University. For the programme in Kenya, AMID partners with the Institute for Development Studies of the University of Nairobi. To offer a comprehensive and high-quality curriculum, AMID works with a range of lecturers with both academic and practitioners' backgrounds, that have been meticulously selected based on their expertise, knowledge, experience and teaching qualities. Generally, they are prominent experts with many years of working experience. AMID's academic teaching staff has different disciplinary backgrounds and come from different universities. Besides teaching, they are involved in research, publish in their respective areas of expertise and (also) share an interest in policy issues. The practitioners teaching in AMID come from the government, business and NGO sectors. Their different backgrounds guarantee a wide range of viewpoints and practical experience that is brought into the lectures. As a rule, all classes are interactive and contain a mix of lecturing and participative didactic methods. Tables 2, 3 and 4 outline the nucleus staff and external staff of AMID for the 2021 programme.

### *Support*

In case of matters hampering the trainee's performance at work and/or AMID, trainees are strongly advised to always inform both (a member of) the AMID team and/or their supervisor. Next to this, there are other steps that can be taken in case of (psychosocial) support:

- Addressing issues at the organisation with supervisor and/or HR. If preferred, together with AMID.
- Addressing the issues in the personal development track sessions
- Approach your general practitioner

**Table 2. AMID the Netherlands nucleus staff**

<i>Name</i>	<i>Responsibility in AMID</i>
Dr. Sara Kinsbergen <i>Programme director</i>	<ul style="list-style-type: none"> <li>• Programme management</li> <li>• Development curriculum and assignments</li> <li>• Quality assurance and accreditation</li> <li>• Supervisor assignments</li> </ul>
Dr. Willem Elbers <i>Deputy programme director</i>	<ul style="list-style-type: none"> <li>• Development curriculum and assignments</li> <li>• Quality assurance and accreditation</li> <li>• Supervisor assignments</li> </ul>
Nura Rutten (MSc) <i>Programme coordinator and teaching staff</i>	<ul style="list-style-type: none"> <li>• Programme coordination</li> <li>• Day-to-day organisation &amp; communication</li> <li>• Development curriculum and assignments</li> <li>• Supervisor assignments</li> </ul>
Annelijne Verburgt (MSc)	<ul style="list-style-type: none"> <li>• Programme coordination</li> <li>• Day-to-day organisation &amp; communication</li> </ul>
Daphne van Cauter <i>Programme support</i>	<ul style="list-style-type: none"> <li>• Secretarial office</li> <li>• Programme support</li> </ul>

**Table 3. AMID Kenya nucleus staff**

<i>Name</i>	<i>Responsibility in AMID</i>
Dr. Paul Kamau <i>Academic coordinator</i>	<ul style="list-style-type: none"> <li>• Programme management</li> <li>• Quality assurance</li> <li>• Supervisor assignments</li> </ul>
Mr. Herbert Wamalwa <i>Programme administrator</i>	<ul style="list-style-type: none"> <li>• Programme coordination</li> <li>• Day-to-day organisation &amp; communication</li> </ul>

**Table 4. Teaching staff (provisional)**

<i>Name</i>	<i>Module / lecture</i>
Prof. Patrick Alila <i>IDS – University of Nairobi</i>	<b>Module 2</b> Multistakeholder partnerships
Dr. Anika Atlaf <i>INCLUDE / The Broker</i>	Assessor assignments
Dani Bender <i>Avance</i>	<b>Module 3</b> Theory of Change Impact Assessment
Dr. Wendy Asbeek Brusse <i>MFA IOB</i>	<b>Module 3</b> Sharing Knowledge
Herman Brouwer (MA) <i>CDI - Wageningen University</i>	<b>Module 2</b> Multistakeholder partnerships

Dr. Tine Davids <i>CAOS - Radboud University</i>	<b>Module 3</b> Setting objectives for change: gender
Dr. Willem Elbers <i>AMID &amp; GDS - Radboud University</i>	<b>Module 1</b> Actors in the field of international development (NL)
Riti Herman Mostert <i>CDI - Wageningen University</i>	<b>Module 2</b> Facilitation
Dr. Frank Hubers <i>Open University</i>	<b>Module 3</b> Evidence in Decision-making
Dr. Paul Kamau <i>IDS - University of Nairobi</i>	<b>Module 1</b> Questioning Development Actors in the field of international development (KE) Assessor assignments
Prof. Dr. Karuti Kanyinga <i>IDS – University of Nairobi</i>	<b>Module 1</b> Actors in the field of international development (KE)
Dr. Luuk van Kempen <i>CAOS - Radboud University</i>	<b>Module 3</b> Setting objectives for social change: poverty reduction Planning, monitoring and evaluation Impact assessment Assessor assignments
Dr. Sara Kinsbergen <i>AMID &amp; CAOS - Radboud University</i>	<b>Module 1</b> Questioning Development Private development initiatives Actors in the field of international development (NL)
Prof. dr. Dirk Jan Koch <i>MFA / CAOS - Radboud University</i>	<b>Module 1</b> The consequences of the SDGs <b>Module 3</b> Impact assessment
Edith Kroese <i>Avance</i>	<b>Module 3</b> Theory of Change Impact Assessment
Dr. Adrienne Lemon <i>Search for Common Ground</i>	Assessor assignments
Prof. dr. Winnie Mitullah <i>IDS - University of Nairobi</i>	<b>Module 1</b> Power & Power Analysis Actors in the field of international development (KE)
Dr. Lau Schulpen <i>CAOS - Radboud University</i>	<b>Module 2</b> Strategic Partnerships
Dr. Naomi van Stapele <i>The Hague University of Applied Sciences</i>	<b>Module 2</b> Decolonizing Development
Dr. Chibuïke Uche <i>Leiden University</i>	<b>Module 1</b> Private Sector Actors in Development

Dr. Haley Swedlund <i>CICAM/Radboud University</i>	<b>Module 1</b> Aid Structure & (inter)governmental actors
Christiaan Nelisse (MA) <i>Instituut Clingendael</i>	<b>Module 2</b> Negotiation
<i>And more TBA</i>	
<b>Coaches NL &amp; KE</b>	
Nicole Kienhuis (MA)	<b>Module 1, 2, 3, 4 - NL</b> Working effectively across differences Personal development as a professional
Jackie van der Kroft	<b>Module 1, 2, 3, 4 - NL</b> Working effectively across differences Personal development as a professional
Aurelia Munene	<b>Module 1, 2, 3, 4 - Kenya</b> Personal development as a professional
Michiel Zeegers	<b>Module 1, 2, 3, 4 - NL</b> Personal development as a professional

## **7. Educational provisions and practical information**

### **Feasibility**

Trainees work four days a week at their respective organisation under regular terms of employment. On average, one day a week, is reserved for lecturing. Trainees need about four hours of preparation a week for literature reading, small assignments or the preparation of presentations. In addition to their four-day working week, the lectures and the preparations, trainees also need to spend time on assignments. While AMID expects great dedication from its trainees, much effort is made to spread the workload and assure feasibility. AMID monitors the workload of individual trainees as much as possible. If necessary, the AMID staff is available to discuss professional and personal issues and/or set up a meeting with the supervisor to discuss problems and find solutions.

### **Language**

All teaching, communication and literature in AMID is in English unless explicitly stated otherwise.

### **Study materials**

Before the start of each module, trainees receive the literature that they are required to read for the various lectures. The literature costs are included in the yearly programme fee. The proof of registration and Radboud University log-in, supplied by AMID, entitles trainees to borrow books and download articles from the Radboud University library.

### **Digital learning environments**

AMID uses the digital learning environment Brightspace. Brightspace contains all relevant information, i.e. class schedule, assignments, homework and literature assignments, Educations and Examination Regulations (EER), and study guide. Assignments and homework assignments have to be uploaded in Brightspace before the set deadlines. AMID staff uses Brightspace to communicate the most recent developments regarding the lectures, locations, homework etc. and will be updated continuously throughout the year. In case of technical problems related to Brightspace, trainees can contact: [brightspace@ru.nl](mailto:brightspace@ru.nl)

### **Education environment**

The majority of the lectures takes place in an online environment and the appropriate links are distributed on Brightspace beforehand. The four two-day trainings including on-site accommodation are organised at various locations in either the Netherlands or Nairobi, Kenya. Directions are provided in advance. Lectures take place between at **09:00 AM (CET) / 10:00 AM (EAT)** -between March 29 and October 30 or **11:00 AM (EAT)** – between November 1 and March 28 - and finish at the latest at **16:00 PM (CET) / 17:00 AM (EAT)** -between March 29 and October 30 & **18:00 AM (EAT)** – between November 1 and March 28 - latest, unless stated otherwise.

### **Contact Information**

All general information and questions can be emailed to AMID secretarial office: Daphne van Cauter, email: [amid@ru.nl](mailto:amid@ru.nl).

### **Address**

Radboud University  
Advanced Master in International Development  
Radboud Centre for Social Sciences  
Thomas van Aquinostraat 4  
6525 GD Nijmegen

# Programme AMID YP 2021 *(provisional)*

Date	Timeslot	Lecture	Lecturer(s)
jun-23	Webinar		
jun-25	All day	Impact & Unintended Effects	Dirk-Jan Koch (CAOS/MFA) + guest
jul-02	All day	Objectives of Social Change: Tracing Poverty & Wellbeing	Luuk van Kempen (CAOS) + guest
<b>SUMMER HOLIDAYS</b>			
aug-20	Compensation day		
aug-23	Deadline retake MSP assignment		
aug-27	All day	Impact Management & Theory of Change (I)	Edith Kroese & Dani Bender (Avance)
sep-01	Literature dialogue session		
sep-03	All day	Objectives of Social Change: Gender	Tine Davids (CAOS) + Daniel Boyco Orams (Oxfam Novib) & Nicky Bor (Liliane Foundation)
sep-10	AM	Epistemic Injustice & African Philosophy	Birgit Boogaard (WUR) & Mogobe Ramose
	PM	Intervision CTR assignment	AMID staff
NL: Th Sep 16 + Fr Sep 17, two-day training with overnight stay	All day	PMEL I	Edith Kroese & Dani Bender (Avance) & Luuk van Kempen (CAOS)
	Day 2, AM	Effective Giving	Mollie Gleiberman (UA)
	Day 2, PM	Personal development as a professional	Jackie van der Kroft, Michiel Zeegers & Nicole Kienhuis
KENYA: Fr Sep 17 + Sa Sep 18, two-day training with overnight stay	All day	PMEL I	dr. Paul Kamau & Prof Onjala (AM) / Cecilia Mutava (CDSK) & Anthony Wafula (HIVOS) (PM)
	Day 2, AM	PMEL II	MDF
	Day 2, PM	Personal development as a professional	Aurelia Munene
24-sep	AM	Sharing Knowledge	Adrienne Lemon (Search for Common Ground)
	PM	Knowledge Management (guests)	TBA
29-sep	Peer-to-Peer coaching session		
1-okt	All day	Learning for Impact Challenge	AMID team

**MODULE III: ASSESSING CHANGE**

# Programme AMID YP 2021 *(provisional)*

	8-okt	Working on assignment		
	11-okt	Deadline CTR assignment		
	15-okt	Compensation day		
	22-okt	AM	Red thread session + explanation PP	AMID team
		PM	Governance: Devolution / Entrepreneurship	IDS: Paul Kamau / Karuti / Wamalwa
	27-okt	Literature dialogue session		
	29-okt	Compensation day		
	5-nov	AM	Religion	Esther Mombo
		PM	Decolonizing Development	TBA
	8-nov	Deadline retake CTR assignment		
	12-nov	AM	China in Africa	TBA
		PM	Intervision PP assignment	AMID team
	NL: Th Nov 18 + Fr Nov 19, two-day training with overnight stay	Day 1, AM	Skills: negotiations	Oxford HR
		Day 1, PM	Climate Change	Heleen de Coninck
		Day 2, AM	Global health	TBA
		Day 2, PM	Personal development as a professional	Jackie van der Kroft, Michiel Zeegers & Nicole Kienhuis
	KENYA: Fr Nov 19 + Sa Nov 20, two-day training with overnight stay	Day 1, AM	Climate Change & Development	Dr. Odote & Guest speakers
		Day 1, PM	Global Health	Dr. Anne Kamau
		Day 2, AM	Urbanisations and Living Wage in Africa	Dr. Winnie Mitullah & Dr. Rosemary Atieno
		Day 2, PM	Personal development as a professional	Aurelia Munene
	26-nov	All day	Scenario Planning	AMID team + guest
	1-dec	Peer-to-peer coaching session		
		Working on assignment		
	6-dec	Deadline PP assignment		
	10-dec	Position paper presentations		

# Programme AMID YP 2021 *(provisional)*

CHRISTMAS BREAK	
14-jan	Networking event
17-jan	Deadline retake PP assignment
28-Jan-2022	Graduation ceremony