

DEPARTMENT OF CULTURAL ANTHROPOLOGY AND DEVELOPMENT STUDIES

# AMID

## Advanced Master in International Development



Radboud University Nijmegen





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# 1. Approach and Vision

## Approach

AMID is a one-year post-master programme in the field of international development. It is offered by the Department of Cultural Anthropology and Development Studies (CAOS) of the faculty of Social Sciences of the Radboud University. AMID targets excellent, highly motivated MA-graduates who seek to pursue a career in the field of international development. The programme aims to deliver well-qualified professionals with the knowledge, skills and attitudes to operate successfully in this field. The programme offers academic and theoretical insights as well as a translation to practice-based solutions. AMID has a dual nature: trainees work four days a week at an organization engaged in issues related to international development and attend lectures at the university one day a week. In 2017, 29 trainees are admitted to the programme, working at 21 organizations.



Figure 1: Organizations participating 2017

AMID was created following the observation that the knowledge and competencies of university graduates often do not sufficiently meet the needs of (Dutch) organizations working in international development, and that most graduates also 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 organizations 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 in the Netherlands and has delivered more than 450 trainees since 1998. As AMID is part of the university, the programme meets academic standards and it draws upon state of the art academic knowledge. The programme is accredited by IAC/EADI in compliance with the IAC/EADI standing orders for post graduate development studies programmes. 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 (organizations in the development field) is crucial for innovation, learning and effectiveness. In the AMID programme, topics are typically approached from different angles, using different disciplinary perspectives, to deepen and widen the understanding of development issues and the policy solutions that they require. By participating in the AMID programme, organizations can tap into the latest knowledge and learn new ways to improve their existing practices. By working with organizations in the field of international development, academics engaged in AMID can 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. During the lectures, students often work in smaller sub-groups which offer room for discussion and personal 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, 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 organization, who ensures that (s)he is enabled to realize his/her learning objectives. The supervisor gives feedback on his/her professional performance and gives input from the organization's perspective to AMID assignments.

AMID trainees differ in terms of their cultural and educational backgrounds and work in a variety of positions within a wide range of international organizations. 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 what regular university programmes offer:

- 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 actors in the field of international development;
- As a post-master programme, AMID focuses on the competences young professionals require to function successfully in the field of international development. As trainees already have an MA-degree, basic academic competences (e.g. applying conceptual frameworks and selecting and applying research methods) are not taught in AMID.
- Working experience plays a key part in the learning process. As trainees work four days a week, learning takes predominantly place at the organization. An experienced supervisor in the organization 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 organizations.
- Trainees form an interdisciplinary learning community, discussing challenges they encounter in the daily practice and exchange potential strategies to counter these challenges. Regular peer review sessions are part of the AMID programme and are facilitated by professional coaches.

Organizations that participate in AMID employ one or more trainees as regular junior staff members. Before the start of the year, participating organizations 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 programme manager and the respective organization. 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 troubleshooter; and assesses the trainee's professional performance. For the latter, the supervisor and trainee specify tasks, deliverables and learning objectives at the start of the year in a work-plan, and discuss progress during a mid-term and final assessment interview. AMID provides a template to structure these interviews and is informed about the trainee's progress through a mid-term and final assessment report.

## 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:

First, the North-South divide which has traditionally underpinned international development is increasingly losing its validity. As reflected in the Sustainable Development goals (SDGs, see also box 3), many of the most urgent developmental problems are no longer limited to a specific geographical region. Problems linked to globalization 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 centers 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.

Second, the importance of Official Development Assistance (ODA) and the legitimacy of traditional aid actors is declining. A multiplicity of new actors (e.g., companies, philanthropic foundations, immigrant organizations) has entered the development field. These new actors are involved in what used to be typical 'development cooperation issues' such as water, healthcare or education. Not only are traditional development actors losing their monopoly, but compared to other capital flows such as foreign direct investments and international remittances, the importance of ODA is decreasing. At the same time, government-funded development cooperation is increasingly under fire. Public doubts about the effectiveness of subsidized development aid has reduced political support for development cooperation. 'Traditional' development organizations are losing their monopoly and have to reinvent themselves to stay relevant.

Third, processes of globalization have resulted in a wide range of increasingly complex societal problems. 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 cooperation. Within international development, multi-stakeholder cooperation is increasingly presented as a way 'to get things done' 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 organizations. There is, however, an implicit assumption that by merely putting the right people in the room, a workable solution for everybody will emerge. Stakeholders in MSPs, however, tend to differ in terms of power while their interests are diverse and the stakes are high. This is potentially problematic as less powerful stakeholders run the risk of being overruled or excluded.

Fourth, 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. Organizations 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 interconnected 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 multi-stakeholders 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 take into account 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. The attitudinal aspect of AMID is not linked to a specific module but based on the personal needs of trainees. The latter formulate their professional and personal learning goals at the start of the programme which are subsequently discussed during the mid-term and final assessment interview with their respective supervisor. Throughout the year, trainees participate in peer review and coaching sessions where they reflect upon professional challenges. 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. 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, taking into account 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 and power relations between stakeholders.

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

The second module focuses on cooperation. The notion that successful interventions require different groups of people and organizations 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 natural borders have resulted in more

interdependence between organizations 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 planning, monitoring and evaluation, 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 organizations 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, it is a field that is becoming increasingly intertwined with other societal spheres (e.g. defense, healthcare, environment, human rights, media). All these changes have profound consequences for organizations working in development which have to adapt to survive and/or remain relevant. 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 organizations respond to changes and challenges in their environment.

**Table 1: The AMID programme 2017: lectures and EC<sup>1</sup>**

|   | <b>Module 1 International development in perspective</b>   | <b>Module 2 Cooperating for change</b>   | <b>Module 3 Assessing change</b>  | <b>Module 4 Global challenges in international cooperation</b>  | <b>Remaining AMID activities, assignments and work experience</b>   |
|---|--|--|---|---|---|
| <b>L<br/>E<br/>C<br/>T<br/>U<br/>R<br/>E<br/>S</b>      | <p><b>1</b> Questioning development (0,5 day)<br/> <b>2</b> The consequence of the SDGs (0,5 day)<br/> <b>3</b> Developments in Dutch foreign policy (0,5 day)<br/> <b>4</b> African state actors (0,5 day)<br/> <b>4</b> The changing roles of development NGOs (1 day)<br/> <b>5</b> Private sector in development (1 day)<br/> <b>6</b> Basic theory: power &amp; stakeholder power analysis (0,5 day)<br/> <b>7</b> Private development initiatives (0,5 day)<br/> <b>8</b> African philanthropy (0,5 day)</p> | <p><b>1</b> Multi-stakeholder partnerships (2 days)<br/> <b>2</b> Complexity (1 day)<br/> <b>3</b> Negotiating (1 day)<br/> <b>4</b> Facilitation (1 day)<br/> <b>5</b> Strategic partnerships (1 day)<br/> <b>6</b> Presentations (0,5 day)</p> | <p><b>1</b> Tracing poverty and wellbeing (1 day)<br/> <b>2</b> Gender and social change (1 day)<br/> <b>3</b> Planning, monitoring &amp; evaluation (2 days)<br/> <b>4</b> Knowledge management &amp; learning (2 days)<br/> <b>5</b> Impact assessment (1 day)<br/> <b>6</b> Thinking on PMEL (0,5 day)</p> | <p><b>1</b> TBA (1 day)<br/> <b>2</b> TBA (1 day)<br/> <b>3</b> TBA (1 day)<br/> <b>4</b> TBA (1 day)<br/> <b>5</b> TBA (1 day)<br/> <b>6</b> presentations (1 day)</p> | <p><b>Remaining AMID activities</b></p> <ul style="list-style-type: none"> <li>• Assignment peer review (4 x 0,5 day)</li> <li>• Coaching (4 x 0,5 day)</li> <li>• Intercultural competences (2 days)</li> <li>• Blogs &amp; jumpstarts (0,5 day)</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Stakeholder Power Analysis: 2,5 EC</li> <li>• MSP Group assignment: 2,5 EC</li> <li>• Terms of Reference for M&amp;E: 2,5 EC</li> <li>• Position paper: 2,5 EC</li> </ul> <p><b>Working at the organization</b><br/>45 EC</p> |
| <b>T<br/>O<br/>T<br/>A<br/>L<br/><br/>E<br/>C<br/>S</b> | <p>5,5*8 hrs lectures + 5,5*4 hrs preparation = 66 hrs = 2,5 EC</p> <p>2,5 EC lectures + 2,5 EC assignment = 5 EC</p>  | <p>6,5*8 hrs lectures + 6,5*4 hrs preparation = 78 hrs = 3 EC</p> <p>3 EC lectures+ 2,5 EC assignment = 5,5 EC</p>   | <p>7,5 *8 hrs lectures +7,5*4 hrs preparation = 90 hrs = 3 EC</p> <p>3 EC lectures + 2,5 EC assignment = 5,5 EC</p>   | <p>6*8 hrs lectures +6*4 hrs preparation = 66hrs = 2.5 EC</p> <p>2.5 EC lectures + 2,5 EC assignment = 5 EC</p>   | <p>2 EC for remaining AMID activities<br/>                 21 EC for lectures and assignments<br/>                 45 EC for work</p> <p><b>Total: 68 EC</b></p>  |

<sup>1</sup> Each training session lasts 8 hours unless otherwise indicated. Each lectures requires approximately 4 hours preparation time. 1 EC = 28 hours

## 3. 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 topic for their assignment which is also relevant for their respective organization.

#### *Assignment 1 - Stakeholder Power Analysis*

Module one examines the field of international development and identifies a number of key trends and ongoing debates that shape current policies and practices. In the first assignment trainees position their own organization within this field by conducting a stakeholder power analysis. The starting point of the assignment is that the ability of different organizations to achieve their goals depends for an important part on other stakeholders. In the stakeholder power analysis, trainees analyze the web of relations in which the organization is embedded and zoom in on the power dynamics in one particular relation. Based on the outcomes of the stakeholder analysis, they provide recommendation to their organization.

Deadline assignment 1: Monday, April 17 before 09:30 AM

Deadline re-exam assignment 1: Monday, May 15 before 09:30 AM

#### *Assignment 2 – Multi-stakeholder Partnership Policy*

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' organization. A multi-stakeholder partnership policy is a document which provides guidance to organizations for effectively and consistently making use of multi-stakeholder cooperation to achieve policy goals. The group assignment is jointly prepared, elaborated and submitted by groups of five to six trainees. The assessment of the group assignment is equal for all group members.

Deadline assignment 2: Monday, June 26 before 09:30 AM

Deadline re-exam assignment 2: Monday, August 28 before 09:30 AM

### *Assignment 3 - Theory of Change*

The third module focuses on the interplay between the goals of organizations (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 in duo's the Theory of Change (ToC) of their organization in the light of actual programme implementation and give recommendations on what could be improved to stimulate further learning.

Deadline assignment 3: Monday, October 16 before 09:30 AM

Deadline re-exam assignment 3: Monday, November 13 before 09:30 AM

### *Assignment 4 - Position paper*

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 organizations involved in development. For their final assignment, trainees write a position paper that relates to a future challenge of their organization in the light of these global challenges. In the position paper trainees seek to persuade decision makers within their organization about the direction that they should pursue. They do so by advancing a statement which they substantiate with arguments while addressing possible counterarguments.

Deadline assignment 4: Monday, December 11 before 09:30 AM

Deadline re-exam assignment 4: Monday, January 22 (2018) before 09:30 AM

### **Assessment and grading**

Trainees must pass all four assignments to obtain the AMID diploma. Assignments are graded from 1 to 10. A 5,5 or higher is a pass. If a trainee fails an assignment, there is only one possibility to retake the assignment. AMID applies strict hand-in deadlines. Assignments handed in after the deadline are considered a fail. In these cases, a student must hand in a written motivation to the programme coordinator in order to be eligible for retaking the assignment. Trainees cannot obtain dispensation for the assignments.

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 e-mail 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 thereto 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 coordinator 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) (appendix 1)

### **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. Francien van Driel (CAOS), *chair*; dr. Luuk van Kempen (CAOS), *secretary* and dr. Christine Plaisier (WER), *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 organizations conduct a mid-term and final assessment interview with their respective trainee. These interviews seek to assess the performance of the trainee at the organization and monitor, stimulate and deepen the trainee's learning process. To structure the interview and ensure learning, AMID supplies a format. Copies of the reports capturing the outcomes of the mid-term and final assessment interviews are shared with AMID. The report of the mid-term assessment interview is discussed in a meeting in which a staff member of AMID, the trainee, and the supervisor participate. Even though the mid-term and final assessments are not graded, they are a requirement to obtain a diploma.

## 4. Attendance

Attendance to all AMID lecture days is a compulsory pre-condition 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 programme coordinator and AMID secretariat by e-mail ultimately before 09.00 hrs. on the lecture day itself. In case of very 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. The trainee is required to copy his supervisor at work in all communication with AMID regarding 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. The trainee can invoke such special circumstances by sending an appeal to the Examination Board. For further information see the Education and Examination Regulations.

## 5. Quality assurance

AMID strives to be a learning organization 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 organizations. 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 single lectures*

Each lecture day is concluded with a short online evaluation. Trainees are asked to rate the lecture, its didactical form, the lecturers and the level to which the learning goals of the lecture were obtained. In addition, there is room for qualitative comments, remarks or suggestions. AMID discusses the results of this evaluation with the respective lecturers, enabling them to make improvements when necessary, and shares these with the Education Committee (see below).

#### *Evaluations of modules*

To supplement the evaluation of single lectures, trainees also evaluate each module as a whole. At the end of each module, trainees discuss the strong and weak points of the module, the most valuable experiences and insights they learned, suggestions for improvement and whether the module as a whole met their expectations. The two trainee members of the Education Committee (see below) synthesize the findings and write a short report which is discussed in the Education Committee meetings.

#### *The Education Committee*

The committee consists of the AMID programme manager, two trainees 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 individuals lectures that may not be noted through the other quality assurance instruments used by AMID. Second, it enables the AMID programme manager to consult the trainee-representatives on specific issues related to the quality of the programme (e.g. how to setup an alumni-network or stimulate learning outside the

classroom). 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**

### *Advisory Board*

AMID has an external Advisory Board consisting of recognized 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 manager 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 advisory board meets at least twice a year. In 2017, its members consists of Evelijne Bruning (executive director The Hunger Project), Han de Groot (director UTZ certified), Judith Jacobs (project manager WUR/CDI), Henk Molenaar (Dutch National Research Agenda), Theo van der Sande (Dutch Ministry of Foreign Affairs) and is chaired by Lau Schulpen (CAOS).

### *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 organizations. In addition to informal contact between supervisors and AMID throughout the year, the relevance of AMID's curriculum is also a discussion topic when the outcomes of the mid-term performance interview are discussed with AMID. During this meeting, supervisors are explicitly invited to give their feedback on the programme and share their views on developments that are relevant for AMID.

### *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. Tracer studies were carried out in 2003, 2007 and 2013. The last tracer study covered all graduates from 1998 to 2013 and found out that 70% of the respondents had a paid job in the field of international development.

### *External evaluation & accreditation*

In line with policies at the Radboud University, AMID periodically invites independent experts to assess the programme. These assessments focus on the programme's goals, its curriculum, staff, services and facilities, quality assurance and effectiveness. In 2003 an external evaluation of the programme years 1998 to 2002 took place and in 2009 the programme years 2003 to 2008 inclusive were evaluated. 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).

## 6. Organization and staff

AMID is offered by the Centre for International Development Issues (CIDIN) which is part of the Department of Cultural Anthropology and Development Studies (CAOS) (Faculty of Social Sciences, Radboud University). 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 have 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 is brought into the lectures. As a rule, all classes are interactive and contain a mix of lecturing and participative didactic methods.

The following tables outline the nucleus staff and external staff of AMID for the 2017 programme.

**Table 2 AMID nucleus staff**

| <i>Name</i>               | <i>Responsibility in AMID</i>   |
|---------------------------|---|
| Drs. Bernadette van Dijck | <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> |
| Nura Rutten (MSc.)        | <ul style="list-style-type: none"> <li>• Programme coordination</li> <li>• Day-to-day organization</li> <li>• Communication</li> </ul>  |
| Dr. Sara Kinsbergen       | <ul style="list-style-type: none"> <li>• Development curriculum and assignments</li> <li>• Supervisor assignments</li> <li>• Lecturer</li> </ul>  |
| Dr. Willem Elbers         | <ul style="list-style-type: none"> <li>• Development curriculum and assignments</li> <li>• Quality assurance and accreditation</li> <li>• Supervisor assignments</li> <li>• Lecturer</li> </ul>             |
| Saskia Bergen             | <ul style="list-style-type: none"> <li>• Secretarial office</li> </ul>  |

|                             |   |
|-----------------------------|---|
| Dr. Luuk van Kempen         | <ul style="list-style-type: none"><li>• Lecturer</li><li>• Supervisor assignments</li><li>• Secretary Examination Board</li></ul> |
| Dr. Lau Schulpen            | <ul style="list-style-type: none"><li>• Lecturer</li><li>• Chair Education Commission</li></ul>                                   |
| Dr. Francien Van Driel      | <ul style="list-style-type: none"><li>• Lecturer</li><li>• Chair Examination Board</li></ul>                                      |
| Prof. Dr. Marja Spierenburg | <ul style="list-style-type: none"><li>• Lecturer</li><li>• Chair Development Studies CAOS, Radboud University</li></ul>           |

**Table 3 Teaching staff**

| <i>Name</i>   | <i>Module / lecture</i>  |
|---|--|
| Dr. Kees Biekart<br>ISS / Erasmus University                  | <b>Module 1</b> <ul style="list-style-type: none"> <li>The changing role of development NGOs</li> </ul>  |
| Dr. Verena Bitzer<br>Royal Tropical Institute                 | <b>Module 3</b> <ul style="list-style-type: none"> <li>Planning, monitoring &amp; evaluation</li> <li>Knowledge management &amp; learning</li> </ul>                                   |
| Herman Brouwer (MA)<br>CDI / Wageningen University            | <b>Module 2</b> <ul style="list-style-type: none"> <li>Multi-stakeholder partnerships</li> </ul>   |
| Dr. Tine Davids<br>CAOS / Radboud University                  | <b>Module 3</b> <ul style="list-style-type: none"> <li>Setting objectives for change: gender</li> </ul>  |
| Prof. dr. Ton Dietz<br>Africa Study Centre                    | <b>Module 1</b> <ul style="list-style-type: none"> <li>African state actors</li> </ul>   |
| Robert Dijksterhuis (MA)<br>RVO / Ministry of Foreign Affairs | <b>Module 1</b> <ul style="list-style-type: none"> <li>Developments in Dutch foreign policy</li> </ul>   |
| Dr. Francien van Driel<br>CAOS / Radboud University           | <b>Module 3</b> <ul style="list-style-type: none"> <li>Setting objectives for change: gender</li> </ul>  |
| Dr. Anouka van Eerdewijk<br>Royal Tropical Institute          | <b>Module 3</b> <ul style="list-style-type: none"> <li>Planning, monitoring &amp; evaluation</li> <li>Knowledge management &amp; learning</li> </ul>                                   |
| Dr. Willem Elbers<br>CAOS / Radboud University                | <b>Module 1</b> <ul style="list-style-type: none"> <li>Basic questions: power &amp; power analysis</li> </ul>  |
| Dr. Alan Fowler<br>ISS / Erasmus University                   | <b>Module 1</b> <ul style="list-style-type: none"> <li>African philanthropy</li> </ul>   |
| Lisette Gast (MA)<br>Perspectivity                            | <b>Module 2</b> <ul style="list-style-type: none"> <li>Complexity</li> <li>Facilitation</li> </ul> <b>Module 3</b> <ul style="list-style-type: none"> <li>Impact assessment</li> </ul> |
| Dr. Luuk van Kempen<br>CAOS / Radboud University              | <b>Module 3</b> <ul style="list-style-type: none"> <li>Setting objectives for social change: poverty reduction</li> <li>Impact assessment</li> </ul>                                   |
| Ms. Nicole Kienhuis (MA)<br>Luz Azul trainingen               | <b>Module 2</b> <ul style="list-style-type: none"> <li>Intercultural competences</li> <li>Personal development</li> </ul>  |
| Dr. Sara Kinsbergen<br>CAOS / Radboud University              | <b>Module 1</b> <ul style="list-style-type: none"> <li>Private development initiatives</li> </ul>  |
| Dr. Dirk Jan Koch<br>Radboud University (CAOS) / MoFA NL      | <b>Module 3</b> <ul style="list-style-type: none"> <li>Thinking on PMEL</li> </ul>   |

|  |  |
|--|--|
| Siri Lijfering (MSc.)<br>PrC / Erasmus University        | <b>Module 1</b> <ul style="list-style-type: none"> <li>The role of business in development</li> </ul>  |
| Tim Masselink (MA)<br>Instituut Clingendael              | <b>Module 2</b> <ul style="list-style-type: none"> <li>Negotiation</li> </ul>  |
| Remco Mur (MA)<br>Royal Tropical Institute               | <b>Module 3</b> <ul style="list-style-type: none"> <li>Planning, monitoring &amp; evaluation</li> <li>Knowledge management &amp; learning</li> </ul>   |
| Yvonne van der Pol (MA)<br>Luz Azul trainingen           | <b>Module 2</b> <ul style="list-style-type: none"> <li>Intercultural competences</li> <li>Personal development</li> </ul>  |
| Prof. dr. Jan Pronk<br>ISS / Erasmus University          | <b>Module 1</b> <ul style="list-style-type: none"> <li>Questioning development and cooperation</li> </ul>  |
| Dr. Lau Schulpen<br>CAOS/Radboud University              | <b>Module 1</b> <ul style="list-style-type: none"> <li>The consequence of the SDGs</li> </ul> <b>Module 2</b> <ul style="list-style-type: none"> <li>Strategic Partnerships</li> </ul>                 |
| Prof. dr. Marja Spierenburg<br>CAOS / Radboud University | <b>Module 1</b> <ul style="list-style-type: none"> <li>Basic questions: power &amp; power analysis</li> </ul>  |
| Prof. dr. Rob van Tulder<br>PRC / Erasmus University     | <b>Module 1</b> <ul style="list-style-type: none"> <li>The role of business in development</li> </ul> <b>Module 2</b> <ul style="list-style-type: none"> <li>Multi-stakeholder partnerships</li> </ul> |

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

### **Feasibility**

Trainees work four days a week at their respective organization under regular terms of employment. One day a week, usually the Friday, is reserved for lecturing. Trainees need about four hours of preparation a week for literature reading, small assignments or presentations. In addition to their four-days 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 programme coordinator and programme manager are always 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, which is paid by the participating organizations. The proof of registration, supplied by AMID, entitles trainees to borrow books and download articles from the Radboud University library.

### **Blackboard**

AMID uses the digital learning environment Blackboard. Blackboard contains all relevant information, i.e. class schedule, assignments, homework and literature assignments, Educations and Examination Regulations (EER), and study guide. AMID staff uses Blackboard to communicate the most recent developments regarding the lectures, locations, homework etc. and will be updated continuously throughout the year. In case of problems related to Blackboard, trainees can contact: ICTiO@socsci.ru.nl 024 3611099.

### **Education environment**

The majority of the lectures takes place at Radboud University in lecture room (1.10), Erasmuslaan 9. Other locations where lectures take place include ISS (The Hague), and Erasmus University (Rotterdam). Route directions are provided in advance. Lectures start at 9.30am and finish at around 4.30pm, unless stated otherwise.

Three times a year two-days lectures take place, namely in, April and September. In April the lecture includes on-site accommodation (location: Huissen) Both two-days lectures in September do not include on-site accommodation (location: Amsterdam).

### **Contact Information**

All general information and questions can be e-mailed to AMID secretarial office: Mrs. S. Bergen, e-mail: [amid@maw.ru.nl](mailto:amid@maw.ru.nl), phone number: 024 3613058.

### **Address**

Radboud University  
Advanced Master in International Development  
Department Cultural Anthropology and Development Studies  
Thomas van Aquinostraat 6  
6525 GD Nijmegen

For all other matter, please, contact programme manager, drs. Bernadette van Dijck by mail ([b.vandijck@maw.ru.nl](mailto:b.vandijck@maw.ru.nl)), or by phone (024 3611838). All documents should be sent to the address above.

| Advanced Master in International Development (AMID) Programme 2017 |    |             |  |   |  |  |  |
|--|----|-------------|--|---|--|--|--|
| Week   |    | Date        | Training   | Module  | Trainer(s)   | Location   | Extra notes  |
| 5  | 1  | Feb 3       | Introduction day   |   |  | ELAAN 9, room 1.10, Nijmegen                           |  |
| 6  | 2  | Feb 10      | Questioning development (morning) / The consequence of the SDGs (afternoon)              | Module 1 International development in perspective | Prof. Jan Pronk, Lau Schulpen (CAOS)                 | ELAAN 9, room 1.10, Nijmegen                           |  |
| 7  | 3  | Feb 17      | African state actors (morning) / Developments in Dutch foreign policy (afternoon)        | Module 1 International development in perspective | Prof. Ton Dietz (ASC), Robert Dijksterhuis (RVO)     | ASC, Leiden, room: SA 39                               |  |
| 8  | 4  | Feb 24      | The changing role of development NGO's   | Module 1 International development in perspective | Kees Biekart (ISS)                                   | ISS, The Hague, room 3.14                              |  |
| 9  | 5  | March 3     | Coaching session   | Personal development as a professional            | Nicole Kienhuis, Yvonne van der Pol                  | ELAAN 9, room 1.10, & Grotius building 1.143, Nijmegen |  |
| 10   | 6  | March 10    | African philanthropy (morning) / Private development initiatives (afternoon)             | Module 1 International development in perspective | Alan Fowler (ISS), Sara Kinsbergen (CAOS)            | ISS, The Hague, room 3.14                              |  |
| 11   | 7  | March 17    | Basic questions: power & power analysis  | Module 1 International development in perspective | Prof. Marja Spiereburg, Willem Elbers (CAOS)         | ELAAN 9, room 1.10, Nijmegen                           |  |
| 12   | 8  | March 24    | The role of the private sector in development (morning) / Inclusive business (afternoon) | Module 1 International development in perspective | Prof. Rob van Tulder (PrC/RSM), Siri Lijfering (PrC) | RSM, Rotterdam   |  |
| 13   | 9  | March 31    | Compensation day   | Module 1 International development in perspective |  |  |  |
| 14   | 10 | April 6 & 7 | Intercultural competences  |   | Nicole Kienhuis, Yvonne van der Pol                  | Monastery Huissen                                      | Two-day training including overnight stay                            |
| 14   | 11 | April 14    | Working on assignment  | Module 1 International development in perspective |  |  |  |
| 15   | 12 | April 21    | Basic questions: complexity & systemic change  | Module 2 Cooperating for change                   | Lisette Gast (Perspectivity)                         | ELAAN 9, room 1.10, Nijmegen                           | Deadline assignment Module 1, Monday April 17 before 9.30 AM         |
| 16   | 13 | April 28    | Multistakeholder partnerships part I   | Module 2 Cooperating for change                   | Prof. Rob van Tulder (PrC/RSM), Laura Lucht (PrC)    | RSM, Rotterdam   |  |
| 17   | 14 | May 5       | Working on assignment  | Module 2 Cooperating for change                   |  |  |  |
| 18   | 15 | May 12      | Multistakeholder partnerships part II: Key principles of MSPs                            | Module 2 Cooperating for change                   | Herman Brouwer (CDI)                                 | ELAAN 9, room 1.10, Nijmegen                           |  |
| 19   | 16 | May 19      | Facilitation   | Module 2 Cooperating for change                   | Lisette Gast (Perspectivity)                         | ELAAN 9, room 1.10, Nijmegen                           | Deadline retake assignment Module 1, Monday May 15th before 09.30 AM |
| 20   | 17 | May 26      | Working on assignment  | Module 2 Cooperating for change                   |  |  |  |
| 21   | 18 | June 2      | Strategic partnerships   | Module 2 Cooperating for change                   | Lau Schulpen (CAOS)                                  | ELAAN 9, room 1.10, Nijmegen                           |  |
| 22   | 19 | June 9      | Coaching session   | Personal development as a professional            | Nicole Kienhuis, Yvonne van der Pol                  | Grotius building room 1.125 & room 1.1.29              | MSP assignment feedback session                                      |
| 23   | 20 | June 16     | Negotiation  | Module 2 Cooperating for change                   | Tim Masselink (Clingendael)                          | ELAAN 9, room 1.10, Nijmegen                           |  |
| 24   | 21 | June 23     | Working on assignment  | Module 2 Cooperating for change                   |  |  |  |
| 25   | 22 | June 30     | Presentation MSP   | Module 2 Cooperating for change                   |  |  | Deadline assignment Module 2, Monday June 26th before 09.30 AM       |

|    |    |             |  |   |  |  |  |
|----|----|-------------|--|---|--|--|--|
| 26 | 23 | July 7      | Setting objectives for social change: gender                                   | Module 3 Assessing change                               | Francien van Driel, Tine Davids (CAOS)               | ELAAN 9, room 1.10, Nijmegen                     |  |
| 27 | 24 | July 14     | Setting objectives for social change: poverty & wellbeing                      | Module 3 Assessing change                               | Luuk van Kempen (CAOS)                               | ELAAN 9, room 1.10, Nijmegen                     |  |
|    |    |             |  | <b>SUMMER HOLIDAYS</b>                                  |  |  |  |
| 28 | 25 | Aug 25      | Compensation day   | Module 3 Assessing change                               |  |  |  |
| 34 | 26 | Sep 1       | Basic questions: thinking on PMEL (morning), working on assignment (afternoon) | Module 3 Assessing change                               | Dirk Jan Koch (CAOS/Ministry of Foreign Affairs)     | ELAAN 9, room 1.10, Nijmegen                     | Deadline retake assignment Module 2, Monday August 28th before 09.30 AM        |
| 35 | 27 | Sep 7 & 8   | Planning, monitoring & evaluation  | Module 3 Assessing change                               | Remco Mur, Anouka van Eerdewijk, Verena Bitzer (KIT) | Stay Okay Zeeburg, Amsterdam (no overnight stay) | Two-day training without overnight stay  |
| 36 | 28 | Sep 15      | Coaching session   | Personal development as a professional                  | Nicole Kienhuis, Yvonne van der Pol                  | ELAAN 9, room 1.10, Nijmegen                     |  |
| 37 | 29 | Sep 22      | Impact evaluation  | Module 3 Assessing change                               | Luuk van Kempen (CAOS), Lisette Gast (Perspectivity) | ELAAN 9, room 1.10, Nijmegen                     |  |
| 38 | 30 | Sep 28 & 29 | Knowledge management & learning  | Module 3 Assessing change                               | Remco Mur, Anouka van Eerdewijk, Verena Bitzer (KIT) | Stay Okay Zeeburg, Amsterdam (no overnight stay) | Two-day training without overnight stay  |
| 39 | 31 | Oct 6       | Compensation day   | Module 3 Assessing change                               |  |  |  |
| 40 | 32 | Oct 13      | Working on assignment  | Module 3 Assessing change                               |  |  |  |
| 41 | 33 | Oct 20      | TBA  | Module 4 Global Challenges in International Development | TBA  |  | Deadline assignment Module 3, Monday October 16th before 09.30 AM              |
| 42 | 34 | Oct 27      | TBA  | Module 4 Global Challenges in International Development | TBA  |  |  |
| 43 | 35 | Nov 3       | TBA  | Module 4 Global Challenges in International Development | TBA  |  |  |
| 44 | 36 | Nov 10      | Coaching session   | Personal development as a professional                  | Nicole Kienhuis, Yvonne van der Pol                  | ELAAN 9, room 1.10, Nijmegen                     | PP assignment feedback session   |
| 45 | 37 | Nov 17      | TBA  | Module 4 Global Challenges in International Development | TBA  |  | Deadline retake assignment Module 3, Monday November 13th before               |
| 46 | 38 | Nov 24      | TBA  | Module 4 Global Challenges in International Development | TBA  |  |  |
| 47 | 39 | Dec 1       | TBA  | Module 4 Global Challenges in International Development | TBA  |  |  |
| 48 | 40 | Dec 8       | Working on assignment  | Module 4 Global Challenges in International Development |  |  |  |
| 49 | 41 | Dec 15      | Position paper presentations   | Module 4 Global Challenges in International Development |  | ISS, The Hague                                   | Deadline assignment Module 4, Monday December 11th before 09.30 AM             |
| 50 |    | Dec 21      |  | <b>CHRISTMAS BREAK</b>                                  |  |  |  |
| 51 |    | January 19  |  |   |  |  | Diploma ceremony, Radboud University Nijmegen                                  |
| 52 |    | January 22  |  |   |  |  | Deadline retake assignment Module 4, Monday January 22nd, 2018 before 09.30 AM |