

SELF-ASSESSMENT REPORT

(ZELFEVALUATIERAPPORT)

Current MA programmes

Governance and Development

Development Evaluation and Management

Globalisation and Economic Development

New MA programmes

Governance and Development in Sub-Sahara Africa

Development Evaluation and Management

Globalisation and Development

December 2006

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Introduction

The Institute of Development Policy and Management (IOB) combines the expertise in development studies of specialists from a number of previously separate entities within the University of Antwerp. Before the three University-level institutions, RUCA, UFSIA and UIA, merged to form the University of Antwerp, they had already decided to create IOB in July 2000. The Institute started functioning effectively in February 2001.

The '*College voor Ontwikkelingslanden*' at RUCA, one of the academic entities that was merged into IOB in 2001, had several decades of experience in organising international training programmes in development studies. By the late 1990s, the '*College*' was offering a Diploma in Development Policy (year 1) and a Master's Degree in Public Administration and Management (year 2), in both French and English. In 1999-2000, this two-year Diploma/Master's programme was abolished, and three new Master's programmes in Governance and Development, Global Management and Development, and Project Evaluation and Management were created. The new programmes were to be organised in French and English in alternating years, and would last 15 months. For a number of practical reasons, the 15-month period was reduced to 12 months only one academic year after the reform. But many other features have survived the merger of the '*College*' into IOB. The target groups were, and still are, mid-career development professionals from developing countries and students from developed countries with an operational interest in development issues. With regard to the former, preference is given to candidates from low-income countries, especially countries where possibilities for such advanced policy oriented training is not readily available. The aim of the Master's training programmes is to offer a problem-solving oriented training that takes advantage of the latest insights into social science disciplines relevant to the development challenge. Students are also expected to learn from each other's experiences and from their exposure to living and working in a developed country. This is one of the major advantages of organising such a training programme in a developed country rather than locally. The field of development studies and the range of skills required for the target population is so vast that a post-graduate training programme must have a fair degree of specialisation.

It is not surprising that it proved possible to prepare a reform that so suited IOB's mandate and human resource capabilities even before IOB was created. The 1999-2000 reform took place in a period when it was clear that the '*College*' at RUCA, including its staff and educational products, would somehow be amalgamated with the development studies capacity at UFSIA to create some new academic structure. It was thus clear that the new Master's programmes would be shouldered by the staff from both institutes in the future, although the specifics of the merger and the exact institutional affiliation of the new academic institute were far from clear.

The reform aimed to enhance the quality of the post-graduate training being offered by a far higher level of specialisation, a clearer focus, a more rigorous selection of students, and more interactive teaching methods. When IOB was created in 2001, the three Master's programmes were, with little discussion, accepted as an important component of the activities of the new institute. At the end of 2001, a minor curriculum reform was initiated. It led to a re-labelling of two of the three programmes, a reduction in the number of courses better to take into account the 12-month duration of the programmes, the introduction of some new courses, and a reformulation of

the learning objectives, all with effect as from the beginning of the academic year 2002-2003. The three programmes will have been running according to this format for five years, when the newly proposed programmes start in the academic year 2007-2008.

This Self-assessment report (*Zelfevaluatie rapport* – ZER) is the result of a process that started well before the drafting of the report in anticipation of the visit of the evaluation panel and the accreditation procedure. In June 2004, the Institute was visited by an evaluation commission acting on behalf of the Flemish Ministry of Education, which provides the core funding for the Institute. The report that came out in December 2004 was, by and large, positive, but the commission felt that the Institute should improve the link between research and education. In-house experience also suggested that the way in which the Institute was organised could be enhanced after four years in operation. In late December 2004, a two-day residential seminar brought together staff members, both academic and administrative. This was the start of a process that was to take one and a half years and would involve all staff members on a continuous basis. During 2005, so-called “theme groups” (TGs) were identified and put in place. Although research was the basis for this identification, the TGs propose an integrated package of teaching (both M.A. programmes and shorter courses), research (fundamental, applied, and policy-oriented), service to the community, and the management of (international) partnerships. These TGs are “Aid Policy” (AP)¹, “Political Economy of the Great Lakes Region of Central Africa” (PEGL)², “Poverty and Well-Being as a (local) Institutional Process” (PIP)³ and “Impact of Globalisation” (IG)⁴.

The establishment of these TGs has naturally led to a major overhaul of the M.A. programmes. The process leading to this programme reform took place during the first half of 2006. It involved several meetings of the programme commission (*“curriculumcommissie”*) and numerous preparatory meetings within and between the TGs.

In other words, when the self-assessment committee started its work in June 2006, much of the ground work had been completed: after thorough consultations, the new M.A. programmes had been outlined in detail, student profiles in terms of intake and end terms had been drawn up,

¹ TG “Aid Policy” members have varied but complementary research backgrounds and geographical expertise. They share an interest in the “new aid architecture” that arose around the turn of the millennium, and in particular the PRSP approach. The major focus is on macro aspects of aid such as the use of selectivity and ex post conditionality, the increased attention to institutional and governance issues, the involvement of civil society as a process conditionality, the use and modalities of budget support, and the macroeconomic challenges of scaling up aid to Africa. Several members also have a keen interest in the methodological and institutional aspects of monitoring and evaluating aid, which provides another useful angle from which the new aid architecture can be examined.

² TG “Political Economy of the Great Lakes Region”. Political economy is about “the distribution of income, wealth and power among the different groups in society” (Ricardo 1820). This TG applies this intellectual tradition to the developments in Sub-Saharan Africa and more specifically in the Great Lakes Region. Its defining features are its inter-disciplinary nature and its geographical scope, which provide ample opportunities for the study of transformation processes at different levels, from local development experiences over regional conflicts to issues of global interest. As the countries of the Great Lakes Region are witnessing different stages of conflict and reconstruction, the research agenda of this TG can be captured under the heading “From conflict to inclusive development”.

³ TG “Poverty & Well-Being as a (local) Institutional Process” (PIP). The research of this TG can be summarised as an actor-oriented institutional analysis which aims to capture the complex interactions between human agency and the local institutional environment. The focus is policy-oriented, i.e. the TG wishes to gain an in-depth understanding of the above-mentioned interactions in order to design better policies and interventions with a view to promoting aggregate development and reducing social exclusion and poverty. In more operational terms, the TG aims to study the effectiveness of strategies in local institutional contexts, the (lack of) accountability of public services, the institutional conditions for (better) functioning and more accessible markets (value chains, micro-finance) and the problems of local organisation and collective action.

⁴ This TG has varied but complementary research experience and geographical expertise, but its members share a common interest in both research and teaching which focuses on the impact of the recent wave of globalisation on development and poverty. The TG covers the various functional dimensions of the globalisation phenomenon, namely trade, (multinational) production and finance. Its research focuses on the impact of policy decisions or external shocks in the field of globalisation on economic development and poverty. Some members of the TG analyse the impact on a macro level, also using a cross-comparative analysis between countries, while others look at the full transmission cycle right down to the impact at household level.

and the teaching methodology identified. This is why the programme commission continued as the self-assessment committee. It was composed of all full-time ZAP, one AAP per TG, one member of ATP, one student and one former student. The different components of the report were prepared by selected members of ZAP and a first draft was discussed in the self-assessment committee. After the draft ZER had been adapted and amended, it was again discussed in the self-assessment committee and approved on 21 November 2006.

During the coming months, a great deal remains to be done as regards making the detailed arrangements for the implementation of these new programmes. Although the Institute would like to round off this process by Easter 2007, it will depend on the timing of the visit of the evaluation panel whether these arrangements will have been fully implemented.

This report does not provide a detailed account. Detailed information can be found in the annexes. In order to assist the evaluation panel, the report follows the structure of the *Handleiding Onderwijsvisitaties*, both in its general outline and the six subjects ("*onderwerpen*") and their subunits ("*facetten*").

Subject 1: Training Objectives

1.1. Academic level and orientation of the training

1.1.1. History and motives underlying the proposed reform

Development Studies belong to a loosely defined field of research and training, which is in constant flux. Several scientific disciplines are integrated into it, such as economics, political science, sociology, and public sector administration, all of which are evolving. Fortunately, these different disciplines increasingly 'talk to each other' and multi-disciplinary and inter-disciplinary methodological frameworks are being developed. The field of "Institutional analysis of development", for instance, has become increasingly sophisticated, and highly relevant to the study of development processes. It has benefited from input from disciplines such as sociology, politics, economics, and history. The study of politics as the outcome of rational choices by politicians and citizens in order to predict the emergence of neo-patrimonial versus development states, is another example where different disciplines meet, in this case politics and economics. Development studies programmes must keep track of these evolutions and translate them into insights that are useful to professionals in the field. Equally significant is that topics that are considered relevant in the arena of development policy are also continuously being redefined. Globalisation, for instance, has emerged as an encompassing theme. The phenomenon of failing states has taken central stage in the geopolitical agendas of the Western powers. In the field of development aid, important new insights have led to what is generally described as a new aid paradigm. Teaching staff at IOB continuously adapt course contents in order to incorporate such new developments. It therefore seems quite natural that the Master's programmes should be reviewed every five years or so. It is equally clear that these reforms must also respect the niche that IOB has found in the international market for development studies, as well as the comparative advantage that IOB staff have as experts in development policy and management.

The above reasons suggest that a curriculum reform is desirable after five years. However, the proposed curriculum reform goes far beyond such a routine review. The conclusions drawn by the evaluation commission acting on behalf of the Flemish Ministry of Education, which visited the Institute in June 2004, were an important trigger for the reform. By and large, the commission's report was positive about IOB and its educational performance, but it suggested that the Institute should improve the connection between research and teaching. It also called for a more focused research policy, building upon the collective and individual skills of the Institute's academic staff. These recommendations as well as in-house experience stressed the need for an update of IOB's structures and policies, which made the Institute decide to carry out the strategic planning process outlined in the introduction.

1.1.2. International training in development

In a draft document on guidelines for a proposed international peer review mechanism, the European Network of Development Institutes, EADI (European Association of Development Research and Training Institutes), offers the following description of Development Studies programmes:

"Development Studies are approached as a multi- and inter-disciplinary field of study (i.e. not a discipline) that seeks to understand social, economic, political, technological and cultural aspects of societal change, particularly in developing countries.

- Development Studies Curricula are characterized by normative and policy concerns. They aim at contributing to possible solutions to societal problems that development or its absence may produce.

- In pursuit of these objectives, Development Studies is context sensitive. It examines societal change within a historical, comparative and global perspective. It aims to take into account the specificity of different societies in terms of history, ecology, culture, technology, etc., and how these differences both can and often should translate into varied 'local' responses to regional or global processes, and varied strategies of development and methods.

- Development studies is a changing and evolving field of study, at present covering topics and concerns such as poverty, environmental and socio-political sustainability; women's empowerment and gender equity, globalization, sustainable development and human development. The range of topics it covers is, however, by no means fixed as witnessed by the evolution of the focus of the field of study over the last decades, and the emergence of new topics such as development issues and poverty in the industrialized countries"⁵.

The EADI document further suggests that a focus on international development issues distinguishes Development Studies Programmes from other interdisciplinary fields of study, such as Area Studies. IOB fulfils all the characteristics of the EADI list. It is carrying out multidisciplinary and interdisciplinary work, and thus has a very broad range of research tools and topics from which to choose. Economics is an important component of the mix, but there is also increasing emphasis on political science and sociology. The delineation of research interests that led to the establishment of four TGs ensures that the content of the future Master's programmes will be better focused and more clearly defined. The new Master's programmes will therefore be more specialised and articulate than the current ones.

Through its training programmes and policy advisory work, IOB also fulfils the second point in the EADI list: it is very much concerned with normative issues and policy issues. This will also be reflected in the new Master's programmes. This is not a novel feature, but since policy advisory work is an important activity at IOB, the closer link between research and teaching will draw more attention to the normative and policy-related dimension. As regards the third point, IOB's work is certainly context-sensitive. In terms of geographical focus, there are two research approaches in Development Studies, which are both represented at IOB: the comparative (across countries) approach and the in-depth approach (with some national or regional focus). The researchers in the

⁵ Draft "Guide for the EADI Peer Review of Development Studies", European Association of Development and Training Institutes, October 2006.

TGs Aid Policy (AP) and Impact of Globalisation (IG) mostly use a comparative approach, based on a broad but inevitably less specific geographical coverage, whereas the TG Political Economy of the Great Lakes Region of Central Africa (PEGL) has a very explicit regional focus, based on an in-depth knowledge of the region. The research in the TG Poverty and Well-Being as a (local) Institutional Process (PIP) uses both approaches, but has a clear regional focus on Central America and Central Africa. This is inevitably reflected in the educational input from these TGs in the new Master's programmes. It is felt that the input from the four research groups offers an attractive blend, with extensive combined field experience both in depth and comparative. With regard to the final point in the EADI list, it is certainly true that at IOB the changes in the field of Development Studies are felt and are reflected in research as well as in teaching. The challenge for a medium-sized institute such as IOB (at least when compared internationally) is to be alert to new topics that emerge, to be open and flexible, yet at the same time to resist the tendency to follow all the fashions and be torn in every possible direction.

The Master's programmes offered at IOB thus share the features proposed in the description by EADI as well as the underlying challenges. When the TGs were created and the implications for the Master's programmes were formulated, the idea was not that the Master's programmes would have to change dramatically in every respect. The reflection was inspired by a desire to be more focused, to become a 'large small' institute rather than a 'small large' institute, and to offer a solid and coherent teaching programme.

1.1.3. The challenges facing education in Development Studies

In an inspiring recent paper, Michael Woolcock, a social scientist who has worked at the World Bank and taught at Harvard University for a long time, identifies the learning objectives of international Master's programmes in Development Studies as composed of the following three core competences: detective skills (data collection, analysis and interpretation), translation skills (rendering given ideas for heterogeneous groups) and diplomatic skills (negotiation, conflict mediation, deal making)⁶. In developing this point, Woolcock describes Development Studies as essentially a policy-oriented field where a difficult balance has to be struck between "*being simultaneously the 'applied' branch of academic social science theory and empirical research, and a place where government officials, international bureaucrats, and seasoned practitioners can spend some extended time reflecting more systematically on their hard-won experiences. Both groups — the practical 'thinkers' and reflective 'doers' — moreover, must strive to maintain cordial professional relations with their peers in, respectively, mainstream academic departments and the public/private/non-profit sector*". IOB is much smaller, for instance, than the Kennedy School of Government at Harvard (US), or the Institute of Social Studies in the Hague (NL), or IDPM Manchester (UK), some of the schools mentioned by Woolcock in his paper, but it shares with these larger institutes the fact that it is doing multi- and interdisciplinary applied social science research in the vast field of development. And it is also a place where, through policy advisory work, the link with the 'doers' is important.

⁶ Woolcock, M., 2006 "Higher Education, Policy Schools, and Development Studies: What Should Master's Degree Students be taught?", *Journal of International Development*, in press.

The issue, as Woolcock describes it, is that there is no standard teaching package for Development Studies at Master's level, in contrast to a Master's in Public Health in Developing Countries, for instance. There are several reasons for this. Students come from very different academic and professional backgrounds. Woolcock argues the following in this respect: "*While this need not necessarily undermine programme coherence or its intellectual 'rigor', it does mean that individual courses often must begin from a broad base, but then accelerate very quickly.*" This is very much what the new Master's programmes expect to do. Remedial teaching that is tailored to individual students' needs is part of the training in the first month of the programmes.

More problematic is Woolcock's point that students are not being prepared for a specific career path. Development is such a vast field and students can embark on so many different trajectories, that for Woolcock it is not meaningful to prepare them for more than the first five years of their careers. And even then, there is no standard package of courses or skills that must be provided. This is in strong contrast to, for instance, the training in public health in developing countries that we referred to above. On this point, the situation at IOB is slightly better than the description offered by Woolcock. The vast majority of Master's students at IOB are mid-level officials from developing countries employed in either the public or the private non-profit sector and working in an area related to the core expertise taught at IOB. This is achieved thanks to the rigorous selection procedure, described later in this report, and made possible by the large number of applicants.

IOB could easily double or treble its intake of students with good grades and strong potential, if it were to admit European (or North-American, Japanese, etc.) graduate students who wish to work in development but have not yet had any significant professional experience in this field. Only exceptionally are students with limited working experience admitted. For most of the students at IOB, therefore, it is perfectly clear to which job they will return, or to which related jobs they may aspire. This does reduce uncertainty, and enables the training programmes to be targeted better, but it does not at all mean that IOB Master's students share almost identical training needs in terms of their future careers. Even if two students have been employed by the Ministry of Finance and Economics and have been working in the field of relations with the donor community, their experiences will be very different if one is from the Philippines and the other is from Burundi. To give another example, there is simply no standard training package that prepares students for policy work on local poverty dynamics, irrespective of the country or specific work environment. However, such differences in work environments also constitute the richness of the IOB Master's programmes. Students from different countries and with different training backgrounds are nevertheless working on related problems, and there is a strong feeling that they learn from the experiences and ways of addressing problems in other countries. IOB has competent academic staff, all with relevant field experience, who can provide analytical frameworks, evaluate empirical research findings and offer a state of the art assessment on a particular topic. Thus the Master's programmes offer a favourable environment in which students can improve their technical knowledge, insights and attitudes. But a large part of what they learn comes from exchanges with other students, and in case study oriented exchanges with the teaching staff. The new Master's programmes try to offer a better mix in this respect than the current ones.

The analysis Woolcock offers is widely shared by IOB staff. We agree with him that development must be approached as multi- and interdisciplinary. The proposed reform

acknowledges that students must learn to integrate insights from different approaches in order to address specific problems. It further recognises that in developing countries the limited availability of good data is a major issue that forces us to train students in working with incomplete data and qualitative information, and to combine different methods of exploiting the available information in a judicious but scientific manner. IOB staff also share Woolcock's emphasis on monitoring and evaluating programmes. This is one of the focal points of several new modules in the Master's programmes. His suggestion that a good international Master's programme in Development Studies should help students to acquire the skills of detectives, translators and diplomats, offers a coherent overall set of principles for the three IOB Master's programmes.

1.2. General principles of the new Master's programmes

1.2.1. *General objectives and features of the Master's programmes:* The purpose of the one-year Master's programmes at IOB is to provide mid-career development professionals from developing and developed countries with the opportunity to considerably broaden their insights and skills as 'detectives, translators and diplomats' in their particular job environments.

1.2.2. In accordance with the general objective of our MAs, the *target group* consists of:

- All categories of development professionals (public and semi-public sectors, NGOs and professional associations, development consultants, private development oriented enterprises, bilateral and multilateral development organisations) wishing to contribute, in their institutions, to the definition, implementation, monitoring and evaluation of development policies and programmes.
- Students from or interested in developing countries where the impact of the international community (for example, under the form of development co-operation) is considerable.
- Students with a social science background and with a sufficient knowledge of research methodologies used in the social sciences.

1.2.3. The new Master's programmes are being *created on the basis of the three previously existing programmes* which have performed satisfactorily, but are in need of updating following the shifts in development theory and practice as well as the changes in profile and the increase in the number of IOB staff. The core of the original Master's programmes is therefore still the same, but MAs have become a more collective IOB endeavour, involving the contribution of all TGs; all programmes have a multi/interdisciplinary, applied profile.

1.2.4. There is a need for wider transparency in terms of focus and in terms of the (international) *profile of the research and teaching available at IOB*. This can be achieved by means of the modular organisation of the programmes, which reflects the choices we have made with regard to having coherently articulated course packages offered by the TGs.

1.2.5. In terms of organisation, the reform will lead to a *more efficient use of staff time*:

- where possible, similar components in different MAs will be combined;
- where possible, staff members' teaching activities will be concentrated in time so that academic staff can devote more time to structural research and fieldwork.

1.2.6. All programmes will be *offered in English only*.

- English has become the *lingua franca* of the international academic and non-academic development community. Knowledge of English is essential for a competent development practitioner and English has clearly become the most suitable teaching language for international programmes in development.
- We also know from experience that the use of English in the classroom attracts more students from a broad mix of backgrounds in development experience, which enriches horizontal student interactions as well as classroom debates.
- However, we acknowledge the fact that a significant part of the poorest countries in the world are not English-speaking. We therefore wish to offer an intensive two-month preparatory English course for non-English speaking students and provide them with further support during their studies. As proficiency in English has become essential for competent development practitioners, we firmly believe that this special investment in students from non-English speaking developing countries represents an added value and an essential educational input rather than an additional obstacle to their professional development.

1.2.7. *Change in teaching methods* – IOB has opted for:

- MAs subdivided into a small number of sizeable modules, rather than into a vast array of different courses, in order to stimulate coherence, avoid overlaps and allow co-operation between lecturers with different backgrounds.
- An approach facilitating wider student participation on the basis of the envisaged student profile (development professionals with previous experience) as well as the expected learning outcomes. Students will be actively involved in a student-centred learning process.

1.3. Communication with students and with staff

After the proposed reform, three Master's programmes will continue to exist, with names that echo those of the previous programmes. This continuity facilitates communication with prospective students. The reason is that many candidates receive information about IOB from former students, and it is considered wise not to change the names of the programmes too often. At the same time, a slight rewording of a title is an indicator that is also important.

Table 1.1. Evolution of the names of the three Master's programmes

	1999-2002	2002-2006	2007-
I	Governance and Development	Governance and Development	Governance and Development in Sub-Sahara Africa
II	Project Evaluation and Management	Development Evaluation and Management	Development Evaluation and Management
III	Global Management and Development	Globalisation and Economic Development	Globalisation and Development

Communication with staff has been extensive. All academic staff have been involved in the reform process, either directly or indirectly, and all TGs share a strong sense of ownership vis-à-vis the new programmes.

1.4. Specificity of the training

The training programme is aimed at the most promising candidates who have considerable potential, both in terms of their previous academic backgrounds and in terms of their career prospects. The students must have the necessary level to be eligible for a Master's training programme in their discipline. They do not necessarily have to have the background or intellectual capacity to pursue their studies at PhD level, but they must be among the best in their profession.

The Master's programmes at IOB are highly specialised, and differ from other international programmes offered by European or American universities. It is up to students to decide whether the programmes match their own career needs, and to decide to apply. But IOB itself applies a stringent selection process, and one of the criteria we use is 'matching'. Do we feel, as organisers of the Master's programmes, that a particular candidate will benefit from the training we offer? Would such a candidate not be better off taking another course elsewhere? The matching criterion is often used to refuse candidates who otherwise have strong credentials. Given the large number of candidates that apply every year, IOB feels able to spot the candidates that closely fit its profile.

1.5. Correspondence to the needs of the profession

In the draft "Guide for the EADI Peer Review of Development Studies" cited above, the learning objectives for Master's programmes in Development Studies are defined as follows:

"As reference points, the following learning outcomes are commonly found in DS programmes:

- 1. Education in development studies needs to (a) deepen, contextualize and broaden disciplinary understandings, and (b) investigate societal problems in a way that both provides students with relevant analytical tools and theories, and provides them with a wide range of examples,*

cases and histories. It needs to (c) give students a coherent specialization focus and yet (d) flexibly accommodate their particular needs and interests given their academic and work background and career path. And it needs (e) to build in ways for students to reflect on their own experience and to learn from each other's diverse experiences and backgrounds.

2. *Graduates are to be able to deal with the complexities of development processes and issues and to carry out analyses in a broad perspective, using conceptual frameworks sensitive to relevant socio-economic and politico-ethical aspects. They must recognize the need to bring in features, concepts and tools from relevant ranges of disciplines and to relate these elements with scientific rigour.*
3. *Graduates must be able to select and apply relevant tools for collecting, interpreting and assessing (qualitative and quantitative) information on development processes and their impacts, including knowledge and know-how from a variety of relevant sources.*
4. *They must be able to communicate the results of their analyses to a variety of audiences ranging from professional (research-oriented as well as policy-oriented) to non-professional (stakeholders, other users)."*

We find this an apt description of what we are trying to do in the Master's programmes, and in several respects the proposed reform helps us to better focus on the points suggested by EADI.

1.6. Translation into objectives

The principles described above translate into the objectives of the M.A. programmes. Although there is considerable continuity between the current and the new programmes, the presentation that follows also shows the shift towards greater focus and specialisation. The descriptions below are taken from the 2006/7 (current programmes) and 2007/8 (new programmes) brochures respectively. More details will be provided in Chapter 2 (Programmes).

1.6.1. Current programmes

M.A. DEGREE IN GOVERNANCE AND DEVELOPMENT

Introduction

This programme offers an interdisciplinary approach, including both political and socio-economic aspects, to contemporary problems relating to governance at local, national and international levels.

Objectives

The programme aims to understand, analyse and strengthen public management in countries with weak institutional foundations. Countries that score poorly on human and economic development indicators generally have weak governments, markets and societies. Such a situation produces major instability leading to frequent conflict and violence. Given that these countries are situated mostly, but not exclusively, in Sub-Saharan Africa, the programme focuses on this region without, however, neglecting theoretical and comparative aspects.

Learning outcomes (goals)

Students should first understand these weak institutional foundations. At public sector level, the emphasis is on problems regarding the legitimacy and efficacy of politics in terms of the economy and society. It is nevertheless equally obvious that the way in which markets and societies evolve will, in turn, influence the performance of public authorities. Students should therefore be able to assess both the positive and negative effects of the interactions which take place within the state-market-society triangle and which, together, constitute this institutional foundation. Students then gain insight into the instruments that are likely to develop appropriate "governance" structures and practices. Finally, they should acquire an understanding of the dynamics of conflict and of the mechanisms for their prevention and solution.

M.A. DEGREE IN DEVELOPMENT EVALUATION AND MANAGEMENT

Introduction

This programme focuses on the methodology and operational tools for development evaluation and management. There is now accumulated expertise on how to identify, prepare, implement or monitor individual development projects, and how to evaluate their performance. Beyond such micro considerations, the programme also pays attention to macro issues. Bilateral and multilateral donors increasingly focus on institutional and political weaknesses in low-income countries which, in their judgement, constitute the major impediment to successful development. They use aid policies and related conditionalities as a means of fostering better economic and political governance. The programme focuses on the management and evaluation of such aid modalities and instruments. This programme uses the insights of economics, political science, public management, and other social sciences to shed light on the policies pursued by national governments, civil society actors and international donors. The courses aim to provide a better understanding of the policy and management issues involved.

Objectives

The programme aims to produce specialists in evaluating and managing development policies, programmes and projects. At the end of the programme, students will have acquired the skills to advise higher levels of management and decision-making in NGOs, national governments, and donor organisations. They will also be capable of applying scientific principles in independent research.

Learning outcomes (goals)

Students who obtain this degree will be familiar with the strengths and weaknesses of participative development management. They will know and understand quantitative and qualitative evaluation techniques and how to apply them in different sectoral and thematic contexts. They will understand the importance of developing administrative, economic and political institutions at the meso and macro level. They will have a thorough grasp of the instruments and actors in international development co-operation, and will be able critically to reflect on changing aid practices.

M.A. DEGREE IN GLOBALISATION AND ECONOMIC DEVELOPMENT

Introduction

The programme focuses, on the one hand, on the globalisation of the economy and its consequences for the management of government institutions in developing countries. On the other hand, the programme analyses the impact of globalisation on government policies in developing countries within an international economic context. The programme is aimed at those in positions of responsibility in governments, as well as at researchers and others interested in development problems and employed in the governmental or non-governmental sector or in universities.

Objectives

The programme aims to provide managers, government officials and other specialists interested in development problems with a deeper understanding of the principal aspects of economic globalisation. These include international trade, direct foreign investment, multinationals, technology transfer, international finance and international services, as well as the role of international organisations, non-governmental organisations and society at large.

Learning outcomes (goals)

Students who obtain this degree should be capable of understanding and interpreting economic globalisation. They should also have acquired insight into both the positive and negative aspects of this phenomenon. Globalisation is studied not only from a corporate point of view but also from

that of the public sector. This should enable students who will later hold leading positions in ministries, universities, non-governmental organisations and public services, to grasp the diverse aspects of the international economy.

1.6.2. New programmes

M.A. IN GOVERNANCE AND DEVELOPMENT IN SUB-SAHARA AFRICA

Programme content

Sub-Sahara Africa is the continent that today faces the most difficult challenges in the developing world. It not only encompasses most of the least developed countries, but it is also the arena for a wide range of internal and regional conflicts. Development and violent conflict are incompatible partners but poverty and conflict are interwoven in an intricate cluster of relations resulting from both specific historic trajectories and new challenges in the globalisation era. The future of inclusive and sustainable development in SSA will critically depend on better governance at the local, national and regional levels, but also on better international governance. The core question of this Master's programme is how to move from conflict to inclusive development.

General objectives

To provide development professionals with multi-disciplinary theoretical and practical tools that will improve their capacity to analyse governance issues at different levels in their connection to processes of conflict, conflict management and development in Sub-Saharan African countries.

Specific objectives

Graduates will be able to understand and analyse the development problems which confront African countries today, from the local to the global level. Insights, tools and best practices to deal with these challenges are investigated so as to enable graduates to apply them to their future professional contexts.

Learning outcomes (goals)

- The graduate is able to analyse the development process as a complex and multidimensional phenomenon requiring the combined use of political, economic and social conceptual frameworks.
- The graduate is able to select and apply relevant tools for collecting, interpreting and assessing (qualitative and quantitative) information from a variety of relevant sources on development processes and poverty outcomes.
- The graduate is able to understand the particular nature of the state in Africa and to analyse the dynamics of conflict and (under)development within such a context.
- The graduate is able to analyse the historical trajectories of the Central African countries from independence to the current day and to evaluate the potential of different kinds of development policy in relation to each country's position in the conflict cycle.
- The graduate is familiar with theoretical-conceptual tools to analyse how the interactions of actor strategies and institutional structures produce inequality/poverty as well as well-

being. He is able to relate such forms of analysis to the design and evaluation of policies and development interventions.

- The graduate is able to write a scientific report which synthesises others' and own research findings.
- The graduate is able to communicate scientific output to a variety of audiences ranging from professional (research-oriented as well as policy-oriented) to non-professional (stakeholders, other users).

M.A. IN DEVELOPMENT EVALUATION AND MANAGEMENT

Programme content

The M.A. in Development Evaluation and Management focuses on the efforts made by a wide range of public and private actors to promote development in low-income countries. The whole range from micro interventions to macro policies is covered. The institutional characteristics of the actors involved, be they governments, community-based organisations, international NGOs, bilateral donors or multilateral donors, are analysed so as to understand outcomes better. The basic question addressed here is why development efforts are sometimes successful, but more often fail. Why is development so elusive? This leads to further, more operational questions. What lessons have been learned from the study of past failures and successes, and how convincing are the present policy prescriptions and paradigms? In trying to answer such questions, we turn to insights from Economics, Political Science and the other Social Sciences, both to provide concepts and theories and to help devise empirical methods. The programme helps students to pose the right questions, to use appropriate analytical frameworks, and to apply relevant scientific methods to evaluate results and to draw policy conclusions.

General objectives

To provide development professionals with multi-disciplinary theoretical and practical tools that will improve their capacity to contribute to the formulation, implementation and evaluation of development policies and programmes.

Specific objectives

To provide a solid understanding of the aid policies of multilateral and bilateral donors, and of the major aid modalities and instruments. Graduates will be able to assess the strengths and weaknesses of the prevailing aid paradigms and the changing approaches to aid. They will be able to apply these insights to their own work as development practitioners. They will also understand the importance of micro-level institutions and processes, and how these impact on efforts to improve the plight of the poor. They will be able to draw on insights provided by the Social Sciences to evaluate development policies and programmes, whether or not funded by international aid. They will be able to draw policy conclusions and advise on appropriate management tools.

Learning outcomes (goals)

- The graduate is able to analyse the development process as a complex and multidimensional phenomenon requiring the combined use of political, economic and social conceptual frameworks.

- The graduate is able to select and apply relevant tools for collecting, interpreting and assessing (qualitative and quantitative) information from a variety of relevant sources on development processes and poverty outcomes.
- The graduate is able to understand the evolution in donor thinking and practice since the turn of the 21st century and (s)he is able to take part in the ongoing debate on the role of aid in development.
- The graduate is able to assess the quality and relevance of impact evaluation studies performed by others, but (s)he has also acquired the skills to take active part in evaluation work him(her)self.
- The graduate is familiar with theoretical-conceptual tools to analyse how the interactions of actor strategies and institutional structures produce inequality/poverty.

M.A. IN GLOBALISATION AND DEVELOPMENT

Programme content

This programme looks at the globalisation phenomenon from an eclectic standpoint, considering both the advantages and disadvantages for development management and policy. Crucial to our viewpoint is the study and creation of critical tools to enable policy- and decision-makers, civil servants and agents from representative groups from civil society to acquire a balanced view of the opportunities and constraints that globalisation poses to their projects and daily activities. The above goal results from the combination of theoretical perspectives and sound empirical practices. Enabling actors to measure the impact of globalisation using sound methodologies is an integral part of the knowledge transfer. Poverty, the debate on the various trade channels and the opportunities which they represent, international finance and its role in aid and the development process, new approaches to the production of services and goods are core themes in the programme content.

General objectives

To develop a critical view of the opportunities and constraints that globalisation poses to the policy space of any development strategy. To provide a set of basic tools to effectively deal with poverty alleviation and economic adjustment issues – whether financial, trade or production specific – in a globalised, interdependent world.

Specific objectives

Graduates will be able to act more effectively – in the capacity of policy- or decision-maker, civil servant or agent from representative groups within civil society – when facing the challenges (risks and opportunities) posed by globalisation.

Learning outcomes (goals)

- The graduate is able to analyse the development process as a complex and multidimensional phenomenon requiring the combined use of political, economic and social conceptual frameworks.
- The graduate is able to select and apply relevant tools for collecting, interpreting and assessing (qualitative and quantitative) information from a variety of relevant sources on development processes and poverty outcomes.

- The graduate is able to analyse the impact of globalisation in terms of a number of channels through which it affects development and poverty alleviation policies, including current systemic as well as country-specific bottlenecks, and to identify ways in which specific countries can make use of globalisation in their development strategies.
- The graduate is able to assess the quality and relevance of impact evaluation studies performed by others, but (s)he has also acquired the skills to take an active part in evaluation work him(her)self.
- The graduate is familiar with theoretical-conceptual tools to analyse how the interactions of actor strategies and institutional structures produce inequality/poverty as well as well-being. He is able to relate such forms of analysis to the design and evaluation of policies and development interventions.
- The graduate is able to write a scientific report which synthesises others' and own research findings.

1.6.3. Discussion

Again, more detail is offered in Chapter 2. Suffice it to say here that:

- The new "Globalisation and Development" programme abandons its predominantly economic approach in favour of more interdisciplinarity and insists on the impact of globalisation (and its constraints and opportunities) rather than studying the phenomenon per se.
- The new "Governance and Development in SSA" programme explicitly opts for a continental focus and views governance problems and their solutions in the context of the road leading from conflict to sustainable development. In addition, it puts greater emphasis on methods and techniques from the Social Sciences, aligning it with the other programmes in this respect.
- The new "Development Evaluation and Management" programme has changed the least compared to the earlier programme, as is illustrated by the fact that it is the only programme to retain its old name. However, it more explicitly emphasises the changing aid architecture in all its aspects and covers the entire range from micro to macro phenomena and interventions.

Subject 2: Programmes

2.1. Introduction

At present, the Institute offers three MA programmes: Governance and Development (G&D), Development Evaluation and Management (DEM) and Globalization and Economic Development (GED). They are full-time 12-month Master's programmes worth 60 credits, which are taught alternately in English and French⁷. The three MAs have a similar chronological structure. Compulsory courses are scheduled during the first (October to January) and the second (February to May) term. A minimum of three optional courses complete the programme of the second term. During the third term (June – September), students undertake a personal research project, supervised by a tutor, which leads to the Master's dissertation. Overall, compulsory courses amount to 285 hours of teaching worth 35 credits. The optional courses amount to (a minimum of) 90 hours worth 9 credits. The dissertation is worth 16 credits.

Table 2.1. General structure of the current MA programmes

Semester	Description	Calendar	ECTS
I	Compulsory Courses:	October-December	19
II	Compulsory Courses: Optional Courses:	February- May	16 9
III	Dissertation	June-September	16
	Total Master		60

As mentioned above, IOB has recently finished reviewing and updating the curriculum of its three programmes. Starting in the academic year 2007-8, the newly developed curriculum will be implemented. These updated programmes will continue to follow a similar chronological structure. The first term will comprise a comprehensive theoretical course, 'Theories of Development' (9 credits), and a number of methodological courses, 'Research methods I and II' (for a total of 9 credits), part of which will be optional and/or programme-specific. The second term will be composed of two 8-week modules (12 credits each) consisting of interrelated, themed, and research-based theoretical and empirical contributions. Their principal aim will be to create incentives and opportunities for student-centred research-based learning.

⁷ In this report, we only use the terminology of the English programmes.

Table 2.2. General structure of the new programmes

Module	Description	Calendar	ECTS
I	General courses: - Theories of Development - Research Methods I - Research Methods II	October- January	9 3 6
II	Research-Driven teaching provided by Theme Groups	February- March	12
III		April-May	12
IV	Dissertation	June- September	18
	Total Master		60

Each module will be organised by the staff of a specific IOB theme group so that different, complementary aspects of the topic of the modules can be covered. A final dissertation based upon a personal research project (18 credits) will complete the Master's course.

An explanatory note on the structure of this chapter

Given that we are describing three different Master's programmes with a number of specific as well as shared characteristics, and given the recent reform of the curricula of these three Master's, it was not easy to match the structure of this report with that suggested by the format of the self-assessment report. We indeed have to report on the three current Master's programmes as well as on the new, post-reform ones. A number of themes are valid for all three Master's courses while others are programme-specific.

As regards the structure of this report, we have opted to report first on the questions relating to points translation of objectives in the programme, academic orientation and coherence for the current Master's programmes, and for each programme separately. For each programme, we will indicate a number of programme-specific limitations. We will then specify the limitations and weaknesses shared by all three current Master's programmes which constituted the starting point for the recent curriculum reform. We will also specify the procedures and mechanisms for curriculum reform and innovation. After setting out the general principles of the reform, we will report on the above points again but this time, based on the new programmes. Since there are only a few programme-specific elements here, points 2.5 (Workload and feasibility), 2.6. (Matching between form and content), 2.7. (Evaluation and exams), 2.8. (Dissertation), 2.9 (Learning experience) and 2.10. (Admission criteria) will be reported on for all three Master's courses and on the basis of the new programmes (unless references to specific programmes or to the situation in the current programmes are warranted).

2.2. Current programmes

2.2.1 Master in Governance and Development (current programme)

The detailed content of the Master in Governance and Development is presented in table A.1.

TABLE A. 1: MASTER IN GOVERNANCE AND DEVELOPMENT (*)		
FIRST SEMESTER	COMPULSORY COURSES I	Credits
	Economic and institutional development	5
	Political theory, governance and development	5
	Law and Development	4
	Political and institutional aspects of development	5
SECOND SEMESTER	COMPULSORY COURSES II	
	Political anthropology	4
	International and regional politics	4
	Development administration	4
	Conflict prevention and peacekeeping	4
	OPTIONAL COURSES	9
	Political economy of poverty	3
	Rural development	3
	Administration and crisis	3
	Human resources and development	3
	Humanitarian aid and development	3
	Economics of peace and war	3
	Seminar (Special Chair : Guest Lecturer from the South)	3
	DISSERTATION	16
	TOTAL CREDITS	60

(*) This programme is taught alternately in English and French.

Translation of the objectives into the content of the MA in Governance and Development programme

The Master's in Governance and Development aims to train students who can contribute to policies, interventions and political/civic action, in order to improve (democratic) economic, political and social governance in countries characterised by weak and fragile states. Students will have had previous academic training in a relevant scientific discipline (Master's and/or Bachelor's degree with significant relevant experience). This is a Master-after-Master (MANAMA) programme.

Through a series of lectured courses, students will acquire a multidisciplinary and problem-focused conceptual and analytical approach to the issues of governance relevant to the context of weak states (with emphasis on Sub-Saharan Africa). The programme comprises theoretical courses with state-of-the-art economic, sociological-anthropological, legal and political approaches to the problem of economic and political governance. Further topics that are highly relevant to weak states and/or Sub-Saharan Africa are developed in the compulsory courses during the second term.

Optional courses allow students to focus on other, more specific issues. The programme's curriculum thus introduces several complementary disciplinary perspectives, often with a multi- or interdisciplinary orientation (e.g. in the case of the political economy approach in 'economic and institutional development' or the attention given to political and anthropological theories in 'law and development'). In addition, most of the thematic courses approach their subjects in an interdisciplinary manner.

The programme's international dimension is first of all expressed through its multi-national and multicultural student population, owing to the nature of the programme focused on Sub-Saharan Africa. Both IOB and outside lecturers maintain intense contact with the 'field'. IOB lecturers are members of the Centre for the Study of the Great Lakes Region, which interacts permanently with an international network of academic and other specialists in African affairs. The programme has also benefited from the contributions of Scholars in Residence and holders of the Special Chair. IOB has enjoyed a long-term institutional partnership with the Facultés Catholiques de Kinshasa as well as relations with many other universities and research centres in the Central African Region.

Academic orientation of the MA in Governance and Development

The programme introduces students to state-of-the-art conceptual-theoretical approaches as well as applied empirical research (including research by IOB). All of the courses make ample reference to or use recent advanced development studies literature, taking care however to avoid the more technically specialised, disciplinary texts. Courses are given by lecturers with internationally acknowledged research profiles and on-going long-term field experience, especially in Central Africa.

The multidisciplinary content of the courses reflects the current development debate about governance issues in institutionally weak developing countries. Relevant, up-to-date scientific approaches as well as applied, problem-oriented experiences and case studies have a place in the programme. As well as academic lecturers, guest lecturers with hands-on professional experience in governance issues (such as electoral observers, political mediators) that are relevant to the courses and to the future professional challenges of the students also provide input.

Students' oral and written communication skills are enhanced through the interactive nature of many courses, ample recourse to small-scale assignments (papers), class presentations, and specific additional courses on 'scientific writing'. Students' research capacities are first and foremost developed during the personal research project that leads to the dissertation. This research can be based upon a desk study of literature and/or secondary data, a hands-on learning experience in a Belgian or international institution, or occasionally upon primary data gathered during original field research in developing countries (see also 2.8).

The coherence of the programme

The coherence of the programme is attained through the combination of (multi-disciplinary) theoretical-conceptual and more themed, applied courses relating to the themes of governance and development. The students' training culminates in a personal research report (dissertation).

Programme-specific critical evaluation

In 2004, the Evaluation Panel of the Flemish Ministry of Education observed a relative mismatch in the MA programme between the Central African focus of IOB's research and expertise and the more general focus on weak states.

Another weakness of this programme was the lack of specific methodological and research-oriented courses. Depending upon the students' previous skills, this could have a negative impact on their ability to undertake the personal research project. This problem is the result of the relatively wide recruitment policy, which admits interested students with, for example, previous education in law or journalism as well as students with a social science background. Some of these students lack training in relevant research methodologies.

2.2.2 Master in Development Evaluation and Management (current programme)

The detailed content of the Master in Development Evaluation and Development is presented in table B.1.

TABLE B.1: MASTER IN DEVELOPMENT EVALUATION AND MANAGEMENT (*)		
FIRST SEMESTER	COMPULSORY COURSES I	Credits
	Economics of development and micro-institutional theories of development	6
	Political theory, governance and development	4
	Data collection and analysis	5
	Aid policies	4
SECOND SEMESTER	COMPULSORY COURSES II	
	Development management	4
	Quantitative impact evaluation techniques	4
	Cost-benefit analysis	4
	Qualitative evaluation techniques	4
SECOND SEMESTER	OPTIONAL COURSES	9
	Sector policy : agriculture	3
	Sector policy : health	3
	Gender and development	3
	Local administration	3
	Development finance	3
	PRSP : opportunities and challenges for development actors	3
	Seminar (Special Chair – Guest Lecturer)	3
DISSERTATION		16
TOTAL		60

(*) This programme is taught alternately in English and French.

Translation of the objectives into the content of the programme

The Master's in Development Evaluation and Management aims to train students so that they can contribute to the identification, monitoring and evaluation of development policies and programmes within the context of international development co-operation. They should have relevant professional experience (at least mid-level responsibilities in governmental or non-governmental institutions or relevant research centres) and previous academic training in a relevant social science (Master's and/or Bachelor's degree with significant relevant experience). This is a Master-after-Master (MANAMA) programme.

Through a series of lectured theoretical courses, students acquire a multidisciplinary conceptual and analytical capacity for the identification, strategic management and evaluation of development policies and programmes. These courses introduce state-of-the-art economic and political approaches to development from different disciplinary angles. A specific course on aid policies focuses on recent thinking about development co-operation. A series of methodological courses enable students to acquire relevant research as well as monitoring and evaluation skills. A

number of optional courses focused on specific issues within the context of development policies and aid complement the course programme.

The programme's curriculum introduces complementary economic, sociological and political disciplinary perspectives, often with a multi- and interdisciplinary orientation (e.g. in the 'Aid Policies' and 'Economics of Development: Micro-institutional theories of development' courses). In addition, most of the thematic courses approach their subjects in an interdisciplinary manner. As for the methodological courses, a combination of quantitative and qualitative research methods and approaches is introduced. Attention is also given to epistemological differences between positivist and socio-constructivist orientations in (evaluation) research and its consequences for knowledge management in development policy and evaluation processes.

The programme's international dimension is first of all expressed through its multi-national and multicultural student population, owing to the nature of the programme, focused on the more aid-dependent, poorer developing countries. IOB lecturers are well acquainted with the international debate about aid policies and/or have ample experience in the evaluation of development policies, programmes and projects, and/or long-standing relevant experience in policy research in multilateral institutions or in co-operation with long-term institutional partner institutions in Nicaragua (Institute Nitlapán, Universidad Centroamericana) and Congo (Facultés Catholiques de Kinshasa). The programme has also benefited from contributions from holders of the Special Chair.

Academic orientation

The programme introduces students to state-of-the-art conceptual-theoretical approaches as well as to applied empirical research in the context of aid and development policies (including research by IOB). All of the courses make ample reference to or use recent, advanced development studies literature, taking care however to avoid the more technically specialised, disciplinary texts. Courses are taught by lecturers with long-standing experience in the management, design, monitoring and evaluation of aid-driven development programmes and interventions and/or with applied field-level policy research in the context of multilateral, bilateral or non-governmental development co-operation.

The multidisciplinary content of the courses systematically reflects the current international debate, in particular with regard to the 'new aid paradigm' and institutional approaches to development processes. Relevant, up-to-date scientific approaches as well as applied, problem-oriented experiences and case studies have a place in the programme. Research methodologies and tools for strategic management are introduced in the context of development co-operation and policy (exercises on relevant data, case studies). As well as academic lecturers, guest lecturers with hands-on professional experience in international co-operation and development policies, also provide input. In this way, students gain a profound insight into present-day approaches and policy process practices within the context of development co-operation. At the same time, they acquire the necessary methodological skills to actively participate in policy processes. All of these aspects enhance their capacity to meet their future professional challenges as development policy actors.

Methodological courses receive a lot of attention in the programme. These comprise two types: (a) methodologies for social research and (b) approaches, tools and instruments for the

management and evaluation of development programmes and policies. Quantitative social research methodologies are dealt with in 'Data Collection and Analysis' and in 'Quantitative Impact Evaluation Techniques'; some qualitative and participative social research methods are introduced in 'Qualitative Impact Evaluation Techniques'. Tools and instruments for the management and evaluation of development programmes are dealt with in 'Development Management', 'Cost-Benefit Analysis' and in the two courses on evaluation techniques. Students' oral and written communication skills are enhanced through the interactive nature of many courses, ample recourse to small-scale assignments (papers) and class presentations, as well as specific additional courses on 'scientific writing'.

Students' research capacities are first and foremost developed during the personal research project that leads to the dissertation. Such research often concerns specific policy interests related to the prior and future professional context of the student. The research can be based upon a desk study of literature and/or secondary data, a hands-on learning experience in a Belgian or international institution, or occasionally upon primary data gathered during original field research in developing countries (see also 2.8).

Coherence of the programme

The coherence of the programmes is achieved through the combination of a number of theoretical-conceptual and methodological (research/monitoring and evaluation/development knowledge management) courses relevant to 'development evaluation and management'. These courses are complemented with more specific sectoral or thematic optional courses. The students' training culminates in a personal research report (dissertation) where, in principle, theory and research methodologies are combined in the context of research on a specific theme.

Programme-specific critical evaluation

A need was identified to further adjust the content of the methodological and management courses in the light of recent evolutions in development practice, in particular the increasing shift from project and specific interventions to wider sectoral and national development programmes, and from primarily positivist-quantitative to more negotiated participative-qualitative research and evaluation approaches. At the same time, it was felt that the component of applied policy analysis (now integrated into the thematic optional courses) could be strengthened, given that many students work at the intermediate policy level, i.e. at the interface of broad development programmes and policies (international co-operation) and local-regional realities.

2.2.3. Master in Globalisation and Economic Development (current programme)

The detailed content of the Master in Globalisation and Economic Development is presented in table C.1.

TABLE C.1: GLOBALISATION AND ECONOMIC DEVELOPMENT (*)	
FIRST SEMESTER	COMPULSORY COURSES I
Economics of development	3
Global management strategies	4
Research methods and techniques	5
Structural adjustment and aid policies	3
Global political and legal environment	4
SECOND SEMESTER	COMPULSORY COURSES II
Transnationals and economic development	4
International trade management and export promotion	4
International trade theory and policy	4
International finance and development	4
SECOND SEMESTER	OPTIONAL COURSES
Economic co-operation and regional integration	3
Sovereign debt policies	3
Intercultural relations	3
Innovation, technology and development	3
Area studies	3
Seminar (Special Chair: Guest Lecturer from the South)	
DISSERTATION	16
TOTAL	60

(*) This programme is taught alternately in English and French.

Translation of the objectives into the content of the programme

The Master's in Globalisation and Economic Development aims to train students so that they can contribute to understanding the economic globalisation phenomenon in its concrete application to their own country's situation. They should have relevant professional experience (at least mid-level responsibilities in governmental or non-governmental institutions or relevant research centres) and previous academic training in a relevant social science (Master's and/or Bachelor's degree with significant relevant experience). This is a Master-after-Master (MANAMA) programme.

Through a series of lectured theoretical courses, students will acquire a broad (economics-based) capacity for the identification, management and evaluation of the opportunities and constraints that economic globalisation poses for developing countries, and its impact on economic development and poverty. These courses introduce a state-of-the-art approach to economic and political globalisation. The programme is structured in such a way as to provide a series of

'thematic' courses, each focusing on a distinct functional dimension of globalisation, in relation to international production (global management strategies of multinational enterprises, including their impact on host country economic development), trade and regional integration, as well as finance. There is also a specific course on both the impact of aid policies (for low-income countries only) and structural economic reform. A methodological course enables students to acquire relevant research skills; more specific methodological knowledge is transferred in the thematic courses, which provide opportunities for applied case studies. A number of optional courses focused on specific issues of globalisation (such as external debt policy, technology transfer, intercultural relations) complement the course programme.

The programme's curriculum is largely discipline-based, focusing on the (politico-) economic perspectives of the globalisation phenomenon, albeit within a clearly defined political and legal (global governance) environmental framework. Moreover, most of the thematic courses approach their subjects largely from an economics-based perspective. As for the methodological courses, these mainly introduce quantitative research methods and approaches. The programme focuses on providing students with a basic knowledge of quantitative tools so as to enable them to use these methodologies to assess shocks or country policies within the field of globalisation.

The programme's international dimension is first of all expressed through its multi-national and multicultural student population. An optional class also provides opportunities for dealing with the intercultural issues of globalisation in a more direct way. Owing to the nature of the programme, it is focused less exclusively on the more aid-dependent, poorer developing countries, thus enabling students to draw upon the problems and experiences of middle-income developing countries as well. IOB lecturers are well acquainted with the international debate and/or have ample experience in (one or more) functional dimensions of the economic globalisation phenomenon, mainly through a multilateral institution-based research and consultancy network. The programme also benefits from contributions from international guest lecturers, including those of the Special Chair.

Academic orientation

The programme introduces students to state-of-the-art conceptual-theoretical approaches as well as to applied empirical research in the context of economic globalisation (including research by IOB). All of the courses make ample reference to or use recent, advanced development studies literature, sometimes including more technically specialised, disciplinary texts. Courses are taught by lecturers with long-standing experience in the assessment of globalisation-driven shocks or policies and their impact on economic development, particularly in applied field-level policy research within the context of multilateral or bilateral forums.

The content of the courses systematically reflects the current international debate, in particular the 'impact of globalisation on development' and the 'global governance' paradigms. Relevant, up-to-date scientific approaches as well as applied, problem-oriented experiences and case studies have a prominent place within the programme. Research methodologies and tools for impact assessment in the globalisation context (exercises on relevant data, case studies) are introduced and are tailored to the theme in question (as in the thematic courses). The lecturers are mainly academics, though most of them have concrete professional experience in multilateral forums. In

this way, students gain a profound insight into present-day approaches and policy process practices while, at the same time, acquiring the necessary methodological skills to actively participate in and assess policy processes. All these aspects will enhance their ability to meet their future professional challenges as development policy actors.

As discussed above, methodological knowledge transfer receives a lot of attention in the programme. On the one hand, it focuses on methodologies for social research, albeit limited largely to quantitative methods. On the other hand, it focuses on approaches, tools and instruments for the management and evaluation of events linked to globalisation, again using mostly quantitative techniques. Within a thematic context, students are encouraged not only to understand and assess the results of methodological applications, but also to acquire skills that will enable them to use these results in their actual field of work. Students' oral and written communication skills are enhanced through the interactive nature of many courses, ample recourse to small-scale assignments (papers) and class presentations, and specific additional courses on 'scientific writing'.

Students' research capacities are first and foremost developed during the personal research project that leads to the dissertation. Such research often concerns specific policy interests related to the prior and future professional context of the student, and uses solid methodologies. The research can be based upon a desk study of literature and/or secondary data, a hands-on learning experience in a Belgian or multinational institution or a multinational firm, or occasionally upon primary data gathered during original field research in developing countries (see also 2.8).

Programme-specific critical evaluation

The programme continues to struggle with two inherent difficulties which are becoming more pronounced in the changing IOB context. Both have to do with the perspective from which the programme is taught. The first relates to the choice between dealing with globalisation from a (business) administration and management perspective versus a development perspective. Formerly, some of the academic capacity in the programme (represented by staff now retired) related partly to the first whereas the Institute itself increasingly developed a clear development focus. This duality was also reflected in the student population, with part of the students having a mainly business-oriented professional background rather than being 'development professionals'. While previous programme reforms have largely dealt with this issue in favour of the developmentalist approach, some elements of the former duality are still apparent in the curriculum.

The second source of tension concerns the predominantly economics-based nature of the programme, which does not do justice to the multidisciplinary focus of IOB. This was also strengthened by the largely quantitative methodological focus of the programme.

One last element of criticism relates to the methodological part of the programme. In the programme, additional theme-specific knowledge was transferred via the thematic courses. A need was felt to provide more methodological knowledge on (policy) impact evaluation (of globalisation events), and to deal with this in a specific separate course or courses as in other programmes.

2.3. Cross-programme evaluation and curriculum reform

General limitations and weaknesses of the current programmes

The limitations and weaknesses shared by all three current programmes formed the starting point for the recent curriculum reform that aimed to provide solutions to the problems identified.

A first, crucial weakness relates to the modest input from the research expertise and experience of IOB teaching staff in the actual teaching programmes. The main recommendation of the 2004 evaluation commission acting on behalf of the Flemish Ministry of Education, was to improve the link between research and academic teaching.

The detailed diagnostic of this challenge revealed several related problems. The first problem was the absence of a clear and explicit focus in IOB research agendas as well as a lack of adequate organisational structures to plan and execute research as a more collective endeavour. This problem was solved with the creation and implementation of the theme groups (see above). In the process we also tried to promote synergy between the different theme groups with a view to achieving a more integrated, multidisciplinary development policy and practice focus in the Institute.

This relates to the second problem: the differences between the current programmes with regard to background disciplines and content, as well as their student population. The MA in Globalisation and Economic Development focuses on students with a background in economics and business administration and puts less emphasis on professional experience; the MA in Development Evaluation and Management focuses strongly on experience as a development professional and requires a background in social sciences (from economics to sociology, anthropology), whereas the MA in Governance and Development also requires a professional affinity with its topics, but is less strict in terms of students' former academic background, accepting students with a degree in law or journalism, for example. These differences in perspective in the programmes resulted in a *de facto* segmentation among IOB staff: a limited number of academic staff, complemented by external lecturers, took responsibility for 'their' MA programme. Thus, there was little opportunity for cross-MA, thematic (research-based) co-operation among IOB staff. The opportunities for students to attain a more profound understanding of their chosen field and, above all, to undertake their own research under the supervision of IOB staff, varied greatly depending on the programme for which they had enrolled. The lack of a common focal point in the programmes was also illustrated by the divergent importance attached to scientific research methods and instruments for knowledge management and evaluation (no methodological courses in Governance and Development, a focus on quantitative economic research methods in Globalisation and Economic Development, and a fuller range of quantitative and qualitative-participative methods for (evaluation) research in Development Evaluation in Management).

A further problem concerned the traditional set-up of the programmes as a collection of separate courses under the responsibility of an individual lecturer, co-ordinated by the logic of the coherence of the curriculum and the sporadic, general co-ordination by the programme councils.

Such a set-up fragments teaching and does not enable either students or IOB staff to work in-depth and for a longer time on a number of specific themes (related to the main IOB research agendas). In a very practical sense, it also reduces the teaching time available to IOB staff for work with students in areas of their specific expertise. In addition, it limits the opportunities for implementing student-centred teaching methodologies and/or creates practical co-ordination problems for the lecturers in their efforts to avoid workload bottlenecks for the students.

A more practical problem is that the programme and course content was designed in 2000 and that in the meantime additional staff have been hired. Moreover, the former programme director of the MA in Globalisation and Economic Development retired. This created opportunities to adapt the programme content to the specific expertise of current staff. Needless to say, the relative mismatch between programme content and staff expertise also limited the opportunities for fully exploiting the research capacity in the MA programmes.

Principles of the curriculum reform

The diagnostic of these problems led to the following decisions and principles upon which the recent curriculum reform was based.

In all Master's programmes, the IOB focuses on applied research in the field of development policy and management with a multidisciplinary social science perspective. This implies that the broader legal/political profile of the MA in Governance and Development and the economics-based profile of the MA in Globalisation and Economic Development have been replaced by a common multi/interdisciplinary, social science content and student profile. Given this common multidisciplinary and applied perspective, the MAs will now become a much more collective IOB endeavour involving the contribution of all TGs in the general courses (first term), and of several TGs in the thematic modules in the second term of each MA. This is also expected to contribute to a much clearer 'marketing' identity of the IOB that matches the concept of a 'development studies institute' as defined by our international counterparts in EADI (see Subject 1, above).

After the general and partially shared theoretical and methodological courses of the first term, all programmes consist of two in-depth eight-week modules. These are based on the research agendas of the TGs and are organised by their lecturers and research assistants collectively. The students' final dissertation relates to a topic developed in one of these thematic modules. MAs are thus no longer subdivided into an array of different courses, but into a set of larger units, so as to stimulate coherence, avoid overlaps and provide opportunities for co-operation between lecturers with different backgrounds. These second-term core modules apply student-centred teaching methods to promote research-based learning in the field of and under the close supervision of the TGs, which aims to develop those abilities in particular that students will need in their (future) professional environments. Students are expected to draw upon their own past experiences, real-life cases with which they are familiar, or agendas and themes with particular relevance to their future workplace or professional field. The dissertation will provide further opportunities to develop one of the themes of interest dealt with in one of the modules. These flexible, in-depth core modules, under the supervision of the TGs, are expected to significantly enhance the opportunities to link teaching contributions to IOB research and thus to focus on improving the students' ability to critically evaluate policy issues and research by others

and/or to undertake their own policy research. This modular set-up will also make it possible to combine and fully exploit specific TG expertise in several MAs (see below for further details).

The general aim is to focus on 'first-rate professionals' in all Master's programmes. The target group of all MAs consists of all categories of mid-level development professionals (public and semi-public sectors, NGOs and professional associations, development consultants, private development-oriented enterprises, bilateral and multilateral development organisations) wishing to contribute, in their institutions, to the definition, implementation, monitoring and evaluation of development policies and programmes. The focus is on students with a social science background and relevant professional experience.

Process and procedures of curriculum reform and innovation

With regard to the process and procedures of curriculum reform a distinction needs to be made between the regular updating of the curriculum and the more fundamental review of the programmes. As to the former, regular minor adjustments to specific courses are implemented after consultation with the programme director and the programme council (current programmes). Such adjustments are usually initiated either by evaluative remarks or suggestions from students, or upon the initiative of the lecturers who feel the need to adjust the programme. This will be the case with the new programmes as well, but consultation will take place in the cross-programme Education Commission. Moreover, it is worthwhile stressing that the TGs will have ample opportunity to adjust the detailed content of the second-term modules in order to keep them up-to-date and in tune with the changing research agenda.

A more fundamental curriculum reform is of course only initiated when the need for more substantial changes is felt. In practice, this usually happens in the context of the regular external assessments and self-assessments in which IOB is involved. It is customary at the Institute to start such processes with an inclusive, broad consultation of all stakeholders. After the 2004 external evaluation on behalf of the Flemish Ministry of Education, IOB organised a two-day residential seminar attended by both academic and administrative staff as well as several former students. A large number of informal meetings of full-time academic staff members preceded and followed the formal start of the curriculum reform process at the end of 2005. The formal curriculum reform process was thus preceded by an incremental, broad-based process of reflection and discussion.

The formal curriculum reform process started with the setting up of a 'curriculum commission' and a smaller steering committee to prepare its meetings. The commission was composed of all full-time ZAP (teaching staff), one AAP (research and teaching assistant) per theme group (TG), one member of the ATP (administrative and technical staff), one student and one former student. This commission held a number of meetings with a view to discussing the issues at hand and generating a consensus on the proposed reform (as regards the recent reform: four meetings between 1st February and 21st June 2006). The steering committee was formed by the convenors of the TGs, who played a crucial role in the necessary interaction with and feedback to the TGs, as these are now the basic institutional units responsible for the range of programmes organised by IOB. (There were numerous meetings of both the steering committee and the TGs; the TGs also met bilaterally in order to combine their educational offers in overall coherent Master's programmes.) Table 2.3. gives an overview of the phases and schedule of the recent reform.

Table 2.3. Schedule of the recent curriculum reform process

<p>October 14th 2005 Planning of the Curriculum Reform Process by the IOB Board.</p> <p>November-December 2005 Preparation of the general framework by the steering committee (contacts with UA administration, proposal to streamline TGs and MAs, etc.).</p> <p>February 1st 2006 First plenary meeting of the Curriculum Commission. Discussion of basic principles and draft outline of the organisational structure.</p> <p>March-April 2006 Preparation of theme-based modules and contributions of the various theme groups to MA programmes.</p> <p>May 16th 2006 Second plenary meeting of the Curriculum Commission; establishing special working parties on methodology and common courses.</p> <p>May-June 2006 Working parties and theme groups edit details of new programmes.</p> <p>June 6th 2006 Third plenary meeting of the Curriculum Commission, progress assessment and final options taken.</p> <p>June 21st 2006 Fourth plenary meeting of the Curriculum Commission, preparation of the final proposal to be discussed by the IOB Board.</p> <p>September 12th 2006 Approval of the reform by the IOB Board and submission of the reform proposal to the UA authorities.</p> <p>October 24th 2006 Approval of the reform by the UA Education Council (<i>Onderwijsraad</i>).</p> <p>November 14th 2006 Approval of the reform by the University Board.</p>

2.4. New programmes

2.4.1 Master in Governance and Development in Sub-Sahara Africa (new programme)

Table AA.1 gives an overview of the new programme.

TABLE AA. 1: MASTER IN GOVERNANCE AND DEVELOPMENT IN SUB-SAHARA AFRICA	
MODULE I	Credits
Theories of Development	9
Research Methods I	3
Research Methods II	6
MODULE II: From Conflict to Inclusive Development in SSA The State, Law and Development in SSA The Conflict Cycle: Analysis The Conflict Cycle: Policies for Reconstruction and Development	12
MODULE III : (choice between Module III a and Module III b)	12
MODULE III a : The Political Economy of the Great Lakes: Analysis and Policies Analysis: Colonial Trajectories & Political Economy in the Post-Independence Period Policies: Conditions for Inclusive Development	12
MODULE III b : Local Institutions and Poverty Reduction Poverty as an Institutional Process <u>Topics</u> (optional, applied to SSA) Public Services; Land and Natural Resources; Markets and Value Chains; Microfinance; Gender; Local Government and Administration	12
MODULE IV: DISSERTATION	18
TOTAL	60

Translation of the objectives into the content of the programme

We do not explicitly repeat the analysis of the current Governance and Development programme since it remains valid for the new version of the programme. The comments here will therefore focus solely upon the elements that are specific to the new programme. The following paragraphs should thus be read together with the above analysis of the current programme.

As regards the student profile, the new programme focuses more clearly upon students with a social science background as well as previous experience as development professionals. This will significantly enhance the opportunities for more advanced training in research skills for social sciences, relevant within the context of development policy and programmes. This will also enable students to follow modules offered by other TGs.

The new modular structure of the second term will improve opportunities to relate teaching and link student research to the existing IOB research of TG PEG. Module II, "From Conflict to Inclusive Development in Sub-Saharan Africa" introduces the main themes of the Master's programme: (a) The State, Law and Development in Sub-Saharan Africa, (b) The Conflict Cycle: Analysis, and (c) The Conflict Cycle: Policies for Reconstruction and Development. The first optional

module, IIIa, "The Political Economy of the Great Lakes: Analysis and Policies", zooms in on the specific situation of Central Africa and deals with (a) Analysis: Colonial Trajectories and the Political Economy in the Post-Independence Period and (b) Policies: Conditions for Inclusive Development. The second optional module, IIIb, "Local Institutions and Poverty Reduction", gives students the opportunity to focus upon the design and evaluation of poverty reduction programmes and policies at the (local) beneficiary level (TG PIP).

Academic orientation of the programme

As explained above, the new programme aims to encourage a student-centred, research-based learning process, which will result in a better match between teaching and the professional abilities the students will need. During most of the second term, students will be working on a limited number of themes with particular relevance to their (future) professional challenges. They will acquire conceptual-theoretical as well as (research) methodological skills; they will also have to draw up intermediate reports in different formats, present reports as well as papers, and discuss their work in seminar form. In addition, the format of the dissertation will more closely resemble the reporting format of a development professional's typical policy paper and more attention will be paid to the presentation of the research findings during the public defence of the dissertation (more information on the dissertation is provided under 2.8).

Coherence of the programme

In the first term, the Master's programme will start with:

- a theoretical-conceptual course that introduces key multi- and interdisciplinary approaches to development with particular relevance for the current development debate and practices in Sub-Saharan Africa;
- a series of contributions on research methodologies and/or tools for the management and evaluation of development interventions that will enable students to improve the skills they need to carry out scientific research and/or to design and/or manage policy intervention or development programmes.

In the second term, the focus will shift from theoretical and methodological contributions to a more applied focus on the core theme of governance and development in Sub-Saharan Africa. The previously examined theoretical-conceptual and methodological approaches will be applied in practice to this core theme (analysis of existing literature, review of IOB research, students' own research projects).

In the third module students will be given the opportunity to specialise in either the Political Economy of Central Africa or the design and evaluation of poverty alleviation interventions in Sub-Saharan Africa.

The students' training will culminate in the writing, presentation and public defence of a policy research report (dissertation).

2.4.2. Master in Development Evaluation and Management (new programme)

Table BB.1 gives an overview of the new programme.

TABLE BB. 1: MASTER IN DEVELOPMENT EVALUATION AND MANAGEMENT	
MODULE I	Credits
Theories of Development	9
Research Methods I	3
Research Methods II	6
MODULE II: Managing Aid Economics and Politics of Aid under the new aid paradigm; Governing for Development; Aid and Fiscal Management Monitoring and Evaluation; Engendering Development: macro-perspectives	12
MODULE III : (choice between Module III a and Module III b)	12
MODULE III a: Evaluating Development Effectiveness <u>Topics</u> (optional): Quantitative Impact Evaluation ; Econometric Techniques of Impact Evaluation; Cost-Benefit and Cost-Effectiveness Evaluation; Multilevel Evaluation Approaches Applications to Aid Effectiveness, Debt, Globalization, Sectors	12
MODULE III b: Local Institutions and Poverty Reduction Poverty as an Institutional Process <u>Topics</u> (optional): Public Services; Land and Natural Resources; Markets and Value Chains; Microfinance; Gender; Local Government and Administration	12
MODULE IV: DISSERTATION	18
TOTAL CREDITS	60

Translation of the objectives into the content of the programme

We do not explicitly repeat the analysis of the current Development Evaluation and Management programme since it remains valid for the new version of the programme. The comments here will therefore focus solely upon the elements that are specific to the new programme. The following paragraphs should thus be read together with the above analysis of the current programme.

The new organisation of the methodological courses, both in terms of the general Research Methods I and II courses in the first term and the module-specific contributions on monitoring and evaluation in the second term, will provide students with an up-to-date toolkit for development policy and management research, which will prepare them for the challenges posed by the changing aid industry.

The new modular structure of the second term will also generate more opportunities to relate teaching and link student research to existing IOB research, as well as to consultancy work and practical policy advice of the Aid Policies TG. The compulsory 'Managing Aid' module II will address the core themes of the Master's programme: the economics and politics of aid; the political dimension of development (governing for development); aid and fiscal management; and additional

methodological contributions related to monitoring and evaluation as well as macro perspectives of gender budgeting. In the optional module IIIa, students will be given the opportunity to specialise in a more technical and quantitatively-oriented evaluation research module (Evaluation Development Effectiveness) (TG AP & TG IG), or they can opt for module IIIb, 'Local Institutions and Poverty Reduction' in order to focus on specific policy themes of interest in the context of the design and evaluation of poverty reduction policies with a (local) beneficiary focus (TG PIP).

Academic orientation of the programme

The new programme aims to encourage a student-centred, research-based learning process, which will result in a better match between the teaching process and the professional abilities that the students will require in their professional environment. During most of the second term, students will work on a limited number of themes with particular relevance to their (future) professional challenges. They will acquire conceptual-theoretical as well as (research) methodological skills; they will also have to draw up intermediate reports in different formats, present reports as well as papers, and discuss their work in seminar form. In addition, the format of the dissertation will more closely resemble the reporting format of a development professional's typical policy paper, and more attention will be paid to the presentation of the research findings during the public defence of the dissertation (more information on the dissertation is provided under 2.8).

Coherence of the programme

In the first term, the Master's programme will start with:

- a theoretical-conceptual course that introduces key multi- and interdisciplinary approaches to development with particular relevance for the current development debate and practices.
- a series of contributions on research methodologies and/or tools for the management and evaluation of development interventions that will enable students to improve the skills they need to carry out scientific research and/or to design and/or manage policy intervention or development programmes.

In the second term, the focus will shift from theoretical and methodological contributions to a more applied focus on the core theme of 'Managing Aid'. Theoretical-conceptual approaches from economic and political science as well as research methodologies will be put into practice in the context of development policy and international aid. Additional methodological contributions on programming, monitoring and evaluation will complement the 'Research Methods' courses of the first term.

In the third module, students will be given the opportunity to specialise in either more technical and quantitative approaches to development evaluation or in the design and evaluation of poverty alleviation interventions and policies.

The students' training will culminate in the writing, presentation and public defence of a policy research report (dissertation).

2.4.3. Master in Globalisation and Development (new programme)

Table BB.1 gives an overview of the new programme.

TABLE CC. 1: MASTER IN GLOBALISATION AND DEVELOPMENT	
MODULE I	Credits
Theories of Development	9
Research Methods I	3
Research Methods II	6
MODULE II: Globalisation and Development Globalisation and Development Poverty Impact of Trade and Regional Integration Policies Financial Globalisation and the Poor	12
MODULE III : (choice between Module III a and Module III b)	12
MODULE III a: Evaluating Development Effectiveness Topics (optional): Quantitative Impact Evaluation; Econometric Techniques of Impact Evaluation; Cost-Benefit and Cost-Effectiveness Evaluation; Multilevel Evaluation Approaches Applications to Aid Effectiveness, Debt, Globalization, Sectors	12
MODULE III b: Local Institutions and Poverty Reduction Poverty as an Institutional Process Topics (optional): Public Services; Land and Natural Resources; Markets and Value Chains; Microfinance; Gender; Local Government and Administration	12
MODULE IV: DISSERTATION	18
TOTAL CREDITS	60

Translation of the objectives into the content of the programme

Again, we will not explicitly repeat the analysis of the current Globalisation and Economic Development programme since it remains valid for the new version of the programme. The comments here will therefore focus solely upon the elements that are specific to the new programme. The following paragraphs should thus be read together with the above analysis of the current programme.

As regards the student profile, the new programme focuses upon a broader spectrum of students with a social science rather than a strictly economics-based background. It also limits student intake to those with previous professional experience as development professionals. This will allow for a more multidisciplinary research focus, examining the globalisation phenomenon from a broader perspective, rather than from a purely (political) economic one.

Moreover, the new organisation of the methodological courses, both in terms of the general Research Methods I and II courses in the first term and the module-specific contributions in the second term, will provide students with an up-to-date toolkit for development policy and management research that is not restricted to quantitative research methodologies. In fact, every effort will be made to integrate both quantitative and qualitative approaches (sometimes referred to as the Q² approach).

The new modular structure of the second term will create more opportunities to relate teaching and link student research to existing IOB research of the TG IG. Students interested in quantitative policy research will have the opportunity to specialise in the 'Evaluating Development Effectiveness' module, whereas those more interested in the design and evaluation of poverty reduction programmes and policies in the context of globalisation will be able to focus more on specific themes, such as 'making markets work', 'financial services' and 'poverty, ecology and globalisation' in the 'Local institutions and poverty reduction' module (TG PIP).

Academic orientation of the programme

As explained above, the new programme encourages student-centred, research-based learning, which will result in a better match between the teaching process and the professional capacities the students will need in their professional environment. During most of the second term, students will work on a limited number of themes with particular relevance for the challenges posed by their own (future) professional environment. They will acquire conceptual-theoretical as well as (research) methodological skills. They will also have to draw up intermediate reports in different formats, present reports as well as papers, and discuss their work in seminar form. In addition, the format of the dissertation will more closely resemble the reporting format of a development professional's typical policy paper, and more attention will be paid to the presentation of their research findings during the public defence of the dissertation (more information on the dissertation is provided under 2.8).

The coherence of the programme

In the first term, the Master's programme will start with:

- a theoretical-conceptual course that introduces key multi- and interdisciplinary approaches to development, with particular relevance for the current development debate and practices.
- a series of contributions on research methodologies and/or tools for the management and evaluation of development interventions that will enable students to improve the skills they will need to carry out scientific research and/or to design and/or manage policy intervention or development programmes.

In the second term, the focus will shift from theoretical and methodological contributions to a more applied approach to the core theme of the link between globalisation, economic development and poverty, emphasising the opportunities and constraints that globalisation poses for economic development and poverty alleviation. All dimensions will be considered, from the global via the macro to the micro (household) level, and special attention will be paid to transmission mechanisms. Theoretical-conceptual approaches from economics and political science as well as research methodologies will be put into practice within the context of these globalisation phenomena. Additional methodological contributions on programming, monitoring and evaluation will complement the 'Research Methods' courses of the first term.

In the third module students will be given the opportunity to specialise in either more technical and quantitative approaches to development evaluation, or in the design and evaluation of poverty alleviation interventions and policies.

The students' training will culminate in the writing, presentation and public defence of a policy research report (dissertation).

2.5. Workload and feasibility

As it is difficult to estimate in advance the workload generated by a programme, some widely accepted rules of thumb have been applied here, namely that 1 ECTS corresponds to 30 hours of workload and that 1 contact hour corresponds to 3 hours of workload.

The application of these principles yields the following estimates for the workload generated by the current and the new programmes. As can be seen from the tables, the implied workload for the current and the new programmes is feasible. Moreover, the new programme structure corrects imbalances in the current programmes with regard to the workload during the second term and during the preparation of the dissertation .

Table 2.4. Estimated workload for the current master programmes

Semester	Course Description	Calendar	Weeks	ECTS	Contact hours	Workload /week
I	Compulsory Courses	October-January	12	19	190	48
II	Compulsory Courses	February- May	14	16	160	54
	Optional Courses			9	135	
III	Dissertation	June-September	16	16	-	34
	Total Master			60		44

Table 2.5. Estimated workload for the new master programmes

Module	Description	Calendar	Weeks	ECTS	Workload /week
I	General courses: Theories of Development - Research methods I - Research methods II	October-January	14*	9 3 6	38.5
II	Research-Driven teaching provided by Theme Groups	February-March	9*	12	40
III		April-May	9*	12	40
IV	Dissertation	June-September	14	18	38.5
	Total Master			60	39.1

* Including evaluation

2.6. Consistency between form and content

2.6.1. Teaching methods

A variety of teaching methods are used in the current programmes. In addition to more traditional ex cathedra lecturing, the theoretical and thematic courses offer ample opportunities for student-empowering class presentations and discussions, individual and group assignments, seminars, guest lectures, analysis of case studies and simulations. Methodological courses also pay considerable attention to practical exercises that enhance particular skills. While working on the dissertation students benefit from intensive individual tutoring. This wide range of teaching methods will be maintained and even increased in the new curriculum. During the core modules of the second semester in particular, every effort will be made to provide a tailor-made learning trajectory for each individual student. This will require literature-based, independent study and the use of portfolios to document and structure these trajectories. In addition, intensive individual tutoring will start at this point and continue up to the end of the research project for the dissertation. Organising teaching into larger modules under the responsibility of a permanent group of lecturers is also expected to ensure a better combination of different teaching methods and to enhance their consistency and coherence in line with the objectives of each course. The new programmes will also be more demanding in terms of presentations and reporting in various formats.

This diverse range of active and participative teaching methods aims to acknowledge and build upon the typical profile of our experienced and knowledgeable students. It will also provide them with an appropriate range of stimuli and opportunities for the tailor-made development of their theoretical-conceptual capacity and their methodological research and communication skills. The particular variety of teaching methods matches the 'detective', 'translation' and 'diplomatic' skills of the flexible and creative development professional (see table 2.6.).

Table 2.6. Overview of competences, content and teaching methods

Type of competence	Content	Teaching methods
<p>Detective skills</p> <p>Data Interpretation & conceptual capacity</p> <p>Data collection skills</p> <p>Data Analysis</p>	<p>Multidisciplinary (social science) perspective</p> <p>Up-to-date information on the current development debate and practice</p> <p>Use of on-line databases, from the global via the macro to the micro level</p> <p>Opportunities for fieldwork in the context of personal project. (limited number of students)</p> <p>Full range of social science methodologies with an integrated qualitative-quantitative (Q²-) approach.</p> <p>Close links with policy-oriented contemporary scientific debate</p>	<p>Lectures, independent study, individual and group assignments, simulations, seminars, guest lectures</p> <p>Lectures, Practical exercises</p> <p>Lectures and practical exercises</p> <p>Lectures, case studies, exercises</p> <p>Lectures, independent study/portfolio, case studies</p>
<p>Translation skills</p>	<p>Epistemological and methodological courses</p> <p>Individual and group research, reports</p>	<p>Oral reporting in different formats (class and seminar presentations, discussant tasks, public defence)</p> <p>Written reporting in different formats (dissertation, small-scale policy papers and notes, notes for non-specialist audience,...)</p>
<p>Diplomatic skills</p>	<p>Epistemological and methodological courses (participative negotiation-based approach)</p>	<p>Group assignments and exercises</p> <p>Class discussions</p>

2.6.2. Teaching tools

IOB lecturers have developed their own course notes for use as basic study material for their course(s). In some cases these are complemented by other materials. In accordance with the objective of introducing students to relevant journals, reports and other bibliographical sources which reflect the current development debate, lecturers also make ample use of (complementary) readers composed of a changing selection of articles/texts from academic journals and/or policy reports. In addition, some lecturers introduce practical exercises, such as the collection and analysis of data – the latter often taken from development-related databases –, building cases and arguments and linking insights to previously held theoretical and conceptual discussions. Lecturers increasingly use PowerPoint in class not only for their own lectures, but also to structure debates and group discussions that take place following self-study.

The infrastructure at the university campus makes it possible to use such a variety of teaching tools. The classrooms are equipped with overhead projectors and there is also the possibility of using PowerPoint presentations. The classrooms themselves can be organised to allow group work and discussions (furniture can be arranged into a rectangle). The quality of the classroom infrastructure is matched by the facilities offered by the library and the computer labs. Both are fully equipped and available for teaching activities and individual exercises, as well as for the students' personal work and needs. The dynamic interaction between teaching staff and students has resulted in the creation of Yahoo groups per programme. Teaching staff can thus send out additional references, study materials and other relevant information about the courses. The student secretariat acts as an interface to pass messages between teachers and students. In order to facilitate access to documents, references and other relevant information for students, we have started using Blackboard this year. We still have to assess whether this instrument is sufficiently flexible for both staff and students but it looks promising.

This variety of teaching tools creates opportunities for the development of the above-mentioned detective, diplomatic and translation skills. With regard to the quality of the teaching tools, students generally appreciate their timely availability. The most appreciated teaching tools are those that allow for interaction and participation. These methods not only stimulate reflective and narrative skills, but also create an environment in which these development professionals can exchange information and field experiences with each other.

In the current programmes, lecturers are on the whole individually responsible for the teaching methods and teaching tools they use. And although these may perfectly suit the needs of each individual course, there is no real guarantee that all these teaching methods and teaching tools together cover the whole of the programme's didactic concept. This is one of the reasons why the new programme looks very promising: since the modules (hence the TGs) are now responsible for achieving the objectives of the modules, there is a strong incentive to move beyond content discussions and introduce teaching methods and teaching tools that are well matched to the course content and the course objectives.

2.7. Methods of evaluation

In the current structure, the first session exams take place in January (first term) and in May (second term exams). From June to August, students work on their dissertations. In September the second session exams and the public presentation of the dissertation take place. IOB fully implements the UA exam regulations.

At present, there is a test or an exam for each course in each programme. Some courses use the more traditional forms of written and oral exams. Others require students to write a paper or present a case. However, most courses use a variety of evaluation methods. More specifically, lecturers use continuous assessment in order to encourage participation and interaction. Consequently, participation in class and in group discussions, and individual or team performance in tasks or exercises, as well as the quality of both form and content of individual presentations and papers are increasingly considered as part and parcel of the process of evaluating student performance. In the current programmes, each teacher is largely responsible for the way in which work is assessed. It is up to him or her to decide how to organise tests and how to evaluate student performance.

In the new programme structure however, the teaching staff of the various modules will have to co-ordinate and propose coherent ways and techniques of evaluation in order to guarantee internal coherence within each module, but also between modules. This still needs to be discussed. However, the general principles have been laid down: evaluations will cover research skills, negotiation skills and translation skills.

2.8. Dissertation

Both the old and the new programmes conclude with the research for, and public presentation of, a dissertation. In the current programme the dissertation is worth 16 credits; in the new programme this has been increased to 18 credits, which illustrates the importance attached to this essential component. The main purpose of the dissertation is to give students – (future) development professionals – the opportunity to demonstrate their capacity to contribute to the identification, design, evaluation and/or management of development policies and programmes. Ideally, the dissertation is a personal research project on a theme or question closely related to the previous and/or future professional responsibilities of the student.

Most students' dissertation is based on desk study in Antwerp, including the analysis of relevant literature or available secondary data and/or materials provided by their own previous professional experiences or that of colleagues in their workplace. A more limited number of students have the opportunity to carry out short-term, focused primary field research in developing countries, which is often directly related to their previous experience or is undertaken in the context of existing development programmes, or of the research of IOB's institutional partners in Central Africa or Central America⁸. IOB does not have the financial means to fund field trips, but

⁸ IOB has no financial means to fund field research. However, European students often use the available VLIR research scholarships to finance their field trips, while students from the South sometimes manage to interest certain institutions in their

programmes occasionally manage to provide the necessary means and to mobilise networks in order to give students with a clear research agenda and a well-defined project the opportunity to conduct field research. Others may have the opportunity to gain educational experience at an international, national or non-governmental institution for development co-operation and elaborate their – often management-oriented – dissertation research within the context of these institutions. IOB has a limited portfolio of internship places in Belgium and abroad.

In the current programmes, the format of the dissertation has gradually evolved from a traditional Master's dissertation to a shorter and more focused 40-60 page report, even though there is some nostalgia for the traditional format (particularly on the part of the students themselves). With the new programmes, the idea is to aim more at the policy report format and possibly also to ask for a complementary summary report for a broader audience⁹. It is also necessary to upgrade the oral presentation and the public defence of the dissertation. A number of ideas, such as the possibility of organising the dissertation presentations in a conference format, are currently being examined in terms of their desirability and feasibility.

In the current programmes, preparation for the dissertation starts at the beginning of the second term, but has no immediate, organised links with the on-going courses. Although staff members list possible dissertation topics in their field of research, which are then grouped per programme and presented to the students, these merely serve as a source of inspiration. In the end, students have the freedom to identify and propose their own themes of interest for which they contact individual lecturers and/or assistants who then help them to formulate and afterwards develop their dissertation research project. By the end of March, all students' projects have been determined and their respective tutors/supervisors designated. The research is developed between June and August. The public presentation takes place in September.

In order to prepare students for writing their dissertation (and the other papers they have to produce), a number of courses are offered on the use of the library, scientific writing, and bibliographical referencing as well as on the prevailing rules governing this kind of assignment (including the evaluation principles and the rules concerning plagiarism and the sanctions¹⁰ it carries). The review and evaluation of intermediate papers for specific courses also help to coach students with respect to the requirements and criteria for the dissertation.

In the new programmes, students will have to choose a dissertation topic related to one of the modules from the second term, i.e. one of the themes from the TGs' research agendas. This implies that the individual, research-based learning trajectory of one or both of the second-term modules will be directly related to the final dissertation research project. In many cases, the dissertation will be a further elaboration of one of the end-of-module papers. Compared with the current situation, research for the dissertation will thus be clearly related to theoretical approaches, research methodologies and the themes of the Master's programme, and more particularly, of a specific module. This is also expected to help solve certain problems: i.e. in the past, despite intensive tutoring and/or many hours of student work, certain dissertations did not meet the required

research project (or they respond to research questions from these institutions) and obtain financial support in this way. Some highly motivated students also use their own means, sometimes economising elsewhere so as to make their grants go further in order to be able to return to the field.

⁹ This is one of the ideas that still need to be discussed in the following months.

¹⁰ IOB has had a number of problems with plagiarism in recent years. Initially, this was also due to a lack of understanding of the prevailing rules regarding references and quotations. In a limited number of cases, these were cases of fraud. Today, IOB systematically uses the Turnitin anti-plagiarism programme and students are adequately informed of this practice as well as the severe sanctions attached to plagiarism.

standard. It will also help to solve the problem of the unavailability of many lecturers/tutors in the months of July or August. The different options of desk study, primary field research or internship as the main information base for research will not change. The practical details concerning the organisation of research for the dissertation in the new programmes will be worked out in the following months.

Examination boards composed of the supervisor and two assessors are responsible for assessing the dissertations. In response to previous problems concerning differences in the assessment of dissertations by different examination boards, IOB has discussed and developed a detailed normative framework which sets out the evaluation criteria in terms of minimum standards and score ranges. In addition to the normative document, a standardised evaluation format has been developed and is increasingly being used by examination board members (see in annexes: Nota Eindwerken en Kwalitatief Evaluatieschema).

2.9. Internship

As described under 2.8., only a limited number of students serve a short internship as part of the information base for their dissertation research.

2.10. Admission criteria

2.10.1. Characteristics of the student intake

As stated before, the MA programmes at IOB are Master's-after-Master's programmes (MANAMA). This means that applicants should hold a Master's degree in a discipline relevant to the programme. Given the nature of our programmes, we also require students to have professional experience in a sector that is related to the programme (see table 2.7). Students with a Bachelor's degree may be accepted provided they demonstrate significant and relevant professional experience.

Since most of the candidates reside in developing countries, they must submit a fairly elaborate application file (see annexes for the application form) including the following elements:

- Full proof of identity
- Certified diplomas, official documents featuring exam results
- Other certificates
- Names and addresses of current and previous employers
- Employer's certificate concerning professional position
- Description of professional experience
- Financial information
- Motivation for application
- Letters of recommendation
- Complete curriculum vitae

- List of publications

Applicants must provide proof of their proficiency in English¹¹, either on the basis of a language certificate (TOEFL, IELTS) or by substantiating that they conducted their previous studies in English. The application file has to be submitted to IOB's student secretariat before May 1st.

Table 2.7 clearly shows the differences between programmes with regard to the expected educational background. Owing to the content of this programme, GED focuses mainly on students with a more technical and economics-based background. Professional experience in the private sector is considered an advantage. G&D, with its strong emphasis on governance and Africa, attracts students from different backgrounds. DEM strongly focuses on social sciences, and on micro, meso and macro professional experience.

Table 2.7. Student profile per programme

	Most relevant university degree:	Most appropriate professional experience:
Globalisation and economic development	Economics, International Trade, Commercial Engineering, Civil or Industrial Engineering, International Relations.	<ul style="list-style-type: none"> • economic planning, financial markets, foreign investment. • experience gained in private sector companies, government agencies or commercial organisations, international organisations, universities..
Governance and development	Law, Sociology, Political Science, International Relations, Anthropology, Economics.	<ul style="list-style-type: none"> • political planning, socio-political development, planning and implementation. • experience gained in government services, NGOs, international organisations, universities.
Development evaluation and management	Economics, Planification, Political Science, Sociology, Rural Development.	<ul style="list-style-type: none"> • evaluation and management of development policies, programmes and projects. • experience gained in positions of responsibility within NGOs, co-operation agencies, government departments, universities.

¹¹ In the past, assessing the language skills for the French-language programmes was often problematic since no internationally recognised language test exists. This problem was dealt with at the level of the institute by organising a test at the beginning of the academic year. Students who did not pass the exam had to follow an intensive course in French organised by the university's language institute.

The three MA programmes make their own selection. Although the table seems to suggest that university degrees and professional experience are the most important selection criteria, these only constitute 2 of the 5 criteria used in selection procedures. In addition to studies and experience, results/additional training, applicant motivation and expectations, and how these correspond with what the MAs can offer are also important criteria. Each criterion is important enough to exclude a candidate. For example, if a candidate's expectations are a mismatch, he or she will not be selected, even if he or she has the right degree and professional experience. Because of the sheer number of applicant files (on average about 800 each year), each programme has developed a somewhat more mechanical way of screening and filtering files. The members of the selection committees give scores to each of the five criteria and an Excel programme calculates (based on a threshold) selected versus non-selected candidates. These scores are not decisive but facilitate the identification and selection of suitable candidates.

Among the selected candidates, the best scoring applicants (taking into account a number of criteria), may also be eligible for a VLIR scholarship. Given that this batch of students with a VLIR scholarship represents between 30 % and 50 % of the enrolled students, it is worth explaining the specific selection process for these scholarships. The thirty scholarships are equally distributed over the three MA programmes, hence each programme receives ten. There are specific criteria for the scholarships.

- Only students from developing countries which figure on the list of Developing Countries of the Development Assistance Committee (DAC) of the Organisation for Economic Co-operation and Development (OECD) are eligible for a scholarship.
- Half of the scholarships go to candidates from Sub-Saharan Africa or from the least developed countries.
- Maximum age at the time of application is 35.
- Priority is given to candidates with at least two years of professional experience.
- Candidates must be proficient in English.
- Effort to respect a gender balance for the scholarships: equal participation for men and women.

The intake policy of the three programmes clearly affects the final composition of the groups. Table 2.8 briefly summarises the profile of the three student groups. Detailed student lists can be found in the annexes.

Table 2.8. Student profiles per programme, geographical spread and gender balance

Programme	Year	Total number of students	Female students	Regional composition	Main academic background of students
EGD / DEM	2003-2004 (French)	27	9	17 Africa 3 LA – Carr 1 Asia 6 Europe	Mainly economics, statistics, agriculture, but also some sociology, political science and anthropology
	2004-2005 (English)	28	15	14 Africa 4 La-Carr 7 Asia 3 Europe	
	2005-2006 (French)	16	5	15 Africa 1 Europe	
GDE / GED	2003-2004 (French)	19	8	14 Africa 2 LA-Carr 3 Europe	Mainly economics, statistics, management
	2004-2005 (English)	21	12	8 Africa 3 LA-Carr 8 Asia 2 Europe	
	2005-2006 (French)	11	3	10 Africa 1 Asia	
G&D	2003-2004 (French)	16	6	13 Africa 2 LA-Carr 1 Europe	Mainly law, political science, sociology, public administration
	2004-2005 (English)	29	13	18 Africa 2 LA-Carr 1 Asia 8 Europe	
	2005-2006 (French)	15	7	15 Africa 1 LA-Carr 2 Eur	

As argued before, the three current programmes clearly have different student profiles. The majority of the students are male and predominantly come from Africa. European and/or American students do find their way to IOB, but the three programmes use different access criteria for these applicants. Given the importance of prior professional experience for DEM, this programme has tended to exclude candidates without professional field experience, whereas G&D and GED have been more flexible in accepting such students.

Selection and student intake under the new programmes

With the enhanced streamlining of the programmes following the curriculum reform, the selection procedures and criteria as well as the intake profile will become more standardised. As indicated above, IOB has chosen to target all categories of development professionals (public and semi-public sectors, NGOs and professional associations, development consultants, private development-oriented enterprises, bilateral and multilateral development organisations) wishing to contribute, in their institutions, to the definition, implementation, monitoring and evaluation of development policies and programmes. Applicants should preferably have a social science background, but other degrees will be considered if sufficient 'social science' proficiency can be demonstrated (additional courses or relevant professional experience).

Under the new programmes, students with a lower proficiency in English will be accepted, provided they follow a two-month intensive English course offered by the institute.

2.10.2. Connection between previous education and MA programmes

Although the three MAs attract different student profiles, there can still be some discrepancies between the previous university degree and the MA. The first issue is related to unidisciplinarity versus multidisciplinarity. Most students have a specific discipline and a specific professional background. They have gained expertise in certain domains and are confronted with new disciplines in the MA. Rather than an unavoidable problem, lecturers at the Institute consider this as an exciting challenge. Discussing development problems from different angles and disciplines is not easy but this is an institutional choice which is fundamentally enriching.

Students' lack of basic knowledge in economics, research methodologies and statistics constitutes a greater problem. This is partially due to the fact that – especially in Africa – the quality of higher education has deteriorated. If an MA programme takes any of these skills for granted, students will experience great difficulties in writing papers and carrying out the dissertation project.

2.10.3. Remedial actions

Under the current programmes, most of the above-mentioned problems were addressed by organising extra tutoring sessions. Research assistants were heavily involved in organising collective sessions, but also in assisting individual students to improve their economics-related, statistical and research skills.

With regard to language, both for the French- and English-language programmes, tests are organised every year and subsequent two-month language courses are offered. The language courses use course materials in order to acquaint students with specific course vocabulary.

Under the new programmes, the systematic approach to introducing research methods as well as individual tutoring and student-centred, tailor-made learning processes should provide more opportunities to address deficiencies. As regards English, the two-month preparatory course should remedy the deficiencies of non-English speakers in a much more effective way.

2.10.4. Flexible study paths

At the moment, the three MA programmes offer very limited options for flexible individual learning trajectories. Options are available in the second term, under the heading 'optional courses'. Preferably remaining within their own MA programmes, students normally select three of these courses. Under certain circumstances, students can 'shop' for optional courses in the other programmes, but this depends on the approval of the directors of the MA programmes involved. Another issue is related to the choice of the dissertation topic. Students can freely choose topics and supervisors, without being restricted by the MA programme, although this is not encouraged, given the fact that students are expected to specialise within their programmes. The obvious disadvantage of this flexibility is that the dissertation risks having little to do with the MA area of specialisation.

Under the new programme construction, learning paths are more restricted, yet also more varied. The new structure tries to combine topical discipline and thus specialisation with greater individual freedom within modules. First of all, the student has a (limited) choice between modules. Within a module, students can choose between topics and gain in-depth knowledge (intensively tutored by the teaching staff) of specific subsets offered in the modules. As such, the learning paths within modules are much more tailor-made, and take into account the students' interests and needs.

2.10.5. EVC – EVK

EVC and EVK are conditions for admission. No exemptions are granted on this basis.

Subject 3: Deployment of staff

3.1. Quality of staff

3.1.1. Staff policy

The Institute's staff policy regarding teaching staff (ZAP), research and teaching assistants (AAP) and administrative staff (ATP) is governed by the University's regulations (2003). These are based on legal ("*decretale*") provisions. However, within these constraints, the Institute develops its own HRM policy in line with its specific nature and the characteristics of its student body. For instance, staff members need to have an excellent knowledge of English and French, and some are also proficient in Spanish. They must also show a clear ability to function in an intercultural environment and operate in a way that is respectful towards other backgrounds, both in their dealings with students and in the management of partnerships. According to the Institute's mission statement, "in appointing and promoting staff, it applies a policy of equal opportunities". While the Institute applies this principle, there is still a considerable gender and ethnic imbalance, and women continue to hit the "glass ceiling" (see table 3.3. below).

3.1.2. Staff qualifications and recruitment policy

All ZAP members have a PhD and have widely published on the subject(s) they teach at both the domestic and the international level. Members of AAP have at least one MA degree, and their research addresses issues closely related to their duties in support of the teaching process. In addition to their professional skills, ATP members are selected on the basis of their language and social skills.

Positions for full-time ZAP are always published internationally and the selection panel comprises at least two members external to the University of Antwerp. AAP members are also recruited on an open and competitive basis, again with external experts in the selection panel. The shortlisted applicants are interviewed and applicants for a ZAP position are required to teach a "trial lesson" (cf. *infra*). The selection panel's opinion is submitted to the Institute's board before a final decision is taken by the University's competent body, which has so far always followed the Institute's advice.

While the Institute advertises ZAP positions internationally, and although applicants come from a wide range of countries, it has sometimes proved difficult to attract its first- choice specialists. This is due mainly to uncompetitive salary levels beyond the Institute's control.

3.1.3. Assessment, promotion and tenure

The assessment and promotion of academic staff are organised in accordance with both legal requirements and university procedures. This means that ZAP is assessed every five years (after three years following their first appointment), first by the Institute and then by the University. Full-time ZAP can be offered tenure, provided their assessment after the initial three-

year period is favourable. Part-time ZAP are appointed on a temporary, renewable basis for three-year periods. AAP are assessed every two years, upon completion of each of their first two terms. Promotion rounds for ZAP are organised every two years on a competitive and University-wide basis. In the past, proposals for promotion made by the Institute on the basis of a selective policy, have been honoured by the University

IOB organises student evaluations of teaching performance at the end of each term. The outcomes are discussed by the programme directors with ZAP members scoring below the average. This has led lecturers to adapt their syllabus or teaching methods.

More detailed information can be found under subject 5 below.

3.1.4. Quality control

The overall quality control of programmes rests with the education committee ("*onderwijscommissie*") under the supervision of the board and the bureau. At programme level, it is the responsibility of the programme councils ("*programmaraden*"), which also co-ordinate and streamline course content, students' workload and admission procedures.

Both general and subject-specific pedagogical skills are taken into account when hiring and promoting ZAP. Applicants for a teaching position are required to clearly specify course content and methodology, and to give a "trial lesson". Further on in their careers, the quality of their teaching – measured, for example, by means of the above-mentioned student evaluations – is one of the elements taken into account when decisions on tenure and promotion are made.

More detailed information can be found under subject 5 below.

3.1.5. Duties assigned

Each programme has a director, a co-ordinator and a student contact person.

ZAP and AAP are assigned duties with regard to teaching on the basis of programme needs and the specific academic skills of these staff members. Tasks are (re)assigned each year. Each MA programme will typically have four full-time ZAP and three full-time AAP at its disposal, in addition to several part-time ZAP (who are involved in teaching only) for subjects where in-house expertise is lacking (see also 3.3). As the Institute's academic staff has a heavy workload in both research and service to the community, their teaching duties are kept to a reasonable level.

Junior ZAP receive professional coaching so as to enhance their teaching skills, and AAP receive training in methods and techniques. Clerical staff (ATP) are given the opportunity to upgrade skills, particularly in ICT.

ZAP and AAP are constantly involved in the educational process at the Institute through their active membership of the board, the curriculum commission (in charge of reviewing and reforming the MA programmes), the education committee and the programme councils. AAP are involved in the teaching process under the guidance of the ZAP members who are in charge of the courses. As the teaching process at the Institute is highly interactive, members of AAP have very close and frequent contacts with the students. When the new programmes come into being in October 2007, each AAP member will be appointed as tutor to a number of students.

3.2. Professional/academic requirements

Courses are taught by academics who each carry out high level research in their area of expertise, the results of which they publish in a variety of publications ranging from consultancy reports and articles in international peer-reviewed journals to books. The Institute monitors the research output on a regular basis: audits were conducted in early 2002, in mid 2004 and in mid 2006. The research-based nature of the teaching process at the Institute has been considerably enhanced by the creation of four TGs, which take responsibility for the different modules in each of the MA programmes (cf. above).

In addition to being the basis for the organisation of research at the Institute, the TGs embody the link between research and teaching. Indeed, while the four TGs contribute to Module I, in Module II, TGs AP, PEGL and IG offer specific contributions. In Module III these specific contributions are provided by AP, PEGL and PIP, and finally the input in Module IV is once again provided by the four TGs, depending on the subjects of the students' dissertations.

The Institute's programmes aim to train professionals at the intermediate level in the various professional environments where graduates usually find employment. While this heterogeneous field has not been formally consulted on its requirements, the Institute's staff who have designed the programmes have a vast and varied knowledge of the very diverse work environments concerned. Indeed, most of the Institute's staff members act as consultants or as board or advisory committee members, as well as being in constant touch with public and private organisations in the professional fields targeted by the MA programmes. In addition, the field participates in the MA programmes in two ways: on the one hand, experts from the field are regularly invited to share their experience in the various teaching methods used (see 2.5.1); on the other hand, some units for which in-house expertise is not available are taught by part-time ZAP from the field.

The Institute's staff have multiple and varied international contacts and networks in both the South and the North. Some of these networks are geographical, particularly in Central Africa and Central America; others are sectoral, e.g. the Belgian and international aid community (both national and multilateral agencies and NGOs). In addition, staff members actively participate in networks linking the international academic community. These contacts and networks are particularly valuable in the context of teaching. Students are put in touch with them through their classwork throughout the year, but even more so while undertaking the research towards their dissertation. An additional advantage is that, as students have generally some professional experience (they are often "mature students"), they bring their own networks with them and share them with other students and staff members. They also continue to do so through the yahoo newsgroups after they have left the Institute.

3.3. Staff numbers

Details of the data on which this presentation is based can be found in the annexes. In 2007, the Institute will be employing a total of 12 ZAP, 10 AAP and 5 ATP (full-time). In addition, on average 2 FTE part-time ZAP, 8 contractual researchers and 1 FTE Scholar in Residence work at the Institute; some of the latter contribute to the teaching activities. As the Institute caters for an average of about 65 students over the three MA programmes, the student/staff ratio, counting only the core staff, is about 3 to 1, which is very favourable. While this may seem rather a luxury, it

should be borne in mind that the Institute's staff spend a great deal of time on research and service to the community, both at home and abroad. This in turn strengthens their teaching skills.

Table 3.1. Overall staff structure

ZAP: 10 FT; 15 PT (as from 1.10.2007: 12 FT; x ¹² PT)
AAP: 8 FT; 1 HT (as from 1.10.2007: 10 FT)
ATP: 4 FT; 2 HT

Table 3.2. Age structure of staff (situation 1.10.2006)

Category	≤ 30	31-40	41-50	51-60	≥ 60
ZAP FT		3	2	4	1
AAP FT/HT	6	3			
BAP FT	6	3			
ATP FT/HT	2	1	1	2	

Table 3.3. Gender structure of staff (situation 1.10.2006)

ZAP FT 9 m 1 f
ZAP PT 12 m 3 f
AAP FT 5 m 3 f
BAP FT 5 m 4 f
ATP FT 1 m 3 f
ATP HT 0 m 2 f

¹² This figure will depend on the needs of the new programmes, but will certainly be lower than the 15 part-time lecturers currently employed.

Subject 4: Facilities

4.1. Physical facilities

4.1.1. General

At the time of writing this ZER, the Institute was preparing to move into its new premises in a renovated late 19th century convent. What is outlined here should describe the situation in the spring of 2007 at the moment of the panel's site visit.

The main building houses the student support services, the staff offices, five seminar rooms and an auditorium. The Institute's library is housed in the new City Campus social and human sciences library, about a five-minute walk from the main IOB building. The library also contains the Institute's computer class with connections to the internet and a number of databases. Restaurants and cafeterias are also located on the City Campus within easy walking distance from the main building and the library. The facilities are easily accessible: the central railway station is a 10-minute walk away, while a large number of tram and bus lines are available at even shorter walking distances. As most students live on campus, they can get from their breakfast table to the Institute in a matter of minutes.

4.1.2. Teaching facilities

The seminar rooms seat 30, 30, 20, 15 and 15 students respectively. They are all equipped with internet access, a beamer, an overhead projector and, of course, a board. The 100-seat auditorium has the same facilities.

4.1.3. Library

Library Council

The interfaculty Library Council is the University's advisory board for documentary information provision (books, journals and electronic information). The council makes suggestions with regard to the University's general library policy, functions as a user committee and oversees the functioning of the library. IOB is a member of the Library Council. Like other faculties, IOB has its own library committee.

Library advisor

Each faculty, department and institute has a library advisor who is the go-between for the institute and the library. The selection and indexing of new items to be acquired are the main but not the sole tasks of the library advisor.

Acquisition

Acquisition budget

IOB's acquisition budget stands at EUR 52,000 per annum. IOB has sufficient financial leeway to increase the library budget if and when necessary.

Selection

The selection of the information to be acquired is the responsibility of IOB itself. The process is co-ordinated by the library advisor who ensures a rational distribution of the funds between the areas of expertise at IOB.

Collection

- Paper collection

The physical collection of books and periodicals is located in the library on the City Campus, very close to the present offices of IOB and within walking distance (five minutes) of the new premises. This library will be enlarged by 7,000 m² of public space, giving access to over 500,000 volumes in open access and providing over 500 user seats. The opening of the library extension is expected in February 2007. Between February and May 2007 the old library, adjacent to the new one, will be renovated so that the entire complex will function as one single library from September 2007 onwards. IOB has been allotted a separate space in this new building for 25,000 volumes and 32 user seats. The older part of the IOB collection will be housed in the closed stacks of the library in the same location.

It is impossible to give precise information on the number of volumes in the collection since the bound volumes of journals in the former RUCA collection have no barcodes. The collection is estimated to contain about 50,000 volumes, just over 10,000 of which are monographs. This makes the IOB library the best stocked development studies library in the country.

Table 4.1. Number of titles and volumes in the IOB collection (situation 1.9.2006)

	Titles	Volumes
Books and series	9.718	10.636
Journals	645	3.396 ¹³
Total	10.363	14.032

This is a far lower number than the total of the collections of the former RUCA and UFSIA. Indeed, since the creation of the new University of Antwerp unwanted duplicates have been removed. Hundreds of these duplicates are now to be found in the CEDESURK library of Kinshasa in the DRC. IOB subscribes to 113 paid journals and, in addition, it currently receives 164 journals free of charge.

¹³ Incomplete figure since the journals of the former RUCA cannot be accounted for by the automation system due to the absence of barcodes in the journals.

Table 4.2. Number of current journals in the IOB collection

Paid subscriptions	Free journals	Total
113	164	277

- Databases

The University of Antwerp has access to 121 databases, 18 of which are directly relevant to IOB researchers and students.

- E-journals

The UA library has access to 11,842 electronic journals. These include nearly all the journals of such prestigious publishers as Blackwell, Elsevier (ScienceDirect), Springer and Wiley. Moreover, there are subscriptions to Ebsco Academic Search Elite and Business Source Premier and to a substantial set of JSTOR journals, the Scholarly Journal Archive in the USA. Being an archival collection the most recent issues of most of the journals are not accessible via JSTOR. Out of these almost 12,000 e-journals, 85 are directly relevant to IOB. However, IOB researchers and students have a far broader need for information and can make full use of all the other journals, especially the economics and political/social science titles.

Table 4.3. Electronic journals directly relevant to IOB

	Number of titles
Blackwell Synergy	7
Ebsco	16
Elsevier	1
JSTOR	4
SwetsWise	8
Others	48
Total	85

- World Bank

The UA library has been a deposit library for the World Bank since 1992. Whenever possible, paper publications of the World Bank are now replaced by access to e-editions.

- Asian Development Bank

Six years ago, the UA library became a deposit library for the publications of the Asian Development Bank. As is the case for the World Bank, the paper publications of this organisation are gradually being replaced by e-editions.

Accessibility

- E-information

Most of the electronic information is available 24/7 on the UA campus and via VPN over the internet from any place in the world. The UA catalogue is inaccessible for several hours every night

because of maintenance, an inconvenience that will be remedied in 2007. A few databases are not accessible via VPN because this is not permitted under the licence agreement.

- Physical access to the library

IOB researchers and students have unlimited access to all UA libraries, including the libraries on the three campuses located outside the city centre. During the academic term, the libraries are open 63 hours per week. The opening hours during the summer holiday period are restricted to 42.5 hours per week. Opening hours will be extended when the new and enlarged library is fully operational.

Table 4.4. Library opening hours

25 Sept 2006 - 26 May 2007	Monday	8am - 6pm
	Tuesday	8am - 9pm
	Wednesday	8am - 6pm
	Thursday	8am - 9pm
	Friday	8am - 6pm
	Saturday	8:30 - 12:30
	Sunday	closed
	Christmas holidays	Mon 25 Dec 2006 - Mon 1 Jan 2007
Tue 2 Jan - Fri 5 Jan 2007		8am - 6pm
Sat 6 Jan 2007		8:30 - 12:30
Easter holidays	Mon 2 Apr - Fri 13 Apr 2007	8 - 6pm
	Sat 14 Apr 2007	8:30 - 12:30
28 May - 30 June 2007 & 3 Sept - 22 Sept 2007	Monday	8am - 6pm
	Tuesday	8am - 6pm
	Wednesday	8am - 6pm
	Thursday	8am - 6pm
	Friday	8am - 6pm
	Saturday	8:30 - 12:30
	Sunday	closed
1 July - 31 August 2007	Monday	8:30 - 5pm
	Tuesday	8:30 - 5pm
	Wednesday	8:30 - 5pm
	Thursday	8:30 - 5pm
	Friday	8:30 - 5pm
	Saturday	closed
	Sunday	closed

Website

The UA library has an extensive website in Dutch, which is also available in English: <http://lib.ua.ac.be>

- General information on the UA library
- A number of catalogues with Dutch, English and French interfaces
 - The catalogue of Anet, a network of some 20 libraries in Antwerp and Limburg
 - The Belgian union catalogues
 - Antilope (journals)
 - CCB (books)
 - Other freely accessible catalogues
- Databases
- E-journals
- Services
 - Among others: SDI and document supply services
- Rules and regulations

ICT

All University of Antwerp library reading rooms have PCs and thin clients available for free student use.

Table 4.5. PCs and thin clients for end users in the City Campus library

PCs for free use	40
Dedicated PCs	2
Thin clients	16
Total	58

Education and Training

At the beginning of each academic year, the library organises a series of courses for first-year students covering access to the available information and the various services for students. In addition, IOB students receive special attention throughout the academic year and are offered follow-up training in information gathering and in how to use and cite information. The library advisor is responsible for providing a special course on how to write papers.

4.1.4. Student support

Given the specific composition of the student body (with about 80 % coming from developing countries), the Institute has a well-developed student and social secretariat (one of its staff members is a fully trained social worker). The secretariat provides assistance with visa applications, travel arrangements and a host of other matters that have to be dealt with upon arrival (getting to the campus from the airport, insurance, banking, residence permit, housing, getting to know Antwerp and its university) and throughout the year (all kinds of problem-solving, financial assistance where needed, support for social and cultural activities, etc.).

4.2. Study guidance

4.2.1. Information

Both the IOB brochure and website provide detailed information on the study programmes and teaching methodology, scholarships, "living in Belgium/Antwerp", application and registration procedures, etc. The academic year starts with an "introduction week", during which the Institute's services, staff and programmes are presented. A language test is also organised and students who need to improve their English-language skills are offered additional training at the Institute's expense. During the first term, students with insufficient skills in Methods and Techniques are individually tutored in order to bring them up to the required level. As teaching is very interactive and organised in small groups, problems can be rapidly detected and remedied.

In addition to the general brochure and the information available on the website (section: "current students"), programme-specific brochures are made available at the beginning of the academic year (see annexes). "Instant" communication takes place through the newsgroups set up for the students of each programme at the beginning of the academic year. While staff members use Blackboard for educational purposes, these newsgroups are the most widely used means of communication. They have the added advantage that alumni continue to use them after graduation, thus creating and maintaining a formidable international network.

Course material is made available through the on-campus bookstore, Acco. The advantage of this provider is that all material is scanned and can thus also be made digitally available.

4.2.2. Counselling throughout the academic year

Informing and counselling students throughout the academic year occurs at different levels. Firstly, at the level of individual ZAP and AAP: as the groups are small, students have easy and permanent access to staff, whom they meet either before or after lectures or in their offices. Secondly, at the programme level: each programme has a director, a co-ordinator, a student contact person and an ombudsperson (the latter always belongs to another programme in order to ensure his/her independence and to enable him/her to act as a mediator). Students are invited to contact any of these people, depending on the type and seriousness of the problem. Thirdly, at the Institute level: if students are not satisfied with solutions offered at the individual or programme level, they are invited to submit their problem to the Institute's Bureau. However, this happens very rarely.

Student guidance takes place mainly at the Institute level. As mentioned above, such guidance is very individual. Study guidance at the programme level is the duty of every ZAP and AAP member, and in particular the programme directors, co-ordinators and student contact persons. In addition, as stated above, from the academic year 2007-2008, each student will be assigned a tutor from among the AAP. At the central university level, the education department ("*Departement Onderwijs*") assists the Institute where necessary, particularly as regards the organisation of evaluations (see Subject 5, below). First-line psychosocial guidance is offered by the student and social secretariat. The social worker in charge meets students experiencing problems in a confidential and relaxed environment, and generally finds solutions to their problems. Second-line guidance is offered through referral to other providers of professional help, particularly the campus medical service.

4.2.3. Mediation

As stated above, a member of the AAP acts as the ombudsperson in a programme other than his/hers. Students who feel that their rights have been violated or that they have been unfairly treated during the year or during the exam period, can submit their claims to the ombudsperson, who first seeks to solve the problem by discussing it with the staff in charge of the programme. This is usually sufficient, but on rare occasions the ombudsperson requires the intervention of the Institute's chair. If action has to be taken against a student, e.g. when he or she has committed fraud, he or she is given a hearing by the chair and the secretary of the exam board in the presence of the ombudsperson and a person of the student's choice. The decision of the exam board can be appealed, but this has never occurred.

4.3. International exchange

As the vast majority of the Institute's students are foreign, the Institute does not organise an international exchange system. However, the Institute does welcome Erasmus students from other faculties of the University of Antwerp (and occasionally from other universities), as well as students from networks in which the Institute participates. The Institute also facilitates stays abroad by students who wish to undertake field research towards their dissertation (cf. above).

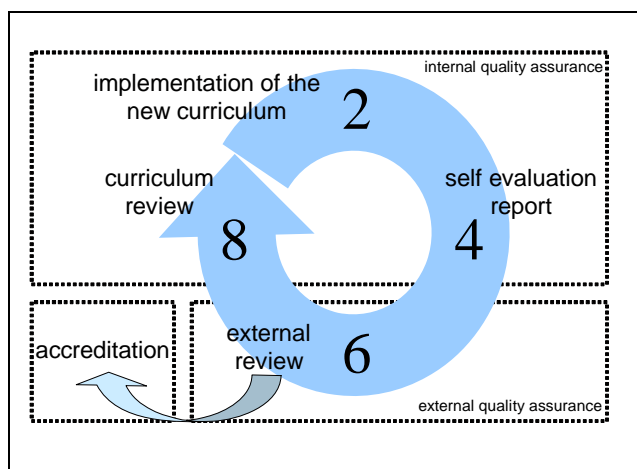
Subject 5: Internal Quality Control

5.1. Internal Quality Control system

Internal Quality Control has always been an important concern at IOB. Prior to the (partial) adoption of the RUCA¹⁴ internal quality control system, and later on the UA internal quality control system, IOB was already organising student evaluations of its Master's programmes and its Short-term Training Programmes (ITP). In what follows, we first (5.1.1.) provide an overview of the UA Internal Quality Control system; then (5.1.2.) we focus on initiatives that are specific to the Institute. A selective overview of findings from both internal and external quality control exercises as well as remedial activities that have been undertaken is presented in 5.2.

5.1.1. UA Internal Quality Control

As stipulated in Flemish legislation, external reviews of university programmes (*visitaties*) are organised on the basis of an eight-year cycle and the time schedule is determined long in advance. The University of Antwerp has decided to adjust its internal quality control system in line with this eight-year cycle. Internal and external quality assurance systems are thus inextricably linked with each other. Schematically, this may be represented as follows:



The central UA internal quality control system, presented in the diagram above, is complemented by other central initiatives as well as by initiatives taken by the faculties and institutes (e.g. IOB) in order to safeguard the quality of their academic programmes. All aspects of internal quality control at these various levels will be described in the following paragraphs.

¹⁴ Before the merger of the three educational entities into the University of Antwerp (see above), IOB was located at RUCA and partially adopted the latter's system of internal quality control in the academic year 2002-2003.

Programme Evaluation and Curriculum Review

A quality assurance cycle with a total duration of eight years has been established per programme, as indicated in the diagram above. An overall assessment of the curriculum, supported by a thorough programme evaluation, starts two years prior to the external review and precedes the drafting of the self-evaluation report. Major curriculum changes are in principle implemented one or two years after the external review. The curriculum review takes into account both internal critical reflections and observations made in the context of the external review.

Limited interim curriculum changes are of course possible. In order to be in a position to react quickly to opportunities or problems, the introduction of such limited changes is not restricted to any particular year in the review and reform cycle. More detailed information on a number of stages in this cycle is provided below:

➤ Programme evaluation

As shown in the above diagram, a programme evaluation starts two years prior to the external review and precedes the drafting of the self-evaluation report. In 1999, the 'Study group for quality assurance in education and innovative teaching methods' started developing a tool for programme evaluation. Within the context of these programme evaluations, surveys regarding the quality of the programmes are carried out amongst graduates, students, and teaching staff of the programmes. The organisation of such evaluations falls within the remit of the Education Committees, which determine the questions to be included in the surveys and ensure the proper follow-up of the findings. The findings of these surveys are discussed in the Education Committees, which are supported in this process by University of Antwerp staff members in charge of quality assurance and innovation. These programme evaluations provide feedback regarding the quality of the programmes to all parties involved. The objective is to update the curriculum where necessary.

➤ Curriculum review and implementation

In 1999, a prescriptive file model for submitting curriculum amendments was approved by the Board of the University of Antwerp. This prescriptive model defines how a file for a curriculum review has to be drawn up. The purpose of the prescriptive file is to ensure that the Education Committee will, from the very start of the innovation process, pay attention to all aspects of curriculum quality. In this file, the Education Committee justifies the proposed curriculum changes and presents them to the faculty for approval and adoption. Subsequently, the Faculty Board submits the file for approval by the university administrators.

In order to enhance the faculties' capacity for quality assurance and innovation in education, an academic support staff member (CIKO) was appointed in each faculty. The academic support staff member is coached by a member of the faculty's academic teaching staff (ZAP). It is this team's task to enhance the quality of the programmes, to organise and monitor the student evaluations, to encourage academic committees and teaching staff to reflect critically on their teaching, to encourage and co-ordinate innovation in teaching within the faculty and to provide support with the preparation and follow-up of the external reviews.

As the discussion below illustrates, the situation at the UA institutes is slightly different from that at its faculties. Institutes can request assistance from the academic support staff team at the Education Department, but they do not have a full-time academic support staff member at their disposal.

Evaluation of courses

The evaluation procedure of the University of Antwerp stipulates that evaluation files of academic teaching staff must include the results of the student evaluations of their courses. These student evaluations are carried out by means of surveys designed by the Education Department of the university. Every year, a segment of the total number of courses is evaluated by students so that all courses are evaluated every three to four years (in the case of IOB, all courses are evaluated yearly). Traditionally, the evaluation starts at the beginning of the academic year; at this point, the students evaluate the courses they took during the preceding year (in the case of IOB, one-year MA programmes are offered and the evaluations therefore take place at the end of the first and second semester). The survey contains a number of questions about the various components of the course (course content, teaching methods, learning resources, and the examination). This survey results in two reports: (1) a course report (*docentrapport*) and (2) a programme report (*opleidingsrapport*). The course report is sent to the Dean (in the case of IOB, the MA programme directors and the chairman of the Institute) and the lecturer in question. This takes the form of an individual report per course. The lecturer concerned is given the opportunity to respond in writing to the results of the student survey¹⁵.

Based on the surveys of all courses in a programme, an overall final report (programme report) is drawn up by the academic support staff member and every programme is examined (given the fact that the Institute has no separate academic support staff member, only course reports are drawn up, see 5.1.2.). This will lead to conclusions related to the general evaluation of the programme and its lecturers, and to concrete action. This report thus provides feedback to individual lecturers and also constitutes the basis for the adaptation of the programme. It is sent to the Education Commission.

Evaluation of students' workload

The credits (*'studiepunten'*) for the courses in a programme should reflect the students' real workload. In order to evaluate whether this is the case, the UA has adopted a system to measure the students' workload. It includes the following methods:

1. Analysis of curricula and of course and exam schedules.
2. Focus group discussions, i.e. structured discussions on specific topics with a representative sample of students. The aim is to identify specific bottlenecks and to suggest possible corrections. The UA has drawn up a (non-binding) manual for the practical organisation of

¹⁵ Before the UA merger, the evaluation of courses as part of the evaluation of academic staff was the responsibility of the Rector's office of each of the three Antwerp institutions. The course evaluation system was quite similar to the UA system with the course report. Being located at the former RUCA, IOB implemented the RUCA system of course evaluation from 2002-2003 until 2004-2005.

focus groups, their frequency (usually three sessions per year) and sampling method, and their content and reporting.

3. Quantitative time budget study. In order to gather quantitative data regarding the actual time spent in class as well as on course-related work outside class, random samples of students are asked to report their (study) time use on a daily basis. This method had a very low response rate and was abandoned. The various faculties are working out possible alternative methods in several pilot projects.

5.1.2. Internal quality control at the Institute

In parallel to developments at the UA, IOB has fine-tuned its own internal assessment exercises over time, both for its Master's programmes and for its short-term International Training Programmes (and more recently also within the context of the '*Tweesprakencyclus*'¹⁶). It is obvious that internal assessment exercises are to a significant degree influenced by external evaluations (in particular, the external assessments on behalf of VLIR-DGCD in 2001 and on behalf of the Flemish Ministry of Education in 2004). In a way, the ex-ante and ex-post internal reflection processes that are directly linked to external evaluations can be considered to be integral parts of the internal quality control system. In order to avoid repetition, we will deal with these (more externally driven) reflection processes in 5.2. and will focus on more narrowly defined 'internal quality control instruments' in this section.

As will be evident from the discussion below, IOB partially implemented the RUCA system of internal quality control as from the academic year 2002-2003, and the integrated UA system as from the academic year 2005-2006. However, the implementation of quality control tools used at RUCA level was not always straightforward, given problems in terms of language, the specificity of the student profile, etc. The experience with the integrated UA system is too recent to be able to make a balanced judgment. This is one of the issues that will need to be discussed within the Institute's Education Commission ('*onderwijscommissie*') in the future. If this is deemed necessary, further co-operation with the University's Education Department will be sought with a view to fine-tuning and customising the UA system to meet the Institute's specific needs.

Student evaluations of MA programmes

IOB started its first systematic internal MA evaluations during the academic year 1998-1999. A questionnaire was drawn up which aimed to measure (anonymously) the students' appreciation of the overall quality of the three Master's programmes as well as of the individual courses on offer. Issues at the overall programme level included 'relevance' (to the individual student as well as in terms of the overall development of his/her home country), 'content', 'coherence', 'scientific

¹⁶ The internal and external evaluation exercises related to the ITPs are not discussed in this document as they are beyond the scope of the present assessment exercise. Nevertheless, the ITP-related exercises are worth mentioning as there has been cross-fertilisation in the past between the approaches of the ITP and MA-related assessment exercises (e.g. in terms of topics covered in student evaluations as well as in terms of methodology and statistical software packages used to analyse the findings of evaluations). Since the academic year 2004-2005, IOB has also organised a *Tweesprakencyclus* that is open to all UA students. This initiative (which could be conceived as a programme component) has also designed its own internal assessment tool.

quality', 'exam system', 'accessibility of staff', 'mix and background of participants', 'infrastructure and social services' (student secretariat, social assistance, library, computer rooms, classrooms, restaurants, sports facilities) as well as a number of issues related to the social aspects of the students' stay in Belgium. As well as assessing the overall MA programmes, students were asked to rate all individual courses in terms of their 'content', 'quality of teaching', 'course material', 'accessibility of the lecturer' and the 'fit of the component to the overall programme'. The closed questionnaire used a four-point scale rating system (excellent, good, satisfactory, poor). In addition, students were encouraged to include qualitative information (including their own suggestions for improvement).

The assessment exercise was carried out by one staff member (AAP, each time from a different MA programme) who entered raw data into a database, analysed the findings and summarised the results in one document. These reports included information regarding the overall programmes as well as averages for the different courses. The reports were subsequently discussed by the different programme councils ('*programmaraden*') and by the Board of the Institute, and provided useful information for the review of the MA programmes (see 5.2.).

The evaluation results for individual courses (which can more or less be interpreted as 'lecturer evaluations') were not included in the reports (only averages); the latter were only sent to the lecturers themselves, the MA programme directors and the Chairman of the Institute. Where evaluations indicated that there were problems related to specific programme components, the MA programme directors were responsible for remedial action. In practice, this meant that the programme director discussed the results of the student evaluations with the individual lecturers concerned. During these discussions possible reasons for specific negative results were highlighted and a number of remedial actions identified. The effect of these remedial actions was assessed during subsequent evaluations. Evaluations of individual courses were used in the context of individual lecturer assessment exercises, i.e. promotion of lecturers, renewal of contracts of part-time lecturers (every three years).

In the academic year 2002-2003, IOB stopped using its own system of MA programme evaluation and adopted a number of quality control tools designed by RUCA, and subsequently the UA internal quality control system.

Adoption of RUCA/UA internal quality control tools

In order to conform to RUCA and, later on, UA regulations regarding internal quality control and to benefit from UA investments made in designing internal quality control instruments, IOB adopted the RUCA 'lecturer evaluation' (*docentenevaluatie*) in the academic year 2002-2003, which was transformed into a system of 'evaluation of individual courses' (including a 'course report' (*docentrapport*) and 'a programme report' (*opleidingsrapport*)) after the UA merger (see also 5.1.1). The current UA system of 'evaluation of individual courses' has been partially implemented at IOB since the first semester of the academic year 2005-2006.

The RUCA lecturer evaluation (which was used from 2002 until the second semester of the academic year 2004-2005) included a questionnaire containing 26 questions related to 'relevance of content', 'course material', 'learning incentives', 'quality of teaching', 'accessibility of lecturer', 'use of exercises', 'evaluation methods', 'feedback on exams and exercises', etc. In addition to the

closed questionnaire, there were also a number of open questions where students were asked to identify weak and strong points and to make suggestions for improvement. The results of these evaluations were sent to the individual lecturers, to the MA programme directors and to the Chairman of the Institute. These evaluations obviously contained interesting information for individual lecturers. However, given confidentiality issues and the fact that there was no explicit aggregation of results across different programme components nor an explicit evaluation of the overall MA programme quality, the subsequent discussions at the level of the programme councils and the Education Commission of the Institute were rather limited in scope. While MA programme directors could (and did) make additional calculations (averaging different types of individual scores), exploiting the full range of information contained in the lecturer evaluations was very time-consuming. Obviously, the lecturer evaluations were useful in addressing problems and shortcomings peculiar to specific courses. As in the procedure followed in the period of IOB's own MA programme evaluations, the MA programme directors discussed these issues in private with the lecturers concerned.

As the UA system of 'evaluation of courses' was only partially adopted within IOB as from the first semester of the academic year 2005-2006, it is too early to judge its quality and its usefulness for IOB. One of the preliminary observations is that, with the assistance of the UA Education Department, it might be worthwhile considering how, in the context of course evaluations, it would be feasible to obtain not only course but also programme reports. Currently, and given the absence of a full-time academic staff support member (who draws up the programme reports for the faculties) at the Institute, only course reports are delivered. The added value of programme reports is that these more easily enable conclusions to be drawn beyond the level of individual courses than course reports, which are handled more confidentially.

Time budgets

One of the issues that frequently arose in the context of MA programme evaluations as well as assessment exercises managed by the student committee (see below) or discussions with individual students (see below) was the study load, particularly during the second semester of the academic year (see also 5.2). In order to obtain a more reliable picture of the perceived study load, individual students were asked to keep a record of their daily time budgets during the second semester of the academic year 2003-2004. However, as this exercise was not compulsory, only a few students participated and the results were not representative. Those who did participate indicated that it was a burdensome exercise. As questions regarding study load are also incorporated into the UA 'evaluation of individual courses', and in order to protect our students and staff from an evaluation "overload", we do not anticipate introducing a system of time budgets in the future. It might be more feasible and appropriate to adopt a more systematic system of focus group discussions, which allow a wide range of different issues to be addressed (including study load) (see below).

Focus group discussions, student contact person and informal discussions with students

As the RUCA/UA lecturer evaluations did not yield the necessary information regarding overall programme quality, focus group discussions were organised at the end of the academic years 2004-2005 and 2005-2006 with a view to complementing the information based on lecturer evaluations. Issues discussed included study load, teaching methods, assessment procedures, classrooms, overall strengths and weaknesses in the content of the MA programmes (see also Table 5.1. for a selective overview of findings and remedial actions).

In addition, informal discussions between students and lecturers (and particularly MA directors and the Chairman of the Institute) about the quality of the programmes are quite common at the Institute. Such informal and often surprisingly frank discussions frequently take place after graduation, before students return to their home countries or when former students and lecturers meet again later on (e.g. during lecturers' field missions). This practice of informal discussions may to a large extent be explained by the atypical profile of our students (many of whom come from developing countries and have prior work experience) and by the type of programmes offered (Master's-after-Master's programmes, small groups of students). Furthermore, IOB encourages immediate feedback from students through the student contact person in each of the MA programmes.

Assessment exercises managed by the student committee

In the past, input for discussions about programme quality was also provided by assessment exercises that were carried out occasionally and independently by the student committee.

Staff survey in preparation of the Residential Seminar (December 2004)

Further ad-hoc input for the internal quality assessment (particularly as regards suggestions for the future) was provided by the (anonymous) staff survey that was set up, managed and analysed by one of the IOB staff members. This survey targeted all staff members and provided a stocktaking of the perceived quality of IOB research, teaching and services to the community by its own staff members. Additionally, staff members identified priority areas for remedial action within the three different core functions of the Institute. On the basis of the outcomes of this survey and the results of the 2004 external evaluation exercise, an incremental process of reflection was launched that finally resulted in, amongst other things, the reform of the curriculum.

5.2. Selective overview of results from internal and external assessment exercises and measures taken to ensure improvement

In what follows, we give a concise and selective overview of the findings from internal and external assessment exercises and of the range of remedial actions that have been undertaken. Tables 5.1 and 5.2 show that IOB has managed to use evaluation, not only as an instrument of accountability and control, but also as a learning instrument.

5.2.1. Selective overview of findings and feedback from internal assessment exercises

Findings from internal assessment exercises have not only been fed into external assessment exercises (particularly those of 2001 and 2004, see below), but have also resulted in smaller, mid-term adjustments, in particular as regards specific programme components. Generally speaking, students have always rated the MA programmes at IOB as good to excellent. Nevertheless, internal assessment exercises have, over time, yielded a number of critical findings that have been given serious consideration. Table 5.1 presents a selective overview of such critical issues and indicates how these have been addressed.

Table 5.1. Selective overview of findings from internal assessment exercises and remedial actions

<i>Findings</i>	<i>Remedial actions</i>
-heavy workload, particularly during the second semester	-discussion among lecturers within the MA programme councils -experiment with time budgets -mapping of assignments for the various individual courses throughout the second semester -better spread of the workload during the second semester thanks to the more careful scheduling of deadlines for exercises and papers
-assessment method that is not appropriate for MA programmes (conventional, closed-book exam; parrot-like, rubberstamp answers expected)	-changes in exam methods: more continuous assessment, more exercises, open-book exams with oral defence, take-home exams with oral defence
-confusion about objectives, expected outcomes and exam formats of individual courses	-improved communication of objectives, expected outcomes, exam formats in various ways including: -distribution of an IOB study guide with information about objectives, course content, expected outcomes, course material, exam formats, etc. at the beginning of the academic year -improvement of the IOB website -introductory session with the MA programme director and/or programme co-ordinator and student contact person at the beginning of the academic year -introductory sessions at the start of the second semester in order to facilitate the students' selection of optional courses
-low quality of the dissertation (as perceived by lecturers)	-improved communication as to the expectations with regard to the dissertation

-differences in assessment procedures between MA programmes (as perceived by lecturers and students) -gaps in the students' information base with regard to the dissertation (as perceived by students)	-drafting of a note summarising the objectives and assessment criteria regarding the dissertation -streamlining of (dissertation) assessment procedures between MA programmes -session on academic writing skills for students -earlier start and intensification of the dissertation tutoring process
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5.2.2. Selective overview of findings and feedback with regard to external assessment exercises

In the recent past, the Institute was involved in two external assessment exercises: the external assessment ('*visitatie*') by VLIR/DGIS in 2001 and the evaluation on behalf of the Flemish Ministry of Education in 2004. These exercises gave rise to in-depth discussions both prior to (when drafting the self-assessment report) and after receipt of the external evaluation report. As will also be highlighted in 5.3., reflection processes at the Institute have always been characterised by active participation of all staff members, both academic and administrative. Findings from the latest external assessment exercise were, for instance, extensively discussed at a two-day residential seminar (December 2004). This was the beginning of an intensive process of internal reflection (including meetings at the level of programme councils/theme groups and the curriculum commission, see 5.3) that led to profound changes in the structure of the Institute and to a major review of the currently existing MA programmes. While an extensive discussion of all the findings and related changes that took place as a result of previous external assessment exercises is beyond the scope of this document, table 5.2 provides a selective overview emphasising the most recent assessment exercises.

Table 5.2. Selective overview of findings from external assessment exercises and remedial actions

2001 External Assessment (VLIR-visitatie)	
<i>Findings</i>	<i>Remedial actions</i>
-need to review and streamline the intake procedures	-drafting of more systematic procedures for student selection and streamlining of these procedures across the various MA programmes -designing a more systematic quantitative tool for student selection using a number of criteria (type of studies, study results (grades), experience, matching, motivation)
-need to reduce the number of introductory courses	-introductory courses were replaced by more stringent entry conditions and a better selection procedure Furthermore, students are tested upon arrival as to their effective level of knowledge at entry (in particular regarding data collection and analysis)

2004 External Assessment (on behalf of the Flemish Ministry of Education)

<i>Findings</i>	<i>Remedial actions</i>
<p>-need for a better match between research and teaching</p>	<p>-since 2005, the Institute has structured its research, teaching, and services to the community along the lines of four theme groups. Modules in the MA programmes will be offered by the theme groups that have been primarily identified on the basis of a common research agenda. The same groups will also be responsible for other training (including Short Term Training Programmes), for services to the community and for the management of international partnerships</p>
<p>-total workload is too high and not evenly spread</p>	<p>-the current restructuring will significantly reduce the number of courses by the regrouping of topics into broader modules. This should improve co-ordination among the individual lecturers involved in these modules, not only in terms of reducing content overlap but also in terms of the students' total workload (and its spread across the module). Individual lecturers will have more information on the requirements of other lecturers in the same module which will facilitate the co-ordination of the assignments that students have to carry out for different lecturers</p> <p>-given the fact that serious efforts will be made to use other methods for knowledge transfer (also see below), the number of contact hours will be reduced. This does not, however, imply that the total workload will necessarily decrease. While the Institute has used the Vyt formula to estimate ex ante the total workload for the different modules (on the basis of the number of credits awarded to a module), the effective time invested will be monitored and assessed through the use of focus group discussions and the UA system of evaluation of individual courses</p>
<p>-the organisation of the MA programmes in French is becoming increasingly difficult:</p> <p>-availability of documents in French is limited</p> <p>-lecturers do not master the language satisfactorily</p> <p>-the quality of intake of French-speaking students is often lower than than that of English-speaking students,</p>	<p>-MA programmes will only be offered in English with facilities for non-English speaking students. More specifically, intensive two-month English language courses for non-English students will be offered and further facilities will be provided during their studies</p>

<p>which limits opportunities for interregional exchange of experiences</p>	
<p>-need for international benchmarking of MA programmes in the area of development studies</p>	<p>-participation in the establishment of a 'quality label' (benchmarking tools) at the level of the European Association of Development Institutes (EADI)</p>
<p>-the broad range of optional courses with a substantial number of part-time lecturers hampers co-ordination within MA programmes and between MA programmes</p>	<p>-current restructuring of programmes will provide more straightforward management structures (see 5.3) that facilitate co-ordination within and between MA programmes</p> <p>-individual courses are being regrouped into larger modules which will encourage co-operation and co-ordination between individual lecturers (see also above)</p> <p>-better alignment of programme modules and in-house lecturing capacity. Increased internal staff capacity, which will also reduce the need for external staff</p> <p>-external staff will be appointed for specific lectures/presentations within modules under the responsibility of in-house staff</p>
<p>-lack of experimentation with innovative forms of knowledge transfer</p>	<p>-the current restructuring of programmes aims to achieve the more intensive use of a range of knowledge transfer methods other than lecture-style teaching (cf. reduction in the total number of contact hours). The objective is to move towards a more student-empowering approach which is better suited to the needs of our student profile. In practice, this will imply a more intensive use of seminars, presentations, exercises, class discussion on the basis of preparatory reading at home, etc. (see also subject 2). In order to become more familiar with innovation as regards knowledge transfer methods (and with innovation in the area of teaching in general), IOB staff could probably benefit more extensively from recent investments at UA level. The activities and services of the <i>'Expertisecentrum Hoger Onderwijs'</i> may be useful. The restructured IOB Education Commission (see 5.3) will play a more pro-active role in promoting the afternoon workshops on Educational Professionalisation (<i>'namiddagsessies Onderwijskundige Professionalisering'</i>), the 'educational tips' and the 'Bij Voorbeeld Databank' (BV Databank, www.ua.ac.be/onderwijs/bv)</p>

5.3. Involvement of different groups of stakeholders in internal quality control

5.3.1. Overview of bodies involved in systematic/regular internal quality control (present and future)

At this moment the following bodies are involved in regular internal quality control:

- UA Education Department. A staff member from this department carries out the data collection and analysis related to the lecturer evaluations (past) and the evaluation of courses (present). The evaluation of courses has so far generated course reports that are sent directly to the individual lecturers concerned and to the programme directors. Additionally, this department is actively involved in research regarding innovation in education and invests in its fine-tuning and implementation in the various UA faculties.
- MA programme directors. They perform their own analysis of the reports provided by the UA Education Department. If there are problems with specific individual courses, the programme director takes the initiative to discuss these with the lecturer in question and they agree upon a number of remedial actions. The degree to which these are followed up and changes are brought about is assessed via subsequent rounds of internal quality control.
- The student contact person functions as the primary go-between between students and lecturers. The most urgent problems and the most pressing issues with regard to internal quality are usually referred to the student contact person first, who then discusses them with the MA programme co-ordinator/director. Within each MA programme there is one member of the AAP who acts as the student contact person.
- The ombudsperson intervenes on behalf of students in case of disputes between students and lecturers. Generally speaking, such interventions take place at the moment of a student's assessment¹⁷. Each MA programme has its own ombudsperson and in order to ensure the necessary degree of independence the MA ombudsperson is selected among the staff members from one of the other two MA programmes.
- The MA programme councils (*programmaraden*) include all staff members involved in teaching within a particular MA programme. During the first meeting of the MA programme council, findings generated by various internal quality control tools are discussed. Until 2002-2003, most of the input was provided through the MA students' programme evaluations. As indicated above, the subsequently introduced RUCA lecturer evaluations and UA course reports have to a lesser extent been used as learning instruments (as information was confidential). The degree to which information from these evaluations was actually used mainly depended upon the initiative of the programme director in question. The latter had to invest considerable time to draw conclusions from all the individual course evaluations in order to be able to provide overall information at the level of the MA programme. Given these constraints, MA programme councils have, over time, taken the

¹⁷ Other types of disputes between lecturers and students have so far always been resolved by the student and the lecturer in question, or through the student contact person and/or the programme director.

initiative to complement the existing course evaluations (and course reports) with other methods such as time budgets, focus group discussions, etc. (see 5.1.2).

- The Education Commission (*onderwijscommissie*) comprises the Institute's chairman, vice-chairman and academic secretary, together with the programme directors. It is the forum that co-ordinates the various MA programmes. It has an advisory function regarding educational matters vis-à-vis the Institute's Board.
- The Institute's Board includes all full-time ZAP and elected representatives of all the other staff categories, as well as two student representatives. As indicated in a previous ZER, the participation of students in the activities of the Board is limited as a result of practical constraints. The (legally imposed) use of Dutch during meetings means that student representatives tend to be Belgian or Dutch. They ensure that they effectively represent all IOB students through their student committee membership and their receptiveness to students' comments, remarks, and suggestions. Whereas this type of representation is far from optimal, there have so far never been problems between student representatives and the broader student population.

The above overview clearly illustrates that internal quality control at the Institute is quite an intensive process that is carried by a host of people. Although the responsibilities of the different entities/people are clearly delineated, in practice there are occasional overlaps and gaps. In particular, the co-ordination between the MA programme councils and the IOB Education Commission is not always satisfactory. Furthermore, quality control is a time-consuming exercise (e.g. preparing and reviewing documents and attending meetings) and the workload is shared by few staff members. It is anticipated that the current restructuring of the Institute, including the reorganisation of its MA programmes, will significantly simplify the management structure. This will also create new opportunities for the simplification of the internal quality control system.

First of all, the role, composition and responsibility of the Education Commission (*onderwijscommissie*) will be enhanced. Whereas the student selection process as well as the day-to-day and yearly monitoring and evaluation of the programmes and the lecturers has so far been organised on a programme-specific basis, the greater integration of the new programmes will require such tasks to be performed on a cross-programme/theme group basis. This will imply the replacement of the programme councils by the Education Commission.

In line with the above, the day-to-day management of the programmes will be put in the hands of a cross-programme director, a co-ordinator and a student contact person to be appointed yearly. Similarly, the function of independent ombudsperson will be organised at the level of the Institute rather than at the level of each of the MA programmes. Since students will have more freedom and responsibility in defining their individual trajectories, they will also each be assigned a tutor from among the AAP staff.

5.3.2. Overview of procedures regarding the follow-up of the findings from previous external assessments and the design of the new curricula

While the current curriculum reform process started formally at the end of 2005, the reflection process concerning the reforms (including those related to teaching matters) in the Institute started one year earlier. The 2004 assessment exercise on behalf of the Flemish Ministry of Education was the starting point of an incremental, broad-based process of reflection and discussion (including, for example, a two-day residential seminar attended by both academic and administrative staff, and various informal meetings of full-time staff members) that became more formalised in 2005.

A programme commission ('*curriculumcommissie*') was put in place, as well as a smaller steering committee which prepared its meetings. The programme commission is composed of all full-time ZAP (teaching staff), one AAP (research and teaching assistant) per theme group (TG), one member of ATP (administrative and technical staff), one student and one former student. In total, the curriculum commission held four meetings between 1st February and 21st June 2006. The Chairman of the Institute and the convenors of the TGs together formed the steering committee. They ensured both the necessary permanent interaction with the TGs and the feedback process from and to the TGs as these are now the basic institutional units responsible for the range of programmes on offer. There were numerous meetings of both the steering committee and the TGs. The TGs also met bilaterally in order to co-ordinate their educational offer into coherent Master's programmes.

The process that was launched with a view to developing the new MA programmes run by several TGs required a rather complex exchange of ideas, both at IOB level, i.e. in the plenary meetings of the curriculum commission and its steering committee, and at the lower level, i.e. in smaller-scale meetings within and between TGs so as to work out programme details. The calendar of the curriculum review process is provided above, under Subject 2 (Programmes).

Subject 6: Results

6.1. Results achieved

6.1.1. Introduction

The data sources for the analysis of this section are: the official records for all the registered students of the three Master's programmes provided by IOB from the academic year 2000-2001 onwards. From this database, information was gathered on the profile of the students, place of origin, performance, work situation, gender, age and work experience. In addition, occasionally other general surveys in which students assessed a number of aspects relevant to the purpose of this report have also been used.

6.1.2. General objective achievements

On the basis of a few occasional surveys, it may be concluded that graduate students have positively assessed various aspects of the IOB Master's programmes. Their response is indicative of fulfilment of expectations with respect to the objectives of the curriculum as expressed at the beginning of their Master's study path.

At the end of the academic year 2000-2001, out of a total student population of 56 in the three Master's programmes, 47 students took part in an anonymous written survey. Students were asked to rate both overall programme performance and to assess individual aspects of the programme, such as content, coherence, and scientific quality, among others.

When assessing overall performance, 74 % of the Globalisation and Economic Development (GED) students (sample size: 14 out of a total population of 19 students) found the programme good to excellent. A similar score (73%) was expressed by the Governance and Development (G&D) students (9 out of 11). 59 % of the Development Evaluation and Management (DEM) students (all 17 students took part in the interview) rated the programme good to excellent.

The assessment of the programmes in terms of individual aspects presents a diversified picture. DEM was rated the highest in terms of coherence, with 94 % of the opinions ranging from good to excellent. The same aspect achieved a qualification in the same range of 80% amongst GED students and 68 % amongst G&D students. Scientific quality was considered to be of a very high standard by the G&D students, with 90 % of the opinions ranking from good to excellent. The figures for the GED and DEM programmes were 86 % to 66 % respectively. The content aspect was ranked the highest by the DEM students with 94 % of opinions ranging from good to excellent. 80 % of GED students ranked the same aspect from good to excellent, while a total of 68 % was recorded for the opinions of the students in the G&D programme.

6.1.3. International exchange programmes

IOB Master's degrees are by definition international programmes. Sub-Saharan Africa is the region of origin of a substantial number of the students participating in all the programmes, representing 49 % of the total student population over the last 5 years. This high degree of participation by students from Sub-Saharan Africa is partly explained by the policy of scholarship allocation, which targets nationals of this region as the main beneficiaries as regards the distribution of grants. A total of 65 % of Sub-Saharan African students have received grants, with Asia far behind Africa with 18 % of the total student population. Europe is the third region (14 %) closely followed by Latin America, which contributes 13 % of the total.

The students' choice of programme is to some extent affected by their geographical region of origin. G&D attracts a large majority of Sub-Saharan African students (an average of 64 % over the last five years) with a strong trend towards increasing participation of European students. Sub-Saharan Africa is also the main provider of students for DEM (51 % of the total). Asian students represent 22 % of the total for this programme, with European (mostly Belgian) students totalling 16 %. GED attracts a more even spread of students per region of origin: there is an equal percentage of Sub-Saharan African and Asian students (33%), followed by Latin-American students (20%). More detailed figures are given below¹⁸.

¹⁸ The figures may slightly differ from those in table 2.8 due to the non-inclusion of students from previous years and registered for a second/third time during the following academic years.

Table 6.1. Students by region of origin

Students by Region of Origin

Last five years

World Regions	DEM	G&D	GED
Asia	14%	7%	33%
Australia	1%	0%	0%
Europe	21%	17%	7%
Latin America	12%	6%	20%
North America	1%	3%	3%
Northern Africa	1%	4%	3%
Sub-Saharan Africa	51%	64%	33%
Total	100%	100%	100%

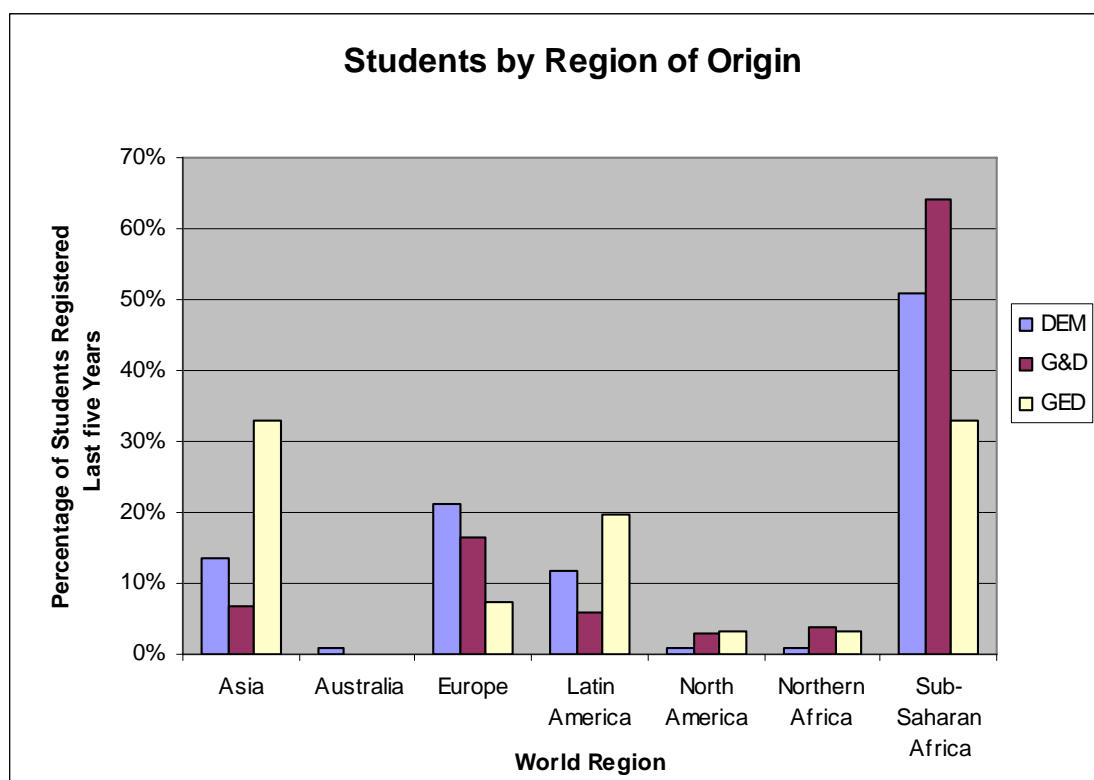
	00-01	01-02	02-03	03-04	04-05	Total		
DEM	# Students	# Students	# Students	# Students	# Students	# Students	% Last year	% Total
Asia	4	0	4	1	7	16	22%	14%
Australia	0	0	1	0	0	1	0%	1%
Europe	5	1	6	8	5	25	16%	21%
Latin America	0	3	5	3	3	14	9%	12%
North America	0	0	0	0	1	1	3%	1%
Northern Africa	0	1	0	0	0	1	0%	1%
Sub-Saharan Africa	10	9	8	17	16	60	50%	51%
Total	19	14	24	29	32	118	100%	100%

	00-01	01-02	02-03	03-04	04-05	Total		
G&D	# Students	# Students	# Students	# Students	# Students	# Students	% Last year	% Total
Asia	2	1	3	0	1	7	3%	7%
Australia	0	0	0	0	0	0	0%	0%
Europe	2	3	3	1	8	17	27%	17%
Latin America	1	1	0	2	2	6	7%	6%
North America	0	0	2	1	0	3	0%	3%
Northern Africa	0	2	0	1	1	4	3%	4%
Sub-Saharan Africa	7	15	12	14	18	66	60%	64%
Total	12	22	20	19	30	103	100%	100%

Note: Free students and students from previous years are included

	00-01	01-02	02-03	03-04	04-05	Total		
GED	# Students	# Students	# Students	# Students	# Students	# Students	% Last year	% Total
Asia	14	0	17	1	8	40	36%	33%
Australia	0	0	0	0	0	0	0%	0%
Europe	3	0	0	4	2	9	9%	7%
Latin America	2	9	8	2	3	24	14%	20%
North America	2	0	2	0	0	4	0%	3%
Northern Africa	1	2	1	0	0	4	0%	3%
Sub-Saharan Africa	4	8	5	14	9	40	41%	33%
Total	26	19	33	21	22	121	100%	100%

Note: Free students and students from previous years are included



IOB programmes have no official international agreements for the exchange of students; however, there is limited student mobility for the preparation of dissertations. Whenever field work or specific desk research is considered necessary to complete the dissertations, students are encouraged, and in some cases financially supported, to carry out their research abroad. For this purpose IOB can make excellent use of existing institutional agreements with university partners overseas. Equally important as regards backing students' research is the IOB network of relations with International Organisations.

In terms of international exchanges at the level of educational/teaching activities, IOB implements a system of visiting scholars that enables seminars and series of lectures to be organised within the framework of the various programme activities. Moreover, IOB organises a "Special Chair" with the financial support of the Province of Antwerp. This "Special Chair" is offered every year to a distinguished scholar from a developing country. The course taught by the scholar

in question features on the list of optional courses that are open to all students in all three programmes and, in addition, to a broader audience outside the Institute.

6.1.4. The students and the labour market

One of the main prerequisites for the admission of applicants to the IOB programmes is proven work experience in areas related to the core contents of each of the Master's programmes. For a representative IOB student average work experience over the last five years has been 5.5 years, with an average age of 30 years for all programmes. The average number of years of experience for the different programmes fluctuates between 5.6 for DEM and 4 for G&D. More detailed figures are given below.

Table 6.2. Means and Frequencies. Age of Students

	DEM	G&D	GED	Total
2001	31.21 19	27.25 12	28.30 26	29.05 57
2002	32.78 14	30.09 22	30.10 19	30.78 55
2003	30.54 24	28.80 20	29.45 33	29.62 77
2004	33.06 29	30.63 19	31.09 21	31.79 69
2005	30.59 32	28.53 30	27.50 22	30.01 84
Total	31.55 118	29.15 103	29.23 121	30.01 342

Table 6.3. Average number of years of work experience per programme and per year

Programme	Year of Graduation					Total
	2001	2002	2003	2004	2005	
DEM	6.42	5.36	5.26	5.33	5.95	5.66
G&D	3.08	3.47	5.23	4.50	3.87	4.03
GED	4.50	4.36	5.45	4.78	3.84	4.58
Total	4.66	4.40	5.31	4.87	4.55	4.75

A broad classification on the basis of the students' sectors of employment reveals that there are three main sectors which provide IOB with students: both the private and the public sectors in equal measure, closely followed by non-governmental organisations. More information is given below.

The public sector and non-governmental organisations provide the majority of students for the DEM programme with an equal share of 31% each. The private sector follows with 16% and students employed by universities make up 12% of the total. The non-governmental sector also provides the majority of students for G&D, with 31% of the total. There is a balanced participation of the private sector, universities and the public sector, with shares of 20%, 17% and 16% respectively. In GED, the private sector is the main employment provider of the participating students, with 42% of the total enrolled. However, this figure does not reflect the main shift recorded in the last two years of analysis: the public sector is taking the lead as the main sector provider, closely followed by the private sector, with a strong participation from universities compared with the other two programmes. It is also worth mentioning the growing share of non-governmental organisations as important providers of students.

The crucial link between knowledge acquisition via IOB programmes and the students' expectations of enhanced career opportunities was the topic of a special survey conducted by IOB among the students of the academic years 2002-2003 (English group) and 2003-2004 (French group). The students were asked to compare their job situation prior to enrolment at IOB with their occupation after graduation, and to assess, in case of improvement, to what extent the degree conferred by IOB had contributed to their professional advancement. The survey covered 33% of the total population in the case of the English group and 44% in the case of the French group. Of the 83% of the students from the English group who reported an improvement in their professional situation, 100% attributed this development to the degree conferred by IOB. The response from the French group showed exactly the same pattern: 82% of the total number of respondents reported a better employment situation and all of them felt that they owed their professional advancement to the degree they had been awarded by IOB.

This result confirms the importance of the IOB environment, a favourable mix of experienced students with a richly diverse background and academic staff with considerable field experience. This combination, which is clearly a strong point in all IOB Master's programmes, is a key factor in terms of career improvement opportunities for a large number of IOB graduates.

6.2. Educational performance

Given the relatively small size of the student groups and the specific individual guidance students receive in addition to the easy access to staff, student success rates are high.

Table III.1 in the annexes shows success and failure rates for the various IOB Master's programmes for the period from 1999-2000 to 2004-2005. Based on the total number of enrolment records¹⁹, the lowest success rate in the G&D Master's programme occurred in the academic year 2004-2005, with a success rate of 76%. On the basis of the total number of registered students, the success rate was the highest, i.e. 100%, during the academic year 2000-2001. On the basis of the total number of registered students that took part in all the examinations, the highest success

¹⁹ Free students as well as students from previous years who registered for a second/third time in the following academic years, are not included.

rate (100%) occurred in the academic years 1999-2000 and 2000-2001, while the lowest rate (86%) was achieved in the academic year 2004-2005.

The analysis of the success rates for the students of the GED Master's programme reveals that the lowest rates (72%), based on the total number of registered students, were recorded in the academic years 1999-2000 and 2000-2001. The highest success rates (94%) were observed during the academic year 2001-2002. With regard to the success rates for those registered students who took part in all examinations, the highest success rates were recorded in the academic years 2002-2003 and 2004-2005. The academic years 1999-2000 and 2003-2004 witnessed the lowest success rates for the same category of students, namely 88%.

The success rate for the total number of registered DEM Master's students was at its lowest during the academic year 2003-2004, while the highest success rate (100 %) was recorded during the academic years 1999-2000 and 2000-2001. For the category of registered students who took part in all the examinations, 1999-2000 and 2000-2001 are the top years in terms of success (100%). The lowest rate (84%) was observed during the academic year 2003-2004.

Table III.2 of the annexes is based on the figures of the previous table and presents a flow analysis of student success rates per programme²⁰ over the six academic years analysed. The table is self-explanatory and records the time span of success. Students from the DEM Master's programme who successfully completed their studies in one year represent 96.6 % of the total. Only 4 (3.4 %) out of the total number of 117 students needed more than one year to complete their studies. The G&D Master's programme records exactly the same percentage for "just on time" students (96.6 %) and for those who successfully completed their studies in more than one year (3.4 %). The figure for GED Master's students who successfully completed their studies as expected was 97.3 %. 1.8 % needed more than one year, while only one student took more than two years to conclude his degree course successfully.

²⁰ This total is related to the columns under the heading "geslaagd" in table III.1 of the annexes for the three programmes.

Conclusion

IOB believes that the current MA programmes provide a quality comparable to that of the Development Studies programmes offered by the best European institutes. Nevertheless, it felt that they needed revising, for several reasons:

- the suggestions made by the 2004 Evaluation Panel with regard to a more explicit linking of teaching and research;
- the rapidly changing views on development and development studies;
- the need for a clearer focus, as well as for better integration between programmes;
- the diversification of teaching tools, particularly with a view to adopting more student-empowering teaching methods.

This has resulted in the development of the revised programmes, for which accreditation is currently sought. IOB is convinced that these constitute a definite improvement:

- teaching, in particular in Modules II, III and IV, will be strongly research-based as it will be provided by the four theme groups;
- the programmes respond to developments and priorities in the field: the evolving aid architecture, the impact of globalisation on the meso and micro levels, state performance and its deficiencies in Africa, and the need to understand (local) institutional processes;
- programmes will show an even stronger focus, while at the same time opting for a more similar intake profile, thus ensuring better integration;
- teaching tools will be more diverse, with lecture-style teaching reduced to a strict minimum.

Furthermore, the new programmes will continue to build upon the strengths of the existing educational environment at the Institute: a truly international student body from over twenty countries that brings with it its expertise, experience and networks, thus creating opportunities for interactive exchange, with students learning as much from each other as from their teachers; academic staff with a strong research output, who come from several disciplines and are engaged in interdisciplinary work and who have a comparative advantage in policy-oriented research; despite the option to discontinue MA programmes in French, a continued bridging of the gap between the English-speaking and the French- and Spanish-speaking research and development communities.

In addition, the programmes are unique in Flanders and in Belgium in terms of content, student population and methodology. Although there is an excellent offer of MA programmes in Development Studies in The Netherlands, a country with a strong capacity and tradition in this field, IOB believes its programmes – particularly in their new version – are different and unique in the Benelux.

Given the nature of our student population (intermediate-level professionals active in government, civil society, international organisations, private companies and academia) and the type of programmes we offer (inter-disciplinary, policy-oriented, critical), we believe that our programmes have a genuine multiplier effect and that they contribute to capacity building in our alumni's professional environments.

The ongoing reform of the Institute and its educational offer since 2005 and the current evaluation process have provided opportunities to address a number of weaknesses that have been outlined in this report. IOB believes that the streamlining of research through the creation of theme groups and the ensuing linking of research and teaching in the new programmes are the most important improvements. This new layout is not without its challenges, particularly with regard to the organisation of the revised programmes, which will require managerial change and an adapted, more collective approach by the academic staff. These will be discussed in detail during the first months of 2007.

Although the alumni keep in touch with each other and with IOB, the Institute believes that better streamlining and a more institutional approach will be necessary so as to be able to better assess the relevance of the programmes and their impact on students' careers. As almost 2,000 students from 90 different countries have obtained a Master's degree since 1973, it is inherently difficult to keep track of all alumni. However, regular contact has considerably improved since the class of 2000. At the other end of the student contact process, the student profiles associated with the new programmes will require even better communication before intake. As the Institute receives an average of about 800 applications each year and given the impossibility (due to the wide-ranging geographical origins of applicants) of organising intake interviews, the file-based selection process will need to be further improved.

There is no fundamental break between the current and the new programmes, since the latter build and improve on the former. The medium-term aims of the Institute with regard to its programmes cover the next five-year period (2007-2008 to 2011-2012). This period happens to coincide with the average lifetime of our previous programmes and that covered by IOB's policy plan (*Beleidsplan*) approved by the Flemish Ministry of Education in implementation of a general agreement (*Beheersovereenkomst*). The new programmes are an important part of this policy plan, and it is the Institute's ambition to ensure that they are fully and successfully implemented. As stated in the policy plan, they will be reassessed towards the end of 2010 together with other aspects of IOB's activities.