



SCHOOLS DIVISION OF NEGROS ORIENTAL

November 8, 2017


DIVISION MEMORANDUM

No. 641 s. 2017

MASTER'S PROGRAMMES AT THE INSTITUTE OF DEVELOPMENT POLICY (IOB), UNIVERSITY OF ANTWERP

TO : Chiefs, CID & SGOD
DEPS/SEPS/EPS/Coordinators
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. Attached is **Regional Memorandum No. 813, s. 2017** disseminating the information re: **MASTER'S PROGRAMMES AT THE INSTITUTE OF DEVELOPMENT POLICY (IOB), UNIVERSITY OF ANTWERP.**
2. For details, see attached Memorandum and enclosure.
3. For the information and guidance of all concerned.


SALUSTIANO T. JIMENEZ, CESO VI
OIC-Office of the Assistant Regional Director
Concurrent, Schools Division Superintendent

NOV 8 2017

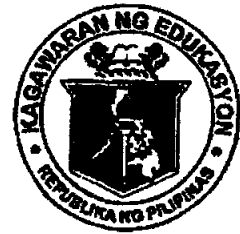
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MA'AM RACHEL



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
REHIYON VII, GITNANG VISAYAS
REGION VII, CENTRAL VISAYAS
Sudlon, Labug, Cebu City



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REGIONAL MEMORANDUM
No. 0813, s.2017

**MASTER'S PROGRAMMES AT THE INSTITUTE OF DEVELOPMENT
POLICY (IOB), UNIVERSITY OF ANTWERP**

To : Schools Division Superintendents/OICs

1. Enclosed is a Memorandum from Dr. Loma Dig Dino, Officer-in-Charge, Office of the Undersecretary for Curriculum Instruction dated 8 October, 2017 relative to the Master's Programmes at the Institute of Development Policy (IOB), University of Antwerp.
2. For more information, please refer to the attached communication.
3. Immediate dissemination of this Memorandum is desired.

Juliet A. Jeruta
JULIET A. JERUTA, PhD., CESO V
Director III
Officer-in-Charge

JA/ST/JLBA/srb

Office of the Director (ORD), Tel. Nos.: (032) 231-1433; 231-1309; 414-7399; 414-7325; Office of the Assistant Director, Tel. No.: (032) 255-4542
Field Technical Assistance Division (FTAD), Tel. Nos.: (032) 414-7324 Curriculum Learning Management Division (CLMD), Tel. Nos.: (032) 414-7323
Quality Assurance Division (QAD), Tel. Nos.: (032) 231-1071 Human Resource Development Division (HRDD), Tel. No.: (032) 255-5239
Education Support Services Division (ESSD), Tel. No.: (032) 254-7062 Planning, Policy and Research Division (PPRD), Tel. Nos.: (032) 233-9030;
414-7065 Administrative Division, Tel. Nos.: (032) 414-7326; 414-4367; 414-7366; 414-7322; 414-4367
Finance Division, Tel. Nos.: (032) 256-2375; 253-8061; 414-7321

" E3G 2015: Manapaton ng Lahat, Pananagutan ng Lahat "



Republic of the Philippines
Department of Education
DepEd Complex, Metalco Avenue, Pasig City, Philippines
Direct Line: (632) 633-7202/687-4146 Fax: (632) 631-5057




805398

Undersecretary for Curriculum and Instruction

MEMORANDUM
DM-CI-2017-00344

TO : Regional Directors
Schools Division Superintendents
Heads of Public Elementary and Secondary Schools

FROM : 
LORNA DIG DINO, Ph.D.
Director IV
OIC, Office of the Undersecretary for Curriculum and Instruction

SUBJECT : **MASTER'S PROGRAMMES AT THE INSTITUTE OF DEVELOPMENT POLICY (IOB), UNIVERSITY OF ANTWERP**

DATE : 6 October 2017

The Institute of Development Policy (IOB) of the University of Antwerp offers three full time one-year Master's Programmes with a high degree of specialization focused on: "Development Evaluation and Management"; "Governance and Development"; and "Globalisation and Development."

The aim of the Master's programmes is to offer policy-oriented education that incorporates the latest insights from social science disciplines relevant to the development challenged.

The target group for these programmes are the mid-career development professionals from low-income and lower middle-income countries whose previous academic background and career record suggest that they will significantly profit from an advanced international education.

For further inquiries and clarifications on the IOB Programmes, you may contact Greet Annaert, Registration Office, Institute of Development Policy (IOB) University of Antwerp through this telephone no. +32 (0) 3 265 57 70; Fax +32 (0) 3 265 57 71 or thru email at job@uantwerpen.br and www.uantwerpen.b/job.

Immediate dissemination of and appropriate action for this memorandum is desired.

Annex A: Brochure: Advanced master's Programmes in Development Studies 2018-2019

ADVANCED MASTER PROGRAMMES IN DEVELOPMENT STUDIES


Antwerpen

2018-2019

to contact us:
IOB - University of Antwerp
Student office
Prinsstraat 13
2000 Antwerp

email:
iob@uantwerpen.be

website:
www.uantwerp.be/development-studies

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Studying
@ IOB

Admission &
programme
overview

MSc
Governance
and
development

MSc
Globalisation
and
development

10

12

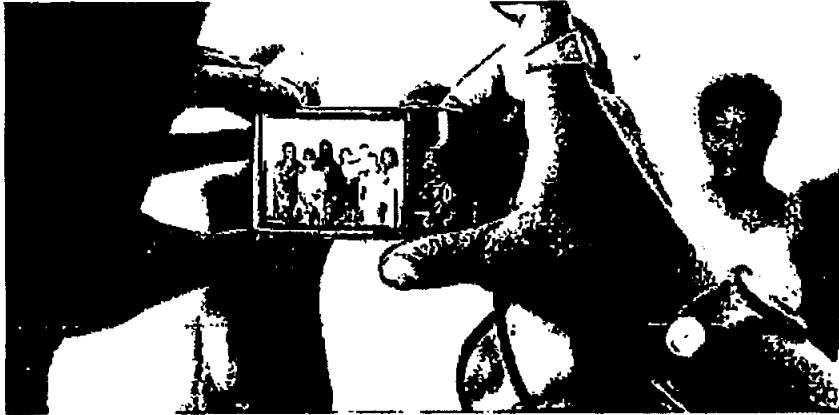
MSc
Development
Evaluation and
Management



Life
after IOB

22

STUDYING AT IOB



IOB (Institute of Development Policy) is a multidisciplinary academic institute. We are part of the University of Antwerp and located in city center. We have a longstanding and solid experience in organising high quality educational programmes in development studies.

IOB offers three Master of Science programmes with a high degree of specialisation and a distinct focus:

1Sc in Globalisation and Development

1Sc in Governance and Development

1Sc in Development Evaluation and Management

IOB is one of a just and sustainable world. As an institute of development studies, we strive to help build such a world through multidisciplinary academic research, education, partnerships and political engagement.

Each of the three programmes takes 12 months to complete, starting and ending mid-September. Successful completion of the programme leads to the awarding of a Master of Science degree. Our Master programmes are organised in English, but special facilities are offered to students from other linguistic backgrounds.

IOB is International and multicultural. Each year we welcome about 70 Master students of approximately 30 different nationalities from diverse academic and professional backgrounds. Most of our students come from the global south, have professional experience in development and are seeking exposure to new ideas and methodologies in development policy. Students from the global north interested in the challenge of development and/or aspiring a career in international development organisations are equally welcome. Such a mixed classroom provides for a unique learning environment.

IOB is development policy-oriented. Our research and education combines the latest social scientific insights with relevance to the development challenge. Our staff members also frequently engage in policy advisory work with development actors such as the Belgian Directorate General for Development

Cooperation, Belgian Technical Cooperation, the European Commission, the World Bank, the United Nations, as well as for countless non-government organisations. The insights provided by policy oriented research constitute an important source of inspiration for the teaching programmes.

IOB heralds the principles of equality, transparency, open and honest communication, pluralism, tolerance and mutual respect.

IOB is student-oriented. The institute focuses on student-centred learning, and its approach involves a broad variety of teaching methods. Students are expected to learn from each other's experiences, as well as from their exposure to living and studying in the North. We also offer the possibility to some students to do a research internship with our partner universities (Nicaragua, Tanzania) and conduct fieldwork in the South.

IOB is a development actor in its own right. IOB participates in various inter-university partnerships with institutes in the South, including the Universidad Centro-Americana (Managua, Nicaragua), the University of Cuenca (Ecuador), the University of Bukavu (DR Congo), the University of Western Cape (South Africa), the Mbarara University of Science and Technology - MUST (Uganda), the Ugandan Cristian University (UCU), the Université du Burundi and the Mzumbe University (Tanzania).

Why study in Antwerp?

Antwerp is located at the heart of Europe, near Brussels where the European institutions reside and major development actors have representations. Antwerp is also Belgium's historical connection to other continents, being a world harbour. It is also a pleasant city, full of old charm and modern convenience. The city boasts many excellent museums and historical monuments, as well as a fast-paced nightlife, fine shopping districts, and a booming commercial centre. Getting around in public transport is easy and cheap. The University's City Campus offers a broad range of facilities, including a student restaurant, a sports centre and computer rooms with internet access. The library of humanities and social sciences, which houses the IOB collection on development studies, is also located on the City Campus. Holding about 1.3 million volumes and providing access to numerous databases and electronic resources, it is an excellent starting point for any research project.



Create a
Better Life Index



ELIGIBILITY REQUIREMENTS

Applicants must hold a

hold a Master degree or five years bachelor degree in development studies or a related discipline* and obtained good study results. Applicants with a 4-year Bachelor need to demonstrate equivalence to a Master degree by highlighting the research-oriented character of their bachelor's curriculum or equivalent competencies acquired later-on. Holders of a University degree under the European Bologna system must hold a Master degree;

have a good command of English, certified by an official language test: TOEFL (minimum score 50 for the paper-based test or 79 for the internet-based test) or IELTS (minimum overall score 5.5 and a minimum score of 6.0 on each component). Certain applicants are exempted from submitting an official language test – see language requirements;

show a proven interest in development issues (for ex. relevant professional experience, internship, field research, volunteering experience);

submit a complete and timely application: see application procedure on the website.

VLIR-UOS scholarship applicants need to meet additional requirements: see VLIR-UOS scholarship on the website.

LANGUAGE REQUIREMENTS

English is the language of instruction at the University level. A language test certificate is required if English is not your language of instruction at University level.

If English is not your language of instruction at University level: a language test certificate is required.

If English is your language of instruction at University level but you are originating from Rwanda, the French-speaking part of Cameroon or from an Asian country except for India and the Philippines: a language test certificate is required. In case of unavailability of this test or in case of inability to take the test, you can be admitted to the Master programme provided you attend the intensive English language course (see below).

You are exempted from submitting a language test certificate if you are originating from one of the following countries: Australia, Botswana, Canada, Cameroon (English-speaking region), Eritrea, Ethiopia, Gambia, Ghana, India, Ireland, Jamaica, Kenya, Liberia, Malawi, Namibia, New Zealand, Nigeria, Philippines, South Africa, Tanzania, Uganda, UK, USA, Zambia and Zimbabwe.

Intensive language course

The intensive two-week English language course is organised prior to the start of the Master programme. In addition to bringing the student's English competency up to the required level, this course also offers an introduction to international development literature and practice.

This language course is accessible for students from other language backgrounds who do not meet the English language admission criteria for direct admission, i.e. students with paper-based TOEFL scores between 50 and 55 (or Internet-based TOEFL scores between 61 and 79) or IELTS scores between 5.5 and 6.0. The course can be attended on a voluntary basis if permission is granted by the IOB.

Although the course is offered free of charge by the Institute, students should note that only VLIR-UOS scholars will receive an allowance during this period.

Programme structure



Programme structure

Each of the three Master programmes has a similar structure, consisting of four modules.

Module I provides an overview of theories of development and gives students up-to-date knowledge of research methods and techniques, both general and programme-specific. We want to cultivate mixed methods approaches to research. This supposes that incoming students have active knowledge of (the basics of) quantitative and qualitative research methods and are willing to refresh this knowledge before starting the Master program.

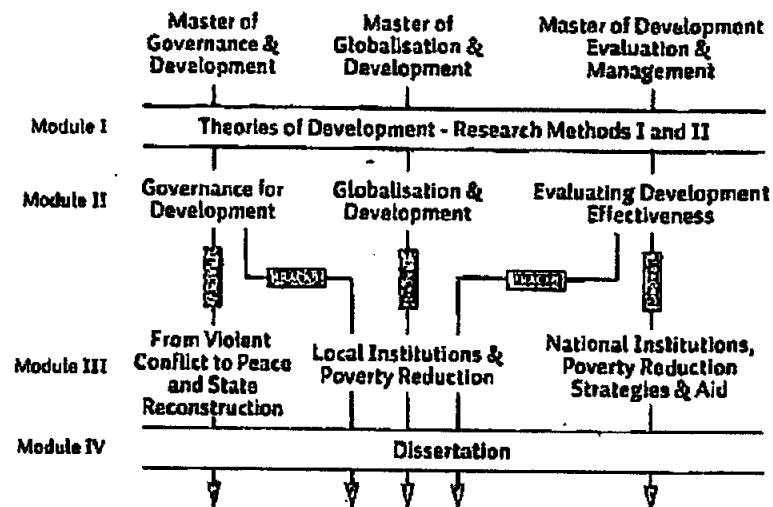
In Modules II and III, research-driven interactive education is offered. In Module IV, each student conducts an individual development research project under the guidance of a supervisor. The topics covered relate to the thematic focus of Modules II and III. A limited number of students receive IOB travel grants in order to conduct fieldwork for their research projects. The dissertation is the subject of a public presentation and defence.

Exposure to the field: In module I there is a possibility to do a research internship with one of IOB's partners in Tanzania and Nicaragua. During the dissertation students can go abroad for fieldwork. For both types of mobilities a limited number of IOB travel grants is available.



Thematic focus of the three Master programmes

GOVERNANCE AND DEVELOPMENT	GLOBALISATION AND DEVELOPMENT	DEVELOPMENT EVALUATION AND MANAGEMENT
Interest in governance	Interest in economic and financial globalisation	Interest in the role of external actors
Political economy of governance	Mobility and migration	Development evaluation
State formation, law and public policies	Value chains	Development management
Conflict, peace and state building local or governance challenges	Climate change & Environmental crises	



Sc in GOVERNANCE AND DEVELOPMENT



Programme Content

The future of sustainable development is critically linked to the promotion of better governance at local, national, regional and international levels. Both a cause and a consequence of governance failures, violent conflict is incompatible with sustainable development. Processes of state formation, state failure and state reconstruction play a central role in this nexus between development, governance and conflict.

The programme analyses governance problems and possible responses, with due consideration to the specific historical pathways of individual countries, as well as the interaction between dynamics at the national/state level and the local/city level. It also addresses the impact of global developments.

Most of our students are engaged (or aspire to become engaged) in development, whether professionally or as researchers. The objective of the Master programme is to provide these students with multidisciplinary theoretical

and practical insights that will improve their capacity to analyse governance challenges at different levels, in addition to improving the way in which they relate to processes of violent conflict and development.

Graduates will understand and be able to analyse the governance problems confronting developing countries today, from the local to the global level. Theoretical insights, policy strategies, best practices and failures are explored in order to allow graduates to apply this knowledge in their future professional environments.

The Master programme in Governance and Development offers two tracks, each with specific objectives, courses and target audiences. The first track explores issues of governance and development against the background of violent conflict and the challenge of post-conflict state reconstruction. The second track addresses governance and development challenges from the perspective of local institutions and poverty reduction.

TRACK 1: LOCAL INSTITUTIONS AND POVERTY REDUCTION

The track 'Local institutions and poverty reduction' focuses on the interaction between transnational, national and local actors in governance processes.

The partial autonomy of local decision-making levels is an integral part of countries that are characterised by weak or fragile national-level state structures. It therefore requires careful scrutiny in the conceptualisation and assessment of development initiatives.

Decentralisation has also become an important part of the agenda for governance reform and democratisation in many countries. For this reason, it is hardly possible to discuss issues of public-service provision and property rights without due consideration for local-level institutions and political dynamics. Special attention is also paid to the local political economy of poverty and development.

The track is intended for participants who are professionally active or interested in research on the interplay between the transnational, national and local level and/or between state and non-state development actors.

Students should have work experience, academic interest and/or aspire to a career in the public action domain, whether within government institutions (including public research institutions), donor agencies (including international NGOs, bilateral and multilateral donors) or civil society (including research institutes, universities).

TRACK 2: FROM VIOLENT CONFLICT TO PEACE AND STATE RECONSTRUCTION

The track 'From violent conflict to peace and state reconstruction' focuses on the actors and factors involved in the governance dimensions of development within the contexts of conflict-prone environments and states that are facing a multitude of reconstruction challenges following violent conflict.

The track offers theoretical and contextualised insight into the political economy of governance and development, focusing on the state as a central actor in the development process of a nation.

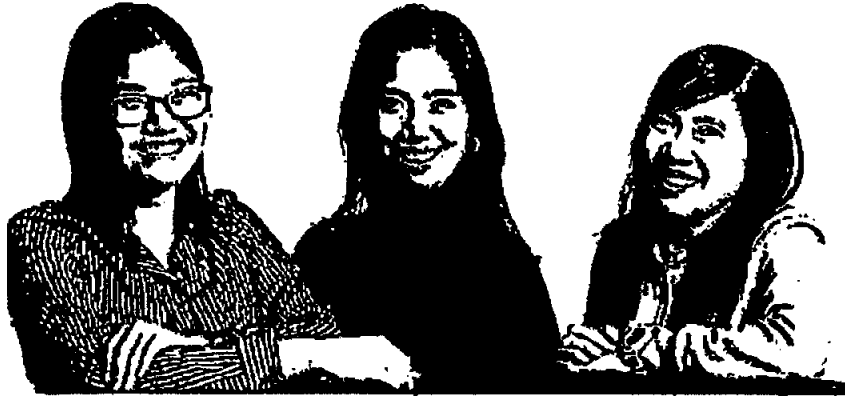
The track also explores critical dimensions, drivers and dynamics of violent conflict, processes of peace and conflict resolution and post-conflict state reconstruction. It adopts a thematic perspective, supplemented by in-depth case studies drawn mainly from Sub-Saharan Africa.

Students receive analytical and policy-oriented tools for carrying out knowledge-based interventions, particularly in environments affected by conflict.

This track is intended for participants with a variety of disciplinary backgrounds who are professionally active or aspire to careers in conflict-prone environments or post-conflict situations or who are interested in policy-oriented research on these topics.

Participants should have work experience or academic interest in the public action domain, whether within government institutions (including public research institutions), donor agencies (including international non-governmental organisations, bilateral and multilateral donors) or civil society (including advocacy groups, research institutes and universities).

**Sc in
GLOBALISATION AND DEVELOPMENT**



Programme Content

The Master in Globalisation and Development teaches development as the outcome of intensifying global-to-local-to-global interactions. It introduces a multi-disciplinary perspective to analyse opportunities and risks to poverty alleviation and environmental sustainability associated with these interactions in low and middle-income countries at both the national and local levels.

Most of our students are engaged (or aspire to become engaged) in interventions, (social) enterprises, policy or advocacy that promote inclusive and sustainable development, whether as professionals or as researchers.

Candidates to this Master must show a keen interest in challenges for poverty reduction and sustainability related to economic and financial globalisation, mobility and migration, value chains and climate change and environmental crises

The objective of the Master programme is to provide these students with a solid understanding of the current global development context in all of its dimensions (worldwide markets for goods and services, capital and labour/migration, the planetary challenge of sustainable development in this era of environmental crisis/climate change). It offers insight and tools with which to analyse and improve the impact of the global context on local development and poverty alleviation in the global South and vice versa. As such due consideration is given to the complexity of local-global interactions in the multifaceted arenas of globalisation.

Successful students will be able to identify the opportunities of the evolving global context, in addition to assessing and remedying the risks and threats associated with the globalisation of the sustainable development challenge. They will also be able to identify and assess policy and programme interventions for more effective and adequate local, national and global development

Additional skills include the identification and evaluation of development interventions aimed at remedying the adverse effects of global tendencies on sustainable development in general and on the

poorer and weaker groups in society, in particular, thereby aiming to strengthen the agency of the latter.

TRACK 1: LOCAL INSTITUTIONS AND POVERTY REDUCTION

The Master focuses on the analysis of the interaction between external and domestic actors at the interface of global, national and local arenas and development processes, in order to identify the changing opportunities for and constraints to beneficial institutional change for inclusive, sustainable development and poverty reduction.

In this context, special attention is paid to the way in which these interactions can produce inequality and poverty, as well as how they can promote wellbeing. Each student can focus on one or two policy challenges at the local-global interface and follow a tailor-made study trajectory. (e.g. inclusive value chains and/or microfinance; the global financial architecture; international migration; impact of trade policies; access to land; governance of natural resources; the climate change challenge; promotion of gender justice; ...)

The programme is intended for participants who have work experience or an interest in pursuing careers in local, regional and/or national government institutions, at research institutes or universities, in (social or green) businesses, local NGOs, advocacy or entrepreneurial associations, or in international organisations (e.g. with international NGOs, bilateral and multilateral institutions) or multinational corporations.

Candidates are actively involved in development or poverty-reduction initiatives, in micro-level or meso-level projects and programmes and/or in macro-level policy makers. Professionally, the candidates hold middle or upper management or policy (or policy research) positions. Ideally, these also entail at least some experience at the interface between different policy levels (e.g. international to local, national to international) or between different arenas (e.g. civil society-government, government-international forums and institutions, INGOs-national NGO).



Programme Content

Master in Development Evaluation and Management



Programme Content

The Master in Development Evaluation and Management focuses on the efforts made, particularly by external (public and private) actors, to promote development. It provides a deep understanding of the past and present policies of multilateral and bilateral donors, addressing the major aid modalities and instruments deployed. The institutional characteristics of the actors involved – be they governments, community-based organisations, national NGOs, bilateral or multilateral donors – are analysed in order to attain a better understanding of development processes and outcomes. The main theoretical perspective is that development is best understood as a set of interlocking collective action problems. The Master programme offers methodological and practical insights into development evaluation, its success and challenges.

Candidates to this Master should show a keen interest in studying and analyzing the institutional context in which development interventions take place, in Monitoring and Evaluation (M&E) the design, implementation and evaluation

of local and (inter) national development interventions as well as the role of external actors in development.

Most of our students are engaged (or aspire to become engaged) in development (cooperation), as professionals and/or researchers. The Master programme will improve the capacity of these students to assess the strengths and weaknesses of the prevailing development paradigms and the envisaged role of aid and external actors in promoting change. Students learn to appreciate the importance of different institutional arenas, as well as how they work and interact. They will become familiar with multidisciplinary analytical tools that will improve their capacity to analyse interactions and enhance the conceptualisation, implementation, monitoring and evaluation of development policies and programmes.

The Master programme offers two tracks, each with specific objectives and course packages that are intended for a specific audience. The first track is focused primarily on the macro (international and national) level, while the second focuses mainly on the micro (local) level.

TRACK 1: LOCAL INSTITUTIONS AND POVERTY REDUCTION

The track in 'Local institutions and poverty reduction' conceptualises socio-political and economic development as the outcome of interactions between a conditioning institutional environment and the agency of local, national and international actors, including multilateral and bilateral, governmental and non-governmental aid actors.

Special attention is paid to the importance of micro-level institutions and processes, as well as to how they condition the effectiveness of development efforts in improving livelihoods and neutralising processes of social exclusion. The detailed exploration of how local contexts transform processes involving the planning, implementation, monitoring and evaluation of development interventions is of crucial importance to recognising opportunities for resolving the poverty conundrum.

This track is intended for participants who have work experience or who aspire to a career in civil society in the South (e.g. at research institutes or universities, or with local NGOs or entrepreneurial associations), donor agencies (including international NGOs, bilateral and multilateral donors) and government institutions.

Candidates should be involved in development interventions or poverty reduction initiatives in micro-level or meso-level projects and programmes. Professionally, candidates are middle-managers with policy and/or managerial responsibilities at the interface between different policy levels (e.g. local to national, national to international) or between different arenas (e.g. civil society-government, government-donors, INGO-national NGO).

TRACK 2: NATIONAL INSTITUTIONS, POVERTY REDUCTION STRATEGIES AND AID

The track in 'National institutions, poverty reduction strategies and aid' focuses on the analysis of the interaction between national institutions, local politics and external actors. The basic question addressed concerns why development interventions are sometimes successful but more often fail. This leads to more operational questions such as: Which lessons have been learned from the study of past failures and successes, and how convincing are current prescriptions and paradigms for development policy?

The programme teaches students to use appropriate analytical frameworks and to apply relevant scientific methods in evaluating results and drawing policy conclusions. It introduces students to various kinds of evaluation, based on quantitative as well as qualitative techniques.

This track is intended for participants who have work experience or who aspire to a career in government institutions (including public research institutions), donor agencies (including international NGOs, bilateral and multilateral donors), civil society (including research institutes, universities).

Candidates work in the field of development intervention or poverty reduction initiatives, and they are oriented towards macro-level policy. Professionally, they are middle managers with policy responsibilities and/or responsibility for managing the interface between different policy levels (e.g. national to international, national to local) or between different arenas (e.g. government-donors, INGO-national NGO).



Programme

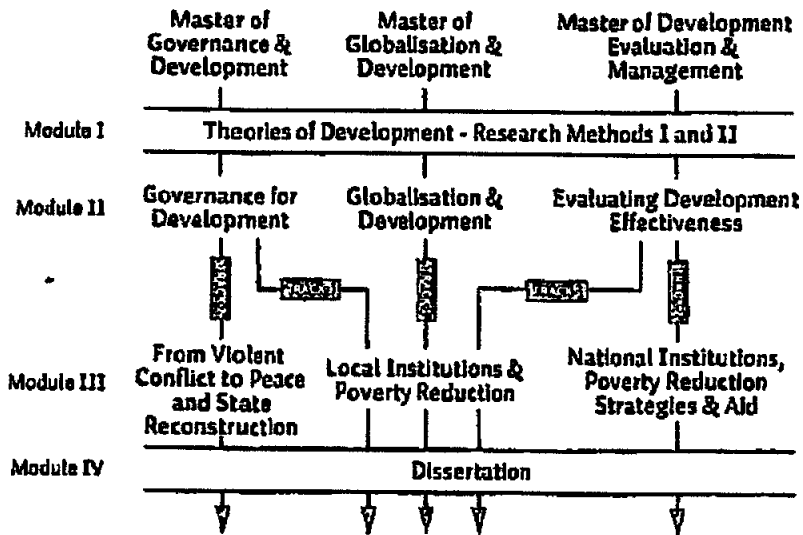
MA in Development Studies

Course	Credits	Period
Theories of development	3 ECTS	Sep - Jan
<ul style="list-style-type: none"> Unit 1: Economic and institutional development Unit 2: Political development Unit 3: Policy and practice 		
Research methods I	4 ECTS	Sep - Jan
<ul style="list-style-type: none"> Unit 1: Research in development context Unit 2: Design and methodology in development research 		
Research methods II (choose up to 3 units)	6 ECTS	Sep - Jan
Quantitative Units		
<ul style="list-style-type: none"> Unit 1: Working with data Unit 2: Regression analysis and inference 		
Qualitative Units		
<ul style="list-style-type: none"> Unit 3: People as informants: collecting qualitative data Unit 4: Participatory research and development methods Unit 5: Multi-actor processes in development: negotiation, collaboration and mediation Unit 6: Analysing text and discourse in development Unit 7: Qualitative data analysis Unit 8: Mobility window (research stay) at UCA (Nicaragua) or Mzumbe University (Tanzania) 		

Module II

MSc in Globalisation and Development

Globalisation and development	Credits	Period
<ul style="list-style-type: none"> Unit 1: Globalisation: the basic issues Unit 2: Sub-units on various topics (choose 3 out of 4 subunits) <ul style="list-style-type: none"> Trade policy, poverty impact and policy implications Finance, globalisation and the poor Global value chain Global environment-development nexus Unit 3: End-of-module paper 	12 ECTS	Jan - Mar



MSC IN GOVERNANCE AND DEVELOPMENT

Governance for development

Credits	Period
12 ECTS	Jan - Mar

- Gender and development's local institutional perspective
 - Local governance
 - Access to land and security of tenure
 - Assessing the impact of trade policies
 - International migration and development
 - Governing labour freedom in the global economy
- Unit 3: End-of-module paper

MSC IN DEVELOPMENT EVALUATION AND MANAGEMENT

Evaluating development effectiveness

Credits	Period
12 ECTS	Jan - Mar

- Qualitative development monitoring and evaluation
 - Quantitative development evaluation
 - Political (economy) analysis
- Unit 4: End-of-module paper

MSC IN GOVERNANCE AND DEVELOPMENT

From violent conflict to peace and state reconstruction

Credits	Period
12 ECTS	Mar - May

- Unit 1: Analysis of violent conflict
 - Unit 2: Conflict resolution and the peace process
 - Unit 3: State building after violent conflict
- Unit 4: End-of-module paper

MSC IN DEVELOPMENT EVALUATION AND MANAGEMENT

National institutions, poverty reduction strategies and aid

Credits	Period
12 ECTS	Mar - May

- Unit 1: Economics and politics of aid: an introduction
 - Unit 2: Monitoring and evaluation
 - Unit 3: Selected topics (choose 1 out of 3):
 - Governing for development
 - Macro-economic and fiscal management of aid
 - Engendering development
- Unit 4: End-of-module paper

Local institutions and poverty reduction

Credits	Period
12 ECTS	Mar - May

- Unit 1: Theory and concepts
- Unit 2: Introduction to specific topics (choose 3 sub-units)
 - Access to public services
 - Access to natural resources
 - Access to markets and value chains
 - Access to financial services

Modules

Course	Credits	Period
Dissertation	18 ECTS	May - Sep

ACADEMIC INFORMATION



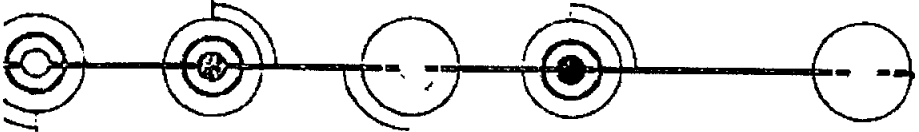
Our first group of international students arrived in 1962. Today, we have a large and diverse international community of students and faculty members from over 100 countries.

FEBRUARY

Application deadline for students who apply for academic admission, the VLIR-UOS and Master Mind scholarship

MID MAY

Announcement of selection results



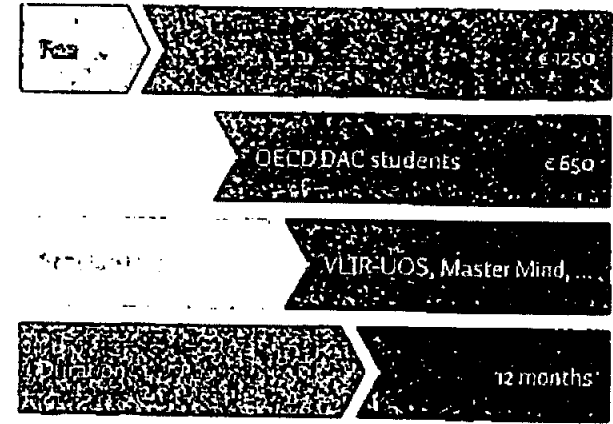
NOVEMBER

Start of applications

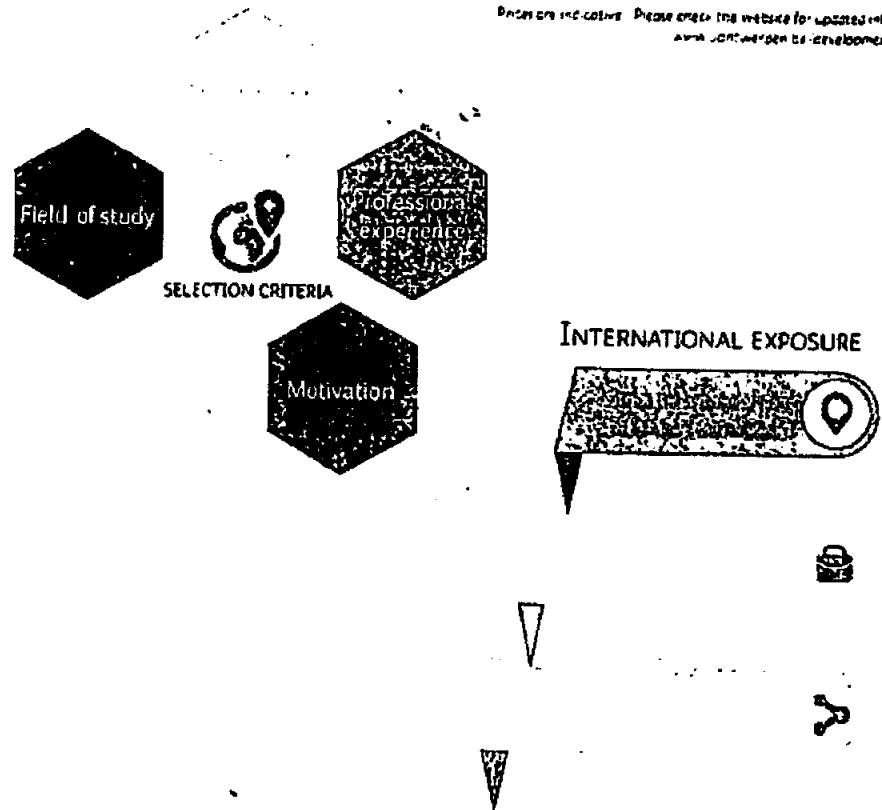
Application deadline for self-sponsoring applicants who need a student visa for Belgium

Application deadline for self-sponsoring applicants who are exempted from applying for a student visa for Belgium (check on the website for updated information after the application has been received)

Detailed information about application, procedure and scholarships can be found on www.uantwerpen.be/development-studies



Prices are indicative. Please check the website for updated information www.uantwerpen.be/development-studies



FE AFTER IOB



do IOB alumni think of the IOB educational programmes?

Results are very encouraging: an overwhelming majority of our alumni (92%) are satisfied with the education that they received at IOB. Four out of five alumni would definitely encourage others to study here. Hardly any alumni are dissatisfied or would not recommend IOB.

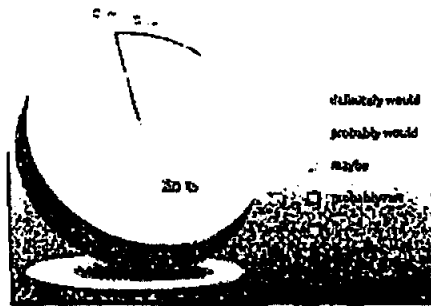
Overall, IOB alumni, 95% feel that their studies at IOB prepared them adequately for their subsequent careers. Most (96%) had (partially) proved themselves jobwise as a result of studying at IOB.

Most IOB graduates work (or continue to work) in the governmental sector (24%), international organisations (19%), NGOs (19%) and higher education/research institutes (13%).

Some of the most common employers among IOB graduates are within the governmental sector (e.g. Ministry of Finance, Ministry of Planning), parliaments, international/inter-national organisations (e.g. United Nations, African Union, European Commission,

Asian/Africa/Inter-American Development Bank), national NGOs, INGOs (e.g. Transparency International, Oxfam, World Vision, Action Aid), higher education/research (universities, consultancies, think tanks) and bilateral or multilateral donor agencies (e.g., World Bank, USAID, GTZ).

Would you encourage someone to study at the IOB?



My IOB experience helped me work in a multidisciplinary environment with people from various backgrounds and profiles. This is particularly crucial for my current job where I have to interact daily with people from around the world.



My IOB experience helped me realize a lot of things in life. Actually, it changed my life! I come back as a new person. From all the wonderful experiences in the classroom to the amazing people I met

along the way. It allowed me to discover more about the world around me, but more importantly, myself. It also opened up an entire range of professional opportunities to me due to the skills and experiences I gained at IOB. It has been eight years since I was a student at IOB, but not a single day goes by where its impact is not felt in my life.

Christine Salda
GLOB 2007-2008 | The Philippines
Results Management Analyst at Asian Development Bank



The most significant "impact" of IOB's "treatment" in my life has been the great friendships that developed from it. I am privileged in that I met the most talented, kind, most interesting people from all over the world during my stay at IOB and I have been lucky enough to become friends and partners with some of them. I learned a lot from different cultures, and that has been incredibly helpful in making me a better professional and a more open minded person.



I can say without a doubt that what I learned at IOB was key in giving me an edge to get gigs as evaluator and for my current job. -I had to take a technical test as part of the selection process and I have no doubt that I did well because of what I had learnt.

Mateo Perelúscula
DEM 2014-15 | Uruguay
Senior Design Monitoring and Evaluation Officer at the International Center for Transitional Justice (New York, USA)