

STUDY PROFILE



2022-2023

**MASTER IN EDUCATION AND RESEARCH FOR
SUSTAINABLE DEVELOPMENT**

October 13th, 2022

Foreword

Dear students, dear lecturers and working staff,

We are pleased to present to you the study guide MERSD 2022 – 2023. Each year we are making progress, and this study guide provides a good overview of the Master programme, which so many of you supported over the last twelve years. Thank you for your support and collaboration within the MERSD programme. Since 2010 till present, more than 250 students have enrolled in the programme, and 126 have successfully finished this Masters Programme.

The Master in Education and Research for Sustainable Development (MERSD) is an unique Master programme offered by the Faculty of Social Sciences at the Anton de Kom University of Suriname (AdeKUS). Sustainable development is defined as balancing the protection of the natural environment with the fulfillment of human needs so that these needs can be met not only in the present, but also in the indefinite future. The term has prompted a global recognition of the close linkage between environmental health and human development as well as the need to alter social and economic policies to minimize human impact on the planet. The concept of sustainable development integrates social, economic, and environmental policy. It considers both development (a traditional economic and political goal) and sustainability (an ecological goal). We should work on awareness and research programs on the theme ‘sustainability’ which will help us in giving more meaning and body to the concept of sustainable development. Still, there is a lot of work in front of us. Let’s work toward the Suriname Sustainability agenda with our MERSD community.

This study guide offers a description of the MERSD-program and the courses that can be seen as the interdependent and mutually reinforcing pillars of sustainable development such as economic development, social and cultural development, institutional strengthening, capacity building, and environmental protection.

We hope to welcome you soon in our MERSD community,

Dr. Wasudha Malgie S.

Program coordinator of the MERSD

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Education and Research for Sustainable Development
Master of Science Program



Prof. dr. Henry Ori en Drs. Helmut Gezius

General

In this study guide, you will find all the relevant information that is important for your study. This means that, besides the general information, you will also find the complete study program of your course. First, you are introduced to the Anton de Kom University of Suriname followed by an introduction of the faculty of Social Sciences:

- The history of the University (AdeKUS);
- The organizational structure of the faculty.

The different aspects of your study course are discussed below:

- Admission requirements, objectives and structure of the master program;
- Description of the study units;
- Lecturers

Note:

- In addition to the study guide, it is also advisable to read the examination regulations and the thesis regulations.
- Important notices are posted on the bulletin boards in building 6 and on Moodle.
- You can find more information about the university and the relevant regulations on the AdeKUS website www.adekus.uvs.edu.

History

The University of Suriname was established on November 1, 1968, as an extension of the Medical School (1882) and the Surinamese Law School. The teaching of medical science has since 1882 been part of education in Suriname. The Law School of Paramaribo was converted to the Faculty of Medical Science on September 26, 1969. The Faculty of Law (1968) and the Faculty of Medical Science (1969) were the first faculties in the initial phases of the University. The proclamation of the Social-economic Faculty took place in 1977. The Faculty of Natural Sciences (1976) and the Faculty of Technology (1977) were then established following a thorough preparatory work within the Nature Technical Institute (NATIN).

The University was reorganized within the period of 1980 – 1987. The institute was renamed: The Anton de Kom University of Suriname (1983) and the five (5) faculties were reduced to three (3). The Nature Technical faculty (1976) and the Technological Faculty were merged together in the Faculty of Technological Sciences. The Faculty of Law and the Social-Economic Faculty were merged into the Faculty of Social Sciences. The Medical Faculty became the Faculty of Medical Sciences. As of January 1, 2017, the Faculty of Law Sciences has become an independent Faculty again and is no longer part of the Faculty of Social Sciences

The administrative organization of the Anton de Kom University of Suriname

The highest administrative body of our institution is the Board of the University (BvU). It consists of 9 members of which 6 are appointed and 3 are elected by all levels of the University community.

The current board consists of:

- Prof. dr. Shanti Venetiaan (chairman)
- Mr. drs. Mohamed – Shiraz Boedhoe (secretary)
- Dr. Johannes Breeveld (member)
- Dr. Mohamed Rakieb Khudabux (member)
- Drs. Andreas Talea (member)
- John Sandriman (member)
- Drs. Astrieta Lachmon - Alakhramsing (member)
- Soenilkoemar Mahabir (member)
- Hakiem Lalmahomed (member)

Study departments and courses

The Faculty has six fields of studies, six Bachelor courses and five Master courses:

Bachelor course	Field of study	Program Coördinator
Adult Education and Educational Science	Adult Education and Educational Science	mrs. Drs. G. Jhinkoe Rai MSc
Business Sciences	Business Sciences	mr. L. Jack MBA
Economics	Economics	mr. Drs. B. Mathoera
Psychology	Psychology	mrs. Prof. dr. M. Sanches
Public Administration	Public Administration	mrs. Drs. I. Apapoe
Sociology	Sociology	mr. Drs. H. Gezius

Master course	Field of study	Program Coördinator
Accountancy	Economie	mr. V. Ramdin MSc
Business Sciences	Business Sciences	mrs. Drs. F. Soe Agnie
Psychology	Psychology	mrs. Drs. S. Pelgrim
Master Social Development and Policy	Sociology	mr. J. Schalkwijk, MSc
Master in Education and Research for Sustainable Development		mrs. Dr. W. S. Malgie

Secretary Administrative Personnel (Sammers)

In carrying out the administrative work, the study course coordinator or program coordinator is supported by a secretarial administrative assistant (Sammer).

- mrs. M. Kartodikromo Adult Education and Educational Science, Building 20, ext. 2474
- mrs. B. Dankerlui Business Sciences, Building 6, ext. 3883
- mrs. I. Karijosemito Economics, Building 6.1, ext. 3850
- mrs. M. Nicholson Psychology, Building 6, ext. 2398
- mrs. G. Atmopawiro Public Administration, Building 20, ext. 2473
- mrs. A. Kadiman Sociology, Building 20, ext. 2474.

Committees of the FMijW

The Examination Committee

The Examination Committee of the Faculty consists of a Chairman, a Secretary and members whom are appointed by the board of the Faculty of Social Sciences.

The duties and authorities of the Examination Committee are:

1. To organize examinations and supervising their proper progress. This means everything that can lead to examinations taking place according the rules.
2. To maintain contact with the examiners. The Examination Committee has the authority to make contact independently;
3. To make drafts of statements and transcripts of the Faculty of Social Sciences, after having proper satisfactory persuasion in the authentic documents;
4. To maintain a data system in which information about progress results, dates of submitted transcripts, etc. can be retrieved. In particular, it will be ensured that the faculty

administration keeps a digital update of the transcript on a regular basis. The Examination Committee will also be provided with a back-up regularly;

- At the same time, the Examination Committee is fully authorized to write internal regulations.

The current Examination Board is a combined Examination Board for both the Bachelor and the Master programs and consists of:

Name	Function
mrs. mr. Aruna Rampersad	Chairman
mrs. I. Gilliad MSc	Secretary Master courses and member Public Administration (BSc) and also in charge of statistics
mrs. S. Jhingorie-Chotoe MEd	Secretary Bachelor courses and member Adult Education and Educational Sciences (BSc) and MERSD
mrs. S. Gangaram Panday MSc	Member Psychology (BSc + MSc) and Sociology (BSc + MSc)
mrs. Avishka Jhinkoe MSc	member Business Economics (BSc and MSc) and Master Accountancy
mrs. Drs. Gaitrie Oemrawsingh	member Economics (BSc)
mrs. Drs. K. I. Ramdien	charged with assuring quality tests and quality thesis

The Examination Committee can be contacted on:

Telephone: 465558 ext. 2495 or 2530

E-mail: examencie-fmijw@uvs.edu, examencie-msc-fmijw@uvs.edu

The Administrative assistants for the Examination Committee are:

- Mr. A. Zammet
- Mrs. S. Sahit
- Mrs. P. Meerzorg

Assessment Committee

In order to implement the Test Policy, the Faculty Board has appointed a Test Committee to monitor the tests of the courses. On the advice of the Quality Management Department to facilitate the uniformity within the Faculties of AdeKUS, all test coordinators of the courses within the Faculty have a seat in the Test Committee.

The Students Committee

The Students Committee is chosen by the students and has the following authorities:

- To establish and maintain contact with the students of the FMijW;
- To evaluate students' issues and advise the Dean or the University board;
- To maintain relation with entities within the University that are concerned with students' issues;
- To maintain regular contact with other students' committees with regard to the exchange of information and the alignment of activities in order to establish common agreements.

The Student Committee is seated by the following members:

- | | |
|---|----------------------|
| - Coördinator | Melody Hoefdraad |
| - Secretary and member Adult Education and Educational Sciences | Jenessa Abisoina |
| - Treasurer and member Economics BE | Talitha Siland |
| - Member Public Administration | Donovan Berenstein |
| - Member Economics AE | Shivanie Amritpersad |
| - Member Business Economics | Vyona Molli |
| - Member Sociology | Maritcha Eiflaar |
| - Member Psychology | Shanaaz Alibux |

The Students' Committee can be contacted on:
Telephone: 465558 ext. 2417. Email: studciefmijw@uvs.edu

Study Departments Committee

The Study Departments Committee is a committee that monitors the quality control and improvement of the education process within the faculty. In addition, the study programme committee function as an advisory council for both students and lecturers when it comes to improving the quality of education. The current chairman of the Study Department Committee is mrs. J. Wongsoredjo MA, MPM. Her email address is: jenice.wongsoredjo@uvs.edu, OpCie-FMijW@uvs.edu

Students Dean

The students' dean takes care of optimal support of students during their study. If you are confronted with challenges that may hamper the course of your study, you are privileged with the right to contact the followings deans:

- Mrs. Drs. A. Ghisyawan – Jhinnoe
She can be contacted on:
Telephone: 465558 ext. 2471. Email: anushka.jhinnoe@uvs.edu
- Mrs. J. Monsels BSW
She can be contacted on:
Telephone: 465558 ext. 2472. Email: Jennifer.monsels@uvs.edu

The students' deanery is located in Building 20 and are available from Monday until Friday from 08.00h-13.00h.

Student Psychologist: mrs. R. Jhagroe MSc

The student psychologist is to manage, advise and inform the AdeKUS student community about mental health care. Students can only get in contact with the student psychologist through the student Dean.

Quality management

The Quality Management Department is responsible for the development of policy with regard to education, setting up and monitoring a university-wide internal quality management system (internal quality management) and supporting the faculties with accreditation (external quality management) of academic bachelor's and master's programs. Course evaluations and other evaluation studies are carried out for the purpose of quality control and improvement. The department also provides didactic training courses: the Teacher Professionalization Education (DPO) trajectory in which competences with regard to the organization, implementation and evaluation of educational tasks are developed, as well as training courses on the use of electronic learning environments (AdeKUS StudentSpace). There are two staff officers for the faculty quality management department of the FMijW.

Committee for complaints

There is a committee that addresses contingent complaints. This is executed conform the complaints regulations. The confidant are:

- Mrs. Drs. Christel Antonius: ext. 2631 and email: antoniussmits@gmail.com
- Mr. ir. Rogier Cameron: ext. 2420 and email: rogierc@gmail.com
- Mr. Dr. Glenn Leckie: email: glennleckie@gmail.com
- Mrs. Loes Peelen: ext. 490128 (direct) and 2261, and email: loes04@yahoo.com

Institute for Social Science research

The *Instituut voor Maatschappijwetenschappelijk Onderzoek (IMWO)/ Institute for social science Research* was established in 1987 to contribute to the development of our community in general, and the University of Suriname in particular, by conducting social science research and service. With this contribution, IMWO fits good for the FMijW and is also the research institute for this faculty. The former institute: Institute of International Relations (IIR) and Institute for Women, Gender and Development Studies (IWGDS) are now included in the IMWO.

The activities of the IMWO consists of:

- Research
 - Contract research which delivers third money flows
 - Social relevant research, usually using cost-effective third-party subsidies
- Service, e.g. training, seminars, readings, commission and education tasks and data collection and analyses.

At this moment IMWO works on *three lines of research*:

- Business & Marketing (e.g. customer satisfaction, *retail* research)
- Youth & Education (e.g. youth crime, education performance, perception research).
- Economy & Social development (e.g. labor market, perception research)

The contract activities focus mainly on research for business, of which the accent is on marketing. But also social issues. Currently, IMWO is involved in a major research of the Central Bank of Suriname on Financial Inclusion and Education.

Within the dynamic team of IMWO, there is always interest for further education and training. As far as education is concerned, various researchers provide modules at various faculties and regularly publish on their research topic.

For scientists and students there are possibilities to publish from IMWO.

Some recent examples:

- 'Pedological Institute in Historical Perspective' by Henry Esajas and Harry Mungra.
- 'Postmodernity, Heterotopia & Singular Selfhood', parts I and II of Dr. Pam Zuurbier.

In addition, the His/herTori magazine is published annually. Number 9 (2021) contained several small biographies of Surinamese. IMWO also provides important support for the Academic Journal.

The Faculty Office

The Faculty Office consists of:

- Mrs. M. Monsch – Lee-A-Leong MSc (Director)
Telephone: ext. 3855. Email: mireille.monsch-lee-a-leong@uvs.edu
- Mrs. W. Maatstap (Office manager)
Telephone: ext. 3863. Email: wendy.maastap@uvs.edu

Secretariat:

- Mrs. T. Watsaam-Koenders (Chef de Bureau Deanery)
- Mrs. E. Abdoelkariem (Secretarial worker Deanery)
- Mrs. S. Zschuschen (Secretarial worker Deanery)

The secretariat of the Faculty Bureau can be contacted on:

Telephone: 465558 ext. 2440/3861/3864, direct line: 494993.

E-mail: fmijw-decanaat@uvs.edu

Faculty administration:

For the cluster Economic Sciences, Public Administration and master in Education and Research for Sustainable Development, contact can be made with the following employees:

- Mrs. M. Kotzebue (Chef de Bureau)
- Mrs. L. Atmopawiro
- Mr. E. Amatmoekrim-Saeri
- Mrs. T. Clarke
- Mrs. S. Fraenk
- Mrs. A. Chand

The administration for the study department Economic Science, Public Administration and MERSD can be contacted on:

Telephone: 465558 ext. 3831/3832/3833/3825 and per E-mail for the Bachelor program fmijw-administratie-ecopa@uvs.edu and for the master program Msc-Fmijw@uvs.edu

For the cluster study Behavior Sciences/BDK can be contacted on telephone: 465558 ext. 3835/3843/2442 and per E-mail for Bachelor and Master programs: cluster-AoSoPsy@uvs.edu

For the cluster study Behavior Sciences (Bachelor program Adult Education and Educational Sciences, Master Education Science, Bachelor and Master program Psychology, Bachelor program Sociology and Master program Social Development and Policy, Bachelor and Master program Economics Science, please contact the following employees:

- mr. V. Morrison (Chef de Bureau)
- mrs. J. Vorsten
- mrs. D. Moertamat-Abas
- mrs. A. Wirabangsa
- mr. R. Damburg

Frontoffice

The Front Office can be contacted on: 465558 ext. 3838.

Email: frontoffice-fmijw@uvs.edu

Concierges

The concièrges are:

- Mr. S. Bruce
- Mr. R. Debipersad
- Mr. L. Hardjopawiro

The concièrges can be contact on:

Telephone 465558 ext. 3826 or email: concièrges-fmijw@uvs.edu

Bureau Students Affairs

The Bureau Students Affairs mainly deals with students' services. Its job is:

- to do students' admissions/registration and administration;
- to provide study information;
- responsible for an optimal study environment.

The Bureau Students Affairs can be contacted on:

Telephone: 465558 ext. 2212/2213/2214. E-mail: stuza@uvs.edu

The UCIT (University Centre for Information Technology)

UCIT's main goal is to contribute to and support the development of computer use and information technology within the Anton de Kom University of Suriname.

The following direct services are offered to students:

- an open Wi-Fi network with free access to the Internet
- basic support and assistance with Wi-Fi connection problems
- creation of Moodle accounts
- password reset, for restore accessibility of Student account
- basic assistance in setting up Student Mail on personal equipment
- computer and printing facilities (at reasonable rates)

The Student Affairs Office (STUZA) or the faculty provides indirect services. These are usually reservations for computer and videoconferencing facilities for training and instruction sessions in the context of lectures, graduation and tutoring.

The Faculties of the UCIT are normal open for public from Monday until Thursday from 08:00h – 14:30h and on Friday from 08.00h - 14.00h. The UCIT can be contacted on:

Telephone 465558 ext. 2400; email: support@uvs.edu

Library

The library of the Anton de Kom University of Suriname is divided into a Central Library (CB) and a Medical Library (MB). The Central Library is situated in the first building at the main gate of the University.

Objective:

To serve as information facility to students, teachers, lecturers and researchers of the University in particular and to academics in general.

Vision:

To offer information services as a support and development for scientific education and research in Suriname.

Mission:

To provide up-to-date contribution to education, research and services in relation to scientific information sharing in Suriname.

Information about membership and library regulations can be acquired from the information desk in the book room.

The Library can be contact on:

Telephone: 465558 ext. 2265/2260/ 2261/2268. Direct line: 464547. E-mail: adekbib@uvs.edu

Curriculum description of the study

Introduction

The Faculty of Social Sciences of the Anton de Kom University of Suriname (AdeKUS), in collaboration with the Flemish Inter-University Council (VLIR), presents a three-year Master course in Education and Research for Sustainable Development (MERSD) starting from November 1, 2022. Sustainable Development is a concept that, in our efforts to achieve prosperity and well-being, to meet our basic needs, and to experience our fundamental freedom, aims at providing us with the instruments to ensure that we take into account the natural environment and cultural identity so that they can be sustained for future generations. Sustainable development requires an integrated improvement of economic development, social development and careful use of our planet. Sustainable development takes into account long-term developments and the consequences of our actions. Many social issues in Suriname need a sustainable approach, and for each policy commitment, this becomes a specific challenge. Education enables us to understand ourselves and others. Education also enables us to see and understand the relationships between the natural and social environment in a larger context. Education for Sustainable Development (ESD) is designed to persuade us to adopt an attitude and habits that will enable us to establish a prosperous life without being deprived of our basic needs. It is education for the sustainability of the society, of the country and the world. It fosters and strengthens a continuously lasting change in the individual, the society, the culture and the environment.

MERSD 2030

Our vision:

To contribute to the Master in research and education for sustainable management (MERSD) in Suriname through building and sharing knowledge for local change, in order to benefit present and future generations in Suriname.

As an institute for sustainable management of natural resources, we strive to help build local development through multidisciplinary academic research, education, partnerships and political engagement.

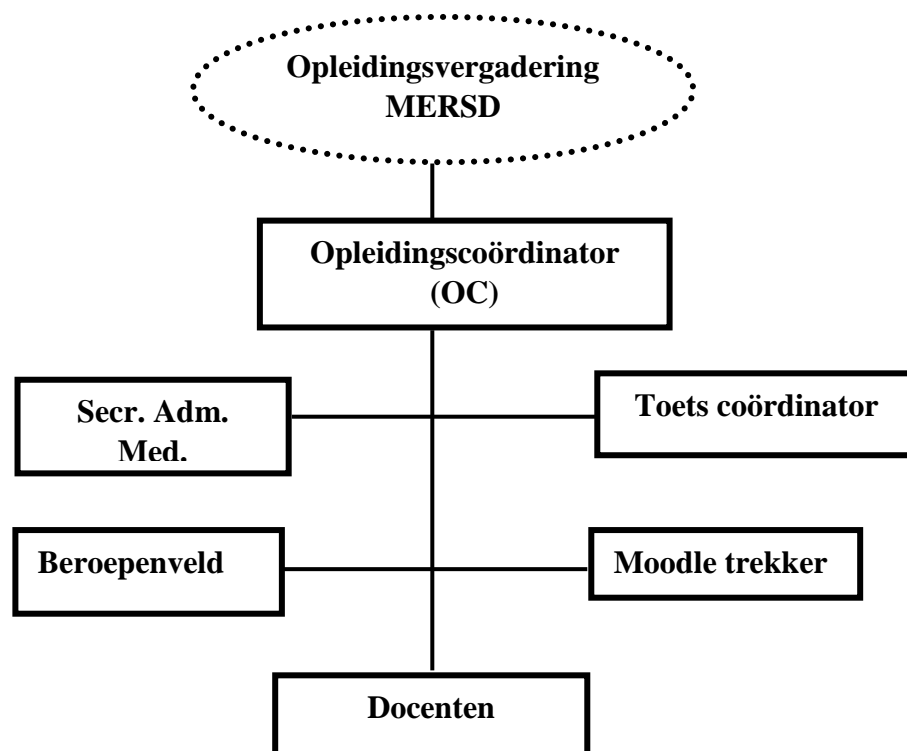
Mission:

Produce highly qualified and highly motivated graduates equipped with knowledge and understanding on sustainable development. Student are trained to recognize the opportunities presented by globalization, impact on local development and implementing the sustainable developing goals, and to assess and remedy the risks and treats involved through the following activities:

1. Taking care of a high-quality 3-year Master of Science Education program in MERSD;
2. Organizing high-quality PhD research in MERSD;
3. Conducting high-quality scientific research in MERSD;
4. Organizing professional services in education and research for sustainable development (SD) for society such as certificate training, contract research;
5. Take the lead in participating in SD related initiatives and projects;

- Increasing public awareness of SD issues through participation and outreach activities, and dissemination of SD information.

Organization structure MERSD



Our core values:

Quality: we organize high quality education and research; we keep state of the art facilities and research infrastructure.

Environment: support local environmental and nature initiatives, keep up to date about local and international environmental developments.

Innovation: systematic acquisition of knowledge, quality research, expertise, critical thinking and assertiveness.

Accountable: we want to be complete, transparent, keep promises, and be accountable for our actions as a team and as individuals.

Cooperation/Partnerships: national and international collaboration.

Change: in our research, we have a strong preference for policy-oriented research as well as a desire to contribute to real (policy) change through the generation, dissemination and application of our knowledge.

Teaming/Collaboration: we are going for participation, involvement, cooperation, working as a team and sharing.

Children: we go for a student and teacher friendly environment; an environment which is hygiene and has sufficient facilities, cleanliness and clarity.

Communication: we want to communicate with everyone at every level, in a transparent way and within acceptable time. Accessibility.

Sustainability: we go for certainty, development of our national institutions, poverty alleviation, local institutional change, environmental friendly, safety, cost assessment, stability, steadfastness, long-term, knowledge sharing.

Rich in initiative: we go for freedom, improvement, research, sustainable actions.

International: we keep education and research at an international level, offer facilities at an international level, let students and teachers become acquainted with the world.

Professional: we want to be professional, work systematically, fast, neat, complete, modern, expert.

Our strategy:

1. Organizing an annual 3-year MSc in MERSD training and accept approximately 25 students annually;
2. The annual organization of at least 2 certificate courses for the benefit of society;
3. The annual writing of at least two local, regional or international project proposals for financing and implementation;
4. Annually publishing education and research activities in various media, and research results in journals, conferences and other scientific occasions;
5. Educating AdeKUS-MERSD teachers of the MERSD program continuously;
6. Organizing or participating in MERSD related activities in and outside of Suriname;
7. Keeping the education and research facilities of the MERSD program up-to-date.

Objective

The MERSD program is an academic program that aims to train development specialists. The training is therefore meant to provide the student with scientific knowledge, insight, skills and attitudes that enable him to independently formulate, analyze and implement policies in concrete situations. The MERSD program is a research-oriented Master program that focuses on people who can unify themselves with the concept of Education for Sustainable Development (ESD) and who, through education, are willing to develop knowledge and skills for the benefit of sustainable

development at all levels: personal, social, national and global. The MERSD program has the objectives to train the development expert who is academically and practically minded. This development expert looks from different perspectives – transdisciplinary – at the social reality and social and individual problems. To achieve this, there are four pillars identified around which this program is established: people's participation, community development, poverty reduction, and entrepreneurship.

Professional profile

The profile of the development expert is transdisciplinary and multi-functional. Transdisciplinary, because during the training, the development expert gets a large baggage of practical and theoretical knowledge from various scientific disciplines: legal, economical, ecological, cultural, and social. Multifunctional, because of three levels of work: coaching, managing and policy making. The coach works directly with the target groups. The manager is the head of an organization and the policymaker is active in the fields of policy planning, policy implementation and policy evaluation. The development expert also has a profound expertise in designing, implementing and applying scientific research in sustainable policies. This enables him to act on bases of scientifically sound principles and practices. Within the general graduation profile, a number of specialization options are offered that are related to the pillars: entrepreneurship, poverty reduction, people's participation, and community development. It is also possible that point of focus can be directed to issues such as globalization and sustainable development and governance. These aspects form the main themes in the MERSD educational program.

The professional profile of the development expert (MERSD graduate) can generally be described as a transdisciplinary and multifunctional scientist who, in the field of sustainable development, is capable of analyzing and solving complex issues at policy, management and support level, independently or in a team.

Competence profile

Employability

The development expert is capable of approaching an issue regarding sustainable development from an integrated, efficient and effective point, based on the request of a potential client. A MERSD graduate can work in a multi-disciplinary team, as he can also independently give recommendations.

Skills

The development expert has, depending on the chosen pillar and personal interest, the following skills:

- Project preparation, planning and implementation;

- Entrepreneurship;
- Responsibility;
- Development of a vision toward sustainable development, methods and projects, chain
- Modeling and observation, identifying and reporting, problem analysis and methodical
- intervening and communication.

Knowledge

- The development expert possesses the knowledge of:
- the dimensions of sustainable development (people, profit (now: prosperity) and planet);
- how decision-making processes take place in making policies on sustainable development;
- processes of change about sustainable development;
- the legislation and regulations on environment and sustainable development.

Attitudes & values

Development experts are individuals who:

- are imbued with respect for human life because it is the basis for all other values;
- see cultural diversity and biological diversity as a source of potential strength and as wealth;
- are consciously living in harmony with the natural environment;
- have a strong appreciation for human diversity and family life, community ties and moral issues including responsibility and accountability for themselves and the community;
- have well-developed respect for our cultural heritage;
- have multiple skills, demonstrate autonomous and critical thinking, discuss opinions and practices, and focus on the application of knowledge and reality in solving problems;
- have the orientation as world citizens with positive attitudes toward their own country and their people.

Description of course

Main Modules

- (A01) Sustainable development: educational theories and international policy
- (A02) Political planning and institutional policy analysis
- (A03) Law and sustainable society
- (A04) Education and law
- (A05) Learning for entrepreneurship
- (A06) Community development: discourse, theories and paradigms
- (A07) Philosophy and development Thought from Historical and Future-oriented perspective
- (A08) Education, development, and change
- (A09) Human resources development and manpower planning
- (A10) Voices for Sustainable Development Goals
- (A11) Poverty Alleviation
- (A12) Education for Sustainable Development

Research Method Modules

- (B01) Social Sciences and Research Methods – SSRM1
- (B02) Advanced quantitative research – SSRM2
- (B03) Advanced qualitative research – SSRM3

Applied Modules

- (C01) Project cycle development
- (C02) Leadership and management
- (C03) Orientation Seminar
- (C04) Research Seminar

Thesis Research Modules

- (D01) Academic writing & Scientific Communication (M1 & M2)
- (D02) Preliminary thesis
- (D03) Master thesis & Research Article

Optional Modules

- (E01) Introduction to cultural studies
- (E02) Management & innovation for the non-profit sector
- (E03) Learning and development for entrepreneurship
- (E04) Transition management and sustainable tourism development
- (E05) Sustainability in development in the region
- (E06) Leadership and personal development
- (E07) Technology innovation and transfer in Third World countries
- (E08) Education law in Suriname according to national and international rules
- (E09) From Backlog to Lead

Curriculum profile

The following is an overview of the study program:

A	MAIN MODULES	SP	Year	Sem
01	Sustainable development: educational theories and International policy	6	1	1
02	Political planning and institutional policy analysis	5	2	3
03	Law and sustainable society	4	2	4
04	Education and law	4	3	5
05	Learning for entrepreneurship	4	2	3
06	Community development: discourse, theories, and paradigms	6	1	2
07	Philosophy and Development Thought form Historical and Future-oriented perspective	4	2	4
08	Education, development, and change	4	2	3
09	Human resources development and manpower planning	4	2	4
10	Voices for Sustainable Development Goals	4	2	3
11	Poverty Alleviation	4	1	2
12	Education for Sustainable Development	4	2	4

B	RESEARCH METHOD MODULES	SP	Year	Sem
1	Social sciences and research methods - SSRM1	4	1	1
2	Advanced quantitative research – SSRM2	4	1	1
3	Advanced qualitative research – SSRM3	4	1	2

C	APPLIED MODULES	SP	Year	Sem
1	Project cycle development	4	3	5
2	Leadership and management	3	3	5
3	Orientation Seminar	4	2	3
4	Research seminars	6	1	2

D	THESIS RESEARCH Modules	SP	Year	Sem
1	Academic Writing & Scientific Communication (M1 & M2)	6	1	1
2	Preliminary thesis	3	2	4
3	Master thesis & research article/poster	20	3	6

E	OPTIONAL MODULES (9 SP)	SP	Year	Sem
01	Introduction to cultural studies	3	3	5
02	Management & innovation for the social Sector	3	3	5
03	Learning and development for entrepreneurship	3	3	5
04	Transition management and sustainable tourism development	6	3	5
05	Sustainability and development in the region	3	3	5
06	Leadership and personal development	4	3	5
07	Technology innovation and transfer in third world countries	4	3	5
08	Education law in Suriname according to national and international rules	3	3	5
09	From backlog to lead	3	3	5

Schedule of the courses for 2022-2023

1st year	1st Semester		
	Sustainable Development: Educational Theories and International Policy	6	Main Module
	Academic Writing & Scientific Communication (M1 & 2)	6	Thesis Research
	Social Sciences and Research Methods (SSRM1)	4	Research Methods
	Advanced Quantitative Research (SSRM2)	4	Research Methods
	2nd Semester		
	Advanced Qualitative Research (SSRM3)	4	Research Methods
	Community Development: Discourse, Theories and Paradigms	6	Main Module
	Poverty Alleviation	4	Main Module
	Research Seminars	6	Applied module
	40		

2nd year	3rd Semester		
	Orientation Seminar	4	Applied Module
	Learning for Entrepreneurship	4	Main Module
	Voices for Sustainable Development Goals	4	Main Module
	Political Planning and Institutional Policy Analysis	5	Main Module
	Education, Development and Change	4	Main Module
	4th Semester		
	Preliminary Thesis	3	Thesis Research
	Human Resource Development and Manpower Planning	4	Main Module
	Philosophy and Development Thought from a Historical and Future-oriented Perspective	4	Main Module
	Law and Sustainable Society	4	Main Module
	Education for Sustainable Development	4	Main Module
	40		

3rd year	5th Semester		
	Leadership and Management	3	Applied module
	Project Cycle Development	4	Applied module
	Education and Law	4	Main Module
		11	
	Optional Courses	9	
	<i>Introduction into Cultural Studies</i>	3	<i>Optional Module</i>
	<i>Management & Innovation for the Social Sector</i>	3	<i>Optional Module</i>
	<i>Learning and Development for Entrepreneurship</i>	3	<i>Optional Module</i>
	<i>Transition Management and Sustainable Tourism Development</i>	6	<i>Optional Module</i>
	<i>Sustainability and Development in the Region</i>	3	<i>Optional Module</i>
	<i>Leadership and Personal Development</i>	4	<i>Optional Module</i>
	<i>Education law in Suriname according to national and international rules</i>	3	<i>Optional Module</i>
	<i>From Backlog to Lead</i>	3	<i>Optional Module</i>
	<i>Technology Innovation and Transfer in Third World Countries</i>	4	<i>Optional Module</i>
	6th Semester		
	Master Thesis& research article/poster	20	Thesis Research

Study profile

Course	A01 - Sustainable Development: Educational Theories and International Policy (6SP)
Discipline	Main module
Contact hours per semester	32 hours (8 days, 4 hours)
Year and semester	1st year - 1st semester
Name lecturer(s)	Drs. O. van Genderen (bougainville@live.co.uk) Dr. Randy van Zichem (ammarzich@gmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • understand the origin, evolution, and magical-mythical function of the concept/idea of ‘sustainable development’ (E1a,b,c,d,e); • use different theoretical approaches of sustainable development (al) (issues) to tackle complex and persisting problems (E1a; E3a); • act critically and reflectively on the normative traits of sustainable development (al) (issues and theory building) (E1a,b,c,d,e; E3a; E5a,b,; E6a,b,c,; E7a; E8b); • use a multi-actor perspective in which the diversity of stakeholders is taken into account with regard to developmental issues (E1a,b,c,d,e; E5a,b,; E6a.b.c,; E7a,b); • understand and apply diverse methodologies and strategies on bases of theoretical-scientific thoughts on sustainable development (al) (issues) (E1a,b,c,d,e; E7a,b; E8b,c; E9a).
Short description of the content of the course	In this course, the students get an overview of the actual theory building regarding several research fields relating to sustainable development. Different approaches and concepts are extensively discussed in the light of application on specific subjects, issues and research questions or with regard to the adaptation of a certain situation and context. Sustainable development is essentially about a detailed reorientation of development traits in society. How “a sustainable society” looks like is not easily to describe because of the many normative choices that are possible. System innovation – important social systems upon which our prosperity is based (e.g. the energy, mobility and food system), are tackled with complex and persisting problems that lead to the lack of ecological and economical sustainability. In those systems, radical changes and transitions are needed to achieve sustainability. Transition management – a transition toward sustainability doesn’t happen spontaneously. That’s why, secondly, research is conducted in a policy approach that stimulates system innovations. Currently, the so-called transition policy or transition management has attracted much of the attention. Transition management tries to involve many stakeholders in the development of a collective long- term vision, act simultaneously at several levels, create more space for experiments and innovations, create a learning environment in which collective work is strengthened.
Learning method	Presentation, group discussions, reading articles in groups.
Required pre-knowledge	Courses from the BSc. (regarding organizational management and policy development)
Type of examination	Assignment (Strategic Plan for SD in Suriname; SWOT & PMDT analysis), reading assignment with presentation Sustainable Development
Condition for taking the exam	All lectures must be attended
Study material	Syllabus, articles and books on sustainable development will be used during the sessions. During the sessions, slides-presentation and discussion material will be used by which the contents of the articles in the readers will be critically discussed. This altogether comprises the study material.
Way of determining the grade	Assignment (Strategic Plan for SD in Suriname; SWOT & PMDT analysis) 50% Reading assignment with presentation Sustainable Development 50%

Course material	<p>Agarwal, A. (1995). "What Is Sustainable Development?" in Towards a Sustainable Society perceptions, Dewan, M.L. Ed., 18-21. New Delhi: Clarion Books</p> <p>Corcoran, P.B., Osano. P.M., (2009). Young people, education, and sustainable development, Wageningen Academic Publishers</p> <p>Elliot, J. (2013). An Introduction to Sustainable Development. Fourth edition. ISBN 9780415590730 Published October 1, 2012 by Routledge 384 Pages 110 B/W Illustrations</p> <p>Jharap, R. (2012). Ministerie ATM. Presentation: Status Duurzame ontwikkeling in Suriname 2002-2011</p> <p>Kalaw, M. (1992). "Community-based Model of Sustainable Development". In CCIC. Sustainability: From vision to Reality, Ottawa</p> <p>QAA and Advance HE (2021). Education for Sustainable Development Guidance. https://www.qaa.ac.uk/quality-code/education-for-sustainable-development</p> <p>Stichting Planbureau Suriname (2017). 2017-2021 Policy Development Plan. Publication of the Stichting. Planbureau Suriname https://www.planningofficesuriname.com/wp-content/uploads/2018/02/2017-2021-DEVELOPMENT-PLAN.pdf</p>
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Course	A02 - Political Planning and Institutional Policy Analysis (5SP)
Discipline	Main module
Contact hours per semester	28 hours (7 days, 4 hours each)
Year and semester	2nd year - 3rd semester
Name lecturer(s)	Drs. A. Ramdhan (ashna_ramdhan@hotmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • give a definition of democracy and establish a relationship between democracy and constitutional law and the problems and fields of tension that causes democracy movements (E2a,b,c); • show knowledge and insight in problems, theories and research in the field of political representation and constitutional issues (E2a,b,c); • make a comparison of different models for the relation between parliament and government (institutional model, intraparty model, arena model, and market-place model) and checks by means of interviews with members of the Parliament which model seen from the empiric perspective is the most accurate (E3a); • have an insight into the functionality of our electoral system and pros and cons of our current electoral system (E4a,b,c); • have an insight into what consequences the installation of the executive president in Suriname has in the relation between the parliament and the government and how does the executive president fit in the different democratic traditions (E6c; E8b,c).
Short description of the content of the course	<p>In the context of The Organization of the Surinamese State, the following subjects and concepts will be discussed:</p> <ul style="list-style-type: none"> • Concepts, definitions and sources of the constitutional law; • The separation of powers in the constitution; • Democracy, constitutional law and the state emergency law; • Forms of state and government; • The development of the Surinamese constitutional law of 1975 to the present; • The state bodies and the juridical relations between the state bodies; • The legislative power and the organization of the legislation; • The legislation and its establishment; • The budget; • The fundamental rights; • Decentralization; • The electoral system; • Experience of democracy; • Development of the democracy.

	Substantial topics in this course for Policy, Planning and Strategy are as follow: 1. Developing sustainable policy 2. Integrated sustainability analysis 3. Policy cycle model
Learning method	Assignment (case) and paper
Required pre-knowledge	There is no specific prior knowledge required for this course. However, knowledge of the introductory course 'politics' is a pre.
Type of examination	Open question exam and case assignment
Condition for taking the exam	All lectures must be attended
Study material	Reader, PowerPoints, book
Way of determining the grade	Assignment (Case) 50% Paper 50%
Course material	Driessen, P, Glasbergen, P., and Verdaas, C. (2020). Interactive policy-making – a model of management for public works. January 2001 European Journal of Operational Research 128(2). DOI: 10.1016/S0377-2217(00)00075-8 Hoogerwerf, A., Herweijer, M. and van Montfoort, A. (2021). Overheidsbeleid Een inleiding in de beleidswetenschap. ISBN13:9789013163933 / Uitgever: Wolters Kluwer / 332 p. Lachman, D. (2021). Meerjaren Ontwikkelingsplan 2022-2026 van de Republiek Suriname Lemstra, W., Versteden, C. en Kuijken, W. (1996). Handboek overheidsmanagement, Samsom HD Tjeenk Willink Sedney, J. (1997). De toekomst van ons verleden, democratie, etniciteit en politieke machtsvorming in Suriname, Vaco, Paramaribo

Course	A03 – Law and Sustainable Society (4SP)
Discipline	Main module
Contact hours per semester	24h (6 days, 4 hours)
Year and semester	2nd year – 4th semester
Name lecturer(s)	Mr. Sheik-Alibaks (sheikh_alibaks@yahoo.com) Mr. Yorks (gloriayorks@gmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • has knowledge about the legal system and the sustainable society and is able to monitor and interpret the way how the search for truth and the theories leading to it are established (E1a,d,e,f; E2b; E3a; E4a,b); • has the ability to make references to and apply the Surinamese and international law and regulations in the field of sustainable development (E1f; E2b; E3a; E4a,b); • is able to make an authentic contribution in expertise in the field of law and sustainable society, and demonstrate the originality and creativity in dealing with the law (E1a,f; E3a; E4a,b; E6a,b; E7a,b; E8a); • is able to communicate with peers and others about his research and problem solutions and debate about current developments within the law and sustainable society and the consequences for the society (E3a,b,c,d; E6a,b; E7a,b; E8a; E9a); • is able to deal with a legal situation and form his opinion by reasoning on bases of incomplete or limited information, taking into account the social and ethical obligations that are related to the application of knowledge and opinions (E1f; E3a,b,c,d; E6a,b; E7a,b; E8a; E9a); • is able to position his own research in a multi-disciplinary framework and/or is able to work in a multi-disciplinary research team relating to the law and regulation on sustainable development (E3a,b,c,d; E6a,b; E7a,b; E8a; E9a);

Short description of the content of the course	The main objective of this course is the acquisition of knowledge and insight about the law as a mean to establish sustainable development in society so that a sustainable society/community can be created. The law and regulations, nationally and internationally, are broadly discussed. It is about the national regulations and the international treaties to which the Republic of Suriname is committed. To achieve this goal, the MSD graduate should be able to identify and apply legal rules (legal and other juridical rules). Likewise, he should be able to – after research – to specify which legal rules are to be adjusted and how. In doing so, the MSD graduate can give direction to the establishment and the maintenance of a sustainable society.
Learning method	The study material will be taught in 2 listening as well as in 2 work sessions. The students will get research assignments that will help determine the final grades. Research assignments deal with topics that are related to the establishment and the maintenance of sustainable societies through the legal system.
Required pre-knowledge	Knowledge of basic concepts and fundamentals of the Law; Basic knowledge of the Surinamese Legal system.
Type of examination	Written paper & oral presentation
Condition for taking the exam	All lectures must be attended
Study material	Reader. <i>Lecturers will provide an updated literature list before the start of the lectures.</i>
Way of determining the grade	Written paper 50% Oral presentation 50%
Course material	Reader. <i>Lecturers will provide an updated literature list before the start of the lectures.</i> Blake, J. (2018). UNESCO's 2003 Convention and Sustainable Development: the International Policy Context and National Experiences by Janet Blake. <i>Islamic Studies on Human Rights and Democracy</i> , 2(1), 17-30. Milana, M., Rasmussen, P., & Holford, J. (2016). Societal sustainability: The contribution of adult education to sustainable societies. <i>International Review of Education</i> , 62(5), 517-522. Rieckmann, M. (2018). Learning to transform the world: Key competencies in Education for Sustainable Development. <i>Issues and trends in education for sustainable development</i> , 39, 39-59.

Course	A04 – Education and Law (4SP)
Discipline	Main module
Contact hours per semester	24h (6 days, 4 hours)
Year and semester	3rd year - 5th semester
Name lecturer(s)	Mr. Sheik-Alibaks (sheikh_alibaks@yahoo.com) Mr. Yorks (gloriayorks@gmail.com)
Objectives At the end of the course, the student will:	<ul style="list-style-type: none"> • Students will get an insight on the legal framework of education and the educational system (E1f; E3a;E4a,e); • is able to position the law and regulation on educational development in his own research and multi-disciplinary framework and/or is able to work in a research team(E6a,b,c; E7a,b; E8a; E9c); • possesses the capability to discover certain links and new points of view in apparently trivial cases (thus, showing originality in his critical consciousness) in the educational system (E1f; E3a; E4a,e);

	E6a,b,c; E7a,b; E8a; E9c)
Short description of the content of the course	This course mainly consists of oral lectures. The course focuses on the international law and the compliance of Suriname educational law with this international legal framework.
Learning method	The topic will be taught in four lectures with the possibility for questions and discussion. The lectures will be given during the month of January/February.
Required pre-knowledge	General knowledge of basic concepts and fundamentals of the Law. In principle, passed the course “Law and Sustainable Society”. MERSD-students suspended for the course LSS, may, however, participate.
Type of examination	Paper and presentation
Condition for taking the exam	All lectures must be attended
Study material	The students will be provided with a reader, available at the MERSD-secretariat. Material and background information will be made available electronically by the instructors.
Way of determining the grade	Paper 50% Presentation 50%
Course material	Readers. <i>Material and background information will be made available electronically by the instructors.</i> Didham, R. J., & Ofei-Manu, P. (2018). Advancing policy to achieve quality education for sustainable development. <i>Issues and trends in Education for Sustainable Development</i> , 87. Leicht, A., Heiss, J., & Byun, W. J. (2018). <i>Issues and trends in education for sustainable development</i> (Vol. 5). UNESCO publishing. Michelsen, G., & Wells, P. J. (2017). <i>A Decade of progress on education for sustainable development: reflections from the UNESCO Chairs Programme</i> . UNESCO Publishing. Onuora-Oguno, A. C., Egbewole, W., & Kleven, T. (2018). Education law, strategic policy and sustainable development in Africa. <i>Agenda</i> , 2063. Taimur, S., & Sattar, H. (2020). Education for sustainable development and critical thinking competency. <i>Quality education</i> , 238-248.

Course	A05 – Learning for Entrepreneurship (4SP)
Discipline	Main module
Contact hours per semester	24 hours (6 days, 4 hours each)
Year and semester	2nd year - 3rd semester
Name lecturer(s)	Prof. Koen DePryck (koendepryck@gmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> are familiar with the legal context for entrepreneurship in their country (E2a,b,c,d; E4a,b,c,d,e); know and understand the importance of different entrepreneurial competences at different stages in the lifecycle of a business (E2a,b,c,d; E4a,b,c,d,e; E5a); can demonstrate how entrepreneurs can be change agents for communities (E2a,b,c,d; E4a,b,c,d,e; E5a,b,c; E7b; E8a,b,c; E9a,b,c); know and understand the contribution of social, ecological and financial factors to sustainable entrepreneurship (E2a,b,d; E4a,b,c,d,e; E5a,b,c); understand the non-linear interaction among operational, social, ecological and financial factors and are capable of creating simple causal loop diagrams to describe such interactions (E2a,b,d; E4a,b,c,d,e);

	<p>E5a,b,c; E7b);</p> <ul style="list-style-type: none"> • can define and illustrate the differences among for profit, social and social profit entrepreneurship (E2a,b,d; E4a,b,c,d,e; E5a,b,c; E7b); • have a solid critical understanding of policy documents on entrepreneurship in their country (E2a,b,d; E4a,b,c,d,e; E5a,b,c; E7b; E9a,b,c);
Short description of the content of the course	<p>This course focuses on: a broad and integrated understanding of sustainable entrepreneurship at the intersection of social, ecological and financial aspects of entrepreneurship at different stages of the lifecycle of a business; the study of policy and legislation on entrepreneurship from the perspective of the concept on sustainable entrepreneurship. Students can use that background to comment on policy papers as well as on current affairs appearing in the press. They also read academic literature and use that to reflect upon the situation in their own country. A model of non-linear feedback loops (causal loop diagrams) is introduced to understand and describe the interaction among factors in the business process.</p>
Learning method	Self-directed preparatory reading; Thematic lectures; Integrative workshops; Interaction on the learning platform and Cases
Required pre-knowledge	Basic IT skills will facilitate participation in this course.
Type of examination	Written exam, paper, academic review articles and scholarly comments articles
Condition for taking the exam	All lectures must be attended
Study material	Reader, policy documents
Way of determining the grade	<p>Written exam 40%</p> <p>Paper 20%</p> <p>Academic review articles 20%</p> <p>Presentation: scholarly comments articles 20%</p>
Course material	<p>Crijns, H., Verzele, F., en Vermeulen, S. (2008). Sociaal Ondernemen in Vlaanderen. Kennispartner</p> <p>International Standard Organization (2010). ISO 26000 Guidance on Social Responsibility</p> <p>Emmery, R. (2021). Hoe kwakzalvers verdienen aan de coronavaccins. https://www.knack.be/nieuws/belgie/hoekwakzalvers-verdieneaan-de-coronavaccins/article-normal-18689.html?cel_hash=fcb33b447dc86a8f9deb53f7d8c644da5c15e267&chts=1641414382&utm_source=Newsletter-05/01/2022&utm_medium=Email&utm_campaign=Newsletter-RNBVUKN</p>

Course	A06 - Community Development: Discourse, theories and Paradigms (6SP)
Discipline	Main module
Contact hours per semester	32 hours (8 days, 4 hours each)
Year and semester	1st year - 2nd semester
Name lecturer(s)	Drs. Helmut Gezius (helmut.gezius@uvs.edu)

<p>Objectives At the end of the course, the student is able to:</p>	<ul style="list-style-type: none"> • exercise academic and critical thinking, work and act in the field of community development (E9a,c); • report knowledge and insight in different problems, theories and research in the field of community building and social capital (E1a,b,c; E2a,b,c; E3a; E4a,b,c,d,e; E5a); • summarize major viewpoints relating to community development and the reasoning of it (E6a, E10a); • compare theories that guide research into community development (E1a,b,c; E2a,b,c); • position him/herself as ‘Master in Sustainable Development’ in the practical field of community development and understand his/ her social role as a coach, manager and policy officer based on the main concepts (E7a,b; E8a,b,c; E9a; E10a); • integrate local community development efforts and frame it into the Long-term development program, Millennium Development Goals and other development programs or policy proposals (E5a; E6a; E7a,b; E8a,b,c; E9a; E10a).
<p>Short description of the content of the course</p>	<p>The course will focus on the role that civic leaders, activists, involved citizens and professionals can play to improve various aspects of local communities. Community development seeks to empower individuals and groups of people by providing them with the skills they need to effect change in their own communities. These skills are often created through the formation of large social groups working for a common agenda. Community developers must understand both how to work with individuals and how to affect communities' positions within the context of larger social institutions.</p>
<p>Learning method</p>	<p>Participation in interactive lectures, in group discussions, read papers and relevant literature and give feedback on topics chosen to develop their understanding of the topics, form small teams (4 – 5 students) and will produce a written report on the final assignment.</p>
<p>Required pre-knowledge</p>	<p>Pass course ‘Sustainable Development: Educational Theories and International Policy’; however, MERSD-students who did not passed the course SD, may, however, participate.</p>
<p>Type of examination</p>	<p>Written exam (theoretical part and empirical part)</p>
<p>Condition for taking the exam</p>	<p>All lectures must be attended</p>
<p>Study material</p>	<p>Articles, reader</p>
<p>Way of determining the grade</p>	<p>Written exam 50% Empirical part/paper 50%</p>
<p>Course material</p>	<p>Beck, D., & Purcell, R. (2020). Community Development for Social Change (1st ed.). Routledge. https://doi.org/10.4324/9781315528618 Chaskin, R.J., Brown, P., Venkatesh, S., & Vidal, A. (2001). Building Community Capacity (1st ed.). Routledge. Halstead, J.M., & Deller, S.C. (Eds.). (2015). Social Capital at the Community Level: An Applied Interdisciplinary Perspective (1st ed.). Routledge. https://doi.org/10.4324/9781315774978 Kenny, S., McGrath, B., & Phillips, R. (Eds.). (2017). The Routledge Handbook of Community Development: Perspectives From Around the Globe (1st ed.). Routledge. https://doi.org/10.4324/9781315674100 Lachapelle, P.R., Gutierrez-Montes, I., & Flora, C.B. (Eds.). (2020). Community Capacity and Resilience in Latin America (1st ed.). Routledge. https://doi.org/10.4324/9781315111605 https://doi.org/10.4324/9781315081892</p>

	<p>McConnell, C., Daniel Muia., & Clarke, A. (Eds.). (2021). International Community Development Practice (1st ed.). Routledge. https://doi.org/10.4324/9781003140498</p> <p>Westoby, P. (2014). Theorising the Practice of Community Development: A South African Perspective (1st ed.). Routledge. https://doi.org/10.4324/9781315551227</p>
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Course	A07 - Philosophy and Development Thought from a Historical and Future-Oriented Perspective (4SP)
Discipline	Main module
Contact hours per semester	24h (6 days, 4 hours each)
Year and semester	2nd year - 4th semester
Name lecturer(s)	Dr. Randy van Zichem (ammarzich@gmail.com) R. Kowlesar, MSc (rineshkowlesar@gmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • Critically understand him/herself in relation to larger contexts and Western worldviews (E1a,b; E9c); • explore important philosophical theories of significant historical philosophers and study the inter-theoretical relations (E1a,b; E2a,b; E3a); • critically search for answers to fundamental philosophical questions e.g.: ‘What is development?’, ‘What is poverty?’ etc. (E3a; E5a; E8a,b,c; E9c); • make concepts such as sustainability, development, etc. easier understandable that were seen as self-defining and the influence of the definitions of these concepts on the reality of others (EE1a,b,c; E2a,b; E3q; E5a; E6a,b,c); • learn to look differently to cultural phenomena, different to the customary negative image of it (E8a,b; E9a,c) • has acquired tools for the practical implementation of development that mobilizes the inherent potentialities in response to contextual conditions in a process under one’s own command (E1a,b; E2a,b; E3a; E9a,c; E10a,c); • be able to assess and evaluate the claims to development of projects and programs around the world (E1a,b,c; E2a,b; E5a).
Short description of the content of the course	<p>Philosophy is the mother of all sciences. Even if it, with regard to exactness and facts, is surpassed by her many children (psychology, sociology, law, economy, ...), it still protects her children against one-sided views. Philosophy guarantees the diversity in thinking. Hence, the course starts with the overflowing of the history of philosophy. Not specifically historical knowledge itself, but only as the teaching of some of the ideas which seemed to be sustainable through history. After that, there will be in-depth study on contemporary philosophical ideologies as a matrix to solve current problems. Also part of the course is the study of a possible post-modern view (through post-structuralism) on now-a-days culture. The course will be organized as shown in the scheme ‘Dimensions and Theories’. From a historical and practical perspective and in the light of development thought, an analysis will be made of the social evolution of humanity since its origin all the way to the contemporary agonies that threaten the survival of the species and the options to overcome them.</p>
Learning method	Participatory lectures, with special focus on the interaction with students. The

	content of the subject shall be addressed with the Socratic teaching method. This means that in the structure of question and answer, knowledge is acquired and critical abilities are reinforced.
Required pre-knowledge	There is no specific requirement of prior knowledge for this course.
Type of examination	Written exam, essay, presentation
Condition for taking the exam	All lectures must be attended
Study material	Reader, PowerPoint
Way of determining the grade	Written exam 30% Essay 50% Presentation 20%
Course material	Reader with leading international article with regard to community development. Meurs, P. (2012). Education as Praxis: A Corporeal Hermeneutical Account Meurs, P. (2017). <i>Tegen verbeelding - p. 800; 2017 Uitgeverij VUBPRESS. ISBN 978 90 5718 693 6</i> Leaman, O. (2000). Eastern Philosophy: Key Readings. ROUTLEDGE KEY GUIDES . ISBN 0-415-17357-4 (hbk); ISBN 0-415-17358-2 (pbk)

Course	A08 – Education, Development and Change (4SP)
Discipline	Main module
Contact hours per semester	24 hours (6 days, 4 hours each)
Year and semester	2nd year - 3rd semester
Name lecturer(s)	Dr. Genevieve Blanchard (genevieveg.blanchard@gmail.com) R. Kowlesar MSc (rineshkowlesar@gmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> understand the relation of education and sustainable development and the instrument of education for change in a society (E1a,b,d); use strategies to strengthen the innovative capacity of education (E2a,b,c; E3a; E4a,b,d; E6a,b; E7a); understand the power of designing learning environments with a critical focus on life-long learning to put the process of change in motion (E1a,b,d; E2a,b,d; E3a; E4a,b; E5a,b; E6a,b; E7a,b; E8a,c; E9a,c)
Short description of the content of the course	<p>In this part of the course, the possibilities to achieve ‘change’ processes in society through education and special training stand central. The course subject deals with a number of topics that play an important role in this domain:</p> <ul style="list-style-type: none"> Education as a basic requirement for change and the realization in the field of sustainable development. The purpose of initial education and educational innovation for sustainable development Innovative capacity of education: reach (from micro to macro level), strategies for innovation, the role of different educational actors in this process Local and international projects for educational innovation that focuses on ‘change’ processes with special attention on its usability in, on one side, the Surinamese context and, on the other, the strive for sustainable development e.g. large schools, projects on equal educational chances, ICT – projects) Designing of learning environments with the consideration of the necessity to learn of particular groups. Strategies within life-long learning to put the process of change in motion

Learning method	Lectures and work sessions, presentation of literature
Required pre-knowledge	Students should have a basic insight and understanding of the principles of sustainability and sustainable development. Recommendation for finishing of the course Philosophy and Development
Type of examination	Written speech, report, proposal, project
Condition for taking the exam	All lectures must be attended
Study material	Reader
Way of determining the grade	Assignment 1: written speech - 25% Assignment 2: report - 25% Assignment 3: project – 25% Assignment 4: proposal – 25%
Course material	<p>Caltone, M. P. (2010). Handbook of Lifelong Learning Developments (Education in a Competitive and Globalizing World).</p> <p>Fullan, M., & St. Germain, C. (2006). Learning Places: A Field Guide for Improving the Context of Schooling. Ontario: Corwin Press.</p> <p>Fullan, M. (Ed.). (2007). The New Meaning of Educational Change. New York: Teachers College Press.</p> <p>Jarvis, P. (2010). The Routledge International Handbook of Lifelong Learning.</p> <p>Jarvis, P. (2010). Adult Education and Lifelong Learning: Theory and Practice.</p> <p>Trapani, B., & Annunziato, A. (2018). Using the Concerns Based Adoption Model (CBAM) to Accelerate Understanding by Design Implementation. <i>Journal of instructional pedagogies</i>, 21.</p> <p>Vanwing, T., Ori, H., & Schoenmakers, L. (2015). <i>Samen duurzaam onderwijs realiseren: De inzet van effectieve interventies in Suriname</i>. LannooCampus.</p>

Course	A09 – Human Resources Development and Manpower Planning (4SP)
Discipline	Main module
Contact hours per semester	24 hours (6 days, 4 hours each)
Year and semester	2nd year - 4th semester
Name lecturer(s)	Drs. R. Laurens (roylaurens@gmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> The student is able to (understand) the basic concepts connected to human resource development and relate them to manpower planning (E1c,d; E2c; E5a,b); The student is able to differentiate between HRM – and HRD policies (E1c,d; E2d); The student is able to understand and explain the background of institutional HRD in namely developing countries (E1c,d; E2c; E6a; E8a; E9c; E10a,e); The student is able to independently conduct a needs assessment (E7b; E8a; E9c). The student is able to convert a developed HRM-and HRD policy through strategic approach into an operational approach (E1c,d; E2c; E6a; E7b; E8a; E9c; E10a,e);

Short description of the content of the course	Overview of how modern HRD and man-power planning works in public and private organizations. Human resource management is responsible for how people are treated in organizations. It is responsible for bringing people into the organization, helping them perform their work, compensating them for their labors, and solving problems that arise. There are seven management functions of a human resource (HR) department that will be specifically addressed: staffing, performance appraisals, compensation and benefits, training and development, employee and labor relations, safety and health, and human resource research.
Learning method	Lectures and presentation of group assignments by designing a capacity plan as part of a project case discussion; Man power analysis on Ministries and companies.
Required pre-knowledge	There is no specific prior-knowledge required.
Type of examination	Written exam (Take home exam)
Condition for taking the exam	All lectures must be attended
Study material	Reader
Way of determining the grade	Written exam 100%
Course material	Anon. (2016): Human Resource Management. ISBN 13: 9781946135117; Publisher: University of Minnesota Libraries Publishing Cascio, K. , and Boudreau,J. (2008). Investing in people. Financial Impact of Human Resource Initiatives – 2nd ed.; Dessler,G. (2016): Human Resource Management. 700-page. Generic (January 1, 2015) ; ISBN-10 : 9353942209 ; ISBN-13 : 978-9353942205 Perry, R. (2018).Belonging at Work: Everyday Actions You Can Take to Cultivate an Inclusive Organization. 202 pages Bowker Identifier Services (isbn-san@bowker.com) (November 8, 2018). ISBN-10 : 1732441901; ISBN-13 : 978-1732441903 Ulrich,D., Younger,J., Brockbank,W., and Ulrich,M. (2017): HR from the Outside In: Six Competencies for the Future of Human Resources.

Course	A10 - Voices for Sustainable Development Goals (4SP)
Discipline	Main module
Contact hours per semester	24 hours (6 days, 4 hours each)
Year and semester	2nd year - 3rd semester
Name lecturer(s)	Dr. R. van Zichem (ammarzich@gmail.com) Rinesh Kowlesar, MSc (rineshkowlesar@gmail.com) Arachna Sardha, MSc (admsardha@hotmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> Understand the concepts of globalization, development and the use of the Appreciative Inquiry Approach and Participatory Action Research, asset based community development & backgrounds of Surinamese society (E1a,b,c,d; E2a,b,c; E3a,b,c,d; E4a,b,c,d,e; E5a,b,c); Define and report on target groups & themes according to the UN progress on the SDG execution of the project-work in Suriname (E3a,b,c; E4a,b,e; E7b; E8a); Disseminate scientific research through open seminars (E6a,b,c; E7a,b; E8a,b,c; E9a,b,c; E10a,b,c,d,e,f).

Short description of the content of the course	An introduction course will tackle the SDG from an interdisciplinary approach. The course is project team-based and will identify citizens & communities, informing & sensitizing them about the SDG, involving them in a participatory process (through the methodology of Appreciative Inquiry) of articulation of SDG for themselves as a community and in presenting & dissemination their 'voice for SDG to-towards the society.
Learning method	Open seminars, presentation, discussion in groups, reading articles in groups.
Required pre-knowledge	Courses from the BSc. (Organizational management and Policy development)
Type of examination	Theoretical part (group paper) and empirical part (seminar & video assignment)
Condition for taking the exam	All lectures must be attended
Study material	Website information and Electronic files
Way of determining the grade	Group paper 40% Empirical: seminar 40% Video assignment 20%
Course material	Asamoah, D., Shahrill, M., & Abdul Latif, S. (2022). A Review of Formative Assessment Techniques in Higher Education During COVID-19. The Qualitative Report, 27(2), 475-487. https://doi.org/10.46743/2160-3715/2022.5145 Bardsley, L. J. (2020). Creatively Exploring Self: Applying Organic Inquiry, a Transpersonal and Intuitive Methodology. The Qualitative Report, 25(7), 1996-2010. https://doi.org/10.46743/2160-3715/2020.4025 Calabrese, R., & Cohen, E. (2013). An Appreciative Inquiry into an Urban Drug Court: Cultural Transformation. The Qualitative Report, 18(1), 1-14. https://doi.org/10.46743/2160-3715/2013.1570 McCaslin, M. L., & Kilrea, K. A. (2019). An Introduction to Transformative Inquiry: Understanding Compelling and Significant Relationships for Personal and Societal Transformation. The Qualitative Report, 24(5), 980-1000. https://doi.org/10.46743/2160-3715/2019.2689 Morales, M.P.E. (2016). Participatory Action Research (PAR) cum Action Research (AR) in teacher professional development: A literature review. International Journal of Research in Education and Science (IJRES), 2(1), 156-165. Ortrun Zuber-Skerritt (2018): An educational framework for participatory action learning and action research (PALAR), Educational Action Research, DOI: 10.1080/09650792.2018.1464939

Course	A11 – Poverty Alleviation (4SP)
Discipline	Main module
Contact hours per semester	24 hours (6 days, 4 hours each)
Year and semester	1st year 2nd semester
Name lecturer(s)	Ranoe Jhari, MSc, MBA, MMA (ranoe.jhari@uvs.edu) Anjani Kisoensingh, MSc

Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • Understand the concept of poverty, development and its different forms, causes of poverty (E1a.b.c.d; E2a,b,c,d; E3a; E4a,b); • Critically analyze poverty reduction in relation to human development (E1a,b,c,d; E2a,b,c,d; E3a; E4a,b; E5a,b; E6a,b); • Critically evaluate the relationship between poverty and development in Suriname and best practices in the world (E1a,b,c,d; E2a,b,c,d; E3a; E4a,b; E5a,b; E6a,b; E7a,b; E8a,b,c; E9a,c; E10a,e); • Communicate the concepts, principles and research about poverty, poverty reduction and policy development in Suriname and best practices in the world in relation with SDG's (E6a,b; E7a,b; E8a,c; E9a,c; E10a,e).
Short description of the content of the course	This course will give besides an introduction to poverty alleviation, also a view on an interdisciplinary analysis of poverty and development. The focus is set on how and why some countries can achieve poverty reduction and development while others do not. The course pays particular attention to the political economy of development, investigating how poverty and development are both philosophically and practically conceived. This course also examines the nature and extent of poverty in Suriname. Students will gain familiarity with poverty issues as we review topics such as people 's views of poverty, poverty measurement, the characteristics of the poor population, international comparisons, underlying causes of poverty, intangible cultural heritage and government programs and policies crafted to address poverty
Learning method	Lectures, discussions with the students, assignments.
Required pre-knowledge	No further requirements
Type of examination	Written exam and essay
Condition for taking the exam	All lectures must be attended
Study material	Book, PowerPoint
Way of determining the grade	Essay (policy paper) 50% Written exam (take home) 50%
Course material	Acemoglu, D., & James R. (2013). <i>Why Nations Fail: The Origins of Power, Prosperity and Poverty</i> . Profile Books. Banerjee, A. V. & Duflo, E. (2011). <i>Poor Economics: A Radical Re-thinking of the Way to Fight Global Poverty</i> . PublicAffairs/Penguin Deaton, A. (2013). <i>The Great Escape: Health, Wealth and the Origins of Inequality</i> . Princeton: Princeton University Press. Karlan, D. & Jacob A. (2011). <i>More than Good Intentions: How a New Economics is Helping to Solve Global Poverty</i> . London/New York: Dutton. Krishna, A. (2010). <i>One Illness Away: Why People Become Poor and How They Escape Poverty</i> . Oxford: Oxford University Press. Radelet, S. (2015). <i>The Great Surge: The Ascent of the Developing World</i> . Simon and Schuster.

Course	A12 – Education for Sustainable Development (4SP)
Discipline	Main module
Contact hours per semester	24 (6 days/4 hours)
Year and semester	2nd year 4th semester
Name lecturer(s)	Dr. Genevieve Blanchard (genevieveg.blanchard@gmail.com) R. Kowlesar MSc (rineshkowlesar@gmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> to give a practical definition of what Sustainable Development (SD) is now and which strategies are possible to develop Sustainable Development locally in a proper way (E1a,b,c,d; E2a,b,c,d; E3a; E4a,b,d; E5a,b,c; E6a,b); to know about the strategies contributing in Sustainable Development for Education in Suriname (E1a,b,c,d; E2a,b,c,d; E3a; E4a,b,d; E5a,b; E6a,b); translated and communicate about the transition of sustainable development for education to the community (E1a,b,c,d; E2a,b,c,d; E3a; E4a,b,d; E5a,b; E6a,b,c; E7a,b; E8a,c; E9a,c; E10a,b,e); develop a project proposal regarding the translation of sustainable development for education in Suriname (E3a; E4a,b,d; E5a,b; E6a,b,c; E7a,b; E8a,c; E9a,c; E10a,b,e).
Short description of the content of the course	<p>In general, sustainability issues have a complex character due to the intimate interweaving of social, economic and environmental aspects. But these aspects are often studied in isolation from each other, and solutions are usually suggested in that sense as well. However, problems related to sustainable development, require an integrated approach or systems approach, in which the different aspects must not be separated from each other. Educatie voor Duurzame Ontwikkeling (EDO), or Education for Sustainable Development (ESD), is a strategy to draw attention to sustainability issues in the education system. ESD must also be given a place in adult education (formal, non-formal and informal).</p> <p>The strategy also places a strong emphasis on training teachers in order to provide them with insights into ESD through initial teacher training or further training. Responsibilities are also asked to devote attention to the development of high-quality teaching materials for ESD. This course explores how we can stimulate ESD in Suriname to target groups such as: citizens, business, government, civil society, CBOs and NGOs.</p>
Learning method	Syllabus, articles, books and video (https://youtu.be/7tjQPXf7q3g)
Required pre-knowledge	Students should have a basic insight and understanding of the principles of sustainability and sustainable development and how to apply this in de society. Pre-knowledge from course Education and Change processes.
Type of examination	Written exam and presentation
Condition for taking the exam	All lectures must be attended
Study material	Syllabus, articles and books on sustainable development will be used during the sessions. During the sessions, slides-presentation and discussion material will be used by which the contents of the articles in the readers will be critically discussed. This altogether comprises the study material.
Way of determining the grade	Written exam 70% Practical assignment/ presentation 30%

Course material	<p>Breiting, S., Mayer, M., Mogensen, F. (2005). Quality Criteria for ESD-schools. Guidelines to enhance the quality of Education for Sustainable Development, Austrian Federal Ministry of Education, Science and Culture, Wenen, 56 pp.</p> <p>Boeve-de Pauw, J., Fizez, L., Van Petegem, P., Pape, J., & Pinxten, R. (2015). Natuur-en milieueducatie voor duurzame ontwikkeling: van theorie naar praktijk. <i>Jaarboek/Vereniging voor het Onderwijs in de Biologie, de Milieuleer en de Gezondheidseducatie.-Oostmalle, 1987, currens, 37</i>, 199-228.</p> <p>Lambrechts, W. (2012). De integratie van competenties voor duurzame ontwikkeling in het hoger onderwijs. In <i>Ecocampus Policy Seminar, Date: 2012/12/13-2012/12/13, Location: Antwerpen</i>.</p> <p>Roorda, N. (2007). Werken aan duurzame ontwikkeling. Groningen/Houten: Wolters-Noordhoff.</p> <p>Sleurs, W. (2006). Educatie voor duurzame ontwikkeling: leren met het oog op een betere leefwereld, hier en elders, vandaag en morgen. <i>Impuls, 37(2)</i>, 90-102.</p> <p>Van Poeck, K. (2014). Educatie in tijden van dringende transitie. In <i>Benelux Werkconferentie natuur-en milieueducatie'Leren in transitie'</i> (pp. 35-56).</p> <p>van der Meer, S., & Wals, A. E. (2017). <i>Leren voor Duurzame Ontwikkeling, een Verkenning van een Learnscape: gebaseerd op interviews met uiteenlopende experts op het gebied van leren voor duurzame ontwikkeling</i>. Wageningen University & Research.</p>
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Course	B01 - Social Sciences and Research Methods, SSRM 1 (4SP)
Discipline	Research Module
Contact hours per semester	32h (8 days, 4 hours)
Year and semester	1st year 1st semester
Name lecturer(s)	Dr. Randy van Zichem (ammarzich@gmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> understand the different types of research in social sciences and its methods (E3a,b); understand and know the research types predominantly used in the research areas of civic participation, entrepreneurship, community development and poverty (E3a,b,d; E4b; E6b); formulate a research problem, research questions, choose the appropriate research methodology, operationalize concepts into indicators and know how to execute quantitative and qualitative research (E3a,b,c,d; E6a,b,c; E7a,b; E9a,c); know how to work with SPSS and Atlas.ti softwares for data analysis and interpretation (E3a,b,c,d; E6a,b,c; E7b; E9a,b,c);
Short description of the content of the course	<p>This course will focus on the basics of research in social sciences.</p> <ul style="list-style-type: none"> The nature and process of social research The nature of quantitative research The nature of qualitative research Breaking down the quantitative/qualitative research contrast Ethics of SSRM
Learning method	Teaching ex-cathedra, interactive discussions and practical and written assignments.
Required pre-knowledge	Basic knowledge about scientific research

Type of examination	Written exam Assignment: group paper/ individual assignment
Condition for taking the exam	All lectures must be attended
Study material	Powerpoint
Way of determining the grade	Written exam 35% Group 15% Individual assignment 50%
Course material	Bhattacharjee. A. (2012). Social Science Research: Principles Methods and Practices. 2nd edition Textbooks Collection. 3. http://scholarcommons.usf.edu/oa_textbooks/3 ; ISBN-13: 978-1475146127; ISBN-10: 1475146124 Gerritsen, Roos, Onneweer, Bryman, A.(2012). Social_Research_Methods_4 th : Oxford University Press; 808 pag. ISBN13:9780199588053; Maarten. (2006). Wetenschap schrijven: Handleiding voor de BA-student in de Sociale Wetenschappen, Leiden: Universiteit Leiden Russell Bernard, H. (2006). Research Methods in Anthropology. Qualitative and quantitative approaches. Oxford: Alta Mira Press.

Course	B02 - Advanced Quantitative Research, SSRM2 (4SP)
Discipline	Research methods
Contact hours per semester	32h (8 days, 4 hours)
Year and semester	1st year - 1st semester
Name lecturer(s)	Etienne Joemai, MSc (joemai_etienne@live.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • Understand commonly used quantitative methods (E3a,b); • Independently design and execute a quantitative research plan (E3a,b; E9a,c); • Identify and apply the statistical testing methodology skills appropriate for the quantitative research (E3a,b; E6a; E9a,c); • Analyze, organize and interpret data obtained from the research with SPSS software as a tool (E3a,b,c,d; E6a,b; E9a,c) • Report and discuss critically scientific data with peers (E3a,b,c,d; E6a,b; E7a,b; E8a,b,c; E9a,b,c).
Short description of the content of the course	This course extends the overview of the course entitled 'Social Sciences and Research Methods' and deepens it in the direction of quantitative research. A conceptual understanding of the methodology of quantitative statistical analysis provides the basis for sound policy research based on empirically founded understanding.
Learning method	The classes are designed as interactive sessions consisting of theoretical introductions focusing on the practical implications alternating with hands on exercises.
Required pre-knowledge	The student has to have an adequate level of elementary mathematical and statistical skills: <ul style="list-style-type: none"> • -Algebra: the order of the mathematical operations and the manipulation of equations involving symbolic notations. • -Analysis: notion of elementary functions such as the linear, quadratic, exponential and the square root function.
Type of examination	Written exam and assignment
Condition for taking the exam	All lectures must be attended

Study material	Powerpoint, small questionnaires
Way of determining the grade	Written exam 75% Assignment/paper 25%
Course material	Baarda, B., De Goede M. (2001) Basisboek methoden en technieken e3, Wolters-Noordhoff. Baarda, B. & Dijkum van, C. (2014). Basisboek Statistiek met SPSS, 5e druk, s.l.: Noordhoff Uitgevers B.V., 2014. ISBN: 9789001834371. Of E-book ISBN: 9789001840556. Smits, J. & Edens, R. (2016). Handleiding SPSS, 2e editie. Pearson Benelux BV, 2016. ISBN: 9789043091008

Course	B03 - Advanced Qualitative Research, SSRM3 (4SP)
Discipline	Research methods
Contact hours per semester	32h (8 days, 4 hours each)
Year and semester	1st year 2nd semester
Name lecturer(s)	W. Malgie, PhD (wasudha.malgie@uvs.edu)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • Understand the commonly used qualitative methods (E3a,b); • to discuss the issues involved in systematic review and synthesis of qualitative research (E3a,b); • design and execute a qualitative research project (E3a,b; E9a,c); • identify and apply the appropriate qualitative methodology skills (E3a,b; E6a; E9a,c); • analyze, organize and interpret the data obtained for the research with atlas.ti (E3a,b,c,d; E6a,b; E9a,c); • report and discuss critically scientific data with peers (E3a,b,c,d; E6a,b; E7a,b; E8a,b,c; E9a,b,c)
Short description of the content of the course	This course will introduce participants to the characteristics and various approaches to designing and conducting qualitative research. Students will gain hands-on experience in various qualitative methods and analysis techniques. The course is structured to help students to design and carry out a qualitative project. Students must identify a topic that can be investigated using a qualitative approach and then conduct fieldwork to collect data (or use the data that have already been collected within the framework of other courses). Practical assistance will be given with data collection, data analysis and writing up. Small group sessions are used to critically appraise the quality of qualitative research.
Learning method	Participants will receive handouts that are used during the course which include introductory reading materials and exercises. The handouts as well as the lecture notes taken by the students, represent the study material.
Required pre-knowledge	Insights in Social sciences and research methods are recommended
Type of examination	Practical assignments for 2 months (paper, article, presentation)
Condition for taking the exam	All lectures must be attended
Study material	Book, Powerpoint
Way of determining the grade	Article 50% Paper 25% Presentation 25%

Course material	<p>Cropley, A. (2021). <i>Introduction to Qualitative Research Methods: A practice-oriented introduction for students of psychology and education</i>. (doi10.13140/RG.2.1.3095.6888/1)</p> <p>Miles, B.M., Huberman, A.M., & Saldaña, J. (2014). <i>Qualitative Data Analysis: A Methods Sourcebook</i>. Edition 3. ISBN 978-1-4522-5787-7</p> <p>Mortelmans, D. (2009). <i>Handboek Kwalitatieve Onderzoeksmethoden</i>. Uitgeverij Acco, ISBN 978-90-334-6479-9</p> <p>Tracy S.J. (2013). <i>Qualitative Research methods: Collecting evidence, crafting analysis, communicating impact</i>, First Edition. Sarah J. Tracy 2013 Sarah J. Tracy. Published 2013 by Blackwell Publishing Ltd. 978-1-1051-9203-3</p>
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Course	C01 - Project Cycle Development (4SP)
Discipline	Applied module
Contact hours per semester	28 hours (7 days, 4 hours each)
Year and semester	3rd year - 5th semester
Name lecturer(s)	W. Malgie, PhD (wasudha.malgie@uvs.edu) Ranoe Jhari, MSc, MMA, MBA (ranoe.jhari@uvs.edu)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> systematically understand and identify the different phases: programming, identification, formulation, agreement/ financing, implementation and evaluation of the cycle of PCM (Project Cycle Management) (E1a,b,d; E2a,b,c,d); learn how to apply the Systematics of Project-based Working and Result Based Management (RBM) (E3a,b,c,d; E4a,b,c,d; E5a,b,c); apply the Logframe methodology to define projects (E3a,b,c,d; E4a,b,c,d; E5a,b,c); draw up a project independently or as a team (E3a,b,c,d; E4a,b,c,d; E5a,b,c; E6a,b); define and evaluate a project plan and a TOR (Terms of References) (E3a,b,c,d; E4a,b,c,d; E5a,b,c; E6a,b; E7b; E8a; E9a,c); critically evaluate his/her own role in the group collaboration situation (E3a,b,c,d; E4a,b,c,d; E5a,b,c; E6a,b; E7a,b; E8a; E9a,c); apply knowledge about communication and group processes in a constructive way to enhance the outcome of a group work situation (E3a,b,c,d; E4a,b,c,d; E5a,b,c; E6a,b; E7a,b; E8a; E9a,c; E10a,c,f).
Short description of the content of the course	<p>Project development and management focuses more than on a temporary impact. That's why it is important that as part of the project, the executing organization should be reinforced. An essential element of this reinforcement is the training of people (capacity building).</p> <p>Projects can bring changes that can be in conflict with existing values and standards, the balance of power, the motivation or the expectations that live in the concerned community, or can to a lesser or greater degree be slowed down by them. On the other hand, social and cultural elements can sometimes also promote the realization of projects.</p>
Learning method	Students should have a basic insight and understanding of the principles of sustainability and sustainable development. Recommendation for finishing of the course Philosophy and Development (A6).
Required pre-knowledge	Experience with projects conducted in work study.

Type of examination	Group assignment, LFM presentation, project report, ToR
Condition for taking the exam	All lectures must be attended
Study material	In the first session, a reader will be provided in which leading articles relating to theory and strategies about project development and management are included. During the sessions, slides presentation and discussion material will be used by which the contents of the articles in the readers will be critically discussed. This altogether comprises the study material.
Way of determining the grade	Group assignment (presentation TOR) 25% Presentation 25% Project report 50%
Course material	ACE Europe (2012): Project Cycle Management. Werkboek: oefeningen en leidraden Groote, G.P., Hugenholtz-Sasse, C.J. & Slikker, P. (2010). Projecten leiden, Het Spectrum Roberts. D., Khattri, N., & Wessel, A. (2011). Writing Terms of Reference for an Evaluation: A How To Guide. Washington Dc, USA. Developed by the Independent Evaluation Group of The World Bank. The World Bank (n.d). The Logframe Handbook. A Logical Framework Approach to Project Cycle Management. Wijnen, W., W. Renes & P. Storm (2010). Projectmatig werken, Het Spectrum/Marka, 11e druk Westland, J. (n.d). The Project Management Life Cycle. A Complete Step-by-step Methodology for Initiating Planning Executing and Closing the Project. 256 pagina's/ ISBN9780749449377

Course	C02 – Leadership and Management (3SP)
Discipline	Applied module
Contact hours per semester	16 hours (4 days, 4 hours each)
Year and semester	3rd year - 5th semester
Name lecturer(s)	Drs. R. Laurens, MPA (roylaurens@gmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • has a general overview of Leadership and Management (E1a,d; E2a,b,c,d); • recognize main theories of leadership within a broader context (1a,d; E2a,b,c,d; E4b); • know and understand the many factors that may affect leadership dynamics (E1a,d; E2a,b,c,d; E4b; E5a,b,c; E6a,b); • apply the skills on personal management and leadership (E4b; E5a,b,c; E6a,b; E7a,b; E8a,b; E9a,b,c; E10a,c,e).
Short description of the content of the course	Many students in Suriname who have graduated with a Master degree find themselves after a short period with a job at a senior position. They may become head of a department with many employees to manage. Because of the small size of society and the lack of qualified academics, there is often no time to start as a junior and grow towards a more senior position. In a management position, the recent graduate may find himself/herself somewhat lost, because most often, there are no guidelines nor advisors to introduce one properly to the job. Given this situation it is important that students are introduced properly to the world of leadership and management before they graduate. In order to prepare students for their jobs, they will be exposed to the theoretical foundations of leadership. The preparation should also include the development of insight in one's own abilities. This means that a number of practical management skills should be developed i.e. professional development. This will give the graduates a better foundation to start in their new jobs. Since the field of leadership and management is very

	wide and only one course is given, there will be a selection of main issues and practical skills. The selection is made with assistance of the main management training specialists in Suriname.
Learning method	The course consists of regular teaching and workshops, where the student has to deal with problems individually or in a group and discuss these issues or find solutions. Teaching is interactive with Power Point presentations, case studies, video, self-assessments, discussions and working groups.
Required pre-knowledge	No specific requirement of prior knowledge for this course.
Type of examination	Paper and presentation
Condition for taking the exam	All lectures must be attended
Study material	Reader, PowerPoint
Way of determining the grade	Paper 70% Presentation 30%
Course material	Ashkanasy, N. M., & Tse, B. (2000). Transformational leadership as management of emotion: A conceptual review. In N. M. Ashkanasy, C. E. Härtel, & W. J. Zerbe (Eds.), <i>Emotions in the workplace: Research, theory, and practice</i> (pp. 221–235). Quorum Books/Greenwood Publishing Group. Covey, S. (2004). <i>The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change</i> . Publisher : Free Press; Revised edition (November 9, 2004). Paperback: 384 pages. ISBN-10 : 0743269519 / ISBN-13 : 978-0743269513 Kotter, J. (2012). <i>Leading Change</i> . ASIN : 1422186431; Publisher : Harvard Business Review Press; 1R edition (November 6, 2012); Hardcover: 208 pages; ISBN-10 : 9781422186435 / ISBN-13 : 978-1422186435 Kouzes, J., and Posner, B. (2012). <i>The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations</i> 5th Edition. Publisher : Jossey-Bass; 5th edition (July 31, 2012) ISBN-13: 978-0470651728 ; ISBN-10: 0470651725 Storey, John ed. (2016). <i>Leadership in Organizations: Current issues and key trends</i> (3rd edition). CHAPTER 2 CHANGING THEORIES OF LEADERSHIP AND LEADERSHIP DEVELOPMENT. London: Routledge.

Course	C03 – Orientation Seminar (4SP)
Discipline	Applied module
Contact hours per semester	24h (6 days, 4 hours)
Year and semester	2nd Year - 3rd semester
Name lecturer(s)	Dr. R. van Kanten (rudivk@yahoo.com) Drs. A. Ramdhan (ashna_ramdhan@hotmail.com) Drs. L. Wiebers (lilianwiebers@gmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • better acquaint with several topics related to Sustainable Development Goals (E1a,b,c,d; E2a,b,c,d; E3a,b,c,d; E4a,b; E5a,b); • provide an overview of concepts and working practices in the Surinamese society (E1a,b,c,d; E2a,b,c,d; E3a,b,c,d; E4a,b; E5a,b; E6a,b; E7a,b; E8a,b,c); • critically evaluate the different concepts of the four pillars of MERSD (poverty alleviation, entrepreneurship, civic participation, community development) (E6a,b; E7a,b; E8a,b,c; E9a,b,c; E10a,b,c,d).

Short description of the content of the course	<p>Student will get better acquainted with several topics that have to do with Sustainable Development. Four topics are selected to give the student overview of concepts and working practices in the Suriname society. This course mainly consists of workshops and (practice) assignments. The four workshops/themes are:</p> <ol style="list-style-type: none"> 1. Agroforestry (dr. R. Van Kantén); 2. Women in business entrepreneurship (drs. L. Wiebers); 3. Decentralization and Civil participation (Drs. A. Ramdhan); 4. Biodiversity, the national and international agenda (dr. R. Van Kantén) <p>During these workshops, the focus on the topics will be on:</p> <ul style="list-style-type: none"> • the collection of information on the topics • concepts; • theories; • instruments in use; • strategies; • giving and receiving feedback; • national and international policy; • studies done or should be done on the topics.
Learning method	Training, workshops and assignments.
Required pre-knowledge	There is no previous knowledge required
Type of examination	Paper and presentation per theme
Condition for taking the exam	All lectures must be attended
Study material	PowerPoint, handout.
Way of determining the grade	Paper 50% Presentation 50%
Course material	<p><i>PowerPoint presentation and handout. Material and background information will be made electronically available by the instructors.</i></p> <p>Kulkarni, A. (2012). "Biodiversity and Sustainable Development: A Critical Analysis" . International Journal of Scientific & Engineering Research, Volume 3, Issue 4, April-2012 ISSN 2229-5518</p> <p>Lockie, S. and Ransan-Cooper, H. (2015) 'Biodiversity and Sustainable Development', in Redclift, M. and Springett, D. (eds) The Routledge International Handbook of Sustainable Development, Routledge, London. (1) (PDF) Biodiversity and sustainable development. Available from: https://www.researchgate.net/publication/282928384_Biodiversity_and_sustainable_development.</p> <p>Convention on Biological Diversity (2022). Biodiversity for Sustainable Development. BIODIVERSITY AND THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT – a technical note</p> <p>Convention on Biological Diversity (2018). BIODIVERSITY GUIDANCE FOR VOLUNTARY NATIONAL REVIEWS. CONFERENCE OF THE PARTIES TO THE CONVENTION ON BIOLOGICAL DIVERSITY. Fourteenth meeting. Item 12 of the provisional agenda*, Sharm El-Sheikh, Egypt, 17-29 November 2018</p> <p>UNESCAP75 (2021). https://www.unescap.org/blog/why-investing-women-key-achieving-sustainable-development-goals</p> <p>UNWomen (2022). Women and the Sustainable Development Goals (SDGs). https://www.unwomen.org/en/news/in-focus/women-and-the-sdgs</p>

Course	C04 – Research Seminars (6SP)
Discipline	Applied module
Contact hours per semester	32 hours (8 days, 4 hours each)
Year and semester	1st year - 2nd semester
Name lecturer(s)	Prof. dr. Koen De Pryck (koendepryck@gmail.com) Prof. dr. Ruud Duvekot (rduvekot@gmail.com) Ranoe Jhari, MSc, MBA, MMA (ranoe.jhari@uvs.edu)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • read and think critically about research topics and publications (E1a,b,c,d; E3a,b,c,d); • can communicate effectively about research with peers (E1a,b,c,d; E3a,b,c,d; E6b; E7a,b; E8a,b,c; E9a,c); • provide and receive useful feedback on writing and presenting research topics (E1a,b,c,d; E3a,b,c,d; E6b; E7a,b; E8a,b,c; E9a,c); • has learned and practiced communication to a variety of academic audiences (E1a,b,c,d; E3a,b,c,d; E6b; E7a,b; E8a,b,c; E9a,c); • understands the key components of a logically consistent and convincing argumentation (E1a,b,c,d; E3a,b,c,d; E6b; E7a,b; E8a,b,c; E9a,c); • can use bibliometric tools to conduct systematic literature reviews and reference and cite relevant work appropriately (E1a,b,c,d; E3a,b,c,d; E6b; E7a,b; E8a,b,c; E9a,c); • has learned about the management of personal competences using the instruments self-responsible and long-term application (E1a,b,c,d; E3a,b,c,d; E6b, E7a,b; E8a,b,c; E9a,c).
Short description of the content of the course	The Research seminar elaborates on diversity of methodologies of possible usage and strengthens research skills and the quality of general research competences of the student. This course mainly consists of workshops on four topics and such and (practice) assignments. The topics are: <ul style="list-style-type: none"> • Knowledge Management & Critical Thinking • Logical Argumentation skills and research ethics; • Scientific thinking and philosophy • Information Literacy and presentation skills
Learning method	Mix of presentations and assignments for students (individual and in groups).
Required pre-knowledge	Research methods courses (B1, B2 and B3)
Type of examination	Presentation
Condition for taking the exam	All lectures must be attended
Study material	The four seminars will be supported by PowerPoint presentations and articles. ICT platform will provide background for students' materials. The students are advised to look at the following study material for personal development.
Way of determining the grade	Four Presentation of 25% each. Mark: Average of all marks Presentation (1+2+3+4)/4

Course material	<p>Adom,D., Hussein, E.K, Agyem, J.A. (2018). Theoretical and conceptual framework: Mandatory ingredients international journal of scientific research of a qualitative research. Volume-7 Issue-1 January-2018 ISSN No 2277 - 8179 IF : 4.176 IC Value : 93.98</p> <p>Holmgren, M., Kabanshi, A. Langeborg,L., Barthel,S., Colding, J., Eriksson,O., Sörqvist,P. (2019). Deceptive sustainability: Cognitive bias in people's judgment of the benefits of CO2 emission cuts, Journal of Environmental Psychology, Volume 64, 2019, p 48-55, ISSN 0272-4944, https://doi.org/10.1016/j.jenvp.2019.05.005. (https://www.sciencedirect.com/science/article/pii/S0272494418306376)</p> <p>Willems S., Albers C. & Smeets I. (2020), Variability in the interpretation of probability phrases used in Dutch news articles — a risk for miscommunication, <i>JCOM : Journal of Science Communication</i> 19(02): A03.</p>
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Course	D01 –Academic Writing & Scientific Communication (6SP)
Discipline	Thesis research
Contact hours per semester	32h (8 days, 4 hours)
Year and semester	1st Year 1st semester
Name lecturer(s)	W. Malgie, PhD (wasudha.malgie@uvs.edu) – Scientific Communication R. Jhari, MSc, MBA, MMA (ranoe.jhari@uvs.edu) – Academic Writing
Objectives At the end of the course, the student is able to:	<p>Academic Writing</p> <ul style="list-style-type: none"> • approach writing as a process in different stages (E3a,b,c,d; E6a,b,c; E7b; E8a; E9a,c); • recognize and apply academic text styles and text conventions based on authentic examples (E3a,b,c,d; E6a,b,c; E7b; E8a; E9a,c); • write specific types of academic texts, describing both quantitative and qualitative research, in line with the stylistic and structural conventions of each genre: abstracts, literature reviews, research papers (introduction, methodology, results, discussion and conclusion) (E3a,b,c,d; E6a,b,c; E7b; E8a; E9a,c); • recognize plagiarism and know how to avoid plagiarism and use source materials correctly (E3a,b,c,d; E6a,b,c; E7a,b; E8a; E9a,c); • able to write academic texts according: APA 7th edition writing style, in structured logical paragraphs based on the use of structural devices (linking words, topic sentences, paragraphs) to improve coherence and avoid grammatical and spelling errors (E3a,b,c,d; E6a,b,c; E7a,b; E8a; E9a,c); <p>Scientific Communication</p> <ul style="list-style-type: none"> - efficiently retrieve scientific documents (E3a,b,c,d; E6a,b,c; E7a,b; E8a; E9a,c); - correctly write scientific documents such as a thesis, a scientific paper or a scientific report (E3a,b,c,d; E6a,b,c; E7a,b; E8a; E9a,c); - make an attractive scientific poster (E3a,b,c,d; E6a,b,c; E7a,b; E8a; E9a,c); - give an attractive scientific oral presentation (E3a,b,c,d; E6a,b,c; E7a,b; E8a,b,c; E9a,c);

Short description of the content of the course	<p>The aim of this course is to develop students' writing and reporting skills for scientific and non-scientific purposes.</p> <p>Academic Writing</p> <ul style="list-style-type: none"> - What is academic writing? - Reading- and writing strategies/ studying literature - To what conditions must academic writing comply? - Overall structure of a text - Micro structure of a text - The content of a text: problem statement or research questions; quotes; footnotes; references - Scientific style: format - Plagiarism - Use of language and formulations <p>Scientific Communication</p> <ul style="list-style-type: none"> o Theory o General introduction covering ‘the research process’, scientific versus popular science writing, rules for good technical and scientific writing, writing structure, confidentiality; o Different aspects of scientific writing: title, authorship, abstract, verb tenses, introduction, literature review, materials and methods, discussion, references in text and list, appendix, the review process, guidelines for authors; o How to construct correct tables and figures; o How to make a correct reference list; o Writing attractively; o Paper and journal search; o Ethical aspects of writing; o Characteristics of a good oral presentation; o Poster presentations.
Learning method	Lecture with multimedia support, interactive lectures
Required pre-knowledge	Knowledge obtained from the subject Academic skills during the Bachelor study; knowledge on consultation of data bases and on power-point software is desirable
Type of examination	<p>Academic Writing abstract – research article conform the e-journal guidelines – examined according to schedule</p> <p>Scientific Communication Poster 12.5%, presentation 12.5%, Tables & figures and references list assignment 25% – examined according to schedule</p>
Condition for taking the exam	All lectures must be attended
Study material	Interactive lectures, Powerpoint
Way of determining the grade	<p>Academic Writing – 50% written exam – paper</p> <p>Scientific Communication – 50% Poster 25% (1/4 of 50%) Presentation 25% (1/4 of 50%) Tables & figures 25% (1/4 of 50%) Reference list 25% (1/4 of 50%)</p>

Course material	<p>American Psychological Association. (2020). About APA Style. Retrieved from APASstyle.org: https://apastyle.apa.org/about-apa-style Publication Manual of the American Psychological Association: 7th Edition. https://cdn.scribbr.com/wp-content/uploads/2020/11/De-Nederlandse-APA-regels-Handleiding-7e-editie-Scribbr.pdf</p> <p>Bailey, S. (2011). Academic Writing - A Handbook for International Students (3rd ed.). New York: Routledge.</p> <p>Blanpain, K. (2012): Academic writing: a resource for researchers; ISBN-10: 9033488566 & ISBN-13: 978-9033488566; Acco Uitgeverij; 1e editie (23 februari 2012)</p> <p>Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T. M., & Swann, J. (2005). Teaching Academic Writing - A toolkit for higher education. New York: Routledge.</p> <p>Donovan, M. (2017, October 3). Eight Characteristics of Good Writing. Retrieved from Writing Forward: https://www.writingforward.com/better-writing/characteristics-of-good-writing</p> <p>Jong de, J. (2011). Handboek academisch schrijven - In stappen naar een essay, paper of scriptie. Bussum: Uitgeverij Coutinho</p> <p>Ramage, D. J., John, B. C., & Johnson, J. (2010). Writing Arguments – A Rhetoric with Readings. USA: Longman.</p> <p>Renkema, J. (2007). Schrijfwijzer. Den Haag: Sdu Uitgevers.</p> <p>Robbins, S. P. (2016). Finding Your Voice as an Academic Writer (and Writing Clearly). Journal of Social Work Education, 133-135. doi:10.1080/10437797.2016.1151267</p>
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Course	D02 – Preliminary Thesis (3SP)
Discipline	Thesis research
Contact hours per semester	16 hours (4 days, 4 hours each)
Year and semester	2nd year - 4th semester
Name lecturer(s)	Prof. dr. Tom Vanwing (twing@vub.be) Dr. W. Malgie (wasudha.malgie@uvs.edu) R. Jhari, MSc, MBA, MMA (ranoe.jhari@uvs.edu) R. Kowlesar MSc (rineshkowlesar@gmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • define a topic for the master dissertation (E3a,b; E6a,b); • use the competences acquired in previous research courses in constructing a research proposal and outline (E3a,b; E6a,b,c); • delineate a research topic and research problem (E3a,b; E6a,b,c; E7a,b; E9a,b,c); • execute a preliminary literature review (E3a,b; E6a,b,c; E7a,b; E8a,b,c; E9a,b,c); • outline a research methodology and define the reasons why the research methodology was appropriate for the topic (E3a,b,c,d; E6a,b,c; E7a,b; E8a,b,c; E9a,b,c); • write a preliminary research proposal and an observation report (E3a,b,c,d; E6a,b,c; E7a,b; E8a,b,c; E9a,b,c)

Short description of the content of the course	The course starts with a thesis market where possible promoters and PhD students have the possibility to present their research areas and possible research topics. Next, the student prepares a research proposal (under supervision and guidance) which offers: <ul style="list-style-type: none"> • a short overview of relevant theories (explorative literature review); • problem definitions and breakdown of the instruments; • research questions; • research methodology (e.g. respondents, data collection method); • planning and timing.
Learning method	Teaching in class + groups sessions (groups are composed in terms of similar research interests)
Required pre-knowledge	Insight in social sciences and research methods is recommended
Type of examination	Research proposal
Condition for taking the exam	All lectures must be attended
Study material	PowerPoint, articles
Way of determining the grade	Preliminary research proposal – 80% Observation report 20%
Course material	PowerPoint presentations, Website information, Electronic files American Psychological Association. (2020). About APA Style. Retrieved from APASStyle.org: https://apastyle.apa.org/about-apa-style Publication Manual of the American Psychological Association: 7th Edition. https://cdn.scribbr.com/wp-content/uploads/2020/11/De-Nederlandse-APA-regels-Handleiding-7e-editie-Scribbr.pdf Exam and thesis regulations for Master studies FMijW - 2018

Course	D03 – Master Thesis & Research Article (20SP)
Discipline	Thesis research
Contact hours	50
Year and semester	3rd year 6th semester
Name lecturer(s)	Coördinators: Dr. mr. C. Akkal (chequitaram@hotmail.com), Dr. W. Malgie (wasudha.malgie@uvs.edu)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • carry out a research project, under the supervision of a supervisor (E3a,b,c; E9a,b,c); • argue and document the methodology of the research (E1a,b,c,d; E2a,b,c,d; E3a,b,c,d; E6a,b; E7a,b; E9a,b,c); • to report the research findings and their significance in a critical-scientific way (E1a,b,c,d; E2a,b,c,d; E3a,b,c,d; E4a,b; E5a,b,c; E6a,b,c; E7a,b; E8a,b; E9a,b,c; E10a,b,c,d); • to write a thesis that corresponds in form and content to the generally applicable scientific standards and scientific language (in Dutch or English) (E1a,b,c,d; E2a,b,c,d; E3a,b,c,d; E4a,b,c,d; E5a,b,c; E6a,b,c; E7a,b; E8Aa,b,c; E9a,b,c; E10a,b,c,d,e,f); • to write a research article/poster according scientific publishing guideline (E1a,b,c,d; E2a,b,c,d; E3a,b,c,d; E4a,b,c,d; E5a,b,c; E6a,b,c; E7a,b; E8a,b,c; E9a,b,c; E10a,b,c,d,e,f); • to communicate orally (presentation) and defend the master's thesis (E1a,b,c,d; E2a,b,c,d; E3a,b,c,d; E4a,b,c,d; E5a,b,c; E6a,b,c; E7a,b; E8a,b,c; E9a,b,c; E10a,b,c,d,e,f);

Short description of the content of the course	<p>During the preparation of the MSc dissertation research skills and attitude are developed like:</p> <ol style="list-style-type: none"> 1. assessment of a clearly defined research problem; 2. formulation of clear research questions; 3. set-up of an appropriate methodology; 4. conducting a critical literature study; 5. accurate and correct collection of data (either from laboratory or field work, or through questionnaires); 6. accurate and correct data processing; 7. critical analysis of the data; 8. synthesizing the results; 9. writing the thesis; 10. demonstrating a sufficient level of self-dependence, motivation, industriousness and initiative to obtain the final competences listed above; 11. a clear oral presentation of the obtained scientific results; 12. ability to argue in a scientific way during a discussion of the results with the examination jury.
Learning method	During the preparation of the MSc dissertation, the student is actively coached by the supervisor /promoter and/or the co-supervisor/co-promoter. If applicable, a tutor is named.
Required pre-knowledge	The starting competences are, on top of those of a BSc, a profound scientific basic knowledge, and the skills of a methodological approach to research in the MERSD domains.
Type of examination	Final thesis & research article/poster internship report
Condition for taking the exam	Meet requirements specified in thesis regulations
Study material	Instruction at the Moodle, several PowerPoint, articles and other specification instruction
Way of determining the grade	Final thesis 100% (incl. oral presentation & research article/poster)
Course material	<p>American Psychological Association(2019). Publication Manual of the American Psychological Association, Seventh Edition (2020). Publisher : American Psychological Association; Seventh edition (October 1, 2019) ISBN-13: 978-1433832161/ ISBN-10: 143383216X https://apastyle.apa.org/products/publication-manual-7th-edition</p> <p>American Psychological Society (2009). American Psychological Association (APA) 6th ed.. Publication Manual, Uitgever: American Psychological Association, 272 pagina's,</p> <p>Gruba,P., & Zobel, J. (2017). How To Write Your First Thesis. Textbook</p> <p>Nguyen B. Y. (2013). How to Write a Master's Thesis.</p>

Course	E01 - Introduction into Cultural Studies (3SP)
Discipline	Optional module
Contact hours per semester	16 hours (4 days, 4 hours)
Year and semester	3 rd year - 5 th semester
Name lecturer(s)	<i>Lecturer not known yet</i>

Objectives At the end of the course, the student is:	<ul style="list-style-type: none"> • aware that the term ‘culture’ is broader than the popular notion of folkloric ethnic markers (E1a,f; E2a,b,c; E3a,b, E4b,c); • conscious of the role of representation (E1a,f; E2a,b,c; E3a,b, E4bc); • able to identify the broad social distinctions and power differentials behind such representational processes E5a,b; E6a,b,c; E7a,b; E8a, E9a,b,c; E10a,b,c,d,e,f).
Short description of the content of the course	<ul style="list-style-type: none"> • What is Cultural Studies? • Othering • Social Distinctions Ethnicity, construction of ‘race’ • Analyzing Social Distinctions Representation Discourse Performativity Subalternity • Uses of Identity Politics of Identity and Recognition • Construction of Tradition • Culture and Globalization 8. Internet and Social Media
Learning method	Power Point presentations on the reading and broader issues, followed by group discussion to practice critical viewing of cultural representation and social difference in Suriname (at meso-level).
Required pre-knowledge	Students who qualify for admission to MERSD need no further requirements. However, familiarity with sociological and anthropological jargon, critical theory, Marxism, Post-Modernism, etc. will help.
Type of examination	Paper
Condition for taking the exam	All lectures must be attended
Study material	Reader
Way of determining the grade	Paper 100%
Course material	Barker, C. (2012). Cultural Studies: Theory and Practice. Sage: Los Angeles / London / New Delhi / Singapore / Washington, (4th edition). Walton, D., (2008). Introducing Cultural Studies: Learning Through Practice. Sage: London / Thousand Oaks (CA) / New Delhi / Singapore

Course	E02 - Management & Innovation for the Social Sector (3SP)
Discipline	Optional module
Contact hours per semester	16 hours (4 days, 4 hours)
Year and semester	3 rd year 5 th semester
Name lecturer(s)	<i>Lecturer not known yet</i>
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • Question to consider before developing a non-profit structure (E1d,e,f; E2a,b,c,d; E3a,b; E4b,c,d); • Develop a non-profit structure (E5a,b,c; E6a,b,c; E7a,b; E8a; E9a,b,c; E10a,b,c,d,e,f); • Recognize potential advantages and disadvantages of a non-profit Structure (E3a,b; E4b,c,d; E5a,b,c; E6a,b,c; E7a,b; E8a; E9a,b,c; E10a,b,c,d,e,f); • Bring innovation in non-profit organization (E6a,b,c; E7a,b; E8a; E9a,b,c; E10a,b,c,d,e,f);
Short description of the content of the course	This course teaches students about the principles and structures of non-profit organizations. Students gain necessary skills for advancing the development of non-profit programs, assessing the efficiency of an organization, and for understanding the psychology behind management innovation of non-profit organizations' ideals to the public.
Learning method	Debates, e-learning, interactive lectures, group discussions

Required pre-knowledge	Students should have a basic insight and understanding of the principles of sustainability and sustainable development.
Type of examination	Written exam & presentation
Condition for taking the exam	All lectures must be attended
Study material	PowerPoint presentations, lectures, discussions and selected books
Way of determining the grade	Written exam 60%; Presentation 40%
Course material	NonProfits – Business Filings Incorporated (http://www.bizfilings.com/learning/non-profitfaq.asp) Not-for-Profit Corporation – Bamboo Web Dictionary http://www.bambooweb.com/articles/n/o/NonProfitOrganization.html What is a Non-profit Corporation? - MyCorporation.com http://www.mycorporation.com/non-profit.htm Basic Overview of Non-profit Organizations (http://www.managementhelp.org/org_thry/np_thry/np_intro.htm) Non-Profit Organizations – Cornell Law School (http://www.law.cornell.edu/wex/index.php/Non-profit_organizations#State_Judicial_Decisions)

Course	E03 - Learning and Development for Entrepreneurship (3SP)
Discipline	Optional module
Contact hours per semester	16 hours (4 days, 4 hours)
Year and semester	3 rd year 5 th semester
Name lecturer(s)	Prof.dr. K. DePryck (koendepryck@gmail.com)
Objectives At the end of the course, the student is:	<ul style="list-style-type: none"> • aware that there is a lot of entrepreneurship around them (E1c,d,e,f; E2b,c,d; E3a,b; E4a,b); • aware of their surroundings and learn that they are part of a networked world which is something that all entrepreneurs need (E1c,d,e,f; E2b,c,d; E3a,b; E4a,b); • is able to conceptualize, design and implement whatever business they want to follow (E5a,b; E6a,b,c; E7a,b; E8a; E9a,b,c; E10a,b,c,d,e,f);.
Short description of the content of the course	This course presents a systemic approach to education and research for sustainable entrepreneurship embedded in the larger context of sustainable development. We explore how entrepreneurship in and for a local community is embedded in a larger context (regional, national, global) and also depends on smaller-scale social and personal dynamics.
Learning method	Debates, discussion groups, e-learning
Required pre-knowledge	Students should have a basic insight and understanding of the principles of sustainability and sustainable development.
Type of examination	Assignment & presentation
Condition for taking the exam	All lectures must be attended
Study material	PowerPoint, lectures, books
Way of determining the grade	Assignment/paper 60% Presentation 40%
Course material	PowerPoint presentations, lectures, discussions and selected books (<i>will be uploaded soon the lecturers received a list of interested students</i>)

Course	E04 - Transition Management and Sustainable Tourism Development (6SP)
Discipline	Optional module
Contact hours per semester	20 hours (5 days, 4 hours)
Year and semester	3 rd year 5 th semester
Name lecturer(s)	Drs. Martin Panday (mptwinning@gmail.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • understand the meaning of transition management and the process that is involved with this concept (E1b,d,e,f; E2a,b,c,d; E3a,b); • have a basic understanding of the nature of the tourism system and a knowledge of the confusions that surround tourism today (E1b,d,e,f; E2a,b,c,d; E3a,b); • appreciate the positive and negative impacts of tourism activity in a tourism destination (E3a,b; E4b,c,d; E5a,b,c); • have an understanding of the concept of sustainability and the difficulties associated with trying to apply sustainability (E1b,d,e,f; E2a,b,c,d; E3a,b); • recognize the different ways that tourism can pursue sustainability objectives and the limitations likely to be experienced (E3a,b; E4b,c,d; E5a,b,c); • provide an appreciation of how the sustainability issue pervades all aspects of the tourism process and applies to all stakeholders (E6a,b,c; E7a,b; E8a,b; E9a,b,c; E10a,b,c,d,e,f); • understand the concept of carrying capacity and the difficulties involved in applying that concept in the real world (E1b,d,e,f; E2a,b,c,d; E3a,b; E9a,b,c; E10a,b,c,d,e,f); • gain an insight into alternative forms of tourism, including eco-tourism products, pro-poor tourism and how they attempt to improve the sustainability of tourism and what their limitations are (E5a,b,c; E6a,b,c; E7a,b; E8a,b; E9a,b,c; E10a,b,c,d,e,f);
Short description of the content of the course	This course will focus on transition management and how we can apply transition management on the tourism sector.
Learning method	Interactive lectures, group discussions, paper and literature review
Required pre-knowledge	Students should have a basic insight and understanding of the principles of sustainability and sustainable development
Type of examination	Assignment and presentation
Condition for taking the exam	All lectures must be attended
Study material	Book, paper
Way of determining the grade	Assignment/paper 60% Presentation 40%
Course material	Fletcher, J., Fyall, A. Gilbert, D., Wanhill, S., & Cooper C. (2008). <i>Tourism: Principles and Practice</i> , Pearson Education, Harlow Ori, H.R. (2011). <i>Strategically changing and sustaining the tourism policy for Suriname</i> , Research paper, Vrije Universiteit Brussel & Anton de Kom Universiteit van Suriname, VUPRESS, Brussel.

Course	E05 - Sustainability and Development in the Region (3SP)
Discipline	Optional module
Contact hours per semester	16 hours (4 days, 4 hours)
Year and semester	3 rd year 5 th semester
Name lecturer(s)	Drs. John Goedschalk M.BA (jgoedschalk@conservation.org)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • recognize, with reference to theoretical knowledge and facts, the regions and the world as a whole system and describe it as circulations of substances and energy, interconnected with economy, culture and biodiversity (E1a,c,d,e,f; E2a,b,c; E3a,b); • analyze and explain complex and improperly defined sustainability problems by means of a variety of methods and on the basis thereof give solid and creative ideas for solutions (E3a,b; E4b,c; E5a,b; E6a,b,c; E9a,b,c; E10a,b,c,d,e,f); • clarify the different views that exist within the field of sustainable development and establish his own view (E6a,b,c; E7a,b; E8a; E9a,b,c; E10a,b,c,d,e,f); • cooperate with representatives of various disciplines, profiles or culture (E6a,b,c; E7a,b; E8a; E9a,b,c; E10a,b,c,d,e,f); • relate sustainability issues with knowledge and skills developed in his major study (E3a,b; E4b,c; E7a,b; E8a; E9a,b,c; E10a,b,c,d,e,f);
Short description of the content of the course	Sustainable development is development that maintains the ecological and social basis of the society. It is therefore necessary to be conscious of problems such as climate change, the loss of nature, pollution and soil degradation. Yet, sustainable development is also a platform for innovative ideas and practices of nature development, 'cradle-to-cradle designs of products and cities, corporate social responsibility and (anti) globalization; in Brazil, Suriname, in the developing countries and on global level. The course focuses on all these matters from a unique perspective namely: learning how to handle these problems by initially making your views and role visible in the aspects of sustainable development. You are further exposed to a wide spectrum of scientific views and possible solutions, which you will then have to analyze critically. The instructor assigned for this course is a specialist in the field and a teacher from Brazil and assisted by several others from the University and the society.
Learning method	Debate, discussion groups, e-learning
Required pre-knowledge	Students should have a basic insight and understanding of the principles of sustainability and sustainable development
Type of examination	Report & presentation
Condition for taking the exam	All lectures must be attended
Study material	PowerPoint, book
Way of determining the grade	Paper/report 60% Presentation 40%
Course material	PowerPoint presentations, lectures, discussions and selected books (<i>will be uploaded soon the lecturers received a list of interested students</i>)

Course	E06 - Leadership and Personal Development (4SP)
Discipline	Optional module
Contact hours per semester	24 hours (6 days, 4 hours)
Year and semester	3 rd year - 5 th semester
Name lecturer(s)	Dr. L. Schoenmakers (loekschoen@yahoo.com)
Objectives At the end of the course, the student is able to:	<ul style="list-style-type: none"> • understand and know the concepts of personal leadership and its dynamics in personal development and leadership (E4a,b,c; E5a); • apply positive leadership traits to their own personal life with the developed skills such as: core reflection and core qualities, working from their own strengths and qualities, time management, appreciative interviews; dialogical and collaborative practices (E4b,c; E5a,b; E8a,b,c; E9a,b,c; E10a,c,d); • identify and recognize its own growth awareness and development (E4b,c; E5a,b; E8a,b,c; E9a,b,c; E10a,c,d); • develop and evaluate its own personal leadership development plan with a personal mission statement about its own personal leadership (E4b,c; E5a,b; E8a,b,c; E9a,b,c; E10a,c,d,f)
Short description of the content of the course	Students will gain understanding of the concept of personal leadership and the impact in private and working life. Diverse concepts, perceptions, definitions and mainstream thinking will contribute to this understanding. Students will understand personal leadership as basic to develop their professional leadership in different working contexts. They will understand that personal leadership is more than learning techniques and tricks. Personal leadership is about taking responsibility for your do's and don'ts. They will learn to understand their patterns of behaviour, thoughts and emotions, which influence their leadership. (Stress, self-fulfilling prophecies, loss of energy, projection, resistance, motivation etc.). Students will learn about the 10 dimensions of personal leadership: (stability & flexibility; I and we; power and vulnerability; thinking & feeling; authority & servanthship; control and trust; knowledge & wisdom; action and rest; profit and sustainability; east and west). Students will be able to have a basic insight and understanding that personal development effects personal leadership and therefore their professional leadership.
Learning method	Debate, discussion groups, dialogical conversations
Required pre-knowledge	All students have life and working experiences and insight knowledge about leadership and personal development. They should be open to reflect, cooperate and dialogue with fellow students.
Type of examination	Personal mission statement, Report and video assignment
Condition for taking the exam	All lectures must be attended
Study material	Books, articles
Way of determining the grade	Paper: personal mission statement 50% Essay/report 20% Presentation: video assignment 30%
Course material	Buckingham M, Clifton D. (2012). Ontdek je sterke punten. (Spectrum, Utrecht) Bouma, M, (2012). De held. Je eigen verhaal. (Business Contact, Amsterdam) Covey, S and Collins, J. (2013). The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. 372 pages. Publisher : Simon & Schuster; Anniversary edition (November 19, 2013). ISBN-10 : 9781451639612 / ISBN-13 : 978-1451639612 Suurenbroek K, Van de Steege H. (2012). - Wat voor een leider ben jij?

	Leiderschap in 10 dimensies. (Academic Service, Den Haag)
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Course	E07 - Technology Innovation and Transfer in Third World Countries (4SP)
Discipline	Optional module
Contact hours per semester	24 hours (6 days, 4 hours each)
Year and semester	3rd year 5 th semester
Name lecturer(s)	Prof. L. Ori, PhD (lydiaori@gmail.com) W. Malgie, PhD (malgie_wasudha@hotmail.com)
Objectives At the end of the course, the students will:	<ul style="list-style-type: none"> gain understanding in the characteristics of Technology transfer and innovation in the Third World (E1a,b,d; E2a,b; E3a); read and discuss about the modernization theory of technology innovation (E1a,b,d; E2a,b; E3a; E5b; E6a,b; E7a,b; E8a,b,c; E9c); gain and understand conventional and different development strategies of technology transfer as a tool for sustainable development (E1a,b,d; E2a,b; E3a; E4b; E5b; E6a,b; E7a,b; E8a,b,c; E9c; E10a,f);
Short description of the content of the course	<p>Objective 1: Students will gain understanding of the characteristics of “Third World” and understand that, like the developed countries, “Third World” countries are not static or stagnant in terms of making progress, and that they actually experience positive changes. To this end, students will also learn that no condition is permanent, the pace of change is only faster in the industrial world than in many “Third World” countries.</p> <p>Objective 2: Students will learn about the modernization theory; that it is about the westernization of the “Third World” so as to create global monoculture. Students will learn that socioeconomic development of the Third World does not involve the destruction of their culture or the implantation of the Western values and lifestyle in the Third World.</p> <p>Objective 3: Students will have the opportunity to discuss and understand technology as a means for fostering sustainable development and gain insights into technology transfer as a process. Students will learn to distinguish between forms of technology transfer and be able to determine which can be used to establish self-sustained socioeconomic development in the Third World. Students will also learn that it is when Third World countries can create their own capital good that they can begin to grow the wealth of their nations.</p> <p>Objective 4: Students will gain an understanding of different development strategies of development, all of which had been used in the development of today's developed countries, and how applying the same strategies in the “Third World” could be anachronistic and ineffective.</p> <p>Objective 5: Students will learn that the development of “Third World” countries cannot be accomplished on the basis of technological monoculture, using only capital-intensive technologies from the West in countries where capital is scarce and unemployment rates are very high. Students will study and understand the concept of appropriate technology and how technology and development affects” Third World” women and men.</p>
Learning method	Read papers, reports, group discussion
Required pre-knowledge	All main modules
Type of examination	Presentation, reading, paper
Condition for taking the exam	All lectures must be attended

Study material	Powerpoint presentations, lecture/discussion, videos, selected reports and books
Way of determining the grade	Presentation 25% Abstract 25% Paper 50%
Course material	<p>PowerPoint presentations, lecture/discussion, videos, selected reports and books (<i>will be uploaded soon the lecturers received a list of interested students</i>)</p> <p>Adenle, A. A., Azadi, H., & Arbiol, J. (2015). Global assessment of technological innovation for climate change adaptation and mitigation in developing world. <i>Journal of environmental management</i>, 161, 261-275.</p> <p>Hinson, R., Lensink, R., & Mueller, A. (2019). Transforming agribusiness in developing countries: SDGs and the role of FinTech. <i>Current Opinion in Environmental Sustainability</i>, 41, 1-9.</p> <p>Sharif, A., Saqib, N., Dong, K., & Khan, S. A. R. (2022). Nexus between green technology innovation, green financing, and CO2 emissions in the G7 countries: the moderating role of social globalisation. <i>Sustainable Development</i>.</p> <p>Sinha, A., Sengupta, T., & Alvarado, R. (2020). Interplay between technological innovation and environmental quality: formulating the SDG policies for next 11 economies. <i>Journal of Cleaner Production</i>, 242, 118549.</p> <p>Walsh, P. P., Murphy, E., & Horan, D. (2020). The role of science, technology and innovation in the UN 2030 agenda. <i>Technological Forecasting and Social Change</i>, 154, 119957.</p>

Course	E08 - Education law in Suriname according to national and international rules (3SP)
Discipline	Optional module
Contact hours per semester	16 hours (4 days, 4 hours)
Year and semester	3th year 5th semester
Name lecturer(s)	Dr. Mr. A.C. Akkal-Ramautar (cheqram24@gmail.com)
Objectives At the end of the course, the student:	<ul style="list-style-type: none"> are familiar with the various rules of national and international educational law (E1a,b,c,d,e,f; E2a,b,c); have insight into the application of the education rules in the various communities (E1a,b,c,d,e,f; E2a,b,c; E3a; E4a,b; E9c); gain insight into existing education legislation products (E1a,b,c,d,e,f; E2a,b,c; E3a; E4a,b; E6a,b); are able to determine how equality in education can be achieved in all districts of Suriname through research (E1a,b,c,d,e,f; E2a,b,c; E3a; E4a,b; E6a,b); are able to indicate in what way and in which communities' education can lead to poverty reduction through research (E3a; E4a,b; E6a,b; E7a,b; E8a,b; E9a,b,c).
Short description of the content of the course	This course consists of lectures, seminars and field research in various communities. This course examines whether education in Suriname offers equal opportunities to every Surinamese, including those in the different communities. In addition, this course examines how education can contribute to poverty reduction within communities.

Learning method	The topic will be taught in four lectures with the possibility for questions and discussion.
Required pre-knowledge	Education and Law I
Type of examination	Paper and presentation
Condition for taking the exam	All lectures must be attended
Study material	Reader
Way of determining the grade	Paper 50% Presentation 50%
Course material	The students will be provided with a reader, available at the MERSD-secretariat. Material and background information will be made available electronically by the instructors. <ul style="list-style-type: none"> • The American Declaration of the Rights and Duties of Man; • American Convention of Human rights; • Convention on Civil and Political Rights • The Constitution of the Republic of Suriname; • The Primary Education Act 1960

Course	E09 - From Backlog to Lead. Leadership for the New Era (3SP)
Discipline	Optional module
Contact hours per semester	16 hours (4 days, 4 hours)
Year and semester	3th year 5th semester
Name lecturer(s)	Dr. Maureen Silos (maureensilos@sr.net) Ir. Roy Silos (roy.c.silos@gmail.com)
Objectives At the end of the course, the student:	<ul style="list-style-type: none"> • is well acquainted with the causes and consequences of the transition from the Holocene to the Anthropocene and what this means for the development opportunities of Suriname (E1a,b,c,d,e; E2a,b,c; E4a,b; E6a,b); • understands that supply chains are one of the main drivers of unsustainable development (E1a,b,c,d,e; E2a,b,c; E4a,b; E6a,b); • learn how to turn ego supply chains into eco supply chains (E1a,b,c,d,e; E2a,b,c; E4a,b; E6a,b); • learn to analyze complex problems through Scenario Planning in groups, reach consensus and implement solutions (E4a,b; E5b; E6a,b,c; E7b; E8a; E9a,b,c).
Short description of the content of the course	In the optional course, Scenario Planning is used with which the students learn a powerful method for dealing with complex problems. This method is directly applicable to current development issues in Suriname, but is especially important for the transition to the new Anthropocene era in which "development" has a fundamentally different meaning. Scenarios are hypotheses, not predictions, and are created and used in sets of different stories designed to stretch thinking about the possibilities and threats in the future. The stories help students carefully weigh the opportunities and threats when making both short-term and long-term strategic decisions. When done properly, scenarios can be used in strategy formulation because they are a medium through which major changes can be visualized and updated. Scenario Planning is designed to create common ground between stakeholders, through an agreed language and a collective commitment to realize the imagined future.
Learning method	Interactive class, lectures

Required pre-knowledge	All main modules
Type of examination	Paper
Condition for taking the exam	All lectures must be attended
Study material	Reader, digital sources, books
Way of determining the grade	Paper 100%
Course material	<p>Kahane, A. (2020). Transformative Scenario Planning: Working Together to Change the Future. San Francisco: Berrett-Koehler Publishers.</p> <p>Kramp, F. (2019). Kringloop van moed: Een pleidooi voor alledaags leiderschap. Amsterdam, Warden Press.</p> <p>Suwandi, I. (2019). Value Chains: The New Economic Imperialism. New York, Monthly Review Press.</p>