

We, Rector of KU Leuven, upon the nomination of the relevant Board of Examiners hereby declare that

Gina Abreo Delima

born in Manila, Philippines (Philippines) on 15 March 1988
has been awarded the degree of

Master of Sustainable Development

Master of Science (MSc)

Specialisation: Space and Society

Cum laude

This degree is situated in the field of Sciences, with a weight of 120 credits and complies with the accreditation and recognition regulations stipulated by the Code Higher Education, coordinated on 11 October 2013. The awarded qualification is situated on level 7 according to the Flemish Qualification Structure (VKS), as stipulated in the decree of 30 April 2009.
In testimony thereof we have awarded this degree in accordance with the requirements of the above mentioned Code.

Leuven, 13 September 2019

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DIRECTOR, QDAHRD
DATE: 1/8/2020



Professor Luc Sels
Rector

DIPLOMA SUPPLEMENT

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 Family name: Delima
- 1.2 Given name(s): Gina Abreo
- 1.3 Date of birth (day/month/year): 15 March 1988
- 1.4 Student identification number or code: Association KU Leuven SAP N° 0686853

2 INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 Name of qualification and (if applicable) title conferred (in original language):

Master of Sustainable Development

Master of Science (MSc)

Specialisation: Space and Society

Title that may be used according to the Code Higher Education: not applicable

- 2.2 Main field(s) of study for the qualification:

Sciences

- 2.3 Name and status of awarding institution (in original language):

KU Leuven (statutory registered institution)

- 2.4 Name and status of institution (if different from 2.3) administering studies (in original language):

KU Leuven

- 2.5 Language(s) of instruction/examination: English

3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

- 3.1 Level of qualification: master.

The awarded qualification concerns a "Second Cycle Qualification" in the framework of the European Higher Education Area, and is situated on level 7 of the European Qualifications Framework for Lifelong Learning as well as the Vlaamse Kwalificatiestructuur (VKS), as stipulated in the decree of 30 April 2009 regarding the Flemish qualification structure.

- 3.2 Official length of programme:

The workload of the programme consists of 120 credits. The Flemish credit system complies with the European Credit Transfer and Accumulation System (ECTS).

- 3.3 Access requirement(s): These admission requirements apply to a 120 credit programme.

The access requirements relevant for this study programme can be found in the online archive of KU Leuven's programme overview, via <http://onderwijsaanbod.kuleuven.be/archief>.

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4.1 Mode of study:

This study programme can be undertaken either fulltime or with an individualised study route.

4.2 Programme requirements:

The level defining descriptors of a master's programme, leading to the degree of master, as mentioned in article II.141 of the Code Higher Education and in article 6 of the decree of 30 April 2009 regarding the Flemish qualification structure:

- a) general competences at an advanced level such as the ability to reason and act in an academic manner, the ability to handle complex problems, the ability to reflect on one's own thoughts and work, and the ability to convert this reflection into the development of more effective solutions, the ability to communicate one's own research and solutions to professional colleagues and laymen, and the ability to develop an opinion in an uncertain context;
- b) general academic competences at an advanced level such as the ability to apply research methods and techniques, the ability to design research, the ability to apply paradigms in the domain of the sciences or the arts and the ability to indicate the limits of paradigms, originality and creativity regarding the continuously expanding body of knowledge and insight, and the ability to collaborate in a multidisciplinary environment;
- c) advanced understanding and insight in scientific, discipline- specific knowledge inherent to a certain domain of the sciences or the arts, insight in the most recent knowledge in the subject/discipline or parts of it, the ability to follow and interpret the direction in which theory formation is developing, the ability to make an original contribution towards the body of knowledge of one or several parts of the subject/discipline, and display specific competences characteristic for the subject/discipline such as designing, researching, analyzing and diagnosing;
- d) the competences needed for either independent research or the independent practice of the arts at the level of a newly-qualified researcher (in the arts), or the general and specific professional competences needed for independent application of academic or artistic knowledge at the level of a newly-qualified professional.

A master's programme is concluded by a master's thesis of which the workload, expressed in credits, amounts to at least one fifth of the total number of credits in the programme of study, and consists of at least fifteen credits and at most thirty credits.

General learning outcomes

* Knowledge, understanding and skills

- Be familiar with the broad interdisciplinary debate on sustainable development encompassing connected social, economic, natural and ecological realms. (G-LO1)
- Demonstrate skills and capacity to participate in interdisciplinary and transdisciplinary teams. (G-LO2)

* Application

- Be familiar with and have the ability to use appropriate scientific methodologies in terms of data gathering and analysis, as to gain and integrate a variety of knowledge. (G-LO3)
- Apply concepts and methodologies to examine concrete cases and contexts, such as specific rural and urban regions, cities, ecosystems, protected areas, forests, etc. (G-LO4)
- Show capacity to develop original recommendations for enhanced sustainable development and management in the realms of economic, social, environmental, international and intercultural governance. (G-LO5)

- * Critical (self)-reflection and abilities to communicate with relevant stakeholders and broader publics
 - Demonstrate a critical attitude in the exploration of the sustainability dimensions of policy, planning and economic strategies in interdisciplinary ways. (G- LO6)
 - Think critically regarding contemporary sustainability challenges produced by the interaction between human beings and the environment we inhabit and transform. (G-LO7)
 - Show familiarity with the specific rationale, codes of communication and language to exchange and discuss clearly with both specialist and non-specialist audiences. (G-LO8)
 - Are able to reflect epistemologically on one's own practice and to review one's own knowledge on the basis of its internal scientific coherence and societal relevance from the point of view of sustainability and take responsibility for it. (G-LO9)

Specific learning outcomes for the STeDe trajectory

- * Knowledge, understanding and skills

- Demonstrate insights in critical conditions (e.g. peace and political stability, respect for ownership and property rights, human and social capital) that provide a basis for developing and applying transformative planning and projects at the different territorial levels (local, regional, national and international). (S- STeDe -LO1)
- Demonstrate understanding of complex structures that influence (in positive or negative ways) sustainable development of a territory, such as resources, stakeholder networks, policy or entrepreneurial frameworks, power relations, intercultural understanding versus conflict. (S- STeDe -LO2)

- * Application

- Are able to handle complexity and formulate implications (e.g. mitigation, actions, organization, planning) acknowledging the territorial scale and/or multi-scalar approaches, and the opportunities as well as the limits and constraints of the specific territories and communities at stake. (S- STeDe -LO3)
- Can transfer/apply such knowledge and understanding, including analysis and problem solving abilities in unfamiliar contexts taking into account the profile and resources of a variety of stakeholders and environmental and socio-economic conditions from a multidisciplinary perspective. (S- STeDe -LO4)

- * Critical (self)-reflection and abilities to communicate with relevant stakeholders and broader publics

- Can advise local communities, civil society organizations, ngos and/or policy departments and communicate with a variety of stakeholders with an ability to bridge across cultural differences and different disciplinary languages. (S- STeDe -LO5)
- Can attune proposals, recommendations and judgments to reflections on social and ethical responsibilities of stakeholders in the field as well as to local development levels. (S- STeDe -LO6)

Specific learning outcomes for the ICP trajectory

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* Knowledge, understanding and skills

- Acquire in depth theoretical and applied interdisciplinary knowledge and understanding of socio-ecological systems and nature-culture interactions. (S-ICP-LO1)
- Have in depth knowledge of the meaning and role of governance, the 'social' and all types of collective action underpinning and intervening in the sustainable development. (S-ICP-LO2 S&S)
- Show understanding about the situation of the Global South, including critical awareness of sustainability obstacles and enablers, through multiscalar analysis, connecting scales from the local to the global. (S-ICP-LO3)
- Understanding of the political nature of the governance of the commons, including social and environmental justice consequences. (S-ICP-LO4 S&S)

* Application

- Ability to recognize and analyze the complex mechanisms behind the loss of biodiversity and the associated ecosystem services, at both local and regional scales, and to propose and implement and assess mitigation measures. (S-ICP-LO5 Eco)

* Critical (self)-reflection and abilities to communicate with relevant stakeholders and broader publics

- Reach critical judgements in relation to major environmental controversies (regarding biodiversity, soils, water, food, waste, energy, disasters, climate change,...). (S-ICP-LO6)
- Raise awareness regarding the importance of biodiversity in maintaining the crucial services that natural and semi-natural ecosystems provide to man and society. (S-ICP-LO7)

4.3 Programme details: (e.g. modules or units studied), and the individual grades/marks/credits obtained (if this information is available on an official transcript this should be used here):

2018-2019 Master of Sustainable Development
 Specialisation: Space and Society
 Overall result passed with 73.68 %
 Proclamation date 13 September 2019

Overview programme components year 2017-2018

Programme components		Language	Credits	Results
G0P10B	Geographic Information Systems	EN	6	C 12
S0F06A	Global Environmental Politics	EN	6	C 13
G0I65B	Geographical Research Methods 2: Survey and Data Analysis	EN	3	C 16
G0S30A	Urban Social Geography	EN	6	C 15
G0U62A	Academic Levelling: Space, Society and Ecology	EN	3	C 16
G0U63B	The Sustainable Development Challenge	EN	6	C 15
G0R56A	Global Change, Ecosystems and Sustainability	EN	6	C 14

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G0340A	Urban Political Ecology	EN	3	C 13
G0V81C	Heritage and Sustainable Tourism Development	EN	3	C 14
G0V64A	Communication, Knowledge and the Socio-cultural and Economic Environment of Belgium	EN	3	C 14
G0T80A	Tourism, Globalisation and Sustainable Development	EN	3	C 14
G0I81A	Geography of Development	EN	6	C 15
G0F91A	Biogeography and Macro-ecology	EN	6	C 12

Overview programme components year 2018-2019

Programme components		Language	Credits	Results
G0U60A	Individual Portfolio in Sustainable Development	EN	6	C 15
G0V80C	Master's Thesis and Professionalization : "DisCoord: a tool to raise the awareness on the drivers of floods and landslides Examining the social awareness raising process using a serious game"	EN	30	C 14.80
G0U64A	Sustainable Development Living Lab and Project	EN	15	C 16
S0B91A	Development Cooperation	EN	4	C 16
H02N1A	Strategic Spatial Planning	EN	6	C 15

Examination results are awarded on a scale of 20, though in some exceptional cases students are not graded numerically. A student passes when he/she obtains a result of at least 10 out of 20. Code G (Geslaagd (Passed)) indicates that the student has passed a programme unit that is not graded numerically. In the event that the student passes, he/she obtains a course credit, which is indicated by a C (Credit). Code T (Tolerated fail) indicates that the student has not passed a particular programme unit, but has passed for the programme as a whole. In the event that the student was not obliged to take a programme unit on the grounds of previously completed programmes or practical experience in the field, this is indicated by a V (Vrijstelling (Exemption)).

Title of Master dissertation with the study load, expressed in ECTS credits, and the individual mark: DisCoord: a tool to raise the awareness on the drivers of floods and landslides Examining the social awareness raising process using a serious game (credits 30, results 14.80/20)

4.4 Grading scheme and, if available, grade distribution guidance:

Students at KU Leuven are evaluated on a scale of 0 to 20 (occasionally "pass/fail") for each course. Every student who obtains at least 10 out of 20 (or pass) for a course passes that course; every student who obtains at least 10 out of 20 (or pass) for each of the courses passes the programme.

An overall degree of distinction is awarded to students for the whole programme, if the student has obtained an average (weighted or not weighted) for all ECTS credits of the programme, corresponding with:

- cum fructu, if less than 68% has been obtained;
- cum laude, if 68% or more has been obtained;
- magna cum laude, if 77% or more has been obtained;
- summa cum laude, if 85% or more has been obtained;
- summa cum laude with congratulations of the Board of Examiners, if 90% or more has been

Gina Abreo Delima

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5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:

not applicable

The qualification of master provides access to relevant doctoral programmes, provided that the applicant also meets the additional admission requirements as defined by the institution or programme.

5.2 Professional status:

Title that may be used according to art. 11.76 of the Code Higher Education, coordinated on October 11, 2013:

not applicable.

6 ADDITIONAL INFORMATION

6.1 Additional information:

This programme is offered by the following faculty:

Faculty of Science

If exemptions have been granted based on a Recognition of Prior Learning (EVC) or a Recognition of Prior Qualifications (EVK), this is indicated with the code 'V' in the list of courses under section 4.3. If a reduction of the study load has been granted, its extent is also indicated under section 4.3. Information regarding decisions for granting exemptions or reduction of study load, approved before the academic year 2018-2019, can be obtained from the faculty which organises the study programme.

Information on exemptions granted from the academic year 2018-2019 onwards:
not applicable

Previous training and education of the student:

2013-2014 Master in Management (Leyte Normal University - Philippines)

6.2 Further information sources:

Website of the Flemish Register of Higher Education: <http://www.highereducation.be>

Contact address and website of the higher education institution:

KU Leuven - Universiteit

Oude Markt 13 - 3000 Leuven, Belgium

<http://www.kuleuven.be/kuleuven/>

Contact address and website of NARIC-Vlaanderen: NARIC-Vlaanderen is the Flemish unit within the NARIC-network of the European Economic Area. NARIC is the acronym for National Academic Recognition and Information Centre. The main task of the NARIC is to inform about the academic recognition of diplomas.

NARIC-Vlaanderen

Hendrik Consciencegebouw

Koning Albert II-laan 15

B-1210 Brussel

Tel: 1700 (within Belgium) or +32 2 553 1700 (from abroad)

e-mail: naric@vlaanderen.be

website: <http://www.ond.vlaanderen.be/NARIC>

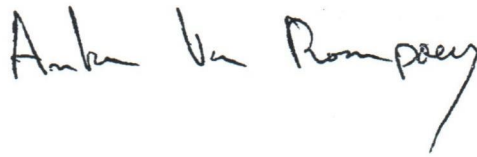
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DATE: 1/2/2020

7.1 Date: 13 September 2019

7.2 Signature:



Professor Anton Van Rompaey
chairperson

7.3 Capacity: chairperson of the board of examiners

7.4 Official stamp or seal: see logo at the bottom of this page.

8 INFORMATION ON THE FLEMISH HIGHER EDUCATION SYSTEM

Flanders (Belgium)

Belgium is a federal state with three communities and three regions:

- the Flemish ("Vlaanderen"), French ("Fédération Wallonie-Bruxelles") and German Community ("Deutschsprachigen Gemeinschaft Belgiens");
- the Flemish, Walloon and the Brussels-Capital Region;

Next to the 3 communities and the 3 regions, there are also four language areas, namely the Dutch, French, German and bilingual (Dutch–French Brussels Capital) language area.

Since 1989 the three Communities have acquired full authority and competency for education.

Flanders is responsible for education in the Flemish Region, including the Flemish institutions in the territory of the Brussels-Capital Region.

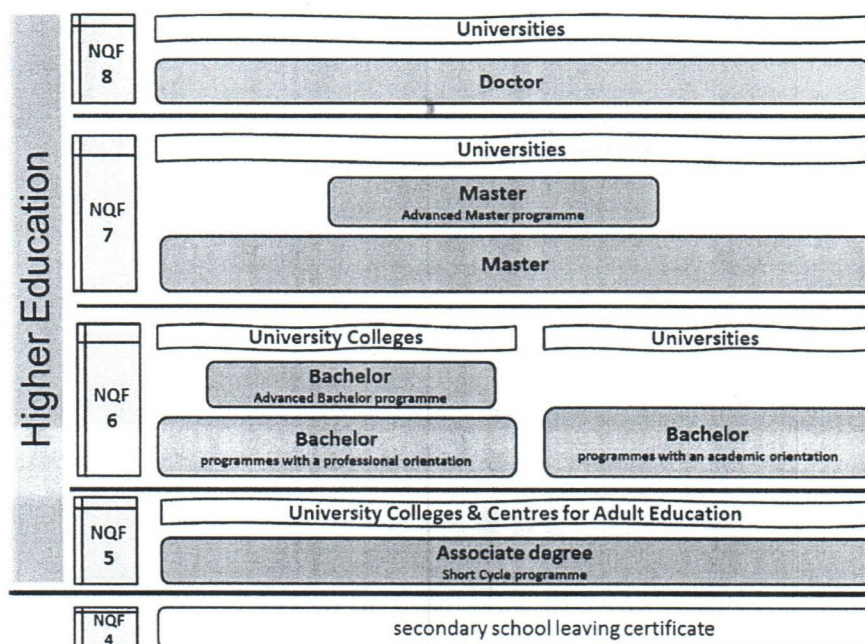
Higher Education in Flanders

Higher education comprises programmes that lead to an Associate's, Bachelor's, Master's or Doctor's degree. It also comprises programmes leading to a Teacher's degree.

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Within the framework of a School of Arts, University Colleges also offer academic Bachelor's and Master's programmes in the fields of study of 'Audiovisual and Visual Art' and 'Music and Performance Arts'.

The Hogere Zeevaartschool offers both professional and academic programmes in the field of study of 'Nautical sciences'.

Short Cycle programme

Programmes in Higher Professional Education have a professional orientation. As with recognized professional qualifications, the competences are laid down following the descriptor elements from the qualification framework and guarantee the application of European, federal or Flemish legislation regarding the professional practice.

Bachelor

Bachelor's programmes have either a professional or an academic orientation.

Programmes with a professional orientation are geared towards general training and the acquisition of professional knowledge and competencies, rooted in the application of scientific or artistic knowledge, creativity and practical knowledge. More specifically, Bachelor's programmes with a professional orientation aim to bring students to a level of general and specific knowledge and competencies required to practice a particular profession or a group of professions independently. The application of European, federal and Flemish legislation regarding the professional practice is guaranteed.

Programmes with an academic orientation are geared towards general training and the acquisition of academic or artistic knowledge and competencies typical for functioning in a domain of sciences or the arts. Programmes with an academic orientation are based on scientific research. More specifically, Bachelor's programmes with an academic orientation aim to bring students to a level of knowledge and competencies, typical for scientific or artistic functioning in general and for a specific domain in sciences or in the arts in particular. The goal is for students to continue to study in a Master's programme or to prepare them for the labour market.

Master

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Master's programmes aim to bring students to an advanced level of knowledge and competencies, typical for scientific or artistic functioning in general and for a specific domain in sciences or in the arts in particular. This level is required for the students to practice sciences or arts independently, or to apply scientific or artistic knowledge in the independent practice of a profession or a group of professions. The application of European, federal and Flemish legislation regarding the professional practice is guaranteed.

The programme is completed with a master's thesis, the study load of which, expressed in credits, is equal to at least one fifth of the total number of credits in the study programme, with a minimum of 15 credits and a maximum of 30 credits.

Doctor

The aim of the preparation of a doctoral thesis is to train a researcher who has the ability to make an independent contribution to the development and growth of scientific knowledge. The doctoral thesis should demonstrate the ability to create new scientific knowledge in a certain field of study or across different fields of study through independent scientific research, including the arts.

The doctoral thesis should have the potential to lead to scientific publications.

Leraar

Teacher

There are two types of teacher training programmes:

- The integrated teacher training programme
- and the academic Teacher's programme.

The integrated teacher training programme is a professional Bachelor's programme of 180 credits. This programme can only be followed at a university college and leads to the regulated profession of teacher in nursery school, primary or secondary education. 45 of the 180 credits are dedicated to practical training.

The academic Teacher's programme is a programme of 60 credits that can be followed in a university college, a university or a center for adult education after having obtained a Bachelor's or a Master's degree. Half of the credits are dedicated to practical training.

Credit system

The number of credits expresses the weight of a programme or programme component. Each credit represents at least 25 and at most 30 hours of study time, i.e. attending teaching activities (lectures, seminars, exercises, ...), preparing for, studying for and taking exams, writing papers or dissertations, or doing exercises or other assignments.

The study load of higher education programmes is as follows:

- short cycle programme (Associate degree): 90 – 120;
- Bachelor's programme: at least 180;
- Advanced Bachelor's programme: at least 60;
- Master's programme: at least 60;
- Advanced Master's programme: at least 60;

No credits are assigned to the preparation of a doctoral thesis.

An average of 60 credits are taken per academic year, which represents a workload of 1500 to maximum 1800 hours.

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Flexible Learning Paths

Students can follow three learning paths through learning agreements:

- degree contract: a contract with a view to obtaining a higher education degree.
- credit contract: a contract with a view to obtaining a credit certificate for one or more programme components;
- exam contract: a contract under specific conditions to only take exams with a view to obtain a degree or a credit certificate for one or more programme components.

Access Requirements Higher Education

Short Cycle Programme

A Diploma of Secondary Education gives direct access to a Short Cycle programme.

Bachelor's programme

A Diploma of Secondary Education gives direct access to a bachelor's programme except to artistic higher education and the programmes in medicine and dentistry. For programmes in the fields of study of 'Audiovisual and Visual Art' and 'Music and Performance Arts' students have to pass an artistic entrance exam. The university colleges organise the entrance exam themselves. For the academic programmes in medicine and dentistry students have to pass an entrance exam. This entrance exam is organised centrally by the Flemish Government.

In order to be admitted to an advanced Bachelor's programme, students should have already obtained a professional Bachelor's degree.

University colleges and universities have made provision in their education and examination regulation for extraordinary access requirements to their programmes taking into account humanitarian, medical, psychological or social reasons and students' merits and competencies.

An assessment of the knowledge of the teaching language may also be required.

Master's programme

A Bachelor's degree obtained after completing an academic Bachelor's programme gives direct access to at least one Master's programme. A university can limit access to a Master's programme to the graduates of a specific academic Bachelor's programme. The university may grant access to holders of a different academic Bachelor's degree, after the successful completion of a preparatory programme. The university may also grant access to holders of a Bachelor's degree obtained after the completion of a professional Bachelor's programme, after the successful completion of a bridging programme of a minimum of 45 and a maximum of 90 credits. Based on the recognition of prior learning or previously obtained qualifications, the study load of the bridging programme may be reduced to nothing.

In order to be admitted to an advanced Master's programme, students should have already obtained a Master's degree.

Doctorate

The general access requirement for a doctorate is the holding of a Master's degree.

The university may require applicants to pass an aptitude test to assess whether they are suitable

A student who has not obtained a Master's degree may be admitted to a doctoral programme after either an aptitude test or an exam.

Recognition of prior learning (RPL)

The Flemish Higher Education Institutions may admit students to their programmes based on previously obtained competences or previously obtained qualifications.

The previously obtained competence is an aggregate of knowledge, insight, skills and attitudes obtained through learning processes that were not confirmed by a study certificate;

The previously obtained qualification, a national or foreign study certificate that indicates that a formal learning path, not necessarily within the education system, was successfully completed.

Quality Assurance Systems

In Flanders, accreditation is a condition to grant the degrees of Bachelor and Master since 2004. All accredited Bachelor's and Master's programmes are listed in the Flemish Higher Education Register: www.hogeronderwijsregister.be

The Nederlands-Vlaams Accreditatieorganisatie (NVAO) is the Accreditation Organisation of the Netherlands and Flanders. In Flanders, a new integrated system for external quality assurance was launched in 2015. It consists of an institutional review, a review trail concerning the management of the quality assurance for programmes and accreditation for a certain group of programmes. This quality assurance system is described on <https://www.nvao.com>.


The NVAO is listed in the European Quality Assurance Register for Higher Education – EQAR - <https://www.eqar.eu/>.

Bolognaprocess and European Higher Education Area (EHEA)

Flanders completed its self-certification under the terms of the Bologna process on 2 February 2009 with the conclusion of several independent international experts showing that the Flemish national qualifications framework (NQF) is compatible with the overarching framework for qualifications of the European Higher Education Area (EHEA). The completion of the self-certification is officially confirmed on the website <http://nvao.com/nqf-vl> by the NVAO as well as on the website of the ENIC/NARIC Network:

<http://www.enic-naric.net/framework-of-qualifications-in-the-europe-and-north-america-region-new.aspx>.

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