



Course Information				
Code:	RIN61003	Course:	EVAL. DE PROYECTOS DE COOPERACIÓN INTERNACIONAL	
Coordination Area / Program:	FAC. DERECHO - RELACIONES INTERNACIONALES			Mode: Presencial
Credits: 04	Tipo de hora	Presencial	Virtual	H. Totales
	H.Teoria	64	0	64
	H.Práctica	0	0	0
	H.Laboratorio	0	0	0
Period: 2024-01	Start date and end of period: del 20/03/2024 al 09/07/2024			
Career: RELACIONES INTERNACIONALES				

Course Pre-requisites		
Code	Course - Credits	Career
	> 100 Créditos.	RELACIONES INTERNACIONALES
	> 120 Créditos.	RELACIONES INTERNACIONALES

Course Coordinators			
Surname and First Name	Email	Contact Hour	Contact Site
PALZA ABRIL, KATERINE MAGDALENA	KPALZA@USIL.EDU.PE	Lunes a viernes 15:00 - 17:00 horas	Campus I pabellón D 3er piso

Instructors
You can check the timetables for each teacher in their INFOSIL in the Classes Development Teachers option Teachers .

Course Overview
Evaluación de Proyectos de Cooperación Internacional, es de formación especializada, tiene un enfoque teórico y permite el desarrollo de las competencias de investigación, política internacional y análisis internacional. Los ejes temáticos son: la evaluación de proyectos, centrándose en el uso de herramientas de evaluación, seguimiento y presentación de informes en un entorno gubernamental o no gubernamental internacional. El producto acreditable es la elaboración de un proyecto de cooperación internacional por parte de los alumnos del curso.

Competencias Profesionales y/o Generales			
Carrera/Programa	Sigla/ Denominación de la competencia	Nivel de la competencia	Aprendizajes esperados
Relaciones Internacionales	CG3: Research	N2 Carry out basic research tasks that contribute to scientific development, applying knowledge, skills, and the logical and scientific method within the framework of ethics and the research lines of the University.	<ul style="list-style-type: none"> • Properly use digital tools applied to your field of research. • Develop research projects applying the scientific research process and the knowledge of the professional career you are studying.
	CP1: International Politics	N2 Utilize the principles that govern international politics to address situations of cooperation	<ul style="list-style-type: none"> • Understand and analyze the principles and theories that govern international politics to comprehend the

		and conflict in a globalized environment.	functioning of international relations in the context of a globalized world.
	CP2: International Analysis	N2 Utilize in-depth research with the purpose of discovering connections between legal, economic, historical, and political phenomena in a multicultural context.	<ul style="list-style-type: none"> Utilize in-depth research with the purpose of discovering connections between legal, economic, historical, and political phenomena in a multicultural context.

General Course Result	Unit Result
<p>At the end of the course, the student will apply his newly acquired knowledge of the scientific method (utilizing evaluation tools), accountability in international politics and cooperation (i.e., utilizing monitoring tools), and scientific writing in international analysis (i.e., using professional reporting and proposal writing skills) to design an international cooperation project (i.e., UNDP proposal), following the ethical behavior of an internationalist.</p>	<p>1. At the end of the unit, the student will apply his/her newly acquired knowledge of evaluation tools in the context of applied sciences (i.e., International Cooperation in Internacional Studies), reflexivity, critical thinking, and the scientific method to research case studies, write a research question, objectives and an abstract, and two reports that will help him/her in the design of the semester's international cooperation project, utilizing reliable academic sources.</p>
	<p>2. At the end of the unit, the student will apply his/her newly acquired knowledge of international cooperation in international studies, monitoring and evaluation tools, accountability and assessment to research case studies, and write a report that will help him/her in the design of the semester's international cooperation project, utilizing reliable academic sources.</p>
	<p>3. At the end of the unit, the student will apply his/her newly acquired knowledge of reporting tools (i.e., Reports and Grant Proposal writing skills) that have a scientific foundation and are professionally informed (data gained throughout the semester about the economic, historical, political, and multicultural contexts that affect international cooperation) to research case studies, write a final report, produce a professional grant proposal, and give an oral presentation that can be used in international cooperation multicultural contexts, also applying the ethical behavior of a responsible internationalist.</p>

Development of activities		
<p>Unit Result 1: <i>At the end of the unit, the student will apply his/her newly acquired knowledge of evaluation tools in the context of applied sciences (i.e., International Cooperation in Internacional Studies), reflexivity, critical thinking, and the scientific method to research case studies, write a research question, objectives and an abstract, and two reports that will help him/her in the design of the semester's international cooperation project, utilizing reliable academic sources.</i></p>		
<p>Session 1: <i>At the end of the session, the student will apply a critical analysis of the theoretical framework in International Cooperation and International Studies to identify problems and scenarios for the students' semester projects, and write a research question, objectives, and an abstract for the semester's final international cooperation project, utilizing the newly acquired critical thinking skills.</i></p>		Semana 1 a 3
Learning Activities	Contents	Evidence

<p>-Participates in group discussions about Science and the Scientific Method. -Works in Q & A Sessions with the professor about Reflexivity and Critical Thinking in the Social Sciences. -Does Discussion Board assignments about the topics discussed. -Presents his work on the Discussion Board to Class. -Listens to Lecture about the topics discussed in the Session.</p>	<p>Critical Thinking, Reflexivity, the Scientific Method in the Applied Sciences (Research Questions and Objectives), International Cooperation and International Studies, Policy Analysis, and Academic Writing.</p>	<p>Discussion Board: Critical Analysis of the Scientific Method: https://nonprofitviz.com/60-second-data-tips/2019/12/3/when-to-and-not-to-use-a-bubble-chart-8g4bj-nmssj-8gjly-m6k3l-3354a-2hzga-2zgtt-8h8bb-75k8g-f7ace-97fcf-bc6xy-m4252-dkglh-69nlw Discussion Board: Critical Analysis of International Cooperation and International Relations Theories Group Assignment 1: Abstract with the Research Question and Purpose Statement of your International Cooperation Project.</p>
<p>Session 2: <i>At the end of the session, the student will apply digital tools (online articles and bibliographic managers) to learn about the ethical scientific process of program evaluation in the context of International Cooperation, to case studies discussed in class, and the writing of two reports that will help in the final semester's international cooperation project; doing this in an ethically responsible way</i></p>		
<p>Learning Activities</p>	<p>Contents</p>	<p>Evidence</p>
<p>-Understands the use of an academic style of writing (APA 7th, ed.). -Applies academic writing to his first two reports. -Analyzes ethical considerations in scientific studies (basic and applied). -Participates in groups discussions. -Participates in Q & A sessions with the professor. -Does Discussion Board Assignments about the topics discussed. -Presents work on the Discussion Board to class. -Listens to lecture about the topics discussed in the Session.</p>	<p>Peer-reviewed Scientific Articles, Official Sources, Program Evaluation as an Applied Field, Ethical Considerations, Academic Writing Styles (APA 7th Ed.)</p>	<p>Week 4 – Report 1: Policy Program Evaluation of your proposed project Week 6 – Report 2: Ethical Issues in your proposed project Discussion Board: Use Canva or any app to upload the Logic Models of your proposed projects</p>
<p>Unit Result 2: <i>At the end of the unit, the student will apply his/her newly acquired knowledge of international cooperation in international studies, monitoring and evaluation tools, accountability and assessment to research case studies, and write a report that will help him/her in the design of the semester's international cooperation project, utilizing reliable academic sources.</i></p>		
<p>Session 3: <i>At the end of the session the student will identify stakeholders and the politics involved in the diverse contexts of the international cooperation milieu by reading case studies and participating on discussion boards, to prepare for the writing of his final proposal in an ethically responsible way.</i></p>		
<p>Learning Activities</p>	<p>Contents</p>	<p>Evidence</p>
<p>-Does Required readings for the session. -Understands who stakeholders are in an international cooperatino project. -Learns about needs assessment and</p>	<p>Stakeholders and Accountability in International Cooperation, (Local Populations, Needs Assessment, Social Impact Assessment), International Politics and</p>	<p>Discussion Board: After reading the article Reflections on Vicos, and watching the videos: Secrets of the Tribe: https://www.youtube.com/watch?v=EGwDjwxUAqc So that Men are Free: https://www.youtube.com/watch?v=Yo6u0aQxDQE discuss how ideology played a role in international</p>

Semana 4 a 6

Semana 7 a 8

social impact assessment. -Participates in group discussions about the topic of the session. - Participates in Q & A sessions with the professor. -Listens to lecture. -Does discussion board assignments about the topic of the session. - Presents the work done on the discussion board to class.	International Cooperation, Comparing International Cooperation Projects.	cooperation or development projects during the cold war era?
Session 4: <i>At the end of the session, the student will contrast monitoring and evaluation processes in results-based international cooperation project design across the world to learn about these processes in real scenarios, and based on this knowledge work on case studies, and write a report that will help in the preparation for his final grant proposal of the semester, in an ethically responsible way.</i>		Semana 9 a 11
Learning Activities	Contents	Evidence
-Does required readings for the session. - Understands design, monitoring, and evaluation of International Cooperation projects around the world. - Participates in group discussions about the topic of the session. - Participates in Q & A sessions with the professor. Listens to lecture. Does discussion board assignments about the topics of the session. Presents the work done on the discussion board to class.	Accountability, Design, Monitoring, and Evaluation of International Cooperation Projects around the World. Case Study of South-South Cooperation Projects	Discussion Board: Students will debate in the discussion board about the strategies for innovation that different projects utilized, based on the strategies for innovation presented in class. Week 10 – Report 3: Needs assessment of the target population in your proposed project.
Unit Result 3: <i>At the end of the unit, the student will apply his/her newly acquired knowledge of reporting tools (i.e., Reports and Grant Proposal writing skills) that have a scientific foundation and are professionally informed (data gained throughout the semester about the economic, historical, political, and multicultural contexts that affect international cooperation) to research case studies, write a final report, produce a professional grant proposal, and give an oral presentation that can be used in international cooperation multicultural contexts, also applying the ethical behavior of a responsible internationalist.</i>		
Session 5: <i>At the end of the session, the student will employ the tools learned inductively in scientific report writing and current world affairs throughout the semester, and the grant proposal writing skills being acquired, to work on case studies, prepare a Logic Model, and write a final report, in an ethically responsible manner</i>		Semana 12 a 14
Learning Activities	Contents	Evidence
-Does required readings for the session. - Participates in Q & A sessions with the professor -Participates in discussion boards on the topics of the session. - Presents his work on the discussion boards to	Statement of Purpose, Theoretical Orientation and Significance, Methodology, and Budget, Interdisciplinary and Collaborative Research, Participatory Action Research (PAR).	Discussion Board: Logic Models and Theories of Change: How does what you have learned about logic models in the semester relate to the Theory of Change described in the following video: https://www.youtube.com/watch?v=VtMRMKFmDm4 Discussion Board: How does evaluation from the Bottom up look like utilizing Collaborative and PAR strategies? Week 12 – Report 4: Monitoring and Evaluation of your proposed Project.

class. -Puts together the skills they have been learning about report writing with grant proposal writing, and the current world affairs data, all under the scientific framework required to present a grant proposal to an IGO (i.e., UNDP).		
<p>Session 6: <i>At the end of the session, the student will utilize the scientifically obtained data throughout the semester, and the information gained about the economic, historical, political, and multicultural contexts that affect international cooperation, to produce the final project proposal presentation for the course, and defend it during the final sessions, in an ethically responsible manner.</i></p>		Semana 15 a 16
Learning Activities	Contents	Evidence
-Participates in Q & A sessions with the professor. -Participates in discussion boards based on the topics of the session. -Presents discussion board work to class. -Prepares for final Grant Proposal Presentation by assigning and delegating parts of the presentation to the group members and deciding how/what to present.	Putting the Grant Proposal to the Audience test. What main stakeholders want to know about your proposal Oral Presentations	Discussion Board: Watch the video: https://www.youtube.com/watch?v=yoD8RMq2OkU Based on the information provided in the video, discuss the importance of presenting your proposal to the main stakeholders Week 14 – Final Project: UNDP Grant Proposal Week 15-16 – Final Exam (Oral Presentation of the UNDP Project Proposal)

Methodology
<p>The course will be developed based on the following methodologies: Aprendizaje basado en proyectos , This course will be applying the following strategies and methods: Report and grant proposal (scientific, academic, and professional) writing will be an integral part of the teaching strategies the entire semester; from the initial aspects of it learned inductively during the first two units (by writing reports and replying on discussion boards), until the step-by-step process of grant proposal writing learned in unit three; the scientific method will be emphasized in every aspect of the course throughout the semester from the time students decide on a research question, statement of purpose, do their literature review, design their methods, analyze their results, and write their discussion for their projects. Finally, critical thinking will not be a cliché in this course since students will need to search into the foundations of it in order to create spaces for discussions that are free from bias or prejudice in the multicultural contexts that we will be covered in class. Finally, ICTs (Information and Communication Technologies) will be applied in the form of apps, sites, graphics, illustrations, ppts, videos, quizzes, or any other ICT tool available online that can help in the learning process</p>

Assessment System				
<p>Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.</p> <p>The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.</p>				
Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
Continuous Assessment	70%			
Final Project	28,57%		Semana 16	No

Participación	28,57%		Semana 15	No
Quizzes	42,86%			
Quiz 1		Se elimina la nota más baja	Semana 5	No
Quiz 2		Se elimina la nota más baja	Semana 8	No
Quiz 3		Se elimina la nota más baja	Semana 11	No
Quiz 4		Se elimina la nota más baja	Semana 14	No
Examen Final	30%	Creditable product.	Semana 16	No

Attendance Policy	
Total Percentage Absences Permitted	30%
<p>Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).</p> <p>In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.</p>	

Basic Required Reading
<p>[1] Ramalingam, Ben. (2015). <i>Aid on the edge of chaos : rethinking international cooperation in a complex world /</i>. (1st ed.). Oxford University Press.,</p> <p>[2] Rouquayrol Guillemette, Leda (2005). <i>Guide to cooperation between the European Union and Latin America</i>. Association CEFICALE.</p> <p>[3] Organización Mundial del Turismo (2004). <i>Cooperación y asociaciones en turismo: una perspectiva mundial</i>. OMT.</p> <p>[4] Reus-Smit C. & Snidal, D. (2008). <i>The Oxford Handbook of International Relations</i>. Oxford University Press.</p> <p>[5] Baylis, J. et al (2011). <i>The globalization of world politics : an introduction to international relations</i>. (5th ed.). Oxford University Press.</p>

References Supplementary

Prepared by:	Approved by:	Validated by:
	NIETO MELGAREJO, PATRICIA	Office of Curriculum Development
Date:	Date: 01/04/2024	Date: 04/04/2024