

**1. Course Code**

2288

**2. Course Title**

S8e:International Development Cooperation

**3. Teacher**

BAIG, Maruf

**4. Term**

Fall 1

**5. Course Requirements (Courses / Knowledge prerequisite for this course)**

None

**6. Course Overview and Objectives**

The entire focus of the lecture will be to equip the students with the information covering the ground realities of International cooperation to the extent possible. Initially starting with the broad overview of the international development perspectives gradually the focus will be more articulated to JICA, United Nations/ Third sector led development aspects and will be concluded with development project management insights. There will be a range of guest speakers who are senior managers connected over SKYPE from varied international organizations to answer students questions. Students will also get the chance to connect them for future reference.

**7. Course Outline**

- 1 Historical overview of development cooperation explained
- 2 political background of development cooperation explained
- 3 Historical overview of the development of NGOs explained
- 4 Contributions of NGOs to international development explained
- 5 The historical dynamics of Japans engagement with Africa explained
- 6 The latest interventions of Japanese assistance covered
- 7 Group Presentation
- 8 Group Presentation
- 9 Historical Background of United Nations explained
- 10 Transition from MDGs to SDGs explained
- 11 Geert Hofstedes Cultural Intelligence explained for better project management
- 12 How cultural intelligence leads international projects to success explained
- 13 Group Presentation
- 14 Group Presentation
- 15 Social Business Model as a development cooperation intervention explained
- 16

**8. Textbooks (Required Books for this course)**

Not required.

### 9. Reference Books (optional books for further study)

A list of supplementary readings will be provided for the entire course in due course.

### 10. Course Goals (Attainment Targets)

- (1) Students get exposed to on the ground practices of development cooperation
- (2) Students get insights of Not For Profit Vs For profit interventions
- (3) Students consider cultural aspects in developing projects/programs
- (4)
- (5)
- (6)
- (7)
- (8)

### 11. Correspondence relationship between Educational goals and Course goals

| Educational goals of the school |  | Course Goals            |     |
|---------------------------------|--|-------------------------|-----|
| High level ICT skills           | Basic academic skills                                  | (1), (2)                |     |
|                                 | Specialized knowledge and literacy                     |                         |     |
| Human skill (Tankyu skill)      | Ability to continually improve own strengths           |                         |     |
|                                 | Ability to discover and resolve the problem in society | Problem setting         |     |
|                                 |  | Hypothesis planning     |     |
|                                 |  | Hypothesis testing      |     |
|                                 | Fundamental Competencies for Working Persons           | Practice                |     |
|                                 |  | Ability to step forward | (3) |
| Ability to think through        |  | (3)                     |     |
|                                 | Ability to work in a team                              | (3)                     |     |
| Professional ethics             |  |                         |     |

### 12. Evaluation

| Goals      | Evaluation method & point allocation |      |         |              |              |       |
|------------|--------------------------------------|------|---------|--------------|--------------|-------|
|            | examination                          | Quiz | Reports | Presentation | Deliverables | Other |
| (1)        |                                      |      |         | ○            |              |       |
| (2)        |                                      |      |         | ○            |              |       |
| (3)        |                                      |      |         |              |              |       |
| (4)        |                                      |      |         |              |              |       |
| (5)        |                                      |      |         |              |              |       |
| (6)        |                                      |      |         |              |              |       |
| (7)        |                                      |      |         |              |              |       |
| (8)        |                                      |      |         |              |              |       |
| Allocation |                                      |      |         | 100          |              |       |

### 13. Evaluation Criteria

|             |  |
|-------------|--|
| Examination |  |
| Quiz        |  |
| Reports     |  |

|              |  |
|--------------|--|
| Presentation | This course is not purely technical. As long as students demonstrated clarity of the concept by reflecting the materials covered they fulfill the core expectation. Variation of students English proficiency is wide spread hence the instructor entirely focuses on their conceptual clarity and sincere effort for better |
| Deliverables |  |
| Other        |  |

#### 14. Active Learning

|  |  |              |
|--|--|--------------|
| Hourly percentage of active learning within the whole class time |  | 80%          |
| 1  | Active learning such as problem solving assignment using the knowledge and skills acquired in class. | Sometimes    |
| 2  | Active learning such as group works and discussions.   | All the time |
| 3  | Outcome presentations and feedbacks.   | Sometimes    |
| 4  | Students actively make decisions on how the class should be conducted.                               |              |

#### 15. Notes

1. Students may be requested to read supplementary materials before the class.
2. On top of JICA library, students might need to access open sources.
3. Electronic version of reading materials will be shared one week before the session.
4. Evaluation will be made entirely on the group presentation. Further instruction will be provided in due course.

#### 16. Course plan

(Notice) This plan is tentative and might be changed at the time of delivery

Lesson 1-2: An overview on development cooperation and career prospects

(Lecture 120 mins, Discussion with online Resource Person 60

Literature review: Theories of Development Cooperation

Brief on development partners JICA, USAID, UN, GEF, DFID, World Bank, DFAT (Australia), CIDA etc.

Creation of new World Bank i.e. Asian Infrastructure Investment Bank

South-South Cooperation

\*Online Session with resource persons: UNDP/ BRAC/ Grameen Bank/ ICT4D professionals Innovators from Africa/else

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### Lesson 3-4: NGOs as an actor to development cooperation

(Lecture 120 mins, Discussion with online Resource Person 60)

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#### Third Sector Led Development

History of NGO led social development

NGOs as a supplement to local Governments development mandate

\*Online Session with resource persons: UNDP/ BRAC/ Grameen Bank/ ICT4D professionals Innovators from Africa/else

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### Lesson 5-6: Japan as a development partner an overview

(Lecture 180 mins)

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Summary on Japan's Official Development Assistance

JICA as a development partner

Overview of JICA projects, JOCV and Research credentials

TICAD overview and challenges faced by Japanese companies regarding doing business in Africa

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### Lesson 7-8: First Presentation

(Presentation 180 mins)

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Group Presentation

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### Lesson 9-10: United Nations led development assistance an Overview

(Lecture 120 mins, Discussion with online Resource Person 60)

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Overview on UN led development assistance

MDGs and SDGs

UNREDD program and the prospect of ICT

\*Online Session with resource persons: UNDP/ BRAC/ Grameen Bank/ ICT4D professionals Innovators from Africa/else

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### Lesson 11-12: Cultural Intelligence for Development Project Management

(Lecture 120 mins, Discussion with online Resource Person 60)

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Geert Hofstede's Cultural Intelligence and Country Perspectives

\*Online Session with resource persons: UNDP/ BRAC/ Grameen Bank/ ICT4D professionals Innovators from Africa/else

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### Lesson 13-14: Final Presentation

(Presentation 180 mins)

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Final Presentation

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### Lesson 15: The Inclusion Perspective of Development

(Lecture 30 mins, Discussion with online Resource Person 60 mins)

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Social Business Vs Business.

A case study on Grameen Danone Foods Ltd.

\*Online Session with resource persons: BRAC/ Grameen Bank/ ICT4D professionals Innovators from Africa/else

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