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# **PARTNERING WITH HIGHER EDUCATION FOR INTERNATIONAL DEVELOPMENT**

ALO & USAID...A Mandate of Service for Development Locally, Regionally, and Globally

## **2000 Special Request for Proposals: Human Resource Development in the Rwandan Agriculture Sector**

**Date Issued: April 20, 2000  
Date Proposals Due: June 20, 2000**

Institutional Partnerships in Higher Education for International Development

### **Institutional Partnerships in Higher Education for International Development**

The United States Agency for International Development (USAID) in September 1997 awarded a five-year Cooperative Agreement, subject to possible extension, to the American Council on Education, with the American Association of Community Colleges, the American Association of State Colleges and Universities, the Association of American Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

The Agreement (HNE-A-00-97-00059-00) seeks to mobilize the resources of American higher education in support of international development cooperation. One portion of the Agreement supports partnerships between higher education institutions in the United States and in cooperating countries to demonstrate how they can apply their expertise collaboratively to global, regional, and local development challenges, and to increase the capacity of institutions in USAID-assisted countries to contribute to development.

These partnerships, which usually involve the institutions' private and public sector partners, will expand ways in which universities, colleges, and community colleges may meet their mandate of service to include the development of the local community, the region, the nation, and another part of the world. The Institutional Partnership Program is administered by the Association Liaison Office for University Cooperation in Development (ALO).

### **Institutional Partnership Program Objectives**

ALO and USAID seek to support American academic institutions as they engage with higher education associations and institutions in developing and newly independent countries to:

- address collaboratively an array of complex economic, social, and educational issues and development problems;

- strengthen their respective capacities for conducting their educational missions of teaching, research, and service to address development priorities including the improvement of basic education and the reform of higher education;
- contribute to the preparation of a responsible citizenry and a skilled workforce engaged in a global marketplace;
- increase the attention to and understanding of international education and development issues on campuses and among the institutions' constituencies; and
- disseminate information and share results of development cooperation both abroad and in the U.S.

### **Where and How USAID Works**

Through the Institutional Partnership Program, ALO works to link the technical and human capacity-building strengths of higher education institutions in the U.S. with their counterparts abroad to address the following strategic goals of USAID:

- to encourage broad-based economic growth and agricultural development;
- to strengthen democracy and good government;
- **to build human capacity through education and training;**
- to stabilize world population and to protect human health;
- to protect the world's environment for long-term sustainability; and
- to reduce suffering associated with natural or man-made disasters and to re-establish conditions necessary for political and/or economic development.

USAID typically works in countries that have committed to achieving sustainable development and to cooperating with the United States. USAID also assists specific countries working to shed economically repressive legacies and those emerging from post-conflict situations. In addition, USAID supports cooperative efforts to prevent crisis and bring stability to affected countries.

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**ALO**

Association Liaison Office  
for University Cooperation in Development

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**USAID**

United States Agency  
for International Development

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## Advantages of International Partnerships in Higher Education

Higher education partnership activities foster innovative opportunities for addressing development problems and advancing USAID goals and strategic objectives. They facilitate the building of greater capacity within partnering institutions overseas to respond to national, regional or local development needs. The programs strengthen the capacities of higher education institutions in developing countries and in the U.S. to conduct their educational missions of teaching, research, and service.

In addition, the partnerships help identify and make accessible relevant college and university resources and expertise and promote greater involvement of colleges and universities in economic and social development. The partnerships usually attract new supporters – from federal, state, and local levels to private corporations and foundations. Together, they foster the sharing of social, economic, and educational development expertise among higher education institutions and organizations, USAID, other international assistance organizations, and the general public.

## USAID's Program Strategy for Rwanda

Rwanda is in a post-war, post-genocide period of transition. Its new government is committed to helping its rural and urban populations regain stability and trust and to leading its people into an era of peace and economic growth. The government and donors alike recognize that achieving broad-based food security is a crucial first step in this transformation, and it is toward this end that USAID/Rwanda has adopted a strategic objective (SO3) focused on Rwanda's large agriculture sector: **"Increased Ability of Rural Families in Targeted Communities to Improve Household Food Security."** Under this SO there are four intermediate results (IRs): (1) increased Government of Rwanda capacity in agricultural/rural development policy analysis, formulation, and implementation; (2) created and expanded internal production/marketing chains that promote broad-based economic growth; (3) improved ability of agricultural institutions to develop and transfer technology to increase agricultural productivity and farm household income; and (4) **improved national human resource capacity in the agricultural sector, including trained professionals in field-driven, participatory research and outreach to farmers**, to serve the needs of both the private sector and civil society. The present activity, aimed at meeting the goals of IR4 under SO3, has been designated the **"Partnership for Enhancing Agriculture in Rwanda through Linkages (PEARL) Activity."**

## The Rwanda Solicitation and Terms

USAID/Rwanda seeks to support a linkage between a U.S. university or universities and the Université Nationale du Rwanda (UNR) for the purpose of addressing IR4 of SO3. This solicitation calls for proposals from U.S. colleges and universities interested in working with UNR on developing Rwanda's human resources in the agricultural sector.

ALO will conduct a peer-reviewed competition to award one cooperative subagreement to a lead U.S. higher education institution to implement a cooperative, mutually-beneficial partnership between one or more higher education institutions in the U.S. and UNR. The subagreement will cover a two-year period from on or about September 30, 2000 to September 30, 2002. It is expected that the subagreement may be extended one year, to September 30, 2003. The partners will collaborate to provide direct technical and material support toward the realization of the agriculture human resource activity. The success of the partnership will be measured primarily by the extent to which it achieves the intended results of the PEARL activity as described above. Pending the expected extension of ALO's Cooperative Agreement with USAID and pending the expected obligation of USAID funds for FY2000 and FY2001, the amount of the award will be up to \$2,900,000. The initial award obligation, for Year One activities, will be \$650,000.

Proposals must clearly identify: (1) the outcomes to be achieved and the activities to be accomplished by each succeeding phase; (2) the phases by timeframe; and (3) the budget for each phase (or by timeframe) and a composite budget. Applicants should plan for a two-year award period (through 9/02), with a possible extension through 9/03. Attention should be given in the partnership design to include provision of expertise, training (in Rwanda and the U.S.) of Rwandans directly pertinent to the implementation of the PEARL activity, curriculum and other materials development, equipment, and communication.

Grant funds for the partnership will be disbursed to the lead or coordinating institution, association, or consortium in the U.S. based on the proposal's timeframe of work. The lead U.S. institution is responsible for disbursements (reimbursements) to its collaborating higher education partners including, most importantly, UNR. Disbursements will be in accord with the agreed-upon activity schedule and budget.

Proposal applications must be received at ALO **by June 20, 2000, 5:00 p.m. Eastern Standard Time.** Faxed or electronically transmitted applications will not be accepted. A panel of peer reviewers, expected to include one representative from USAID/Rwanda and one representative from UNR, will evaluate the proposals in the month following the closing date of this solicitation. Notification of the partnership selected for the award is expected upon receipt of Mission concurrence.

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The award will be executed as a subagreement between the lead U.S. college or university and the American Council on Education, through the Association Liaison Office for University Cooperation in Development, under USAID Cooperative Agreement HNE-A-0097-00059-00. The institution recommended for the award will receive a draft version of the subagreement to review, and the revised draft subagreement will then be submitted to USAID's Office of Procurement for approval. The subagreement is slated for full approval by September 30, 2000, and work is expected to begin immediately upon execution of the subagreement.

USAID/Rwanda serves as the principal funding agent for this Institutional Partnership award and will provide funds through USAID/Washington to ACE/ALO specifically for this award. USAID/Rwanda is responsible for ensuring that the PEARL activity contributes to the strategic objectives of the Mission. USAID will set the strategic direction of the activity and participate in its conceptualization and implementation and in the selection of the lead U.S. institution. The primary contact official for USAID/Kigali is Mr. Menwuyellet Moussie, e-mail: mmoussie@usaid.gov.

### **Institutional Landscape**

Across all institutional partners in the PEARL activity, the overall objective will be to build vibrant and lasting ties and open dialogue between the partners and their primary constituents: farmers, rural groups and cooperatives, small agro-enterprises, entrepreneurs, and rural leaders and their communities. The designated lead university in Rwanda for this partnership will be the Université Nationale du Rwanda (UNR), BP 117 Butare, Rwanda, URL: <http://www.nur.ac.rw>. The primary contact officials are Dr. Emile Rwamasirabo and Mr. Jean Bosco Buteiza.

### ***Université Nationale du Rwanda (UNR)***

By self-admission, the Faculty of Agriculture (FOA) at UNR has been a step removed from the broad array of needs and problems of Rwanda's rural population over the years. As a part of post-war academic reform, the faculty has begun to organize around a new approach, one that makes teaching and research programs directly relevant to problem solving in rural communities. Outreach and the promotion of entrepreneurship have become central to the future of the institution. To plan and implement this new role successfully, FOA outreach capacity will need to be strengthened and problem-based learning introduced. Students will need to develop skills to address issues beyond their immediate environment and to establish a dialogue with the communities they are intended to serve. Demonstrating its commitment to applied research and instruction, and to the importance of making these programs responsive to community needs,

the FOA has begun planning for the addition of three new applied academic departments: agricultural extension education, food technology, and agricultural economics. It has also declared its need to adopt the same problem-solving approach in traditional programs such as crop science, animal science, soil science, and agricultural engineering.

In addition to the changes necessary to apply its programs to community needs, the FOA is striving to restore capacity reduced in the aftermath of the devastating 1990-1994 civil war and genocide. More than half (12) of the Ph.D. level faculty were lost or fled the violence. Today there are a total of only six Ph.D.s, and several of these are visiting faculty from Egypt, India, and other countries. They are aided by seven B.S.-level assistant lecturers and three technicians. There are another four junior faculty currently in M.S.-level training in the U.S., the U.K., and Belgium. Of approximately 4,500 students at UNR, only 102 are pursuing their degrees in the FOA. Twenty percent of these are women and all but six are francophone, despite the institution's desire to have equal numbers of French- and English-speaking students.

### ***Institute for Agricultural Research (ISAR)***

ISAR, Rwanda's institutional focus for agricultural research, is under the administration of the Ministry of Agriculture (MINAGRI). It is likewise in a period of rebuilding and institutional reform. Human resource capacity and research programs were devastated during the war. Today, only three Ph.D.s and three M.S. trained scientists remain. Another 34 B.S.-level graduates with generalized training in agronomy constitute the bulk of the research staff. ISAR maintains 23 research programs, touching on all of the major and most of the minor crops in the country: beans, maize, potato, cassava, sweet potato, and sorghum among them. Priority training needs have been expressed in the areas of agricultural economics, extension education, plant pathology, entomology/integrated pest management, and biostatistics. Activities are spread across ISAR's three regional research stations at Rubona, Karama, and Ruhengeri.

ISAR acknowledges the need to re-orient programs and approaches to be more responsive to community development needs. While some emphasis has been placed on restoring links with international research institutions, efforts to generate sustained dialogue and working relationships with farmers, farmer groups, NGOs, and other local-level institutions within the country have been made only on an erratic and ad hoc basis. Researchers lack the outreach skills and methodologies to build these vital ties and therefore tend to develop their programs in relative isolation

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from their client group. ISAR recognizes that such community-based linkages are vital, especially in the areas of post-harvest processing, storage, quality control, and marketing. Market subsector studies are recognized as one of the most glaring voids in all of ISAR's commodity programs.

Recently, ISAR has entered into an agreement with UNR to facilitate exchanges of researchers, student interns, and other personnel with the goal of enriching programs and opportunities at both institutions.

#### ***Other Institutional Partners in Rwanda***

The PEARL activity in Rwanda will likely involve several other key players in addition to UNR and ISAR. The Kigali Institute of Science, Technology and Management, Le Centre de Formation et de Recherche Coopératives, and non-governmental organizations (NGOs) are among the institutions in Rwanda known for their accomplishments in applied training and are envisioned as potential resources or collaborators in the activity implementation. Brief descriptions follow:

#### ***Kigali Institute of Science, Technology and Management (KIST)***

KIST, the first technological institution of higher learning in Rwanda, opened in November 1997, with an initial enrollment of 209 men and women. The Institute was established as a high priority by the Government of Rwanda in response to the drastically reduced skilled national labor pool resulting from the events of 1990-1994. KIST's mission is to produce qualified experts and technicians in areas crucial to Rwanda's reconstruction and development such as city planning, water supply management, computer services, business administration, building and construction, entrepreneurship, and mechanical engineering.

#### ***Le Centre de Formation et de Recherche Coopératives (IWACU)***

Founded in 1984, IWACU is an NGO dedicated to strengthening the capacity of rural cooperatives and associations throughout Rwanda. The Center provides support through research, printed and electronic materials, radio broadcasts, survey analyses, symposia, seminars, colloquia, and vocational training in areas such as basic management, accounting, marketing, and finance.

#### ***Non-Governmental Organizations (NGOs)***

The NGO community in Rwanda offers a unique institutional linkage with the rural population. It is engaged in projects and other activities in virtually every prefecture and commune in the country. Because of this extensive local-level involvement, the NGOs

are well positioned both as a potential voice for farmers and farmer groups, and as a vehicle for rural community outreach. They are experienced at diffusing new ideas and technologies and are trusted by their constituents. Some of the major international NGOs with operations in Rwanda are: ACDI-VOCA, CARE, Catholic Relief Services, Save the Children UK, and World Vision.

#### **The PEARL Activity Plan**

Rwanda's agricultural research and education institutions, government agencies, NGOs, private sector, and local community leaders are being called upon to provide solutions to broad-based agricultural development problems. Central to their response is the development of institutional mechanisms and capabilities that will promote community-based learning and research. It is expected that the PEARL activity will contribute in measurable ways to achieving this goal through a creative program of capacity-building and support aimed primarily at the Faculty of Agriculture at UNR and ISAR, and resulting in demand-driven structured training for both the private sector and civil society. Four areas envisioned for particular attention under PEARL are described below:

##### ***1. Outreach Center***

A center for community outreach and participatory research will be established under the PEARL activity. The mission of the Outreach Center will be to serve as a focal point for linking community-based development needs with applied agricultural education, research, and private entrepreneurship. The Center will act as a catalyst for effective exchange of information, technologies, and ideas among and between members of the research community, development agents, the rural population, and the private sector.

Illustrative activities of the Outreach Center might include:

- Promoting participatory, demand-driven research programs by making appropriate links between faculty/researchers, private entrepreneurs, and those involved in community level development programs;
- Hosting farmer-NGO-researcher-entrepreneur best-practices exchange sessions and field visits;
- Coordinating technology training programs for farmers and farmer groups;
- Serving as an information resource center for agro-processing technologies;
- Organizing training opportunities for farmers and farmer groups, NGOs, and members of the private sector through IWACU, KIST and other existing training centers;
- Networking with regional/international research and outreach institutions in search of applicable technologies and diffusion methods;

- Diffusing available and successful technologies via radio/television/print media; and
- Providing Information Technology (IT) services

*Support to the Private Sector.* While the Outreach Center is to serve as a dynamic bi-directional link between academia and the agriculture community, it is also expected to serve as an important resource for the private sector. Agribusiness would stand to benefit significantly from access to the latest research findings about technologies, as well as from understanding the needs of individual farmers and farming groups. Capitalizing on its marketing know-how, the private sector could play a vital role in the commercialization and distribution of new technologies and methodologies to the agriculture community. For the purposes of upgrading the skills of members of the private sector, the Center is expected to invite U.S. business representatives to Rwanda to provide short-term training in important areas such as marketing, investment, and IT. The aim is that at least fifty percent of the beneficiaries of the training are to be women.

*Administrative Structure.* Administratively the Outreach Center is envisioned as a semi-autonomous unit potentially housed at UNR, ISAR, or both. It may also serve as an institutional foundation for the recently developed UNR/ISAR linkage agreement. These administrative structures will be established jointly among the partnering institutions and USAID/Rwanda.

*Staffing Guidelines.* At a minimum, the Outreach Center will initially be staffed with a Director, a Research Liaison Agent, a Community Liaison Agent, an IT Specialist, and modest administrative and clerical support. UNR faculty, ISAR researchers, teachers, business representatives, NGO representatives, and other individuals with applicable knowledge and skills will provide expanded teaching capacity for outreach education. Recruitment of Outreach Center personnel will occur during the first month of in-country operations.

## **2. Faculty/Researcher Development**

Restructuring in the FOA has resulted in plans for the creation of three new departments (agricultural extension education, food technology, and agricultural economics) and the adoption across all programs of an approach that will make teaching and research programs more relevant and responsive to the needs of both rural communities and the private sector. ISAR administrators are likewise committed to strengthening the capabilities of their research staff in ways that will enhance the value of their research results to farmers and agribusiness interests. In addition to developing these needed outreach skills, FOA/ISAR faculty and researcher capacity in teaching and research needs

to be upgraded and strengthened across the board. Increasing computer/Internet literacy would be one way to address this weakness.

Through an active, mutually-beneficial partnership with a U.S. university, these faculty/researcher development needs can be met. Illustrative activities might include:

- Focused professional visits to develop more effective teaching, research, and outreach skills. Professional visits could take place in Rwanda and in the U.S. They could involve close collaboration between faculty from partnering institutions in designing joint research ventures, developing new course materials, etc.
- Short-term targeted training in key research, teaching, and outreach methods. Short-term training may include existing training programs in the U.S. or third country sites. Training may also be specially organized and delivered in Rwanda to target faculty and researchers.
- Study tours in the U.S. and third country sites to gain exposure to successful examples of participatory research and outreach.
- Faculty and student exchanges. Such exchanges may be organized around sabbatical leaves, as internships for students in agricultural sciences, or in connection with M.S. training programs supported through the PEARL activity.
- A visiting faculty short-course series focusing on areas of expressed need such as integrated pest management, grades and standards, agricultural processing technologies, extension methodologies, etc.

## **3. M.S. Training in Agricultural Sciences**

In addition to the need for faculty/researcher development described above, there is a need for advanced degree training in key agricultural areas. Long-term M.S. training is described here separately from other faculty/researcher development because it will require unique management skills and experience and because it is expected to receive a sizable proportion of the PEARL activity resources. The extensive loss of M.S.- and Ph.D.-trained personnel during the violence has meant that much of the responsibility for teaching and research has fallen upon the shoulders of assistant lecturers and junior researchers, most of whom have received no training beyond the B.S. level. At ISAR, the situation is equally dire as the vast majority of the research staff has received no advanced degree training. As a step towards addressing this glaring need for specialized training, the PEARL activity will include an M.S.-level training program in the agricultural sciences for approximately fifteen Rwandan nationals.

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While the specific programmatic areas to be addressed through the M.S. training program will be determined jointly between/among partnering institutions, top consideration will be given to program proposals that are consistent with the stated goals of the PEARL activity. Among training fields that may be considered are:

- Agricultural extension education;
- Agricultural economics (focus on agribusiness, farm management, marketing, etc.);
- Crop and soil science (specializing in plant breeding/genetics, crop physiology, etc.);
- Botany/plant pathology;
- Animal science (dairy, small ruminants, large ruminants, animal nutrition, etc.);
- Applied bio-statistics (emphasis on agricultural research);
- Agroforestry/ecology;
- Food science/nutrition; and
- Agricultural engineering (specializing in developing country agriculture).

The partnering institutions' M.S. program management responsibilities will include: agricultural training program selection and development, candidate screening and selection, English language training, TOEFL testing, program admission, pre-departure preparation (visas, medical exams, health insurance, survival English, etc.), travel arrangements, housing, and cultural/program orientation both in Rwanda and the U.S. The selected U.S. partner institution(s) will be expected to closely monitor the M.S. candidates' progress and timely completion of the program, ensure appropriate mentoring/guidance, provide leadership training, and allow for participation in professional conferences, seminars, and workshops during the course of study. Rwandan women must be specifically targeted as a group for training. The target is that fifty percent of the selected students be women.

The M.S. candidates should be required to select thesis topics which address pressing research issues and developmental challenges facing Rwanda. To that end, provisions should be made to permit the candidates to return to Rwanda for purposes of thesis research data collection and consultation. Upon completion of the program, all students will be expected to return to Rwanda and obtain suitable employment there.

Completion of the M.S. degree programs may require up to one year beyond the current end date of the USAID-ACE/ALO cooperative agreement (9/30/02). Applicants should indicate what results would be accomplished by 9/30/02, and what further results would be achieved within one year thereafter (9/30/03)

in the event of a one-year extension of the USAID cooperative agreement and the ACE/ALO subagreement with the awardee.

#### ***4. Academic, Research, and Outreach Program Development***

Beyond the upgrading of individual faculty and researcher skills, the PEARL activity will focus on strengthening FOA/ISAR teaching, research, and outreach programs. The planned start-up of three new departments (agricultural extension education, food technology, and agricultural economics) within the FOA offers a unique opportunity for collaboration between partnering institutions in the development of an applied and outreach-oriented program.

Curriculum development at the FOA will be a major focus for partnering institutions. There is a strong need to introduce new courses and areas of specialization that are based on the most up-to-date concepts, approaches, and knowledge. By aligning specializations and courses to local applied challenges, needs, and issues, the value of FOA training and ensuing opportunities for employment should be measurably enhanced. Training courses and curricula must be designed so that Rwandan women can participate to the maximum extent, taking into account the constraints within which they work. Women should constitute at least half of all trainees.

Similarly, research programs at FOA and ISAR can be strengthened through the application of current and, where appropriate, cutting-edge methods and technologies. This applies not only to basic science techniques, but also to new concepts in outreach and extension.

Academic and research programs in the future will come to rely increasingly on training opportunities available through the Internet. Distance learning is now coming of age in terms of technology and expertise. A newly established satellite connection at UNR opens the door for specialized training and new course offerings over the Internet. Moreover, vast bodies of data and reference materials are now available via the Internet. It will be essential for UNR/ISAR faculty and research staff to have improved access to this wealth of information.

Another potential high-impact area for program development may involve the FOA's recently established internship program for final-year students. These internships in businesses, schools, government offices, NGOs, and elsewhere can expose students to real needs and challenges faced by farmers, entrepreneurs, and others, and to the kinds of solutions that these challenges require.

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The PEARL activity recognizes that strong programs require sound and innovative management. By being exposed to contemporary management techniques, institutional options, technological developments (e.g., distance learning), and new opportunities for involving faculty and research personnel in capacity-building activities, UNR and ISAR decision makers should more readily help their respective institutions become more fully engaged in the opportunities and developments of the new century.

### **Key Personnel**

*Transitional Director of PEARL.* During the first year of PEARL, the lead U.S. institution will place in Rwanda a transitional director. The transitional director will be charged with collaborating with UNR and other partners in the start-up PEARL activities. During this start-up year, the director will be expected to assist in recruiting and training a permanent director (preferably a Rwandan national) who will assume leadership of the PEARL activity beginning in year two.

#### Primary Qualifications for the Transitional Director of PEARL:

- M.S. or Ph.D. (preferred) in agriculture-related field such as agricultural extension, agricultural education, agricultural economics, rural sociology, crop science, animal science, etc.
- Minimum 5 years project management experience in “least-developed countries,” strongly preferred in Africa
- Minimum 5 years working in a university environment
- Experience in agricultural extension/outreach (highly desirable)
- Experience managing university partnerships (desirable)
- Skilled in use of computer/Internet
- Proficiency in English and French (FS-3 level or above)

#### Primary Duties and Responsibilities of the Transitional Director of PEARL:

- Develop an operational plan for how the partnership will contribute to the UNR/ISAR program and faculty/researcher development.
- Coordinate activities specified under the operational implementation plan.
- Coordinate the M.S. training program in-country including: agricultural training program selection, candidate screening and selection, TOEFL testing, pre-departure preparation (visas, medical exams, survival English, etc.), travel arrangements, cultural/program orientation.
- Start up the Outreach Center, including assistance with staffing, development of work plans, and assistance with implementation of the first-year work plan.

- Network with faculty/researchers, NGOs, farmer groups, and other stakeholders to ensure successful Outreach Center start-up.

### **Applications and their Review**

ALO welcomes proposals from the member institutions of ACE, AACC, AASCU, AAU, NAICU, and NASULGC, and from other regionally accredited, degree-granting, U.S. higher education institutions that are committed to creating institutional partnership programs between higher education institutions in the U.S. and in USAID-assisted countries. ALO welcomes proposals submitted by networks or consortia; it also encourages proposals that use Internet technology to advance human capacity development.

Proposals will be reviewed by a panel of higher education experts in international development and agriculture. The award will be made on the basis of the reviewers’ recommendations of merit and the concurrence of USAID/Rwanda. Preference will be given to an institutional partnership that:

- is closely aligned with the goals and strategic objectives of USAID/Rwanda;
- draws on the expertise of a degree program or specialization in agriculture education, research, and outreach;
- employs innovative approaches, and builds on proven approaches, to enhance agriculture education, research, and outreach through development cooperation involving higher education institutions and their public and private sector partners;
- shows promise of realizing high impact development results;
- shows similar levels of participation from, and benefit to, the cooperating institutions;
- shows evidence of the sustainability of the cooperation;
- shows evidence of using this grant to leverage interest and support (financial/in-kind) from other partners (e.g., industry, corporation, community organization, other government, NGOs);
- shows evidence of significant institutional (business, community) commitment in the form of financial or in-kind support (e.g., contribution of staff time and other direct and indirect costs) – there must be cost-sharing of at least 25% from the lead U.S. institution(s) and partners\*;
- can build cooperation within higher education communities in the U.S. and Rwanda by joining institutions of different types; and can effect cooperation within higher education communities to improve agriculture education, research, and outreach;
- shows promise of broadly and effectively disseminating the benefits of development cooperation to the citizenry of the U.S. and abroad.

\*Note that both cash and in-kind contributions will be accepted as part of the applicant's cost-sharing when such contributions (a) are verifiable from the applicant's records; (b) are not included as contributions for any other federally assisted program; (c) are reasonable for accomplishment of project objectives; and (d) are not paid by the federal government under another grant. In-kind contributions may include waivers of tuition, fees, and indirect costs.

**Issues That Can Disqualify Proposals from the Review Process**

- The proposal arrives after the due date and time.
- The proposal is incomplete.
- The proposal does not clearly address the goal and strategic objectives of USAID/Rwanda.
- The proposal requests more than the ceiling on funding.
- The proposal does not have the minimum 25% cost-sharing.
- The proposal contains substantial errors in budget computation.
- The proposal narrative exceeds the 40-page, double-spaced limit (excluding title page, executive summary, and appendices).
- The proposal is not submitted with the required number of hard copies and accompanying diskette.
- The proposal does not follow the expenditure guidelines for government funding (per diem limitations, air travel by American carriers, etc.).

Note: Letters of communication from Members of Congress are discouraged as these may be thought to prejudice the peer-review process. As such, letters WILL NOT be forwarded to peer reviewers.

**FY 2000 Rwanda Proposal Review Guidelines**

**Alignment with USAID/Rwanda Strategic Objectives; Design and Likelihood of Results** [40 points]

Clearly defined outcomes and projected impacts closely aligned with USAID/Rwanda's objectives for agriculture human resource development, with likelihood of demonstrable results or performance milestones in each year of the partnership; well-conceived and organized activities; detailed implementation plan and timetable; mutuality of the partnership

**Key Personnel: Transitional Director of PEARL and other Personnel; Institutional Capacity and Program Suitability; Likely Sustainability of Partnership Cooperation** [40 points]

Quality, appropriateness, and commitment of the project director, the resident transitional director, and other experts and support personnel; quality, appropriateness of M.S. programs for training Rwandans in the agricultural sciences; evidence and extent of institutional and other commitment; plans to sustain activity beyond grant period; involvement of alliances of collaborating institutions; cost-effectiveness; attention to building on existing strengths and joint interests

**Measurement and Dissemination of Results** [20 points]

Effectiveness of methodology for measuring results in terms of institutional goals and USAID/Rwanda strategic objectives; clear and appropriate benchmarks of progress; effective plan for dissemination of results and lessons learned within and beyond the higher education community

**TOTAL POSSIBLE POINTS** **100 points**

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## Application Format

Complete proposals must include the following:

1. **Title page** (see form included) and **Executive Summary** (1000 words)
2. **Narrative** (not to exceed 40 typed, double-spaced pages, 12-point font), with:
  - **Description** of the proposed partnership of institutions and how it will address the indicated USAID/Rwanda goals and strategic objectives for human resource development in the agriculture sector; clear and measurable objectives that will be pursued; specific outcomes and impacts to result, in summary and by phase; the activities to be undertaken collaboratively by phase to accomplish the objectives; the total award requested, the amount to be contributed by the partners, and the total activity cost.
  - **Rationale** for the **design** and approach of the collaboration;
  - **Benefits** to the agriculture sector of Rwanda and to the cooperating institutions and other stakeholders;
  - **Evaluation plan** with clear demonstration of the connection between goals and objectives and what is to be evaluated; the indicators, benchmarks, and mechanisms to be used to monitor outcomes and to assess and report progress;
  - Key **personnel** and other personnel;
  - Nature of institutional **cost-sharing commitments**.
3. **Appendices**
  - **Schedule** with completion dates, of all proposed activities, grouped by phase and specifying results associated with each phase that must be met before funding for the next phase is released;
  - **Budget charts** (see form included) **and narrative** to explain figures presented in budget charts. By project phase, budget charts should indicate staff; travel; operating and other direct costs; grant funds and matching funds; and totals.
  - **Full résumé** of the proposed lead U.S. institution project director(s) and Resident Transitional Director; brief (1-2 pages) résumés of other expert personnel involved.
  - **Signed letters of support**, indicating nature and amount of institutional financial contributions, from the presidents, chancellors, rectors, or other chief executive officers of the cooperating institution(s) in the U.S., in addition to the signature of the proposed U.S. project director. Because letters from members of Congress disrupt the peer-review process, such letters will not be forwarded to the peer reviewers.

**Mail the original proposal, seven hard copies of the complete application package (all on loose-leaf paper, clipped together — no three-ring binders, staples, or plastic bindings), and a diskette (Microsoft Word/Excel or Wordperfect/Lotus) containing the entire proposal and budget to:**

*Institutional Partnership Program: Rwanda Association Liaison Office for University Cooperation in Development (ALO)*  
1307 New York Avenue, N.W.  
Suite 500  
Washington, D.C. 20005-4701

**Deadline: Receipt at ALO by June 20, 2000, 5:00 p.m. (E.S.T.)**

***Faxed and electronic applications will not be accepted.***

Note: Extraneous attachments in support of the proposal, beyond the stated appendices, may total no more than 25 pages. Any additional material will not be read nor taken into consideration.

### Budget Tips

1. Make sure your calculations are correct!
2. Base all overseas travel rates on use of American carriers (or their code shares).
3. Per diem rates vary from place to place within a country. Consult the U.S. State Department Web site (see below) for the city in question.
4. In-kind equipment contributions are appropriate and encouraged.
5. Budget narrative must provide detailed explanations, sources of per diem and travel and air fares (i.e., U.S. State Department rates, U.S. air carrier, etc.), and must explain all in-kind partner contributions and their significance.

<http://www.policyworks.gov/org/main/mt/homepage/mtt/perdiem/travel.shtml>

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## Proposal Title Page

**PARTNERING WITH HIGHER EDUCATION FOR INTERNATIONAL DEVELOPMENT**  
ALO & USAID...A Mandate of Service for Development Locally, Regionally, and Globally

**2000 SPECIAL SOLICITATION:**  
**HUMAN RESOURCE DEVELOPMENT IN THE RWANDAN AGRICULTURE SECTOR**

*Please recreate this form on computer to include:*

1. Lead U.S. Institution: \_\_\_\_\_
  
2. Project Director Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_  
Zip: \_\_\_\_\_ Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_  
E-mail: \_\_\_\_\_
  
3. Higher Education Partner in USAID-assisted Country:  
Université Nationale du Rwanda  
Butare, RWANDA
  
4. Other Cooperating U. S. Institutions and Directors (add sheets as necessary).  
  
Institution: \_\_\_\_\_  
Project Director Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_  
Zip: \_\_\_\_\_ Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_  
E-mail: \_\_\_\_\_
  
5. Funds Requested of ALO (\$2,900,000 maximum for duration of project): \_\_\_\_\_
  
6. Matching Funds and Resources from U.S. Institutional Partners: \$ \_\_\_\_\_
  
7. Project Partners other than higher education institutions (e.g., community organizations, state or local government, business, industry)
  
8. Executive Summary of the partnership activity and the anticipated results (1,000 words; attach separate sheets):
  
9. This ALO grant program intends to make use of a private Internet listserve as a means by which important information can be transmitted to project directors. All U.S. Institutional Partners project directors must subscribe.  
  
Do the project directors have Internet access?       Yes     No
  
10. Indicate whether this particular proposal is funded, or is being submitted for funding, by another federal agency of the U.S.    \_\_\_ Yes    \_\_\_ No    \_\_\_ In part (explain)  
  
If this proposal is a component of a larger project that has been funded or for which funds are being sought, please explain.

11. Signatures – An officer from each cooperating institution must authorize this proposal. Repeat the format below to accommodate all necessary signatures.

Lead U.S. Institution Project Director Name	Signature	Date
Lead U.S. Institution Project Director Title		
Cooperating U.S. Institution Project Director Name	Signature	Date
Cooperating U.S. Institution Project Director Title		
U.S. Institution CEO (or designate) Name	Signature	Date
U.S. Institution CEO (or designate) Title		
Cooperating U.S. Institution CEO (or designate) Name	Signature	Date
Cooperating U.S. Institution CEO (or designate) Title		

**BUDGET FORMAT BY YEAR OR PHASE**

ACTIVITY PHASE (year x of 3)	Partner A	Partner B	Others	ALO	Total
A. Personnel	_____	_____	_____	_____	_____
B. Fringe Benefits	_____	_____	_____	_____	_____
C. Travel	_____	_____	_____	_____	_____
D. Equipment	_____	_____	_____	_____	_____
E. Supplies	_____	_____	_____	_____	_____
F. Other Direct Costs	_____	_____	_____	_____	_____
G. Total Direct Costs	_____	_____	_____	_____	_____
H. Indirect Costs	_____	_____	_____	_____	_____
I. Totals	_____	_____	_____	_____	_____

**Use similar format for each year or phase and a composite format for total grant.**

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## APPLICATION SUMMARY

### PARTNERING WITH HIGHER EDUCATION FOR INTERNATIONAL DEVELOPMENT ALO & USAID...A Mandate of Service for Development Locally, Regionally, and Globally

#### 2000 Special Request for Proposals: Human Resource Development in the Rwandan Agriculture Sector

**Notification to ALO of Intent to Submit Proposal:** U.S. higher education institutions intending to submit a proposal should notify ALO of this no later than **May 20** by providing contact name, title, address, e-mail, and telephone. Such persons will be notified of any changes to this solicitation. Any changes or clarifications will also be posted to ALO's Web site: <http://www.aascu.org/alo>.

**Deadline:** Applications must be received by **June 20, 2000, 5:00 p.m. (EST)**. Faxed or electronically submitted applications will **not** be accepted. Activities funded under this competition are expected to commence when subagreements are fully executed.

**Eligible Applicants:** All members of the American Council on Education (ACE), the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the Association of American Universities (AAU), the National Association of Independent Colleges and Universities (NAICU), and the National Association of State Universities and Land-Grant Colleges (NASULGC), and other regionally accredited, degree-granting, U.S. higher education institutions.

**Awards:** Up to \$2,900,000 for the grant duration.

**Institutional Partnership Program Funding Duration:** Approximately September 30, 2000 through September 30, 2002, with possible extension expected to September 30, 2003.

**Cost-Share:** Evidence of cash or in-kind support from public or private sources is required. This may include release time, stipends, professional development funds, travel, equipment, direct and indirect costs, etc. There is a minimum cost-share of 25%.

**Commitment:** Collaborate with ALO, USAID, and Institutional Partnership Program participants. Each year during the period of the award, send one person from the U.S. institution(s) and one person from UNR (to a partnership maximum of four persons) to attend ALO's Annual Meeting, focusing on results and lessons learned. (Additional project personnel may attend if they are funded by other sources. The meetings are held during the summer in the Washington, D.C. area.)

Share resource materials with Institutional Partnership Program colleagues and other interested parties. Participate in the Institutional Partnership Program listserv and submit semi-annual progress reports and quarterly financial expenditure and cost-sharing reports to ALO. Maintain proactive and sustained collaboration with ALO, USAID, and other Institutional Partnership Program colleagues.

**Contact with ALO:** Once an application has been received, there is to be no contact with the ALO office until the completion of the peer review process in order to ensure fairness to all parties concerned. Upon final announcement of the award, all applicants are invited to request copies of their peer reviewers' scores. Neither personal reviews nor comparative score tabulations will be shared.

Institutional Partnership Program: Rwanda  
Association Liaison Office for University Cooperation in Development (ALO)  
1307 New York Avenue, N.W., Suite 500  
Washington, D.C. 20005-4701  
Phone: 202/478-4700  
Fax: 202/478-4715  
E-mail: [alo@aascu.org](mailto:alo@aascu.org)  
Web site: <http://www.aascu.org/alo>