



2012:26

Sida Decentralised Evaluation

Adam Pain  
Trish Silkin  
Dorothea Hilhorst  
Jean-Marie Sekamana

Emilia Molnar  
Ian Christoplos  
Jessica Rothman

# Evaluation of Sida's Support to the National University of Rwanda (NUR) 2007 – 2011

Final Report



# Evaluation of Sida's Support to the National University of Rwanda (NUR) 2007 - 2011

**Final Report  
October 2012**

**Adam Pain  
Trish Silkin  
Dorothea Hilhorst  
Jean-Marie Sekamana  
Emilia Molnar  
With Ian Christoplos and Jessica Rothman**

**Authors:** Adam Pain, Trish Silkin, Dorothea Hilhorst, Jean-Marie Sekamana, Emilia Molnar with Ian Christoplos and Jessica Rothman

The views and interpretations expressed in this report are the authors' and do not necessarily reflect those of the Swedish International Development Cooperation Agency, Sida.

**Sida Decentralised Evaluation 2012:26**

Commissioned by the Embassy of Sweden in Rwanda

**Copyright:** Sida and the authors

**Date of final report:** October 2012

**Published** by Citat 2012

**Art. no.** Sida61549en

urn:nbn:se:sida-61549en

This publication can be downloaded from: <http://www.sida.se/publications>

SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY

Address: S-105 25 Stockholm, Sweden. Office: Valhallavägen 199, Stockholm  
Telephone: +46 (0)8-698 50 00. Telefax: +46 (0)8-20 88 64  
Postgiro: 1 56 34-9. VAT. No. SE 202100-478901  
E-mail: [info@sida.se](mailto:info@sida.se). Homepage: <http://www.sida.se>

# Table of contents

<b>Abbreviations and Acronyms</b> .....	<b>3</b>
<b>Preface</b> .....	<b>4</b>
<b>Executive Summary</b> .....	<b>5</b>
<b>1 Introduction</b> .....	<b>8</b>
<b>2 Programme Context and Content</b> .....	<b>9</b>
<b>3 Evaluation Methods</b> .....	<b>13</b>
<b>4 Findings</b> .....	<b>15</b>
4.1 Summary Assessment.....	15
4.2 Relevance .....	15
4.3 Scientific Quality and Outputs.....	18
4.4 Efficiency .....	20
4.5 Effectiveness .....	22
4.6 Impact.....	26
4.7 Sustainability .....	29
<b>5 Conclusions: Have capacities been developed?</b> .....	<b>31</b>
5.1 Capacity Building Processes .....	31
5.2 Sida's role.....	33
5.3 The Role of the Swedish Universities .....	34
<b>6 Lessons Learnt and Recommendations</b> .....	<b>36</b>
<b>Annex 1 – Terms of Reference</b> .....	<b>41</b>
<b>Annex 2 – Persons Met</b> .....	<b>49</b>
<b>Annex 3 – Rwandan Field Work Itinerary</b> .....	<b>52</b>
<b>Annex 4 - Chronology of Sida Support to NUR</b> .....	<b>54</b>
<b>Annex 5 - Expenditure per sub-project 2007-2012</b> .....	<b>59</b>
<b>Annex 6 - Guidance on Defining Relevance in Research Proposals</b> .....	<b>62</b>
<b>Annex 7 - Research and publications under the NUR-Sida programme</b> .....	<b>64</b>
<b>Annex 8 - Status of Sida-funded PhD students 2003-2011</b> .....	<b>75</b>
<b>Annex 9 - NUR Donors and Collaborators</b> .....	<b>81</b>
<b>Annex 10 - NUR Income Sources 2007 – 2011/12 (MRWF)</b> .....	<b>87</b>
<b>Annex 11 - A schematic capacity development results chain</b> .....	<b>88</b>
<b>Annex 12 - A Nested Logframe</b> .....	<b>89</b>

# Abbreviations and Acronyms

BTC	Belgian Technical Cooperation
BTH	Blekinge Institute of Technology
CCM	Centre for Conflict Management
CEESD	Centre for Environment and Enterprise Development
CIT	Centre for Instructional Technology
CIUF-CUD	Conseil interuniversitaire de la Communauté française de Belgique - Commission universitaire pour le Développement
DG	Director-General
DPD	Directorate of Planning and Development
EDPRS	Economic Development and Poverty Reduction Strategy
FAS	Faculty of Applied Science
GIS	Geographic Information Systems
GoR	Government of Rwanda
ICT	Information and Communication Technology
Km	Kilometre
MRWF	Million Rwandan Francs (11,100 SEK)
MSEK	Million Swedish Kronor
NGO	Non-Governmental Organisation
NUFFIC	Netherlands Universities Foundation for International Cooperation
NUR	National University of Rwanda
PRSP	Poverty Reduction Strategy Paper
SAREC	Sida Department for Research Cooperation
Sida	Swedish International Development Cooperation Agency
UNV	United Nations Volunteers

# Preface

This evaluation of Sweden's support to the National University of Rwanda (NUR) was commissioned by the Embassy of Sweden in Rwanda through Sida's framework agreement for reviews and evaluations. The overall objectives of Swedish cooperation with the NUR are to strengthen and develop research of relevance to the fight against poverty. Sida's support is directed to research capacity at NUR and the institutional capacity for research management at the university.

Indevelop undertook the evaluation between April-October 2012 and provided management and quality assurance throughout the evaluation process. Quality assurance was provided by Ian Christoplos and Jessica Rothman managed the evaluation.

The evaluation team consisted of five evaluation and development professionals, consisting of:

Adam Pain, as Team Leader

Trish Silkin, as Evaluation and Development Cooperation Specialist

Dorothea Hilhorst, as Research Capacity and Peace & Conflict Specialist

Emilia Molnar, as Junior Researcher

Jean-Marie Sekamana, as National Consultant

# Executive Summary

This is a report of an external evaluation of Sida's support to the National University of Rwanda (NUR). The main focus of the evaluation is on the 2007-2012 cycle, but the 2003-2006 cycle is also included. The evaluation has examined the programme using the 5 standard DAC criteria and has also considered the volume and quality of scientific outputs. Fieldwork took place between June and August 2012 in Sweden and Rwanda. Evaluation methods included a document review and interviews with key informants in Sida, the Swedish partner universities and NUR, and with Rwandan Government and donor representatives.

NUR suffered high losses of staff and students in the 1994 genocide and experienced significant shortfalls in the number and qualifications of academic staff at the start of the cooperation period. This compromised its ability to meet the challenge of carrying out research of relevance to the Government of Rwanda's development goal, which is to transform Rwanda into a knowledge-based, middle-income country by 2020. Sida's financial support to NUR has totaled 256.5 MSEK over the cooperation period, 68.5 percent of which in the second cycle. Funding has focused on support to the development of human and physical infrastructure, research training, and strengthening management and the research environment.

Overall, the evaluation team considers that NUR has made significant progress over the last few years, particularly given its low starting point. This is largely due to NUR's commitment and sense of purpose. Sida has made an important contribution through providing consistent and predictable support that has been responsive to NUR's articulated needs and priorities.

**Relevance:** Verbal evidence indicates that NUR researchers are carrying out research relevant to key development problems, that research ideas are formulated through discussion with key stakeholders in the public and private sectors, and that research results are fed into policy and development practice. However, relevance is poorly argued in research application and approval processes, and is not systematically monitored and recorded. This results in an under-estimation of the contribution that NUR research is making to national development.

**Scientific quality and outputs:** Many of the formal procedures in relation to PhD training are in place, although procedures in relation to the monitoring of progress and supervision need to be developed. The research grant mechanism has worked well and encouraged research activity and outputs. There has been a significant rise in the number of peer reviewed international publications, but greater attention needs to be given to recording research uptake and policy engagement as outcomes. Research outputs need to be reported on the basis of time allocated to research rather than ex-

pressed, as at present, per staff member. However considerable disincentives to undertake research and supervise currently exist since these activities have to be done in addition to full time teaching duties and not as an expected part of the normal duties of faculty members.

**Efficiency:** The lack of a planned audit of NUR systems means that it has not been possible to make a meaningful comparison between the sandwich model of PhD training and other approaches. Based on discussions and available data, it seems likely that, at least in the short-term, the costs of PhD training in Rwanda will be slightly less than the costs of the sandwich courses. It is not possible to assess whether more could have been achieved with the same funding, in part because control over expenditure has been split between NUR and the Swedish universities.

**Effectiveness:** Differences in the progress made by different PhD candidates have been noted. These seem in part attributable to variations in monitoring and supervision practices at different universities in Sweden. However, quality mechanisms have improved in recent years and NUR is assuming increasing responsibility for quality assurance. Quality assurance procedures are also in place for the Masters programmes. The programme to encourage female staff to undertake PhD training appears to have had a positive effect in increasing their numbers, despite some operational problems. However, the impact that this programme is having on the women's progress compared to other PhD candidates cannot be assessed as, although it is being monitored, the programme only started at the end of 2010. The future of the programme is unclear.

**Research infrastructure:** ICT infrastructure at NUR is now among the best in the country. It operates without significant interruption and the university portal not only increases the availability of research resources but, by putting on-line the documentation needed for all administrative and management procedures, also contributes to NUR's organisational development. The increase in the number and availability of resources, and training for library staff, has resulted in a reported high level of satisfaction with library services. However, available data on actual usage is not disaggregated by faculty or user type (researcher, student etc.).

**Impact:** All Masters and PhD graduates are employed, either in NUR or in the public and private sectors, most of them in senior positions. The number of PhD graduates at NUR is growing but is still too small to represent a 'critical mass' of research capacity. The elaboration of new systems and procedures and a well-functioning ICT infrastructure mean that NUR is increasingly able to carry out its core functions. The extensive academic network that NUR has built in the region and elsewhere may be a major asset to supplement the research capacity of the university. There is strong evidence of the building of organisational capacities with many routines in place. There is also evidence of increased institutional capacities although the incentives to undertake research and supervise PhD students at present are limited.

**Sustainability:** Evidence from the other evaluative criteria strongly supports an impression that NUR has in place many of the building blocks of a sustainable institution. In addition, as funding from government and from student fees has declined, NUR has shown itself capable of generating new resources from consultancy services and from donors. NUR needs to expand its current donor base, which is still largely dependent on Sida, the USA, the Netherlands and Belgium. Changes in higher education in Rwanda mean that NUR is now planning a period of major expansion and it needs to do some scenario planning to build a financial strategy to support these plans.

**Capacity-development:** Despite the absence of an overall model for capacity development for the University, there is considerable evidence for the development of the key core capabilities that NUR has developed and those that it needs to develop further. The problem is that the evidence is not systematic in part because there has been no clear overall design to developing institutional capacity. The future programme needs to establish a broader model of capacity development to which the Sida programme is subordinate and contributions to it from the Sida programme are actively designed for and monitored.

**Sida's role:** Sida has provided relevant, consistent and predictable support. NUR acknowledges that without Sida's support it would not have been able to achieve what it has. However, Sida has not demonstrated strategic engagement with the programme, evident, in particular, in a lack of attention to the developmental relevance of research and to the institutional dimension of capacity-development. The appointment in Kigali of a member of staff responsible for the cooperation programme should facilitate more strategic oversight.

**The Role of Swedish University Partners:** Strategic engagement in building research capacity has been particularly evident in the Applied Mathematics and Environmental components. However there has been a lack of accountability by some of the Swedish University partners for supervisory performance and student progress. NUR has also lacked financial authority (control) over the part of resources spent in Sweden for the PhD training. This will change in the next phase. With the appointment of a Swedish Coordinator, in the last two years a more coherent and higher level of collaboration has been developed. NUR should be active in drawing the Swedish Universities into a stronger partnership.

**Recommendations:** The evaluation makes a number of recommendations for the improvement of the programme. These relate broadly to: strengthening the focus on developmental relevance; strengthening the quality of research outputs; ensuring that approaches to capacity-development address all three dimensions of capacity; and actions to support NUR's plans for expansion.

# 1 Introduction

The National University of Rwanda (NUR), located in Butare 150 km south of the capital Kigali, is Rwanda's largest university. It was the country's first public institution to provide tertiary education and opened in 1963 with 49 students. By the end of the 1980s three public universities were established and, including the six private ones, a total of 3000 students were enrolled in higher education. The early 1990s brought further expansion and by 1993 NUR had more than 3000 students and operated from three campuses in Butare, Kigali and Ruhengeri.

The genocide of 1994 shattered the development of the university: many university staff and students were killed, its infrastructure was destroyed, and the university was closed for a year. NUR rapidly recovered after 1995 in terms of student enrolment, with student numbers rising to 6,000 by 2001-02 (just under a third of the national total) and to almost 11,500 by 2010. However, the university faced significant shortfalls in terms of the numbers and qualifications of its academic staff: in the academic year 2000-2001, 44 percent of staff had neither a Masters nor a PhD.

Research cooperation between Sida and NUR has been in place since 2002 and has been implemented in two major cycles of funding between 2003-2006 and 2007-2012. A total of 256.5 MSEK has been allocated to the programme, of which 175.6 MSEK (68.5 percent of the total) has been provided during the second cycle. Funding has focused on support to human resource development, research training, strengthening research management and improving the research environment (see Annex 4: Chronology of Sida support to NUR). Five Swedish Universities – Gothenburg University, Linköping University, Karolinska Institutet, Uppsala University and Blekinge Institute of Technology (BTH) – have been partners to this capacity building programme.

This external evaluation, the first in the programme's history, has been commissioned by Sida to assess the programme's performance and impact and to make recommendations on its future development (see Annex 1: Terms of Reference). As required by the Terms of Reference, the main focus of the evaluation is on the second cycle, but account is also taken of the first cycle. The evaluation has applied the five DAC criteria of relevance, efficiency, effectiveness, impact and sustainability and in addition has assessed the scientific output from the programme in terms of volume and quality. This report briefly assesses the programme context and content (section II) and the evaluation methods (section III) before, in section IV, presenting the findings. These findings are concluded in Section V with a discussion of capacity development processes and the role of Sida and the Swedish universities in this. The report finishes in section VI with a summary of lessons learned and recommendations.

## 2 Programme Context and Content

Rwanda is a densely populated (10.6 million in 2010) landlocked country with few natural resources. Over 80 percent of the population lives in rural areas. The genocide of 1994, which cost the lives of an estimated 800,000 people, remains a defining moment in the country's history. Rwanda is one of the poorest countries in the world and is highly dependent on development assistance, which accounts for about 40 percent of the state budget (11 percent of GDP in 2010-2011<sup>1</sup>). However, Rwanda has made significant progress in terms of political stability, economic growth and poverty reduction. Between 2005-6 and 2010-11 the poverty rate is estimated to have dropped from 56.7 percent to 44.9 percent, taking a million people out of poverty<sup>2</sup>.

This economic transformation appears to reflect the nature of the political leadership in the country. Rwanda can be characterised as a 'developmental state' with core characteristics of a strong leadership, a competent bureaucracy, low levels of corruption and a clear developmental and social agenda. The Government's goal is to transform Rwanda from its present status as a low-income, agriculture-based economy to a knowledge-based, service-oriented middle-income country. Developing expertise in science, technology and innovation is seen as a prerequisite for this economic transformation but, more than this, it is considered to be crucial to cultivating scientific modes of thinking that will counter historically-conditioned ideas and practices rooted in inappropriate beliefs about ethnic identity<sup>3</sup>.

The higher education sector in general and NUR in particular are seen as having a key role in this development trajectory by producing a future generation endowed with high levels of expertise in disciplines relevant to Rwanda's development priorities. NUR's overall objective – "to increase scientific knowledge of international quality, generated through a sustainable national research system, that is used to contribute to Rwanda's development" – is coherent with this role, and NUR policy documents con-

---

<sup>1</sup> The World Bank Rwanda Country Brief  
<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/RWANDAEXTN/0,,menuPK:368714~pagePK:141132~piPK:141107~theSitePK:368651,00.html>

<sup>2</sup> Ministry of Finance, 2012, 3<sup>rd</sup> Rwandan Household Living Conditions Survey, Kigali.

<sup>3</sup> The key policy and strategy documents where the Government's development agenda is set out are the 2002 Vision 2020, the 2002 Poverty Reduction Strategy Paper, the follow-up 2007 Economic Development and Poverty Reduction Strategy 2008-2012, and the 2005 National Science, Technology and Innovation Policy.

sistently reference the core national policy documents<sup>4</sup>. However, the lack of staff holding postgraduate qualifications post-1994 has presented a significant challenge to the university in fulfilling its responsibilities for generating relevant research and producing a new more highly educated generation.

The objective of Swedish global support to research has been to “strengthen and develop scientific research of relevance in the fight against poverty in developing countries”<sup>5</sup>, and research capacity building has been one of its three priority areas. In line with this objective, Sida’s support to building NUR’s research capacity is stated to be strongly linked to Rwanda’s development objectives. As expressed in the 2003-2005 programme agreement, the objective of the cooperation has been “to promote research and research training and the development of institutional capacity in the effort to strengthen university development within the framework of national policies and plans”.

The first substantial programme of Sida-SAREC support to the NUR was initiated in 2003. Prior to this Sida had provided funds for stop-gap measures (such as the salaries of expatriate UNV staff) and for planning the development of a full programme of Sida support. While new elements have been added to the programme in the 10 years of the NUR-Sida cooperation, the overall objective and the broad outlines of Sida’s support to NUR have remained constant. The first (2003-2005) cycle of Sida support comprised the following four main components:

- human resources development – salaries for expatriate lecturers;
- PhD training in Peace and Conflict, Education and Environment, and Masters training in ICT; PhD training targeted primarily faculty staff without higher degrees;
- strengthening research management capacity through support to strategic planning processes, to administration and financial management, and to the Research Commission;
- improving the research environment through support to build up library resources and capacity for library management, and through support to the development of ICT infrastructure, mainly in internet connectivity.

Gothenburg University (in partnership with Uppsala University and Karolinska Institutet in medical field), Linköping University and Blekinge Institute of Technology were selected as collaborating partners and hosts for the PhD training in the different fields.

---

<sup>4</sup> See for example National University of Rwanda, 2012. Concept Paper. NUR Plan for Capacity Building in Research and Graduate Training 2013-2023.

<sup>5</sup> Sida 2010 Policy for Research in Swedish Development Cooperation 2010-2014

A later assessment by NUR judged the 2003-2005 programme to have been broadly successful but with significant constraints encountered during implementation. These included slower than expected progress by the PhD candidates, drop-outs in the Master's programme, delays to the payment of stipends and research funds, high teaching workload of PhD students and weak management capacities at NUR. The 2006 Assessment Memo of NUR's proposal for a second phase programme also noted low scientific quality of research outputs<sup>6</sup>.

In 2007 Sida entered into a second agreement with NUR for the period 2007-2011<sup>7</sup>. In this cycle, funding for expatriate salaries was discontinued. Otherwise, the programme's focus was essentially a continuation of the previous cooperation, with around 70 percent of funding going to research training and infrastructure with the balance being for various components to promote and support research within the university. There were some changes to the PhD component, with the addition of PhD training in Applied Mathematics and Medicine and provision of financial incentives to encourage female staff with family responsibilities to put themselves forward as PhD candidates. To strengthen the research culture within NUR and its links to national development priorities, a research fund was established for postdoctoral research projects and an innovation fund was proposed to encourage collaboration between the university and the private sector in the development of new products<sup>8</sup>. This cooperation phase also sought to significantly strengthen NUR's management with funding being provided for a newly established Directorate of Planning and Development (DPD) and for a new Management Information System (MIS) co-sponsored by NUFFIC and the Rockefeller foundation.

A detailed account of expenditure by sub-project budget for the second cycle is in Annex 5. For summary purposes the allocation of total expenditure between programme components is presented below in Table 1. Note should be made that the PhD programme has been the largest of the components, taking over 55 percent of total expenditure. However over 73 percent of the expenditure on this component has been spent in Sweden and under contracts directly between Sida and the Swedish partners<sup>9</sup> and has not been under the authority of NUR. In total, given the weight of

---

<sup>6</sup> Self-Assessment of the Sida Research cooperation program 2003-2009 (2009) and the Assessment memo for the second phase.

<sup>7</sup> The 2003-2005 agreement was extended to the end of 2006, due to unspent funds.

<sup>8</sup> In the event, this last component did not materialise although two consultancies were supported by Sida to assist its development. In part due to what were seen to be alternative approaches presented by the consultants, there was a lack of certainty within NUR as to how to proceed.

<sup>9</sup> This proportion of expenditure in Sweden is a direct consequence of the 'sandwich model' of PhD training

the PhD programme, over 42 percent of the total programme expenditure has not been under the direct control of NUR. The implications of this are returned to in Section V.

**Table 1: Summary of expenditure by programme component 2007-2012**

Programme component	Percent total expenditure	Percent spent by NUR	Percent spent in Sweden
6 PhD programmes	55.8	26.7	73.3
Research Commission	6.3	100	0
Research Infrastructure	15.2	90.4	9.6
Administration, finance & coordination	10.6	97.0	3.0
New components in 2 <sup>nd</sup> agreement	11.9	100	0
Value in MSEK	175.6	57.3	42.6

In 2011 the second agreement was extended to the end of 2012 and additional funds were provided for NUR to develop a third phase of cooperation. A Concept Paper for the period 2013-2023 has been produced. It marks a significant change in the approach to be adopted towards PhD training, with a shift away from training overseas and towards NUR assuming full responsibility for research and PhD training.

## 3 Evaluation Methods

The evaluation took place between June and August 2012, and involved a period of fieldwork in Sweden in June and the main period of fieldwork in Rwanda in August. The evaluation methods followed the approach developed in the inception report and included an extensive review of documentation and interviews with key people in Sweden and Rwanda in one-to-one and focus group discussions. (See Annex 2 for a list of people met during both periods of fieldwork and Annex 3 for a detailed itinerary for the Rwandan fieldwork.)

The Swedish fieldwork involved discussions with the three core Swedish partner universities and their relevant departments to gain their views of the programme, the nature of the partnerships and their assessment of progress. Rwandan PhD students who were present in Sweden and the current Sida desk officer for the programme were also met. In Rwanda, interviews were held with the senior management of the university and the Sida cooperation programme, project leaders of the various components of the programme, individuals currently in or graduated from the PhD and Master's programmes, and representatives of Government and donors. At the conclusion of the Rwandan fieldwork, the evaluation team's preliminary findings were presented to NUR's senior management and academic staff and to Sida's Head of Cooperation in Kigali<sup>10</sup>.

The evaluation addressed the specific questions raised in the Terms of Reference about the performance of the university under the NUR-Sida cooperation programme. However, the evaluation has been cautious in attributing specific capacity building effects (at the individual, organisational and institutional level, see below) to Sida's support because of difficulties of attribution given the length of the period under consideration, the fact of multiple sources of funding to NUR, and the wider institutional changes taking place in Rwanda. However where specific outcomes can with confidence be attributed to Sida support (see for example section 4.6), these have been noted. Further, while the Terms of Reference stress the harder or output side of capacity development – getting the structures, systems and procedures right – the evaluation also looked at the softer or process outcomes of capacity development. This relates to an organisation's ability to learn from what it does and to improve its working

---

<sup>10</sup>In addition a presentation of selected findings was made to the potential Swedish partners for the next phase of support at a Results Based Management workshop held in Uppsala on August 31<sup>st</sup> 2012.

practices as a result. This would require a higher level results chain model of capacity building (see next paragraph) with appropriate indicators that is reviewed, responded to and developed on an annual basis.

The role of Sida and the cooperating Swedish universities in supporting endogenous processes of capacity building have also been a focus of the evaluation. This drew on the schematic structure proposed in the inception report that distinguished between individual, organisational and institutional capacity building. An outline capacity development results chain model was also proposed in an attempt to draw out assumed cause-effect relations between the different levels of capacity. This model may have been implicit in the programme design but it was not explicit in the programme documentation. Questions were asked of Sida and the Swedish University partners of how they conceived of university capacity building and what they saw as the linkages between the building of individual research skills and organisational and institutional capacities, and their role in this. The validity of the model is returned to in section 5.1.

The evaluation was asked to consider the results of an audit of the research management system commissioned by Sida (Rwanda) in 2012. Unfortunately the firm contracted to deliver the audit did not perform and its contract was cancelled. This has limited the ability of this evaluation to address issues of efficiency.

It is intended that after delivery of the final report the findings from the study can be formally presented to NUR in Rwanda. This is intended to assist NUR to develop a management response to the evaluation and to enable lessons from the evaluation to inform a discussion on research capacity development and the elaboration of the new programme.

# 4 Findings

## 4.1 SUMMARY ASSESSMENT

We acknowledge the fact of, and reasons for, the limited capabilities of NUR at the start of the Sida collaboration in 2002. We think we have a good understanding of where NUR is now. We are deeply impressed by the overall progress that has been made, particularly over the last few years. We are struck by the engagement and commitment of all we have met and the sense of purpose in the university, despite the challenges. What has been achieved is a tribute both to the university, its management and faculty, and to the quality of support that has been given by Sida. *A key message is that the Sida support should be continued in order to build on what has been achieved.*

That said, we must also look to the future since there is much more to be done. In that, we need to draw on the lessons of the past. Our findings are organised according to the core evaluation criteria framing this review and provide the basis of our recommendations. *A key observation that runs through all our findings is that NUR has not done justice to what it has achieved.*

In part this is an issue of reporting frameworks and, in our view, the limitations of the existing results-based management structure. But there is also a bias in the reporting which focuses much more on monitoring for external accountability and less on follow-up for endogenous learning. The absence of a broader framework of the substance and scope of capacity building in a university, and a lack of insight into how interventions might contribute to this through identified cause-effect relations, may have been a contributory cause to this bias. There are lessons to be drawn about programme management by both NUR and Sida. There are also lessons to be drawn concerning the way in which the Swedish university partners engage in the partnership.

## 4.2 RELEVANCE

The Terms of Reference for this evaluation identify three issues to be addressed under the criterion of relevance:

1. the consistency of the research cooperation with NUR's policy and development priorities, needs and institutional capacity,
2. the relevance of research projects to the development goals of Rwanda, and
3. the coherence of the research cooperation with other support to strengthen research capacity at the university, including from other donors.

The first two of these issues are considered here; the last is considered in section 5.2 on Sida's role.

On the first issue our view is that Sida has shown itself to be responsive to needs and priorities as articulated by NUR, and that both cycles of support have been appropriate to the level of capacity that NUR had reached at the start of each cycle, although no systematic assessment of capacity had been made. In other sections of the report we provide evidence of how NUR's organisational and institutional capacity has grown and, in our view, the proposed shift towards in-house PhD training fits with NUR's current capabilities. If the cooperation programme is to continue to be relevant, Sida needs to support this new approach. Although we consider that Sida's support has been positive overall, we also have concerns that it has lacked strategic engagement. This is discussed further below in the context of development relevance and in section V on Capacity Building.

The key question with respect to relevance is the extent to which research at NUR is aligned with and contributes to Rwanda's development priorities. As noted, ensuring that research addresses national policies and plans is a stated objective both of Sida's research cooperation and of NUR's research programme. For NUR, this objective is set out most explicitly in the 2013-2023 Concept Paper, which includes specific objectives concerned with: increasing the use of research results to benefit Rwandan development; increasing participation by researchers outside the university to benefit national and regional development; and increasing the use of research in policy debates in Rwanda.

In the period up to 2011 Sida does not appear to have engaged actively in helping to strengthen the developmental focus of NUR research. Moreover, Sida's reporting requirements, which are concerned with outputs in terms of academic qualifications and publications, have not encouraged NUR to report more fully on how its research programme has addressed problems of development in different fields and how research uptake was enhanced. However, Sida was actively involved in discussion with NUR on the development of the new Concept Paper to encourage alignment with national policies and programmes, and is now stressing the importance of addressing relevance in the new call-based process.

Nevertheless, despite these stated intentions for research to have development relevance, we found little evidence in the programme documentation of the case for relevance being substantially argued rather than simply being stated or claimed<sup>11,12</sup>. The

---

<sup>11</sup> Documentation reviewed included NUR policy documents, proposals, reports and formats, and Sida assessment memos.

Research Commission has made a positive start by establishing multi-disciplinary research areas in developmentally relevant themes<sup>13</sup>, but the formats used in applying for, and for approving, research funds suggest that relevance is still not systematically embedded within NUR procedures. Although research proposals regularly refer to the key national policy and strategy documents, they contain little analysis of the specific problems of development that research topics are designed to overcome or of how research is expected to contribute to policy and practice. Similarly, few proposals show evidence of awareness of debates within the field or of salient differences of opinion over causes, problems and other issues. Nor do proposals systematically incorporate how development actors in and outside of the country are engaged in the formulation of the research problem, the implementation of research and the uptake of research findings.

By contrast, our discussions with discipline groups and with individuals showed that NUR researchers are highly motivated to do research that addresses these development problems and that feeds both into policy formulation and into development practice. It is also clear that researchers engage with a range of external stakeholders throughout the research process. While the formal procedure for developing a research idea may be through dialogue with academic colleagues at different levels, we found good evidence that the origin of many research ideas is in discussion or previous collaboration with groups and individuals outside the university, including national government and public sector agencies, and local government, the private sector and communities. We also found a recognition among researchers that these external relationships are important for ensuring the wide dissemination and uptake of research results as well as being relevant for developing the initial research idea.

Examples of developmentally relevant research include work on the incidence of aflatoxins, which arose out of collaboration with concerned NGOs and with the Ministry of Agriculture. This research has potential importance both for human health and for Rwanda's ability to export agricultural commodities. Another example is of work to confirm the potential of indigenous species of acacia for reforestation. This research aimed to establish the economic, social and biodiversity value of acacia and to contribute to the conservation of a species threatened with extinction. The research

---

<sup>12</sup> For example, a statement from one Letter of Intent simply says: "The proposed areas of collaboration are in line with Rwanda priority areas and address the needs expressed by the academia and the potential employers." Another lists a series of perceived problems in the agriculture sector, without explaining why they are considered to be problems. We have however not fully explored the new procedures underlying the call-based process for research collaboration on which the next phase of collaboration is based.

<sup>13</sup> These are Economic Development and Good Governance; Environment, Climate Change and Disaster Management; Energy and Food Security.

focus is consistent with the Government of Rwanda's priority to reforest the hills but it challenges current approaches that favour exotic species such as eucalyptus.

Our discussions lead us to believe that there are many other projects of a similar type but that these have not been adequately recorded because the issue of developmental relevance does not appear to have a sufficiently high priority on research approval procedures and on reporting on research results. *A key lesson is therefore that criteria of relevance are not strongly prioritised and institutionalised within existing NUR procedures, and monitoring procedures that can systematically track the contribution that research projects and programmes are making to policy and practice are not in place.*

We consider that the previous lack of involvement by Sida development desks in the research cooperation programme – perhaps the result of high staff turnover - contributed to Sida's failure to engage sufficiently in the past with the contribution that the research programme could make to combating poverty. We welcome recent changes in the approval process and the appointment of a Sida Programme Office responsible for the support to the NUR at the Swedish Embassy in Kigali. We anticipate that this will create better conditions for the developmental relevance of the research to be institutionalised within Sida's procedures, as well as within those of NUR.

For summary guidance on defining thematic relevance in research proposals see Annex 6. This guidance does not address other dimensions of relevance such as scientific or global relevance, for example.

### 4.3 SCIENTIFIC QUALITY AND OUTPUTS

There are two broad dimensions of quality and outputs that are assessed here. The first dimension is concerned with quality assurance procedures in relation to post-graduate teaching and research and the second addresses research outputs.

Many of the formal procedures in relation to PhD candidate selection, appointment of supervisors and examination processes appear to be in place, although formal procedures in relation to the monitoring of progress are less obvious. Given the limited number of PhD students who have been registered and trained exclusively in NUR, it is premature to make any judgment about the application of such quality procedures. In the one example, in the School of Public Health, where a PhD programme has been established, the verbal reports on processes that are being applied gave very positive impressions of the monitoring and quality assurance of PhD students, and of serious attention being paid to supervisory practices. The processes being followed by Public Health set useful precedents.

There have been major efforts to enhance the research output of the NUR and to bring it to an international quality level. A key mechanism for promoting this has been the NUR competitive research fund programme run by the Research Commission, which has awarded 56 research grants for research projects between 2003-2010, 14 postdoctoral grants in 2010-12 and recently 4 multidisciplinary research grants (see tables 1, 2, and 3 in Annex 7). The procedures for inviting applications, reviewing them and awarding research grants are clear and posted on the Research Commission website, and all grant holders spoke well of their clarity and transparency. Perhaps a little less clear are the procedures by which grants that are awarded are reported against and the quality of research and output assessed. The grants cover the range of faculties and disciplines at NUR. The support by Sida for the competitive research fund mechanism has been extremely valuable.

The organisational structure of the NUR for the selection, review and approval of research proposals has improved since 2007. Proposals and progress reports go through a screening process involving a number of 'participatory committees' at the departmental, faculty and university level. While NUR is commended for this development, a greater decentralisation of processes to the faculty level is to be encouraged, although it is understood that current practices reflect the existing rules and regulations of the Higher Education Council. The review process for research proposals could gain in transparency and effectiveness in terms of the feedback provided to researchers.

A research culture has certainly been fostered at NUR; and the introduction of research grants available to staff has been one of the mechanisms by which this has been achieved. Research and publications have become important to the evaluation of staff performance. Staff at and beyond the level of associate professor are now externally reviewed when considered for promotion.

NUR has developed a strong emphasis on the value of international peer-reviewed publications. Paper-based PhD theses are now the general norm, while until recently, some disciplines would have a preferred tradition of monographs. The organisation of, and participation in, international conferences is also an important mechanism to increase the number of peer-reviewed publications. Figures of the Research Directorate show that of the 332 presentations in the annual NUR scientific research conference, 120 resulted in international peer-reviewed publication between 2007 and 2012 (see table 4 in Annex 7 for details on publications arising from research grants). While we find much evidence of the rapidly growing volume of peer-reviewed publications, the recording of these publications continues to be uneven and seems incomplete on the NUR website as well as in reports.

There have been efforts in past years to increase the quantity and quality of the publications that NUR brings out. There have been instances of delays associated with the publication of journal issues and other publications because of lengthy procurement procedures. However electronic publishing has largely addressed this issue.

Publication in peer-reviewed journals is one measure of output, but further steps could be taken in the future. NUR concern for relevance within Rwanda argues that its research needs to be driven by practical problems and relevance is not necessarily assessed by publication in peer-reviewed journals. Many of the problems and challenges that face Rwanda have a strong social dimension in terms of causation and experience (e.g. poverty). These require good social analysis to help understand the problems to be addressed, to inform the technical research and to assess the relevance of research outputs to address them. A more critical assessment of the use of social theory and analysis in research could be considered as a key quality measure of research outputs and ensuring relevance.

As noted in the discussion on relevance, the understanding of what constitutes research outputs, both on the side of NUR and of Sida appears to be restricted to the traditional academic domains of people trained, conferences attended and research findings published as well as where they are published. These aspects are recorded and reported on. What is not so clearly recognised and formally documented is that public engagement by researchers and the uptake of their research findings – i.e. the practices by which they affect societal debates, policy processes and development – can also be considered as an output from research and as evidence of capacity development.

Furthermore, the measurement of output is hampered by the fact that it is not clear how much time staff members are supposed to spend on research. The output is currently expressed per staff person, rather than on the basis of research time, which results in an under-reporting of output according to international standards. A further issue is that research is not, in practice, treated as a normal activity of faculty staff, even though policy regards research as integral to an academic workload. As a result, research is taken on in addition to full-time teaching duties. The policies and efforts to promote research have resulted in staff spending increasing time on research, PhD supervision and publications, but with no concomitant effort to compensate for this with a reduction in the teaching load. Not only does this result in concerns over the workload of staff members, but it undermines the incentives to undertake research. There is an urgent need to move to a system of time accounting (and staff funding), which includes time for research as a normal rather than additional task of academic staff, if a research culture is to be further promoted.

#### 4.4 EFFICIENCY

In the absence of the planned audit report and limited time to review financial information there is little evidence that can be drawn on to assess the cost effectiveness of the programme. It had been hoped that a systematic review of PhD training costs on an individual basis could be done and although the basic data exists in the records, DPD has not had the resources or time to extract it.

Based on discussions with DPD and data from other sources a number of tentative observations can be made:

- The PhD programme has amounted to just over 55 percent of total expenditure in cycle 2;
- Management of costs and control of PhD expenditure has only been applied in the last few years with rules standardising the number and costs of return fares between Rwanda and Sweden;
- NUR has not had complete control of expenditure given the fact that the collaborating Swedish university departments have had direct contracts with Sida for PhD supervision;
- Further there has been no systematic mechanism across the Swedish universities to monitor and ensure the timely completion of PhDs; the handling of the in-Sweden stipends for living has been contracted by Sida to the Swedish Institute, which did not appear to keep records of costs of individual students or at least report on them to NUR;
- It is known that there have been some PhD students in Peace and Conflict, Medicine and Education who have taken longer to complete than others incurring additional training costs, indicating that there have been some inefficiencies;
- There has been no standard sandwich model of PhD training; further there are intrinsic differences between disciplines with respect to PhD training costs.

In sum it is doubtful, even if the data existed, that meaningful comparisons of cost effectiveness of the sandwich model can be made with other forms of PhD training. However it is noted that in the proposals for the coming phase (2013-2018) estimates of PhD training costs for a local PhD, on the assumption of continuing supervisory support from Sweden, are equivalent to the costs of PhD training in Sweden.

It is clear that in the last three years much tighter financial control of the programme has been gained by DPD and data sets on costs are available. However it is not possible to assess efficiency in relation to decisions over budget allocation or assess whether more could have been achieved with the same funding. While most certainly tighter PhD progress management might have reduced costs, the extent of reduction is not yet known.

Further, what cannot be assessed is the coherence between efficiency and effectiveness. An investigation could be made into whether it might have been more effective in the long run to locate all PhD training at NUR and to bring in external teachers and supervisors. Although short term costs might be greater, it is possible, although this is speculative, that this could have brought about a more rapid and effective buildup of research capacity at NUR. A key requirement for financial management in the coming phase will be to collect more systematic data so that issues such as this can be investigated. The implementation of the MIS currently in progress with Sida support will help do this.

In sum with the limited financial information and a lack of relevant and appropriate comparative evidence on costs and capacity change effects, an answer as to whether the results of the programme can justify the costs cannot be answered. We can however point, as in section 5.1, to significant capacity building effects of the programme and, other than the delays in a few of the PhD student programmes, no evidence of inefficiencies have been found.

## 4.5 EFFECTIVENESS

The ‘sandwich model’ which has been central to the PhD training programme is defined by Sida<sup>14</sup> as one in which “research students are recruited to PhD training primarily in Sweden, maintain their positions at their home university, define their research project in that context and spend periods at Swedish Universities for coursework, analysis and write up. A Swedish supervisor collaborates with a supervisor from the home university. Supervisors from both sides make exchange visits and follow up the students closely”. The main advantage of the sandwich model is seen to be that it keeps candidates abreast of problems and solutions in their home environment.

In reality, there has not been one standard sandwich model within the programme, and the way in which it has operated for NUR PhD candidates shows considerable variation between disciplines. On one hand, there have been those PhDs where primary data collection has been required (as in Environmental Studies, Peace and Conflict and Medicine), leading to periods of fieldwork in Rwanda of up to six months a year. In contrast there are PhDs, as in Applied Mathematics and ICT that have required very limited primary data collection. These PhD students’ research material is essentially abstract (rather than empirical) and based primarily on programming and computer use. As a result PhD students in these subjects are spending up to 10 months of the year in Sweden. In summary there has been a spectrum from those who have followed the sandwich model to those who have followed a more classic overseas training. There seem to be good disciplinary reasons why this should have been so at this particular juncture of the university’s development.

It is also evident that there has in the past been little role for national supervisors in the PhD process, reflecting to a large degree their limited numbers and availability. A consequence is that there has been little development of supervisory capacity at NUR. However there are improvements. Recently started PhD candidates have local supervisors who they meet regularly for advice.

---

<sup>14</sup> Sida,2008. Support to National Research Development: 12

There have been issues of timely completion of PhDs (see Annex 8 showing the status of Sida-funded PhD students), particularly for those students enrolled in the first cycle of the programme. Eight of the 56 enrolled, (the death of one candidate has been excluded) have either failed to complete or dropped out. While being cautious about the underlying reasons between different departments, the timely completion of PhDs in Environmental studies should be noted. There appear to have been more problems with PhD students in Peace and Conflict and in Education, and PhD candidates in the first cycle of both of these programmes expressed clear concern over their supervision. The impression was gained, although it is difficult to substantiate that supervision of PhD students in the Peace and Conflict sub-programme was not as focused or accountable in the past as it might have been. Progress for the medical PhDs has been a problem area and one student was discontinued (even before formal admission to the PhD programme) after four years. There have been different views around the suitability of the research topic for this student but the continuation of a student for four years without PhD registration clearly raises accountability issues about the host department and university. However, given the large number of PhD candidates who are expected to graduate in the next two years (28 of the 56), there is expected to be a positive and cumulative effect of the programme.

The recruitment mechanisms for the PhD training have been vastly improved over the last years and we also see a shift where quality assurance and monitoring are increasingly done within the NUR as well as in Sweden. More procedures have been developed for the selection of candidates and relevant topics of research, and the monitoring of progress; although practices may still vary between different departments. Medicine is traditionally highly sensitive to ethics and quality control, while other departments are still in the process of standardising some of the procedures.

The three MSc programmes (ICT, Applied Mathematics, Peace and Conflict) that were sponsored under the NUR-Sida programme have been accredited. They are too young to have undergone a visitation process at this stage, and the internal quality and coherence of the programmes was beyond the scope of this evaluation. We have found that the programmes have incorporated substantial quality procedures for supervision, examination, evaluation and complaints. The programmes were jointly developed with Swedish departments and started with about half of the courses facilitated by Swedish lecturers. This proportion is gradually being reduced. Courses are mostly team work and may comprise elements of on-the-job training of NUR staff. The quality of teaching is also promoted through the steady rise in the proportion of staff with a PhD level or MSc level training. We have the impression that there is room for improvement for cross-course coordination and learning. We also note that there appear to be issues with the teaching of the current ICT Masters course (the teaching of the course has not been completed on time), given its reliance on teachers from the region, as the two qualified NUR teachers resigned.

#### 4.5.1 Special programme for female staff

There are marked gender disparities in secondary and tertiary education in Rwanda, particularly in the public tertiary level institutions, with 2011 figures showing 52.9 percent enrolment of females in private compared with only 34 percent in public institutions<sup>15</sup>. Among the reasons given for this discrepancy are the fact that private institutions do not offer science and technology (subjects in which females are underrepresented throughout the education system) and – specifically with respect to the NUR – that young women from Kigali are reluctant to study away from home.

To redress this imbalance, and in line with Government education policies and strategies, NUR has taken initiatives to promote gender equality within the university, including carrying out a gender audit and developing a gender policy and strategic plan. Despite this, as of 2012, there is evidence that gender mainstreaming within university structures and systems<sup>16</sup> has been ineffective, a factor that must be assumed to have contributed to a continuing female ratio within the student body of only 30 percent, a proportion that has remained static since 2009 and that has declined by 1 percent since 2008<sup>17</sup>.

By contrast, there has been a significant increase in female postgraduate enrolment over the same period. In 2008, women comprised 18 percent of students enrolled in Masters' courses and 23 percent of students enrolled for PhDs. By 2011, these rates had risen to 26 percent and 31 percent, respectively. The increase in the number and proportion of female PhD enrolments can be partly attributed to the special programme, under which funding was provided for 10 women going for training abroad to be accompanied by a children (see Annex 8 for details). The comparable rise in Master's enrolments over the same period indicates that the special programme is not the only explanation for the increase in the number of female PhD students. Nevertheless, the figures do suggest that the special programme contributed to this increase, and this is supported by testimony from women in the programme.

The increase in female PhD enrolments since 2008 suggests that the special programme has had some success in promoting women in science and may also eventually contribute to increased research capacity at NUR; but it is too early to judge this as these PhD candidates are not due to complete before 2014. It is also not possible to judge whether the programme has had an impact on the rate of progress that this

---

<sup>15</sup> Republic of Rwanda. Ministry of Education. Girls' Education Strategic Plan 2008-2012. Rwanda Education Statistics. January 2012.

<sup>16</sup> Sapsford, Roger. April 2012. Gender Equality at the National University of Rwanda, 2010: A Summary Report. Gender Committee interview, 2 August 2012.

<sup>17</sup> Source: data made available to the evaluation team by the NUR Department of Planning and Development.

group of women is making, although some who are studying in Sweden felt that the availability of quality day-care did enable them to concentrate better on their work. It will eventually be possible to judge impact by assessing the time it takes for this group of women to graduate in comparison with other PhD candidates. In the interim, it would be useful for NUR to assess progress more systematically than is currently the case, by recording how long it takes for candidates in the special programme to reach agreed milestones compared with other PhD candidates.

In discussions in Sweden and Rwanda, several issues emerged around the operation of the programme. For example, the special programme means that there is inconsistency between funding available for women enrolled under the special programme and the less favourable terms for women enrolled under the main PhD programme. This inconsistency provoked resentment in the latter group, which it fell to the Swedish universities to defuse and resolve<sup>18</sup>. It should be noted that resentment was over the financial benefits arising from the special programme: the evaluation did not find evidence of a lack of consistency or transparency between the two selection processes. Women recruited under the special programme considered that the rules governing how the additional funding could be used were inflexible; for example, the funds could not be used to pay for child-care in Rwanda if a woman preferred to leave all her children at home rather than taking just one with her to Sweden.

It appears that there are no plans to continue the special programme. The NUR 2012-2023 Concept Paper notes the gender gap among academic staff and in research but makes no provision for redressing this beyond introducing a recognition system that will reward individual and collective champions of gender equality at the university. If future PhD training takes place exclusively in Rwanda, opinions vary on how this will influence women's ability to successfully complete PhD training. Some women are positive about training in Rwanda as they consider that it will be easier for them to organise satisfactory child-care; others feel that training outside is to be preferred since it will mean that they are less likely to be confronted with domestic responsibilities that encroach on the time available for their studies.

#### 4.5.2 Research Infrastructure

Two major projects have been supported under research infrastructure – ICT infrastructure and the library although, given the importance of electronic resources to the library, these are linked. With respect to ICT infrastructure, the support from Sida has clearly helped its development into the biggest network in the country – bigger apparently even than the government network. It serves several campuses and also provides 70 percent

---

<sup>18</sup>The evaluation found no evidence of inconsistency between the two selection processes involved, with women selected under the special programme in Sweden reporting open competition with a normal call for applications and interview process.

coverage of wi-fi in Butare so that it can be accessed from home. It aims to serve the whole university community, including the administration and the undergraduate and postgraduate programmes. Through the development of the university portal, it has supported broader organisational and institutional capacity because it has enabled access to all policy and administrative documents. The system is constantly being upgraded and, although there were comments concerning intermittent problems of access and speeds of download, the evidence pointed to a functional system. The support from BTH has clearly contributed to capacities and skills to support the network.

Sida has also supported the upgrading of library services and a subscription to scientific e-journals, although other partners have also contributed to this. A key partner has been the International Network for the Availability of Scientific Publications (INASP)<sup>19</sup>, through which there has been a sharing of e-resources at the country level. However Sida also directly funds INASP. NUR holds data on usage of e-resources at the level of institutions (obtained through tracking ISP addresses); but, as data is not disaggregated below this level, it is not possible to assess the level of usage of e-resources by different NUR faculties, for example. No data on the use of hard copy library resources is collected. The capacity of library services has clearly improved as a result of the programme of training for staff, and support to the library as a sub-project with its own budget has, in the view of the staff, given it more status and autonomy within the university than might have otherwise been the case.

Discussions with researchers on access to journal resources were supportive of the view that access is not seen to be a major problem. One medical researcher noted how through the library, and also WHO support, he had access to all the journals he needed.

A common challenge reported by both library services and ICT, as well as other informants, was procurement processes that were commonly lengthy and not appropriate to the speedy purchase of books, for example, or cabling for the ICT system. As a publicly-funded institution, NUR is required to follow government procurement procedures and so has limited scope to speed up these processes.

## 4.6 IMPACT

Following the distinction made earlier, impact is examined with respect to its Individual, Organisational and Institutional dimensions. Individual capacity relates to the ability of individual researchers to design, undertake, report and publish research and promote uptake; organisational capacity relates to the ability of research departments

---

<sup>19</sup> INASP is based in the UK <http://www.inasp.info/>

or the university to undertake the core supportive routines and manage themselves; institutional capacity relates more to issues of leadership, culture, motivation and incentives structures.

#### 4.6.1 Individual Capacities

Two aspects of the programme can be considered to have contributed to individual capacities: the MSc and PhD training programmes and the competitive research funds. Employment of the graduates from these gives some evidence of the application of those capacities. With respect to the MSc training:

- Of the 14 Applied Mathematics MSc graduates, 10 of the graduates have been employed as teachers in higher education institutions and 4 have been recruited to the PhD programme;
- Of the 30 ICT graduates, one is a Minister of Youth & ICT, one is the DG in the same Ministry, 10 are in senior positions in ICT companies, seven are Directors / Heads of Departments in various public institutions and 11 are lecturing in universities including five at NUR who are undergoing PhD studies.
- The Masters of Peace Studies and Conflict Transformation has not yet finished its first cycle; however, all students are already employed in government.

Of the 10 PhD graduates from the programme:

- Four are from the Environment programme and of these three remain on the NUR faculty; a fourth is now working for the World Food Programme using his GIS skills;
- Three are from the Education programme: two of these are now Directors in Government Education departments and one is a lecturer at the Department of Applied Mathematics
- Three are from the Peace and Conflict Programme. All three are now lecturers at NUR, and one of them combines this with the coordination of the MSc programme.

The evidence on the employment of graduates from the programme is supportive of positive outcomes in terms of building appropriate skills for which there is a demand. In addition, of the 44 graduates from the Master's programmes, nine have continued into PhD studies. Seven of the 10 PhD graduates remain at the university. The PhD graduates have added to the number of qualified staff at the university, but their relatively small number means that it would be difficult to argue that this has built up a 'critical mass' of researchers. Moreover, many of the research topics selected by the PhD students relate to meeting teaching requirements and as a result, research areas are diverse and fragmented rather than having a coherent focus.

However it should be observed that there has been no explanation or model in the project documentation of what 'critical mass' actually means, how it can be built up, where various departments were in respect of this metric and what the linkages and necessary conditions between research training and 'critical mass' development are. In this sense there has been a missing explanation of cause-effect relations. The same observation could be made with respect to the lack of elaboration of cause-effect relation in the gender programme and how inputs would relate to desired outcomes and through what channel.

Note should be taken of the relative success of the collaboration in Environmental studies in building up a fledgling research group at NUR through the collaboration linking Gothenburg University with NUR. In part this seems to have reflected a degree of strategic vision and commitment by key supervisors at Gothenburg as to how this could be done, an experience that could have been leveraged into a broader understanding of the building of a 'critical mass'. In light of this, it appears unfortunate that the proposal (The letter of intent or LoI) for further collaboration between the two universities in this area failed to pass the Review Committee.

Taking into account the evidence on the outputs from the research grants funded under the Sida programme (individual, thematic and postdoctoral) and taken with the evidence of research publications and views of those supported by these research grants, there is evidence of growing interest and activity in research. The case studies presented in the draft account on the decade of research cooperation<sup>20</sup> are consistent with this.

As noted under Relevance, we observed significant individual capacity among researchers to enhance the uptake of their work. If this were more systematically supported, undertaken and recorded, it has the potential to have a large impact on the organisational and institutional capacity of NUR as well.

#### **4.6.2 Organisational Capacities**

Our assessment is that there is strong evidence of the development of organisational capacity. The development of research grant award procedures, the improvement of access to research resources, including e-resources, a functional ICT structure, as well as the consolidation of management routines within the university all indicate that substantial progress has been made in the ability of the university to carry out its core functions. There is also evidence of the university as a whole being increasingly successful in attracting resources and support from a wider range of funders and collaborators, particularly during the 2007-2012 cycle of Sida funding (for details see Annex 9). In addition NUR has built an impressive network among Universities in Africa and more widely, and has engaged many lecturers in teaching and supervision of NUR students.

Some of the interventions to bring about these changes have been of a more physical nature e.g. the development of ICT structures, for example, and cause-effect relation between intervention and outcome can be readily traced. For the development and application of other routines that have strengthened the ability of the university to

---

<sup>20</sup> Masanja, V.G., Ndikumana, R. Nsemgimana, H & Ntaganira, V. 2012. A Decade of Research Cooperation. 2002-2012. National University of Rwanda (NUR) and Swedish International Development Agency (Sida). Butare. Draft August 2012.

fulfil its core functions, we are less clear as to how it has come about. The outcomes can be detected but the intermediate stages between intervention and outcome are less clear.

There are issues in relation to teaching, supervision and research quality management that remain to be addressed. An example is the lack of the systematic use of students' evaluations of taught courses, for which formal routines have been developed but do not appear to be systematically applied or used in course development or teaching assessments.

### 4.6.3 Institutional Capacities

There is also evidence of increased institutional capacities. Incentive structures for supporting research have been improved and salaries have been raised. Publications now form a component of assessment for promotion. There is evidence of engagement in wider fora for research agenda setting. The use of ICT has provided much greater transparency to university procedures and has contributed to the creation of a shared NUR identity.

Again we can be clear about how the ICT structure has levered stronger institutional capacities but we are less clear how other stronger institutional capacities have developed. Nor can we easily trace the effects of stronger institutional capacities on capacities at the organisational and individual level.

That said, there are still major disincentives to undertake research, linked to high teaching loads and moderate salary levels that encourage the seeking of additional income. Of particular concern are the limited incentives to supervise, which may prove to be a significant impediment to building supervisory capacity in the university and will not be easy to overcome. As with research, the funding model for supervision is that it should be done in addition to normal full-time teaching duties, and it is poorly rewarded. This will remain a fundamental disincentive unless it is changed.

## 4.7 SUSTAINABILITY

Sustainability is a multidimensional metric and concerns the extent to which NUR has put in place academic, organisational and financial prerequisites to build and maintain research capabilities. As shown throughout this report, many of these prerequisites are in place or in process. NUR has taken steps to build, support and give value to research. Master's graduates are being recruited into PhD programmes; those who have completed their PhD training are returning to teach and do research; research grants are supporting this; and research outputs are contributing towards promotion. The three Master's courses are accredited, and although they are still jointly taught, the Swedish role is shrinking. Local capacity for PhD supervision is developing and quality assurance increasingly takes place in NUR. A good physical infrastructure is in place, including for ICT, and appropriate organisational systems and procedures are in place or being developed. NUR is building a wide network of international partnerships and long-term research collaborations.

In terms of financial sustainability, NUR has seen a growth in income from 8,419 MRWF (92.6 MSEK) in 2007 to 19,759 MRWF (217.4 MSEK) in 2010-11 (See Annex 10). The changing sources of income should be noted. In 2007, income from students (both government-supported and private) amounted to 87 percent of total income with consultancy activities and donor grants contributing a further 4 and 0.05 percent respectively. In 2010-11 income from students had dropped to 48 percent of total income while income from consultancy and donors had risen to 12.25 percent and 28 percent respectively of the total. These shifts in income sources indicate a long-term trend whereby public funding to state universities is being progressively reduced, and income from privately funded students is also expected to fall. The rise in self-generated and donor income has in part been NUR's response to this shift in funding modalities, and provides evidence of NUR's capacity to bring in funding from new sources. NUR needs to expand and diversify its donor base, which from the start has depended mainly on Sweden, the USA, the Netherlands and Belgium.

These are all positive developments but the future remains uncertain. NUR has ambitious plans in terms for recruitment and training but it is unclear if the assumptions that underlie these plans about the availability of necessary financial resources, about what the supply of students and the demand for graduates will be at all levels, and about NUR's capacity in terms of trained staff to support the expansion are realistic or will hold good. NUR needs to develop some scenario and strategic planning at both the university and faculty levels in order to build a financial and human resource development strategy that supports the expansion that is proposed. Of particular importance is the need for detailed planning on the growth of supervisory capacity within the university and at a departmental and faculty level to support the teaching and supervision demands of an expanded Master's and PhD programme. This is an area where Sida is well-positioned to provide relevant expertise, should NUR request this.

In developing these future scenarios and the financial strategies that should underpin them, note needs to be taken of the fact that the seven state-funded universities are in the process of being reorganised into one National University provisionally called the University of Rwanda. The precise implications for NUR, and its constituent faculties remain unknown but it is possible that NUR may assume overall leadership for the National University. In light of this, it may make sense at least for the short term to continue to concentrate support for competition-based research funds within the new National University rather than fund a National Research fund.

The terms of reference ask for an assessment of whether or not there are subject or discipline areas where the preconditions to support a shift from a sandwich model to a large in-house PhD programme are now in place. With the available evidence, particularly in relation to supervisory capacity, it would be difficult to argue with confidence that any of the subject areas are yet in that position. What might be more appropriate is a graduated approach over the next phase with a combination of both the sandwich model and in-house PhD training with a gradual increase in the proportion of the latter.

# 5 Conclusions: Have capacities been developed?

## 5.1 CAPACITY BUILDING PROCESSES

One of the comments made in the inception report for this review (p.12) was that there was an ‘absence of any explicit overall conceptual framework for capacity development that could be monitored and evaluated’. There has not been, therefore, any systematic attention or focus on the different dimensions of individual, organisational and institutional capacities, or the interlinkages between them. This is surprising given the stated objective of the cooperation to promote research and the development of institutional capacity.

The ‘lack of capacity’, from what we have read and heard, has been largely defined in terms of technical (including skill) and resource shortfalls such as too few staff, lack of equipment and absent systems and procedures and evidenced by lack of outputs. These formal managerial, individual or system capacities and outputs mainly, we would argue, by the way in which this programme has been seen and reported on. We find striking the absence of strategic and higher-level thinking and monitoring about capacity building of university systems where we might have expected Sida and the partner Swedish universities to have contributed to the collaboration.

The inception report proposed in schematic form a simplified capacity development results or causality chain (Annex 11) that contains an implicit set of cause-effect relations. It was also proposed that this model would be critically tested against the evidence collected. First it should be said that there was no baseline assessment at any level (individual, organisational or institutional) in 2007 and indeed the only needs assessment that has ever been done - as far as we are aware - was in 2002. The development of a baseline is something that will need to be established at the start of the next phase of the programme. Second, we note that logical frameworks for projects were not developed until after the start of the second cycle of funding and these have not been systematically used. Third, the lack of detailed departmental and faculty disaggregation of data in relation to outputs and outcomes limits the extent to which detailed comments can be made.

*Despite all the above observations, we have found considerable evidence (although it is not systematic) that not only suggests the broad validity of the capacity model framework proposed, but also that the indicative outputs and intermediate outcomes are being achieved. Thus the interventions in the Sida programme are contributing to the capacity building processes at the three levels, although it is difficult to know the scale and effectiveness with which this has been done, given the lack of systematic evidence. We are also not entirely clear how this has been done. The challenge for*

*NUR is now to more fully develop this model and to link the Sida programme components into it.*

If we are to look beyond these ‘lack of capacity’ dimensions and ask the question of ‘capacities for what?’ we also need to focus on other factors that drive organisation and system behaviour. For this, we would suggest drawing on comparative research on capacity change<sup>21</sup> and the identification of the core capabilities that relate to capacity development at the University, Faculty and Departmental level. These relate to the following:

- The capability to commit, relate and engage (motivation, confidence and the management of relationships);
- The capability to carry out technical, service delivery and logistical tasks (core functions in relation to implementation of mandated goals);
- The capability to attract resources and support (resource mobilisation, networking, legitimacy building);
- The capability to adapt and self-renew (learning, strategizing, adaptation and managing change);
- The capability to balance coherence and diversity (encourage innovation and stability, manage complexity, balance capability mix).

We think there is evidence for the development of many of these capabilities within NUR but they are not being explicitly managed for or monitored. An example concerns the capability to attract resources and support. We have evidence of the expanding academic network of NUR. Through a multiplicity of ways, including conferences, projects and the growing academic reputation of NUR, the university has built a large network with universities, particularly in Africa, that is drawn on for teaching, supervision and research. As these are not systematically monitored, there is also not enough recognition of both the potential and the risks involved in these collaborations.

We are aware that log frames are being developed and that there are draft results frameworks for the next phase of the programme. We have two observations here. First, in our view, they are too heavily weighted towards deliverables and external accountability rather than learning about processes. They also focus too much on the details rather than the bigger picture, and we think this is also an issue in the reporting structure. Second, there is a conceptual weakness that, while the log frames are appropriately all located at the same level of the logic hierarchy, synergies and inter-relations between projects are not explored or considered. What is required is the use of a nested log frame structure where higher order system outputs and objectives are

---

<sup>21</sup> ECDPM 2008. Capacity Change and Performance: Insights and implications for development cooperation. (Policy Management Brief no 21): Maastricht: ECDPM

identified, and project log frames are placed in a subordinate position to these. (An outline example is attached in annex 12.)

The final comment relates to assumptions about cause effect relations in building capacity. The key instruments of intervention into the university have been training programmes, money and other resources. Assumptions have been made that these intervention instruments will lead to certain effects in terms of outputs, intermediate outcomes and longer-term outcomes at an individual, organisational and institutional level. These assumptions have not been elaborated or spelt out, tested and monitored. There is a need in the next stage to explicitly develop such a framework which should be at the core of monitoring, learning and reporting, and which focuses as much on the intermediate outcomes that address cause-effect relations as well as on the final outcomes.

## 5.2 SIDA'S ROLE

Since the start of its support to NUR, Sida has been the major financial contributor to developing the university's research capacity, with total financial support reaching more than 250 MSEK by 2012, or 52 percent of the approximate total of US\$77 million that NUR had received for developing its research capacity. Commensurate with the level of its financial support, Sida has made the most significant contribution to PhD training, funding 40 out of 109 PhD candidates who have been under training during the cooperation period, with the Netherlands and the Rwandan Government some way behind at 15 and 14 each.

The relative size, continuity and predictability of Sida's support means that it can take credit for the progress made by NUR since 2002, and reported on here. Indeed, there is general acknowledgement within NUR that without Sida's support the university could not have achieved the results that it has. Nevertheless, the evaluation also found that Sida's support has lacked consistent strategic engagement, mainly because of rather high turnover of Sida Programme Officers. In our view, this has contributed to Sida's concern with deliverables and with individual and organisational development rather than with what is required for institutional development. Staff turnover may also be a factor in Sida's lack of focus on the relevance of research to national development priorities. The appointment of a Programme Officer at the Swedish Embassy in Kigali, who is responsible for support to the NUR, should facilitate the more strategic oversight that is required.

As the largest donor to NUR, Sida could have played a positive role in facilitating coordinated support to the university. This has not happened, partly because Sida (along with other key donors such as the Netherlands and Belgium<sup>22</sup>) has lacked an in-country representative responsible for the programme, but also because tertiary education falls outside the scope of donor harmonisation. Notwithstanding this limitation, more effective coordination should be possible and is certainly required. NUR has a large number and a diverse group of donors and research collaborators (see Annex 9 for a complete list of these, with summaries of their support). Several of these have shared interests – for example, in funding Master’s courses or PhD training, or in specific disciplines or sectors, such as environment, medicine or food security – and this creates potential for coordinated support around different programme areas.

The Directorate of Planning and Development has begun putting in place some of the building blocks for more harmonised support – for example, in terms of strengthening the university’s financial management and reporting systems, and ability to generate appropriately disaggregated statistics. DPD also convened a joint donors’ meeting to review and discuss its 2013-2023 Concept Paper for research development. These are all relevant and necessary first steps towards better coordinated support but, beyond these initiatives, DPD needs a comprehensive strategy, endorsed by NUR’s senior management, for approaching different categories of donors and collaborators, and for bringing them into more coordinated relationships with NUR and with one another. An important early task for the new Sida programme officer will be to support NUR-DPD in developing such a strategy.

### 5.3 THE ROLE OF THE SWEDISH UNIVERSITIES

At one level the role of the Swedish universities has been fairly clear – mainly to provide research training. However as noted earlier (Section II) the contracts for funding the research training have been directly between Sida and the Swedish universities, and not with NUR. Many of the Swedish university departments have delivered well on their research training obligations. However from the perspective of NUR there is a feeling that there has been a lack of accountability by the Swedish universities for supervisory performance and student progress. This is seen to have contributed to the slow advancement by certain PhD students in the first cycle.

---

<sup>22</sup> The Netherlands has supported NUR through NUFFIC and Belgium through BTC and CIUF-CUD. After Sida, the Netherlands and Belgium were the next largest contributors to building NUR’s research capacity at 10 percent and eight percent respectively of the total.

There has certainly been a lack of understanding by NUR of supervisory practices in Swedish universities and the reasons for variability in these between universities. In part this has been addressed with the appointment of a coordinator for the Swedish universities in the last two years of the programme in an attempt to standardise procedures and reporting. But in the view of this review, lack of financial authority by NUR over the training has limited the control that they could reasonably be expected to exert; although NUR has become increasingly more vocal about student progress issues. It is understood that control of funding for the PhD programme will shift to NUR in the next phase, and this is an important step to take in changing the dynamics in the partnership.

Some of the Swedish University departments have shown a strong interest in the broader dimensions of capacity development. But the lack of coordination between the Swedish universities has meant that other departments have not benefited from this perspective, and thus this has restricted the potential contribution that the Swedish partners could have made in helping NUR address higher-level organisational and institutional capacities. However, it should also be said that Sida appears not to have demanded this of them. In this sense there has been something of a lost opportunity.

If the recommendations of this review lead to NUR developing a more strategic vision of capacity development into which the new Sida programme is integrated, NUR will be in a stronger position to draw the Swedish universities into a productive partnership, rather than allowing them simply to play a service role to NUR. Giving some delegated authority to the Swedish coordinator of the programme might help encourage this.

## 6 Lessons Learnt and Recommendations

As we state at the top of this report, we consider that NUR has made significant overall progress, particularly given the challenges it has faced and its low starting point in the wake of the 1994 genocide. We have been impressed by the engagement and commitment of the university, which in our view is the main factor contributing to what has been achieved. Our key finding from the evaluation is that Sida's support should be continued in order to build on these achievements. We set out (below in Table 2) key lessons learned from the evaluation of the cooperation and specific recommendations for NUR, for Sida and for the Swedish universities. These relate broadly to: strengthening the focus on developmental relevance; strengthening the quality of research outputs; ensuring that approaches to capacity-building address all three levels of capacity; and actions to support NUR's plans for expansion.

We would recommend that immediate priority be given to responding to the two recommendations on capacity building and that these should be addressed by the start of the next phase of the programme. We would also give urgency to instituting a time budgeting approach for academic staff so that a total workload is the sum of time spent on teaching, research and other duties and research is not an additional duty on top of full-time teaching. This will increase the incentives to undertake research. These recommendations have been bolded.

The task of prioritising responses to the other recommendations lies with the University, which is in a better position to judge both the importance of the issues and the ease with which they can be addressed. We suggest however that the recommendations made under enhancing relevance and promoting scientific quality and outputs should be addressed within a year of the start of the next phase of the programme. A response plan to these recommendations should be developed by the University within the next three months.

Summary of key lessons and recommendations			
Key lessons	Recommendation to NUR	Recommendation to Sida	Recommendation to Swedish universities
<p><b>Relevance:</b> Existing procedures for proposing and approving research topics give insufficient attention to the relevance of the topic to Rwanda's development priorities and to the potential for dissemination and uptake of research results.</p>	<p>NUR should:</p> <ul style="list-style-type: none"> <li>• amend existing formats for proposing and reviewing research topics to give greater priority to questions of relevance to Rwandan development priorities.</li> <li>• amend existing procedures for monitoring research outputs to include tracking the extent to which research results have influenced policy and development practice.</li> <li>• amend procedures for promotion to include criteria concerned with the uptake of research results.</li> </ul>	<p>Sida should:</p> <ul style="list-style-type: none"> <li>• support NUR to amend and develop procedures to strengthen the focus of research on Rwanda's development priorities;</li> <li>• ensure that developmental relevance is a key criterion (with appropriate indicators and clear bridging objectives in the results framework) in Sida's assessment of performance under the NUR-Sida cooperation programme.</li> </ul> <p>Responsibility for this should be delegated to the Kigali-based desk officer.</p>	<p>The Swedish universities should invest effort in building and maintaining their own understanding of Rwanda's context and development priorities. Investing in a seminar series or equivalent with Rwandan colleagues could support this.</p>
<p>Reporting has mainly focused on deliverables and intermediate outcomes and has paid insufficient attention to long-term outcomes, in particular NUR's contribution to development priorities.</p>	<p>NUR should develop procedures for monitoring and reporting on intermediate and long-term strategic outcomes.</p>	<p>Sida should amend its reporting requirements to encourage NUR to report on longer-term strategic outcomes as well as on deliverables and intermediate/bridging outcomes.</p>	
<p>Where research seeks to address problems with a social dimension, it is often not well informed by social science analysis or theory.</p>	<p>NUR needs to strengthen the contribution of social science skills in problem analysis and research design, implementation and outputs.</p>		<p>Collaborating Swedish Universities should ensure that research partnerships designed to address social problems are supported by robust social analysis</p>
<p>Time spent by researchers in promoting research uptake and policy informing is not formally documented and recognised as a research output.</p>	<p>NUR should establish formal procedures for documenting activities and outputs related to promoting research uptake.</p>		
<p><b>Scientific Quality and Outputs:</b> Public Health is the only faculty that appears to have developed procedures for PhD annual study plans and for monitoring progress against these.</p>	<p>NUR should take the procedures developed by the Faculty of Public Health as a model and should embed them as standard practice across all faculties, departments and centres.</p>		
<p>There are no formal routines for departments, faculties or centres to report publications to ensure that research outputs are systematically recorded.</p>	<p>NUR should establish routines and procedures to ensure annually accurate and timely reporting of research outputs by departments, faculties and centres;</p>		

The publication and dissemination of NUR produced reports and books are often subject to lengthy delays.	NUR should ensure that realistic planning procedures for timely publication and dissemination of reports and book are established and that this is monitored as a measure of performance.		
Although publication of peer reviewed articles is one measure of quality of research output, it is not sufficient: where you publish is also important.	NUR should progressively take account of the weighting of international journals and their impact factors to assess publication quality.	Sida should encourage the inclusion of indicators that assess impact factors and citation of publications in international journals.	
<b>NUR's current system of person accounting acts as a disincentive to staff to undertake research and to supervise postgraduate work.</b>	<b>NUR should move to a system of time accounting and should include research and supervisory time within this as a normal part of academic staff duties.</b>		
The Sida support to NUR competition-based research funds has provided a positive stimulus to research activity.	The Research Commission should expand the competitive research fund with contributions from other donors. It should give more weight to team and cross-disciplinary research.	Sida should continue to fund and even expand the support to NUR competition based funds. Given the likely consolidation of public universities into one national university funding for competitive research should be concentrated in the new National University of Rwanda.	
<b>Effectiveness:</b> Systematic cross-coordination and learning (e.g. on course evaluation processes) from the MSc programme is not taking place.	NUR needs to establish and enforce routines to ensure systematic practices in MSc programmes and cross-programme learning.		Swedish Universities contributing to MSc course teaching should encourage and promote practices to ensure MSc course quality.
There is a lack of clarity over the future of the special programme to support female PhD candidates, and of whether and how the effort to increase their number will be continued in the next cycle. No monitoring is being carried out to assess the impact of the programme on the progress made by PhD candidates recruited under the scheme.	NUR should: <ul style="list-style-type: none"> <li>• monitor the progress against agreed milestones made by PhD candidates in the special programme as compared with other PhD candidates;</li> <li>• include plans for increasing the number and proportion of female PhD candidates in proposals for the next funding cycle;</li> <li>• indicate how it intends to carry forward the wider initiatives that have already been started to institutionalise gender equality in the university.</li> </ul>	Sida should: <ul style="list-style-type: none"> <li>• clarify whether it is willing to continue funding a special programme for female PhD candidates and, if so, under what conditions;</li> <li>• clarify its expectations with respect to the promotion of gender equality in NUR.</li> </ul>	

<p><b>Impact:</b> The collaboration between NUR and Swedish universities in environmental studies is beginning to build up a research group at NUR. It is unclear therefore why this discipline did not have its Letter of Intent accepted.</p>	<p>NUR should discuss with Sida the decision not to support further collaboration on environmental studies and if necessary find alternative partnerships to support environmental research.</p>	<p>Sida should considering giving more weight to success in capacity building outcomes when reviewing proposals for funding for further collaboration.</p>	
<p><b>Sustainability:</b> NUR appears to have in place many of the requirements of a sustainable institution. However, it has ambitious plans for expansion and has not given sufficient consideration to best and worst case scenarios in relation to this, and to the need for a financial strategy to underpin these plans.</p>	<p>NUR:</p> <ul style="list-style-type: none"> <li>• develop some strategic and scenario planning for its expansion plans;</li> <li>• build a financial strategy to support the proposed expansion.</li> </ul>	<p>If requested by NUR, Sida should support the process of scenario and financial planning through provision of relevant expertise.</p>	
<p><b>Capacity-building:</b> Capacity development has focused on individual and organisational capacities, with little attention being paid to important aspects of institutional capacity development and the capabilities associated with capacity development.</p>	<p><b>Before the start of the new programme, NUR should:</b></p> <ul style="list-style-type: none"> <li>• develop a model of capacity-building that addresses individual, organisational and institutional capacity;</li> <li>• establish the baseline of capacity at all levels at the start of the new programme;</li> <li>• establish indicators of progress in all three levels;</li> <li>• amend annual progress report formats to address capacity development at all three levels.</li> </ul>	<p><b>Sida should:</b></p> <ul style="list-style-type: none"> <li>• support NUR to develop the capacity-building model and associated indicators. Responsibility for this should be delegated to the Kigali-based desk officer;</li> <li>• amend reporting requirements to take account more of higher level capacity building processes;</li> <li>• support an annual review of the capacity development model to refine and develop it.</li> </ul>	<p>Swedish Universities need to engage more systematically in supporting capacity building at an institutional level with the departments they are collaborating with.</p>
<p>The draft log frameworks for the next phase do not take account of synergies between them in terms of higher-level effects on capacity building at NUR or intermediate outcomes in relation to the building of these effects.</p>	<p>NUR should</p> <ul style="list-style-type: none"> <li>• review the individual programme component log frames and ensure consistency across them;</li> <li>• locate these log frames in a subordinate position (a nested log frame structure) to an overall capacity building model so that synergies between them and higher level effects of programme components can be</li> </ul>	<p>Sida should support the development of an overall capacity building model for NUR that integrates individual programme components into them.</p>	<p>The Swedish universities should engage in this process with NUR prior to the start of the overall programme.</p>

	<b>identified and monitored.</b>		
<p><b>Donor harmonisation</b> NUR/DPD has taken several important steps to encourage more harmonised donor support (e.g. through improved financial management and reporting) but needs to develop a more proactive and comprehensive strategy towards donors and other partners.</p>	<p>NUR/DPD should develop an explicit strategy, endorsed by senior management, for bringing donors and other partners into more coordinated relationships with one another and with NUR.</p>	<p>The new Kigali-based Sida Programme Officer should support NUR to build and implement a donor coordination strategy.</p>	

# Annex 1 – Terms of Reference

## **Terms of Reference for an Evaluation of Sida’s Support to the National University of Rwanda 2007-2011**

### **1. BACKGROUND**

The Swedish research cooperation with Rwanda was initiated in 2002 and had the objective to enhance the national research capacity. Early support (1.5 MSEK) to the National University of Rwanda (NUR) was provided with the purpose to prepare a research proposal. In addition, 1.5 MSEK was granted for the development of ICT infrastructure at NUR. Sida furthermore contributed with 7 MSEK to teacher salaries during 2002 as an emergency support.

The application resulting from the early support resulted in an agreement on Sida support of 78 MSEK during 2003-2005 that was extended to the end of 2006. In 2007 Sida entered into a second agreement with NUR for the period 2007-2010 with a budget of 104 MSEK. In an amendment to the Agreement in 2008 21,6 MSEK was added to the program. The support was directed to six research-training programs and five sub-programs aiming at improving research management and the research environment. In 2011 the agreement 2007-2010 was extended to December 2012 with additional funds of SEK 49,9. The extension will provide resources and time to develop a new phase of research cooperation with focus on NUR’s responsibility for research and research training.

According to NUR’s Concept Note, Plan for Capacity Building in Research and Graduate Training, 2012-2017, there is a pressing demand for PhD holders in Rwanda. The suggested way for Rwanda to close the gap between existing and needed research capacity is to start massive in-house Master’s and PhDs training in cooperation with partners.

A gradual shift from postgraduate training abroad to training in the country is an important component in the Sida supported program. The introduction of Sida’s new modalities to support “research for development” is in line with changes at Sida and in the Swedish university system, such as the introduction of full cost recovery and tuition fees for non-EU citizens.

To Sida it is important that the supported local PhD-training programs hold a quality close to the training that is offered in Sweden. Quality assurance regulations and procedures must be reviewed both at national and institutional level by Sida to ensure that the quality of the programs is of internationally high and competitive standard. Before providing support to local postgraduate training programs, there is a need to analyse NUR’s capability to run such programs.

## 2. OBJECTIVES OF SIDA SUPPORT

The overall objectives of Swedish research cooperation with NUR are to develop and strengthen research and research management capacity as well as strengthen the research environment<sup>23</sup>.

Sida supports development of research capacity through training of PhD students at Swedish universities following the “sandwich” mode in areas of peace and conflict, education, environment, ICT, applied mathematics and medicine. Moreover, in the areas of peace and conflict, ICT, and applied mathematics, local Master’s programs were established and are running with assistance of Swedish universities. From the start of providing support, Sida has been committed to assist NUR to develop the research environment, e.g., ICT and the library. Moreover, Sida’s support is also directed to development of the institutional structure for research management at NUR.

## 3. PREVIOUS ASSESSMENTS

In 2001, before research cooperation was initiated, Sida conducted an institutional assessment<sup>24</sup> of NUR’s financial management and ability to govern and control operations. The conclusion of the assessment was that NUR’s ability was satisfactory, but that there was a need of training staff in administration and management.

The agreement 2007-2010 included support to administrative and management capacity in order to increase the feasibility of the implementation of the program.

During 2009 NUR with assistance of an external consult carried out a self-assessment with focus on results<sup>25</sup>. However, no in-depth external evaluation of Sida’s research cooperation with NUR has been carried out since 2002.

In the light of the on-going changes at Sida and Swedish universities it is important for Sida and NUR to take stock of the cooperation in order to find the best way for planning of the new phase of the cooperation.

## 4. OBJECTIVES AND SCOPE OF THE EVALUATION

The evaluation shall make an overall analysis of the research cooperation in relation to its **relevance, scientific quality, efficiency, effectiveness, impact and sustainability**. Based on an analysis of the six evaluation criteria above, the evaluation shall provide concrete and realistic recommendations regarding the future composition, modalities and level of support. The evaluation shall also consider the results of the audit of the research management system at NUR that will be carried out in 2012.

---

<sup>23</sup> Specific Agreement 2007-2010.

<sup>24</sup> Institutional Assessment of National University of Rwanda, 2-19 December 2001.

<sup>25</sup> Self-assessment of the Sida research cooperation program 2003-2009, December 2009

## 5. METHODOLOGY

The evaluators shall propose an evaluation methodology, including particular evaluation techniques in the proposal, and elaborate them further in an inception report (see paragraph 8).

Parts of evaluation will take place in Sweden, involving Sida and Swedish universities involved in the program, and parts in Rwanda.

The work plan and schedule (see paragraph 10) shall be further elaborated by the evaluators in the tender and inception report.

## 6. EVALUATION QUESTIONS

### *Relevance*

4. Is the research cooperation program consistent with NUR's policy and development priorities, needs and institutional capacity? Would NUR prefer other arrangements for research cooperation?
5. Are the research projects in the program relevant to the development goals of Rwanda?
6. Is the program relevant in relation to other programs to strengthen research capacity at the university, including funding from other donors?

### *Scientific quality*

7. What is the quantity and scientific quality of the research conducted and results obtained, in terms of publications in international and national scientific journals and presentations on international conferences?
8. Does NUR have sufficient quality assurance mechanisms? Do regulations for quality assurance of postgraduate training programs exist at the university? How does the university follow up the students' performance?

### *Efficiency*

9. Compare costs for local postgraduate training programs with the costs in Sida's so called sandwich model.
10. Can the costs of the research cooperation program be justified by its results?
11. Could better outcome have been achieved with the same resources?

### *Effectiveness*

12. To what extent and how has the research training contributed to the achievements of the research projects' specific goals and objectives?
13. Has the program been successful in delivering outputs such as the number of students enrolled and the number of graduated PhD and MSc students?
14. What is the time needed for completion of PhD studies and what are the reasons for having difficulties to finalise studies or for leaving the program? Has Sida's sandwich model been an effective way of achieving results?
15. What are the adequacy, functionality (use and maintenance) and impact of the research facilities (laboratories, equipment and infrastructure (ICT infrastructure and management and library research and services) that the program has contributed with?

16. Has the component for promotion of gender equality (Research Training for Female Staff) been effective? I.e. has the program contributed improved gender balance at NUR? Is the special program the right way to promote women in science?

### ***Impact***

17. Has the program has contributed to research capacity at the institution and in Rwanda? Has it been possible to create a “critical mass” of competent researchers in the targeted research areas?
18. Has the program influenced the overall research culture, the MSc and undergraduate training of the university?
19. How has the program increased the capacity to formulate research problems and proposals as well as design research projects and attract external research funding?
20. Has the research programs had an impact on policy, collaboration with ministries, industry and civil society?
21. How has the research cooperation program impacted on the system for academic promotions at the university?
22. Are there any positive and negative unintended effects, i.e. “spin-offs” from the research cooperation program?

### ***Sustainability***

23. What is NUR’s strategy for the research career and retention of researchers at the university?
24. What is the main goal of training Masters? How many of the trained to Master’s degree will continue to PhD degree?
25. What is the sustainability of the local Master’s programs? What is the outlook for running Master’s programs without donor support? How strong is the ownership of the MSc programs when Swedish lectures are involved?
26. To what extent have regional and international long-term research collaborations been established?
27. In what areas does NUR have all preconditions, e.g. critical mass of supervisors, infrastructure and management capacity to shift from the sandwich model to massive in-house postgraduate training?
28. What are the bottlenecks for development of research capacity? Salaries? Internet connectivity? Quality of higher education and Master’s level training? Other?

The evaluation shall assess the results and effectiveness of two particular programs managed by the Research Commission:

- 1) The NUR research funds
- 2) Training of female staff

The quantity and scientific quality of the projects funded from NUR’s research funds shall be evaluated. Results dissemination in terms of presentations at the university’s scientific seminars and international conferences as well as publications in international and national scientific journals shall be part of that assessment. The dissemination of research results to society shall be reviewed.

The consultant shall review how the female training program was developed and managed. The extent to which the training of female staff has contributed to research capacity at the institution shall be analysed. The evaluation shall also assess how open and transparent the program is.

## 7. RECOMMENDATIONS

The evaluation shall provide Sida and NUR with recommendations, in the short and the long-term. Recommendations shall address the following questions:

- What is the impact of Sida's support to research at NUR since 2002?
- Should Sida consider providing support to development of the National Research Funds/Research Council within the frame of the research cooperation with Rwanda?
- How can the present research cooperation with Rwanda be improved and made more efficient?
- Should Sida continue/increase the support to the NUR competition based research funds, instead of earmarking funds for particular research projects?
- How can the research cooperation's contribution to viable and sustainable research environments be further improved?
- How can support to research at NUR be harmonised to ensure a better research environment at NUR?
- How should NUR design the postgraduate training programs?
- Should the current sandwich PhD training in collaboration with Swedish universities continue?
- How could the system for quality control of the local postgraduate programs be developed?
- How can timely implementation of the program be ensured?
- How can NUR play a stronger role in developing Rwanda's research agenda?

## 8. OUTPUTS

The evaluation shall be conducted in four phases including:

**Phase 1:** A desk study (with a review and analysis of relevant documents) that shall be the basis for an inception report. The inception report shall elaborate the methodological approach to the fieldwork and include a detailed fieldwork plan for the evaluation.

**Phase 2:** Fieldwork in Rwanda and Sweden.

**Phase 3:** Analysis and finalisation of the evaluation report.

**Phase 4:** Dissemination.

## 9. STAKEHOLDER INVOLVEMENT

Sweden, represented both by Sida and the Embassy of Sweden to Rwanda, and NUR are the intended users of the evaluation. Sida will procure the evaluation and have the responsibility for quality assurance of the products. A reference group at NUR shall be consulted along the whole evaluation process. The reference group shall be given the opportunity to comment on inception report, be briefed by the consultants before they begin their field work in Rwanda, be de-briefed on findings from the field work in Rwanda before they leave, and be given the opportunity to comment on the draft final report.

Other stakeholders, who should be consulted by the evaluators during the evaluation process, are:

- Collaborating Swedish partners (Blekinge Institute of Technology; Linköping University; Gothenburg University – including supervisors from Uppsala University and Karolinska institutet within the health research sub-programs)
- The Swedish Program Coordinator
- Government representatives from the Ministry of Education and the Director for S&T
- Other donors, primarily Nuffic (Netherlands) and CUD/CIUF (Belgium)

The evaluation team is expected to inform the parties concerned in advance of its visits, so those that want to participate in and contribute to the evaluation can do so.

The draft evaluation report shall be circulated to a reference group representing relevant and representative stakeholders in Rwanda (i.e. the reference group at NUR) and Sweden for consultation and validation. Comments shall be considered before the final evaluation report is completed. The evaluation team shall describe which groups that have been consulted and why they were selected.

The final evaluation report will be published in offset as well as in digital format and will be distributed by Sida to all concerned stakeholders in Rwanda and Sweden. A presentation of the findings shall be arranged in Rwanda, and costs for this are to be included in the proposal from the consultant.

## 10. WORK PLAN

The assignment shall take place during December 2011-September 2012:

Activity	Period / Point in time	Whom
Preparation and discussion of ToR with FORSK	December 2011	Sida, FORSK
Discussion of ToR with the Section at Embassy and NUR	January 2012	Sida, Embassy, NUR
Contracting of evaluation team	February 2012	Sida and evaluation team
Content analysis of documents	March 2012	Evaluation team
Inception report presented to Sida and NUR	April 2012	Evaluation team
Field work Sweden	May 2012	Evaluation team
Field work Rwanda	June 2012	Evaluation team
Draft evaluation report to be presented to NUR and Sida	July 2012	Evaluation team
Revised evaluation report to be delivered to Sida	August 2012	Evaluation team
Revised evaluation report presented at Sida	September 2012	Evaluation team
Final evaluation report submitted to Sida	September 2012	Evaluation team

## 11. REPORTING

The following outputs shall be delivered by the evaluators:

- Written inception report
- Draft written evaluation report
- Revised written evaluation report
- Final written evaluation report

Reporting requirements:

- All reports shall be in English.
- The reporting shall adhere to the evaluation terminology of the *OECD/DAC Glossary on Evaluation and Results-Based Management* as far as possible.
- The evaluation report should consider the report format presented in Annex B of Sida's evaluation manual *Looking Back Moving Forward*, 2<sup>nd</sup> revised edition, 2007.
- The reports will be assessed against standard quality criteria for evaluation reporting, such as the DAC Evaluation Quality Standards of 2006.
- The reports shall contain a list of persons interviewed during the evaluation, detailing their names, positions and affiliations.

## 12. EVALUATION TEAM

Qualifications of the evaluation team:

- The team leader shall have expert knowledge of and experience of evaluations.
- At least one team member shall have significant experience from and knowledge about research capacity building in developing countries.
- At least one team member shall have significant experience from and knowledge about research management, including management of research funds.
- At least one team member shall have significant experience from and knowledge about development cooperation policies and strategies, including the Paris Declaration on Aid Effectiveness and national poverty reduction strategy plans.
- One team member should preferably have ability to conduct interviews and read documents in Kinyarwanda.

## 13. DOCUMENTS AVAILABLE

- Decisions with enclosures (including assessment memos) for contributions
  - 2002
  - 2003-2005
  - Extension to 2006
  - 2007-2010
  - Amendment to the 2007-2010 agreement
- Agreements for the contributions
  - 2002
  - 2003-2005
  - Extension to 2006
  - 2007-2010
  - Amendment to the 2007-2010 agreement

- Review of MSc in ICT program (Greenberg, 2007)
- ToR and report (or draft) of “Assessment of administration and management of Sida financed research programs at NUR”, 2012
- Sida Document Administration of Sida funded Research Training Partnership program
- Rwanda’s Economic Development and Poverty Reduction Strategy (EDPRS)
- NUR Strategic Plan
- The Republic of Rwanda’s National Policy for Science, Technology and Innovation
- Annual progress reports
- Annual financial reports
- Audit reports
- Annual plans
- Agreed Minutes
- MoU between NUR and Swedish universities

## Annex 2 – Persons Met

NAME	POSITION
<b>INTERVIEWS IN SWEDEN</b>	
<b>SIDA</b>	
Zinaida Iritz	Research adviser for Rwanda
<b>BLEKINGE INSTITUTE OF TECHNOLOGY</b>	
Björn Mattsson	Network engineer, IT Department, ICT Infrastructure
Anna Stockman	Librarian, Library Support
Rwandan PhD students from the IT Research sub-programme	
<b>GOTHENBURG UNIVERSITY</b>	
Margareta Espling	Senior lecturer, Dept. of Human and Economic Geography
Göran Wallin	Senior lecturer, Dept. of Biological and Environmental Sciences Research
Tomas Bergström	Professor, Clinical Microbiology, Dept. of Clinical Virology
Annelie Hyllner	International Coordinator, The Shalgrenska Academy
Fredrik Söderbaum	Senior lecturer, School of Global Studies, Peace and Conflict Research
Stina Sundling Wingfors	Head of Department, School of Global Studies, Peace and Conflict Research
Rwandan PhD students from the Environment Research and the Peace and Conflict Research sub-programmes	
<b>LINKÖPING UNIVERSITY</b>	
Sven Andersson	Professor in Education, Dept. of Behavioural Sciences and Learning
Björn Textorius	Dept. of Mathematics
Martin Singull	Senior lecturer, Dept. of Mathematics
Fredrik Berntsson	Senior Lecturer, Dept. of Mathematics
Rwandan PhD students from the Education Research and the Applied Mathematics Research sub-programmes	
<b>INTERVIEWS IN RWANDA</b>	
<b>SIDA</b>	
Joakim Molander	Counselor, Head of Development Cooperation
<b>LINKÖPING UNIVERSITY</b>	
Bengt Ove Turesson	Coordinator of Swedish Universities
<b>NATIONAL UNIVERSITY OF RWANDA</b>	
Prof. Silas Lwakabamba,	Rector
Prof. Manasseh Mbonye	Vice-Rector Academic Affairs
Dr Desire Ndushabandi	Vice Rector Administration and Finance
<b>Research Commission</b>	
Prof. Verdiana Grace Masanja	Director
Joan Murungi	Head, Monitoring and Evaluation and member of gender committee
Alice Dukuze	Administrative Assistant
Mucyo Cyprien	Publication Attaché
Samuel Mutarindwa	Research Attaché

<b>Department of Planning and Development</b>	
Prof. Herman Musahara	Director
Raymond Ndikumana	Deputy Director
Alex Karara	External Funds Coordinator
Ben Ruhinda	System Administrator
Benoit Habimana	University statistician
Sam Sibomana	Deputy Director HR_teamleader for cross cutting issues
<b>Faculties, departments and centres</b>	
Daniel Rukazambuga	Dean, Faculty of Agriculture
Froduald Minani	Team Leader, Head of Department, Department of Applied Mathematics
Marcel Gahamanyi	Lecturer in Applied Mathematics
Mahara Isidore	Lecturer in Applied Mathematics
Prof Jean Chrysostome Nkejabaizi	Faculty of Arts
Prof. Paul Rutayisire	Director, Center for Conflict Management
Jean-Bosco Habyalimana	Deputy Director, Center for Conflict Management
Alice Karekezi	Researcher and Lecturer, Center for Conflict Management
Musafiri Elly	Assistant Researcher and Lecturer, Centre for Conflict Management
Professor Emmanuel Twarabamenye,	Director, Center for Environment and Entrepreneurial Development
Dr Theophile Niyonzima	Team Leader and Deputy Director, Center for Environment and Entrepreneurial Development
Callixte Gatali	PhD student, Center for Environment and Entrepreneurial Development
Dr Emmanuel Havugimana	Lecturer in Geography
Gilbert Munyemana	Team Leader, Education, Acting Director of CIT
Jean-Paul Murekezi	i/c Audiovisual/Multimedia-Based Education, Centre for Instructional Technology
Patrick Bahizi	Instructional technologist, Centre for Instructional Technology
Prof Uma GarbaWali	Head, Department of Civil Engineering
Dr Felix Akorli,	Team Leader, Director of MSc ICT
Professor Park	Dean, Faculty of Applied Science
Emmanuel Ugirashebuja	Dean, Faculty of Law
Dr Patrick Kyamanywa	Dean, Faculty of Medicine
Professor Jean-Bosco Gahutu	Team Leader, Professor, Faculty of Medicine and Head of the Laboratory
Professor Joshua Mukiibi	Head, Department of Internal Medicine
Professor Amos Odiit	Clinical Head, Department of Pediatrics
Dr Egide Kayitare	Head, Department of Pharmacy
Professor Jean Baptiste Kakoma	Director, School of Public Health
Dr Jeanine Condo	Deputy Director, School of Public Health
Dr Fidele Ndahayo	Dean, Faculty of Science
Dr Alfred Bizoza	Director, Consultancy Services
<b>Current PhD students</b>	
Janvière Ntamazeze Brigitte Nyirambanautse Marie JeanneNrayisenga Charlotte Bavuma EugénieByukusenge	Beneficiaries of the special programme for female staff.

Eric Servyange Innocent Ngaruye RadjabuMbukani Alida Furaha Emmanuel Muyombano Joseph Neabanita Lydie Mpinganzima Aimable Musafili	
<b>MSc students</b>	
Jean De Dieu Uwayezu	Student, MSc in ICT
Fulgence Dushimiyimana	Student, MSc in ICT
Alexis Karangwa	Student, MSc in ICT
Silas Majyambere	Tutorial Assistant, NUR
Théogène Bizimungu	Tutorial Assistant, NUR
Providence Uwizeyimana	Tutorial Assistant, NUR
Ir Charles Duhujamahoro	Tutorial Assistant, NUR
Théotime Bakunzi	Lecturer, Kigali Institute of Science and Technology
Omar Gatera	Rwanda Bureau of Standards
<b>Recipients of Post-Doctoral Research Grants</b>	
Dr Jean Ntaganda. Dr Straton Rurangirwa. Dr Charles Karangwa Dr Gaspard Rwanyiziri Dr Immaculee Mukashema. Professor Bonfils Safari Dr Theonest Muhizi Dr Aloys Ruzibiza Olivier Mazimpaka Augustin Rwanzi	
A.	
<b>Support services</b>	
Muhebera Bizimana	Team Leader, Library Director
Antoinette Kankundiye	Library Acting Deputy Director, Library
Daton Eric Ngirinshuti	IT Manager, Library
Redempta Bakundukize,	Head of Circulation, Library
Vincent Ntaganira	Administration and Finance, Library
Jawahar Manickam	Team Leader ICT Infrastructure, Director ICT Support
Jean Bosco Ndushabandi	Deputy Director, ICT Support
<b>GOVERNMENT OF THE REPUBLIC OF RWANDA</b>	
Dr Innocent S. Mugisha	Director of Academic Quality, National Council for Higher Education, Ministry of Education
Remy Twiringiyimana	Director, Research and Development Unit, Ministry of Education
<b>DONORS</b>	
Deo Musabyimana	Advisor Capacity Building, Royal Netherlands Embassy
Gemma Wilson-Clark	Education Adviser, UK Department for International Development
Antoon Delie	Minister Counsellor, Embassy of the Kingdom of Belgium

# Annex 3 – Rwandan Field Work Itinerary

## Rwanda 30 July 2012-9 August 2012

Date	Time	Participation**
31 July 2012	8 h30	Preliminary meeting, Joakim Molander, Head of Cooperation, Embassy of Sweden, Kigali
	14h30	Preliminary Meeting, NUR Management (Rector, VRAC, VRAF), Director Department of Planning and Development, Director Research Commission, Deputy Director DPD, Swedish Coordinator
	15h30	Preliminary Meeting, Teamleaders, Head of Centres and Deans, Project Accountants
01 August 2012	9h00	Director and Deputy Director of DPD, Management of External Programmes, Sida Coordinator
	14h00	Research Commission
	15h00	Antoon Delie, Minister Counsellor, Embassy of the Kingdom of Belgium
02 August 2012	9h00	Presentation of 'Sida Achievement Over a Decade of Support'
	11h00	Gender Committee
	14h00	Research Consultancy and Technology Transfer Committee, Standing Committee for Graduate Research Degrees, Research Screening and Ethics Clearance Committee
	14h00	Deo Musabyimana, Adviser Capacity Building, Kingdom of the Netherlands
	16h00	Gemma Wilson-Clark, Education Adviser, UK Department for International Development
03 August 2012	8h00	Plenary Meeting, Research Training programmes
	10h00	Peace and Conflict team
	10h00	Applied Mathematics team
	14h00	Education team/Centre for Instructional Technology
	14h00	Medicine team

04, 05 August 2012		Evaluation team internal meetings, collation and planning
06 August 2012	9h00	Environment team
	9h00	ICT research and Dean Faculty of Applied Sciences
	11h00	Research Infrastructure team (ICT infrastructure and Library)
	11h00	Research Management programmes (Administration, Crosscutting, DPD, coordination, MIS)
	14h00	Post-doctoral researchers
07 August 2012	9h00	Follow-up discussions
	9h00	Consultancy services
	14h00	Continuing PhD students
	14h00	Remy Twingiyimana, Director of Research and Development Unit, Ministry of Education
	15h00	Dr Innocent Mugisha, Director of Academic Quality, National Council for Higher Education, Ministry of Education
	16h00	Continuing female PhD students
08 August 2012	8h30	Msc Graduates and Finalists
	9h00	Follow up discussions
	14h00	PhD Graduates
	16h00	Concluding Meeting with NUR Management
09 August 2012	9h00	Debriefing meeting, NUR
	15h00	Debriefing meeting, Joakim Molander, Embassy of Sweden

\*\*At different times, the evaluation team divided in order to accommodate all the meetings.

## Annex 4 - Chronology of Sida Support to NUR

Type of support	Details	Value in MSEK		Comments
<b>2002</b>				
Consultancy on the establishment of a Centre for Development Studies Special Advisor to the Rector Salaries for 22 UNVs	After unexpected termination of Dutch funding through UNDP.		N/a	Funds from Sida Department for Africa (AFRA)
Salaries for 23 teachers under direct contract to NUR (mainly, science & technology; medicine; agriculture); Planning funds for preparation of research cooperation	Under NUR's HR development programme.		7	AFRA funds delegated to SAREC.
ICT infrastructure	Exchange visits Rwanda-Sweden; LFA workshop; ICT seminar (involving research bodies; government; NGOs; private sector).		1.5	
NUR staff participated in SAREC conferences on engineering and medicine in Africa and Sweden.			N/a	
<b>2003-2005 (SAREC) 1<sup>st</sup> Research Cooperation Programme</b>				
Human Resources Development (teachers' salaries)	Pay expatriate lecturers salaries, 15 lecturers in 2004, 13 in 2005, 12 in 2006) Lecturers contribute to curricula development, initiate new projects & institutional collaboration and mentor younger staff. Reduce and phase out; no further support from 2006.		11.8	Total 78 MSEK 2003: 18 MSEK; 2004: 30 MSEK; 2005: 30 MSEK
Capacity Strengthening	Supporting 19 research projects through the research fund (managed by the NUR Research Commission)		13.8	
<ul style="list-style-type: none"> <li>• Strategic planning</li> <li>• Support to the Research Commission</li> <li>• Training of financial administration Staff</li> <li>• Library Support</li> </ul>	Trainings in research methodology for 211 academic staff; Research conferences; Dissemination of Research Findings; Preparation of University's Strategic Plan (2004) and Scientific Research Policy (2006)		0.4 0.8 6.5 6.1	

Type of support	Details	Value in MSEK		Comments
	Training staff in administration and financial management; New System (software) for financial management installed			
Research Cooperation/Training	Books; scientific journals; librarian training			
• Peace and Conflict	6 PhDs at Goteborg University; joint workshops & conferences; development masters programme for next phase	4.6	33.8	
• Education	4 PhDs at Linkoping University; development of collaborative research	7.1		
• Environment	5 PhDs at Goteborg University; Curricula for MSc in Environment developed; planning centre for Inter-Faculty Environmental Studies not established	9.0		
• ICT	Curriculum developed for local 2 yeara MSc with BTH	13.1		
Improved Research Environment ICT infrastructure	Mainly improvements to internet connectivity; improved knowledge on network management & system administration		14.2	
Library Support	Access to relevant & updated literature including access to e journals; ICT equipment installed, trained library staff			
Other (Improved Research Environment)			4.4	
• Institutional assessment/audit		0.9		
• Monitoring team		0.8		
• New Areas/MSc/PhD		0.9		
• Unallocated		1.8		
<b>2006</b>				
No cost 12 month extension 1 January – 31 December 2006.				
<b>January 2007 – December 2010</b>				
1. Research Training Peace and Conflict Research			14.3	Total 104 MSEK; 2007: 26 MSEK; 2008: 26 MSEK; 2009: 28 MSEK; 2010: 24
• PhD training				

Type of support	Details	Value in MSEK		Comments
<ul style="list-style-type: none"> <li>Collaborative research</li> <li>MA programme (postponed to 2009)</li> </ul> Education Research <ul style="list-style-type: none"> <li>PhD training</li> </ul>	Note move of entire Faculty of education from NUR to Kigali Institute of Education, change in owner & focus or project. Trainings for academic and administrative staff		11.6	MSEK NUR requested funds were for 133 MSEK
<ul style="list-style-type: none"> <li>Collaborative research</li> </ul> Environment Research <ul style="list-style-type: none"> <li>PhD training</li> <li>Environment Centre</li> </ul> ICT Research			11.4	
<ul style="list-style-type: none"> <li>MSc programme</li> <li>PhD training</li> </ul> Applied Mathematics Research <ul style="list-style-type: none"> <li>MSc programme</li> <li>PhD training</li> <li>Other research activities</li> </ul> Medicine Research <ul style="list-style-type: none"> <li>Planning during 2007</li> <li>Initiation of PhD training and possibly other research activities in 2008</li> </ul> 2. Capacity Strengthening           Research Commission <ul style="list-style-type: none"> <li>Research grant scheme</li> <li>Collaborative research</li> <li>Training in research methodology</li> <li>International forums</li> <li>Dissemination</li> <li>Implementation of research policy</li> <li>Improving management of the Research Commission</li> </ul>	On hold until revisions for improved results are under implementation		11.9	
			10.0	
	Depending on priorities in revised application		8.2	
			8	

Type of support	Details	Value in MSEK		Comments
Library			9.2	
<ul style="list-style-type: none"> <li>Acquisition of books</li> <li>Subscription to journals</li> <li>Training of library staff and users</li> <li>Acquisition of ICT equipment</li> <li>Library enhancement</li> </ul>				
ICI infrastructure	Significant modifications to NUR proposal		10.8	
<ul style="list-style-type: none"> <li>Training for NUR CC staff</li> <li>Integration of instructional technologies</li> <li>Elementary courses in available software</li> <li>Upgrading</li> </ul>				
Administration and finance	No further financing for external accountant training. Significant reduction from requested funds of 4.5 MSEK.		0.6	
<ul style="list-style-type: none"> <li>Training of staff</li> </ul>				
Programme coordination	Vehicle costs, running costs and consumables.		1.0	
Other	Implementation of organisational changes in research training; ELT for some PhD students; other.		3.0	
NUR overhead			4.0	
<b>Additional funding 1 September 2008 – 31 December 2010</b>				
Research Commission			7.02	Additional funds 2008: 1.6 MSEK; 2009: 10 MSEK; 2010 10 MSEK  Total allocation 2007-2010 125.6 MSEK
<ul style="list-style-type: none"> <li>Improving the research environment</li> <li>Research training for female staff members</li> <li>Establishment of innovation system</li> <li>Support to the Directorate of Planning and Development</li> </ul>			7.01	
			2.25	
			4.48	
Overheads			0.83	
<b>Extension 1 January 2011 – 31 December 2012</b>				
Peace and conflict research			10.22	Additional funding 2011-2010 50 MSEK.
Education research			5.17	
Environment research			7.39	Total funding for 1 January 2007 – 31 December 2012
ICT research			7.87	
Applied Mathematics research			6.72	

Type of support	Details	Value in MSEK		Comments
Medicine research			7.62	175.6 MSEK.  Proposal supported by more detailed budgets than previously.
Research Commission			4.47	
Library			4.23	
ICT infrastructure			1.62	
Administration and finance			1.15	
Programme coordination			2.41	
Cross-cutting and overheads			3.11	
Improving the research environment			3.43	
Research training for female staff			2.09	
Support to the DPD			3.16	
MIS			5.32	

# Annex 5 - Expenditure per sub-project 2007-2012

**Entire Budget (SEK) for SIDA/SAREN NUR Project 2007-12 (Source DPD,NUR)**

Sub-Projects	2007 (Actual)			2008 (Actual)			2009 (Actual)		
	NUR	Swedish Institute	Swedish University	NUR	Swedish Institute	Swedish University	NUR	Swedish Institute	Swedish University
Peace & Conflict	539,222	250,000	1,783,000	1,094,450	670,000	1,215,173	599,474	380,000	2,377,661
Education	476,257	505,000	2,280,000	654,212	575,000	2,270,000	304,371	560,000	1,933,000
Environment	309,415	350,000	1,392,540	591,971	610,000	1,601,812	718,828	480,000	1,892,540
ICT	84,037		70	260,546	88,000	58,056	359,799	200,000	1,144,821
Applied mathematics	90,838		200,000	167,403	240,000	1,750,000	452,652	165,000	1,770,000
Medicine	34,678		312,135	449,120	360,000	1,090,500	529,169	360,000	2,747,365
Research Commission	1,835,817			2,184,426			1,224,378		
Library	2,267,511		300,000	1,952,888		300,000	1,187,767		225,000
ICT Infrastructure	1,657,779		300,548	2,964,529		275,419	2,115,034		205,275
Administration & Finance	22,930			77,424			110,405		
Programme Coordination	558,951			310,849			301,915		
Cross Cutting & O/H				1,281,339			2,206,999		
NC – Improving Research Environment				0			225,153		
NC – Research Training / Female Staff				0			0		
NC – Innovation Initiative				3,021			7,832		
NC – Support to DPD				111,653			1,061,823		
NC-MIS				0			0		
NC- Overhead				0			0		

ANNEX 6 – GUIDANCE ON DEFINING RELEVANCE IN RESEARCH PROPOSALS

Sub-Projects	2010 (Actual)			2011 (Actual)			2012 (Budget)		
	NUR	Swedish Institute	Swedish University	NUR	Swedish Institute	Swedish University	NUR	Swedish Institute	Swedish University
Peace & Conflict	1,345,016	200,000	1,909,373	889,639	572,000	3,774,173	1,773,184	546,000	2,668,425
Education	295,635	300,000	1,262,559	706,986	560,000	1,980,441	810,596	260,000	972,640
Environment	917,672	240,000	1,350,000	754,605	416,000	1,377,000	2,449,595	416,000	1,377,000
ICT	525,609	426,686	1,117,366	554,201	413,314	2,771,145	946,638	750,000	1,986,060
Applied mathematics	770,739	294,000	794,298	406,956	312,000	2,652,807	1,216,708	468,000	1,604,785
Medicine	1,080,397	360,000	1,480,114	1,293,422	468,000	2,019,886	1,685,714	403,000	1,750,000
Research Commission	1,407,654	0		2,356,965	0	0	2,114,548	0	0
Library	2,507,032	0	200,000	1,190,198	0	183,150	2,631,087	0	183,150
ICT Infrastructure	4,036,524	0	100,064	1,363,174	0	200,014	294,186	0	107,734
Administration & Finance	697,451	0	0	446,622	0	0	699,565	0	0
Programme Coordination	1,479,163	0	0	926,879	0	401,082	1,563,239	0	200,541
Cross Cutting & O/H	4,308,242	0	0	1,432,799	0	0	1,677,241	0	0
NC – Improving Research Environment	895,323	0	0	1,774,531	0	0	1,618,680	0	0
NC – Research Training / Female Staff	3,341,483	0	0	1,215,294	0	0	1,006,834	0	0
NC – Innovation Initiative	0	0	0	0	0	0	0	0	0
NC – Support to DPD	1,350,781	0	0	897,937	0	0	2,162,297	0	0
NC-MIS	2,489	0	0	2,859,688	0	0	2,458,451	0	0
NC- Overhead	0	0	0	0	0	0	0	0	0
Sub-total	24,961,210	1,820,686	8,213,774	19,069,896	2,741,314	15,359,697	25,108,563	2,843,000	10,850,335
Total per year	34,995,670			37,170,907			38,801,898		
Sub-total	7,877,435	1,105,000	6,568,293	12,103,831	2,543,000	8,560,960	11,405,599	2,145,000	12,295,662
Total per year	15,550,728			23,207,791			25,846,261		

ANNEX 6 – GUIDANCE ON DEFINING RELEVANCE IN RESEARCH PROPOSALS

Sub-Projects	Overall Totals			Total
	NUR	Swedish Institute	Swedish University	
Peace & Conflict	6,240,985	2,618,000	13,727,805	22,586,790
Education	3,248,057	2,760,000	10,698,640	16,706,697
Environment	5,742,086	2,512,000	8,990,892	17,244,978
ICT	2,730,830	1,878,000	7,077,518	11,686,348
Applied mathematics	3,105,296	1,479,000	8,771,890	13,356,186
Medicine	5,072,500	1,951,000	9,400,000	16,423,500
Research Commission	11,123,788	0	0	11,123,788
Library	11,736,483	0	1,391,300	13,127,783
ICT Infrastructure	12,431,226	0	1,189,054	13,620,280
Administration & Finance	2,054,397	0	0	2,054,397
Programme Coordination	5,140,996	0	601,622	5,742,618
Cross Cutting & O/H	10,906,620	0	0	10,906,620
NC – Improving Research Environment	4,513,687	0	0	4,513,687
NC – Research Training / Female Staff	5,563,611	0	0	5,563,611
NC – Innovation Initiative	10,853	0	0	10,853
NC – Support to DPD	5,584,491	0	0	5,584,491
NC-MIS	5,320,628	0	0	5,320,628
NC- Overhead	0	0	0	0
Sub-total	100,526,534	13,198,000	61,848,721	<b>175,573,254</b>
Total per year	<b>175,573,254</b>			<b>175,573,254</b>

Note

- Actual amounts have been used for 2007, 2008, 2009, 2010 for NUR and Unutilise d funds and have been audited
- Actual amounts have been used for 2011 for NUR subject to audit
- Budget amounts have been used for 2012 for NUR
- Swedish Institute Swedish Universities for 2011 and 2012 will be updated to actual upon receipt by external auditors
- Innovation Budget in 2010, has been reallocated to the MIS project

# Annex 6 - Guidance on Defining Relevance in Research Proposals

1. *Relevance* is about the extent to which NUR research projects and programmes are aligned with and contribute to addressing Rwanda's development problems and priorities. Relevance has to be argued and not simply stated or claimed. In addressing questions of relevance, proposals need to consider the following questions:
  - a) Why is this research needed at this time? What development problems and priorities does the proposed research address? What barriers to development does the proposed research seek to overcome or find solutions to?
  - b) What is the comparative evidence and body of literature that is drawn on to justify the research approach and possible outputs in relation to the identified problems or priorities?
  - c) Who has been involved in defining the research focus? What government, private sector and/or civil society agencies have been consulted? What form have these consultations taken? Are any of these agencies involved in the implementation of the research? If so, in what ways?
  - d) How will research findings be disseminated? How is it anticipated that research findings will influence policy and/or what potential exists for the practical uptake of research results?
2. The key Rwandan reference documents for answering the questions identified in 1 a) are Vision 2020 and the EDPRS. The Policy on Science, Technology and Innovation is also relevant. Research proposals should draw on these sources, and show that they are fully conversant with them, to identify the development problems that the research is designed to address and how the research is aligned with Rwandan development priorities.
3. The EDPRS is the most useful source because it provides detailed descriptions and analysis of sector-specific problems and sector-specific priorities, as well as the actual status in the sector. Chapter 2 gives summary information and data on Rwanda's status in different sectors, including agriculture, health and food security. Chapter 2 also identifies the major challenges to be faced if Rwanda is to achieve its EDPRS targets. Chapter 3 identifies sector specific targets for the current EDPRS (i.e. up to 2012). The next iteration of the EDPRS will indicate targets for the next period. Chapter 4 describes some of the interventions that will be prioritised for meeting the identified targets. For example:
  - a) Section 2.3 gives a detailed account of relevant health indicators, with an analysis of trends over time, variations between population groups, and factors influencing health status.

- b) Table 3.1 shows Rwanda’s progress towards Vision 2020 and MDG targets, and indicates by RAD signalling (Red, Amber, Green) whether the target is off-track (red), is achievable with greater effort or with a different type of effort (amber) or is on-track to be achieved (green).
  - c) Section 4.1.3.1 identifies priority areas for raising agricultural productivity and improving food security. Other sections of Section 4 refer to the various ways that ICT is seen as contributing to development.
4. If the proposed research is to be carried out in a specific geographical area within Rwanda, similar information and data to that shown in 2 a) and b) needs to be identified and included in the proposal to explain why that location has been chosen (e.g. relevant health indicators are below national averages; specific barriers to progress that have proved difficult to overcome).
  5. While the EDPRS is the key Rwandan source document for arguing the relevance of proposed research, as indicated in 1 b) above proposals also need to demonstrate that applicants are familiar with a wider range of literature in their field. This is particularly important if the literature shows that there are differences of opinion over causes, approaches or other issues.

# Annex 7 - Research and publications under the NUR-Sida programme

**Table 1: Grants for Research Projects**

S/N	Principal researcher	Title of the project	Discipline	Granted amount in Rwandan Francs	Granted amount in US Dollars
<b>2010/12 Research Projects</b>					
1.	Mr. Telesphore Ngarambe	Translatability of Customary Laws: The Case of the Rwandan Gacaca	Languages	12,589,192	20,638
2.	Dr. Jonas Barayandema	Dairy value chain analysis in Rwanda, implications on rural development strategies	Management	13,000,000	21,311
3.	Dr. Ntaganda Jean	Therapeutic potential of some Rwandese plants	Chemistry	12,941,500	21,216
4.	Dr. Joseph Ntaganira	Health & Social Marginalization Survey among Youth Heads of Household in Kigali	Public Health	13,345,000	21,877
5.	Dr. Muvunyi M.Claude,	Clinical Study on Urinary Tract Infection in Rwanda: Antimicrobial resistance and Extended-Spectrum $\beta$ -Lactamase (ESBL) production	Medicine	15,280,720	25,050
6.	Mr. Ntagaranire Vincent	Myth and the 1994 Genocide against Tutsi: The case of Ruhanga, Gasabo District	Languages	14,185,000	23,254
	<b>Total</b>			<b>81,341,412</b>	<b>133,347</b>
<b>2009 Research Projects</b>					
7.	Prof. Gasana Guillaume	La prévalence de la tuberculose et de la co-infection avec le VIH, à l'Université Nationale du Rwanda en 2008	Public Health	12,979,700	21,278
8.	Dr. André Musemakweli	Projet d'évaluation de l'impact de la distribution gratuite des préservatifs sur la prévention du sida à l'Université Nationale du Rwanda	HIV/AIDS	9,561,372	15,674
9.	Dr. Aboubakar Katerega	Enhancing the culture of reading as a tool for public policy implementation in Rwanda	Languages	25,192,860	41,300
10.	Dr Baig M.S.A	Rural energy options for sustainable development of Rwanda- A social cost-benefit analytical approach	Economics	14,970,000	24,541
11.	Dr Jean Jacques Mbonigaba	Analyse diagnostique et strategique de l'amélioration du potentiel productif des systèmes integres de production agricole au Rwanda	Agriculture	13,966,792	22,896
12.	Dr. Safari Bonfils	Assessing renewable energy resources in Rwanda	Physics	13,244,000	21,711
13.	Dr. Ebron Munyanziza	Studies on socio-economic, ecological and biodiversity values Acacias of Kagera	Agriculture	24,462,270	40,102

S/N	Principal researcher	Title of the project	Discipline	Granted amount in Rwandan Francs	Granted amount in US Dollars
		valley Eastern Rwanda			
14.	Mr. Patrice Ntwigira	Strengthening Kiswahili language in educational system of Rwanda: the case of secondary schools	Languages	6,017,130	9,864
15.	Twarabamenye	Crop regionalisation & local development. A contribution to district planning in Rwanda: Case of Kamonyi district, South Province	Geographical Information Systems	16,297,000	26,716
	<b>Total</b>			<b>152,173,214</b>	<b>224,084</b>
<b>2008 Research Projects</b>					
16.	Prof. Charles Gasarasi	Rwanda's political culture	Conflict Management	8,921,286	14,625
17.	Dr. Sanctus Musafiri	Survey of the prevalence of COPD, asthma and atopy in Huye District and Kigali town, Rwanda	Medicine	14,965,000	24,533
18.	Pierre Canisius Ruterana	Confection d'un lexique trilingue scolaire de base	FAMSS	12,969,990	21,262
19.	Mme Beata Shyaka	Danse intore	CUA	10,885,350	17,845
20.	Prof. Rama B. Rao	Entrepreneurship development in Rwanda: a modeling exercise	FEM	14,965,000	24,533
21.	Prof. Paul Rutayisire	Research proposal on the 1994 Genocide at NUR	CCM	8,788,500	14,407
22.	Dr Benoit Seminega	Depistage des pathologies cardiovasculaires chez les patients vivant avec le VIH/Sida	Medicine	22,942,708	37,611
	<b>Total</b>			<b>36,856,276</b>	<b>60,420</b>
<b>2007 research Projects</b>					
23.	Dr. Alexandre Lyambabaje	Analyse de l'influence des competences linguistiques sur l'apprentissage des sciences dans les ecoles secondaires	CCM	19,729,050	32,343
24.	Phocas Nkurikiyumukiza	Patriotisme et unite dans les recits d'expedition militaires du Rwanda ancien	Education	6,260,100	10,262
25.	Prof. Jean Baptiste Kakoma	Etude du bassin de la femme rwandaise et ses implications obstetricales. Approche perspective et clinique chez les gestates et perituriantes de Butare	Medicine	13,788,000	22,603
26.	Jean Claude Uwilingiyimana	Impact de la culture sur la propagation de la penemie Sida au Rwanda: Analyse discursive	FMMS	9,646,150	15,813
27.	Mr Didace Kayihura	Commentaries on selected rwandan court judgements; case of the high court of the republic and the supreme court	Law	18,460,500	30,263
28.	Muganga Raymond	Etude ethnobotanique des plantes medicinales rwandaises utilisees dans le traitement du paludisme	Pharmacy	6,886,500	11,289
29.	Dr Julien Gashegu	Etude experimentale du systeme alchoolique foetal (FAS): quel apport dans l'amelioration des connaissances, attitudes et pratiques (CAP) ainsi que la prevention du FAS au Rwanda	Medicine	13,158,240	21,571

S/N	Principal researcher	Title of the project	Discipline	Granted amount in Rwandan Francs	Granted amount in US Dollars
30.	Uwurukundo Jean Marie Claude	einometre transcutané dans les hopitaux de référence	Medicine	15,277,500	25,045
	<b>Total</b>			<b>103,206,040</b>	<b>169,190</b>
<b>2006 research Projects</b>					
31.	Dr. Teagirumukiza Marc	Evaluation du risque cardiovasculaire au sein du personnel universitaire de Butare	Medicine	14,294,875	23,434
32.	Dr Musango Laurent	Etude comparative des dépenses financières chez les patients VIH positifs et négatifs: Cas des malade hospitalisés dans les CHU/B et Kigali	Medicine	4,263,631	6,990
33.	Prof. Josias Semujanga	Le rôle du pamphlet le manifeste des Bahutu dans la diffusion de l'idéologie de la haine au Rwanda	Conflict Management	14,250,000	23,361
34.	Prof. Déo Kambanda	Revision de la liste des victimes du génocide de 1994 à l'UNR dressé en 2004	Genocide	8,115,750	13,305
35.	Canisius Ruterana	Confection d'un lexique trilingue de base (Kinyarwanda - Français- Anglais)	language	9,753,000	15,989
36.	Gatali Calixte	Persipective d'utilisation de l'eau de la source saline de Kunyu en alimentation animale (Projet SSK)	Agriculture	5,203,980	8,531
37.	Dr Seminega Benoit	Evaluation de la prévalence et des facteurs influençant l'automédication antipaludique dans le district sanitaire de Kabutare	Medicine	7,071,740	11,593
38.	Kaitesi Usta	Imikorere y'inkiko gacaca	Law	12,105,979	19,846
	<b>Total</b>			<b>75,058,955</b>	<b>123,047</b>
<b>2005 Research Projects</b>					
39.	Mr. Jean Chrisostome Nkejabahizi	Anthologie de la littérature rwandaise	Literature	7,941,888	13,019
40.	Prof. Kanimba Misago Céléstin	Collecte des traditions et pratiques culturelles rwandaises	Culture	10,000,000	16,393
41.	Prof. Emmanuel Bajyana	Etude de mutation des resistances du VIH aux antiretroviraux par les testsgenotypiques au Rwanda.	Biology	10,000,000	16,393
42.	Mr. Charles Kabwete	Quelques experiences du sauvetage des rescapés du Genocide de 1994 au Rwanda	Genocide	881,340	1,445
43.	Mr. Claver Ru- taysire	Confection d'un lexique trilingue de base (Kinyarwanda - Français- Anglais)	Language	9,552,360	15,660
	<b>Total</b>			<b>38,375,588</b>	<b>62,911</b>
<b>2004 Research Projects</b>					
44.	Ir. Ndamage Cassien	Emploi des combustibles alternatifs aux bois pour la cuisson des briques	Technology	3,060,000	5,016
45.	Dr Twagirumukiza Marc	Les cardiomyopathies et VIH/SIDA:	Medicine	11,195,993	18,354
46.	Mr. Twagirimana	Pour une pédagogie convergeante en	Language	4,063,746	6,662

S/N	Principal researcher	Title of the project	Discipline	Granted amount in Rwandan Francs	Granted amount in US Dollars
	Innocent	milieu multilingue: recherche- action sur l'integration de l'enseignement/ apprentissage du français et du kinyarwanda			
47.	Dr. Condo Jeanine	Impact of VTC in youth behaviour, case of Butare	Public Health	6,981,920	11,446
48.	Dr. Basinga Paulin	Evaluation de l'efficacité du theatre forum dans le processus de changement de comportement en matiere de VIH/SIDA chez les élèves du secondaire de la province de Butare	Public Health	6,011,500	9,855
49.	Dr. Ntaganira Joseph	HIV counseling and testing of pregnant women in Butare province	Public Health	9,874,500	16,188
	<b>Total</b>			<b>41,187,659</b>	<b>67,521</b>
<b>2003 Research Projects</b>					
50.	Dr. Jean Bosco Gahutu	Etude des valeurs gazométriques dans une population d'étudiants de l'Université Nationale du Rwanda, à Butare	Medicine	3,300,000	5,410
51.	Dr. Baribwira Cyprien	Infections néonatales bactériennes précoces: évaluation des critères diagnostiques dans les hopitaux de référence (CHUB-CHUK)	Medicine	7,980,522	13,083
52.	Prof. Martin Bitijula Mahimba	Contribution de la production myscicole à la sécurité alimentaire au Rwanda	Agriculture	2,798,900	4,588
53.	Dr. François Masabo	Impact de l'aveu dans la lutte contre la discrimination et la stigmatisation des personnes vivant avec le VIH/SIDA	HIV/AIDS	6,115,104	10,025
54.	Mr. Emile Bienvenu	Etude de l'efficacité, de la tolérance et de l'impact pharmaco-economique de l'assoeadoxine/pyriméthamine dans le traitement du paludisme simple chez les patients adultes au Rwanda	Pharmacy	5,543,881	9,088
55.	Mme Béata Shyaka	Musicothérapie pour la jeunesse scolaire ayant des blessures pschiques conséquentes au Génocide de 1994	Art	5,611,320	9,199
56.	Mr. jean Jacques Mbonigaba	Compostage de Biomasse vegetale et amélioration de la fertilitédes sols acides du Rwanda	Agriculture	6,670,685	10,936
	<b>Total</b>			<b>38,020,412</b>	<b>62,329</b>

**Table 2: Grants for Post Doctorate Studies**

<b>2010-12 Post Doc Sida Grants</b>					
	Grantee	Faculty	Title	Amount in RWF	Amount in USD
1.	Stratton RU-RANGIRWA	Arts, Media and Social Science	Implementation of Rwanda language policy in higher education institutions: Feasibility and strategy	27,532,995	45,888
2.	Vincent SEZIBERA	Medicine	Validation of a Psychotherapeutic Protocol: The Rumination Focused Cognitive and Behavioural Therapy (RFCBT)	28,700,717	47,835

3.	Donat NSA-BIMANA Donat	Science	Soil carbon stock and seasonal and diurnal variations of CO <sub>2</sub> emission in relation to climate variability and land use changes at ISAR Rubona	36,119,000	60,198
	Jean Paul DUSHI-MUMUREMYI	Science	Environmental impacts of mining activities. A study using Geo-information technology in Gatumba and Rutongo mining areas	Left NUR before taking the offer	-
4.	Jean Bosco GAHUTU	Medicine	Study of haematological adaptation to moderate altitude in Rwanda	23,654,620	39,424
5.	Immaculée MUKASHEM A	Medicine	For A Mental Health of the Conflict Families by Community Psychology: Social Change by Promoting Family Mental Health in Rwanda	28,661,595	47,769
	<b>Total</b>			<b>144,668,927</b>	<b>241,115</b>
<b>2009 – 2011 GRANTS</b>					
6.	BASINGA Paulin	Public Health	Mix of the Community Health Insurance and Performance Based Financing in Rwanda: Is there a synergy of policies in improving access and use of quality services?	19,819,346	33,032
7.	RWANYISIRI Gaspard	Geography	The governance of protected areas in Rwanda: the integration of local population's issues	19,023,705	31,706
8.	MUHIZI Théoneste	Chemistry	Chemical Characterisation And Biological Studies Of Natural Products Isolated From Plants As An Alternative To Find New Friendly Environment Biocides	19,802,513	33,004
9.	NTAGANDA Jean Marie	Applied Mathematics	Mathematical Modelling and Numerical Simulation of Human Cardiovascular-Respiratory System Control to prevent some Pathologies	23,366,105	38,944
10.	NYIRA-HABIMANA Jeanne	Gender and Development	The heroines of Rwanda: portraits of exceptional Rwandan women	19,819,338	33,032
11.	MUKAMA Evode	Eductaion	Orchestrating instructional technology and project-based learning practice in teacher professional development at NUR	23,445,666	39,076
12.	RUZIBIZA Aloys	Education	For a human resources strategy in Rwanda: the quality in public institutions and the retention of its staff.	23,444,678	39,074
13.	MUREBWAYI RE Sengabo	Chemistry	Rwandan Insect Repellent Plants and Malaria Vectors Management	23,445,666	39,076
14.	SERUPIA SEMUHOZA Etienne	Human Resources Management	For a human resources strategy in Rwanda: the quality in public institutions and the retention of its staff.	19,819,346	33,032
	<b>Total</b>			<b>191,986,363</b>	<b>319,977</b>
	<b>GRAND TOTAL</b>			<b>289,133,563</b>	<b>481,889</b>

**Table 3: Grants for Thematic Research**

Title	Thematic Area	Principal Investigator	Amount Granted in RWF	Amount Granted in USD
-------	---------------	------------------------	-----------------------	-----------------------

Good Governance and Foreign Investments' Protection in the East African Community	Economic Development and Good Governance (EDGG)	Dr. Emmanuel UGIRASHEBU-JA	20,440,482	33,509
Acacia KIRKII in Rwanda on the brink of extinction: intervention for its rescue	Environment, Climate Change and Disaster Management (ECCDM)	Dr. Umaru Garba WALI	21,177,740	34,718
Analysis of Barriers to Adoption of New Energy Solutions by End - users in Rwanda	Energy	Prof. Emmanuel Bajyana Songa	14,892,900	24,415
Occurance Of Aflatoxins In Rwanda And Its Heath Significance	Environment, Climate Change and Disaster Management (ECCDM)	Dr Karangwa Charles	21,432,669	35,136
<b>Total</b>			<b>77,943,791</b>	<b>127,777</b>

**Table 4: Publications from Research Grants****A. POST-DOC GRANTS 2009-2011 Cycle*****Journal Publications***

1. “Asymptotic states of the cardiovascular and respiratory system during physical activity” by Mahamat Saleh Daoussa Haggar, Hilaire Nkounkou, Mohamed Taki Abdoul Karim, Franck Davhys Reval Langa, **Jean Marie Ntaganda** and Benjamin Mampassi, Far East Journal of Applied Mathematics, Volume59 No2, 2011 Page 123-147
2. “Fuzzy logic strategy, indirect and direct approaches to solve a performance optimal control problem for sportsmen” by **Jean Marie Ntaganda** and Benjamin Mampassi, International Journal of Ecology and Development, Volume 20 No F11

***Conference papers***

1. “Marital conflicts in Rwanda: A qualitative analysis of data on points of view of Rwandan psycho-socio-medical professionals”, accepted to be published in *Procedia-Social and Behavioral Journal (ISSN: 1877-0428)*, indexed on the *ScienceDirect, Scopus* and *Thomson Reuters Conference Proceedings Citation Index (Web of Science)*, by **Immaculée Mukashema**

***Submitted in journals***

2. “Local Participation in the Governance of Protected Areas: Rwandan Experience” by **Gaspard Rwanyiziri** submitted to the Journal of Environmental Policy and Governance
3. “Evaluation criteriée des performances integrée des élèves en statistique descriptive by **Aloys Ruzibiza** and Luc Albarello, submitted to Journal STAT et Enseignement
4. “Factors influencing motivation and job satisfaction in Sub- Saharan Africa: the case of the Public Function in Rwanda” by **Etienne Serupia Semuhoza**, submitted to Rwanda Journal

5. “*Staff retention in public universities in Rwanda: Diagnostics and interventions*” by **Etienne Serupia Semuhoza**, submitted to Rwanda Journal
6. “*Impact of communication and Information on the motivation of the staff in the public services in Rwanda*” by **Etienne Serupia Semuhoza** submitted to Cahier CERUKI
7. “*Absence of Kinyarwanda: Big linguistic gap in the current language policy in Rwanda*” by **Straton Rurangirwa** submitted to Rwanda Journal
8. “*Language planning in Rwanda: background, strategies, achievements and challenges*” by **Straton Rurangirwa** submitted to Rwanda Journal
9. “*Essential oils extracted from cymbopogon citratus leaves citrus limon and citrus sinensis peels as an alternative to find new friendly environmental biocides*” **Théoneste Muhizi**, Stephane Grélier, Veronique Coma (does not indicate where submitted)
10. “*Antibacterial activity assessment of different crude extracts obtained from the leaves of caesalpinia decapitala grow in Rwanda*” by **Théoneste Muhizi**, Jean Paul Sinumvayo, Jean baptiste Nkurunziza, Stephane Grelrier, Veronique Coma (does not indicate where submitted)

#### ***In progress***

11. “*CARDIOGUI: An interface guide to stimulate cardiovascular respiratory system during physical activity*” by **Jean Marie Ntaganda** and Benjamin Mampassi (the Post-doc fellow is now in Dakar with supervisor fine-tuning the paper)
12. “*Diffusion driven instability of the equilibrium solution of mathematical model for atherosclerosis in intima with impact of physical activity*” by **Jean Marie Ntaganda** and Benjamin Mampassi (the Post-doc fellow is now in Dakar with supervisor fine-tuning the paper)
13. “*Modeling glucose and insulin in diabetic human during physical activity*” by **Jean Marie Ntaganda** and Benjamin Mampassi (the Post-doc fellow is now in Dakar with supervisor fine-tuning the paper)

#### ***Presentations at International Conferences by Post-docs in 2011***

14. “*Modelling glucose and insulin in diabetic human during physical activity*” by **Jean Marie Ntaganda** and Benjamin Mampassi, Fourth International Conference on Mathematical Sciences- ICM2011, United Arab Emirates University, Al-Ain (Abu Dhabi), United Arab Emirates
15. “*Impact evaluation of community performance based financing program in Rwanda*” by **Paulin Basinga**, 1<sup>st</sup> International Conference on Community Health. The role of community health in strengthening health systems, Kigali, Rwanda
16. “*A report of Rwanda Mutuelles in its first five years*” by Chunling Lu, **Paulin Basinga**, Jiwon Lee, MS, Brian Chin, Ken Hill, Lisa Hirschorn, Michael Rich, Megan Murray, Agnes Binagwaho, First global symposium on health systems research, Towards Universal Health Insurance Coverage, Montreaux, Switzerland
17. “*Essential oils extracted from cymbopogon citratus leaves citrus limon and citrus sinensis peels as an alternative to find new friendly environmental biocides*” **Théoneste Muhizi**, Stephane Grélier, Veronique Coma, 14<sup>th</sup> NAPRECA symposium , Nairobi, Kenya
18. “*Antibacterial activity assessment of different crude extracts obtained from the leaves of caesalpinia decapitala grow in Rwanda*” by **Théoneste Muhizi**, NUR-ISRC 2011 conference , Butare, Rwanda

19. “*Synthesis and Evaluation of Antimicrobial Activity of Dodecyl trimethyl ammonium and N-(N,N- dimethylamino) propyl glucosylamine against Salmonella typhimurium, Staphylococcus aureus and Fusarium oxysporum cubens*” by **Theoneste Muhizi** and Nestor Ishimwe, First Annual Interdisciplinary International Conference, Nairobi, Kenya
20. “*Validation of a psychotherapeutic protocol: the rumination focused cognitive and behavioural therapy (RFCBT)*” by **Vincent Sezibera**, International Society for Traumatic Stress Studies Conference 27<sup>th</sup> Annual meeting, Baltimore USA

## B. FEMALE PHDS 2009 CYCLE

1. M.G. Umuhozariho, N.B. Shayo, J.M. Msuya and P.Y.K. Sallah (2011) Utilization Of Cassava Leaves As A Vegetable In Rwanda, Rwanda Journal: Agricultural Sciences 24 Series E: 15-27.
2. MUKAMANA Liberata (2011) The Contribution of Women Organisations to the Economic Empowerment of Craftswomen: Case Study of The National Association of Women Organisations in Uganda (Nawou), Rwanda Journal Volume 26, Series B: 2012 Social Sciences, pp. 93 - 102
3. M.G. Umuhozariho, N.B. Shayo, P.Y.K. Sallah<sup>2</sup>, A. R. Nyirigira and J.M. Msuya, 2011, Sensory Evaluation of Solar Dried Leaves From Three Cassava Species Grown In Rwanda, Rwanda Journal; Volume 24: Series E, pp.

## C. PUBLICATIONS FROM RESEARCH GRANTS

### (i) Journal Articles

SN	Articles in Rwanda Journal	Year of publication	Series
1.	Langue et Culture : les wellérismes du Rwanda. <i>Approche ethnolinguistique</i> . Par Jean-Crhyostome Nkejabahizi	2003	Volume 7
2.	Kibirizi Child Survival Program: Knowledge, Practice and Coverage <i>Baseline survey</i> . By NTAGANIRA Joseph	2004	Volume 8
3.	Values of Serum Electrolytes and Proteins in Rwandan Students in Butare. By Jean Bosco Gahutu and Justin Wane	2005	Volume 10
4.	Hematocrit and Red Blood Cell Count Values in Rwandan Students in Butare. By Jean Bosco Gahutu and Justin Wane	2005	Volume 10
5.	Physiological adaptation to moderate altitude in Butare. By Jean Bosco GAHUTU	2006	Volume 11
6.	Coinfection VIH/SIDA et Paludisme Placentaire chez la femme enceinte au décours de l'accouchement: cas du Centre Hospitalier de Kigali. Par André MUSEMAKWERI	2006	Volume 11
7.	Effect of seed dressing with Imidaclopride on the control of aphids transmitting bean common mosaic. By J. M. WALANGULULU et al.	2006	Volume 12
8.	Evaluation des clones de manioc en essai avancé de rendement pour la résistance à l'acarien vert du manioc Mononychellus tanajoa (Bondar)(Acarina, Teranychidae) au Rwanda. Par J. M. WALANGULULU et al.	2006	Volume 12
9.	PCR à partir d'ADN proviral extrait du sang desséché sur papier filtre comme technique alternative pour le diagnostic du VIH chez des nourrissons au Rwanda. BAJYANA Songa Emmanuel et al.	2006	Volume 12
10.	Assessment of the role of forum theatre in HIV/AIDS behavioural change process among secondary school adoles-	2007	Volume 13

	cents in Butare province, Rwanda . <i>By Basinga Paulin et al</i>		
11.	Impact de l'aveu dans la lutte contre la stigmatisation et la discrimination des PVVIH/SIDA. <i>Par François MASABO</i>	2007	Volume 13
12.	Le sauvetage de quelques rescapés du génocide des Tutsi dans les communes Gishamvu et Kigembe au Rwanda. <i>Par Kabwete Mulinda Charles</i>	2007	Volume 3
13.	Musicothérapie pour la jeunesse scolaire ayant des blessures psychiques conséquentes au génocide de 1994. <i>Par Beata M. SHYAKA et Ignatiana MUKARUSANGA</i>	2007	Volume 13
14.	Infection Néonatale bactérienne précoce au CHUK et CHUB. <i>Par Cyprien BARIBWIRA et al</i>	2007	Volume 14
15.	The antifungal activity of methanol and ether extracts of the leaves of <i>Leonotis nepetaefolia</i> . By T.Muhizi, E. Bienvenu, J.B. Nkurikiyimpfura	2009	Volume 17
16.	Caractérisation physique, chimique et microbiologique de trios sols acides tropicaux du Rwanda sous jachères naturelles: contraintes a leur productivité. By J.J.M. Mbonigaba, I. Nzeyimana, C. Bucagu & M. Culot	2009	Volume 17
17.	Reclamation of an acid soil of Rwanda's central upland by composts based on natural vegetation biomass. By J.J.M. Mbonigaba & M. Culot	2009	Volume 17
18.	Growth and quality of <i>Grevillea robusta</i> provenances in Ruhande Arboretum, Butare, Rwanda. By Canisius P. Murunga	2009	Volume 17
19.	B. Safari and J. Gasore, Monthly wind characteristics and wind energy in Rwanda, Rwanda Journal, Volume 20, Series C, pp. 6 – 24	2011	Volume 20
20.	Abubakar Katerega, The Impact of Rwanda's Multilingual Situation on Kinyarwanda: Is Kinyarwanda on the journey to "Language Endagerment"?	2012	accepted

SN	Articles published in other journals	Year of Publication
21.	Etude de l'efficacité et de la tolérance, et coût-utilité de l'association amodiaquine-sulfadoxine-pyriméthamine dans le traitement du paludisme simple chez l'adulte au Centre Hospitalo-Universitaire de Butare ( <i>E. Bienvenu B. Seminega. M. Twagirumukiza, F. Nyungeko, R. Bugingo</i> ), in "Le Pharmacien d'Afrique no 185 – Août 2005".	2005
22.	A Rwandan altitude blood gas, acid-base and hemoglobin study ( <i>J. B. Gahutu, J. Wane, J.A. Uwambazimana, D. Midonzi, T. Twagirumugabe, J.N. Minega</i> ), in "Clinica Chimica Acta 357 (2005) 86-87".	2005
23.	A Rwandan spirometry and resisting ventilation study ( <i>By J. B. Gahutu &amp; J. Wane</i> ), in "African Journal of Biomedical Research, Vol. 9 (2006); 137 – 140".	2006
24.	Reference values for serum protein and electrolyte study from Rwanda ( <i>By J. B. Gahutu and J. Wane</i> ), in "East African Medical Journal, Vol 83 No 2 February, 2006".	2007
25.	B. Safari and J. Gasore, 2009, Estimation on global solar radiation in Rwanda using empirical models, Asian Journal of Scientific Research, Vol.2, issue2, Pp: 68-75	2009
26.	B Safari and J. Gasore., 2010, A statistical investigation of wind characteristics and wind energy potential based on the Weibull and Rayleigh models in Rwanda, Renewable energy, volume 35, issue12, pp. 2874-2880	2009
27.	The role of Kiswahili in the process of National development in Rwanda (By Patrice ntwigira) in Kiswahili – Jarida la Taasisi ya Chunguzi wa Kiswahili (Journal of the Kiswahili institute of Kiswahili Research) – University of Dar es Salaam- Vol. 72 – 2009	2009
28.	B Safari, 2010, Review of energy in Rwanda, Renewable and sustainable energy reviews, volume 14, issue 12, pp. 524-529	2010
29.	Safari Bonfils, 2011, Modelling wind speed and wind power distributions in Rwanda, Renewable and Sustainable Energy reviews, Volume15, issue2, pp 925-935	2011

**(ii) Books**

23. Anthologie de la Littérature Rwandaise moderne.- 2010. **ISBN : 979-10-90642-02-7**, By *J.C. Nkejabahizi, J.M. Kayishema & A. Rudacogora*
24. Le Manifeste des Bahutu et la diffusion de l'idéologie de la haine au Rwanda – 2010, **ISBN : 979-10-90642-01-0**, By *Josias Semujanga, Faustin Rutembesa, Evariste Ntakirutimana & Isaïe Nzeyimana*
25. Lexique trilingue de base – Français –Anglais –Kinyarwanda -2010, **ISBN: 979-10-90642-05-8**, By *Canisius Ruterana, Mutwarasibo Faustin, M. Nsanzamahoro Faustin, M. Ntawigira Patrice, Mbonankira Grégoire, M. Rwamasirabo George, M. Twagirimana Innocent and M. Uwiringiyimana Jean Claude*. (2<sup>nd</sup> edition has ISBN. 1st Edition does not have)

**(iii) Theses**

26. Patrice Ntawigira, 2011, PhD Thesis: “Strengthening Kiswahili Language in the education of Rwanda: The case of secondary schools” by, University of Dar es Salaam, 2011
27. Jean Bosco Gahutu, 2007, PhD Thesis: “Contribution to the Study of Blood Gas Transport and Acid Base and Electrolyte Balance in Rwaedan Students in Butare”, PhD in Medical Sciences, National University of Rwanda (supervised by Staff from Ghent University, Belgium)

**(iv) In press**

28. Beate Shyaka, 2012, “Danses rwandaises Traditionnelles – Intore” , accepted book manuscript in tender process
29. Nilani Ljuggren da Silva, et al (Eds.), 2012, Book manuscripts to be published in Sweden with articles from “Proceedings of the Conference on the Results of Research Projects Funded in 2007 to 2010 under NUR- Sida Collaboration, Held at Gihindamuyaga, Butare, Rwanda, 7th-8th September 2010:
  1. Rural Energy Options for Sustainable Development: A Social Cost-Benefit Analysis, By *Baig M.SA, Birasa Nyamulinda, Samuel MUTA-RINDWA*
  2. Monthly Wind Characteristics and Wind Energy in Rwanda, By *Bonfils SAFARI and Jimmy GASORE*
  3. Analysis and strategies for improving productivity of integrated farming systems of southern Rwanda: Diagnosis of farming systems, By *C. Bucagu, B. Uwumukiza, J.J. Mbonigaba Muhinda and L. Mbanzamihigo*
  4. *Acacia sieberiana*: Seed germination and seedling performance under different soil moisture regimes, By *E. Munyanziza, C.P. Mugunga and C.K. Ruffo*
  5. Changes in soil and plant species composition as influenced by *Acacia sieberiana* in pastures of Songa Rwanda, By *C.P. Mugunga, E. Munyanziza, D. Mugumo and C.K. Ruffo*
  6. *Acacias of Rwanda*: description, conservation status and uses, By *E. Munyanziza, C.P. Mugunga and C.K. Ruffo*
  7. Prevalence of Atopy, Asthma and Copd in Huye District and Kigali Town, Rwanda (AFRICA), By *Musafiri S., Musango L., Seminega B., Rutayisire C., Van Meerbeeck J., Kabanda E*
  8. *Dance rwandaises traditionnelles INTORE (1925 -1959)*, By *Beata M. SHYAKA and Dr. Ignatiana MUKARUSANGA*

9. “Enhancing the “Culture of Reading” as a Tool for Public Policy Implementation in Rwanda”, By Dr. Abubakar KATEREGGA, Mr. Téléphone Ngarambe and Ms Charline MULINDAHABI
10. Le Genocide à l’Université Nationale du Rwanda - Repérage du rôle de l’élite intellectuelle (1963-1994), By Paul RUTAYISIRE, Ernest MUTWARASIBO and Athanasie GAHONDOGO With the collaboration of Médard RUNYANGE, François MASABO and Justin MURWANASHYAKA
11. Impact de la culture sur la pandémie du Sida au Rwanda. Analyse discursive, Par Uwiringiyimana Jean Claude, Bayisenge Jeannette, Murenzi Gashayija Jean-Paul, Nkejabahizi Jean-Chrysostome.

**(v) Unpublished Research Technical Reports**

1. Deo Kambanda, 2007, La liste des étudiants et Agents de l’UNR victims du genocide de 1994
2. Charles Gasarasi, 2008, Rwanda’s Political Culture: Pilot Study of Southern Province
3. Baig, 2009, Rural Energy Options for Sustainable development in Rwanda : A Social Cost-Benefit Analysis
4. Alexandre Lyambabaje, Evariste Ntakirutimana and Joseph Iyakaremye, 2009, “ Compétences linguistiques et apprentissage des sciences au Rwanda “, July 2009
5. Impact de la culture sur la Pandémie du SIDA au Rwanda. Essai d’analyse discursive (Uwiringiyimana Jean Claude et al.) - 2010
6. Enhancing the culture of reading as a Tool for Public Policy Implementation in Rwanda (By Abubakar Kateregga et al.) - 2011
7. Emmanuel Twarabamenye, Adrie Mukashema, Jean Pierre Bizimana and Marie Christine D. Simbizi, Elias Nyandwi, 2012, “Crop regionalization and Local Development: A contribution to District Planning in Rwanda. Case of Kamonyi District, Southern, South Province, Research Preliminary Report, March 20

## Annex 8 - Status of Sida-funded PhD students 2003-2011

Source: Directorate of Planning and Development, NUR, August 2010.

Name of Student	Name of Sub Program	University of Enrollment	Department of Enrollment	Home Department and Faculty at NUR	Date of Enrollment in the program	Expected date of completion
Ntaganda Eugene	Peace and conflict	University of Göteborg	School of Global Studies	Center for Conflict Management	2004 Jan	<i>dropped out</i>
Kayumba Christopher	Peace and conflict	University of Göteborg	School of Global Studies	School of Journalism and Communication	2005 Feb	<b>completed in 2010</b>
Bangwanubusa Theogene	Peace and conflict	University of Göteborg	School of Global Studies	Department of Political Science, Faculty of Arts, Media and Social Sciences	2005 Feb	<b>completed in 2010</b>
Sentama Ezechieel	Peace and conflict	University of Göteborg	School of Global Studies	Department of Political Science, Faculty of Arts, Media and Social Sciences	2005 Feb	<b>completed in 2010</b>
Mutamba Elisabeth	Peace and conflict	University of Göteborg	School of Global Studies	Center for Conflict Management	2004 Jan	<i>Dismissed by NUR</i>
Alice Urusaro Karekezi	Peace and conflict	University of Göteborg	School of Global Studies	Center for Conflict Management	September 1st 2003	<i>The sponsorship cancelled in Jan 2010 and SGS kept sponsoring her until June 2012</i>
Innocent Ndahiriwe	Peace and conflict	University of Göteborg	School of Global Studies	Department of Social Science, Faculty of Arts, Media and Social Sciences	January 20th 2009	February 2013
Janvier Murenzi	Peace and conflict	University of Göteborg	School of Global Studies	Department of Political Science, Faculty of Arts, Media and Social Sciences	January 20th 2009	February 2013
Joseph Hahirwa	Peace and conflict	University of Göteborg	School of Global Studies	Department of Social Science, Faculty of Arts, Media and Social Sciences	January 20th 2009	February 2013
Alida Furaha Umutoni	Peace and conflict	University of Göteborg	School of Global Studies	Center for Conflict Management	September 1st 2010	June 2014
Charline Mulindahabi	Peace and conflict	University of Göteborg	School of Global Studies	Department of Political Science, Faculty of Arts, Media and Science	September 1st 2010	June 2014
Claudine Umulisa	Peace and conflict	University of Göteborg	School of Global Studies	Department of Political Science, Faculty of Arts, Media and Science	September 1st 2010	June 2014
Peter Mugume	Peace and conflict	University of Göteborg	School of Global Studies	Department of Political Science, Faculty of Arts, Media and Science	September 1st 2010	June 2014

ANNEX 9 - NUR DONORS AND COLLABORATORS

Gahamanyi Marcel	Education	University of Linköping	Department of Behavioral Science	Former faculty of education and now Applied Math	01/10/2003	<b>Thesis defended in Feb 2010</b>
Mugisha Innocent	Education	University of Linköping	Department of Behavioral Science	Former faculty of education	01/10/2003	<b>Thesis defended in Sept 2010</b>
Mukama Evode	Education	University of Linköping	Department of Behavioral Science	former faculty of education, later CIT	01/10/2003	<b>Thesis defended in Jan 2009</b>
Anne Marie Kagwesage	Education	University of Linköping	Department of Behavioral Science	Department of English, Faculty of Arts and Humanities	21/02/2007	
Faustin Mutwarasibo	Education	University of Linköping	Department of Behavioral Science	Department of English, Faculty of Arts and Humanities	21/02/2007	Dec. 2012
Penelope Mbabazi	Education	University of Linköping	Department of Behavioral Science	Faculty of Economics and Management	21/02/2007	Dec. 2012
Joseph Rusanganwa	Education	University of Linköping	Department of Behavioral Science	Department of English, Faculty of Arts and Humanities	21/02/2007	Dec. 2012
Pierre Canisius Ruterana	Education	University of Linköping	Department of Behavioral Science	Department of English, Faculty of Arts and Humanities	21/02/2007	Dec. 2012
Charles Karoro Muhirwe	Education	University of Linköping	Department of Behavioral Science	Department of English, Faculty of Arts and Humanities	15/05/2003	Oct 2011 Study leave from July - 10
Havugiman A Emmanuel	Environment	University of Gothenburg	Department of Human and Economic Geography	Geography Department/Faculty of Science	2003 Oct	<b>Completed in Dec 2009</b>
Nsabimana Donat	Environment	University of Gothenburg	Department of Plant and Environmental Sciences	Department of Biology/ Faculty of Science	2004 Nov	<b>Completed in Dec 2009</b>

ANNEX 9 - NUR DONORS AND COLLABORATORS

Dushimyumuremyi J.Paul	Environment	University of Gothenburg	Department of Human and Economic Geography	Geography Department/Faculty of Science	2004 Sep	<b>Completed in Dec 2009</b>
Niyonzima Theophile	Environment	University of Gothenburg	Department of Human and Economic Geography	Geography Department/Faculty of Science	2004 Sep	<b>Completed in Dec 2009</b>
Kabenga Innocent	Environment	University of Gothenburg	Department of Economics, Environmental Economic Unit	Economics Department / Faculty of Economics and Management	2004 Sep	<i>Dropped out in 2008</i>
Callixte Gatali	Environment	University of Gothenburg	Department of Plant and Environmental Sciences	Animal Production Department/ Faculty of Agriculture	Jan-08	Dec-12
Claudine Uwera	Environment	University of Gothenburg	Department of Economics, Environmental Economic Unit	Economics Department / Faculty of Economics and Management	Sep-08	Aug-12
Jeannette Bayisenge	Environment	University of Gothenburg	Department of Social Work	Social Work Department / Faculty Arts and Social Sciences	Jan-10	Dec-14
Emmanuel Muyombano	Environment	University of Gothenburg	Department of Human and Economic Geography	Geography Department/Faculty of Science	Oct-10	Sep-14
Aimable Karasira	ICT research	BTH	School of computing	Department of Computer Science / Faculty of Applied Science	01/01/2009	Dsmissed after 6months (June 2009)
Said Rutabayiro Ngoga	ICT research	BTH	School of computing	Department of Electrical and Electronic Engineering / Faculty of Applied Science	01/01/2009	fall 2012
Charles Kabiri	ICT research	BTH	School of engineering	Department of Electrical and Electronic Engineering / Faculty of Applied Science	01/01/2011	
Niyizamwiyitirira Christine	ICT research	BTH	School of computing	Department of Electrical and Electronic Engineering / Faculty of Applied Science	01/01/2012	
Louis Sibomana	ICT research	BTH	School of engineering	Department of Electrical and Electronic Engineering / Faculty of Applied Science	Jan-12	

ANNEX 9 - NUR DONORS AND COLLABORATORS

Lydie Mpinganzima	Applied Mathematics	University of Linköping	Department of Mathematics	Faculty of Science/Department of Applied Mathematics	20/02/2008	
Japhet Niyobuhungiro	Applied Mathematics	University of Linköping	Department of Mathematics	Faculty of Science/Department of Applied Mathematics	01/04/2010	
Joseph Nzabanita	Applied Mathematics	University of Linköping	Department of Mathematics	Faculty of Science/Department of Applied Mathematics	02/04/2010	
Marcel Ndengo Rugengamanzi	Applied Mathematics	University of Linköping	Department of Mathematics	Faculty of Science/Department of Applied Mathematics	20/02/2008	
Emile Bienvenu	Medicine Subprogram	University of Göteborg	Department of Pharmacology	Faculty of Medicine/Department of Pharmacy	2008	2013
Jean Claude Kabayiza	Medicine Subprogram	University of Göteborg	Department of Infectious Diseases	Faculty of Medicine/Department of Pediatrics	2008	2013
Eric Seruyange	Medicine Subprogram	Karolinska Institutet	Center for Infectious Medicine, Department of Medicine	Faculty of Medicine/Department of Internal Medicine	Jun-05	<i>Declined by Karolinska, position re-advertised to another Uni (Goteborg)</i>
Aimable Musafili	Medicine Subprogram	Uppsala University	Department of women and children's health	Faculty of Medicine/Department of Pediatrics	2008	2013
Radjabu Mbukani	Medicine Subprogram	University of Göteborg	Department of Obstetrics and Gynecology	Faculty of Medicine/Department of Obstetrics & Gynecology	November 2010	2014
Patrick Bagambe	Medicine Subprogram	Uppsala University	Department of women and children's health	Faculty of Medicine/Department of Pediatrics	Jan-08	<i>Dismissed by Uppsala Uni Sept 2009, replaced by the new candidate recruited from the hospital never joined NUR</i>
Sibomana Jean Claude	Medicine Subprogram	University of Göteborg	Department of Obstetrics and Gynecology	Faculty of Medicine/Department of Obstetrics & Gynecology	Jan-08	<i>Passed Away in Nov 2008 and replace by Radjabu in 2010</i>
Brigitte Nyirambangutse	Special Program/training of Female NUR staff	University of Gothenburg	Department of Plant and Environmental Sciences	Biology Department	Dec-10	Nov-14

ANNEX 9 - NUR DONORS AND COLLABORATORS

Dushimyumuremyi J.Paul	Environment	University of Gothenburg	Department of Human and Economic Geography	Geography Department/Faculty of Science	2004 Sep	<b>Completed in Dec 2009</b>
Niyonzima Theophile	Environment	University of Gothenburg	Department of Human and Economic Geography	Geography Department/Faculty of Science	2004 Sep	<b>Completed in Dec 2009</b>
Kabenga Innocent	Environment	University of Gothenburg	Department of Economics, Environmental Economic Unit	Economics Department / Faculty of Economics and Management	2004 Sep	<i>Dropped out in 2008</i>
Callixte Gatali	Environment	University of Gothenburg	Department of Plant and Environmental Sciences	Animal Production Department/ Faculty of Agriculture	Jan-08	Dec-12
Claudine Uwera	Environment	University of Gothenburg	Department of Economics, Environmental Economic Unit	Economics Department / Faculty of Economics and Management	Sep-08	Aug-12
Jeannette Bayisenge	Environment	University of Gothenburg	Department of Social Work	Social Work Department / Faculty Arts and Social Sciences	Jan-10	Dec-14
Emmanuel Muyombano	Environment	University of Gothenburg	Department of Human and Economic Geography	Geography Department/Faculty of Science	Oct-10	Sep-14
Aimable Karasira	ICT research	BTH	School of computing	Department of Computer Science / Faculty of Applied Science	01/01/2009	Dsmised after 6months (June 2009)
Said Rutabayiro Ngoga	ICT research	BTH	School of computing	Department of Electrical and Electronic Engineering / Faculty of Applied Science	01/01/2009	fall 2012
Charles Kabiri	ICT research	BTH	School of engineering	Department of Electrical and Electronic Engineering / Faculty of Applied Science	01/01/2011	
Niyizamwiyitirira Christine	ICT research	BTH	School of computing	Department of Electrical and Electronic Engineering / Faculty of Applied Science	01/01/2012	
Louis Sibomana	ICT research	BTH	School of engineering	Department of Electrical and Electronic Engineering / Faculty of Applied Science	Jan-12	

ANNEX 9 - NUR DONORS AND COLLABORATORS

Ms. Eugénie Byukusenge	Special Program/training of Female NUR staff	Makere University Business School	Entrepreneurship	FEM/ Management		2014
Ms. Liberata Mukamana	Special Program/training of Female NUR staff	Makere University	Economics	FEM/ Management	3rd November 2010	2014
Ms Goretti Umuhoziho	Special Program/training of Female NUR staff	Sokoine University of Agriculture	Food science and Technology	Agriculture/ Crop Science		2014
Ms. Rose Turamwishimiye	Special Program/training of Female NUR staff	University of Capetown	Public Law	Law	24th August 2010	2014
Ms. Charlotte Bavuma	Special Program/training of Female NUR staff	University of Gothenburg	Internal medicine, Endocrine and metabolic disorders	Medicine	Aug-10	<i>The supervisor in Sweden Withrew and student requested to enrol at NUR</i>
Ms. Godebertha Nkeshimana	Special Program/training of Female NUR staff	Sokoine University of Agriculture	Agriculture/ Soil Science	Soil Management and Environmental science/ Agriculture	24th August 2010	<i>Dismissed by Sokoine Uni after 2months</i>
KAGABA Mediatrice	Special Program/training of Female NUR staff	University of Gothenburg	Global Development Studies	FAMSS/ English	24th August 2010	2014
NTAMAZEZE Janvier	Special Program/training of Female NUR staff	University of Gothenburg	Global Development Studies	FEM/ Economics	24th August 2010	2014
NZAYISENGA Marie Jeanne	Special Program/training of Female NUR staff	University of Gothenburg	Global Development Studies	FAMSS/ English	24th August 2010	2014

## Annex 9 - NUR Donors and Collaborators

START YEAR OF COLLABORATION	EXPECTED END YEAR OF CURRENT AGREEMENT	PARTNER	AREAS OF COLLABORATION	Current funding period	Funding amount in Rwandan Francs
<b>DONORS</b>					
1998	2014	CIUF-CUD (Conseil interuniversitaire de la Communauté française de Belgique - Commission universitaire pour le Développement)	Support to capacity building of the Faculty of Applied Science, post-doctoral scholarships and for ICT and the Research Commission.	2010-2014	979,360,800.00
2003	2012	SIDA (Swedish international Development Cooperation Agency)	Sida has supported Masters and PhD training in Peace and Conflict, Education, ICT, Applied Mathematics, Environment and Medicine, and has supported DPD, the Research Commission and the development of research infrastructure (ICT infrastructure and the library).	2007-2012	~16,143,662,230.00
2005	2014	NUFFIC/NICHE (Netherlands)	Support to Master's programmes and research development; capacity building in Water Re-	2011-2014	1,483,880,000.00

ANNEX 9 - NUR DONORS AND COLLABORATORS

START YEAR OF COLLABORATION	EXPECTED END YEAR OF CURRENT AGREEMENT	PARTNER	AREAS OF COLLABORATION	Current funding period	Funding amount in Rwandan Francs
		Universities Foundation for International Cooperation)	sources and Environmental Management, the Center for Geographical information Systems (CGIS), the Department of Applied Statistics and the Faculty of Law. Support to the development of a programme management unit to coordinate cooperation programmes and assist faculties and research centres to attract funds.		
2007	2014	BTC (Belgian Technical Cooperation)	BTC has supported the construction and equipment of science laboratories, and clinical laboratories and wards.	2010-2014	3,709,700,000.00
2010	2013	Global fund	Support to awareness-raising in the fight against HIV Aids, malaria and tuberculosis in Rwanda.	2010-2013	214,293,798.00
2010	2015	Center for Disease Control and Prevention	Strengthening the capacity of the School of Public Health.	2010-2015	50,575,000.00
2007	2013	Rockefeller Foundation	Support to health system strengthening and establishment of a centre of excellence.	2011-2013	236,344,457.00

<b>RESEARCH COLLABORATION</b>			
<b>START YEAR OF COLLABORATION</b>	<b>EXPECTED END YEAR OF CURRENT AGREEMENT</b>	<b>COLLABORATOR</b>	<b>AREAS OF COLLABORATION</b>
<b>International</b>			
2007	2015	University of Kwazulu-Natal	Staff and student exchanges for study and research, teaching and discussions; exchange of information including, but not limited to, exchange of library resources and research publications; collaborative research.
2007	Indefinite	University of Limerick	Joint research programmes.
2007	Indefinite	University of Western Ontario	Research collaboration in areas of industrial, scientific, social and cultural interest to Rwanda.
2008	2013	University of Nairobi	Joint teaching arrangements for postgraduate programmes; joint supervision of postgraduate projects; provision of external examiners as required; joint academic seminars; joint research, teaching, publications of research findings; other collaborative efforts as may be determined from time to time.
2008	Indefinite	University of Windsor	Joint scholarships and academic cooperation.
2008	Indefinite	Seoul National University	Academic and educational cooperation.
2008	Indefinite	Carleton University	Joint support to capacity building for news media in Rwanda; visiting lecturer and student exchange programmes.
2008	Indefinite	University of Zurich	Education and research collaboration; undergraduate, graduate and postgraduate student exchanges.
2009	2013	ESRI Deutschland GMBH	Support to research and training in GIS and remote sensing; development of NUR capability of NUR to be a regional training and research outreach centre in GIS and remote sensing for rural development and poverty reduction.
2009	Indefinite	Blekinge Institute of Technology	Staff, undergraduate and postgraduate exchanges and establishment of joint research programmes.
2010	Indefinite	University of British Columbia	Exchange by visiting scholars, Faculty members and post-doctoral fellows, exchanges of research papers and theses; joint conferences; establishment of

<b>RESEARCH COLLABORATION</b>			
<b>START YEAR OF COLLABORATION</b>	<b>EXPECTED END YEAR OF CURRENT AGREEMENT</b>	<b>COLLABORATOR</b>	<b>AREAS OF COLLABORATION</b>
			new programmes.
2009	Indefinite	National Institute of Public Health of Mexico	Qualitative impact evaluation of performance-based contracting for general health and HIV services in Rwanda.
2010	2015	University of Illinois	Teaching; joint educational, cultural and research activities; Student and staff exchanges;, staff development; collaborative or independent research.
2010	2015	Dalhousie University	Academic and administrative staff exchange programs and student exchanges in the Faculty of Medicine; collaborative research; exchange of scientific and other information materials.
2010	By mutual consent	University of Antananarivo	Education; research programmes; staff and student exchanges, training, internship, or distance learning; thesis co-supervision; joint research publications; joint degree programmes.
2010	2013	University for Peace	Development of postgraduate programmes in peace studies, conflict transformation, genocide studies and prevention.
2010	2013	Open University of Tanzania	Staff and student exchanges; Open and Distance Learning; joint research projects; coordination of Undergraduate and post graduate students; joint consultancy.
2010	2015	University of Maryland	Research into the prevention and treatment of infectious diseases and strengthening of health care systems in Rwanda; joint scientific research; exchange of faculty and postgraduate scholars; participation in conferences, symposia and seminars; joint submission if funding proposals

<b>RESEARCH COLLABORATION</b>			
<b>START YEAR OF COLLABORATION</b>	<b>EXPECTED END YEAR OF CURRENT AGREEMENT</b>	<b>COLLABORATOR</b>	<b>AREAS OF COLLABORATION</b>
2010	2015	Kyung Hee University	Staff, undergraduates and postgraduate exchanges; exchange of academic publications and scholarly information; other activities that enhance the collaboration.
2010	2015	Korea University of Technology and Education	Promotion of international academic cooperation and the exchange of teaching and research..
2010	Indefinite	Sangmyung University	Completion of feasibility study for official project request to the Korean government.
2010	2012	McGill University	Strengthening current surgical residency training in NUR Faculty of Medicine; providing volunteers for teaching, curriculum development, and evaluation of the new partnership residency training programme.
2010	2012	University of Pittsburg	Staff and student exchanges; exchange of scientific , educational and scholarly materials; special projects
2010	2013	University of Ottawa	Development of academic links; staff and student exchanges, other than in medicine and management
2011	Indefinite	University of Texas	Promoting teaching and research; deepening understanding of economic, cultural and social issues of each institution; staff and student exchange; organising symposia, conferences, short courses and meetings on research issues; joint research; information exchange.
<b>National</b>			
2000	Indefinite	Rwandan Agricultural Research Institute and Rwandan Institute of Science and Technology	Support to scientific research and technology.

<b>RESEARCH COLLABORATION</b>			
<b>START YEAR OF COLLABORATION</b>	<b>EXPECTED END YEAR OF CURRENT AGREEMENT</b>	<b>COLLABORATOR</b>	<b>AREAS OF COLLABORATION</b>
2006	Indefinite	Nyarugenge District and Rwanda Development Gateway	Promoting ICT in Rwanda; a component of the Development Gateway programme which provides a framework for Internet-based partnerships, transactions, knowledge sharing and learning.
2007	Indefinite	Southern Province and Rwanda development Gateway	Provision of technical know-how and training in web development for Southern Province.
2007	Indefinite	National Institute of Statistics of Rwanda	Provision of training by the Department of Applied Statistics to NISR Staff in basic & intermediate statistics. The partnership facilitated joint research by the two institutions.
2008	Indefinite	Rwanda Information Technology Authority	Facilitation of ICT research and provision of training to the Rwanda Development Board.
2010	Indefinite	TRAC Plus	Awareness-raising on HIV
2010	2013	MTN Rwanda cell S.A.R.L	Provision of networking connection by MTN and provision of branding space for MTN in NUR buildings and other infrastructure
2010	2013	TRAC Plus-Malaria Unit	Conducting laboratory testing on control of malarial prophylactics; routine collection of prophylactics; development of analytical methodologies; training technicians; refurbishment of associated infrastructure; conferences
2011	Open contract	Ministry of Health	Provision of funds by NUR for construction of a conference hall.

Source: Directorate of Planning and Development, NUR, August 2012

## Annex 10 - NUR Income Sources 2007 – 2011/12 (MRWF)

<b>Income</b>	<b>2007</b>	<b>2008</b>	<b>2009 (Jan to July)</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/2012 (Unaudited)</b>
	Frw (M)	Frw (M)	Frw (M)	Frw (M)	Frw (M)	Frw (M)
Govt Students	4,628	6,003	4,527	8,200	6,988	7,017
Private Students	2,696	2,092	1,296	2,478	2,659	3,466
Consultancy	35	1,273	278	1,236	2,421	1,657
Products/ Services	325	1120	287	680	1,172	1,001
Donor Grants	5	1,643	349	1,162	5,644	2,181
Inter-entity	730	300	358	413	875	274
<b>Total</b>	<b>8,419</b>	<b>12,431</b>	<b>7,095</b>	<b>14,169</b>	<b>19,759</b>	<b>15,596</b>

Source: Directorate of Planning and Development, NUR ('NUR In Brief' Power Point Presentation), August 2012

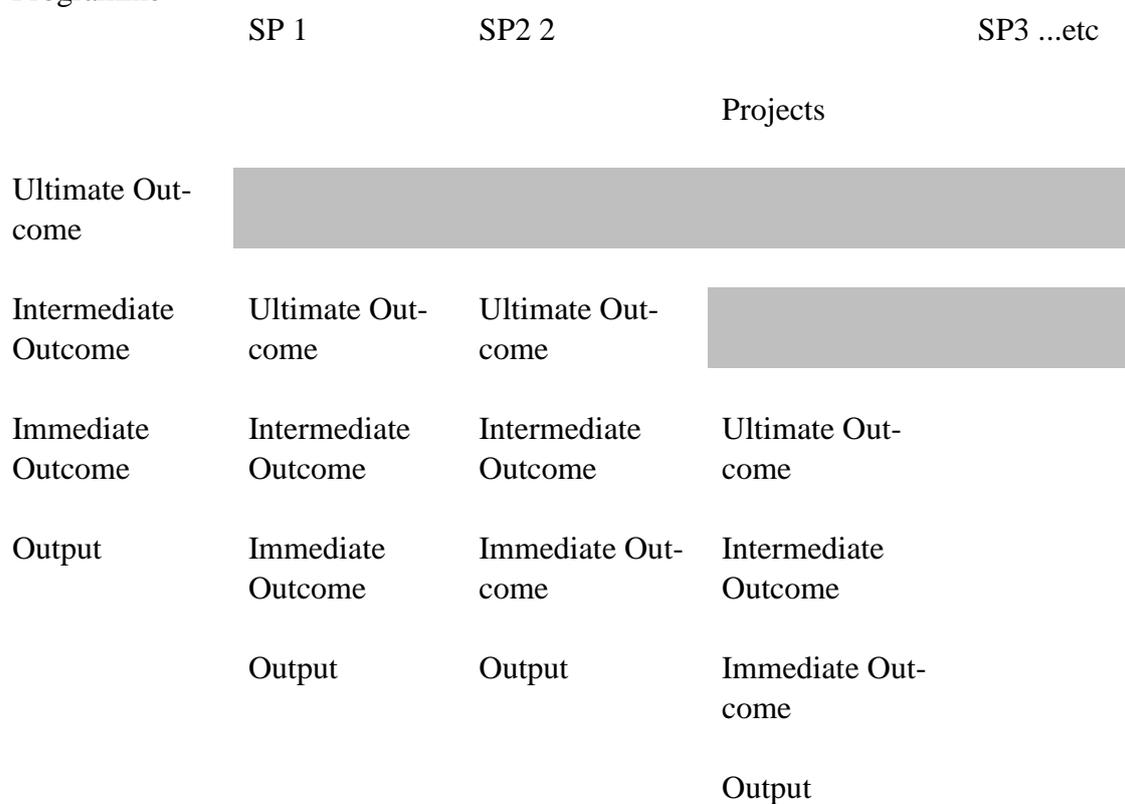
# Annex 11 - A schematic capacity development results chain

Assessment	Inputs / Processes	Outputs	Outcomes: Intermediate	Outcomes: Longer Term
<b>Individual</b> <ul style="list-style-type: none"> <li>Assessment capacity and needs</li> </ul>	<ul style="list-style-type: none"> <li>External support for training etc</li> </ul>	<ul style="list-style-type: none"> <li>Increased capability of individual researchers</li> <li>Increased production of research</li> </ul>	<ul style="list-style-type: none"> <li>Career progression / influence based on research/ training record</li> </ul>	<ul style="list-style-type: none"> <li>NUR is able to contribute effectively to evidence based policy formulation</li> <li>NUR is able to contribute effectively to promoting Governance &amp; social policies that address the needs of the poor</li> </ul>
<b>Organisational</b> <ul style="list-style-type: none"> <li>Assessment capacity and needs</li> </ul>	<ul style="list-style-type: none"> <li>External resources / mentoring</li> <li>Partnerships</li> <li>Building Organisation effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>New or enhanced organisational structures &amp; processes in relation to core functions</li> </ul>	<ul style="list-style-type: none"> <li>Mobilisation &amp; management of research funds</li> </ul>	
<b>Institutional</b> <ul style="list-style-type: none"> <li>Assessment capacity and needs</li> <li>Mapping research &amp; policy landscape</li> </ul>	<ul style="list-style-type: none"> <li>Support for building institutional capabilities</li> </ul>	<ul style="list-style-type: none"> <li>New or enhanced institutional structures &amp; processes</li> </ul>	<ul style="list-style-type: none"> <li>Improved incentives to conduct research;</li> <li>Improved institutional environment</li> <li>Research agenda setting according to national priorities</li> </ul>	

# Annex 12 - A Nested Logframe

The relation between a Programme, Sub-Programmes (SP) and Projects and the Intervention Logic (Ultimate, Intermediate, Immediate Outcomes and Outputs).

NUR Overall Programme





## Evaluation of Sida's Support to the National University of Rwanda (NUR) 2007 – 2011

This is a report of an evaluation of Sida's support to the National University of Rwanda (NUR) for the period of 2007-2012. Sida's financial support to NUR has totalled 256.5 MSEK since 2003, 68.5 percent of which has been since 2007. Funding has focused on support to the development of human and physical infrastructure, research training, and strengthening management and the research environment.

NUR has made significant progress over the last few years, particularly given its low start point. This is largely due to NUR's commitment and sense of purpose. Sida has made an important contribution through providing consistent and predictable support that has been responsive to NUR's articulated needs and priorities. Recommendations made relate to strengthening the focus on developmental relevance, the quality of research outputs and ensuring that approaches to capacity-development address all three dimensions of capacity.

SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY

Address: S-105 25 Stockholm, Sweden. Office: Valhallavägen 199, Stockholm

Telephone: +46 (0)8-698 50 00. Telefax: +46 (0)8-20 88 64

Postgiro: 1 56 34-9. VAT. No. SE 202100-478901

E-mail: [info@sida.se](mailto:info@sida.se). Homepage: <http://www.sida.se>

