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DEVELOPMENT

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Section

Kofi Bota, Ph. D.
Vice President for Research
& Sponsored Programs
Clark Atlanta University
223 James P. Brawley Drive at
Fair Street
Atlanta, GA 30314

Subject: Grant No. PCE-5053-G-00-3054-00

Dear Dr. Bota:

Pursuant to the authority contained in the Foreign Assistance Act of 1961 and the Federal Grant and Cooperative Agreement Act of 1982, as amended, the Agency for International Development (hereinafter referred to as "A.I.D.") hereby provides to Clark Atlanta University (hereinafter referred to as "Clark Atlanta" or "Grantee") the sum set forth in Section 1C.2. of Attachment 1 of this Grant to provide financial support for the program described in Attachment 2 of this Grant entitled "Program Description."

This Grant is effective as of the date of this letter and funds obligated hereunder shall be used to reimburse the Grantee for allowable program expenditures for the period set forth in Section 1B. of Attachment 1 of this Grant.

This Grant is made to the Grantee on the condition that the funds will be administered in accordance with the terms and conditions as set forth in the attachments listed under my signature below, which together constitute the entire Grant document and have been agreed to by your organization.

Please acknowledge receipt and acceptance of this Grant by signing all copies of this Cover Letter, retaining one copy for your files, and returning the remaining copies to the undersigned.

If you have any questions, please contact Ms. Gail Warshaw of my staff at (703) 875-1266.

Sincerely yours,

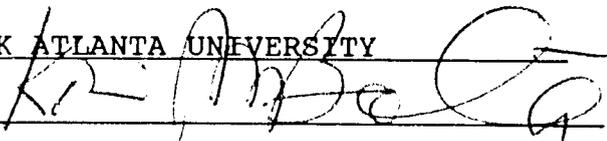


Gary V. Kinney
Grant Officer
Chief, OP/B/PCE
Office of Procurement

Attachments:

1. Schedule
2. Program Description
3. ~~Standard Provisions~~

ACKNOWLEDGED:

CLARK ATLANTA UNIVERSITY
BY: 

TYPED NAME: Kofi B. Bota

TITLE: Vice President for Research & Sponsored Programs

DATE: 9/22/93

FISCAL DATA

A. GENERAL

- A.1. Total Estimated A.I.D. Amount: \$100,000
- A.2. Total Obligated A.I.D. Amount: \$100,000
- A.3. Cost-Sharing Amount (Non-Federal): \$30,906
- A.4. Other Contributions (Federal): \$ N/A
- A.5. Project No.: 936-5053
- A.6. A.I.D. Project Office: R&D/UC, David Rakes
- A.7. Funding Source: A.I.D./W
- A.8. Tax I.D. No.: 1-58-182525 9A1
- A.9. CEC No.: 06-5325177
- A.10. LOC No.: 72-00-1537

B. SPECIFIC

- B.1.(a) PIO/T No.: 936-5053-3692954
- B.1.(b) Appropriation: 72-1131021.1
- B.1.(c) Allotment: 341-36-099-06-20-31
- B.1.(d) BPC: DDVA-93-16900-EG11
- B.1.(e) Amount: \$100,000

ATTACHMENT 1

SCHEDULE

1A. PURPOSE OF GRANT

The purpose of this Grant is to provide financial support for the program described in Attachment 2 of this Grant entitled "Program Description."

1B. PERIOD OF GRANT

The effective date of this Grant is the date of the Cover Letter and the estimated completion date is September 29, 1995. Funds obligated hereunder (see Section 1C.2. below) shall be used to reimburse the Grantee for allowable program expenditures incurred by the Grantee in pursuit of program objectives during such period. Funds obligated hereunder are anticipated to be sufficient for completion by the Grantee of the program described in Attachment 2 of this Grant by the estimated completion date.

1C. AMOUNT OF GRANT AND PAYMENT

1C.1. The total estimated amount of this Grant for its full period, as set forth in Section 1B. above, is \$100,000.

1C.2. A.I.D. hereby obligates the amount of \$100,000 for the purposes of this Grant during the indicated period set forth in Section 1B. above, thereby fulfilling A.I.D.'s funding requirements. A.I.D. shall not be liable for reimbursing the Grantee for any costs in excess of the obligated amount, except as specified in paragraph (f) of the Standard Provision of this Grant entitled "Revision of Grant Budget."

1C.3. Payment shall be made to the Grantee in accordance with procedures set forth in the Standard Provision of this Grant entitled "Payment - Letter of Credit," as shown in Attachment 3.

1C.4. The total estimated amount of the program described in Attachment 2 of this Grant is \$130,906, of which A.I.D. may provide the amount specified in Section 1C.1. above, and the Grantee will provide \$30,906 in accordance with Section 1L. below.

1D. GRANT BUDGET

1D.1. The following is the Budget for the total estimated amount of this Grant (see Section 1C.1. above) for its full period (see Section 1B. above). The Grantee may not exceed the total estimated amount or the obligated amount of this Grant, whichever is less (see Sections 1C.1. and 1C.2., respectively, above). Except as specified in the Standard Provision of this Grant entitled "Revision of Grant Budget," as shown in Attachment 3, the Grantee may adjust line item amounts as may be reasonably necessary for the attainment of program objectives. Revisions to the budget shall be in accordance with Section 1C. above and the Standard Provisions of this Grant entitled "Revision of Grant Budget" and, if applicable, "Cost Sharing (Matching)."

1D.2. Budget

<u>Cost Element</u>	<u>A.I.D.</u>	<u>Grantee/ Others (Non-Fed)</u>	<u>Grantee/ Others (Federal)</u>	<u>Total</u>
Salaries & Wages	\$ 31,700	\$ 21,700	\$ - 0 -	\$ 53,400
Fringe Benefits	8,334	- 0 -	- 0 -	8,334
Travel & Per Diem	40,452	1,000	- 0 -	41,452
Non-Expendable				
Equip.	4,160	- 0 -	- 0 -	4,160
Other Direct Costs	3,625	2,500	- 0 -	6,125
Indirect Costs	<u>11,729</u>	<u>5,706</u>	<u>- 0 -</u>	<u>17,435</u>
TOTAL	\$100,000	\$ 30,906	\$ - 0 -	\$130,906

1D.3. Inclusion of any cost in the budget of this Grant does not obviate the requirement for prior approval by the Grant Officer of cost items designated as requiring prior approval by the applicable cost principles (see the Standard Provision of this Grant set forth in Attachment 3 entitled "Allowable Costs") and other terms and conditions of this Grant, unless specifically stated in Section 1I. below.

1E. REPORTING**1E.1. Financial Reporting**

1E.1.(a) Financial reporting requirements shall be in accordance with the Standard Provision of this Grant entitled "Payment - Letter of Credit," as shown in Attachment 3. If a Standard Form 269 is required by the afor said Standard Provision, the "Long Form" of said form shall be used.

1E.1.(b) All financial reports shall be submitted to A.I.D., Office of Financial Management, FA/FM/CMPD/DCB, Room 700 SA-2, Washington, D.C. 20523-0209. In addition, three copies of all financial reports shall be submitted to the A.I.D. Project Office specified in the Cover Letter of this Grant, concurrently with submission of the Quarterly Technical Reports (See Section 1E.2. below).

1E.1.(c) The frequency of financial reporting and the due dates of reports shall be as specified in the Standard Provision of this Grant referred to in Section 1E.1.(a) above.

1E.1.(d) The Grantee's financial reports shall include expenditures of A.I.D. Grant funds provided hereunder, as well as non-federal matching funds and any other contributions in accordance with Section 1L. below.

1E.2. Program Performance Planning and Reporting

1E.2.(a) Quarterly Reports

The Grantee shall submit five (5) copies of brief quarterly program performance reports, which coincide with the financial reporting periods described in Section 1E.1. above, to the A.I.D. Project Office specified in the Cover Letter of this Grant. In addition, two copies shall be submitted to A.I.D., POL/CDIE/DI, Washington, DC 20523-1802. These reports shall be submitted within 30 days following the end of the reporting period, and shall briefly present the following information:

1E.2.(a)(1) A comparison of actual accomplishments with the goals established for the period, the findings of the investigator, or both. If the output of programs can be readily quantified, such quantitative data should be related to cost data for computation of unit costs.

1E.2.(a)(2) Reasons why established goals were not met, if applicable.

1E.2.(a)(3) Other pertinent information including the status of finances and expenditures and, when appropriate, analysis and explanation of cost overruns or high unit costs. See also Section 1I.4. of this Grant.

1E.2.(b) Special Reports

Between the required program performance reporting dates, events may occur that have significant impact upon the program. In such instances, the Grantee shall inform the A.I.D. Project Officer as soon as the following types of conditions become known:

1E.2.(b)(1) Problems, delays, or adverse conditions that will materially affect the ability to attain program objectives, prevent the meeting of time schedules and goals, or preclude the attainment of work units by established time periods. This disclosure shall be accompanied by a statement of the action taken, or contemplated, and any A.I.D. assistance needed to resolve the situation.

1E.2.(b)(2) Favorable developments or events that enable time schedules to be met sooner than anticipated or more work units to be produced than originally projected.

1E.2.(b)(3) If any performance review conducted by the Grantee discloses the need for change in the budget estimates in accordance with the criteria established in the Standard Provision of this Grant entitled "Revision of Grant Budget," the Grantee shall submit a request for budget revision to the Grant Officer and the A.I.D. Project Officer specified in the Cover Letter of this Grant.

1E.2.(c) Environmental Impact

If it appears that outputs of this project will result in an adverse environmental impact, the Grantee shall notify the A.I.D. Project Officer prior to implementation, in order to allow for orderly preparation of an environmental impact statement. The Grantee shall assure that appropriate U.S. Government, A.I.D., and/or host country procedures are followed.

1E.2.(d) Training Reports

1E.2.(d)(1) If the Grantee conducts participant training under this Grant, (see the Standard Provision entitled "Participant Training" for the definition of participant training), the Grantee shall comply with reporting and information requirements of the Standard Provision of this Grant entitled "Participant Training," as well as Chapters 5 and 24 of A.I.D. Handbook 10.

1E.2.(d)(2) The Grantee shall also provide five (5) copies of quarterly training reports to the A.I.D. Project Officer, covering this Grant. The report shall include the following information:

- Total number of new trainees during the period; and
- The following information for each LDC trainee:
 - name
 - citizenship

- gender
- training site
- beginning and ending dates of training
- purpose of training
- type of training activities
- source of funding

1E.2.(d)(3) The Grantee shall provide ten (10) copies of all training manuals produced under this Grant to the A.I.D. Project Officer.

1E.2.(e) Technical and Research Reports and Publications

The Grantee shall summarize technical and research activities of the project in reports, and distribute such reports to the appropriate USAID Missions, developing countries, and host country and international institutions in order to encourage use of the technology developed. Such reports will be completed within 60 days after completion of the activity. Journal articles and other publications are encouraged. See also the Standard Provision of this Grant entitled "Publications" (if the Grantee is a U.S. organization) or "Publications and Media Releases" (if the Grantee is a non-U.S. organization).

1E.2.(f) Final Report

Within 90 days following the estimated completion date of this Grant (see Section 1B. above), the Grantee shall submit five (5) copies of a final report to the A.I.D. Project Office specified in the cover letter of this Grant. In addition, two copies shall be submitted to A.I.D., POL/CDIE/DI, Washington, DC 20523-1802. It will cover the entire period of the Grant and include all information shown in this Section 1E.2., specifically including, but not necessarily limited to: (1) a summarization of the program's accomplishments or failings; (2) an overall description of the activities under the program during the period of this Grant; (3) a description of the methods of work used; (4) comments and recommendations regarding unfinished work and or program/continuation and direction; and 5) A fiscal report that describes in detail how the Grant (and any matching) funds were used.

1E.2.(g) Trip Reports

Within 30 days following the completion of each international trip, the Grantee shall submit 3 copies of a trip report summarizing the accomplishments of the trip to the A.I.D. Project Officer specified in the cover letter of this Grant. If several individuals are travelling together to one site, a

single report representing the group will suffice. The report shall include the purpose of the trip, technical observations, suggestions and recommendations, overall impressions of the site situation (if appropriate), and a list of persons visited with their title and organization affiliation.

1E.2.(h) Annual Activity Reports

Within thirty (30) days following the annual anniversary date of this Grant, the Grantee shall submit to the A.I.D. Project Office specified in the cover letter of this Grant five (5) copies of an annual technical progress report which will be a description of the past year's activities, including technical, scientific, managerial, and fiscal information. The report shall include, both for each field site or subcontractor/subrecipient individually and for project activities as a whole, a review of program and problems to date, and a discussion of technical and managerial issues significant to the success or failure of this Grant. The report will also address regulatory issues related to the project. Although principally a technical document, it nevertheless must include pertinent statistics or quantitative information regarding the project and its activities. An Impact Analysis Report will be appended to this report, which will be considered an instrument for Technology Transfer. The Impact Analysis Report will summarize and provide a feedback system for measurement and evaluation of the impact of the Grantee's activities in the public and private sector. The impact analysis will generally be qualitative in nature, and quantified only as appropriate. The Annual Activity Report shall also include an annual expenditure report corresponding to each annual workplan (see Section 1E.2.(b) above). These expenditure reports will cover A.I.D. and, if applicable, cost-sharing amounts by budget line item (see Section 1D.2. above) and by estimated distribution amongst project components, e.g., research, training, technical assistance, technology transfer, information dissemination, or networking.

1E.2.(i) Care of Laboratory Animals

If the Standard Provision entitled "Care of Laboratory Animals" applies to this Grant (see Section 1K. for applicability), the Grantee shall include the certificate required by paragraph (c) of said Standard Provision in all of its reports which pertain to the use of laboratory animals.

1E.2.(i) Research Involving Recombinant DNA

If any research involving recombinant DNA is being funded hereunder, the Grantee shall comply with the reporting requirements set forth in Section 1I.5. of this Grant.

1F. TITLE TO PROPERTY

Title to property acquired hereunder shall vest in the Grantee, subject to the requirements of the Standard Provision of this Grant entitled "Title To and Use of Property (Grantee Title)" regarding use, accountability, and disposition of such property, except to the extent that disposition of property may be specified in Section 1I. below.

1G. PROCUREMENT AND (SUB)CONTRACTING

1G.1. Applicability

This Section 1G. applies to the procurement of goods and services by the Grantee (i.e., contracts, purchase orders, etc.) from a supplier of goods and services (see the Standard Provisions of this Grant entitled "Air Travel and Transportation," "Ocean Shipment of Goods," "Procurement of Goods and Services," "AID Eligibility Rules for Goods and Services," and "Local Cost Financing"), and not to assistance provided by the Grantee (i.e., a subgrant or [sub]agreement) to a subrecipient (see the Standard Provision of this Grant entitled "Subagreements").

1G.2. Requirements

1G.2.(a) In addition to other applicable provisions of this Grant, the Grantee shall comply with paragraph (b)(1) of the Standard Provision of this Grant entitled "AID Eligibility Rules for Goods and Services," concerning Grants funded under the Development Fund for Africa (DFA) and Grants with a total procurement value of less than \$250,000 under this Grant. However, paragraph (b)(1) of the Standard Provision entitled "AID Eligibility Rules for Goods and Services" does not apply to:

1G.2.(a)(1) The restricted goods listed in paragraph (a)(3) of the Standard Provision entitled "AID Eligibility Rules for Goods and Services," which must be specifically approved by the Grant Officer in all cases, except to the extent that such approval may be provided in Section 1I.3. below;

1G.2.(a)(2) Paragraph (d) of the Standard Provision entitled "AID Eligibility Rules for Goods and Services" pertaining to air and ocean transportation, to which the Standard Provisions entitled "Air Travel and Transportation" and "Ocean Shipment of Goods" apply, respectively;

1G.2.(a)(3) Paragraph (c) of the Standard Provision entitled "AID Eligibility Rules for Goods and Services;"

1G.2.(a)(4) Construction implemented by U.S. firms, regardless of dollar value, which requires that at least 50% of the supervisors and other specified key personnel working at the project site must be U.S. citizens or non-U.S. citizens lawfully admitted for permanent residence in the United States; and

1G.2.(a)(5) Engineering services, regardless of dollar value, which shall be limited to the United States (Geographic Code 000).

1G.2.(b) Paragraph (b)(2) of the Standard Provision entitled "AID Eligibility Rules for Goods and Services" does not apply.

1G.3. Approvals

Inclusion of costs in the budget of this Grant for the purchase of nonexpendable equipment obviates neither the requirement of Section J.13. of OMB Circular A-21 (for educational institutions) or Section 13 of Attachment B of OMB Circular A-122 (for nonprofit organizations other than educational institutions) for prior approval of such purchases by the Grant Officer, nor any other terms and conditions of this Grant, unless specifically stated in Section 1I.2. below.

1G.4. Title to Property

See Section 1F. above.

1H. INDIRECT COST RATES

1H.1. Pursuant to the Standard Provisions of this Grant entitled "Negotiated Indirect Cost Rates - Predetermined" and "Negotiated Indirect Cost Rates - Provisional (Nonprofits)," a predetermined indirect cost rate or rates shall be established for each of the Grantee's accounting periods which apply to this Grant. Pending establishment of predetermined indirect cost rates for the initial period (09/15/93 - 09/15/94), provisional payments on account of allowable indirect costs shall be made on the basis of the following negotiated provisional rate(s) applied to the base(s) which is (are) set forth below:

<u>Type</u>	<u>Rate</u>	<u>Base</u>
On-Campus/Home Office	55.0%	<u>1/</u>
Off-Campus/Off-Site	37.0%	<u>1/</u>

1/ Base of Application: Direct salaries and wages.

1H.2. Rates for subsequent periods shall be established in accordance with the Standard Provision of this Grant entitled "Negotiated Indirect Cost Rates - Predetermined."

1I. SPECIAL PROVISIONS

1I.1. Limitations on Reimbursement of Costs of Compensation for Personal Services and Professional Service Costs

1I.1.(a) Employee Salaries

Except as the Grant Officer may otherwise agree in writing, A.I.D. shall not be liable for reimbursing the Grantee for any costs allocable to the salary portion of direct compensation paid by the Grantee to its employees for personal services which exceed the highest salary level for a Foreign Service Officer, Class 1 (FS-1), as periodically amended.

1I.1.(b) Consultant Fees

Compensation for consultants retained by the Grantee hereunder shall not exceed, without specific approval of the rate by the Grant Officer: either the highest rate of annual compensation received by the consultant during any full year of the immediately preceding three years; or the maximum rate of a Foreign Service Officer, Class 1 (FS-1) (as periodically amended), whichever is less. A daily rate is derived by dividing the annual compensation by 2,087 and multiplying the result by 8.

1I.2. Equipment and Other Capital Expenditures

1I.2.(a) Requirement for Prior Approval

Pursuant to Sections 1D.3. and 1G.3. above and the Standard Provisions of this Grant entitled "Allowable Costs" and "Revision of Grant Budget," and by extension, Section J.13. of OMB Circular A-21, the Grantee must obtain A.I.D. Grant Officer approval for the following:

1I.2.(a)(1) Purchase of General Purpose Equipment, which is defined as an article of nonexpendable tangible personal property, the use of which is not limited only to research, medical, scientific, or other activities [e.g., office equipment and furnishings, air conditioning equipment, reproduction and other equipment, motor vehicles, and automatic data processing equipment, having a useful life of more than two years and an acquisition cost of \$500 or more per unit];

1I.2.(a)(2) Purchase of Special Purpose Equipment, which is defined as an article of nonexpendable tangible personal property, which is used only for research, medical, scientific, or other technical activities, and which has a useful life of more than two years and an acquisition cost of \$1,000 or more per unit); and

1I.2.(a)(3) Other Capital Expenditures, which is defined as the cost of the asset, including the cost to put it in place).

1I.2.(b) Approvals

In furtherance of the foregoing, the Grant Officer does hereby provide approval for the following purchases, which shall not be construed as authorization to exceed the total estimated amount or the obligated amount of this Grant, whichever is less (see Section 1C. above):

1 Laptop Computer with accessories

1I.2.(c) Exception for Automation Equipment

Any approval for the purchase of automation equipment which may be provided in Section 1I.2.(b) above or subsequently provided by the Grant Officer is not valid if the total cost of purchases of automation equipment (e.g., computers, word processors, etc.), software, or related services made hereunder will exceed \$100,000. The Grantee must, under such circumstances, obtain the approval of the Grant Officer for the total planned system of any automation equipment, software, or related services.

1I.2.(d) Compliance with A.I.D. Eligibility Rules

Any approvals provided in Section 1I.2.(b) above or subsequently provided by the Grant Officer shall not serve to waive the A.I.D. eligibility rules described in Section 1G. of this Grant, unless specifically stated.

1I.3. Restricted Goods

Pursuant to Section 1G. above and paragraph (a)(3) of the Standard Provision of this Grant entitled "AID Eligibility Rules for Goods and Services," the Grant Officer's approval is required for purchase of the restricted goods described therein. In furtherance thereof, the Grant Officer does hereby provide such approval to the extent set forth below. The Grant

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Officer's approval is required for purchases of such restricted goods if all of the conditions set forth below are not met by the Grantee. Any approval provided below or subsequently provided by the Grant Officer shall not serve to waive any terms and conditions of this Grant unless specifically stated.

1I.3.(a) Agricultural Commodities

Agricultural commodities may be purchased provided that they are of U.S. source (generally, the country from which the commodities are shipped) and origin (generally, the country in which the commodities are mined, grown, or produced) and purchased from a U.S. supplier, except that wheat, rice, corn, soybeans, sorghums, flour, meal, beans, peas, tobacco, hides and skins, cotton, vegetable oils, and animal fats and oils cannot be purchased under any circumstances without the prior written approval of the Grant Officer. However, if this Grant is funded under the Development Fund for Africa (DFA) (see Section 1G.2.[b][4] above), procurement of agricultural commodities from Special Free World countries (Geographic Code 935) is authorized, except that procurement of agricultural commodities outside the United States must have the advance written approval of the Grant Officer when the domestic price of the commodity is less than parity, unless the commodity cannot reasonably be procured in the U.S. in order to meet the needs of the project

1I.3.(b) Motor Vehicles

Motor vehicles, if approved for purchase under Section 1I.2.(b) above or subsequently approved by the Grant Officer, must be of U.S. manufacture and must be of at least 51% U.S. componentry. The source of the motor vehicles, and the nationality of the supplier of the vehicles, must be in accordance with Section 1G.2. above. Motor vehicles are defined as self-propelled vehicles with passenger carriage capacity, such as highway trucks, passenger cars and busses, motorcycles, scooters, motorized bicycles, and utility vehicles. Excluded from this definition are industrial vehicles for materials handling and earthmoving, such as lift trucks, tractors, graders, scrapers, and off-the-highway trucks. However, if this Grant is funded under the Development Fund for Africa (DFA) (see Section 1G.2.[b][4] above), procurement of motor vehicles from Special Free World countries (Geographic Code 935) is authorized; provided, however, that procurement of non-U.S. vehicles shall be held to an absolute minimum.

1I.3.(c) Pharmaceuticals

Pharmaceuticals may be purchased provided that all of the

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following conditions are met: (1) the pharmaceuticals must be safe and efficacious; (2) the pharmaceuticals must be of U.S. source and origin (see Section 1G. above); (3) the pharmaceuticals must be of at least 51% U.S. componentry (see Section 1G. above); (4) the pharmaceuticals must be purchased from a supplier whose nationality is in the U.S. (see Section 1G. above); (5) the pharmaceuticals must be in compliance with U.S. Food and Drug Administration (FDA) (or other controlling U.S. authority) regulations governing United States interstate shipment of pharmaceuticals; (6) the manufacturer of the pharmaceuticals must not infringe on U.S. patents; and (7) the pharmaceuticals must be competitively procured in accordance with the procurement policies and procedures of the Grantee and the Standard Provision of this Grant entitled "Procurement of Goods and Services."

1I.3.(d) Pesticides

Pesticides may only be purchased if the purchase and/or use of such pesticides is for research or limited field evaluation by or under the supervision of project personnel. Pesticides are defined as substances or mixtures of substances: intended for preventing, destroying, repelling, or mitigating any unwanted insects, rodents, nematodes, fungi, weeds, and other forms of plant or animal life or viruses, bacteria, or other micro-organisms (except viruses, bacteria, or other micro-organisms on or living in man or other living animals); or intended for use as a plant regulator, defoliant, or dessicant.

1I.3.(e) Rubber Compounding Chemicals and Plasticizers

Rubber compounding chemicals and plasticizers may only be purchased with the prior written approval of the Grant Officer.

1I.3.(f) Used Equipment

Used equipment may only be purchased with the prior written approval of the Grant Officer.

1I.3.(g) Fertilizer

Fertilizer may be purchased if it is either purchased in the U.S. and used in the U.S., or if it is purchased in the cooperating country with local currency for use in the cooperating country. Any fertilizer purchases which do not comply with these limitations must be approved in advance by the Grant Officer. However, if this Grant is funded under the Development Fund for Africa (DFA) (see Section 1G.2.[b][4] above), procurement of fertilizer from Special Free World

countries (Geographic Code 935) is authorized; provided, however, that procurement of more than 5,000 tons of non-U.S. fertilizer must have the advance written approval of the Grant Officer.

1I.4. Limitation on Use of Funds

1I.4.(a) The Grantee shall not utilize funds provided by A.I.D. for any testing or breeding feasibility study, variety improvement or introduction, consultancy, publication, conference or training in connection with the growth or production in countries other than the United States of an agricultural commodity for export which would compete with a similar commodity grown or produced in the United States.

1I.4.(b) The reports described in Section 1E.2. shall contain a statement indicating the projects or activities to which United States funds have been attributed, together with a brief description of the activities adequate to show that United States funds have not been used for the purpose in Section 1I.4.(a) above.

1I.4.(c) The Grantee agrees to refund to A.I.D. upon request an amount equal to any United States funds used for the purposes prohibited by Section 1I.4.(a) above.

1I.4.(d) No funds provided by A.I.D. under this Grant shall be used to provide assistance, either directly or indirectly, to any country ineligible to receive assistance pursuant to the Foreign Assistance Act as amended, related appropriations acts, or other statutes and Executive Orders of the United States (also see the Standard Provision of this Grant entitled "Ineligible Countries").

1I.5. Compliance With Federal Guidelines and Regulatory Procedures Pertaining to Recombinant DNA

1I.5.(a) The Grantee shall implement any research activities under this Grant which involve recombinant DNA in accordance with:

1I.5.(a)(1) The National Institutes of Health Guidelines for Research Involving Recombinant DNA Molecules;

1I.5.(a)(2) Procedures issued by the U.S. Department of Agriculture (USDA), the Environmental Protection Agency (EPA), or other appropriate Federal agency;

1I.5.(a)(3) A.I.D.'s environmental procedures; and

1I.5.(a)(4) Such other Federal guidelines and procedures as may apply during the course of research.

1I.5.(b) The Grantee cannot commence testing in any foreign location until written approval for such testing is obtained from the A.I.D. Project Officer and the government of the country where testing is planned. Testing shall be conducted in accordance with all applicable regulations of that country.

1I.5.(c) In addition, and prior to commencement of any such testing, the Grantee shall make a judgement and communicate same to the A.I.D. Project Officer as to whether the regulations, procedures, or facilities of the country in question are adequate to ensure testing in an environmentally sound manner. In the event such judgement is that they are not, the Grantee and the A.I.D. Project Officer will consult and agree on the conditions to be applied to the testing which will have such environmental effect.

1I.5.(d) Reports submitted to A.I.D. under this Grant will address regulatory issues as noted above related to the activity.

1I.6. Defense Base Act (DBA) Insurance and/or Medical Evacuation Services

Pursuant to Section J.16. of OMB Circular A-21 (for educational institutions) or Section 18 of Attachment B of OMB Circular A-122 (for nonprofit organizations other than educational institutions), the Grantee is authorized to purchase DBA insurance and/or medical evacuation services under this Grant. If DBA insurance and/or medical evacuation services are purchased, it may be purchased from the insurance company or agent with which A.I.D. has a contract to provide DBA insurance and/or medical evacuation services for A.I.D. contracts; provided that such insurance company or agent offers such DBA insurance/medical evacuation services at the same rates such insurance/services are provided under A.I.D. contracts. The Grant Officer will provide the name, address, and telephone number of such insurance company or agent upon request.

1I.7. Disposition of Property

With reference to Sections 1G.4. and 1I.2.(b) above, disposition of nonexpendable property acquired hereunder shall be as follows:

As Instructed By A.I.D.

1J. RESOLUTION OF CONFLICTS

Conflicts between any of the Attachments of this Grant shall be resolved by applying the following descending order of precedence:

- Attachment 1 - Schedule
- Attachment 3 - Standard Provisions
- Attachment 2 - Program Description

1K. STANDARD PROVISIONS

The Standard Provisions set forth as Attachment 3 of this Grant consist of the following Standard Provisions denoted by an "X" which are attached hereto and made a part of this Grant:

1K.1. Mandatory Standard Provisions For U.S., Nongovernmental Grantees

- (X) Allowable Costs (November 1985)
- (X) Accounting, Audit, and Records (August 1992)
- (X) Refunds (September 1990)
- (X) Revision of Grant Budget (November 1985)
- (X) Termination and Suspension (August 1992)
- (X) Disputes (August 1992)
- (X) Ineligible Countries (May 1986)
- (X) Debarment, Suspension, and Other Responsibility Matters (August 1992)
- (X) Nondiscrimination (May 1986)
- (X) U.S. Officials Not to Benefit (November 1985)
- (X) Nonliability (November 1985)
- (X) Amendment (November 1985)
- (X) Notices (November 1985)
- (X) Metric System of Measurement (August 1992)

1K.2. Additional Standard Provisions For U.S., Nongovernmental Grantees

- (X) OMB Approval Under the Paperwork Reduction Act (August 1992)
- (X) Payment - Letter of Credit (August 1992)
- () Payment - Periodic Advance (January 1988)
- () Payment - Cost Reimbursement (August 1992)
- (X) Air Travel and Transportation (August 1992)
- (X) Ocean Shipment of Goods (August 1992)
- (X) Procurement of Goods and Services (June 1993)
- (X) AID Eligibility Rules for Goods and Services (August 1992)
- (X) Subagreements (August 1992)
- (X) Local Cost Financing (June 1993)

- (X) Patent Rights (August 1992)
- (X) Publications (August 1992)
- (X) Negotiated Indirect Cost Rates - Predetermined (August 1992)
- (X) Negotiated Indirect Cost Rates - Provisional (Nonprofits) (August 1992)
- () Negotiated Indirect Cost Rates - Provisional (For-Profits) (August 1992)
- (X) Regulations Governing Employees (August 1992)
- () Participant Training (August 1992)
- () Voluntary Population Planning (June 1993)
- () Protection of the Individual as a Research Subject (August 1992)
- () Care of Laboratory Animals (November 1985)
- (X) Title To and Use of Property (Grantee Title) (November 1985)
- () Title To and Care of Property (U.S. Government Title) (November 1985)
- () Title To and Care of Property (Cooperating Country Title) (November 1985)
- (X) Cost Sharing (Matching) (August 1992)
- (X) Use of Pouch Facilities (August 1992)
- (X) Conversion of United States Dollars to Local Currency (November 1985)
- (X) Public Notices (August 1992)
- (X) Rights in Data (August 1992)

1L. COST SHARING AND OTHER CONTRIBUTIONS

1L.1. The Grantee agrees to expend an amount not less than (a) the amount shown in the budget of this Grant for financing by the Recipient and/or others from non-federal funds (see Sections 1D. and/or 1H.), and (b) the amount shown in the budget of this Grant for financing by the Recipient and/or others from other federal funds.

1L.2. The Standard Provision of this Grant entitled "Cost Sharing (Matching)" makes reference to project costs. "Project Costs" are defined in Attachment E of OMB Circular A-110 as all allowable costs (as set forth in the applicable cost principles [see the Standard Provision of this Grant entitled "Allowable Costs"]) incurred by a Grantee and the value of in-kind contributions made by the Grantee or third parties in accomplishing the objectives of this Grant during the program period.

1L.3. The restrictions on the use of A.I.D. funds provided hereunder, as set forth in this Grant, do not apply to cost-sharing (matching) or other contributions unless such restrictions are stated in the applicable federal cost principles and/or imposed by the source of such cost-sharing (matching) funds or other contributions.

ATTACHMENT 2

PROGRAM DESCRIPTION

The Grantee's proposal entitled "A Proposal to Examine the Relationships Between Women, Development and the Environment in Rural Madagascar" and dated April 29, 1993 (Principal Investigator: Collette Hopkins, Ph. D.) is attached hereto as the Program Description (Attachment 2) and is made a part of this Grant.

AGENCY FOR INTERNATIONAL DEVELOPMENT
RESEARCH GRANTS PROGRAM
FOR
HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Submitted by

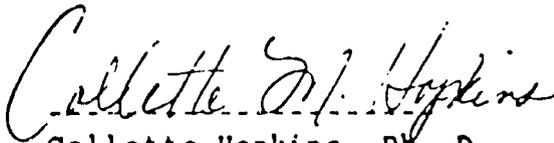
CLARK ATLANTA UNIVERSITY
223 JAMES P. BRAWLEY DRIVE AT FAIR STREET
ATLANTA, GA 30314

A PROPOSAL TO EXAMINE THE RELATIONSHIPS BETWEEN WOMEN,
DEVELOPMENT AND THE ENVIRONMENT IN RURAL MADAGASCAR
(First Submission)

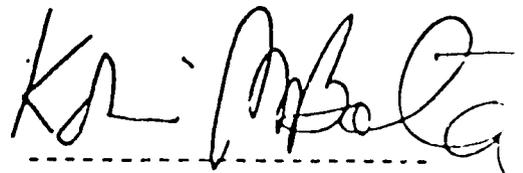
Principal Investigator:

Dr. Collette Hopkins

April 29, 1993



Collette Hopkins, Ph. D
(404) 758-1076
(404) 880-8090 (Fax)



Kofi Bota, Ph. D.
Vice-President for
Research & Sponsored
Programs

This proposal has not been submitted to any other organizations

II. Research Purpose and Relevance to AID:

The purpose of the proposed research is to examine the nature and structure of the human and environmental relations among selected rural women in Madagascar. The objectives are 1) to improve the design, implementation and evaluation of AID rural development programs targeting women at the grassroots level, 2) to chronicle the most effective and lasting methods to achieve "environmentally sensitive" sustainable agriculture development, and 3) to improve the "fit" between rural women's food security efforts and macro and micro environmental policy which seeks to prevent environmental degradation.

The genesis of this proposal derives from three sources. First, as identified in the Malagasy Environmental Charter (Law 90-033) adopted in 1990 as part of the Environmental Action Plan (EAP) and Environment Program I (EP-I), Madagascar leadership is committed to the restoration and conservation of its biodiversity. The prevention of the degradation of the country's environment includes a stated goal directed to achieve the "improvement of living conditions of the population...in rural areas, in part by improving the protection and management of natural resources..." Rural women become central to the prevention of the loss of Madagascar's biodiversity (i.e., species diversity, genetic diversity, and ecosystem diversity). Secondly, U.S.AID's Environmental Program in Madagascar, which actively supported the design of Madagascar's EAP, has developed its environmental and natural resources policy to facilitate sustained economic and social development. AID's objective in this instance is thus to:

...help developing countries conserve and protect their environment and natural resources, and to promote long-term economic growth by managing exploited resources for sustainable yields.'

Finally, this proposal derives from the common agreement among the various groups of organizations involved with the development of Third World countries that improvement is needed in the design, implementation and evaluation of national development project efforts, especially rural development projects which claim to recognize both the contributions of rural women to food security and environmental preservation, and which attempt to "integrate" these rural women into the development process. As Engo-Tjega summarizes in Ms.:

In Africa, women are responsible for over 50 percent of the planting in the agricultural sector, including food and cash crops; 70 percent of the weeding; 90 percent of the food production; 80 percent of the food processing and storage; 70 percent of the food marketing; and almost 100 percent of food cooking...In spite of being culturally relegated to second-class status, African

women have still managed to initiate and be part of solutions to food security and environmental conservation.

In light of the above, the benefits of this project will result in a more coherent understanding of the forces among Madagascar's rural populations which act to contribute to or prevent: 1) the poverty of rural women, and 2) sustainable development assistance. At the same time this project can aid in preventing environmental degradation not only in Africa, but possibly throughout the Third World since ninety percent of Third World women depend on the land for their survival. They are the world's farmers: they grow the crops, gather the firewood, tend the animals, bring in the water. In these ways and others they manage the natural resources- soil, water, forests, and energy- of the environment. Their tasks in agriculture, animal husbandry, and in the household require a profound knowledge of the plants, animals, and ecological processes around them. The result of such knowledge formed from traditional farming practices passed down from generation to generation sustains their families and necessarily feeds the nation.

Thus, the implications for alleviating rural hunger and poverty in Madagascar through sustainable development must be understood in terms of the overall national development policies which attempt to combine such goals with the prevention of ecocide through environmental policies which will necessarily impact on rural women. Yet, the linkage between the poverty of rural women and their agri-environmental practices which may or may not lead to environmental degradation has only recently begun to be recognized by environmentalists, development specialists and those engaged in raising the status of women. (See for example the Women's Action Agenda 21, a preparatory statement for the forthcoming June, 1992 U.N. Conference on Environment and Development, formed at the World Women's Congress for a Health Planet, Miami, 1991; the U.N. Decade for Women's Forward Looking Strategies, 1985, Nairobi, Kenya, para. 224-227; the U.N. Environment Programme, 1986; and the current works of Development Alternative for Women for a New Era (DAWN); and The Founex Report on Development and Environment, 1972).

Furthermore, there appears to be a failure to distinguish between macroeconomic systems and micro-level realities by those active in the poverty and environmental linkage dialogue. This has led on the one hand to women in the Third World being blamed for environmental problems in their efforts to feed their families by meeting their food, fuel, and water needs for survival. On the other hand, it is argued that the economic model of growth being pursued in the Third World "(which) defines the constraints and parameters within which and from which present thinking and action on development, resource use, and social change have to proceed," is the most primary reason for environmental degradation and poverty in the Third World.

An accurate, systemic analysis of the food-fuel-water crises in the Third World remains critical. Our research will assist directly in AID's efforts to delineate the possible linkages between rural Third World women's poverty and food security efforts in general and in Madagascar in particular, along with examining the state of the environment. Our research will ultimately contribute to the better utilization of resources by AID in rural development projects in Africa. The policy related evaluative data generated by this project will allow AID to directly modify existing rural development projects which focus on the poverty of rural women and environmental degradation.

Other expected benefits of our project include strengthening the evolving collaborative relationship between Clark Atlanta University (CAU) and the University of Toamasina (UT) in Madagascar. UT is the collaborating institution for this project. We expect to extend UT's local research abilities by providing a basis for future comparative research on the rural women in the province of UT who are engaged in sustainable development efforts. UT has already begun to gather baseline data on the villages in the province of Toamasina which greatly supplements AID's data gathering efforts in the region. The socio-economic, cultural, and environmental information from both of these sources, AID and UT, will serve to identify the population groups for study during this project. Finally, the research will contribute a body of important theoretical and practical knowledge to public and private sector development programs, the Clark Atlanta University's (CAU) Office of International Programs (OIP), Africana Women's Studies (AWS) Program, Political Science Department, and International Affairs and Development (I.A.D.) Program- all of which are important to furthering research knowledge of foreign countries.

As part of the overall research strategy outlined below in Section II, we will gather data on the institutional and informal relations among government agencies, UT, rural communities, and development project staff regarding rural and environmental development policy priorities, and project design, implementation and evaluation. This information will be used to assess the general context within which the program participants operate. The design of our research strategy draws upon the suggestions of development projects as outlined by Kalyalya, et. al., (1988) regarding the participatory attributes of pilot Learning Process projects found in various countries in Southern Africa (e.g., Tanzania, Zimbabwe, and Zambia). Also, we utilize aspects of the research model suggested by Gran (1988)- the participatory development project model- for evaluating the nature, extent and processes of participation found within the total development process.

A. Research Setting

Madagascar is the fourth largest island in the world. In size,

it most nearly approaches the state of Texas. Separated from the African continent due to geological forces, it now stands approximately 250 miles off the southeast coast of Africa. Madagascar contains a diverse mixture of African, Indonesian, Arabian, and other peoples who, over the years, have come to share the same language and essentially the same culture. Its current population, half of whom are under 15 years of age, and which is distributed unevenly on the island, is estimated at 12 million. The annual population growth rate is currently at three percent .

As with most other African countries, the people of Madagascar are primarily poor (per capita income less than \$250/yr) and agricultural. Eighty-five percent of the population is actively employed in the agricultural sector producing primarily rice, coffee, and cassava. Yet, the food supply is precarious, and the growing loss of genetic diversity threatens many with starvation.

Climatic conditions vary over the island producing a diverse ecological system. The eastern region was historically a lush, tropical area densely covered with forests. Today there is an ever present problem of the loss of Madagascar's forests which is linked to other problems of soil erosion (Madagascar is the worldwide leader for soil erosion) and watershed. Fifty percent of the rainforest has been lost in the last forty years- an overall eighty percent loss of the original forestry. This loss is important due to the significant source of livelihood forest have provided. For example, forests have provided the basis of swidden cultivation, hunting, and gathering of non-timber forest produce. Forests also impact on the health of soils and the availability of ground and surface water for irrigation and drinking.

Our project will consist of examining several villages located in the various regions of the province of Toamasina which have been identified by the UT faculty coordinator on Women and Development research, Professor Yvette Sylla. These villages located along the eastern coastal plain, already have in place women's groups who have agreed to work with UT and CAU researchers.

AID has actively been involved in several long running projects which have sought to rehabilitate and preserve the forest and land in the Toamasina province. For example, several AID PL 480/Title I Self Help Microprojects, specifically the Forest Valley Management, Nursery/Plantation Establishment and Forest Station Rehabilitation programs have been operational since 1984.

III. HBCUs Institutional Characteristics and International Capabilities Related to Proposal (See attachment-1)

IV. Collaborative Mechanisms/Networks

The proposed research is designed as a collaborative effort between personnel from CAU and UT. The principal investigator (PI) is Dr. Collette Hopkins, a lecturer in the Africana Women's Studies Program. Along with the CAU research associate she will work closely with the collaborating investigator Dr. Yvette Sylla, Professor at the UT. The PI will be responsible for the overall research product. The specific responsibilities of each personnel is outlined in our Work Plan.

The research associate from CAU will work full-time on all phases of the project. She will perform the literature searches, assist in the preparation and administration of all data gathering instruments, conduct of workshops, reports to AID, assist in the feedback and dissemination of the research finding, attend conferences, and conduct the field investigation during an extended period in Madagascar.

The Sr. Research Associate, Dr. Shelby Lewis will assist part-time in the design of tests, questionnaires, and discussion guidelines. She will also assist in data analysis and review of project participant tests scores and provide critical reviews of the various research reports and suggestions for project redesign.

The UT collaborating investigator will have the initial responsibility for the identification of research sites and informants, and primary responsibility for organizing transportation and lodging in the field. She will play a major role in most aspects of the research, including the design of tests, questionnaires, discussion guidelines, project participant testing and evaluation, the workshops, interview translation and transcription, data analysis, and the preparation, review, feedback and dissemination of the various research reports.

The graduate research assistants in Madagascar will assist with the workshops, interviews, and other data gathering methods throughout the research region. They will also assist with translation and transcription, and dissemination of the research findings. One assistant will accompany the CAU research associate in the extended field study phase of the project.

The University of Toamasina will make various contributions to the research effort at no cost to the budget. Due to the linkages established by the Rector of UT, Dr. Eugene Mangalaza with CAU and the OIP, UT has agreed to set aside office space and on-site lodging for CAU faculty and researchers. Other contributions include secretarial help, photocopying, telephone, and postage facilities, and the use of lecture halls. The University will assist in introducing the various research activities to local authorities and community representatives, and organize transportation and lodging for the field research.

V. Scientific Aspects of Proposed Work

A. Research Methodology

A comparative analysis will be made between several culturally similar villages (i.e., areas with environmental, language, cultural, socio-economic status) identified by the UT collaborator based on UT and AID data in the region of the province of Toamasina (for example, AID PL 480/Title I Self Help Microprojects, specifically the Forest Valley Management, Nursery/Plantation Establishment and Forest Station Rehabilitation programs). One village which has not been designated as a project recipient but which has been identified as having similar socio-economic conditions and environmental concerns will serve as a control group. The objective will be to explain how environmental degradation is related to the agricultural cultural practices of the rural women in the selected villages and what impact does the rural project (intervention) have on such a relationship.

A combination of subjective and objective measures which evaluate the effectiveness of environmental-agricultural projects will be utilized. The subjective measures will reveal the attitudes, beliefs and opinions of project participants regarding the need for, environmental priorities of, and utility of the project. The objective measures will be the result of pre- and post tests of participant's environmental and agricultural practices in place and their knowledge of how these practices relate to the environmental conditions of the village and overall global environmental conditions.

For both the control group and participant group we will use both objective and subjective measures to determine the political economy issues involved in the thinking, knowledge and actions in regards to sustainable development based on an understanding of gender relations and environmental conditions.

For the control group, we will document and monitor the objective and subjective conditions of (1) the environment; (2) their knowledge of cultural practices and activities which impact on the environment; (3) their socio-economic conditions; and (4) their knowledge of area development projects and their assessment of their utility.

For the participating village, the objective measures will be the results of a series of pre and post tests of project participants and non-participants to extract the indigenous knowledge about their relationship with their environment. The subjective measures will be the attitudes, evaluations and opinions of program participants, and the development project staff regarding the utility of the development project and the development (environmental and agricultural) priorities in relation to the region/locale. Both objective and subjective measures will

permit us to: (1) measure the effective transference of non-indigenous knowledge and skills to the participants; (2) determine the overall impact of indigenous food security, environmental protection and restoration efforts; (3) detail the range of participant views regarding the utility of and need for the project; (4) document information on the perceived and empirical level of participation by the target population in the development process; (5) assess the quality of the relations between the various agents and project participants of the development projects in the province; and (6) assess the level of improvement or deterioration of the socio-economic conditions of the targeted village.

Tests of participant skills and knowledge:

We will administer a series of tests to the project participants to measure environmentally related knowledge of the plants, animals, and ecological processes around them and the required conservation, restoration and preservation skills. Familiarity with local, national and international environmental and natural resource development concerns will also be measured. Thus:

- (i) all project participants will be pretested at the project start,
- (ii) all project participants will be tested at the completion of the project;
- (iii) a randomly selected cohort of project participants, representative of the provinces under study will be retested approximately three months after the project to measure skills retention and knowledge retention;
- (iv) a similarly selected cohort of participants from a previous project in the province who have similar cultural practices and environmental conditions will be tested as a longer term measure of skills and knowledge retention.

The above testing strategy is based on a premise that high levels of retention will be an indication of the consistent use and practical significance of the environmentally related skills and knowledge imparted by the development project.

The tests will be developed by the PI, CAU research associate, and Sr. Research associate in consultation with the UT collaborating investigator. The tests will use standardized and short responses and will be conducted in the language of instruction. They will be pretested and finalized during the PI and/or research associate's initial trip. The final test results will be scored by the principal and collaborating investigators and research assistants, research associates and subsequently reviewed by the two CAU consultants.

The informants for the project will be:

- i) the project participants,
- ii) the project non-participants (control group),
- iii) the development project personnel (i.e., intermediates, nationals),
- iv) project community representatives/spokespersons

A purposive sample of the informants will be chosen which reflects (1) the diversity of responsibility, authority (especially decision-making), and tasks of development project personnel, project participants and nonparticipants in the control group; (2) the knowledge of macro and micro socio-economic and political conditions and their interrelationships with local environmental conditions. All project implementors with direct contact with the project participants will be selected. All village project participants who receive the project's environmental knowledge and skills training will be selected. The selection of the control group informants and community representatives will be finalized during the initial field trip of the PI and/or research associate.

We want to elicit the following information:

From development project personnel we seek assessments of their attitudes, beliefs and opinions about a) the environmental knowledge and deficiencies of the project participants; b) the character of community involvement in project design, implementation and evaluation; c) the nature and quality of their relations with the selected village; and d) the need to redesign the project.

From the project participants we seek assessments of their a) local needs for food, fuel, water and other essential items from the environment (i.e., survival strategies); b) indigenous environmental/ecosystem knowledge and management practices-including appropriate technology; c) role and status in their social structure; d) attitudes regarding the level, nature and quality of participation in the development process; e) knowledge of micro environmental conditions and macro environmental conditions and policies; f) socio-economic and political status; g) opinions of the need to redesign the project.

From the control group we seek assessments of their a) local needs for food, fuel, water and other essential items from the environment (i.e., survival strategies); b) indigenous environmental/ecosystem knowledge and management practices-including appropriate technology; c) role and status in their social structure; d) knowledge of micro environmental conditions and macro environmental conditions and policies; e) socio-economic and political status.

In addition to the use of interviews and sample surveys,

several focus group workshops will be held to elicit local views concerning the development project. Such workshops have proven to be a low-cost, time-efficient and effective means of eliciting local views.¹⁰ The guidelines for the interviews and workshops will be developed by the UT collaborating investigator and the CAU research associates and PI. The workshops will be held in English. The surveys and interviews will be conducted in the regional lingua franca and/or English.

B. Literature Review

An extensive review of the literature and actual projects focusing on rural women, development and the environment will be performed. The research associate will search the libraries of UT and the libraries of the many universities in the Atlanta area (i.e., CAU, Emory University, Georgia Technical) for journals, periodicals, books, monographs, government documents, conference reports, etc., for information on women and the environment, environmental degradation and macro and micro environmental policies and other relevant data. Literature reviews and data collection will be a continuous part of the project. Such information is expected to help shape and refine our research actions and ultimately contribute to the emerging body of research on women and the environment.

C. Work Plan and Reporting Deadlines

Duration of the project: October 1, 1993 - September 30, 1995

October 1 - December 1, 1993:

- (i) PI and research associate in Atlanta: design of project participant's tests, survey questionnaires, and workshops and interview discussion guidelines;
- (ii) Research associate in Atlanta: literature search; communication with U.N., UT, AID, and NGOs regarding development projects in research area; initial identification of specific research sites;
- (iii) PI and research associate: prepare for December field trip and initial report to AID by Dec 30.
- (iv) Sylla in Madagascar: develop list of national projects in the region, identification of probable specific research villages and informants, assist in travel and field trip preparations. Communication with CAU research associate regarding the design of tests, questionnaires, discussion guidelines, and selection of specific research sites and informants.

December 6 - December 20, 1993:

- (i) PI and/or research associate in Madagascar: meeting with country mission officers and Environmental Program staff.

(ii) PI and/or research associate and Sylla in Toamasina: review, revise, and finalize design of pre-test instrument, questionnaires, focus group and discussion guidelines, selection of research sites and informants, introduction of project at focus group encounters.

(iii) Submission of first interim report to AID.

January 5 - May 30, 1994

(i) Sylla and research associate in Madagascar: continued literature review, preparation for field visits, draft of interim report; research associate remains to finalize survey instruments.

(ii) Sylla, research assistants and research associate in Toamasina: conducting and scoring of initial development project agents' and participants' interviews and questionnaire administration on environmental knowledge and skills at focus group encounter.

(iii) Sylla, research associate and research assistants in the field. Draft of interim report.

(iv) PI and Lewis in Atlanta: review of second interim report prior to its submission by March 30.

(v) Sylla, research associate, assistants in Toamasina: continued field work and initial drafting of third interim research report.

(vi) PI and Sr. Research Associate in Atlanta: critical review of third interim report prior to submission to AID by June 30.

(vii) Sylla, research associate, and research assistants in Toamasina: Completion of field work, prepare final report, plan focus groups for feedback.

(viii) Translation of interviews, development project and community workshops evaluations; drafting of final research report. Development of list of agencies, publications, institutions, and individuals who will receive a copy of the final research report.

June 1 - September 30, 1994

(i) Hopkins, Lewis, and research associate in Atlanta: critical review of final research report.

(ii) Submission of final research report to AID by September 30, 1994.

(iii) Hopkins and research associate in Atlanta: preparation for translation, printing, and distribution of final research report, attendance at conferences.

Beyond the formal completion of the project, the researcher will continue to work to disseminate the research findings by preparing summary research reports for development newsletters, write joint articles, and a research monograph.

VII. Qualifications of Principal Investigators
(See Attachment - 2)

VIII.

	BUDGET PROPOSAL FIRST YEAR			
	USAID	UT	CAU	TOTAL
A. DIRECT LABOR				
1. Principal Investigator (15%)	3,500		4,000	7,500
2. Research Associate (CAU - full time) 1 @ 12 mos x \$2100	25,200			25,200
3. Sr. Research Assoc.			4,500	4,500
4. Clerical (25%)	3,000		2,000	5,000
5. Collaborator (UT, 50%) \$70 @ 120 days		8,400		8,400
6. Grad. Research Asst. (2, UT, part-time) 1 @ \$10 x 180 days 1 @ \$10 x 100 days		1,800 1,000		1,800 1,000
7. Fringe Benefits (26.29%)	8,334			8,334
TOTAL PERSONNEL	<u>40,034</u>	<u>11,200</u>	<u>10,500</u>	<u>66,734</u>
B. TRAVEL (AIR)				
CAU to UT to CAU X 3	13,512			13,512
Return Travel Allowance \$100 x 2	200			200
2. Conferences (U.S. based and others)	2,000	1,000		3,000
C. NON-EXPENDABLE EQUIPMENT				
	4,160			4,160
D. SUPPLIES & MATERIALS				
	2,625	1,000	500	4,125

	USAID	UT	CAU	TOTAL
E. COMMUNICATIONS	1,000	1,000		2,000
F. PER DIEM & ALLOWANCES				
CAU Researchers:				
1. Per diem/Madagascar				
1 @ \$160 x 14 days	2,240			2,240
Extended visit				
1 @ \$150 x 150 days	22,500			22,500
	<hr/>	<hr/>	<hr/>	<hr/>
SUBTOTAL	88,271	14,200	11,000	93,731
GEN. & ADMIN. COSTS	11,729			
(55% CAU; 37% EXTERNAL)				
(31,700 x .37)				
TOTAL ESTIMATED COSTS	100,000	14,200	11,000	93,731

BUDGET RATIONALE:

The major staff positions at CAU will be the Research Associate, Principal Investigator (PI), and Sr. Research Associate. The project collaborator at the University of Toamasina (UT) will assist in all the major phases of the project (i.e., design and analyze the survey instruments, conduct interviews, workshops, and write the AID quarterly reports). The PI will have the overall responsibility of the project. The CAU research associate along with the UT collaborator and research assistants will conduct the field research and analyze data as collected.

The PI and research associate will travel to Madagascar and attend U.S.-based conferences to disseminate the final research reports. In Madagascar, the research associate, UT collaborator and research assistants will attend African-based conferences.

NON-EXPENDABLE EQUIPMENT:

The research associate is expected to be fully immersed in the society of the selected villages for study. Thus, the use of a lap top computer (and accessories) becomes a critical item in order to record observable agricultural practices and record their impact on the environment while in the field. Essential also is the ability to work continuously (day and night) throughout the duration of the project in order to meet reporting deadlines, integrate relevant literature and synthesize the dynamics of the village group processes.

IX. Feedback and Dissemination of Research

The ultimate purpose of our evaluation is to provide a concrete basis for the further advancement and refinement of rural development projects on women and the environment for sustainable development and agriculture. Here sustainable agriculture as defined by Dankelman and Davidson (1988) is: "food production which respects both the natural and social environment...controlled by the community it supports, so that it may flexibly respond to the needs both of people and their environment." Thus, sustainable agriculture is based on the wise use of natural and renewable resources with moderate exploitation. The product we generate from our research can readily serve as a model for similar projects throughout Africa and other developing areas where the balance between ecology and development is a top priority. Therefore, the results of our research will be 1) fed back systematically to the designers of rural development projects, and 2) disseminated locally and nationally (US & Africa), and globally.

A. Feedback Strategy

Our research will be distributed to a range of relevant audiences to advance the information on women, rural development and the environment. This includes the following strategies: 1) the translation of our research report into French; 2) the distribution of the report to other African development projects, international research centers and organizations such as: United Nations, Organization of African Unity, Non-Governmental Organizations, World Commission for Environment and Development, and WorldWIDE; 3) the presentation of conference papers detailing our research at the 1994 or 1995 annual meetings of African (e.g., Association of African Political Scientists), Women (e.g., Association for Women in Development, Association of Black Women Historians), and U.S. (e.g., African Heritage Studies Association, National Conference of Black Political Scientists, American Political Scientist Association) professional associations; 4) the publications of briefings in development newsletters, and articles in international professional and academic journals; 5) the publication of a book length monograph presenting our research design, methodology, objectives, experiences, implementation, findings, and other relevant information.

The dissemination of the research findings will exceed the duration of the project. Funds are budgeted for translation, printing, mailing, and attendance at African-based and U.S. based relevant conferences.

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3. Chitepo, Victoria. (1988). Foreword in Dankleman and Davidson, eds., Women and Environment in the Third World. London: Earthscan Publishing.
4. Dankelman, Irene, and Davidson, Joan, eds., (1988). Women and Environment in the Third World. London: Earthscan Publ., xi.
5. Antrobus, Peggy, and Peacocke, Nan. (1992) "Who is Really Speaking in the Environment Debate?" UNESCO Courier, 3, 39-42.
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HBCU's INSTITUTIONAL CHARACTERISTICS AND INTEPNATIONAL
CAPABILITIES RELATED TO PROPOSAL

Institutional Characteristics and Capabilities

A. Clark Atlanta University

On July 1, 1989, Atlanta University, founded in 1865 and Clark College, founded in 1869 were formally consolidated under the name Clark Atlanta University, thus becoming one of two historically black comprehensive private universities in the U.S. that awards the doctorate degree. The University awards undergraduate, graduate and professional degrees in 23 departments in the School of Arts and Sciences, 5 in the School of Business Administration, 4 in the School of Education, 2 in the School of Social Work, and 2 in the School of Library and Information Studies. Clark Atlanta University is a member of the Atlanta University Center (AUC), a consortium of 5 other schools (Morehouse College, Spelman College, the Interdenominational Theological Seminary, Morehouse School of Medicine, and Morris Brown College) with a combined enrollment of nearly 10,000 students.

Prior to consolidation, Atlanta University and Clark College, respectively, engaged in a variety of international activities. They included faculty and student exchanges, collaborative research, technical assistance and at least one linkage activity. Since the consolidation, Clark Atlanta University has affirmed an ongoing and increasing commitment to the internationalization of the university. That commitment was formalized in 1989 in a document that specified the "Purposes, Mission Statement and Institutional Goals" of newly consolidated Clark Atlanta University.

The mission statement speaks to the increasing diversity of the student body and faculty while it commits the university to the development of graduates who, among other things, can function as "responsible citizens in a dynamic global society." Through that process the university can make its contribution "to the attainment of a society which is responsive to the human needs of all peoples, American, Third World and global." That document further states that the mission of Clark Atlanta University

"...is to produce graduates who have met standards of excellence in contemporary higher education, who are educated to be creative and TO HAVE A PERSPECTIVE ON THE WORLD AND ITS PEOPLES which commits them not only to excel in their professional careers and personal lives but also to seek for new knowledge and solutions to pressing problems of humankind." (emphasis added)

The commitment to internationalization is further embodied in the university's "Plan for the Twenty-First Century" which is elaborated in the "Interim Long-Range Plan Summary" of October 1989. Concerns related to the International Environment figure among the university's "External Planning Assumptions." The plan acknowledges the growing

economic challenge posed by the Pacific Rim countries and the unification of Europe. It also notes the need for a bipartisan cohesive foreign policy relative to the Third World. Finally, the university affirms that "national, state and local programs must be launched to produce better informed and better trained Americans in...foreign languages and cultures, foreign policy, national defense, and international commerce." (p. 27)

The university specifies thirteen institutional goals in the **Plan for the Twenty-First Century**. Goal number twelve reads as follows:

"To enhance and provide services to meet the educational, cultural and social service needs of the community by maintaining ongoing basic linkages with other local, regional, national, and international institutions." (p. 36)

Goal thirteen stipulates that Clark Atlanta University intends

"To enhance the institution's commitment to provide education and technical assistance to Third World nations through the establishment of a School of Public and International Affairs and a University community which will be sensitive to the nature and depth of global interdependence." (p. 36)

That series of statements, articulated early in the development of Clark Atlanta University, attests to the important place of international activities in the growth and development of the institution.

The university's commitment to international activities is reflected at two levels in the university structure. At one level is the wide range of interdisciplinary and international programs. They will be discussed below. Non-academic international activities fall under the Vice-President for Research and Sponsored Programs, Dr. Kofi B. Bota, and are coordinated by the Office of International Programs, under the direction of an Associate Vice President, Dr. Shelby Lewis. This structural ordering affirms the university's high level commitment to international activities in that the Vice President for Research and Sponsored Programs reports directly to the University President.

The creation of the Office of International Programs has allowed the university to consolidate the wide range of activities initiated by the two parent institutions into a single office with coordinative and oversight functions. The document which defines the scope and direction of the Office of International Programs (OIP) clearly states that the goal of OIP is to internationalize Clark Atlanta University, including University curriculum, student and faculty services and non-degree programs. The programs coordinated by OIP have been rationalized into six areas: (1) Training and Technical Assistance; (2) Information and Resources Programs; (3) Student Services; (4) Consortia and Institutional Linkages;

(5) Degree Programs; and (6) Research and Non-Degree Scholarly Programs.

Faculty at CAU are encouraged to involve themselves in international activities and an unusually large number have experience with international teaching, research and technical assistance programs. Consistent with affirmations in the mission statement and elsewhere, the administration has repeatedly underscored a commitment to internationalization and has shown firm support for such activities. Salaries for faculty and staff in the Office of International Programs are supported out of the university's general fund. Since its inception the office has continually expanded to its present complement of 8 full time faculty and staff persons.

Other faculty are regularly involved in international programs as consultants and resource persons. For proposal writing tasks such as this, faculty members are released from other responsibilities and provided with administrative support. Academic units have been encouraged to participate in interdisciplinary programs and their faculties serve as adjunct members in those departments with released time from their departmental responsibilities. Recent hiring policy has emphasized international experience and involvement and foreign language capability. Finally, the proposed School of Public and International Affairs will involve faculty members from a wide spectrum of the university, many of whom have voluntarily participated on the Task Force.

A sampling of some of the university's recent and forthcoming international grants and contracts would include:

Egyptian Child Survival Project (USAID funded) 12/88 - 3/93
A \$25 million project which provides technical services, procurement and program development assistance to the Ministry of Health.

Haitian Special Education Training Project 7/90 - 9/90
A training seminar designed to enhance the skills of special education teachers in Haiti.

BANFIS Project (USAID funded) - 1987 - 1990
A three year subcontract involving curriculum development in Lesotho.

Togolese Women's Management Training Project, 2/90 - 3.90
A USAID funded training program for the National Union of Togolese Women (UNFT).

Health Management Training Project, 4/91 - 5/91
A special seminar for health professionals funded by the Ministry of Health, Burundi.

Tripartite Training Program " 4/91 - 5/91

Swaziland College of Technology. A decision on the winning institution will be made after a series of site visits in June and July, 1991.

The university has established a Global Network to facilitate its relations with international governments, universities and students. Within the framework of the Network, country representatives are selected to serve as CAU ambassadors in their nation states. The representatives work with university officials in gaining access to appropriate officials, providing logistics for CAU visitors, providing information about the University to students and governments, and generally identifying and addressing university interests as deemed necessary. Through the Network and via more conventional channels, Clark Atlanta University is involved in a wide range of internationally oriented community activities and organizations. Dr. Eugene Mangalaza, Rector of UT is CAU's ambassador to Madagascar. Other representatives include the President of the Manufacturers Association of Nigeria, Dr. Hassan Adamu in Nigeria, The Honorable M'Barry Emile Nicaise, a member of the National Assembly in the Central African Republic, Mr. Ousseini Garba, Director of Training, Ministry of Health in Niger, and equally well placed individuals in 15 additional countries.

Faculty and staff in the Office of International Programs are active in local, national, and international organizations involved in internationalization activities. For example, the Coordinator of OIP, Dr. Shelby Lewis serves on the Board of Directors of the Atlanta Committee for International Cooperation and represented the academic community in metro Atlanta on the Atlanta UNITAR Task Force; the International Advisory Board of Fulton County; the Advisory Board on International Affairs for the United Negro College Fund; the Advisory Board of the Carter Center's Mickey Leland Fellowship Program; is a liaison officer for the NAFEO/AID/CA, and is an active member of the International Affairs Group of the University Center in Georgia (UCG), a consortium consisting of 18 institutions of higher education in the Atlanta area. The UCG supports cooperative planning and organization of community education programs on a variety of international issues. Topics covered in recent UCG symposia include Southern Africa, the Middle East, Multi-National Corporations in the Third World, Eastern Europe, and Latin America. Several of those programs were held on the campus of CAU. The university is also a member of the International Center of the Atlanta University Center which coordinates diplomats in residence involving the six schools belonging to the Atlanta University Center Consortium.

The Office of International Programs has a longstanding cooperative relationship with the Georgia Committee for International Visitors and other Visitors programs sponsored by USIS. The idea for the proposed university linkage grew out of a USIS sponsored visit which included Dr. Eugène Mangalaza, Rector of the University of Toamasina.

The Office of International Training (OIT) regularly involves private businesses, business organizations and government officials in its international seminar programs. Participants in the programs attend meetings of the Atlanta Business Council, the Atlanta Chamber of Commerce, the Atlanta chapter of Women's World Banking, and the Atlanta Minority Business League. OIT has established cooperative relationships with the Mayor's Office, the human resources departments at the city, county and state levels; the State Office of Industry, Trade and Tourism; and other government departments.

CAU has a cable television station, CAU-TV3, that regularly includes international news and commentary in its programming. Faculty members from throughout the university, international visitors, and staff members in the Office of International Programs are regular participants on those programs. Faculty with international experience and training are also called on by local television and newspapers to offer expert commentary on a variety of international topics.

Internationalization is also reflected through the academic structure of the university. Several programs are offered through the School of Arts and Sciences. The Division of Social Sciences contains two relatively new interdisciplinary degree programs. The Africana Women's Studies Program (1983) offers four areas of concentration: Feminist Theory; Women in Development; Comparative Politics; and Africana Women in Literature. The program focuses on the comparative examination of the contributions, problems, strategies, and concerns of women of African descent, globally; and the International Affairs and Development program (1986) which is intended for students seeking professional careers as international managers, administrators, and development specialists. The curriculum offers two areas of core concentration, international relations and international development education and planning, and emphasis in four related areas: international business and economic development, international development administration, African and Caribbean Development policy and planning, and women in development. The program places special emphasis on the acquisition of foreign language and methodological skills.

The Department of Political Science offers a wide variety of international and comparative courses and the Department of Economics maintains a longstanding focus on development economics. Another program with a decidedly international focus, the African and African American Studies Program, is housed in the Division of Humanities. The program is designed for students with an interest in or a professional need for comprehensive understanding of African American or African culture in its widest sense.

In addition to the existing academic offerings the university has prioritized a Graduate School of Public and International Affairs to be established within five years of the 1989 consolidation. A 20 member task force created

to plan the new school was appointed two years ago by President Thomas W. Cole, Jr. The Task Force has held several workshops and retreats to define the curriculum, determine the overall scope of program activities, and to develop coordinating strategies. Numerous consultants in the public and international affairs fields were involved in the first phase of planning. A strategy for the school was developed during the 1990-1991 academic year. Planning, development and fundraising are proceeding, and the school is scheduled to begin operations during the Fall, 1992 term.

"The mission of the proposed School of Public and International Affairs is to increase the number of African Americans and other minorities in the cadre of national and international decision-makers and administrators, to help develop strategies, policies and programs for improving the economic and social position of African Americans and other minorities in the United States, and to address the development concerns of Africa, the Caribbean and other regions of the Third World."

"In carrying out this mission, the school will provide graduate training, encourage, facilitate and conduct applied research, and participate in the technical assistance activities of the federal government and international development agencies." (CAU Annual Report 1989-1990, p. 63)

B. University of Toamasina

The regional center of Toamasina, created in 1977, became an autonomous university in 1988 and is one of the six universities of Madagascar. It currently has an enrollment of 3,390 students, thirteen of whom are from foreign countries, and covers an area of 62 acres. Courses are taught by fifty-five full-time faculty members, fifteen of whom are foreigners, and by part-time faculty drawn from the professional community and from Madagascan and international universities. On an average, the university graduates 300 students annually, of which 90 are women. Fifty-five percent of the students are on state scholarships.

The university has two (2) schools of higher education, the school of Letters (Arts) and the School of Administration and Economics with six areas of specialization, namely: Administration, Economics, French Literature, History, Geography and Philosophy. Each school is managed by a Dean and each department by a department chair. The President is the top official of the university and is assisted by an administrative director whose assignment is the management of the 338 administrative staff members. The state has allocated U.S.\$ 1,480,000 for operating costs in 1991 or 95% of the university budget. To that amount is added the investment budget which has risen this year to U.S.\$147,000.

Through the mediation of the Ministry of Higher Education, the government has been involved for a year in a vast program of qualitative improvement for each university by encouraging efforts which will allow

the university to get involved in the process of regional and national development. Inter-university agreements are a part of this strategy.

The university has committed itself to the goal of making its different training programs more professional, thereby contributing to the solution of the problem of unemployment among recent graduates. In response to that problem UT has entered into partnerships with the rural community, international organizations, public authorities, and the industrial sector. The idea is to conceive, establish, and evaluate an entire strategy of actions capable of training the rural population for self-development by allowing them to provide themselves concrete solutions to the problems that they know and problems that concern them. This program will lead to the creation of an **Institute of Integrated Rural Development** at UT and will reinforce the exchange of faculty, students and documents between UT and universities outside Madagascar.

The University of Toamasina is committed to establishing an Institute on Entrepreneurship. The main concern here is to turn around the university's negative image as the "parking lot" for young, embittered, unemployed graduates. The idea is to train holders of the Master's Degree to devise projects and to carry them out with a view towards creating small and medium-sized enterprises in rural and other environments in the region served by Toamasina, thereby responding to the policy of liberalization undertaken by the Malagasy Government.

This project will allow the university to enhance the social dimension of the structural adjustment program advocated by the IMF and the World Bank, and will contribute to regional and national development. It will mesh perfectly with the MAG89/003 of the UNDP-BIT project (undertaken in Madagascar) and will be financed by the economic operators of Toamasina, the Rotary Club and the Lions Club of Toamasina, the Popular Council of the Faritany of Toamasina, the Mission of French Cooperation in Antananarivo, the Central Bank of Economic Cooperation, the Cultural Agency of Technical Cooperation in Paris, and, eventually by USAID, both through bilateral assistance programs and through this cooperative agreement. Clark Atlanta University is committed to this project, which will begin in 1992.

While these projects are in the formulative stage, several others are already underway. The University has established a computerization Center for Administration and Management. The main feature of the center is to develop an interface between the university and the professional environment. The center contributes to the development of a computer culture in the city of Toamasina. Students are trained in Computer Science as it is applied to management. Since the Center opened 300 graduates have been trained and they currently occupy responsible positions in large Malagasy enterprises and organizations dealing with computer operations. The Center also trains employees of firms in Toamasina. Fifty (50) such firms have benefitted from the training courses.

The University of Toamasina also has a number of cooperative relationships with national and international training institutions located in Madagascar. These include: The Alliance Française - a program of language reinforcement for students; National Library of Antananarivo - on matters concerning the exchange of documentation; The other Malagasy universities - on matters concerning exchange of faculty, students, and research; National Institute of Accountancy Sciences and Administration of Enterprises (INSCAE); and The American Cultural Center.

The language of instruction in Madagascar is French. However, for specialized disciplines, particularly those concerned with international affairs (marketing, computer science, economics, administration/management) there is an initiation to English. English is also used as a language option in the Letters (philosophy, French literature). The teaching of English is clearly inadequate for allowing the Malagasy student and faculty to communicate with the university world and the world of Anglophone affairs. Serious efforts must be undertaken in this area to allow UT to have a network that is truly international. The institution of a language laboratory for English (business English, Commercial English) has been assigned the highest priority. The anticipated linkage with CAU and the participation of the American Cultural Center in Antananarivo, is a sign of impending success. The language laboratory will be equally available to the general public of Toamasina (secondary schools, industry personnel, businessmen, etc.).

In his April 1, 1991 letter addressed to the Vice-President for Research and Sponsored Programs, Dr. Kofi B. Bota, at CAU, the Rector of UT, Dr. Eugène Mangalaza, clearly declared his intention to commit university resources (logistical, financial, and human) to the realization and later development of the linkage program. To that end, since returning to Toamasina from the United States, Dr. Mangalaza has set aside office space to be used as administrative offices and on-site lodging for faculty and researchers. University officials have also begun the task of sensitizing local governmental and political authorities, Malagasy businessmen, and village communities to the benefits to be gained from such a linkage. In addition, UT has already mobilized advanced students (Bachelors plus 3 and Bachelors plus 4), faculty and administrative personnel to initiate, continue, audit, and evaluate the program and will be responsible for all costs associated with those activities. The University of Toamasina expects to accomplish several things from the linkage program. At the Local Level this program will allow UT to emerge from its purely theoretical and academic orientation to become directly involved in the process of development (rural development, environmental protection, revitalization of the public sector, development of Malagasy women). On the National Level this very original program will serve as a model for the other Malagasy universities in research and the establishment of a place of academic excellence. Moreso, it will strengthen the work ties that bind UT with other Malagasy universities. Internationally, the linkage will broaden

the international dimension at UT, thereby enabling the university to respond to its essential function, which is to train men and women who will ensure tomorrow's leadership.

Generally, the program will enable UT to play an important role with other universities from the Indian Ocean and East Africa owing to a partnership arrangement with a university that already has vast experience in matters of communication, librarianship, women in development, environmental science, and entrepreneurship training.

B.3. (b) (6) (C) The Linkage

Rationale

Both Clark Atlanta University and the University of Toamasina have committed themselves to more active involvement in international activities. Decisionmakers at both institutions have resolved that the challenges of the twenty-first century require a more broadly based, culturally sensitive, and globally oriented university community. The strengths of both institutions can be combined through this linkage to realize those objectives.

Clark Atlanta University has considerable strengths in the areas of environmental science, women in development, communications, foreign languages, EFL and Library Science. All of those programs will be enhanced and further internationalization will take place as a result of this linkage activity. Moreover, the strengths of Clark Atlanta University can be transferred to the University of Toamasina to enhance that institution's overall capabilities, promote Madagascar's development and further internationalization. A linkage with UT offers CAU the opportunity to broaden its interest base, expose faculty and students to new research and learning opportunities, offer meaningful technical assistance and initiate long term collaborative activities.

The University of Toamasina is one of six Public Autonomous Universities within the Ministry of Higher Education of Madagascar. The University offers many traditional academic programs and is seeking to enhance its overall capabilities by introducing new and innovative programs into the university, by offering faculty and students the opportunity to engage in research projects and the occasion to embark upon professionally rewarding activities.

Development Issues

Several important development issues will serve as the focus of this linkage activity. They are: (1) French language training; (2) English language training; (3) library and information systems; and (4) entrepreneurship and private sector development.

French Language Training

Promotion of language facility will be at the center of the linkage and will serve as the basis for the success of the other activities. UT has considerable capability in this area. They will assist the faculty, staff and students at CAU in the development of their French language capabilities by the activities specified in the linkage program.

EFL

UT faculty and students will have the opportunity to develop their English language skills through direct interaction with CAU personnel and through an EFL program that UT will develop in conjunction with CAU. Internationalization will be furthered, cross cultural understanding will be enhanced and, as a result, personnel at both institutions will be better equipped to engage in international activities.

Library and Information Studies

The Library and Information Studies component embodied in the linkage will enhance UT's ability to serve as a resource base for development policy formulation. Library resources will be expanded, the bibliographical skills of library personnel will be further developed and a library skills development center will be created.

Women and Development

The research and training activities outlined in this aspect of the program are designed to increase the capacity of Clark Atlanta University to provide leadership and technical assistance in women and development studies and program development while at the same time providing opportunities for UT faculty to increase their capacity to plan and implement Africana Women's Studies curriculum and research activities which will ultimately contribute to better development policy for women in Madagascar. In addition, the activities will enable UT faculty to use their knowledge about women and development problems and priorities to assist in the development of meaningful collaborative research projects for CAU-UT scholars.

Entrepreneurship and Private Sector Development

Clark Atlanta University has considerable capability in this area because of the orientation of the School of Business Administration where entrepreneurship and small business development are prominent features; and also because of the university's long experience with international training, particularly in the areas of management, entrepreneurship and training of trainers. The emphasis in this particular area of activity will be on transferring technique, know-how, educational materials, and some commodities while providing UT with the capacity to train individuals who will be highly skilled, dynamic and productive entrepreneurs.

Implementation and Management

Objectives

The objectives of this linkage are to build capacity at the linked institutions and initiate an ongoing, mutually beneficial relationship in several clearly specified areas that hold promise for promoting development in Madagascar and internationalization at both universities. The linkage will also facilitate crosscultural interaction and foreign language development on the part of faculty and students while broadening the institutional capabilities of both universities.

Activities, Milestones, Outcomes, and Time Frames

Seven specific activities will facilitate the realization of these objectives. They are: (1) French Language Training; (2) EFL; (3) Women and Development Activities, (4) Library and Information Studies; and (5) Entrepreneurship Training.

I. French Language Training

The long term goal of this component is to enhance the French language skills of CAU faculty, staff and students. A secondary goal will be to enhance the capabilities of UT faculty to teach non-French speakers by insuring that they are integrally involved in the CAU based program.

The primary activity will be a series of Intensive French Language Training programs. Focused, intensive French Language programs are crucial to the development of fully integrated, cost-effective and rational international training, research, and technical assistance. Having the desired language facility, CAU personnel may benefit from programs in place at UT and can contribute more effectively to UT's development through faculty and student exchanges, curriculum development activities, technical assistance and professional enrichment programs.

Language faculty at CAU will collaborate with their counterparts at UT to promote the French language capabilities of CAU faculty, staff and students. The Intensive French Training Component has for its goals to develop and refine faculty and staff facility in French oral expression and comprehension, to develop cultural awareness and sensitivity of Francophone African cultures, and to aid in the internationalization of the CAU program by developing French language skills.

Maintaining a small group environment is critical to the success of the program. In order to lay a solid foundation in the language, the participants will be relatively isolated from professional and personal responsibilities for the duration of the intensive training. For this reason, the Intensive Training is ideally suited for the Summer Seminar.

Participants will be required to take one course per semester during the academic year to ensure that language skills acquired in the intensive program will be strengthened.

The Intensive Language programs will take place at CAU for the first three years of the collaboration and will shift to UT for the fourth year. The fifth year will serve as a transition year in that participating faculty are expected to have reached a point where continued French language capability will depend on individually motivated study.

The Foreign Language Department at CAU will assume responsibility for the Intensive French Language Training Program. The Department Chairman, Dr. Earle Clowney, will coordinate recruitment, program development, implementation, and monitoring. He, in collaboration with his UT colleagues, will recruit teaching faculty from CAU and UT and will identify UT students to serve as Cultural Assistants. Participating UT faculty members and students will become more proficient in English through formal and informal EFL activities.

The results growing out of this intensive language study will be twice as valuable to the concerned universities as the program would be without the language component. Because of the language training, knowledge, skills and technical assistance enjoyed by one university need no longer be peculiar to that university, but the best techniques of faculty development, teaching, research, health management, business administration, sanitation, family planning, all become the shared property of both institutions, thereby reaching a goal that neither university could hope to attain on its own.

Because the proposal encompasses a five-year plan, it is felt that a sufficient number of faculty/staff from CAU and UT will have become proficient enough in both French and English so that faculty at either institution may readily accept yearly or semester exchange assignments, whereby the most recent fruits of their scholarly research may be shared. The language barrier which is now present should be non-existent after five summers of intensive training supported by course work during those five academic years.

The Department of Foreign Languages introduced a pilot 8 week Intensive French Language Training Program in June 1990. The program was funded using Title III monies. Eight faculty members and students participated. The department will seek continued supplemental funding from Title III and will approach the National Endowment for the Humanities and selected foundations for additional support.

Time Frame: One (1) eight week intensive course during each year;
months 6-7; 18-19; 30-31; 42-43; 54-55.
Location: Years 1-3 at CAU; year 4 at UT; year 5 at CAU

Outputs: Cooperative French language training from year 1; faculty/student exchanges within three years

2. EFL (English as a Foreign Language)

A major dimension of internationalizing UT entails developing and broadening the university's foreign language capabilities. At present English language training activities are only modest in scope and do not figure prominently in the university's overall activities. Current programs are organized using French and Canadian speakers of English primarily because UT has had greater interaction with universities in those countries. The University of Toamasina has made a commitment to expand and reorient its English as a Foreign Language program, diversify its international contacts, while introducing new methods and techniques.

CAU will contribute to that goal by assisting the university in developing its EFL capabilities. Dr. Charleise Young, CAU's EFL director, has broad experience in developing, implementing and operating such programs. She will lead a multi-pronged effort to transfer EFL knowledge and build capacity at UT. This activity will be unique because it offers UT the opportunity to develop an EFL program from an American perspective.

The English as a Foreign Language component is designed to address three areas. Initially it will ensure that sufficient administrative capacity exists to guarantee the efficient operation of an EFL program. Clark Atlanta University will also assume responsibility for training EFL teachers who will serve as staff members in the EFL program. Finally, the linkage will facilitate capacity building by assisting UT in developing a state of the art EFL laboratory and teaching component based on EFL principles.

The linkage activity will consist of (1) an assessment of current EFL activities at UT; (2) in-service training for one EFL administrator and two EFL teachers; (3) the establishment of state of the art EFL laboratories at CAU and UT for use in training UT staff members and other linkage participants and to serve as the foundation for UT's expanded EFL program; and (4) technical assistance to develop and initiate an EFL program at UT. Specific components of the program include the following.

One (1) EFL staff person from CAU will visit UT for a period of 30 days to conduct an assessment of current EFL capacity. The intention of this activity is to assess the university's capacity to support a program that will produce high level communicative competence in the English language. Administrative capacity, teaching capabilities, student preparation and current and future institutional support will be the major concerns during the evaluation visit. Clark Atlanta University anticipates that administrative capacity will have to be enhanced as a first or early step in the process. Hence, the need for administrative capacity building by including one (1) four month short-term management development program for a UT administrator.

This activity will allow CAU to assist a UT administrator in the development of specific skills needed in the administration of an EFL program. The specific content of the training program will be determined during the assessment visit and after the candidate has been identified. However, the training will likely include policy formulation for program maintenance; budgeting, fiscal management and fund raising; personnel development and management; assessment and evaluation; staff training and development strategies; recruitment and registration. The training program will include intensive instruction in the above areas as well as site visits, field trips, and professional attachments.

In addition, two (2) EFL teachers and the one administrator will attend a three-month intensive EFL and Training of Trainers Program at CAU. This training will provide theoretical and practical exposure, insights into the instructional needs of students, a foundation in EFL methods, approaches and techniques, and training skills that can be used to develop additional EFL instructors. These EFL trainers will identify and train three additional EFL teachers per year over the life of the linkage activity. If we include the administrator/teacher the EFL capacity of UT will consist of fifteen instructors at the end of five years.

Topics that will be covered include methodology of language teaching; theories and strategies for teaching English as a Foreign Language; the physiological and physical aspects of the sound system and the implication for analyses; morphology and syntax; grammatical system of English with regional and stylistic variations that are linguistically acceptable; the cognitive process involved in language acquisition; the role of the first language in second (or third) language acquisition; language testing; colloquium/seminar on current issues in EFL; the value of English for Special Purposes; specific strategies for teaching reading, writing, grammar, listening, vocabulary; program evaluation.

In addition, provision will be made for the trainees to engage in practice teaching. A multi media instruction plan will use video cameras, video monitors and tape players. These will be purchased out of the cooperative agreement budget. The equipment will be used to record teaching experiences in selected classrooms at university level. Each of the three (3) participants will be placed in a teaching situation. By video-taping the instruction sessions the CAU staff can evaluate the teaching effectiveness of the UT participants and the teachers will have a means of analyzing their own growth and development.

One (1) CAU faculty will visit UT for a period of three (3) months to provide technical assistance to UT program staff in developing and introducing an EFL program. This will be the final step in the overall capacity building process that will include administrative training, teacher training, commodities purchases and the introduction of an EFL program. One language laboratory will be established at Clark Atlanta University during

the first year of the linkage and will be used to conduct the training for the UT teaching staff and administrator. The other laboratory will be established at UT during the third year of the linkage and will serve as the foundation for their EFL program.

Activities in the first year and the early part of year 2 will include the assessment and establishment of the CAU laboratory. Second year activities will include the training programs for the EFL administrator and the training of trainers course for the two teachers. Planning for the UT EFL program will continue through this period. During the third year the UT EFL program will be established and the language laboratory will be equipped. Collaborative EFL programs will be offered by the combined UT/CAU faculties during the next two years.

At the end of the five year linkage EFL instructors at CAU will have developed a model program for use by developing country institutions that will include staff and program development, administrative strengthening, commodities needs and program evaluation. Similarly, the EFL program at UT should be self sustaining and institutional capacity should be sufficient to meet the university's needs well into the twenty first century. Faculty at both institutions will have benefitted from the collaboration.

Time Frame: Assessment visit during month 3;
Establish CAU Language Laboratory by end of month 15; Admin Training program months 18-21; TOT months 21-23;
Complete planning for UT EFL program by month 23;
CAU technical assistance visit months 26-29;
Establish CAU assisted EFL program at UT with language laboratory during months 26-29;
Collaborative EFL programs at UT during years 4 and 5;

Location: UT for the Assessment Visit; CAU for the
Training: UT for EFL Programs;
Outputs: Functioning EFL laboratory at UT; increased technical assistance skills for CAU personnel; administrative and training skills for UT personnel.

3. Women and Development

This aspect of the linkage activity will allow Clark Atlanta University faculty to enhance their knowledge of women and development issues and policies in Madagascar, to upgrade their skills in planning and implementing women and development courses, activities and programs, and to engage in applied research, project design and implementation. Of equal importance is the fact that the activity will contribute to capacity

building of UT faculty in the areas of women's studies and women and development, will provide technical assistance for the development of women and development courses, and research projects, and will provide the basis for UT contributions to the formulation of national policy on women and development issues.

The Africana Women's Studies Program at Clark Atlanta University is the only one in the United States with an emphasis on the comparative study of women of African descent and offers a concentration in Women and Development. Its interdisciplinary faculty is qualified to provide the kind of informed leadership in teaching, training and research that would enhance the developmental focus of the UT faculty.

It is relevant to note here that Women in Development is a major concern for many governmental, civic and private agencies and organizations. USAID, Peace Corps, and many universities around the world have deemed developmental issues for women as a significant aspect of their international agendas. Because of Clark Atlanta University's continued emphasis on internationalizing the curriculum and, as part of that strategic academic focus, a longstanding emphasis on women in development through the Africana Women's Studies Program, the University has attracted and retained a cadre of talented, experienced and culturally sensitive professionals who have teaching and research skills and interests related to the development issues of women in the Third World.

Examples include Dr. Collette Hopkins who has worked in west, central and southern Africa on women and development issues ranging from water and sanitation to educational concerns; Dr. Janice Liddell who has engaged in research and writing on Caribbean, African American and African Women, with special emphasis on Africana women in literature; Dr. Belmont Williams who focuses on women in health. She is a medical doctor with extensive research, project, and teaching experience in Sierra Leone, Egypt, and Uganda; and Dr. Shelby Lewis, the founding director of the Africana Women's Studies program who edits *Network: A Pan-African Women's Forum* and has been involved in women and development research and teaching for nearly two decades. She has done research in Kenya, Uganda, Lesotho, Zimbabwe, Zambia, Tunisia, Jamaica and the U.S. Her publications in this area are many, including co-editorship of a four volume publication on Africana Women's Studies which grew out of a 1984-85 training and development project at Atlanta University.

The four-volume Africana Women Studies Series provided the major resource material and curriculum impetus for Africana Women's Studies nationally and internationally. It consists of course syllabi, a resource bibliography, a cross-cultural bibliography and the proceedings of a National Conference on Africana Women's Studies in the United States. Materials from the Series have been used to develop courses and provide direction in universities in the U.S.A., Zimbabwe, Uganda, and other

states. It is expected that the University of Toamasina will receive comparable benefits from the resources and from working with the individuals who developed them.

The women and development activity will allow CAU faculty to share their knowledge with faculty at UT while broadening their own experiential and research base, and benefitting from the experiences and queries of scholars in Madagascar.

Linkage activities include a six month research project by a CAU faculty member who will pursue cooperative research with UT faculty on women and development issues in Madagascar. While at UT, the faculty member will conduct a workshop on women and development research methodologies. This exchange will provide technical assistance to UT faculty while also providing study sources for CAU faculty research. The faculty person will also solicit input from UT faculty regarding their perceived needs for information, skills, knowledge, and resources to enable them to function as women and development researchers and educators.

We note that pilot villages, located in various regions of the province of Toamasina are already targeted and have already agreed to work in close collaboration with women and development researchers from CAU. In those villages, women's groups are already in place and are anxiously awaiting the beginning of the program. International agencies such as UNDP and UNESCO have expressed an interest in supporting aspects of the program. UT has also designated a coordinator for the program, Professor Yvette Sylla, who will be assisted by other faculty from UT, Antananarivo and Tulear.

Africana Women's Studies faculty will organize a four-month training/education program for two (2) UT faculty members to focus on women and development theory, resource, curriculum, research, and bibliographic development. The attachment will provide the UT faculty with certificates in Women and Development. The certified UT faculty members will be in a position to train additional faculty members and to work with CAU faculty to establish a research and teaching unit at UT that focuses on issues relevant to Africana women. Funds will be allocated from the linkage budget to purchase books and other resources to facilitate research and teaching activities. To the extent possible, the identification and purchase of these materials will be linked to the library science component of the project. As a result of this activity Clark Atlanta University will have created an institutional model for preparing and certifying selected UT faculty for leadership in women and development research, teaching, and policymaking.

Timeframe: CAU faculty member to UT for research/teaching attachment and design of training workshop model during months 6-11.
UT faculty selected to participate in the

- Location:** four-month certification program by month 11; certification program at CAU months 20-23; books and materials to be delivered by month 30; establish Africana Women's Center by month 38; CAU faculty research/teaching/advisory visit to UT; certification program at CAU; materials acquisition at CAU for UT; establishment of AWC at UT; technical assistance to UT.
- Outcomes:** Prepare selected UT faculty to become Africana women and development educators; facilitate CAU faculty research; Provide an opportunity for CAU faculty to experience development challenges facing Africana women; increased capacity for research and teaching on Africana Women;

4. Library and Information Studies

In order for UT to meet the challenge of serving Madagascar's development needs it must evolve into a center for research and analysis. Ultimately it must focus on developing its library holdings and facilitating access to research materials. Well trained librarians and a library center will insure the realization of that objective. To that end one (1) UT faculty member or advanced student will be selected to study for a MSLS or SLS degree in Library and Information Studies at CAU. That person will become the foundation of the university's expanded emphasis in this area.

In addition to the long term training activity one (1) UT librarian will undertake a two month short program at CAU in library management and computerization of library resources. Ideally this will be a person who is already serving as a librarian, preferably in a management function. The emphasis on management will ensure that UT will have a well managed library as a result of this linkage activity. That activity will be complimented by a technical assistance program.

Two (2) CAU library faculty will spend three months each at UT assisting in library and collection development and library management, respectively, and familiarizing themselves with the library and information needs of the host country. The objective will be to plan and develop a library training center and prepare the staff to operate the facility. The CAU librarians will make a special effort to assist in the identification and purchase or resource materials, both print and electronic, for UT's Women and Development program.

It is expected that this activity will permit Clark Atlanta University to broaden the scope of its School of Library and Information Studies by (1) introducing advanced library and information techniques to personnel at

the University of Toamasina, by providing technical assistance in planning and developing a library training center at UT, and (3) by including in the CAU curriculum an emphasis on developing library and archival resources in less developed countries. As a result of that developing emphasis Clark Atlanta University should be in a position to attract increasing numbers of international students into its School of Library and Information Studies. The activity will also expand opportunities for collaborative research and international networking and will significantly strengthen the library staff, holdings, and management at UT.

Time Frame: UT faculty/student to CAU for MSLS months 8-29;
UT librarian to CAU for short course months
30-31;
CAU Faculty to UT for planning/training months
33-35,
37-39; Establish Library Center at UT month 39.

Location: MSLS at CAU; short course at CAU; technical
assistance at UT; Library Center at UT.

Outputs: Trained Library staff at UT; Library Center at UT;
crosscultural training for CAU staff and
internationalization of Library and Information
Systems program.

5. Entrepreneurship Training

During the first year of the collaboration the OIT will offer two (2) participants scholarships to attend its Training of Trainers Seminar in Atlanta where they will be given the skills needed to train additional persons upon their return to Madagascar. The intention is for them to serve as the foundation staff of an Entrepreneurship Training Center. Those participants will receive instruction in training, in managing training institutions and, in the two weeks following the seminar, specific assistance in planning and developing an entrepreneurship training center at UT. While participating in the Training of Trainers program the two UT staff members will be exposed to entrepreneurs from other countries as well as from the United States.

The Office of International Training will organize and deliver an Entrepreneurship Training Seminar at UT for twenty-five entrepreneurs and potential entrepreneurs from the surrounding community, others enrolled in continuing education courses and graduate students whose degree requirements include running a business for a year. That seminar will serve as foundation for developing a core of well trained entrepreneurs in Toamasina who will contribute to Madagascar's development. The two participants who attended the TOT seminar in Atlanta will serve as co-trainers with the Office of International Training representative. They will be monitored and evaluated so that once the seminar is concluded they should be able to organize and conduct future seminars at UT. This activity will provide the university with ongoing capacity to train entrepreneurs.

In addition, one representative from the Office of International Training will visit UT for a period of two (2) months to provide technical assistance in the establishment of an Entrepreneurship Training Center. The Center will be responsible for assisting potential and practicing entrepreneurs in strengthening management capacity through a variety of activities. Those areas include development of business and financial plans; market analysis and developing marketing plans; putting together viable credit applications; teaching general management and accountancy; and providing a variety of follow-up services to existing businesses.

The entrepreneurship training capabilities of UT will be significantly enhanced as a result of this activity. There will be twenty-five small businesspersons with higher level business management skills as a result of attending the Entrepreneurship Seminar put on by CAU. At the end of the linkage UT will also have on staff two experienced trainers with unlimited capacity to train additional persons. Finally, there will be in place at the university an Entrepreneurship Training Center that will serve the long term development objectives of Madagascar.

Time Frame: Training of Trainers program in entrepreneurship during months 10-11; Entrepreneurship Seminar during month 15; Technical assistance for planning and establishing Entrepreneurship Training Center during months 16-17; Establish UT entrepreneurship Center with CAU trainer as resource person during month 26.

Implementation Location: Entrepreneurship Seminar at UT; Training of Trainers Program at CAU; Technical Assistance at UT; Entrepreneurship Training Center at UT; additional training programs at UT.

Outcomes: Collaborative relationships between Office of International Training at CAU and Entrepreneurship Training Center at UT; establishment of Entrepreneurship Training Center at UT.

Management Plan

The linkage agreement will require close coordination so that all of the elements are accomplished in a timely and coherent fashion. The CAU/UT Development Linkage Program will have a **Linkage Coordination Office** staffed by a **Linkage Coordinator** and a one-third (1/3rd) time clerical assistant based at CAU. The Linkage Coordinator (1) will be responsible for overall management of the linkage activity, including scheduling activities and monitoring timetables; (2) serving as the channel of communication with officials at UT, the Linkage Coordinating Committee at UT, and USAID; (3) assuming financial management and reporting responsibilities; (4) coordinating logistical planning and linkage activities; and (5) administering the activities that take place at CAU; and (6) executing the procurement portion of the program. The Coordinator will devote twenty percent (20%) of his time to the Cooperative Agreement.

The Linkage Coordinator for the program will be Dr. Shelby Lewis, Coordinator of International Programs at CAU and Associate Vice President for Research and Sponsored Programs. Dr. Lewis has extensive international and cross-cultural experience, particularly in developing countries. She has lived in or visited several countries in Asia, Latin America and the Caribbean and over 20 countries in Africa. Formal academic qualifications center on African Politics and Women and Development with an emphasis on countries in the developing world.

As a Professor of Political Science, who has taught or engaged in research activities in four American Universities and 5 universities in Africa and the Caribbean, Dr. Lewis has intimate knowledge of university programs. As a Senior Fulbright Lecturer in Lesotho, a Ford Foundation Fellow in the Institute for African Studies at the University of Zambia, a UNCF Distinguished Faculty Fellow at the University of the West Indies, a researcher with a Northwestern University team in Tunisia, a special lecturer in Extra-Mural Studies at Makerere University in Uganda, a part-time lecturer at the University of Zimbabwe, and a participant in a language program at the University of Benin in Togo, Dr. has knowledge of universities in English and French speaking environments. In her capacity as Coordinator of International Programs and Director of the CAU-UNITAR U.N. Semester Program, Dr. Lewis plays a key role in developing, promoting and coordinating the university's international activities. She is responsible for managing the university's internationalization thrust.

The Linkage Coordinator will be assisted by a **Linkage Liaison Officer** at UT. The Linkage Liaison Officer will be the UT counterpart to the Linkage Coordinator and will (1) be responsible for managing and monitoring linkage activity at UT; (2) serve as the channel of communication between the university administration, the Linkage Coordinating Committee at UT,

and the Linkage Coordinator; (3) coordinate logistics and administer the activities that take place at UT; (4) assume responsibility for reporting on the progress of the linkage at UT. Two faculty members from UT have been named to coordinate the project. They are: Professor Da Mata Santana (a French citizen) and Professor Gratien Horace (a Madagascan). The Computer Science Center at UT will be placed entirely at the disposition of the project. The university has already made available the logistical means (a venue, offices, classrooms, etc.) and the human resources necessary for launching this project.

Each participating unit will designate an **Activities Coordinator** whose primary responsibility will be to implement within his or her area of interest the activities specified in the linkage agreement. The Linkage Coordinator and Activities Coordinators at CAU will constitute the **CAU Linkage Coordinating Committee**. The Linkage Liaison Officer and the Activities Coordinators at UT will constitute the **UT Linkage Coordinating Committee**. Communication between the two committees will be facilitated by the Linkage Offices at the two universities. Because telephone communication into Madagascar is so difficult, it will be necessary to equip both of the linkage offices with facsimile machines to insure ease of communication.

The Linkage Coordination Office will produce quarterly assessments of linkage progress and a yearly report detailing the activities planned and accomplished. The quarterly reports will be distributed to the Coordinating Committees so that they can assess the extent to which timetables are being met and objectives are being achieved. The yearly report will be distributed to the two university administrations and USAID - assuming more frequent reporting is not a requirement of the agreement.

Time Frame: Linkage Coordinator to UT in month 1;
establish management structure in month 2;
annual reports in months 13, 25, 37, 49 and 60.

Location: Coordination Office at CAU; Liaison Office at UT

Outputs: Established Linkage Offices at both institutions;
agreed policies and procedures; a five year
implementation plan; clear lines of
communication; quarterly and annual reports.

Monitoring and Evaluation

The Linkage Coordinator will be responsible for monitoring and evaluating the implementation of the Cooperative Agreement. The CAU Linkage Coordinator will maintain ongoing written, telephone and fax communication with the UT Liaison Officer to insure that activities are proceeding on schedule. The University Linkage Coordinating Committees will meet once each quarter to monitor and evaluate the progress of the linkage. The quarterly reports will reflect the assessments made in those

meetings and the annual reports will evaluate progress over the previous twelve months while specifying plans and objectives for the upcoming year.

The Linkage Coordinator will visit UT approximately once every twelve months to evaluate progress at UT. Those visits will be timed to coincide with other activities taking place at UT. In this way, the Coordinator will be able to include other CAU faculty and staff, some of whom will be Activities Coordinators, in the assessment sessions. The one exception to this pattern will be in year four when the UT Liaison Officer will visit CAU for consultations and to work on continuations proposals with personnel at CAU.

Substantive evaluation will be possible because we have developed a detailed time line for implementing the Cooperative Agreement. The timeline identifies and indicates the beginning point and the duration of each activity. It will allow us to answer the questions "When is this activity scheduled to take place?" and "Did the activity take place at the specified time?" (see Table I)

Sustainability

Cooperative relations have existed between Clark Atlanta University and the University System in Madagascar for a number of years. Students from the University of Madagascar have done graduate study at Atlanta University and one of our faculty members, Dr. Carolyn Fowler, Chair of the African and African American Studies Department served as a Fulbright Professor at the University of Madagascar from 1986-1988. Dr. Eugène Mangalaza, Rector of the University of Toamasina visited Clark Atlanta University in 1991 and discussed formal linkages between CAU and UT. Because of strong interest in a partnership between the two institutions, the Rector returned to CAU to collaborate on a pre-application for a University Development Linkage Project and to formally enter into a protocol of cooperation between CAU and UT. Both institutions are committed to a strong and continuing cooperative relationship.

Both institutions view the linkage project as a start-up for a long-term partnership. They are willing to allocate resources for the development and sustainability of the partnership. Moreover, the linkage program is designed so that the funds from the Cooperative Agreement will constitute a greater proportion of the total funding during the earlier years of the program. As the linkage evolves and the two universities establish a record of cooperation and accomplishment the relative proportion of Cooperative Agreement funds in the overall linkage will diminish.

In order to effect economies during the life of the Cooperative Agreement, several of the activities have been planned so that two or more tasks can be accomplished by one individual. For instance, during the second year of the Intensive Foreign Language Training Program, the person who will be chosen to undergo the EFL administration program will also serve as a

faculty member in the language program, and the student pursuing the M.A. degree in Library and Information Studies will be used as a Cultural Assistant. This overlap is built into the linkage program to minimize travel expenses which constitute a major budget item.

Both institutions are committed to the development of spin-off mechanisms, joint projects, and a number of cost effective measures aimed at fostering cooperative relationships during the life of the Cooperative Agreement, and at measures which promote sustainability beyond the 5 years of USAID funding. For example, the Student Exchange component of the Communications linkage will eventually be supported by university resources and by organizations that traditionally support those type activities. In addition, UT faculty will be included in CAU research grants whenever possible, and cooperative faculty research and development proposals will be encouraged. In short, the proposal has been developed with an eye toward additional funding that will be secured during the life of the linkage and supplemental funding to continue these activities beyond the initial five (5) year Cooperative Agreement period. We are confident that the scope and quality of the proposed activities including women and development, and language training will be appealing to a variety of funding agencies.

Clark Atlanta University and the University of Toamisina are confident that the linkage project will contribute to development in Madagascar and internationalization of both institutions while at the same time creating the opportunity for a long-term academic and cultural partnership between institutions and peoples of Madagascar and the United States of America.