

**Functional Series 200 – Programming Policy
ADS Chapter 216 – USAID-Higher Education Community Partnership**

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ADS Chapter 216 – USAID-Higher Education Community Partnership

216.1 OVERVIEW

Effective Date: 09/03/1996

The skills and capabilities of a nation's people are key factors in maintaining economic, social, and political development. Higher education is essential to build human capital and to sustain all aspects of technological, scientific, social, cultural, and economic development. A mutually responsive and supportive partnership between USAID and the U.S. higher education community is vital to achieve broad global development objectives.

The goals of USAID and those of the higher education community shift to reflect changing world conditions. The changes may be mutually influential. An interactive process, which has been at the heart of the longstanding USAID-higher education community partnership, can benefit both partners. At the same time, it is recognized that the goals, interests, and responsibilities of USAID and of the higher education community are not identical. While they will work together on common priorities, their programmatic interests will not always coincide.

This chapter is a manifestation of USAID's commitment to pursuing a renewed and reinvigorated partnership with the higher education community, and is intended to articulate the shared values and priorities of USAID and its partners, and provide practical guidance for implementing this commitment.

216.2 PRIMARY RESPONSIBILITIES

Effective Date: 09/03/1996

- a. Author Office: Bureau for Policy and Program Coordination, Office of Policy Development and Coordination (PPC/PDC) Responsible for developing, drafting, revising, and monitoring implementation of this Agency policy guidance.
- b. Contributing Offices: USAID operational bureaus and overseas missions. Responsible for implementing, monitoring results, and recommending changes in Agency policy guidance.

216.3 POLICY DIRECTIVES AND REQUIRED PROCEDURES

Effective Date: 09/03/1996

216.3.1 USAID-Higher Education Community Consultation

Effective Date: 09/03/1996

The USAID-higher education community partnership draws upon, responds to, and incorporates the following policy principles.

USAID and U.S. higher education interests in global development and relief are often congruent and can be better defined and strengthened through consultation and

dialogue. True consultation occurs when all sides are prepared to engage in frank and open conversations. USAID draws on such consultations to tap the experience and knowledge of the higher education community by soliciting advice, suggestions, and comments. This consultation is important at all stages of the development process, but it is most beneficial for the Agency's development objectives when it

- Begins with the initial identification and analysis of development problems and trends,
- Helps to inform policy and programs, and
- Accesses inputs through U.S. higher education institutions.

USAID and the higher education community will work together more effectively if they have better communication at all levels, on matters of policy, program strategy, activity design, and evaluation. Key elements of USAID's policy follow:

- a. USAID's policy-making will be structured to ensure relevant input from the higher education community during the various stages of the development and humanitarian assistance processes. These consultations must be consistent with the identity of higher education institutions as independent entities and the role of USAID as an agency of the U.S. Government under its foreign policy guidance.
- b. USAID must consult regularly with the U.S. higher education community regarding areas of mutual interest, such as research, training requirements, best practices in development, and lessons learned; and
- c. USAID and its operational units must establish regular, ongoing consultative processes with a broad cross-section of both U.S. and host country higher education communities. These broad consultative processes must be open, comprehensive, and candid, drawing upon the views, insights, and suggestions of higher education communities. They must be integrated with the USAID strategic planning and programming processes and structured to assist in shaping programmatic priorities and the design of individual activities.

The objectives of the USAID-higher education community consultation process are

- To enhance the United States foreign assistance program by incorporating the experience and knowledge of higher education institutions to develop better USAID policies, country and sector strategies, and activity designs and implementation;
- To collaborate constructively in the delivery of development and humanitarian assistance when interests are compatible; and

- To increase the transparency of USAID's decision- and policy-making processes relevant to higher education institutions.

Several legal and regulatory considerations impact consultations with higher education institutions: the Federal Advisory Committee Act and, particularly, procurement integrity and organizational conflict of interest rules.

a. The Advisory Committee Act applies when the consultative process involves consensus advice from a group that contains one or more members who are not U.S. Government officials or employees. The Board for International and Agricultural Development (BIFAD) is an example of a formal consultative body whose proceedings are subject to the requirements of the Act. Obtaining the views of individuals, either in their personal capacities or as representatives of individual higher education institutions, whether meeting with them singly or as a group, is not covered by the Act. Agency legal counsel is available to provide council about meeting the requirements of the Act if a USAID operational unit wishes to seek the views of a group as a whole.

b. While the procurement integrity law and organizational conflict of interest rules technically apply only to contracts, the basic principles underlying the rules (that is, assuring that no organization has an unfair competitive advantage and that organizations are objective and provide the government impartial advice) applies to assistance relationships as well. Organizational conflicts of interest are most likely to occur as a result of consultation during the design of individual activities. Consultation may be appropriate for individual activities, but USAID operating units must be sure to make the same material available to higher education institutions that could not participate at the design stage but are interested in implementation.

c. Consultations are not to be limited to a single higher education institution except in situations where it is clearly appropriate for the same higher education institution to implement the activity and competition is not an issue. When contracting is contemplated, the USAID operating unit must be aware of the regulatory requirements in the [Federal Acquisition Regulation \(FAR\) Subpart 9.5](#) and USAID's [Contract Information Bulletin \(CIB\) 99-17, Organizational Conflict of Interest](#).

216.3.1.1 Consultative Process

Effective Date: 09/03/1996

USAID operational units function under varying conditions. While it is recognized that USAID operational units need flexibility in the design and implementation of their individual consultative processes, the principle and practice of consultation are fundamental to a productive and mutually supportive USAID-higher education community partnership. Whatever consultative processes are selected, however, must be deliberately structured to be comprehensive, timely, equitable, open, and candid. Missions must document their consultative processes with host country and U.S. higher

education communities when they submit strategies and/or action plans for review and approval.

- a. **Strategic Plans:** Higher education institutions carry out a significant part of USAID's relief and development work. In accordance with the Agency Strategy Directive on "Setting and Monitoring Program Strategies," USAID operational units must develop, update, and monitor their strategic plans in consultation with higher education community partners operating in the country or region.
- b. **Annual Report:** USAID operational units must consider higher education community perspectives, comments, and suggestions as they document performance and plan resource requests, as appropriate. To the extent feasible, operational units must consult with higher education institutions during document preparation. This will provide higher education institutions with an opportunity to document their progress toward agreed targets and to offer comments and suggestions on proposed USAID performance indicators.
- c. **USAID-Wide Consultation:** USAID must consult with U.S. higher education institutions about topics of broad general interest, as appropriate, including overall Agency policies and strategies, through both formal and informal processes. These consultations must be truly consultative in nature, produce frank and open dialogue, occur early in the process, and are expected to result in a better understanding of the issues as presented by both sides. Also, USAID must actively seek comments from the broad U.S. higher education community on policies and regulations under consideration that affect higher education institutions.

216.3.2 Participation

Effective Date: 09/03/1996

Broadly-based, equitable participation by all host country stakeholders in the designing and planning of USAID's services is vital to the success and sustainability of development efforts. Participatory processes promote ownership and increase the probability that the development results will endure. It is USAID policy (see [Administrator's Statement of Principles on Participatory Development, Dec. 16, 1993](#)) to build opportunities for participation by host country organizations and peoples into the development processes. As development partners, higher education institutions have a vital role to play in enhancing participation. Key elements of USAID's policy follow:

- a. USAID's activities must be designed, implemented, and evaluated in ways that encourage responsiveness to host country needs and U.S. constituency interests. Within the context of USAID's commitment to manage for results, USAID in partnership with higher education institutions must track the progress of approved activities and will adjust those activities in which there is a mutual involvement, as needed, in order to achieve the stated objectives;

- b. Participatory mechanisms must be developed and carried out in a way that ensures that a broad spectrum of diverse host country organizations and people (female and male, young and old, different ethnic groups, disabled, and others) are provided with opportunities to help define, implement, and assess developmental priorities and approaches;
- c. USAID will look to U.S. higher education institutions to assist in designing and implementing participatory mechanisms in areas of collaborative endeavor to ensure that USAID strategic objectives and activities reflect the priorities and values of their counterparts and others in the host country who will have to sustain the development effort;
- d. USAID will work with host country higher education communities as development partners, supporting activities related to USAID program priorities, and soliciting their participation in USAID's planning and implementation of its development work; and
- e. USAID will seek U.S. higher education partners that are skilled in and committed to strengthening the initiatives of host-country higher education communities so as to empower people in the host society.

216.3.3 Program Integration and Managing for Results

Effective Date: 09/03/1996

USAID's commitment to managing for results requires the full integration of all USAID-funded activities into USAID's strategic plans and objectives. (See ADS [200](#), [201](#), [202](#), & [203](#) and Additional Help document, [USAID Directive for Setting and Monitoring Program Strategies, May 1994](#).) The Agency's commitment to maximizing limited resources compels partnering with higher education institutions and other partners when and where shared plans, objectives, and priorities are identified. Such integration and partnering are crucial to maximize the effectiveness and sustainable development impact of USAID-funded activities. USAID-funded programs operating in a host country must address USAID's country, regional, or global relief and development priorities. Elements of USAID's policy regarding managing for results and program integration include the following:

- a. USAID's strategic plans must define the objectives of development and relief priorities. Through an active consultative process, USAID must seek out areas of mutual interest among U.S. institutions of higher education, the U.S. public, and host country institutions;
- b. In implementing its programs, USAID will capitalize on the diverse backgrounds and experiences of the higher education community; and,
- c. Through its development and transition assistance programs, USAID will assist U.S. institutions of higher education to link their international programs with specific, high-priority initiatives for sustainable development in USAID-assisted

nations. (Policy guidance on activities in USAID non-presence countries is covered under [Approved Action Memorandum, "Mission Closeout Procedures," dated January 3, 1994.](#))

Assistance agreements with higher education institutions include direct agreements with USAID under which USAID may provide funding for (1) activities that the higher education community undertakes, or (2) services that higher education institutions may provide for the benefit of USAID-sponsored activities. The type of assistance or procurement instrument used to establish this relationship defines the degree of higher education institution autonomy in designing and implementing USAID-funded activities. (See [ADS 304](#), Choice of Implementation Instrument and [Series 300, Interim Update #17](#), Choosing Between Acquisition and Assistance Instruments)

- a. Under a grant, a higher education institution will manage its own program under the requirements of OMB Circular A-110 (as codified in [22 CFR Part 226](#)) to work toward mutually beneficial results as agreed to in the program description of the grant agreement;
- b. Under a cooperative agreement, which is also an assistance instrument, USAID will define those specific areas where USAID's substantial involvement during the performance of the higher education institution's program is desirable to achieve the program's objectives and results; and
- c. Under a contract, USAID will define the work to be performed (in terms of results or outcomes whenever possible) and will monitor performance of the contract as appropriate to ensure the achievement of the required outcomes.

216.3.4 Strengthening Higher Education Institutions in Cooperating Countries to Support Sustainable Development

Effective Date: 09/03/1996

U.S. institutions of higher education are excellent sources of expertise in areas highly relevant to transition, relief, and sustainable development: science and technology, collaboration with business and industry, knowledge networks and communications technologies, applied research, and higher education models oriented to access, quality, community outreach, and service. Reciprocally, linkages with sister institutions in developing countries provide U.S. higher education institutions with insights into global issues and perspectives -- an exposure that enriches U.S.-based curricula, research, and public outreach programs.

It is USAID's policy to capitalize on the role, importance, and capacity of host country higher education institutions in helping to achieve mission and host country development objectives. It is also the Agency's policy that support for institutional capacity-building is an essential component of a focused, result-oriented strategy, and is integral to the concept of sustainable development. In keeping with this approach, key elements of the Agency's policy are as follows:

- a. USAID must facilitate the provision of assistance to host country institutions of higher education to strengthen their capacity to promote sustainable development in their country and to enhance their capability to serve as development partners with government institutions, rural and urban enterprises, USAID, other donors, non-governmental organizations (NGOs), and U.S. institutions of higher education; and
- b. USAID must encourage the development of partnerships, linkages, and networks among U.S. institutions of higher education and those in the developing world. Special focus must be placed directly on the revitalization and restructuring of higher education in developing countries to increase its viability and contribution to development. In the interest of creating and maintaining vibrant civil societies, special emphasis must be centered upon enhancing the knowledge base, leadership, research capacity, teaching resources, management capacity, and community service of the higher education institutions.

216.3.5 Research

Effective Date: 09/03/1996

USAID supports research that contributes to the creation of solutions to development challenges. Such research is driven by existing programs. USAID relies upon institutions of higher education in all aspects of its research agenda. The Agency looks to institutions of higher education both to address research questions and to help colleges and universities and U.S. institutions strengthen the science and technology capacity of other nations. Partners of USAID and U.S. institutions of higher education may include NGOs and host country institutions of higher education as well as governmental agencies, host country private firms and organizations, and third country or international research organizations. An objective of research is to develop host country capacity to identify and solve local problems and to be publicly available. The Agency's policy on research guides USAID's prioritization and implementation framework. Relevant concepts from USAID's research policy include the following:

- a. In working with higher education institutions, USAID must ensure that efforts to identify key developmental problems, conduct research, and develop and implement interventions rely upon informed local participation. The expected outcome is that scientifically verifiable information is used in making decisions on governance, economic development, humanitarian assistance, institutional management, public health, environmental protection, agriculture, education, and other areas of importance.
- b. The research priorities, both short- and long-term, within a given topic or sector must reflect goals shared among U.S. and international beneficiaries as reflected in USAID strategic plans. Research programs shall be clearly defined, tracked, and analyzed.

- c. USAID must consult with partners in the higher education community to identify opportunities to use U.S. and host country higher education community resources and professional networks to solve key development problems.
- d. USAID must work with higher education institutions to ensure the highest quality research. This will be reflected through consultations involving peer review of proposals and program outcomes, evaluations, assessments, and implementation strategies.

216.3.6 Training

Effective Date: 09/03/1996

USAID relies on U.S. institutions of higher education to train selected host country nationals in the U.S. and overseas. The Agency's directive on training, [ADS Chapter 253](#), stresses explicit linkages between Agency strategic objectives developed by each mission or central bureau and any training activity funded by that unit. The following key principles of ADS 253 will affect mission-sponsored enrollments at U.S. institutions of higher education:

- a. All mission-funded training activities must be brought under coordination of a single mission programming agent to provide consistent pre- and post-training events and trainee monitoring at training sites;
- b. Training evaluations must emphasize both the quality of training provided and the continuing training impact, particularly as the training returnee applies skills and knowledge gains to home institutions;
- c. Wherever possible, training must be linked to broader efforts sponsored by the mission or central bureau to strengthen institutions that are critical to sustainable development; and,
- d. USAID and U.S. higher education institutions must share responsibility for planning, budgeting, and carrying out follow-on continuing education and other activities that result in greater trainee impact on their home institutions.

216.3.7 Cost-Sharing

Effective Date: 09/03/1996

Cost-sharing is an important element of the USAID-higher education community relationship. It is USAID policy to encourage cost-sharing, and to seek an appropriate level of financial participation from recipients of grants and cooperative agreements when designing and negotiating these agreements. However, the application of cost-sharing is to be flexible and case-specific. This policy on cost sharing does not apply to contracts. In accordance with [OMB Circular A-110](#), cost-sharing is synonymous with financial participation. Cost-sharing includes contributions, both cash and in-kind, which are necessary and reasonable to achieve program objectives and which are verifiable

from the recipient's records. Cost-sharing contributions may include volunteer services provided by professional and technical personnel, and unrecovered indirect costs.

Cost-sharing is desirable because it can

- Mobilize additional resources for USAID's development objectives;
- Dedicate USAID resources to activities for which funding is otherwise unavailable;
- Demonstrate institutional commitment on the part of the institution of higher education to USAID-supported activities; and
- Increase the coverage and effectiveness of USAID's limited resources.

When designing and negotiating a development activity with a higher education institution, the suggested point of reference is 25 percent financial participation (e.g., 25 percent of total costs of activities conducted by the higher education institution and 75 percent by USAID). Financial participation rates of less, or more, than 25 percent may be justified in terms of the higher education institution's financial resources and fund-raising capacity, USAID's objectives in joining with the higher education institution in the assistance activity, and/or where justified by USAID program objectives. It is USAID's policy that

- a. USAID will encourage higher education institutions and associations to propose financial cost-sharing contributions and in-kind contributions in support of the development assistance activity. Both financial and non-financial contributions of the institution will be considered in determining the appropriate level of cost-sharing.
- b. The application of the cost-sharing principle will be flexible and case-specific, and not be derived from a rigid centrally imposed formula.
- c. Decisions on specific financial participation requirements will be made by the Agency officer authorizing the assistance activity at the operational unit level.

216.3.7.1 Application of Cost Sharing

The application of cost-sharing is to be flexible and case-specific, given the diverse circumstances that may define a relationship between USAID and the higher education institution or association receiving funds. The application of cost-sharing formulae with higher education institutions is intended to acknowledge, to the extent that they exist, the large public investments which states, local governments, and individuals make in higher education institutions. As noted above, a 25 percent financial contribution will be the reference point when negotiating a development activity with a U.S. higher

education institution. Any cost-sharing requirement must be stated specifically in the activity announcement or request for applications and in the final agreement.

a. When a specific percentage of cost-sharing is not required for an assistance activity, the Agency official authorizing the activity must base the decision about the exact amount of cost-sharing required, if any, upon a review of the following factors:

- Impact on project design or implementation, including prospects for sustainability;
- Qualifications of the organization to effectively implement the activity apart from its capacity to meet cost-sharing criteria;
- Extent to which a project responds to a USAID request or initiative;
- Linkage between cost-sharing and the degree of program independence to be accorded the organization in its relationship with USAID;
- Extent to which an activity generates equity and mobilizes savings by local partners;
- Impact on institutional health and viability; and
- Assessment of realistic prospects for leveraging non-U.S. Government support.

b. Higher education institutions make many contributions that benefit development activities that do not necessarily meet the requirements for cost-sharing or matching in OMB Circular A-110 as set forth in [22 CFR 226.23](#). When determining what percentage of financial participation to require, such contributions may be considered in justifying a requirement of less than 25 percent. Such contributions may include the following:

- Expert contributions by personnel not directly connected with the assistance activity;
- Participant training in content and skill areas beyond those specified in the assistance activity;
- Outreach and service contributions to the assistance activity by members of the higher education community, the business and corporate sector, and the local community;
- Continuing participation in the development activity beyond the receipt of USAID funds; and

- Establishing professional networks and information exchange networks.
- c. USAID encourages higher education institutions and associations to propose financial cost-sharing contributions and discuss other non-financial contributions they expect to make in support of the development assistance activity.
- d. The Agency officer authorizing the assistance activity makes the final decision regarding whether there will be, and the amount of, financial participation by an assistance recipient. The action memorandum signed by the Agency officer authorizing the assistance activity must describe the particular circumstances, conditions, or considerations that constituted the rationale for the specific financial participation level required in the assistance activity being authorized. In all competitions that are expected to result in a Grant or Cooperative Agreement, the request for applications must clearly state the level and purpose of cost-sharing required, if any.

216.3.8 Simplification

Effective Date: 09/03/1996

Simplification of USAID administrative and grant-making requirements is essential to achieving an effective, results-oriented USAID-higher education community partnership. The USAID policy statement, "Principles for Award of Assistance Instruments to PVOs and NGOs for Development and Humanitarian Assistance," (April 12, 1995) also applies to the award of assistance instruments to higher education institutions. Elements of USAID's policy regarding administrative simplification include the following:

- a. Systems and procedures that constitute the operational relationship between USAID and higher education institutions must facilitate the achievement of results-oriented program objectives;
- b. USAID must identify and implement measures to simplify and rationalize administrative, procedural, and contractual requirements across the spectrum, from negotiation to implementation to audit, consistent with uniform government statutory and administrative requirements and with appropriate standards of accountability; and
- c. Any changes in policy or procedures must be rapidly and widely promulgated to USAID/Washington and field mission staff, and to the higher education community. Implementation of changes must be monitored to assure their full and uniform application.

216.3.9 Title XII

Effective Date: 09/03/1996

Title XII is part of the foreign assistance legislation, which, in part, fosters the application of more effective agricultural sciences to the goal of increasing world food production and rural development and encourages the provision of increased and longer-term support for the application of science to solving food and nutrition problems of developing countries. The legislation, which is consistent with USAID's food security objectives, encourages the engagement of U.S. land grant and public universities and colleges in the Agency's efforts when appropriate to the demand. It is the Agency's policy that

USAID must carry out [Title XII, "Famine Prevention and Freedom from Hunger," of the Foreign Assistance Act of 1961, as amended](#), which states that the principles of the "land grant model" will be used for improving food production and agricultural development.

Title XII activities must be carried out, insofar as possible and appropriate, by Title XII institutions, with any additional non-Title XII resources as may be needed, under sub-agreements. Missions must identify Title XII activities at an early stage in the development of a planned results framework.

- a. Results frameworks or contracts or grants within such packages that qualify as Title XII activities are those which have as a primary strategic objective the development of the cooperating country capacity for research, education and/or extension; the training of participants; the conduct of research; the building or strengthening of related institutional infrastructure; and/or the provision of university advisors to development projects, all in agriculture, aquaculture, nutrition, agroforestry or closely-related fields.
- b. A Title XII activity is implemented through a contract, cooperative agreement, or grant. It may involve a single university/college, a cluster of universities/colleges or a mixture of universities/colleges and the U.S. Department of Agriculture (USDA) or the National Oceanic and Atmospheric Administration (NOAA), and/or an agribusiness or non-profit firm, to the extent that their own personnel are required for the activity. There may be exceptional circumstances when a non-Title XII resource, with special capabilities, is chosen to implement what by subject-matter definition might otherwise be classified as a Title XII activity. A Title XII activity may be a stand-alone activity or a component of a broader activity. In this case, the remainder of the activity - the non-Title XII components - might consist of contracts, grants, or commodities, for example, and would not be included as a Title XII listing.
- c. Legislatively mandated within Title XII, the Board for International Food and Agricultural Development (BIFAD) has as its primary mission to advise and assist the Administrator of USAID with regard to programs and activities relating to agriculture and food security as set forth in Title XII of Chapter 1 of Part I of the

Foreign Assistance Act of 1961, as amended. In discharging its duties, the Board will

- Consult with, provide information to, and furnish advice to the Administrator of the U.S. Agency for International Development on all aspects of programs included under Title XII and on such other matters as directed by the Administrator;
 - Provide universities/colleges with information on USAID programs and activities that may be of interest to the university community; and
 - Participate (on a selective basis) in the development and implementation of USAID policies that affect programs and projects in which U.S. universities/colleges are or could be involved.
- d. BIFAD staff along with assigned USAID staff will be responsible for monitoring the process of identifying Title XII related packages and activities.

216.4 MANDATORY REFERENCES

Effective Date: 09/03/1996

216.4.1 External Mandatory References

Effective Date: 09/03/1996

- a. [22 CFR 226, Administration of Assistance Awards to U.S. Non-governmental Organizations](#)
- b. [E.O. 12163, Administration of Foreign Assistance and Related Functions, September 29, 1979](#) (This document is an authority for this chapter.)
- c. [FAR 9.5, Organizational and Consultant Conflicts of Interest](#)
- d. [Federal Advisory Committee Act, 5 U.S.C. App. 2](#) (This document is an authority for this chapter.)
- e. [Foreign Assistance Act of 1961, as amended](#) (This document is an authority for this chapter.)
- f. [OMB Circular A-110, Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non Profit Organizations](#)

216.4.2 Internal Mandatory References

Effective Date: 09/03/1996

- a. [ADS 200, Introduction to Managing for Results](#)
- b. [ADS 201, Planning](#)
- c. [ADS 202, Achieving](#)
- d. [ADS 203, Assessing and Learning](#)
- e. [ADS 253, Training for Development](#)
- f. [ADS 304, Choice of Implementation Instrument](#)
- g. [CIB 99-17, Organizational Conflict of Interest](#)
- h. [PD #16, as amended, Program Financing Arrangements with Independent Organizations](#)
- i. [USAID-Higher Education Community Partnership Policy Guidance as publicly distributed \(in non-ADS format\), July 1996](#)
- j. [Series 300, Interim Update #17, Choosing Between Acquisition and Assistance Instruments](#)

216.5 ADDITIONAL HELP

Effective Date: 09/03/1996

- a. [Administrator's Statement of Principles on Participatory Development, Dec. 16, 1993](#)
- b. [Agency Directive on Setting and Monitoring Program Strategies, May 31, 1994](#)
- c. [Approved Action Memorandum, "Mission Closeout Procedures," dated January 3, 1994](#)
- d. [Principles for Award of Assistance Instruments to PVOs and NGOs for Development and Humanitarian Assistance, April 12, 1995](#)
- e. [Project Development Interim Directive, USAID/PPC, November 18, 1994](#), pg. 4 and pg. 10
- f. [USAID Research: Policy Framework, Principles, and Operational Guidance, 1997](#)

216.6 **DEFINITIONS (See [ADS Glossary](#))**
Effective Date: 09/03/1996

Higher Education

Refers to education, training, research, and community service outreach at the post-secondary level. (Chapter 216)

Higher Education Community

Refers to the spectrum of individuals, institutions, and organizations integral to higher education, singly and in various combinations, local, regional, national and international, including associations, consortia and other forms of partnership. The term "higher education" in ADS Chapter 216 refers to both U.S. and host country institutions, except when one or the other is specified. (Chapter 216)

Higher Education Institutions

Are post-secondary institutions recognized as bona fide in their home countries. In the United States, recognition is by accrediting agencies recognized through the U.S. Department of Education. Normally, outside the United States, recognition is by a Ministry of Education or a national accrediting entity. (Chapter 216)

Operational Units

USAID missions and organizations at the office level or above that expend program funds to achieve strategic objectives. (Chapter 216)

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