

INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGERI

Accredited by Ministerial Order N° 005/2010/Mineduc of 16 June 2010



Scientia et Lux

RESEARCH AND INNOVATION POLICY



B.P. 155
Ruhengeri
Rwanda

T : +250 788 90 30 30
: +250 788 90 30 32
E : info@ines.ac.rw
W : www.ines.ac.rw

February 2025



Table of Contents

Contents

Table of Contents	2
1. Introduction.....	3
1.1. Objectives of the INES-Ruhengeri Research Policy.....	3
1.2. Philosophy of INES-Ruhengeri.....	3
1.3. Moto of INES-Ruhengeri.....	3
1.4. Vision statement of INES-Ruhengeri.....	3
1.5. Mission statement of INES-Ruhengeri	4
1.6. INES-Ruhengeri' Core qualities	4
2. Vision and mission of INES-Ruhengeri towards research.....	4
2.1. INES as an Institute of Applied Science	4
2.2. Mission and vision of INES-Ruhengeri	6
2.3. Mission of INES-Ruhengeri with regard to research.....	6
2.4. Applied Research within INES-Ruhengeri	6
2.4.1.....	Definition and aim 6
2.4.2.....	Characteristics of Research at INES-Ruhengeri.....
3. Research strategy	8
3.1. Role of research in strengthening the Applied Science approach; alignment with national policy on research	8
3.2. Relation between research, education and external services.....	8
3.3. Research and human resource development	8
3.4. Priority areas of research.....	9
3.5. Potentials and facilities for research at INES-Ruhengeri.....	10
4. Organization of research at INES-Ruhengeri.....	11
4.1. Roles and responsibilities of the different INES-Ruhengeri stakeholders involved in research....	11
5. Operational procedures and guidelines for research	13
5.1. Proposal development	13
5.2. Execution of research projects	14
5.3. Publications and products	14
5.4. Dissemination and application of project results	14
6. Funding of research.....	15
6.1. Internal funding.....	15
6.2. External funding.....	15
6.3. International financing	15
7. Ethics of research	16
8. Quality assurance of research.....	17



1. Introduction

The INES-Ruhengeri research policy concerns different orientations, priorities and strategies, which are adopted in order to conceive, to propose, to realize and to evaluate a research project. It is also a guidance, which describes main and important rules and procedures followed during research for giving a contribution to student education, to researcher professional fulfilment and giving responses to the needs of community.

The research policy is based upon INES-Ruhengeri's model of being an Institute of Applied Science, which implies that research is always related to real demands of society, aimed at achieving practical applications and aligned with the education delivered by INES-Ruhengeri.

1.1. Objectives of the INES-Ruhengeri Research Policy

The research policy general objective is to define the research strategies, which should be followed in order to develop dynamic and productive the research projects and to improve the quality and applicability of research outcomes.

The specific objectives of INES-Ruhengeri research policy can be formulated as follows:

- To define the INES-Ruhengeri research priorities and to propose their applicability in practice;
- To give a conceptual, ethical and methodological framework to researchers and students for research development, execution and the application of results;
- To define the rules which must be followed in order to submit and to make publications or applied products of research;

1.2. Philosophy of INES-Ruhengeri

INES-Ruhengeri's philosophy rests on three pillars: building hope, fostering unity and reconciliation, and contributing to sustainable development. These are grounded in Christian ethical values and constructive critical thinking. The university's mission focuses on national and regional development by providing specialized, research-enhanced education that creates competitive enterprises and well-paid employment. This emphasizes relevant, quality education and graduate employability through stakeholder collaboration, guiding the Quality Management System.

1.3. Moto of INES-Ruhengeri

Scientia et lux / shifting from paper to people

1.4. Vision statement of INES-Ruhengeri

The vision of INES-Ruhengeri is reflected in the following statement:

*“Universality in every individual;
Knowing in order to better serve the world”*



INES-Ruhengeri as a private Institute for Higher Education orients its academic services towards applied sciences. In the vision of INES-Ruhengeri this means that all taught sciences are applied to the population daily problems, seeking to propose and answer to them.

1.5. Mission statement of INES-Ruhengeri

According to the statutes of INES-Ruhengeri the mission is expressed as follows:

“To contribute through interactive junction between civil society, private sector and public sector to the national and regional development, by providing specialized university education enhanced by research, in order to create competitive enterprises and well paid employment”.

INES' mission focuses on the relevancy and quality of education and the employability of graduates through collaboration with stakeholders in the whole spectrum of academic services. The mission statement refers to the above mentioned ambitions of INES and guides the Quality Management System (QMS)

1.6. INES-Ruhengeri' Core qualities

The following core qualities lie at the basis of the current performance of INES-Ruhengeri:

<ul style="list-style-type: none">• Quality• Scientific excellence• Professional consciousness• Flexibility• Innovation• Entrepreneurship• Team spirit• Determination and perseverance• Courage and responsibility	<ul style="list-style-type: none">• Collaboration (among staff and with students)• Architectural concept• Accessibility (geographical and financial)• Receptivity to local need• Relation with the Catholic Church• Culture of Transparency• Integration of Social Sciences and Communication
--	---

By highlighting the core values of a Catholic School and the values of INES Students as listed above, all partners must profit to them

2. Vision and mission of INES-Ruhengeri towards research

2.1. INES as an Institute of Applied Science

INES leadership and staff are conscious that Rwanda has an urgent need for qualified professionals. Indeed, there is an evidence of contrasting situation of lack of personnel and unemployment at the same time in the same country. Anyone enlightened by open-mindedness can conclude that the existing higher education products don't fit the market demand. By embarking on applied sciences INES-Ruhengeri aims at linking with professionalism and the demands of society.

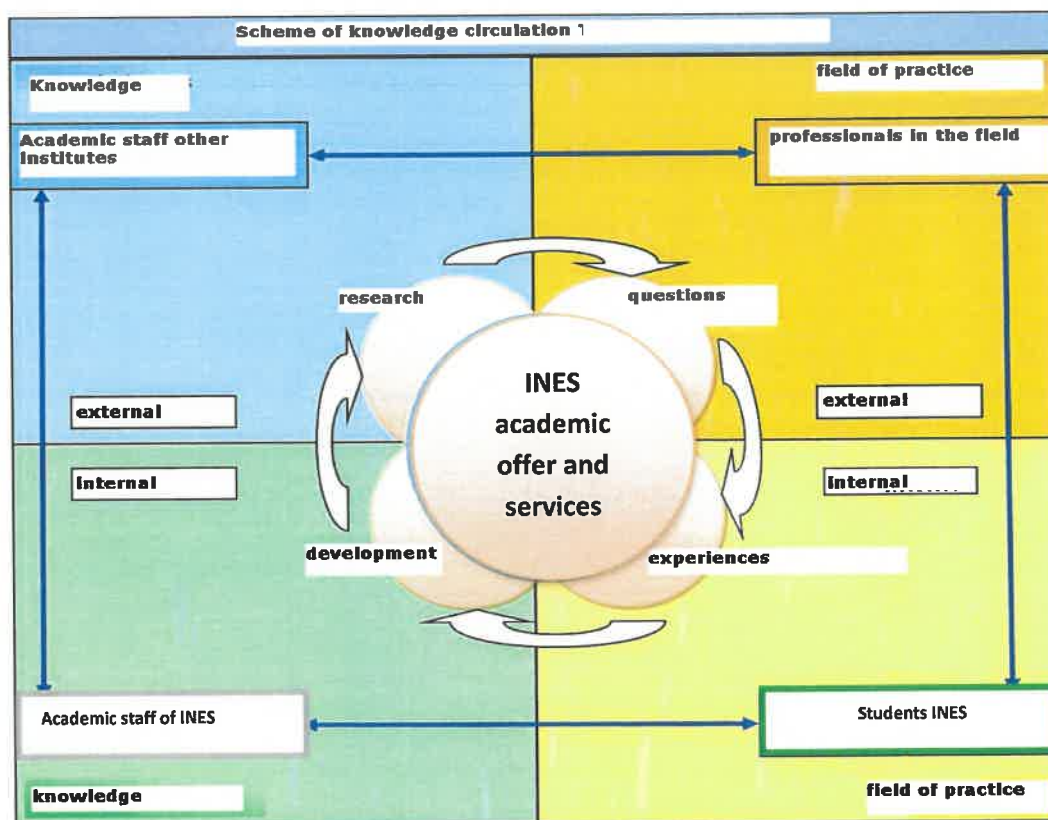
The following issues are the main characteristics of INES-Ruhengeri as an Institute of Applied Sciences:

- Labour market orientation in the choice and the design of the programs to be offered;
- Competence based learning and a student centred approach in the methodologies to be used in order to enhance the professional qualities of graduates;
- Relation with vocational education and research oriented higher education; INES-Ruhengeri – as an Institute of Applied Sciences functions as a linking pin between the vocational and the scientific sector;
- Applied research to be developed and executed in connection with Regional Development.

As a key strategy to enhancement of this orientation, a knowledge circulation model (see next page) for INES-Ruhengeri has been designed and it is being followed in all its endeavours. It is a comprehensive strategy to improve the creation of the knowledge factor through:

- The realization of optimal conditions for the development and transfer of knowledge;
- The strengthening of the skills and attitude of involved individuals and actors in order to use new and revised knowledge to contribute to the realization organizational strategies

Moreover, it supports the process of creation of knowledge and the sharing of information and experiences between and within (groups of) persons at INES-Ruhengeri and also within Institutions in Rwanda and around the world.



This model of knowledge circulation guarantees an integration of academic services as well as the continuous exchange of information and collaboration with external stakeholders. With

regard to research the model emphasizes applied research, focusing on solving problems in the field of practice and crosspollination of research and education to ensure that INES-Ruhengeri is not only creating new knowledge through research but that the outcomes of research are being used to improve the professional practice as well as the educational content of programs delivered at INES-Ruhengeri.

2.2. Mission and vision of INES-Ruhengeri

According to the statutes *the mission* of INES-Ruhengeri, is expressed as follows:

“Contribute through the interactive conjunction between civil society, private sector and public sector to the national and regional development, by providing specialized university education enhanced by research, in order to create competitive enterprises and well paid employment.”

The vision of INES-Ruhengeri is expressed in the following phrases: “Universality in each individual; Knowledge in order to unite and better serve the world.”

This mission and vision of INES-Ruhengeri are what made it choose to strategically be a specialized Institution in Applied Fundamental and Social Sciences. This means that INES-Ruhengeri in its academic services seeks to give to students, responsive competences i.e. competences that they can use to provide sustainable solutions to various day-to-day problems of the society and to execute research, which brings practical solutions to enhance the regional and national development of Rwanda.

2.3. Mission of INES-Ruhengeri with regard to research

INES' mission with regard to research includes the following:

- To contribute in the first place to regional (as defined by the interdisciplinary centre of regional development) and in the second place to national development through generation of innovative knowledge and techniques and through technology transfer.
- To contribute to the improvement of teaching practices and professional development targeting at solving community problems.

2.4. Applied Research within INES-Ruhengeri

2.4.1. Definition and aim

As an Institute of Applied Science INES-Ruhengeri focuses on Applied Research. This is original investigation undertaken in order to acquire new knowledge but directed primarily towards a specific practical aim or objective, or the objective is to search for practical applications of knowledge¹.

In this sense applied research contributes to solutions for the problems and occur in the field of

¹ Definition OECD manual for R&D Statistics



practice, answers questions from the field of practice and supports development and innovation in this field of practice. Results are for instance new knowledge, prototypes, new protocols, interventions, new methods.

The aim of research at INES-Ruhengeri is to search and produce for practical applications of knowledge. Applied research at INES-Ruhengeri therefore implies that:

- INES produces tangible products which are transferable to the community for solving real problems;
- Research problems to be solved should be identified by INES-Ruhengeri researchers in collaboration with stakeholders and professionals in the field;
- Research is used for skills development (education and professional training).
- As most of the problems in the field of practice and society have multiple dimensions INES facilitates interdisciplinary research and collaboration between the faculties and departments.

2.4.2. Characteristics of Research at INES-Ruhengeri

Research is an important element of the model of Knowledge Circulation, which INES-Ruhengeri is applying in its transformation towards an IAS. It positions INES in a dynamic collaboration with the external world in order to create knowledge related to regional demands and to apply this knowledge in education and training and in the professional context.

Research, as the primary instrument for knowledge creation and innovation, plays a very important role in the development and establishment of this internal-external collaboration. To be effective research at INES-Ruhengeri has the following characteristics:

- Research has a strong regional focus. Because being an Institute for Higher Learning in the North of Rwanda, INES-Ruhengeri has stronger networks, better knowledge of the culture and communities and therefore applied research can be more demand driven and responding to the needs of the communities;
- Research is embedded in the professional practice;
- Research is directed by the professional practice and also takes into consideration long-term strategies. The research question is central without - on forehand - choosing for a certain methodology or disciplinary approach. Research is often multidisciplinary because most of the problems of the field and society require a multidisciplinary approach to be solved.
- Research is executed within and between different organizational units (research groups, research centres etcetera's).
- Research is methodologically justified and at the same time strongly connected to the application. Every research will include a plan for the implementation of the results of the project.
- Research is characterized by a strong connection with other activities, such as education. Lecturers and students are actively involved in research. Research gives an innovative impulse to the curricula and enhances further professionalization. Thus results of research are continuously integrated in education and training.
- Research, knowledge creation and knowledge circulation are embedded in (sustainable) relations with external parties. Knowledge and innovations are exchanged through different



channels: scientific publications, articles in professional journals, presentations and more popular media, such as tv, newspapers and radio.

- Research is as diverse as the problems that need to be solved. The methodologies of practice oriented research, the way in which knowledge and innovations are documented and shared, the types of products developed and the organization of networks are tuned to what is adequate in the different sectors and the professional practice.

3. Research strategy

3.1. Role of research in strengthening the Applied Science approach; alignment with national policy on research

Applied research is an independent mode of knowledge production, which – in addition to and in conjunction with other forms of knowledge creation – contributes in its own way to the body of knowledge in a certain field of practice. It is focused on enhancing the value of knowledge for the professional practice. To realize this research includes connection between knowledge development and innovation in the field and the use of knowledge of professionals in the field. Researchers have an intermediate role between the body of knowledge, the infrastructure that creates this body of knowledge and the professional practice and they are responsible for the dissemination of knowledge from the specific context to a broader forum of professionals in the field and the training of new professionals.

With regard to knowledge circulation it is necessary that INES-Ruhengeri as an Institute of Applied Science organizes situations within and outside INES-Ruhengeri where academics, students and professionals from the field can exchange the results and experiences of their projects, discuss how these can be used in practice and/or the educational process and identify new needs and demands for applied research projects.

3.2. Relation between research, education and external services

For INES the value of research is in its results but especially in its application and this application has two sides: application in the teaching and learning process and application in the field of practice.

Research should always contribute to the quality of the teaching and learning process and results of research should therefore always be disseminated into the programmes delivered by INES-Ruhengeri. That could be in the form of presentation of new knowledge and insight, participation of students in research projects, training of professionals in the field on using new techniques or the application of the results in new technologies, procedures etcetera's in the field of practice.

3.3. Research and human resource development

All lecturers at INES-Ruhengeri are supposed to be actively involved in research projects. However, at this moment there are quite a number of lecturers who do not have research experience. To increase the research capacity at INES-Ruhengeri, research groups will be

formed. These research groups will facilitate learning research by doing. Characteristics of a research group are:

- A research group consists of a senior lecturer with a small group of less experienced lecturers (motivated, talented, loyal) in one research subject. The senior lecturer may be an INES-Ruhengeri lecturer or a guest lecturer in an area of great interest for INES-Ruhengeri.
- The task of the senior lecturer is to develop and execute research projects, to professionalize lecturers who are less experienced in research
- In the research group research development is combined with training of less experienced lecturers in areas such as research skills, writing publications, writing project proposals for external funding, supervision of research by a senior lecturer.
- After some years junior researchers – if they have the capacity - can form their own research group and start to act as a senior researcher, thus increasing the circle of academics capable to do research at INES-Ruhengeri
- Through these research groups, the training on the job, the active participation in research projects and sharing of experiences INES-Ruhengeri creates a culture of investigation and innovation.

Through this system of research groups and the strategy to start small and with specific focus areas, INES-Ruhengeri is actively enhancing the human resource capacity with regard to research. Next to this INES-Ruhengeri will enhance the research capacity of staff by increasing the number of staff with a post-graduate degree through selection of new higher qualified staff and seeking for scholarships to give staff the opportunity to upgrade their qualifications.

3.4. Priority areas of research

In the definition of priority areas for research INES-Ruhengeri has taken the following elements into consideration:

- Priority areas are selected on the basis of:
 - The demands of the community (articulate/ interact with stakeholders to analyse problems)
 - The mission of INES-Ruhengeri
 - The educational programmes delivered at INES-Ruhengeri (department)
- First the priorities of the region will be identified in an interaction with main stakeholders and INES will define its own priorities within that framework, taking into consideration its own capacity, portfolio and strategic objectives.
- The research questions are related to real problems in the field of practice and in the elaboration of a research proposal the focus should be on the most appropriate way to solve these problems.
- The other side is the capacity of INES-Ruhengeri. It is INES-Ruhengeri's policy that it is expected that all lecturers be engaged in research. This means that priority subjects should be defined which include all faculties/ departments.
- Being an IAS it is pivotal for INES-Ruhengeri that there exists a direct link between research and the delivered educational programmes. Therefore, priority setting of research must take into consideration that all undergraduate and postgraduate programmes are somewhere linked to the priority subjects for research.

Taking this into consideration INES-Ruhengeri has elected the following research clusters as priority areas:

- Settlement, housing and roads network
- Land use management and governance
- Water and Soil Resources Engineering and Management
- Applied Biotechnology in value chain development and management
- Health and Sanitation Development and management
- Economic Development and Governance
- Crosscutting clusters (*IT, SAE, EDUCATION, LAW*)
- Any Other Research and Innovation areas of Interest to INES and their collaborators

Each research cluster will be led by a senior researcher who works together with a group of lecturers on an identified research theme. This research group develops and execute research projects within the research theme set by the faculty. This is a learning-by-doing process in which the group builds up experience in applied research. The tasks of the senior researcher are to contribute – through research, training and supervision of staff and dissemination of the results - to:

- The improvement of the quality of curricula of the faculty by stimulating knowledge circulation between the professional practice and the educational programmes.
- The professionalization of the lecturers
- The knowledge creation and theoretical development
- The innovation of companies, institutions and organizations

3.5. Potentials and facilities for research at INES-Ruhengeri

All lecturers working at INES are expected to do research as part of their job, especially full time lecturers. Lecturers are also supervising students in their research. In the last years INES-Ruhengeri has invested substantially in increasing the quality and quantity of facilities that are conditional for research, such as access to scientific collections, data collection, research equipment, internal support for capacity development of researchers, publications, disseminations etcetera's. Specifically, INES-Ruhengeri has established infrastructure and equipment to facilitate research in the following areas:

- Botanic Garden
- Laboratory of chemistry and physics
- Laboratory of microbiology
- Laboratory of tissues culture
- Laboratory of molecular biology
- Laboratory of GIS
- Laboratory of mapping
- Laboratory of surveying
- Laboratories of ICT
- Language Learning and Consultancy Centre
- Legal clinic



These facilities will be used to further develop and professionalize research at INES-Ruhengeri (see 3.4.).

4. Organization of research at INES-Ruhengeri

Applied research at INES, being focused on seeking solutions for problems in society or the World of Work, has a central focus area (for instance biotechnology, chemistry but projects can as well involve several disciplines or aspects of one discipline. The focus of a project can be within a faculty but can also involve more than one faculty. An applied research project is designed to bring resources and people together around a theme and a critical mass of people. This implies that:

- Each faculty should identify research priorities to focus their research efforts in collaboration with the world of work and to ensure crosspollination between research and education at INES. As stated above these research priorities are based on recognized regional (and sometimes national) priorities, institutional mission and competence and other stakeholder interest.
- The research priorities provide the overarching framework for longer-term research activities of the faculty and thus the majority of the research activities of a faculty will be conducted within the institutionally approved research priorities.
- Where possible and feasible the research priorities will be multi-disciplinary and are likely to involve several disciplines or aspects of a single discipline. A research project may span more than one faculty, but a single faculty will need to be identified as the “primary” faculty. The “primary” faculty will of necessity be the one where most of the research activities in a priority area takes place and should also preferably be where the project leader is located. However, each of the participating faculties will be involved in the development and the subsequent reporting.

This model requires coordination of research at institutional level as well as at faculty level and an effective communication between the different levels.

4.1. Roles and responsibilities of the different INES-Ruhengeri stakeholders involved in research

Level	Roles, responsibilities
Board of Governors (BoG)	<ul style="list-style-type: none"> • Approving the INES-Ruhengeri Research Policy and the prioritized research domains; • Advising INES on research priorities from the point of view of society and the external environment • Stimulating and supporting the collaboration of INES-Ruhengeri with the fields of practice. • Stimulating the development of a research culture;
Vice-Chancellor	<ul style="list-style-type: none"> • Implementing the advises coming from the Governing Body (GB); • Representing INES-Ruhengeri externally, strengthening institutional networks that may serve research; • Realize conditions for professionalization of research at INES-Ruhengeri (human, physical and financial resources, time) • Approve guidelines for submitting research proposals • Approving criteria for INES-Ruhengeri scholarships and small research grants



INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGARI

B.P. 155, Ruhengeri | Rwanda

T : +250 788 90 30 30 | +250 788 90 30 32 | W : www.ines.ac.rw | E : info@ines.ac.rw

Level	Roles, responsibilities
Deputy-Vice Chancellor – Academics and Research (DVCAR)	<ul style="list-style-type: none"> Managing the formulation, implementation and revision of the INES Research Policy and Research Strategy Taking decisions on requests for funding of research Stimulating the development of a research culture; Stimulating integration of research experiences and results in the educational programs
Research Committee	<ul style="list-style-type: none"> Approving institutional prioritized research domains and research priorities of the faculties Approving guidelines for submitting research proposals Approving criteria for INES scholarships and small research grants Evaluating research proposals on academic quality Considering the ethical acceptability of proposed research projects and endeavoring to clarify all matters pertaining to the ethical aspects of research. Evaluating quality and progress of research based on M&E reports of the Director Research
Director research	<ul style="list-style-type: none"> Developing, supervising the implementation and revising the Research Policy Coordinating the alignment of research conducted at faculty level with the institutional priorities, guidelines and criteria for research Supporting and advising the Faculties in developing their own research plan and conducting good quality research Supporting the establishment of research groups Supporting training of less experienced researchers in research skills, publications, writing proposals for external funding Monitoring progress of research in the faculties Creating platforms for communication and dissemination of research experiences between faculties and between INES-Ruhengeri and external stakeholders Recommending to the management to act upon the results Proposing guidelines for submitting research proposals and criteria for INES-Ruhengeri scholarships and small research grants Communicating funding opportunities relevant to researchers Improving the quality of internal and external research grant applications

Level	Roles, responsibilities
	<ul style="list-style-type: none"> Developing an overview of potential grant programs for research with procedures and deadlines and make it accessible to research groups Organizing exchange of experiences and research results at institutional level for all staff involved in research
Faculties	<ul style="list-style-type: none"> Defining research priorities Selecting a senior researcher and establishing research groups in the different prioritized subjects. Ensuring that the staff in the research group has time available Organizing training of less experienced researchers in research skills, proposal writing, publication writing etc. Seeking interfaculty collaboration in those themes in which this is most appropriate Monitoring the progress of research and integration of research output in the educational programs Organizing faculty meetings or seminars to present and discuss research findings and experiences
Research clusters	<ul style="list-style-type: none"> Establish networks and relations with the professional field for the development and execution of research projects Developing research proposals and submitting them to IRPB for approval Writing proposals for external funding On-the-job training and supervision to strengthen the research competencies of less experienced researchers Ensuring integration of research output in education of students Ensuring application of research output in the professional field

5. Operational procedures and guidelines for research

5.1. Proposal development

Each research group develops a research proposal to be submitted to the Research Committee. The proposal has to adhere to the criteria for research proposals as set by INES (for an example of criteria for research proposals see annex 9.2).

The proposal should at least contain the following elements:

- Introduction
- Glossary of terms
- Background Information, including how the field of practice has been involved in the design of this proposal
- Problem description, including the main question and sub-questions
- Description of goal and intended application possibilities



- Methodology
- Milestones and time schedule
- Costs and intended source of funding
- References
- Appendices

The Research Committee assesses the proposal according to the academic and ethical criteria and gives feedback to the research group.

5.2. Execution of research projects

After the proposal is approved and if there is funding the project can be implemented. The research group gives regular updates of progress according to the quality assurance mechanism for research and the dean of the Faculty monitors if the progress is according to planning.

At least every three months a research meeting is organized in each faculty to discuss the progress and experiences of research projects in implementation. These meetings are open for all staff.

5.3. Publications and products

Researchers have to publish the results of their research. As most of the research at INES will be done in a research group the publication will be the co-responsibility of the group members involved.

Publication can be in the INES Scientific Journal (ISJ) or other scientific, recognized journals. The publications should adhere to the scientific and ethical criteria set by INES and the Journal.

Next to the written scientific publications applied research projects also require appropriate communication means to disseminate the results of the project to the professional community. This may be in the form of radio interviews, videos, newspaper articles etcetera.

Applied research projects intent to come up with a product, solution or something else that enables the professional field to apply the results of the research project. Therefore, each project should at least produce a strategy for dissemination of the results and experiences in the professional target group and if possible with a strategy to experiment with the product.

5.4. Dissemination and application of project results

Applied research is meant to produce not only new knowledge published in Journals but should also deliver products that can be applied in the field of practice, such as new methodologies, procedures



6. Funding of research

6.1. Internal funding

INES has internal funds allocated to enhance the quality of research. These funds can be used for:

- Capacity building in research through allocating grants for approved research projects (for instance direct costs and some equipment funding)
- Capacity training of less experienced researchers in subjects such as: research skills, writing for publication, writing academic proposals, writing grant proposals, basic research ethics, intellectual property, etc.
- Supporting staff and postgraduate students to publish their articles in ICJ or accredited external journals
- Supporting researchers to find external funding for research projects
- Organizing conferences and/or seminars

Priority is given to research done by research groups, research in prioritized themes and research that involves student participation.

6.2. External funding

It is the intention that in time 60% of the costs of research at INES will be funded externally. Potential funders, such as NGO's, corporations, enterprises and government will be more interested in buying products resulting from research if the research is firstly based upon an identification of their needs. Therefore, research priorities and themes should be defined with and for the possible donors and research should target at finding solutions for the problems these organizations encounter.

This requires that INES:

- Strengthens/ establishes networks and relationships with the main clients in the priority domains of research
- A clear needs assessment is done together with these main clients
- Research proposals should not only comply with the INES criteria but also with possible additional criteria of donors.
- Funding of research is difficult to obtain because of the huge competition. The proposals submitted by INES should be of high quality. To enhance the chances of winning researchers should learn how to write good, competitive proposals
- Submission for external funding needs coordination at institutional level to avoid internal INES competition for the same grant. IRPB could assess the quality of proposals and advise the INES leadership which proposals to be submitted.

6.3. International financing

INES has some strong international partners and is still further extending its international network. Through these partnerships it is possible to seek sponsorships through other grant



programmes, such as the ERASMUS + and Horizon 2020. These are programmes for research development and student/staff exchange and can function as a motor to further develop INES' research capacity towards international standards.

These international programs in general are not easy to access. The competition is very high and therefore the standards are equally high. Developing proposals should be coordinated at institutional level.

Competing for international research grants requires that INES:

- Has a good network and relationships with universities from different countries and continents and that this network is maintained at the leadership level as well as academic level.
- Finds research subjects of common interests which belong to the priority areas of the funding programmes.
- Has staff/ researchers who are very well trained in writing successful proposals
- Has a coordinator for international research projects who can be the contact person for the partners and who keeps informed on deadlines, possibilities, and procedures etcetera.

International research projects are in general rather substantial and a good planning is required to be able to come up with a competitive proposal.

7. Ethics of research

As a Catholic Institute for Higher Learning INES' research will be developed and executed within the ethical boundaries set by the Catholic Church. Next to this INES attains to the principles that govern the ethics of scientific publication: complete and accurate reporting and appropriate attribution to the contributions of others.

Scientific research, perhaps more than most professions, crucially depends on the integrity of the investigators. Most research consists of a series of complex experiments or theoretical calculations that cannot (or will not) be duplicated easily elsewhere. Moreover, it is usually extremely difficult to determine in detail if the results are correct and can be trusted.

Research inevitably pushes the boundaries of existing methodology and theory, so that errors in judgment and interpretation are bound to occur. This is a normal part of the scientific establishment.

Researchers should follow the rules of research behaviour:²

a) Researchers at INES serve the professional and societal interest

They contribute to the professionalization of the field of practice and serve the public interest. They focus on relevant subjects and problems arising from the field of practice and on creative, innovative and applicable solutions for the field of practice. They contribute to knowledge and theory development, stimulate knowledge circulation to the field of practice and the educational process.

² Derived from code of Conduct Applied research, HBO-raad 2010

b) Researchers are respectful

They take into consideration the rights, interests, privacy, views, opinions, theories and methods of those involved in their research as well as fellow researchers. They obey regulations and protocols of research in their area of expertise.

c) Researchers are careful

They consider several scientific views and opinions and the related types of research, the available research methods and related methodological rules, as well as research and professional ethics and values of the professional practice. They use existing knowledge from the field of practice and science. They report correctly, complete, careful and traceable. They take into consideration the need to store the data carefully and take care that the intellectual property rights of data, results and innovations are well protected.

d) Researchers are integer

They have a critical attitude towards views and opinions used in the field of practice and definitions of problems. They are independent in their methodological choices and honest about the sources they use. They are accountable for their behaviour during the execution of their research, autonomous in their analysis, and objective in their reports.

e) Researchers are accountable for their choices and behaviour

They take responsibility for the relevance of the chosen research subject, the used methods and their limitations, the quality of the research delivery, the argumentation of the conclusions, the used sources, the implementation in the field of practice as well as the implementation in education and training.

INES has established the following procedures to ensure that the ethical norms for research are met:

- In the identification of research projects of both students and lecturers: the research plan should be approved by the INES ethical committee
- In the development of research proposals: the researchers of the project should include clear measures on how they ensure that they meet the ethical norms and standards of INES.
- In the execution of research projects: regular presentations and discussions with fellow researchers on progress and findings will include assessment of ethical issues of the project and how they are dealt with

More details about the ethical obligations of researchers (lecturers and students) are described in the Ethical policy.

8. Quality assurance of research

Quality Assurance of research is the primary role of the Director of Research. However, it should be integrated into the overall INES Quality Assurance system and therefore a close collaboration is needed with the Director of Quality Assurance.

Key questions for measuring the quality of the research at INES are:

- Is there sufficient relevant productivity, impact and recognition in:
 - Knowledge development within the domain



- Valorisation to professional practice and society
- The importance of education and training?
- Is research conducted from a relevant and challenging mission and clear research profile?
- Are mission and profile assured through the portfolio and the way the unit organizes research?
- Is the HR input sufficient in qualitative and quantitative view
- Are internal and external relations and networks sufficient relevant, intensive and sustainable?

The following indicators are defined for organization, execution and embedding of research:³

1. Is there sufficient relevant productivity, impact, recognition in the area of:
 - Knowledge development within the research priorities
 - Use of the developed knowledge in the professional practice and society
 - Contribution of the developed knowledge to education and training

Knowledge development

- The extent to which systematic and sustainable knowledge is developed.
- The transferability of knowledge and insights to other contexts (professional, academic).
- The quality of documentation and dissemination of knowledge and insights to fellow researchers, professionals in the field and students.
- Number of publications per year
 - Internal INES Journal
 - External, recognized journals
- The impact and recognition from the academics in the research domain and the extent to which the researchers and their results are cited in publications and media.
- The number of promotions and dissertations.

Professional practice and society

- The extent to which can be proved that the research contributes to:
 - Development and innovation in the professional practice and society
 - Solving problems in the professional practice and society
- The extent to which research questions are embedded in the professional practice.
- The extent to which research groups support the demand articulation within the professional practice.
- The extent to which the society (sustainably) benefits from the results of the research.
- The extent to which the society is involved in the design, execution and/or using of the research and the knowledge that it produces.
- The concrete products and results, like publications in the professional practice, designs, patents, solutions etcetera's, that come from research projects

³ Derived and adapted from the Dutch Association of Universities of Applied Sciences



Education and training

- The impact of the research in (improvement and innovation) of curricula
 - The extent to which results and competencies of research are integrated in the didactical methodologies and educational materials of the programme.
 - The contribution of the research projects to the actualization and professionalization of lecturers
 - The extent to which results and progress in research is positively judged in visitation and accreditation reports.
 - The level of which students, graduates and lecturers are involved in research
 - Number and quality of concrete educational products delivered by the research unit.
2. Is research conducted from a relevant and challenging institutional mission?
- The coherence between mission of INES and the defined research domains/priorities.
 - The extent to which the mission gives insight in the importance of research for the professional practice, society, education and the knowledge domain.
 - The clarity on international, regional and national ambitions of INES with regard to applied sciences.
 - The extent to which INES has defined recognizable standards and/or agreements with regard to research methods and techniques.
3. Is the mission of INES sufficiently assured through the research portfolio and the way the research is organized?
- The extent to which the research portfolio covers the mission of INES.
 - The extent to which the mission of INES is directing the selection of research domains and the acceptance of projects.
 - The extent to which standards and/ or agreements on research methodologies and – techniques can be implemented
 - The extent to which the planned relation between education and research is facilitated by the organization
4. Is the HR input sufficient in qualitative and quantitative view
- The appropriateness of the recruitment policy of INES in view of the mission and the related expected research quality.
 - The number of active, productive research groups
 - The number of academic staff involved in research groups.
 - The number of junior staff trained in research skills through the research groups
 - The extent to which staff in the research groups are attached to both education and research.
 - The extent to which structural resources of INES are allocated to research activities.
 - The capacity for the execution of the planned research
 - The extent to which external funding is acquired.
5. Are internal and external relations and networks for research sufficient relevant, intensive and sustainable?



INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGHERI

B.P. 155, Ruhengeri | Rwanda

T : +250 788 90 30 30 | +250 788 90 30 32 | W : www.ines.ac.rw | E : info@ines.ac.rw

- Effectiveness of the relations between faculties in INES; number of research projects in which more than one faculty is involved
- Effectiveness of relations between:
 - Research and education within INES
 - INES and other institutions for education and research
 - The regional and national professional practice
 - The international environment
- Existence of a structural system to tune wishes and needs of stakeholders with research development
- The extent to which collaboration takes place in and between the research groups and between groups and external stakeholders to enhance knowledge circulation
- The extent to which formal contacts are considered to be an important condition for good quality of research.

Done at INES-Ruhengeri, on 20th February 2025



Dr. Jean Baptiste MAZARATI

Chairperson of INES-Ruhengeri Governing Body

Annex 1: Example of criteria for the selection of an applied research proposal

General criteria

- The research intends to deliver a knowledge product (report, video etc), which is accessible for professionals in the field, colleagues in the educational process and students
- The research is designed in an efficient way; the intended outcomes are balanced with the budgeted resources

Criteria related to the field of practice

- The research proposal is developed from a question which is relevant for the professional practice.
- The research intends to prove that “something” works or does not work and for whom (can be a technical innovation, a treatment, a method etcetera’s)
- The interaction between theory and practice is designed innovative and with respect for diversity in context. The project intends to change the field of practice and the field changes the model.
- The proposal tests the transfer of developed knowledge and includes activities of knowledge circulation to other situations, other people or other means.
- The proposal includes a reflection on the applicability of the results.

Scientific criteria

- The proposal is built upon existing knowledge. The problem statement, design and methodologies are embedded in the (literature) of the discipline.
- The proposal intends to explain within the theoretical domain why the investigated subject (does not) work
- The design of the project is accurate, which makes the collection and analysis of data repeatable
- Criteria related to integration with education of students and professionals
- The methodology includes involvement of people from the field of practice, which makes the experiences recognizable for professionals in training
- The proposal includes a reflection on the participation of the researcher in the field, with his/her own experiences of what works and what does not work.
- The proposal includes activities to transfer results and experiences into the education of students