

# Academics without Borders

## USF-AWB

### Universitaires sans Frontières

Quarterly Newsletter, 17, March 2015.

## Newsletter

The improvement of university education is at the heart of the strategy of USF-AWB. This issue of our newsletter will deal with two missions of expertise carried out by our colleagues Dr Louis Flamand and Dr Alain Jouandeau in Tunisia, to evaluate the use of heavy equipment in research laboratories, and to strengthen links between research and business.

Recently, our colleague Pierre-Bruno Rufini of Le Havre University has released a book on science and diplomacy, namely the role of researchers, as citizens of the world, in order to cross cultures, to promote exchanges between people and finally to promote peace.

We are currently looking for specialists in multimedia communication for Kenya, as well as people who may perform an audit of finance in a University in Burkina Faso. In addition, the Bridge Education Abroad Institute (BEAI) wishes to inform about a summer program in South Africa in multicultural exchanges for students.

Remember that USF-AWB, as a network of academic consultants is at your disposal to help you in your university governance problems, particularly for the implementation of original training, for the determination of the directions of long term research, for the strengthening of international relationships and for the building of strategies for efficient relationships between universities and companies within a perspective of sustainable development. ■

Prof. Robert Laurini, president of USF-AWB

### Two expertise missions for the improvement of Tunisian universities

Two missions in Tunisia have been entrusted to Dr Alain Jouandeau and Dr Louis Flamand in a large project funded by Europe with 12 M€: PASRI (support project for the research and innovation).

The general objective the PASRI is to improve the contribution of research and innovation to reinforce the growth and the development of employment in Tunisia, by strengthening the link between research and industry. It is divided into three sub-objectives corresponding to the actions to be implemented by the three components selected for PASRI project (governance, interfacing and networking) actions:

- Strengthen the mechanisms for governance of the national innovation system;
- Stimulate the research community, the economic community and interfacing;
- Develop actions of Networking at the national and international levels and strengthen the capacity of

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Tunisia to integrate the European research programmes.

PASRI is managed by a national agency for the promotion of scientific research (ANPR) represented by a National Project Manager. It is a project of national scale, in a structuring nature, and its particular targets are economic growth and the development of employment in Tunisia. In this perspective, PASRI aims in particular at stimulating innovation throughout the territory and all its components were issued from the optimization of the results of scientific and technical research and also from the companies themselves.

Various actions are jointly carried out such as those concerning the optimization of research processes and approaches utilizing the results of research or evaluation of the MOBIDOC contracts concerning PhD students and Post-Docs linked to companies.



Concerning Dr Jouandeau's mission, it was to appraise the use of heavy scientific equipment (ESL). As the name ESL is subject to no regulation in Tunisia, it was decided to consider the scientific equipment of a purchase value higher than 100.000,00 Tunisian Dinars (approximately €50 000), which are

located in particular in laboratories belonging to research public or mixed units, academic or not, and the technological and technical centers.

The expected results were the following:

- accurate and objective diagnosis about the difficulties/brakes/locks regarding the optimal and shared use of ESL in Tunisia; this diagnosis should take into account and assess legal, economic, scientific, industrial, technical, human, social, issues;
- proposals for guidelines and a complete list of pragmatic possible actions, from the previous diagnosis, in order to correct the above-mentioned difficulties and allow an optimal use/sharing of ESL including other technological resource centers. This proposal should particularly rely on a process of benchmarking and presentation of best international practices that may be applicable in Tunisia;
- final step: preparation of a workshop to validate the results of the mission and to plan the actions to be implemented both regarding the preparation of a solid accounting of ESL in Tunisia.



The mission included 30 days of on-site consultation, but it took at least 15 additional days of home work in order to build the syntheses and prepare expert reports. Indeed, investigations have led to propose broad actions covering the areas of the organization of universities and all depending institutions. Spatial planning problems were also mentioned because settling expensive scientific equipment for public and private research cannot be conceived outside this vision.

In total, more than fifty people were met, heads of laboratory, Deans and Directors of institution, procurement responsible and tenders ... in order to explore all levels and actors involved closely or from afar in the various processes around the ESL. Several rich discussions have identified major obstacles and bottlenecks for optimal use of the ESL in Tunisia. From this knowledge, various ways of improvement have been proposed which some require high-level political decisions.

Dr. Louis Flamand's mission concerned the MOBIDOC project and its sustainability. This project aims at initiating research partnerships between academic and corporate research structures. To do this, MOBIDOC (very close to the French CIFRE program for PhD's in companies) implements mobility for doctoral students and sometimes for post-doctoral students to conduct research, public or private, in partnership with a research purpose structure. This allows creating added value for the company, to improve global competitiveness and to strengthen its capacity of R & D. It allows also developing knowledge of this environment for the young PhD students and therefore to open job opportunities or to facilitate his understanding of these environments when



he will be enrolled in a company. The ultimate goal is to create a dynamic and innovative collaboration, both at national and international levels between two worlds which until now were unaware of each other; and this is the major challenge.

This initiation system is funded for two years by the European Union. The mission, after a diagnosis of the context is designed to propose actions of sustainability. It required many meetings, with academic actors, companies and students, but also at the level of the ministries, or even law firms. Regarding ESL, the success of this mission of 29 days on place and about 20 out of Tunisia, requires a strong political commitment, including the ministries of higher education of scientific research and Information and Communication Technologies, of industry, energy and Mines and that of employment and of course finance.

Those were rich experiences and of high level. But the hardest remains to be done for Tunisians: implement part or all of the proposals they receive and sometimes to make moving culture. However, we should be optimistic, as the Tunisia is regarded as leader in these sectors by the countries of the southern Mediterranean. ■

Dr. Alain Jouandeau, and Dr. Louis Flamand, Board Members of USF-AWB

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**Just out in bookstores:**

***SCIENCE ET DIPLOMATIE***

***Une nouvelle dimension des relations internationales***

**A book of Pierre-Bruno Ruffini – Paris : Editions du Cygne, 2015.**

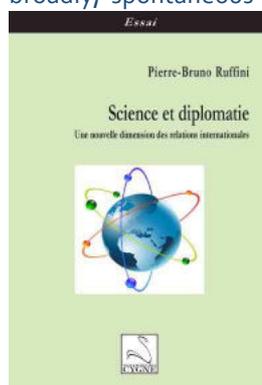
<http://www.editionsducygne.com/editions-du-cygne-science-et-diplomatie.html>



Can science influence diplomatic relations between countries? Is international scientific cooperation a factor of peace? Are researchers good ambassadors of their country? Is scientific prestige a particular form of the cultural influence of a country? Do diplomats really pay attention to what experts say when negotiating the future of the planet? Does science diplomacy threaten the independence of the researcher? What is a scientific attaché for?

For who investigates the relationship between science and diplomacy, questions are numerous and belong to various areas. *SCIENCE ET DIPLOMATIE* is the first synthetic volume to be published on this emerging topic. Its guideline is "science diplomacy", which is the particular field of international relations where the

interests of science and those of diplomacy intersect. Science diplomacy covers practices that may be directly related to the interests of governments: this is the case when diplomats promote cooperation between researchers from different countries, implementation of ITER project or support given by embassies to international scientific cooperation, for example. This is also the case when in reverse international scientific relations facilitate the exercise of diplomacy, for example when diplomatic relations between countries are strained: during the Cold War, contacts between researchers allowed the two "blocks" to communicate. Today, American diplomacy emphasizes scientific cooperation for reconnecting with the Arab-Muslim world. Worth to be mentioned also is scientific expertise, through which researchers help governments and diplomats to prepare and conduct international negotiations on major issues such as climate change, loss of biodiversity or new infectious diseases. And more broadly, spontaneous cooperation between researchers



from different countries, which features autonomous actors such as universities or research institutes, finds its place in a more diffuse manner in the broader movement of a country's diplomacy, when it contributes to nourish and strengthen its influence on the world stage, and ultimately to serve the national interest.

The author is a professor at the Faculty of International Affairs, University of Le Havre (France). To write this book, he drew on his experience in the French diplomatic network, where he served as a counselor for science and technology in Moscow and Rome (2007-2013). In order to analyze and discuss the relationship between the worlds of researchers and diplomats, he relied on data collected during many interviews with science diplomats of ten major countries. He also relied on many examples taken in history and international current events. ■

### Seeking specialists in Mobile Learning Strategy and in Orientation Programs in Kenya

Our Canadian sister association is looking for two volunteer positions at Aga Khan University (AKU), which is an international institution operating in eight countries in Asia, Africa, the Middle East and the UK. AKU has established the Graduate School of Media and Communication (GSMC), which will begin accepting students in January 2015, to target mid-career media and communication professionals across East Africa and the region by offering a range of professional development and continuing education programs as well as formal qualifications in the form of a Masters in Multi-Media Journalism, and Advanced Diplomas in New Media and Journalism and Specialist Reporting.

**Job Title: Volunteer 1: Specialist expertise to assist in**

### the planning, design, and delivery of a digital and mobile learning strategy

**Job Description:** The GSMC seeks assistance in the design and operationalization of a digital and mobile strategy that uses multimedia and multi-modalities that align with GSMC's action learning pedagogies and sectorial (educational and media) best practices.

Working with the faculty and staff of the GSJC, the volunteer will develop a framework and implementation plan that will be used to teach GSMC's digital and mobile learning strategy using regionally relevant delivery methods and international standards of best practice.

**Job Title: Volunteer 2: Specialist in the development of orientation programs and building capacity of academics and professional development instructors in digital and mobile learning delivery.**

**Job Description:** With reference to the development of the implementation of a digital and mobile learning strategy at the GSJC, AKU seeks the assistance of a volunteer to work with faculty of the GSMC to develop a framework for supporting staff and building capacity of the faculty to design and deliver programs using digital and mobile technologies. In addition, the volunteer will assist to develop a quality assurance program and a sustainability plan which will provide for evaluation and review of digital and mobile learning initiatives.



**Start date and Duration:** Up to 4-6 months on site in Nairobi, Kenya in the spring/summer of 2015, with an opportunity for the combination of remote and on site work arrangements. The job description for the position is here.

The deadline for applying is April 1.

If there are any questions about the position, please contact Corrie Young at [cyoung@awb-usf.org](mailto:cyoung@awb-usf.org). Corrie is AWB's Institutional Manager for AKU. ■

Steve Davis, director of AWB-USF, Canada

## Multicultural training in South Africa

On behalf of Bridge Education Abroad Institute (BEAI), I am writing to you today to inform you about our summer programs in South Africa. Our institute plans short programs all across the world, to provide students with unique opportunities to experience different political cultures while strengthening their leadership and diplomacy skills. Our programs draw a diverse group of students together from all over the world to discuss pressing global issues while exchange cultural values. In a rapidly globalizing world, we believe these experiences are invaluable to the success of students in the global job market.



For the summer of 2015, we have programs scheduled in Cape Town and Johannesburg for the months of June, July and August. This program will include lectures from experienced professors and guest speakers from all over the globe, including the United States of America. A few of our professors include:

- Professor Dr. Paul Joseph (Tufts University, USA)- Author and Previous Director of the Peace and Justice Studies Program, PHD from UC Berkeley, Previous president of the national Peace Studies Association, Former Distinguished Chair for the United States-India Education Foundation (Fulbright program)
- Professor Dr. Solava Ibrahim (University of Cambridge, UK) – Director of MA in Poverty and Development at the institute for development policy and management, PHD and MPhil from Cambridge,

Service Learning Day with Educo Africa (Local NGO) – Vision- Young people understanding their roles as

powerful agents of change – actively, confidently and positively contributing towards a better global community paired with 12 local South Africans for a meaningful day of service

The students will enrich their knowledge of South Africa's history, international politics, and economics while also enjoying travel to famous and historic places. We also encourage students to get to know one another and share cultural values through planned social events.

- Nelson Mandela's Jail Cell at Robben Island
- Big 5 African Safari
- Apartheid Museum
- Visit President Nelson Mandela's home in the Soweto's
- NGO Service Learning day with Local South African Leaders

Please Note: We limit our South Africa programs to 12 students per program to enhance the students learning between our professors and students.

Even with the summer close at hand, there are still plenty of students still figuring out their plans for the upcoming break. We hope you will consider recognition of our institute as an option for your students who are looking for international opportunities. We would greatly appreciate if you can pass the information about our program on to your students. If you believe you have students at your university that would be interested in this unique opportunity, please inform them to contact us via [info@beainstitute.org](mailto:info@beainstitute.org)

Thank you very much for your support, and to find more information about our program, you may visit <http://www.beainstitute.org/beai/south-africa/>

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