



Newsletter

Facing the health crisis, many activities of USF-AWB are at rest. However, negotiation activities are still ongoing, whether in Africa or Latin America, or even for the organization of master's or doctoral training courses. We look forward to all this work in the coming months.

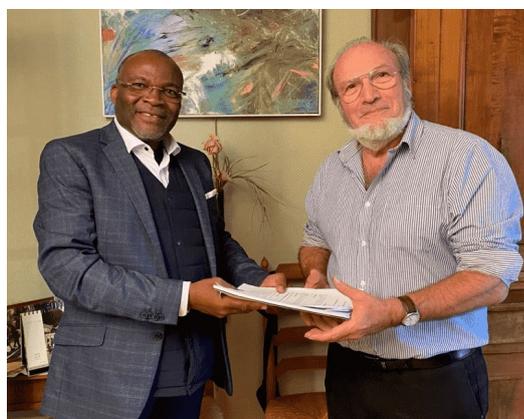
Given this context, three pieces of information form the core of this issue, the signing of a partnership agreement with the e-memory platform whose objective is to help African doctoral students in their dissertation framework, and the presentation of two experiences. The first specifies the framework of a Master training in Business Computing, in particular in Rabat in Morocco; this was assembled before Dr. Yves Pagnotte joined USF. The second is a PhD program in French literature developed by colleagues from the GREF. Both activities fully fit USF's vision of helping universities modernize.

Wishing good reading. ■

Prof. Robert Laurini, president of USF-AWB.

E-MEMOIRE: An international platform for end-of-school memory tutoring

For several years, institutions of higher education have had no dissertation supervisors, due to the low teacher/student ratio and the constant overcrowding of staff, especially in Africa. On the other hand, the scourge of plagiarism that has become the gangrene of the university space, in particular for users who sin through ignorance.



For any contact: Pr. Robert Laurini, President of USF-AWB, 20 Rue René, F- 69100 Lyon-Villeurbanne; Email: Robert.Laurini@usf-awb.org. Web site: <http://www.usf-awb.org>. Non-for-profit association according to French laws, established on January 2, 2010.

Thus, E-MEMOIRE², launched in 2020, was developed by a team of highly qualified professionals under the direction of industry experts, coordinated by Claude LISHOU, Outstanding Professor of Computer Science at the Cheikh Anta Diop University in Dakar in Senegal, dematerialization expert who has been operating around the world for a long time.

Thus, E-MEMOIRE will:

- Favoring the "student/ supervisor" relationship without compromising the intensity of the exchanges in conducting the writing process;
- Provide an institutional framework for managing end-of-school memories through ICT, respecting international academic standards.

E-MEMOIRE: a response to the pedagogical and academic needs of the moment.

To the extent that tele-education cushions the shock linked to the functioning of higher education institutions, in this period with the

² This term means e-dissertation.

Covid-19, both the dematerialization of the relationship «student/supervisor» will be able to ensure the continuity of final education frameworks, with real consequences for students' studies, on the one hand, and also for the careers of teachers/researchers, on the other, without forgetting the needs of companies.

Guaranteed quality at the service of students, supervisors and organizations.

All the actors (universities, professors, doctoral students) of the collaborative work platform E-MEMOIRE sign a letter, which frames the rights and duties of each one under an accepted basis of ethics and deontology. The membership of all learning communities, recognized through national, regional or international quality assurance standards, guarantees the leadership relationship and the credibility of the produced dissertation.

Between international requirements and local realities, E-MEMOIRE is aligned with the unified model of the Bologna process in a search for professionalization of training. E-MEMOIRE has been modelled according to a nomenclature of eight areas taken from REESAO (Network for Higher Education Excellence in West Africa): 1- Health Sciences 2- Sciences and Technologies 3- Agronomic Sciences 4- Legal, Political and Administrative Sciences 5- Economic and Management Sciences 6- Human and Society Sciences 7- Letters, Languages and Arts 8- Education and Training Sciences, to satisfy the anchorage of Bologna reform in universities and academies of higher education.

Academic experience at the service of students

Institutions can pre-register their students and supervisors for a remote follow-up of their end-of-studies dissertations (classic script). In the absence of internally qualified staff, under the supervision of the institution, students may find on an anonymous list qualified supervisors, registered on recognized professors, from several countries (innovative scenario that brings supervisors together at international level). Anonymity is lifted as soon as an agreement is reached with notification to the institution that undertakes to pay for the pedagogical service.

E-MEMOIRE accompanies the institution until the student's defense.

Teachers and researchers can guide students from accredited training courses outside their countries, as part of their institutional promotion or their own research work. To do this, they deposit their subjects free of charge in our secure bank.

The marks will be made at a distance according to an agreed timetable in a semester for Masters, a renewable year for PhD dissertations and will take into account their availability. The pedagogical framing process goes from the choice of the subject, validated in agreement with the student, up to the defense that, if necessary, may require the presence of other persons in case of invitation. Otherwise, a videoconference defense will be scheduled.

In addition, in exchange for its contribution the institution proposes an indemnity for each completed project, as well as a certificate of recognition of personalized supervision.

Companies and organizations can propose internship topics in a secure bank, in order to have innovative solutions developed by students from institutions accredited and supervised by qualified university professors. They have a functionality of monitoring the works. E-MEMOIRE by its chart guarantees the intellectual property.

A group of qualified supervisors and volunteers

E-MEMOIRE is carrying out an extensive campaign of permanent voluntary membership. To date, several thousand professionals from various specialties have joined the group. Added to this, we can mention the qualified professionals of the African community and, upon request, the human capital of USF-AWB in areas little or no known as experts.

For more information: Prof. Claude LISHOU claudio.lishou@gmail.com or the website <https://e-memoire.online/>. ■

Masters in computing for business management in Morocco (e-Miage)

Today there are 20 MIAGE Master's Degrees (Computer Methods Applied to Business Management) in France, which became master's degrees with the Bologna reform. For decades, the MIAGE master's degrees have operated in a network in France that gives them the characteristics of a university school

distributed in the territory:

- Conference of MIAGE directors which meet three times a year, in particular to maintain a high degree of coherence in the syllabi of the 20 master's degrees;
- National Pedagogical Commission, which brings together directors and former directors and representatives of enterprises on an equal basis to fine-tune the major developments in training;
- International E-Miage Consortium to develop and manage the distance learning of these master's degrees: pedagogical platform, training modules, pedagogical research on skills in response to calls for projects based on a European e-framework



This offshoring was carried out on the basis of an agreement signed between Lyon-1 University and the Rabat High Technology School. Offshoring is part of the School's fourth and fifth year option, with a study program that is completely identical to the program in Lyon.

Students from the Rabat relocation are enrolled in the Lyon-1 University on the one hand and in the Rabat School of High Technology Engineers on the other. They prepare two diplomas: the marks obtained in the modules of the MIAGE Master are registered in Lyon for the French diploma, and are registered in Rabat for the diploma of engineer of the School accredited by the Moroccan State.

Several teachers collaborate frequently. Moroccan professors are university professors (Rabat and Kénitra) and private sector professionals who are required to prove their competence in certain areas of the training program. In order to guarantee the quality of the training, numerous modules give rise to e-MIAGE examinations, common to the 20 French Miages in their distance training activity and corrected by the authors of the subjects belonging to these French universities.

Currently, six promotions have been graduated, with a total of 88 winners. Almost

all the winners were recruited at the end of their study placement period in the last Master study semester, the others at the end of three or four weeks of job search after the diploma, with a hiring salary of the order of four or five times the legal minimum wage in Morocco.

Two observations by way of provisional conclusion:

- As the person responsible for this relocation since its inception, I have learned that the survival of such relocation requires daily attention and requires a great deal of multiform investment and rigor on the part of the person in charge.

- Today, the co-development objectives that have presided over the creation of this offshoring are less secure. Many young Moroccans, holders of a bachelor's degree, seek this type of training to concretize their project of leaving the country to France.

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Training of doctoral students in French literature in the Sudan

After a mission carried out from 6 to 17 October 2019 at the University of El Nilein (Khartoum), to train 17 professors, from universities in Khartoum and its province, in the methodology of university research, the GREF³ (Groupement des Educateurs sans Frontières) has again been requested to ensure equivalent training with another group of scholarship fellows, and takes this opportunity to meet with some fellows from last year.

The training, initially scheduled for November 2020 but postponed due to the pandemic, will be based on the plot and tools of the 2019 training that had then been the subject of these few lines of the report: related to the 17 teachers with heterogeneous knowledge both for the mastery of French language and for the level of diplomas acquired, resisted well to the density of the training (six hours a day, five days a week, in two weeks), was well played the role of a put into action, using the toolbox, which can continue to feed, was created together with the Whatsapp and Facebook groups.

The double challenge was to give teachers the opportunity to train their own students in the methodology of university research, but also

³ GREF is a sister association of USF-AWB, but primarily intended for primary and secondary education.

to allow those who do not yet have a master's degree or a PhD to prepare a credible blueprint for a jointly awarded PhD's.

The material conditions were very good, despite some drawbacks with the power outages: the powerful video projector and the efficient internet router.

The students were very satisfied, asked for a follow-up, and some also requested a training in literature. The majority of French language courses at university are now language-based, with a university system for the distribution of courses among teachers according to subject areas, which makes it difficult for students to re-use the knowledge acquired, for example, in grammar or comprehension, in written or oral production.



The French Embassy, which financed the training, is motivated to promote the teaching of French, establish collaborations with French universities and hopes to finance the printing of the method "Vas-y Soudan", so far printed only for the 18 pilot secondary schools, run by the Sudanese Ministry of Education to ensure distribution between schools.

During the 2019 events, students actively participated in the non-violent sittings, and expressed their commitment by making murals on the walls of the avenues near the sitting places and also within the university.

Finally, it should be noted that this training is based on the work of Y. Livian and R. Laurini "How to prepare a successful master's or doctoral thesis in France".

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