





**EDUCATIONAL**  
INNOVATION AND THE  
**DYNAMICS**  
OF REFORM IN MOROCCO

# PRESENTATION OF THE SYMPOSIUM

## Presentation

The educative ambition that the Higher Council for Education, Training and Scientific Research (HCETSR) advocates through its Strategic Vision 2015-2030 is translated in two major goals: 1) Quality and 2) Equity. The definition of these goals have been derived from several attempts of reform, that brought to light a number of persistent challenges.

Can innovation, in this field, contribute to bring solutions and achieve education goals?

International experiences have shown that innovation in education does not mean a set of isolated practices that have to be implemented by education actors. Indeed, innovation has to be a systemic approach that guides education work within an integrated organization.

In this perspective, this approach put all concerned actors and stakeholders together: learners from all levels, education and training actors, curriculum designers, governance and educative leadership, evaluation and assessment managers, and the whole surrounding environment around schools.

How can educational innovation contribute in supporting school reforms? And how can innovation participate in the implementation of Reform Strategic Vision 2015-2030?

The debate in the symposium will be focusing on the following axes:

### 1. Innovation in Pedagogy: Issues and Stakes of Reform

Educational innovation implies all irregular practices in teaching and training activities. This common thematic is providing a rich subject for a large debate.

What do we mean by educational innovation? What are the pedagogical stakes and concerns of innovation? What are the issues and interests of educational innovation? Additionally, what are the obstacles against innovation? What are the inherent risks related to this particular type of innovation?



This part also aims to assess the contribution of educational innovation in educational reforms generally and pedagogical models specifically. How does it contribute to the improvement of the education system and to what extent can it accelerate the implementation of the 2015 -2030 Strategic Vision?

## **2. Role of educative actors in enhancing pedagogical innovation**

Pedagogical innovation is after all a mindset and a way of perceiving the teaching-learning operation. Seeking to innovate in problem solving or improving a pedagogical approach requires an individual readiness to innovation and needs a motivating environment.

The teacher, as an important educational actor, is the initiator of innovation. However, can a teacher innovate when his work environment conditions are unfavorable to innovation? The individual readiness to innovation, mentioned above, is similar to the astonishment and questioning abilities of early childhood period. Can the teacher experience again such attitudes while taking courses in initial and continuous trainings programs?

The issue of preparation for pedagogical innovation is mentioned in the latest report of the HCETSR about the Promotion of Education and Training Professions. It is emphasized in the professionalization concept of education job and in the process of self-assessment through critical thinking about practices, while considering the education and training structure as a core element of the education system where reforms should be applied.

How can teamwork of educational staff and schools' autonomy, as recommended in the overmentioned report, promote innovation and allow practices such as testing pedagogical innovation and evaluating experiences?

## **3. Pedagogical Innovation and Curriculum**

Curriculum's reform requires a prior thinking about the needs of the 21<sup>st</sup> century learner and the skills he or she has to acquire. Can we consider education to innovation as an education based on critical thinking, observation and analysis, civic and human rights as well as media and digital use? How can these different combined dimensions of education contribute in structuring the cognitive outputs we get from offered courses and subjects? Moreover,



how can education to innovation build the creative mindset required to solve problems encountering conception and implementation of curricula.

How can different components of curriculum benefit from innovation in the whole processing starting from conceptual thinking to programs elaboration, passing by integration of information and communication technologies, setting textbooks layout and different forms of evaluation, etc.? Can we increase involvement of education actors and learners in the implementation of curricula through innovation and the relevant requirements in terms of initiative taking?

#### **4. Governance, Leadership, Evaluation and Educational Innovation**

Some international experiences have shown that innovation in governance and leadership in education, starting from local schools to central management structures, can have significant impacts on promoting quality and equity. Governance modes define the guidelines for organizing systemic interactions within an education system, starting from decision-making in central structures toward management and leadership of schools and training entities.

What role does innovation play in improving governance and leadership in the education system generally and in school and training entities specifically? What role do governance and leadership play in promoting pedagogical innovation? Is there any particular type of governance that enhances pedagogical innovation, its experimentation, and then its generalization?

What is the relationship between governance and leadership, at all education system levels, and the success of educational innovation?

How can the surrounding environment of a school, a university or a training centre foster educational innovation? How can it support educational innovation and how can the latter be beneficial to its components (family associations, education civil society, business partners, professional associations, etc.)?

These four axes are the fundamental topics of the conference program. In addition to the opening session and the plenary conferences, the symposium includes parallel and successive panels that aim to find answers for different debate questions and therefore give more insights to the Council for the elaboration of a strategy for innovation in education.



# SYMPOSIUM PROGRAM

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Day 1  
Tuesday, October 9<sup>th</sup>, 2018



8.30 - 9.00

Registration



9.00 - 10.00

Opening session

Address of Professor **Omar AZZIMAN**, President of the Higher Council for Education, Training and Scientific Research (HCETSR)

**Hassan ESMILI**, Director of the Studies, Research and Support Center at the Higher Council for Education, Training and Scientific Research (HCETSR)

**Introductory address**



10.00 - 10.45

Keynote speech

**Jean-Marie DE KETELE**, International specialist in education and evaluation and Professor Emeritus, Catholic University of Louvain, Belgium

« **Innovation: a condition and/or an obstacle for reforms in education?** »



10.45 - 11.00

Coffee break



11.00 - 12.30

Session I - Plenary conferences

**Innovation in Pedagogy : Issues and Stakes of Reform**

**Moderator :** **Rahma BOURQIA**, Director of the National Authority of Evaluation (HCETSR), Rabat, Morocco



**André TRICOT**, Research Professor, University of Toulouse-Jean Jaures, France

**Is innovation in education a mean for more efficient teaching?**

**Alejandro PANIAGUA**, Consultant for the project “ an Innovative Pedagogy for a Powerful Learning”, Center for Educational Research and Innovation (CERI), OECD, Paris, France

**Innovation in everyday teaching: No more waiting for Superman**

**Abdelrhafor EL ALLAME**, Member of the HCETSR, Rabat, Morocco

**Strategic Vision for reform 2015- 2030 and pedagogical innovation**

**Mohammed BEJAR**, Expert in education and training, Rabat, Morocco

**Comparative analysis of innovation in education and training in a sample of countries and lessons for Morocco**

**Discussion**

 <b>12.30 - 14.00</b>	<b>Lunch break</b>
 <b>14.00 - 17.00</b>	<b>Session II - Plenary conferences</b>

**Role of educative actors in enhancing pedagogical innovation**

**Moderator : Mohamed DALI**, Director of cooperation and promotion of private school education at the Ministry of Education, Vocational Training, Higher Education and Scientific, Rabat, Morocco

**Jacques LANARES**, Neuropsychologist and Vice-Rector, University of Lausanne, Switzerland

**Innovative teaching to foster “in-depth learning”**

**Hugues HOTIER**, Professor Emeritus, Michel de Montaigne University and founder of the Educational Circus, Bordeaux, France

**The educational circus, an experience of educational and social innovation**

**Discussion**

**Coffee-break**

**Abdelhak BEL LAKHDAR**, Research Professor, Mohammed V University, Rabat, Morocco

**Fostering some traditional educational practices, for a pedagogical innovation of languages**

**Mohammed ABOUTAJDYNE**, Researcher in education and training, Rabat, Morocco

**Towards the implementation of a tool for evaluating innovative teaching practices based on digital technology**

**Discussion**





17.00

Closing first day's work



**Day 2**  
**Wednesday, October 10<sup>th</sup>, 2018**



9.30 - 12.30

Session III - Parallel panels

### **Governance, Educational Leadership, Evaluation and Educational Innovation**

#### **Panel 1**

**Questions for discussion :** What is the role of innovation in improving governance modes and leadership in the education system? what is the role of governance and leadership within school structures to promote pedagogical innovation?

**Moderator :** **Youssef EL AZHARI**, Director of the National Center of Pedagogical Innovations and Experimentation at the Ministry of Education, Vocational Training, Higher Education and Scientific Research, Rabat, Morocco

**Khalid FARES**, General Inspector, Ministry of Education, Vocational Training, Higher Education and Scientific Research, Rabat, Morocco

**Abdelhaq EL HAYANI**, Director of Strategy, statistics and Planning, Ministry of Education, Vocational Training, Higher Education and Scientific Research, Rabat, Morocco

**Ahmed DAOUI**, Inspector of Educational Planning, Oujda, Morocco

**Tarek AMER**, Director of the Education Quality Office, Elmonofea, Egypt

**Mohamed EL HARAHSHEH**, Research Professor, Al Bayt University, Elmafraq, Jordan

#### **Coffee-break**

#### **Discussion**

#### **Panel 2**

**Questions for discussion :** In what way do different international and national experiences demonstrate the added-value of educational innovation in improving the performances of the school system? How can the surrounding environment of schools support innovation and how can the latter be beneficial for the components of this environment

**Moderator :** **Abdelhanine BELHAJ**, Interim President of the Mohammed V University, Rabat, Morocco



**Azzouz ETOUSSI and Mohamed BAIDADA**, Experts in education, Rabat, Morocco  
**Rachid EL GANBOUR**, Pedagogical Inspector, Oujda, Morocco  
**Mohamed SEBBOUH**, Researcher in education and training, Kenitra, Morocco  
**Khalid MACHATE**, Social Entrepreneur, Meknes, Morocco  
**Ali LOUNIS**, Research Professor, Sétif II University, Algeria

**Coffee-break**

**Discussion**

### Panel 3

**Questions for discussion** : How do different experienced technology-based innovations demonstrate the added-value of technology in improving the performances of the educational system?

**Moderator** : **Mohamed SMANI**, Member of the Higher Council for Education, Training and Scientific Research, Rabat, Morocco

**Ghita MEZZOUR**, Deputy Director of the TIC Lab, International University of Rabat, Morocco

**Cassandra SCHARBER**, Associate Professor, University of Minnesota, USA

**Afifa EL WADY**, Researcher in education and entrepreneurship, Casablanca, Morocco

**Sidi Ali MAELAINAIN**, Expert in education and innovation, Rabat, Morocco

**Coffee-break**

**Discussion**



**12.30 - 14.00**

**Lunch break**



**14.00 - 16.30**

**Session IV - Parallel panels**

## **Pedagogical Innovation and Curriculum**

### Panel 1

**Questions for discussion** : How can different components of curriculum benefit from innovation in the whole processing starting from conceptual thinking to programs elaboration, passing by integration of information and communication technologies, setting textbooks layout and different forms of evaluation, etc.?

**Moderator** : **Abdelaziz MIMET**, Director of the Ecole Normale Supérieure, Tetouan, Morocco

**Fouad CHAFIQI**, Director of Curricula, Ministry of Education, Vocational Training, Higher Education and Scientific Research, Rabat, Morocco

**Ilham LAAZIZ**, Director of the GENIE program, Ministry of Education, Vocational Training, Higher Education and Scientific Research, Rabat, Morocco

**Noureddine EL MAZOUNI**, Head of the Division of Research, Archives and Distribution of Pedagogical Documents, National Center of Pedagogical Innovations and Experimentation, Rabat, Morocco



**Noureddine MACHATE**, Member of the Higher Council for Education, Training and Scientific Research, Morocco

**Nicholas LYDDON**, Development and Recognition Manager, MENA Region, International Baccalaureate, le Grand-Saconnex, Switzerland

### Coffee-break

### Discussion

#### Panel 2

**Questions for discussion** : What relevant practices and experiences in terms of innovation in curriculum? What are the beneficial lessons for the Moroccan education system?

**Moderator** : **Lhoussaine MOUGHLI**, Member of the Higher Council for Education, Training and Scientific Research, Rabat, Morocco

**Svenia BUSSON**, International Explorer of Educational Innovations and founder of the learnspace.fr, Paris, France

**Tijania FERTAT**, Member of the Higher Council for Education, Training and Scientific Research

**Abla BENBACHIR**, Psychologist and positive education specialist, Casablanca, Morocco

**Abdeslam BEN MAISSA**, Research Professor, Mohammed V University, Rabat, Morocco

**Cathrine Edelhard TOMTE**, Research Professor, Nordic Institute for Studies in Innovation, Research and Education, Oslo, Norway

### Coffee-break

### Discussion



**16.30 - 17.00**

**General Conclusions and recommendations**

**Albert SASSON**, Member of the Higher Council for Education, Training and scientific Research, Rabat, Morocco



**17.00**

**Symposium Closing**



# OPENING SESSION

**Tuesday, October 9th . 09:00 -11:00**

**Address of Professor Omar AZZIMAN**  
**President of the Higher Council for Education, Training and Scientific Research**

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**Introductory address by: Hassan ESMILI**  
**Director of the Studies, Research and Support Center at the Higher Council for Education, Training and Scientific Research**

The topics mentioned in the symposium presentation booklet will be treated in two types of working groups:

Plenary sessions, which are dedicated to open conferences where participants can present their working papers about “Innovation in Pedagogy: Issues and Stakes of Reform” and Role of educative actors in enhancing pedagogical innovation”;

Parallel panels which offer an open space for discussing themes related to “Governance, Educational Leadership, Evaluation and Educational Innovation” and “Pedagogical Innovation and Curriculum”.

These sessions are organized in order to contribute in achieving the following symposium goals:

- Enhance reflection and experience sharing about innovation in education, training and research;
- Examine the variety of methods and ways to putting innovation as a core element of educational reforms dynamics in Morocco;
- Benefit from relevant national and international experiences and the Best Practices that can be adopted while recalling national achievements in this area.





## Keynote Speech

Tuesday, October 9<sup>th</sup> / 10:00 - 10:45

### Jean-Marie DE KETELE

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Professor Emeritus at the Catholic University of Louvain and the UNESCO Chair in Education Sciences, which he created in 1994 and has been its first holder. He received several distinctions including a UNESCO distinction in 2002 for the quality of this Chair, a distinction awarded in 2004 by the World Cultural Council (Special Recognition Diploma for Educational Work of Great Talent), then as Doctor Honoris Causa of the Cheikh Anta Diop University of Dakar in 2011 and a second title of Doctor Honoris Causa of the Catholic Institute of Paris in 2013, where he continues to supervise PhD. theses and work as a part-time teacher. He held numerous positions, including President of international associations such as the Association for the Development of Methodologies for Evaluation in Education (ADMEE) and the International Association of University Pedagogy (AIPU). He has carried out numerous missions for international NGOs (WB, EC, UNESCO, and UNICEF). He continues to manage three collections of scientific books at Editions De Boeck-University. As an international expert, he has been a member of the French Program Commission, the High School Evaluation Board, and the School's Future Commission and he is still working as a «scientific pilot» at UNESCO in the Bac-3 / Bac +3 project on orientation. His work focuses on the methodologies of observation and evaluation at the macro, meso and micro levels, skills-based approaches, pedagogy of higher education, a new vision of educational sciences (in collaboration with Dakar Academy of Sciences ). He is the author of several hundred scientific publications, including 32 books as author or co-author, 50 chapters in collective works, numerous articles as well as research or evaluation reports.





## Session I

Plenary conferences on innovation in pedagogy, issues and stakes of reform

Tuesday, October 9<sup>th</sup> / 11:00 - 12:30

### Moderator : Rahma BOURQIA

Director of the National Authority of Evaluation at the Higher Council for Education,  
Training and Scientific Research, Rabat, Morocco



### André TRICOT

André Tricot is a professor of psychology at "Ecole Supérieure du Professorat et de l'Education Toulouse, ESPE", where he is co-head of the Master's degree in Consulting and Engineering for Higher Education. He conducts his research in two areas: on one hand, learning difficulties, pathological and non-pathological origins; on the other hand, information retrieval activity in digital environments. His ergonomics approach aims to understand situations and tools to propose improvements. The implementation fields include not only education, but also the industrial sector (aeronautics, automotive and telecom). He collaborates with several foreign universities (mainly in Australia, the United States, England), institutions (eg. General Directorate of School Education in France, OECD, European Commission, Australian Research Council) and companies (eg. Airbus, Thales, Orange, Nathan). He was head of research at ESPE Toulouse, director of the research federation «Apprentissages, Enseignement, Formation» (including 20 laboratories, the Rectorate, educational associations) and director of Labor and Cognition Laboratory (CNRS - University Toulouse 2). He was the head of the group that developed the programs for Cycle 2 (first 3 years of elementary school) in France, in 2014-15. Author of more than 20 books and 65 scientific articles. He is awarded a doctoral supervision / scientific excellence bonus since 2004.





## Alejandro PANIAGUA

Alejandro Paniagua holds a PhD in Social Anthropology and his research is about participation, institutional habits, diversity and innovation, with a strong focus on qualitative research. He has previously worked in the University of Barcelona as an associated professor and he collaborates with the Universidad Autónoma de Barcelona as a postdoctoral researcher. He also holds a BA in Education and worked in the Catalan Department of Education as a primary school teacher. He recently published the report 'Teachers as Designers of Learning Environments: the Importance of Innovative Pedagogies', co-authored by David Istance.



## Abdelrhafor EL ALLAME

Former regional coordinator of a number of international cooperation projects in the field of education: (MEDA project in partnership with European Union, ALEF project in partnership with USAID, PROCADEM project in partnership with CIDA-Canada, School Quality Project in partnership with UNICEF). He is also a former educational planning consultant from 2002 to 2008, then Inspector in Educational Planning since 2009. He is currently a researcher on education and training issues and a member of the Higher Council for Education, Training and Scientific Research.



## Mohamed BEJAR

Mohamed Bejar is an expert in design, implementation and evaluation of territorial and human development policies and strategies, with a large experience with NGOs in the conduct of cooperation programs. In the area of educational economics, the work carried out by Mohamed Bejar focuses on comparative analysis at the international level regarding the role and place of the private sector in education policies, as well as the impacts of educational innovation on efficiency and equity in educational systems. He is a graduate of international economic relations (DESA, Hassan II University), of Economic and Social Policies (Research Master, UPMF of Grenoble), of Public Administration (Professional Master, University of Strasbourg). He also holds the International Diploma of Public Administration from the National School of Administration – ENA, Strasbourg.



# Session II

Plenary conferences on the role of educative actors in enhancing pedagogical innovation

Tuesday, October 9<sup>th</sup> / 14:00-17:00



## Moderator : Mohamed DALI

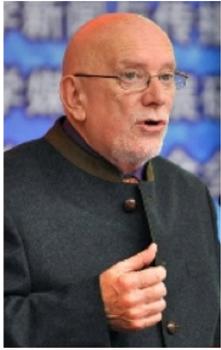
Director of cooperation and promotion of private school education, Ministry of Education, Vocational Training, Higher Education and Scientific Research, Rabat, Morocco



## Jacques LANARES

Prof. Jacques Lanarès was Vice-Rector of the University of Lausanne from 2006 to 2016. He was in charge of quality, human resources, teaching development and e-learning. He is very involved in quality issues both nationally and internationally. He chaired the Quality Network of Swiss Universities and the Quality Delegation of the Rectors' Conference for 9 years. He is a member of the Swiss Accreditation Council and an expert with several organizations such as the EUA or the World Bank and for various accreditation agencies (Belgium, Finland, France, Ireland, Lithuania, ENQA). He is a member of the Unica Steering Committee (network of universities in European capitals). He is a neuropsychologist by education, he obtained a PhD at the University of Geneva and was involved in the (CHU vaudois) clinic and research and teaching at the universities of Geneva and Lausanne. In recent years, he taught university pedagogy and adult education at the University of Lausanne.





## Hugues HOTIER

Hugues Hotier is Professor Emeritus of Bordeaux-Montaigne University; he is an associate researcher at the University of Wuhan, China, Intercultural Communication Research Center, since 2003 and Associate Professor in Social Science Research Methodology at the Doctoral School of the International University of Dakar, Senegal. He is the Founder in 1975; and has been the principal responsible of the Educational circus which is a movement of popular education approved by the French Ministry of National Education in 1993.

Among his latest works:

- [2017] The educational circus, story of a utopia, Paris: L'Harmattan, 230 pages
- [2015] The Islamic veil in France: the body that communicates, in Bo Shan & Clifford Christians, ed., Ethics of Intercultural Communication, Peter Lang Publishing, New York, pp. 59-78
- [2013] France-China, inter-culture and communication, Paris : L'Harmattan, 217 pages
- [2003] The educational function of the circus, Paris: The Harmattan, 238 pages
- [2001] A circus for education, Paris: The Harmattan, 160 pages



## Abdelhak BEL LAKHDER

Abdelhak Bel Lakhder is Professor of Higher Education at the Faculty of Education Sciences of Mohammed V University of Rabat. He is a Doctor of French literature: University of Sorbonne-Nouvelle (1993) and University Sidi Mohammed Ben Abdallah (1998). He holds a Qualification for the education of trainers: ENS Fontenay-aux-Roses (1987). He was responsible, successively of several Masters' programs, of which " Communication and Training in organizations " and " Master of French didactics (in progress) ". He is the head of research structures, such as the Grafe (2011-2017) and Riidch (currently). Translator from Arabic to French, including Hassanian Causeries, since 2014. Author of numerous articles on teaching of literature, comparative didactics, pedagogical communication, etc. He is also the editor of some publications of journals and books, including:

- Saint John Perse, poet and critic (Harmattan, 2009)
- Training in all its states in the Maghreb (thematic issue of Critical Spirit, in collaboration with Brahim Labari, 2017: reprint on paper in progress).
- Teaching traditions and modernity in Morocco Vol 1: Educate and train " the over-subject " (January 2017); and vol. 2: Educational traditions and modernity in Morocco Studies and contributions (currently being published).





## Mohamed ABOUTAJDYNE

Mohammed Aboutajdyne is trainer and designer in educational technologies at the Moroccan-Korean training center in ICT at the entity of the National Center for Pedagogical Innovations and Experimentation (CNIPE). He is also a temporary professor within the Faculty of Education Sciences (FSE) and the Training Center of Inspectors of Education (CFI). He holds a Doctorate in "Analysis and evaluation of education systems" and a master's degree in "Educational Engineering"; He has contributed to the conduct of research studies and publications in the field of professional training of teachers in educational technologies. His experience as a secondary school teacher, as well as his training at various teacher training centers (CPR, ENS, Aggregation), in addition to his University academic studies (B.A in geology), contributed in enriching his skills of critical thinking about problems and issues in the field of education and training. In this sense, he proposed an innovative device for the professional training of teachers in educational technology. He is currently working with field actors on the validation of a model for the taxonomy of digital resources and on the development of simple innovative approaches for digital integration in the current conditions of the educational system.

## Session III

Parallel panels on governance, educational leadership, evaluation and educational innovation



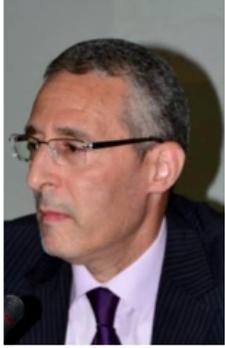
## Panel 1

Wednesday, October 10<sup>th</sup> / 09:30 - 12:30

**Moderator: Youssef El AZHARI**

**Director of the National Center for pedagogical Innovation and experimentation, Rabat, Morocco**





## Khalid FARES

Khalid Fares is born in 1958 in Fez, Morocco. He is a Professor-researcher in Sciences of Education, graduated with a BA in Modern Literature (1978), BA in Psychology (1982) in Fez, DES in Sciences of Education (1996) in Rabat , and PhD in Cognitive Psychology (2000) in Fez. Professor of Philosophy (1982), Head of the Evaluation Department at the Regional Academy of Fez (1988), Head of the Research and Evaluation Division at the same academy (1989), Deputy Director at the same Regional Academy (1997) , Advisor at the General Secretariat of the Ministry of Education (2002), Professor of Education Sciences at ENS of Fez (2003), Director of Curricula and School Life (2009) at the Ministry of Education, then General Inspector of Pedagogical Affairs in the same department since 2010.

He published a number of articles in national and Arab journals on topics related to education, psychology, curricula and pedagogical innovation, pedagogical research and scientific research. He also published a number of books on Education, Communication, Animation and Developmental Psychology as well as on teaching, pedagogical approaches and educational policies.



## Abdelhak EL HIYANI

Abdelhaq El HAYANI holds a PhD in Governance of Education systems at the Faculty of Education Sciences, He graduated from the Mohammedia School of Engineers and obtained diplomas from ISCAE group in Morocco, and the Ecole Nationale Supérieure of the Social Security of Saint-Étienne in France.

He began his professional career, in 1991, at the Moroccan Pension Fund and occupied several managerial positions within it before getting the position of Director of Strategy, Statistics and Planning at the Ministry of National Education, Vocational Training, Higher Education and Scientific Research (in 2009). As part of this function, he has contributed to the execution of several strategic projects related to the reform of the education system.

Since May 2009, he has been responsible for the national coordination missions concerning “Education for All” program conducted by UNESCO, working with technical and financial partners and ensuring the coordination of Millennium Challenge Corporation’s Compact II education project (MCC) established between Moroccan and American Governments.

He is designated as member of the Steering Committee of the 4th Sustainable Development Goal (SDG4) on Education for the 2030 Agenda, representing the Regional Group of Arab Countries, at UNESCO Headquarters (Paris).

He has just published a book on «The governance of the Moroccan education system and pupils, academic success, what degree and nature of influence? ».





## Ahmed EL DAOUI

Ahmed El Daoui is a holder of an Educational Planning Inspector diploma; Ahmed El Daoui is currently head of administrative and financial affairs division within the Academy of Education of the Oriental region. During his professional career, he coordinated several projects: he was regional Coordinator of PROCADDEM project (Institutional capacity building with regard to the implementation of education reforms); project coordinator of "learning by doing" (in collaboration with Belgium (French Community) + DEN / AREF + SEFP / DRFP). He achieved several missions as a member of USAID / ALEF (Project Coordinating Committee), a member of UNICEF project coordinating committee ; a member of « AREF OUJDA Draft Strategic Plan Development » Committee ; a member of the committee responsible for preparing the AREF action plan and a manager of "Governance and Contracting" project included in the implementation program of Strategic Vision 2015-2030;

He participated in a collective work «School dropout in higher education: Case of Mohamed V Rabat University; 1993); and wrote a dissertation entitled «Continuing Education for Teachers and Principals of Public Primary Education: Diagnostic and Exploratory Study; Rabat; 2003). He is interested in the issues of governance and contracting as well as financing mainly within the education system.



## Tarek AMER

Tarek Abderraouf Amer is currently Director of the Education Quality Office for the Al Manoufia Al Azharya Region (Egypt) and Advisor for the Scientific Committee of the United Academy for Training and Counseling. He is also a member of the Board of Directors and Presidents of the United Academy for Training and Counseling. He holds a PhD and a Master's degree in Education as well as a Diploma in Psychopedagogy and a Master's degree in Education Sciences from the Faculty of Education of Al Azhar University.





## Mohamed EL HARAHSHEH

Mohammed El Harahsheh is a former Dean of the Faculty of Education Sciences and Director of the International Graduate Program at Al Bayt University of Jordan. He has supervised more than 200 Master's and PhD theses. He has also chaired or been a member of several juries for academic theses, as well as for peer reviewing juries of a number of international, regional and local indexed scientific journals. He also evaluated a number of papers for specialized scientific symposia, as well as scientific productions for the promotion of teacher-researchers for a number of Arab universities.



## Panel 2

Wednesday, October 10<sup>th</sup> / 09:30 - 12:30

### Moderator: Abdelhanine BELHAJ

Interim President of the University Mohammed V, Rabat, Morocco



## Azzouz ETTOUSSI

Azzouz Ettoussi is born in 1955 in Taza, Morocco where he received his primary and secondary education before joining the Section of Philosophy, Psychology and Sociology of the Faculty of Humanities and Literature of Fez after obtaining his baccalaureate in Modern Literature, in 1974.

Having obtained the B.A. in Psychology in 1978, and the DEA in Individual Psychology in 1979 at the same faculty, then the DES (Doctorate of 3rd Cycle) in Social Psychology, at the Mohammed V University of Rabat, he then presented his thesis on the theme: "the sociometric positioning of teachers and pathways to the teaching profession".

He has taught in a number of training centers and academic institutions including Teachers' Training Center in Fez from 1979 to 1998, The «Ecole Nationale Supérieure of Casablanca»



and Mohammed V University EST, as well as Royal Institute for Training of Youth and Sports Agents.

He has worked as an advisor to the Minister of Health and as an expert with national and regional organizations and institutions in MENA region.

He has also signed a number of studies and research in the fields of psychology, sociology and educational sciences. He has also been involved in a number of projects in the areas of health education, parenting education, training of preschool nurses, teachers and inclusive education.

He has also taken part in research teams and international universities in studies on migration, productive and sexual education. He published as well several articles in specialized journals and taken part in books and research groups in various fields of education sciences.



## Mohamed BAIDADA

Mohamed Baidada is currently working as an expert with a number of national and international organizations and institutions interested in the fields of education and training, social development and human rights. He also participates in the conduct of studies and consultative research and the preparation of evaluation reports in this area. He is interested in education, training, social development and human rights.

He worked as a teacher trainer in education, psychology and pedagogical administration, at the Teacher Training Center in Fes between 1979 and 1999. Between 1999 and 2015, he worked at the Directorate of Non-Formal Education in the Ministry of Education as Head of Training Plans, then as Head of Division of Training and Curricula, and later as Deputy Director of Non-Formal Education.

He is the co-author (as team member) of pedagogical files dedicated to education and teaching actors. As well as the author of schoolbooks for formal and non-formal school education. His latest book (published in 2018), published by Dar Attakafa for publishing and distribution in Casablanca, is titled: "How to educate our children, scientific foundations and pedagogical guidelines for parents".





## Rachid EL GANBOUR

Rachid El Ganbour is born on August 28, 1977 in Guercif (Morocco), he has been Pedagogical Inspector of Primary Education since 2011. He currently performs his supervisory and control duties at the Provincial Directorate of Oujda-Angad. He is in charge of the regional coordination of the French primary school at the regional Academy of Education of the Oriental region since 2014. Rachid EL GANBOUR is a member of the national committee for the evaluation of textbooks - Directorate of Curricula, and a member of a team responsible for teacher guides' conception. For his professional contributions, he received the Professional Merit Award (MEN, 2016). He is a Doctor in Communication and E-Learning at the University Mohammed First- Faculty of Arts and Humanities of Oujda, and member of the research laboratory CUNEL (Cultures, Digital Uses and Languages). Since 2013, he has been providing master classes in «Training Engineering and Educational Technologies». His specialty areas are: training engineering, tutoring for online and hybrid training and designing multimedia learning environments. He has participated in several national and international conferences dealing with issues related to knowledge mediations, learning, online interactions, and technological innovations. He is also a trainer and moderator of workshops in peer coaching, quality management and design of mediated learning environments. Rachid El Ganbour has published individually and within teams a number of scientific articles.



## Mohamed SEBBOUH

Mohamed Sebbouh is an independent researcher in neuropedagogy and innovator in two innovative projects: 1) theories of learning in the digital age (the case of French in the first year BAC and MOOCs) and 2) Learn Arabic in 6 days. He is the initiator of the following formulas: Speed Training in Education, 3S «Secrets Succes School» and 3R «Receive, Reflect Education and then Answer» and the International Institute of Innovation «3 I». He has been a primary teacher then a higher education professor; He is a lecturer and coach in academic success.





## Khalid MACHATE

Khalid Machate is a Moroccan social development activist and entrepreneur. He founded Skilleam and SOS Santé, IoT and Mobile solutions in Healthcare and Education, under the umbrella of his company specialized in IT training, Consulting and Marketing of K&W International Technologies, in collaboration with major correspondents in Europe, Africa and Middle East. He gave training programs for more than 10 000 entrepreneurs willing to achieve a 100 000 social innovators (Global Gloper) in Africa by 2020. Khalid Machate occupies several consulting positions within Standing Grid of Google for entrepreneurs, UNICEF, NYU AD, JCI, World Bank, Microsoft. Khalid MACHATE is a Mobile and Embedded Systems engineer, University Professor, 12 times international awardee from accredited international institutions.



## Ali LOUNIS

Ali Lounis is a Permanent Researcher (Human Resources, Organizational Psychology, Organizational Behavior, Ergonomics, Consumer Behavior, Quality in the Workplace, and Methodology of Scientific Research in Education Sciences) at the Faculty of Humanities and Social Sciences of the University Setif II in Algeria. He is responsible for the Master program of "Labor Psychology & Organization of Human Resources". He is a member of the training team offering the Master program of Management and Educational Supervision. He is also a member of the Scientific Committee of the department and member of the Laboratory of Clinical Psychology (LPC).

He is an ex-member of Quality Assurance Unit of Sétif II University -Algeria, former member of the Scientific Council of the faculty, formerly in charge of the Training field (LMD) and former member of the National Pedagogic committee of Human & Social Sciences « Comité Pédagogique Nationale de Formation des Domaines Sciences Sociales et Humaines (CPND) ».





## Panel 3

Wednesday, October 10<sup>th</sup> / 09:30-12:30

### **Moderator: Mohamed SMANI**

**Member of the Higher Council for Education, Training and Scientific Research,  
Rabat, Morocco**



### **Ghita MEZZOUR**

Ghita Mezzour is deputy director of the ICT Technology Lab (TICLab) at the International University of Rabat. Prof. Mezzour is leading a research project that focuses on the gap between university education and the needs of the labor market in Morocco. With her team, she uses data science to analyze the needs of the job market and compare these needs to the skills taught by Moroccan universities.

Prof. Mezzour holds a Ph.D. in «Computation, Organizations and Society» from Carnegie Mellon University in the United States and a Master and B.A in «Communication Systems» from the Swiss Federal Institute of Technology in Lausanne. She was named «Star Rising» by the Department of Electrical and Computer Engineering of MIT in November 2015.





## **Cassandra SCHARBER**

Cassandra Scharber is an Associate Professor of Learning Technologies at the University of Minnesota in the United States. She is also the Co-Founder and Co-Director of the Learning Technologies Media Lab <http://lt.umn.edu>. Prior to joining the faculty at the University of Minnesota, she taught middle and high school English and worked as a lead curriculum designer for an online education company. Her research spans the areas of K12 technology integration, Computer thinking, makerspaces, and digital literacy. SCHARBER published in journals including Gender and Education, Educational Philosophy and Theory, Computers in the Schools, The Internet and Higher Education, and the Journal of Adolescent and Adult Literacy. Her current research projects are financed by The William T. Grant Foundation and the National Science Foundation (NSF). She is also engaged in a multi-year partnership with Austin Public Schools aimed at establishing and supporting K12 technology at the regional level. SCHARBER is a community-engaged scientist who is committed to improve public services and leadership within organizations and schools engaging young people to use digital technologies in their learnings.



## **Afifa EL WADY**

Afifa El Wady is currently General Director of the Private Union Schools in Morocco. She holds a degree in biology then in management. In 1989, she joined the Japanese group Toyota Tsusho Corporation, a connection Office in Casablanca, where she took in charge mainly the management of Japanese donations by assembling and carrying out projects for the benefit of disadvantaged Moroccan populations. Through these entrepreneurial projects, financial autonomy of these populations can be promoted.

EL WADY was for 7 years an active member of the Moroccan Association "Les Rangs d'Honneur", an association that works for the development of disadvantaged rural areas in which more than 180 medical actions have been taken.

Currently, she is in the process of obtaining her Masters' degree in Education Sciences by presenting her thesis: the impact of entrepreneurial pedagogy on academic success.





## Sidi Ali MAELAINAIN

For fifteen years, Sidi Ali Maelainain has been working on the integration of Information and Communication Technologies in Education, the use of these technologies in the empowerment of young people, women, and disadvantaged people, as well as Promoting Innovation and Entrepreneurship among young people. He began his career as a computer teacher at Al-Akhawayn University in 1997, before being appointed “Associate Director for Development” in 1999 taking care of relations with technology companies. In 2001, he joined Microsoft as Director of Education and Citizenship in the Maghreb to focus on community programs, social development through ICTs, and the integration of ICTs into education. In 2010, he joined the Cabinet of the Minister of Industry, Trade and New Technologies as Director of Social Transformation in the strategy e-Gov 2013. He was responsible for programs related to Education, Human Capital, introduction of ICT in Moroccan households, and production of national digital content. In 2012, he was the Technology Advisor of the Head of Government in charge of sector of new technologies. Since 2015, he has been responsible for managing Education, CSR and Citizenship programs at IBM where he works on the field of Health, Education, Economic Development and R&D.

## Session IV

Parallel panels on pedagogical innovation and curriculum

### Panel 1

Wednesday, October 10<sup>th</sup> / 14:00 - 16:30

**Moderator: Abdelaziz MIMET**

Director of the «École Normal Supérieure», Tetouan, Morocco





## Fouad CHAFIKI

Accredited Director of Research (HDR) in Education Sciences (2003) of the Victor Segalen University Bordeaux 2 - France, Doctor in Didactics (1994) of the «Ecole Normale Supérieure de Rabat», Master of Physics (1984).

He is the Director of Curricula at the Ministry of National Education, Vocational Training, Higher Education and Scientific Research of the Kingdom of Morocco (since June 2010), Central Director in charge of Pedagogical Research (July 2009 to June 2010) .

He has also been a professor of Didactics in both the «Ecole Normale Supérieure de Marrakech» (1992-2009) and the Training Center of Inspectors of Education (CFIE).

He was a Member of the Council of the International Bureau of Education in Geneva (IBE / UNESCO), (2010-2013); General Secretary of the World Association of Education Sciences (AMSE-AMCE-WAER), (2008-2012); Associate Professor at UNESCO Chair of Education Sciences (CUSE), University Cheikh Anta Diop, Ecole Normale Supérieure of Dakar (2002 and 2003).

He is also a Member of the reading committees of several scientific journals «Carrefours de l'éducation» (France), «International Review of Pedagogy of Higher Education (RIPES)» (Canada), «The Palimpsest» (Morocco), «The educator « (Morocco).

He is the author of thirty articles in education sciences published in international journals and the co-author of three books including «Science Education in the Arab Region» under the direction of Saouma Bou Jaoude, Department of Education, American University of Beirut , Beirut, Lebanon, and Zoubeida Dagher, School of Education, University of Delaware, Newark, Delaware, USA, 2008.



## Ilham LAAZIZ

Ilham LAAZIZ is born in 1963 at Salé, Morocco. She holds a Doctorate of State, in Applied Sciences (1997) of the Mohammadia School of Engineers - University Mohamed V Agdal of Rabat. She holds a PhD in Chemistry of Materials (1990) of the National School of Chemistry of Montpellier - University Montpellier II (France). As well as a D.E.A. National Hydrology in Water Sciences and Development (1987) from the University of Sciences and Techniques of Languedoc, Montpellier II (France). She was responsible for the collection and processing of information at the National Documentation Center (1993-1999) at the Ministry of Planning. She was also head of the Programming and orientation of Research Department at DRSCU at the Ministry of Education, (2000 to 2002) and head of the Technological Development Division (2002-2006). She was responsible for RDTI cooperation with the European Union



at the Directorate of Technology at the Ministry of Education (2002-2006), and was the administrative Manager of the RST System Evaluation Project (2003) carried out with the support of the European Union. She took the responsibility of managing the targeted programs to strengthen links between university and businesses (interface structures, RTD, GIR, incubator network) (1999-2006). She was the Acting Director of CNIPE (2006-2007). She is currently the Director of the ICT Generalization Program in Education « Programme GENIE » (since April 2007).

She is a member of the competence center «Water environment», a member of the Board of Directors and General Secretary of the Moroccan Association of Support and Assistance for the mentally handicapped (AMSAHM) (1997-2003), the General Secretary of the Association for Human Development (Hassanate) since 2009, a member of the Moroccan Company of Membranes and Desalination (SMMD) and the author of several articles, publications, reports and books.



## **Nouredine EL MAZOUNI**

Nouredine El Mazouni holds a postgraduate doctorate from the Ecole Normale Supérieure de Rabat and a doctorate in didactics from the Faculty of Education Sciences of Rabat. He is currently a trainer at the Regional Centers for teachers' training where he specializes in science didactics of biology and geology.

He is currently Head of the Division of Research, Archives and Dissemination of Pedagogical Documents at the National Center for Pedagogical Innovations and Experimentation of the Ministry of Education. He is also a member of the Laboratory of Physical Chemistry of Materials LCPM (Faculty of Sciences Ben M'Sik Hassan II University of Casablanca



## **Nouredine MACHATE**

Nouredine Machate is an inspector of primary education, creative teacher laureate of the National Prize for Educational Innovation for the year 2005, within the global program of Microsoft company «Partners in Learning», He is the main national trainer in the ICT mainstreaming program since 2006 and is the former founding president of the Moroccan Innovative Teachers Network and a member of the Higher Council for Education, Training and Scientific Research. He is the author of many digital resources including «Structures: CD for learning the Arabic language», «Mastering English» in four CDs, besides many other flash resources and introductory presentations. He has participated in numerous national and international meetings on educational innovation and has written numerous articles and books about digital resources and the systematic integration of educational technologies.





## Nicholas LYDDON

Nicholas LYDDON is responsible for development and recognition for Africa, Europe and Middle East areas of the International Baccalaureate Organization (IB). He supports schools in their journey to become an IB World School and works with various ministries and regulatory authorities to improve the visibility and the understanding of IB programs and the value they have regarding national equivalence. Previously, Nicholas contributed to the development of an educational group in Brussels in addition to having parallel missions as IB's professional. He uses this growth experience to give his team another perspective and improve the strategic development of schools in the region.



## Panel 2

Wednesday, October 10<sup>th</sup> / 14:00 - 16:30

### Moderator: Lhoussaine MOUGHLI

Member of the Higher Council for Education, Training and Scientific Research,  
Rabat, Morocco



## Svenia BUSSON

Svenia Busson is an explorer of innovative pedagogical practices and is particularly interested in the intelligent adoption of digital education, after an Edtech world tour that allowed her to explore 15 different ecosystems and countries and meet more than 450 actors in this field.

Svenia Busson works on promoting the concept of customized schools where technologies play the role of a support system to both the teacher and the student. She is now creating a new structure that aims to accelerate Edtech startups ([learnspace.fr](http://learnspace.fr)).





## Tijania FERTAT

Tijania Fertat holds a DEA in sociology and a degree in philosophy. She graduated from the Ecole Supérieure des Sciences de l'Éducation and the Philosophy Inspection Contest. She is a permanent member of the Higher Council for Education, Training and Scientific Research. She is ex-director of the Rabat Salé Zemmour Zaer Regional Academy of Education and Training. She held several positions of responsibility in the Department of Education: as provincial delegate in Moulay Rchid Sidi Othmane in Casablanca, principal inspector in charge of coordinating philosophy teaching, philosophy teacher in Casablanca and esthetic teacher at the «Ecole Supérieure des Beaux-Arts in Casablanca».

Fertat is a founding member of the Mediterranean festival association of Tetouan. She is the author of a book «For an educational decentralization» and another book in Arabic language «The elements for a philosophical writing» (collective work). She published several articles on the teaching of philosophy, women, cinema and art. She participated in the symposium «The Political Participation of Women» at the International College of Philosophy in Paris whose acts were published by EDIF in Morocco.



## Abla BENBACHIR

Abla Benbachir is a clinical psychologist, she obtained a DESS in Clinical Psychology and Intercultural Psychopathology, Université René Descartes, Paris, France. She is a specialist in Individual Psychology, Buttler University, Indianapolis, USA. Moreover, she is certified in Positive Discipline for parents and teachers, France and USA.

She participated in numerous seminars and clinical trainings and she is directly interested in the field of education. She trains educators and teachers at all the levels starting from maternel, primary and secondary education. She also offers training for administrative staff.

Abla Benbachir facilitates several conferences on different educational themes in English, French and Arabic.

She participated in the creation and is currently president of the Moroccan Association for Positive Discipline, in which she is currently the president.





## Abdeslam BEN MAISSA

Abdeslam BEN MAISSA holds a State Doctorate from the Sorbonne University in France (1990), Professor of Philosophy of Sciences, Logic and Epistemology at Mohammed V University of Rabat, since 1982. He was a Visiting Professor at Bordeaux 3 University (1999), Vassar University (USA) (2001), Lafayette (USA) (2004) and Olaf (USA) (2004). He is an expert on the LMD system at the Moroccan Ministry of Higher Education since 2003 and at the National Evaluation Office since 2017, UNESCO Chair in Philosophy and Critical Thinking at Mohammed V University Rabat since 2011. Among his main published works: Causality in Classical Physics and Relativity (1994), Issues of Logic and Epistemology (2000), Manifestations of Rationalism in Ancient Amazigh Culture (2005) and (2010).



## Cathrine Edelhard TOMTE

Cathrine Edelhard Tomte is a research professor at The Nordic Institute for Studies in Innovation, Research and Education (NIFU), where she is responsible for research activities related to ICT and education. She has worked for years with issues related to digital literacy and e-learning, both on national and international level. She is specialized in formal and informal learning, learning environments, online learning, teacher professional development along with interdisciplinary research on ICT and education. TOMTE has worked as a researcher at the Norwegian Center for ICT in Education (2006-2009), and seconded to the OECD-project "The New Millennium Learners" (2008-2009). TOMTE holds a PhD in digital communication in organizations from The Norwegian University of Technology and Science, NTNU. Her latest papers include studies on MOOCs and online learning along with professional digital competence for teachers. She has been guest editor for achieving a MOOC on Online learning "Nordic Journal for Digital Literacy", published in March 2018.



# Closing Session

## General Conclusions and Recommendations

Wednesday, October 10<sup>th</sup> / 16:30 - 17:00



### General rapporteur: Albert SASSON

**Member of the Higher Council for Education, Training and Scientific Research,  
Rabat, Morocco**

Doctor of Natural Sciences and an associate Professor at the University of Paris since 1958, Albert Sasson is known for his research work on microbiology and most particularly on arid lands' microflora and micro organisms, free and symbiotic atmospheric nitrogen fixing elements. As such, he took part in the activities of the MAB Program (Program on Man and Biosphere) and realized extensive knowledge and research syntheses on forest ecosystems and tropical pastures all over the (Ecosystèmes forestiers tropicaux, 1979 ; Ecosystèmes pâturés tropicaux, 1981 ; Ecosystèmes forestiers tropicaux d'Afrique, 1983).

Albert Sasson has worked as a Professor and Dean of the Faculty of Sciences of Rabat, Morocco, between 1954 and 1963. From 1979 to 1985, he participated within the Studies and Planning Bureau of UNESCO General Directorate to the elaboration of the Organization's sciences and technology biennial programmes and mid-term plans and had been, from 1985 to 1987, Director of the Central Evaluation Unit of UNESCO's General Directorate. He had also been Assistant Director-General of UNESCO and Special Advisor to UNESCO Director-General from 1993 to 1999. He has been Senior Visiting Professor at the United Nations University Institute of Advanced Studies (Yokohama, Japan) and is a senior consultant to United Nations specialized agencies, several governments, national and regional institutions, as well as to the European Commission.

Dr Sasson is a founding member of Hassan II Academy of Science and Technology, Morocco, and President of the Association Bio Euro Latina that aims to promote cooperation between Europe and Latin America in biotechnology. He has been appointed by the King of Morocco as member of the Kingdom's Human Rights Consultative Council (CCDH), the governing board of the Royal Institute of Strategic Studies (IRES), the Economic, Social and Environmental Council, and the Higher Council for Education, Training and Scientific Research.

His research and work have culminated in over 200 publications, including many books and reviews on biotechnology in developing countries over the last 38 years.



# Scientific Committee of the Symposium



## Hassan ESMILI | President of the Scientific Committee

Hassan Esmili is Director of the Studies, Research and Support Center at the Higher Council for Education, Training and Scientific Research since 2014. He is a linguist and has taught and directed research at the universities of Rabat, Fez and Casablanca. He, was also, an associate professor at the University of Aix En Provence.

He held several positions of responsibility before joining the Council. He was the founding dean of the faculty of literature and human sciences of Ben Msik at Hassan II University of Casablanca (1984-98), he was advisor to the Minister of Education (2004-2006) and member of the National Commission for educational reform (1994). He was also the first president of the French aggregation committee (1989-92). He is the initiator of the first International Festival of University Theater (FITUC) of which he directed ten sessions.

Hassan Esmili was also the designer and co-producer of the daily television program «Aliflam» (2000-2005), which associated audiovisual theater with Arabic learning for adults. He was the chairman of the steering committee for the educational and cultural television project launched in Morocco in 2005. He also chaired the first national commission of the support fund for film festivals and events (2012-2015) and the jury of the Grand Prix of the National Press (2016).

He published several sociolinguistic and political scientific papers.



## Khadija RAHAOUI

Khadija Rahaoui has been teaching EFL (English as foreign language) for over 30 years. She is a member of The Higher Council of Education, Vocational Training and Scientific Research. She is also an active member of both the Moroccan Association of Teachers of English MATE and IEARN, which is an International Education and Resource Network. Since 2012, RAHAOUI has been a member of the TGC Program (Teachers for Global Classrooms). She holds an ILEP Certificate (International Leaders in Education Program) from the University of Minnesota and an E-Teacher Program Certificate from the University of Oregon. Recently, Khadija has represented Morocco in the MENA study visit in UK about innovations in Inclusive Education SEND (Special Education Needs and Disability), and Curriculum Design.





## Saadia ANNASSAY

Saadia Annassay is a qualifying secondary education supervisor of mathematics and has the task of educational supervision and regional coordination in the Regional Academy of Education of Rabat-Salé-Kenitra since 2016. She taught in a group of secondary schools between 1988 and 1994.

Annassay organizes and facilitates a number of workshops in the fields of media and introduction of digital resources in mathematics, pedagogical approaches, educational evaluation, etc. She participates in the projects of committees working on: the preparation of reference terms for designing final tests and exams, the preparation of regional and national exams and the implementation of professional baccalaureate. She is currently a member of the Higher Council for Education, Training and Scientific Research.



## Mohamed SMANI

He is a member of the Higher Council for Education, Training and Scientific Research, member of the Academy Hassan II of Science and Technology since 2013 and member of the French Academy of Technologies since 2006.

He is Director of Morocco R&D association since 1997 which aims mainly to promote research and innovation through symposiums, conferences, seminars, and to organize competitions for : innovative companies, researchers and young researchers and PhD students, inventors, young inventors, as well as to organize seminars on innovation management tools: monitoring, creativity, intellectual property, knowledge management, project management, organizing the « ibdaachabab » salon (innovation and youth creativity), conducting sectoral and national innovation and R&D surveys and managing research projects funded by national and international institutions.

He was also Director of Research Development at the OCP Group from 1976 to 1995, he was also Adviser to the OCP's General Director from 1976 to 1997. He obtained a Doctorate of State at the University of Nancy in 1973. He has more than fifteen scientific and technical publications in international journals and obtained five patents for inventions, two of which were exploited industrially. He received "Wissam Al Arch" award (The Medal of the Throne).





## Lhoussaine MOUGHLI

Lhoussaine Moughli is a professor at the Hassan II Agronomic and Veterinary Institute (IAV Hassan II) in Rabat, Morocco. He is also head of the “soil, water and plant analysis” laboratory at the same Institute. He holds a degree in Agricultural Engineering from the National Institute of Paris, France, a PhD in Agricultural Sciences from Colorado State University, USA and a Master’s degree in e-Learning from the University of Strasbourg, France.

His current research projects focus on soil chemistry, soil fertility and fertilization of different crops in Morocco and Sub-Saharan Africa. He has contributed to the training of managers in these fields in Morocco and in various African countries.

Prof. Moughli’s areas of expertise include e-Learning. This allowed him to use new teaching methods in courses at IAV Hassan II, using hybrid-learning modes. He has contributed to the training of teacher-researchers in this field in Morocco and in various African countries and has overseen the design and development of a dozen distance Masters currently launched by various universities in these countries.

Moughli has received several awards and grants from various organizations, including the University-Business Partnership Award, jointly awarded by the Ministry of Education and the Ministry of Industry and Trade in 2013. He is also the holder of the Arab Fertilizer Association Award for the best-applied research in agriculture in 2014 in Arab countries.

He is a member of the scientific committee of the National Institute of Agronomic Research of Morocco. Since 2014, he is a member of the Higher Council for Education, Training and Scientific Research.



## Abdelrhafor EL ALLAME

Former regional coordinator of a number of international cooperation projects in the field of education: (MEDA project in partnership with European Union, ALEF project in partnership with USAID, PROCADEM project in partnership with CIDA-Canada, School Quality Project in partnership with UNICEF). He is also a former educational planning consultant from 2002 to 2008, then Inspector in Educational Planning since 2009. He is currently a researcher on education and training issues and a member of the Higher Council for Education, Training and Scientific Research.





## Abdelhanine BELHAJ

Abdelhanine Belhaj holds a State Doctorate from the Faculty of Literature and Humanities of Chouaib Doukkali University of El Jadida. He is currently Interim President of the University Mohamed V of Rabat and Dean of the Education Sciences Faculty. He was Dean of the Faculty of Literature and Human Sciences of Kenitra between 2010 and 2014, Vice-President of Chouaib Doukkali University in charge of scientific research and cooperation (2008-2010). He held several positions of responsibility and research at this same university since 2002.

Abdelhanine Belhaj is also a researcher in didactics, French teaching methods and interculturality with 20 international and national scientific publications.



## Ahmed Fal MERKAZI

Ahmed Fal Merkazi is born in 1957 in Agadir, is Professor of Higher Education, Doctor of State in Educational Technology graduated from the faculty of Education Sciences of Mohammed V University in Rabat and Laval University in Quebec - Canada. He is also a normalist in Physics and Chemistry at the École Normale Supérieure - Souissi, Rabat in 1982 and holds a Bachelor's degree in Mathematics and Techniques.

He has been in charge of the development of ICTs at Hassan I<sup>st</sup> -Settat University since April 2016 and named a Referent for the national MOOC project «Maroc Université Numérique». He held the position of Head of the Social Support Department at the Ministry of National Education between March 2010 and October 2013. He was a Member of the Cabinet of Ministers, where he was mainly in charge of Training and Monitoring related to the « Programme d'Urgence 2009-2012 ».

He conducted studies as a consultant for UNESCO in the field of Information and Communication Technology for Education in 2010 and 2011. He acts as International Judge for the evaluation of teachers' works in the Innovative Global Forum «Microsoft Partners in Global Learning Forum» organized each year by Microsoft.

Merkazi has been provincial Delegate of the Ministry of National Education in Khouribga and Settat between 1996 and 2004 and Deputy Director of the «Ecole Normale Supérieure of Marrakech». In addition, he was National Coordinator for "introduction of educational computer science in high schools" between 1990 and 1994, trainer in «Computer Pedagogical Applications» at the «Ecole Normale Supérieure of Marrakech» since May 1988.





## Mostafa HADDOU

Mostafa Haddou is a laureate of Mohammed V University (Faculty of Law-Agdal) and the University of Quebec in Montreal (Canada). He has been responsible for the international cooperation sector at the Ministry of Higher Education and Scientific Research in Morocco. He is currently in charge of the Francophone Digital Campus of the Universitaire « Agence de la Francophonie » in Rabat.

He is particularly interested in cooperation in higher education and research and the development of information technology and communication for education (TICE) in training. Two areas of activity constitute his main professional concerns:

- Promoting e-learning among teachers (online courses, MOOCs ...), and the adoption of new pedagogical approaches.
- Offering complementary trainings to students: documentary research, scientific writing, data analysis, publication of a research article, quality in teaching and research, etc.



## Mohamed TABYAOUI

Mohammed Tabyaoui is an adviser to the President of the Higher Council for Education, Training and Scientific Research. He is a Laureate of Carnegie Mellon University in Pittsburgh and the Hubert H. Humphrey Program at the University of Washington, Seattle, WA, USA. He has over 16 years of experience in Management, Project Management, Change Management, Implementation level of public services and Promotion of new technologies and innovation. He served as a "chargé d'étude" to the Head of Government and was the collaborator of six Ministers.





## Abdelhak BEL LAKHDER

Abdelhak Bel Lakhder is Professor of Higher Education at the Faculty of Education Sciences of Mohammed V University of Rabat. He is a Doctor of French literature: University of Sorbonne-Nouvelle (1993) and University Sidi Mohammed Ben Abdallah (1998). He holds a Qualification for the education of trainers: ENS Fontenay-aux-Roses (1987). He was responsible, successively of several Masters' programs, of which " Communication and Training in organizations " and " Master of French didactics (in progress) ". He is the head of research structures, such as the Grafe (2011-2017) and Riidch (currently). Translator from Arabic to French, including Hassanian Causeries, since 2014. Author of numerous articles on teaching of literature, comparative didactics, pedagogical communication, etc. He is also the editor of some publications of journals and books, including:

- Saint John Perse, poet and critic (Harmattan, 2009)
- Training in all its states in the Maghreb (thematic issue of Critical Spirit, in collaboration with Brahim Labari, 2017: reprint on paper in progress).
- Teaching traditions and modernity in Morocco Vol1: Educate and train " the over-subject " (January 2017); and vol. 2: Educational traditions and modernity in Morocco Studies and contributions (currently being published).

