

Third Edition of the International Conference
Literacy Development: Opportunities for Innovation

July 14, 15, and 16, 2022

Al Akhawayn University in Ifrane, Morocco

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Rationale

Education has expanded dramatically in Sub-Saharan Africa. The percentage of children across the region who complete primary school rose by almost 50% between 1970 and 2010 (from 46% of children to 68%). The number of children completing primary school across countries has risen from 27% to 67% between 1971 and 2015 (World Bank, 2020). Likewise, the proportion of children completing lower secondary school nearly doubled (from 22% to 40%). Despite the encouraging gains in access, Africa's education system continues to struggle on the fronts of completion and quality. Almost one in every three children has not completed primary school. The World Bank (2019) reports that 87% of children in Sub-Saharan Africa are not able to read a short age-appropriate text with comprehension around age 10. This is consistent with similar studies reporting that too many students have limited literacy or numeracy skills even after several years of school (Adeniran et al., 2020 Bold et al., 2017; Adeniran et al., 2020).

The learning situation has witnessed further decline because of the global pandemic. The UN 2020 report on Sustainable Development Goals documents significant educational loss due to the Coronavirus. In Sub-Saharan Africa, access to early childhood education shrank from 43 percent in 2019 to 36 percent in 2020. The percentage of children in grade 1-8 who were proficient in reading and mathematics slipped from 17.5 prior to the pandemic to 14.8 percent. Completion of secondary education also fell from 29 percent in 2019 to 26 percent in 2020. This gloomy backdrop should not, however, eclipse instances of resilience throughout the continent.

The African and Global South story of education is a story of hope, continuous experimentation, and innovation. New evidence shows that, in Kenya, researchers implemented different technology complements, such as e-readers for students, tablets for teachers or tablets for instructional supervisors, to improve literacy scores. In Kenyan primary schools, interactive literacy software coupled with a library of digital books and stories boosted reading scores (Lysenko et al., 2019). In Zambia, De Hoop et al (2020) demonstrated that programs where teachers receive tablets (and projectors) with lesson plans for teachers and interactive lessons for students, complemented with weekly teacher professional development, show gains for first graders in both reading and math.

Besides technology, language policy and the role of the mother tongue in literacy development is a key front of innovation in Africa and Global South. In many African countries, teaching in the foreign language (e.g., English, French or Portuguese) is the historical norm even though most children may arrive to school with little or no proficiency in that language (Evan and Mendez Acosta, 2021). Several recent studies suggest that mother tongue instruction has positive impact on children's ability to subsequently learn a second language in Cameroon (Laitin et al., 2019), Ethiopia (Seid, 2019) and South Africa (Taylor and von Fintel, 2016). Teaching children to read in a language they speak at home increased the children's capacity to learn to read in Cameroon (Laitin et al., 2019), Kenya (Piper et al., 2016c) and Uganda (Brunette et al., 2019; Kerwin and Thornton, 2020). However, Piper et al. (2018c) find the effect is not as strong as students taught in mother tongue do not perform any better in English and perform worse in mathematics compared with students taught in a non-mother tongue.

Language policy is one of the areas of focus of the conference. Other foci of innovation in literacy include strengthening alignment between evidence and practice, mother tongue and multilingual instruction, learning difficulties and disabilities, technology in/for learning, teacher preparation, community involvement, education in emergencies, and strengthening the contribution of African higher education research institutions in bolstering literacy in K-12.

The conference on Literacy Development represents a timely opportunity to explore opportunities for innovation and improvement of learning for all students. By hosting this conference, Al Akhawayn University (AUI) seeks to engage other universities in an academic leadership dynamic characterized by intentionality about putting research in the service of human development. At AUI, this conference is meant to launch pan-African and Global South university collaboration that is aimed at creating the capacity of place-based evidence generation to tackle Africa and Global South's development goals sustainably.

The overarching goal of the conference is to convene policy makers, researchers, and practitioners to share innovations in literacy that serve all learners in Africa and the Global South. This goal will be pursued through the five objectives listed in the next section.

Conference Objectives

This conference seeks to:

- Share the state-of-the-art in research and studies carried out in various contexts on literacy education.
- Promote exchange and dialogue between researchers and actors in the field of literacy.
- Foster coherence between research, policy, and practice by convening government officials, academics, and practitioners around the same table to agree on strategies for improving literacy in Africa and Global South.
- Discuss future research projects and potential partnerships and scientific cooperation.
- Provide training opportunities through research projects for students and teachers.

Themes of the conference

The conference seeks to engage different researchers, experts, and institutions in enriching the debate on the following themes:

1. Implementing evidence-based practices in literacy.
2. Mother tongue and multilingual instruction.
3. Learning difficulties and learning disabilities.
4. Learning and Technology.
5. Teacher preparation.
6. Community involvement in education.
7. Education in emergencies.
8. Research to practice.
9. Quality Assurance

Details about the conference themes

1. Implementing evidence-based practices in literacy:

- From policy to textbook to classroom practice.
- State-of-the-art in language educational contents.
- Literacy in early grades.
- Assessment of literacy skills.
- School effectiveness.
- Educational leadership.

2. Mother tongue and multilingual instruction.

- Linguistic diversity and context specificities.
- Mother tongues in literacy acquisition between pre-K and early grades.

3. Learning difficulties and learning disabilities

- Learning difficulties (linguistic and pedagogic, etc.)
- Learning disabilities (dyslexia, aphasia, etc.)

4. Learning and Technology.

- Training programs to develop teachers and learners' digital skills.
- Developing mechanisms/programs for hybrid education (electronic/visual)

5. Teacher preparation

- Pre- and in-service teacher training.
- Professional development for teachers, education administrators, and parents.

6. Community involvement in education.

- The role of families and community members,
- The role of NGOs in promoting literacy.
- Non-Formal education.
- Partnerships for literacy

7. Education in emergencies.

- Literacy and transient populations.
- Literacy in disaster and post-disaster settings.

8. Research to practice

- Promoting research to practice in the service of literacy development.
- Strengthening the implementation of science-based teaching and learning strategies in the classroom.

9. Quality Assurance

- Promoting international literacy standards for quality in education
- Best practices in quality assurance in learning environments

Keynote Speakers

1. Prof. Saliou Touré, President of the International University of Grand-Bassam, Côte d'Ivoire.
2. Prof. Fouad Chafiqi, Directorate of Curricula, Ministry of Education, Morocco

Partner(s)

International University of Grand-Bassam, Côte d'Ivoire.

Languages of the conference

Arabic, French or English. Lecture slides are in English

Submissions

Abstracts

Through the [registration form](https://bit.ly/3LIyPG8), (<https://bit.ly/3LIyPG8>), participants must submit an abstract either for an oral presentation or a poster. The abstracts should not exceed 400 words. It should include 5 keywords and 5 selective references maximum (not included in the abstract).

Panel Sessions

Participants are strongly encouraged to submit panel proposals. The duration of each panel is 90 minutes. This can accommodate up to four panelists plus the session chair. The panel organizer submits **one** document including all abstracts with author/presenter names and organizer's name.

Round Tables

1. The Scientific Committee will invite representatives from different countries to participate in a round table about: **Challenges of Education in Africa and Opportunities for Collaboration.**
To express your interest, please send an email to education@ui.ma.
2. Students' representatives will be invited to facilitate a round table entitled: **From Students to Decision Makers: Inclusive Dialogues on Organizing, Mobilizing, and Speaking up for Literacy Development for All.**

Important dates

- Registration in the conference by July 1st, 2022 ([registration form](#))
- Deadline for abstracts submission: April 30, 2022 ([Form for abstract submission and registration](#))
- Deadline for response to abstracts: May 9, 2022
- Deadline for submitting all scientific papers: June 30, 2022
- Conference Date: 14 -15-16 July 2022

Conference Registration and Training Fees

Approximative Exchange rate:

MAD	US\$	€
1	9,5	10,5
	1 US\$ is fluctuating between 9 and 10 MAD	1 € is fluctuating between 10 and 11,5 MAD)

Registration Fees

It includes the conference program, 4 coffee breaks, 1 reception diner and 1 certificate of attendance:

Beneficiaries	Costs
Students	600 MAD Early birds' registration 500 MAD
Instructors, professors, and administrators	1200 MAD Early birds' registration 1000 MAD

Workshop trainings

All workshop trainings include 6 hours of training, training material, coffee breaks, lunch, and certificate of attendance.

Beneficiaries	Costs
Students	1200 MAD Early birds' registration: 1000 MAD
Instructors, researchers, and administrators	2500 MAD Early birds' registration: 2300 MAD
Decision makers and administrators	3200 MAD Early birds' registration: 3000 MAD

Students/Teacher/Administrators' Training in Arabic (limited seats)

ورشتان تدريبيتان باللغة العربية

- الموضوع: دور العلوم المعرفية في تطوير تعليمية اللغة العربية:
نحو تعزيز القرائية باعتماد الطريقة المقطعية في المستويين الأولي والابتدائي
- الموضوع: الكفاءة الشفوية لأساتذة اللغة العربية لغير الناطقين بها.

Students/Teacher/Administrators' Training in French (limited seats)

Workshop title: **Dyslexia Disorder and Diagnostic Battery.**

Trainer: Prof. Alaoui Faris Mustapha, Faculty of Médecine, Rabat, Morocco

Three Prepaid Executive Training in French/English (limited seats)

- **Title of the workshop: Hands-On Executive Coaching Activities.**
 - **Trainer: Dr. Mohammed El Meski**
- **Title of the workshop: Quality Assurance in Higher Education.**
 - **Trainer: Dr. Wafa El Garah**
- **Title of the workshop: Capacity Development of Human Resources in Education.**
 - **Trainer: Dr. Karim Moustaghfir**

Payment Process

Code Bank	Code Location	Account Number	C.RIB
127	420	21211 50814560234	66
CODE AGENCE 4845			
CODE SWIFT: BCPOMAMC			

Participation Terms

Publication

The conference organizing committee is responsible for preparing a detailed report on the outcomes of the event and submitting it to the university administration.

The Center, under the supervision of the scientific conference committee, publishes peer reviewed articles in both Arabic and English.

The Editor's Notes

- Word count: 4500 words (references and abstracts are not included)
- Line spacing and paragraph spacing: 1.5
- Font: Times New Roman (size font 16 for Arabic text and size 12 for English text, A4: 21 * 29.7 cm)
- Notes: Endnotes (end of article)
- Citation style: APA
 - Final papers must include keywords and a summary in English before June 30th, 2022 to education@au.ma

Scientific Committee

Member	Institution
Abdellah Chekayri	Al Akhawayn University in Ifrane, Morocco
Mostafa Bouanani	University of Sidi Mohamed Ben Abdallah, Fez, Morocco
Mohammed Elmeski	International Development Education Expert
Taoufik Boulhrir	Al Akhawayn University in Ifrane, Morocco
Ahmed Legrouri	Grand Bassam University, Côte d'Ivoire.
Karim Moustaghfir	Al Akhawayn University in Ifrane, Morocco
Benaissa Zaghbouch	Qatar University, Qatar
Judicaël Alladatin	Mohamed 6 Polytechnique University, Morocco
Elinor Sayegh Haddad	Bar Ilan University, Israel.
Kouider Mokhtari	University of Texas at Tyler, US.
El Alaoui Faris Mustapha	Faculté de Medecine et de Pharmacie, Rabat, Morocco
Fouad Chafiqi	Direction de Curricula, MOE, Morocco
Abdelkader Ezzaki	International Development Education Expert

Biography of Keynote Speakers

Prof. Saliou Touré



Prof. Saliou Touré holds a PhD in Mathematics from Besançon University, France. He has been a professor and Associate Dean of the Faculty of Science and Technology at Abidjan University, where he supervised numerous doctoral theses. He is currently the President of the International University of Grand-Bassam. He completed teaching and research missions in several universities in Africa, Europe, China, Russia, and USA. He launched the Institute for Mathematical Research of Abidjan (IRMA) and managed it for 18 years. He also created a School of Mathematics in Côte d'Ivoire and a School for the African Mathematical Society.

Prof. Touré's research interests are in Harmonic Analysis on Lie Groups and Symmetric Riemannian Spaces. He published several papers in prominent peer-reviewed mathematical journals and five manuals for teaching university mathematics. He edited two textbook collections for mathematics teaching in high schools of francophone Africa and Indian Ocean Countries.

Prof. Touré is President of Côte d'Ivoire's Mathematical Society since 1977 and was President of the African Mathematical Union for 5 years. He is a member of many Mathematical Societies and the Academy of Sciences, Arts, Africa's and African Diasporas' Cultures of Côte d'Ivoire. He was admitted into the prestigious International Academy for Non-Linear Sciences of the Russian Federation in 2008.

After two years as Chief of Staff of the Ministry of National Education, Prof. Touré was appointed Minister of the same Ministry in August 1993, Minister of Higher Education and Scientific Research (HESR) in December 1993 and then Minister of HESR and Technological Innovation in January 1996. He has received several national and international honorary distinctions.

Prof. Fouad Chafiqi



Fouad Chafiqi est professeur de l'enseignement supérieur en sciences de l'éducation (PES). Habilité à Diriger la Recherche (HDR) en Sciences de l'Education (2003) de l'Université Victor Segalen Bordeaux2 – France, Docteur de Troisième Cycle en Didactique des Sciences (1994) de l'Ecole Normale Supérieure de Rabat, Maîtrise en Sciences Physiques (1984).

Directeur des Curricula au Ministère de l'éducation nationale du Royaume du Maroc (depuis juin 2010) - Directeur Central chargé de la Recherche Pédagogique (juillet 2009 à aujourd'hui).

Ancien Enseignant-Chercheur de Didactique des Sciences à l'Ecole Normale Supérieure de Marrakech (1992-2009).

Membre de la commission consultative permanente de l'éducation de l'ALECSO (2020).

Membre de Conseil du Bureau International de l'Education à Genève (BIE/UNESCO), (mandat 2010-2013) ; Secrétaire Général de l'Association Mondiale des Sciences de l'Education (AMSE-AMCE-WAER), (mandat 2008-2012) ; Professeur associé à la Chaire de l'UNESCO des Sciences de l'Education (CUSE) Université Cheikh Anta Diop, Ecole Normale Supérieure Dakar (2002 et 2003).

Membre des comités de lecture de plusieurs revues scientifiques « Carrefours de l'éducation » (France), « Revue Internationale de Pédagogie de l'Enseignement Supérieur (RIPES) » (Canada), « Le Palimpseste » (Maroc), « L'éducateur » (Maroc).

Encadrant, et membre de jurys de plusieurs thèses de doctorats en sciences de l'éducation au Maroc, en Algérie et en France.

Auteur d'une trentaine d'articles en sciences de l'éducation publiés dans des revues nationaux et internationaux et Co-auteur de trois livres dont "Science Education in the Arab Region" sous la direction de Saouma BouJaoude, Department of Education, American University of Beirut, Beirut, Lebanon, and Zoubeida Dagher, School of Education, University of Delaware, Newark, Delaware, USA, 2008.

Trainings

ورشة تدريبية باللغة العربية

الموضوع: دور العلوم المعرفية في تطوير تعليمية اللغة العربية:
نحو تعزيز القرائية باعتماد الطريقة المقطعية في المستويين الأولي والابتدائي

التأطير

أ.د. مصطفى بوعناني وأ.د. بنعيسى زغبوش

المستفيدون

- الطلبة الباحثون من سلكي الماجستير والدكتوراه؛
- الأساتذة الباحثون في الجامعات (بكالوريوس، وماجستير، ودكتوراه)؛
- المدرسون في المؤسسات التعليمية (والابتدائية، والإعدادية التأهيلية/ والثانوية)
- المربون بالتعليم الأولي

الكلمات المفتاحية

مكونات العملية التعليمية التعلمية؛ العلوم المعرفية؛ اللسانيات التعليمية؛ تعليم اللغة العربية وتعلمها؛
الطريقة المقطعية؛ تعلم القراءة والكتابة العربية، تعليم الدماغ.

الأهداف

يهدف التكوين/ تهدف الورشة التدريبية إلى تمكين المستفيدين منها من زاد معرفي حديث يتصل بالمقاربات التعليمية التعلمية للغة العربية ذات المرجعية المعرفية والعصبية، وتجعل من طريقة اشتغال دماغ المتعلم معبرا للتعلم الناجع وغير المكلف معرفياً. وسيتم فيها الربط بين النظري والتطبيقي، بين العام والخاص، وبين تعليمية اللغات وتعليمية اللغة العربية. وستروم تحقيق شروط استفادة غنية ومتنوعة مما تقدمه العلوم المعرفية من معارف نظرية وتقنيات تطبيقية توجه مسلكنا في تطوير استراتيجيات تعليم اللغة العربية في سياقات خاصة وبأدوات إجرائية مخصوصة، وتساير التصورات التربوية الحديثة.

Title: Hands-on executive coaching activities

Trainer: Mohammed Elmeski, International Development Education Expert

The workshop serves as a strategic leadership mini-retreat for senior education leaders who oversee change programs internationally, regionally, or nationally. Participants will take part in hands-on executive coaching activities that will enable them to:

1. Understand the organizational psychology of change in educational contexts;
2. Learn about the bases of power and influence, and co-explore entry points for effective and sustainable change;

3. Create a professional community that serves as an ongoing support, collaboration, and expertise-exchange network for change leadership in emergence contexts.

Training beneficiaries:

1. Decision makers and administrators