



5th International Conference on Education Quality

**Inclusion, Equality and Diversity in Education:
Critical Perspectives, Global Challenges and Local
Needs**

9-11 March 2022

ENCG-Ibn Zohr University, Agadir, Morocco

CONFERENCE PROGRAMME

UTC+1	Day 1: Wednesday 9th March 2022					
12.00 –12.15	Opening Ceremony					
12.15 –13.15	Inclusion and equity in education: a pathway to excellence Keynote 1: Professor Mel Ainscow, MBE (Professor of Education University of Glasgow, Emeritus Professor at the University of Manchester UK and Adjunct Professor at Queensland University of Technology, Australia).					
13.15 –13.30	A cultural and educational taste of Morocco					
13.30 - 14.30	Symposium Set A1 Inclusive Pedagogy	Symposium Set A2 Promoting Inclusive education through use of Technology	Symposium Set A3 Self-organized Symposium 1: « Le numérique au service de la qualité en éducation »	Symposium Set A4 Covid-19 Challenges	Symposium Set A5 Special Education	Symposium Set A6 Self-organized Symposium 2: Anti-discriminatory paths: Babette Brown´s work South to South.
	<p>Dr Caroline A. Jones Centre for Lifelong Learning, University of Warwick, England, UK</p> <p>Segregation, Integration and Inclusion: The Changing Landscape of Special Educational Needs and Disability in England ‘Colin’s going to a school for nutters and dumbos’</p> <p>Hajar Ouknider Ben M’sik, Hassan II University Casablanca Morocco.</p> <p>Beyond Special and Inclusive Education: Rethinking Models</p> <p>CATTELL Alec Texas Tech University Texas, USA</p> <p>Fostering Inclusion Through the Syllabus</p>	<p>SHAKIR Dr. Muhammad The Islamia University of Bahawalpur, Pakistan</p> <p>The Use of Animated Videos in Learning Civic Skills: A Feasibility Study of Primary School Students in Pakistan</p> <p>BYAD Ismail Mohamed Premier University, Oujda Morocco</p> <p>Moroccan University Students and Distance Learning in the Wake of Covid-19 Pandemic: Prospects and Challenges</p> <p>LAKSSOUMI Khadija Sidi Mohammed Ben Abdellah, Fes Morocco</p> <p>Distance Learning In Higher Education during COVID-19</p>	<p>Soufiane ROUISSI Université Bordeaux Montaigne France</p> <p>Marine MOREAU Université Bordeaux Montaigne France</p> <p>Séphora EL HAIK Université Bordeaux Montaigne France</p> <p>Germain CARAVATI Université Bordeaux Montaigne France</p> <p>Florian DOUARD Université Bordeaux Montaigne France</p>	<p>Harihara Bhesera Research Scholar, Department of Education Central University of Punjab, Bathinda, India Shankar Lal Bika Associate Professor, Department of Education Central University of Punjab, Bathinda, India</p> <p>Academic Crisis during Covid-19: Challenges and Opportunities for the Teachers and Students</p> <p>ELBOUCHTI Mohammed PhD Student, Ibn Zohr University COVID-19: Challenges, opportunities, and inequalities in the Moroccan educational context</p> <p>AOMAROU MOHAND Hind Faculté polydisciplinaire de Nador, université Mohammed Premier Morocco</p> <p>Défis de l’enseignement à distance à l’ère du COVID-19</p>	<p>Ana Blazevic Simic & Stefanija Kranjcina University of Zagreb Croatia</p> <p>Leisure possibilities of students with disabilities</p> <p>Bina Parmar Associate Tutor Centre for Lifelong Learning The University of Warwick Coventry UK</p> <p>Inclusion: Autism diagnosis in females, is it camouflage or gender bias?</p> <p>سلوى حمدان كلية اللغات والأداب، القنيطرة المملكة المغربية Morocco</p> <p>جودة مؤسسات رعاية ذوي الاحتياجات الخاصة من وجهة نظر الأسر المستفيدين من الخدمة</p>	<p>Andrea Avendano Caneo Independent scholar, Founder Museo de la Nada.</p> <p>Ronel Stevens Independent scholar, activist.</p> <p>Delores Athiemulam Director Personal Dolls Training South Africa</p>

14.30 - 15.30	<p>Symposium Set B1 Self-organized Symposium 3: The role of teacher NGOs in improving the quality of education and contributing to education reforms: Focus on ELT. (Some examples from MATE).</p>	<p>Symposium Set B2 Pedagogical Experiences</p>	<p>Symposium Set B3 COVID-19: Challenges, Opportunities and Inequalities in Educational Contexts</p>	<p>Symposium Set B4 Self-organized Symposium 4: EU Language and Education Planning and Policy regarding Immigrants</p>	<p>Symposium Set B5 Online Education</p>	<p>Symposium Set B6 Self-organized Symposium 5: Maximizing Participation through Systems and Processes: National and Local Policy Initiatives</p>
	<p>Mohammed Hassim, ELT supervisor, Teacher trainer and textbook writer Morocco</p> <p>Naima Iben Hammou, Teacher of English, Al Majd High School, Agadir, Morocco</p> <p>Ahmed Ait Bella, ELT Teacher, Al Majd High School, Agadir Morocco.</p>	<p>Naima Trimasse Faculty of Letters and Human sciences Ibn Zohr University Morocco</p> <p>The Use of Reflective Reports in Higher Education</p> <p>RAZKANE Hassane Chouaib Doukkali University Morocco</p> <p>Effects of explicit reading strategy instruction on struggling learners' reading comprehension performance in English as a third language</p> <p>SAYEH Adil Youssef Chouaib Doukkali University Morocco</p> <p>Second-Baccalaureate Students' Performance in French Exams and their Perception of the Ease of Use of the Four Language Modalities</p>	<p>Ouafa BARAKAT Université Ibn Zohr Abdelaziz BENDOU Université Ibn Zohr Agadir Morocco</p> <p>Covid 19 & Innovation Pédagogique Numérique : Cas de l'Université Ibn Zohr</p> <p>Laila OUCHEN Ecole Normale supérieure de Marrakech Morocco</p> <p>Pr. TIFROUTE Lahcen Université Cadi Ayyad Marrakech Morocco</p> <p>Pr. EL HARIRI Khadija Université Cadi Ayyad Marrakech Morocco</p> <p>Impact Des Soft Skills sur L'apprentissage au Temps de La Covid-19 : Cas des Etudiants de l'Université Cadi Ayyad</p> <p>Fatima JABBOUR FLSH, université Ibn Zohr, Agadir Morocco</p> <p>La vie estudiantine : l'apprentissage au cours des inégalités. Cas de l'Université d'Agadir</p>	<p>Dr. Youssef Tamer, Ibn Zohr University, Agadir, Morocco.</p> <p>- Dr. Jan Jaap De Ruijter, Tiburg University, The Netherlands</p> <p>- Dr. Chantal Tetreault, Michigan State University, USA</p> <p>- Michaël Salingardes, Paris VIII, Vincennes, France</p> <p>- Emmanuelle Hugué, Centre Privé de Recherche Pédagogique pour le préscolaire, Casablanca, Morocco.</p> <p>- Dr. Montserrat Benítez Fernández, Escuela de Estudios Árabes, CSIC, Granada, Spain.</p>	<p>Maroua Harrif Moulay Ismail University in Meknès, Morocco.</p> <p>The effect of Blended Learning on EFL Classroom Management in Moroccan Universities while Teaching Millenials and Gen Z</p> <p>EL ARBAOUI Fatima Zahra Sultan Moulay Slimane University, Beni Mellal Morocco</p> <p>The Post-Covid Future from an Equity Lens in Higher Education</p> <p>ASSERRAR Ilham Ibn Zohr University, Agadir, Morocco</p> <p>SOCIAL NETWORKS: TIME TO WIN BACK TRUST</p>	<p>Sharing Practitioner Research at the National Award for Special Educational Needs Coordination at the University of Worcester Dr Sean Bracken Principal Lecturer, Principal Course Lead, the National Award SENCO, UK</p> <p>Nick Broomfield School-based Special Educational Needs Coordinator (SENCO) and PG Cert student</p> <p>Kiera Langford School-based Special Educational Needs Coordinator (SENCO) and PG Cert Student</p> <p>Danielle Shipley School-based Special Educational Needs Coordinator (SENCO) and PG Cert Student</p> <p>Michelle Stokes School-based Special Educational Needs Coordinator (SENCO) PG Cert Student</p>
15.30 - 15.45	Break					
15.45 -16.45	<p>In/Exclusion of marginalised people from higher education during the pandemic: do HEIs respect or violate the right to education? Keynote 2: Associate Professor Sindile Amina Ngubane-Mokiwa (UNISA)</p>					

16.45 –17.45	<p style="text-align: center;">Symposium Set C1</p> <p style="text-align: center;">Universal Design for Learning</p>	<p style="text-align: center;">Symposium Set C2</p> <p style="text-align: center;">Linguistic Diversity and Intersectionality</p>	<p style="text-align: center;">Symposium Set C3</p> <p style="text-align: center;">Making Inclusion and Exclusion Visible</p>	<p style="text-align: center;">Symposium Set C4</p> <p style="text-align: center;">Self-organized Symposium 6: Developing Inclusive Pedagogy</p>	<p style="text-align: center;">Symposium Set C5</p> <p style="text-align: center;">Promoting Inclusive Communities and Cultures through use of Technology</p>	<p style="text-align: center;">Symposium Set C6</p> <p style="text-align: center;">Self-organized Symposium 7: Le management public des systèmes éducatifs face aux crises</p>
	<p>Plantin Ewe Linda Kristianstad University, Sweden Tracy Galvin, PhD student, Queen's University Belfast, UK Dr Sean Bracken, Principal Lecturer, University of Worcester, UK UDL in a European context – a systematic literature review</p> <p>GRONSETH Susie University of Houston USA Universal Design for Learning as Instructional-Design Theory</p> <p>Marouane ZAKHIR, Associate Chouaib Doukkali University Morocco Large Classroom Management: A Universal Design for Learning Model</p> <p>Sana LAMTARA Hassan II University, Casablanca Morocco Information Communication Technology in favor of Universal Design for Learning</p>	<p>BEN HAMMOU Salah Hassan II university, , Morocco Multilingual education in postcolonial contexts: The case of Morocco</p> <p>OUMMIH Mohamed English for Africa Meknes Morocco Making EFL Coursebooks Inclusive: Local Content for an International Language</p> <p>Aziz Driouch, Ibn Zohr University Morocco Translanguaging as an inclusive pedagogical practice in FL classes in early education</p>	<p>Sundari Sethu University of Worcester UK How do nurse academics at a UK university attend to the learners' diverse needs in a health professionals' programme?</p> <p>Mohamed ACHAMRAH Mohamed V University Morocco Investigating Inclusive Pedagogy and Practice with Moroccan Teachers in Moroccan Primary Schools</p> <p>Anigri Mohamed bn Zohr university, Morocco Inclusion vs Exclusion during Covid-19: A New Perspective to Distant Learning in Moroccan Tertiary Education</p>	<p>Sharing findings from the EU SCALE Project in Higher Education</p> <p>Smith Sharon University of Worcester UK</p> <p>Patrick Clarke, Research Associate, University of Worcester UK</p> <p>Sharon Smith, Senior Lecturer, University of Worcester UK</p> <p>Richard Woolley, Professor of Education, University of Hull UK</p>	<p>Abdeslam JAMAI abdeslam@live.co.uk Ibn Zohr University Rethinking physical presence and formal space: A case for virtualisation of mainstream higher education.</p> <p>Perspectives On Arabic As Foreign Language Hybridization In The United States Perspectives On Arabic As Foreign Language Hybridization In The United States</p> <p>Ghizlane AMAJID Ibn Zohr University Morocco A comparative study of student's Perceptions on online courses: Quality and challenges</p>	<p>Youssef SADIK, FSJES- Agdal, Université Mohammed V de Rabat Morocco</p> <p>Hamid Ammouri, FSJES Salé, Université Mohammed V de Rabat Morocco</p> <p>Soufiane Aguida, FSJES Souissi, Université Mohammed V de Rabat Morocco</p> <p>Ibtissam Immel, FSJES Salé, Université Mohammed V de Rabat Morocco</p>
17.45 – 18.00	<p>Close Day 1 – Students Ambassadors Virtual Tour</p>					

Day 2: Thursday 10th March 2022

In Person Student Conference, IZU

09.00 –12.00	In Person Student Conference, IZU					
12.00 –13.30	Symposium Set D1 Digital Learning Environments	Symposium Set D2 Qualité de l'Enseignement	Symposium Set D3 التعليم عن بعد	Symposium Set D4 Pedagogical Experiences	Symposium Set D5 Inclusive Learning Communities	Symposium Set D6 Self-organized Symposium 8: German Immigration in Perspective
13.40 –15.40	Researching to Include: An interactive seminar for aspiring and inspiring researchers. ICEQ / INCLUDE (themes: Learner voice / Technologies / Intersectionalities)					
09.00 –12.00	<p>Nouhayla BOUANBA Noura EL FARISSI Ouafa BARAKAT Abdelaziz BENDOU Ibn-Zohr University Morocco</p> <p>E-Learning in Higher Education: Ibn-Zohr University Students as a Case Study</p> <p>Abdelaziz Ouajdouni Abdelmalek Essaadi University, Tangier Morocco Khalid Chafik Abdelmalek Essaadi University, Tangier Morocco Omar Boubker Abdelmalek Essaadi University, Tangier Morocco Higher School of Technology, Ibn Zohr University, Agadir, Morocco</p> <p>E-learning success determinants: Empirical evidence from Ibn Zohr University</p> <p>QASSERRAS Lhoussine lhoussine_qasserras@yahoo.com Ibn Tofail University, Kinetra Morocco</p> <p>Moroccan students' experience on the quality of self-paced online learning</p>	<p>Abdelkhalil HIDANE Université Ibn Zohr Morocco</p> <p>Et si la qualité de l'enseignement passait par la connaissance fine de nos étudiants... Plaidoyer pour un observatoire de la vie étudiante (OVE)</p> <p>EL-ASRI Abdallah Faculté des sciences d'Agadir, université Ibn Zohr Morocco</p> <p>Quel est le degré d'adhésion des étudiants à l'enseignement à distance à la faculté des Sciences d'Agadir ?</p> <p>Aziz ABOULAHSEN, Université Ibn Zohr Morocco Lhassane JAOUHARI Université Ibn Zohr Morocco</p> <p>Les facteurs explicatifs de l'acceptation des réseaux sociaux par les enseignants : cas des groupes WhatsApp dans la ville d'Agadir.</p>	<p>جدي محمود الدكتور واد كليم لجهة والتكوين للتربية الجيوبية الأكاديمية نون المغرب Morocco</p> <p>البحوث جودة من الرفع في الرقمية الأدوات دور الميدانية</p> <p>محمد طالب دبوس جامعة الاستقلال فلسطين د. داليا هواري جامعة الاستقلال فلسطين د. رناد عبدالله جامعة بيرزيت فلسطين</p> <p>تقييم واقع جودة نظام التعليم الالكتروني في التعليم عن بعد في الجامعات الفلسطينية في ظل جائحة كورونا من وجهة نظر الطلبة</p> <p>د. أوزال معاذ المركز الجهوي لمهن التربية و التكوين مراكش-أسفي Morocco</p> <p>التعليم عن بعد و رهان الجودة في التكوين : مسلك تكوين أطر الإدارة التربوية في المركز الجهوي لمهن التربية و التكوين مراكش- أسفي نموذجا</p> <p>خالد صقلي Fez, Morocco موانع تعليم الأطفال في الدول الفقيرة</p>	<p>BENLAAYOUNI Abdelkarim EST, Ibn Zohr university, Agadir Morocco</p> <p>Critical Pedagogy as a Pillar for Enhancing Quality in Education</p> <p>BOUHABA Abdelmounaim UNIVERSITY IBN TOFAIL KENITRA Morocco</p> <p>Difficulties in the teaching/ learning process of physical science in high school</p> <p>Mohsine Wahib Ibn Zohr University Morocco</p> <p>Addressing teacher language awareness in an inclusive EFL classroom</p>	<p>Khaloudn Asmae Al Akhawayn University, Ifrane Morocco</p> <p>Study of the suitability of engineering technical training and education at the Moroccan Universities to the job market</p> <p>MARROUNE Siham Ibn Zohr university, Agadir, Morocco</p> <p>Moroccan Higher Education Inclusion between Intention and Unwavering Commitments Teacher Capacity Building as a Means of Survival</p> <p>ICHOU Abderazaq FLSH, univeristy Hassan II, Mohammadia Morocco</p> <p>Promoting Equality and Inclusion Through Rethinking Mediums of Instruction in Moroccan public Schools</p>	<p>Hamid Benbouazza, et al., Germany</p>

Day 3: Friday 11th March 2022

12.00 – 12.15

Welcome and ICEQ Book / IJEQ launch

12.15 – 13.15

Diversité et inclusion en éducation: usages des technologies numériques pour répondre aux besoins spécifiques d'apprentissage des étudiants.

Diversity and Inclusion in Education: Using Digital Technologies to Meet Student Learning Requirements.

Keynote 3: Soufiane Rouissi (Vice President Université Bordeaux Montaigne, France)

13.15 – 13.30

Student Ambassador Reflections

13.30 – 14.30

Symposium Set E1

Symposium Set E2

Symposium Set E3

Symposium Set E4

Symposium Set E5

Symposium Set E6

Covid-19 and Technology

Pedagogical Experiences

National and Local Policy Initiatives

Developing Inclusive Policies and Practices

L'Enseignement à Distance

Maximizing Participation through Systems and Processes

Stéphane Caro, Professeur des Universités,
Université Bordeaux Montaigne,
Laboratoire MICA
France

Pandémie et formation à distance : la pratique instrumentale musicale depuis des vidéos

Hafssa Chahbane
Sidi Mohamed Ben Abdellah
University
Morocco.

Digital Divide and Covid-19 Pandemic: Uncovering Inequalities among Sidi Mohammed Ben Abdellah University BA Students

Mokhtar EL MAOUHAL1
Professeur chercheur UIZ Agadir
Morocco

BrahimABARAGH2
Docteur en SIC, Université le Havre
Normandie
France

Quand les dispositifs médiatisés font des apprenants des « producteurs » et de mutualisation des connaissances

Isam Mrah
Mohammed the First University
Morocco

Distance learning in times of crisis: Towards enhancing Student' skills development

OMARAKLY Elmostafa
Ibn Zohr university
Morocco

The Pedagogical Value of Portfolio as an Alternative mode of assessment within the Moroccan EFL common core writing classes

BENHADJ Yassine
Moulay Ismail University,
Morocco

Promoting the Development of Soft Skills through Project-Based Learning: An explorative inquiry

Neirouz Nadori
Chouaib Doukkali university
Morocco

Schools and inequality: A Correlational Analysis of Public and Private School Students' Reading Achievement

BEN-MEIR Yossef
University of Virginia
USA

Education and Sustainable Development in Morocco

BOUHADIBA Farouk
University of Oran 2, Mohamed Ben Ahmed
Algeria

The Teacher's Profile and the CBLT in Algeria: prospects and perspectives

Rachid Acim
Ibn Zohr University – Agadir
Morocco

Lecturing in a Medieval University Classroom

BRUCE Alan
UOC, Open University of Catalonia,
Barcelona
Spain

The TEFL-ePAL Initiative: Digital Innovation for Inclusion and Capacity Building in Palestinian Higher Education

FATI Meryem
f.fati.meryem@gmail.com
Arab open University,
Bahrain

Ensuring Quality Based Inclusive Education Through Online Teaching and Learning- Critical Insights

Sarah Hebbouch
Mohammed V University, Rabat,
Morocco

Reflections on Inclusive Education with International Students: The Case of the English Department at the Faculty of Letters and Human Sciences in Rabat

EL MAOUHAL Mokhtar
FLSH d'Agadir, université Ibn Zohr
Morocco

La fracture numérique : l'inclusion

OUMASST Abdellah
Faculté des sciences d'Agadir, université
Ibn Zohr
Morocco

Quelle est l'identité numérique des usagers de la plateforme Moodle à la faculté des sciences d'Agadir ?

ZENIRA Aicha
FLSH d'Agadir, université Ibn Zohr
Morocco

Quel modèle d'intégration pédagogique des TIC choisir pour le contexte éducatif marocain ?

KOUR Azize
azize.kour@ensias.um5.ac.ma
ENSIAS Mohamed V University, Rabat
Morocco

Will (Not) the Integration of 'Life Skills' Boost the quality of training Computer Science Engineers in Morocco?

Hassim Samy
Samy.hassim@uit.ac.ma
Ibn Tofail University, Kenitra
Morocco

Morocco's Language Policy and the Shift to English as a First Foreign Language: Students' and Teachers' Attitudes

OUISSAM Bitari
Ibn Tofail university, Kinetra,
Morocco

RAHMOUN Miloud
Ibn Zohr university, Agadir
Morocco

Studying Literature Between Acceptance and Denial In English Departments

14.30 –15.30	Symposium Set F1 National and Local Policy Initiatives	Symposium Set F2 Online Education	Symposium Set F3 Pedagogical Experiences	Symposium Set F4 Covid-19: Challenges & Opportunities	Symposium Set F5 Moving Beyond Special Educational Needs and Disabilities	Symposium Set F6 Cultural and Linguistic Diversity
	<p>Nourelhouda Bouhaïssa Ibn Tofail University Morocco Moroccan Teachers Continuing Professional Development within the Strategic Vision and the National Charter for Education and Training</p> <p>Khadija ANASSE Professor Ibn Tofail University Morocco The Importance of Teaching Soft Skills in the Moroccan University</p> <p>Latifa EL ABDELLAOUI IBN ZOHR University Morocco L'enseignement universitaire face aux attentes académiques et aux aspirations professionnelles des étudiants inscrits dans le cadre de la réforme LMD Cas de l'université Ibn Zohr</p>	<p>Elhassany Lahsen Ibn Zohr University Aziz Driouch Morocco Ibn Zohr University, Morocco The Online education challenges that Moroccan University Students face during the Covid 19: A case study of FLASH students in IBN Zohr University.</p> <p>ZOUALI Fatima-Zahra f.zouali@ump.ac.ma Mohammed The First University, Oujda Morocco Online Course Design in EFL Classes</p> <p>MEKKAOUI ALAOUI Hasna Ibn Zohr University Morocco Temporal dynamics of traces in digital learning environments</p>	<p>Ait Abdeslam Abderrahim Sultan Moulay Slimane university, Morocco Fostering Sustainable Assessment in Higher Education</p> <p>Belqassem LAGHFIRI Cadi Ayyad University Morocco Khalid SAID Cadi Ayyad University Morocco Insights from Cognitive Load Theory to the un-loading of Mixed-defined Domains in Tertiary Education: The Case of Phonology</p> <p>EL OURF Mounir Sidi Mohamed Ben Abdellah Univeristy MARJANE Driss Sidi Mohamed Ben Abdellah Univeristy Morocco Was it fair? Perceptions from students about what constitutes a fair assessment.</p>	<p>Sanae ACHAG Sidi Mohammed Ben Abdillah University Morocco Covid-19 And Distance Learning: Effects On High School Students In Fes</p> <p>Imène Ait Abderrahim University of Oran 1 Ahmed Benbella Algeria Students' Vision Statement about Online Learning during the COVID-19 Pandemic: Algerian University Students as a Case Study</p> <p>Abouyassine Brahim Ibn Zohr University, Agadir Morocco Covid-19's Impact on Showing Disparities in the Educational Community: High School Students as a Case Study</p>	<p>DART Gareth g.dart@worc.ac.uk The University of Worcester UK Investigating the role of a Zambian disabled persons' organisation in supporting effective education for learners with albinism</p> <p>EL AMIRI Yousra Ibn Zohr University Morocco Assessment Practices of Special Needs Students in EFL Classrooms: the case of dyslexia</p> <p>BANGA Parul parul.banga01@gmail.com Delhi university, New Delhi India COVID-19 and Teacher Education – An analysis of virtual learning and teaching from educators' perspective in an Inclusive set up.</p>	<p>Dr. Ahlam Lamjahdi Mohammed I University, Morocco English as a Form of Cultural Diversity and Inclusion Among University Students in Morocco</p> <p>BENACHOUR Saidi Mohammed First University, Oujda, Morocco Investigating Inter-Cultural Diversity, Inclusivity and Equity in Moroccan Higher Education: The Case Study of African Sub-Saharan Students at Mohammed I University</p> <p>CHAKIR Hasnaa Sultan Moulay Slimane university, Beni Mellal, Morocco Cultural and linguistic challenges in translating children's stories from English into Arabic</p>
Break						
15.30 –16.30	Local Citizenship in a Global World: Beware the Shrinking Imagination Keynote 4: Dr Tim Eatman (Rutgers University-Newark, USA)					
16.45 –17.45	<p style="text-align: center;">International Panel</p> <p style="text-align: center;">Inclusion, Equality and Diversity: Global Challenges and Local Needs</p> <p style="text-align: center;">Round table discussion with prominent researchers from six different countries</p>					
16.45 –17.15 Closing Ceremony						