

MATE Newsletter Supplement (7)

Prepared for publication by: M. Hassim & E. Fahmi

*Managing Teacher Associations:
Report on the Cambridge Experience
By Abdellatif Zaki*

Introduction to the supplement

Report on my participation to the British Council seminar
“Teacher Associations: next steps”
Cambridge, UK, 10-15 December, 2006

The following is my reflective report on my participation to the British Council seminar “*Teacher Associations: next steps*”. The report consists of four documents which cover the essential issues raised and debated during the seminar. These documents have been uploaded to the Moodle platform designed for the seminar.

I would like to reiterate my gratitude to MATE leadership for having appointed me to attend this seminar. I would like also to reiterate my readiness to contribute to any cascading activity which MATE will judge appropriate.

Abdellatif Zaki



I. Basics of management procedures for a Teachers' Association

This document is a reflective report on the British Council seminar "Teacher Associations: next steps". The seminar focused on those fundamental principles that are most relevant to the management of Teacher Associations (TA). The seminar consisted of a number of brilliant presentations and several contributions of the participants.

Reflecting on the presentations and the discussions, one can say that management (i) is a skill everyone can learn, (ii) is essentially common sense formulated in procedures which others have found helpful in the achievement of their goals, (iii) a set of procedures that reduce communication failures within an organisation by formalizing relationships and by specifying responsibilities, resources, tasks, implementation protocols, performance standards, accountability measures, etc.

In this document, I will present some procedures which other managers have found helpful. It was stressed during the Cambridge seminar that an essential tool for efficient management is a **manual of procedures**. Among the procedures this manual has to provide for are the following:

- Needs assessment
- Identification and prioritisation of objectives
- Raising funds and sponsoring
- Evaluation.

Needs' assessment / analysis

Prior to any endeavour that aims at providing services to other people, a

needs' analysis should be conducted to identify specific features of the targeted population, namely:

- the various segments that make it up,
- the accessibility to each segment,
- the purchasing power of each segment,
- the availability of each segment,
- the values and attitudes of each segment regarding the services and/or the products to be provided,
- the skills, degree of expertise, training profile, knowledge of each segment,
- the needs of each segment in terms of services and products as they are expressed and perceived by each segment,
- the needs of each segment as perceived, identified and expressed by the needs analyst. In fact, the perception of the needs by those concerned and experts is not always identical,
- the negotiation and decision making aptitudes of each segment.

The needs' assessment is therefore a management instrument that generates information concerning the relevance of the services, products / projects as well as their feasibility under given conditions.

I suggest that the degree of formality, the comprehensiveness as well as the instruments of the needs' analysis be adapted depending on the size of the TA as well as of the potential membership targeted.

Ideally, both qualitative and quantitative instruments should be used. Interviews, case studies, direct observations, document analysis, etc. are techniques which generate interesting qualitative information which can be used to feed the questionnaires that seek quantitative information.

One caution however. While qualitative analyses do provide precious insights into what might be needed, they do not allow for generalisations to be made safely. Results from qualitative analyses can be used to generate powerful entries for questionnaires. Likewise, open ended questions in questionnaires are not easy to interpret.

One more caution. Collect only the information you will actually be able to use in making your decisions. In fact, very often, TAs have collected more information than they needed and/or that they had any use for. Collecting information you do not need makes the whole process more onerous and more costly.

In addition to providing critical information about the targeted population and its needs, this needs' assessment provides an opportunity for the TA to raise the awareness of this population of its own needs as well as to

invite it to appropriate the programs of the TA.

A strong recommendation. The recommendations pursuant to a needs' analysis have to be shared and negotiated with targeted populations as well as with other stakeholders. This serves to validate the subsequent programs and to create and strengthen the readiness to *buy* or *adhere* to them.

One more strong recommendation. Before you proceed to the implementation of your needs' assessment instruments, proceed to a small scale piloting to a sample of the targeted populations. This piloting will allow you to identify formulations that might be ambiguous both to those answering the questionnaires and to those analysing the responses. This will also help you make decisions concerning the usefulness and relevance of the entries and hence prioritizing them.

The best needs' analysis instruments are those constructed jointly by those who need the information, those targeted by the service / product and those involved in the various stages of producing the service / product, of making it available to whomever it targets, and of evaluating the outcomes of the whole project.

II. Building managerial capacities of the TA leadership

In general, TAs are run by teachers. However, many of these teachers did not necessarily have opportunities to be trained in leadership and management skills. One priority for any newly formed team to run a TA would

therefore be to make sure they acquire minimal skills in these areas.

There are many ways a TA can provide skilling opportunities to its leadership. One of these is to ensure continuity of the teams by instituting a rotation

system, a shadowing system and/or a mentoring system. In this section, I will focus on the skills and competencies a manager of a TA will need for the success in her/his tasks. Other sections will be posted shortly.

1. The TA is an organised structure that functions according to a clearly defined and expressed mission. This feature of the TA helps newly elected/appointed teachers to specific tasks/responsibilities to define their own styles, approaches and philosophies to those of the TA and be therefore in tune with their other colleagues. In fact, unless the TA operates according to a clearly defined mission, no degree of skill would be of much help in the pursuit of the achievement of objectives.

2. I have listed these skills in an alphabetical order. I have four reasons for this: (a) each of these skills can also be a sub-skill to be addressed under the heading of other skills, (b) to invite participants to share personal organisations of these entries in headings and subheadings as they see it appropriate. Every entry can, of course, be used more than once, (iii) to invite participants to add new skills and to offer annotations and/or new formulations of the entries when they see it fit, and (iv) to invite participants to apply coefficients of critical importance to each of the entries according to different responsibilities, tasks, and/or levels of the management process of their TA.

1. Ability to consider time as an asset to be budgeted, planned and managed efficiently, for oneself, for

others and while planning projects and programs,

2. Ability to create one-to-one counselling opportunities,
3. Ability to delegate competencies, decisions, enforcement and implementation responsibilities at the various levels of the management process,
4. Ability to design, organise, evaluate and follow-up tasks and activities,
5. Ability to identify most relevant questions and formulating them in most accessible manners to all,
6. Ability to prepare and deliver effective presentations to various audiences: adapting/adjusting discourse to who is listening.
7. Ability to prioritise and to create consensus around priorities,
8. Ability to solve problems and to resolve conflicts in manners most profitable to the TA and that preserve its internal and external coherence best
9. Active listening,
10. Adopting appropriate leadership approaches to the various segments of the targeted population as well as to the various levels and nodes of the leadership team,
11. Audacity in making innovative decisions without alienating any of the parties involved and without jeopardizing any of the assets of the TA,
12. Coaching competencies: encouraging, tapping the most of everyone, setting challenges that allow everyone to perform at their best,
13. Communication skills: creating expression and speaking opportunities to everyone involved,

14. Courage to introduce innovative approaches and solutions,
15. Creating second opportunity / chance to everyone,
16. Creating, maintaining and strengthening motivation of team and members
17. Enhancing recourse to innovation: recourse to IT and to computer assisted technologies whenever possible and appropriate in communication and the various stages and aspects of management starting with needs' assessment, planning, budgeting, marketing, registration to pricing, billing, reporting, evaluation, follow-up, ...
18. Enhancing the culture of evaluation, internal and external auditing at the various levels of the management process as essential concepts of good governance and best practice,
19. Enhancing the culture of quality, of standards, of performance and of procedures,
20. Enhancing the values of gender equity, citizenship, Human rights, other personal choices,
21. Environmental and duty of care awareness and managing according to standards and procedures,
22. Evaluation planning, conducting, and follow-up, for team, and self,
23. Handling grievances and settling issues at the satisfaction of all within what the regulations and bylaws provide for,
24. Implementing a management by objectives (MBO's) approach whenever that is appropriate,
25. Intelligent but firm handling of discipline issues that aim not at punishing and/or excluding but at reintegrating within second opportunity spaces,
26. Interpersonal competencies both in terms of communication and of management for optimal performance at the vertical and horizontal levels of relationships,
27. Mastery of group dynamic techniques for efficient running of meetings, facilitation of planning workshops, and of focus groups, of conducting negotiations, etc.
28. Mastery of several planning approaches (ZOP), especially those based on participation and collegial decision making, etc.
29. Negotiation skills for optimal decisions with various stakeholders with whom the TA has to deal with at the various stages of the decision making process concerning setting up projects, funding them, clearing them at the various levels of the TA, etc.
30. Planning skills,
31. Professional communication competencies involving synthesizing skills, reporting, planning projects, interviewing for recruitment, business writing, letters, etc.
32. Providing self and professional development opportunities to others,
33. Providing supportive environments, mutual trust, empathy and mutual understanding,
34. Relative mastery of financial, accounting and commercial functions of the TA and of its environment that allow if not full responsibility of such at least would

allow communicative competence with expert accountants, etc.

35. Taking initiative at the most relevant and appropriate time.

I remain at the disposition of the participants for clarification, illustration or further details concerning these entries. To avoid overloading of this

III. Some leadership issues that relate to the management of Teachers' Associations

This document is an informal response to the request which the organisers of the British Council Cambridge seminar "Teacher Associations: next steps" have kindly asked me to contribute to maintaining the discussion alive on the issues of leadership as they may relate to the management and promotion of TAs. I suggest - and hope - that questions, comments, additions, amendments, criticism, follow-up activities, etc. of the various propositions of the document come from the participants. No need to reiterate that this is an informal platform – in no way an academic contribution – whose purpose is to capitalize the assets gained during the seminar and to further the exchange of experiences. Thanks are due to the British Council for this precious opportunity.

Leadership: issues of definition

Leadership can be defined as the faculty of convincing others to adhere to an alternative or to an innovation in a process that provides equal opportunities of self realisation to all. Defined as such, leadership is always about initiating change, mediating innovation and implementing alternative ways. It requires the focus on targeted

section, I have opted against a step by step description of how to develop each of the skills mentioned. I would like to suggest that should any participant need support in building a syllabus for a training program in any of the skills mentioned – or not mentioned – that other participants share their experience.

populations, their needs and expectations as well as a heightened sensitivity to the procedures and the skills associated with the strategies of (i) introducing change, (ii) conducting it, (iii) providing adequate intellectual, cognitive and emotional support to those involved in it, (iv) convincing people to adhere to an ideal or a vision, (v) assigning meaning, creating and using symbols, (vi) mobilising their energies to pursue them, (vii) maintaining a critical degree of motivation, and (viii) enhancing the positive dynamic that build teams and optimize the output of their energies, (viii) anticipating and planning the future in accordance, on the one hand, with a vision and, on the other hand, with the material constraints in which it is to be materialised, (ix) building a trust and credibility capital for himself/herself as well as for the vision he/she promotes, and (x) capitalizing credibility into legitimacies that have currency among the community.

Four bundles of attitudes make up leadership

Leadership is therefore a set of competencies that can be broken – for our own purposes - into four major

bundles of attitudes, aptitudes, skills and know-how.

The first bundle: constructing a vision

The first of these bundles includes the abilities related to building visions and promoting projects that are convincing enough to gather individuals and communities around them. This bundle includes strategic skills such as conflict resolution and anticipation of future developments of situations, formulating questions both about the status quo that are relevant to the expectations of the various segments of the targeted populations as well as questions related to the directions to orient the organisation. These features of a leader are enhanced by the quality and relevance of the information she/he can collect about the various segments of the population, the timeliness of its collection and the use she/he can make of it to influence specific decisions. This implies that the leader has the necessary skills for an efficient and cost effective acquisition of information and knowledge. Such an acquisition pre-requires competence in synthetic, selective, fast, critical and participative reading both of linear and non linear forms of discourse. While this competence can be developed through specific skilling procedures, the pre-requirements for it are the sole responsibility of the individual. In fact, a person with a multi faceted culture, an interdisciplinary curiosity, polyvalence attitudes, an aptitude to think with variables, simulations, high degrees of uncertainty, a capacity to anticipate on minimal information and a tolerance of ambiguity, variation and difference of

interpretations of symbols including language, is a person whose reading aptitude will be much higher than that of a person with a unique cultural dimension, strong convictions and who prefers certainty and definitive and exclusive interpretations. In addition to the comparative advantages of the former profile concerning reading competence, the assets she/he has contributed to making her/him happier, more joyful, easier to satisfy and more difficult to disappoint or to hurt than the former. Reading competence is therefore a key factor in developing leadership.

The second bundle: communication

The second collection of competencies covers the various aspects of communication. These include acquiring information, being open to ideas, networking, active listening, negotiation, building arguments, convincing others, maintaining the support for projects and the mobilisation around the visions and alternatives promoted. Communication being a multi-direction and multi-purpose process, it involves in addition to the search for, collection, processing and sharing of information, the faculty of making information, creating the conditions for information to be made, to be interpreted and to be disseminated in specific ways depending on targeted segments of the population. This is to say that leadership supposes making things happen and not waiting for them to overtake one. In this sense, communication starts with making plans for new alternatives and innovative visions to materialise and to impact the environment in desired manners. The communication process will be only as

successful a leadership instrument as it will involve as many stakeholders as possible and as it will assign to each of them missions that value them as individuals and as members of the community and that acknowledge their potential to influence the achievement of the visions pursued.

Involving stakeholders needs not stem from any moral or ideological sense of democratic attitude. In fact, this involvement increases the leadership's aptitude to sense the slightest indicators of change in any aspect of the formation of the various segments targeted as well as in the staff and other members. Every stakeholder involved is a new source of information and a potential of indicators. If the leadership does not learn from each individual involved how to improve the services, their delivery or the satisfaction of "clients", then either the leadership is inadequate or the representative of that given stakeholder community needs to be changed or educated. The inadequacy of the leadership can result from their inability to design indicators, to recognise them, to interpret them accurately and/or to act according to their indications in a timely manner. Furthermore, a leader knows well that not all indicators will show on her/his dash-board. She/he also knows that they may show only when it is too late. This is why leaders do not wait for red lights to flash on their control panels to act. They seek indicators of tendencies in surrounding environments, in what competition does and by observing the behaviour of people in their normal living and working conditions. This is why it is important

for leaders to be present in fairs, to be abreast of technological innovations, to have closer contact with living and working conditions and to take the time to talk and listen to others, to think and reflect with them, to submit their conclusions to the validation of experts and to stakeholders and to make decisions on limited data and set of indicators. In other words, to calculate risks, to take them and be accountable for them.

Being able to design a message and to make it reach those it targets and achieve the desired effects is therefore a factor of how well one has learned or is able (i) to work with teams of stakeholders, (ii) to segment the stakeholding community into coherent levels that can react similarly to the same broadcast, and (iii) to involve every segment of this community in designing, disseminating, using, evaluating and reformulation the objectives of the programs that target them or that will affect their lives.

To conclude this section, I would like to reiterate that communication requires the participation of all stakeholders including those at the fringes of the direct interests of the organisation because it is them who have information, who receive it, who disseminate it, who create and promote attitudes towards it and who will accept and use it or refuse it and resist to it.

The third bundle: change and innovation

The third bundle includes those aptitudes that make of change an asset

from which all stakeholders can derive some comparative advantage. The aptitudes of making tough distances between the here and now and the desired situations – or visions – become practicable and passable in the prospect of an adequately formulated vision. These aptitudes include the mediation of change through processes that make it acceptable and desirable to all. In fact, one important feature of a leader is her/his talent to reveal to stakeholders with potentially contradictory interests common benefits they can derive from the change he/she proposes. Change, it has to be pointed out, does not occur nor can it be introduced in a single way. In fact, one way that leaders have found very successful in introducing specific changes in their organisations is to promote communication about other issues that are marginal or only accessory to the targeted change. One such case would be the introduction of an intranet service with the purpose of increasing internal efficiency of the organisation. Many organisations have failed to make their staff adhere to Information and Communication Technologies for the various emotional investments and costs that are involved for them. Other organisations have avoided the resistance to these technologies by promoting their use for personal purposes and to address issues not associated directly with the job and missions of the staff. One specific case is a company that got its staff hooked to the intranet by promoting the technology by making it initially available for non professional purposes in a program that aimed at pulling together the energies of the staff of the multinational

organisation to develop a social plan for the company. Participation on the decisions concerning the social plan which included decisions related to retirement plans, health insurance, and other social services and benefits was available exclusively through the intranet. Processes such as disseminating information, participating in the discussions, making suggestions, drafting texts and amending them, voting, translating, etc. were all functions carried out through the Intranet. The choice of this company achieved several objectives some of which had not even been anticipated. In fact, in addition to initiating and familiarizing the staff to the new technology, the process had also created a new spirit and a new dynamism within the company that contributed to better working conditions as staff from various levels of the hierarchy and from all sites of the company got to know each other on personal and less stressing levels. Another asset the company earned from this process is the identification, and hence the capitalization of a latent human potential the leadership was not even aware of. The company also identified and capitalized on the networks of individual members of staff or of local sites that were not tapped before. My purpose in giving this example is to highlight the importance of unanticipated gains a leadership can capitalize from a good planning and follow up of the introduction of an innovation and/or every time it introduces change in its procedures, structures, and management philosophy.

The fourth bundle: credibility and legitimacy processes

The fourth bundle consists of the processes through which credibility and legitimacy are built up. These include the aptitudes of anchoring one's discourse in specific cognitive, experiential and emotional backgrounds; prioritizing issues in accordance to the needs of others as they perceive them and in a language accessible to them, partaking in their concerns and sharing their uncertainties so as to build the belonging attitudes in which credibility and legitimacy find their meaning. It is the credibility and legitimacy asset which underlies the leader's powers to undertake changes in the orientation of organisation to either meet shifting needs of traditional clients or face increasing competition from other organisations. In fact, the range of decision-making competencies with which an organisation invests its leadership depends a lot on how credible is that leadership and how sound are its legitimating arguments. A highly credible and soundly legitimated leadership can, not only re-orient the organisation upon adequate analysis of acquired information and of the various indicators of a management dashboard, but also make decisions concerning shifts to operate based on insights and anticipations of the behaviour of the competition and of the needs of given segments.

For Teacher Associations, these minimal features of the ideal leader can be enhanced through several ways. The first one is a formal training / development program that would focus on those factors that a needs' assessment would have identified and that. Such a program would be delivered by professional consultants.

Another way of enhancing these skills and aptitudes is through a home-made and implemented program. Such a program would require a team of members to pull together their common sense and their various skills. The starting point would be a survey of the skills, knowledge, know-how within the association as well as would be available through the networks of each member. The second step would be to formulate these assets in such manners as they would allow the construction of a syllabus. The third step would be to design working sheets – detailed handouts to be used in a planning workshop. The fourth step would be a meeting – face-to-face or virtual in which identification of what each individual member can actually contribute and/or what she/he would need to be able to contribute. The fifth step would be to request contributions from this platform about the issues that members of specific associations would rather seek assistance with before engaging in.

IV. Focusing on members rather than on services and products

In this document, I synthesize the discussions on the necessity for TAs to focus more on the needs of their

potential membership than on perpetuating traditions of products they can produce and deliver.

The adoption of new management approaches can, at times, be a painful enterprise. In fact, the movement away from such traditional approaches that focus on products rather than on members has often proved a not so easy endeavor to all TAs. Because this movement from what a leadership has been used to producing and offering in a certain way and from what they themselves imagine others need to what the potential or actual membership needs, wants and/or can afford requires planning, training and, often also, strategic adjustments in the structure of authority within the organisation which might call for redefinitions of competencies of key figures of the organisation, many a leadership has preferred to defer decisions related to this shift.

Member objectives rather than any other type of objectives need to motivate the work of the TA. Organisations – or their leadership - tend, however, in general to project their own objectives onto the populations they target with their services while their input would be more productive had it been invested in the objectives of these populations. In other words, TAs have to perform shifts from product or service driven strategies to strategies driven by the membership. The cost of the shift, if well planned, will always be much less significant than the losses the TA would incur if it does not adjust.

The most important implication of this situation on the management of TAs is that they need to invest more on their own professional development as a

leadership that is more able to listen and learn from the target populations so as to provide services they need / want rather than focus on what they think these populations need to know or to have. This means TA leadership needs to acquire more mobility towards their membership and increased listening aptitudes.

A member willing to help you and whom you ask to promote a service or a product and who cannot answer all the questions of a potential recruit is, for example, a member who will be doing you a disfavor. Many members have reported to me – and to other colleagues – cases of teachers trying to convince them to adhere to a program, to attend a conference or to purchase a book about which they could not answer relevant questions. Likewise, I have – as I'm sure you all have – received calls for contributions or announcements of conferences which did more to deter than to convince me attend so much the documents were unprofessionally executed.

In this case, the “when there's a will, there's a way” works only when you provide adequate training to the people willing to help. The training needs to include in addition to a good knowledge of the targeted population and its various segments a thorough knowledge of the services, the products, the administrative mechanisms of the TA, its mission, its objectives, its history as well as the prospects it promotes.

Besides this knowledge, the member willing to help needs training in know-

how as well. This includes, in addition to training in communication skills that aim at influencing attitudes and behavior, training in building trust, in creating motivation and in patience.

TAs no longer detain the exclusivity of providing the services and the products that their membership needs. Furthermore, the competition for the time, energy and mobilisation of their membership is becoming tougher and tougher as the world moves into the Information and communication age. Teachers can, for example, have access to teaching materials – in print, audio and video formats – much easier and at least costs than by attending workshops or joining fora run by TAs. Likewise, at no cost to them, teachers can join fora worldwide in which they can discuss, share, learn and assume virtual leadership. This is to say, that only those TAs that will operate this focus will survive and perhaps thrive and fare well on the tougher grounds which competition is making of their once-upon a time exclusive hunting domains.

One of the complaints we have heard during the seminar (TAs: next steps) was about thinning membership and demotivation of teachers. It would be interesting to answer the question of what teachers have fled TAs for. Other questions that need to be answered include:

- Have the TAs identified their competitors?
- Have they understood why their competitors are attracting their traditional partners?
- Have they identified new partners and new forms of partnership?
- What are the services and the products which the TAs use / have used to attract membership and defeat competition?
- What are the strategies which the TAs have adopted for the long term ‘fidelisation’ of their members?
- Which strategies have the TAs adopted to promote their services / products?
- What are the measures which the TAs have taken to evaluate, optimize the returns of their actions?
- What are the alternatives which members opt for when they drop from the TA?

To conclude, it would be relevant to reiterate the importance, on the one hand, of developing strategies for a continued analysis of targeted populations that would provide updated formulations of their needs, wants and purchasing preferences and on the other hand, the importance of identifying and implementing strategies of convincing them to adhere to your programs and to stay with them long enough for you to have adequate returns on the investments you have consented in designing them.



Report on MATE 2nd National Management Seminar
Theme: *MATE team building: Working out management issues*
I.A.V., Rabat 13-14 November, 2006

MATE organized the second management seminar at I.A.V., Rabat on 13-14 November, 2006 in collaboration with the Ministry of National Education (Directorate of Curricula), US Regional English Language Office (RELO), and Institut Hassan II Agronomique et Vétérinaire (I.A.V.). The theme of the seminar was: ***MATE team building: Working out management issues***. The theme of this seminar goes in line with the coming MATE national conference which will be about ***“Leadership and values in language education”***.

Objectives of the seminar

This national management seminar came to respond to an urgent need to enable MATE board and regional branches to manage themselves more efficiently. Therefore the seminar aimed to

1. enable national board members and regional branches to build their management and leadership capacities;
2. empower the national board and regional boards to be able to give high quality services to local ELT community;
3. establish more solid ways of coordination and collaboration among regional branches on the one hand and between them and the national board on the other;
4. come up with agreed on bylaws that would ease this coordination and collaboration; and
5. come up with solid programmes for regional branches.



Left to right: M. Ait Kebbout & M. Elasri (Ouarzazate), Mr A. Elmousaddaq, MEN General Inspector, Ms Z. Iraqui , Director of the Curricula, Prof. M. Mellouk, M. Bouchaka (Agadir)



Opening ceremony and former presidents speeches

Participants

There were about 60 participants including:

- members of the national board
- the president, the secretary general and the treasurer of each regional branch (5 regional branches: Agadir, Marrakech, Beni Mellal, Ouarzazate/Zagora and Guelmim)
- some active members of MATE, MATE project leaders and former presidents of MATE
- MATE members in charge of creating new branches (Tangiers, Laraiche, Laayoune and Oujda).



Part of the audience

Speakers

- MATE former presidents
- A. Ait Ali.
- N. Bendouqi
- A. Bouziane
- Jamal Chahidi
- E. Fahmi
- M. Hassim
- Larbi Imad
- A. Raddadi



A. Raddadi (in a workshop)

Sponsors:

- Directorate of Curricula (Ministry of National Education)
- US Regional English Language Office (RELO)
- Institut Hassan II Agronomique et Vétérinaire, Rabat-Institut
- Local sponsors.



Left to right: M. Bouchaka (Agadir), L.Ahmam (Ouarzazate), M. Hassim (MATE president), M. Elaasri, H. Elbhioui (Ouarzazate)



Part of the audience

Organising committee

- M. Hassim
- A. Zaki
- A. Naoui
- N. Bendouqi
- E. Fahmi
- S. Berdouz



Professor Jilali Saib (left), M. Elaasri (Ouarzazate)

Invited former presidents

1. Abderrafii Benhallam
2. Mohamed Ouaqqa
3. Ayoub Ait Ali
4. Khadija Zizi
5. Abdellatif Zaki
6. Hassan Elboustani
7. Mustapha Haddad



Group Photo

MATE Guests & MATE active members

- | | | |
|-------------------------|---|--------------------------|
| 1. Mohammed Mellouk | 2. Bouchaib El-Idrissi | 3. Jilali Saib |
| 4. Rachida Guelzim | 5. Rachida Kerkech | 6. Nezha Belkachla |
| 7. Larbi Imad | 8. Mohamed Najbi | 9. Jamal Chahidi |
| 10. Ahmed Chaibi | 11. Ali Boumoussa | 12. Mohamed Hammani |
| 13. Abdelkhalek Naoui | 14. Abdelkrim Raddadi | 15. Lahcen Ahmam |
| 16. Abdellatif Laklida | 17. Hamza Mahmoud | 18. Rachid Lamrani (MEN) |
| 19. Abdelmajid Bouziane | 20. Abdellatif Khadra
(RELO Assistant) | 21. Elizabeth Buckner |

From the National Ministry of Education (MEN)

- Mr Abdelillah Elmousaddaq, MEN General Inspector

- Ms Zakia Iraqui, Director of the Curricula

- Mr Elmahfoud Boualam, Director of the academy Elgharb-Chrarda-Beni Hsen

PROGRAMME

Day 1 : Monday, 13 November, 2006

Morning

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|---------------|--|
| 08:30 – 09:30 | Opening Ceremony – Orientation – Keynote speech |
| 09:30 – 10:30 | Meeting with MATE former presidents:
Inspiration from MATE leaders |
| 10:30 – 11:00 | Break - Reception |
| 11:00 – 11:20 | Presentation (1):
Leaders or followers: What NGOs really need,
Noureddine Bendouqi |
| 11:20 – 11:40 | Presentation (2):
Towards Effective Governance in the Management of NGOs,
Larbi Imad |
| 11:40 – 12:00 | Presentation (3):
Project Management for NGOs,
Mohammed Hassim & Fahmi Elmadani |
| 12:00 – 12:30 | Discussion |

Afternoon

- | | |
|---------------|--|
| 14:30 – 15:00 | Presentation (4) and discussion:
ICT and MATE: prospects for the future,
Abdelmajid Bouziane |
| 15:00 – 15:45 | Workshop (1):
Assessing and improving your leadership potentials,
Noureddine Bendouqi |
| 15:45 – 16:30 | Workshop (2):
Project management,
Elmadani Fahmi |
| 16:30 – 17:00 | Break |
| 17:00 – 18:30 | Bylaws + Programmes of Local Branches |
| 20:00 – 21:00 | General Council Meeting |
| 21:00 | Dinner |

Day 2 : Tuesday, 14 November, 2006

Morning

- 08:30 – 09:00 Presentation (5):
**Managing Human and Financial Resources,
Jamal Chahidi (in Arabic)**
- 09:00 – 09:20 Presentation (6):
**Fund raising for NGOs,
Abdelkrim Raddadi**
- 09:20 – 09:40 Presentation (7):
**NGO Team building: Working out the puzzle,
Ayoub Ait Ali**
- 09:40 – 10:10 **Discussion**
- 10:10 – 10:30 Break
- 10:30 – 12:00 **Panel discussion: Regional branches representatives**

Afternoon

- 14:30 – 15:15 Workshop (3):
NGO Team building: Making it happen, Ayoub Ait Ali
- 15:15 – 16:00 Workshop (4):
Fund raising for NGOs, Abdelkrim Raddadi
- 16:00 – 16:30 **Feedback – Closing.**



Teachers are requested to send contributions for coming issues of the supplement. Suggested areas:

Teaching / learning activities or tests related to

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| - English for specific purposes (ESP) | - The 4 skills |
| - Information and communication technology (ICT) | - Grammar |
| - English for children | - Vocabulary |
| - English for academic purposes (EAP) | - Project work |
| - English through literature | - Light activities |
| - Giving presentations & public speaking | - Study skills. Etc. |
| - Video materials | |

You don't need to send a whole supplement. Single activities are welcome.

Please send the activities to the following email:

MATE email account: matemorocco@yahoo.com

MATE website: www.mate.org.ma



