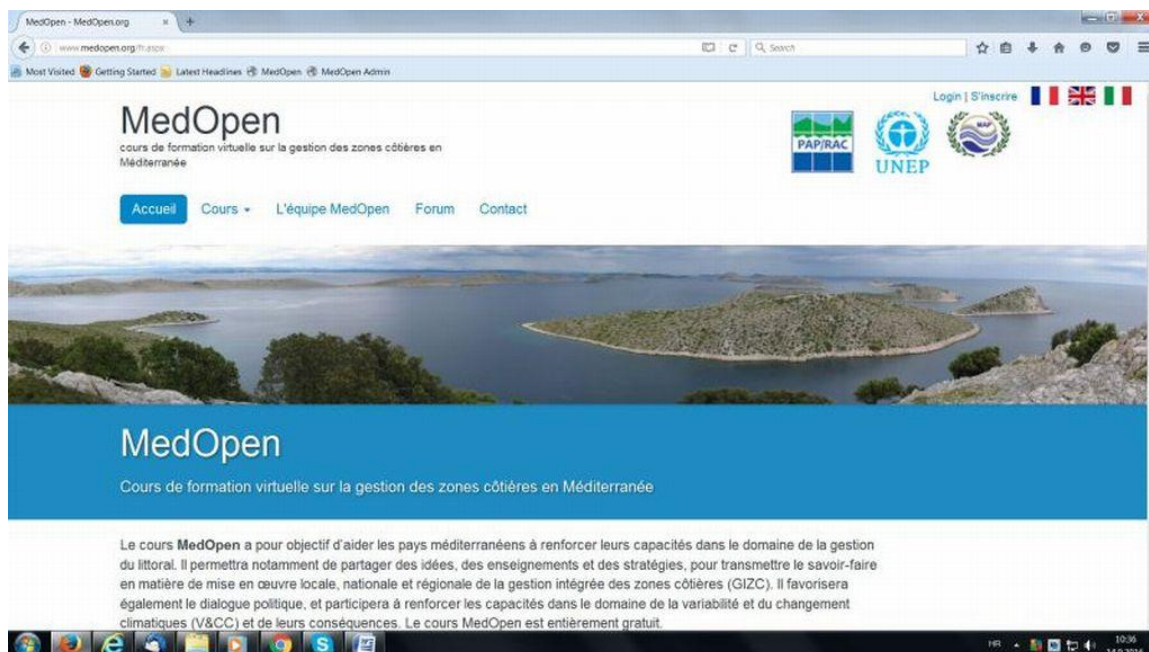




FINAL REPORT OF THE MEDOPEN ADVANCED TRAINING COURSE ON ICZM IMPLEMENTED IN FRENCH FROM 19 SEPTEMBER TO 11 DECEMBER 2016



PAP/RAC
January 2017



PAP/RAC FINAL REPORT OF THE 2016 MEDOPEN ADVANCED TRAINING COURSE ON ICZM IMPLEMENTED IN FRENCH FROM 19 SEPTEMBER TO 11 DECEMBER 2016

I. Basic information

1. **MedOpen, an on-line training course** on coastal management in the Mediterranean has been implemented by PAP/RAC since 2004. The **aim** of this course is to assist Mediterranean countries in building capacities for coastal management. **Target users** of MedOpen are decision makers (at the local, national, regional and international level), policy advisors, project managers, staff and experts of international organisations and institutions, academic researchers, students, and all others interested in coastal management.
2. The **MedOpen team**, including the experienced lecturers and PAP/RAC co-ordination and technical support, accompanies the users throughout the course to meet the demands of the advanced groups. The sessions are created to share ideas, lessons and strategies to forward the art of designing and implementing local, national and regional place-based integrated coastal management.

II. MedOpen ICZM and CV&C trainings

3. Two kinds of thematic trainings are carried out in the frame of the MedOpen, namely, the training on Integrated coastal zone management (ICZM) and the training on Climate variability and change (CV&C).
The ICZM Advanced training sessions are regularly organized since 2004, while the first Advanced training session on CV&C was launched in 2015. This training was envisaged by the ClimVar & ICZM project of the Strategic Partnership for the Mediterranean Sea Large Marine Ecosystem - the MedPartnership project. Since then, the CV&C trainings have been regularly organised.
4. The trainings are implemented in English and French with the exception of the ICZM Basic training in Italian created and launched in the frame of the Coastal Area Management Programme (CAMP) for Italy and intended, in the first place, for the local stakeholders participating in the CAMP.

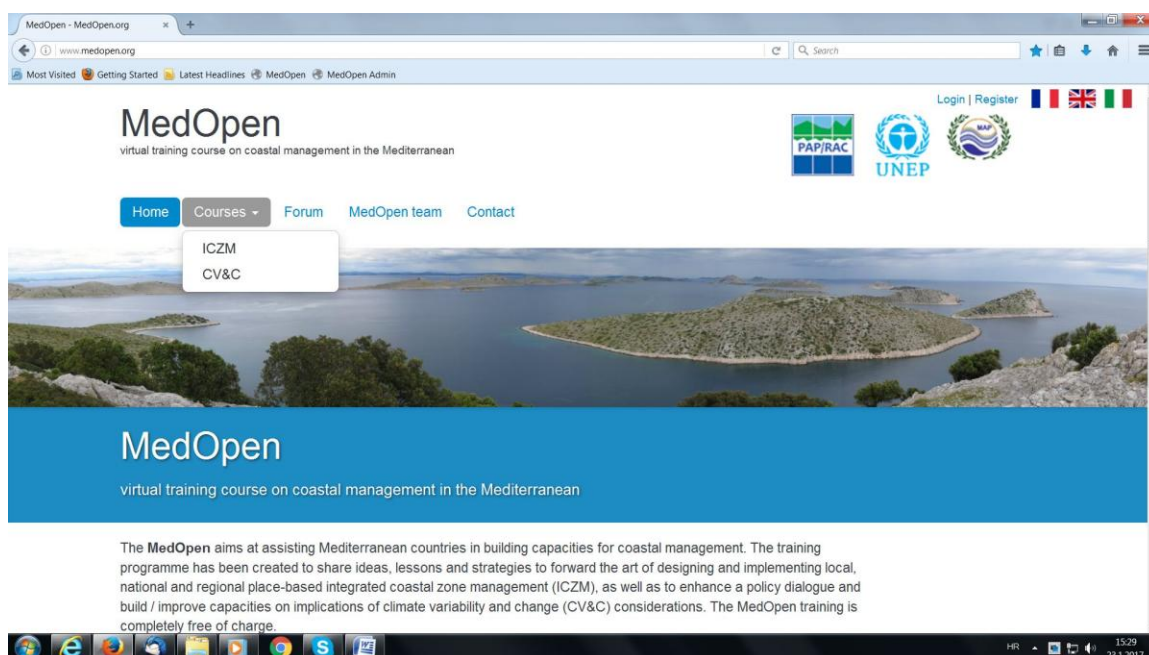
III. The MedOpen structure

5. The MedOpen training courses include the Basic and the Advanced module. The trainings are free of charge.
6. The **Basic trainings** are continuously available to users, open to everyone and completely automated. Currently, trainings are available in English, French and Italian. The Basic ICZM training includes 12 lectures, while the CV&C training is composed of four lectures. After a trainee has finished the first lecture, he/she proceeds at his/her own pace. To obtain the MedOpen Basic certificate the total percentage of points won in the test should not be less than 65%.
7. The **Advanced trainings** require a higher degree of commitment by trainees. The sessions are announced and organised by PAP/RAC and implemented in English or French. Each Advanced ICZM session lasts 12 weeks, while the Advanced CV&C session



lasts four weeks. Lectures are followed by Forum discussion on the themes the lectures and the additional materials are dealing with.

8. The practical part of the training is the Simulation Game providing trainees with the opportunity to experience a simulated coastal management situation and participate in finding practical sustainable solutions. By the end of the training, trainees prepare and submit their Final essay in which they apply knowledge obtained and skills learned in the training. The work of each trainee is assessed by the lecturers. Only the trainees who have actively participated in the Forum discussion and the Simulation Game, and whose Final Essay has been positively assessed by the Head Lecturer, are awarded the MedOpen Advanced certificate.



MedOpen homepage

IV. Development of the 2016 ICZM Advanced training in French

9. Out of 43 candidates who applied for the training, a number of 26 trainees was selected - six from Algeria, four from France, nine from Morocco and seven from Tunisia. According to the criteria which the commission used for the selection of candidates, the priority was given to those candidates whose educational background and professional experience were closely related to environmental sciences, in particular: coastal and marine sciences and technologies; exploitation of water resources; fisheries, aquaculture and waste management; MPA; coastal / marine ecology and biology;



ecotourism; agronomy; CV&C and alike. The gender equality issue has also been taken into account.

The list of trainees is attached as Annex I to this report, while the Syllabus is attached as Annex II.

IV.1 Use of the Forum (Yves Henocque, Head Lecturer and Maria Snoussi, Lecturer)

10. There are a number of broad conclusions from the use of the Forum:
 - The Forum received a very high “viewing” level - over 500 hits to just 13 topics from the registered subscribers of students and lecturers, indicating a very high level of readership by the 26 students.
 - Amongst the 26 students, 73% contributed to the Forum with a strong input from 42% of them. A total of 126 postings were made by students, and a further 90 by lecturers. Because of their week activities, most of the students made their comments/questions during the weekends.
 - The quality of discussion was generally high, with a number of particularly challenging posts. The level of activity did not decline over the course. On the contrary, till the end, the postings from the students, at least for a few of them, have been increasing, some going back to previous chapters showing their capacity to articulate ideas from the full course. Some feedback (positive) about the value of the Forum and the course in general have been posted.
11. The nature of discussion was very concrete provided the students have been much using field cases they knew or contributed for in their own country. In any case, **it would be useful to receive student feedback on the content and value of the Forum.**

The Forum discussion is available in a PDF format, at request.

IV.2 Participation to the Simulation Game (Gonzalo Carlos Malvárez García)

12. The Simulation Game (SG) developed during the five weeks, i.e. from week five to week nine, in parallel with Forum discussion and Final essay introduction. The SG Co-ordinator introduced the Scenario of the SG and distributed the Roles to students. During five weeks, the “members of the virtual community” communicated among themselves providing proposals for the creation of a “Strategy for the sustainable development of HANDENOR 2020”. Their communication was developed at the “Bistrot”, a space created at the MedOpen website to be used as an agora to exchange and discuss the issues during the SG.
13. A number of 17 students participated to the SG. Their contribution varied from a very minor participation to the (above) average involvement. In comparison with the previous MedOpen training sessions, the main issues concerning student’s performance continue to be related to Pace and Commitment (probably because of their everyday workload, most of the students participated during the weekends). A key to the successful development of the SG (and the training course as a whole) was again the MedOpen team work providing incentive to students and enabling capacity to students out of pace.



The SG Work plan, the Scenario, the Roles and the Handenor 2020 Strategy summary are available in a PDF format, at request.

IV.3 Final Essay drafting and submission (Yves Henocque, Head Lecturer)

14. As it has been the case in the previous MedOpen sessions, most of the Final essays are based on local case studies as they are encouraged to do so. But the degree and quality of personal judgement, based on the course and student's experience, varied greatly. Out of the 13 Final essays, 2 (with one drafted by a group of 3 students) were judged "excellent" (3 stars), 5 were "good" (2 stars), and the other 6 "fair" (1 star).
15. Maybe for the first time in the MedOpen course history, some of the students did not hesitate (with the encouragements of the Head Lecturer) to use actual or potential marine protected area cases in their country, analysing the participation process and making propositions. Besides, the subjects have been quite diverse, with socio-economic considerations, more specifically aquaculture, climate change and its impacts (sea level rise), risk analysis in regard to coastal erosion and port management, and the topic of wastes in the frame of the EU marine strategy framework directive. Some ongoing and past Coastal Area Management Programmes (CAMPs) experience and lessons have been mentioned, showing a good knowledge of them.
16. The Final essay has been very seriously considered by the students, some of them grouping together for drafting though it was not clear which role each one had. Without entering into too much details, in future sessions, it would be interesting to ask about the process they have been using to come up with a common Final essay and then to get some insights in the fact that the outcome may be very different, from "excellent" to "fair" in the case of this MedOpen session.
17. Detailed comments have been provided for each of the Final essay sometimes followed by further comments and exchanges with their authors. No one raised the idea of working further on their Final essay to come up with a publication as they were proposed to do.

Final Essays prepared by students, as well as the Head Lecturer's comments, are available in a PDF format, at request.

IV.4 Grading of trainees' work

18. The overall work of trainees was assessed by grading their participation in the three activities, namely, Forum discussions, participation in the Simulation Game and the Final essay preparation. Sixteen trainees who participated in these three activities successfully ended the training course and were awarded the MedOpen Advanced certificate. Four registered trainees participated in one or two activities only, while six did not participate in any of the three activities.

The Grading table is attached as Annex III.



IV.5 MedOpen ICZM 2016 team

19. Mr. Yves Henocque was engaged as Head lecturer and Ms. Maria Snoussi as Lecturer. In addition to weekly introducing lectures to students, the Lecturers administrated the topics for discussion *via* ICZM Forum and moderated Forum discussions on a daily basis. The Head Lecturer also provided advice on the selection of the topics proposed by students for their Final essays, followed the Final essay preparation and evaluated students' work.
20. Mr. Gonzalo Carlos Malvárez García was Co-ordinator of the Simulation Game (SG). He provided students with the opportunity to experience a simulated situation – an imaginary case that he had prepared for them - and participate in finding practical sustainable solutions. They followed the instructions presented in the Work plan and played the Game according to the Scenario in the frame of which the SG develops in their Roles prepared and assigned to them by the SG Co-ordinator.
21. The project co-ordination was carried out by PAP/RAC. Ms. Branka Barić was responsible for the project overall co-ordination and supervision, while Mr. Sylvain Petit provided technical support throughout the project implementation.

Short biographies of the MedOpen ICZM 2016 team members are attached as Annex IV.

IV.6 Post-course evaluation by students

22. Upon conclusion of the training, students were asked to fill-in a Post Evaluation Questionnaire prepared by PAP/RAC. One of the difficulties the students faced with during the Course was the “workload” and “other commitments”, which prevented them from taking a more active part in the session during the week. In spite of this, the MedOpen team tried to encourage them to join the others and participate even at their own pace, during the weekends. Also, at request of the majority of students, the session was prolonged for two weeks so that they could be able to prepare their Final essay properly.
23. Although the students' feedback was rather weak, PAP/RAC will benefit from their comments and evaluation of the session, which, as usual, will be taken into consideration for the improvement of the future MedOpen ICZM editions.

The Post Evaluation Questionnaires filled-in by students are attached as Annex V and make an integral part of this Report.

IV.7 Overall remarks (Yves Henocque, Head Lecturer)

24. While the long-term goal of the course is to build a regional cadre of coastal management practitioners/leaders, the starting point is to focus on building individual



skills and knowledge. Hence, the course worked in parallel to build both individual and team skills through the use of the Forum and the Simulation Game which have been regularly practiced by about 18 of the participants.

25. Introduction and time for question and reflection were built into each lecture with participants asked to reflect on specific topics of relevance to the course and to their work in coastal management. Other times participants were asked to reflect on a topic or issue of their choice which could relate to the course, to their own professional development, or to the future of coastal management in their country. While the reflections were private or made collectively as reflected into the Final essays, some participants volunteered to share some of their thoughts through the Forum, and in so doing provided interesting insights and comments about the content of the course.
26. At the beginning of the course, participants were advised of a voluntary competition including their active participation in communicating through the Forum and through a Simulation Game (starting in the week five and ended in the week 9), and the drafting of a Final essay of their choice. Within the framework of the Simulation Game, the initial imaginary scenario was introduced to the participants together with natural conditions of the area presented through different data. The participants were given specific roles, possible pathways for the development have been offered, and they were then invited to develop the situation and propose solutions. The Simulation Game and discussions were moderated, and outputs evaluated by the Simulation Game Co-ordinator.
27. Each Final essay was to be delivered in written form (5 to 30 pages, and the best ones were not the longer ones!) reflecting the heavy emphasis in the course on effective communication and presentation skills. Making a written presentation of their subject proposal to an external audience provided an excellent opportunity for participants to practice the skills they had honed during the course.
28. During the Final essay preparation phase, including the subject identification, as usual, there were significant exchanges between the Head Lecturer in charge and the students. The bulk of the recommendations made touched upon:
 - An explicit connection to advancing ICZM in the participant's country and location;
 - Benefits or potential benefits to multiple coastal stakeholders;
 - An explicit project logic - articulated in writing presentation;
 - A clear and realistic assessment of resource needs (people, money, and materials);
 - Junctures that demonstrated the use and application of course skills and tools;
 - Ideas presented in a personal, articulated, and concise manner.
29. As a whole, the thirteen submitted Final essays, all at national, sub-national or local scales, well captured the ICZM approach though in a very different way, depending on



the scale, the country or the place, the main issues at stake, and also depending on the author's perception. A detailed assessment of the Final essays have been worked out and submitted to their authors, sometimes giving place to further comments and exchanges (comments available at request, in a PDF format).

IV.8 Problems encountered and ideas for future improvement of the activity (Yves Henocque, Head Lecturer)

30. More than 70% of the participants from four countries have been actively participating to the Forum, the Simulation Game and the Final essay. The timing of the course (end of the year 2016) was good, students contributing to the Forum more particularly on weekends since they were busy with their work during the week. Overall, there has been a good understanding of the use of the Forum.
31. This last four-month MedOpen training course may thus be considered as a successful one with a good students' understanding of how to make the best use of its different components. The following suggested ideas (most of them already submitted at the previous MedOpen session) could emphasize this individual learning while instilling some team skills:
 - The priority should go to the building up of a **MedOpen Alumni's network**. How that can be done?
 - First, it is highly recommended to conduct a **longer-term post-course evaluation** to assess how participants applied the skills and knowledge acquired during the course. Two questionnaires would be formulated: one to be sent to the participants, and one to the participants' mentors.
 - While formative evaluations - those which identify strengths, weaknesses, and areas for improvement - are essential for immediate or short-term adjustments to course content and delivery, it is **impact assessments** which are the more critical tool for assessing whether the MedOpen training course model is achieving its longer-term goals of ICZM capacity building in the region. In consideration, impact evaluation surveys could be distributed to course participants at approximately six to nine months after the end of the course, and then again at the 15 to 18-month mark. These surveys will seek to assess longer-term ability of participants to use in their work the professional ICZM practice and the project management knowledge, skills, and tools acquired or strengthened by the course. Equally important, these surveys would seek to assess what impact participants' strengthened skills are having on their larger organizations, projects, or programmes. As well, they would seek to assess changes in "softer" targets of the course - e.g., course impact on the participants' attitudes, viewpoints, and critical thinking skills on key issues facing ICZM at the local, national, or regional levels. Lastly, impact evaluations would assess (hence contribute to) the attempt made at creating a more active regional network of ICZM practitioner/experts - a network that stimulates



the sharing of knowledge, experience, and skills in the region. It will help answer whether alumni and their organizations are more likely - as a result of having been part of the MedOpen virtual training course on ICZM experience - to communicate with and call upon one another.

- Instead of just asking their motivation, each participant could be asked to prepare a **"learning agreement"** which would outline his/her professional development goals and priorities for the course. Participants would review the agreement with the course advisors prior to finalizing the document. Once complete, the agreements could be formally signed by the participants. Between modules, participants would be encouraged to discuss progress on their learning goals with their advisors. The latter would provide encouragement, suggest adjustments where necessary, and help participants develop new priorities where appropriate. Once agreed, learning agreements could be posted at the MedOpen communication platform ("Bistrot", for example) with corresponding participant's photo for mutual information;
- During the selection process, each participant could be charged with selecting a **mentor** - an experienced coastal management professional - from their home country. At intervals, mentors would make themselves available to participants for discussions - preferably in-person discussions - all along the MedOpen training course. The purpose is to link the participants with experienced coastal managers who could at a minimum advice and coach the participants throughout the course, and at best continue contact and provide coaching of the participant after the course. The intent of the mentoring element would be two-fold: to provide participant-specific benefits in their ICZM professional development, and to add momentum to building an expanding a network of coastal management experts and leaders in the region. Each participant would complete a mentor/mentee agreement form that would guide his or her interactions with and expectations of the relationship;
- A survey could be submitted to the participants at the end of the first month, asking participants to identify their predominant or preferred style of **leadership and management**. Participants would then be asked to reflect on the survey results. What do those results reveal about how the participant manages work or leads others? What are the pros and cons of their particular style/profile? After raising awareness on their preferred/predominant style, participants could then be asked to reflect these different tools/approaches to leadership - styles in their own Final essay.
- In order to give more stake to the Final essay, at the beginning of the course, participants could be advised of a voluntary competition to design and implement a small **coastal management project** costing no more than US\$3,000. The process would involve writing a proposal for submission not only to a Head Lecturer but to a review panel. In the final module of the course, the best three proposals would be awarded funding for implementation of their outlined projects. In awarding the winning proposals, a panel of experts would consider the merits of both a written proposal and a possible oral presentation on its highlights. At the very beginning of the course, they would be provided with the general guidelines in developing their service project proposal and the criteria by which that proposal would be judged.



- The 18-month post-course evaluation would include an additional section for those three individuals who were awarded funding for their **service projects** (see recommendation above). This section would seek to assess how well this element provided additional opportunity to practice the knowledge, skills, and attitudes from the course in a situation where they had full control over the design and implementation of the project from start to finish.

IV.9 **Suggestions for future editions (Gonzalo Carlos Malvárez García, Simulation Game Co-ordinator)**

31. Improvements could include the potential of utilisation of a dedicated **Learning Management System** for teaching and learning web course tools. There are many existing platforms which support the provision of course tools both in open source and proprietor software, such as Moodle or Blackboard.
32. A distributed Learning Management System is a software package that supports the management and delivery of learning content and resources to student *via* web. Most systems are web-based to facilitate "anytime, anywhere" access to learning content and administration. These system may allow also offer student registration, the delivery and tracking of all the components of the e-learning course (theory and practice) as well as content, assignment and marking and may also allow for the management of instructor-led training classes in real time communication virtual classrooms. Most systems allow for learner self-service, facilitating self-enrolment, and access to courses.
33. Although the Simulation Game develops over only a few weeks, and the group is small, it is envisaged that a key role would be played if there were **teaching assistants** (Mentors) who would help dynamice the practical part of the work. The mentors would be assigned to groups of students and operate as motivators and controllers in order to help students keep the momentum and ensure timely and correct delivery of the set outcomes.

The key responsibilities of mentors would be:

- To act as a student advisor providing students with useful information about the Simulation Game that is not provided in instructions;
- To help accommodating to course pace creating an atmosphere where students can learn from their own experiences as well as from their mentor's experiences;
- To support and encourage the participation of the students in the Forum (or other communication areas) to increase visibility, enhancing supportive discussions;
- To improve instructor/student communication and understanding.



34. Finally, the development and implementation of a **Teaching Quality** survey, which would help assess and identify students' preferences and enable quick feedback. The quality survey, to be deployed at the end of each section of the programme (in the case of the Simulation Game, only one survey before marks are distributed) shall include questions related to mentor and instructor's performances during the delivery.
35. At the end of group of lectures (Modules or parts of the Simulation Game) the students will be asked to complete a brief questionnaire, evaluating the extent to which the module has fulfilled its objectives. This will normally ask for tick-only responses to most questions, and will use a simple rating scale, but will also give students the opportunity to provide more detailed responses or free-form comments.
36. The quality of the teaching needs to be evaluated with the view to improve. Therefore, it is recommended to continue asking students to comment on the course, i.e. to fill-in the questionnaire appearing in the training course. In this way, we may be able to modify (in a positive way) the work involved at a particular issue, and the structure and methods for the MedOpen course as a whole.

IV.10 Final remarks of the MedOpen 2016 ICZM team

37. The time has come to bring the MedOpen ICZM Advanced to a new, "higher" level and try to reach the "academic recognition". To realize this goal, the first possibility could be to go for an EU grant or alike which could ensure resources for the preparation / implementation of the "MedOpen 2.0". The second possibility could be to allocate funds to the component on "education, training, etc. in ICZM", if PAP/RAC get the grants for the projects we applied for. This would make sense only if the MedOpen implementation is relevant in the project areas.
38. To be applied at a university as the additional module in Master I or II on: ICZM, environmental politics, sustainable development, marine and coastal management, etc., the entire MedOpen contents need to be updated and the software upgraded. We'll need to obtain the approval from the University rectors / deans to enter the academic programme and get in line with the ECTS graduation (the EU standard grading and credit system).
39. Following the above, instead of the so far implemented "imaginary" case in the Simulation Game, a concrete case would be presented as an example (the possibility of organising field trips to the site); students would be assigned roles of imaginary "stakeholders", "mayors", "company owners", etc. The Game would develop as before, proposals would be submitted by students on how to solve the problems the



case is facing (roles distributed and developed by the SG Co-ordinator, and a report (solution proposals) prepared jointly by students).





ANNEX I
LIST OF ICZM 2016 ADVANCED STUDENTS

NAME AND SURNAME / PRENOM ET NOM	EDUCATIONAL BACKGROUND / FORMATION	CONTACT e-mail	INSTITUTION / INSTITUTION	COUNTRY / PAYS
1. Katia ABBAD	Engineering degree in science of sea, option: Coastal management; PhD student in Integrated Coastal Zone Management / Doctorante en Gestion et Prospective Littorales	abbad.katia@gmail.com	High School of Marine Sciences and Coastal Management, Algiers, Algeria - Temporary teacher / Ecole Nationale des Sciences de la Mer et de l'Aménagement du Littoral, Dely Brahiem - Enseignante vacataire en science de la terre	ALGERIA / ALGERIE
2. Hicham ABBOUDI	Master Environnement Marin / exploitation des ressources aquacoles marines (Faculté Sciences et Techniques Tanger) & Capitaine de Pêche	abboudi.hicham@gmail.com	International Commission for the Conservation of Atlantic Tunas (ICCAT) / Observateur Régional de L'ICCAT (programme ONU-FAO) ROB-BFT Tunisie	MOROCCO / MAROC
3. Reda BEHLOULI	Ingénieur d'Etat en Environnement, sous-direction de la protection et de la valorisation du littoral, des zones humides et du milieu marin ; Préparation d'un Magister en Biotechnologie Végétale	r.behlouli@hotmail.fr	Ministère des Ressources en Eaux et de l'Environnement – Algérie	ALGERIA / ALGERIE



4. Asma BEN Abda	Ingénieur en Environnement et Exploitation des ressources aquatiques	b.abda.asma@gmail.com	Chef de l'arrondissement de la pêche et de l'aquaculture de la région de Tunis (CRDA de Tunis, Ministère de l'Agriculture)	TUNISIA / TUNISIE
5. Younass BENCHEIKH	Génie de l'environnement (5 ^{ème} année en cours), ENSA Al-Hoceima	younass.bencheikh@gmail.com	Agence Nationale des ports département police sureté sécurité environnement.	MOROCCO / MAROC
6. Nadjim BENIDIR	Ingénieur en Science de la Mer, spécialité : Aménagement du Littoral	nadjim-cnl@hotmail.be	Chef d'Antenne du Commissariat National du Littoral	ALGERIA / ALGERIE
7. Amina BOUMAOUR	Doctorante en gestion intégrée des zones côtières et gouvernance océanique (IOI Ocean Ambassador)	boumaouramina@hotmail.com	Doctorante	ALGERIA / ALGERIE
8. Carine BUZAUD	Master affaires publiques // administration affaires maritimes	carinebuzaud@gmail.com	Direction départementale des territoires et de la mer du Var; Déléguée à la mer et au littoral adjointe	FRANCE
9. Aurore CHASSANITE	Master 2 ^{ème} année Environnements Méditerranéens et Développement Durable option Fonctionnement et Gestion des Milieux Aquatique et Marin, Université de Perpignan	aurore.chassanite@laposte.net	Ingénieure d'études CNRS contractuelle au sein de l'USR 3278 CNRS - EPHE - UPVD CRILOBE. Coordinatrice scientifique pour le projet européen "CoCoNET"	FRANCE
10. Hassan ER-RAIOUI	Professeur de l'enseignement	h.erraoui@fstt.ac.ma	Professeur de l'Enseignement	MOROCCO /



	supérieur; Géochimie organique/Pollution urbaine et marine		Supérieur à la Faculté des Sciences et Techniques à Tanger	MAROC
11. Louise FAUSTINIEN	DEA de Politique en Europe ; Maîtrise en Science Politique et en Droit Public	lfaustinien@REGIONPAC.A.FR	Attachée territoriale titulaire ; Chargée de mission Economie circulaire et déchets maritime, Chargée de TD pour le cours d'insertion professionnelle (2014)	FRANCE / FRANCE
12. Khaoula FTOUHI	Diplôme de Mastère Professionnel « Affaires Maritimes »; Diplôme National d'Ingénieur (Bac + 5)	ftouhi.khaoula@hotmail.fr	Ingénieur en Génie Halieutique et Environnement Environnementaliste Institution: Groupe STUDI	TUNISIA / TUNISIE
13. Hamadi GHARBI	Master in Public Accountancy from the "Institut Supérieur de Gestion de Tunis"	hgharbi@wwfna.org	Capacity Building Officer in World Wide Funds WWF North Africa , Tunisia Office (Project Officer – ICZM)	TUNISIA / TUNISIE
14. Samir HALOUI	Doctorant en géo-information à la faculté des sciences de Kenitra ; Master de Tourisme Responsable et Développement humain à la faculté des sciences de Tétouan 2013	samir.haloui@gmail.com	Actuellement, responsable technique au Centre d'Innovation et de Développement à la Faculté des Sciences et Techniques de Tanger (Microscope Electronique de Balayage et Diffractomètre de RX)	MOROCCO / MAROC
15. Clara HENISSART-SOUFFIR	Master 2 Gestion des mers et des littoraux, Faculté de droit, de géographie et de sciences –	clara_henissart@yahoo.fr	Directrice, Comité régional des pêches, maritimes et des élevages marins de Provence-	FRANCE



	Universités Montpellier		Alpes-Côte d'Azur	
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16. Abderraouf HZAMI	PhD Student, Marine Geology applied to Environment (MsC; Licence degree in Applied Research, mineral and energy resources, Faculty of Bizerte, Tunisia)	abderraoufhzami@gmail.com	Etudiant PhD	TUNISIA / TUNISIE
17. Otmane KHALFAOUI	Etudiant Master, Université des Sciences de Rabat, Université Mohammed 5	m.otmanekhalfaoui@gmail.com	Etudiant Master	MOROCCO / MAROC
18. Amel MECHMECH	Diploma of Master Degree in Integrative Biology of Coastal Ecosystems / Master de recherché « Biologie Intégrative des Ecosystèmes Littoraux »	mechmech.amel@gmail.com	Contractuelle au sein de l'Association Ecotourisme et Environnement (ETE+) (décembre 2015)	TUNISIA / TUNISIE
19. Mariem M'HIMDI	Agronomic Engineer / Ingénieur agronome	mariemmhimdi@outlook.fr	Tunisian Ass. of Agronomic Engineers (ATIA) - Volunteer and Communication Manager / Volontaire à l'Association Tunisienne des Ingénieurs Agronomes (ATIA) et responsable communication	TUNISIA / TUNISIE
20. Khelil NAWEL	Diplôme en Master d'environnement; Diplôme	nawkhelil@gmail.com	Doctorant en gestion et prospective littorales (en	ALGERIA / ALGERIE



	d'ingénieur entreprendre		cours). Sujet de recherche: «la gestion intégrée de la zone côtière la région algéroise : entre doctrine et pratique »	
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21. Bouchra OUJIDI	1ème année Doctorat Faculté des Sciences, Université Mohammed V, Rabat Environnement Côtier et Changement Climatique ; D.E.S (Diplôme d'Etudes Supérieures) Spécialité Physique Nucléaire /Physique des Réacteurs	oujidi.bouchra@gmail.com	Administrateur au sein du Département de l'Environnement ; Membre des comités locaux de suivi des études et mise en place de 3 fermes pilotes dans le cadre du projet GIZC	MOROCCO / MAROC
22. Otmame SARTI	2 ème année Master en Environnement Marin et Exploitation des Ressources Aquacoles Marines à la Faculté des Sciences et Techniques de Tanger	otmanes.201@gmail.com	Etudiant Master (stage fin d'étude)	MOROCCO / MAROC
23. Mohamed SELFATI	2ème année du Cycle Doctorat, Faculté des Sciences, Université Mohammed V, Rabat (Master science et technique Environnement Marin/Exploitation des Ressources Aquacoles Marines, Faculté des Sciences et Techniques, Université	selfatimohamed@gmail.com	Etudiant PhD	MOROCCO / MAROC



	Abdelmalek Essaâdi, Tanger)			
24. Moez SHAIEK	Ingénieur National Halieute (INAT) ; Doctorat en Science Halieutique (INAT)	shaiekmoez@yahoo.fr	Cabinet Sami Ben Haj « THETIS-Conseil »	TUNISIA / TUNISIE

25. Atrous SOFIANE	PhD student in coastal management and prospective; Engineering degree in science of sea, option: Coastal management	sofianatrous@gmail.com	High school of sciences of sea and coastal management (ENSSMAL), Algiers, Algeria	ALGERIA / ALGERIE
26. Soukaina TELLAL	Etudiante en 2ème année Master : Environnement Marin/Exploitation des Ressources Aquacoles Marines (la faculté des Sciences et Techniques de Tanger); LST en Sciences et Techniques	tellalsoukaina@gmail.com	Etudiante Master	MOROCCO / MAROC



ANNEX II SYLLABUS

SEMAINE	SESSIONS	RESPONSABLE (SESSION)	CONTENUS	RESPONSIBLE (ANIMATION)
Semaine 1 19 – 25 Septembre 2016	1. ENJEUX DE DEVELOPPEMENT DURABLE EN MEDITERRANEE	Formateur: Maria Snoussi	DISCUSSION	Maria Snoussi
Semaine 2 26 Septembre – 2 Octobre 2016	2. COMMENT Y REPONDRE ?	Formateur: Maria Snoussi	DISCUSSION	Maria Snoussi
Semaine 3 3 – 9 Octobre 2016	3. PRINCIPES DE BASE DE LA GIZC	Formateur: Maria Snoussi	DISCUSSION	Maria Snoussi
Semaine 4 10 – 16 Octobre 2016	4. BENEFICES DE LA GIZC	Formateur principal: Yves Henocque	DISCUSSION	Yves Henocque
Semaine 5 17 – 23 Octobre 2016	5. QUELS SONT LES RESPONSABLES DE LA GIZC ?	Formateur principal: Yves Henocque	DISCUSSION JEU DE SIMULATION • Introduction du site et du script • Les rôles	Yves Henocque Gonzalo Malvarez
Semaine 6 24 – 30 Octobre 2016	6. CADRE JURIDIQUE, INSTITUTIONNEL ET FINANCIER	Formateur principal: Yves Henocque	DISCUSSION JEU DE SIMULATION :	Yves Henocque Gonzalo Malvarez



			Briefing de coordination ou de co-coordination	
Semaine 7 31 Octobre – 6 Novembre 2016	7. LA GIZC AU NIVEAU NATIONAL	Formateur: Maria Snoussi	DISCUSSION JEU DE SIMULATION se poursuit	Maria Snoussi Gonzalo Malvarez
Semaine 8 7 – 13 Novembre 2016	8. LE PROCESSUS GIZC, UNE FEUILLE DE ROUTE VERS UN LITTORAL DURABLE	Formateur: Maria Snoussi	DISCUSSION JEU DE SIMULATION se poursuit ESSAI FINAL: - Introduction - Proposition de thèmes par les étudiants Consultations sur les thèmes proposes	Maria Snoussi Gonzalo Malvarez Yves Henocque
Semaine 9 14 – 20 Novembre 2016	9. OUTILS ET TECHNIQUES DE GIZC	Formateur principal: Yves Henocque	DISCUSSION JEU DE SIMULATION: - Soumission des propositions et des solutions ESSAI FINAL: - Consultations sur l'essai final - Limite de depot des thèmes choisis	Yves Henocque Gonzalo Malvarez Yves Henocque



Semaine 10 21 – 27 Novembre 2016	10. ABORDER LA QUESTION DE LA VARIABILITE ET DU CHANGEMENT CLIMATIQUES (V&CC) DANS LE CONTEXTE DE LA GIZC	Formateur: Maria Snoussi	DISCUSSION Préparation/rédaction de l'ESSAI FINAL	Maria Snoussi Yves Henocque
Semaine 11 28 Novembre – 4 Décembre 2016	11. LE PROTOCOLE GIZC EN MEDITERRANEE	Formateur principal: Yves Henocque	DISCUSSION Rédaction ESSAI FINAL	Yves Henocque Yves Henocque
Semaine 12 5 – 11 Décembre 2016	12. CONCLUSIONS ET IDEES POUR L'AVENIR	Formateur principal: Yves Henocque Formateur: Maria Snoussi	DISCUSSION Finalisation et soumission ESSAI FINAL	Yves Henocque et Maria Snoussi Yves Henocque

Exemples de discussion sur la base de questions stimulantes:

- Intérêt et utilité du contenu des sessions?
- Est-il d'intérêt par rapport a vos activités actuelles?
- Y-a-t-il des considérations/informations manquantes?
- Votre expérience au regard de ce que vous lisez?



ANNEX III GRADING TABLE

	STUDENTS	GIZC FORUM COVERING 12 LECTURES	Simulation Game	SG/Mark	FINAL ESSAY	NUMBER OF TASKS STUDENT GOT INVOLVED	FINAL RESULTS
1.	Katia ABBAD	★ ★ ★	★ ★ ★	8	★ ★ ★	3	9 1
2.	Hicham ABBOUDI	/	/	/	/	0	☐
3.	Reda BEHLOULI	★	★ ★	7	★ ★	3	5 8
4.	Asma BEN Abda	★ ★	★ ★	7	★	3	5 9
5.	Younass BENCHEIKH	★	★		★	3	3 14
6.	Nadjim BENIDIR	/	/		/	0	☐
7.	Amina BOUMAOUR	★ ★	★ ★ ★	8	★ ★ ★	3	8 3



8.	Carine BUZAUD	★ ★	★ ★ ★	10	★ ★ ★	3	8 2
9.	Aurore CHASSANITE	/	/	9	/	0	☐
10.	Hassan ER-RAIOUI	/	★ ★ ★	8	★ ★	2	5 7
11.	Louise FAUSTINIEN	★	★ ★	7	★ ★	3	5 8
12.	Khaoula FTOUHI	/	/		/	0	☐
13.	Hamadi GHARBI	★ ★	/		/	1	2 15
14.	Samir HALOUI	/	/		/	0	☐
15.	Clara HENISSART-SOUFFIR	★	★	5	/	2	2 13
16.	Abderraouf HZAMI	★ ★	★ ★	7	★	3	5 9



17.	Otmane KHALFAOUI	★ ★ ★	★ ★	7	★	3	6 6
18.	Amel MECHMECH	★ ★ ★	★ ★	7	★	3	6 6
19.	Mariem M'HIMDI	/	/		/	0	☐
20.	Khelil NAWEL	★ ★	★ ★ ★	8	★ ★ ★	3	8 3
21.	Bouchra OUJIDI	★ ★	★ ★ ★	8	★	3	6 4
22.	Otmane SARTI	★	★	5	★ ★	3	4 12
23.	Mohamed SELFATI	★	★	6	★ ★	3	4 11
24.	Moez SHAIEK	★	★ ★	7	★	3	4 10
25.	Atrous SOFIANE	★ ★	★ ★	7	★ ★	3	6 5
26.	Soukaina TELLAL	★	/		/		1 16



ANNEX IV

SHORT BIOGRAPHIES OF THE ICZM 2016 TEAM MEMBERS



Yves Henocque,
Professeur principal

Après des études et un doctorat en Ecologie marine (1977), Yves Henocque a démarré sa carrière sur une île bretonne dans le domaine de l'aquaculture et du repeuplement des fonds en lien avec la pêche artisanale. Il est ensuite (1981) parti pour le Japon pour travailler sur les techniques de production massive de juvéniles et d'ingénierie écologique marine pratiquées sur de nombreux sites côtiers. Rentré en France, à l'IFREMER, il a étendu son expérience à l'environnement côtier en Méditerranée et s'est ensuite résolument orienté vers les pratiques de gouvernance des océans et de gestion intégrée de la mer et du littoral en Amérique du nord, en Méditerranée, dans l'océan Indien, dans l'Asie Pacifique, et plus particulièrement au Japon où il réside actuellement.



Maria Snoussi,
Professeur

Maria Snoussi est professeur à l'Université Mohammed V de Rabat au Maroc et Responsable du Groupe de recherche "Environnement côtier et changement climatique". Titulaire d'un Doctorat d'Etat en géosciences côtières de l'Université de Bordeaux I en 1986, elle possède une vaste expérience sur les questions côtières en général et sur la GIZC en particulier. Prof Snoussi a été en particulier Chef d'équipe nationale du projet PAC Maroc, mais aussi entre autres: membre du Comité scientifique directeur de Système Global d'observation des océans (GOOS) de la COI/UNESCO, présidente du Comité "Coastal Systems" à la CIESM, membre du Comité scientifique directeur de LOICZ, chef d'équipe (Eau) au Directoire Scientifique du PICG/UNESCO,



et chef de thème de "écohydrologie côtière" au Programme MEDFRIEND. Elle est aussi (a été) partenaire/chef de file dans plusieurs projets nationaux, européens et internationaux, et consultante pour le PNUE, la COI, l'UICN et le WWF.



Gonzalo Carlos Malvárez García,
Coordinateur du jeu de simulation

Gonzalo Carlos Malvárez García est responsable du département de géographie physique de l'Université « Pablo de Olavide » à Séville, en Espagne, où il est maître de conférence et dont il a été le doyen. En outre, il était le directeur du cours de Master sur « l'éducation en gestion du littoral en Méditerranée-Educom@med » et d'un autre programme de doctorat sur « l'aménagement stratégique du territoire ». Son champ de travail concerne géomorphologie côtière, mais également la mise en œuvre effective d'outils et de conclusions analytiques dans le développement d'outils pour la gestion intégrée des zones côtières - y compris le développement d'indicateurs, d'évaluations de capacité de charge, de résilience et de vulnérabilité. Il obtint son doctorat en sciences de l'environnement à l'Université d'Ulster (Royaume-Uni) en 1997. Il est l'auteur et co-auteur de nombreux articles scientifiques, conférences et rapports techniques liés aux sciences de l'environnement.



Ms. Branka Barić,
Coordination, PAP/CAR

Branka Barić est administratrice de programme au Centre d'activités régionales du Programme d'actions prioritaires (CAR/PAP) du PAM/PNUE, responsable de MedOpen. Depuis près de 20ans avec le CAR/PAP, Mme Barić a été impliqué dans un grand nombre de projets, pour la plupart liés à la GIZC, tels que les Programmes d'Aménagement Côtier (PAC) en Albanie, en Israël, au Liban, en Slovénie et au Monténégro ; l'évaluation des PAC; EIE et EES ; des projets en Afrique ;



la gestion des bassins de versants ; les projets COAST et PlanCoast ; aménagement du paysage ; groupe d'expertise du PAM pour des événements éco-responsables ; mise à jour du site Internet du CAR/PAP ; etc. Elle est l'auteur et le co-auteur de multiples comptes rendus de conférences et rapports techniques liés à la GIZC.

Mme Barić a coordonné les sessions de formation MedOpen GIZC « *Advanced* » en 2012 et 2013 organisées pour les partenaires des projets PEGASO et SHAPE. Elle a aussi coordonné les sessions dédiées à la variabilité et au changement climatique (V&CC) en 2015 et 2016. La session de 2015 a été préparée dans le cadre du projet ClimVar & GIZC, mené en parallèle au projet MedPartnership. Enfin, elle a participé à la préparation de la session général de MedOpen GIZC en Italie, organisée dans le cadre du projet PAC Italie.



Mr. Sylvain Petit,
Assistance technique, PAP/CAR

Sylvain Petit, administrateur de programme pour CAR/PAP du PAM/PNUE, fournit un appui technique à MedOpen. Il possède un diplôme de MSc en dynamiques territoriales, spécialisation en stratégie économique, de l'Université Aix-Marseille III (2008). Il est également diplômé en développement stratégique du tourisme. Par le biais de stages et divers projets, il a travaillé dans le domaine de la gestion intégrée des zones côtières. Au cours des dernières années, depuis qu'il a rejoint le CAR/PAP, il travaille principalement sur le montage, la gestion et le suivi de projet de coopération internationale.

Sur plusieurs projets et missions, il rejoint les équipes du Conservatoire du Littoral à Aix-en-Provence (France) et la *Conservatoria delle Coste* en Sardaigne (Italie). Au CAR/PAP il a contribué à l'analyse de l'inventaire de GIZC, l'animation du forum interactif et à l'élaboration d'un nouveau concept visuel pour la plate-forme de la gouvernance au sein du projet FP7 PEGASO. M. Petit a fourni une assistance technique et lorsque cela a été nécessaire toutes les autres formes de soutien dans la mise en œuvre de la session MedOpen 2013 organisé pour les partenaires du projet SHAPE. Depuis 2014, il est responsable de la mise en œuvre du Programme d'Aménagement Côtier (PAC) France.

M. Petit a participé activement à l'élaboration et la mise en œuvre de la première session de formation dédiée à la variabilité et au changement climatique (V&CC), en 2015, préparée dans le cadre du projet ClimVar & GIZC, mené en parallèle au projet MedPartnership. Il a également pris



part à la session de 2016. De plus, il a participé à la préparation de la session générale de MedOpen GIZC en Italien qui a organisé dans le cadre du projet PAC Italie.

ANNEX V

ICZM 2016 TRAINING POST-EVALUATION BY STUDENTS

User : Abderraouf HZAMI

De plus, tout au long de cette formation, j'ai toujours été bien entourée et bien encadrée par l'équipe de MedOpen et surtout Madame **Maria** et Monsieur **Yves**. Les explications nécessaires m'ont été données. Cela m'a permis de prendre plus confiance en moi. J'ai rapidement eu ma propre marge de manœuvre en ce qui concerne l'organisation du travail que j'avais à réaliser.

Par ailleurs, la bonne ambiance qui régnait dans le forum et lors du jeu de simulation m'a permis de me sentir à l'aise dès les premiers jours. Cette formation même si elle est virtuelle, m'a appris à développer aussi bien l'esprit d'équipe que l'autonomie.

Cordialement

HZAMI Abderraouf

User: Bouchra Oujidi

Course: GIZC

Share with us your ideas on how to improve ICZM in future...

Je crois que l'élaboration de la stratégie régionale de développement du protocole GIZC qui est en cours et l'élaboration des stratégies nationales GIZC seront les bases pour améliorer la mise en œuvre de la GIZC.

Now, when you have gone through all the lectures, do you still have some remaining questions (or new ones!)? In such a case, please, send them to the Discussion forum.



Après avoir lu les 12 chapitres du cours, je trouve que ce dernier est complet.

Share with us your comments on this course! (What did you like, what did you dislike, what is missing, ideas for the next run ...)

Le cours est très bien structuré et complet.

J'ai beaucoup aimé les discussions sur le forum qui ont permis de partager les idées entre les formateurs et les participants.

Topic/content:

- What was good?

Ce cours est bien adapté à mes connaissances préalable et a permis de les approfondir dans le domaine de la GIZC sachant que je travaille depuis plusieurs années sur des projets GIZC mais j'avais toujours des lacunes que je viens de combler avec ce cours.

- What could have been better?

Training methodology:

- What was good?

La formation en ligne est idéale surtout pour les personnes qui travaillent et qui ne disposent pas de temps pour assister à des cours. Un cours par semaine est idéal pour ne pas trop charger les participants. Le plan du cours est clair et précis.

- What could have been better?

Documents/material:

- What was good?

Le cours a mentionné tous les liens nécessaires pour approfondir les connaissances.

- What could have been better?

Simulation Game:

- What was good?

Ce jeu est très intéressant pour les participants. C'est un exercice qui fait appel à l'application de la GIZC sur un cas pratique.



- What could have been better?

Trainers:

- What was good?

Les deux formateurs Mr Yves et Professeur Maria, experts dans le domaine de la GIZC ont toujours réagis à nos interventions sur le forum et ont répondu à nos email. Ils ont créer un climat très favorable pour l'apprentissage.

- What could have been better?

PAP/RAC Co-ordination and Technical Assistance:

- What was good?

Je tiens à remercier l'équipe MedOpen du PAR/PAP qui a jouer un rôle très important en matière de renforcement des capacités des pays méditerranéens dans la GIZC. La version française du cours a encouragé les participants des pays francophones à participer à ce cours.

- What could have been better?

User : Mohamed SELFATI

Course: GIZC

Share with us your ideas on how to improve ICZM in future...

Adoption des stratégies nationales en matière de la GIZC

pour le Maroc et après l'adoption de la Loi sur le littoral, je pense qu'un décret d'application est primordiale pour opérationnaliser cette loi

User : Amina BOUMAOUR

(posted at the Forum)

Chers Yves et Maria,



Je vous remercie pour vos précieux conseils et interventions tout au long de cette très belle et enrichissante expérience. Je vous remercie pour votre temps, disponibilité et toutes les informations que vous nous aviez fournies. Ce fut un honneur et plaisir de pouvoir échanger avec vous.

Je vous félicite également ainsi que toute l'équipe du PAP/RAC pour la réussite de cette formation, qui nous a éclairés et nous guidera dans nos projets actuels et futurs. J'espère, cependant, que ce n'est que le début d'une longue et fructueuse collaboration entre nous tous.

Sincèrement,

Amina

[yves](#)

Chère Amina, absolument! Cela ne doit être que le début et considérez que vous faites désormais partie du réseau des étudiants MedOpen et qu'à tout moment, vous pouvez vous tourner vers ce réseau. Je pense qu'à l'issue de cette formation, le PAP/RAC va vous donner quelques éléments conducteurs pour l'avenir.