

# SHARING INFORMATION ON PROGRESS (SIP) REPORT 2020-2022



# HEM MEMBER OF THE INTERNATIONAL CANADIAN NETWORK LCI EDUCATION

23 HIGHER EDUCATION CAMPUSES ON 5 CONTINENTS



In 2019, HEM joined LCI Education, the renown Canadian international network.

With this bold international move, HEM is now benefiting from a Canadian model built more than 60 years ago with internationally recognized standards and strong community culture and values. This gives HEM access to the latest worldwide trends and development of quality education.

Present on 5 continents, the LCI Education network has 23 higher education campuses and some 3,000 employees who train each year almost 20,000 students around the world.

[hem.ac.ma](http://hem.ac.ma)  
[lcieducation.com](http://lcieducation.com)



Claude Marchand  
CEO, LCI Education Network



LCI EDUCATION  
NETWORK  
MEMBER

## HEM, THE GENESIS

The country of Morocco is an up-and-coming developing country, which boasts a long-standing history and a rich cultural heritage that is firmly committed to economic growth. Hence, there is an urgent need to develop a high-quality higher education system. HEM was founded to take part of this movement and to enhance the fundamental drivers of this rising economy.



Founded in 1988 by M. Abdel Ali BENAMOUR, a prominent Economics university professor, a former founding Dean of the Higher Institute of Business Administration - ISCAE - and a former President of the Antitrust Agency for 8 years where he was appointed by his Majesty the King of Morocco, HEM is initially the fruit of a partnership with the largest bank in the country - La Banque Centrale Populaire. ([www.cpm.ma](http://www.cpm.ma)).



Abdelali BENAMOUR, Ph.D.  
President & Founder of HEM



Yasmine BENAMOUR, Ph.D.  
General Manager of HEM and  
President of LCI Education Africa



Hassan SAYARH, Ph.D.  
General Manager and Director  
of Academic Affairs at HEM

## WHAT IS CERTAIN NOWADAYS IS UNCERTAINTY

“In these uncertain times” might be the catchphrase right now. As there was a world “before” and a world “after” September 11th, there will indeed be a world “before” and a world “after” Covid19 in many areas, including of course that of education. The act of teaching has changed forever both in its content and in the tools used.

It is no longer a question of transmitting the knowledge since it is available everywhere but of giving the student the ability to find it in the right places, to distinguish true from false, the ability to analyze the content information and to bring a critical eye to it. It is also a question, in addition to the development of human skills, of allowing the student to be autonomous, agile, to learn how to learn, but also to have an entrepreneurial and ethical state of mind. In terms of tools and teaching methods (face-to-face, remote or hybrid), there is no longer just one way of doing things but several, depending on the type of training, its duration, its content, the age of the learners, their degree of autonomy, their expectations, and their availability.

In July 2011, HEM became a signatory to the Principles for Responsible Management Education (PRME) initiative supported by the United Nations (UN). UN-PRME aims to transform management education, research, and thought leadership globally through innovative educational frameworks, deep learning communities, and by raising awareness of the UN Sustainable Development Goals (SDGs).

To lead well with a clear noble purpose, HEM pride itself to be clear about how its own guiding principles fit with the six principles of the UN-PRME.

While this represents our fourth Sharing Information on Progress Report, our commitment to addressing ethics, responsibility, and sustainability within our teaching, research, and societal engagement extends back to the genesis of HEM in 1988. PRME helpfully allows us to review, reflect upon, and refine our approach, while engaging with a vibrant and ever-expanding global community.

We wish you a fruitful reading of the HEM SIP Report for the last 2 years of 2020-2022.



ALI EL QUAMMAH, MBA,  
MSCIS, Ph.D.  
Director at HEM

At HEM, responsible management means striving to balance the interests of multiple stakeholders, fostering a culture of dialogue and partnership, and actively participating in building a future for all people. We are delighted to share the progress we have made towards achieving these aims over the last two years, as well as the challenges we are working to overcome, with you. Our Commitment As an institution of higher education with a mission to train current managers and future leaders, is to work with the PRME's Six Principles throughout our institution. We will share the report with all our stakeholders and exchange effective practices related to these principles with other academic institutions.

The United Nations Sustainable Development Goals (UN SDGs) represent a blueprint for achieving a better and more sustainable future for all. The 17 SDGs encompass themes such as '4 : Quality Education', '8 : Decent Work and Economic Growth', '9 : Industry, Innovation, and Infrastructure', and '10 : Reduced Inequalities', which are central to our aims at HEM.

**The report is structured in accordance with the Six Principles of PRME, specifically :**

Purpose, Values, Method, Research, Partnership, and Dialogue

It discusses our strategy in relation to the ongoing integration of Ethics, Responsibility, and Sustainability within the School; highlights new initiatives, such as quality responsible education that prepares our students for leadership and good citizenship in a global society. Our inspiring alumni comprises outstanding managers and influential leaders who are making an impact in Morocco, Africa, and across the globe.

Our students enjoy being educated by multi-disciplinary academics working at the forefront of their disciplines and a significant investment in the student experience has resulted in high levels of student satisfaction.



## HEM KEY FIGURES

4 CAMPUSES

1400 STUDENTS

+40 FULL-TIME FACULTY AND DEDICATED STAFF

+250 PART-TIME FACULTY AND PROFESSIONAL FACULTY

+ 60 ACADEMIC PARTNERS

+6000 ALUMNI

1 RESEARCH CENTER, ECONOMIA

+ 60 ACADEMIC PARTNERS

+ 50 VISITING PROFESSORS

+ 56 CORPORATE PARTNERS

+33 YEARS OF EXPERIENCE



## IMPORTANT DATES ABOUT HEM

CREATION OF  
HEM CASABLANCA

1988

CREATION OF  
HEM RABAT

1993

CREATION OF  
L'UNIVERSITÉ CITOYENNE

1998

CREATION OF  
HEM MARRAKECH

2004

CREATION OF  
HEM ECONOMIA

2007

CREATION OF  
HEM TANGIER

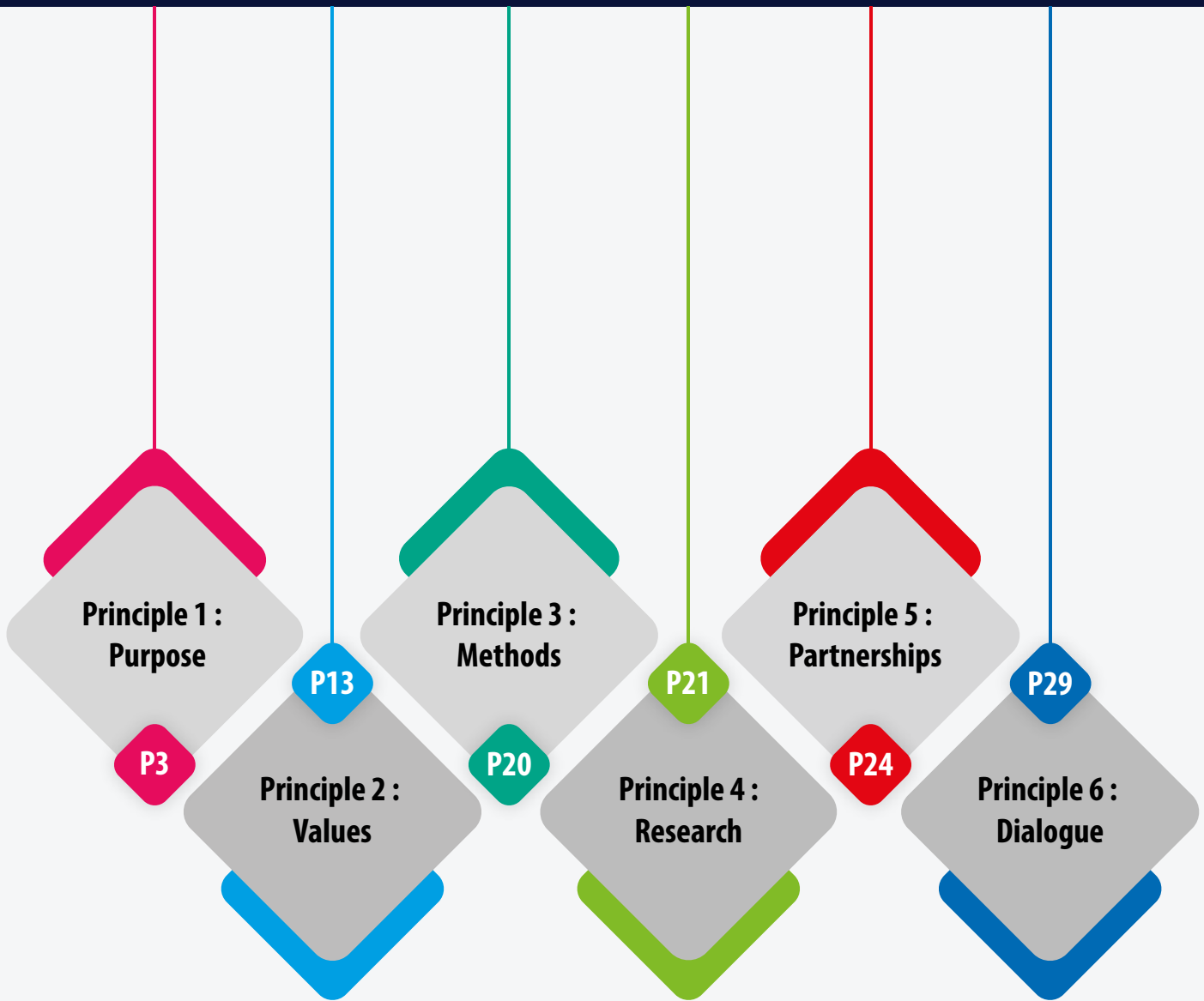
2008

CREATION OF  
HEM FONDATION

2012

HEM BECOMES A MEMBRE  
OF LCI EDUCATION

2018





## HEM, NOBEL PURPOSE AND MISSION

**“To train and support future ethical leading African citizens, accomplished, proactive, capable of acting in complex environments, by mobilizing multidisciplinary faculty and administrative staff armed with innovative pedagogy and applied research”.**

HEM opts for multi-skilled technical, management and general culture related knowledge. The goal is to train learners with behavioral and self-management skills; individuals who are fulfilled, confident, open, and able to adapt to their environment and develop ethical relationships with their partners. Responsible citizens who are committed to excellence and know how to innovate, to communicate and solve complex problems.

HEM's mission helps it anchor its differentiating positioning, which is to bring learners whose level at entrance to the school is Average-Good to Excellent when they graduate. What is the secret ? Five years of hard work, very close supervision, strong convictions and values, as well as passionate faculty and full-time staff. Integrated foundation classes appropriate to the incoming high school degree holders, a strong focus on languages, extracurricular activities – dance, theater, music, singing, sports, etc. – all being required the first year (at a time when the terms “Personal Growth” or “Coaching” did not exist), philosophy courses in the curriculum (removed in other Moroccan schools), organization of conferences and debates were considered high-level “cultural shocks”.

## FREEDOM OF EXPRESSION AND ACTION

Moroccans and sub-Saharan Africans have found a place where freedom of expression is fostered, where taboo subjects are being freely debated, where tongues are being loosened.

**The main pillars, stakeholder and drivers of the school have been mentioned in the mission :**

- Learners from Morocco and Sub-Saharan Africa
- Faculty part-time and full time, from the academic and professional worlds
- Administrative and supporting staff
- Research that is mostly actionable
- International reach and industry connect

## THE ROLES OF HEM FACULTY

The role of the Professor, alongside supervisors and academic affairs admin-staff, in supervising students is essential. In his/her regular contact with students, the Professor must intervene with them in terms of prevention, support, and monitoring. Students must find in him/her the referent, the advisor, the guide in a positive and rewarding spirit without developing dependence.

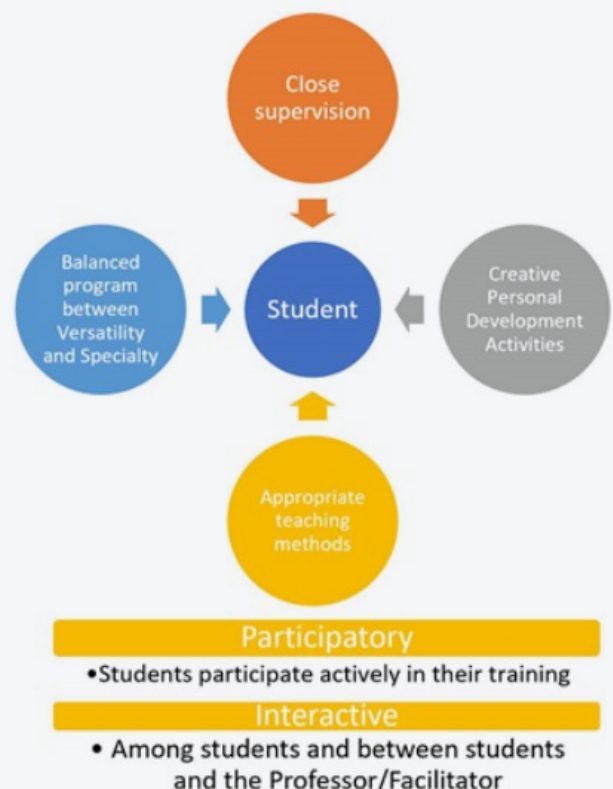
Overall, 30% of pedagogical supervision is provided by full-time Professors, 30% by the school's part-time academic faculty, 30% by part time faculty coming from the corporate world and 10% by visiting professors from abroad.



## HEM ACADEMIC MODEL

HEM's academic model is student-centric in the sense that all activities revolve around them and revolve around four dimensions (a balanced program; creative personal development activities; close supervision, and adapted teaching methods). It is based on the strong involvement of all stakeholders, including the students themselves, as active members in their own learning.

Thus, training goes beyond its traditional role of transmitting knowledge, to acquire broader skills, attitudes, and behaviors that meet predefined objectives.



## PERSONAL DEVELOPMENT ACTIVITIES ARE THE OTHER PART OF HEM'S ACADEMIC MODEL



They are spread over the training period of study, alongside the academic programs and aim the personal and managerial development and growth of the student.

- Get to know themselves in order to develop self-esteem, acquire self-confidence and thus develop self-care.
- Identify their strengths to optimize them and their weaknesses to correct them and implement corresponding actions.
- Acquire interpersonal skills and integration into a team
- Gain autonomy to take initiatives and assume responsibilities
- Create a symbiosis between professional development and personal development of our future graduates.
- To achieve these objectives, a certain number of activities, which support the student throughout the course, are implemented with an adapted educational approach.

### SOFT SKILLS DEVELOPMENT PROCESS

#### SOFT SKILLS

- Analytical Thinking
- Self-awareness
- Ability to work under pressure
- Empathy
- The ability to persuade
- Optimism and Positivity
- Creativity
- Flexibility and Agility
- The Organization and the Sense of Responsibility
- The Spirit of Belonging

#### CO-CONSTRUCTION

SEPTEMBER

#### 360 ° ASSESSMENT

JULY

- PEER REVIEW ✓
- SELF-EVALUATION ✓
- SUPERVISOR'S EVALUATION ✓

CREATIS  
= 72 hours

BETTER TOGETHER  
= 12 hours

PROLIB  
= 144 hours

PERSONALIZED  
ACTIVITIES  
= 36 hours

TUTORING  
= 36 hours

EXTRACURRICULAR  
ACTIVITIES  
= 72 hours

DEVELOPMENT  
ACTIVITIES  
STAFF  
(one academic year)

- REPRESENTATIONS ✓
- MEANINGS ✓
- TOOLS ✓

## ACTIONS FOR EDUCATION DURING COVID 19

- Being a socially responsible school and respecting the state of health emergency declared by Morocco, **HEM very quickly implemented a set of support measures necessary for the continuity of its educational and administrative activities.**
- All the measures taken by HEM **testify to its agility, educational rigor, as well as its active implication in the protection of the Moroccan citizens.**
- **HEM has set up, in a record time, an online and distant real time course system using the professional platform « Microsoft Teams » Classroom one of the best global distance learning solutions. Over 90% of HEM courses, all levels combined, were given online.**
- The management team of HEM was vigilant at all time to monitor how the situation evolved. All the decisions taken were constantly motivated by a single purpose, the interest of all the schools stakeholders.



## REAL TIME DISTANT LEARNING AND ONLINE PLATFORMS

- Being aware that the decision to suspend the physical in class courses was not easy for our students
- We worked hard to reduce the impact of it.
- The measures that were taken are:
  - ◊ For each level (UG and PG), two course categories have been identified :
  - ◊ **Real time lectures** : Classes are given virtually (online). **Our Faculty gave their lectures to their students remotely through a web platform reserved for it (Microsoft Teams Classroom)**
- These sessions are taking place «almost normally» but at a distance. The students have the duty to connect to the virtual classroom on time and to follow every session as scheduled in normal times. They can chat with the Professor by virtually raising their hand.
  - ◊ The modalities of operation of these virtual classes was communicated to students before hand;
  - ◊ All concerned faculty members underwent dedicated training;
  - ◊ The HEM IT team is supporting both students and faculty members as needed;
  - ◊ **When physical classes resumed, HEM organized sessions in order to revise and crystallize the contents of virtual class sessions.**
- **Online Courses** for which it is possible to use the ALTISSIA e-learning platform (languages), a specific work program was implemented, monitored and managed by Faculty. Students had the necessary accesses to follow it rigorously, from home.



## ONLINE SEMINARS MY CHILD IS GETTING HIS/HER HIGH SCHOOL DIPLOMA : WHAT TO DO TO ACCOMPANY THEM ?



As part of the actions organized for the orientation of young people, HEM organizes an ONLINE seminar specially dedicated to the parents of high school diploma holders to support them in making the choice of studies and specialties after their children's high school exam.

The seminar was organized on the Microsoft Teams platform, and hosted by Bouchra CHERKAOUI : Lecturer at HEM and a professional coach.



## LET US DEVELOP AN ECOLOGICAL BEHAVIOR

Between global warming, wars in the world, immigration or even famine, the world today no longer knows which problem to lean towards.



In co-organization with the Academy of the Kingdom of Morocco, HEM opened the debate on the major socio-economic issues of the world within the framework of an exceptional conference of «Dialogues in Humanity» under the theme "Reinventing tomorrow to think our present."

**HEM**

**ADOPTONS LES GESTES ÉCO-RESPONSABLES**

- ALLUMER** au besoin  
**ÉTEINDRE** en quittant
- METTRE EN VEILLE** lors des pauses  
**ÉTEINDRE** en quittant
- ALLUMER** au besoin  
**ÉTEINDRE** en quittant

**#Soyons tous engagés**



## HEM IS NOW PART OF LCI EDUCATION NETWORK

In 2013, HEM became the first investment in the Moroccan education sector of IFC (International Finance Corporation), a member of the World Bank group. IFC stayed shareholder of HEM from 2013 to 2019.

In 2019, HEM has become part of the Canadian international network LCI Education and currently has a status of a private corporation. LCI Education is a renown Canadian international network.

With this bold international move, HEM is now benefiting from a Canadian model built more than 60 years ago with internationally recognized standards and strong community culture and values. This gives HEM access to the latest worldwide trends and development of quality education.

Present on 5 continents, the LCI Education network has 23 higher education campuses and some 3,000 faculty and administrative staff who train each year almost 17,000 students from around the world.

17 PARTNERSHIPS FOR THE GOALS



## THE HEM GROUP JOINS THE LCI EDUCATION NETWORK



LCI EDUCATION NETWORK



## HEM, AN INCLUSIVE MODEL

HEM put in place structures that aim at enforcing a strong culture of excellence not only in the different programs or research projects but also in its day-to-day operations.

The school is developing the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy. Thus, we are fully committed to training future successful leaders with a strong sense of citizenship and who can bring about change.

HEM also aims at being ranked, by international standards, amongst the best schools in Africa.

4 QUALITY EDUCATION



10 REDUCED INEQUALITIES





## UNIVERSITY FOR ALL

HEM through its “Citizen University for All” initiative welcomes, in the last 24 years, people from all walks of life to attend 9 seminars in three months time animated by renowned national and international speakers, experts in their own field.

It gives the right to an auditor’s certificate to anyone who has followed at least 80% of all the seminars.

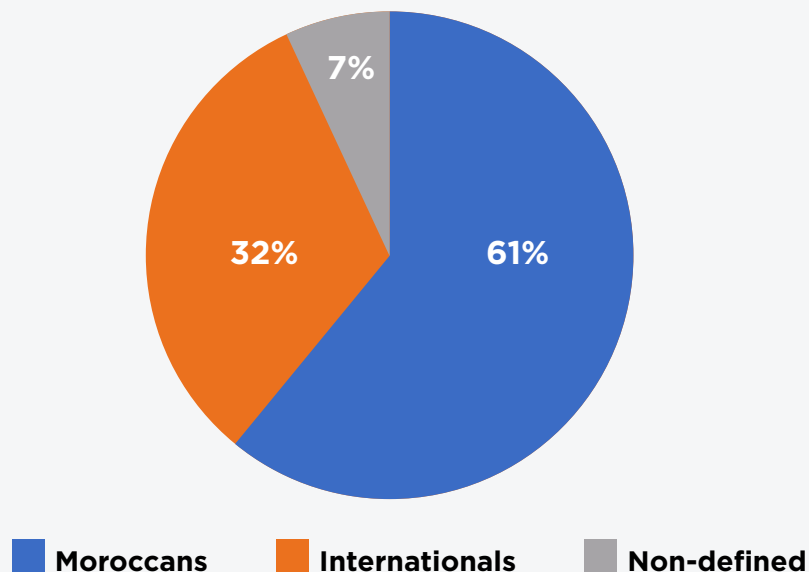
The delivery of auditor’s certificates is a concrete criterion that allows us to gauge the extent of the impact of these seminars on society each year.

It is a unique concept in French Speaking Africa bringing together citizens from different parts in Africa to come and get the knowledge.

The Citizen University for All seminars, or more recently Webinars, take the form of introductory courses and awareness-raising on managerial, economic, and societal themes, both national and international.



## DISTRIBUTION OF REGISTRANTS BY NATIONALITY



## Here are keys numbers of the last edition University for All (UfA) of January 2021 that was 100% online



- The Webinars were free and open to all in Morocco and French-speaking Africa
- A single program, 9 seminars,
- Good quality speakers
- Series of seminars spread over 9 weeks from January 23 to March 20 Seminars mainly scheduled on Saturday mornings from 10:30 a.m. to 12:00 p.m.
- Fewer seminars, more participants and more attendance per seminar !
- Much higher average attendance per seminar (x 10) for the 9 seminars.
- Number of registrants in Morocco and in French-speaking countries for the year 2021: 1/3 of those registered at UC this year are internationals.
- Almost 7% increase in the number of Moroccan registrants compared to the 2020 edition (8393 registrants).
- Debate conferences, round tables, open forums and international academic/research conferences with the aim of enriching the spirit of openness and developing a culture of plurality and debate. HEM regularly organizes meetings on its various sites on salient issues of national or international current affairs.

Edition	Geographical Scope	Number of Seminars	Number of registered participants	Average attendance
UfA 2018	8 Moroccan cities	69	6211	92
UfA 2019	8 Moroccan cities	72	6936	87
UfA 2020	8 Moroccan cities	41	8393	117
UfA 2021	Morocco and French Speaking Africa	9	14658	1040

UC 2021	UC 2021 vs UC 2020	UC 2021 vs UC 2019	UC 2021 vs UC 2018
14658	>6265	>7722	>8447



## SECURITY MANAGEMENT : THE STRATEGY AGAINST TERRORISM



Morocco has several assets... Among these is one that has propelled it to the rank of expert : The fight against terrorism. Indeed, Morocco has become an international reference in the field. There are many states that praise him, who thank him and above all who bow to him in relation to the aid provided to thwart international attacks which could have cost the lives of tens or even hundreds of citizens...

In any case cause, Morocco remains today a reference in terms of the fight against terrorism. However, unfortunately sometimes, our country remains a land of welcome and transit for terrorist cells from all over the world...

Will we pay dearly for our success? What are the limits of our national counter-terrorism strategy ? And above all, what are the strengths of the Moroccan model ?

Several other questions to which a police commissioner tried to answer at the HEM Casablanca Campus.

### Decision makers on the spotlight



## FIVE KEY VALUES UNDERPIN HEM PHILOSOPHY AND CULTURE



## RESPONSIBILITY

*Take over the stakes, honor commitments and be accountable for actions.  
Achieve consistency between speech and conduct.*



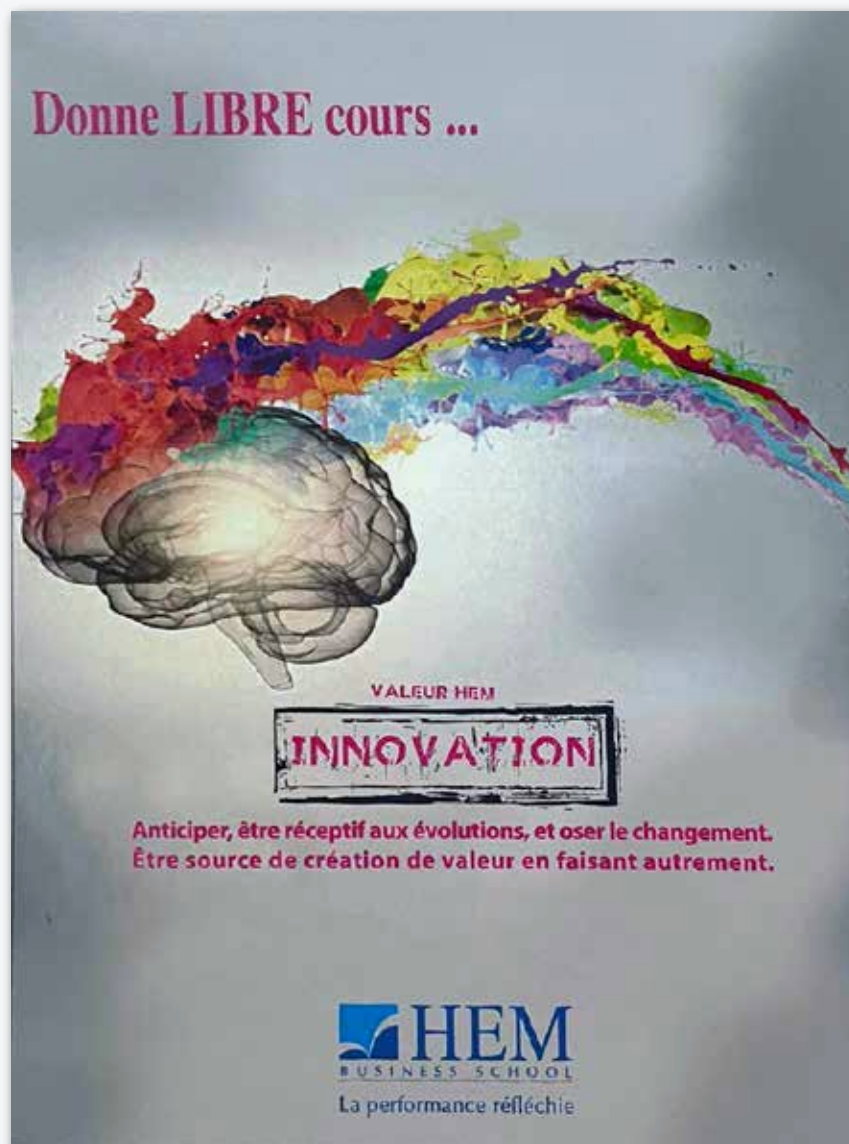
## EFFORT

*Engage with passion and excel in serving individuals and collective ambitions.*



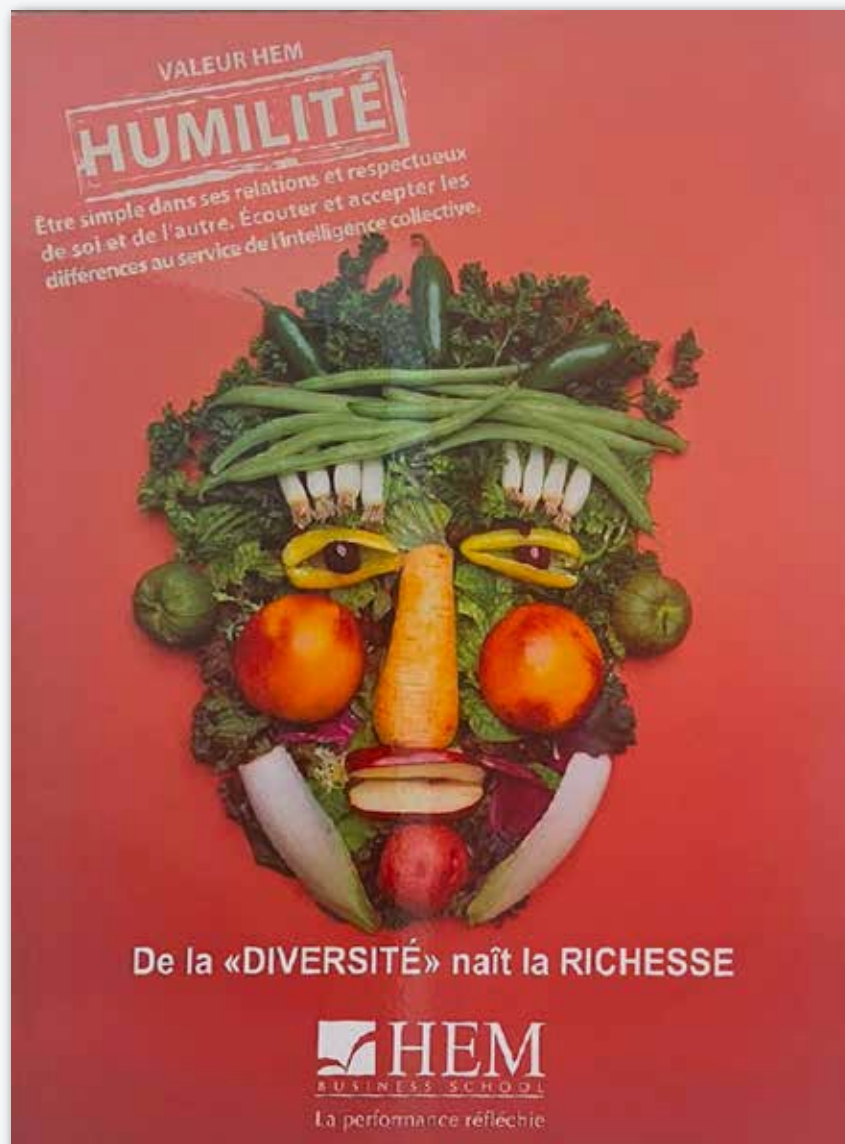
## INNOVATION

*Anticipate, be receptive to changes and dare to change.  
Be a source of value creation by doing otherwise.*



## HUMILITY

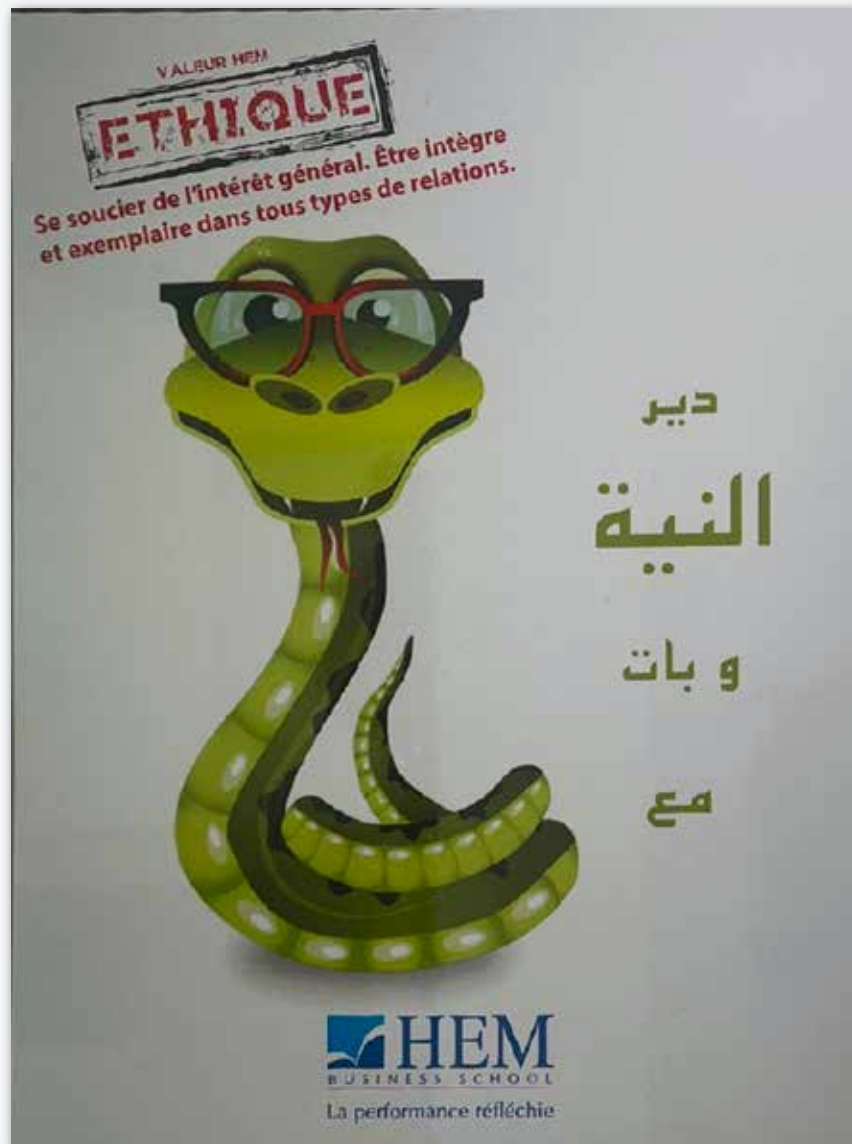
*Be simple in one's relations and respectful of self and other. Listen and accept differences for the sake of collective intelligence.*





## ETHICS

*Care for general interest. Be honest and exemplary in all types of relationships.*



HEM is a socially responsible educational institution which advocates equality and condemns all forms of discrimination whether it is based on sex, age, nationality, or religion.



## *International Women's Rights Day is every day at HEM!*

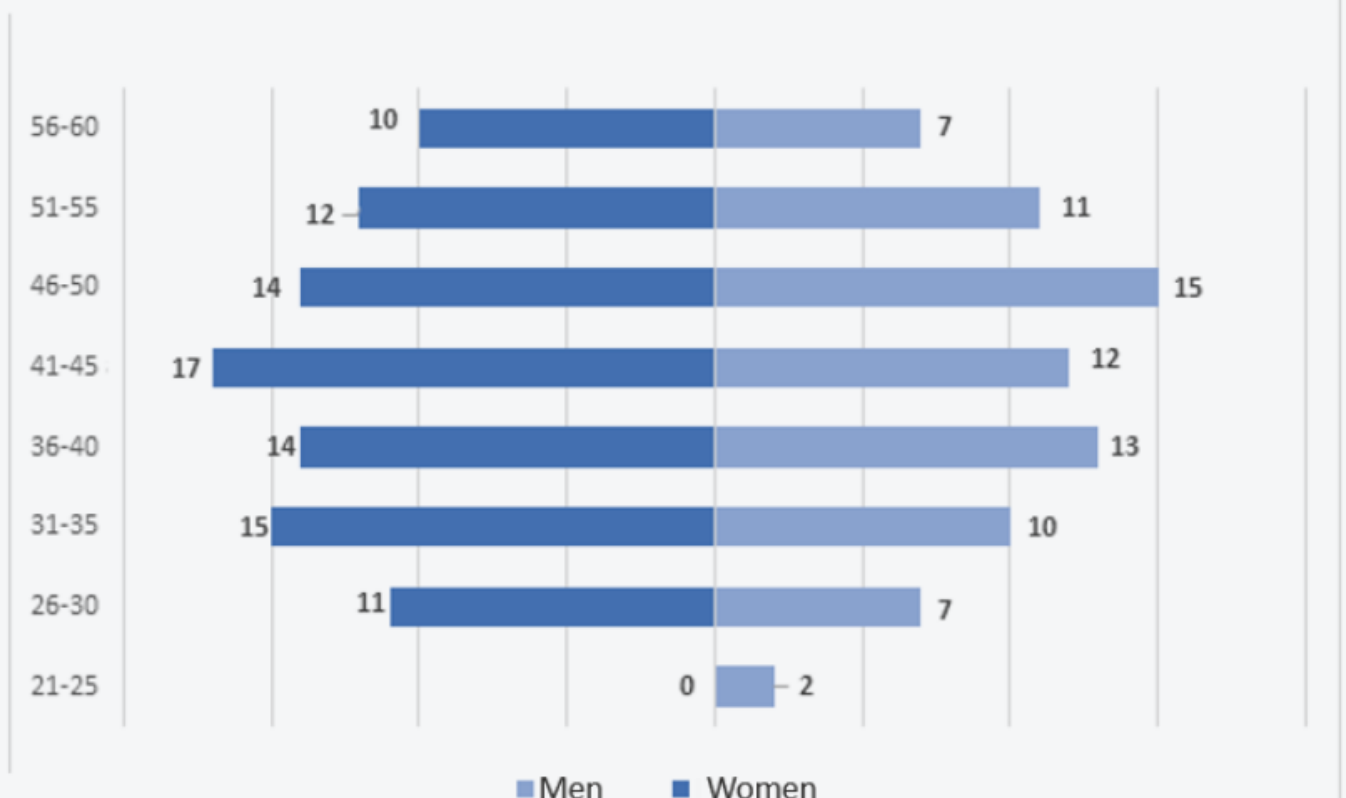
\* 55% of employees are women.

\* 50% of the Management Committee is made up of women.

\* 4 HEM Campuses are headed by women

**À HEM, le 8 mars, c'est tous les jours...**

International Women's Rights Day is every day at HEM!



The nature of our disciplinary fields means that we seek to train responsible managers and future leaders.

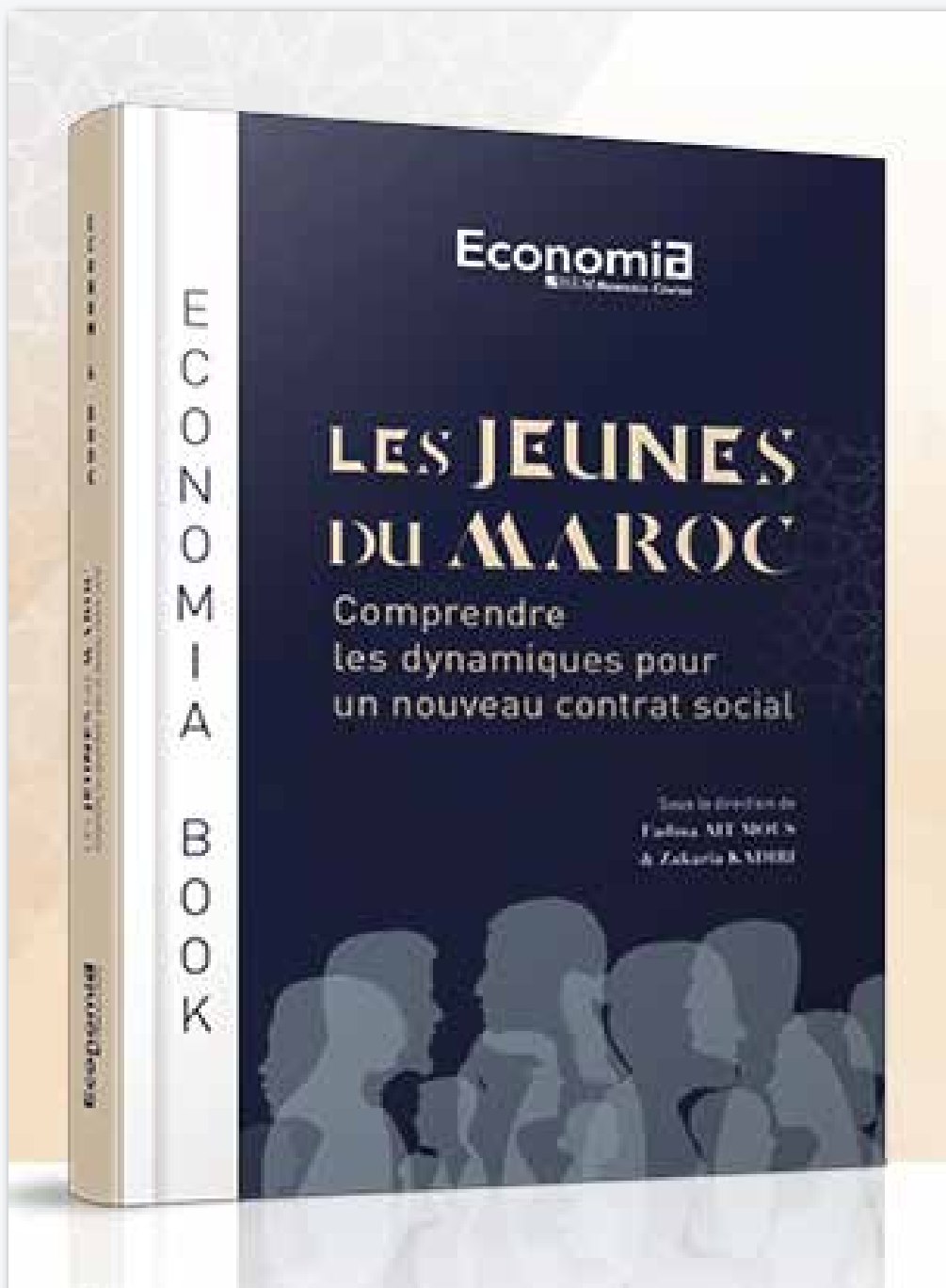
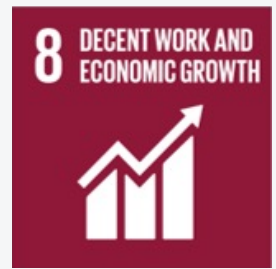
We integrate the sustainable development dimension into the projects carried out by students (Prolib), in certain subjects (economics of sustainable development, ethics and management, etc.), in our conference and our University for All free seminars and more recently webinars, but above all in our values and how we bring them to life. Our programs are designed to forge a pronounced generalist dimension, to develop the communication and collaborative work aspect, to maintain and nurture a solid general culture and to insist on active citizenship as a line of conduct.

This for all our learners and faculty member/administrative staff, in accordance with our vision and mission.

To achieve the skills as defined in the framework, the HEM main UGL and GL Programs are based on three complementary dimensions, the aim being to train dynamic managers, quickly operational, responsible citizens and open to change:

- Academic dimension: Through this dimension, students develop their knowledge, particularly managerial with the related methods.
- Personal Development Dimension: These are activities that aim to develop good attitudes and appropriate behavior in the face of professional, social, and personal situations. Much more than activities, it is the backdrop that accompanies all the activities and all the relationships that HEM develops with the student to convey both technical and behavioral messages.
- Employability & Entrepreneurship dimension: This dimension allows the student to build, throughout the period of training, a personalized Professional Identity. This identity is both their business card for approaching the company when they graduate and a compass allowing them to orient their professional life.

We, at HEM, are very pleased to share with the African community the first volume in a new series of publications from our Research Center Economía titled “Youth of Morocco” After having published The “Economía Research Magazine” at regular intervals for a long time, initially in paper format and then online, we have evolved, taking into account the rich range of our various research outputs, towards an annual edition, henceforth called “Economía Book”. [www.economia.ma](http://www.economia.ma) platform is open to researchers and Industry professionals from around the world for free.



# International Women’s Day March 8<sup>th</sup>, 2022




An inclusive workplace for women starts with creating a deep and a global understanding of the overall ecosystem surrounding women’s inclusion.



At Economie HEM Research Center, we are committed to work with employers and opinion leaders to build impactful strategies and roadmaps for Inclusive Business.

## COVID 19 CRISIS: THE DAY AFTER...

By its amplitude and its multifaceted effect, the Covid 19 health crisis announces, more than ever, systemic upheavals. Most countries around the world are affected by the pandemic, and it is clear that it represents the greatest threat that humanity has had to face in centuries.

Morocco is not to be outdone and is also suffering the brunt of the crisis. However, despite its infrastructural weaknesses, the country has demonstrated responsiveness and adaptability to deal with the situation.

The question that arises as follows: What will the next day be made of and how to prepare it ?

On the educational level: What educational system should we develop ? With what values and for what citizens ?

On the health and ethical level: What ethical and human rights challenges does the health system have to face ?

Economically : What economic model should we put in place to generate more wealth, a better distribution of this wealth in a globalized environment ?

On the political level: Which system of governance and which institutions to reinvent ? On what basis ?



The academic international partnerships that we establish are purely in a win-win academic perspective allowing for student mobility without any financial constraints.

HEM is strongly based on the quality of the partnership with Industry in the sense that the company must have values, a desire to collaborate with students and to be in the sharing.

HEM selects the partners so as to have a fruitful collaboration for both the company and the school. A standard partnership agreement is sent to the company and is adapted to the future collaboration.

## FORMAL LINKS WITH DIFFERENT STAKEHOLDERS

The stakeholders play an important role in managing schools. They are the partners of the school leaders in making the schools conducive to teaching and learning. They are also responsible for the achievement of the learning outcomes through their active participation in school activities, programs, and projects.

HEM good links with industry allows it to have a pool of almost a third of its faculty members come from the corporate world with specific expertise.

These Professionals with a specific expertise and a set of skills give lectures more specifically to our GL students. They bring in contextual case studies and they participate in interview simulations. Industry experts are also invited all through the academic year as visiting speakers in conferences and in different courses of the programs. Experiential learning and competency-based training courses and activities are predominantly facilitated and animated by professional coming for the corporate world.



## LINKS WITH CORPORATES

Companies intervene during case studies in collaboration with professors in order to bring participation back to theory. Company employees also take part in conferences or round tables on very specific themes fixed by mutual agreement. Furthermore, HEM professors take part in business collaboration in order to support our partners in specific issues that fall within the professor's area of competence through consulting.





## HEM RECEIVES THE MINISTER OF FOREIGN AFFAIRS OF CANADA



As part of its cultural and knowledge-sharing activities, HEM, a member of the Canadian international network LCI Education, had the honor of welcoming, in partnership with the Embassy of Canada, the Minister of Foreign Affairs of Canada, Mr. 'Honorable Francois-Philippe CHAMPAGNE.

The poster features the HEM logo and the Canadian flag alongside the text 'Ambassade du Canada Embassy of Canada'. It includes the title 'TRIBUNE LIBRE' and the name 'FRANÇOIS PHILIPPE CHAMPAGNE' in large bold letters, with his title 'MINISTRE DES AFFAIRES ÉTRANGÈRES DU CANADA' below. The event is titled 'L'ÉTAT DU MONDE' and is scheduled for 'VENDREDI 24 JANVIER 2020 - 14H' at 'CAMPUS HEM RABAT- SOUISSI'. Contact information for Mehdi Bohsina is provided at the bottom, along with the 'ENTRÉE SUR INSCRIPTION' box and the 'Réseau LCI Education Morocco' logo.



**Dr. Ali El Quammah**, Director of Development LCI Education Africa & Director of International Affairs HEM, took part as a presenter **on Track 3 : Bridging the Industry Academia Gap ?** as a speaker at the upcoming QS Higher Ed Summit: Middle East and Africa.

The conference theme 'Innovation enabling environments: Redefining education in the Middle East and Africa', includes interactive panels, roundtables and networking sessions on :

- Navigating the uncertainty currently facing the sector
- How institutions can champion sustainable research and development for societal impact
- The importance of bridging the industry-academia gap
- Developing futureproof learning environments.



**QS** Higher Ed Summit: Middle East & Africa  
1-3 March | Shangri-La Hotel Dubai & Online

**“Innovation Enabling Environments:  
Redefining Education in the Middle  
East & Africa”**

  
Dr Ali Elquammah  
Director  
HEM

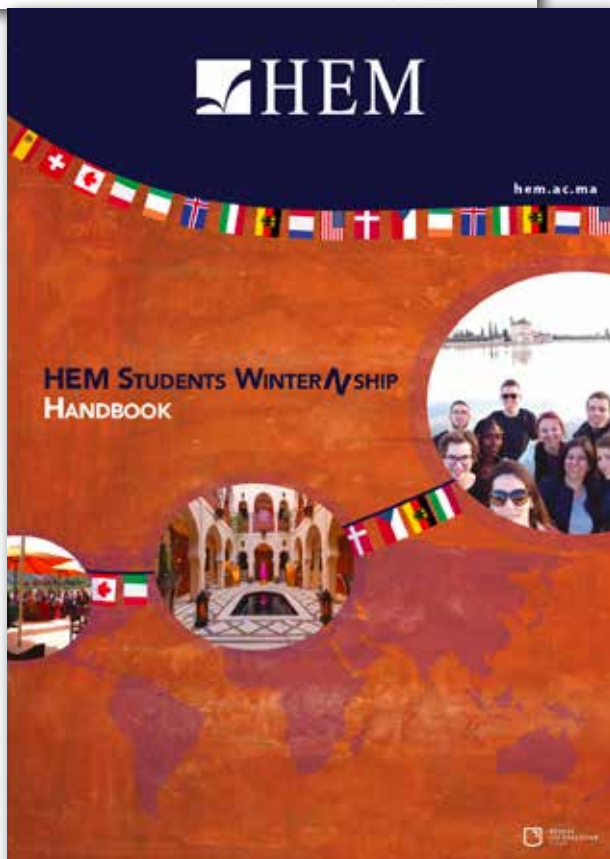
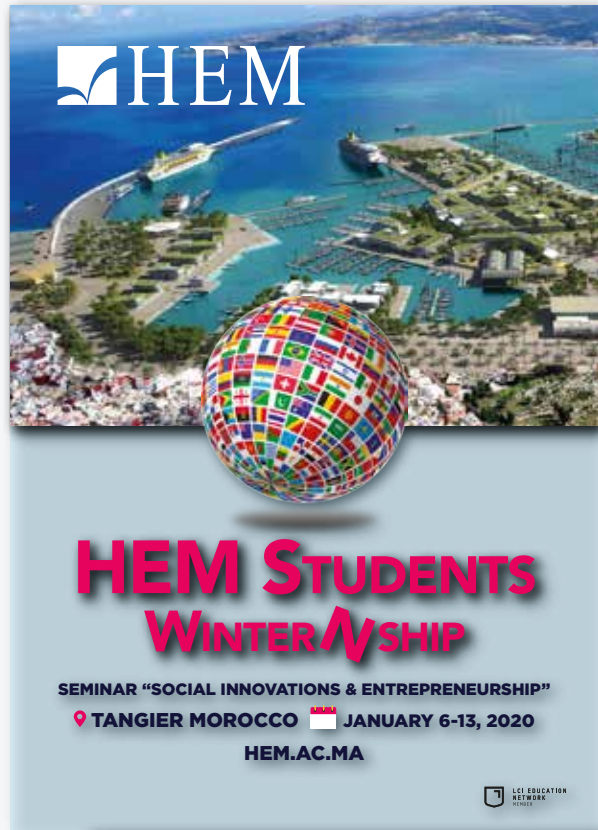
**Track 3:  
Bridging the Industry Academia Gap?**

**UAEU** جامعة الإمارات العربية المتحدة  
United Arab Emirates University

Organising Partner

## STUDENT WINTER~~N~~SHIP WEEK

Students Winternship Week” of HEM is an opportunity for our partner’s students to spend a study tour week with a comprehensive program that includes, in a glance, an **18h seminar on “SOCIAL INNOVATION & ENTREPRENEURSHIP”** coupled with Team Building in interaction with students from HEM Business School and other international partner schools.



The school transmits its knowledge and expertise at national and continental level through all the various communication actions provided by HEM, namely conferences for the general public, Agora conference.

## HEM DEBATES : THE CONTAINER CRISIS FROM ASIA AND ITS IMPACT ON LOGISTICS

HEM, in collaboration with the Konrad Adenauer Stiftung Foundation and the CGEM of Tangier Tetouan Al Hoceima, organized the Wednesday, February 23, 2022 meeting under the theme " The container crisis from Asia and its impact on logistics " .

A debate on a topical subject that will take place online and live from Technopark Tanger in the presence of a panel of high-level professionals! Attendance by registration.

**HEM**

En partenariat avec  
**KONRAD ADENAUER STIFTUNG**  
**CGEM**  
CGEM | Tanger - Tétouan - Al Hoceima

### LA CRISE DES CONTENEURS EN PROVENANCE DE L'ASIE ET SON IMPACT SUR LA LOGISTIQUE

**HASSAN ABKARI**  
Directeur Général Adjoint - TANGER MED PORT AUTHORITY

**MOHAMED BACHIRI**  
Directeur Général - RENAULT

**MOHAMED NIDAR BAKKALI**  
Directeur Logistique - RENAULT

**MOHAMED EL BOUHLALI**  
Directeur Général - DAHER

**M'HAMED CHRAIBI**  
Directeur Général - DACHSER

**YOUSSEF ZAIMI**  
Directeur Logistique - DACHSER

**MOHAMED JIIT**  
Directeur Général - HYDRAUMAC

Modération par **ADIL RAIS**, Président de la CGEM TTA

**Mercredi 23 Février 2022 - 18H**

📍 Salle de conférences Technopark - Tanger

📺 Diffusion en direct 

**Je m'incris** 



  **RÉSEAU LEI ÉDUCATION**



An unprecedented program that aims to give students with projects the support they need to move from the idea to a structured and viable start-up project. **HEM Starter Lab**<sup>®</sup>, a pre-incubator launched at the initiative of the Employability & Entrepreneurship Department of HEM, under the direction of Hicham TASSI, Professor and Director at HEM.

Some students, after graduation, enter the corporate world directly. Others wish to take up the challenge of creating their own structure either immediately or after a few years of professional experience. They find themselves, in fact, in the entrepreneurial state of mind where the ability to be autonomous, to take risks, to be persevering and resilient, are all necessary assets for the success of a start-up.

HEM has launched its pre-incubator, **HEM Starter Lab**<sup>®</sup>, designed to offer innovative ideas the best chances of success. The program leads to the strengthening of the entrepreneurial capacities of the project leader, to the gradual development of a business model and a strategy.

HEM Starter Lab<sup>®</sup> is a pre-incubation program, accessible to all higher education students in Africa, which ensures the principles of gender equality and opportunities, the sustainability of projects as well as the social and solidarity impact. Students with projects benefit from the support and guidance of expert mentors and professionals in the field.

**The HEM Starter Lab**<sup>®</sup> pre-incubator thus gives young students a chance to move from the idea to a structured and viable project thanks to, personalized workshop with 105 hours of seminars, 68 hours of one-to-one mentoring, networking and experienced expert speakers.



## THE 100 DAYS OF THE HEAD OF THE MOROCCAN GOVERNMENT MR. AKHANNOUCH

The current government was sworn in on October 13, 2021, after obtaining the confidence of the House of Representatives, with 213 deputies who voted for its program, 64 votes against and only one abstention. A certain cohesion of the majority which was not illustrated by its political presence and which unfortunately gave the illusion of a feeling of political vacuum during the first 100 days of the inauguration of the AKHANNOUCH Government.

Faced with growing expectations on the part of citizens, due to the fact that the political party of Mr. AKHANNOUCH based its campaign on the necessity of disruption and change with enticing promises on the social, human and economic level, that HEM, in collaboration with the association Sciences PO Alumni and with the support of the Konrad Adenauer Stiftung Foundation, invited the general public to a round table dedicated to the assessment of the 100 days of the Akhannouch government !





Avec le concours de la Fondation



TABLE RONDE **ON LINE**

# Les 100 Jours

du gouvernement AKHANNOUCH



**INTERVENANTS**

**DRISS KHROUZ**  
Économiste, ancien Directeur de la Bibliothèque Nationale du Royaume du Maroc,  
Directeur Général de la Fondation Esprit de Fès et du Festival des Musiques Sacrées

**ADNANE BENCHAKROUN**  
Vice-Président de l'alliance des Économistes Istiqlal


**YOUSSEF BELAL**  
Professeur de Sciences Politiques et Médiateur de l'ONU pour les négociations de paix

**IBTISSAM AZZAOUJ**  
Élu(e) Communale et ex Parlementaire

**YASSINE OUKACHA**  
Député RNI - Rassemblement National des Indépendants


**MODÉRATION PAR HANANE HARRATH**  
Écrivaine et Journaliste

Microsoft Teams live events



MERCREDI 19 JANVIER 2022 - 18H

Participation sur inscription  
[hem.ac.ma](http://hem.ac.ma)




## DIALOGUES IN HUMANITY : WHAT COMMON DENOMINATORS FOR OUR ARCHIPELAGOS ?

Today's world has changed profoundly, from health to the economy, including digital and social relations, to name but a few.

Revitalizing our many common denominators such as our democracy, our social and civic life, our sense of solidarity, the protection of our environment and social justice is a necessity. And we still have so many other 'commons'...

Faithful to its culture of sharing knowledge, HEM offers a strong moment of introspection and reflection around what is currently happening within our planet, around what is dear to us and common to all, and thus opens the debate on the major socio-economic issues of the world as part of an online conference " Dialogues in humanity ", under the theme " What common denominators for our archipelagos ? "



The poster has a blue background with a world map and glowing network lines. At the top left is the HEM logo. Below it, it says 'CONFÉRENCE - DÉBAT' with a radio icon. Further down, it says 'EN PARTENARIAT AVEC INSTITUT FRANÇAIS MAROC'. The main title is 'DIALOGUES EN HUMANITÉ : QUELS COMMUNS POUR NOS ARCHIPELS ?'. Below the title, there are four speakers listed with their titles: Patrick Viveret (Philosophe et essayiste altermondialiste), Jean Fabre (Economiste et ancien directeur adjoint du bureau de Genève du PNUD), Said Mouline (Directeur général Agence Marocaine pour l'efficacité énergétique), and Driss Jaydane (Écrivain et enseignant). Dorothee Benoit Browaeys is listed as a biologist, scientific journalist, and president of Tek4Life. At the bottom, it says 'MODÉRATION PAR YASSINE MAJDI', 'MERCREDI 17 FÉVRIER 2021 - 18H', and 'PARTICIPATION SUR INSCRIPTION'. There is also a Microsoft Teams Live Events logo and a Brest University logo.

## TRAINING IN EDUCATIONAL COACHING : RELATIONAL INTELLIGENCE AT THE SERVICE OF POSITIVE PEDAGOGY



• As part of the continuity of its citizen action program, HEM organizes training in educational coaching for the benefit of all secondary education actors (Directors, high school teachers and orientation advisors), under the theme « Relational intelligence at the service of a positive pedagogy ».

• The training was led by Mrs. Aida BENZAKOUR, Director of the Legacy Strategist firm and Professional Coach, and took place face-to-face in the 4 HEM campuses in Casablanca, Rabat, Marrakech and Tangier.



hem.ac.ma

**Formation en Coaching Pédagogique**  
Pour Enseignants, Directeurs de lycées  
et Conseillers en orientation

### L'INTELLIGENCE RELATIONNELLE AU SERVICE D'UNE PÉDAGOGIE POSITIVE

**Aida BENZAKOUR**

Coach, Directrice du Cabinet Legacy Strategist et Professeur à HEM

**Samedi 19 Mars 2022 de 9H à 16H**

En présentiel à HEM Rabat

Inscription auprès de Mounaïm BLELLETTA  
0660 13 91 66 / mounaim.blelletta@hem.ac.ma

Certificat remis à la fin de la formation

PLACES  
LIMITÉES





## TALENT SHOW FOR HIGH SCHOOLERS

- HEM organizes the “Talent Show”, a SUPER competition of artistic talents open to young Moroccan high school graduates!
- This NATIONAL event puts young high school students in competition on several artistic disciplines such as singing, dancing, music, painting, theater ....



**HEM**  
BUSINESS  
SCHOOL



**HEM**  
ENGINEERING  
SCHOOL



### COMPÉTITION DE TALENTS ARTISTIQUES

CHANT DANSE MUSIQUE COMÉDIE PEINTURE THÉÂTRE ...

Membres du jury



**Othmane MOULINE**  
Chanteur



**Inssaf ZEROUAL**  
Actrice



**Rachid RAFIK**  
Comédien

**Bacheliers, participez à la compétition et gagnez de SUPERS CADEAUX !**





**Scannez le QR code & inscrivez-vous**  
Avant le **Samedi 5 Mars 2022**




## HEM ROBOT MAKERS DAY : DISCOVERING ROBOTIC PROGRAMMING !

HEM Robot Makers Day : Discovering robotic programming ! Several focus groups are also organized to explore knowledge, opinions, and perceptions of HEM's image, and determine whether the program is suitable to target the market need.

The poster has a light blue background with a circuit board pattern. On the right side, there is a detailed illustration of a humanoid robot with a white head, purple and blue accents, and a transparent torso showing internal mechanical parts. In the center, a laptop and a smartphone are shown with colorful, abstract patterns on their screens, surrounded by a burst of colorful confetti. The HEM logo is in the top left. The main title is in large, metallic, 3D-style letters. The call to action is in green and black text. At the bottom, there is a QR code, a registration deadline, and logos for Canada and the Réseau LCI Education.

**HEM**  
ENGINEERING  
SCHOOL

**HEM ROBOT MAKERS**  
COMPÉTITION DE PROGRAMMATION ROBOTIQUE **DAY**

**BACHELIERS**, participez à la compétition & gagnez de **SUPERS CADEAUX !**

SCANNEZ LE QR CODE ET INSCRIVEZ-VOUS  
AVANT LE **SAMEDI 19 MARS 2022**

CANADA RÉSEAU LCI EDUCATION MEMBRE

## HEM BOOST : TAKE ORIENTATION TESTS ONLINE !

High school graduates need to know themselves better and be well oriented to make THE choice of higher education ?

HEM accompanies them to experience an exceptional moment !

Through HEM Boost, they benefit from an online orientation test that allows them to identify the training courses, specialties and trades most suited to their profile, personality, affinities and interests.

This orientation test designed by «la Centrale des tests» and which is offered to them FREE by HEM, takes the form of simple multiple-choice questions (MCQs) followed by an analysis, reading and interpretation of their results with an educational coach!

HEM Boost participants benefit from several workshops within the HEM Campuses to work on their professional projects.



**HEM**

ÉVÈNEMENT JEUNESSE

**ÉTUDIANTS DE L'ENSEIGNEMENT SUPÉRIEUR !**

Vous souhaitez découvrir les spécialités et les métiers qui s'offrent à vous ?  
HEM Tanger vous invite à vivre un moment exceptionnel....

**HEM BOOST**

**AU PROGRAMME**, test d'orientation en ligne pour découvrir votre profil et le parcours le plus adapté pour vous !

**SOYEZ PRÊTS...  
HEM WILL BOOST YOU !!**

[hem.ac.ma](http://hem.ac.ma)

Scannez pour vous inscrire !

HEM Tanger

0660 139 477

QR code

## LIVE WITH COACHES : ALLAL & AIDA !

Nowadays, young people - students and graduates in particular - have a great need to be understood, accompanied, guided and motivated to move forward and succeed in their studies, and even in their lives!

It is for this purpose that HEM organizes a super LIVE animated by Allal & Aida coaches on subjects that concern young people in particular!

What to do after high school, stress of exams, management of emotions, time management, relationships with social networks, transition from teenager to adult... Exciting subjects that are discussed live but also practiced with professional coaches, through exercises, simulations and many other surprises.

**HEM**

**LET'S TALK**  
 ((LIVE))

**JEUDI 8 JUILLET 2021 À 19H**

**LIVE EXCEPTIONNEL POUR ÉCHANGER AVEC LES COACHS ALLAL & AIDA**

**RETOUR SUR LES MOMENTS FORTS DE LA WEB-SÉRIE** ▶▶▶

- Passage de l'Ado à l'adulte
- Relation aux réseaux sociaux
- Stress du BAC et des examens
- Gestion des émotions
- Gestion de temps
- Orientation après le BAC

**JE PARTICIPE AU LIVE !**

CANADA RÉSEAU LCI ÉDUCATION MEMBRE

## WEBINAR : NEW PROFESSIONS, NEW SKILLS

- HEM organizes online seminars on the jobs of tomorrow for the benefit of higher education students!
- An interesting meeting that allow students to learn about the most in-demand jobs as well as the new skills most in demand on the job market.



**HEM**

SÉMINAIRE EN LIGNE 

**HASSAN CHARAF**  
Conférencier, Vice-Président du Centre International pour le Développement et la Coopération, Ingénieur d'État et MBA de l'Université de Sherbrooke - Québec

MARDI 15 JUIN 2021 - 18H30 

**NOUVEAUX MÉTIERS,  
NOUVELLES COMPÉTENCES**

Participation sur inscription  
[hem.ac.ma](mailto:hem.ac.ma)

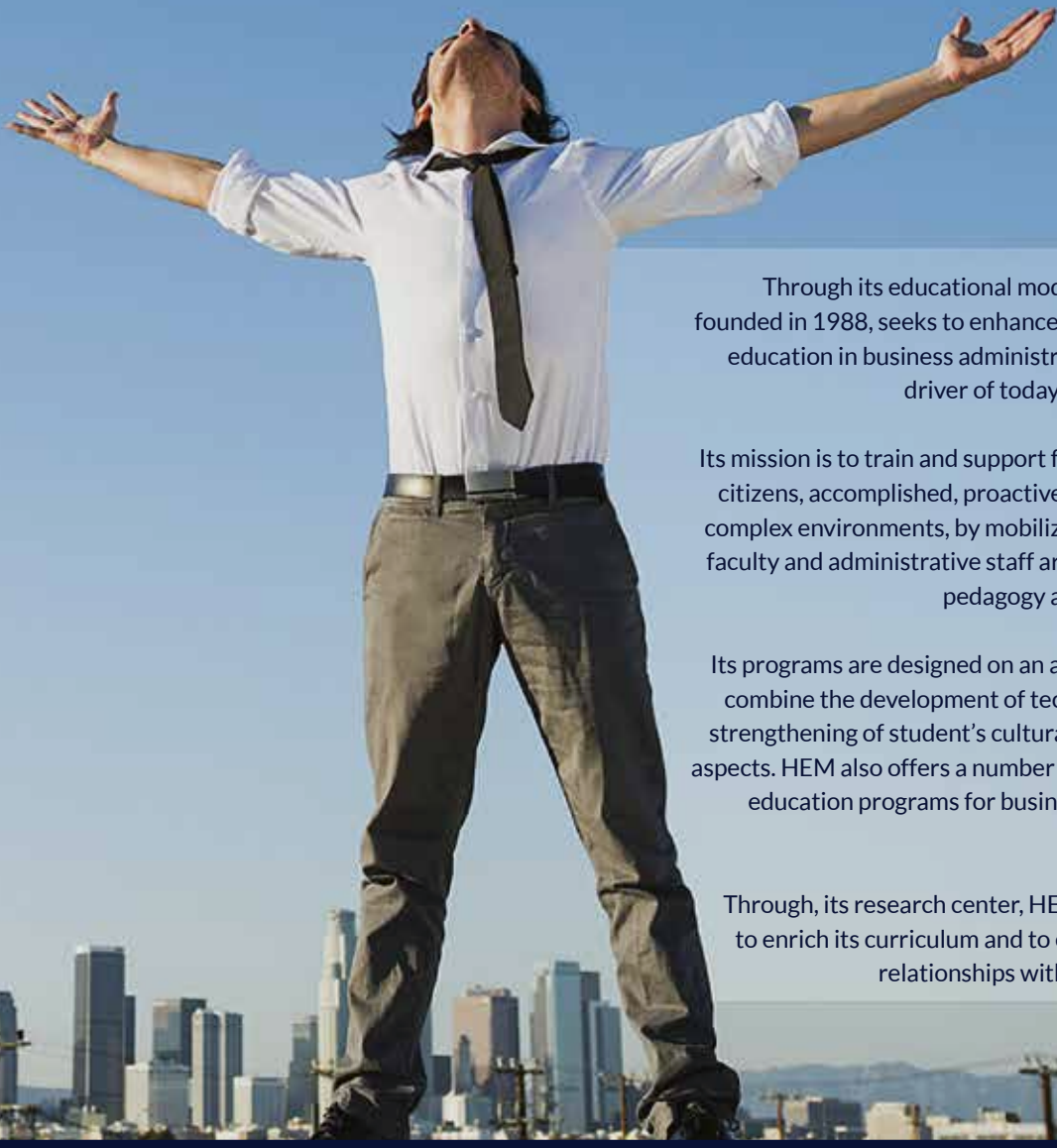
0660 13 94 77 - [rania.challaoui@hem.ac.ma](mailto:rania.challaoui@hem.ac.ma)

  RÉSEAU LCI EDUCATION MARRAKECH



# Be. Know. Act.

HEM, an education, a mindset.



Through its educational model, HEM, since being founded in 1988, seeks to enhance the impact of higher education in business administration, a fundamental driver of today's dynamic Morocco.

Its mission is to train and support future ethical leading citizens, accomplished, proactive, capable of acting in complex environments, by mobilizing multidisciplinary faculty and administrative staff armed with innovative pedagogy and applied research.

Its programs are designed on an admissions test basis, combine the development of technical skills with the strengthening of student's cultural, ethical and human aspects. HEM also offers a number of tailored executive education programs for businesses, on a degree or certificate basis.

Through, its research center, HEM constantly strives to enrich its curriculum and to establish sustainable relationships with the business world.

