Education and Skills for a Transforming World: Challenges and Issues of the Digital and Sustainable Transition

Edition 5
ICFERI
International Citizen Forum on Education and Intercultural Research

Information and Registration

October 30–31 & November 1 2026

Verdi Hotel, Tunis, Tunisia

Ms. Imane Jarboui (FLSHS) (+216) 54 400 744

Mr. Brahim Jrad (FLSHS) (+216) 97 803 325

Ms Mariem Fourati (+216) 51 827 460 / 52 076 547

fcie5tunisie@gmail.com

www.forumtunisieneducation.org

Forum Tunisien pour l'Education -FTE

Organizers

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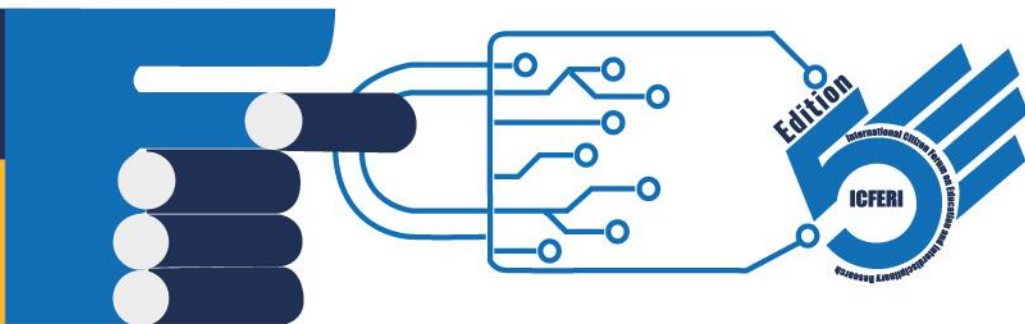Se former autrement

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Due to the rapid advancement of technology, the growing consequences of climate change, and the pressing need for sustainable development, we are living in a period of profound change. It is now imperative, not optional, to reconsider the vocation of education within this critical context. Education must serve as both a deliberate response to the growing unpredictabilities facing our global society and an impetus for human advancement. To overcome these issues, we must all rethink how we define learner skills and how we plan and carry out instruction and training at all educational levels, from early childhood to postsecondary education and lifelong learning.

To solve the environmental and socioeconomic current issues, it is now crucial to figure out and apply sustainability principles across a variety of fields, just as it is to be able to use technology in a meaningful, moral, and creative way. This necessitates the creation of adaptable teaching techniques that take a comprehensive approach and put the student at the center of their educational process.

These imperatives are the focus of the fifth edition of the Forum Citoyen International en Éducation et Recherche Interdisciplinaire (FCIERI). It views interdisciplinarity, sustainability, and digital innovation as potent levers for adjusting education to the needs of the twenty-first century. The Forum has previously addressed learner-centered education (November 2022, Hammamet), educational governance (March 2019, Sousse), teacher training pedagogy (March 2017, Sfax), and the difficulties of professional integration and teacher training (April 2024, Sousse). Following this path, the next Forum will focus on two major factors influencing education today: sustainable development and the digital revolution.
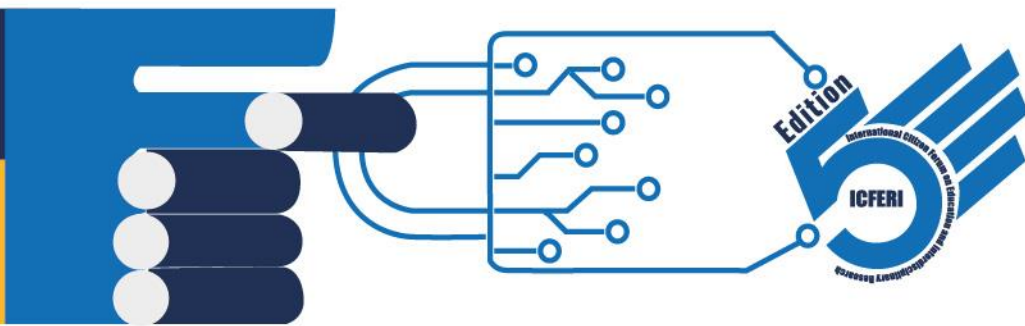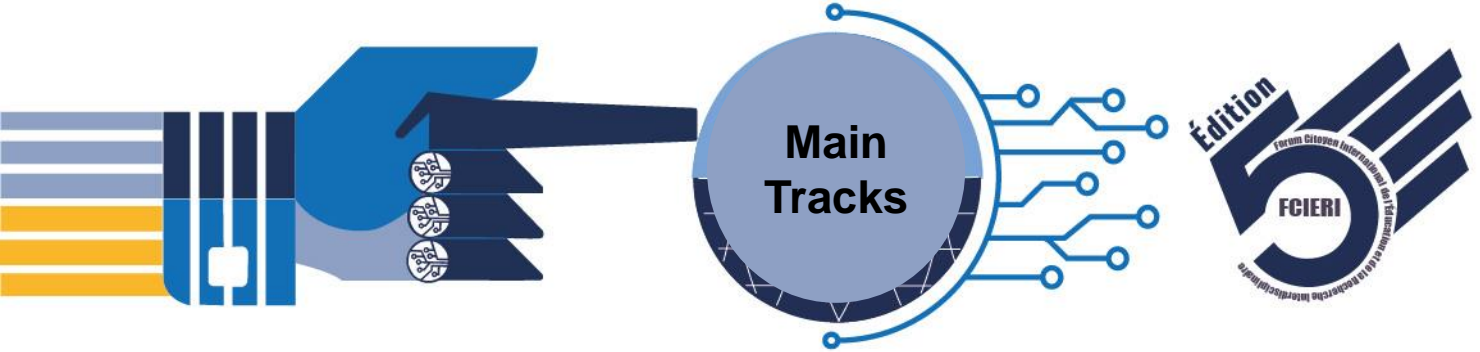
This fifth edition is envisioned as a dynamic space for shared reflection, in-depth analysis, and meaningful action, grounded in ethical values and centered on education, training, and interdisciplinary research. The Forum will bring together researchers, educators, policymakers, and engaged citizens from a wide range of professional and cultural contexts.

Its goal is to foster a comprehensive and nuanced understanding of the challenges involved in ensuring high-quality education for all, particularly in light of the digital and sustainability transitions. Through dialogue and collaboration, the Forum aims to explore these complexities and identify actionable solutions.

The program will highlight professional and interprofessional collaboration, encouraging a process of collective inquiry that leads to practical, transferable strategies participants can implement across diverse educational environments.

The Forum's thematic structure is organized around five interrelated axes, which provide the conceptual foundation for all discussions and contributions.

Main Tracks

Édition 5 FCIERI
Forum Citoyen International des Éducations et de la Recherche Interdisciplinaire

Track 1 : **Teaching and Skills Development for Today and Tomorrow**
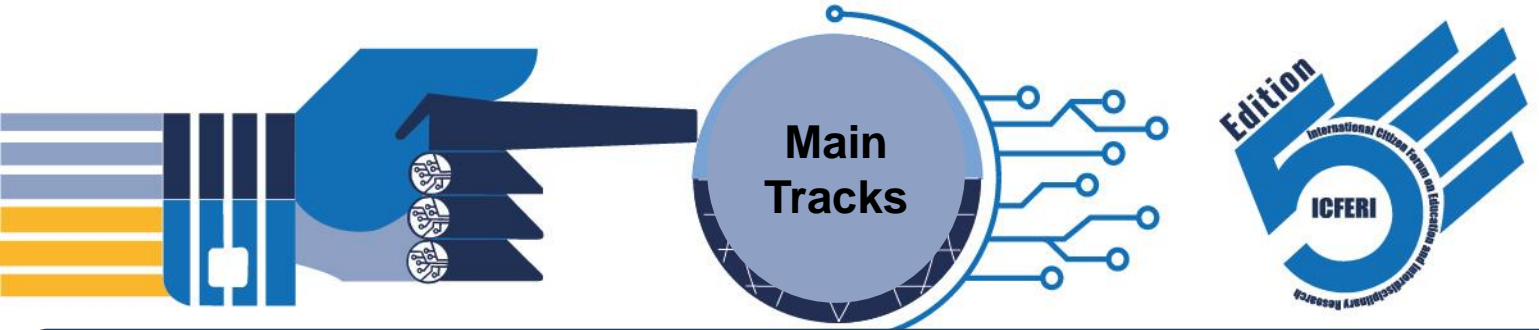
Track 2 : **Teacher Training**

Track 3 : **Diversity, Equity, and Inclusion**

Track 4 : **Scientific Research and Partnerships in the Digital and Sustainable Era**

Track 5 : **Educational Leadership and Strategic Change Management**

Track 1
Teaching and Skills Development for Today and Tomorrow

Teaching aims not only to support knowledge acquisition and skills development but ultimately to shape learners into responsible citizens aware of their societal role. In today's context, marked by rapid digital advances, teachers are tasked with equipping learners to use digital tools competently and ethically. This necessitates a critical look at how technology affects learning—especially its cognitive and psychological implications—and calls for collaborative efforts to create effective learning environments and to assess outcomes meaningfully.
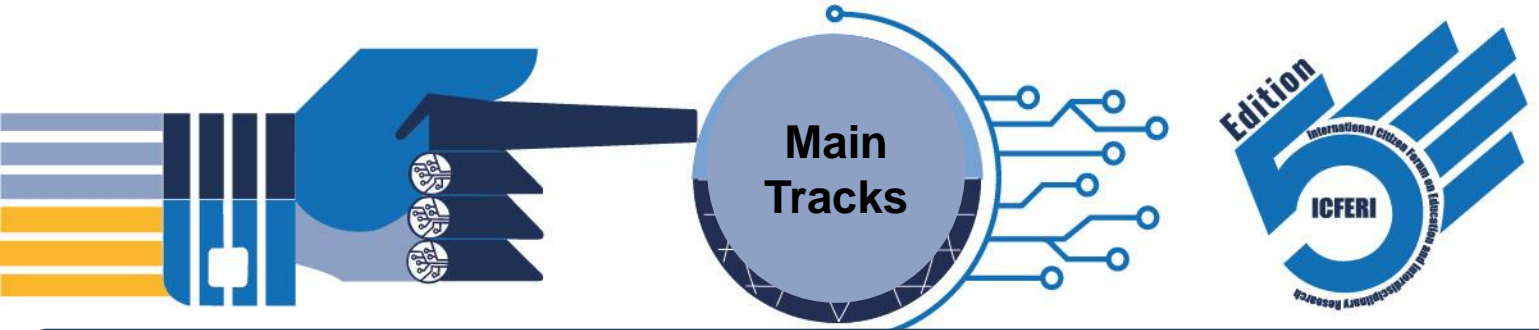
Another key responsibility of contemporary education is to raise awareness of sustainable development challenges—resource depletion, poverty, environmental degradation—and to promote responsible global citizenship. Educators must foster openness to cultural diversity, acceptance of difference, and the development of intercultural competence.

This track explores how to prepare learners to meet the demands of digital and sustainable transitions, including the evolution of teacher roles, pedagogical approaches, and learning ecosystems suited to Generation Alpha.

Key Themes

Digital Competence in Teaching
- Pedagogical approaches for a digital transition
- Learning strategies adapted to digital tools
- Impact of digital use on learning outcomes
- Cognitive and psychological effects of digital tools on learners
- Assessment of learning in the digital age
- Artificial intelligence and learning
- Distance learning and teaching aids
- Interdisciplinary practices incorporating digital tools
- Professional and interprofessional collaboration using technology…

Track 1
Teaching and Skills Development for Today and Tomorrow
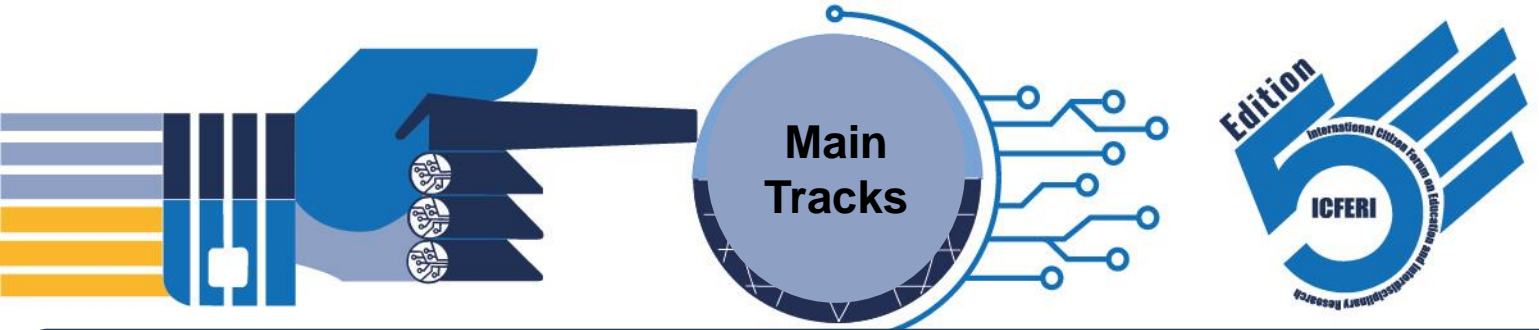
Skills for Sustainable Development
- Teaching with and for sustainable development
- Emerging competencies supporting the sustainability transition
- Roles of teachers, learners, and communities in sustainability
- Ethical challenges in teaching in the context of sustainability…

Digital Technology and Sustainability
- Contributions of digital tools to achieving sustainable development goals (SDGs)
- Impacts of digital tools and AI on civic life
- Digital and AI impacts on global health…

Intercultural Competence and Global Citizenship Education
- Global environmental challenges and sustainable practices
- Intercultural awareness and openness to diversity
- Development of intercultural skills
- Fostering global solidarity in the face of change….

Track 2
Reinventing Teacher Education in Times of Transition

Teachers stand at the frontlines of educational transformation. To meet the demands of a rapidly evolving world, their preparation must be both rigorous and forward-looking. Teachers must be trained to facilitate digital fluency in learners, navigate ethical issues in data use, and address disparities in access to technology. This includes both initial and continuing education, equipping teachers to manage digital learning environments, foster inclusive classrooms, and create engaging learning experiences. Simultaneously, educators must also be able to guide learners in sustainable thinking and behavior. They need tools to raise awareness of environmental vulnerability and encourage critical thinking about viable actions.

This track challenges institutions to rethink how teachers are trained, supported, and equipped to lead change, while remaining grounded in the human values that define the profession.

Key Themes
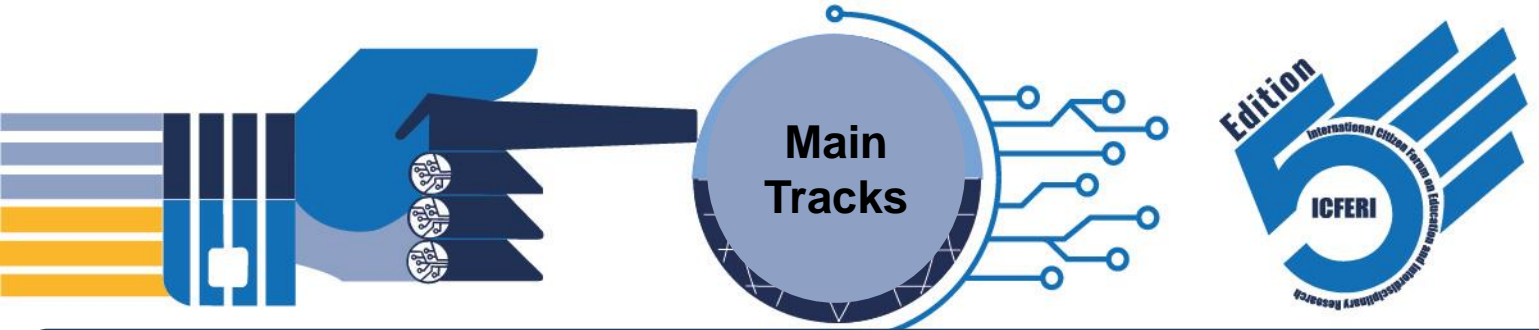
Digital Transition in Initial Teacher Training
> Integration of educational technologies and use of online learning platforms
> Use of digital tools for interactive teaching
> Teaching and learning with AI and ChatGPT….

Digital Transition in Continuing Professional Development
> Support for early-career teachers
> Familiarization with emerging technologies
> Adapting to ongoing technological developments...

Challenges of Digitalization in Teacher Education
> Inequitable access to technology
> Impact of digitalization on teacher-student interaction
> Cognitive and psychological consequences for learners
> Academic freedom in the use of generative AI
> Data privacy and security…

Track 2
Teacher training

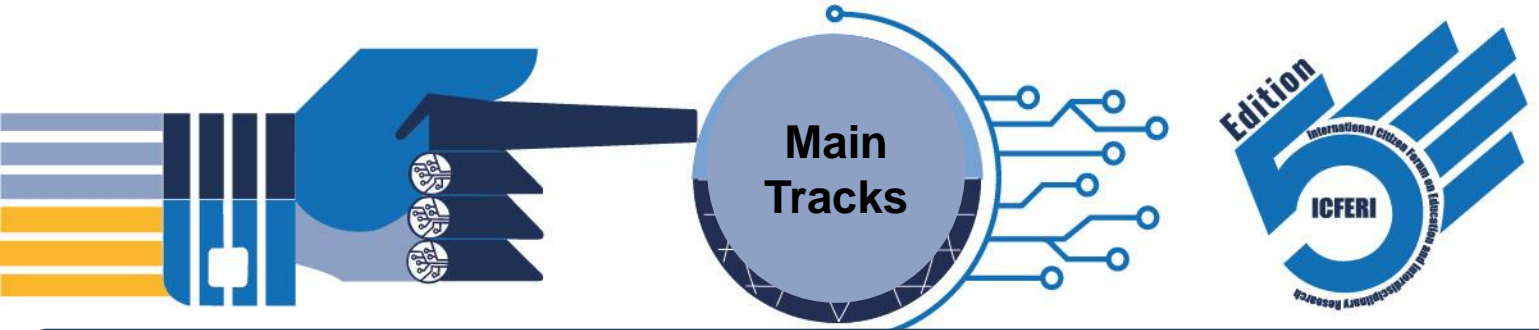**Sustainability in Initial Teacher Education**

Integration of sustainability principles in curricula

Awareness-raising strategies on environmental issues

Pedagogical approaches aligned with sustainable development…

Sustainability in Continuing Teacher Education

Supporting early-career teachers in the context of sustainability

Knowledge of environmental issues

Pedagogical approaches for promoting sustainability awareness

Activities that foster learner accountability…

Challenges in Sustainable Education

Shifts in educational practices

Institutional and policy-related obstacles

Interprofessional collaboration…

Track 3
Diversity, Equity, and Inclusion

As the world undergoes rapid transformations—technological, ecological, and social—education systems must address how to ensure inclusivity and equity. The digital revolution and mass communication have reshaped perceptions of identity, while socio-economic disparities have widened.

Education must instill confidence, reduce gaps, and celebrate diversity. It must empower all learners, especially those with disabilities or special needs, by promoting adaptive teaching, embracing cultural pluralism, and addressing stereotypes and biases.

This track seeks to foster inclusive teaching that honors diverse identities and ensures every learner thrives.
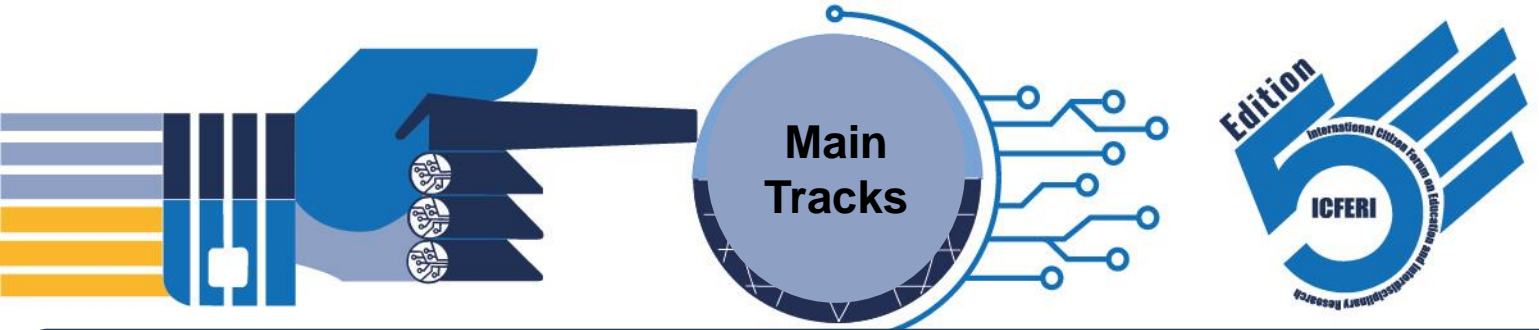
Key Themes

Inclusive and Sustainable Digital Education
- Access and democratization of knowledge
- Attractive and inclusive learning environments
- Peer learning ("pairagogy") for collective engagement
- Adaptive teaching and personalized learning support
- Teaching that affirms and values diversity
- Pedagogies that promote collective learner engagement
- Flexible delivery formats (online, in-person, hybrid)
- Digital technologies as enablers of inclusive education
- Teaching strategies for developing shared leadership
- Learners as change agents and responsible citizens...

Challenges of Digital and Sustainable Inclusion
- Ethical concerns around digital equity and inclusion
- Impact of biases and prejudices on learners' academic paths
- Social background as a barrier or strength in learning
- Stereotyping and its effects on learner engagement
- E-gender issues and girls' engagement in STEM
- Access to digital tools in underprivileged areas
- Innovative solutions for overcoming inclusion challenges
- Educational strategies to bridge the digital divide…

Track 4
Scientific Research and Partnerships in the Digital and Sustainable Era

Digital tools, especially generative AI, have transformed educational research, enabling new methods for analyzing vast data sets and exploring the pedagogies best suited for sustainable education. Partnerships among researchers, practitioners, and citizens are now crucial to address the societal, economic, and political implications of education in transition.

This track highlights research collaborations that foster contextualized, interdisciplinary knowledge and enable the design of future-ready training programs. It also underscores the role of civic engagement in research and the ethical responsibilities of researchers.

Key Themes

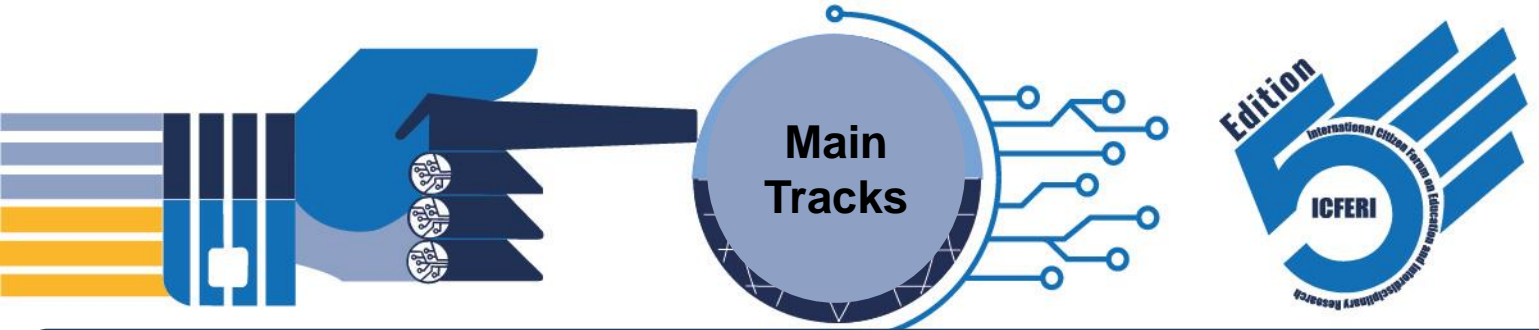**Partnerships for Societal Development**
- Integrating research findings into education
- Partnerships for curriculum adaptability in a changing world
- University networks for global solutions
- Contextualized and participatory research
- Competency development for emerging professions
- Promotion of research and innovation…

Research Management and Funding
- Support for partnered research in digital/sustainability transitions
- Eco-conscious research infrastructure and resources
- Policies for promoting sustainable research
- Regulation and governance of collaborative research…

Civic Participation in Research
- Citizen involvement for sustainable solutions
- Dissemination of research findings
- Participatory research to empower future citizens…
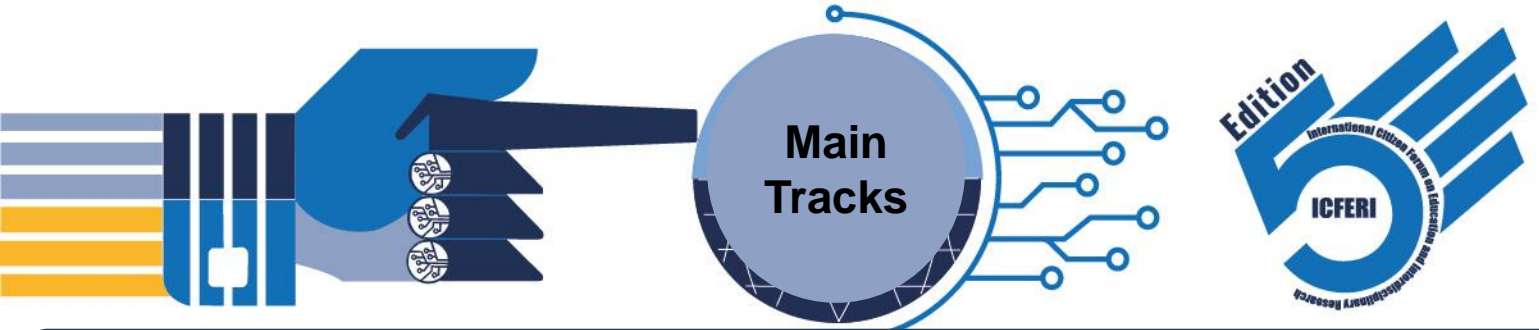
Track 4
Scientific Research and Partnerships in the Digital and Sustainable Era

Challenges and Ethical Considerations

- Responsible AI use, data privacy and security
- Research integrity and partner interests
- Encouragement and institutional support for participatory research
- Research impact on society and the environment
- Ethics of research in the context of sustainability…

Track 5
Educational Leadership and Strategic Change Management

Education management plays a pivotal role in shaping society. Today, leaders must navigate the demands of digital innovation and sustainable development, from ministerial decision-making to institutional administration. Effective governance enhances the quality of education and fosters environments conducive to learning and innovation.

This track explores how to mobilize human and material resources, promote responsible digital innovation, and implement strategic plans that ensure educational quality and sustainability.

Key Themes

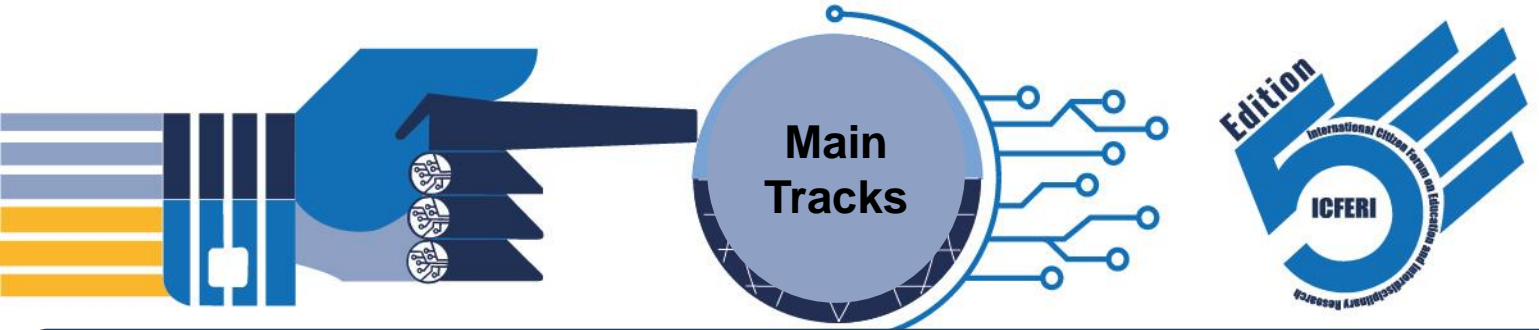**Policies and Strategies for Managing Digital and Environmental Challenges**
- Educational policies to foster digital innovation
- Policies for advancing sustainability in education
- Efficient strategies for sustainability-oriented education
- Organizational management in response to digital transformation…

Continuous Improvement in Educational Environments
- Skills and proactive change management
- Digital tools and sustainable practices in training education managers
- Designing environmentally responsible learning environments
- Digitally equipped educational settings
- Curriculum design aligned with emerging career paths
- Supporting the development of digital and sustainable competencies for employability…

Proactivity in the Face of Global Challenges
- Educational programs for active civic engagement
- Effective AI use in decision-making
- Problem-solving with predictive AI tools
- Proactive management of economic, environmental, and societal challenges
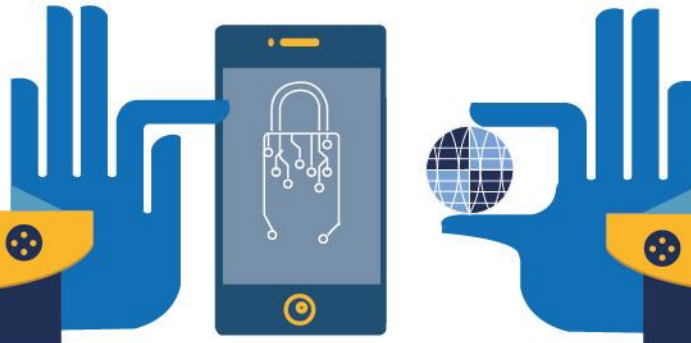- New paradigms for managing digital education…

Track 5
Educational Leadership and Strategic Change Management

Rational and Equitable Educational Governance

- Equitable management of sustainability benefits
- Inclusive digital education programs
- Ensuring fair access to technology in training
- Co-developed strategic plans in the digital age…

Types of possible contributions

The 5th Forum offers the opportunity to submit various types of contributions aligned with the call for papers and one or more of the described thematic areas.

These contributions may stem from research work or local, national, or international experiences, and may take the form of a poster, oral presentation, symposium, or round table.

Poster

A poster is a particularly effective format for briefly presenting scientific research or sharing an analysis of teaching practices or the development of educational tools. Posters are designed to visually convey information (charts, graphs, diagrams, etc.) and encourage on-site discussions. Poster sessions, which bring together several contributors, will last between 30 minutes and one hour. The time slots for poster presentations will be included in the event program. Presenters are expected to be present for the entire duration of their session to discuss their work with attendees.

Oral Presentation

An oral presentation is a formal communication of original scientific work (based on a scientific approach and data analysis), or an analysis of teaching practices or the development of educational tools. Four oral presentations, each lasting no more than 20 minutes, will be grouped into thematic sessions. Each session will conclude with a 10-minute discussion period for questions and feedback.

Proposals for both posters and oral presentations must be submitted electronically via the following form: https://easychair.org/conferences?conf=esdst2026

   No files should be attached to the completed form.
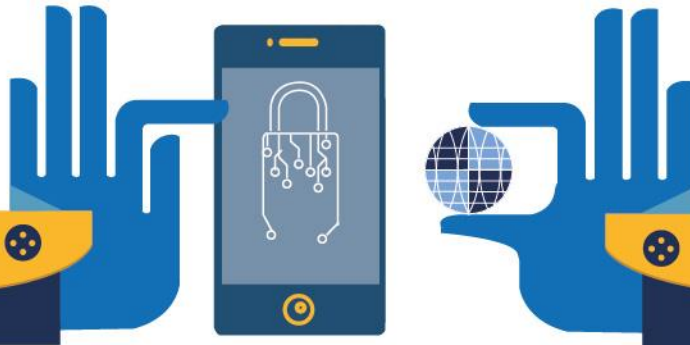
Symposium

A symposium brings together researchers who share a common area of interest. Each presentation lasts 20 minutes, with an additional 10 minutes per session reserved for discussion. The symposium organizer coordinates the order of presentations and ensures sufficient time is set aside for interaction. The total duration of a symposium depends on the number of presentations:

– 90 minutes (4 presentations)
– 180 minutes (8 presentations)
– 270 minutes (12 presentations)

A symposium may not include more than 50% of presentations where the first author is a student. Furthermore, students are not allowed to organize a symposium.

For each proposal, the symposium coordinator must download and complete the document available on the following website: https://bit.ly/43FZnlT
This document must be attached to the symposium submission form.

Symposium proposals are expected to be submitted electronically by the symposium coordinator via the following form: https://easychair.org/conferences?conf=esdst2026

Round Table

A round table gathers three to four experts from the same field, each working in different professional contexts. Its purpose is to stimulate dialogue and foster rich discussions. The moderator allocates 15 to 20 minutes to each speaker for their main contribution. The remaining 30 minutes are reserved for interactive discussions with the audience, who will be invited to ask questions and provide comments.

Proposals for round tables must be submitted electronically via the following form:
https://easychair.org/conferences?conf=esdst2026

No files should be attached to the completed form.

For more information, please contact: **fcie5tunisie@gmail.com**
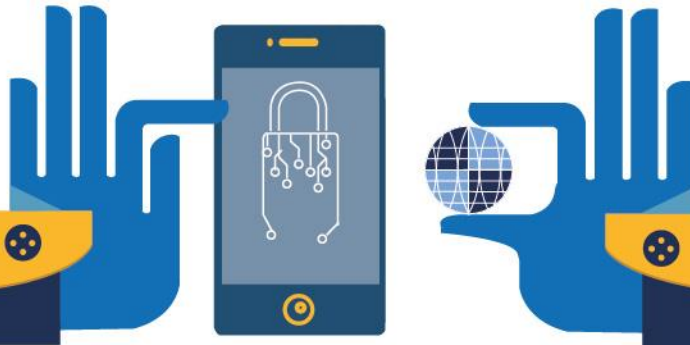
- All proposals must be submitted using the online electronic form. Proposals sent by email will not be accepted.

- Creating an account is required to submit a contribution.

- An individual may submit no more than two proposals as first author.

- Students may submit no more than one proposal as first author.

- All proposals will be evaluated by members of the scientific committee using a double-blind peer review process.

- Abstracts of oral presentations, posters, symposia, and roundtables will be published on the forum website. Therefore, particular attention is recommended when writing abstracts.

- **All presentations will be held in person**.

Evaluation criteria for posters and oral communications

- Alignment with the research theme
- Context description
- Problem statement
- Formulation of learning objectives
- Presentation of a conceptual framework
- Methodology description (research, practice analysis, or development of a teaching and learning tool)
- Presentation of main results
- Interpretation of results
- Conclusion, perspectives, remaining questions, and limitations

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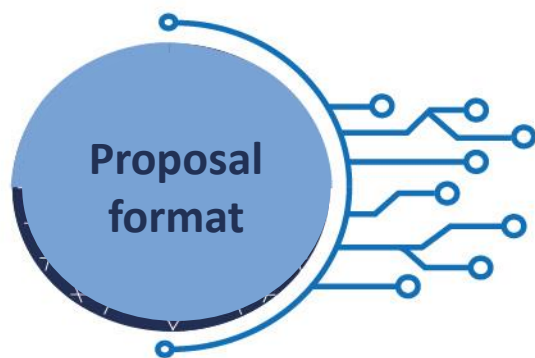
Evaluation criteria for a symposium

* Relevance to the Forum's overall theme
* Alignment of the content with the chosen focus area
* Presentation of the issues linking the various symposium presentations
* Coherence between the different presentations
* Complementarity of the presentations
* Originality of the proposal's content

- **Criteria for assessing Communication**

The evaluation criteria for oral communication will be applied (see above).

Proposal format
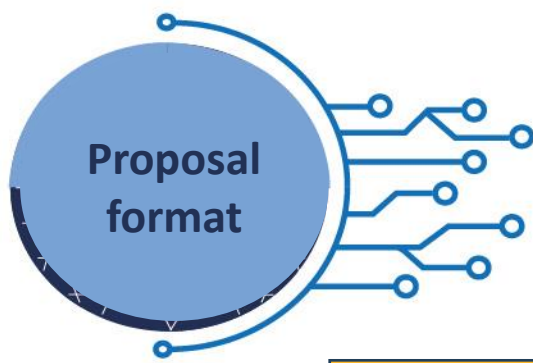
Criteria for proposals' reviewing

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Round table Evaluation Criteria

- Relevance to the overall theme of the Forum
- Adequacy of content related to the chosen theme
- Clarity of the theme for the roundtable
- Complementarity among presentations
- Distribution of time and presentation durations
- Originality of the content in the proposal

Following the Forum, dissemination activities are planned in various formats:

- A collective work published in the Collection Mondes Méditerranéens, edited by L'Harmattan under the direction of Gilles Ferréol

- A special issue focusing on Forum Theme 2 (Teacher Training) will be published in the academic journal *Formation et Profession*

- A special issue focusing on Theme 3 (Diversity, Equity, and Inclusion) will be published in the academic journal *Éducation inclusive*

- A special issue focusing on Theme 5 (Educational Leadership and Strategic Change Management) will be published in the academic journal *Enseignement et recherche en administration de l'éducation*

A special issue focusing on Theme 1 (Teaching and Skills Development for Today and Tomorrow) will also be published in a specialized academic journal.

Previous editions
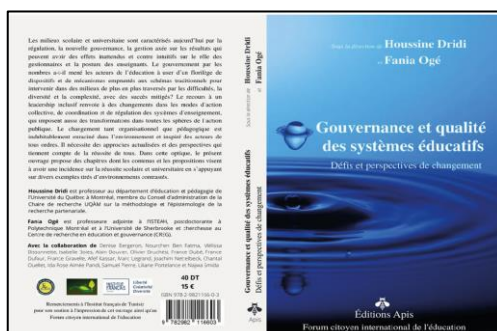
Important Dates

November 21, 2025 : Call for contributions announced

January 31, 2026 : Deadline for abstract submission

March 31, 2026 : Notification to authors regarding selected proposals

May 1, 2026 : Opening of speaker registration

June 30, 2026 : Deadline for speaker registration

July 31, 2026 : Program announcement

September 30, 2026 : Registration for non-speakers

Imane Jarboui
Faculty of Arts and Humanities of Sousse – University of Sousse

Imane Jarboui, a lecturer and researcher in Ancient Civilizations, is a committed advocate for public education and for building bridges between universities, civil society, and the professional world. As co-founder of the International Citizen Forum for Education and Interdisciplinary Research (FCIERI), she has turned this international and interdisciplinary event into a vibrant platform for dialogue on education, interdisciplinary research, sustainability, and the digital transition.

She also founded the Tunisian Forum for Education (FTE), the Ardhi Association, and the Fresque QTCM Association, all of which strengthen the ties between science, civic engagement, and ecological responsibility. Through her initiatives, she seeks to position the university as a driving force for social transformation, sustainable development, and creative citizenship.

Imane Jarboui
Chair of the Steering Committee and General Coordinator of the Forum
Email:
imenjarboui215@gmail.com

Ibrahim Jrad
Faculty of Arts and Humanities of Sousse – University of Sousse

Ibrahim Jrad is a lecturer and researcher in History at the University of Sousse. He joined the FCIERI in 2021, contributing to the organization of its third and fourth editions. A man of conviction and action, he places education, research, and science at the heart of his commitment.

As co-founder of the Tunisian Forum for Education (FTE), he advocates for a university that is open to society and for an inclusive, equitable public education system. His hands-on engagement has enabled him to develop strategic collaborations with numerous academic and institutional partners, thereby strengthening the civic and solidarity-based dimension of the Forum.

Ibrahim Jrad
Co-chair of the steering committee and chair of the organizing committee of the Forum
jrad.ibrahim@yahoo.fr

Makram Hamouda
University of Tunis El Manar / Visiting Professor at Indiana University Bloomington (USA)

Makram Hamouda is a lecturer and researcher in Applied Mathematics at the Faculty of Sciences of Tunis – University of Tunis El Manar, specializing in mathematical analysis, numerical modeling, and fluid dynamics. Deeply committed to academic excellence, interdisciplinary research, and equitable access to knowledge, he initiated the FCIERI in 2017 and has been involved in all its editions. Through his vision, the Forum has become a major event for academic and civic cooperation across the Francophone and international communities, embodying the ideals of open, collaborative science in the service of sustainable development and education.

Makram Hamouda
Member of the steering committee, responsible for the strategy and direction of the Forum
makram.hamouda@gmail.com

chairwoman of the Scientific Committee

Pr.Liliane Portelance

University of Quebec
at Trois-Rivières

Biography

Pr.Liliane Portelance
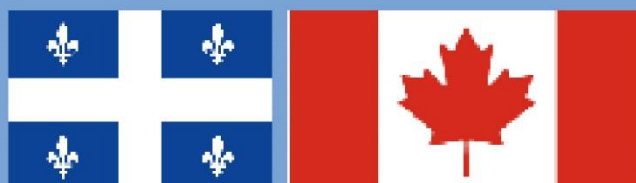
Liliane Portelance, Ph.D., is a Full Professor in Psychopedagogy at the Department of Education Sciences at the University of Quebec in Trois-Rivières (UQTR). She is also a researcher at the Interuniversity Research Centre on Teacher Education and Teaching Profession (CRIFPE). Her work focuses on several themes related to education, including:

Collaboration in educational settings
Training of student-teachers and teacher trainers
Professional integration of teachers
Educational dynamics that promote professional development and perseverance
She has co-authored several academic publications on the relationship between theory and practice in teacher education, as well as on the regulation and assessment of teachers' professional skills. Her research highlights the importance of collaboration and support in the training and development processes of novice teachers.

Co-chair of the Scientific Committee

Besma Mardassi
USF

Besma Mardassi

Besma Mardassi, Ph.D. in Geological Sciences, is the Director of Studies at the Higher Institute of Biotechnology, University of Sfax. She is also a researcher at the Water, Energy, and Environment Laboratory (L3E) at the National Engineering School of Sfax.

Her research focuses on the roles of eustasy, climate, and tectonics on marine fauna evolution, sediment stacking, and ocean circulation patterns. She has a special interest in climate warming-induced extreme events and their harmful consequences on marine ecosystems.

In addition to her scientific work, she has developed a strong interest in education and is currently pursuing a new line of research that addresses contemporary issues, including:

- Technopedagogy
- Peeragogy
- Learner autonomy
- The application of AI in education

She has led several workshops on learner empowerment, course design, and digital media production for online learning. She has also provided pedagogical training for university sinstructors as part of the Erasmus+ Biotech-Tunisia project and the Certificate of Teaching in Health Sciences Education at the Higher Institute of Nursing Sciences in Sfax.

Additionally, she has actively contributed to the design and organization of educational training days at the University of Sfax, aimed at supporting trainee instructors.

- **Nouha Chaâben**
- Higher Business School, University of Sfax, Tunisia

Chair of the Track 1

- **Sacha Stoloff**
- University of Quebec at Trois-Rivières, Canada

Chair of the Track 2

- **Salem Amamou**
- University of Sherbrooke, Canada

Chair of the Track 3

- **Ousmane Sy**
- University of Quebec at Trois-Rivières, Canada

Chair of the Track 4

- **Idriss El Ouafa**
- University of Cadi Ayyad, Marrakech ; University of Ibn Zohr, Agadir, Morocco

Chair of the Track 5

Nom	Faculté / Institution / Etablissement	Pays
Geneviève **Audet**	University of Quebec at Montreal	Canada
Mohamed Ali **Ayadi**	Gembloux Agro-BioTech, University of Liège	Belgium
Sylviane **Bachy**	Free University of Brussels	Belgium
Christophe **Baco**	University of Quebec at Trois-Rivières	Canada
Mokhtar **Ben Henda**	Bordeaux Montaigne University	France
Riadh **Ben Mansour**	Faculty of Sciences, University of Sfax	Tunisia
Jean Claude **Bernatchez**	University of Quebec at Trois-Rivières	Canada
Souhail **Besbes**	National Engineering School, University of Sfax	Tunisia
Marie **Bocquillon**	TELUQ University	Canada
Fady **Calargé**	Lebanese University	Lebanon
Josianne **Caron**	University of Quebec at Rimouski	Canada
Philippe **Chaubet**	University of Quebec at Montreal	Canada
Anne **Clerc-Georgy**	Teacher Training College of the Canton of Vaud Lausanne	Switzerland
Isabelle **Deshaies**	University of Quebec at Trois-Rivières	Canada
Émilie **Doutreloux**	Laval University	Canada
Houssine **Dridi**	University of Quebec at Montreal	Canada
France **Dubé**	University of Quebec at Montreal	Canada
France **Dufour**	University of Quebec at Montreal	Canada
Christian **Dumais**	University of Quebec at Trois-Rivières	Canada
Catherine **Duquette**	University of Quebec at Chicoutimi	Canada
Marc-André **Ethier**	University of Montreal	Canada

Nom	Faculté / Institution / Etablissement	Pays
Gilles **Ferréol**	University of Franche-Comté	France
Najoua **Fezzaa Ghriss**	Higher Institute of Education and Continuing Education	Tunisia
Andréanne **Gélinas-Proulx**	University of Quebec at Outaouais	Canada
Yosr **Ghozzi**	Private Higher School of Engineering and Technology	Tunisia
Abir **Gmiden**	University of Manouba	Tunisia
Nancy **Granger**	University of Sherbrooke	Canada
France **Gravelle**	University of Quebec at Montreal	Canada
Christophe **Gremion**	Swiss Federal Institute for Vocational Education and Training	Switzerland
Audrey **Groleau**	University of Laval	Canada
Wafa **Hmissi**	University of Tunis	Tunisia
Alain **Huot**	University of Quebec at Trois-Rivières	Canada
Guillaume **Jacq**	University of Lyon 2 Lumière	France
Mokhtar **Kaddouri**	University of Lille	France
Leila **kaffel**	University of Sfax	Tunisia
Ines **Kaouech**	University of Jendouba	Tunisia
Rochane **Kherbouche**	Brussels Training	Belgium
Olivier **Kheroufi-Andriot**	National Higher School of Agricultural Education Toulouse-Auzeville	France
Joël **Konan**	Ted Dys' School	Switzerland
Guy **Lapostolle**	University of Lorraine	France
Rakia **Laroui**	University of Quebec at Rimouski	Canada
Sonia **Lefebvre**	University of Quebec at Trois-Rivières	Canada

Nom	Faculté / Institution / Etablissement	Pays
David **Lefrançois**	University of Quebec at Outaouais	Canada
Olivier **Lemieux**	University of Quebec at Rimouski	Canada
Feirouz **Lima**	Université de Franche-Comté	France
Marie-Odile **Magnan**	University of Franche-Comté	Canada
Nouri **Mbarek**	University of Sousse	Tunisia
Louise **Ménard**	University of Quebec at Montreal	Canada
Josephine **Mukamurera**	University of Sherbrooke	Canada
Serigne **Ndiaye**	Ministry of National Education	Senegal
Lamia **Neji**	University of Sfax	Tunisie
Aicha **Ouali**	Neurobrain Consulting	Morocco
Glorya **Pellerin**	University of Quebec at Abitibi-Témiscamingue	Canada
Yvan **Pigeonnat**	Polytechnic Institute of Grenoble	France
Thomas **Rajotte**	University of Quebec at Rimouski	Canada
Sonia **Salhi**	University of Tunis	Tunisia
Stéphane **Thibodeau**	University of Quebec at Trois-Rivières	Canada
Catherine **Van Nieuwenhoven**	Catholic University of Louvain	Belgium
Sophie **Vanmeraeghee**	University of Namur	Belgium
André **Villeneuve**	University of Quebec at Trois-Rivières	Canada
Isabelle **Vivegnis**	University of Montréal	Canada
Émilie **Wragg Tremblay**	University of Quebec at Montréal	Canada
Philippe **Zimmermann**	University of Strasbourg	France

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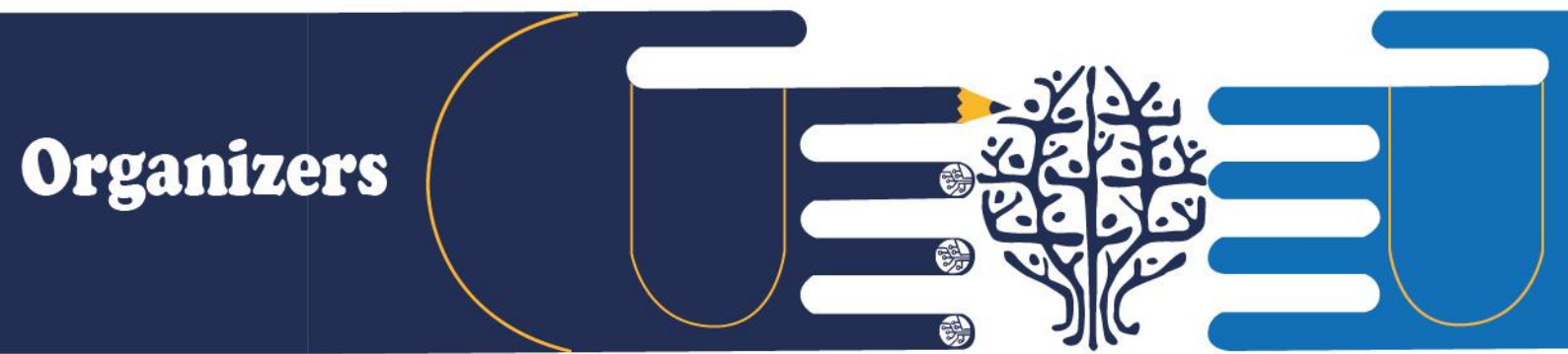
The Heads of the Organizing Universities and Establishments

| Nom	Prénom	STATUT	Pays
Pr. Chafra	Moez	President of the University of Tunis El Manar	Tunisia
Pr. Hadj Kacem	Ahmed	President of the University of Sfax	Tunisia
Pr. Mzoughi	Nadia	President of the University of Carthage	Tunisia
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Pr. Abdelmoula	Chokri	Director of the National School of Electronics and Telecommunications of Sfax	Tunisia
Pr. Fakhfakh	Ahmed	Digital Research Center of Sfax	Tunisia
Pr. Abderrabba	Manef	Tunisia Polytechnic School	Tunisia

Coordinators

Laste name	First name	Missions	Organization/Faculty/ Institution /Country	Email /Tel / whatsapp
Jrad	Ibrahim	President of the Organizing Committee	Secretary General, FTE Association Faculty of Arts and Humanities of Sousse / University of Sousse / Tunisia	fcie5tunisie@gmail.com +0021697803325
Yahya	Mariem	Co-President of the Organizing Committee / General Coordinator	Head of Laboratory, Oasis des Sciences Association Faculty of Sciences of Gabès / University of Gabès / Tunisia	fcie5tunisie@gmail.com +00216 56515996
Zaier	Aida	General Coordinator	Vice-Secretary, Oasis des Sciences Association National School of Engineers of Gabès / University of Gabès / Tunisia	fcie5tunisie@gmail.com +00216 54913531
Dahmen	Hssan	General Coordinator / Head of VIP Reception	President, Oasis des Sciences Association National School of Engineers of Gabès / University of Gabès / Tunisia	fcie5tunisie@gmail.com +00216 96889798
Bouaine	Montassar	Coordinator in charge of the student monitoring committee and room logistics	University ofCarthage/Tunisie	fcie5tunisie@gmail.com +0021699323633
Fourati	Mariem	Forum Treasury Coordinator		+0021620076500
Meftah	Nouha	Co-Coordinator – Assistance & Communications	Member, Oasis des Sciences Association National School of Engineers of Gabès / University of Gabès / Tunisia	fcie5tunisie@gmail.com +00216 55556883

Organizing Committee
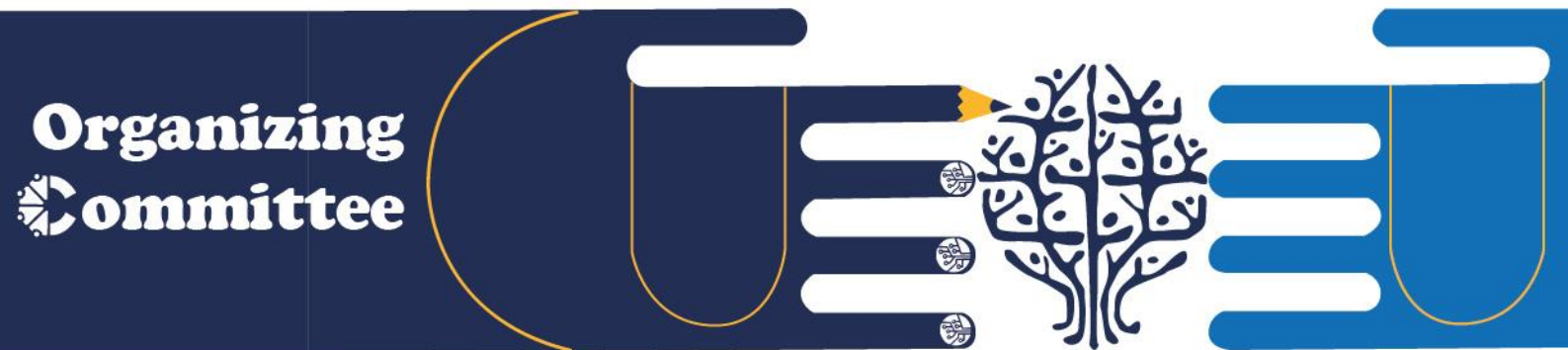
Members

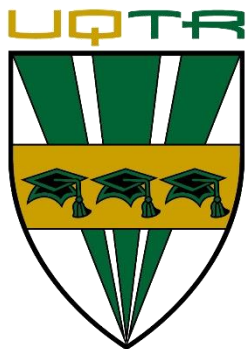| Laste name	First name	Missions	Organization /Country	Email /Tel / whatsapp
Ben Saad	Imen	Scientific Sessions Planning and Logistics Coordinator	Member of the Oasis of Sciences Association, Tunisia	+00216 27729421
Boukhchim	Sirine	Legal Advisor	Ardhi Association/Tunisia	+0021654218664
Bouaine	Abdelbari	Reception of Speakers	IHEC Carthage/Tunisia	+00216 94522855
Chamekh	Nada	Reception of Speakers	University of teknik de Eskişehir / Turkey	+905359336239
Dahmen	Wejden	Reception and Logistics	University of Gabès/Tunisia	+00216 22766961
Fourati	Mariem	Follow-up the committee of speakers and non-speaker participants	Treasurer FTE Association / Tunisia	+0021620076500
Hadfi	Walid	Technical Manager	Secretary General of the Oasis of Sciences Association / Tunisia	+00216 98987622
Hamouda	Rahma	Reception of Speakers/ Scientific Sessions Planning and Logistics Coordinator	Member of the Oasis of Sciences Association / Tunisia	+00216 54915729
hamouda	Salma	Reception of participants / Scientific Sessions Planning and Logistics Coordinator	University of Gabès/Tunisie	+00216 50577900
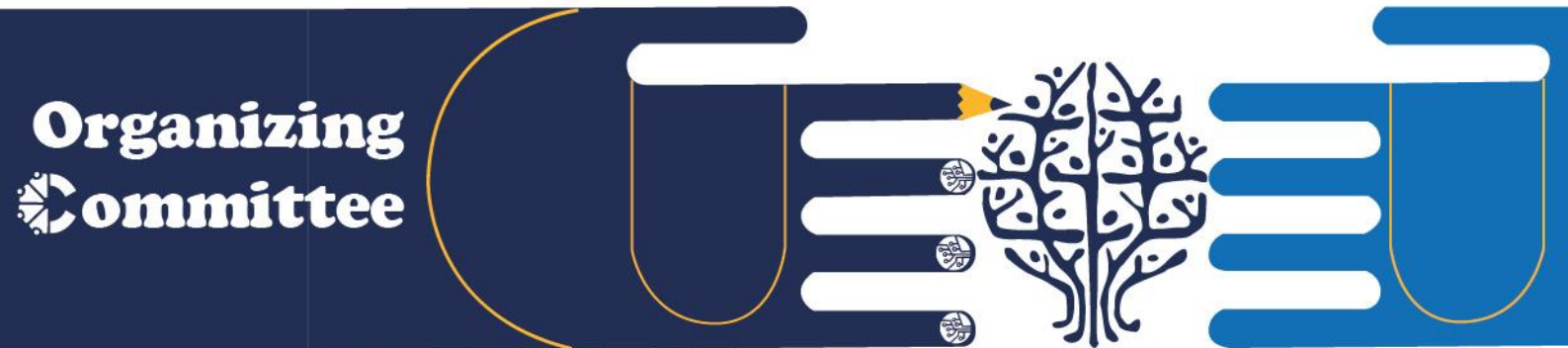
Members

Laste name	First name	Missions	Organization /Country	Email /Tel / whatsapp
Khadher	Mohammed Hassen	Reception of participants	Member of the Oasis of Sciences Association / Tunisia	+00216 90215430
Kosbi	Khalil	Technical Manager	University of Gabès/Tunisia	+00216 58151061
Mekni	Houda	Reception and Logistics	Member of the Oasis of Sciences Association / Tunisia	+00216 29434218
Sassi	Abir	Assistance and Communication	University of Gabès/Tunisia	+00216 26909009
Osman	Jihed	Reception and Logistics	Member of the Oasis of Sciences Association / Tunisia	+00216 29419689
Osman	Zakaria	Technical Manager	Member of the Oasis of Sciences Association / Tunisia	+00216 24257586
Osman	Mohamed Rachdi	Facilities and Equipment Supervisor	Vice President of the Oasis of Sciences Association / Tunisia	+00216 29656323
Osman	Farah	Head of reception, Sponsorship, and Logistics Committee	Member of the Oasis of Sciences Association / Tunisia	+00216 29495165
Reguigui	Amira	Assistance and Communication/ Scientific Sessions Planning and Logistics Coordinator	University of Gabès/Tunisia	+00216 25138246

Organizers

Université du Québec à Trois-Rivières

Sidi Thabet

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