

Abstracts

Dr. Ife Akinsheye Damon	Equitable quality education requires more than expanded access; it demands the intentional cultivation of agency within learning environments. This presentation argues that agency—the capacity of learners and communities to influence what is learned, how it is learned, and why it matters—is a foundational condition for educational equity. Drawing on community-based education as a pedagogical stance, the session explores how agency is developed when learning is grounded in local contexts, lived experiences, and collective problem-solving. Community-based education positions communities as sites of knowledge and action, enabling learners to engage in inquiry, dialogue, and solution design around real-world challenges. Within this context, 21st-century skills such as critical thinking, communication, collaboration, and creativity emerge not as abstract competencies but as essential tools for participation and change. This approach reframes skills development through an equity lens, ensuring that all learners—particularly those from historically marginalized communities—have access to agency-rich learning experiences. The presentation further contends that agency-centered, community-engaged learning supports multilingual and culturally diverse contexts by valuing language as a resource for meaning-making, advocacy, and civic engagement. Finally, the session gestures toward a future-oriented vision of education that moves beyond skills acquisition toward collective responsibility, interconnectedness, and global consciousness. By centering agency through community-based education, equitable quality education becomes not only an aspiration, but a lived practice.
Robert E. White	On Freedom and Leadership Freedom is essential to leadership. To lead freely, one must truly be free. This presentation reprises Timothy Snyder's conceptual framework from his best-selling book, <i>On Freedom</i>. The five tenets of this framework include the terms sovereignty, unpredictability, mobility, factuality and solidarity. Each of these terms are defined and considered in establishing what freedom means in actual daily living. From the construction of this conceptual framework, the presentation will compare freedom with leadership. Leadership may also be comprised of five elements - autonomy, uncertainty, flexibility, authenticity and unity. Each of these terms will be defined and considered with respect to the individual concept of freedom and to the collective perspective of leadership. Through this comparison, the conceptual framework for leadership can be seen to be surprisingly similar to that conceptual framework representing freedom. Of interest is the point that individuals who are truly free are best able to lead and those who wish to lead are well advised to understand the concept of freedom. An additional component of leadership is the need for vision.
Dr.Mohsine khazrouni	Equity and diversity in language teaching in Moroccan classrooms: Challenges and Prospects Students differ in a multitude of ways, both individually and as groups. Students learn at unique paces, show unique personalities, and learn in their own ways. The study examines challenges Moroccan teachers face in their attempt to make language classrooms more equitable and to foster inclusive and equitable education for all students. Based on classroom observations, the study proposes some strategies to deal with the issue of diversity in Moroccan classrooms. The findings suggest the need for educational reform at the level of teaching practices, textbooks, assessment, and policies to enable teachers to serve students from diverse language backgrounds, ethnic groups of their families, different learning styles as well as cognitive or thinking styles. Keywords: diversity, equity, language education, Moroccan learners
Khalid Moujtahid	Title: Teacher Agency in Moroccan Foreign Language Education is pivotal to equity. In the Moroccan pedagogical landscape, foreign language (FL) proficiency—particularly in English and French—serves as a critical determinant of socio-economic mobility. However, for underprivileged communities, structural disparities often transform these languages into gatekeepers rather than gateways. This paper explores the pivotal roles of teacher agency as catalyst for social equity and equality within these marginalized contexts. Central to this discussion is the conceptualization of "agency" as the capacity of educational actors to act purposefully within, and occasionally against, their environmental constraints. For teachers in underprivileged areas, agency is manifested through pedagogical cushioning: the creative adaptation of rigid, "one-size-fits-all" curricula to meet the specific socio-emotional and linguistic

	needs of their students. These educators transition from mere practitioners to transformative intellectuals who challenge systemic limitations. Simultaneously, the paper examines how learner-centered pedagogical environments promote learner empowerment. In resource-strained environments, when students are given a choice and voice, they move from passive recipients to active learners from disadvantaged backgrounds and accordingly can effectively bridge the "opportunity gap." Drawing on contemporary pedagogical theories, this study argues that fostering agency is not merely a classroom strategy but a socio-political necessity. To achieve true equity in Moroccan education, the focus must shift toward empowering teachers to innovate and students to lead. Only through this dual-agency approach can foreign language learning dismantle the cycles of marginalization and promote a more egalitarian society. Keywords: Teacher Agency, Learner choice and voice, Morocco, Social Equity, Underprivileged Communities, Foreign Language Pedagogy.
Mohammed Abdessadik AIT RAI	Educational Equity in the Age of Artificial Intelligence Abstract The accelerating integration of artificial intelligence (AI) into education has produced paradoxical consequences for educational equity. On one hand, AI is redefining instructional delivery and transforming how knowledge is accessed, produced, and imparted. As a supportive tool, it empowers learners by enabling self-directed learning, adaptive and alternative assessment methods, personalized feedback, and tailored content. These innovations help bridge learning gaps that many students experienced in pre-AI systems, offering opportunities for more inclusive and personalized learning. On the other hand, the deployment of AI raises pressing concerns about fairness and justice. Unequal access to digital infrastructure, limited AI literacy and training, and algorithmic biases embedded in technological systems risk reinforcing or even aggravating existing inequalities among learners. This paradox highlights the dual role of AI in education: while it has the potential to democratize learning, at the same time, it threatens to exacerbate inequities if structural challenges remain unaddressed. This paper examines these tensions, focusing on the Moroccan educational system. By analyzing both the empowering and exclusionary dimensions of AI integration, it seeks to contribute to ongoing debates about how educational institutions can leverage AI responsibly to promote equity, fairness, and justice in diverse learning contexts. Keywords: Artificial Intelligence (AI) in Education; Educational Equity; Personalized Learning; Adaptive Assessment; Algorithmic Bias; Digital Infrastructure; AI Literacy; Fairness and Justice; Moroccan Educational System
JIHANE FARISSI	This paper explores students' agency in some faculties of Cadi Ayyad University in Marrakech, Morocco. More specifically, it looks into a group of students' perceptions towards expressing themselves, making choices about the course content, participating in class and facing impediments to their agency. Elicitation of the students' perceptions is done within a mixed methods design approach. The quantitative data are collected through a questionnaire devised for this purpose. The results of the questionnaire are evaluated against this researcher's observation and her discussions with the students. The students' reactions to expressing themselves have shown that they are allowed, for the great majority, to communicate with the class and that they are encouraged to do so by their teachers. Concerning the students' making choices about the course content, the majority are of the view that they can choose the content of the course to be taught, its teaching load or the way it should be evaluated. Observation, however, shows that students are not allowed to interfere with the course content, its teaching load and its evaluation. With respect to participation in class, the students admit that they are allowed to participate and their participation has an impact on the course content. Concerning impediments to agency, the students' reactions to the class regulations as a hindrance to their creative imagination are mixed. The findings of this paper provide significant insights into the situation of agency in higher education in the area under study, pointing to the fact that students are allowed to be agentic in their learning through expressing themselves freely and participating in class. They are not allowed, however, to make choices about the course content. The impact of the class regulations on agency

	remain problematic and should, therefore, be reconsidered. Given the fact that a large number of students deliberately abstain from expressing themselves, teachers are called upon to invest more in encouraging students to be more daring, think critically, participate actively in class and be creative. This move is expected to contribute to more equity in learning and better quality of teaching. Keywords: agency, higher education, achievement, equity, quality
Amine SAHRAOUI	Moroccan English Language Teachers' Attitudes towards Universal Design for Learning In its new referential experimental textbook of English, the Ministry of National Education, Preschool, and Sports has identified Universal Design of Learning (UDL), a framework for inclusive education, as one of the principles underpinning the new English language teaching curriculum in middle school. The current study aims at exploring Marrakech-Safi region EFL teachers' perception of this new concept and its principles on one hand, and discovering their attitudes towards its guidelines and the challenges they may face in its implementation in the Moroccan context. The study used a mixed methods approach making use of both a survey and a focus group as instruments for data collection. The findings revealed that though 78% of the respondents have little or no knowledge of Universal Design for Learning, they hold an overwhelming positive attitude towards the majority of the three UDL principles. Implications have been drawn to address curriculum developers, textbook designers, supervisors, teacher trainers, and for further research. Keywords: Learner agency, learner variability, multiple means of action and expression, multiple means of engagement, multiple means of representation, Universal Design for Learning, UDL Guidelines
Kathleen Scherer	In many multilingual societies, learners draw on diverse linguistic repertoires inside and outside the classroom. Morocco's rich linguistic landscape provides a key context to explore how equity and quality in language education depend on how languages are recognized and used in teaching, learning, and assessment. Drawing on extensive international experience, this presentation highlights how translanguaging and multilingual pedagogies can foster more equitable and effective language learning. While multilingualism is often recognized in policy, classroom practices and assessment norms frequently prioritize narrow language use. This limits learner agency and disregards their full cognitive and linguistic resources. Suppressing parts of learners' repertoires risks lowering educational quality. Equity involves not only access but also whose languages are validated in learning and evaluation. Using examples from diverse educational settings, the presentation shows how educators can adopt linguistically inclusive practices that promote agency, support cognitive engagement, and uphold academic standards. Rather than proposing a fixed model, the session invites dialogue on integrating context-sensitive multilingual approaches into teaching and assessment that respect local realities while contributing to ongoing discussions on strengthening equity and quality through pedagogies that value linguistic diversity as a resource.