

# Conference Agenda

## Paper Session

Time: 06/Jan/2022: 9:15pm-10:15pm

### Back to the Future: Building Capacity for Equity and Inclusive Learning Environments in ECEC - A comparison between Morocco and Denmark

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Fostering equity, quality, and sustainability across the globe in Early Childhood Education and Care (ECEC) is the top priority in national strategies for education reforms as it is a prerequisite for child optimal growth and wellbeing (Cunha & Heckman, 2010; Kyriakides, Creemers, Panayiotou, & Charalambous, 2020). Additionally, research on educational quality improvement show that ensuring learning environments of high quality for all children is a joint effort (Ainscow, 2015; DuFour & Marzano, 2011; Sharmahd et al., 2017)

Not least, COVID19 has shown the importance of collaboration and coherence in the ECEC sector. During the pandemic, ECEC faced challenges that educators, policy makers, and the whole society had to manage working together. Consequently, the development of innovative practices were in focus aiming to mitigate the negative effects of Covid19 on children's learning and wellbeing. Likewise, there was an expectation that the teaching staff in ECEC collaborated with parents, ECEC leaders and administration to guarantee a flexible return for the children to ECEC after one or several lockdowns (Jacobsen, 2021).

The pandemic demonstrated what educational research had already proven: building the capacity of teaching staff in ECEC is a key trigger to achieve the quality needed ensuring all children's wellbeing and learning (DuFour & Marzano, 2011; Urban, Vandenbroeck, Van Laere, Lazzari, & Peeters, 2012). Hence, in our presentation we will try to answer the following questions:

- How can we go back to the future successfully with a focus on building the capacity of the teaching staff?
- What should be positive indicators of our capacity-building efforts on children wellbeing and learning?

The pandemic created a momentum emphasizing the importance of sharing knowledge and experience across individuals, organizations, continents and countries on ECEC. In our presentation, we will focus on answering the questions above by sharing knowledge from policy, practice, and research in Moroccan and Danish contexts on the following areas:

1. Similarities and differences between Morocco and Denmark in ensuring equity and inclusive learning environments for all children
2. From where do we start - what are the Pandemic effects and lesson learned related to ECEC practices and the teaching staffs in both countries
3. Capacity building of the teaching staff – and the lessons learned from current successful practices, and the mechanisms used to measure the impact.

The presentation links to the conference theme "Back to the Future? Problems and Possibilities for Educational Equity, Quality and Sustainability". It addresses the subtheme "Enhancing equity, quality and sustainability from the early years onwards". The aim is to share experiences and approaches across two continents and two countries and to learn from each.

As a part of the presentation, we will share and compare findings from two independent action-research studies - one conducted in Morocco and the other in Denmark. Both studies involve the voices of the teaching staff and principals, using questionnaires as a methodology.

We are looking forward to the feedback of the participants about the relevance of our findings, and an exploratory discussion on their approaches and perspectives, which will help us extend our research beyond the conference.