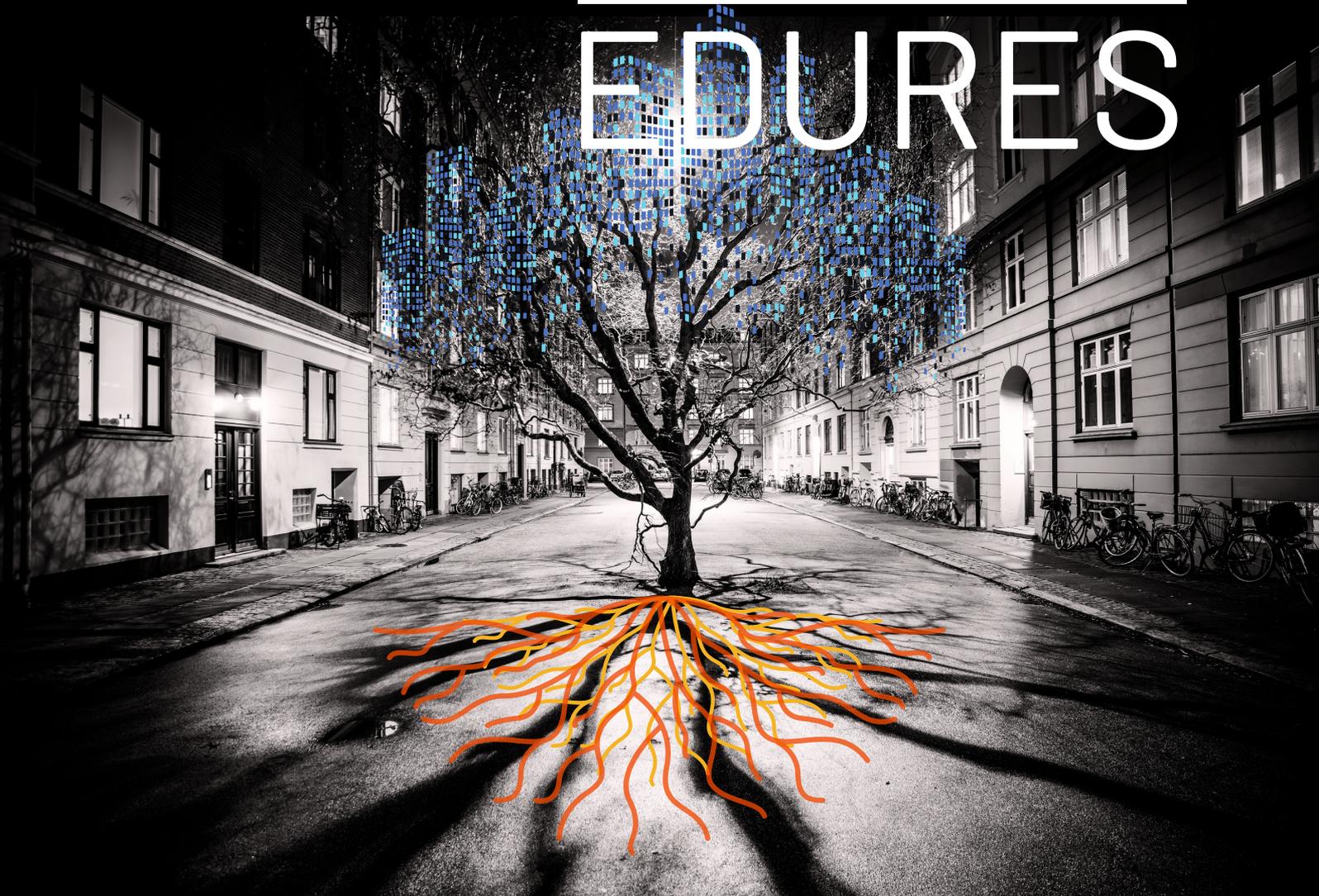


# EDUCATION RESILIENCE IN TIMES OF EMERGENCIES AND CRISIS

# EDURES



**Education Resilience in  
times of emergencies  
and crisis**

**EDURES TOOLKIT**

The Steering Committee for  
Education (CDEDU)

*in cooperation with*

ISIG - Institute of International  
Sociology of Gorizia

The EDURES Toolkit addresses the capacity of an educational ecosystem to withstand, recover, adapt, and persist in the face of crises.

The strategies designed with the support of EDURES focus on institutional preparedness and recovery, but also seek to strengthen the performance of public authorities and improve overall levels of quality education.

The emergencies faced by our societies are complex and in constant evolution.

The consequences of such emergencies (e.g., conflicts, natural hazards, climate change, epidemics, etc.) are severe and those on education are no exception: damage of school infrastructure, reduction in the number of teachers and education personnel, increase in gender disparities, or the overall system dysfunction.

In critical situations, access to education is at stake, being it inextricably connected to general wellbeing, mental health, and social and emotional learning, and thus jeopardised by emergency events.

In this perspective, ensuring quality, inclusive education in times of emergencies is very much a challenge that needs to be addressed.

## Ensuring quality, inclusive EDUCATION IN TIMES OF EMERGENCIES AND CRISIS

Public authorities find themselves calling into question the value of 'past' practices (i.e., the tools by which these manage the present) and 'future' strategies (i.e., the vision that frames how present practice might evolve in terms of efficiency and effectiveness).

EDURES reflects the recent paradigmatic shift in the policy-making process from more traditional disaster management to a pro-active approach to building strategies that reduce risk, enhance resilience, and focus on recovery and functionality.



# 1

## Strengthening governance

Strengthen governance is crucial to build resilient learning environments and thus contribute to the establishment of better administered education ecosystems and communities in times of emergencies.

# 3

## Expanding the role of education

Ensuring that education becomes an active component of community resilience (i.e., included in local and nation civil protection plans) is a success factor for resilience.

# 5

## Fostering co-operation

The definition of solid partnerships (e.g., with private sector) for emergency response already at preparedness level is key in building resilience.

## Council of Europe's

# Resilience Principles for Education

# 2

## Ensuring continuity

Ensuring that education ecosystems and communities continue to function, adapting to emergencies, is key to guarantee ownership at community level.

# 4

## Increasing accessibility

Granting quick access – based on learning environment-specific relevance – to available emergency tools for education ensure the right of quality education even in times of crisis.

# 6

## Increasing efficiency

In the case of resilient learning environments, responses to crisis situations are more efficient and time of response decreases.

Good Governance

Efficiency

Continuity

Co-operation

Community Resilience

Accessibility

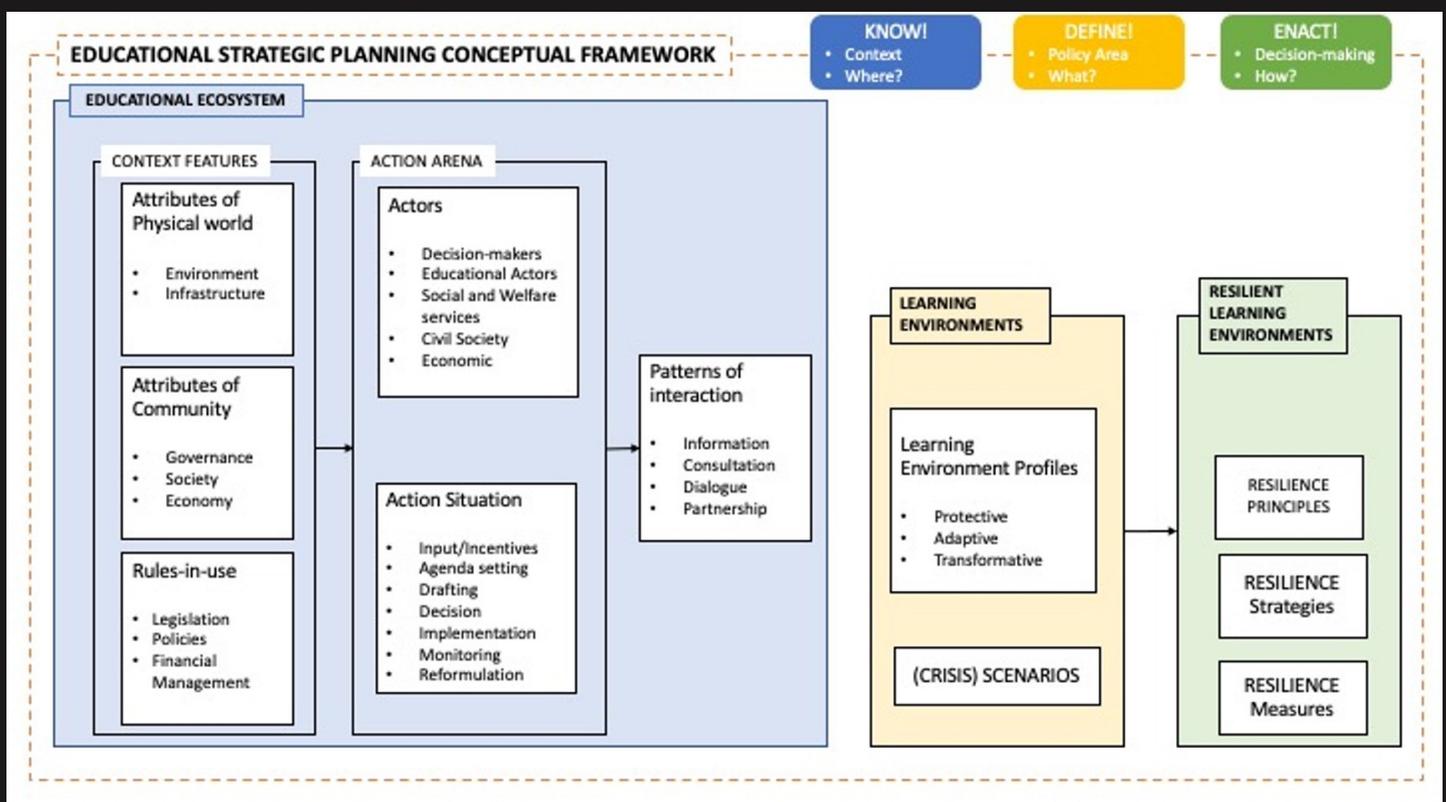


# EDUCATIONAL STRATEGIC PLANNING CONCEPTUAL FRAMEWORK

## Knowing Educational Ecosystems

Education Ecosystem as a concept emphasises the connection and collaboration between the educational leaders within (or connected to) educational institutions – e.g., headmasters, educational institution managers, coordinators of educational departments at municipalities, national educational policy makers etc. – involved in supporting learners and the provision of quality education.

Like a natural ecosystem, each of these stakeholders plays a unique and complementary role. Each also is equally important and the part he/she/they/it plays is considered, along with his/her/its/their contribution to the common goal.



## Building Resilient Learning Environments

The term learning environment defines the result of a specific configuration of a given educational ecosystem.

A learning environment encompasses learning resources and technology, means of teaching, learning approaches, in connection with a wider community. The term refers also to human behavioural and cultural dimensions, being a composite of actors, actions situations and material systems, much as an ecosystem is the combination of living things and the physical environment.

# EDURES TOOLKIT

## Targets & Rationale

### The Challenge

Ensuring the right and access to quality education at all times

### The Objective

Empowering education systems for current and future challenges and contributing to more sustainable and inclusive democratic European societies.

### The Results

Supporting educational stakeholders from member States to school governance by providing guidance and practical tools, fostering preparedness for educational systems, Informing strategic planning, monitoring and evaluation for more sustainable, fair, and inclusive education systems.

### The Users

Users of EDURES are identified as “educational leaders” within (or connected to) educational institutions:

- headmasters
- educational institution managers
- coordinators of educational departments at municipalities
- national educational policy makers
- Other stakeholders with an interest in engaging in a participatory process developing, implementing, and maintaining resilience strategies for education.

# FROM DEMOCRATIC COMPETENCES

The EDURES toolkit builds upon the Reference Framework of Competences for Democratic Culture (RFCDC), especially its competence model.

The RFCDC describes "democratic competence" as the ability to utilize psychological resources like values, attitudes, skills, knowledge and/or understanding, to respond effectively to the challenges, demands and opportunities presented by democratic situations.

In the EDURES context, "resilience competence" refers to a learning environment's ability to use these resources to effectively handle emergencies and crises. Like with democratic competences, resilience competences involve values, attitudes, skills, and knowledge and critical understanding.

These competences help in assessing how a learning environment adheres to the Council of Europe's 6 Resilience Principles for Education. This, in turn, supports the creation of strategies to ensure quality, inclusive education even during emergencies and crises.

# TO RESILIENCE COMPETENCES



# KEY COMPONENTS OF THE EDURES BENCHMARK

## PROFILE

The EDURES self-assessment exercise provides indication of the performances of the learning environment under evaluation, according to 3 different profiles of resilience competences: absorptive, adaptive and transformative.

Each profile is crucial for resilience building. They are interlinked, complement one another, and can be found at various scales, from individuals to national and even social-ecological systems.

## TARGET

Targets refer to the specific goals or outcomes that a learning environment aims to achieve in areas pertinent to each principle. For each principle, 3 targets have been identified, each for every of the resilience profiles.

Targets have been formulated combining values, attitudes, skills and knowledge & critical understanding that are relevant to the principle at stake.

## INDICATOR

Indicators are specific metrics that provide insights into the performance and progress of a learning environment towards the adherence to each principle. They assist users to gather objective data, evidence and perceptions to capture key aspects on resilience building in their learning environment. The EDURES benchmark clusters indicators on 3 levels, according to the structure of competence of RFCDC: 1) Strategy level corresponding to Values; 2) Policy level corresponding to Attitudes; 3) Action level corresponding to Skills. A fourth level, corresponding to knowledge & critical understanding, represents the transversal know-how that is needed to implement each cluster.

## EVIDENCE

Evidence in the EDURES benchmark are tangible suggestions on which kind of pieces of information, data, or documented examples may support the assessment of a specific indicator.

Evidences include quantitative data, qualitative information, case studies, best practices, and other relevant sources, ensuring that assessments are grounded in tangible proofs and that they reflect the complexity and multifaceted nature of an system across different areas and levels.



# 4 PHASES , 8 STEPS

## ... to building resilience strategies in education



### Phase 1

Step 1: Stakeholders mapping and Assessment  
Step 2: Establish the Education Resilience Task Force (ERT)

### Phase 2

Step 3: Contextualisation  
Step 4: Resilience assessment

### Phase 3

Step 5: Priority setting  
Step 6: Feasibility assessment

### Phase 4

Step 7: Action designing  
Step 8: Monitoring and evaluation





# EDURES

# BENCHMARK

## A Comprehensive Assessment Tool

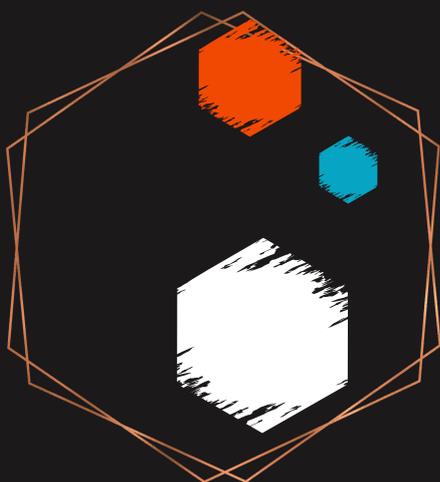
Central to our toolkit is the EDURES Benchmark.

This tool empowers users to **systematically assess** their educational ecosystem.

Leveraging an automated digital platform, the benchmark facilitates a deep dive into contexts that require intervention, ensuring the creation of a resilient learning environment.

By juxtaposing the assessment results with their derived resilience competencies, users are adeptly steered towards drafting relevant and **effective strategies** to ensure quality, inclusive education at times of emergencies and crisis.

*The ultimate goal?*



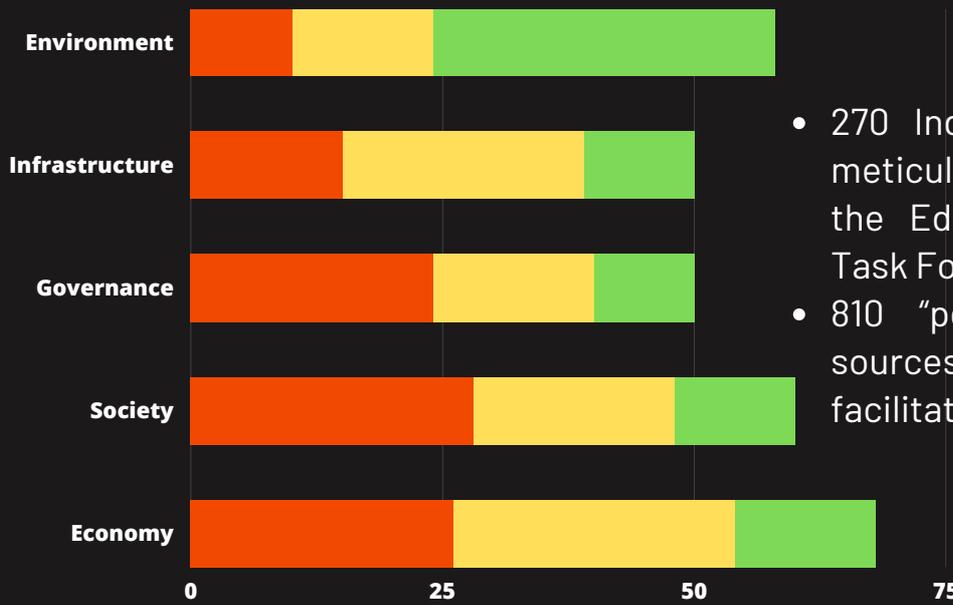
*To establish a truly resilient learning environment.*



# KEY FEATURES OF THE EDURES DIGITAL BENCHMARK

## Holistic Resilience Analysis

To gain a comprehensive view of the educational context, covering social, economic, environmental, infrastructural, and governance dimensions.



- 270 Indicators: These are meticulously assessed by the Education Resilience Task Force (ERT).
- 810 "potential" evidence sources are provided to facilitate the assessment

## Resilience Profile of the learning environment

To determine the capacities within the learning environment to absorb, adapt, or transform.



**STRATEGY**

**POLICY**

**ACTION**

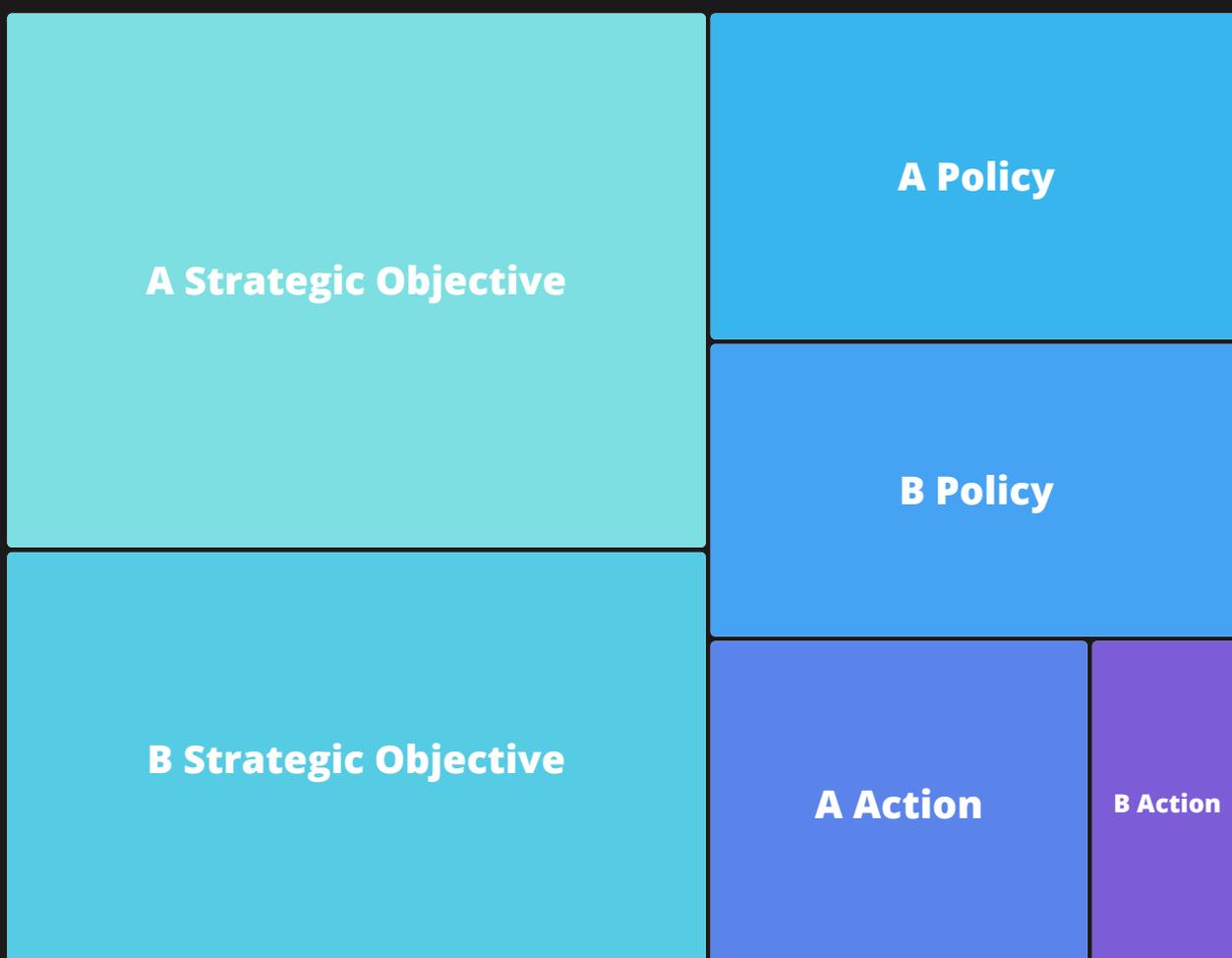
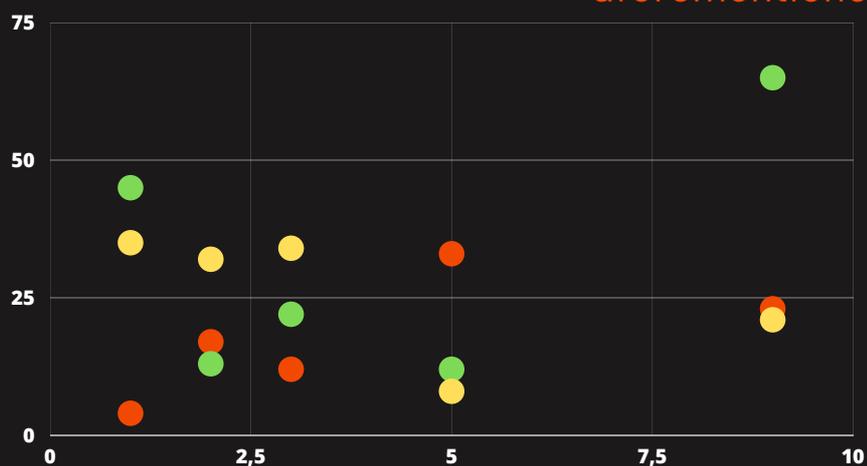
### Preparadness level

To Understand readiness at the strategy, policy, and action levels.

from assessment to

# TARGETED RESILIENCE OBJECTIVES

Each resilience profile is paired with specific targets aligned with the six Resilience Principles for Education of the Council of Europe, all categorised under the aforementioned five dimensions.



The EDURES toolkit results from work of the joint Focus Working Group under the auspices of the CDEDU.

The Steering Committee for Education (CDEDU) oversees the Council of Europe's programmes in the field of education and advises the Committee of Ministers on education issues.

The overall aim of the Education Programme is to support member States in developing their policies, legislation and practice in view of promoting democratic, quality, inclusive and corruption-free education systems, and taking into account the Council of Europe Reference Framework for Democratic Culture. The CDEDU focuses on Council of Europe priority areas and cover all levels and strands of education.

The CDEDU currently has one observer country (Israel) and 16 observer organisations.

ISIG - Institute on International Sociology of Gorizia, is an independent research institute in the field of social sciences. Founded in 1968 in Gorizia (Italy), ISIG envisages a future of peaceful relations fostered by an international understanding, based on the acknowledgment of differences as resources.

ISIG carries out research at national and international levels, gathering knowledge on the problems arising from relations between states, ethnic groups and on the cultural, economic, and social development of communities.

ISIG methodological approach considers emergencies as processes, rather than specific events. In other words, we start from the assumption that the full-blown phase of the crises can be better analysed and understood on the one hand because of previous institutional and organizational structures and, on the other, as a potential trigger of alternative scenarios for the future.