EDUCATORE

End of Disaster: Undoing Crisis.
Active Tutors Open to Reflective Education

Research Report 2022-2023 V1 – ENGLISH**

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More about the project: Project 2021-1-PL01-KA220-HED-000022919, Co-funded by EU: Value 202.265,00 €

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This report was created by the project team of EDUCATORE led by Prof. dr hab. Anna Odrowaz-Coates with the PMU comprising of: Lieve Bradt, Julien Kiss, Florica Ortan, Anna Perkowska-Klejman, Adrijana Visnic-Jevtic, Visnja Rajic, Rudi Roose, with generous support of project team members listed here: https://educatore.aps.edu.pl/educatore/team/ To quote please use:

Odrowaz-Coates et al. (2023). *Research Report.* End of Disaster: Undoing Crisis. Active Tutors Open to Reflective Education. DOI: 10.5281/zenodo.10984144; direct download https://educatore.aps.edu.pl/static/educatore/pdfs/report-en.pdf

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RESEARCH REPORT 2022-2023

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Background information

Within the EDUCATORE project, 22 activities were foreseen to take place between 15.02.2022 and 15.02.2024. Among them:

- 4 Transnational Project Meetings
- **2 Learning-teaching Activities** such as International *Interdisciplinary training events* leading to the development of proposed course curriculum content for the well-being in education and social work in crisis and post-crisis situations 70 participants
- **Research activities such as *Mapping the needs* and *analysis of survey data*, *Focus groups with relevant purposely targeted participants of the education process on different levels of education to map their needs and expectations* 500+ participants**
- Project results are to be presented as the open access *Online resource with research results, support materials for educators such as papers, brochures and video materials*, *Joint papers in peer-reviewed journals presenting research results*, and ***Research report from the mapping of the post-pandemic needs of educators and learners***
- *Curriculum development for the training events - testing tools - finalizing innovative elements of teacher training curriculum*
- Furthermore, Multiplier events such as *Best practice seminars for participants of the education processes* and *The International Conference disseminating project results: "EDUCATORE+" for well-being and resilience in education"*

The highlighted areas are the basis for this report.

Report content

This report presents the results of the research activities carried out by the project team and the lessons learned, based on the data obtained from the research participants. The empirical qualitative data was collected as research in action during the 2 transnational events: learning/teaching activities that took place in Warsaw 2022 and in Oradea 2022. Approximately 70 people took part in each of the events, 50 students and 20 teachers from Belgium, Croatia, Poland and Romania. The empirical quantitative data was collected in a form of an online survey with the initial pilot study comprising of answers from 296 teachers and 627 students and the main study comprising of answers collated from 753 students and 343 teachers.

Lessons learned from the qualitative data

During the first Learning teaching activity, *The Interdisciplinary training event* that took place in Poland in May 2022, the emphasis was placed on the well-being of both students and teachers.

Students explored which strategies/actions can make a difference in order to reach well-being, which methods can improve resilience, how to strengthen crisis management skills in a post-pandemic context, how to improve ICT skills or how to improve distance learning.

As we observe in the selected example (Table 1), which is representative of most of the group activities carried out by the students under the coordination of the teachers, we learned to be more open to each other considering that we often face similar challenges which, if not discussed, can generate significant anxiety. Also, openness in teacher-student communication should be greater with a focus on personal development and overcoming difficult situations. Both teachers and students are caught in the middle of a crisis situation, and overcoming it can only be achieved together, through a joint effort to open up. We also highlight the importance of being open about mental health issues, stress and the role of self-image in managing these issues. The role of counseling in relation to these aspects is critical, and counselors have a decisive function in this regard. It is also highlighted to us that helping ourselves first is vital in the process of being able to help those around us. And last but not least, we can say that in order to achieve well-being in relation to education, in a crisis situation, it is important to develop our ICT skills and acquire the management of the distance education process.

challenges for wellbeing 2

group 2

making a difference in the situation of teachers and students
be open with our teachers, communicate more also, teacher could be more open to the students, to understanding them
-helping each other -sharing opinions -being open and honest
-we can help each other to rediscover what evolution and growth means, because the situations are new for everyone we are all in the same boat
-we can work together on everything regarding education and moving forward we can help each other be better, strive higher

by strengthening resilience
-we can start by eliminating judging, we are all struggling and trying our best
-we can help each other by building our self-esteem, courage and stamina
-we can work on ourselves, learn about mental health, be in tune with ourselves, or bodies, our minds, not be afraid to say no when we feel like we are being pressured
-invest more in counseling and acceptance of ourselves and each other -stress management -there should be student counseling at university

reinforcing competencies for a (post)crisis context and supporting their wellbeing
-we learned to start by helping ourselves so we could have the power to to help others
-it became more accesible to talk about mental health after the pandemic when it became way more real
-after the pandemic, we learned to work together to help each other move forward, we strentghened each other
-we learned to be more open about what we believe and to accept each other with our differences

developing ICT skills
-be open to new technologies, to discovering new things
-we developed these skills because we were forced to adapt we learn by doing
-by helping each other

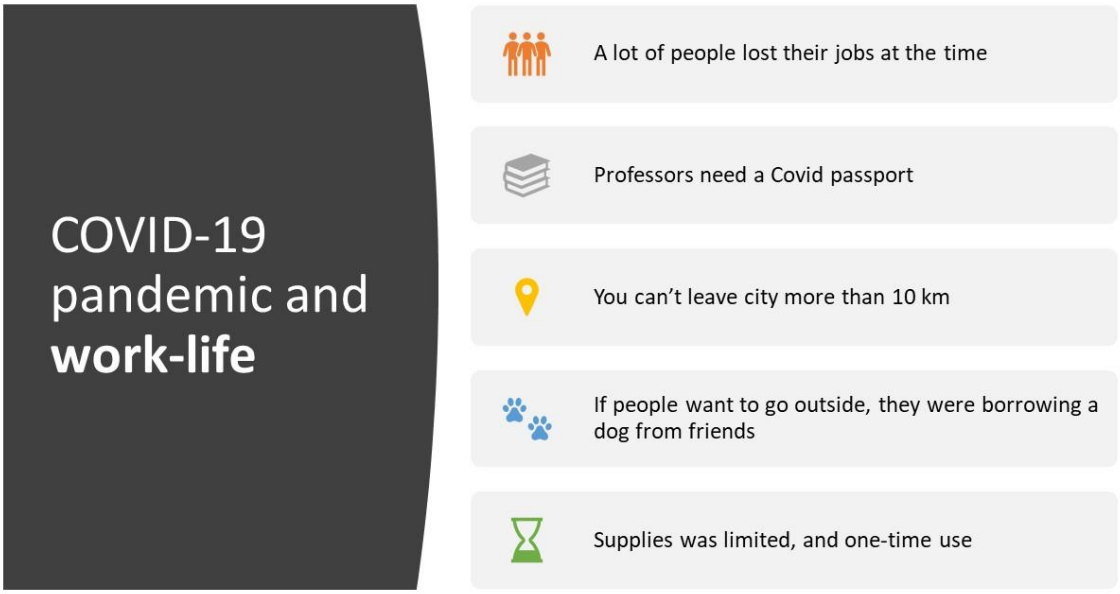
facilitating quality distance learning
-making sure that everyone has access to all the platforms neccessary to be able to do distance learning
-make sure everyone has all the materials needed to study online (Computers, wi-fi connections)

Table 1 – Challenges for well-being

Next, we have another example of what was revealed by the students regarding other aspects of crisis situations, in relation to the pandemic context they experienced.

Scheme 1 – Education challenges

The challenges of technology in relation to education (Figure 1) were signified everywhere and highlighted how important the focus on this aspect should be in order to successfully overcome the crises.



Scheme 2 – Impact of crisis on professional and everyday life activities

Any crisis has an impact both on professional activities and on activities in everyday life (Figure 2), so we need to be prepared from all points of view for adequate management.

Scheme 3 – Daily life in crisis situation

We notice that, as in any crisis, in addition to the negative elements such as distancing, there have also been positive situations such as spending more time with the family or looking for solutions to compensate for direct social contacts (Figure 3).

Scheme 4 – New possibilities emerging after crisis

Even if the negative effects are major and have a significant impact, we must not neglect the positive aspects that generate emergent changes following a crisis (Figure 4).

During the second Learning teaching activity, *The Interdisciplinary training event* that took place in Romania in December 2022, the emphasis was placed on overcoming the crisis by supporting voluntary activities. It represented a natural continuation of the activities from the first Learning teaching activity, which proposed concrete actions to contribute to the adequate management of crises under the conditions of using personal resources through volunteering activities.

Image 1 – Volunteering and well-being

CONCLUSIONS

Lessons learned - how to increase well-being?

- "SELF-DISCOVERY - Get to know yourself"
- "EMPATHY - Be tuned and reflective about others around you, you do not know what they are going through"
- "VOLUNTEERING - find time to care for others in need"
- "SELF-CARE - try to find time for self-care, it is ok and not selfish"
- "REFLECTIVITY" - try to understand and put matters in a wider context"

The above are the main points we learned from the 2 training events.

Lessons Learned from the quantitative data

Lessons Learned - From the results of mapping the needs survey (Pilot study)

A pilot study questionnaire was designed, consisting of 18 multiple-choice questions. In March and April 2021, the Polish team used this pilot survey to ask both students and teachers about the factors of the pandemic/post-pandemic well-being and received 923 answers.

2021 pilot survey (Poland)
296 teachers and 627 students

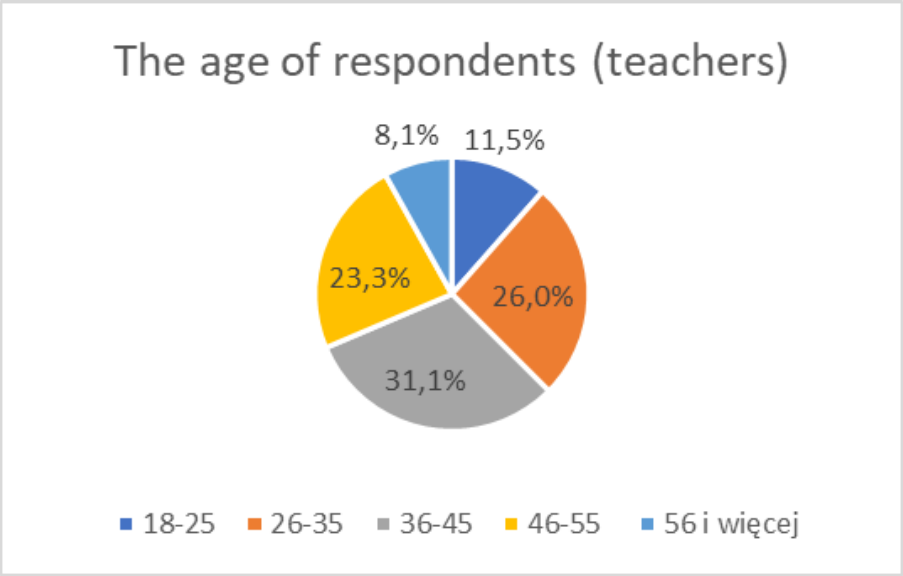


Figure 1a – Age of respondants (teachers)

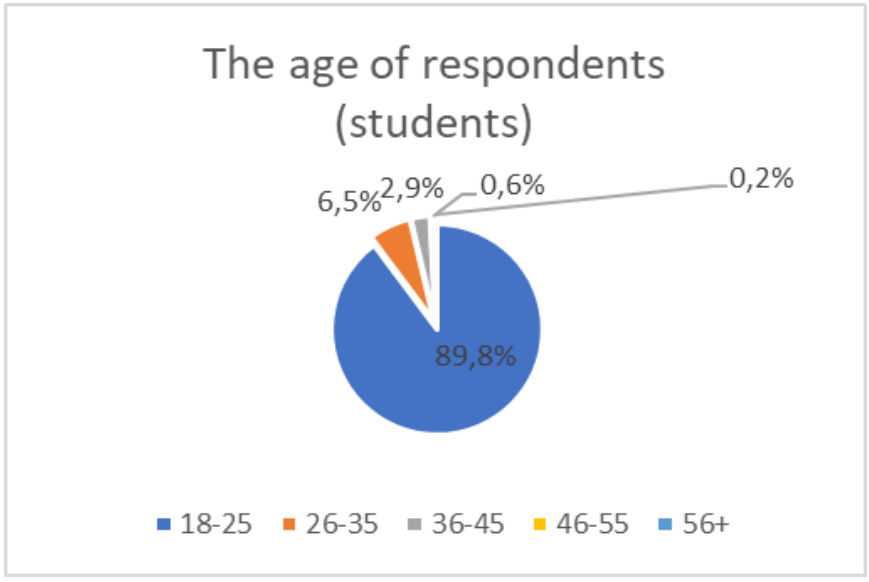


Figure 1b – Age of respondants (students)

The influence of online education on the sense of wellbeing

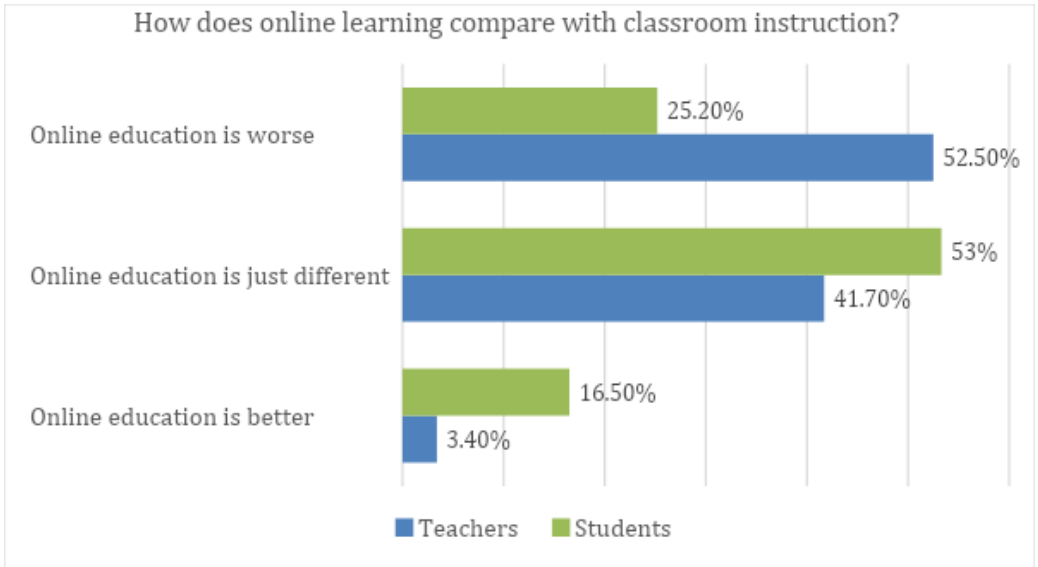


Figure 2 – Online learning and classroom learning

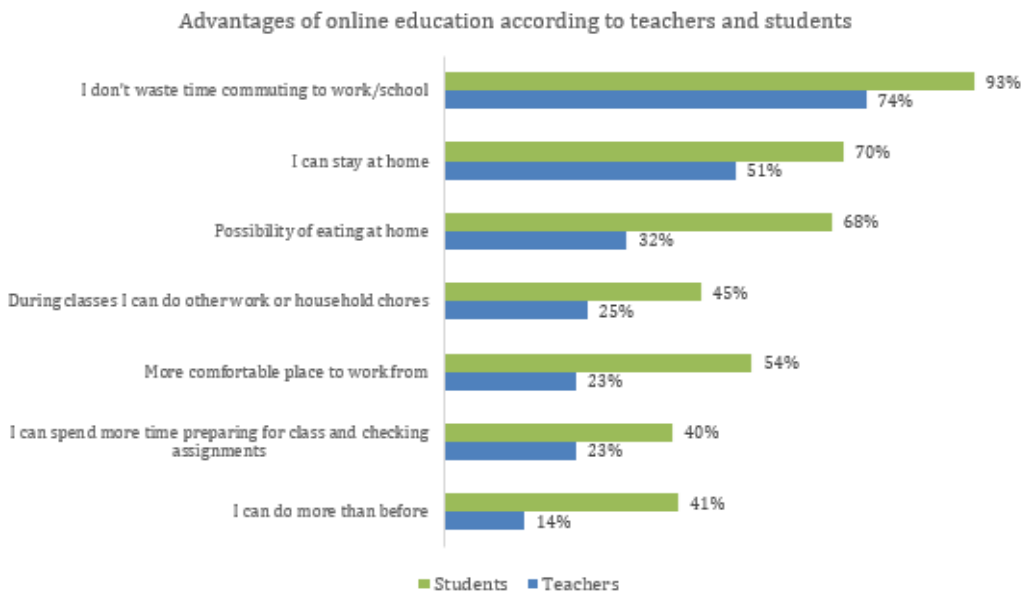


Figure 3 – Advantages of on-line education

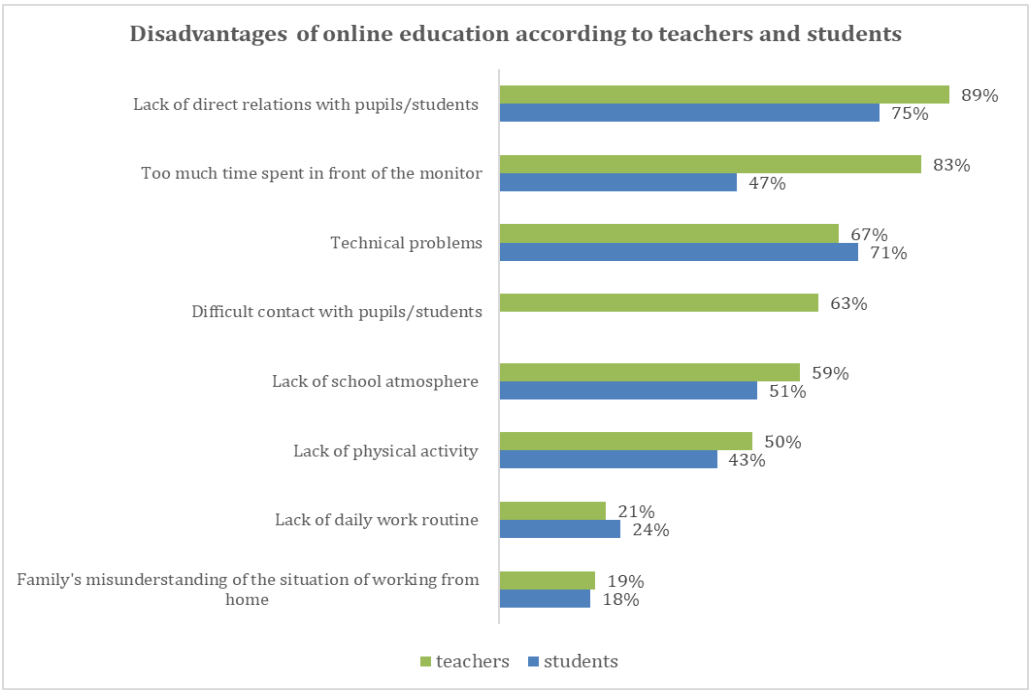


Figure 4 – Disadvantages of on-line education

Participants self-identified some factors affecting their well-being or indicating their wellbeing

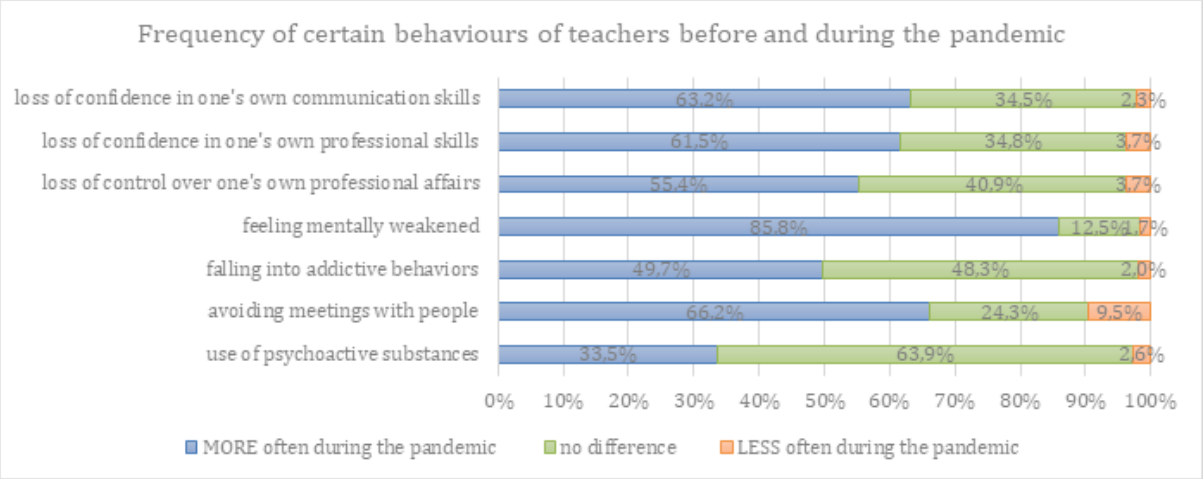


Figure 5 – Factors of well-being

Participants declared what they would appreciate as forms of support for their wellbeing

	Teachers (N=296)	Students (N=627)	General
support in dealing with difficult situations	148 **(50,2%)**	242 (38,5%)	390
transitional period for re-implementation into stationary work	138 **(46,8%)**	342 **(54,4%)**	480
support in coping with depressed mood or depression	126 **(42,7%)**	263 **(42%)**	389
recreating the school community	124 **(42%)**	261 **(41,5%)**	385
competence to rebuild the class community	89 (30,2%)	183 (29,1%)	272
rebuilding the relationship between students	61 (20,7%)	170 (20%)	231
rebuilding the sense of security	58 (19,7%)	103 (16,4%)	161

Table 2 – Support for the well-being

Lessons Learned - From the results of mapping the needs main survey

DESCRIPTIVE RESULTS FROM THE GENERAL SURVEY 'MAPPING OF NEEDS'

The general survey "Mapping of needs" was the basis of the organization of the activities carried out within EDUCATORE.

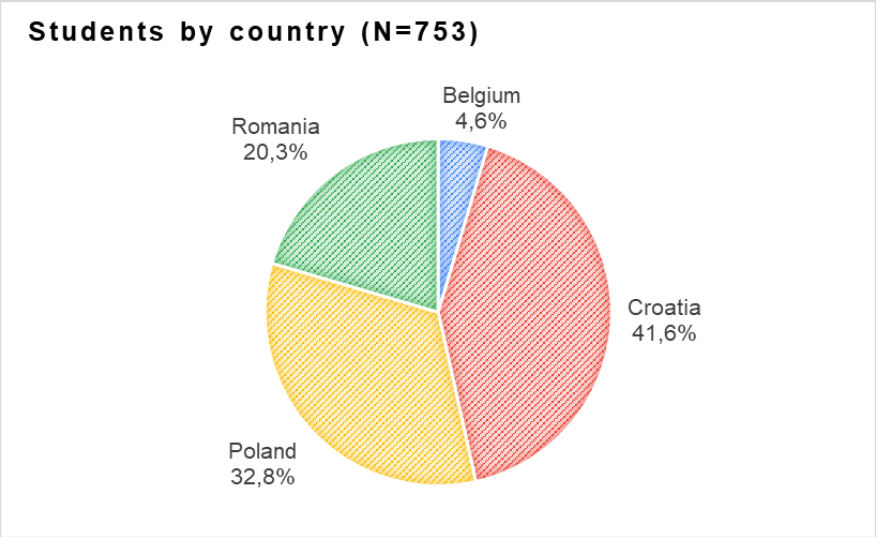


Figure 6 – Students by country

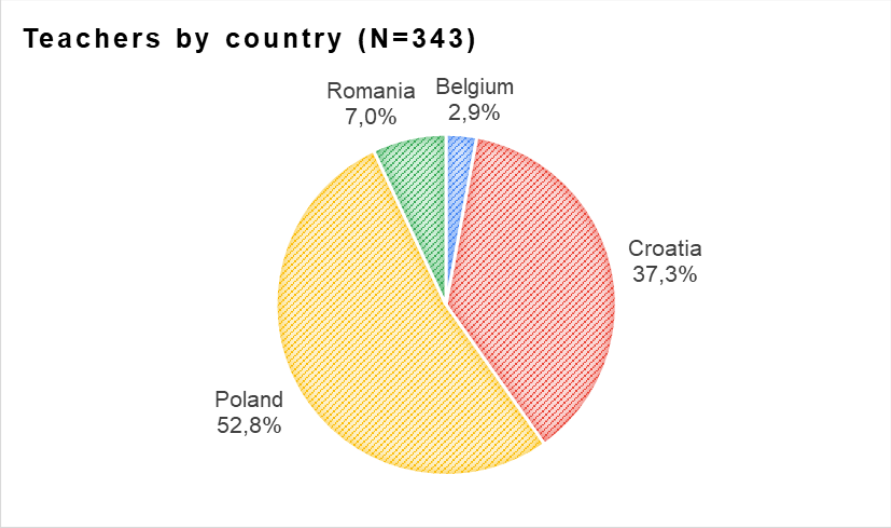


Figure 7 – Teachers by country

Age	Minimum	Maximum	Mean	Std Deviation	N
Students	12	58	24,51	7,298	758
Teachers	23	78	40,95	10,314	341

Table 3 – Students and teachers' descriptive data on age

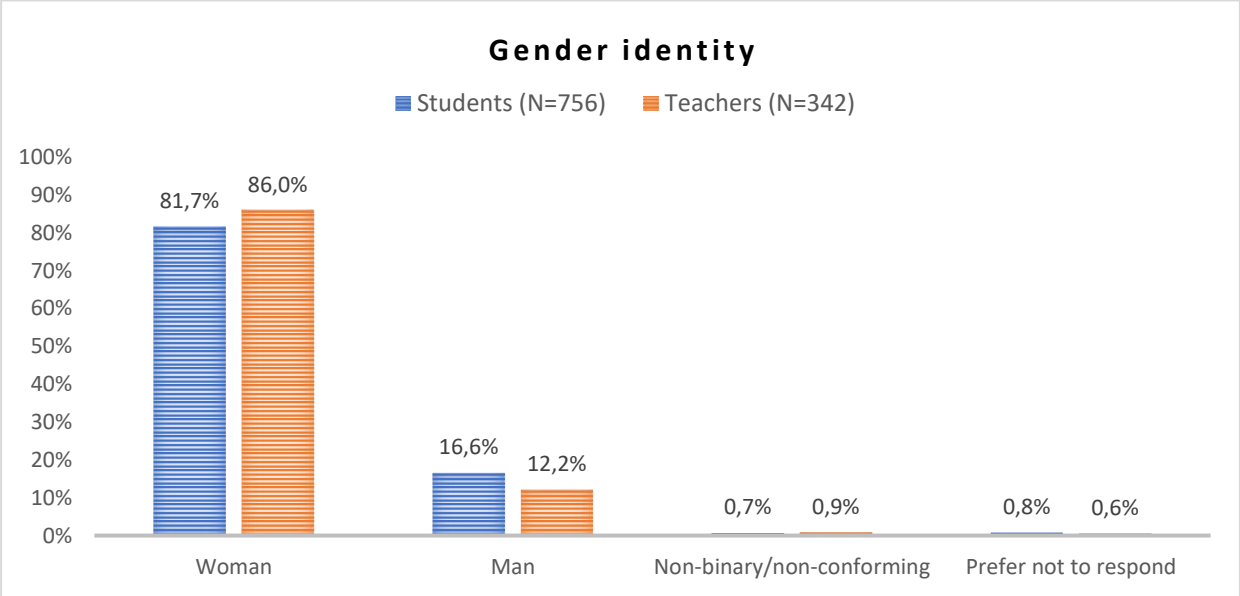


Figure 8 – Gender identity

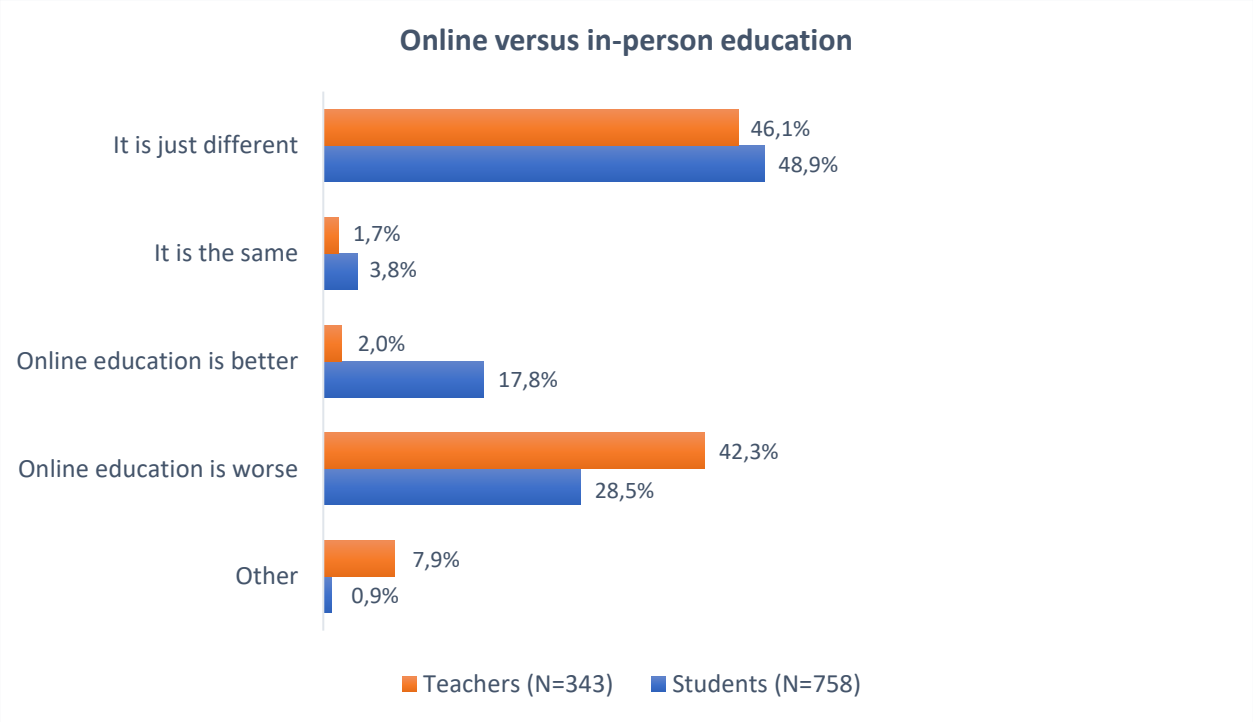


Figure 9 – on-line versus in-person education

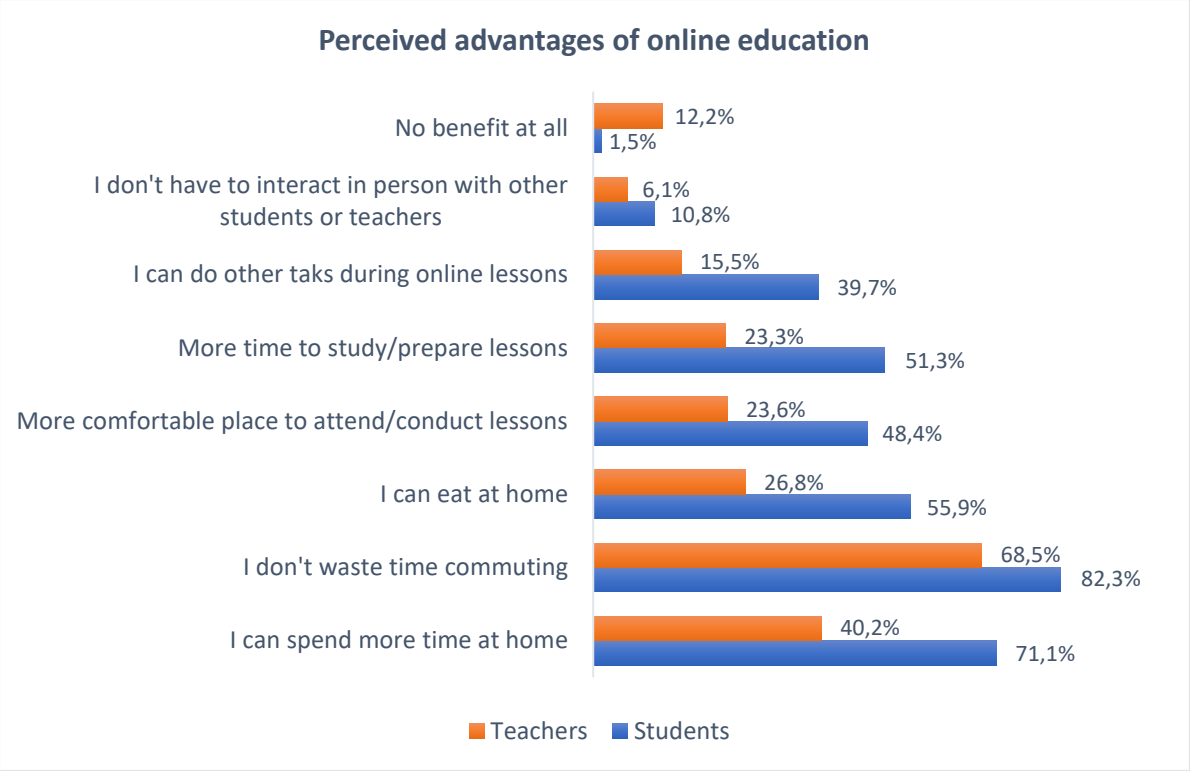


Figure 10 – perceived advantages of online education

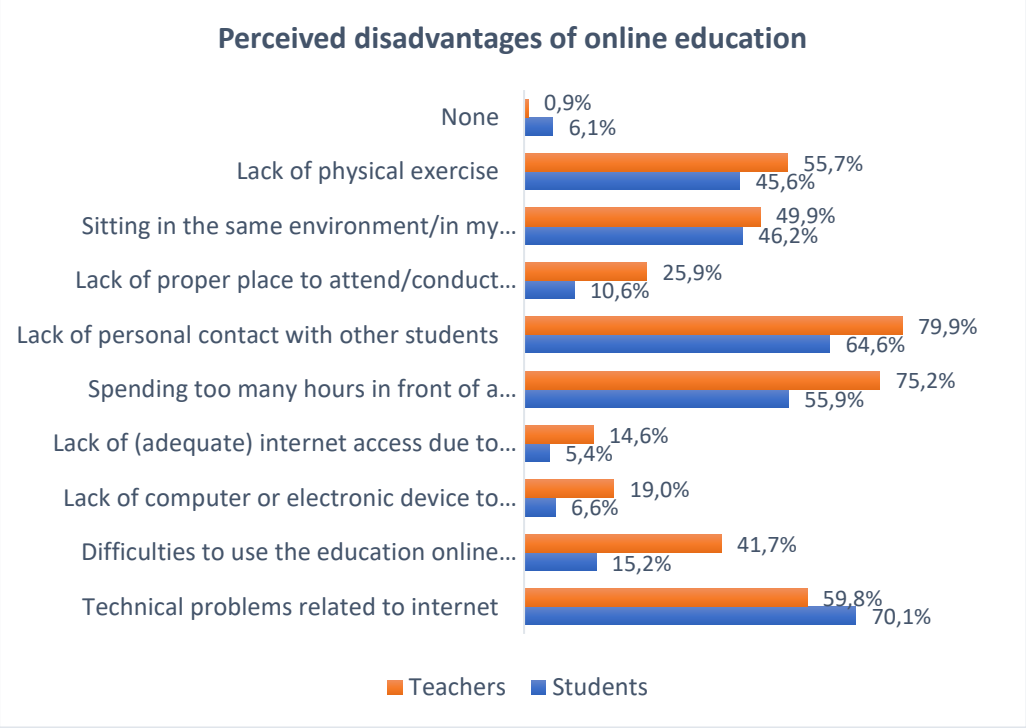


Figure 11 - perceived disadvantages of online education

Impact of COVID-19 on overall well-being	Minimum	Maximum	Mean	Std Deviation	N
Students	1	10	6,26	2,713	443
Teachers	1	10	6,44	2,583	343

Table 4 - Impact of COVID-19 on overall well-being [declared by participants]

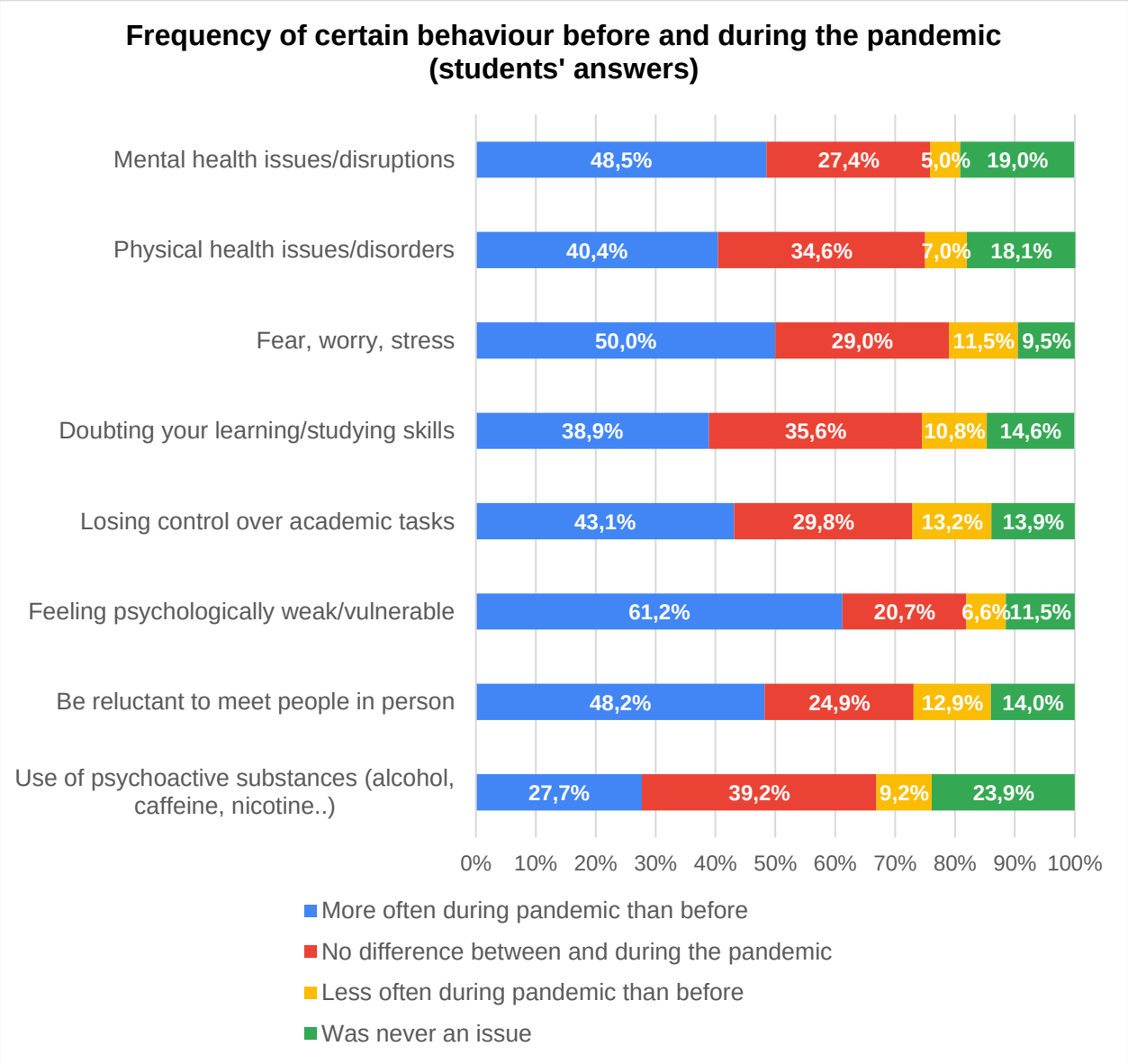


Figure 12 - Frequency of certain behaviour before and during the pandemic (students' answers)

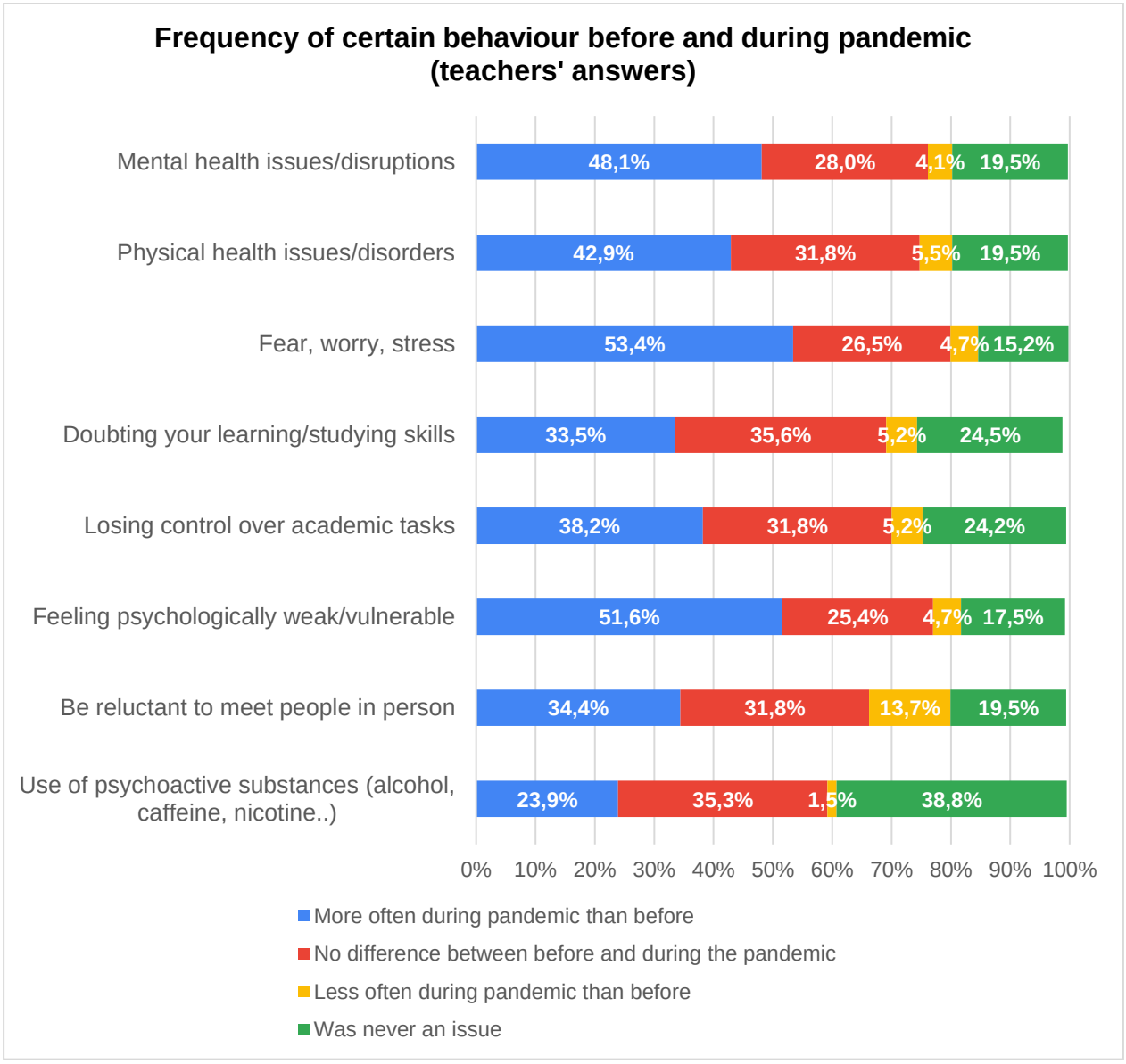


Figure 13 - Frequency of certain behaviour before and during pandemic (teachers' answers)

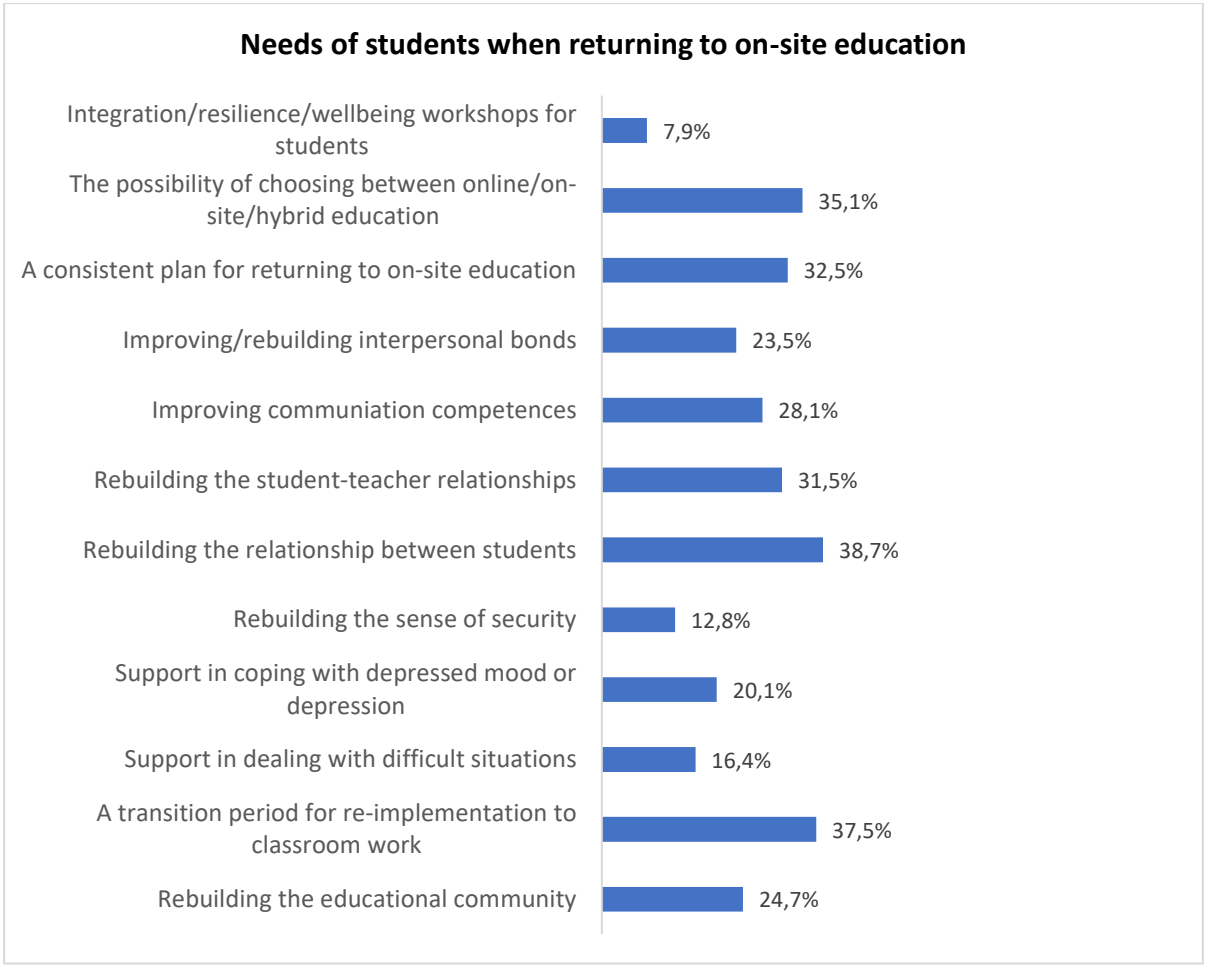


Figure 14 - Needs of students when returning to on-site education

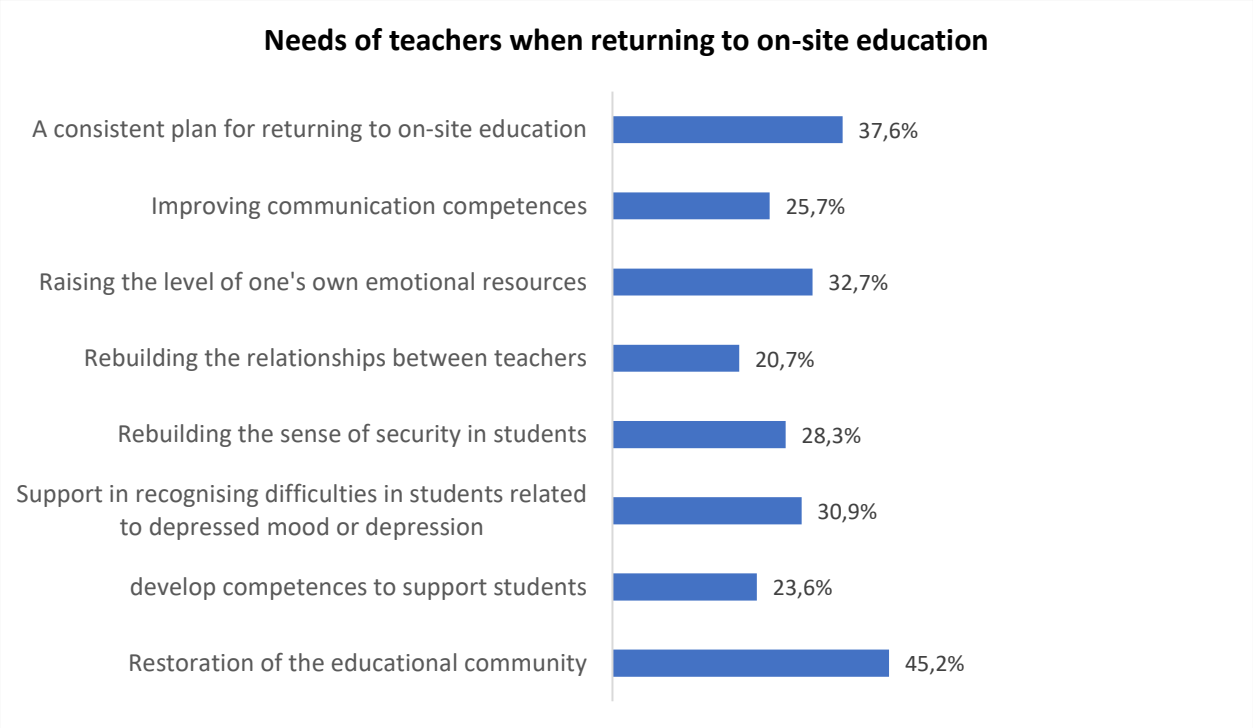


Figure 15 - Needs of teachers when returning to on-site education

For you as an educator, how important is it to get support in the following areas	Very important	Important	Moderately important	Rather unimportant	Unimportant
Being aware of the needs of students	46,6%	37,9%	11,1%	3,2%	0,9%
Confidence in my teaching competencies	35,0%	38,5%	15,7%	6,1%	4,4%
Emotional support for children and adolescents	58,6%	26,2%	12,2%	2,3%	0,3%
Strengthening my skills to cope in times of prolonged stress	48,4%	28,6%	14,6%	4,4%	3,8%
Dealing with stress and insecurity	46,4%	28,9%	14,6%	6,4%	3,5%

Table 5 – Support for teachers

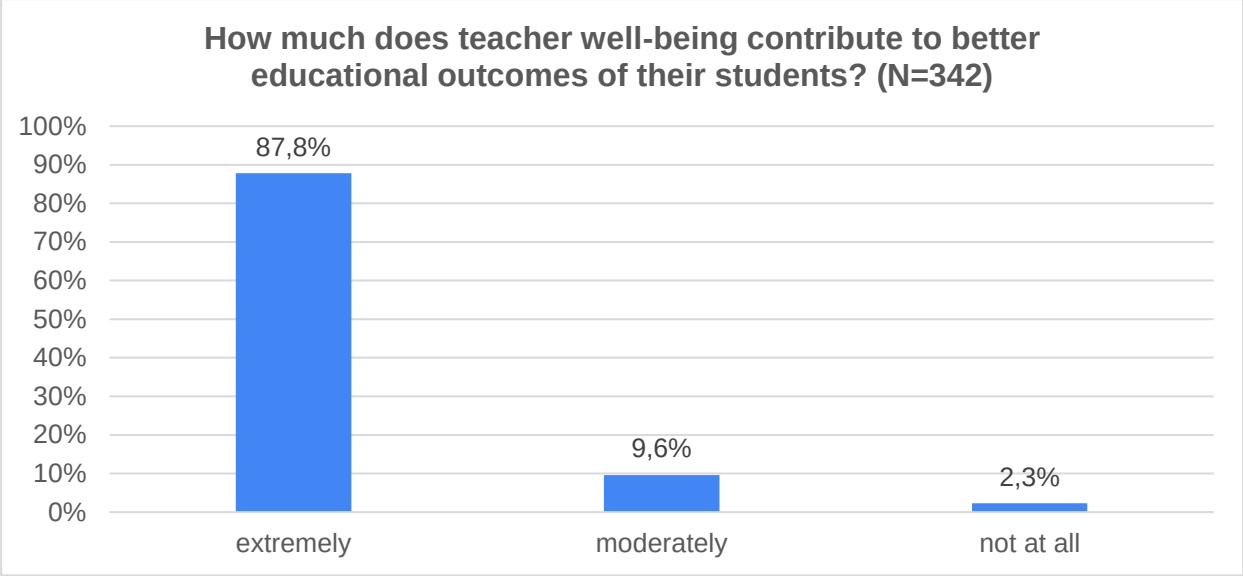


Figure 16 – teacher well-being and educational outcome

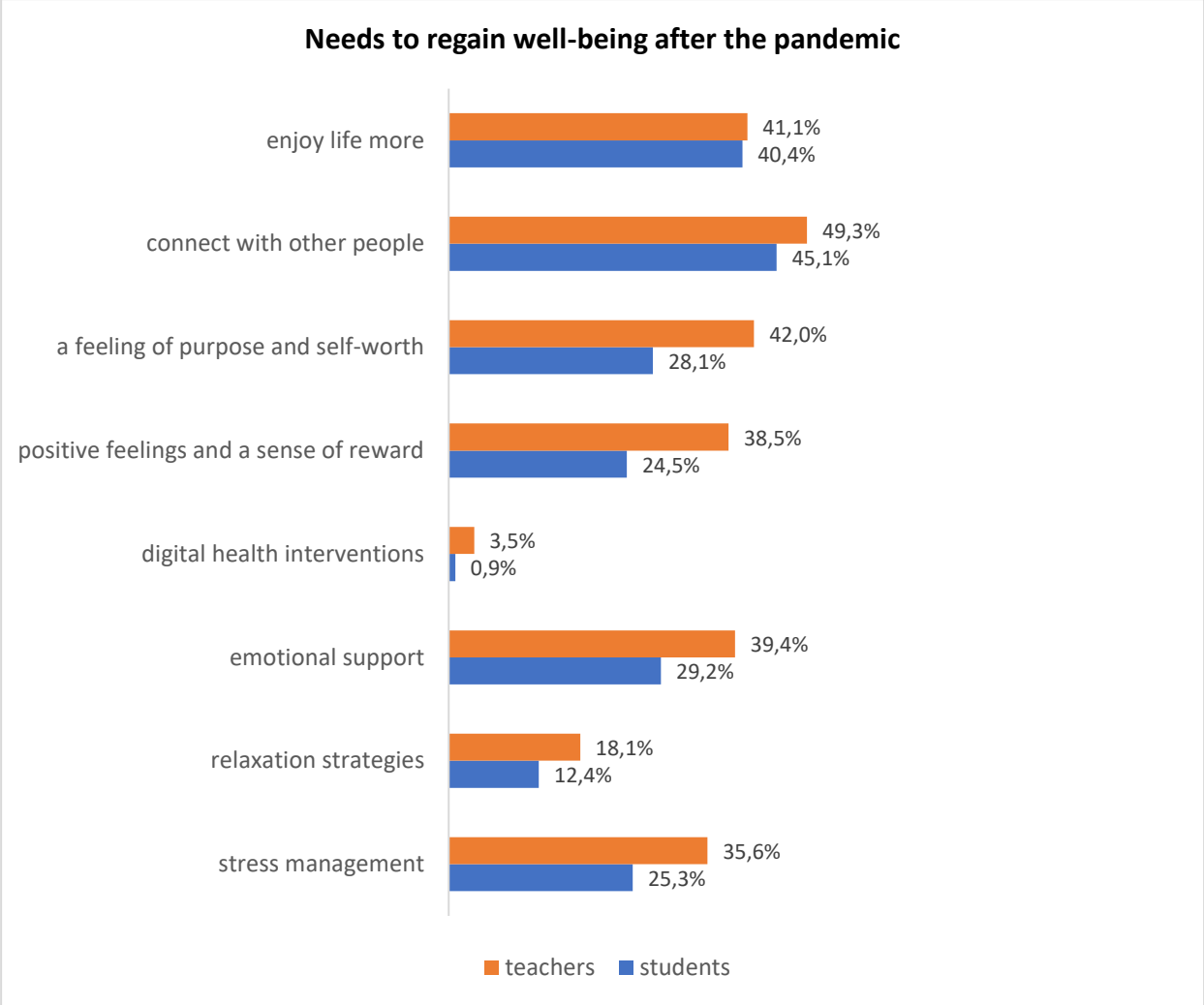


Figure 17 – Well-being after the pandemic

As the project results show there is some difference in resilience and approach indicated by students and the teachers, however, the areas of concern and the best practice are shared amongst these two groups and may be a helpful beacon for well-being enhancement for all involved in the educational processes.

It must be said that although we were planning to research post-pandemic reality with the hope of a brighter future, an unexpected crisis emerged in Europe connected to the war in Ukraine and the energy crisis that enhanced the anxiety and the dangers to personal well-being. This ongoing crisis scenario and the uncertainty it brings make our project findings even more important for the sustainability of high-quality education and the reduction in inequalities (SDG 4 and SDG 10).