



## **PROPOSAL OF PROJECT FOR JOINTLY SUPERVISED DOCTORAL THESIS UNITA**

**Cultural Heritage ;    Circular Economy ;    Renewable Energy ;**

**Interdisciplinary**

**Title of the project:**

Increasing the resilience of the education systems to provide inclusive and equitable quality education the critical role of school leaders.

### **UVT**

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**Doctoral School**

**Research Centre**

## **PARTNER UNIVERSITY**

**Name of the university:** University of Torino

**Name of the co-supervisor:** **Monica Mincu, Associate Professor**

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**Doctoral School** in Scienze Psicologiche, Antropologiche e dell'Educazione

## **Description of the PhD project**

Prof.dr.habil. Simona Sava, from the Department of Educational Sciences, West University of Timisoara, with expertise in educational policy and educational management, together with Prof.dr. Monica Mincu, from the University of Torino, and UCL Institute of Education, UK, specialized in comparative education, propose a joint PhD supervision on Increasing the resilience of the education systems to provide inclusive and equitable quality education the critical role of school leaders.

Globally, climate change, conflict, natural hazards, health epidemics and pandemics, affect many countries and various sectors. The effects of these crises are detrimental on education systems as a whole (access, learning, well-being, management). According to UNICEF (2021b), there are over 1.3 billion school-aged children living in countries at high risk of disasters caused by climate change. It is crucial that education systems are prepared for mitigating and responding to crises – i.e., climate-related natural disasters – to avoid that school closures and learning loss becomes the new norm.

Research has shown that there are a range of factors and sub-factors for building a resilient education system that are categorised under: 1) systems; 2) teaching and learning and 3) agents (Tarricone et al. 2021). Indeed, all agents have a role to play in preparing for, responding to and recovering from disasters (Figure 1).

| <b>Systems</b>   | <b>Teaching and Learning</b>           | <b>Agents</b>                            |
|--|--|--|
| Planning for education in emergencies                    | Curriculum                             | National and local governments           |
| Collaboration and coordination                           | Television, radio, and print materials | Intergovernmental organisations and NGOs |
| Communication  | Digital technology                     | Schools and school leaders               |
| Information, communication and technology infrastructure | Blended learning                       | Teachers                                 |
| School buildings and protocols                           | Assessment and learning progress       | Communities                              |
| Monitoring   |  | Parents                                  |
|  |  | Children                                 |

*Figure 1 Factors and sub-factors for building a resilient education system (Tarricone et al. 2021)*

System resilience needs to be purposively planned and built to ensure quality inclusive and equitable education is continuously provided to all, including the most vulnerable,

internally displaced persons and refugees.

This is emphasized in the 'Education 2030 Framework for Action' which provides guidance to the global education community to achieve Sustainable Development Goal 4.

*Paragraph 9: "It is, therefore, critical to develop education systems that are more resilient and responsive in the face of conflict, social unrest and natural hazards – and to ensure that education is maintained during emergency, conflict and post-conflict situations.*

*Paragraph 26: "Countries must, therefore, institute measures to develop inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in crisis contexts, including internally displaced persons and refugees."*

The general purpose of the research is understanding and shedding light on how education systems can be prepared to face different types of crises (man-made, climate-related natural disasters, epidemics and pandemics, etc.) and ensure the continuity of teaching and learning for all, especially for the most marginalized children and adolescents.

The research questions should focus on aspects of education systems (selected cases) and how system and school leaders can play a critical role in increasing its resilience. The academic field of reference are school leadership and school improvement.

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