Chapter 17

Community Building in Times of Pandemic: University Camilo José Cela, Spain

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Abstract University Camilo José Cela (UCJC) is a private university located in Madrid (Spain) that belongs to the SEK Education Group, an institution with 125 years of tradition and a strong innovation identity. This case study presents the response that UCJC has given to facilitate the adaptation of the educational community (students, families, and teachers) to the situation arising from the pandemic caused by COVID-19. It will explain the coordination actions between students from the School of Education at UCJC and the impact derived from their interventions. Specifically, it will detail students' participation as teacher assistants in online teaching within the IB pedagogical model to respond to the demands of primary and secondary teachers. This collaboration is the most outstanding due to the number of students and schools involved and the efficacy and efficiency of its implementation.

On the other hand, there were other interventions of a smaller scale but a high social impact committed to disadvantaged sectors of the population. For example, our students' support gave refugee students from Syria reinforcing their training or the psycho-emotional, educational, and legal assistance that volunteers from the bachelor's degree of law provided to children and families in social exclusion. It is also significant to highlight the UCJC international actions: the teacher training program, EachTeach, provided educational methodologies, resources, and media to refugee teachers at the Kakuma refugee camp (Kenya), helping them to raise awareness about COVID-19, and the Cambodian program dedicated to training volunteers on how to combat the pandemic on these vulnerable contexts, where children live on the streets.

Finally, to define broader collaborations and scale these initiatives in the future, this case study will reflect on the reasons for the success achieved, especially in training and pedagogical innovation and in the use of educational technology. The

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UCJC and SEK Schools collaboration allowed the use of a common technological language, sharing values. The development of training, support, and advice, between the university community (professors and faculty students) and the schools' community (teachers, students, and families), enabled a wide range of relevant issues to be addressed in dealing with COVID-19 by schools and the broader education community.

17.1 Introduction

The University Camilo José Cela (UCJC) is a private academic institution founded in 2000 and located in Madrid, Spain. It belongs to the SEK Education Group (1892), which includes the Felipe Segovia Foundation, the University Camilo José Cela Foundation, six international schools in Spain, and three more in France, Ireland, and Qatar. Its educational model is executed through three lines of action: innovation and entrepreneurship, digital transformation, and social commitment. At the center of this model, The Hive (La Colmena) program supports students, from a holistic perspective, developing additional transversal competencies beyond each specialty or degree chosen, based on these three axes.

SEK Educational Group is a learning enterprise with an entrepreneurial spirit whose objective is to become an intelligent institution, an institution that continuously learns. Through its learnings, it constantly adapts to its social environment that is always changing. Organizations are complex living systems that coexist with all members of society. They are systems composed of tangible and intangible people and resources, integrated into a process towards specific objectives that constitute the organization's *raison d'être*. All the members of a learning organization are needed and valuable to function as an integrated whole (Senge, 1990).

For twenty-first-century educational institutions, the subject of education has shifted. It is no longer the student who traditionally goes to class. Now, WE ALL (the Institution itself) are required to learn, unlearn, and relearn new abilities and knowledge. We are witnesses to a change of era, whose main trait is learning. Within this context, all of the members of our learning community progress in their educational process, weaving a social web that constructs knowledge collectively and shares it over its entire life cycle. Today, we all form part of a global community and network of learners with unlimited access to information.

SEK group's community of learners comprises students, teachers, alumni, emeritus professors, families, and the society in which it operates and serves. All the agents of our learning ecosystem share the will of perfection through learning. Upon this central axis, SEK Schools, University Camilo José Cela, the Felipe Segovia Foundation, and the University Camilo José Cela Foundation implement their educational activities. The interaction between different community members contributes to enriching each learning experience and fosters learning inside the group.

University Camilo José Cela holds its firm commitment to serve society. Its organization, methods, and model offer new, valid, and effective responses to the challenges emerging from a changing, globalized knowledge society. UCJC views the challenges of the present day as opportunities and proposes a distinctive educational model, breaking the traditional molds and leveraging the synergies afforded by the latest advances in the different fields of knowledge. In particular, UCJC found in the challenges faced by schools due to the COVID-19 pandemic an opportunity to strengthen the SEK learning community. The confinement forced by the pandemic has become a significant global educational laboratory in which SEK Institution has carried out considerable “institutional learning.”

17.2 UCJC Strategies and Initiatives to Strengthen the SEK Educational Community

According to our theory of action, it is from individual action where new hypotheses will best be generated and where they will free themselves from biases and strengthen existing learning (Parsons & Shils, 1951). Thus, the action becomes a necessary element for any change project, especially for social change. At the same time, this theory of change has proven the impact that an action approach has on students’ successful development of competencies in educational contexts (e.g., Yoon et al., 2007). Specifically, various authors have focused on the characteristics of this action: being intense in its implementation without losing coherence with the previously defined goals and at the same time expanding and developing the syllabus (Cohen et al., 2003; Garet et al., 2001; Guskey, 2003; Hiebert & Grouws, 2007). The context derived from the pandemic included these characteristics. In educational contexts, a theory of action is presented as a connected set of propositions and a logical chain of reasoning that also explains how action leads to change and how change leads to the development of best practices (Moss & Brookhart, 2019).

On the other hand, the action in the education context emerges as a necessary element for social change. It is a path that can allow the construction of a community (Heble, 2017). The objective of all the actions carried out was to build a stronger community in times of isolation and extreme vulnerability. Acts shared among members of the SEK community allowed institutional learning to take place.

Hence, at the core of SEK Education Group is the continuous search to transform students into becoming global citizens, providing them with learning experiences that allow reflection and inquiry after an action. This value is apparent in all of the SEK Education Group, from its schools to its university, UCJC. The collective efforts can catalyze change, thus helping them to develop intellectually and emotionally while acquiring a passion for learning.

From the theory of action framework, all the members of the SEK educational community have interacted, developing and coordinating collaborative actions in

response to the COVID-19 pandemic. In all these actions, active learning has been sought from the students in the universities and schools and, especially, from teachers and future teachers (education students).

Some of the actions were also coordinated with partners and social agents from different contexts, such as national and international organizations and nongovernmental organizations. The technological base of the UCJC allowed the various collaborations to have an efficient development, generating a shared learning community on fundamental technical support. This specialized support allowed for easy access and the registration of a significant number of evidence (messages, number of interactions, sources of exchange, consensus reached, etc.) that showed the degree of shared learning achieved and the new interaction networks between the different members of the community.

All these actions had a common technological language. Many authors identify common language with a sense of belonging to a common culture. The technological language used at UCJC revealed the shared culture that existed not only between students and teachers but also between the university and the educational community. The regular use of technology as a tool to generate community and improve the education given at the university was a fundamental element for the adaptation and collaboration processes. This demonstrated to be an example of good practices. In reality, it is an example of the importance of anticipating changes and the conviction of the usefulness of technology as a methodology and a tool beyond merely a pandemic response.

We believe that there are essential learning opportunities to strengthen collective responses to COVID-19 that will allow new developments to be brought about through cooperation between institutions (e.g., Crawford et al., 2020). UCJC responded quickly and effectively by adapting its pedagogical system to the needs derived from the COVID-19 pandemic. Also, the institution quickly mobilized its human and technological resources to broaden the focus of its actions to support other national and international educational institutions. We could classify these extraordinary actions into two groups: (1) academic and well-being and (2) social support to foster education in vulnerable contexts.

17.3 Academic and Well-being Strategy

If anything sets SEK Education Group apart, it is the common identity shared by its schools, university, and foundations and its aim to perfect learning experiences for each of its students. This is why a critical strategy of the institution is the development of enrichment programs that foster skills and knowledge considered essential and in line with the outcomes of the Future Work Skills 2020 and 21st Century Learning reports, employing an interdisciplinary approach. These programs enable us to break with the constrictions imposed by the traditional curriculum, including workshops, courses, projects, activities, practical sessions, conferences, or meetings that cross-section each other on each students' study program.

UCJC saw, in the challenges caused by the pandemic, an opportunity to reinforce this strategy. With the support of the presidency of the SEK Education Group and the President's Office, the institution adapted some of these programs and co-created with the SEK schools new ones to face their needs.

17.3.1 Initiatives

17.3.1.1 UCJC Students and Teacher Assistants at SEK International Schools

In April, at the core of the confinement, and as a collaboration between SEK schools and the School of Education of UCJC initiated, forty students from different bachelor and postgraduate degrees became teacher assistants to support the SEK schools.

Because UCJC education degrees are accredited by the International Baccalaureate (IB), whose programs are followed by SEK schools, the adaptation to IB was relatively easy. The support provided covered a wide range of subjects, with mathematics, science, Spanish, and English the most emphasized. As mentioned before, the evaluation carried out showed excellent results, not only in terms of the satisfaction of students and their families but also in terms of the overall academic performance, which even increased in some courses. Another relevant aspect was the high satisfaction of teachers with the design of the implemented support program. We understand that, in such demanding situations, the collaboration of the university students may have been of significant help for teachers and students, contributing to the success of each school in its response to the confinement.

The benefit, however, also extends to the School of Education itself. It provided the students a service-learning experience. Transforming a physical attendance model under the IB to a virtual teaching model was a milestone. The quick and effective move of SEK Education Group to online education allowed them to participate in the front line of such good practice.

The experience for everyone, including teachers, schools, university students, and families, has been highly satisfactory. The direct collaboration and joint work between universities and schools are, at least in Spain, something unusual when sought outside the compulsory practical training of future teachers. Hence, university-college collaboration in a context of crisis is, in itself, an example of good practice.

17.3.1.2 Personalized Teacher Training Programs

UCJC developed various training programs for SEK school teachers through webinars, microlearning pills, tutorials, and newsletters. These programs also highlighted training tools to deal with the new online education form, such as using new

evaluation systems (Respondus) and plagiarism protection systems (Turnitin). A total of 788 teachers participated in these programs, in which they interacted with the university synchronously.

The above initiatives will allow us to review the contents and design of the university's degree in education. The education department is adapting to a new and changing reality with feedback from UCJC students, teachers, and SEK Schools. Thus, the teacher assistants will help create a new curriculum that completes the traditional one. At the beginning of the next academic year, a working group composed of university professors and teacher assistants will be formed. They will co-create a teacher training program, considering the results of the qualitative evaluation of its actions.

It is not just about understanding what UCJC can teach; it is about learning from these interventions. This closes the learning circle in which different members of our community interact. Thus, a shared repertoire of resources could be developed, such as experiences, stories, tools, and ways of addressing common problems, creating what would be a "community of practice" (Wenger-Trayner & Wenger-Trayner, 2015).

17.3.1.3 "Well-being Classroom," Online Psychological Support, and Counseling Services

In this context of collaboration between the university and schools, other areas of the university that were not directly linked to education degrees joined this collaboration by developing courses open to the entire community to cope more adaptively with the anxiety derived from confinement and the pandemic. The Psychology Department also stood out, offering online psychological support and counseling services to the entire SEK community. They developed a webinar channel focusing on critical aspects to developing an adequate social and emotional adjustment to the situation. Eleven psychology faculty members participated in this service, with eight of them having clinical experience, attending twenty-seven requests for psychological help and support. This psychological counseling included at least two online sessions lasting approximately one hour each.

Again, this collaboration experience was highly enriching for the teachers and faculty involved. For this reason, the webinar channel has been kept open, adding subjects like wellness, nutrition, health, or mindfulness and readjusting the psychological support service of the university to favor online counseling for its students.

17.3.1.4 "Family Classroom" and "UCJC Webinars" (Cross-faculty Effort)

In turn, the three schools of the university developed two channels of webinars aimed at parents and students to inform, from a multidisciplinary approach, on how to address the challenges posed by COVID-19 from different sectors of our society:

health, transport and logistics, communication (fake news), urban preventions for future pandemics, volunteering, etc. More than twenty webinars were offered synchronously and asynchronously.

17.4 Social Strategy to Foster Education in Vulnerable Contexts

We need a society that educates, promoting humanistic values and the personal development required by the epochal changes we are experiencing. We need a society in which all its agents, individuals, families, institutions, businesses, opinion leaders, communications media, and political parties bear the responsibility of showing exemplary conduct for human development at a time when all role models are being questioned.

However, to become a stable educational society, we must first learn to alter our conduct to find a solid “learning society” hinging on education and, therefore, will lead to the perfection of each individual and the entire community. On the other hand, although external agents are essential to tackle the transformation of the educational system, increasingly, the large organizations that are spearheading social and productive change are becoming educator agents on a global scale. This change posits new scenarios for configuring our future society and poses new challenges and opportunities for expert learning organizations.

In this group of actions, agents that interact and thereby favor building a stronger community are collaborating with social organizations of the SEK Institution. At SEK Education Group and, in particular, at the University Camilo José Cela Foundation (UCJC Foundation), we are working closely with social organizations, public and private bodies, businesses, and cultural entities that make up our learning community and contribute to the attainment of our educational objectives. In this way, the SEK academic community expands its borders, including, together with the rest of its members, students, alumni, professionals, professionals emeritus, corporate world, and families. All these organizations are exceptional members to face the consequences of the pandemic.

The UCJC Foundation is the instrument of the university to promote and manage the social impact of its current educational model. To this aim, the foundation promotes the discussion about service-learning and research applied to the needs of our society. In this way, the foundation is the reference space of the university for the development of experiences of social innovation. Due to the pandemic, the UCJC, through its foundation, designed two strategies aimed to foster schools in vulnerable sectors:

- In the national context, UCJC Foundation and the Felipe Segovia Foundation launched the SEK Volunteering Network. This initiative clusters the efforts of our entire learning community (schools, university, and foundations) against the pandemic. This joint initiative aims to be a social project that reflects SEK’s core values.

- In the international context, UCJC Foundation expanded two of its educational projects: volunteer training and the teacher training platform, EachTeach, to support the school needs derived from the COVID crisis.

In both cases, when schools were declared closed, the lessons learned through the initiatives developed by the UCJC Foundation were crucial. These initiatives aimed at alleviating the injustices caused in countries in conflict, and thanks to them, new people coming from these countries joined the SEK community. People whose lives had been cut short overnight were forced to leave their countries of origin to handle uncertainty and manage the false hope that life would soon return to normal. Through these new members, the SEK community learned the importance of social and emotional learning compared to academics and the importance of promoting the feeling of belonging in isolation situations.

Thanks to this learning, the SEK community managed the complexity of remote education in the emergency unleashed by COVID-19 and the need to promote understanding the causes of this pandemic, in the same way that it had learned the knowledge of the reason for each conflict. Without all these people who strengthened our community, without the courage given by their stories, and without all the learning they gave us, our way of facing the pandemic would never have been the same.

17.4.1 Initiatives in the Spanish National Context

17.4.1.1 Supporting Syrian Refugee Students

One of the outstanding commitments that our university acquired in 2015 consisted of improving the academic training of young refugees in the country by creating a university integration program that would allow them to pursue a career and thus improve their adaptation to the society that welcomed them (the Integra Project). The SEK Volunteering Network wanted to honor this commitment, now addressing refugee students housed in “foreigners internment centers” in the community of Madrid.

This group of young people severely suffered due to confinement and the closure of public education centers. Likewise, access to online training offered by those centers caused specific difficulties for them since the vast majority of them lacked the technological devices to access them. On the other hand, their parents’ poor preparation and training prevented them from having adequate educational support in their family environment, endangering their education continuity and generating a high risk of marginalization and academic delay for subsequent courses.

Thanks to the help and involvement of UCJC refugee students, who were already mentioned as part of the Integra Project, the SEK Volunteering Network contacted the NGO “Friends of the Syrian People.” This NGO is the leading association representing the majority of refugees arriving from Syria who have been punished by war and terrorism.

Through the NGO, senior students and teachers (active and emeritus) from our institutions organized themselves to support the internment center students. They acted as academic tutors online or by phone, reinforcing educational aspects such as Spanish language, mathematics, physics, and science, as they have proven complicated to these young students.

The follow-up and subsequent evaluation that our organization was able to conduct confirmed the great success of this initiative. The majority of the supported refugees overcame their academic difficulties. Almost all of them managed to keep up with their academic requirements during the entire period of confinement (nationally enforced since March). Without a doubt, once again, our great institutional motivation has been strengthened by an educational initiative supporting young refugees that come to our country. It is essential to mention that on this occasion, the economic and personal efforts made by our entire academic community have been equally rewarded by the civic commitment that the refugee students of the Integra Project acquired before the Spanish society.

17.4.1.2 Integra Project and SEK Schools: Creating 3D Visors

Under the coordination of the SEK Volunteering Network, students from the Integra Project, although confined at the University Residence Hall, generated a production chain of protective visors using the 3D printers available at the university and the SEK schools. More than two hundred visors were handed over to the Civil Protection organism of Madrid to be distributed among health workers of the city's hospitals who were wholly unprotected in the face of the pandemic. This initiative of our students has been of great pride for our entire Institution. It reaffirms our belief that the path undertaken to support young refugees has not been in vain.

17.4.1.3 Supporting Vulnerable Students

This exciting experience of helping refugee schoolchildren led the SEK Volunteering Network to articulate a new initiative to prevent schoolchildren from the risk of social exclusion. Undoubtedly, these were young people who suffered a similar problem derived from the closure of schools. The lack of means to carry out an adequate academic follow-up at home, their family environment, the consequent issues derived from the lack of employment of their parents, or the emotional traumas caused by social isolation or the loss of loved ones made these young people an especially vulnerable group. For this reason, the SEK Volunteering Network contacted another important and representative NGO, Fundación Balia, whose work focuses on improving the living conditions of young people at risk of marginalization. In this way, our students and teachers of our bachelor's degrees in education, psychology, and law provided support to these young people and their families, reinforcing school content, providing psycho-emotional assistance, and giving legal

advice to those parents and/or guardians who had lost their jobs, specifically on how to access state aid or process unemployment records.

At the same time, to achieve a more far-reaching impact, we designed a free social volunteer course that we call “Youth for Social Transformation.” Together with Fundación Balia, we trained young students on educational methodologies, protocols, and tools to minimize the effects of COVID on minors for three weeks. For example, students learned the use of emotional intelligence or mindfulness tools, the management of post-traumatic stress, and the proper use of preventive techniques. Besides one theoretical module, the training offered was essentially practical, taking place in youth leisure centers where minors at risk of social exclusion attended.

The presidency of SEK Education Group has provided all the financial resources needed for implementing these initiatives undertaken by our SEK Volunteering Network. The management and implementation of them have benefited from the commitment of the entire community, school, and university that integrated it.

Although we would have liked to have expanded our radius of influence, the national regulation has not greatly facilitated this intention since the laws for the protection of minors, data protection laws limiting the use of reserved data, or the regulation of schools themselves did not allow for speeding up this type of action undertaken by private institutions. Undoubtedly, all this was motivated by the immediacy of the national emergency, which happened without time for an adequate political and social organization. Possibly, in the face of an uncertain future, legal procedures will be improved to avoid keeping the weaker social sectors unprotected.

17.4.2 Initiatives in an International Context

17.4.2.1 Volunteer Training

The UCJC Foundation’s commitment to education in vulnerable contexts led it to expand its scope to Cambodia, supporting the NGO Pour un Sourire D’Enfant (PSE) mission and expanding to Kenya, fostering teacher training in refugee camps. Both contexts have been profoundly affected by the coronavirus and have allowed for new lines of collaboration.

For over twenty years, PSE has been operating in Cambodia to help children escape poverty and get a decent job. Each summer, the UCJC Foundation collaborates with PSE to develop the School Continuity Program in Cambodia. The program aims to prevent children from returning to the dumping sites during their holiday period and at the same time avoid dropouts of school. The collaboration consists of developing a volunteer training course created by UCJC professors from nursing, psychology, and physical activity sciences and sport. Its ultimate goal is to develop the skills necessary to face the reality that volunteers and coordinators will experience while working in Cambodia.

This year, the summer School Continuity Program was canceled due to COVID-19. The SEK Volunteering Network offered PSE volunteers the opportunity to participate in the Youth for Social Transformation project mentioned above during the summer school holidays. The PSE volunteers will have the chance to promote the integration of children with limited resources and seriously affected by COVID-19. The program also offers leisure activities, trips in natural environments, and extracurricular courses with this goal. It takes place in the Urban Camps of Balia Foundation, from Monday to Friday during the school holidays.

On this occasion, PSE volunteers will put their skills at the service of society in Madrid, gaining new service-learning experiences. In turn, a training course will be offered to foster the skills necessary to become active global citizens. They will develop competencies such as self-management (analyze and solve problems, initiative, and autonomy, learning capacity, optimism, and flexibility), leadership (ability to lead initiatives, organization, planning, technical and personal reliability), and communication (interpersonal communication, teamwork, negotiating capacity). The program will run for at least one week, although students will choose to extend their collaboration with the entity for longer if they consider it.

SEK Education Group contributed to this initiative with in-kind funding. The dean and professors from the School of Education and Health contributed to the development of the course. The Department of Communication and the Student Department helped in the dissemination of the program. UCJC Foundation was in charge of the coordination. Fifteen volunteers have currently requested participation.

17.4.2.2 EachTeach

Conditions in refugee camps are especially challenging for teachers due to COVID-19. Teachers are the backbone of the education systems and the key to reaching learning goals, regardless of context and situation. Within the COVID-19 crisis, they are on the front line, ensuring that learning continues. These extreme circumstances demand new competencies to facilitate quality distance learning for students in confinement.

Digital platforms for customized teachers' professional development are scarce and not tailored to COVID-19 needs (in the short, medium, and long term). EachTeach is an initiative by the Felipe Segovia Foundation and University Camilo José Cela Foundation that faces this problem. It is a digital marketplace that combines online and in-person training for teachers in vulnerable contexts that narrow the gap between qualified teachers. Its first pilot began in 2019 in the Kakuma refugee camp.

COVID-19 forced EachTeach to cancel the Kakuma visits scheduled. In turn, it opened the door to new ways of collaboration with local organizations and teachers who had been participating in the project. Two of these local organizations are through the initiatives that the UCJC Foundation has supported in this crisis: the COVID-19 Awareness Campaign led by Professor Martha Korok, Kakuma

ambassador of the EachTeach project, and the Peer Mentoring Program for Female Teachers, led by the Lutheran World Federation with the support of UNICEF. Both initiatives are aligned with the Kenya Basic Education COVID-19 Emergency Response Plan (May 2020) developed by the Kenyan Ministry of Education.

17.4.2.2.1 EachTeach: COVID-19 Awareness Campaign

Kakuma refugee camp (Kenya) is a place where confinement is impossible as everyday people need to go to the food and water collection points. Based on the vulnerability of refugees related to this pandemic, there was a need to create a thorough awareness to educate the community on precautionary measures to prevent a more complex situation in the camp. On the other hand, the condition of teachers in this pandemic is very critical since many of them have lost their salaries. In particular, this is the situation of our EachTeach ambassador, Martha Korok.

Taking all this into account, the UCJC Foundation decided to design a small entrepreneurship project that would give teachers an extra source of income and alleviate the lack of knowledge about COVID. Thus, Martha Korok brought together a group of young people to create an awareness campaign. They decided to use poems, songs, and drama to educate and raise people's awareness of the dangers of coronavirus and the measures needed to protect themselves.

The SEK Education Group funded these interventions, and the UCJC Foundation launched a crowdfunding campaign to raise funds for the purchase of masks and soap. It was also responsible for spreading the initiative. Over the three months of the campaign, around 40,000 students have benefited.

We have learned from this experience that COVID-19 needs a joint effort. Refugees are capable of battling this pandemic, but they need the economic support of external organizations. More refugees are still exposed to COVID-19, which means enormous help is still required, especially the provision of facemasks and liquid soaps.

17.4.2.2.2 EachTeach: Peer Mentoring Program for Female Teachers in Kakuma

The Peer Mentoring Program for Female Teachers in Kakuma is an initiative of the Lutheran World Federation supported by UNICEF. It aims to encourage girls to study despite the difficulties of COVID-19. With this aim, the program will mentor fifty female teachers, who will mentor four more teachers. In this way, two hundred teachers will be responsible for boosting girls' education in Kakuma. Twenty-one primary schools of the Lutheran World Federation have been involved in the program.

UCJC Foundation and a team of ten UCJC researchers from the School of Education and Health are collaborating in designing the content of this program,

ranging from basic definitions of mentoring to more specific aspects related to COVID, such as the psychological and health support needed for children.

17.5 Lessons Learned

The pandemic offered University Camilo José Cela a unique opportunity to share with the whole educational community best practices, new content, reflections, and knowledge to face the challenges in schools due to the coronavirus. SEK Learning Community came together as a team in the face of unprecedented challenges. More than ever, there was a clear need to learn from each other, support each other, and share the learning struggles we were all striving to overcome. Learning was found in unexpected places and through initiatives that combined the strengths of different community members, which might have, otherwise, remained unseen and would probably never have connected.

The lessons learned are related to the UCJC's three strategic axes of action¹. Concerning the first axis, **Innovation and Entrepreneurship**, we would like to highlight several issues: the creativity of teachers that developed new materials, content and innovative teaching, and research proposals; the adaptability, flexibility, and willingness of the students, teachers, and families to learn together; the relevance of closer relationships with civil society organizations for the co-creation of new lines of action; the importance of assessment and research for each further action; and the need to create fluid learning models beyond the COVID crisis. About the second axis, **Digital Transformation**, we have to mention several points: digital skills and teamwork have been essential as well as the agility and creative search for solutions; combining face-to-face with digital education is crucial to maximizing the advantages of both; and digital social tools are a way to connect and build communities. Finally, concerning the third strategic axis, **Social Commitment**, the most relevant lessons learned were as follows: students and teachers demonstrated a profound sense of community and solidarity and became aware of the strength of the SEK Community, they empathized and put themselves in each other's shoes to understand how they had lived this situation, our experience in emergency contexts has been precious, family involvement in the educational process has improved dramatically, and teachers point out that relationships between all members of the Learning Community have improved.

¹These results come from several focus groups developed at SEK schools to reflect on the community experience during the Covid-19 pandemic.

17.5.1 Next Steps

These lessons learned around our three strategic axes guided us to define the next steps. Concerning **Innovation and Entrepreneurship**, there are several actions to be accomplished: education degrees to redesign three-year plan; creation of a well-being and SEL platform to serve the whole community; customized itineraries for teacher and student training; advancement in the measurement of academic and social impact; research about the new learnings and its evaluation; and quantitative and qualitative data collection and analysis during COVID and its relationship with recent developments. Concerning **Digital Transformation**, we want to foster several areas: UCJC's new learning model, future and Learning Think Tank to inform future results of UCJC, and hybrid technologies to sustain new learning methodologies. To conclude, concerning **Social Commitment**, our next steps will deal with three lines of action: training teachers for crisis contexts, enhancing the volunteer network platform, reinforcing partnerships, and expanding network capacity.

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