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COMMISSION STAFF WORKING DOCUMENT

Implementation of Population Preparedness Guidelines on preparedness education under the EU Preparedness Union Strategy

Accompanying the document

COMMUNICATION FROM THE COMMISSION

Guidelines on Population Preparedness under the EU Preparedness Union Strategy

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COMMISSION STAFF WORKING DOCUMENT

Implementation of Population Preparedness Guidelines on preparedness education under the EU Preparedness Union Strategy

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Executive summary

This Staff Working Document (SWD) is designed to support European Union (EU) Member States and Union Civil Protection Mechanism (UCPM) Participating States in advancing preparedness education (Action 29 of the EU Preparedness Union Strategy). It sets out **the concrete modalities through which to implement the guidelines in the Commission communication on Commission Communication on Guidelines on Population Preparedness under the EU Preparedness Union Strategy (C(2026)8250).** This guidance, while non-binding, is intended to encourage EU Member States and UCPM Participating States to develop their preparedness actions according to their own national organisation, enabling them to benefit from a collection of good practices that build on the EU's wider work on disaster prevention and preparedness.

Policymakers, national and local government officials

Preparedness education **is a long-term investment in societal resilience.** By integrating preparedness into early childhood education and care, pre-primary and primary education, Member States can help children to develop the knowledge, skills and attitudes needed to understand risks, respond appropriately to disruption and contribute to resilient communities. Effective implementation requires collaboration across education, civil protection and other relevant sectors, underpinned by a whole-of-government approach. Preparedness education should be embedded within existing curricula and educational systems rather than introduced as a separate subject.

Preparation

Policymakers and government officials should begin by reviewing existing policies, curricula, competence frameworks, educator training systems and preparedness arrangements. This should clearly adhere to the rights of the child, including the best interests of the child principle, and be informed by national and local risk assessments and supported by engagement with educators, education social partners, local authorities, families, communities and other relevant stakeholders across sectors. Competence frameworks should consider age-appropriate, observable preparedness competences, encompassing knowledge, skills and attitudes, and how these translate into practical behaviours, including those relevant across different hazards and those specific to particular hazards (see **Annex 2** for examples). Effective preparation also requires mapping stakeholders, establishing cross-government coordination mechanisms and engaging educators, local authorities, children, families and communities in policy development processes. The objective is to identify opportunities, gaps and priorities for integrating preparedness in education.

Implementation

Implementation requires translating preparedness objectives into learning outcomes, competences, curricula, educator training and practical guidance. Preparedness education should establish a clear set of preparedness competences that combine knowledge, skills and attitudes, drawing on existing frameworks and educational practices. These competences should be reflected in curricula, teaching materials, educator training programmes and implementation guidance. Successful implementation also depends on adequate resources, workforce capacity and effective coordination between national and local actors.

Quality assurance and monitoring

Preparedness education should be supported by clear monitoring, evaluation and quality assurance mechanisms. Authorities should establish indicators, gather evidence on implementation and learning outcomes, and use feedback to improve policies, curricula, training programmes and resource allocation over time. Monitoring should support continuous improvement and ensure that preparedness education remains responsive to changing risks and needs.

Educators

Preparedness education helps children to develop the knowledge, skills and attitudes needed to anticipate, prepare for, respond to and recover from a wide range of hazards and disruptions. Early childhood education and care (ECEC) settings, preschools (pre-primary) and primary schools are uniquely placed to establish these foundations from an early age and to strengthen resilience among children, their families and communities. Preparedness is best integrated into everyday learning, routines, relationships and school culture, using an all-hazards approach and promoting inclusion, participation, wellbeing, critical thinking and solidarity.

Preparation

Effective preparedness education begins with understanding the local context. Educators should review existing preparedness requirements, identify relevant hazards and risks, assess current emergency plans and communication arrangements, and examine where preparedness-related competences are already present in curricula and everyday practice. Preparedness should involve children, families, local authorities, civil protection actors and community organisations, ensuring clear adherence to the rights of the child, including the best interests of the child principle, a shared understanding of priorities, available resources and local needs. Particular attention should be given to inclusion and the requirements and the needs of children in marginalised groups and/or groups in situations of risk who may face additional barriers during emergencies.

Implementation

Successful implementation of preparedness education depends on educators themselves feeling confident, supported and prepared. It should be delivered through age-appropriate, participatory and inclusive approaches that combine knowledge, practical skills and positive attitudes. Learning should help children to understand risks, develop self-confidence, manage uncertainty, support others, recognise reliable information and take appropriate action during emergencies. Preparedness should be embedded in everyday educational activities and strengthened through collaboration with families, first responders and other community partners. As a principle, preparedness should be embedded through a whole-school approach involving leadership, teaching staff, support personnel, learners and families.

Quality assurance and monitoring

Quality assurance should focus on continuous learning and improvement. Schools and preschool settings should document activities, gather feedback from children, families and staff, and review whether preparedness objectives are being achieved. Monitoring should help educators to identify strengths, address gaps and refine their approach over time. Lessons learnt should inform future practice and contribute to broader local and national preparedness efforts where appropriate.

1. Introduction

Why was this guidance developed?

The EU Preparedness Union Strategy was adopted by the European Commission in March 2025 (Communication JOIN(2025) 130 final) in response to the evolving risk landscape and common challenges facing the EU, building also on the findings and recommendations of the Niinistö report on preparedness and readiness of the EU.

Central to this approach is strengthening population preparedness, strengthening societal resilience by ensuring that citizens are prepared, which constitutes one of the seven building blocks of the Strategy (under Chapter 3, population preparedness).

This SWD is one of five Commission Staff Working Documents (SWD) [1] accompanying Commission Communication on Guidelines on Population Preparedness under the EU Preparedness Union Strategy (C(2026)8250) which covers the following actions**:**

- Guidance under **Action 27** on risk communication (SWD(2026)825);
- Guidance under **Action 28** on reaching a population self-sufficiency of a minimum of 72 hours (SWD(2026)826);
- Guidance under **Action 29** on preparedness in school education curricula and training of educational staff (SWD(2026)827);[2]
- Guidance under **Action 33** on disability inclusive emergency preparedness and first response training, a flagship initiative of the Enhanced Disability Strategy (SWD(2026)828).[3]

It is also accompanied by the **Citizens' Report to the European Citizens' Panel** (SWD(2026)829). The recommendations from the European Citizen Panel on Preparedness, organised in Brussels by the European Commission in March-May 2026 with 150 randomly selected citizens from all 27 Member States, have been taken into account.[4]

In the Commission Communication on Guidelines on Population Preparedness under the EU Preparedness Union Strategy (C(2026) 8250) to which the present SWD is attached, the Commission proposes the following guidelines in the area of preparedness education:

Policymakers, national and local government officials:

[1] Available at https://civil-protection-humanitarian-aid.ec.europa.eu/what/civil-protection/preparedness_en.

[2] This guidance was informed by analytical work undertaken through the Technical Assistance Financing Facility for Disaster Prevention and Preparedness.

[3] Action 33 is accompanied by two TAFF Advisory Reports: Guidance for Persons with Disabilities and Guidance for First Responders.

[4] The panel discussed building a culture of preparedness through education and awareness initiatives, empowering citizens to be first responders and active participants in crisis management. The focus was on strategies that spanned aspects like health, civil society support, and media literacy, addressing the challenges of vulnerable groups and developing leaders across communities. The European Citizens' Panel on Preparedness formulated 20 recommendations, including calls for accessible risk communication, practical guidance on 72-hour self-sufficiency, preparedness education from preschool age, and support for persons with disabilities and other groups facing barriers to preparedness. These recommendations were considered in the development of this guidance.

1. **Review existing laws, policies and preparedness arrangements, and establish a sustained framework** with clear responsibilities and coordination across education, civil protection and other sectors. Involve educators, social partners, children, families and community organisations in development and implementation.
2. **Embed preparedness in existing curricula and competence frameworks** by defining age-appropriate, measurable learning outcomes, informed by national and local risks. Preserve flexibility for schools and educators to adapt teaching methods.
3. **Assess the levels of children's preparedness and the conditions for implementing the reinforced curricula and competence frameworks**, including educator capacity, accessibility and resources. Use feedback and regularly review results to identify gaps, address inequalities, and improve policies, curricula and support.
4. **Enable implementation through initial and continuing educator training, practical teaching resources, adequate financing and cooperation with civil protection authorities, first responders and other relevant services.** Address capacity gaps and support inclusive, safe, and resilient schools with emergency and continuity planning.

Educators:

1. **Integrate preparedness into everyday teaching, play and routines, rather than introducing a standalone subject**. Link activities to local risks and school emergency plans, using supportive, inclusive, and age-appropriate approaches that build confidence and encourage critical thinking without creating fear or anxiety.
2. **Engage children, families, educators, civil protection actors, first responders, health and social services and community organisations in preparedness education**. Respect children's rights and meaningful participation and connect classroom learning to household and community preparedness.
3. **Teach, practise, and exercise preparedness competences,** such as recognising hazards and official warnings, identifying reliable information, seeking help, knowing when and how to call 112, basic first aid, showing resilience, solidarity and empathy, and taking age-appropriate action.
4. **Assess what children can do** through observation, practical exercises and feedback. Use the findings to adapt teaching, identify gaps and strengthen educators' own preparedness through training and professional development.

This SWD is intended to provide further, more detailed guidance based on the guidelines above. This guidance was co-created with experts from EU Member States and UCPM Participating States, civil protection authorities and other disaster risk management stakeholders, including through dedicated workshops, and written consultations to help ensure their practical relevance and applicability.

Action 29 of the EU Preparedness Union Strategy supports EU Member States to integrate preparedness education into school curricula (and similar)[5] for pre-primary and primary

[5] These guidance use curriculum/curricula to encompass: Any framework that orients or mandates children's learning content at a level external to the individual educational setting (e.g. at national level); and the realisation of everyday educational practice in the setting. This may exist as a mandatory implementation of a national curriculum (e.g. compulsory schooling) or, more

education onwards and into the training of educational staff. Preparedness education is a long-term investment in societal resilience, as it is an approach to teaching, school organisation and system planning that helps education systems to prepare children for a changing world, while protecting continuity of learning when shocks occur and contributing positively to their community. Preparedness education focuses on what children learn through curriculum and everyday practice, equipping children and schools with the knowledge, skills, and attitudes they need to reduce risk, respond effectively to disruption and recover in ways that strengthen resilience over time.[6] Rather than being treated as a separate subject, preparedness education is embedded into children's everyday routine and normal learning agenda. This helps to keep a low stress learning environment while building the knowledge, skills, and attitudes that children need to become resilient, even during times of uncertainty. Introducing risks and hazards alongside concrete, age-appropriate protective actions can further help build children's confidence and sense of agency, while avoiding unnecessary fear or anxiety.

This guidance has been developed to support policymakers and national, regional, and local authorities to implement this action and to support educators to embed preparedness across children's everyday routine and normal learning agenda. Both are based on the same strategic and implementation principles, while Section 3 provides actions tailored to the respective audience.

For whom is this guidance intended?

This guidance is intended for policymakers and government officials at national, regional and local levels, and educators.

Policymakers and national government officials set legal and policy frameworks for Early Childhood Education and Care (ECEC) and primary education at national and regional level, national standards, curricula and workforce training policies. When it comes to preparedness topics, these officials may work in the Ministry of Education, which usually acts as the lead entity in curriculum development. Alternatively, they may work in a ministry responsible for disaster risk management, which usually leads disaster preparedness, and thus need to collaborate with the Ministry of Education to define curricula for preparedness education. Finally, they may also work in a relevant public authority, reflecting a collaborative, whole-of-government approach to preparedness (e.g. disaster prevention, health, gender, disability, child protection, family welfare, infrastructure, finance, local governance).

Local government officials design local development strategies and plans based on national laws and policy and allocate the resources necessary to implement those plans and strategies. They hold local responsibility for: ECEC (health, nutrition, preschool, childcare), education, disaster planning and civil protection, and child and social protection, including parenting programmes and mental health support.

Educators primarily address those working directly with young children in educational settings, notably primary schools and preschools (pre-primary). Recognising Early Childhood Education and Care (ECEC) as a continuum from birth to primary compulsory school age internationally, across EU policies and in many EU Member States, this document focuses on the pre-primary and primary education aspects of the continuum. As the guidance takes a whole-of-society and whole-

informally, as an agreed local pedagogical framework (e.g. not all countries have mandatory curricula for early childhood education and care (ECEC).

[6] World Bank, *Recommendations for Preparedness Education in Early Childhood and Primary Schooling in the EU*, 2026, p. 25.

of-government approach, it is also meant for those leading programmes, settings and schools at local (municipal) level. Although focused on formal pre-primary and primary education, the guidance can also be relevant to more informal programmes and extracurricular activities and initiatives at local level where children's learning takes place (e.g. playgroups, after-school clubs). While there are distinct roles in educational settings and institutions (e.g. early childhood educator, teacher, school/ early childhood education and care leader), this guidance uses the term **educator** throughout to refer to all professionals working in these settings and contexts.

What is the scope of this guidance?

This guidance focuses on the inclusion of preparedness education in early childhood and primary school curricula (or similar), within the scope of the EU Preparedness Union Strategy. Pre-primary and primary education provides a unique opportunity to establish the foundations of lifelong preparedness. During this period, children can develop key routines and foundational competencies that support safety, continuity and recovery (*see Box 1. Supporting preparedness planning in educational facilities and Box 2. Preparedness planning in educational facilities*). Pre-primary facilities and primary schools are strategic sites for building resilience that extends beyond the centre or school itself and into families and communities.

For policymakers, this means that preparedness education should be understood as a systemic and long-term responsibility, supported through policy development and coordination across education and other relevant sectors. Rather than adding additional burden to the curriculum, it seeks to embed preparedness in ways that are feasible, scalable and relevant to local contexts.

- **For policymakers and national government officials**, this guidance focuses on policy development and revision; cross-government coordination; joint planning; monitoring; budgeting; and communicating with local officials and communities.

- **For local government officials**, it focuses on adapting and implementing national policy locally; multistakeholder and cross-government coordination; joint planning; quality assurance; evidence-based decisions and budgeting; and public engagement and communication.

For educators, preparedness education should be integrated into well-established pedagogical practices and play-based approaches that recognise children's rights, their agency and capabilities from a young age. The guidance empowers educators as enactors of systemic preparedness policies and those who are best placed to interpret policy frameworks based on their knowledge of the children, families, and communities with which they engage in their everyday practice, and ensure that they are prepared before, during and after a disaster. The aim is not to add additional burden to the curriculum, but to embed preparedness in ways that are feasible, scalable and relevant to local contexts.

How was this guidance developed?

An evidence-based and user-oriented approach underpins this guidance, ensuring that it is relevant, actionable and adaptable. The approach draws on research, existing good practices and lessons learnt from preparedness education initiatives across Europe and beyond, as well as input from education stakeholders, civil protection authorities, and other relevant actors. The guidance was further shaped through exchanges with EU Member States and UCPM Participating States and a dedicated co-creation workshop held in Brussels on 10–11 March 2026, bringing together representatives from 23 EU Member States and UCPM Participating States, disaster risk

management and education experts, as well as relevant stakeholders. Its development was also informed by analytical work undertaken through the Technical Assistance Financing Facility for Disaster Prevention and Preparedness (TAFF), including a comparative assessment of how preparedness is integrated into early childhood and primary education (Recommendations for Preparedness Education in Early Childhood and Primary Schooling in the EU) and a repository of preparedness education good practices and resources.

How should this guidance be used?

Preparedness education can only be effective when educators are recognised not only as recipients and implementers of policies but also as contributors to their design. Teachers and school leaders possess professional expertise regarding pedagogy, child development, inclusion, classroom realities and community needs. This expertise is critical for effective preparedness education at all levels; educators should therefore be involved in the following steps.

The guidance starts with a set of questions to catalyse thinking on preparedness education, followed by action points organised in **three steps**: ***Take stock and prepare***; ***Take action***; and ***Review, learn and adjust***. The guidance starts with action points at programme and whole-school level, e.g. for consideration by programme or school leaders and leadership teams. It should help to orient local practice in the wider (e.g. national) preparedness policy context and reaffirm that educators can confidently take responsibility for implementation and educational practice with children, families and communities.

The different actions for each step are intended to help actors to assess their systems, then act in their own contexts. Reviewing them and formulating a whole-school plan for working through them can ensure a coherent approach. The questions and actions are intended to indicate direction, while trusting that educators themselves are best placed to know what is right for their context. The actions are not necessarily linear and there is no one-size-fits-all. Actions should be context-specific and based on a clear picture of applicable hazards and risk profiles. Good practices are available for inspiration (see **Annex 3**).

2. Guiding principles for preparedness education

2.1. Strategic principles

The principles below apply at every stage of preparedness education and should be considered across all action points.

Inclusion

All actions on preparedness in pre-primary and primary education must be grounded in the best interests of the child principle and should work for every child, family and community member, including children and staff with disabilities, people with language barriers (including minority language speakers), and other marginalised groups and/or groups in situations of risk. Education, including preparedness education, provides the knowledge, skills and attitudes that support broad social resilience and to which preparedness education contributes.

Social inclusion is a key aspect of both preparedness and resilience in the face of crises. This includes ensuring accessibility, universal design and, where needed, reasonable accommodation in learning environments, communication, digital tools, emergency procedures, drills, transport, and all preparedness-related services and measures, so that children, staff and family members with disabilities can participate on an equal basis with others. Further support for mainstreaming

inclusion into the proposed actions can be found in the **SWD(2026) 828 under Action 33**. Social inclusion is central as preparedness and resilience depend not only on systems and infrastructure, but also on whether people can access, understand and benefit from support during a crisis.

Whole-of-government collaboration

Preparedness education requires a collaboration between many actors across different sectors, institutions, settings and levels of government, practice and administration. Only a whole-of-government and whole-of-society approach ensures that implementation and quality assurance is shared across all levels. This works best when coordination is clear between national and local levels across sectors (education, health, civil protection and disaster risk management services, social services).[7] Connecting actors at different levels, including linking local and national mechanisms to EU-level preparedness education initiatives, may help to maintain momentum once the initial or urgent focus on preparedness education has slowed.

Resilience

Resilience is the goal of preparedness education, which seeks to prepare children and communities for an increasingly uncertain life. This includes fostering a proactive approach to risk, equipping children and educators not only to prepare for and respond to emergencies, but also to recognise risks and understand how their actions can help prevent and reduce risks, reduce exposure and vulnerability, and contribute to safer environments. Building resilience also requires safeguarding children's well-being, ensuring that hazards and emergencies are addressed through age-appropriate, trauma-informed and "do no harm" approaches that build confidence and preparedness without creating unnecessary fear or anxiety.

Schools and early childhood education and care settings can serve as community resilience hubs, extending the benefits of preparedness education beyond the classroom. By bringing together children, educators, families, civil protection authorities and other local stakeholders, they can strengthen risk awareness, foster a shared culture of preparedness and promote cooperation, solidarity and mutual support. Through these connections, preparedness knowledge and skills can reach households and wider communities, while schools themselves become better equipped to anticipate risks, manage disruptions and ensure the continuity of education. Recognising and supporting this wider role is essential to embedding preparedness in everyday life and strengthening resilience across society.

That requires an approach that addresses four levels at once: (1) the system (to ensure a whole-of-government and whole-of-society approach), (2) the whole school and pre-school community, individual (knowledge, skills, attitudes and values among children and staff), (3) the wider community (by enabling children to share what they learn with their families and wider communities), and (4) the infrastructure (e.g. ensure safe and disaster and climate resilient infrastructure/facilities). Social-emotional learning and mental health/psychosocial support for children and staff are central to resilience and should be integrated across all three competence areas: research suggests that caring, supportive adults are one of the most effective ways to build resilience in a child.

Building resilience is more than a pedagogical activity. It is a collective institutional responsibility involving all actors in the school community. A genuinely resilient educational

[7] A One Health approach can further strengthen this coordination by bringing together actors from the human, animal, plant and environmental health sector for the purpose of preparedness education, particularly in relation to risks such as infectious disease outbreaks, food and water safety, antimicrobial resistance, pollution and climate-related disruption.

institution requires coordinated action involving preschool and school leadership, all educators, support staff, administrative personnel, learners, families and external partners. Preparedness should therefore be embedded within preschool and school culture, governance structures, organisational practices, wellbeing policies and health and safety procedures, involving children in their design and implementation.

Importantly, preparedness and emergency arrangements should promote inclusion in the community and should avoid responses that segregate, isolate or institutionalise persons with disabilities, including children with disabilities, during or after emergencies.

All-hazards approach

Preparedness education should be based on an all-hazards approach, recognising that children and communities may face a wide range of disruptions, including those arising from natural and human-induced hazards, those associated with climate change and environmental degradation, public health emergencies, technological incidents, cyber disruptions and other societal crises. While specific risks vary across EU Member States, UCPM Participating States, and local contexts, many of the competences needed to prepare for, respond to and recover from disruptions are transferable across hazard types. Preparedness education should focus on risk-specific and broader knowledge and skills, attitudes and values. This enables education systems to prepare children for uncertainty without continually adapting curricula to emerging threats.

Professional autonomy

Teachers and school leaders should retain professional autonomy in selecting pedagogical approaches, adapting preparedness content to their educational contexts and contributing to the design, implementation and evaluation of preparedness education policies and curricula.

2.2. Implementation principles

These principles guide how preparedness education should be taught and its quality is assured.

Competence-based learning

Learning should build from play-based routines and basic competences in the International Standard Classification of Education (ISCED)[8] 0 (early childhood education) to deeper, assessed competences taught in an engaging and participatory way in ISCED 1 (primary education). Learning should combine **subject knowledge** (e.g. science, citizenship education, information technology (IT)) with **different skills** (decision-making, empathy, responding to specific risks, working effectively with others) and **positive attitudes** (seeing oneself as capable, appreciating diversity).

- **Knowledge** – understanding the 'why' behind procedures and protocols, as well as facts, figures and ideas related to different risks and related subject areas.

[8] ISCED is an international framework adopted by the EU to classify education and education statistics. ISCED 0 refers to early childhood education and ISCED 1 refers to primary education.

- **Skills** – the ability and capacity to carry out processes and use knowledge to achieve results, including under duress. This includes preparing for and responding to specific risks, as well as regulating emotions, making good decisions and supporting others.

- **Attitudes** – the mindset that determines how someone acts, bridging knowledge and skills.

These three dimensions of competence originate in the 2018 Council Recommendation of Key Competences for Lifelong Learning.[9] The competency framework presented in **Annex 2** provides an illustrative progression of preparedness-related competences for early childhood and primary education, drawing on existing EU competence frameworks such as the conceptual framework for lifelong learning, LifeComp,[10] the European Digital Competency Framework, DigComp,[11] and the European Sustainability Competence Framework, GreenComp,[12] which form the basis for the competences for preparedness education suggested in this guidance.[13]

This competency framework should be adapted to policy priorities and local risk contexts, with EU Member States and UCPM Participating States retaining full flexibility in determining how preparedness-related competences are reflected in national curricula, educational structures and pedagogical approaches. **Annex 2**, therefore, provides a non-binding reference and source of inspiration, and is not intended to be a common set of European learning requirements.

Child participation

Children have the right to participate in decisions that affect their lives, learning and overall sense of safety, including the design and implementation of preparedness education. 14 Children's active participation should build confidence, agency and solidarity, without transferring to them responsibilities for managing emergencies or protecting others that properly belong to adults. Mechanisms and approaches for involving children in all stages of education should be designed in line with children's right to be heard and to have their views taken into account15 and should be transparent, informative, voluntary, respectful, relevant, child-friendly and inclusive. 16 Participation and consultation mechanisms should be accessible and adapted so that children with disabilities can express their views and contribute meaningfully, with support where required and in line with their evolving capacities. Practical approaches can also draw on the Lundy Model of Child Participation, used by the EU Children's Participation Platform. Children's participation in preparedness education is in line with the EU's broader commitment to children's participation in democratic and civic life.17 Parental and family involvement is also important: families should, where appropriate, be consulted and engaged in preparedness education and supported to develop

[9] Council Recommendation of 22 May 2018 on key competences for life-long learning, 92018/C/189/01), OJ C 189, 4.62018, p. 1-13.
[10] LifeComp defines nine competences (knowledge, skills, attitudes) across three core areas (social, personal, learning to learn). It intends to support resilience and thriving despite uncertain conditions.
[11] Developed by the EU for use by schools, policymakers and employers, DigComp provides a common understanding of digital competence across five core areas.
[12] GreenComp contains 12 competences across four core, interrelated areas. It provides a common reference and foundation for learners and guidance for educators on its implementation.
[13] This competence framework was developed by the World Bank and the Global Facility for Disaster Reduction and Recovery (GFDRR) as part of work done the Technical Assistance Financing Facility for Disaster Prevention and Preparedness (TAFF) report.
[14] Child participation in political and democratic life - European Commission.
[15] See Article 12 of the United Nations Convention on the Rights of the Child and Article 24 of the Charter of Fundamental Rights of the European Union. See also UN Committee on the Rights of the Child, General Comment No 12 (2009).
[16] Eurochild, *Flagship Sub-report on Child Participation*, Eurochild, Brussels, 2024.
[17] Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the EU Strategy on the Rights of the Child, COM(2021) 142 final, Brussels, 24.3.2021.

and reinforce these competences within the household, helping to extend preparedness learning beyond the school environment.

Educator support and empowerment

Educators and civil protection staff already face significant demands. Nonetheless, the successful implementation of preparedness education depends on educators feeling confident, supported and empowered to deliver it appropriately. Strengthening educators' self-efficacy, their confidence in their ability to effectively deliver preparedness education, is therefore an important behavioural objective, as research on teacher self-efficacy highlights its role in the adoption and sustained implementation of new teaching practices. This requires opportunities for hands-on practice and learning from peers, allowing educators to build their own experience, develop a sense of competence and learn from the approaches of others. Finding ways to sustain motivation are important, such as public recognition, extra training (e.g. during working hours), clear, practical and easily accessible guidance and resources that educators can readily use in their day-to-day work, and mechanisms for sharing good practices and funding opportunities (e.g. communities of practice, peer-learning networks). Educators who feel supported and empowered are more willing to monitor and adjust their own practices. Holistic and effective support for educators should include measures addressing workload, psychosocial risks, staffing levels and occupational health and safety. Monitoring should also consider whether the support and opportunities provided are effectively strengthening educators' self-efficacy over time.

Families play an important role in helping to reinforce and extend learning beyond the education setting and into the household. Educators should be equipped with the competences and tools to communicate and engage effectively with parents and caregivers, including to plan approaches that respond to learners' needs together. To ensure meaningful parental engagement, particularly for cross-curricular topics such as preparedness, educators should be supported to build and sustain these partnerships.

Capacity-building and professional development

Educators report time, training and funding as key constraints to effectively addressing preparedness in school curricula and activities.

- To minimise time constraints, apply a *preparedness-by-design* approach by building preparedness into existing routines, subjects and professional development activities, rather than introducing it as a standalone requirement. Where relevant, professional development should also connect with existing risk prevention and mitigation measures and occupational health and safety arrangements within education and training institutions.

- Educators need appropriate professional development to enable them to use age-appropriate pedagogies that align with the developmental progression of preparedness competencies. These include play-based and rights-based approaches for young children and continuing with engaging, exploratory and experiential methodologies for primary education. Ongoing support and feedback mechanisms should be embedded within professional development systems to identify emerging needs and continuously strengthen educator capacity. Resources can be found on European School Education Platform (ESEP) and the EU Learning Corner.

- Educators require systematic training in the field of preparedness. They should have recourse to a clearly defined competence framework that sets out the necessary knowledge, skills and attitudes of educators.

- Educators should be supported to identify their professional development and capacity-building needs and to raise these with education and training institution leaders or relevant authorities. Institutions and policymakers should consider how relevant EU (e.g. Erasmus+), national and local sources of funding to support professional development, resources and capacity-building activities.

Accountability and continuous improvement

Quality assurance and monitoring should be considered a learning exercise, demonstrating what is/is not working and what needs to be revised. The tools and approaches to monitor learning outcomes for preparedness education should support the use of the resulting data to improve policies, action plans and implementation of formal and informal preparedness education in pre-primary and primary education settings.

3. Actions for preparedness education in pre-primary and primary schools

Before starting, it is useful to ask several key questions about preparedness education.

- **What is the understanding of preparedness?** Understandings of preparedness may differ across countries and education systems, reflecting different risk contexts, experiences, policies and approaches. When developing preparedness education, it is useful to consider what preparedness means in the national context and what is already in place. For example: How is preparedness currently defined or understood? Which aspects of preparedness are emphasised?

- **What assumptions are embedded in curricula?** [18] Education reflects the social norms and values of the society that shaped them and integrating preparedness education into the national curricula offers an opportunity to critically engage with these norms and values. For example: Are children taught to defer to adult authority or to take independent action if necessary? Is the focus solely on individual knowledge and action or is there some focus on team-based, collective knowledge and action? Are children taught to respect nature? Are they taught to engage with people and communities that are different from their own? Children absorb these inherent values and carry these messages into their families and communities. A helpful resource to consult may be the 2018 Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching.

- **What are children currently learning?** Is there information on the current learning outcomes for preparedness education and how well children are achieving them? If preparedness is already integrated into curricula, that may be formal data management systems. If it is not integrated, identify any data sources that may show what is currently taught, by whom and the learning outcomes. This could include formal sources, for

[18] This guidance uses the term 'curriculum' to encompass 1. Any framework that orients or mandates children's learning content at a level external to the individual educational setting (e.g. at national level) and 2. The realization of everyday educational practice in the setting. This may exist as a mandatory implementation of a national curriculum (e.g. in the case of compulsory schooling) or, more informally, as agreed local pedagogical framework in the absence of national mandatory curricula (e.g. not all countries have mandatory curricula for ECEC).

example the primary sciences curriculum, or non-formal education sources, such as non-profits or other partners.

- **What should children be learning?** What sources of information are available to help determine the knowledge, skills and attitudes that are most important for the national context as well as for this specific setting and its community? Relevant thematic areas include first aid, specific crisis response, climate adaptation, social inclusion and resilience-building. Have risk assessment exercises been conducted nationally or locally? If so, what do the results say about the various risks facing the community and the level of resilience already present? As this will differ between regions or municipalities, it is important to adapt this knowledge to the specific situation.[19]

- **Are current processes to define curricula participatory?** Do all communities have meaningful, accessible and safe opportunities to share ideas and provide feedback on learning outcomes and curricula content, including through accessible formats, appropriate languages and culturally responsive approaches? Do children, educators, parents and caregivers have opportunities to engage in the design of curricula, teaching methods and learning activities?

- **What new or additional support might educators need?** If preparedness education is to be newly integrated into curricula, this may require different pedagogical approaches than those currently used by educators. Existing pedagogical approaches may need to be re-thought and supported, for example through professional development or mentoring, and may also require a potential revision of teacher training packages (pre-service and in-service). Alongside building preparedness competences in children, educators will need to acquire these skills themselves. For additional information on disability-inclusive preparedness in educational settings, see the **SWD(2026) 828 under Action 33** and the accompanying Advisory Report on the Guidance for Persons with Disabilities: How to Act in Emergencies, including the sections For Teachers and School Staff, under the module 7: Guide for Support Persons and Community.

- **Who needs to be involved in preparedness education?** In line with the whole-of-government and whole-of-society approach, effective preparedness education requires collaboration across sectors, levels of government and society. When developing preparedness education, it is useful to consider which actors need to be involved, what their respective roles and responsibilities are according to national and local governance arrangements, and how they can contribute. This includes partnerships among educators and with other education and training providers, particularly where preparedness is integrated across subjects and requires interdisciplinary approaches. Educators should therefore be supported to develop the competences needed to build such partnerships and collaborate across different disciplines and actors. For example: What partnerships already exist? What roles can schools, teachers, families, other education and training providers, emergency services, civil society, organisations of persons with disabilities and other relevant actors play? What support do educators need to collaborate effectively across subjects and with these different partners?

- **How will monitoring data be collected and used?** How are data currently collected on achievement of learning outcomes and the competences relevant for preparedness

[19] This may also include age-appropriate learning linked to the One Health approach, for example understanding connections between hygiene, animals, food, water, air, biodiversity, healthy environments and community wellbeing.

education, whether formal or informal education programming? How are education monitoring data used in policy revision processes? How could data from preparedness education be useful for future policy updates?

- **How is learning and practice documented to make the best use of information?** Are data collected on children's learning and development? Does the information and documentation inform policymaking at the local or national level and, if so, how? How can systems-level data (e.g. national data) from preparedness education be used to support, develop or revise education practice in this particular community?

- **How are learning outcomes communicated to families and communities?** How are learning frameworks and learning outcome results communicated nationally and locally to families and communities? Are preparedness education expectations and results to be communicated to parents and communities? Are existing channels accessible and inclusive and able to communicate learning and results to all relevant families and communities, or are new approaches needed? What supports are available to communicate preparedness education expectations and results to parents and communities?

- **How is participation organised?** Are parents, families and members of the community regularly invited to share ideas and feedback on learning outcomes and curricula content? How are marginalised groups and/or groups in situations of risk, such as minority or learners with diverse/ learning requirements, included? Are children included in the process?

The following section offers selected actions that policymakers, national officials and local officials can take to translate ambition into action for preparedness education in pre-primary and primary education. These are proposed action points drawn from i) the TAFF report; ii) global good practices and relevant international frameworks; iii) feedback from EU Member States and UCPM Participating States experts of a workshop in March 2026; and iv) professional expertise involved in the development of this guidance. Some of the materials and additional resources to support these actions can be found in **Annex 1**.

3.1. Action points for policymakers and national government officials

3.1.1. Preparation: Take stock and prepare

Policy and legal

- **Map the hazards and risks,** first by taking stock of whether relevant risk assessments are already undertaken by national or local civil protection authorities and how regularly risk information and awareness are reviewed and updated. Then, use existing national and local risk assessments, historical events and available data to identify the hazards and risks that may affect children, schools and education communities. Consider how risks vary across locations and groups, including potential impacts on school safety and continuity of education, and use this mapping to determine preparedness education priorities. Risk mapping should also identify disability-related barriers and support needs.[20] Ensure that the resulting priorities and relevant risk information are communicated to education and

[20] This may include barriers related to accessibility, communication, evacuation, transport, assistive devices, personal support, health-related needs and continuity of community-based services, with a view to ensuring equal safety and access for children, staff and family members with disabilities.

training institutions and educators in an accessible and practical way, so that they can understand which risks should be addressed through preparedness education.

- **Review existing national laws and policies** relevant for the development or revision of long-term policies and plans for preparedness education in pre-primary and primary education locations and programmes (formal, extracurricular). Look beyond the ministries responsible for education and disaster risk management authorities to those responsible for sustainable development and digital transformation, as well as broader resilience across society. The aim is to understand current policy ambitions guiding how preparedness education and resilience are already conceptualised nationally to determine the changes needed to address for preparedness in education.
    - The review should include education and crisis management policies, national competence frameworks, curricula, protocols and guidance, policies, mandate and professional development packages for formal (e.g. pre-primary and primary schools), community-based, extracurricular and non-formal programmes alike (e.g. play hubs, after-school and seasonal programmes), including mandates and any continuity plans relevant to preparedness education.
    - Consider whether and how existing laws and policies create an institutional environment for the realisation of identified education-specific benefits from integrating preparedness education:[21]
        - Safe, inclusive learning environments (risk-aware school routines, accessible facilities, trauma-sensitive pedagogy provided by educators).
        - Continuity and equity (preparedness plans that prevent loss of instructional time and close equity gaps for children already at a disadvantage).
        - Improved learning outcomes and wellbeing (protective behaviours, consistent and progressive practices that reduce stress, build confidence and support engagement).
        - Cost-effectiveness and system efficiency (lowers recovery costs, supports most efficient use of resources).
- **Identify gaps between current policies and implementation,** particularly what is needed from preparedness education, considering that it should be accessible, support prevention and response to specific risks, as well as broader climate adaptation, equality, non-discrimination, accessibility, social inclusion and resilience-building in younger children and, by default, their families and communities. If a national, multi-hazard risk assessment has been completed, that will provide helpful data on risks linked to specific areas.
- **Develop or revise the policy framework** to ensure that it provides longer-term support for direction and resourcing for preparedness education, allowing local actors to implement the policy ambitions. Where a formal policy or legislative mandate does not exist, consider pathways to establish one, helping to embed preparedness education over

[21] World Bank, *Recommendations for Preparedness Education in Early Childhood and Primary Schooling in the EU*, 2026, p. 25.

the longer term and reduce reliance on short-term funding or individual initiatives. Here are some examples:

Table 1. Relevant country examples

Example	Main takeaways
Law No. 92/2019 Italy	Civil protection and disaster preparedness integrated into civic education curricula, making preparedness mandatory rather than an optional activity. Preparedness competences integrated across existing curricula for national comparability while allowing local implementation flexibility.
Disaster Risk Reduction Strategy (2025-2030) and Education Reform Strategy (2025 – 2035) Montenegro	Disaster risk reduction is linked to broader, national education reforms. Provides a comprehensive policy framework that connects preparedness education, teacher training, school preparedness planning and digital learning. Specific focus is made on staff working in centres with disabled students, including adaptation of education materials.

Stakeholder engagement and collaboration

- **Map existing coordination structures and stakeholders relevant to preparedness education.** Identify cross-ministerial and cross-sectoral coordination mechanisms, including the stakeholders currently involved and any additional actors whose participation may be needed. At the *policy and institutional level*, this should include ministries, civil protection agencies, development partners, and other relevant public authorities. At the *education and school level*, map the specific stakeholders responsible for curriculum decisions at each level (national/federal/local), as well as education social partners, including representative education trade unions and employers' organisations, whose involvement should be institutionalised through social dialogue mechanisms. *Wider stakeholder engagement* should include civil society organisations, including organisations of persons with disabilities (OPDs), as well as organisations representing older persons, children and young people, women and marginalised groups such as LGBTIQ+ individuals and Roma, academic bodies and the private sector. Consider ways to meaningfully engage children and families.

- **Representative organisations of persons with disabilities, including organisations representing children with disabilities and persons with different types of impairments, should be meaningfully consulted** and involved in the design, implementation, monitoring and review of preparedness education policies, plans, tools and exercises.

- **Assess whether mapped stakeholders can contribute meaningfully** to policy development, coordination and curriculum revision processes (e.g. staff time, training, expertise). Identify any constraints that may limit participation and consider any additional supports needed to enable effective engagement.

- **Develop or revise protocols for cross-government collaboration** based on the mapping findings, defining roles, responsibilities, timelines, expected outcomes and coordination mechanisms to be used for policy-level work on preparedness education.

- **Link national and local coordination mechanisms** so that national planning is informed by local planning, expertise and ideas. Take steps to establish clear channels for communication and data-sharing between national government, local government, schools and families.

- **Connect preparedness education with wider education-sector preparedness** (*see* Box 1 below for further guidance on preparedness planning in educational facilities; complementary practical guidance for educators is also provided in Box *2.* Preparedness planning in educational facilities). Clarify how preparedness education relates to staff preparedness, crisis management and continuity arrangements, and define the respective roles of education authorities, school leaders, educators and civil protection actors.

- Plan for educational continuity during emergencies. Take stock of existing continuity arrangements and consider how learning can continue during prolonged disruptions, including power or communications outages, cyber incidents, evacuations, displacement, and epidemics. Identify roles, alternative arrangements and necessary resources in advance. Educational continuity planning should include accessible alternative learning arrangements and measures to ensure continuity of disability-related support.[22]

Box 1. Supporting preparedness planning in educational facilities

National, regional and local authorities should support educational institutions in strengthening the preparedness of both learning activities and physical learning and working environments. This includes ensuring that education settings have access to appropriate guidance, resources and coordination mechanisms to develop, review and regularly update emergency preparedness and response plans, taking account of local risks, children's developmental stages and the specific circumstances of early childhood education and care (ECEC), pre-primary and primary education.

Depending on their respective competences and institutional arrangements, authorities should consider:

- **Policy frameworks and responsibilities:** Establish clear roles, responsibilities and expectations for preparedness planning in educational facilities, building on existing education, civil protection, building safety and occupational health and safety requirements.

- **Risk-informed planning:** Support educational institutions in accessing relevant local risk information and integrating it into emergency planning, including building safety, accessibility, evacuation arrangements, climate resilience and continuity of essential services.

[22] This may include assistive devices, accessible transport where relevant, personal assistance, communication support and other community-based services required by children and staff with disabilities.

- **Coordination and communication:** Strengthen cooperation between education authorities, civil protection services, emergency responders and educational institutions, including clear communication and coordination arrangements before and during emergencies.

- **Age-appropriate and inclusive arrangements:** Ensure that guidance accounts for the specific needs of young children, including infants and children with disabilities, and addresses staffing constraints, evacuation assistance, essential supplies, psychological support and family reunification.

- **Preparedness beyond the classroom:** Encourage planning for emergencies during outdoor activities, excursions and other activities outside educational facilities, as well as disruptions affecting access to or the operation of education settings.

- **Training, exercises and resources:** Support appropriate staff training, regular drills and practical exercises relevant to local risks, alongside access to the equipment, resources and support needed for implementation.

- **Monitoring and continuous improvement:** Encourage periodic review of preparedness plans, drawing on exercises, incidents, feedback from educators and families, and evolving risks and needs.

- Consider further **SWD(2026) 825 under Action 27 and SWD(2026) 826 under Action 28**.

Learning outcomes, competences and curricula frameworks

- **Review existing learning outcome frameworks, competence frameworks and curricula frameworks (formal, non-formal) for preparedness education**. First, look for the presence (or absence) of learning outcomes that reflect the key competence areas (knowledge, skills, attitudes) for preparedness education. Then, in the curricula frameworks, look at the subject areas within the curricula where the competences are taught, for example in core subjects, such as geography or science, or other appropriate curriculum areas. Next, consider where there are gaps in the preparedness competences being taught, e.g. is there a focus on knowledge of hazards in science but not on transferable skills such as empathy and decision-making?

- **EU-level competence frameworks**, such as GreenComp, LifeComp, DigiComp, and EntreComp may be useful here.

- **The Digital Education Action Plan 2021-2027 outlines a set of actions promoting digital skills, digital and media literacy and addressing disinformation**. A related European Education Area working group created a useful digital archive that contains many documents, including on competence development. See further **the work under Action 34 of the EU Preparedness Union Strategy and SWD(2026) 825 under Action 27**.

    - As part of the Digital Education Action Plan, the updated Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training are also a useful resource as they reflect the latest developments in the digital landscape, including generative AI, the use of social

media and the role of influencers. They aim to ensure that young people are equipped with skills and competences to engage critically with the online world and build resilience towards challenges, such as disinformation, Foreign Information Manipulation and Interference (FIMI) and propaganda.

- Additionally, the EU-OECD AI Literacy Framework for primary and secondary education offers a common approach to the competences young people need to use and critically engage with AI tools in their daily and educational practices. The Framework is structured into 19 competences across four core domains (Engage with AI, Create with AI, Manage AI, and Shape AI) and it will contribute to the PISA 2029 assessment, which will test media and AI literacy as part of its innovative domain.

- **Think about the most appropriate integration models** (see **Annex 3** for examples). As a starting point, a simple integration spectrum could look like this:

- **Whole school**: embedded across multiple curricular subjects, school culture and school practices (not solely curriculum content). With this approach, preparedness is not optional. It is difficult to eliminate from daily school instruction and is visible across competences (knowledge, skills, attitudes) and learning outcomes.

  - **Infused**[23] in selected subjects: Preparedness is included holistically in one or several core curricular subjects (e.g. science, geography, social studies) across education levels. With this approach, preparedness is included in a specific core subject area and is visible in competences and learning outcomes for these subject(s) only.

  - **Standalone**: Not included in core subjects but treated as its own subject or module within a subject. With this approach, there is a higher risk of it being more easily eliminated if educators run out of time. It can also be provided by guest educators (e.g. civil protection, scouts, local non-profit). May be visible in the competences and learning outcomes.

- **Absent**: Not taught at all in the curriculum (formal, non-formal but linked to centre or school) and not visible in learning outcomes or competence frameworks.

Table 2. Relevant country examples

Example	Model(s)	Main takeaways
Protection of People in Common Risks and Emergencies (*Ochrana člověka za běžných rizik a mimořádných událostí*) Czechia	Infused	Protection of People in Common Risks and Emergencies (Ochrana člověka za běžných rizik a mimořádných událostí) is part of compulsory content in the curricula of basic education and all primary schools are required to incorporate topics into their pedagogy. Schools have flexibility to integrate content in various subjects and activities.

[23] Adapted from Pillar 3 (Risk Reduction & Resilience Education) of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) and the Comprehensive School Safety Framework (CSSF).

Referencial de Educação para o Risco (RERisco) Portugal	Whole School	Cross-age framework for preparedness education that includes different hazards (natural, technological) and competences such as self-protection, risk awareness and safety planning. Guidance supports co-creation of materials between schools, teachers, local authorities and children and can be adapted to local contexts.
First Lesson: Disaster Awareness Education (*İlk Ders: Afet Farkındalık Eğitimi*) Türkiye	Standalone, Whole School	In disaster-prone regions, the first lesson of the school day is about disaster awareness, which could be an entry point for systemic integration of disaster-awareness content elsewhere in the curricula/pedagogy. Can be contextualised for local hazards.
Life Sciences Türkiye	Infused	Preparedness education content is infused in Life Sciences subject material as part of the Century of Türkiye Education Model (2024), with accompanying, grade-specific learning outcomes for grades 1-3[24]

- **Decide a minimum set of national learning outcomes and preparedness competences** that include a mixture of knowledge, skills and attitudes. Learning outcomes demonstrate how competences are operationalised[25]. Suggested competence domains include:[26]
    - *Hazard recognition and risk understanding* (e.g. name hazards; describe characteristics of hazards; explain causes and effects of local hazards).
    - *Protective actions and procedural skills* (e.g. practice protective postures through play; participate in school drills and adapt; calling 112; first aid and resuscitation; lead a peer to a safe zone; assess weather conditions).
    - *Socio-emotional regulation and peer support* (e.g. recognise and express emotions; use practiced coping strategies; lead and assist younger children).
    - *Other risks* (e.g. in relation to critical thinking, media literacy, among others).
- *Communication and help-seeking* (e.g. identify safe adults; understand roles of different first responders; make decisions on seeking help versus providing assistance).
- *Planning and problem-solving* (e.g. demonstrate foundational risk vocabulary; complete age-appropriate preparedness tasks; contribute to school and home preparedness planning).

[24] See Eurydice Report: Preparedness Education in Europe (26 February 2026), p. 34)
[25] For example, a learning outcome could be that a child can identify three safe evacuation routes and behaves in ways that reflect a tolerance for differences, reflecting the knowledge, skills and attitudes that they have developed progressively.
[26] *Recommendations for Preparedness Education in Early Childhood and Primary Schooling in the EU*, Table 1: Preparedness education across ISCED levels (ages 3-12), p. 27.

- *Primary learning focus* (e.g. trust routines; understand purpose and rationale; demonstrate leadership and collective responsibility).

- **Consider where to integrate or infuse the competences**. Traditional subject areas to consider could include e.g. sciences, history and geography, but the individual curricular framework may offer different options that make more sense. Map multiple possible entry points (formal, extracurricular, community programmes) according to the integration model selected and conduct a consultation process (including with children, local officials, communities) to gather feedback on the options before making a decision. Consider which professionals could help educators to deliver these competences (e.g. a 112 operator or firefighter). For inspiration, consider these examples:

Table 3. Relevant country examples

Examples	Main takeaways
I Am Civil Protection Too (*Anch'io sono la Protezione Civile*) Italy	A national summer camp programme implemented by regional authorities, national and local civil protection volunteer organisations for children aged 10-16. Children meet and engage with different civil protection services. Extracurricular programme that complements any preparedness education provided in the primary school curricula.
Whole system curriculum Japan	Preparedness is not treated as a separate topic, but integrated throughout curriculum guidance, school safety education and school management practices. This is linked to Japan's school safety policy and is across all school levels and curricular subjects.

- **Backward mapping,**[27] i.e., starting with the desired learning outcomes (and the competences they should reflect) and then working on the curriculum, can help in designing policy and implementation frameworks, as well as monitoring frameworks, monitoring tools and teaching materials, progressing from ISCED 0 to ISCED 1.

- **Take stock of early warning systems and related preparedness arrangements**. Identify how early warnings are generated and communicated at national and local levels, the official warning messages and trusted communication channels used, the actions people are expected to take, and how these link with existing household preparedness and family emergency planning guidance.

Workforce

- **Assess the existing workplace environment and practices.** Take stock of the prevention, risk management, preparedness and occupational health and safety measures already in place across education and training institutions, including how these support and protect the workforce. Consider whether the institutional environment itself reflects and reinforces the principles and competences being promoted through preparedness education,

[27] Elmore, R. F., 'Backward mapping: Implementation research and policy decisions', *Political Science Quarterly*, Vol. 94, Issue 4, 1979, pp. 601–616; Dyer, C., 'Researching the implementation of educational policy: A backward mapping approach', *Comparative Education*, Vol. 35, Issue 1, 1999, pp. 45–61, https://doi.org/10.1080/03050069928062.

recognising that learners also develop these competences by observing and engaging with the environment around them.

- **Analyse national pre-service and in-service educator professional development and training policies** (pre-primary, primary, extracurricular), referencing the learning outcomes, competences and new or revised curricula frameworks. Identify gaps in educator professional development packages, including training on play-based and interactive pedagogies, that will be important for effectively teaching key preparedness competences. **Annex 3** offers examples of game-based pedagogies to consider for effective teaching of preparedness education at these education levels. Additional resources are available on the European School Education Platform (ESEP) and the Erasmus+ Teacher Academy Project titled REACT Academy.

    - A two-track system for professional development is advised: **Track 1** focused on pre-service, initial teacher education with preparedness modules (e.g. trauma-informed pedagogy,[28] disaster risk reduction) incorporated into core accreditation requirements. **Track 2** could focus on targeted, in-service training and include stackable, asynchronous modules (perhaps linked to Erasmus+ Teacher Academies) that are linked to continuing professional development requirements and career progression.

- **Review incentives for educators and other staff involved in delivering preparedness education, together with relevant staff organisations** (e.g. teacher unions). Consider community educators, civil protection staff, and other first responders, including social workers, representatives of organisations of persons with disabilities (OPDs) and others who are critical for success, as well. Incentives should provide meaningful professional or material benefits and could include additional training in-country or elsewhere within the EU, recognition within professional advancement, or dedicated roles and responsibilities. Where educators take on additional responsibilities, such as serving as preparedness coordinators or liaising with families and the wider community, these should be appropriately recognised and supported through measures such as dedicated time, reduced teaching hours, additional remuneration or opportunities for professional advancement, enabling them to fulfil these roles effectively and sustainably.

- **Develop professional development and in-service training minimum standards for preparedness education for both pre-primary and primary education** (formal), as well as those delivering extracurricular and community-based programming, in consultation with teacher training institutions and trade unions. The minimum standards should be connected to the learning outcomes, competences and revised curricular frameworks.

- **Update national training packages aligned to the revised learning outcomes, competences and curricula revisions for pre-primary and primary education** (formal and extracurricular settings). In pre-primary, preparedness should primarily be approached through play, wellbeing and everyday routines and safety practices. Competences and objectives should focus on delivering appropriate pedagogical activities and learning environments alongside any learning outcomes that are set. Together with higher education and training institutions, consider putting in place the necessary and applicable

[28] Trauma-informed pedagogy taking into account "do no harm" principles and factors such as previous traumatic experiences, disabilities, language barriers and other support needs when designing and conducting preparedness activities and exercises. See guidance for educators under Action 29 for more information.

certification and accreditation processes are in place for the training packages, where appropriate. Consider, as applicable, methods such as certification schemes, micro-credentials (i.e., certificates from short-term, targeted courses or training building specific competences that are offered as a complement to full qualifications). The Council Recommendation on micro-credentials suggests using Erasmus+ Teacher Academies and other training providers involved in professional development of educators in EU Member States.[29]

Quality assurance and monitoring

- **Assess how existing data and quality management systems can support proportionate monitoring of preparedness education**, such as the national Education Management Information Systems (EMIS), existing school- or institution-level quality assurance and self-evaluation processes, and equivalent systems from other ministries and relevant public entities. Consider whether systems have sufficient capacity to manage and monitor new preparedness education. Monitoring and data collection should be proportionate and, wherever possible, build on existing systems and processes rather than creating new reporting requirements. Consider the data loops or linkages between national data management systems, schools and other actors involved in monitoring, collecting and managing preparedness education data, and where appropriate the use of sample-based evaluation methods to complement existing data.

- **Review existing targets, indicators and tools for measuring preparedness-related learning outcomes** and revise them to reflect the new learning outcomes and competences. Decide minimum acceptable monitoring data that schools should provide for ISCED 0 and 1. Identify any specific data collection tools that schools should use to ensure standardisation and comparability of data. Collect data that are disaggregated by age, gender, disability status and geography to ensure that inequalities are visible and allow for adjustments to policies and strategies as necessary.

    - Tools to consider could include: i) **Scenario cards** – children have to explain how they would respond to a situation (e.g. exit to school is blocked) and demonstrate target knowledge skills and/or attitudes; ii) **Observational rubrics** – standardised across schools and for use during drills or active learning exercises to record children's demonstration of the competence; iii) **Teacher self-assessment digital tools** – developed with teachers and linked to national EMIS systems, digital self-assessment rubrics allow teachers to provide monitoring data without adding too much to their workload.

- **Develop (or update) a national toolkit for quality assurance and monitoring of preparedness education,** that includes: i) learning outcomes framework and expectations; ii) learning competences framework; iii) revisions to curricular frameworks; iv) guidance and expectations on quality assurance and monitoring (targets, indicators, tools); v) expectations and resources related to educator training on monitoring, including timelines for completion and vi) indicators on accessibility, participation and equal access for persons with disabilities, and disability-disaggregated data. Finally, consider the feedback loop and how the data collected will be shared through the different levels of the system

[29] Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability, 2022/C243/02, OJ C 243, 27.6.2022, pp. 10-25, https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=oj:JOC_2022_243_R_0002.

and inform future revisions of policies, including curricula. See Section 3.3 for more information.

Resources

- **Identify the available financing allocated to preparedness education across relevant government bodies,** including non-governmental contributions. It may be helpful to do a costing exercise to determine if current levels are sufficient and appropriate to the needs across stakeholders, including educators, given the policy, curricula and educator professional development revisions. Consider different resourcing options that support a whole-of-government approach, from policy development through to classroom activities.

- **Assess the availability of assets needed to implement preparedness education across relevant institutions and sectors**. This may include teaching materials, classroom tools, equipment, infrastructure, digital tools, etc. Evaluate whether these are fit-for-purpose and sufficient and identify any gaps or additional resources needed to implement curricula revisions and envisioned activities.

- **Mitigate resource gaps by identifying potential alternative or complementary sources of funding** (e.g. EU, philanthropy) and other resources (e.g. private sector infrastructure), and by exploring opportunities to pool or share resources among schools and with relevant partners.

Public communication

- **Review national public communications plans on emergency preparedness** and look for gaps related to preschools and primary schools. There should be some components targeting families with younger children and local communities in high-risk areas. Consider how best to communicate about the learning outcomes, competences and curricular updates, including those that may be related to (online safety, information integrity (e.g. mis and dis-information), social-emotional learning and social cohesion.

- **Public communication on preparedness education should be provided in accessible and understandable formats and through inclusive channels,** including plain language and other accessible formats as relevant, so that persons with disabilities and their families can receive and use the information effectively.

Main takeaways
• **Review existing national and local risk assessments** to identify hazards affecting children, educational settings and continuity of learning, including accessibility barriers and the needs of children in vulnerable situations. • **Take stock of existing legislation, policies and preparedness arrangements** to identify gaps and opportunities for embedding preparedness education into long-term education and resilience frameworks. • **Map relevant stakeholders and coordination mechanisms** across education, civil protection and other sectors.

- **Engage educators, education social partners, children, families and representative organisations** in planning, and clarify responsibilities across levels of government.
- **Review existing curricula, learning outcomes and competence frameworks** to identify where preparedness is already addressed and where age-appropriate, measurable competences should be strengthened, taking account of local risks.
- **Assess educator preparedness,** initial and continuing training arrangements, and existing school emergency and educational continuity plans to identify capacity gaps and support needs.
- **Review available financing, teaching materials, infrastructure and quality assurance** systems to identify implementation gaps and establish a basis for resource planning, monitoring and continuous improvement.

3.1.2. Implementation: Take action

Policy and legal

- **Publish revised policy frameworks,** noting revisions related to preparedness education. Consider including a list of actors that took part in the process to indicate buy-in and collective ownership.

Stakeholder engagement and collaboration

- **Review and strengthen coordination arrangements for cross-ministerial and cross-sector engagement on preparedness in pre-primary and primary education**, building on existing structures and mechanisms where possible and linking with relevant sub-national arrangements, as applicable. Where appropriate and proportionate to the national context and available capacity, this could include designating or establishing a national coordination body or focal point.
- **Establish a coordination protocol or action plan with clear structures and responsibilities at every level and across sectors.** Include communities, educators and first responders in both setting targets and indicators and in monitoring progress.
- **Establish (a) feedback mechanism(s) for local government, pre-primary and primary education, civil protection and community** to provide input to national processes. Align with equivalent actions outlined in Section 3.3.

Learning outcomes, competences and curricular frameworks

- **Set a national baseline for learning outcomes, using quantitative indicators** (how much/how many) and qualitative indicators (how well/in what way). This should be done in a participatory manner, considering current monitoring data and before quality assurance materials are finalised.
- **Publish new or revised national learning outcomes, competence and curriculum frameworks for preparedness education** (pre-primary, primary), building on and adapting existing comprehensive frameworks where possible. Accompany these with practical implementation guidance, tools and checklists tailored to relevant actors,

including local officials, school leadership and educators, to support the integration and application of preparedness education competences in practice. The guidance should encourage local contextualisation and communication of the revised competences and curricula with students, families and communities. See Section 3.3 for more information.

- **Integrate early warning systems into preparedness education**. Ensure that learning outcomes and resources progressively help children understand the purpose and basic functioning of early warning systems, recognise and interpret official warnings and trusted sources of information, and know what actions to take. Early warning systems, warning messages and related preparedness education resources should be accessible and understandable for children with disabilities, including through multiple and accessible formats and communication channels. Connect this learning with household preparedness, family emergency planning and relevant guidance under Staff Working Documents under Actions 27 and 28.

Workforce

- **Review relevant and applicable certification and accreditation processes for new professional development and training packages**, together with the higher education and training institutions involved. This could include micro-credentials if they will be used.

- **Publish the minimum training standards and updated national professional development and training packages aligned to learning outcomes, competences and curriculum revisions for preparedness education** (formal, extracurricular), in coordination with teacher training institutes and trade unions. Minimum training standards and professional development packages should include disability-inclusive preparedness.[30] This should be done with relevant educator organisations for smooth communication and to support co-ownership.

    - Consider providing a toolkit for educators during professional development and training that offers clear support and guidance, as well as suggestions on pedagogy, resources, materials and activities. This can be offered for both formal programmes and other settings (extracurricular, home-based childcare) and should be tailored to ISCED 0 and ISCED 1. This would be most valuable where developed with educators, as it would incorporate real classroom practice in its design.

- **Consider creating a peer-to-peer process and excellence programme with other national authorities** in EU Member States to exchange learning and best practices on teacher preparation for preparedness education, including by exploring opportunities under Erasmus+ to pilot initiatives and learn from approaches in other EU Member States. A national excellence programme could motivate and encourage innovation, inspiration and cooperation in professional development (ECEC, education, civil protection). See **Section 3.3** for more information.

[30] This may include accessibility, inclusive evacuation and sheltering, accessible communication, safeguarding against discrimination and exclusion, continuity of support services and assistive devices, and cooperation with persons with disabilities and their representative organisations.

Quality assurance and monitoring

- **Quality assurance and monitoring should track two things:** children's progress toward the learning outcomes, and whether there are successful enabling conditions for effective implementation, including educator training, resource availability, and consistency across regions. Monitoring should be proportionate and, where possible, build on existing quality management and institutional self-assessment mechanisms, with sample-based evaluation used where appropriate.

- **Monitoring and quality assurance should include indicators on accessibility, participation and equal access for persons with disabilities**. Disability-disaggregated data should be used to identify gaps, address inequalities and inform corrective action, resource allocation and future policy revisions.

- **Publish a national quality assurance and monitoring toolkit** that provides clear roles, responsibilities, expectations and guidance for each step of the process.

Resources

- **Consider establishing a shared, national financing source for preparedness education that includes dedicated resources for implementation in pre-primary and primary education** (formal, extracurricular), considering differences in regions, especially high-risk or under-resourced regions that may need additional supports. In parallel, develop mechanisms to inform and support relevant stakeholders in pooling and sharing resources, expertise and practices, including independently of public funding or other public solutions.

- **Establish a national resource hub**, e.g. tools, teaching and learning materials, collected and possibly translated which will also support peer-to-peer learning and exchange. See **Section 3.3** for more information.

Public communications

- **Include preparedness education in campaigns and awareness plans aligned to other public communications efforts on population preparedness**. Ensure that awareness campaigns inform about how preparedness education is (and will be) delivered through pre-primary and primary education locations (formal, extracurricular). Provide public communication on preparedness education in accessible and understandable formats and through inclusive channels, including plain language and other accessible formats as relevant, so that persons with disabilities and their families can receive and use the information effectively. See SWD(2026)825 under Action 27.

Main takeaways
• **Translate policy into practical requirements**. Adopt and publish updated policy, curriculum and competence frameworks, defining age-appropriate and measurable learning outcomes. Provide practical guidance and tools for local authorities, school leaders and educators, including on recognising official early warnings, taking protective action and linking school preparedness with household emergency planning.

- **Make coordination operational.** Establish clear responsibilities and coordination arrangements between education, civil protection and other relevant sectors at national and local levels. Ensure that educators, education social partners, first responders, children, families and communities can contribute to implementation and provide feedback.

- **Equip and support educators.** Introduce preparedness into initial and continuing professional development, with clear training standards, practical materials and opportunities for peer learning. Training should explicitly address disability-inclusive preparedness, accessible communication, inclusive emergency procedures and protection against discrimination and exclusion.

- **Measure learning and implementation.** Establish proportionate quality assurance arrangements that assess both children's preparedness competences and the conditions needed to deliver them, including educator capacity and resource availability. Monitor accessibility, participation and equal access for children with disabilities, using disaggregated data to identify inequalities and guide corrective action.

- **Provide sustainable and equitable resources.** Allocate adequate funding, prioritising high-risk and under-resourced areas, and facilitate the sharing of expertise, equipment and teaching materials. Establish accessible national resource hubs to provide practical tools, support educators and promote peer learning and exchange.

- **Extend preparedness beyond the classroom.** Integrate preparedness education into public awareness campaigns, explaining to families what children are learning and how they can reinforce preparedness at home. Ensure communication is accessible, inclusive and consistent with wider risk communication and population preparedness efforts.

3.1.3. Review, learn and adjust

Stakeholder engagement and collaboration

- **Maintain participation in the review process with key actors**, such as education social partners, including representative education trade unions and employers; civil protection entities; local government officials; pre-primary and primary school leadership; family and community representatives; and children's representatives. See guidance for educators under Action 29 for more information.

Learning outcomes, competences and curricular frameworks

- **Develop a review protocol (annual/biannual)** to review learning outcome results data against the expectations defined in the national toolkit. This will meet quality assurance and monitoring requirements and help to define areas of opportunity for further adjustments. Review data disaggregated by age, gender, disability status and geography to ensure that inequalities are visible, allowing policies and strategies to be adjusted.

- **Define the feedback and learning loop to adjust policies, plans, guidance and resourcing** based on the areas of opportunity and feedback received through the review process. See **Section 3.3** for more information.

- **Consider assessing educators' confidence and perceived ability to deliver preparedness education** as part of existing monitoring and evaluation arrangements,

including whether professional development, practical experience and peer-learning opportunities are contributing to strengthening their self-efficacy over time.

Main takeaways
• **Review progress regularly.** Assess preparedness learning outcomes against established targets, using data disaggregated by age, gender, disability status and geography to identify gaps and inequalities. • **Engage stakeholders in evaluation.** Involve educators, education social partners, civil protection authorities, local officials, children, families and communities in reviewing results and identifying improvements. • **Strengthen educator capacity.** Assess educators' confidence and ability to deliver preparedness education, including the effectiveness of training, practical experience and peer learning. • **Turn findings into action.** Establish feedback mechanisms to translate evaluation results and lessons learned into improvements in curricula, policies, educator training and resource allocation.

3.2. Action points for local government officials

3.2.1. Preparation: Take stock and prepare

Policy, strategy and planning

- **Map the hazards and risks at local level,** first by taking stock of whether risks affecting the area and its education settings have previously been assessed, whether relevant risk or emergency plans are in place, and how regularly these are reviewed and updated. Use existing local and national risk assessments, historical events and available data to identify the hazards and risks most relevant to children, schools and education communities. Consider the exposure and vulnerability of different education settings and groups, including whether these are adequately reflected in existing preparedness and emergency arrangements, and use this information to inform local preparedness education priorities.

- **Ensure that education settings have access to clear and accessible information** on relevant local hazards, risks and preparedness arrangements, including through existing coordination mechanisms with civil protection and other relevant authorities. Where appropriate, identify a designated contact person or focal point who can provide guidance and respond to questions from school leaders and educators.

- **Review current and/or upcoming national laws, policies and plans** related to preparedness education (e.g. crisis management, mental health, school climate, educator preparation and any others with linkages to pre-primary and primary education (formal and extracurricular)). Note local requirements, expectations and timelines. Align with school leaders and educators (see **Section 3.3**).

- **Review bylaws, local strategies, and action plans** related to preparedness education in pre-primary and primary education, noting any gaps between national requirements and

local plans. Consider ranking the gaps from the most to least critical and sharing this information with national counterparts.

Table 4. Relevant country examples

Example	Main takeaways
State of Baden Württemberg Germany	Since 2023-2024, the state (together with the Ministry of Interior and Ministry of Education) has comprehensively included disaster preparedness into its curricula for primary and secondary schools.

- **Review (and update) the local hazard and risk profile** to have a comprehensive view of risks, identifying those that are most critical and considering the knowledge, skills and attitudes needed to prepare young children and the workforce.

- **Share results with relevant national authorities** to create a supportive policy environment for implementation of quality preparedness education. For example, the results of the assessment should help to identify the longer-term policy ambitions for preparedness education, as well as new or revised learning outcomes and competences that guide curricula revisions.

Stakeholder engagement and collaboration

- **Map and review local coordination structures** relevant to preparedness education and establish a formal coordination structure between pre-primary, primary education and civil protection authorities, setting a clear mandate and governance structure.

- **Plan for educational continuity during emergencies.** Work with relevant authorities to translate continuity arrangements into practical measures reflecting local risks and capacities.

- **Compile a key stakeholder list,** including civil protection, teacher unions, faith-based organisations, ECEC and school leadership, teachers, and other community organisations related to preparedness education. Identify meaningful ways to include child participation.

- **Review any existing protocols for local, cross-government cooperation.** If there is none in place, develop one that will support coordination for preparedness education. Ensure that all relevant actors are aware of the protocol.

- **Establish a feedback mechanism** between the local coordination mechanism for preparedness education to share findings, learnings and recommendations with equivalent national coordination mechanisms and/or relevant national authorities.

Learning outcomes, competences and curricular frameworks

- **Review existing or draft national preparedness education learning outcomes, competences and curricula,** noting where preparedness is already included (e.g. localised risks and hazards; misinformation; calling 112; first aid and resuscitation; social-emotional learning; mental health/psychosocial support) and any gaps identified locally.

Contextualise curricula to respond to specific needs, where necessary, along with any national support needed to do so. See proposed actions in **Section 3.3.**

- **Provide input on potential entry points in curricula** (formal, extracurricular programmes) for delivery of the competences, using the proper pathways for communicating with national authorities.

- **Identify local opportunities to include or strengthen preparedness education competences,** including themes such as social-emotional learning, psychosocial support social cohesion, equality, non-discrimination, accessibility, respect for diversity, and inclusion (i.e., among others, persons with disabilities, LGBTIQ+ individuals, older persons, young people, women, and persons being often discriminated against due to their racial or ethnic origin). For example, a local business may be interested in supporting competence development relevant to local hazards or risks, either within the formal curricula or as an extracurricular programme.

Table 5. Relevant country examples

Example	Model	Main takeaways
Explorerisk38 France	Infused (formal)	The French prefecture of Isère, together with Grenoble education region, developed a virtual platform for primary school students (ages 9-12) to explore simulated hazard scenarios (e.g. floods, earthquakes, avalanches) that correspond to hazards in their region. This is locally developed, but integrated into the French national curriculum in geography, science and civil education for cycle 3.
Educate to Prevent and Play to Prevent Yourself' Portugal	Standalone (extracurricular)	The municipality of Amadora's civil protection service, together with local fire volunteers, provides age-adapted sessions within these programmes into pre-primary and primary schools. Retired community volunteers are trained as civil protection agents to co-deliver these sessions with current, professional staff, which is inter-generational and builds supportive, local capacity alongside formal teaching workforce, but does not appear to be tied to the formal curricula. The programme was recognised by the 2017 Sasakawa Award and 2020 Portuguese Volunteering Trophy.

- **Jointly develop guidance material on the preparedness education** competences with school leadership and national authorities, bridging national policy and local implementation actors.

Workforce

- **Develop action plans with school leaders for preparedness education**. Consider their professional development needs and other resources for the effective implementation of new curricular frameworks to achieve the established learning outcomes. In developing

the action plans, consider both the national requirements and local hazard and risk assessment results.

- **Review institutional approaches to workforce safety and preparedness**, including existing health and safety, risk management, prevention and preparedness measures, and identify any gaps in how these support and protect educators and other staff.

Quality assurance and monitoring

- **Review recent relevant data on emergency planning and learning outcomes relevant to preparedness education**. Examine data management practices for preparedness education, including connections to schools and national actors on the collection, analysis and sharing of data. Consider any national data protocols (data flows, roles, responsibilities, expectations) and any revisions that may be needed.

- **Review quality assurance process** (targets, indicators, tools, approaches, timelines) for monitoring preparedness (formal, extracurricular), noting any gaps, especially after completing the local risk assessment and mapping locations.

Resources

- **Review local budget allocations** (formal, extracurricular, other) and code it against national or locally sourced funding. Consider developing a specific budget code for preparedness education to ease the tracking of allocations and later adjustments.

- **Review other resources needed** (staff, knowledge, skills, materials, equipment, infrastructure) and identify gaps.

Public communications

- **Review plans and materials used in local public awareness campaigns** and consider whether pre-primary and primary education components are included, as well as the risks and competences are included. Update these materials as needed on a regular basis. See the SWD(2026)825 under Action 27.

Main takeaways
• **Assess local risks and preparedness needs.** Review local risk assessments, school emergency arrangements and risks affecting children and educational settings. Share accessible risk information with schools and educators. • **Identify policy and implementation gaps.** Review national requirements and local plans, identifying opportunities to adapt preparedness learning outcomes and curricula to local risks and needs. • **Establish local coordination.** Map stakeholders and strengthen cooperation between education, civil protection, educators, families and community organisations, ensuring meaningful child participation and clear links with national authorities.

- **Assess workforce and resource needs.** Identify gaps in educator training, staff preparedness, financing, teaching materials and infrastructure, including arrangements for educational continuity during emergencies.

- **Review monitoring and communication arrangements**. Assess existing quality assurance processes, data-sharing mechanisms and public awareness materials to identify improvements needed for local implementation.

3.2.2. Implementation: Take action

Policy, strategy and planning

- **Ensure that national policies are shared and understood by school leadership**, as well as civil protection and inspection entities, and engage them as relevant in localisation efforts (e.g. linked to local risks and hazards). Ensure that school leadership and civil protection actors are also equipped to translate these policies into clear, practical guidance for educators.

- **Support effective problem-solving** should challenges or barriers arise in the implementation of preparedness education. Collect and share suggestions for solutions with school leaders, civil protection authorities and national authorities as appropriate.

Stakeholder engagement and collaboration

- **Ensure that cooperation protocols are in place** between pre-primary and primary schools and extracurricular sites, and that civil protection partners are aware of all sites (formal, extracurricular).

- **Ensure a set meeting schedule and minimum attendance**, as well as recording meeting notes and decisions.

- **Establish mechanisms and processes** that allow pre-primary and primary schools and any community-based programmes to report concerns, needs and gaps. Align actions with those suggested for school leaders and educators.

Learning outcomes, competences and curricular frameworks

- **Review the actions points for educators**, specifically considering:

    - How school leaders and educators inform and influence the curriculum (e.g. goals, targets, competences), how they communicate their needs and requirements, and additional supports they may need to take these actions.

    - Suggestions from schools and educators on how best to engage with first responders, civil protection and other community actors. For example, when designing the curricular and learning competences, could involving firefighters, mountain rescue or sustainability experts be considered from the start and, if so, how?

    - How to build risk literacy (i.e., health), and the ability to identify mis- and disinformation?

- What demonstrates that educators and children are prepared for potential hazard situations? What ideas do school leaders and educators have for this?

Workforce

- **Ensure that professional development and training packages are implemented** in collaboration with teachers' representative organisations (including trade union organisations) and civil protection actors, in line with national minimum training standards. Implementing a train-the-trainer programme may help to ensure sufficient trainers with the competencies to train educators.

- **Support rapid training programmes and consider cascade training** (e.g. identifying and training high-skilled trainers, who then train teachers across the region or municipality) for staff in specific areas (e.g. trauma-informed pedagogy, social-emotional learning, disaster drills).

- **Consider identifying preparedness champions** together with pre-primary and primary education leadership and educator organisations to monitor and collect good practices in pedagogy, materials and resources from the local workforce. Ensure that appropriate resources, dedicated time and professional support are in place before assigning these additional responsibilities.

- **Share information on national and EU-level professional development and training opportunities** with local pre-primary actors, primary schools and any community-based programmes, and clearly communicate expectations for those nominated to participate.

- **Develop effective processes and tools for monitoring participation** in nationally required training programmes (pre-primary, primary) and manage required data for national monitoring processes.

Quality assurance and monitoring

- **Establish record-keeping protocols and processes for data-sharing** between national authorities, schools, civil protection authorities and community organisations.

Resources

- **Develop a local budget line for preparedness education**, including nationally allocated and locally identified resources across all categories (financial, human, etc.).

- **Actively develop local partnerships** to support and resource and champion preparedness education, including by pooling and sharing available resources, expertise and practice, considering local community, representatives of OPDs, private and faith-based actors, and community needs.

Public communications

- **Support public communications campaigns on preparedness**, ensuring that at least one annual public awareness campaign on preparedness includes pre-primary and primary education components. The campaign can mention the competences, curricula revisions (or new curricula) and any materials that are accessible for families to use at home. Ensure

that the campaign is inclusive, accessible and tailored and it reaches all literacy levels, languages access requirements. Coordinate with and complement preparedness campaigns run at the national level. See **SWD(2026)825 under Action 27 and SWD(2026)828 under Action 33**.

Main takeaways
• **Translate national policy into local action.** Work with school leaders and civil protection authorities to adapt national preparedness education frameworks to local risks, providing practical guidance and addressing implementation barriers. • **Make local partnerships operational.** Establish cooperation arrangements between schools, extracurricular programmes, civil protection and community partners, with clear responsibilities and mechanisms for reporting needs and sharing solutions. • **Support educators and practical learning.** Deliver training and professional development in collaboration with education social partners and civil protection actors, including through train-the-trainer approaches, and connect schools with local first responders and preparedness expertise. • **Secure resources and strengthen delivery.** Allocate local funding and mobilise partnerships to share teaching materials, expertise and support, ensuring that underserved educational settings can participate. • **Connect schools with household preparedness.:** Include preparedness education in local awareness campaigns, providing accessible, age-appropriate information and resources that families can use at home. • **Establish implementation reporting.** Put in place arrangements for documenting activities, monitoring educator training and sharing relevant information with national authorities and education quality assurance systems.

3.2.3. Review, learn and adjust

Quality assurance and monitoring

- **Develop a participatory process to discuss data from the quality assurance processes,** including feedback from the workforce (educators, civil protection), families and community partners on the impact of preparedness activities. Clarify processes (and protocols) for sharing with national mechanisms and/or feedback processes.

- **Monitor, review and report progress against learning outcomes** using national tools and guidance materials, with data disaggregated by age, disability, language and geography, and aligned to national reporting requirements. Ensure that there are enough trained inspection staff in each location, as well as coaching support for educators.

Learning outcomes, competences and curricula frameworks

- **Suggest adjustments to learning outcomes and curricula**, reflecting local results data and using a review interval agreed between stakeholders (annually, biannually). This will

likely have an impact on competences, curricula and/or professional development and training.

Main takeaways
• **Monitor local preparedness outcomes.** Review children's learning outcomes and implementation progress using national guidance and indicators, with disaggregated data to identify gaps in accessibility, inclusion and participation. • **Review results with local stakeholders.** Involve educators, civil protection authorities, families and community partners in assessing what works, identifying barriers and agreeing improvements. • **Translate evidence into improvements.** Use local findings to recommend adjustments to curricula, learning outcomes, educator training and resources, and communicate lessons learned to national authorities through established feedback mechanisms.

3.3. Action points for education leaders and educators

3.3.1. Preparation: Take stock and prepare

Policy and legal

- **Understand the risks and preparedness requirements relevant to your setting**. Familiarise yourself with the main risks that may affect your education setting and learners, drawing on information provided by relevant authorities and your education and training institution. Consider how these risks are addressed through existing preparedness requirements and arrangements, and how they should inform preparedness education activities.

- **Connect learning with wider school preparedness**. Understand how preparedness education relates to your school's emergency arrangements and your own preparedness, coordinate with school leaders, other educators and relevant civil protection actors where appropriate, and use these connections to reinforce a wider culture of preparedness.

- **Consider specific challenges and tasks** for a broad variety of early childhood education and care and school settings.

- For the children in the youngest age group:

    - Consider different requirements and communication channels for diverse types of services and schools (e.g. legislation, circulars, provider-specific policies), where appropriate.

    - Know internal and external communication channels and contact points (within early childhood education and care service or school / with external agencies, families, community leaders, first responders).

- **Specifically consider how best to communicate with families** in ways that are accessible to all, notably to distribute information, collect their views, needs, and capabilities (e.g. newsletters, groups on instant messaging applications, imagery).

- **Identify service-specific areas of action and gaps** between existing preparedness requirements and service-specific contexts (what is already being done and what should be done to serve the local situation or local community needs).

Engagement and collaboration with all constituents

- **Identify constituents within the school context and work to build ownership and shared responsibility.** Consider creating dedicated staff profiles that maintain relationships with stakeholders. Collaboration among educators can also help embed preparedness across different areas of learning and reinforce consistent messages and approaches throughout the education setting. This can be complemented by engagement with parents and families, recognising their important role in reinforcing preparedness knowledge, skills and attitudes beyond the school environment.

- **Identify affected groups in the community,** beginning with parents and families. Consider the role of responders in the locality, with local authority support.

- **Consider local actors that may deliver extracurricular educational programmes or recreational programmes** with educational aspects (e.g. youth clubs, sport clubs, scouts). They can play crucial support roles in preparation, confidence-building and hands-on support during a crisis.

- **Establish local collaboration structures**. To avoid duplication, aim to use existing structures or forums, such as regular roundtable meetings of service providers or local planning meetings. Consider establishing a local crisis coordination team to facilitate shared decision-making, reduce risk of overburdening individuals, and assume collective responsibility for action.

- **Be prepared for disruptions to learning** (*see* Box 2 below for further guidance on preparedness planning in educational facilities; complementary guidance on policy frameworks and institutional responsibilities is also provided in Box 1. Supporting preparedness planning in educational facilities). Be familiar with the school's continuity arrangements and your role in supporting learning during emergencies, including where normal teaching arrangements are temporarily unavailable.

- **Engage with external stakeholders** to identify critical content that needs to be considered for the curriculum.

Box 2. Preparedness planning in educational facilities

Educational institutions should assess the preparedness of both learning activities and physical learning and working environments. Start with reviewing the existing response plan(s) for emergencies and update as necessary, including emergency exits, accessibility, building safety, ventilation and heating systems, climate resilience, evacuation infrastructure.

Consider the following critical points:

- **Who is in charge in the setting** (e.g. fire warden, first-aider, crisis coordination team).

- Plan explicitly for constraints and consequences for the group and the **setting if members of staff are required to take on an additional role** as above or must attend to one

distressed child. This is particularly relevant to most early childhood education and care settings.

- Early childhood education and care settings are likely to cater for a range of age groups. Therefore, the daily rhythm of an early childhood education and care setting may involve children asleep in cots, undressed during changing, or being fed. **Plans framed only around children who are dressed, awake and mobile may not be workable at these moments**.

- **Who is in charge** outside and around your setting (e.g. firefighters).

- **Communication** with critical external agencies (e.g. fire, ambulance).

- **Communication** in-house (staff, students, children).

- **Regular safety drills** relevant to local risks based on risk assessment (e.g. flood areas should better understand flood risk).

- **Psychological support**.

- **Accessibility and inclusion in crises** (e.g. support for pupils with disabilities): Early childhood education and care settings and schools must include customised protocols and specific support for children in marginalised groups and/or groups in situations of risk. See (SWD(2026)828 on Guidance to support disability inclusive preparedness.

- **Children who are not (yet) walking or talking**: Evacuating a group of infants relies on evacuation cots, multi-seat evacuation buggies, slings or blankets, and an understood carrying ratio.

- **Emergency supplies**: In early childhood education and care, these differ from the generic kit (e.g. formula, sterilised water, nappies, allergy and epilepsy medication, spare clothing and comfort objects).

- **Activities away from the setting**: Walks, outings and nature-based pedagogy an integral part of preschool education. In your preparations, refer to arrangements when children are off site.

- **Reunification with families**: Some children (e.g. very young children, some children with disabilities) cannot identify themselves or their parents and cannot be released to an unverified adult. Prepare prompts on identification of pre- and non-verbal children, authorised collection lists that remain accessible without power or building access, and a designated reunification point.

- Consider further the Staff Working Documents under Actions 27 and 28.

Learning outcomes, competences and curricular frameworks

Teachers, school leaders and other education personnel should be actively involved in the development, adaptation, implementation and review of preparedness-related curricula and learning outcomes. Preparedness competences should support educators' professional judgement and should not be implemented through prescriptive approaches that limit pedagogical flexibility.

- Examine the existing curricular framework and/or guidance (where they exist) for current preparedness-related content, skill, behaviour changes, including socio-emotional learning, mental health/psychosocial support and social cohesion. Consider what age-appropriate preparedness behaviours children should develop and how to assess whether these have been achieved (see **Annex 2**). Consider not only whether children understand preparedness concepts, but also whether they can demonstrate appropriate actions through observation, age-appropriate practical exercises and discussions, taking account of their developmental stages and individual needs.

- Examine which (if any) risks are covered (e.g. earthquakes, fires, floods, conflict, cyberattacks, infectious diseases).

- Compare with broader local and national risk assessments available on the official websites, where these are available and accessible, drawing on information and guidance provided by relevant authorities. Where information is unclear or additional support is needed, contact the relevant local authorities or designated focal points to better understand the risks affecting your education setting.

- Familiarise yourself with early warning systems and related preparedness arrangements. Understand the main hazards for which warnings may be issued in your area, how official warnings are communicated, which information sources are trusted, what actions are expected, and how these relate to your education setting and relevant household and family preparedness guidance. Contact the relevant local authorities where additional information or clarification is needed.

- Compile broad support and preparedness aspects in the existing curriculum, for example:

    - Resilience

    - Self-esteem and confidence

    - Care (for self, for others, for the planet)

    - Tolerance of ambiguity and uncertain, unknown situations

    - Solidarity

- **Engage with actors and constituents** outside of the immediate setting and gather information from/with them.

- **Agree how to revise the curriculum and/or guidance**, involving all staff (e.g. educators, caretakers, cooks) in the process. Embed or strengthen preparedness (content, skills, behaviour changes), including socio-emotional and psychosocial supports and social cohesion.

- **Ground the preparedness curriculum in democratic competence**: values, attitudes, skills and critical knowledge.

- **Review existing EU initiatives on fostering digital skills, tackling disinformation, and promoting AI literacy**, also in like with EU **Preparedness Union Strategy Action 34**:

- The Digital Education Action Plan 2021-2027 outlines a set of actions promoting digital skills, digital and media literacy and addressing disinformation. A related European Education Area working group created a useful digital archive that contains many documents, including on competence development.

- As part of the Digital Education Action Plan, the updated Guidance for teachers and educators on tackling disinformation and promoting digital literacy through education and training are also a useful resource as they reflect the latest developments in the digital landscape, including generative AI, the use of social media and the role of influencers. They aim to ensure that young people are equipped with skills and competences to engage critically with the online world and build resilience towards challenges, such as disinformation, Foreign Information Manipulation and Interference (FIMI) and propaganda.

- Additionally, the EU-OECD AI Literacy Framework for primary and secondary education offers a common approach to the competences young people need to use and critically engage with AI tools in their daily and educational practices. The Framework is structured into 19 competences across four core domains (Engage with AI, Create with AI, Manage AI, and Shape AI) and it will contribute to the PISA 2029 assessment, which will test media and AI literacy as part of its innovative domain.

Main takeaways

- **Understand the risks and preparedness arrangements** relevant to your education setting, drawing on official risk information, existing emergency plans and guidance from relevant authorities.
- **Connect preparedness education with wider school preparedness**, including emergency procedures, early warning systems, evacuation arrangements and continuity of learning.
- **Identify and engage relevant stakeholders**, including school leaders, other educators, families, local authorities, civil protection services and community organisations, to strengthen coordination and shared responsibility.
- **Review existing curricula and learning activities** to identify opportunities to integrate age-appropriate preparedness knowledge, skills, attitudes and behaviours into everyday teaching and learning.
- **Consider the diverse needs and capabilities of all children**, including children with disabilities, very young children and those facing additional barriers, ensuring that preparedness activities and communication are accessible and inclusive.
- **Identify available resources and professional development needs**, including teaching materials, relevant training, communication channels and opportunities for cooperation with external partners.

3.3.2. Implementation: Take action

Workforce

- **Educators should ask**: 'am I, are we/you prepared, competent, and comfortable in working in situations that are difficult, challenging, unpredictable and beyond our control? Do I feel competent and confident to teach preparedness topics and support children in developing preparedness knowledge, skills and attitudes?'

- **Educators should acknowledge that their own wellbeing** is an important part of ensuring they have the energy, stability and capacity to be present for the children in their care. Remember the longstanding advice on flights: "should there be a change in cabin pressure, put on your oxygen mask first before helping others".

- **Educators should access relevant training and professional development**. Be aware of the workplace training and professional development opportunities available to you and make use of relevant training on preparedness. School leadership should support educators by identifying and communicating relevant professional development opportunities, providing guidance on how to access them and facilitating participation where possible. This should include training on the risk prevention and mitigation measures and preparedness arrangements in place within your education and training institution, including those related to occupational health and safety.

Table 6. Relevant country examples

Example	Main takeaways
Educate to Prevent Spain	Educate to Prevent (2018) was a six-day school self-protection program organised by civil protection authorities that provided training to approximately 1,500 primary school teachers across the Autonomous Community of Madrid. Children engaged in practical workshops, activities and games on emergency landing, road safety and vehicle rollover simulators, fire extinguishing and evacuation of school premises. This illustrates strong regional practice, while also highlighting that preparedness activities may be more developed in some Autonomous Communities than others.
School Safety e-Learning for School Staff Japan	Japan's national School Safety e-Learning for School Staff programme provides level-specific online training for educators. Participants complete courses tailored to their roles and receive certificates after successfully passing the relevant assessments. The programme provides a structured and scalable approach to professional development and helps to establish a common foundation of school-safety knowledge among staff. Its use of assessments and certification allows participation and completion to be documented.

Flexible professional learning through modular teacher training New Zealand	New Zealand supports flexible professional learning through modular teacher training and nationally recognised micro-credentials. Teachers can progressively develop preparedness expertise while receiving formal recognition within professional development pathways.

Engagement and collaboration with all constituents

Educators should:

- **Seek and offer support to and from others,** acting as a team, collectively and in solidarity.
- **Together with their teams**, explore how they can take action to inform and influence the curriculum. Important considerations include how best to communicate needs and requirements and where supports may be found.
- **Collectively, seek support and guidance** (e.g. from trade union or professional association) and resources (time, capacity, funding, training) necessary to engage with communities, policymakers and decisionmakers.
- **Explore how best to engage with first responders, civil protection and other support**. For example, firefighters, mountain rescue or others could be involved in day-to-day practice or through special activities.
- **Individually and collectively, identify goals and competences for the adults and children within the relevant sphere of influence.** Preparedness goes hand-in-hand in everyday practice, starting with the adults involved. Specific goals could include ensuring and demonstrating that educators and children feel ready for potential risks.

Table 7. Relevant country examples

Example	Main takeaways
Schools partnering with firefighters to strengthen preparedness education (Inter-agency partnership) Czechia	Czechia shows how structured partnerships between schools and emergency responders can strengthen preparedness education. Civil protection authorities and firefighters work directly with schools to deliver preparedness lessons, practical demonstrations and emergency exercises, bringing operational expertise into classroom learning. This collaboration helps schools to translate preparedness policies into practical experiences while strengthening coordination between education authorities and emergency services.
Mobilising civil protection agencies and non-governmental organisations (Collaboration with NGOs)	Romania and Bulgaria show how partnerships with civil protection agencies and NGOs can support preparedness education beyond the education sector. These organisations contribute technical expertise, educational resources and practical learning activities that strengthen implementation

Romania and Bulgaria	while promoting collaboration across education, emergency management and civil society. Their experience demonstrates the value of cross-sector partnerships in supporting schools and local communities.

Learning outcomes, competences and curricular frameworks

- **Several aspects of preparedness should be included in everyday activities**. Educators should:
    - Be aware of their own attitudes towards difficult, challenging and unpredictable situations. This can help them to nurture each child's self-awareness and sense of belonging and solidarity.
    - Explore their own comfort with such situations and reflect on how best to develop empathy for the children and families experiencing them. They can foster children's empathy and support them to be comfortable with uncertain situations by helping them to acquire and express adequate language for their experience and feelings. Good practice examples are available in **Annex 3**. Educators should also have access to appropriate professional support when dealing with sensitive or potentially distressing situations and know when and how to seek or refer children and families to such support.
    - Think critically about equality and inequality in society's responses to demanding situations. They can encourage each child to critically think and become aware of diversity, fairness and bias and support them to recognise how bias and unfairness hurts people. See the **SWD(2026)828 under Action 33**.
    - Engage in dialogue about issues of diversity, bias, and discrimination. Explore how to challenge individual and institutional forms of prejudice and discrimination. Work to empower children to have the confidence to stand up for themselves and others in challenging situations.
    - Always question any information provided, especially when it comes from new or unfamiliar sources. Be aware of potential misinformation and disinformation.
    - Help children understand early warning systems and know how to act. Through age-appropriate activities, help children understand why warnings are issued, recognise and interpret official warnings, identify trusted sources of information and practise the appropriate actions to take. Connect this learning, where relevant, with preparedness at home and family emergency plans, in line with the **SWD(2026)825 under Action 27 and SWD(2026)826 under Action 28.**
- **Consider appropriate pedagogical approaches for integrating preparedness into everyday activities,** e.g. play based learning and trauma-informed practice (supporting children's confidence and well-being while avoiding unnecessary fear or anxiety and taking into account "do no harm" principles and factors such as previous traumatic experiences, disabilities, language barriers and other support needs when designing and conducting preparedness activities and exercises). For example, for early childhood education and care, this could include practising a safety routine through a story or movement game; for primary pupils, it could include discussing how to recognise and

interpret a local warning and what actions to take. Seek support through professional development, psychosocial services in the community/municipality, in-service mentoring or similar support structures where they exist. Consider requesting such support if they are already in place.

- **Consider Trauma-Informed Simulation Safeguards:** For International Standard Classification of Education (ISCED) 0 and early ISCED 1, all preparedness drills must be announced, structured, predictable, and debriefed. Avoid unannounced or hyper-realistic stress simulations that induce toxic fright responses. Pair safety drills with concrete somatic self-regulation routines practiced in low-stress settings (e.g. "box breathing' games, 5-4-3-2-1 sensory grounding, and tactile calming anchors) to help children return to autonomic equilibrium after exercises.

- **Develop children's disaster risk literacy and emergency preparedness skills** so they can take an active, age-appropriate role in protecting themselves and others, both in everyday life and during health emergencies, including infectious disease outbreaks. Educators should guide children according to official guidance and advisories, helping them build daily preventive habits, recognize when they may be unwell, understand infection control, know when and how to seek help, recognise mis-and disinformation and follow official safety instructions to protect themselves and others.[31]

- **Aim at supporting the continuation** of everyday life and everyday functioning across different risks and crises.

- **Consider learning outcomes and competences** to support children in progressively developing age-appropriate preparedness knowledge, skills and attitudes. This can include practical competences such as knowing when and how to call 112, providing basic first aid and, where age-appropriate, learning basic resuscitation skills,[32] alongside recognising hazards and warnings and knowing how to act safely in an emergency.

- **Consider how best to create a supportive and welcoming environment** as a precondition for everyone's wellbeing and belonging.

Table 8. Relevant country examples

Example	Main takeaways
Knowing in Time is Knowing Forever project (Game-based learning for early childhood education) Czechia	The Knowing in Time is Knowing Forever project supports preparedness education in kindergartens by providing teachers with resources covering common risks, personal safety, fires, emergencies, traffic safety and environmental education. A total of 33 board games were developed through the project, organised into six thematic areas: • Common risks • Personal safety

[31] Relevant skills may include basic first aid, hygiene and infection prevention measures during health emergencies.
[32] The European Resuscitation Council recommends age-adapted resuscitation training for children starting from 4-6 years of age.

	• Fires • Emergencies • Traffic education • Environmental education The project provides kindergarten teachers with practical, age-appropriate tools for introducing preparedness and safety concepts through play.
***Quand la Terre gronde* teaching package** (National multidisciplinary teaching package) France	France supports implementation through the nationally developed *Quand la Terre gronde* teaching package. The multidisciplinary resource includes lesson plans, classroom activities and teacher guidance that integrate preparedness into existing curriculum subjects. These materials are complemented by mandatory school emergency plans and regular preparedness exercises.
Playful activism through Mod Games UK	The UK's Mod Games demonstrate how playful activism can support preparedness education through participatory, game-based learning. Rather than functioning as standalone games, teachers facilitate discussion and reflection, helping learners to connect gameplay with real-world risks, systems thinking and collective action across subjects.
Canada's Ember the FireSmart Fox and Emergency Preparedness Squad (Storytelling and game-based resources) Canada	Canada's Ember the FireSmart Fox and Emergency Preparedness Squad provide age-appropriate preparedness education through storytelling, games and classroom activities. These curriculum-aligned resources help teachers to introduce preparedness using engaging, developmentally appropriate pedagogies.

Main takeaways
• **Strengthen educators' own preparedness and confidence** by participating in relevant training, understanding institutional emergency arrangements and seeking appropriate professional and psychosocial support when needed. • **Integrate preparedness into everyday teaching and learning**, using age-appropriate, inclusive and engaging approaches such as play, storytelling, practical exercises and discussions, while avoiding unnecessary fear or anxiety. • **Develop children's practical preparedness competences**, including recognising hazards and official warnings, identifying trusted information sources, knowing when and how to seek help, calling 112, and practising appropriate protective actions.

- **Promote children's well-being, confidence and solidarity**, supporting their ability to manage uncertainty, understand their emotions, respect diversity and help others in age-appropriate ways.

- **Strengthen collaboration with families, first responders and community organisations** to reinforce preparedness learning beyond the classroom and provide practical learning opportunities.

- **Connect learning with practical emergency preparedness**, including safe, predictable exercises, evacuation and shelter-in-place procedures, and appropriate actions during local emergencies, adapted to children's developmental stages and individual needs.

3.3.3. Review, learn and adjust

This step links local and setting-specific actions to the broader systemic context. The 'review-learn-adjust' cycle applies to the policy-making process in the same way as it does to educational practice. **Section 3.3** describe how to create whole-systems monitoring and evaluation protocols. Firstly, responsibility for establishing inclusive systems for evaluation rests with those in charge of the overarching policy framework. However, educators have a professional responsibility to proactively engage with these systems and, with support from their collective representation, to make sure their voices and experiences are heard and used to improve learning for the entire system. As a principle, this requires systematic involvement of educators in the evaluation and revision of preparedness policies and practices.

Quality assurance, monitoring and documentation

Educators should:

- Review what children have learned from preparedness activities, not only whether an activity or drill was completed. Use simple, age-appropriate approaches, such as observing children during activities and drills, asking questions or encouraging short reflections. Use what you learn to adapt future activities and reinforce areas where children may need further support.

- Review their communication channels and contact points internally (within their early childhood education and care service or school) and externally (with external agencies, families, community leaders, first responders).

- Specifically review their communication with families for ways that are accessible to all, notably to distribute information, collect their views, requirements, needs, preferences, and capabilities (e.g. newsletters, groups on instant messaging applications, imagery).

- Establish and agree how to document their activities with children, families and communities.

- Ensure that external stakeholders are aware of the documentation, the information it provides and the level of preparedness it shows among educators and children for potential crisis situations.

- Remain aware of and proactively involved in information/data gathering and feedback loops with local decision makers and national policy, as appropriate.

- As a team/at the early childhood education and care service or school level, engage with decision makers to ensure that local experience and learning in critical situations helps to inform strategy and the wider (e.g. territorial/national) policy-making process.

- As a team/at the early childhood education and care service or whole-school level, avail of relevant professional development opportunities.

- As a team/at early childhood education and care service or whole-school level, assess locally available support resources and contribute to building local resource banks/repositories.

Main takeaways
• **Assess children's preparedness knowledge, skills and behaviours**, using observation, age-appropriate practical exercises, discussions and feedback rather than focusing solely on whether activities have been completed. • **Review the accessibility and effectiveness of preparedness activities and communication**, including engagement with families and the needs of children requiring additional support. • **Document experiences, challenges and lessons learned**, and use findings to adapt teaching methods, learning activities and preparedness arrangements. • **Share feedback with school leadership, local authorities and relevant stakeholders** to inform wider preparedness policies, resources and educational practices. • **Reflect on educators' own preparedness and professional development needs**, identifying opportunities for further training, peer learning and cooperation.

4. Conclusions

Policymakers, national and local government officials

Preparedness education is a strategic investment in the resilience of children, communities and society as a whole. By integrating preparedness into pre-primary and primary education, EU Member States can help to ensure that children develop the knowledge, skills and attitudes they need to understand risks, respond effectively to disruption and contribute to safer, more resilient communities. Preparedness education is not a short-term initiative or an additional curriculum requirement, but, rather, a long-term component of education and preparedness policy that strengthens societal resilience across generations. By including children in such activities from the start, effectiveness and intake of these can be more successful and adapted to children's needs.

Successful implementation depends on creating an enabling environment in which preparedness education can be embedded sustainably within curricula, educator development systems and wider education policy frameworks. This requires effective coordination between education authorities, civil protection actors, local governments and other stakeholders, supported by adequate resources, clear responsibilities and meaningful engagement with educators, children, families and communities. As risk environments continue to evolve, preparedness education should remain adaptable to national and local contexts, while maintaining

a common focus on building transferable competencies that support resilience across a wide range of hazards and disruptions.

Finally, preparedness education should be understood as a continuous process of learning and improvement. Monitoring, evaluation and feedback mechanisms should be used to assess implementation and to inform future policy development, curriculum revision and workforce support. By adopting this approach, policymakers and public authorities can help to ensure that preparedness education remains relevant, inclusive, effective and responsive to emerging risks, while contributing to the broader objectives of the EU Preparedness Union Strategy.

Educators

Preparedness education is an essential component of building a more resilient Europe. Early childhood education and care settings and primary schools provide a unique opportunity to equip children with the knowledge, skills and attitudes they need to navigate an increasingly complex and uncertain risk environment. By introducing preparedness from an early age, education systems can help children to develop confidence, critical thinking, solidarity, adaptability and a sense of responsibility for themselves and others, while strengthening resilience within families and communities. These competences are relevant across a wide range of risks and disruptions and contribute to children's broader personal, social and civic development.

Effective preparedness education is most effective when embedded within existing curricula, pedagogical approaches and everyday learning experiences, supported by educators who are confident, empowered and adequately resourced. By including children in such activities from the start, effectiveness and intake of these can be more successful and adapted to children’s needs. Successful implementation requires collaboration across the whole educational community, including children, families, local authorities, civil protection actors and other community partners, while ensuring that preparedness efforts are inclusive and accessible to all learners.

Preparedness education should be understood as a continuous process of learning, reflection and improvement. By reviewing experiences, incorporating feedback and adapting to evolving risks and local circumstances, educators can help to create learning environments that prepare children for emergencies and foster the resilience, participation and social cohesion needed to thrive in an uncertain future.

Glossary

Backward mapping
An approach to policy and curriculum development that starts with the learning outcomes and competences to be achieved, then works backwards to design the curricula, implementation arrangements, resources and accountability mechanisms needed to support them. It emphasises the realities of implementation and the perspectives of those responsible for delivering policy in practice.
(Source: Dyer, C., 1999)

DigComp
DigComp is the European Digital Competence Framework, developed by the European Union (EU) for use by schools, policymakers and employers. It provides a common understanding of digital competence across five core areas.
(Source: European Commission, 2018)

Early childhood education and care (ECEC)
ECEC encompasses educational or developmental programmes and childcare services for children from birth to the start of compulsory primary education. This guideline focuses on children from age 3.
(Eurydice, 2025)

GreenComp
GreenComp is the European Sustainability Competence Framework developed by the European Commission. It contains 12 competences across four core, interrelated areas. It provides a common reference and foundation for learners and guidance for educators on its implementation.
(Source: European Commission, 2022)

LifeComp
LifeComp is the European conceptual framework for lifelong learning. It defines nine competences (knowledge, skills, attitudes) across three core areas (social, personal, learning to learn) and aims to support resilience and thriving despite uncertain conditions.
(Source: European Commission, 2020)

Marginalised groups and/or groups in situations of risk
Individuals or groups who face barriers, exclusion, discrimination, limited participation, or unequal access to information, services, resources, protection, and decision-making processes, or who may experience disproportionate impacts before, during, and after emergencies, disasters, armed conflict, and humanitarian emergencies due to attitudinal, social, economic, environmental, institutional, health-related, or other factors. The term recognizes both the challenges these groups may face and their capacities and contributions to resilience. Depending on the context, this may include persons with disabilities, older persons, children and youth, women and girls, migrants, refugees and asylum seekers, displaced persons, ethnic and linguistic minorities, Indigenous Peoples, sexual and gender minorities, persons living in poverty, and other groups.
(Source: UNDRR, 2017; WHO, 2022; UN CRPD, 2006)

Mental health/psychosocial support
Mental health/psychosocial support is a composite term used in different sectors. It aims to help individuals to recover after a crisis has disrupted their lives and to enhance their ability to return to normality after experiencing adverse events. It can comprise both local and outside support that

promotes wellbeing, decreases the risk of mental health problems and helps people to overcome mental health/psychosocial problems.
(Source: Interagency Network for Education in Emergencies (INEE) Glossary of Terms, 2026)

Preparedness education
A structured process through which learners acquire the knowledge, skills and attitudes needed to prevent, prepare for, respond to and recover from hazards.
(Source: World Bank and Global Facility for Disaster Reduction and Recovery (GFDRR), 2026)

Risk communication
The interactive process of exchange of information and opinions between individuals, groups and institutions about a risk or potential risk to human health or the environment. Any risk communication effort must have an interactive component, if only soliciting information about the audience in the beginning or evaluating success at the end.
(Source: Lundgren and McMakin, 2018).

Social-emotional learning
An educational approach that helps learners to develop self-awareness, self-management, social awareness, relationship skills and responsible decision-making by helping young people to identify, express and regulate their emotions, empathise with others and build resilience to withstand difficulties and challenges.
(Source: European School Education Platform (ESEP), 2022)

Annexes

Annex 1: Resources

Key resources

Preparation

- Enabling-environment toolkit (Council of Europe)
- EURYDICE: Preparedness Education in Europe (2025)
- LifeComp,[33] GreenComp[34] and DigiComp[35] frameworks
- IIEP-UNESCO costing guide
- Eurochild. 2024. *Eurochild 2024 Flagship Sub-report on Child Participation.*
- EU Children's Participation Platform: EU Children's Participation Platform | European Union
- European Commission. 2026. *Citizens' Panel on Preparedness*
- European School Education Platform. *European School Education Platform (ESEP)*
- European School Education Platform. 2025. *Prepared School Leadership in Times of Crisis*
- Lundy mode of child participation: The Lundy Model | EU Children's Participation Platform
- OECD. 2026. *What are the likely impacts of rising temperatures on students and how are countries adapting?*
- Save the Children. 2021. The Nine Basic Requirements for Meaningful and Ethical Children's Participation - Save the Children's Resource Centre
- Syndicat National des Professionnel·le·s de la Petite Enfance. 2026
- Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training
- The EU-OECD AI Literacy Framework for primary and secondary education
- United Nations Committee on the Rights of the child, General Comment no 12, 2009

[33] European Commission, Joint Research Centre. 2020. ***LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence***.
[34] European Commission, Joint Research Centre. 2022. ***GreenComp: The European Sustainability Competence Framework.***
[35] European Commission, Directorate-General for Employment, Social Affairs and Inclusion. 2018. ***DigComp: The European Digital Competence Framework***.

- Kids Save Lives (KSL)

Implementation

- Canada: Expect the Unexpected
- New Zealand: Primary and early childhood preparedness hubs
- European School Education Platform (ESEP)
- the Erasmus+ Teacher Academy Project titled REACT Academy

Review, learn, and adapt

- World Bank TAFF Report and repository, Table 13 Learning outcome indicators (p. 127) and Table 14 System capacity indicators (pp. 130–131); case studies from Estonia, Portugal and Türkiye (quality assurance and inspection systems).

Additional resources

Preparedness

EUDRES theoretical framework (integrates the Council of Europe's competences for democratic culture with its Six Resilience Principles for Education)

GADRRRES comprehensive school safety guidance and templates

EU-SELF: SEL programmes compendium (ages 0-7)

The Erasmus+ project Safer Schools and Kindergartens enabled teachers and local authorities to raise awareness and improve policies on disaster preparedness and first aid in schools and kindergartens across Austria, Bulgaria, Croatia, North Macedonia and Serbia. The project produced materials in six languages, including a resource catalogue of tools and activities for practitioners and key recommendations for promoting school and kindergarten safety.

- Erasmus+ project: Empowering teachers to become trauma-sensitive schools

The European Working Group on Learning for Sustainability aimed to promote mutual learning and exchange on sustainability education in schools, including the development of sustainability competences. Members explored the key role of primary and secondary schools in educating and empowering pupils and students for the green transition. This contributed to the implementation of the Council Recommendation on learning for the green transition and sustainable development.

- Final report: Learning for sustainability in Europe's schools – Policy insights and recommendations
- Online course: Leading sustainability in school education

Education for Climate Coalition is the European community of practice to support teaching and learning for the green transition and sustainable development. As a flagship initiative of the European Education Area by 2025, it is an essential part of the European Green Deal and is part

of the EU's comprehensive approach to environmental sustainability education. This community of practice supports the implementation of GreenComp by taking a participatory approach to action through education for climate challenges on the ground.

STEAME for Saving Life: Guidelines for developing and implementing Disaster Risk Reduction Education in Elementary School Curriculum

Working Group on Equality and Values in Education and Training (2021-2025) focused on structural reforms to promote equality in education and training. It included topics such as anti-radicalisation, citizenship education and training, the European dimension in education, disinformation, and inclusion of refugees and migrants in education and training.

Deliverables are available through Equality and Values Documents – EAC Groups - EC Extranet Wiki and include papers and briefs on countering hate through education; citizenship; marginalised groups and/or groups in situations of risk; gender equality; discrimination and bullying; and addressing hate speech.

The **Working Group on Digital Education: Learning, Teaching and Assessment** supported Member States to implement policy reforms in line with the Digital Education Action Plan 2021-2027, focusing on high quality and inclusive digital education. Aligned with the Digital Education Action Plan, the Working Group's mutual learning activities addressed two guiding questions: How can a high-performing digital education eco-system be fostered? How can digital skills and competences for the digital transformation be enhanced? Input papers and deliverables are available from DELTA Documents – EAC Groups - EC Extranet Wiki.

Enabling teachers

ENESET report Leading through uncertainty – A model for effective school leadership in times of crisis

Joint European guidelines on psychosocial risks in education staff.

Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education*, *17*(7), 783-805. Teacher efficacy: capturing an elusive construct - ScienceDirect

Lee, Y. R., Park, S. N., Lee, M. R., & Nam, E. (2023). Influencing factors of early childhood teachers' disaster preparedness. *Frontiers in public health*, *11*, 1249736. Frontiers | Influencing factors of early childhood teachers' disaster preparedness

Locally developed resources:

- **Explorerisk38:** Link.
- **Amadora, Portugal example:** Lik.

Preparedness behaviours

Involving children in disaster risk reduction: the importance of participation - PMC

Experimental data about the evacuation of preschool children from nursery schools - Part I: Pre-movement behaviour

A review of children's participation in disaster risk reduction - PMC

Human behaviour during evacuation of primary schools: Investigations on pre-evacuation times, movement on stairways and movement on the horizontal plane - ScienceDirect

A Meta-Analysis of Fear Appeals: Implications for Effective Public Health Campaigns - Kim Witte, Mike Allen, 2000

Financing and resources

Resource hub examples from countries profiled in the TAFF Recommendations for Preparedness Education in Early Childhood and Primary Schooling in the EU report: UK, Canada, New Zealand.

Learning outcomes and quality assurance

See **Annex 2** for optional competence framework.

- European Commission, Directorate-General for Employment, Social Affairs and Inclusion. *DigComp: The European Digital Competence Framework*. 2018.

- European Commission, Joint Research Centre. *LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence*. 2020.

- European Commission, Joint Research Centre. *GreenComp: The European Sustainability Competence Framework*. 2022.

Elmore, R. Backward Mapping: Implementation Research and Policy Decisions. 1979.

Dyer, C. *Researching the implementation of educational policy: A backward mapping approach*. 1999.

Annex 2: Competence areas across ISCED levels (ages 3–12)

These minimum preparedness competencies are designed for an all-hazards approach. Countries should adapt them to their own risk profile and context and illustrate them through locally relevant examples. The competencies are presented here through knowledge, skills, and attitudes to support age-appropriate curriculum design, teaching, and monitoring across Prevention, Response, and Recovery. These four dimensions are complementary: knowledge concerns what children understand; skills concern what they can do; attitudes concern how they approach situations; and values concern the principles that guide their actions. Importantly, children's expected roles and actions should always be age-appropriate and should not transfer to children responsibilities that properly belong to adults, such as accounting for peers, leading evacuations or deciding whether to remain with an injured person, nor should they expose children to unnecessary risk. For additional information on disability-inclusive preparedness in educational settings, see the **SWD(2026)828 under Action 33** and the accompanying *Advisory Report on the Guidance for Persons with Disabilities: How to Act in Emergencies*, including the sections *For Teachers and School Staff*, under the module 7: *Guide for Support Persons and Community*.

ISCED 0: Early Childhood (Ages 3–5)

Competency area	Prevention	Response	Recovery
Knowledge	Recognises concrete safety cues and simple hazards in familiar environments, such as alarms, visual signals, or trusted adults' instructions; practises familiar routines for moving to a safe place; and understands that trusted adults help keep children safe.	Recognises basic danger signals, such as an alarm, smoke, unusual heat, or an adult warning, and understands that a different routine may be needed.	Understands that after a frightening event, adults help restore safety and routine.
Skills	Practices simple safety routines through repetition and play and can share basic personal information.	Follows simple protective actions with adult guidance, such as moving to shade, drinking water, covering nose and mouth if instructed, going to a safe place, and using words, gestures, or signals to ask for help.	Returns to familiar routines with reassurance, asks simple questions, and listens to adults explain what happens next.
Attitudes	Builds confidence through familiar safety routines and shows	Expresses fear or discomfort, stays with the group, and accepts	Reconnects with trusted adults, peers, and routines to regain a sense of safety.

	willingness to follow trusted adults.	help from trusted adults.	
Values	Begins to understand trust, safety, and care in relation to self and others.	Shows care by staying together with others and responding in ways that support group safety.	Experiences safety, care, and belonging as part of recovery and reconnection.

ISCED 1: Early Primary (Ages 6–8)

Competency area	Prevention	Response	Recovery
Knowledge	Identifies common local hazards and understands simple ways to stay safe, including from heat, flood, storms, fire, or poor air quality where relevant.	Recognises what type of event is happening and recalls the relevant protective action.	Understands that recovery includes returning to routines, checking on wellbeing, and learning what can be improved.
Skills	Practices age-appropriate preparedness tasks such as evacuation routes, hydration routines during extreme heat, sheltering safely, or family meeting points.	Carries out multi-step safety procedures and adjusts when small changes occur.	Helps restore classroom routines and participate in simple reflection on what worked well.
Attitudes	Builds confidence through practice and understands that preparedness is something everyone can take part in.	Shows self-control, seeks help appropriately, and is willing to support classmates by staying together and following instructions.	Understands that it is normal to feel upset after an emergency and that recovery is easier when people help one another.
Values	Understands that preparedness helps protect everyone, including those who may need more support.	Shows care, cooperation, and respect for others during an emergency.	Recognises that recovery is easier when people help one another and include everyone.

ISCED 1: Upper Primary (Ages 9–12)

Competency area	Prevention	Response	Recovery
Knowledge	Explains common local hazards and how protective actions may differ across them, including hazards such as extreme heat, floods, storms, smoke, or earthquakes where relevant.	Uses available information to judge which protective action is needed, including when usual routines must be adapted.	Reflects on how schools, families, and services work together to restore learning and strengthen future preparedness.
Skills	Contributes to school and household preparedness through concrete actions such as checking supplies, identifying risks, supporting heat-safety or evacuation routines, and suggesting improvements.	Applies protective procedures under stress and adapts responsibly when conditions change.	Supports the orderly return to learning and contributes ideas for improving future preparedness.
Attitudes	Shows responsibility, confidence, and readiness to take part in preparedness activities.	Regulates emotions under stress, supports younger or more peers from marginalised groups and/or groups in situations of risk in age-appropriate ways, such as staying together and alerting a trusted adult, and knows when to involve a trusted adult.	Supports peers during re-entry to normal routines and reflects on fairness, inclusion, and collective responsibility in recovery.
Values	Understands that preparedness includes inclusion, empathy, fairness, and shared responsibility.	Acts in ways that protect both self and others and respects the needs and requirements of those who may need additional support.	Values cooperation, accurate information, and collective responsibility in recovery and future risk reduction.

Annex 3: Country case studies and examples

These case studies and examples were developed as part of 'Recommendations for Preparedness Education in Early Childhood and Primary Schooling in the European Union', a report prepared by the World Bank under TAFF Phase 2 – Enhancing Policy and Investments for EU Disaster and Climate Resilience. The full versions of the case studies, including further details and supporting information, can be consulted in the TAFF report.

Preparation: Take stock and prepare

Laws and policies

Italy: National legislation integrating preparedness into compulsory civic education:[36] Italy demonstrates how preparedness can be institutionalised through national legislation. Under Law No. 92/2019, civil protection and disaster preparedness were incorporated into mandatory civic education, making preparedness a recognised responsibility of the education system rather than an optional activity. Instead of introducing a new subject, preparedness competencies are integrated across existing curriculum areas, providing national consistency while allowing schools flexibility in implementation.

Spain: National civil protection strategy: Spain's 2024 National Civil Protection Strategy promotes a public culture of prevention, which starts in schools. It calls for the education of early childhood and primary school children and young pupils in matters such as emergency response and preparedness. It seeks to diversify existing educational material beyond print format and prioritise online resources, including short training videos uploaded to YouTube or similar platforms. Finally, it aims to develop and deploy different prevention programmes in education facilities and include civil protection as part of the syllabus to improve interrelations and security in schools and their surroundings.

Montenegro: Disaster Risk Reduction Strategy 2025-2030 and Education Reform Strategy 2025-2035: Montenegro's Disaster Risk Reduction Strategy 2025-2030 and Education Reform Strategy 2025-2035 provide a complementary policy framework linking preparedness education, teacher training, school preparedness planning and digital learning. Between 2013 and 2026, approximately 2,200 teachers, professional associates and school principals from primary and secondary schools participated in around 78 preparedness seminars delivered across 25 municipalities. The training covered hazard awareness, school-level risk assessment, the integration of preparedness across subjects, active learning methods, and the planning and evaluation of evacuation exercises. The national Disaster Risk Reduction Strategy 2025-2030 and its implementation plan explicitly provide for the continued delivery of these seminars in support of curriculum implementation. Preparedness training also involves preschool staff and personnel working in centres for children with disabilities, particularly on evacuation procedures, inclusive drills and the adaptation of educational materials. The Disaster Risk Reduction Strategy 2025–2030 foresees the development of seminar materials on preparedness education and psychosocial support, reinforcing existing in-service training. A distinctive feature of Montenegro's approach is the integration of preparedness-related content into the national digital learning platform, Digital Classroom (*Digionica*). For preschool education, the platform provides 71 courses and 340 lessons for children aged 0–6, helping to support continuity of learning during emergencies.

[36] TAFF report: 'Basic civil protection education has been formally introduced into the national education programme through Law No. 92/2019, establishing preparedness as a recognised responsibility of the education system rather than an optional or extracurricular activity.' 'Italy… mandates preparedness through civic education.'

For primary education, it offers structured content across 21 subject areas per grade, together with hundreds of lessons. Its teacher-support section includes 98 courses and 796 lessons addressing instructional continuity and emergency teaching support. These measures connect disaster risk reduction with Montenegro's broader education reforms and its objective to create safe, resilient and digitally supported learning environments.

Curricula frameworks

Czechia: Compulsory integration of emergency preparedness into primary education: In Czechia, Protection of People in Common Risks and Emergencies (*Ochrana člověka za běžných rizik a mimořádných událostí*) forms part of the compulsory content of the Framework Programme for Basic Education. All primary schools are required to incorporate topics such as safe behaviour, emergency response and first aid into teaching. This provides a nationally consistent basis for preparedness education, while allowing schools to integrate the content across different subjects and learning activities.

France: Voluntary, project-based curriculum integration: In France, some of the most detailed preparedness content available to primary schools is provided through optional resources, such as the *When the Earth Rumbles* (*Quand la Terre gronde*). These resources support project-based learning and allow teachers to explore hazards and disaster preparedness in depth. However, their use depends largely on the initiative of individual teachers or schools. The example therefore demonstrates both the potential of high-quality voluntary resources and the limitations of approaches that are not systematically embedded in curriculum requirements or national implementation arrangements.

Portugal: Risk Education Framework: The Risk Education Framework (*Referencial de Educação para o Risco* –RERisco) by the Portuguese National Authority for Emergency and Civil Protection offers a national, cross-age reference framework for preparedness education, covering natural and technological hazards, self-protection, risk awareness, civil protection and safety planning. This guidance enables co-creation of preparedness materials (leaflets, activity sheets, safety plans, videos) by schools, teachers, children and local authorities, adapted to local hazard profiles and community context.

Japan: Whole-system curriculum linked to school safety policy: [37] Japan integrates preparedness across its curriculum guidance, school safety education and school management rather than treating it as a separate topic. National guidance explicitly positions disaster prevention within school safety education, reinforcing preparedness through classroom learning, emergency planning and regular drills.

Enabling workforce

Japan: Initial teacher education integrated with preparedness pre-service teacher education: [38] Japan embeds preparedness within teacher professionalism by making school safety training a mandatory component of teacher licensing. Preparedness is introduced during initial teacher

[37] TAFF report: 'Japan stands out for explicitly positioning disaster prevention within school safety education across schooling levels through national guidance, creating a strong system expectation for cross-curricular implementation.'

[38] TAFF report: 'Japan stands out for anchoring preparedness more systematically, including through initial teacher education.' 'Japan integrates preparedness into teacher professionalism by making school safety training a mandatory component of teacher licensing. Under the Education Personnel Licensing Act, all teachers are required to complete training on responding to school safety risks, including preparedness. This approach ensures that every newly certified teacher enters the profession with baseline competencies, regardless of location or subject specialisation. By embedding preparedness into permanent institutional structures, Japan avoids dependence on external funding or voluntary participation.'

education and reinforced through continuous professional learning, ensuring that every teacher enters the profession with baseline preparedness competencies.

Public communication

New Zealand: Schools as hubs for community preparedness:[39] New Zealand adopts a whole-of-society approach by connecting schools, emergency management agencies, local governments, families and communities around shared preparedness objectives. Through national preparedness campaigns and school engagement, consistent preparedness messages are reinforced within and outside the classroom. New Zealand is an example of how schools can serve as community hubs that strengthen preparedness behaviours across households and local communities.

Implementation: Take action

Curricula frameworks

Germany: Systematic integration of disaster preparedness into school curriculum: The state of Baden-Württemberg has implemented a comprehensive concept for anchoring disaster preparedness in school curricula (and similar) since the 2023/2024 school year, developed jointly by its Ministry of the Interior and Ministry of Education. The concept covers primary education (*Grundschule*) and all secondary school types, providing teaching materials for each level, as well as a mandatory annual civil protection action day for grade 6. Early childhood education is not included in this framework.

Czechia: Comprehensive teaching materials for primary schools: Czechia has developed comprehensive materials to support the teaching of human protection during common risks and emergencies in primary schools. The resources introduce educators to key concepts related to common hazards, personal safety and emergency response and provide a foundation for preparing classroom activities across different subjects. The materials complement the compulsory curriculum requirements and help teachers translate nationally defined preparedness content into practical teaching and learning activities.

Estonia: Progressive competency framework for civil protection education: Estonia's Civil Protection Competency Model (2025) provides support material for schools to integrate civil protection and preparedness into their teaching plans. It is defined as official "support material" for schools to integrate into their teaching plans, providing a detailed, structured approach that is strongly recommended but not compulsory. The model sets out an age-appropriate progression of knowledge, skills and attitudes from early childhood through the three stages of basic education. It translates preparedness into concrete learning outcomes that increase in complexity as children progress through education, from knowing emergency numbers at Stage I, to understanding the need for household emergency supplies at Stage II and acting independently on crisis instructions at Stage III. The model provides schools and educators with a structured framework for integrating preparedness competences into teaching while remaining non-compulsory.

Türkiye: Provincial and city-wide disaster-awareness initiatives: Türkiye supports preparedness education through provincial and city-wide initiatives. These include First Lesson: Disaster Awareness Education (*İlk Ders: Afet Farkındalık Eğitimi*) in disaster-prone regions and campaigns in which the first lesson of the school day is dedicated to disaster awareness. These

[39] TAFF report: 'Schools as local hubs: Partnerships with emergency services, NGOs, and families extend preparedness behaviours into homes and communities'. 'Sweden and New Zealand demonstrate strong child-to-household spillover through national campaigns and school engagement.'

initiatives provide a visible and practical way of introducing preparedness topics into school life, particularly in areas facing elevated disaster risks. They may also serve as an entry point for more systematic integration of disaster-awareness content into teaching.

Enabling workforce

Spain: Educate to Prevent: Educate to Prevent (2018) was a six-day school self-protection program organised by civil protection authorities that provided training to approximately 1,500 primary school teachers across the Autonomous Community of Madrid. Children engaged in practical workshops, activities and games on emergency landing, road safety and vehicle rollover simulators, fire extinguishing and evacuation of school premises. This illustrates strong regional practice, while also highlighting that preparedness activities may be more developed in some Autonomous Communities than others.

Sweden: Mandatory preparedness exercises: National legislation requires Swedish preschools and compulsory schools to conduct systematic safety work, such as regular fire drills and evacuation exercises (e.g. Civil Protection Act and corresponding guidance). These activities are embedded into schools' internal quality assurance systems and are periodically reviewed as part of safety protocols and organisational checks. Although not part of curriculum content, this practice reinforces preparedness behaviours and provides measurable activities for monitoring safety compliance. The Swedish quality assurance system does not assess pedagogical dimensions but nevertheless provides a foundation to build pedagogical aspects such as students' knowledge and skills.

Japan: Certified e-learning for school staff: Japan's national School Safety e-Learning for School Staff programme provides level-specific online training for education personnel. Participants complete courses tailored to their roles and receive certificates after successfully passing the relevant assessments. The programme provides a structured and scalable approach to professional development and helps to establish a common foundation of school-safety knowledge among staff. Its use of assessments and certification also allows participation and completion to be documented.

New Zealand: Flexible teacher learning and micro-credentials: [40] New Zealand supports flexible professional learning through modular teacher training and nationally recognised micro-credentials. Teachers can progressively develop preparedness expertise while receiving formal recognition within professional development pathways.

Stakeholder engagement and coordination

Italy: 'I am civil protection too': 'I am civil protection too' (*Anch'io sono la Protezione Civile*) is a national summer camp programme promoted by the Italian Civil Protection Department and implemented with regional authorities and national and local civil protection volunteer organisations. The initiative began in 2011 and reached its sixteenth edition in 2026. The 2026 programme included more than 350 camps and over 9,000 participants aged 10–16; cumulatively, it has involved more than 100,000 young people. The camps combine group games and educational sessions with practical experiences, simulations and outdoor activities. Participants meet firefighters, police, emergency medical personnel, the Italian Red Cross, civil protection

[40] Reference text in the TAFF report: "New Zealand uses modular teacher training and micro-credentials to support incremental and motivating engagement with preparedness education. Teachers can complete online and in-person modules at their own pace, earning micro-credentials that are formally recognised for career progression. This system supports continuous learning, allows teachers to specialise over time, and provides visible recognition for effort and expertise."

volunteers and representatives of local and regional institutions. Topics include natural hazards, prevention practices, the functioning of the National Civil Protection Service and the importance of municipal emergency plans.

Croatia: Let's Learn More About Disaster Risk Reduction!: Croatia's Civil Protection Directorate, in cooperation with UNICEF and UNDRR, developed the child-focused educational package Let's Learn More About Disaster Risk Reduction! The package includes the RiskLand board game, which uses interactive questions and scenarios to teach pupils how disaster impacts can be reduced. As part of the project On the Road to Disaster Risk Reduction, the Directorate produced and distributed two copies of the game to every primary school in Croatia. The games were made available through school libraries, ensuring nationwide access. The initiative provides an engaging and age-appropriate tool for strengthening disaster-risk awareness and complements wider school-level preparedness activities.

Czechia: Schools partnering with firefighters to strengthen preparedness education:[41] Czechia shows how structured partnerships between schools and emergency responders can strengthen preparedness education. Civil protection authorities and firefighters work directly with schools to deliver preparedness lessons, practical demonstrations and emergency exercises, bringing operational expertise into classroom learning. This collaboration helps schools to translate preparedness policies into practical experiences while strengthening coordination between education authorities and emergency services.

Romania and Bulgaria: Mobilising civil protection agencies and non-governmental organisations (NGOs):[42] Romania and Bulgaria show how partnerships with civil protection agencies and NGOs can support preparedness education beyond the education sector. These organisations contribute technical expertise, educational resources and practical learning activities that strengthen implementation while promoting collaboration across education, emergency management and civil society. Their experience demonstrates the value of cross-sector partnerships in supporting schools and local communities.

Canada: Co-designing preparedness with Indigenous communities:[43] The Canadian Red Cross Inclusive Resilience project adapted a LEGO® SERIOUS PLAY® activity for Indigenous children and young people in Manitoba and Newfoundland. Small groups build and discuss models representing community risks, emergency plans and preparedness actions. Activities include rapid character building, risk mapping and emergency-kit planning. Indigenous knowledge and traditional ecological perspectives are treated as substantive expertise rather than supplementary content. This is an example on participatory stakeholder engagement, child participation and feedback from communities whose knowledge and needs are often underrepresented.

[41] TAFF report: 'Czechia provides a more structured partnership approach, where civil protection authorities and firefighters collaborate with schools to deliver structured preparedness education.'
[42] TAFF report: 'Schools as local hubs: Partnerships with emergency services, NGOs, and families extend preparedness behaviours into homes and communities. Romania and Bulgaria rely on civil protection agencies and NGOs.'
[43] Reference text in the TAFF report: "A LEGO® SERIOUS PLAY®-based activity was adapted to foster climate and disaster risk awareness among Indigenous youth in Manitoba and Newfoundland, integrating cultural perspectives and traditional ecological knowledge with participatory learning." "Feedback from community partners, parents, and children has shown strong engagement and receptivity." "Ensure preparedness education honours diverse knowledge systems, involves community leaders as partners, and creates culturally safe learning environments."

Resources

Czechia: Preparedness education through an early-childhood magazine: The Ministry of the Interior–General Directorate of the Fire Rescue Service of Czechia collaborated with *Pastelka*, a magazine for preschool and younger primary-school children, to develop a dedicated series on human protection during common risks and emergencies. First developed in 2013, the preparedness series introduces children to several basic topics and important principles of safe behaviour in an accessible and age-appropriate format. This example demonstrates how existing educational media can be used to integrate preparedness messages into materials already familiar to young children and educators.

United States (US): Let's Get Ready, New York! K-5 Booklet: New York City's K–5 booklet, Let's Get Ready, New York!, uses stories and age-appropriate activities to introduce younger pupils to emergency preparedness. A particularly relevant feature is its connection between classroom learning and preparedness at home. Children are encouraged to discuss risks and emergency arrangements with their families and contribute to the preparation of household emergency plans. The resource therefore extends preparedness education beyond the classroom and supports links between schools, children and families.

New Zealand: National resource platform for schools and families – national online repositories: New Zealand's Get Ready platform provides nationally consistent lesson plans, emergency planning templates, family resources, and classroom activities. The platform supports teachers, schools, and families through a single repository linked to curriculum competencies.

France: National multidisciplinary teaching package:[44] France supports implementation through the nationally developed *Quand la Terre gronde* teaching package. The multidisciplinary resource includes lesson plans, classroom activities and teacher guidance that integrate preparedness into existing curriculum subjects. These materials are complemented by mandatory school emergency plans and regular preparedness exercises.

Game-based pedagogies for effective teaching

In standard teaching pedagogies, preparedness messages are transmitted from teachers to learners in a one-directional flow of information. Teachers dictate lessons for students to repeat, or students are given information to study and commit to memory. Books, videos and digital learning assets are all different mechanisms for delivering information.

While these tools serve an important function in establishing procedural memory, they represent only one component of comprehensive preparedness education. Transformative preparedness learning requires pedagogical approaches that develop adaptive thinking, collaborative problem-solving, and genuine student agency.

Game-based pedagogies move beyond compliance-oriented drill culture toward capability-building education.

In game-based pedagogies, students are presented with interactive scenarios and structured activities that provide experiential learning. In this approach, students develop adaptive decision-

[44] TAFF report: 'National toolkits (lesson plans, workbooks, child-friendly resources) tailored to local hazards improve consistency and uptake. Examples include France's multidisciplinary Quand la Terre gronde teaching sequence.'

making skills under uncertainty. Rather than drilling a single correct response, teachers present students with ambiguous situations requiring judgment.

This approach builds transferable thinking skills in which students learn to assess situations, identify relevant information, evaluate options, and make defensible decisions under pressure.

Canada: Storytelling and game-based resources for young learners:[45] Canada's Ember the FireSmart Fox and Emergency Preparedness Squad provide age-appropriate preparedness education through storytelling, games and classroom activities. These curriculum-aligned resources help teachers to introduce preparedness using engaging, developmentally appropriate pedagogies. Canada's **Emergency Preparedness Squad** is a comprehensive, game-based program designed for younger students. The program uses interactive challenges and scenarios to teach preparedness concepts while explicitly aligning activities with curriculum expectations across science, language, arts, and social studies.

Czechia: Game-based learning for early childhood education: The Knowing in Time is Knowing Forever project supports preparedness education in kindergartens by providing teachers with resources covering common risks, personal safety, fires, emergencies, traffic safety and environmental education.

A total of 33 board games were developed through the project, organised into six thematic areas:

- Common risks
- Personal safety
- Fires
- Emergencies
- Traffic education
- Environmental education

The project provides kindergarten teachers with practical, age-appropriate tools for introducing preparedness and safety concepts through play.

United Kingdom (UK): Playful activism through Mod Games – participatory 'playful activism' and systems-thinking games:[46] The UK's Mod Games demonstrate how playful activism can support preparedness education through participatory, game-based learning. Rather than functioning as standalone games, teachers facilitate discussion and reflection, helping learners to connect gameplay with real-world risks, systems thinking and collective action across subjects. The United Kingdom's **Mod Games** use a program of 'playful activism' to help middle primary

[45] TAFF report: 'Ember the FireSmart Fox and Emergency Preparedness Squad as examples of playful, curriculum-aligned materials.' It concludes that 'playful, narrative, and game-based materials can be effective when they are teacher-led, technically sound, curriculum-aligned and supported by clear guidance.'

[46] TAFF report: 'In the United Kingdom, initiatives such as Mod Games illustrate how preparedness and systems thinking can be introduced through what is described as playful activism. Playful activism uses games and participatory experiences to help learners explore complex real-world systems, including risk, uncertainty, collective decision-making, and community action…Rather than positioning games as standalone digital products, Mod Games emphasises teacher-led facilitation, where educators guide reflection, discussion, and connection to learning objectives. Activities are designed to be flexible and adaptable, allowing teachers to integrate them into existing subjects such as citizenship, geography, science or social studies.'

students explore complex real-world systems, including risk, uncertainty, collective decision-making, and community action. Rather than positioning games as standalone digital products, Mod Games emphasises teacher-led facilitation, where educators guide reflection, discussion, and connection to learning objectives.

Singapore: Integrated preparedness competences and game-based learning: The Singapore Science Centre's **Get the Kids and Run** is a series of games illustrating key aspects of disaster risk in the lead up to a shock.[47] Designed as hands-on tactile activities with no digital components, the games explore the period from the first warnings to the moment of impact. The games are embedded as part of the geography program for secondary students visiting the Singapore Science Centre. Trained Science Centre facilitators deliver the games to students as part of their school excursions, enabling the games to reach large numbers of students without requiring a large number of teachers to be specially trained.

Review, learn and adjust

Learning outcomes

Portugal: Integrating preparedness into external school evaluation: Portugal's General Inspectorate of Education and Science (IGEC) plays a central role in monitoring school preparedness through the national external school evaluation system. Under the Reference Framework for External School Evaluation, inspection teams assess school leadership and management practices, including prevention and emergency plans, self-protection measures, staff training and procedures for managing risks and accidents. The 2023 evaluation framework includes explicit indicators on risk prevention, protection and resilience within the domain of personal development and wellbeing. By systematically reviewing these measures and incorporating the findings into school evaluation reports and improvement plans, Portugal shows how preparedness can be embedded in routine quality assurance processes rather than monitored through separate or one-off exercises.

Japan: Measuring preparedness competencies:[48] Japan demonstrates how preparedness education can be evaluated through student competencies, rather than simply recording whether emergency plans or drills have been completed. It is an example of assessing learners' ability to recognise hazards, make appropriate decisions and apply preparedness skills in realistic situations.

[47] While this practice was developed for secondary school students, and secondary education falls outside the scope of this guidance, it is included as a relevant example that may offer transferable lessons for younger age groups.
[48] TAFF report: 'Assess what students can do: Systems monitor school plans and drills, but advanced approaches (e.g. Japan's student capability assessments) test recognition of risks and safe responses beyond documentation and drill compliance.'