EURYDICE
REPORT

Preparedness education in Europe

2025

School
education

Erasmus+
Enriching lives, opening minds.

Preparedness education in Europe – 2025

Eurydice report

Contents and table of figures

Contents

Table of figures

Introduction

In a world where **climate disasters, cyber threats, and geopolitical instability are increasingly present**, people's preparedness and awareness are key to efficient and effective responses. The preparedness of the population can improve emergency efforts and contribute to overall resilience and planning. Education systems are increasingly recognised as a cornerstone for fostering resilience.

This report examines the integration of preparedness in early childhood education (ISCED level 0) and primary education (ISCED level 1) in European education systems. The focus is on the youngest children, who require the greatest support in developing foundational resilience and preparedness skills. By embedding preparedness in a caring and age-appropriate manner, educators can empower children to feel secure and capable—not fearful—while building their capacity to navigate unexpected situations.

The analysis explores the plans that have been put in place to help children to acquire preparedness skills and examines how school-level resilience plans aim to build capacity to respond to unexpected events. The findings highlight how European education systems are adopting innovative approaches to equip a new generation with those skills.

The concept '**preparedness education**' refers to education that helps learners understand risks related to, inter alia, natural hazards (e.g. earthquakes, floods, wildfires), technological hazards (e.g. industrial accidents) and other man-made crises (e.g. armed conflict, pandemics, displacement), and to cooperate effectively during emergencies.

The **EU Preparedness Union Strategy ([1]),** launched on 26 March 2025, emphasises the importance of building Europe's capabilities and fostering new ambition in crisis and security preparedness, framing preparedness as both a national and a shared European responsibility. The Strategy aims to support Member States and enhances Europe's capacity to prevent and respond to emerging threats, including geopolitical tensions, cybersecurity risks, foreign information manipulation, climate change, and increasing natural hazards. Through 63 key actions, the Strategy explicitly addresses population preparedness. Specifically, action 29 calls for the inclusion of preparedness in school education curricula and the training of educational staff and makes a link to the goals set out in the Union of Skills ([2]).

Methodology

The European Commission requested the Education and Culture Executive Agency (EACEA) to assess the current status of preparedness education across Europe via the **Eurydice network.** This network consists of 42 European National Units which provide authoritative information on their respective education systems. This report aims to present a descriptive overview of how preparedness is integrated into European education systems by providing evidence-based material on current practices and approaches at the early stages of education.

In a voluntary exercise, the National Units responded to a **questionnaire** that focuses on the current state of preparedness education in the 2025/2026 school year. In total, **32 national units** ([3]) submitted responses**.**

([1])   EU Preparedness Union Strategy – European Commission (March 2025)

([2])   Union of Skills – European Commission (March 2025)

([3])   Participating national units are Austria, Belgium (French Community), Bulgaria, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, Türkiye, and Ukraine.

This number includes information from 25 EU Member States, with only part of Belgium (the Flemish and German Communities), Ireland and Malta missing.

This report covers early childhood education (ISCED 0) and primary education (ISCED 1). This analysis excludes early childhood education and care programmes that are not classified as ISCED 0 and typically fall outside the responsibility of education authorities. Data was collected for the whole ISCED 0, but the analysis focuses on pre-primary programmes (ISCED level 02) [4]. The analysis covers only public and publicly dependent private schools. Independent private schools and separate special needs programmes are not included in this analysis.

The **data analysis** started with a review of the 32 questionnaires. Some questions highlighted differences in approach between ISCED levels, while others used subcategories for a more detailed examination. An analysis identified trends and examples to illustrate diverse practices across European education. As examples and references were optional, detail varied between submissions. Nonetheless, these examples clarify trends, with sources listed under footnotes.

Nevertheless, the scope of the report poses some limitations. The concept of preparedness is new and still being developed, and while there are significant differences in understanding the concept and what it encompasses in the different education systems analysed, in general children learn about safety.

Content and structure of the report

The **report** is structured around five themes. The first section focuses on how children's resilience is fostered, examining how preparedness education is integrated into national curricula at ISCED 0 and ISCED 1. The remaining four sections shift to the broader education system, covering teacher training, quality assurance, the potential role of the European Union and national level plans.

Finally, the corresponding national sheets on preparedness education measures included in current curricula can be found in Annex 1, and the questionnaire is included in Annex 2.

---

[4]   For more information on ISCED 0 classification, see European Commission: European Education and Culture Executive Agency, *Key data on early childhood education and care in Europe 2025 – Eurydice report*, Publications Office of the European Union, 2025, and European Commission: European Education and Culture Executive Agency, *The structure of the European education systems*, Publications Office of the European Union, 2024.

1. Preparedness in curricula

When preparedness is embedded in school curricula it supports children in developing the skills and confidence needed to understand and respond to challenges in a safe way. For ISCED 0 and ISCED 1 levels, this means designing learning experiences that encourage resilience and readiness, helping young learners feel capable rather than overwhelmed.

This section seeks to uncover not only whether preparedness is included in curricula, but also how it is defined, organised, and adapted to meet the developmental needs of young learners. By comparing approaches between early childhood education and care (ECEC) and primary education, we aim to identify gaps, best practices, and opportunities to strengthen preparedness as a core educational priority.

The **inclusion of preparedness in school curricula** varies between early childhood education (ISCED 0) and primary education (ISCED 1). This section first explains whether preparedness is integrated in school curricula and then clarifies how it is defined and organised. The last part of the section discusses differences of preparedness in early childhood education and primary education curricula.

1.1. Countries with preparedness education in early childhood education and primary curricula

Figure 1 provides an overview of the inclusion of preparedness education in curricula, showing that half of the countries that participated in this analysis have integrated preparedness into their ISCED 0 curricula, while nearly three-quarters incorporate it into ISCED 1.

Figure 1: Preparedness education in the early childhood education (ISCED 0) and primary education (ISCED 1) curricula 2025/2026
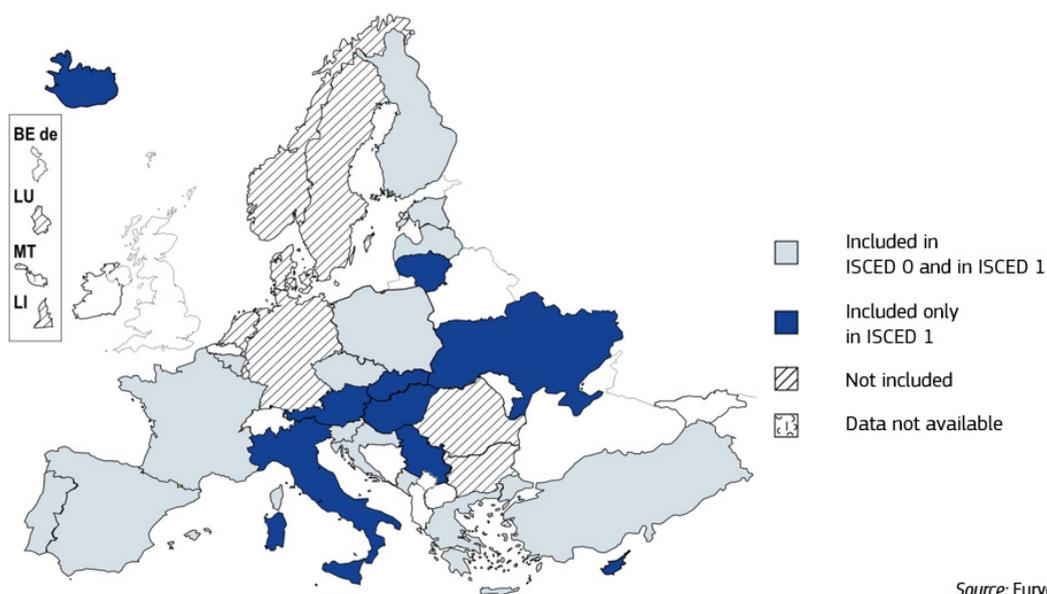
Source: Eurydice.

Eurydice data indicates that preparedness education in early childhood education and primary education curricula generally aims to help young **learners identify crisis situations through age-appropriate methods** tailored to their developmental stage. Pupils also learn how to behave responsibly before, during and after an emergency, and how to deal with unexpected events. Curricula that address preparedness incorporate it as part of the holistic development of life protection skills in ISCED 0 and then expand and develop the approach in a variety of subjects that are introduced in ISCED 1.

For example, in subject areas like **natural sciences and geography**, learners explore disasters caused by nature such as storms, fire and floods, and are specifically taught "safe behaviour" in these situations. Ways to anticipate and respond to crisis situations caused by mankind are generally also included in the scope of preparedness education. Furthermore, students begin to learn how to identify risks related to misinformation and privacy breaches in the **digital world,** equipping them with skills to navigate the increasingly digital world.

Besides these issues, the majority of countries emphasise **'life protection skills'** as an integral element in preparedness education. This teaches learners how to protect life and health, including in unpredictable and risky situations such as accidents, natural hazards, pandemics, and wars. These topics are often addressed in courses that incorporate **citizenship education**.

Across education systems, a variety of **activities and tools** are employed to teach preparedness. While the answers are diverse, three recurring activities stand out: (1) protocol training, (2) focus on preparedness behaviour, and (3) skills development.

Countries generally include **protocol training** in their activities related to preparedness education. Protocol training typically involves procedures for moving to safe locations, evacuating schools, first aid practices, and getting acquainted with fixed programmes that contain pre-recorded classes for remote learning if necessary. Besides protocol training, **behavioural preparedness** is also emphasised. It equips learners with the knowledge of how to act appropriately during crisis situations. For example, children learn how to locate and use defibrillators, or they discuss the contents of emergency bags for quick evacuation scenarios. Last, preparedness education frequently involves the **development of practical skills** such as fire safety, accident prevention, transportation safety, managing hazardous substances, and contacting emergency services.

In **Portugal** a variety of materials are used for preparedness education at pre-primary (ISCED 02). In the Curricular Guidelines for Preschool Education ([5]) preparedness is addressed in the domain of risk, with children learning to recognise, describe and look for the reason(s) of different types of risk (natural, technological and mixed) and to take appropriate self-protection measures. Materials also discuss the concept of civil protection agents and safety plans. The Guidelines are not mandatory rules but, together with the Risk Education Framework, rather provide support to the development of leaflets and videos that are co-created by children and teachers themselves ([6]) with the assistance of local authorities.

Figure 1 shows that all countries that have integrated preparedness education in their ISCED 0 curricula have also incorporated it into their ISCED 1 curricula. This trend suggests that countries aim for a continued development of preparedness skills as young learners grow.

Nine of **the countries which refer to preparedness at ISCED 1 level have not included it for ISCED 0**. The reasons for including preparedness at ISCED 1 and not at ISCED 0 vary. For instance, four countries (Italy ([7]), Lithuania ([8]),

---

([5]) Curricular Guidelines for Pre-school Education; Pedagogical Guidelines for Crèche; and Risk Education Framework – Portugal

([6]) Materials - Incêndios na Escola Sabes o que fazer?; Citizenship Education Exercise Portugal (October 2025) and Risk Education Framework

([7]) Guidelines for the teaching of civic education – Ministerial Decree n° 183/2024 (Linee guida per l'insegnamento dell'educazione civica - DM n. 183/2024) – Italy (2024)

([8]) Article 25(3) of the Law on Crisis Management and Civil Protection of the Republic of Lithuania, Crisis management and civil protection training is carried out in pre-school and/or general education and professional training schools in accordance with the general programmes, criteria or guidelines approved by the Minister of Education, science, and sports, which include the training content agreed with the Fire and Rescue Department. – Lithuania (15 November 2024)

Serbia ([9]) and Slovakia ([10])) note the availability of materials and guidelines for schools during emergencies, but do not include these materials explicitly in the ISCED 0 curricula. Two countries (Hungary and Iceland) did not integrate preparedness in their ISCED 0 curricula and do not have any plans to do so.

While a large majority of countries have integrated preparedness education for both early childhood education and primary education, a clear distinction can be made between **the content of preparedness in ISCED 0 and ISCED 1 curricula**. The data suggests a development from foundational approaches in ISCED 0 to more structured and explicit integration in ISCED 1.

In **early childhood education**, preparedness is frequently addressed through age-appropriate activities that foster broad life protection skills and risk awareness. At **primary education** level, preparedness education becomes more structured and explicit. This shift reflects a broader recognition of the need to equip children with practical knowledge and skills to respond to emergencies, appropriate to their capacity.

The ISCED 0 curriculum in **Latvia** introduces basic concepts of safety and health, where children learn to make well-considered decisions to protect themselves and others, and follow safety rules ([11]). The focus is on fostering awareness of potential risks and beginning to use personal protective equipment. In ISCED 1, the curriculum builds on these foundations by incorporating more action-oriented preparedness education ([12]). Children participate in evacuation drills, follow instructions, memorise evacuation routes, and assess risks during simulated emergency situations. They also learn practical skills like providing first aid and evaluating risks in different environments such as public transportation, public events, and shopping centres. By the end of primary school, learners are expected to be capable of making informed decisions and taking responsibility for their own and others' safety in more complex scenarios.

France is another example of how preparedness is integrated differently in ISCED 02 and ISCED 1 curricula. ISCED 02 focuses on building safety awareness and collective responsibility through the *Plan Particulier de Mise en Sécurité* (PPMS) ([13]) which involves the entire educational community; children, staff, parents, and local authorities. In pre-primary education, preparedness includes psychological support, trust-building, and the introduction of basic safety concepts through activities like drills and lockdown exercises. Materials are adapted to young children with tools such as posters, pictograms, and simplified instructions, and teachers use stories, role-playing, and group discussions to make safety instructions accessible. In contrast, ISCED 1 moves towards a more formalised and structured approach. It focuses on developing responsible behaviour, applying basic safety rules, and introducing children to an understanding of natural and security risks ([14]).

1.2. Countries with no preparedness education in early childhood and primary curricula

In total, **nine countries** (Bulgaria, Denmark, Germany, Liechtenstein, Luxembourg, Netherlands, Norway, Romania ([15]), and Sweden) **do not include specifically preparedness education in their ISCED 0 and ISCED 1 curricula**. However, all these countries have preparedness-related activities in place, many of which mirror those which are found in countries that include preparedness specifically and clearly in their curricula. These activities range from the inclusion of general educational themes related to the environment and society, to the implementation of practical measures such as fire drills, and the cultivation of a broader sense of responsibility.

As in countries which include preparedness in the curriculum, these efforts are often guided by **routine drills, local crisis-management procedures, and involve cooperation with institutions** such as the police, health services, and child welfare agencies. In

---

([9]) Protocol for Institutional Response to Violence, Abuse, Neglect and Crisis, which outlines how schools and other educational institutions, including preschools, should prevent and respond to situations involving violence, abuse, neglect, and crisis. – Serbia (2010)

([10]) Metodicko-pedagogické centrum, 2014. Edukačné hry a aktivity v záujme zdravia. the National Institute for Education and Youth provides methodical materials that also cover didactic approaches to teaching preparedness to children at ISCED 0 level. – Slovakia (2014)

([11]) Pre-school education programme – Latvia (21 March 2023)

([12]) Regulations Regarding the State Basic Education Standard and Model Basic Education Programmes – Latvia (28 September 2021)

([13]) Plan particulier de mise en sûreté (PPMS), applicable from preschool through all levels of education, in accordance with the circular published in BOEN No. 26 – France (29 June 2023)

([14]) Article L312-13-1 of the Education Code – France (21 May 2023)

([15]) Romania is at the moment working on a revision of ECEC Curriculum as well as a revision for Lyceum Curriculum, including for vocational stream (pedagogical, military, sanitary, and arts domains) and will take into consideration the concept of preparedness in the revision.

two cases – (Sweden ([16]) and Bulgaria ([17])) – other actors like municipalities, non-governmental organisations or agencies provide guiding materials for early childhood education institutions and schools. In **Norway as well as in Sweden**, pre-schools and schools are required to develop local emergency preparedness plans. Despite these varying practices, and although safety-related elements are often included in curricula, none of the nine countries explicitly addresses preparedness in a comprehensive way. Implementation therefore varies across educational institutions, leaving crisis preparedness education fragmented and largely implicit. It is, however, important to mention that **Romania** and **Luxembourg** reported that reforms are currently underway to introduce preparedness education more systematically.

2. Initial teacher education

This section explains whether and how preparedness is integrated in initial teacher education (ITE) programmes and then examines how countries cover preparedness even when it is not a mandatory component of teacher education. In education systems across Europe, there is considerable variation **in how initial teacher education (ITE) addresses preparedness**.

2.1. Countries with formal requirements for preparedness in Initial Teacher Education (ITE)

Figure 2 shows which countries have formal requirements for preparedness in their ITE for early childhood education (ISCED 0) and primary education (ISCED 1). The data indicates that when it comes to ITE requirements regarding preparedness education, **countries generally make no distinction between ISCED levels 0 and 1**, and therefore these levels are considered together in this analysis. Only Slovakia makes a distinction between both levels.

([16]) The Swedish Civil Contingencies Agency (MSB) offers free educational materials for preschool, compulsory school, and upper secondary school, aimed at increasing children's and young people's awareness of risks and their ability to handle accidents, crises, and war – Sweden

([17]) News article on preparedness training – Bulgaria (12 April 2024)

Figure 2: Inclusion of preparedness in initial teaching education, 2025/2026

Required in ITE

Not required in ITE but often covered

Not required in ITE

Data not available
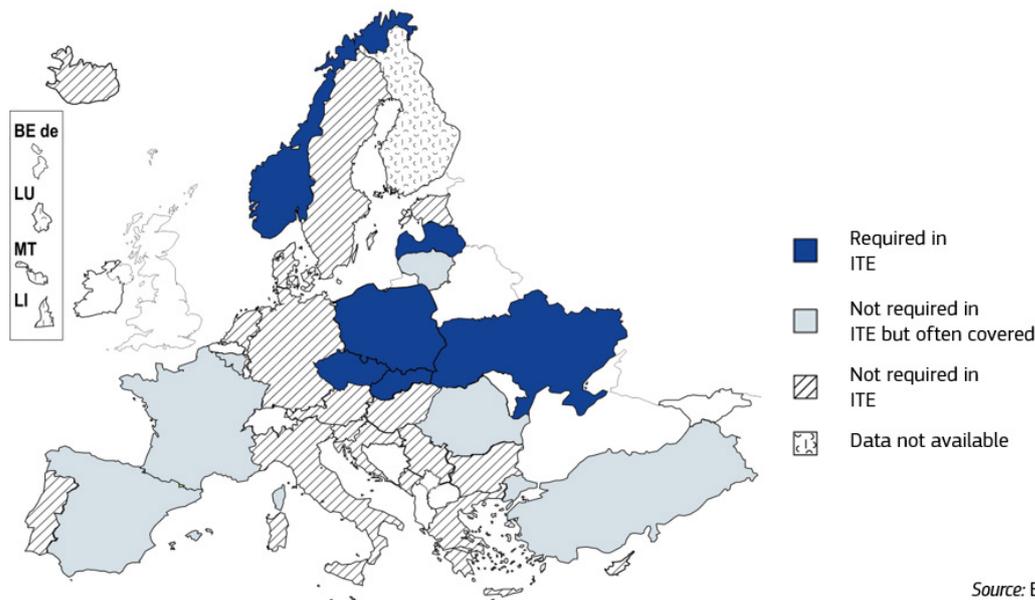
Source: Eurydice.

Six countries (Czechia, Latvia, Norway, Poland, Slovakia and Ukraine) **explicitly require ITE to cover preparedness** for ISCED 0 and 1. However in Slovakia ITE covers preparedness solely for ISCED 1, as preparedness is not integrated in the ISCED 0 curriculum. This formal ITE requirement ensures that all future teachers follow courses and training on preparedness. Approaches to its integration can vary in both scope and depth. While some require training focused on health and safety rules, others implement comprehensive curricula covering civil protection, emergency response, and risk awareness.

Countries that integrate preparedness as a mandatory requirement of their ITE mention that they focus on **skills development** and aligning the requirements with **broader national policies** on civil protection, health, and safety. Overall, courses and standards aim to equip future teachers to respond to crises such as natural hazards, hazardous incidents, and emergencies requiring first aid.

In **Poland,** preparedness is integrated into teacher training by aligning it with national standards and legislative acts. The teacher training standards, as outlined in the Regulation of the Minister of Science and Higher Education (25 July 2019) ([18]), require teacher education programmes to address the following compulsory learning outcomes: health and safety regulations, legal responsibilities relating to pupil welfare, and first aid. This is in line with the Teachers' Charter Act ([19]) and the Law on School Education ([20]). These regulations require teachers to ensure pupil safety during school-organised activities. They also mandate teachers to place pupil welfare at the centre of their educational, care and upbringing duties.

In **Czechia,** preparedness is embedded in the 'Education for Health' education area ([21]). This aims to equip future pre-primary teachers and the children they teach with practical competencies to respond to emergencies and action in life-threatening situations. Czechia's Competence Framework for Graduate Teachers outlines 18 competencies across six areas. One of the areas includes the ability to plan, lead, and reflect on teaching. As the national curriculum covers preparedness within civic competence, initial teacher education also addresses this aspect.

In **Norway,** teachers are expected to be familiar with and contribute to emergency preparedness work in schools. The Norwegian Directorate for Education and Training has developed a comprehensive guide for emergency preparedness planning in

---

([18]) Regulation of the Minister of Science and Higher Education of 25 July 2019 on the teacher training standards with further amendments – Poland (9 February 2024)

([19]) Teachers' Charter Act – Article 6, points 1, 3 and 3a. – Poland (26 January 1982)

([20]) The Law on School Education – Article 5 – Poland (14 December 2016)

([21]) Framework education programme for the field of education "Preschool and after-school pedagogy" (p. 60 and 63); 'Education for Health' education area (p.64 and 84) – Czechia (August 2023)

kindergartens and schools. This guide applies to all educational institutions and includes risk and vulnerability analyses, emergency plans for serious incidents (such as violence, threats, school shootings), and preventive measures and drills.

Ukraine aligns ITE requirements with national documents such as the Law of Ukraine "On Education" ([22]) which mandates that teaching staff are responsible for ensuring a safe learning and development environment. Additionally, the procedures for educating the public about emergency response require school leaders and teaching staff to receive training in civil protection. ITE therefore places an emphasis on developing these practical skills among future teachers to ensure a safe learning environment ([23]).

2.2. Countries without formal requirements for preparedness in Initial Teacher Education

Besides the few countries with ITE requirements, **a large majority of countries do not formally require preparedness to be addressed in teacher education**. In total, 24 countries are in this category for ISCED 0. For ISCED 1, 23 countries are included. This group of countries can be divided into two subcategories: countries that often cover preparedness in ITE and countries that do not.

The first subcategory includes approximately a quarter of countries that do not formally mandate the development of preparedness competencies in ITE for ISCED 0 and ISCED 1. Within this group, six education systems (Belgium (French Community) ([24]), France, Lithuania ([25]), Romania ([26]), Spain ([27]), and Türkiye ([28])) still report that their initial **teacher education programmes frequently address preparedness-**

related topics. These topics include digital risks, health awareness, safety protocols, risk prevention, and civil protection. However, while such themes are covered in programmes, there are no courses specifically dedicated to emergency preparedness or disaster response, nor are such courses formally required within ITE.

The second subcategory includes countries where **preparedness is neither formally required nor covered in ITE**. This group represents about three-quarters of countries which have not formally integrated preparedness in ITE. Instead, preparedness tends to be acknowledged within broader competence areas (e.g. discussing emergency situations, health, safety), rather than being treated as a specific or structured element of teacher education. As a result, preparedness is not embedded as a formal requirement in ITE, nor is it incorporated into the training of teachers at ISCED levels 0 and 1.

Finally, several education systems **include preparedness education in their curricula without reflecting this in ITE requirements**. For ISCED 0, 10 systems ([29]) have integrated preparedness into the curriculum but do not require it in ITE. For ISCED 1, this is the case in 17 systems ([30]). These cases illustrate a contradictory reality where, although preparedness features in the curriculum, there is no formal requirement for it to be included in teacher training. The reasons for this would require further investigation but seem to indicate that the development of school curricula and ITE curricula are not always synchronised.

([22]) Law of Ukraine "On Education", № 38-39, Article 54 – Ukraine (2017)

([23]) Ukrainian Higher Education Standard – Ukraine (21 November 2019)

([24]) Decree defining initial teacher training (articles 5, 19, 20 and 23) – Belgium (French Community) (7 February 2019)

([25]) Article 25(3) of the Law on Crisis Management and Civil Protection of the Republic of Lithuania, Crisis management and civil protection training is carried out in pre-school and/or general education and professional training schools in accordance with the general programmes, criteria or guidelines approved by the Minister of Education, science, and sports, which include the training content agreed with the Fire and Rescue Department. – Lithuania (15 November 2024)

([26]) Art.144 - 147 & Annex no.8 from Ministerial Order of Minister of Internal Affairs no.163/2007 for the approval of the General Fire Protection Norms with subsequent amendments, completions, and the Protocol concluded between the Ministry of National Education with no. 9647/08.07.2013 and the Ministry of Internal Affairs no. 62170/16.07.2013 – Romania (28 February 2007)

([27]) Law 2/2006 on Education (LOE), amended by Law 3/2020 on Education (LOMLOE), Page 90 - Additional Provision Twelve point 1, (National reference) – Spain (4 May 2006)

([28]) Circular on Disaster and Emergency Management No. 2021/13 (Page 2, Section B, part c) (2021) and Directive on Psychosocial Protection, Prevention, and Crisis Intervention Services (Page 205) (2019) – Türkiye

([29]) Belgium (French Community), Croatia, Estonia, France, Greece, Montenegro, Portugal, Slovenia, Spain and Türkiye

([30]) Austria, Belgium (French Community), Croatia, Cyprus, Estonia, France, Hungary, Greece, Iceland, Italy, Lithuania, Montenegro, Portugal, Serbia, Slovenia, Spain and Türkiye

3. Quality assurance

Quality assurance in education serves as a pivotal component in safeguarding and enhancing the academic standards. This chapter considers the mechanisms employed by countries to ensure that educational institutions maintain the integrity and efficacy of their programmes. From national accreditation bodies to internal review processes, these strategies are instrumental in identifying strengths and addressing areas for improvement.

In this context, quality assurance is defined broadly, encompassing "the systematic review of educational provision to maintain and improve its quality, equity and efficiency. This process includes both external evaluations and internal mechanisms such as school self-evaluations". While the intention is to capture the variety in approaches to quality assurance in different countries, the drawback is that these approaches may not be comparable if examined in greater depth.

This section examines **countries that have incorporated preparedness into their quality assurance systems**. It then considers systems where there are no mandatory requirements to address preparedness within quality assurance systems and compares these insights with the integration of preparedness in curricula.

Figure 3 displays those countries where there is a specific requirement for quality assurance to address preparedness education.

Figure 3: Requirement for quality assurance of preparedness education in early childhood education (ISCED 0) and primary education (ISCED 1), 2025/2026

Source: Eurydice.

3.1. Mandatory quality assurance requirements for preparedness

More than half of the participating countries indicate that they have quality assurance systems that address preparedness in place.

However, the data reveal diverse approaches. In countries where mandatory quality assurance systems are in place, preparedness is addressed through a mix of emergency plans, protocols, routine drills, and evaluations. Overall, these measures aim to contribute to ensuring that schools are not only theoretically prepared, but also operationally capable of responding to crisis situations.

- **Plans** refer to broader strategic documents. They outline the school's overall preparedness framework by addressing risk assessments, coordination with external actors and resource management.

- **Protocols** are standardised procedures that guide how schools should respond to specific emergencies (e.g. lockdowns, evacuations, medical incidents). They define roles, responsibilities and communication. Generally, protocols reflect a whole-school approach by including pupils, parents, school staff, and local authorities as relevant actors during emergencies.

- **Drills** are routine practice exercises that simulate emergency scenarios. They allow staff and learners to rehearse their responses and improve readiness through repetition.

- **Evaluations** are organised internally, through self-assessment on the school level, or externally, by involving inspectorates, government agencies or supervisory bodies. These actors review records of drills, updated emergency plans, and risk management procedures.

Approaches from Liechtenstein, Lithuania and Spain illustrate **how preparedness measures are integrated in quality assurance systems**. Norway provides an example of how preparedness action can be included in supervision requirements for schools despite being absent from curricula.

Liechtenstein places responsibility on school administrations to prioritise prevention and early intervention. Each school is required to develop crisis intervention plans tailored to its specific context. It should outline clear emergency protocols and define the roles of the Crisis Intervention Team (KIT). These plans are incorporated into the school's operational planning and reviewed annually by inspectors.

In **Lithuania** every educational institution, including preschool, is required to prepare crisis management procedure descriptions and introduce them to the school community. These procedures are implemented in accordance with the national Procedure for the Prevention of Crises and Extreme Situations ([31]). This procedure mandates continuous monitoring by state institutions, municipal administrations, and other entities.

In **Spain** the Basic Regulation on Self-Protection ([32]) requires all schools to maintain self-protection plans and carry out at least one annual emergency drill. Through oversight by public administrations and guidance from the autonomous communities, schools receive support to guarantee that drills become a consistent and effective component of school safety during crises.

In **Norway** preparedness is not explicitly part of ISCED 0 and ISCED 1 curricula. Nonetheless, municipalities play a central role in supervising educational institutions to ensure compliance with safety regulations ([33]). The Steering Document for Safety and Emergency Preparedness provides strategic guidance for kindergartens, schools, universities, and research institutions to strengthen safety and emergency preparedness ([34]).

Whereas the previous examples focused on plans, protocols and drills, the following examples illustrate **how mandatory evaluations are organised**.

In Estonia, childcare centres integrate quality assurance through institutions' self-assessment ([35]). Childcare centres and preschools must conduct a full safety and health risk analysis at least every three years. Additionally, schools are required to conduct an annual crisis assessment, which serves as the basis for drafting an

---

([31]) Procedure for the Prevention of Crises and Extreme Situations – Lithuania (29 December 2022)

([32]) Royal Decree 393/2007, which approves the Basic Regulation on Self-Protection for centres, establishments and facilities engaged in activities that may give rise to emergency situations (Page 12 - point 4) – Spain (24 March 2007)

([33]) Regulations on Health and Environment in Kindergartens, Schools, and After-School Programmes, paragraph 19 – Norway (1 July 2023)

([34]) Steering Document for Safety and Emergency Preparedness in the Norwegian Ministry of Education and Research's sector – Norway (April 2025)

([35]) Government Regulation on the requirements for the learning and growth environment in childcare institutions and preschools, § 14. Risk assessment. – Estonia (1 September 2025)

emergency response plan ([36]). Compliance checks are carried out by the school owner (usually the local authorities) and the plans are checked by the Rescue Board.

In **Poland**, the Kurator, representing the Minister of National Education, monitors the implementation of safety measures. These measures are planned and executed by school heads under the Law on School Education ([37]) and other related regulations ([38]).

In **Portugal**, the General Inspectorate of Education and Science (IGEC) analyses pre-schools and schools' plans as part of its external evaluation process. In the area of leadership and management, the IGEC assesses the quality of prevention and emergency plans, self-protection measures, training and procedures in the event of risks and accidents. Furthermore, the IGEC's analysis aims to ensure that teaching and management are effective according to the Reference Framework for External School Evaluation ([39]).

In **Cyprus**, the Ministry of Education, Sport, and Youth issues official circulars that outline preparedness actions. Also, pre-primary schools must document these actions electronically for evaluation purposes. At ISCED 1, preparedness is more systematically integrated into quality assurance: schools must develop and implement a Civil Defence Plan at the start of each school year ([40]). This plan includes evacuation procedures, risk assessments, emergency notification protocols, and mandates at least two drills annually; one simulating man-made disasters and one addressing natural hazards. Additionally, schools must collect parental authorisations for emergency pick-up procedures.

Preschools and schools in **Sweden** play an important role in total defence. As part of this responsibility, they must ensure that they can maintain their essential functions even during crises. This requires systematic work on quality assurance and preparedness. Schools and preschools are expected to develop continuity and crisis plans, train staff, and establish clear structures for crisis

management. This work is regularly monitored and reviewed to ensure that the level of preparedness is sufficient.

Hungary is the only education system showing a difference between ISCED levels 0 and 1. It has quality assurance systems in place for ISCED 1 but not for ISCED 0. This aligns with its curricular approach, as preparedness is not integrated at the ISCED 0 level.

3.2. No mandatory quality assurance requirements for preparedness

More than a third of countries (Bulgaria, Croatia, Denmark, Czechia, Germany, Greece, Iceland, Italy, Luxembourg and the Netherlands) **do not have mandatory requirements** in regard to preparedness within their quality assurance systems.

Some of these countries do not include preparedness in their curricula, so it is understandable that their quality assurance procedures do not cover this area. However, some have preparedness integrated in their curricula, but do not require their quality assurance systems to address it. At early childhood education, Croatia, Czechia, and Greece include preparedness in their curricula while not requiring it to be assessed in their quality assurance systems. This refers to ISCED 0 in Croatia, ISCED 02 in Czechia and ISCED 02 in Greece. At ISCED level 1, two additional countries that reference preparedness in their curricula (Iceland and Italy), require no quality assurance measures related to preparedness.

([36]) Basic Schools and Upper Secondary Schools Act, § 45. Resolution of emergencies at school. – Estonia (1 September 2010)

([37]) Law on School Education - Article 1, 10 and 51 – Poland (14 December 2016)

([38]) Regulation of the Minister of National Education of on pedagogical supervision - Par. 2 pt. 9 and 10, Par. 3, 4, 20, 22.1 pt. 2. – Poland (25 August 2017)

([39]) Reference Framework for External School Evaluation – Portugal (23 March 2023)

([40]) Civil Defence Plan – Cyprus (5 September 2023)

4. Potential role of the European Union

To assess the extent to which **European countries engage in strategic discussions on preparedness**, this section covers whether top-level dialogues have taken place on preparedness education and on the potential supporting role of the European Union. Top-level dialogues refer to formal or informal discussions held by 'top-level authorities', as specified in the glossary of this report.

4.1. Top-level discussions on preparedness education

Figure 4 shows in which countries top-level discussions on preparedness education have taken place for early childhood education (ISCED 0) and primary education (ISCED 1).

Figure 4: Discussion on the potential role of the EU in preparedness education in early childhood education (ISCED 0) and primary education (ISCED 1), 2025/2026

Discussions on ISCED 0 and ISCED 1

Discussions on ISCED 1 only

No discussions

Data not available
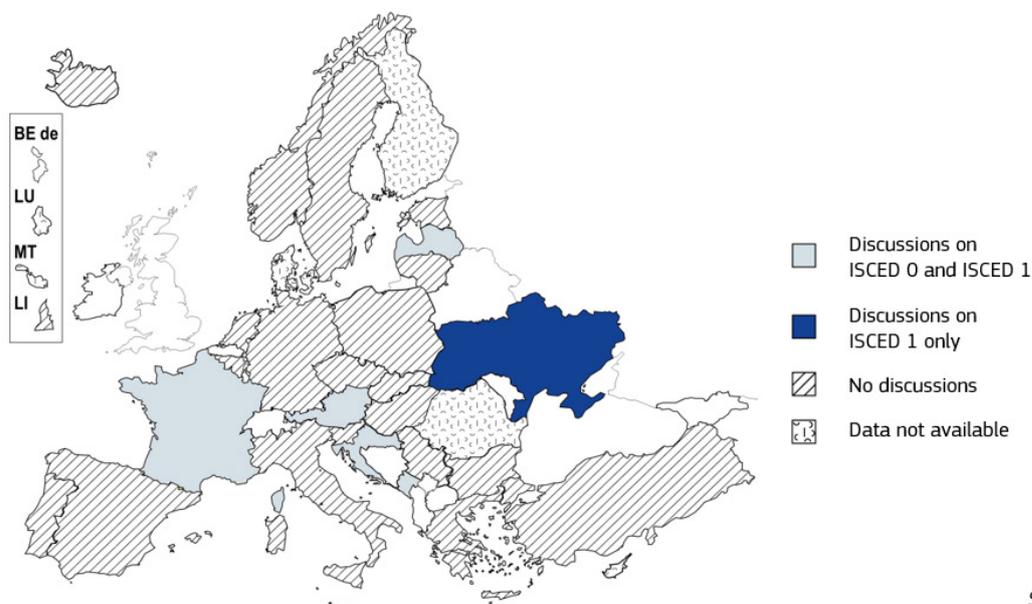
Source: Eurydice.

The findings indicate that six countries (Austria, Croatia, France, Latvia, Montenegro, and Ukraine) have held top-level discussions that include the role of the EU. Countries recognise the EU's role in funding initiatives, providing policy guidance, and fostering cross-border collaboration in the field of preparedness education.

The systems which **confirmed that top-level discussions have taken place on preparedness education and the EU's role** highlight three key issues: (1) the integration of preparedness into broader national strategies, (2) the strategic use of EU financial and technical support, and (3) the alignment with EU frameworks.

First, the discussions in European countries illustrate how preparedness education is being translated to wider national development and reform agendas.

In **Croatia**, preparedness education is being embedded in two long-term strategies - the National Development Strategy (2030) ([41]) and the Climate Change Adaptation Strategy (2040/2070) ([42]), particularly at ISCED 0. These documents underline the importance of starting education for sustainability and resilience from the earliest age possible. At ISCED 1, top-level discussions on policy development have become more formalised under the auspices of national coordination bodies established by the Ministry of Science, Education, and Youth. While the EU's role as funder and policy leader is recognised, there remains a need for a more unified national strategy that aligns preparedness education with EU objectives, as challenges persist due to inadequate implementation and weak intersectoral cooperation.

France has embedded preparedness discussions within its national security and defence agenda. It is reflected in the July 2025 update of the National Strategic Review, led by the General Secretariat for Defence and National Security. It underlines the need for Europe to "invest heavily in its defence and national security capabilities to enhance its resilience. This requires a clear ambition to prioritise European-made solutions, an approach that France will continue to promote across all instruments aimed at building Europe's strategic autonomy." It also refers to regulations aimed at strengthening resilience such as the Critical Entities Resilience Directive (2022/2557/EU) and the NIS2 Directive (2022/2555/EU) on information network security.

Second, most of these countries highlight the potential of EU financial and technical resources to enhance preparedness education and raise public awareness.

Latvia has increased funding for defence-related education and improved emergency infrastructure with EU funds ([43]). Through the European Regional Development Fund, the country advanced its construction of shelters and the deployment of cellular broadcasting systems for emergency alerts.

Montenegro developed its Education Reform Strategy (2025–2035) ([44]) with the support of UNICEF and with the financial support of the EU. The strategic goals of the Strategy include investment in new school infrastructure, enhancing the preparedness of educational institutions for disaster risk reduction, training staff, and establishing emergency protection and rescue plans for different types of risks.

In **Ukraine**, EU-backed initiatives ([45]) have helped rebuild educational facilities and create safer learning environments in conflict areas.

Third, several countries have discussed alignment of their preparedness education efforts with EU objectives.

In **Austria**, the Unit for European Matters introduced preparedness initiatives to the Minister of Education and engaged relevant stakeholders such as the units responsible for the different school types.

Ukraine's First Steps Forward Initiative ([46]) which was presented at the Ukraine Recovery Conference (URC 2025) aims to modernise early childhood education in line with EU standards and contribute to achieving the Barcelona Targets by 2030 ([47]).

Czechia, Romania, Iceland and Norway report that, although no top-level discussions have yet taken place, they are **considering EU-level strategies in the development of their future plans** on preparedness. Czechia and Romania refer to the EU Preparedness Union Strategy as a guiding document to develop their preparedness strategies, while Iceland and Norway particularly highlight the relevance of the EU Civil Protection Mechanism.

([41]) National Development Strategy of the Republic of Croatia until 2030, Official Gazette 13/21 – Croatia (11 February 2021)

([42]) Climate Change Adaptation Strategy in the Republic of Croatia for the Period Until 2040 with a View to 2070, Official Gazette 46/2020, 67/2025 – Croatia (15 April 2020)

([43]) News Article 'ES fondu atbalsts ļauj ieviest šūnu apraidi Latvijā - jauns rīks agrīnās brīdināšanas sistēmā iedzīvotāju drošībai', Ministry of Interior – Latvia (7 July 2025)

([44]) Education Reform Strategy 2025-2035 – Montenegro (17 April 2025)

([45]) Together We Learn and Grow – Ukraine (22 August 2022)

([46]) First Steps Forward – Ukraine (11 July 2025)

([47]) The Barcelona Targets for 2030 aim for more child participation in ECEC. See source: Council recommendation of 8 December 2022 on early childhood education and care: The Barcelona targets for 2030 (OJ C 484, 20.12.2022, p. 1)

5. Plans at national level

This final section explores whether countries **plan to further develop preparedness education** for ISCED 0 and ISCED 1 (**Figure 5).**

The findings reveal a **slight tendency for more plans to be developed to strengthen** **preparedness at ISCED 1 level compared to ISCED 0**. Just under half of the countries have plans to further develop preparedness education for ISCED 0, while more than half are focusing on developing preparedness for ISCED 1.

Figure 5: Plans at National Level to further develop preparedness education in early childhood education (ISCED 0) and primary education (ISCED 1), 2025/2026
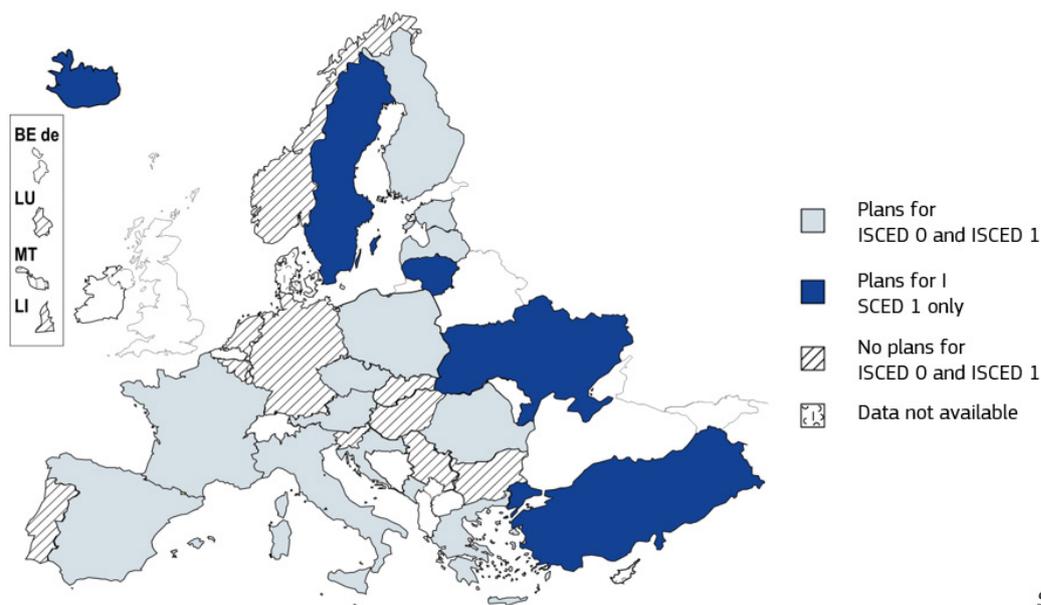
Source: Eurydice.

When comparing the data on school curricula (Question 1) with plans for further development (Question 5), similar conclusions emerge for ISCED 0 and ISCED 1. At both education levels, **approximately two-thirds of the countries that have integrated preparedness into their curricula also report plans for further development**. Meanwhile, only three countries (Austria, Romania, and Sweden) without any preparedness content in their ISCED 0 or ISCED 1 curricula, mention plans to develop preparedness education in the future.

5.1. Plans for early childhood education

Nearly half of the countries are actively developing frameworks to integrate preparedness into ISCED 0. These initiatives focus on both the school management level and the development of preparedness skills.

Firstly, countries highlight preparedness within future plans on the organisation of early childhood education. The examples vary in thematic focus and stage of implementation.

Estonia is introducing a Civil Protection Competence Model ([48]) as a resource for developing pre-school curricula and crisis plans. It is also beginning to implement new guidelines for crisis planning ([49]). The guidelines aim to provide systematic support and direction for early years educators from 2025 onward.

In **Greece**, a recent ministerial decision ([50]) requires kindergarten leaders, in collaboration with teaching staff, to update emergency action plans at the beginning of each school year. These plans cover a wide range of risks from earthquakes to chemical/biological/radiological/nuclear (CBRN) incidents, ensure regular drills, and clear communication with families.

Latvia is preparing an informal report to guarantee the continuation of educational activities during emergencies or war, addressing both early childhood and primary education. The report aims to ensure that educational institutions remain resilient and well prepared for various crises.

Secondly, the data suggests increasing attention to **embedding preparedness within the curriculum of early childhood education.** These developments highlight a shift towards understanding preparedness as a core element of educational reforms and the necessity to equip young children with the capabilities needed to respond effectively to emergencies from the very beginning of their education.

Romania is revising its National Strategy for State Defence ([51]) to incorporate EU priorities around resilience and preparedness for young learners. The reforms extend beyond the curriculum and aim to include wider procedural and emergency planning frameworks.

Ukraine's First Steps Forward Initiative ([52])) is modernising early childhood education and care by focusing on both practical preparedness for emergencies and psychological well-being, particularly in areas affected by conflict.

5.2. Plans for primary education (ISCED 1)

More than half of the countries reported plans to further integrate preparedness in primary education. Similarly, as for early childhood education, the plans cover two themes: the school management and the development of preparedness competences in education.

First, policy developments across several European nations demonstrate a strong commitment to **improving school management** as a cornerstone of preparedness in primary education.

Austria is set to further develop its crisis management system. The country is focusing on efficient collaboration between federal and regional authorities and comprehensive measures such as digital infrastructure, cybersecurity, blackout preparedness, and emergency supplies. Alongside these operational reforms, Austria has introduced a mandatory 'child protection scheme' for every school through a new legal framework.

Second, countries plan to better integrate preparedness into educational content and pedagogical practice within ISCED 1.

Lithuania is currently involved in a project that focuses on teacher competencies ([53]). By strengthening teachers' competencies in life skills and risk education, Lithuania aims to emphasise the importance of equipping educators with the skills necessary to foster resilience and risk awareness among pupils. The initiative is set to continue until June 2026 and is supported by NextGenerationEU funds.

([48]) Civil Protection Competence Model – Estonia (Starting in School year 2025/2026)

([49]) Guidelines on how to draw up a crisis plan, Ministry of Education and Research – Estonia (2025)

([50]) Ministerial Decision No. Φ7/106615/Δ1/04-09-2025 (paragraph 1 of Chapter C) concerning the operation of kindergartens and primary schools for the 2025/2026 school year issued by the Ministry of Education and Religious Affairs – Greece (4 September 2025)

([51]) National Strategy for State Defence, pag.7, pc.13; pag.11, pc.46, 47, 49; pag.15 si 16, pc.61; pag.19, pc.77, 78; pag.20, pag.85, 92, 93, 94; pag.23 si 24, pc.114, 115; pag.29, pc.161, 162; pag.33, pc.178; pag.36, pc.181, 182; pag.37, pc.184 – Romania (1 July 2020)

([52]) First Steps Forward – Ukraine (11 July 2025)

([53]) Project "Strengthening the Competences of Teachers in National Qualification Development Programmes and Master's Studies (NP/MS)" – Lithuania (2023 – 2026)

Poland is currently revising its curriculum under the name Reform26 ([54]) to be introduced gradually starting from the school year 2025/2026. Furthermore, Poland aims to develop pupils' competences related to lifelong healthcare to enhance their own health and that of their environment in Year 4 and above ([55]).

Türkiye focuses on student competencies. The country's Environment, Disaster, Risk Reduction, and Education (ÇARE) ([56]) Project has been developed in partnership with UNICEF and exemplifies hands-on learning for 3rd and 4th-grade students. By focusing on environmental awareness, disaster resilience, and sustainable living, the project aims to integrate practical preparedness skills and promote community resilience nationwide from September 2025 onward.

Spain is taking significant steps to embed preparedness within its school system, concerning both ISCED 0 and ISCED 1. The Royal

Decree-Law 7/2024 ([57]) requires all non-university educational institutions to implement a compulsory emergency training plan from the 2025/2026 school year onwards. The Civil Protection Emergency Training Plan is collaboratively shaped by national and regional authorities to ensure adaptation to local circumstances. Furthermore, its framework is designed to strengthen the preparedness competencies of diverse stakeholders in schools and therefore takes an inclusive approach by making preparedness a curricular and a community priority. The Plan contains tailored activities for different educational stages and provisions for students with special needs. Additionally, Spain launched a new portal with the materials of the Plan with educational resources in multiple languages, jointly developed by national and regional authorities for all non-university educational stages ([58]).

6. Key findings

1. Preparedness education in Europe becomes more structured as children grow. Among those that participated in the study, **references to preparedness in curricula** rise from half of countries at ISCED 0 to nearly three-quarters at ISCED 1. Even in systems where preparedness education is not explicitly included in early childhood or primary curricula, national authorities usually provide teachers with resources and tools to help children prepare for emergencies.

2. In **early childhood education,** the focus is on helping young children notice danger, understand simple safety rules, and practice protecting themselves through everyday routines and play. In **primary education**, this foundation expands into more practical, action-oriented skills, with children understanding why rules are needed and how to respond more independently.

3. Most countries emphasise **life protection skills** in early childhood and primary education, guiding children to recognise different types of risks, practice protective behaviours, and build resilience in unpredictable situations.

4. In two-thirds of European education systems, preparedness is not a formal requirement in **initial teacher education** for early childhood and primary levels. In countries where preparedness training is required for new teachers, it typically covers two areas: understanding of national safety policies and equipping teachers with practical emergency response skills.

5. One issue for further investigation is that many countries that include preparedness education in their pre-school or school curricula do not have requirements in **initial teacher education**.

([54]) "Reform26. The Compass of Tomorrow" (translated: „Reforma26. Kompas Jutra"), news article, Ministry of National Education – Poland (9 July 2025)

([55]) Regulation of the Minister of Education, Poz. 378 – Poland (6 March 2025)

([56]) The Environment, Disaster, Risk Reduction, and Education (ÇARE) Project, carried out in collaboration with the General Directorate of Support Services and UNICEF – Türkiye (16 July 2025)

([57]) Royal Decree-Law 7/2024, adopting urgent measures to promote the Immediate Response, Reconstruction and Recovery Plan in relation to the damage caused by the Isolated Depression at High Levels (DANA) in several municipalities between 28 October and 4 November 2024. (Page 90, Fourth final provision, amendment two) – Spain (July 2024)

([58]) Portal with the materials of the Civil Protection Emergency Training Plan for non-university educational centres – Spain (September 2025)

6. In many European countries, preparedness is supported through **quality assurance systems.** Quality assurance systems strengthen school readiness by combining protocols and drills with mandatory evaluations of management structures, emergency planning, and communication procedures.

7. **Top-level dialogue on preparedness education** is taking shape across Europe. These efforts reflect an interest in aligning with EU frameworks such as the Preparedness Union Strategy and making use of the EU's financial and technical support, and cross-border collaboration.

8. Around half of European education systems **plan to expand preparedness education**. These efforts aim to strengthen school management structures and enhance the emergency preparedness skills of teachers, learners, and school staff through a whole-school approach.

Glossary

Activities: pedagogical approaches carried out with students.

Curriculum: an official steering document issued by top-level authorities containing programmes of study or any of the following: learning content, learning objectives, attainment targets, guidelines on pupil assessment or syllabuses. Specific legal decrees in some education systems may also be considered. More than one type of steering document may be in force at any one time in an education system and these may impose on schools' different levels of obligation to comply. They may, for example, contain advice, recommendations or regulations. Whatever the level of obligation, they all establish the basic framework in which schools develop their own teaching to meet their pupils' needs.

External school evaluation: refers to an evaluation carried out by individuals or teams who report to a local, regional or top-level education authority and who are not directly involved in the activities of the school being evaluated. Such an evaluation covers a broad range of school activities, including teaching and learning and/or all aspects of the management of the school.

ISCED 0 – Early Childhood education: ISCED level 0 programmes target children below the age of entry into ISCED level 1. There are two categories of ISCED level 0 programmes: early childhood educational development (ISCED level 01) and pre-primary education (ISCED level 02). The former has educational content designed for younger children (in the age range of 0 to 2 years), whilst the latter is designed for children from age 3 years to the start of primary education.

ISCED 1 – Primary education.

Initial teacher education (ITE): pre-service training programme aiming to equip prospective teachers with the essential knowledge, skills, and professional competences required to excel in their future role. ITE programmes combine academic studies in subject-specific areas with professional training in pedagogy, teaching methods, and educational practices, as well as the development of critical attitudes and values necessary for effective teaching. These programmes often include practical experiences, such as in-school placements, to provide aspiring teachers with hands-on experience and a smooth transition into the profession. ITE is typically provided by accredited universities, teacher education institutions, or other recognised providers.

Materials: concrete teaching resources (e.g. books, worksheets, digital content).

Preparedness education: refers to education to help students understand risks related to, inter alia, natural hazards (e.g. earthquakes, floods, wildfires), technological hazards (e.g. industrial accidents) and other man-made crises (e.g. armed conflict, pandemics, displacement), and to cooperate effectively during emergencies.

Publicly dependent private schools are private schools that receive at least 50% of their core funding from government sources, or whose teaching staff are remunerated directly by a government agency. For this report, such schools are considered only in Belgium, and the Netherlands.

Quality assurance: involves the systematic review of educational provision to maintain and improve its quality, equity and efficiency. This process includes both external evaluations and internal mechanisms such as school self-evaluations.

Steering documents: different kinds of official documents containing regulations, guidelines and/or recommendations for education institutions.

Tools: supporting instruments (e.g. kits, platforms, applications).

Top-level authority (or top-level authorities): the highest level of authority with responsibility for education in a given education system, usually located at national (state) level. However, in Belgium, Germany, Spain and Switzerland the administrations of the communities, Länder, autonomous communities and cantons, respectively, either are wholly responsible or share responsibilities with the national level for all or most areas relating to education. Therefore, these administrations are considered the top-level authority for the areas where they hold the responsibility, while for the areas for which they share the responsibility with the national level, both are considered to be top-level authorities.

Annexes

Annex 1: National sheets

Austria	
Reference to preparedness education in ISCED 0:	**Reference to preparedness education in ISCED 1:**
No	Yes
Source: /	Source: *Curriculum of primary school – https://www.ris.bka.gv.at/NormDokument.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009275&Artikel=&Paragraf=&Anlage=1&Uebergangsrecht=*
Date of adoption: /	Date of adoption: September 2025
Activities: /	Activities: Yes
Materials: /	Materials: Yes
Tools: /	Tools: Yes

Belgium – French Community	
Reference to preparedness education in ISCED 0:	**Reference to preparedness education in ISCED 1:**
Yes, ISCED 02	Yes
Source: *Les référentiels du tronc commun – http://www.enseignement.be/index.php?page=28597&navi=4920*	Source: *Les référentiels du tronc commun – http://www.enseignement.be/index.php?page=28597&navi=4920*
Date of adoption: /	Date of adoption: September 2020
Activities: Yes	Activities: Yes
Materials: Yes	Materials: /
Tools: /	Tools: /

Bulgaria	
Reference to preparedness education in ISCED 0:	**Reference to preparedness education in ISCED 1:**
No	No
Source: /	Source: /
Date of adoption: /	Date of adoption: /
Activities: Yes, by other actors	Activities: Yes, by other actors
Materials: /	Materials: /
Tools: /	Tools: /
Comments: There are activities and strategic frameworks mentioned in the curricula that relate to preparedness. 1. Municipalities and NGOs to organise trainings for students on disaster preparedness, often using presentations and professional-led simulations at training centres (see source). 2. The strategic framework for the development of education, training and learning in Bulgaria /2021-2030/ emphasises digitalisation and the creation of a STEM environment by incorporating preparedness through initiatives like cybersecurity modules and crisis response training projects developed by schools and NGOs (see source).	Comments: See comments ISCED 0

Croatia

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
Yes	Yes
Source: *National Curriculum for Early and Preschool Education –* *https://narodne-novine.nn.hr/clanci/sluzbeni/2015_01_5_95.html*	Source: *Subject Curricula – https://mzom.gov.hr/istaknute-teme/odgoj-i-obrazovanje/nacionalni-kurikulum/predmetni-kurikulumi/539*
Date of adoption: January 2015	Date of adoption: January 2015
Activities: /	Activities: /
Materials: /	Materials: /
Tools: /	Tools: /

Cyprus

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
No	Yes
Source: /	Source: *Health Education curriculum – https://agogyd.schools.ac.cy/index.php/el/yliko/didaktiko-yliko*
Date of adoption: /	Date of adoption: November 2018
Activities: /	Activities: Yes
Materials: /	Materials: Yes
Tools: /	Tools: /
Comments: In ISCED 0, preparedness is addressed through other strategic frameworks and practices:	Comments: Additional sources:
1. As part of its legislative obligation, the Cyprus Ministry of Education, Sport and Youth ensures that both teachers and children can respond to emergencies (see source).	1. On activities: 'road safety' (see source) and 'safety in the sea' (see source).
2. The Educational Psychology Service prioritises issues related to crisis management and intervention in the school environment, and more broadly in the community, concerning cases of accidents, illnesses, loss and mourning, serious violence, and terrorist attacks. The Service will conduct a revision of the Teacher's Handbook for Crisis Management in Schools, and the related crisis management guide for educational psychologists (see source).	2. On materials: The Ministry of Education and Culture offers teaching materials online, including safety guidance on various hazards (see source).

Czechia

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
Yes, ISCED 02	Yes
Source: *Framework Education Programme for Pre-primary Education (2021) –* *https://msmt.gov.cz/file/56051/*	Source: *Framework Education Programme for Basic Education (amend. 2023) –* *https://edu.gov.cz/rvp-ramcove-vzdelavaci-programy/ramcovy-vzdelavacici-program-pro-zakladni-vzdelavani-rvp-zv/*
Date of adoption: 2021	Date of adoption: 2023
Activities: Yes	Activities: Yes
Materials: Yes	Materials: Yes
Tools: Yes	Tools: Yes
Comments: There are materials available specifically for teachers/teaching by Fire and Rescue Service of the Czech Republic (see source) where one of the sections is dedicated to "teaching aids for nursery schools".	Comments: The preparedness concept is included in the new *Framework Education Programme for Basic Education*, issued in 2025 (see source). This framework is only voluntarily integrated in the 2025/2026 school year; however, it will become compulsory from September 2026 onward.

Denmark

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
No	No
Source: /	Source: /
Date of adoption: /	Date of adoption: /
Activities: /	Activities: /
Materials: /	Materials: /
Tools: /	Tools: /
Comments: There are no rules in the Danish Day Care Act (dagtilbudsloven) regarding safety and emergency preparedness.	Comments: According to the Act on the Rights and Obligations of Students in Connection with the Educational Environment at School (see source), the management of the educational institution is responsible for ensuring a good teaching environment that can be carried out in a fully responsible manner with regard to safety and health. The National Agency for Education and Quality has published a publication for educational institutions that provides advice and guidance on how to work locally to prevent and handle serious incidents in a school context (see source).

Estonia

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
Yes	Yes
Source: *National Curriculum for ECE (§ 17) – https://www.riigiteataja.ee/akt/113082025001*	Source: *National curriculum for basic schools (annex 14, transversal topics and annex 6, social subjects) – https://www.riigiteataja.ee/tolkelisa/5290/4202/4002/6.pdf#*
Date of adoption: August 2025	Date of adoption: March 2023
Activities: /	Activities: Yes
Materials: /	Materials: Yes
Tools: /	Tools: Yes

Finland

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
Yes	Yes
Source: *Early Childhood Education Plan – https://eperusteet.opintopolku.fi/eperusteet-service/api/dokumentit/8931215*	Source: *National Core Curriculum for Basic Education – https://eperusteet.opintopolku.fi/#/fi/perusopetus/419550/tekstikappale/428611*
Date of adoption: May 2025	Date of adoption: 2014
Activities: /	Activities: /
Materials: Yes	Materials: Yes
Tools: /	Tools: Yes
Comments: Support material for education providers can be found at the sites of Finnish National Agency for Education (in Finnish) Crisis preparedness and action in a sudden crisis situation (see source).	Comments: The education provider must have a crisis plan that describes actions in sudden crises, situations of threat and danger (see source, chapter 8)

France

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
Yes, ISCED 02	Yes
Source: *Plan particulier de mise en sûreté (PPMS) – https://www.education.gouv.fr/bo/2023/Hebdo26/MENE2307453C*	Source: *Article L312-13-1 of the Education Code – https://www.legifrance.gouv.fr/codes/article_lc/LEGIARTI000047569290*
Date of adoption: June 2023	Date of adoption: May 2023
Activities: Yes	Activities: Yes
Materials: Yes	Materials: Yes
Tools: Yes	Tools: Yes

Hungary

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
No	Yes
Source: /	Source: *National Core Curriculum – https://njt.hu/jogszabaly/2012-110-20-22*
Date of adoption: /	Date of adoption: April 2025
Activities: /	Activities: Yes
Materials: /	Materials: Yes
Tools: /	Tools: Yes
	Comments: Preparedness is embedded across subjects in the curriculum through hands-on activities and role-playing. These activities teach students accident prevention, emergency response, online safety, and safe transportation practices (see source).

Germany

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
No	No
Source: /	Source: /
Date of adoption: /	Date of adoption: /
Activities: /	Activities: /
Materials: /	Materials: /
Tools: /	Tools: /
Comments: Seven *Länder* have integrated "preparedness" in the curriculum. Germany integrates preparedness into education through the "Sichere Schule" (Safe School) portal, a prevention-focused initiative by the DGUV (the German Social Accident Insurance) that offers expert-backed, web-based resources to help schools manage health and safety risks (see source). Through interactive virtual tours, subject-specific safety guidelines, and downloadable checklists, it equips educators, administrators, and designers with practical tools to create safer learning environments nationwide.	Comments: same as ISCED 0

Greece

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
Yes, ISCED 02	Yes
Source: *Law 4807/2021 (G.G. A' 96), Article 52 – https://www.et.gr/api/DownloadFeksApi/?fek_pdf=20210100096 and Ministerial Decision 94236/Γ4/29-7-2021 (G.G. B' 3567)*	Source: *Law 4807/2021 (G.G. A' 96), Article 52 – https://www.et.gr/api/DownloadFeksApi/?fek_pdf=20210100096 and Ministerial Decision 94236/Γ4/29-7-2021 (G.G. B' 3567)*
Date of adoption: July 2021	Date of adoption: July 2021
Activities: Yes	Activities: Yes
Materials: /	Materials: /
Tools: /	Tools: /

Iceland

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
No	Yes
Source: /	Source: *National Curriculum Guide for Icelandic Compulsory schools – https://island.is/stjornartidindi/nr/949f1451-4496-4557-a1b5-d70f4ffea1a*
Date of adoption: /	Date of adoption: October 2024
Activities: /	Activities: Yes
Materials: /	Materials: /
Tools: /	Tools: /
Comments: /	

Italy

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
No	Yes
Source: /	Source: *Guidelines for the teaching of civic education, Ministerial Decree n° 183/2024 (p. 14)* – *https://www.mim.gov.it/documents/20182/0/Linee+guida+Educazione+civica.pdf/9ffd1e06-db57-1596-c742-216b3f42b995?t=1725710190643*
Date of adoption: /	Date of adoption: September 2024
Activities: /	Activities: /
Materials: /	Materials: Yes
Tools: /	Tools: /
Comments: /	Comments: Some materials and links to documents are mentioned in the annex of the 'Guidelines for the teaching of civic education'.

Latvia

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
Yes	Yes
Source: *Pre-school education programme* – *https://mape.gov.lv/catalog/materials/1F6E6155-9FAF-4B29-A41D-A3AF9A965B4F/view*	Source: *Regulations Regarding the State Basic Education Standard and Model Basic Education Programmes* – *https://likumi.lv/ta/id/303768-noteikumi-par-valsts-pamatizglitibas-standartu-un-pamatizglitibas-programmu-paraugiem*
Date of adoption: March 2023	Date of adoption: September 2020
Activities: Yes	Activities: Yes
Materials: Yes	Materials: Yes
Tools: Yes	Tools: Yes
Comments: /	Comments: The teacher is professionally prepared to use various teaching materials. For example, when teaching integrated learning content in primary school, methodological recommendations suggest using research conducted by students as teaching materials. Teachers can use various materials, such as the tavaklase.lv resource (see source), which helps 1st grade students familiarise themselves with the school evacuation plan.

Liechtenstein

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
No	No
Source: /	Source: /
Date of adoption: /	Date of adoption: /
Activities: /	Activities: /
Materials: /	Materials: /
Tools: /	Tools: /

Lithuania

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
No	Yes
Source: /	Source: *Life Skills Programme (Annex 48)* – *https://www.e-tar.lt/portal/lt/legalAct/1a764050239511edb4cae1b158f98ea5/as*
Date of adoption: /	Date of adoption: August 2022
Activities: /	Activities: Yes
Materials: /	Materials: Yes
Tools: /	Tools: Yes

Lithuania (continued:)

Comments: Additional information: 1. In the Description of the procedure for Pre-primary education, approved by Order No. V-1106 of the Minister of Education, Science and Sport on (see source), Section 4 discusses the organisation of pre-primary education during quarantine, extreme situations, extreme events or incidents (extreme temperatures, fire, flooding, blizzards, etc.) that pose a threat to the health and lives of children. 2. According to the article 25(3) of the Law on Crisis Management and Civil Protection of the Republic of Lithuania (see source), Crisis management and civil protection training is carried out in pre-school and/or general education and professional training schools in accordance with the general programmes, criteria or guidelines approved by the Minister of Education, science, and sports. The training content is agreed on with the Fire and Rescue Department.	Comments: All teachers also can use information and materials prepared on a Lithuanian website on preparedness for emergencies (see source).

Luxembourg

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
Data not available	No
Source: /	Source: /
Date of adoption: /	Date of adoption: /
Activities: /	Activities: /
Materials: /	Materials: /
Tools: /	Tools: /

Montenegro

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
Yes	Yes
Source: *Strategija za smanjenje rizika od katastrofa za period 2025-2030 sa akcionim planom za 2025/2026-nacrt –* *https://www.gov.me/dokumenta/a9cef7cc-015d-4433-a86c-38bba3357126*	Source: *Strategija za smanjenje rizika od katastrofa za period 2025-2030 sa akcionim planom za 2025/2026-nacrt –* *https://www.gov.me/dokumenta/a9cef7cc-015d-4433-a86c-38bba3357126*
Date of adoption: June 2024	Date of adoption: June 2024
Activities: Yes	Activities: Yes
Materials: Yes	Materials: Yes
Tools: Yes	Tools: Yes
Comments: The Digionica platform offers online materials for children, teachers, and parents. For preschool, there are 71 courses and 340 lessons for children aged 0–6. These materials support distance learning and preparedness in emergencies. In addition, seminar materials for teachers in the field of disaster risk education and psychosocial support are foreseen in the strategy (see source).	Comments: On the Digionica platform, from grade 1 to 5, there are 21 subject areas per grade. For example, in grade 1 Mother Tongue there are 84 courses and 651 lessons, with similar coverage across other subjects. Additionally, Digionica has a dedicated teacher section with 98 courses and 796 lessons to support teaching in emergencies (see source).

Netherlands

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
No	No
Source: /	Source: /
Date of adoption: /	Date of adoption: /
Activities: /	Activities: /
Materials: /	Materials: /
Tools: /	Tools: /
Comments: The Netherlands has no top-level pre-school curricula.	Comments: The Netherlands has attainment goals in the ISCED 1 curriculum that are close to the preparedness concept. Schools are free to focus on preparedness activities; however, it is not mandated in the curriculum.

Norway

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
No	No
Source: /	Source: /
Date of adoption: /	Date of adoption: /
Activities: /	Activities: /
Materials: /	Materials: /
Tools: /	Tools: /
Comments: Crisis and emergency preparedness is integrated into the general responsibility for safety, health, and security, and there are national guidelines and requirements that kindergartens must follow. Kindergartens are required to have emergency preparedness plans to handle serious incidents such as accidents, violence, threats, and crises. This is not part of the children's educational content but is included in the kindergarten's responsibility for the children's safety and care.	Comments: Crisis and emergency preparedness is integrated into the general responsibility for safety, health, and security, and there are national guidelines and requirements that schools must follow. Primary School (grades 1–7) must have local emergency preparedness plans covering serious incidents such as violence, threats, school shootings, and hostage situations. This is anchored in government circulars and in regulations on environmental health in schools and kindergartens.

Poland

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
Yes, ISCED 02	Yes
Source: *Core curriculum for pre-school education –* *https://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU20170000356/O/D20170356.pdf*	Source: *Core curriculum for general education in primary school –* *https://isap.sejm.gov.pl/isap.nsf/download.xsp/WDU20240000996/O/D20240996.pdf*
Date of adoption: February 2017	Date of adoption: June 2024"
Activities: Yes	Activities: Yes
Materials: Yes	Materials: Yes
Tools: The Safety at School subpage on the Ministry of National Education website has been set up and will regularly publish new content to support teachers, pupils and parents (source).	Tools: see tools ISCED 0.
The subpage includes the following sections: Disinformation, Health, Road Safety, Digital safety, Addictions. Each section includes a collection of teaching materials. The resources presented are practical tools that can be used immediately in everyday work with students: lesson scenarios and ready-made lesson plans that will help the teachers discuss key issues related to physical, digital and emotional safety in an engaging way.	
The materials include links to specific sets of presentations, worksheets, infographics and other aids that will help teachers conduct valuable and interactive lessons.	
The Ministry has published a Safety Manual which includes a set of materials on Preparedness (source). The Manual includes sections such as: Preparedness, Persons who need particular support, Alarms and signals, Shelters, Animals, Evacuation, Fires, Preparedness at home, Safety in a crowd, Flood, Chemical, biological and nuclear contamination, Blackout, Air raids, Alerting behaviours, Terrorist threats, Digital threats, First aid, Hygiene in crisis situations, Planning for crisis situations.	

Portugal

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
Yes, ISCED 02	Yes
Source: *Orientações Curriculares para a Educação Pré-Escolar –* *https://www.dge.mec.pt/ocepe/*	Source: *Decree-Law No. 55/2018 –* *https://dge.mec.pt/sites/default/files/Curriculo/AFC/dl_55_2018_afc.pdf;*
Orientações pedagógicas para creche – *https://www.dge.mec.pt/sites/default/files/opc_marco2024.pdf*	*National Strategy for Citizenship Education –* *https://www.dge.mec.pt/sites/default/files/Curriculo/enec-2025.pdf*
Risk Education Framework – *https://www.dge.mec.pt/sites/default/files/ECidadania/educacao_Risco/documentos/referencial_risco.pdf*	*Essential Learning Outcomes Framework for Citizenship Education –* *https://www.dge.mec.pt/sites/default/files/Curriculo/Aprendizagens_Essenciais/cidadania-desenvolvimento.pdf*
Date of adoption: 2016	Date of adoption: 2025
Activities: Yes	Activities: Yes
Materials: Yes	Materials: Yes
Tools: Yes	Tools: Yes

Portugal (continued:)

Comments: Here is an example of how visuals help teach preparedness education (see source).	Comments: Leaflets, manuals and videos are produced by children and teachers, with the support of local or civil authorities.
	Examples:
	1. Leaflets entitled 'Fires at School – Do You Know What to Do?' and 'Earthquakes – Are You Prepared?'
	2. Platform to support "Study at home" (ISCED 1) (see source 1, source 2 and source 3).
	3. The National Authority for Civil Protection in Portugal promotes preparedness education by providing pedagogical resources that teach prevention, self-protection, and risk awareness in schools and communities (see source).

Romania

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
No	No
Source: /	Source: /
Date of adoption: /	Date of adoption: /
Activities: /	Activities: /
Materials: /	Materials: /
Tools: /	Tools: /
Comments: There is no exact reference to preparedness education, but there are activities dedicated to it, like the	Comments: /
'Curriculum for early childhood education' (see source)	

Serbia

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
No	Yes
Source: /	Source: *Programme of Teaching and Learning, 1-4th grade of primary education* *http://demo.paragraf.rs/demo/combined/Old/t/t2020_04/PG_002_2020_001.htm*, *http://demo.paragraf.rs/demo/combined/Old/t/t2021_06/PG_005_2021_001.htm*, *https://pravno-informacioni-sistem.rs/eli/rep/pg/ministarstva/pravilnik/2019/5/3/reg* and *https://pravno-informacioni-sistem.rs/eli/rep/pg/ministarstva/pravilnik/2019/11/1/reg*.
Date of adoption: /	Date of adoption: 2019-2023
Activities: /	Activities: /
Materials: /	Materials: /
Tools: /	Tools: /
Comments: The Protocol for Institutional Response to Violence, Abuse, Neglect and Crisis is a relevant document to mention as it defines how schools and other educational institutions like preschools in Serbia should prevent and respond to violence, abuse, neglect, and crisis situations (including preventative and educational actions) (see source).	Comments: The Regulation on Emergency Curricula (2021) serves as the foundation for planning, organising, and implementing core teaching activities during pandemics, psychological crises, or other extraordinary circumstances (see source).
	The Protocol for Institutional Response to Violence, Abuse, Neglect and Crisis is also relevant for ISCED 1 (see Comment ISCED 0).

Slovakia

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
No	Yes
Source: /	Source: *Štátny pedagogický ústav. Štátny vzdelávací program primárne vzdelávanie – 1. stupeň základnej školy (p. 14) –* *https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp_pv_2015.pdf*
Date of adoption: /	Date of adoption: September 2015
Activities: /	Activities: Yes
Materials: /	Materials: Yes
Tools: /	Tools: /
Comments: Even though preparedness as such is not explicitly mentioned in the curricula, the National Institute for Education and Youth provides methodical materials that also cover didactic approaches to teaching this topic to children at ISCED 0 level (see source).	Comments: In 2023 a new curriculum for primary and lower secondary education (ISCED level 1-2) was created and a piloting stage started. The curriculum will become compulsory in school year 2026/2027 for all schools.

Slovenia

Reference to preparedness education in ISCED 0:	**Reference to preparedness education in ISCED 1:**
Yes	Yes
Source: *The Kindergarten Curriculum –* https://www.gov.si/assets/ministrstva/MVI/Dokumenti/Sektor-za-predsolsko-vzgojo/Programi/Kurikulum-za-vrtce_1.-9.-2025.pdf	Source: *Common Goals and their Integration into Subject-Curricula and Knowledge Catalogues –* https://www.gov.si/assets/ministrstva/MVI/SRI/REFORMA/Skupni-cilji-in-njihovo-umescanje8.pdf
Date of adoption: 2025	Date of adoption: 2023
Activities: Yes	Activities: Yes
Materials: /	Materials: /
Tools: /	Tools: /
Comments:	Comments: As part of the ongoing modernisation of education programmes, the Council of Experts of the Republic of Slovenia for General Education adopted new subject curricula in 2025. The new subject curricula are set to be rolled out in schools from the 2026/2027 school year onwards.

Spain

Reference to preparedness education in ISCED 0:	**Reference to preparedness education in ISCED 1:**
Yes	Yes
Source: *Royal Decree 95/2022 –* https://www.boe.es/buscar/pdf/2022/BOE-A-2022-1654-consolidado.pdf	Source: *Royal Decree 157/2022 –* https://www.boe.es/buscar/pdf/2022/BOE-A-2022-3296-consolidado.pdf
Date of adoption: 2022	Date of adoption: 2022
Activities: Yes	Activities: Yes
Materials: /	Materials: Yes
Tools: Yes	Tools: Yes
Comments: The New Civil Protection Emergency Training Plan has been launched from the 2025/26 school year onward (see source). Teachers do have access to teaching guides and additional materials prepared by the Ministry of Home Affairs through Civil Protection (see source).	Comments: See comments ISCED 0.

Sweden

Reference to preparedness education in ISCED 0:	**Reference to preparedness education in ISCED 1:**
No	No
Source: /	Source: /
Date of adoption: /	Date of adoption: /
Activities: /	Activities: /
Materials: /	Materials: /
Tools: /	Tools: /
Comments: In Swedish preschool and compulsory education, there is no dedicated section in the curriculum that explicitly addresses preparedness in school education. Safety is introduced in pre-school class under the section of physical activities "Safety and consideration for the environment and other people when in different natural environments." Furthermore preschools and schools are required to comply with the Swedish Civil Protection Act, which obliges them to conduct systematic fire safety work, including regular fire drills (see source). Fire drills are important for students and staff to learn how to act in the event of a fire and to ensure that evacuation routes and procedures are well known. This is not mentioned in the curricula, but The Swedish Civil Contingencies Agency (MSB) offers free educational materials for preschool, compulsory school, and upper secondary school, aimed at increasing children's and young people's awareness of risks and their ability to handle accidents, crises, and war. Another example which is not mentioned in the curricula is the application for first aid and teaching material developed by the Red Cross (see source).	Comments: In physical education and health, students are expected to develop the ability to act safely and prevent risks in connection with physical activity, outdoor life, and recreation, as well as to swim and manage emergency situations on land and in water. Teaching should also help students develop knowledge about safety as well as the ability to act in emergency situations.

Türkiye

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
Yes, ISCED 02	Yes
Source: *Century of Türkiye Education Model, Preschool Education Program (p. 80) – https://tymm.meb.gov.tr/upload/program/2024programokuloncesiOnayli.pdf*	Source: *The Curriculum of Life Sciences and Primary School within the teaching programmes prepared under the Century of Türkiye Education Model*
	Examples of learning outcomes:
	https://tymm.meb.gov.tr/hayat-bilgisi-dersi/unite/126 (Grade 1)
	https://tymm.meb.gov.tr/hayat-bilgisi-dersi/unite/246 (Grade 2)
	https://tymm.meb.gov.tr/hayat-bilgisi-dersi/unite/311 (Grade 3)
Date of adoption: 2024	Date of adoption: 2024
Activities: Yes	Activities: Yes
Materials: Yes	Materials: Yes
Tools: Yes	Tools: Yes
Comments: Example of a tool used to teach preparedness education; within the scope of the protocol between the Ministry of National Education and AFAD, video materials that support disaster education are prepared and used particularly in trainings on earthquakes (see source).	

Ukraine

Reference to preparedness education in ISCED 0:	Reference to preparedness education in ISCED 1:
Yes	Yes
Source: *The State Standard of ECEC (Basic Component of ECEC) – https://zakon.rada.gov.ua/rada/show/v0033729-21#Text*	Source: *Procedure for training the population in emergency situations – https://zakon.rada.gov.ua/laws/show/444-2013-%D0%BF*
Date of adoption: January 2021	Date of adoption: September 2024
Activities: Yes	Activities: Yes
Materials: Yes	Materials: Yes
Tools: Yes	Tools: Yes
Comments: Training in emergency response is a mandatory element of the educational process in ECEC institutions. This requirement is established by the Resolution of the Cabinet of Ministers of Ukraine No. 444 of June 26, 2013 "On Approval of the Procedure for Training the Population in Emergency Response" (see source). Ukraine's Ministry of Education and UNICEF created the NUMO platform to teach young children life safety and digital skills, while supporting parents and educators with safety resources (see source).	Comments: Ukraine integrates preparedness into early education through the Ministry's Methodological Recommendations for the 2024/2025 School year and the textbook 'I Explore the World', Grade 1, which teach children emergency response, safe behaviour, and digital safety in a secure learning environment (see source).

Annex 2 Questionnaire

Introduction

The questionnaire asks four questions in relation to the concept of preparedness education. Please note that the term "preparedness" may or may not be used in the curriculum or other steering documents. It is the content covered by the term that is relevant, i.e. raising awareness of potential emergency situations – whether these are natural disasters or crises caused by human action – and how to respond in such cases.

The first question aims to determine whether your ISCED 0 and ISCED 1 curriculum offers any activities relevant to the concept of preparedness education.

The second question aims to determine if there are any requirements in initial teaching training that cover the concept of preparedness education.

The third question asks whether there is a requirement to assess the effectiveness of school preparedness in the quality assurance/evaluation/inspection system.

The fourth question considers the potential role of the European Union in the development of preparedness education in relation to provision at ISCED 0 and ISCED 1.

1) School Curricula

Is there any reference to the concept of preparedness in your early childhood education (ISCED 0) and primary school (ISCED 1) curricula? Please mark "x" in the appropriate answer box(es).

	ISCED 0	ISCED 1
Yes, the concept of preparedness is included in school curricula		
No, the concept of preparedness is not included in the school curricula		

ISCED 0: EARLY CHILDHOOD EDUCATION

If there is a reference to preparedness, please explain how the concept is explained or defined. Please also provide the link to the steering document.
Are there any preparedness education activities mentioned in the curricula? (If yes, please explain briefly)
Are there any preparedness teaching materials mentioned in the curricula? (If yes, please explain briefly)
Are there any preparedness tools mentioned in the curricula? (If yes, please explain briefly)
Is there anything else related to preparedness education mentioned in the curricula? (If yes, please explain briefly)

ISCED 1: PRIMARY SCHOOL EDUCATION

If there is a reference to preparedness, please explain how the concept is explained or defined. Please also provide the link to the steering document.

Are there any preparedness education activities mentioned in the curricula? (If yes, please explain briefly)

Are there any preparedness teaching materials mentioned in the curricula? (If yes, please explain briefly)

Are there any preparedness tools mentioned in the curricula? (If yes, please explain briefly)

Is there anything else related to preparedness education mentioned in the curricula? (If yes, please explain briefly)

Source(s) (full reference including title of document, weblink, page numbers and paragraph)

Comments

2) Initial Teaching Education

Is there a requirement for initial teaching education to cover preparedness? Please mark "x" in the appropriate answer box(es).

	ISCED 0	ISCED 1
Yes, initial teaching education is required to cover preparedness		
No, it is not a requirement, but it is often covered		
No, it is not a requirement and usually it is not covered		

ISCED 0: EARLY CHILDHOOD EDUCATION

If initial teacher education is required to cover preparedness, or if it is often covered, please provide more information.

ISCED 1: PRIMARY SCHOOL EDUCATION

If initial teacher education is required to cover preparedness, or if it is often covered, please provide more information.

Source(s) (full reference including title of document, weblink, page numbers and paragraph)

Comments

3) Quality Assurance

Is there a requirement in the quality assurance/external evaluation/inspection system to assess the effectiveness of actions related to school preparedness? Please mark "x" in the appropriate answer box(es).

	ISCED 0	ISCED 1
Yes, there is a requirement		
No, there is no requirement		

ISCED 0: EARLY CHILDHOOD EDUCATION

If yes, please provide more information

ISCED 1: PRIMARY SCHOOL EDUCATION

If yes, please provide more information

Source(s) (full reference including title of document, weblink, page numbers and paragraph)

Comments

4) Potential role of the European Union

Have there been top-level discussions in your country about the initiative itself and the potential role of the European Union in supporting preparedness education? Please mark "x" in the appropriate answer box(es).

	ISCED 0	ISCED 1
Yes, there have been discussions about the role of the EU		
No, there have been no discussions about the role of the EU		

ISCED 0: EARLY CHILDHOOD EDUCATION

If yes, please provide more information

ISCED 1: PRIMARY SCHOOL EDUCATION

If yes, please provide more information

Source(s) (full reference including title of document, weblink, page numbers and paragraph)

Comments

5) Plans at National level

Are there any plans at National Level to further develop preparedness education? Please mark "x" in the appropriate answer box(es).

	ISCED 0	ISCED 1
Yes, there are plans		
No, there are no plans		

ISCED 0: EARLY CHILDHOOD EDUCATION

If yes, please provide more information

ISCED 1: PRIMARY SCHOOL EDUCATION

If yes, please provide more information

Source(s) (full reference including title of document, weblink, page numbers and paragraph)

Comments

Acknowledgements

Eurydice national units

AUSTRIA

Eurydice-Informationsstelle
Bundesministerium für Bildung
Abt. Bildungsstatistik und –monitoring
Minoritenplatz 5
1010 Wien
Contribution of the unit: joint responsibility

BELGIUM

Unité Eurydice de la Communauté française
Administration Générale de l'Enseignement
Ministère de la Fédération Wallonie-Bruxelles
Avenue du Port 16 (Bureau 3P25)
1080 Brussels
Contribution of the unit: joint responsibility
Experts: joint responsibility

BULGARIA

Eurydice Unit
Human Resource Development Centre
Education Research and Planning Unit
15 Graf Ignatiev Street
1000 Sofia
Contribution of the unit: Nina Marinova
Expert: Nina Marinova

CROATIA

Agency for Mobility and EU Programmes
Frankopanska 26
10000 Zagreb
Contribution of the unit: Joint contribution
Expert: Joint contribution

CYPRUS

Eurydice Unit
Ministry of Education, Sport and Youth
1434 Lefkosia
Contribution of the unit: Christiana Haperi
Experts: Maria Xanthou, Christina Kosma, Andri Gavrielidou, Department of Primary Education, Ministry of Education, Sports and Youth

CZECHIA

Eurydice Unit
Czech National Agency for International Education and Research
Dům zahraniční spolupráce
Na Poříčí 1035/4
110 00 Prague 1
Contribution of the unit: Jana Halamová, Andrea Lajdová
Experts: Pavla Zetková, Michal Černý, Petra Martinovská, Kateřina Savara Roušavá (MEYS)

DENMARK

Eurydice Unit
Ministry of Higher Education and Science
Danish Agency for Higher Education and Science
Haraldsgade 53
2100 Copenhagen Ø
Contribution of the unit: Pauline Enggaard Jakobsen
Expert: Ministry of Children and Education, Agency of Education and Quality

ESTONIA

Eurydice Unit
Ministry of Education and Research
Munga 18
50088 Tartu
Contribution of the unit: Inga Kukk
Experts: Ülle Matsin, Hille Voolaid

FINLAND

Eurydice Unit
Finnish National Agency for Education
P.O. Box 380
00531 Helsinki
Contribution of the unit: Hanna Laakso
Experts: Leo Pahkin, Lead Adviser for Education, Finnish National Agency for Education; Outi Raunio-Hannula, Lead Adviser for Education, Finnish National Agency for Education

FRANCE

Eurydice Unit
Directorate of Evaluation, Forecasting and Performance Monitoring
Ministry of National Education
61–65 rue Dutot
75732 Paris Cedex 15
Contribution of the unit: Joint contribution
Expert: Joint contribution

GERMANY

Eurydice-Informationsstelle des Bundes
Deutsches Zentrum für Luft- und Raumfahrt e. V. (DLR)
Heinrich-Konen Str. 1
53227 Bonn

Eurydice-Informationsstelle der Länder im Sekretariat der Kultusministerkonferenz
Taubenstraße 10
10117 Berlin
Contribution of the Unit: Thomas Eckhardt
Expert: Andrea Schwermer

GREECE

Hellenic Eurydice Unit
Directorate for European and International Affairs
Ministry of Education, Religious Affairs and Sports
Andrea Papandreou 37 (Office 2172)
151 80 Maroussi (Attiki)
Contribution of the unit: MoE-NU
Expert: Aikaterini Gkounella, Ioanna Poulogianni (MoE-NU)

HUNGARY

Hungarian Eurydice Unit
Educational Authority
Budapest
19–21 Maros Street
1122 Budapest

ICELAND

Eurydice Unit
Ministry of Education and Children
Borgartún 33
105 Reykjavík
Contribution of the unit: Hulda Herjolfsdóttir Skogland
Expert: Hulda Herjolfsdóttir Skogland in joint effort with relevant ministries and national preparedness actors

ITALY

Unità italiana di Eurydice
Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa
Agenzia Erasmus+
Via Cesare Lombroso 6/15
50134 Florence
Contribution of the unit: Simona Baggiani, Erika Bartolini
Expert: Dott.ssa Daniela Marrocchi (Dirigente tecnica, Ministero dell'Istruzione e del Merito).

LATVIA

Eurydice Unit
State Education Development Agency
Vaļņu Street 1
1050 Riga
Contribution of the unit: Joint responsibility in collaboration with the colleagues of the Ministry of Education and Science of the Republic of Latvia

LIECHTENSTEIN

Informationsstelle Eurydice
Schulamt des Fürstentums Liechtenstein
Austrasse 79 -Postfach 684
9490 Vaduz
Contribution of the unit: Belgin Amann

LITHUANIA

Eurydice Unit
National Agency for Education
K. Kalinausko Street 7
03107 Vilnius
Contribution of the unit: joint responsibility
Expert: Sandra Valavičiūtė, Ministry of Education, Science and Sport

LUXEMBOURG

Unité nationale d'Eurydice
Anefore asbl
48-50, rue Charles Martel
2134 Luxembourg
Contribution of the unit: joint responsibility
Expert: Annick Spautz (MENJE)

MONTENEGRO

Eurydice Unit
Ministry of Education Science and Innovation,
Vaka Djurovica bb
81000 Podgorica
Experts: Nevena Čabrilo, Bureau for Educational Services and Dijana Vučković, University of Montenegro

NETHERLANDS

Eurydice Unit Nederland
Directie Internationaal Beleid
Ministerie van Onderwijs, Cultuur en Wetenschap
Rijnstraat 50
2500 BJ The Hague

NORWAY

Eurydice Unit
Directorate for Higher Education and Skills
PO Box 1093
5809 Bergen
Contribution of the unit: Joint contribution

POLAND

Polish Eurydice Unit
Foundation for the Development of the Education System
Aleje Jerozolimskie 142A
02-305 Warsaw
Contribution of the unit: Magdalena Górowska-Fells, Beata Płatos-Zielińska in consultation with the Ministry of National Education
Expert: Aleksander Tynelski

PORTUGAL

Portuguese Eurydice Unit
Directorate-General for Education and Science Statistics
Avenida 24 de Julho 134
1399-054 Lisbon
Contribution of the unit: Margarida Leandro and Vera Caeiro, in collaboration with the Directorate-General for Education (DGE), Inspectorate-General of Education and Science (IGEC) and Directorate-General for School Administration (DGAE)

ROMANIA

Eurydice Unit
National Agency for Community Programmes in the Field of Education and Vocational Training
Central Library Politehnica University of Bucharest
Splaiul Independenței No 313, sector 6
060042 Bucharest
Contribution of the unit: Veronica Chirea
Expert: Viorica Preda

SERBIA

Eurydice Unit Serbia
Tempus Foundation
Žabljačka 12
11000 Belgrade:

SLOVAKIA

Eurydice Unit
Slovak Academic Association for International Cooperation
Krížkova 9
811 04 Bratislava
Contribution of the unit: Martina Valušková, Juraj Schweigert

SLOVENIA

Eurydice Unit Slovenia
Ministry of Education
Education Development and Quality Office
Masarykova cesta 16
1000 Ljubljana
Contribution of the unit: Saša Ambrožič Deleja

SPAIN

Unidad Eurydice España – REDIE
Instituto Nacional de Evaluación Educativa
Ministerio de Educación, Formación Profesional y Deportes
Paseo del Prado, 28
28014 Madrid
Contribution of the unit: Jaime Vaquero Jiménez, Gerardo Casado Hernández, Marina Duarte Gómez and Rafael Miguel Maroto Gamero.
Experts: Beatriz Tourón Torrado, Ministerio de Educación, Formación Profesional y Deportes.

SWEDEN

Eurydice Unit
Swedish Council for Higher Education
Box 4030
171 04 Solna
Contribution of the unit: Joint contribution

TÜRKIYE

Türkiye Eurydice Ulusal Birimi
Strateji Geliştirme Başkanlığı
Milli Eğitim Bakanlığı
Merkez Bina (4.Kat)
B-Blok Bakanlıklar
06648 Ankara
Contribution of the unit: Türkiye Eurydice National Unit
Expert: Dr. Merve Büdün, Esra Kırkıl, Dr. Muzaffer Can Dilek Dr. Yusuf Canbolat

UKRAINE

State Scientific Institution "Institute of Educational Analytics" (SSI "IEA")
5 Volodymyra Vynnychenka str. Kyiv,
Ukraine, 04053

Getting in touch with the EU

In person

All over the European Union there are hundreds of Europe Direct centres. You can find the address of the centre nearest you online (european-union.europa.eu/contact-eu/meet-us_en).

On the phone or in writing

Europe Direct is a service that answers your questions about the European Union. You can contact this service:
by freephone: 00 800 6 7 8 9 10 11 (certain operators may charge for these calls);

at the following standard number: +32 22999696;

via the following form: european-union.europa.eu/contact-eu/write-us_en.

Finding information about the EU

Online

Information about the European Union in all the official languages of the s EU is available on the Europa website (european-union.europa.eu).

EU publications

You can view or order EU publications at op.europa.eu/en/publications. Multiple copies of free publications can be obtained by contacting Europe Direct or your local documentation centre (european-union.europa.eu/contact-eu/meet-us_en).

EU law and related documents

For access to legal information from the EU, including all EU law since 1951 in all the official language versions, go to EUR-Lex (eur-lex.europa.eu).

EU open data

The portal data.europa.eu provides access to open datasets from the EU institutions, bodies and agencies. These can be downloaded and reused for free, for both commercial and non-commercial purposes. The portal also provides access to a wealth of datasets from European countries.

Preparedness education in Europe

In response to the increasing frequency of climate-related incidents, cyber threats, and geopolitical instability in Europe, the European Union has developed a Preparedness Union Strategy, aiming to support Member States' capacity to respond effectively. The European Commission President Ursula Von Der Leyen emphasized preparedness as both a national and a shared European duty. The strategy comprises actions to bolster Europe's capacity against geopolitical tensions, cybersecurity risks, and climate change. One of them stresses the importance of including preparedness in school curricula and training staff, linking it with the Union of Skills.

This report focuses on enhancing population preparedness through education, particularly in early childhood and primary education. Based on information applicable in the 2025/2026 school year, it explores how European systems understand and integrate notions of 'preparedness education', teaching risks related to natural and technological hazards and promoting effective emergency cooperation.

The report highlights the approaches taken by education systems to equip the new generation with preparedness skills and it is structured in five sections covering curriculum inclusion, teacher training, quality assurance, the role of the European Union, and national plans for further action.

The Eurydice Network's task is to understand and explain how Europe's different education systems are organised and how they work. The network provides descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics. All Eurydice publications are available free of charge on the Eurydice website or in print upon request. Through its work, Eurydice aims to promote understanding, cooperation, trust and mobility at European and international levels. The network consists of national units located in European countries and is coordinated by the European Education and Culture Executive Agency (EACEA).

For more information about Eurydice, see:

https://eacea.ec.europa.eu/national-policies/eurydice