

EDURES

Resilience toolkit to ensure the right to education in times of emergencies and crises



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The International Institute of Sociology of Gorizia (ISIG) believes in a future of peaceful relations built on the mutual recognition of differences as enriching resources.

The institute studies and promotes transformation within societies with the goal of fostering peaceful and lasting coexistence, placing democratic participation, human rights and the rule of law at the core.

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ISIG is committed to promoting innovation within communities through scientific and social research, co-design and strategic consulting. The institute fosters sustainable community development, participatory governance and risk management and reduction, contributing to the creation of inclusive and resilient societies.

ISIG fulfils its mission through the design and management of projects, continuous training and capacity building, by providing tools and knowledge to professionals, public and private entities to address global and local challenges in a thoughtful, effective and responsible manner.

RESEARCH AREAS

- Social inclusion and community development
- Governance and sustainable development
- Resilience, disaster risk management and reduction
- Emerging technologies, ethics and privacy
- Culture, development and the impact of cultural policies

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Foreword

The right to quality, inclusive education must be upheld for all learners, everywhere and at all times – even, and especially, in moments of emergency and crisis. The Council of Europe has long recognised that education is not only a fundamental human right, but also a powerful force for societal resilience, cohesion and democratic stability. This conviction lies at the heart of our work under the Education Strategy 2030 – Learners First, and it is reflected in the development of the *EDURES resilience toolkit to ensure the right to education in times of emergencies and crises*.

The EDURES toolkit is the result of a collective effort guided by the Council of Europe’s Steering Committee for Education (CDEDU), following the ministerial resolution adopted at the 26th Standing Conference of Ministers of Education in Strasbourg in September 2023. It offers concrete support to member states and education stakeholders in implementing this resolution and advancing the priorities set out in the strategy. It is also aligned with the Council of Europe’s Reference Framework of Competences for Democratic Culture (RFCDC), placing the development of values, attitudes, skills and knowledge at the core of educational resilience.

Education systems today face increasing challenges – ranging from conflict and climate-related disasters to pandemics and forced displacement. These emergencies disrupt learning, damage infrastructure and jeopardise learners’ psychological well-being. Yet, they also highlight the transformative role that education can play in protecting rights, restoring normalcy and rebuilding communities. In this context, the EDURES toolkit helps education leaders – from national policy makers to school managers – prepare, respond and adapt through resilience-based planning and strategic action.

The toolkit draws on six guiding principles that support resilient education systems: strengthening governance, ensuring continuity, expanding the role of education, increasing accessibility, fostering co-operation and enhancing efficiency. It provides a framework for action that is inclusive, democratic and rooted in the lived realities of learners and educators.

Already piloted in member states such as Albania and Italy, the EDURES toolkit contributes to a broader international commitment to transforming education in times of crisis. It supports the Council of Europe’s contribution to the implementation of the United Nations’ Transforming Education Summit outcomes and the “Education in crisis situations: a commitment to action” initiative.

By investing in the resilience of our education systems, we invest in the resilience of our societies. I am confident that this toolkit will be a valuable resource for all those striving to uphold the right to education in the most difficult of circumstances – and a meaningful step towards more sustainable, inclusive and democratic futures for learners across Europe.



Villano Qiriazhi
Head of the Education Department
Council of Europe

A handwritten signature in black ink, appearing to read 'Villano Qiriazhi', with a horizontal line underneath.

Chapter 1

Introduction

1.1. Education and resilience: the work of the Council of Europe

The emergencies faced by our societies are complex and constantly evolving. The consequences of such emergencies (such as conflicts, natural hazards, climate change, epidemics) are severe and the effects on education are no less so, ranging from damage to school infrastructure and a reduction in the number of teachers and education personnel, to an increase in systemic gender disparities or the dysfunction of the overall system. Moreover, in critical situations, access to education is also at stake, as it is inextricably connected to general well-being, mental health and social and emotional learning, and is thus jeopardised by emergency events.

This complex and constantly evolving situation requires action and the Council of Europe has, since its creation, mainstreamed education through numerous documents and provisions, including in the form of recommendations to member states. Education, including the very right of access to quality education for everyone, has been treated as incidental to other issues: in a wider human rights perspective, as a driving element in the fields of culture and mutual understanding, or in fighting stereotypes and promoting diversity, equality and mutual respect, as well as democratic culture.

Within this framework, the provision of education during emergencies or crises remained somewhat peripheral. However, in view of the recent crisis that afflicted our societies, the Council of Europe integrated this element into its work on the preparation of a new education strategy. An important initiative was the European Qualifications Passport for Refugees (EQPR), developed through capacity building and co-operation programmes by the Education Department of the Council of Europe. The EQPR is one of the practical tools to support refugees' participation in higher education and in the labour market in their receiving countries. Developed as a response to the Syrian refugee crisis, the EQPR could be used and adapted during the recent crisis situations with Covid-19, with refugees from Afghanistan and now in the crisis resulting from the war in Ukraine. By keeping in mind that recognition of refugees' qualifications should not be a responsibility of receiving countries alone, the EQPR is currently being used to address the challenges of qualification recognition in the specific national contexts of Moldova, Poland and Romania.

In the framework of a series of workshops on the Council of Europe's Learners First Education Strategy 2024-2030, promoting a holistic approach to education capable of responding to crises and ensuring the right to education at all times was identified as a key objective in order to empower education for current and future challenges when working towards sustainable and inclusive democratic European societies.

However, a sectorial approach to this, taking education as a stand-alone element, is not advisable. Instead, a holistic understanding of the role of education for community resilience and robustness should be promoted. On the one hand, public authorities should receive support on how to assess the resilience of educational systems under stress (that is, during emergencies), thus identifying the relevant actions needed to improve it. On the other, the competences and assets of education systems should complement resilience-oriented emergency and strategic planning conceived at community level. This would ultimately allow for stronger co-operation between all the different stakeholders involved in community resilience, including those pertaining to education systems.

1.2. The six principles of resilience for education

A dedicated working group was set up in 2022, under the auspices of the CDEDU, to address the issue and provide member states with a theoretical framework and a specific tool to help develop principles and a participatory methodology to empower education stakeholders to provide inclusive and equitable quality education, regardless of the nature of the emergency and/or crisis.

The working group drew up six principles to support the assessment of the resilience of education ecosystems from a multilevel governance perspective.¹ During the 26th session of the Council of Europe Standing Conference of Ministers of Education, held on 28 and 29 September 2023, in Strasbourg, France, one of the main themes discussed was ensuring inclusive, quality education even in times of emergency and crisis; other issues included reaffirming the critical role of education in promoting democracy, human rights and the rule of law, recognising the need for decisive action to address global challenges, strengthening the Council of Europe’s education implementation mechanisms and focusing on a democratic future by ensuring that all learners can participate in democratic processes.

Figure 1 – The Council of Europe Principles of Resilience for Education

The six principles support the evaluation of the resilience of learning environments at community level.

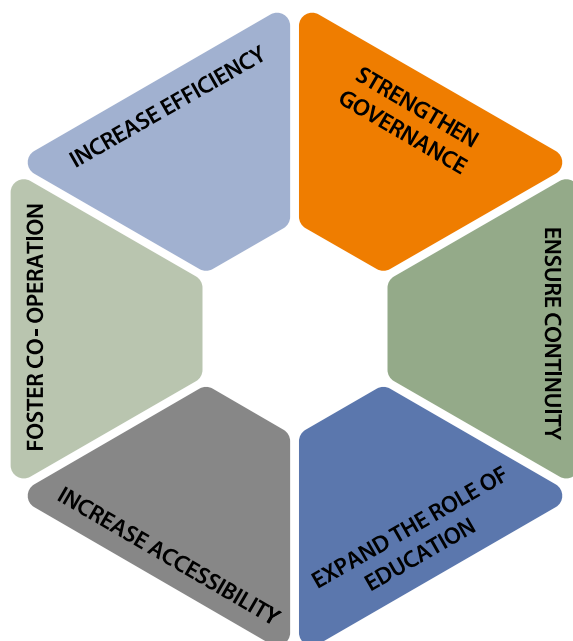


Table 1 – Added value for building resilient communities through education

Principle	Added value for learning environments
Principle 1. Strengthen governance	Strengthening governance is crucial for building resilient learning environments and thus for contributing to the establishment of better administered education ecosystems and communities in times of emergencies.
Principle 2. Ensure continuity	Ensuring that education ecosystems and communities continue to function and adapt to emergencies is key to guaranteeing ownership at a community level.
Principle 3. Expand the role of education	Ensuring that education becomes an active component of community resilience (by including it in local and national civil protection plans, for example) will strengthen its role in times of crisis.
Principle 4. Increase accessibility	Granting quick access to emergency tools for education – based on their relevance to a specific learning environment – ensures the right to quality education, even in times of crisis.
Principle 5. Foster co-operation	Creating solid partnerships (with the private sector, for example) to prepare an emergency response is key to building resilience.
Principle 6. Increase efficiency	Ensuring that responses to crisis situations are more efficient and response times are reduced leads to resilient learning environments.

1. See Institute of International Sociology of Gorizia (ISIG) (2022).

Following the conference, the ministers adopted Resolution 2 on education in times of emergencies and crisis,² which reaffirmed the engagement of the Council of Europe and member states on this issue. Furthermore, taking note of the six Principles of Resilience for Education, the ministers promoted the development of a toolkit to promote and operationalise their implementation in member states.

1.3. EDURES toolkit

Ensuring quality education in times of emergencies is still very much a challenge that needs to be addressed. Public authorities find themselves calling into question the value of “past” practices (that is, the tools by which they manage the present) and “future” strategies (the vision that frames how present practice might evolve and improve in terms of efficiency and effectiveness). A critical assessment of these practices and strategies is of paramount importance for member states when designing comprehensive and effective tools to help educational ecosystems to anticipate and respond to emerging challenges.

The EDURES – education in times of emergencies and crisis – toolkit offers a framework for such an assessment informed by the concepts of resilience, robustness and preparedness – concepts which are as yet innovative policy solutions that look at the potential of systems and stakeholders, such as educational communities, to address or minimise the impact of potential shocks and uncertainty.

EDURES addresses the capacity of an educational ecosystem to withstand a crisis, recover from it, adapt and endure. The strategies designed with the support of EDURES focus on institutional preparedness and recovery but also go beyond that, as they seek to strengthen the performance of public authorities and improve overall levels of quality education.

Until recently, policy frameworks for dealing with disaster management focused on vulnerabilities (that is, mapping the deficiencies and shortcomings of a community that make it susceptible to hazardous events and impacts); further developments, however, have stressed the importance of promoting disaster risk reduction by building resilience, through focused priorities for action. The Hyogo Framework for Action (HFA) 2005-2015, an international agreement adopted in Kobe, Japan, in 2005, gave this trend momentum and this was further reinforced through the conclusion of the 2015 Sendai Framework for Disaster Risk Reduction (SFDRR) 2015-2030.

Adopting strategies to enhance the resilience of educational ecosystems may therefore be considered as a manifestation of the development vision and plan agreed by public authorities at international level. Resilience is therefore also a crucial element of the development vision at community level, which should, in turn, be reflected in community policies, strategies and overall strategic community planning.

1.3.1. Objectives of EDURES

EDURES aims at supporting educational leaders within (or connected to) educational institutions (such as school heads, educational institution managers, co-ordinators of educational departments in municipalities, national educational policy makers) by:

- ▶ improving their awareness of the overall context in which they operate (the educational ecosystem);
- ▶ supporting the self-assessment of the present configuration of the educational ecosystem (the learning environment) in terms of needs and opportunities;
- ▶ assessing the resilience profile of their learning environment according to different crisis scenarios;
- ▶ increasing the resilience of the learning environment by developing strategies based on resilience principles followed by the implementation of the relevant measures.

Ultimately, as concerns the added value for educational systems, EDURES:

- ▶ acts as an “awareness raiser” to help identify unknown needs and issues in educational systems;
- ▶ acts as an “enabler” to help access already existing relevant education programmes and tools;
- ▶ increases the analytical skills of educational practitioners, according to European standards and with a specific orientation towards sustainable solution design;

2. See Council of Europe (2023).

- ▶ provides common ground on which to understand the education system under scrutiny, within and beyond specific fields of expertise, from co-analysis to co-production;
- ▶ fosters adaptability and replicability if inferring from a standardised analysis; context-specific diversity can be understood and embraced to apply more efficient solutions;
- ▶ represents a benchmarking opportunity allowing for the comparison and sharing of good practices from different contexts.

1.3.2. Components of EDURES

Besides its conceptual framework, the EDURES toolkit comprises four main elements:

- ▶ the EDURES manual, presenting the theoretical framework of the tool, outlining the main concepts and providing a road map for its implementation;
- ▶ the EDURES benchmark (Appendix 1), providing details of all indicators and targets that structure the EDURES self-assessment;
- ▶ the EDURES e-tool practical handbook (Appendix 2), providing hands-on guidance to users of the e-tool and analysis of the results.

Chapter 2

Conceptual framework for educational strategic planning

2.1. Rationale

The conceptual framework for educational strategic planning (EDUSTRAT) for the activation of competencies and assets within education systems is proposed here as a process outline for the implementation structure and expected impact of the EDURES toolkit.

EDUSTRAT aims at supporting educational leaders by:

- ▶ improving their awareness of their educational ecosystem in terms of contextual features, the “action arena” and patterns of interaction;
- ▶ supporting the self-assessment of their learning environments and recognising their specific needs and opportunities, so as to identify the actions that are most needed to improve their performance;
- ▶ clearly setting the intervention context to better understand which tools can support them in achieving their desired outputs and outcomes (for example, EDURES to improve the resilience of educational systems facing a crisis).

2.2. From strategic planning to operationalisation: EDUSTRAT

EDUSTRAT aims to describe the adoption of a strategic (planning) approach to education – both conceptually and as a process – while representing the interactions between several elements. Such elements/components of EDUSTRAT, detailed in the following paragraphs, set the scene for EDURES implementation.

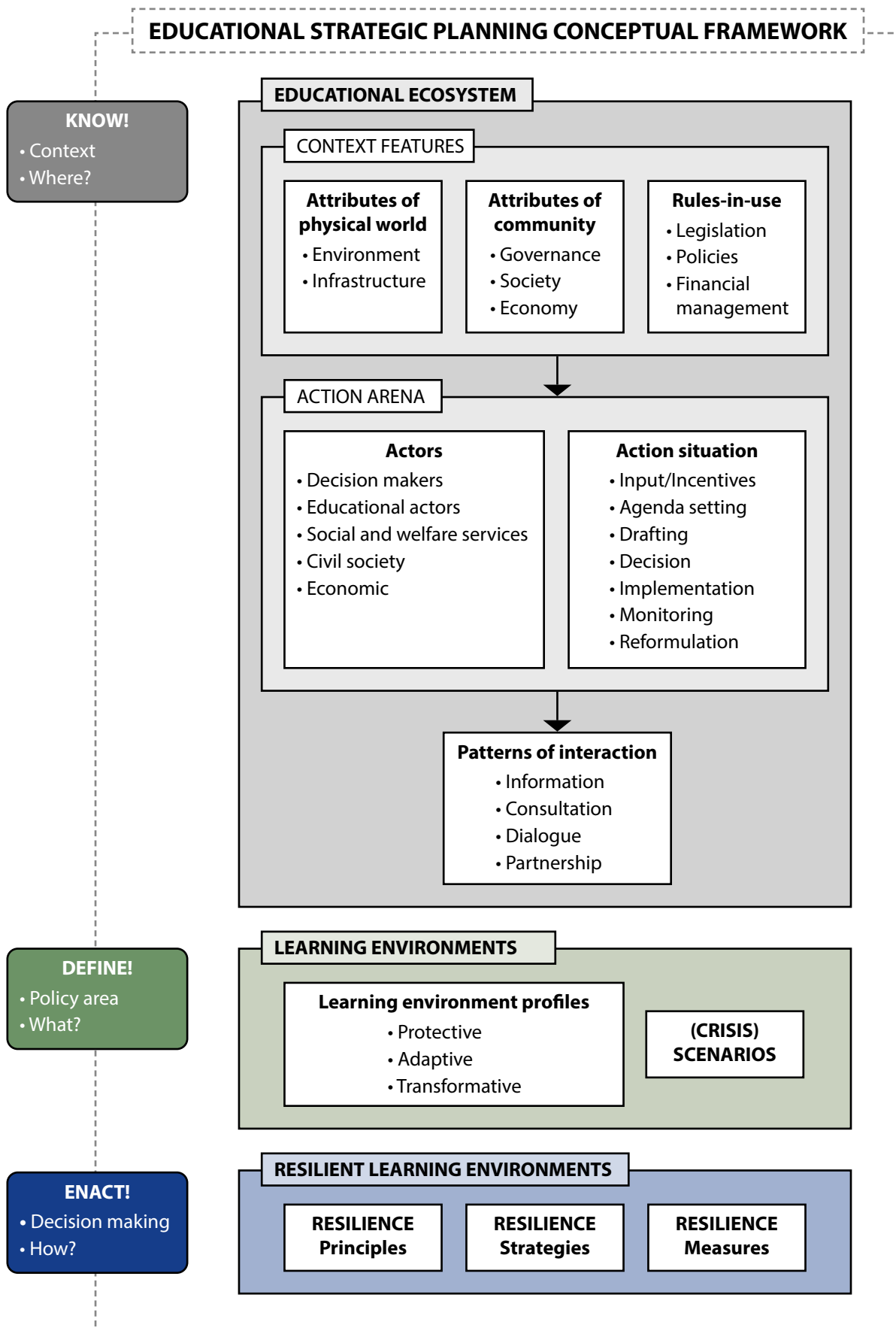
EDUSTRAT is based upon the institutional analysis and development (IAD) framework, which represents a broader adaptation of the common-pool resources model of Ostrom, Gardner and Walker,³ and describes the functioning of common-pool resources management through an agent-based framework, where the attributes of the physical world, the attributes of community and the rules-in-use contribute to shape an “action arena”.

The development of an IAD-informed conceptual framework tailored to the analysis of educational ecosystems facilitates the understanding of potential areas of impact of EDURES.

3. See Ostrom E., Gardner R. and Walker J. (1994).

For this analysis, the IAD framework is remodelled as follows.

Figure 2 – EDUSTRAT – Conceptual framework for educational strategic planning



As a conceptual framework, EDUSTRAT is organised into three main steps that can be developed via the implementation of EDURES.

- ▶ **Step 1 – KNOW** proposes a detailed taxonomy of an educational ecosystem, including all aspects (contextual features) influencing the action arena in which educational actors interact in different ways (patterns of interaction) and the settings/goals (action situations) needed to produce learning environments. In other words, step 1 is about mapping the overall context in which an action may take place and identifying the needs and opportunities of a specific learning environment (a particular configuration of the educational ecosystem being analysed).
- ▶ **Step 2 – DEFINE** sets the intervention context, assessing the learning environment in order to identify relevant policy area(s).
- ▶ **Step 3 – IMPROVE** drafts strategies and defines measures for decision making informed by the Council of Europe's six Principles of Resilience for Education.

2.3. EDUSTRAT – Definitions

The following paragraphs provide the operational definitions of EDUSTRAT components.

2.3.1. Educational ecosystems

An ecosystem can be described as a community network of interactions between organisms and their environment. This definition sheds light on several elements that are essential for a perspective of educational systems that focuses on:

- ▶ the network of stakeholders in an educational ecosystem and the activities in which they are (or can be) involved (the action arena);
- ▶ the interactions of stakeholders in terms of involvement (patterns of interaction);
- ▶ the environment in which these interactions take place and the way in which they are influenced by that environment (context features), as well as its connection with the wider community of reference.

From this perspective, the education ecosystem as a concept emphasises the connection between the educational leaders within (or connected to) educational institutions – for example, school heads, educational institution managers, co-ordinators of educational departments in municipalities, national educational policy makers – who are involved in supporting learners and in the provision of quality education. Like a natural ecosystem, each of these stakeholders plays a unique and complementary role. Each of them also enables the others to fully embrace and step into the unique part they play.

In an educational ecosystem, all stakeholders are equally important and the part they play is taken into consideration, along their contribution to the common goal.

2.3.1.1. Contextual features

Attributes of the physical world

Attributes of the physical world are understood as the complex set-up of natural and infrastructural variables that influence the educational ecosystem and the wider community; they encompass all aspects of the physical environment that set the context within which an action is situated.

Relevant areas might be:

- ▶ environment (for example, climate, environmental vulnerabilities);
- ▶ infrastructure (for example, school buildings, sports venues).

Attributes of community

Attributes of the physical world are understood as the complex set up of socio-economic and governance variables that influence the educational ecosystem and the wider community; they encompass all aspects of the social, cultural and institutional environment that set the context within which an action situation is situated.

Relevant areas might be:

- ▶ governance (drawing from Harold D. Lasswell, governance determines “who can do what to whom, and on whose authority”⁴);
- ▶ society (such as demographics, minorities);
- ▶ economy (such as welfare, employment).

2.3.1.2. Rules-in-use

Rules-in-use are understood as the repertoire of rules, norms and laws that set the legislative boundaries of the action arena of the educational ecosystem.

Relevant areas might be:

- ▶ legislation;
- ▶ policies;
- ▶ financial management.

2.3.1.3. Action arena

Actors

In every educational ecosystem, different groups of actors (educational leaders) interact with one another; the typology of relationships differs according to the level, but also according to different scenarios.

Institutional actors

As mentioned before, the main institutional actors that can drive and be involved in a resilience-building process are educational leaders within (or connected to) educational institutions. However, other institutional actors can contribute to building resilience at community level, such as:

- ▶ decision makers;
- ▶ public bodies and agencies;
- ▶ institutions fostering co-operation.

Decision makers who may influence the process may be identified at different levels, from local to regional or even national level, based on the context and framework existing in different countries. Relevant decision makers may also be identified in areas beyond the sphere of policies that usually deal with education and/or emergency management and disaster response (not only civil/population protection and environment but also welfare social services, cultural services, etc.).

Public bodies and agencies that are active at community level and support different development sectors, such as education or environment, may be involved.

Moreover, the institutions that foster different types of co-operation between local and/or regional authorities are crucial for building resilience, as crises and their impact do not respect territorial borders. In this sense the following types of institution prove to be relevant:

- ▶ cross-border institutions fostering co-operation, such as European Groupings of Territorial Cooperation (EGTCs) or Euroregions;
- ▶ intermunicipal institutions fostering co-operation.

*Emergency services actors*⁵

The response of communities and societies to disasters in Europe is usually set within the framework of civil protection bodies and agencies.

The mechanisms differ greatly from one context/country to another in terms of legislation, regulations, bodies and resources. However, they usually entail co-ordination and priority setting at national level,

4. See Lasswell H. D. (1936).

5. See IMC (2019).

which is then reflected at all levels of governance. Moreover, the work of such mechanisms is co-ordinated at European level, in the framework of European Union agencies and programmes such as the EU Civil Protection Mechanism and the Emergency Response Coordination Centre.

In terms of the legal or policy framework, such mechanisms usually envisage the following functions/tasks at different levels of governance:

- ▶ assessment of the risk and of the hazardousness of events;
- ▶ the design and implementation of plans related to the management of a disaster;
- ▶ the co-ordination of prevention, mitigation and recovery activities.

Objectives regarding the response to a disaster may include, among others:

- ▶ protection of the population;
- ▶ protection of the environment, both natural and human-made;
- ▶ support for maintaining the delivery of services and normal activities of communities;
- ▶ support for the re-establishment of services within communities.

Moreover, such mechanisms are usually supported by various emergency services and first responders, such as:

- ▶ law enforcement;
- ▶ firefighters;
- ▶ medical services.

Civil society actors

During and in the immediate aftermath of disasters there is generally co-operation between educational leaders and governmental and civil society actors; that co-operation can be formalised or ad hoc. Such partnerships usually aim to relieve suffering and support the recovery process.

Among civil society actors are:

- ▶ non-governmental organisations (NGOs);
- ▶ youth associations;
- ▶ associations representing the interests of minority groups;
- ▶ associations representing the interests of disadvantaged groups;
- ▶ volunteer associations;
- ▶ awareness-raising associations;
- ▶ entrepreneurs from different fields;
- ▶ private foundations;
- ▶ professional associations.

2.3.1.4. Action situations

Action situations refer to the social space where stakeholders (acting on their own or as agents of organisations) or groups of stakeholders observe information, select actions, or engage with and produce outcomes. As explained previously, the behaviour of stakeholders participating in the action situation is influenced by contextual features.

An action situation may refer, for instance, to the phases of decision making, such as:

- ▶ input/incentives (needs assessment);
- ▶ agenda setting;
- ▶ drafting;
- ▶ decision taking;
- ▶ implementation;
- ▶ monitoring;
- ▶ reformulation.

2.3.1.5. Patterns of interaction

Patterns of interaction refers to the potential typologies of actors, classified according to their level of involvement in the action situation, following an analysis of their level of relevance and perceived interest for the process. According to this, four main patterns of interaction may be considered:⁶

- ▶ information (low level of relevance, low level of interest);
- ▶ consultation (low level of relevance, high level of interest);
- ▶ dialogue (high level of relevance, low level of interest);
- ▶ partnership (high level of relevance, high level of interest).

2.4. Learning environments

In the context of EDUSTRAT, the term “learning environment” is the result of a specific configuration of a given educational ecosystem. Understanding a specific learning environment in terms of its needs and opportunities is therefore the result of the exercise proposed by EDUSTRAT. At best, it allows for a definition of the intervention context in which the EDURES toolkit can be implemented.

A learning environment encompasses learning resources and technology, the means of teaching and learning approaches in connection with a wider community. The term also refers to human behavioural and cultural dimensions, being a composite of actors, action situations and material systems, much as an ecology is the relationship between living things and the physical environment.

2.5. Resilient learning environments

“Resilient learning environment” refers to the outcome of EDURES, that is, the transformation of a learning environment previously identified by developing resilience strategies, based on resilience principles, in order to implement resilience measures.

6. See Council of Europe and ISIG (2017).

Chapter 3

EDURES manual

The EDURES manual⁷ is organised into two sections:

- ▶ section 3.1 – Contextualising resilience for education;
- ▶ section 3.2 – EDURES road map.

3.1. Contextualising resilience for education

3.1.1. Defining resilience for education

Resilience has been the subject of extensive scholarly and policy debate despite being a relatively new policy option. The main points of the ongoing discussions and trends around resilience are provided below to support a better understanding of the environment in which the EDURES toolkit has been developed.

The generally accepted definition of resilience is:

[t]he ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions through risk management.⁸

Resilience is recognised as a complex and multidimensional concept the definition of which varies depending on the field of application and focus of study. The concept is ultimately concerned with understanding the response provided by systems and actors to hazards.⁹

Resilience may also be described as: “the capacities of people, places, and infrastructure to not only cope with hazards, but also the longer-term adjustment and learning processes to adapt to future threats.”¹⁰

It is nevertheless a concept that is notoriously difficult to define as it remains a highly relative term:

[w]hich entities (e.g., individuals, households, communities, cities, societies) should be resilient to which shocks (e.g., earthquakes, storms, man-made threats) at which magnitudes (e.g., everyday struggles or rare extreme events) within which boundary conditions (e.g., targeted speed and level of recovery) need to be defined for every case, every research study.¹¹

Within EDURES, the concept of resilience is understood to:

- ▶ apply to all the elements of a given system (that is, an educational ecosystem, embedded within a given community). A resilient ecosystem/community is one in which social and physical elements can resist, adapt and recover in the face of given stressors (hazards, for example);
- ▶ take into consideration all potential disruptive events that might have an impact on a given system (that is, an educational ecosystem, embedded within a community). Instead of focusing on the effects of individual hazardous occurrences, resilience encourages enhanced system performance in the face of numerous (and unpredictable or unknown) risks;
- ▶ comprise the entire disaster management cycle – prevention, mitigation, preparedness, response, rehabilitation, reconstruction and recovery – with an operational focus on prevention and preparedness.

7. The EDURES manual draws on the ReBuS toolkit: see Council of Europe (2020a).

8. See United Nations Office for Disaster Risk Reduction (UNDRR) (n.d.).

9. See Fekete A. and Montz B. (2018).

10. Fuchs S. and Thaler T. (eds) (2018: 4).

11. See Scherzer S., Lujala P. and Rød J. K. (2019: 3).

In short, EDURES advocates strengthening educational and community resilience by addressing all components of the ecosystem and the community, while reinforcing existing disaster management practices.

Ultimately, it is suggested that the main messages underpinning a holistic approach to resilience in education are the following.

- ▶ Embracing change: Society is ever evolving, with constant changes having both positive and negative consequences on different contexts and groups. Resilience can therefore be understood as the capacity of a community to prepare and mitigate risks, but also its readiness to make the most of the opportunities offered by change.
- ▶ Reducing inequalities: Resilience strategies should promote equal opportunities for all members of a community as a means of combating rising inequality and sharing the risks and opportunities more fairly.
- ▶ “Bouncing forward”: Resilience can be an innovative approach that embraces the transformative potential of communities. However, it is often still considered as a reactive “bouncing back”, rather than an enabling transformation/adaptation. Maintaining or returning to the status quo is not always desirable – resilient communities should strive to bounce forward in response to crises.

3.1.2. Approaches to resilience for education

3.1.2.1. Resilience-building strategies toolkit – ReBuS (Council of Europe – Centre of Expertise for Good Governance)

ReBuS offers a framework within which to assess the preparedness and ability of public administrations to respond to extraordinary circumstances at the institutional, administrative and civil society levels. Such an assessment is shaped by the concepts of resilience and robustness and looks at the potential of systems and actors, such as communities, to address or minimise the impact of potential shocks and uncertainty.

These concepts reflect the recent paradigm shift in approach to the policy-making process from more traditional disaster management views to a proactive approach to building strategies that reduce risk, enhance resilience and focus on recovery and functionality.

Resilience-building strategies address the capacity of a community to stand firm, recover, adapt and persist in the face of crises. These strategies focus on institutional preparedness and recovery but also go beyond that as they seek to strengthen the performance of public authorities and improve overall levels of good democratic governance.

3.1.2.2. Reference Framework of Competences for Democratic Culture (Council of Europe – Education Department)

The RFCDC is a set of materials that can be used by education systems to equip young people with all the competences they need to take action to defend and promote human rights, democracy and the rule of law, to participate effectively in a culture of democracy and to live peacefully together with others in culturally diverse societies. Several of the competences (for example, values, attitudes, skills and knowledge, and critical understanding) outlined by the RFCDC model appear to be particularly relevant in the framework of EDURES, as they can foster and reinforce the resilience of education systems and, more generally, the community. Furthermore, it is the concept of competence that may prove significant to identify specific EDURES competences and/or clusters of competences to assess educational resilience at both the institutional/territorial level and the individual level (for example, teachers, educators, students, and pupils).

3.1.2.3. Crisis-sensitive educational planning (United Nations Educational, Scientific and Cultural Organization – UNESCO)

Crisis-sensitive educational planning (CSP) involves identifying and analysing the risks to education posed by conflict and natural hazards. This means understanding: 1. how these risks impact education systems and 2. how education systems can reduce their impact and occurrence. The aim is to lessen the negative impact of crises on education service delivery while at the same time fostering the development of education policies and programmes that will help prevent future crises arising in the first place.

A key part of CSP is overcoming inequity and exclusion in education, which can exacerbate the risk of conflict when left unchecked. It is also important to develop strategies to respond adequately to crises and to preserve education even in the most difficult circumstances.

3.1.2.4. Education in emergencies (United Nations Children's Fund – UNICEF)

Education in emergencies (EiE) is a core element of a global humanitarian response and encompasses a series of activities designed to provide uninterrupted, quality learning opportunities to children affected by humanitarian crises. Complex operational contexts with sudden-onset crises, conflict-specific emergencies, back-to-back humanitarian events and chronic development challenges mean that communities experience protracted crises across multiple dimensions (social, economic, political). In some humanitarian settings, EiE offers a reparative solution to an acute emergency by providing a protective bridge between previous and continued gains in development in existing education systems. However, in protracted humanitarian crises, EiE continues to provide targeted support to enable vulnerable and marginalised children and youth to access uninterrupted, structured education opportunities where current formal education systems are perpetually unable to accommodate them due to the nature of the crisis.¹²

3.1.3. Resilience building for education

Within the framework of resilience strategies for education, fostering a resilient educational ecosystem is understood as a complex process that requires an all-encompassing approach to building resilience, entailing both physical and social characteristics. Such “educational ecosystems” do not operate in a vacuum, as they are strongly embedded in communities whose characteristics have an impact on them.

In this perspective, resilience-strengthening strategies and measures should:

- ▶ start by having a deeper understanding of the context, its challenges and its opportunities. They should take into consideration the existing relations, interactions and systems of shared values and norms of the community in question;
- ▶ implement participatory approaches that include communities and their members (stakeholders) in the design process;
- ▶ embrace a holistic approach that go beyond disaster-centred discourse and consider all aspects of a community.

When designing resilience-enhancing strategies for communities and their educational ecosystems, the following elements may be considered:¹³

- ▶ the characteristics of the community, both tangible/physical and social;
- ▶ the capacities and resources (of the community/system) at a local level;
- ▶ the absorptive, adaptive and transformative potential or profile of the community system.

Moreover, resilience building should include consolidating existing emergency management practices and aim to harmonise such frameworks with the overall community approach.

The disaster management cycle usually defines the process carried out by public institutions (for example, education institutions) in collaboration with economic operators and civil society (at all levels) so as to limit the impact of disasters and pave the way for recovery in the aftermath of a disaster.¹⁴ Although there are different interpretations in terms of the stages/phases of the cycle and even their denominations, it is generally agreed that specific activities need to be undertaken throughout the entire cycle to reduce the risk and effects of disasters.¹⁵

12. See United Nations Children's Fund (UNICEF) (2006); Afghanistan: Education in Emergencies Working Group (EiEWG) (2021); European Commission (2018).

13. See Norris F. H. et al. (2008).

14. See Khan H., Vasilescu Giurca L. and Khan A. (2008).

15. See Coetzee C. and Van Niekerk D. (2012).

The emergency management cycle also includes the design of policies and operational plans aimed at mitigating the impact of disasters on people, property and the overall infrastructure.

The following stages may be identified through the different frameworks.¹⁶

- ▶ Before a disaster – mitigation and preparedness: activities designed to reduce risk and limit potential losses in case of a disaster, such as raising awareness, strengthening infrastructure or creating development plans.
- ▶ During a disaster – emergency response: activities that aim to prevent further degradation and to minimise the suffering of victims (for example, search-and-rescue interventions, building of temporary shelters).
- ▶ After a disaster – response and recovery: activities aimed at promoting the recovery and rehabilitation of communities.

Resilience may be considered as a constant variable throughout the emergency management process: it is applicable to all stages, but it is a particular focus in the pre-disaster phases (that is, prevention and preparedness). Resilience strategies and measures focus on strengthening a given system in the face of hazards, not only on reducing the impact or the potential loss.

The EDURES toolkit can help operationalise resilience for educational ecosystems and, therefore, for communities, across five main dimensions that help, on the one hand to “observe” or analyse the weaknesses and strengths of the system in question and, on the other, to understand the opportunities and limitations of the overall emergency management frameworks of the system.

Such dimensions of analysis are:

- ▶ environment – the sustainability of a community’s environmental health and ecosystems;
- ▶ infrastructure – physical elements of a community;
- ▶ governance – the institutional and political setting and decision-making processes;
- ▶ society – the social well-being and vitality of the community;
- ▶ economy – the economic well-being and dynamism of the community.

3.1.4. Fostering participation

Resilient learning environments and resilient communities are built by using a participatory approach. Public authorities may find valuable support among their citizens and stakeholders in setting up efficient resilience strategies, as well as in implementing and monitoring them.

- ▶ Citizens – informed and aware citizens support the resilience of a learning environment, as do engaged and active citizens. Building resilience implies, first, raising awareness across the community and supporting increased understanding about the risks, as well as opportunities, to which a community is exposed. Engaging citizens in initiatives and participatory processes on resilience building will increase their ownership of the new strategies, as well as strengthen cohesiveness and trust at a local level. In the case of educational ecosystems, families play a crucial role.
- ▶ Stakeholders – a public authority may find solid partners in the right stakeholders. From actors active in emergency management to schools and cultural associations, stakeholders can support both the drafting and the implementation of a resilience strategy.

16. See Khan H., Vasilescu Giurca L. and Khan A. (2008).

The following table illustrates how citizens and stakeholders may be engaged in different phases.

Table 2 – Civil participation and disaster management phases

Phases	Participation
Pre-disaster phase	This phase mainly concerns awareness raising, planning and preparing. Stakeholders may be perceived both as beneficiaries and as protagonists. In fact, partnerships with local civil society, emergency management, etc. may support more efficient communication and ensure wider outreach.
During a disaster	During a crisis, different stakeholders may provide support in the alleviation of suffering or provision of support services in the event that educational services are interrupted. The role of civil society may be crucial. An example is Covid-19 animation activities at a local level (for example, sports and cultural associations, psychological support).
After a disaster	In this phase the engagement of citizens and stakeholders may be related to the recovery after a shock, when the adaptive and transformative capacities of a system (that is, community) are tested. Engagement is very important, as a recovery phase entails the reconstruction and/or transformation of the system – engaging citizens and stakeholders may contribute to promoting ownership of the changes and thus build consensus on action needed for a more rapid recovery.

Engaging citizens and relevant stakeholders in resilience initiatives contributes to:

- ▶ planning based on a needs assessment;
- ▶ including local knowledge and awareness in strategies – local knowledge is a key factor in ensuring efficient resilience strategies, especially as concerns the known threats to the community;
- ▶ ensuring that all voices in a community are considered and represented;
- ▶ building consensus and cohesiveness.

3.1.5. Assessing resilience

Assessing resilience is key to establishing strategies and a long-term vision at community level.

In the process of designing resilience strategies, the assessment of resilience aims to identify the following.

- ▶ The rationale of the strategy: What does the community want to strengthen in terms of resilience? What are the changes and threats that the community is facing? Who are the actors?
- ▶ Challenges and resources of the community: Are community services and activities diversified, redundant and modular? Do educational leaders promote the six Principles of Resilience for Education?

Resilience is a relative concept in the sense that it cannot be analysed in absolute terms. It can, however, be analysed in relation to several factors.¹⁷

- ▶ Resilience assessment: What is the unit of analysis? Is it the learning environment? What components of the learning environment should be analysed? How is the learning environment connected to the wider community?
- ▶ Resilience to what? What are the changes that may impact the learning environment? In what way? Is this positive or negative? To what extent? Short term or long term?
- ▶ Resilience for whom? Who are the vulnerable actors in the learning environment? Are they vulnerable because of physical/infrastructural factors (for example, a flood-prone school near a river)? Are they vulnerable because of social factors (for example, lack of resources, subject to discrimination)?
- ▶ Resilience decisions: Who are the local decision makers when it comes to resilience? What other actors contribute to the decision-making process? Are all stakeholders represented in the decision-making process?

17. See Urban Resilience Project (URP) (2017) and Scherzer S., Lujala P. and Rød J. K. (2019) for further information.

Several approaches to the assessment of resilience have been tested, from qualitative approaches (that is, experts studying a context by means of interviews and workshops), to quantitative approaches (that is, the use of statistical data and models), as well as mixed approaches in which both qualitative and quantitative data are considered. The most common way to approach the assessment of resilience is by using indicators and indices of resilience. The assessment can be performed through indicators, using both quantitative and qualitative data.¹⁸

Self-assessment appears to be the most efficient method when the assessment aims to guide the process of building resilience. Self-assessment tools such as EDURES also contribute to raising awareness about resilience and stimulating users (such as educational leaders) to look at the educational ecosystem from a more comprehensive perspective than the risk assessments usually carried out to reduce its vulnerability.

Resilience assessment is not a one-time exercise. It is recommended that such an assessment is carried out, both in setting up a new strategy and during its implementation to ensure the monitoring and evaluation of the strategy itself.

3.2. The EDURES road map

This section presents:

- ▶ the EDURES benchmark as the key element of the toolkit's resilience self-assessment;
- ▶ the EDURES implementation process, which provides details of implementation phases and steps.

3.2.1. The EDURES benchmark

The EDURES benchmark is based on the six Principles of Resilience for Education and has been developed by building on the *acquis* of the Education Department of the Council of Europe.

The benchmark is the key component of the self-assessment exercise aimed at evaluating the performance of the learning environment according to three resilience competences: absorptive, adaptive and transformative.

Using an automated digital platform (the EDURES e-tool), the benchmark facilitates a deep dive into contexts that require intervention, to ensure a resilient learning environment. By juxtaposing the assessment results with their derived resilience competencies, it guides users towards relevant and effective strategies to ensure quality, inclusive education in times of emergencies and crisis.

3.2.1.1. Theoretical framework

The EDURES benchmark takes stock of the work done in developing the RFCDC, particularly its model of competences. The RFCDC defines "democratic competence" as:

the ability to mobilise and deploy relevant psychological resources (namely values, attitudes, skills, knowledge and/or understanding) in order to respond appropriately and effectively to the demands, challenges and opportunities presented by democratic situations.¹⁹

Within the framework of EDURES, "resilience competence" is the capacity of a learning environment to mobilise and deploy the relevant resources to respond appropriately and effectively to the demands, challenges and opportunities presented by emergency and crisis situations. Furthermore, EDURES, as in the case of RFCDC, considers resilience competence as a holistic term that encompasses the selection, activation and organisation of competences and their application in a co-ordinated and dynamic manner to concrete situations.

As with democratic competences, the resources needed for the development of resilience competences can be identified as values, attitudes, skills and knowledge, and critical understanding. The interaction and mutual influence of these resources fosters resilience competences that, in turn, allow for the self-assessment of the ways in which the learning environment under evaluation implements the six Council

18. See Cutter S. L., Boruff B. J. and Shirley W. L. (2003); Cutter S. L., Burton C. G. and Emrich C. T. (2010); Fekete A. and Montz B. (2018); Guillard-Gonçalves C. et al. (2015); Schipper L. and Langston L. (2015).

19. See Council of Europe (n.d.b: 3).

of Europe Principles of Resilience for Education. The result therefore supports the elaboration of resilience strategies that strengthen the provision of quality and inclusive education for all, even in times of emergencies and crisis.

Adopting such an approach allows for the identification of specific resilience capacities that a learning environment should develop in order to improve its resilience at a community level.

3.2.1.2. Standards: the six Principles of Resilience for Education as performance indicators

EDURES aims to support actors in the educational ecosystem to improve their performance with reference to the six Principles of Resilience for Education by means of a (self-)assessment exercise, performed using 270 indicators clustered around the five dimensions of analysis (society, economy, governance, environment, infrastructure).

The results of such analysis guide the way towards the preparation of informed, context-specific strategies for increasing the overall resilience of the educational ecosystem.

The following table illustrates the six principles and provides a brief definition and an example of a potential practical application.

Table 3 – Added value for building resilient communities through education

Principle	Definition	Example
Principle 1. Strengthen governance	Strengthening governance is crucial for building resilient educational ecosystems and thus for contributing to the establishment of better administered education ecosystems and communities in times of emergencies.	Implement crisis management plans that include regular training for teaching staff on how to react in emergency situations, and establish clear guidelines for communication during such events.
Principle 2. Ensure continuity	Ensuring that education ecosystems and communities continue to function and adapt to emergencies is key to guaranteeing ownership at a community level.	Use online learning platforms to maintain teaching during forced school closures, ensuring that students can continue studying from home.
Principle 3. Expand the role of education	Ensuring that education becomes an active component of community resilience (by including it in local and national civil protection plans, for example) will strengthen its role in times of crisis.	Include schools in local civil protection exercises and train students on how to behave in the event of natural disasters, thus making them active participants in the safety of their community.
Principle 4. Increase accessibility	Granting quick access to available emergency tools for education – based on their relevance to a specific learning environment – ensures the right to quality education even in times of crisis.	Make emergency kits available in every classroom and ensure teachers are trained on the use of open educational technologies and resources during disruptions.
Principle 5. Foster co-operation	Creating solid partnerships (with the private sector, for example) to prepare an emergency response is key to building resilience.	Foster school collaboration with local companies to provide technological or logistical resources that support distance learning or improve the physical security of school infrastructures.
Principle 6. Increase efficiency	Ensuring that responses to crisis situations are more efficient and that response times are reduced leads to resilient learning environments.	Develop an early warning system to inform parents and students of an impending closure or change in the school plan, as this can reduce confusion and improve event management.

Drafting and implementing strategies to enhance resilience at community level requires an integrated approach that takes into account the broader role and responsibilities of public authorities (such as municipalities and educational institutions). Resilience policies should not be developed in a vacuum but rather in a transversal way, across all policy sectors.

3.2.1.3. Resilience competences and profiles

The EDURES self-assessment exercise provides an indication of the performance of the learning environment under evaluation according to three different profiles of resilience competences: absorptive, adaptive and transformative.²⁰

Each of the three profiles is crucial for resilience building. They are interlinked, complement one another and can be found at various levels, from the individual to the national, and even in entire social-ecological systems. Given their interconnected nature, EDURES does not focus on and enhance just one set of competences. On the contrary, while the toolkit identifies the pre-eminent profile of the learning environment under evaluation (for example, “an absorptive learning environment”), it also aims at providing strategic insights on its performance for the other profiles, thus allowing for the drafting of resilience strategies that foster the overall resilience of the system. Absorption is indeed essential for tackling continual disturbances and to stop patterns of persistent instability and inequality from taking deep root. It ensures sufficient stability for deliberate adaptive and transformative shifts. Given the ever-changing variables that interact with any given system (for example, climate), it is necessary to adapt to such changes. Finally, when implementing transformation, there should be awareness of the new risks and unpredictability that accompany major changes.

Absorptive profile

An absorptive profile characterises a system (community or learning environment) that is designed to anticipate and mitigate negative consequences deriving from emergencies using pre-established coping strategies to maintain and rebuild core structures and functions. This encompasses tactics and mechanisms employed during emergencies and crises, such as withdrawing children from school or implementing distance learning.

A system with a pre-eminently absorptive profile foresees potential issues and primes itself for both present and upcoming (known) emergencies. By integrating coping strategies, it ensures durability in the face of disturbances. It introduces redundancy – such as alternative infrastructures, overlapping services or cross-trained personnel, which provide multiple means to perform essential functions – creating extra resources and alternatives to ensure that basic services remain operational even during emergencies and crises.

In simpler terms, the absorptive profile represents a system’s ability to recover after a disturbance. This encompasses anticipating, strategising, handling and rebounding from familiar, typically short-lived, critical situations and emergencies. The primary goal of absorptive capacity is stability, with the aim of mitigating the adverse effects of shocks on individuals, families, learning environments, communities and governing bodies.

Adaptive profile

An adaptive profile characterises a system that can “adjust, modify or change its characteristics and actions to moderate potential, future damage and to take advantage of opportunities, all in order to continue functioning without major qualitative changes in function or structural identity”.²¹

From this perspective, adaptation is about making appropriate changes to better manage or adjust to a changing situation, in particular in the event of emergencies and crises. A key aspect of the adaptive profile is the acceptance that systemic alterations are ongoing and highly unpredictable. Therefore, adaptation is about flexibility and the ability to make incremental changes on an ongoing basis through a process of continual adjustment, learning and innovation.

In conclusion, fostering adaptation is necessary because intentional transformation takes time and sustained engagement.

20. Such tripartition of resilience is widely acknowledged among experts, academia, end users and NGOs. To have a wider understanding of its conceptualisation, see Oxfam (2017) and Mitchell A. (2013).

21. Mitchell A. (2013).

Transformative profile

Transformation promotes significant changes that may challenge and alter the values and power structures of the system – in the case of EDURES, the learning environment – by combining institutional and governance reforms with social, cultural and educational changes, technological innovations and behavioural shifts.

In other words, transformation is about fundamentally changing the deep structures that cause or increase vulnerability and risk as well as how risk is shared within a system. Aiming to address the underlying failures of development or power imbalances that cause or increase and maintain risk, transformation does not deal simply with the proximate causes of risk and vulnerability but with their structural or root causes.

In a transformational perspective, it may also be possible for change at one level to generate momentum that influences higher levels. This is referred to as “crossing a threshold or reaching a tipping point”²². Tipping points are most often caused by external events such as emergencies and crisis, so-called disruptions to the systemic status quo that may also reveal themselves as opportunities to reshape and transform unjust and unsuitable practices and systems.

3.2.1.4. Targets: performance goals for the six Principles of Resilience for Education

To support the establishment of a baseline of a specific educational ecosystem, as well as strategy building and overall monitoring of its performance, EDURES proposes a set of targets for each of the six guiding principles.

These targets have been formulated by combining the values, attitudes, skills and knowledge, and critical understanding that are relevant to the principle in question.

Targets refer to the specific goals or outcomes that an educational ecosystem aims to achieve in areas pertinent to a specific principle.

For each principle, three targets have been identified, one for each of the three resilience profiles (that is, absorptive, adaptive, transformative). A comprehensive list of targets for each principle can be found in Appendix 1 – EDURES benchmark.

3.2.1.5. Structure of the benchmark

The EDURES benchmark is based on the six Principles of Resilience for Education, developed by building on the *acquis* of the Council of Europe Education Department.

The structure follows the rationale developed below.



► On “Principle and its definition” – LEVEL 1

- The name of the principle and the principle’s definition are provided.

► On “Target” – LEVEL 2

- Targets refer to the specific goals or outcomes that a learning environment aims to achieve in areas pertinent to the principle.
- For each principle, three targets have been identified, one for each of the resilience profiles (that is, absorptive, adaptive, transformative).
- Targets have been formulated combining the values, attitudes, skills and knowledge, and critical understanding that are relevant to the principle in question.

22. Oxfam (2017).

► **On “Dimension(s)” – LEVEL 3**

- Within the toolkit, dimensions are identified as attributes of the physical world and the community under evaluation (see section 2.3.1.1).
- Dimensions “break down” the context in which the learning environment is co-created (along with rules-in-use, actors and action situations), thus allowing the evaluation to be intensified and providing more relevant strategies and measures.
- EDURES dimensions are: environment, governance, infrastructures, society and economy.

► **On “Indicator(s)” – LEVEL 4**

- Indicators are specific measures or metrics that provide insights into the performance and progress of a learning environment towards its targets.
- The EDURES benchmark indicators are designed to provide a clear framework for monitoring, assessing and evaluating the adherence to each principle. By using these indicators, local elected representatives, local public officials and stakeholders involved in the process can gather objective data, evidence and perceptions to measure the level of compliance and progress in implementing resilience in their community/learning environment.
- The selection and definition of indicators have been guided by the aim to ensure effectiveness, relevance and applicability in different contexts and at different levels. They take into account the unique characteristics of each principle and aim to capture key aspects that reflect its implementation and impact.
- In the EDURES benchmark, indicators are clustered on three levels, according to the structure of competences of the RFCDC: 1. strategy level, corresponding to values; 2. policy level, corresponding to attitudes; 3. action level, corresponding to skills. In this way, EDURES indicators capture the overall development of community resilience, providing users with multilevel evaluation and strategic insights.
- For each dimension, 57 indicators have been identified.

► **On “Evidence” – LEVEL 5**

- Evidence in the EDURES benchmark refers to tangible suggestions on which type of information, data or documented examples may support the assessment of the specific indicator. Evidence includes quantitative data, qualitative information, case studies, best practices and other relevant sources. Evidence may serve as proof or substantiation of the learning environment’s performance or progress.
- EDURES evidence offer a comprehensive framework in which to assess the progress towards each of the given indicators. It ensures that assessments are grounded in tangible proof and that they reflect the complexity and multifaceted nature of a system across different areas and levels.
- Three potential pieces of evidence for each indicator are identified.

3.2.2. From analysis to strategic planning: the EDURES matrix

As highlighted in previous sections, the EDURES approach to strategic planning in education stems from a detailed analysis of the educational ecosystem in question, and is able to outline its main strengths, weaknesses, opportunities and threats in terms of resilience.

To support this analysis, EDURES implements the resilience of the educational ecosystem within five main dimensions of analysis that reinforce a holistic understanding of resilience, as follows:

- environment – describes the sustainability of a community’s environmental health and ecosystems;
- infrastructure – describes physical elements (that is, exposed values) of a community;
- governance – describes the institutional and political setting and decision-making processes;
- society – describes the social well-being and vitality of the community;
- economy – describes the economic well-being and dynamism of the community.

For each of the five dimensions of analysis, users are provided with a total of 270 indicators²³ (the so-called EDURES benchmark) that guide the self-assessment by means of the e-tool.

The EDURES matrix

The results of the analysis can be synthesised by means of the EDURES matrix, a conceptual tool that aids in both analysis and strategic planning across different levels of intervention and governance, facilitating a comprehensive approach to developing resilient educational strategies.

The EDURES matrix is determined by the intersection of two main axes.

► **Level of intervention axis:**

- strategic level – refers to the overall resilience strategic objectives, priorities and values of the community;
- policy level – refers to the action plans that support the implementation of the resilience strategic objectives and priorities;
- action level – refers to the activities substantiating the action plans.

► **Governance context axis:**

- local level – including community and school level;
- regional level;
- national level;
- international or cross-border level;
- the matrix supports making sense of the variables by characterising the educational ecosystem, both in terms of a baseline assessment and future planning.

Table 4 – EDURES matrix

Level of intervention/ governance context	Local level	Regional level	National level	International level
Strategic level	Alignment of strategic objectives with community resilience goals; underlying community values.	Impact of regional collaboration on educational resilience.	Optimisation of cross-border policies to enhance educational resilience.	Cross-border, transnational and international strategies and global trends influencing educational resilience.
Policy level	Facilitation of resilience strategy implementation; attitude towards resilience building.	Adaptation or scaling of regional policies to support resilience objectives.	Necessary modifications or expansion in national policies for action plan efficacy.	International collaboration and partnerships for resilience policy enhancement.
Action level	Critical activities and skills for action plan implementation and desired outcomes.	Resources and collaboration are needed to ensure activities are implemented and sustained.	Strategic alliances or reforms are required for a supportive resilience environment.	Global resource allocation and sustainability measures for resilience activities.

23. In the EDURES benchmark, indicators are clustered on three levels according to the structure of competences of the RFCDC: 1. Strategy level corresponding to values; 2. Policy level corresponding to attitudes; 3. Action level corresponding to skills. In this way, EDURES indicators capture the overall development of community resilience, providing users with multilevel evaluation and strategic insights.

Guiding questions for making sense of the baseline assessment

► Level of intervention axis

- How do the strategic objectives identified align with the overarching resilience goals of the community?
- What are the underlying values of the community in question?
- In what ways do the action plans facilitate the implementation of resilience strategies?
- What is the predominant attitude towards resilience building?
- What specific activities and skills are critical for substantiating the action plans and achieving the desired outcomes?

► Governance context axis

- How does the local context influence the effectiveness of educational resilience initiatives?
- What role does regional collaboration play in strengthening educational resilience across broader areas?
- At the national and international levels, how can cross-border policies and strategies be optimised to enhance educational resilience?

Guiding questions for future planning based on assessment findings

► Level of intervention axis

- Based on the strategic level objectives identified, what new initiatives or adjustments are required to align future actions with community resilience goals?
- What modifications in or expansions of policy are necessary to enhance the efficacy of the existing action plans based on the assessment findings?
- Considering the actions outlined, what additional resources or collaboration are needed to ensure that these activities are effectively executed and sustained?

► Governance context axis

- What partnerships or stakeholder engagement at the local level are necessary to reinforce the resilience measures identified in the assessment?
- How can regional policies be adapted or scaled to better support the resilience objectives identified in different communities within the region?
- At the national and international levels, what strategic alliances or policy reforms are required to foster a supportive environment for educational resilience based on the global trends and challenges identified in the assessment?

3.2.3. The process of implementation

Building resilience at community level may mean different things in different contexts. However, four main standard phases can be identified.

- **Phase 1** is focused on the creation of an educational resilience task force (ERT), an expert working group supporting educational authorities in the processes related to building resilience. The establishment of an ERT should be based on principles such as the representativeness of local actors, capacities and knowledge in terms of emergency management and context awareness. The ERT should be based on a structured process, including stakeholders' mapping and assessment activities, to allow for transparency (showing why and how members were selected) and efficiency (selection of members based on their potential added value to overall efforts to build resilience, namely, capacities, knowledge and awareness).
- **Phase 2** is focused on the assessment of the resilience of the educational ecosystem. The assessment aims to highlight both challenges and opportunities for resilience. The assessment should be performed using a standard method and be evidence based.
- **Phase 3** is focused on identifying the strategic objectives and thus setting the vision. Objectives should be formulated to reflect the priorities of the educational ecosystem in question and be feasible and realistic.
- **Phase 4** is focused on translating the set vision and strategy into concrete action plans.

The following paragraphs aim to provide a step-by-step guide for each of the four phases and eight steps for building resilience strategies for educational ecosystems.

3.2.3.1. Phase 1 – Setting up an ERT

Objectives and focus

The primary goal of Phase 1 is to establish an ERT that will support the implementation of the EDURES road map.

The ERT is an informal working group that will support the toolkit implementation at the chosen level. Ideally, the task force will work in close contact with the public authority/implementing user (during all phases of implementation of the toolkit, from assessment to strategy drafting and action planning).

The task force composition should demonstrate a high level of:

- ▶ representativeness of local actors (minority groups, sectors);
- ▶ technical knowledge and capacities relevant for the implementation of the toolkit;
- ▶ context awareness (for example, familiarity with local specificities in terms of educational ecosystem composition, culture, risks that it might face).

Steps

Operationally, this phase implies the organisation of one or two workshops/operational meetings of the working group or actors implementing EDURES. The purpose of the workshops is to identify the most relevant actors to be invited to the ERT.

To ensure a structured approach and transparency of the process establishing the task force, the toolkit proposes the following steps,²⁴ which stem from the methodology proposed by the Council of Europe Civil Participation toolkit.

- ▶ **Step 1 – Stakeholder mapping: identifying potential members who reflect the diversity and expertise needed for the ERT.**
 - Ideally, both institutional and civil society actors should be identified. However, this depends greatly on the community composition and resources.
 - The term “stakeholders” should be understood as organisations and institutions that delegate specific contact persons to the activities concerning the task force. However, based on the specificities of the educational ecosystem in question, such actors can also be identified among individual citizens who are considered relevant in terms of expertise, representativeness, etc. (in small communities, citizens may volunteer to support emergency response-related activities, although volunteering may not be always institutionalised in the form of associations).
- ▶ **Step 2 – Stakeholder assessment: evaluating potential members based on their relevance and interest to ensure they are suitable for the task force.**

Each identified stakeholder is evaluated individually.

In undertaking this evaluation exercise, users will rely on their own knowledge of the context (educational ecosystem) and on the stakeholder.

Thus, the guiding questions for the assessment will be:

- relevance – Is Stakeholder X relevant to the task force? Do they have the right capacities to support the assessment under the area of resilience indicated?
- interest – On the basis of past experience of engaging Stakeholder X in activities at local level, will they be willing to participate? Are there incentives that may persuade them to participate?

24. For further details on activities of stakeholder mapping, assessment and further engagement in decision-making processes at local level, see Council of Europe and ISIG (2017).

At the end of the of discussions, the stakeholders scoring highly in terms of relevance and interest should be considered as potential members of the ERT.

Outcomes and results

- ▶ By the end of Phase 1, the necessary steps for identifying and assessing stakeholders will have been completed, leading to the official formation of the ERT.
- ▶ This sets the foundation for the successful implementation of the EDURES toolkit in subsequent phases.

3.2.3.2. Phase 2 – Assessing resilience of educational ecosystems

Objectives and focus

Phase 2 is crucial for the implementation of the toolkit and is concerned with the (self-)assessment of resilience of educational ecosystems. In this phase, the users work in close co-operation with the newly established ERT and implement the EDURES e-tool.

The results of the analysis will guide the drafting of the strategies and action plans for increasing resilience of the educational ecosystem in line with the six principles.

Steps

This phase is composed of two steps.

- ▶ **Step 3 – Contextualisation.** It aims to identify the sources of information needed for the assessment (evidence).
- ▶ **Step 4 – Resilience assessment.** The actual assessment of the resilience of educational ecosystems using the EDURES e-tool, based on which the strategies and action plans will be designed.

Step 3 – Contextualisation

The EDURES e-tool is a standard tool that allows users to perform a (self-)assessment of the overall resilience of an educational ecosystem.

Prior to its implementation, a preparatory process of contextualisation is required for each proposed indicator. The users will need to:

- provide a descriptive explanation of how the indicator is understood at educational ecosystem level;
- identify sources of information and evidence that will support the assessment (scoring the indicator).

Within this step, users are requested to read through the EDURES benchmark, highlight potential issues and try to identify, for each indicator, context-related evidence that will guide the (self-)assessment.

Step 4 – Resilience assessment

The ERT is expected to organise the assessment as follows:

- consider the evidence made available (Step 3) which would support the level of performance of each indicator;
- record the score for each indicator in the EDURES e-tool, working on one dimension of resilience at a time.

Outcomes and results

To sum up, at the end of Phase 2:

- ▶ users will have contextualised the EDURES e-tool and identified the main evidence and sources of information necessary for the justification of the score/performance level assigned to each indicator;
- ▶ users will have performed the resilience assessment and identified the overall level of performance for each indicator, as well as the challenges and resources that will guide the following phase of setting the objectives for the establishment of resilient educational ecosystems.

3.2.3.3. Phase 3 – Setting objectives for resilient educational ecosystems

Objectives and focus

Phase 3 of the toolkit supports users in setting the overall objectives and goals for resilience in the educational ecosystem of reference.

Following on from the results of Phase 2, the ERT is asked to formulate objectives for resilience at a community level for each of the six principles of resilience.

Steps

Laying down the objectives includes the following:

- ▶ formulating draft objectives for each area;
- ▶ identifying the priorities (Step 5);
- ▶ checking the feasibility (Step 6);
- ▶ formulating final objectives for each area and integrating the elements of priority and feasibility.

Objectives should be aimed at addressing the weaknesses highlighted by the assessment and capitalising on the strengths in the educational ecosystem.

A simple yet efficient approach to applying the SMART criteria to the formulation of objects is to ensure that each objective is as follows.

- ▶ Specific, targeting a specific area for improvement.
- ▶ Measurable, quantifying or at least suggesting an indicator of progress.
- ▶ Assignable, specifying who will be assigned the task.
- ▶ Realistic, stating what results can realistically be achieved, given available resources.
- ▶ Time-related, specifying when the result(s) can be achieved.

In the formulation of the final list of objectives for resilience, users are invited to also formulate several transversal objectives that take into consideration the following generally recognised success factors for resilience:

- ▶ **Diversity.** A resilient educational ecosystem is one that shows and embraces diversity as a guiding development principle. Diversity may be understood from different perspectives, from cultural diversity to the diversity of services from which an educational ecosystem benefits, to the diversity considered by the decision-making process (namely, including a wide range of stakeholders).
- ▶ **Redundancy.** Having multiple ways to perform given functions or to deliver specific services helps to build resilience. In times of emergency, it is essential for an educational ecosystem to be able to rely on different alternatives for service delivery (for example, online and offline teaching).
- ▶ **Modularity.** Refers to the independence of different (administrative) units of the educational ecosystem (for example, classes, departments) which are able to ensure the continuation of activities and services, even without a connection to the wider/central network of services.
- ▶ **Social cohesiveness.** Levels of trust in a given educational ecosystem greatly influence its resilience. Trust and cohesiveness are stimulated through the promotion of civil participation.
- ▶ **Innovation.** A resilient educational ecosystem is one that embraces change and, in the face of change, responds by adapting, learning and growing.

Operationally, the phase will imply the implementation of the following steps.

- ▶ **Step 5 – Priority setting.**
- ▶ **Step 6 – Feasibility assessment.**

Step 5 – Priority setting

Taking into consideration the information already gathered during the process (namely, the assessment results and the first draft of the objectives), objectives should first be ordered by level of priority.

To do this, the ERT should consider the following questions:

- Which of the objectives is/are perceived to be the most urgent?
- Which of the objectives appear(s) to be of primary importance in the face of a potential emergency?

Setting the level of priority should involve debates and exchanges within the ERT (within the framework of a workshop, for example), taking into account the variables that are most salient according to the assessment.

The list of objectives for each area should be revised at the end of this step according to the agreed priorities.

Step 6 – Feasibility assessment

The task force should focus on checking the feasibility of the revised list of objectives.

Assessing the feasibility of objectives includes assessing the resources needed to achieve them, that is:

- cognitive resources (available know-how to reach the set objective);
- concrete resources (human, financial, material, etc.).

In this step, the task force should also focus on the strengths highlighted by the assessment.

The list of objectives for each area should be revised at the end of this step according to the agreed feasibility.

Outcomes and results

At the end of Phase 3 users should have:

- ▶ drafted objectives for each area of resilience in the educational ecosystem;
- ▶ ordered the list in terms of priority;
- ▶ checked the list for feasibility;
- ▶ integrated five transversal objectives – diversity, redundancy, modularity, social cohesiveness, innovation– into the list.

3.2.3.4. Phase 4 – Action planning for resilience

Objectives and focus

The last phase of the toolkit aims to support users in drafting the action plan to support the implementation of the strategic objectives.

The phase will be developed through two steps.

- ▶ Step 7 – Formulating actions.
- ▶ Step 8 – Monitoring and evaluation.

Steps

Step 7 – Formulating actions

In this step users are guided in drafting an action plan aimed at translating the set objectives into concrete activities.

The drafting of the action plan should be the result of (a series of) working meetings of the ERT.

The step envisages two main activities:

- ▶ structuring;
- ▶ drafting.

Structuring the action plan consists of:

- ▶ identification of tasks, potential attribution of responsibilities and outputs;
- ▶ definition of a time frame for the plan and for each envisaged task/activity;
- ▶ definition of the order of activities and how they relate to each other;
- ▶ identification of the necessary resources (human, technical, legal, financial, etc.) for implementing the activity;
- ▶ selection of the indicators needed for future monitoring and evaluation of the implementation of the action plan (for example, key performance indicators, output indicators).

Drafting the action plan will imply developing the structure, including the following sections:

- ▶ vision: focusing on the envisaged features of community resilience;
- ▶ mission: focusing on how this vision is going to be operationalised;
- ▶ overall objective: focusing on the overall expected results;
- ▶ outcome: focusing on the expected impact;
- ▶ outputs: focusing on the immediate and concrete results (that is, results which are directly achievable by implementing the plan);
- ▶ work programme: focusing on the activities planned to achieve the outputs, including references to monitoring and evaluation processes.

Resilience strategies

In the framework of EDURES, strategies are intended as the interrelation of actions aimed at producing an effect on the overall educational ecosystem in order to enhance its resilience. Strategies might be modified according to the results of the application of the assessment, which also involves the possibility to take into consideration alternative scenarios to foresee future evolutions of the educational ecosystem.

According to Aligica and Tarko:

resilience is more than mere “absorptive capacity” or “speed of recovery”. Resilience is a function of innovation and creative socio-cultural adaptation and alternative systems of rules vary in their ability to be conducive to innovation and adaptation.²⁵

From this perspective, three main typologies of strategic approaches to resilience can be identified: reaction ability, adaptability and avoiding “slippery slopes”.

The most suitable strategic approach is adopted in light of the results of the assessment, the profile of the educational ecosystem (namely, absorptive, adaptive, transformative) and the objectives of the action.

Reaction ability: absorption

Absorptive strategies are those aimed at preserving the system in its current form or restoring the system to its original form following a disaster, for instance by reinforcing infrastructure, restoring the environmental system or rebuilding damaged or destroyed structures.

The goal of absorptive strategies is to promote stability in the system, thus increasing the capability to cope with shocks and stressors. Such strategies are particularly relevant when these phenomena are frequent and constant over time.

Absorptive strategies can be assimilated to the reaction ability described by Aligica and Tarko (2014) in the case of institutional resilience. Reaction is indeed related to the capability to maintain an equilibrium, by absorbing stresses and recovering the original status of a system.

Adaptation

Adaptive strategies are those aimed at modifying the system to increase its resilience, for instance adapting infrastructure to new climate settings/challenges.

25. Aligica P. D. and Tarko V. (2014).

The goal of adaptive strategies is to promote flexibility in the system by making incremental adjustments anticipating or responding to change. They are particularly relevant when change taking place in the community context is characterised by uncertainty, as well as when frameworks, processes and resources characterising the community are incapable of dealing with emerging issues in a transformative manner.

Aligica and Tarko associate adaptability with systems which present dynamics far from the equilibrium, finding answers to stresses within the existing institutional framework.

Avoiding slippery slopes: transformation

Transformative strategies are those aimed at replacing components, or even the entire system, for instance by promoting a paradigm shift in governance/policy making.

The goal of transformative strategies is to promote structural change in the system. They are particularly relevant when the context situation allows for the causes of risk – vulnerability – to be tackled, when it is possible to intervene in the unequal distribution of risk within the educational ecosystem.

Aligica and Tarko associate the necessity to develop transformative strategies to the objective of avoiding slippery slopes, that is, to keep the system far from thresholds which may determine the collapse of a complex system into a smaller and less differentiated and heterogeneous one.

Step 8 – Monitoring and evaluation

The action plan is intended as a concrete intervention contributing to the enhancement of the resilience of an educational ecosystem.

To determine the extent of such a contribution, it is necessary to establish a monitoring and evaluation mechanism envisaging three phases of application, before, during and after implementation.

Monitoring and evaluation should be considered as a continuum, a transversal task which is considered in the action plan.

Setting up a monitoring and evaluation system implies the following:

- ▶ identifying indicators. Indicators are linked to objective-based planning and measure how the objectives, purpose, results and activities will be achieved;
- ▶ setting milestones. Milestones are specific points/events in the life cycle of the progress of implementing the action plan.

Outcomes and results

At the end of Phase 4, users:

- ▶ have structured and drafted an action plan and identified a strategic approach aimed at supporting the achievement of the set objective;
- ▶ designed a monitoring and evaluation system.

Chapter 4

EDURES piloting actions – First year of implementation

Further to the adoption of Resolution 2 on education in times of emergencies and crisis, and a draft toolkit supporting its implementation, in accordance with decisions by the CDEDU, in 2024 the Council of Europe launched the EDURES pilot projects in Italy, on a regional scale in Italy, and on a national scale in Albania.

Such pilot projects are instrumental in verifying the relevancy of EDURES in real-life situations and contexts, allowing for the toolkit's adaptation and validation and thereby enhancing its effectiveness and relevance.

The following paragraphs provide a brief overview of the piloting activities, their progress as of January 2025 and the preliminary results identified at this stage.

4.1. Friuli Venezia Giulia region

4.1.1. The context

The EDURES pilot project in Friuli Venezia Giulia began in February 2024. In agreement with the Council of Europe Education Department, the Regional Director of the Education, Guidance and Right to Study Service, Central Directorate for Work, Training, Education and Family of the Friuli Venezia Giulia Autonomous Region acted as co-ordinator of the pilot project, with scientific support provided by ISIG.

The chosen focus for the EDURES implementation in terms of crises addressed two long-term challenges that characterise the region:

- ▶ the impact of the climate crisis on the regional context;
- ▶ demographic change/decline as experienced in the region.

In addition to these broader challenges, stakeholders involved in the process have also accounted for site-specific emergencies in the assessment which have a more direct impact on their territories, such as natural hazards and the lack of student participation in community life.

The EDURES pilot project in the Friuli Venezia Giulia region involves stakeholders (schools, municipalities, civil protection and civil society organisations (CSOs)) located in two areas: Tolmezzo and Cividale del Friuli.

4.1.1.1. Tolmezzo

Tolmezzo is a municipality within the Regional Decentralisation Entity of Udine, part of the autonomous Friuli Venezia Giulia region in north-eastern Italy. Situated in a mountainous area, it lies between the Tagliamento River and the Bût stream.

The municipality encompasses five boroughs and, according to the latest census, it has a school population of approximately 1 400 individuals within a total population of 9 860 inhabitants.

In 1976, Tolmezzo was severely affected by the Friuli earthquake, which caused significant damage to buildings and infrastructure. As one of the key towns in the impacted area, it played a crucial role in the region's reconstruction efforts.

In recent years, Tolmezzo has experienced a gradual population decline, reflecting broader demographic trends in many mountain areas of Friuli Venezia Giulia. Factors such as an aging population and youth migration to larger urban centres for education and employment have contributed to this trend.

Tolmezzo is home to several educational institutions that serve not only local students but also attract pupils from neighbouring municipalities, especially from the surrounding mountain area. As a key educational hub in the area, the town provides a diverse range of academic opportunities, from primary schools to secondary and vocational institutions. This makes Tolmezzo an important centre for education.

The following stakeholders are involved in the pilot project activities and part of the education resilience team of the area:

- ▶ Municipality of Tolmezzo;
- ▶ Municipal Service of Civil Protection;
- ▶ ISIS Paschini-Linussio High School (Tolmezzo), with a student population of approximately 660 individuals;
- ▶ ISIS Fermo Solari High School (Tolmezzo), with a student population of approximately 650 individuals;
- ▶ Istituto Comprensivo Tolmezzo Secondary School (Tolmezzo), with a student population of approximately 950 individuals;
- ▶ Mountain Community of Carnia, a public institution that represents 28 municipalities in the north of Friuli Venezia Giulia and promotes and supports them by providing several services (including IT services).

4.1.1.2. Cividale del Friuli

Cividale del Friuli is a municipality within the Regional Decentralisation Entity of Udine, part of the autonomous Friuli Venezia Giulia region in north-eastern Italy. Located along the banks of the Natisone River, the town is renowned for its rich historical and cultural heritage, including its UNESCO-listed Lombard-era sites.

The municipality has a total population of approximately 11 000 inhabitants and serves as an important educational centre in the area.

Although the 1976 Friuli earthquake caused less destruction in Cividale compared to other parts of the region, the town still suffered structural damage. In addition to seismic risks, Cividale's proximity to the Natisone River and its surrounding hilly terrain make it vulnerable to flooding and landslides, requiring ongoing monitoring and emergency planning to mitigate hydrogeological risks.

Beyond environmental challenges, Cividale is experiencing population decline and aging, as younger generations increasingly migrate to larger cities in search of better educational and professional opportunities.

Cividale's location near the Slovenian border has historically influenced its social and economic landscape. Over the years, the town has managed the complexities of cross-border co-operation, adapting to political and economic shifts while working to preserve its cultural identity. At the same time, tourism has become an essential pillar of the local economy, driven by the town's UNESCO-listed Lombard heritage and historic landmarks. However, balancing economic growth with the preservation of cultural and environmental integrity remains an ongoing challenge.

Cividale del Friuli hosts several educational institutions that cater not only to local students but also to those from surrounding municipalities, particularly from the nearby hilly and border areas. The town offers a broad range of academic opportunities, including primary, secondary and vocational schools, reinforcing its role as a key hub for education in the region.

The following actors are involved in the pilot project activities and are part of the education resilience team of the area:

- ▶ Municipality of Cividale del Friuli;
- ▶ Municipal Service of Civil Protection;
- ▶ Convitto Nazionale Paolo Diacono High School, with a student population of approximately 930 individuals;

- ▶ ISIS Paolino D'Aquileia High School (Cividale del Friuli), with a student population of approximately 700 individuals;
- ▶ Istituto Comprensivo di Cividale Secondary School (Cividale del Friuli), with a student population of approximately 400 individuals;
- ▶ CiviForm, an NGO active at regional level in the organisation of training and capacity building at school and vocational level.

4.1.2. Implementation

The following paragraphs aim to illustrate in brief the process of implementation of the EDURES toolkit within its piloting stage in Friuli Venezia Giulia, as of January 2025, and the next steps foreseen.

▶ Phase 1 – Setting up an ERT

- **March-May 2024:** for each of the two pilot project areas (Tolmezzo and Cividale) three schools have been involved in the piloting activities (see the list of participating schools above). The ERT was set up as a working group composed of school representatives; within the contextualisation phase, the ERT, supported by ISIG, introduced the contextualisation of the toolkit and indicators, checking relevancy to the Italian and regional educational system (the regional specificities were considered as the Friuli Venezia Giulia is an autonomous region, thus exercising significant autonomy in its education system).
- **May-June 2024:** as a result of the contextualisation process, the ERT members (school representatives) requested the possibility of opening up the group to other relevant stakeholders in the pilot project communities, such as the municipalities, civil society associations and first responders, thus embracing the overall philosophy of EDURES by ensuring a holistic and multistakeholder approach to resilience-building strategies. The regional offices co-ordinating the piloting activities facilitated the participation in the pilot of further stakeholders for both Tolmezzo and Cividale, as follows: the two municipalities (also engaged in the self-assessment), their civil protection offices (acting as observers) and two local CSOs. The two established ERTs focused on their specific pilot areas, but maintained close contacts and synergies so as to ensure overall regional-level alignment. To this end, the process of implementation has foreseen both pilot area meetings and plenary meetings in which the ERTs of both communities of Tolmezzo and Cividale have been engaged.

▶ Phase 2 – Assessing resilience of educational ecosystems

- **June-September 2024:** schools and municipalities carried out the self-assessment. A joint meeting with the Albanian working group (ERT) was organised to exchange experiences and good practices, thereby fostering cross-fertilisation between the two pilot projects and increasing the relevancy of EDURES beyond local contexts.
- **September-October 2024:** two plenary meetings with all stakeholders were organised (one for each pilot project area) to compare the results of schools and municipalities at local level. The CSO CiviForm participated in both meetings as its area of activity encompasses the territories of both municipalities.

▶ Phase 3 – Setting objectives for resilient educational ecosystems

- **October 2024:** a regional meeting was organised to present the preliminary results and the overall progress, allowing for exchanges and the definition of the next steps.
- **November 2024-January 2025:** the resilience strategy development phase was conducted at school and area levels.

4.1.3. Next steps

▶ Phase 4 – Action planning for resilience

- **January-February 2025:** during the design phase, the resilience strategies began to take shape through actionable planning, bridging the gap between strategy and implementation. This phase included the active participation of students who proposed and validated potential resilience actions in order to increase their sense of ownership.
- **March 2025:** presentation of the state of progress at a CDEDU meeting.

4.2. Albania

4.2.1. The context

The EDURES pilot project in Albania involves schools and municipalities located in three areas: Tirana, Durrës and Kavajë. The choice of locations follows a specific rationale aimed at diversifying the educational contexts, as well as the crises/emergencies that are faced, such as natural disasters, the rural/urban divide and bullying/violence in school environments. Furthermore, the EDURES pilot project in Albania establishes synergies with the project Strengthening Democratic Citizenship Education in Albania, implemented by the Council of Europe and funded by the Swedish International Development Cooperation Agency.

4.2.2. Establishment of a working group

The first step of the pilot project was the establishment of an official working group, in charge of ensuring the contextualisation of the toolkit in respect of the local needs and overseeing the entire project. The working group included representatives from the Albanian Ministry of Education and Sciences, the National People's Advocate Institution, the National Agency of Civil Protection, the Albanian Red Cross, the municipalities of Tirana and Durrës, the National Council of Parents, the Local Directory of Education Durrës, the students' parliament, TeacherNet, as well as representatives from the schools selected for the pilot project. The working group benefits from the guidance of the Council of Europe Office in Tirana and receives scientific support from the ISIG.

4.2.3. Institutions involved in the pilot project

- ▶ Sami Frashëri High School, Tirana.
- ▶ e Kuqe Primary School, Tirana.
- ▶ Bashkim Fino Primary School, Tirana.
- ▶ Kërrabë Joint Primary and Secondary School, Tirana (rural).
- ▶ Olsi Lasko High School, Durrës.
- ▶ Jusuf Puka Primary School, Durrës.
- ▶ 14 Nëntori Primary School, në Durrës.

4.2.4. The implementation

▶ Phase 1 – Setting up an ERT

- **July-September 2024:** the ERT, supported by ISIG, contextualised the EDURES toolkit and indicators, checking relevancy to the Albanian educational system, and oversaw the translation and adoption of the EDURES benchmark and guidelines into Albanian.
- **September 2024:** the ERT participated in a joint meeting with the Friuli Venezia Giulia pilot project team to exchange experiences and good practices, thereby fostering cross-fertilisation between the two pilot projects and also increasing the relevancy of EDURES beyond local contexts.

▶ Phase 2 – Assessing resilience of educational ecosystems

- **October 2024:** the ERT presented EDURES and conducted workshops with participating schools and municipalities; the aim of the workshops was to explain the objectives and potential results of the toolkit and set the scene for the self-assessment process.
- **November-December 2024:** schools and municipalities implemented the self-assessment, with the technical support of experts from the Council of Europe.

4.2.5. Next steps

▶ Phase 3 – Setting objectives for resilient educational ecosystems

- **January-February 2025:** the resilience strategy development phase was conducted at school level and validated at local level (by the municipalities).

► **Phase 4 – Action planning for resilience**

- **February-March 2025:** the resilience action design phase, to start operationalising the strategies. This phase included the active participation of students who proposed and validated potential resilience actions in order to increase their sense of ownership.
- **March 2025:** presentation of the state of progress at a CDEDU meeting.

4.3. Preliminary results of the pilot project activities

4.3.1. Strengthened multistakeholder co-operation

The piloting activities established robust networks of stakeholders at both local and regional levels in Friuli Venezia Giulia and also at national level in Albania. This cross-sector collaboration – with involvement from educational institutions, local authorities, civil protection agencies and NGOs – set the foundations for increasing efforts towards quality, inclusive education provisions, even in times of crisis.

4.3.2. Increased awareness of resilience needs in education

EDURES-related activities have increased stakeholders' understanding of educational resilience in both pilot project areas, fostering active participation by school heads, teachers, students and municipal leaders.

This awareness raising encourages preparedness across the educational ecosystems.

4.3.3. Contextualisation of EDURES for local needs

Through the piloting process, the EDURES toolkit was tailored to fit and be relevant for specific local, regional and national contexts, thus supporting the alignment of future resilience strategies and actions with actual community needs. The ongoing exchange of experiences and good practices between the two pilot projects provided valuable insights into how the toolkit could be effectively adapted and scaled, demonstrating its applicability and relevance at the member state level.

4.3.4. Foundation for future strategic resilience planning

Through the self-assessment, the Albanian and Friuli Venezia Giulia institutions acquired data-driven insights into resilience competences, thus enabling targeted strategic planning with workable, context-specific objectives to increase preparedness and robustness in the communities involved.

Conclusions

The EDURES toolkit, based on the Council of Europe's six Principles of Resilience for Education, provides a robust framework for fostering resilience in education at the community level, integrating insights and practices from disaster risk reduction, sustainable development and crisis-sensitive planning into the management of educational systems.

Through a combination of strategic planning, participatory approaches and community engagement, EDURES emphasises the need for a paradigm shift from vulnerability to resilience, focusing on holistic, inclusive and sustainable solutions for the provision of quality, inclusive education, even in times of emergency and crisis.

By emphasising the interconnected roles of institutions and educational leaders, emergency services and civil society actors, this toolkit underscores the importance of collaboration and proactive measures in creating resilient learning environments. Moving forward, the integration of these principles into educational policy and practice will be essential for empowering communities and ensuring that education systems remain adaptable and prepared to face future challenges.

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Appendix 1

EDURES benchmark

The benchmark indicators²⁶

Dimension 1 – Environment

Indicator number	Indicator explanation	Suggested evidence
1	Percentage of educational institutions with established emergency preparedness plans.	<ol style="list-style-type: none"> 1) Number of documented preparedness plans. 2) Frequency of plan updates. 3) Records of successful plan execution during emergencies.
2	Compliance with regulations on safety and environmental standards.	<ol style="list-style-type: none"> 1) Certifications or inspections verifying compliance. 2) Documentation of regular reviews of safety and environmental standards. 3) Records of corrective actions taken to achieve compliance.
3	Number of drills and training sessions related to environmental emergencies.	<ol style="list-style-type: none"> 1) Schedules and attendance records of drills and training sessions. 2) Evaluations of participants' performance and learning outcomes. 3) Feedback from trainers and participants on effectiveness.
4	Rate of integration of environmental emerging trends.	<ol style="list-style-type: none"> 1) Evidence of new trends identified in annual reports. 2) Integration plans detailing how trends are being or will be implemented. 3) Periodic evaluations showing the success of integrated trends within the educational environment.
5	Flexibility of environmental policies regarding education.	<ol style="list-style-type: none"> 1) Policy documents showing adaptability features and guidelines. 2) Evidence of previous policy adjustments in response to environmental changes. 3) Stakeholder feedback or reviews affirming the flexibility of environmental policies.
6	Implementation of adaptive environmental measures.	<ol style="list-style-type: none"> 1) Documentation of implemented adaptive measures and their outcomes. 2) Case studies or examples of successful adaptation to environmental changes. 3) Monitoring reports showing the continuous evaluation of adaptive environmental actions.
7	Strategic environmental vision in governance.	<ol style="list-style-type: none"> 1) Statements in vision or mission documents emphasising sustainable and transformative environmental values. 2) Long-term strategies focusing on environmental sustainability and justice. 3) Inclusion of environmental experts in advisory roles or boards.
8	Environmental curriculum reforms.	<ol style="list-style-type: none"> 1) Revised curriculum documents highlighting environmental components. 2) Training materials for educators on environmental topics. 3) Student projects or exhibitions focused on environmental themes.
9	Implementation of sustainable governance practices for education.	<ol style="list-style-type: none"> 1) Annual reports detailing sustainable actions taken. 2) Recognition of or awards for sustainability practices. 3) Data on waste reduction, energy savings or other sustainable practices.

26. The web-based version of the toolkit is still in progress, however it will be hosted here: www.eduresplatform.org

Indicator number	Indicator explanation	Suggested evidence
10	Reduction in the environmental footprint of educational institutions.	<ul style="list-style-type: none"> 1) Annual environmental impact reports. 2) Carbon footprint-tracking records. 3) Waste reduction and recycling statistics.
11	Green benchmarks for educational institutions.	<ul style="list-style-type: none"> 1) Official benchmark documentation. 2) Periodic reports on progress towards benchmarks. 3) Feedback from environmental agencies or consultants.
12	Number of environmental conservation programmes initiated by schools.	<ul style="list-style-type: none"> 1) Conservation programme documentation and reports. 2) Outputs and outcomes of conservation initiatives. 3) Testimonials from participants or stakeholders.
13	Rate of adaptation of learning environments to environmental challenges.	<ul style="list-style-type: none"> 1) Documentation on infrastructural changes made in response to environmental factors. 2) Surveys capturing student and staff experiences regarding environmental adaptability. 3) Reports on the implementation of environmentally responsive educational programmes.
14	Frequency of policy revisions to adapt to evolving environmental concerns.	<ul style="list-style-type: none"> 1) Timeline of policy reviews and updates related to environmental concerns. 2) Minutes from policy review meetings. 3) Feedback from stakeholders on the responsiveness of policies to current environmental challenges.
15	Proportion of learners and educational staff involved in environmental adaptive programmes.	<ul style="list-style-type: none"> 1) Percentage of participants out of the total education population. 2) Assessments of competences acquired. 3) Feedback from participants on their experiences and what they have learned from the programmes.
16	Percentage of educational institutions with established long-term environmental resilience plans taking potential emergencies and crises into consideration.	<ul style="list-style-type: none"> 1) Evidence of institutional long-term resilience plans. 2) Annual reports highlighting updates to these plans. 3) Records of institutions that experienced minimal disruption during environmental emergencies.
17	Resource efficiency standards.	<ul style="list-style-type: none"> 1) Reports detailing resource usage standards. 2) Audit reports of resource consumption. 3) Testimonials or feedback from stakeholders about resource efficiency practices.
18	Number of educational institutions actively participating in community-led environmental preservation and emergency planning activities.	<ul style="list-style-type: none"> 1) Records of participation in community events. 2) Feedback from community leaders. 3) Documentation showcasing the impact of participation on the community.
19	Level of community involvement of education institutions in community disaster risk-reduction activities.	<ul style="list-style-type: none"> 1) Number of education participants in risk-reduction activities. 2) Records of community meetings regarding disaster risk reduction. 3) Surveys assessing community awareness and participation levels.

Indicator number	Indicator explanation	Suggested evidence
20	Policies promoting environmental sustainability at local level in school curricula and operations.	<ol style="list-style-type: none"> 1) Curriculum documentation highlighting environmental sustainability. 2) Policy documents on environmental sustainability. 3) Minutes from school board meetings discussing environmental policies.
21	Number of community-based environmental resilience workshops or training sessions hosted by educational institutions.	<ol style="list-style-type: none"> 1) Attendance sheets from the workshops showing community integration. 2) Feedback forms or post-workshop surveys. 3) Calendar of events or schedules from educational institutions highlighting these events.
22	Number/percentage of national and local civil protection plans that integrate environmental education as a key component for enhancing community resilience.	<ol style="list-style-type: none"> 1) Official national and local civil protection plans mentioning environmental education. 2) Recorded meetings or consultations between civil protection agencies and educational entities focused on environmental education integration. 3) Published reports or documents highlighting the role of environmental education in civil protection strategies.
23	Number of policies adopted which prioritise the inclusion of environmental education within the civil protection and community resilience frameworks.	<ol style="list-style-type: none"> 1) Official policy documents emphasising the role of environmental education. 2) Records of public consultations or discussions that led to policy formation. 3) Endorsements or recognition from relevant authorities of said policies.
24	Number of environmental resilience initiatives or campaigns led by educational institutions that directly support or are recognised by local and national civil protection agencies.	<ol style="list-style-type: none"> 1) Documented initiatives or campaigns launched by educational institutions. 2) Formal recognition or certificates from civil protection agencies for these initiatives. 3) Public feedback or participation metrics from such campaigns.
25	Percentage increase in number of curricula at all educational levels that include modules on environmental sustainability, climate change and resilience.	<ol style="list-style-type: none"> 1) Curriculum documents highlighting new modules or chapters on environmental topics. 2) Teacher training programmes integrating environment-focused sessions. 3) Student projects or assignments related to environmental sustainability.
26	Number of national and regional policies that mandate the integration of environmental education as a key component in schools and institutions.	<ol style="list-style-type: none"> 1) Policy documents or government circulars mandating environmental education. 2) Minutes from educational board meetings discussing the incorporation of environmental education. 3) Feedback reports from schools on the implementation of environmental education policies.
27	Number of community-based environmental projects initiated or led by educational institutions annually.	<ol style="list-style-type: none"> 1) Reports of community-based environmental projects. 2) Participation records of students and teachers in environmental projects. 3) Collaborative agreements between schools and environmental NGOs or local authorities.

Indicator number	Indicator explanation	Suggested evidence
28	Degree of readiness in schools to deploy environment-friendly digital educational tools during emergencies.	<ol style="list-style-type: none"> 1) Surveys assessing schools' readiness to use eco-friendly digital tools during emergencies. 2) Reports on the environment-friendly digital tools available and their deployment rate. 3) Case studies highlighting schools that effectively used these tools during crises.
29	Policies advocating the adoption of eco-friendly digital educational tools during emergencies.	<ol style="list-style-type: none"> 1) Official documentation of policies that focus on environmental sustainability of digital tools. 2) Feedback sessions with educators regarding the clarity and applicability of such policies. 3) Reviews of how these policies support schools in times of crisis.
30	Initiatives promoting familiarisation with sustainable digital educational tools for emergencies.	<ol style="list-style-type: none"> 1) Records of training sessions or workshops about these digital tools. 2) Interviews with educators and students on their comfort level with these tools. 3) Documentation highlighting instances when these tools were used during emergencies.
31	Integration of adaptive environmental risk prevention in strategic planning.	<ol style="list-style-type: none"> 1) Strategic planning documents incorporating environmental risk prevention. 2) Historical data showcasing a reduced environmental impact on education due to preventive strategies. 3) Stakeholder feedback on the efficacy of strategic environmental risk prevention.
32	Creation of environment-adaptive policies capitalising on digital tools for education continuity during disruptions.	<ol style="list-style-type: none"> 1) Policy documents promoting the use of digital tools during environmental disruptions. 2) Training modules for educators on using digital tools to face environmental challenges. 3) Feedback from educators on the effectiveness of digital tool policies that are focused on the environment.
33	Availability and testing of sustainable digital tools during disruptions.	<ol style="list-style-type: none"> 1) Access logs of digital tools used to face environmental challenges. 2) Post-event reports highlighting the testing of digital tools to maintain education continuity. 3) Feedback from students and educators on the efficacy of digital tools during environmental disruptions.
34	Percentage increase in ecologically designed educational platforms that ensure accessible digital learning in different environmental crisis scenarios.	<ol style="list-style-type: none"> 1) Annual reports showcasing the growth of environmentally adaptive digital learning platforms. 2) Case studies of digital learning solutions implemented in regions recently affected by environmental crises. 3) Surveys evaluating student access to and engagement with eco-friendly digital platforms during environmental disruptions.
35	Policies promoting eco-innovation in digital tools that grant continuous and inclusive access to education in view of possible emergencies and crises.	<ol style="list-style-type: none"> 1) Official policy documents emphasising eco-innovative digital education development. 2) Workshops and conferences focused on the integration of environmental sustainability in digital education. 3) Records of collaboration between educational institutions and environmental NGOs or agencies on policy making.

Indicator number	Indicator explanation	Suggested evidence
36	Initiatives that use sustainable technology for delivering emergency digital education.	<ol style="list-style-type: none"> 1) Documented pilot programmes or projects employing sustainable digital technology for education. 2) Feedback and reviews from users or beneficiaries of such initiatives. 3) Periodic progress reports of these initiatives detailing outreach, impact and scalability.
37	Number of consultations with environmental organisations.	<ol style="list-style-type: none"> 1) Annual consultation reports highlighting new collaboration. 2) Collaboration documents with environmental entities. 3) Records of consultation events or initiatives with environmental organisations.
38	Percentage of policies integrating environmental sustainability principles.	<ol style="list-style-type: none"> 1) Policy documents reflecting integration of environmental sustainability. 2) Feedback summaries from external environmental consultants or partners 3) Records of joint policy review meetings with environmental entities.
39	Number of joint initiatives promoting resilience against environmental disruptions.	<ol style="list-style-type: none"> 1) Collaborative project reports or summaries on environmental resilience. 2) Joint communication materials such as brochures or online content. 3) Logs of shared resources or expertise during environmental crises.
40	Collaborative dialogue initiatives with environmental organisations to promote adaptative measures to face emergencies and crises (for example, for forecasting and addressing ecological changes).	<ol style="list-style-type: none"> 1) Memorandums of understanding (MoUs) resulting from dialogues with environmental entities. 2) Joint workshops or initiatives as a result of dialogues with environmental stakeholders. 3) Published reports highlighting forecasts or insights shared through collaborative dialogues with environmental entities.
41	Integration of environmental stakeholder feedback from dialogues into policy development.	<ol style="list-style-type: none"> 1) Policy documents that cite collaborative dialogues with environmental experts. 2) Minutes of meetings showcasing collaborative dialogues with environmental stakeholders. 3) Feedback from environmental entities.
42	Implementation of collaborative environmentally adaptive educational initiatives.	<ol style="list-style-type: none"> 1) Curriculum updates or revisions stemming from collaborative dialogues with environmental organisations. 2) Records of classroom activities or projects influenced by dialogues with environmental organisations. 3) Teacher training focusing on updates from dialogues with environmental organisations.
43	Alignment of educational institutions' strategic goals with those of local environmental preservation and emergency preparedness initiatives.	<ol style="list-style-type: none"> 1) Partnership agreements with local environmental bodies. 2) Reports on joint activities with environmental groups at all levels. 3) Feedback from environmental bodies on the partnership.
44	Policies promoting collaboration on emergency planning between schools and environmental agencies.	<ol style="list-style-type: none"> 1) Published joint collaboration plans. 2) Records of joint meetings or workshops. 3) Feedback forms from both schools and agencies regarding the effectiveness of the collaboration.

Indicator number	Indicator explanation	Suggested evidence
45	Successful implementation, at community level, of environmental resilience projects through partnerships.	<ol style="list-style-type: none"> 1) Project reports highlighting sustainable initiatives co-executed with local stakeholders. 2) Analysis of the impact and results of the projects. 3) Feedback surveys from the community on the effectiveness of joint environmentally sustainable initiatives.
46	Decrease in the interval between environmental impact assessments and implementation of educational resilience projects.	<ol style="list-style-type: none"> 1) Historical data on duration of environmental impact assessments. 2) Comparison charts showing trends before and after implementing efficiency measures. 3) Feedback from environmental experts regarding streamlined assessment processes.
47	Number of environmental guidelines integrated into crisis preparedness and response protocols for educational institutions.	<ol style="list-style-type: none"> 1) Official documentation showcasing the integration of environmental guidelines. 2) Training records highlighting the inclusion of environmental guidelines. 3) Feedback forms from stakeholders confirming their awareness of the environmental guidelines.
48	Frequency of environmental drills and practices held in educational institutions to ensure an efficient response during crises.	<ol style="list-style-type: none"> 1) Calendar of drills and practices conducted throughout the year. 2) Attendance records of participants during these drills. 3) Efficiency evaluations of the outcomes of drills.
49	Inclusion (and constant revision) of environmental elements in strategic educational planning.	<ol style="list-style-type: none"> 1) Documented sections in strategic plans focusing on environmental aspects (for example, sustainability, adaptation to climate change). 2) Records of collaboration with environmental experts in in long-term educational planning. 3) Percentage of long-term educational projects incorporating adaptive environmental considerations.
50	Frequency of evidence-based policy revisions to adapt the learning environment to changing environmental conditions.	<ol style="list-style-type: none"> 1) Number of policy revisions made in the last five years concerning environmental adaptability (for example, curriculum adaptations). 2) Documented guidelines for regular assessment of environmental changes on the learning environment. 3) Feedback mechanisms for stakeholders to report environmental challenges for learning environments.
51	Implementation rate of evidence-based environmental resilience initiatives in learning environments.	<ol style="list-style-type: none"> 1) Case studies or reports highlighting successful implementation. 2) Percentage of educational institutions that have implemented adaptive, evidence-based environmental actions in the past year. 3) Surveys or feedback from the educational community verifying the successful integration of adaptive environmental measures.
52	Number of strategic initiatives focused on transformative environmental resilience that incorporate inclusive community engagement.	<ol style="list-style-type: none"> 1) Annual reports highlighting new or ongoing strategic initiatives with clear markers of inclusive aims. 2) Documented partnerships or collaboration with environmental and community-based organisations. 3) Testimonials or case studies from marginalised community groups who have been included in the initiatives.

Indicator number	Indicator explanation	Suggested evidence
53	Policies that prioritise environmentally sustainable and inclusive practices within the learning environment in order to face crisis situations.	<ol style="list-style-type: none"> 1) Policy documents highlighting inclusive environmental practices. 2) Audit reports or evaluations examining the implementation and impact of these policies. 3) Feedback surveys from stakeholders on the perceived effectiveness of these policies.
54	Percentage of educational interventions that create synergies between environmental sustainability and community inclusivity in order to face emergencies and crises.	<ol style="list-style-type: none"> 1) Reports on specific educational interventions showcasing environmental and inclusivity elements. 2) Data on participation rates of marginalised groups in these interventions. 3) Impact assessment measuring outcomes.

Dimension 2 – Infrastructure

Indicator number	Indicator explanation	Suggested evidence
55	Assessment of the resilience of existing infrastructure against potential crises.	<ol style="list-style-type: none"> 1) Engineering reports on infrastructure resilience. 2) Documentation of simulations or drills assessing infrastructure performance. 3) Historical records of infrastructure's performance during actual crises.
56	Compliance rate with building codes and safety regulations.	<ol style="list-style-type: none"> 1) Certifications or inspections verifying compliance with codes and regulations. 2) Documentation of ongoing monitoring and enforcement actions. 3) Records of training or guidance provided to ensure compliance.
57	Regular inspections and maintenance of infrastructure.	<ol style="list-style-type: none"> 1) Schedules and reports of inspections and maintenance activities. 2) Records of any necessary repairs or modifications. 3) Feedback or evaluations from inspection and maintenance personnel.
58	Scalability of educational Infrastructure.	<ol style="list-style-type: none"> 1) Evidence of infrastructure scalability in strategic planning documents. 2) Records of successful expansions or contractions in response to needs. 3) Evaluations showing the effectiveness of scalable infrastructure in meeting educational goals.
59	Policy framework for education infrastructure adaptation.	<ol style="list-style-type: none"> 1) Policy documents specifying guidelines for infrastructure adaptability. 2) Evidence of policy compliance and effectiveness through evaluations or audits. 3) Records of policy revisions reflecting ongoing changes in infrastructure needs.
60	Implementation of adaptive changes to infrastructure.	<ol style="list-style-type: none"> 1) Project documentation showing adaptive changes to infrastructure. 2) Records of completed infrastructure adaptations in line with strategies and policies. 3) Stakeholder feedback confirming the success of infrastructure adaptations.
61	Strategic plan(s) for inclusive infrastructure.	<ol style="list-style-type: none"> 1) Published infrastructure blueprints highlighting accessibility features. 2) Testimonials from stakeholders on the inclusivity of facilities. 3) Data on the number of accessible learning spaces in comparison to previous years.

Indicator number	Indicator explanation	Suggested evidence
62	Inclusive design policies for education.	<ol style="list-style-type: none"> 1) Published policies mandating universal design principles. 2) Training materials on inclusive design for infrastructure managers. 3) Surveys measuring user satisfaction with infrastructure inclusivity.
63	Flexibility of educational infrastructures (infrastructures that can adapt according to future needs and challenges).	<ol style="list-style-type: none"> 1) Case studies highlighting the flexibility of infrastructure. 2) Reports detailing design strategies used to create flexible learning spaces. 3) Feedback from users on the versatility of infrastructure to suit educational needs.
64	Rate of educational institutions implementing technology to support remote learning during crises.	<ol style="list-style-type: none"> 1) Technology adoption and utilisation reports. 2) Feedback from teachers, students and parents on remote learning platforms. 3) Data on the number of remote learning sessions conducted during crises.
65	Policies promoting robust infrastructure development for educational institutions.	<ol style="list-style-type: none"> 1) Policy documents on infrastructure development. 2) Minutes of meetings discussing infrastructure policies. 3) Feedback from construction and planning experts on policy adherence.
66	Infrastructural enhancements to accommodate continuity in times of crisis.	<ol style="list-style-type: none"> 1) Project documentation detailing enhancement goals and outcomes. 2) Feedback from school staff and students on infrastructure enhancements. 3) Comparative data showing infrastructure before and after enhancements.
67	Rate of investment in adaptive infrastructure improvements in the learning environment.	<ol style="list-style-type: none"> 1) Financial reports detailing investment in infrastructure improvements. 2) Documentation relating to completed infrastructure projects. 3) Feedback from stakeholders on the effectiveness of infrastructure upgrades.
68	Frequency of infrastructure-related policy evaluations and adjustments to ensure continued relevance.	<ol style="list-style-type: none"> 1) Timeline and records of policy evaluations and revisions. 2) Monitoring and evaluation of policy adjustments. 3) Feedback from stakeholders on the relevance and adaptability of infrastructure policies.
69	Frequency of maintenance and upgrades to existing infrastructure (including digital), ensuring longevity and adaptability.	<ol style="list-style-type: none"> 1) Maintenance logs and schedules. 2) Reports detailing the upgrades made to existing infrastructure. 3) Feedback from stakeholders on the impact of maintenance and upgrades on adaptability.
70	Long-term plans ensuring all educational facilities adhere to emergency and accessibility standards.	<ol style="list-style-type: none"> 1) Published facility standards and long-term adherence plans. 2) Periodic inspection results. 3) Feedback from learners and staff with special needs regarding accessibility during emergencies.
71	Guidelines to ensure emergency-ready facilities within every educational institution.	<ol style="list-style-type: none"> 1) Published guidelines. 2) Inspection reports assessing adherence to guidelines. 3) Post-emergency feedback from staff and learners regarding facility utility.
72	Facility transformation and upgrade.	<ol style="list-style-type: none"> 1) Reports on the upgrading of facilities. 2) Budget allocations towards infrastructure improvements. 3) Impact of the transformation and upgrade.

Indicator number	Indicator explanation	Suggested evidence
73	Use of education facilities for community resilience.	<ol style="list-style-type: none"> 1) Information about educational facilities retrofitted or redesigned to support emergency management functions. 2) Strategy documents concerning the use of education facilities to support community resilience. 3) Engagement of first responders in assessing the usability, accessibility and appropriateness of the educational facilities.
74	Number of policies approved ensuring all new educational infrastructures are built with disaster-resistant designs and materials.	<ol style="list-style-type: none"> 1) Building codes or standards highlighting disaster-resistant criteria for educational infrastructures. 2) Records of policy enforcement activities or compliance checks. 3) Training materials or guidelines provided to constructors or architects working on educational infrastructures.
75	Number of educational facilities that have conducted and acted upon infrastructure resilience assessments.	<ol style="list-style-type: none"> 1) Detailed resilience – assessment reports from educational facilities. 2) Action plans derived from assessment findings. 3) Records of modifications or changes made post-assessment.
76	Percentage of educational institutions involved in community infrastructure planning and resilience building.	<ol style="list-style-type: none"> 1) Documentation or records from community infrastructure meetings indicating the participation of educational representatives. 2) Official community resilience-building plans or frameworks that mention collaboration with educational institutions. 3) Testimonials or acknowledgements from local authorities about the role of educational institutions in infrastructure resilience.
77	Number of policies in place that advocate the integration of adaptive educational principles in infrastructure development.	<ol style="list-style-type: none"> 1) Text extracts from policy documents detailing the inclusion of educational principles. 2) Records of policy consultation meetings with educational stakeholders. 3) Publicly available guidelines or standards that combine infrastructure development with adaptive educational principles.
78	Number of joint initiatives between educational institutions and local authorities to enhance infrastructure resilience.	<ol style="list-style-type: none"> 1) Collaborative project reports or summaries showcasing joint initiatives. 2) Joint press releases or announcements from educational institutions and local authorities. 3) Case studies or evaluations detailing the outcomes of these initiatives.
79	Integration of “green” and resilient infrastructure principles in architectural and engineering courses in higher education institutions.	<ol style="list-style-type: none"> 1) Course outlines highlighting modules on “green” and resilient infrastructure. 2) Partnership records with “green” building councils or similar entities. 3) Student thesis or research topics related to “green” and resilient infrastructure.
80	Number of local and national policies that support the development and maintenance of resilient educational infrastructure.	<ol style="list-style-type: none"> 1) Government or local authority policy documents on resilient infrastructure. 2) Funding allocations specifically for resilient educational infrastructure. 3) Periodic assessment reports on the state of educational infrastructure.
81	Annual number of educational institutions upgraded or built to comply with resilient infrastructure standards.	<ol style="list-style-type: none"> 1) Construction or renovation project reports for educational institutions. 2) Certificates or awards for resilient infrastructure. 3) Feedback from local communities on improved infrastructure.

Indicator number	Indicator explanation	Suggested evidence
82	Infrastructure readiness to support the swift deployment of emergency educational tools.	<ol style="list-style-type: none"> 1) Reports detailing schools' infrastructure compatibility with emergency digital tools. 2) Testimonials from facility managers about infrastructure preparedness. 3) Examples of schools that seamlessly transitioned to digital modes during crises.
83	Policies bolstering infrastructure adaptation for quick tool accessibility (for example, digital).	<ol style="list-style-type: none"> 1) Official list of policies that facilitate infrastructure enhancements for digital tools. 2) Stakeholder reviews regarding the effectiveness of these policies. 3) Demonstrations or trials validating the compatibility of infrastructures with digital tools.
84	Infrastructure modifications ensuring digital education during crises.	<ol style="list-style-type: none"> 1) Reports on completed infrastructure projects emphasising digital tool resilience. 2) Feedback from users after testing infrastructure during mock emergencies. 3) Case studies of infrastructures successfully supporting digital tools during real crises.
85	Development of infrastructural plans to support and enhance adaptive digital tool accessibility.	<ol style="list-style-type: none"> 1) International studies or collections of best practices on infrastructural plans to increase accessibility (digital); infrastructure plans that detail the inclusion of digital tools and platforms. 2) Stakeholder (technical and societal) feedback on infrastructure support for digital tool accessibility.
86	Policy emphasis on adaptable infrastructure development with a digital-first approach.	<ol style="list-style-type: none"> 1) Policy documents focusing on digital infrastructure. 2) Budget allocations for infrastructure developments prioritising digital tool integration. 3) Feedback from information technology (IT) teams on an infrastructure's adaptability for digital tool deployment.
87	Infrastructure adaptation and presetting for the deployment of digital tools to face emergencies and crisis.	<ol style="list-style-type: none"> 1) Access logs showing infrastructure adaptation of digital tools to face crises. 2) Reports on infrastructure presetting to support the deployment digital tools. 3) Technical updates on infrastructure adaptations and presetting (for example, timetables of future updates).
88	Educational digital infrastructure enhanced for inclusive access in different crisis scenarios.	<ol style="list-style-type: none"> 1) Audits of digital infrastructure upgrades in educational institutions. 2) Analytics and data reports showcasing user accessibility during emergencies and crises. 3) Comparative studies evaluating the infrastructure before and after enhancements.
89	Standards aiming to shape the next generation of adaptive digital infrastructure, anticipating future educational requirements.	<ol style="list-style-type: none"> 1) Drafted guidelines emphasising infrastructure preparedness for the coming decade. 2) Deliberation sessions with technology providers, educational leaders and policy makers for future standards. 3) Research studies predicting the evolution of educational infrastructure needs.
90	Number of digital infrastructures adopted/implemented.	<ol style="list-style-type: none"> 1) Reports of digital infrastructure implementation 2) Feedback from users. 3) Reports of digital infrastructure maintenance.
91	Number of consultations about infrastructure with private sector entities.	<ol style="list-style-type: none"> 1) Annual consultation reports on collaborative infrastructure resilience. 2) Joint announcements or press releases on new infrastructure consultations. 3) Testimonials from private sector partners on the collaboration.

Indicator number	Indicator explanation	Suggested evidence
92	Number/percentage of infrastructure development policies that incorporate collaborative planning.	<ol style="list-style-type: none"> 1) Policy documents emphasising joint planning with the private sector. 2) Recorded consultations or feedback from private entities on policy formulation. 3) Joint reviews or audits on infrastructural policies.
93	Number of infrastructural upgrades or projects implemented collaboratively.	<ol style="list-style-type: none"> 1) Project documents detailing joint efforts in infrastructural development. 2) Shared funding or resource allocation records. 3) Feedback from partner entities on project execution.
94	Collaborative strategies developed through dialogues with the private sector and relevant stakeholders to enhance infrastructural resilience.	<ol style="list-style-type: none"> 1) Records of collaborative dialogue initiatives with firms or experts dealing with infrastructures. 2) Joint feasibility studies for infrastructural adaptations stemming from collaborative dialogue initiatives. 3) Strategic plans influenced by collaborative dialogue initiatives on infrastructures.
95	Co-drafting of infrastructure policies stemming from dialogues with industry experts.	<ol style="list-style-type: none"> 1) Policy documents reflecting dialogues with industry stakeholders. 2) Infrastructure upgrade proposals resulting from dialogues with the private sector. 3) Feedback and suggestions based on dialogues with industry partners.
96	Deployment of infrastructure projects in educational settings stemming from collaborative dialogue.	<ol style="list-style-type: none"> 1) Records of infrastructural upgrades influenced by collaborative dialogue initiatives. 2) Reports on emergency drills or simulations based on insights stemming from collaborative dialogue initiatives. 3) Feedback forms from staff and learners on infrastructural changes stemming from collaborative dialogues initiatives.
97	Partnerships in long-term infrastructure planning and investment fostering community resilience.	<ol style="list-style-type: none"> 1) Financial records highlighting investment dedicated to partnership-driven infrastructural projects. 2) Strategic plans that include partnership benchmarks with infrastructure firms. 3) Long-term contracts or agreements with infrastructure specialists.
98	Co-development of resilient infrastructure policies with professional firms or experts.	<ol style="list-style-type: none"> 1) Minutes of meetings with infrastructure specialists. 2) Draft policies highlighting partnership inputs. 3) Feedback forms from infrastructure firms on the co-developed policies.
99	Partnership-driven infrastructural advancements for future emergencies and crisis.	<ol style="list-style-type: none"> 1) Project completion reports, emphasising partnership contributions. 2) Feedback surveys from students and faculty about the new infrastructure. 3) Case studies showcasing successful infrastructural advancements as a result of partnerships.
100	Reduction rate in infrastructure downtime in educational institutions during emergencies and crises.	<ol style="list-style-type: none"> 1) Historical downtime logs of educational institutions. 2) Comparative data analysis highlighting reduced downtime. 3) Maintenance and repair reports linking proactive measures to reduced downtime.
101	Number of infrastructure resilience standards adopted by educational institutions to enhance efficiency during crises.	<ol style="list-style-type: none"> 1) Official documentation or certifications of adopted standards. 2) Training materials and workshops covering these standards. 3) Stakeholder surveys indicating their awareness and implementation of these standards.

Indicator number	Indicator explanation	Suggested evidence
102	Percentage of educational institutions conducting regular infrastructure maintenance and upgrades to ensure uninterrupted functionality during emergencies.	<ol style="list-style-type: none"> 1) Infrastructure maintenance schedules and logs from educational institutions. 2) Budget allocation records for infrastructure upgrades. 3) Feedback from facility managers on the frequency and impact of maintenance.
103	Incorporation of adaptable infrastructure designs in long-term educational facility planning.	<ol style="list-style-type: none"> 1) Presence of adaptable infrastructure blueprints in strategic documentation. 2) Contracts or collaboration with infrastructure experts emphasising adaptability. 3) Percentage of long-term facility projects considering adaptive infrastructure.
104	Regular evidence-based assessment and revision policies for infrastructure to ensure flexible use during crises.	<ol style="list-style-type: none"> 1) Number of policy revisions concerning flexible use of infrastructure in the last five years. 2) Guidelines indicating the frequency of infrastructure assessments fostering flexibility. 3) Feedback mechanisms in place for stakeholders to suggest infrastructure improvements in terms of flexible use.
105	Rate of implementation of adaptive infrastructure initiatives fostering resilience.	<ol style="list-style-type: none"> 1) Reports detailing recent adaptive infrastructure projects. 2) Percentage of educational institutions updating their infrastructure for adaptability in the past year. 3) Feedback from the community or institutions on the effectiveness of adaptive infrastructure.
106	Level of investment in inclusive and environmentally resilient educational infrastructure.	<ol style="list-style-type: none"> 1) Budget allocations and financial reports detailing investments in infrastructure projects with inclusivity and environmental resilience markers. 2) Documentation on completed infrastructure projects highlighting their inclusive and environmentally resilient features. 3) Testimonials from diverse community groups on the utility and inclusiveness of new infrastructure.
107	Policies fostering the development of educational infrastructure projects to accommodate diverse community needs in the face of emergencies and crises.	<ol style="list-style-type: none"> 1) Approved policies with clear emphasis on inclusive infrastructure. 2) Periodic reviews or audit reports measuring policy implementation. 3) Feedback from relevant stakeholders on the perceived adaptability and inclusivity of the infrastructure.
108	Number of infrastructure modifications or additions made yearly to address the need of disadvantaged groups in the face of emergencies and crisis.	<ol style="list-style-type: none"> 1) Yearly reports detailing specific infrastructure modifications or additions. 2) Comparative studies showcasing improvements in inclusivity and resilience. 3) Feedback from targeted users on the efficacy of these modifications or additions.

Dimension 3 – Governance

Indicator number	Indicator explanation	Suggested evidence
109	Regular evaluations of governance structures and protocols for crisis response.	<ol style="list-style-type: none"> 1) Schedules and findings of governance evaluations. 2) Documentation of improvements or changes made in response to evaluations. 3) Feedback from stakeholders on governance effectiveness during crises.
110	Adoption and enforcement of policies related to emergency preparedness and response.	<ol style="list-style-type: none"> 1) Number and quality of adopted policies. 2) Records of enforcement actions or compliance checks. 3) Stakeholder feedback on policy understanding and adherence.
111	Training of staff in crisis management and leadership.	<ol style="list-style-type: none"> 1) Training schedules, attendance records and content. 2) Assessments or certifications of trained staff. 3) Participant feedback on training relevance and effectiveness.
112	Inclusion of adaptive measures in strategic planning for education.	<ol style="list-style-type: none"> 1) Strategic plans incorporating adaptive measures and considerations. 2) Evidence of adaptive measures being applied in long-term planning. 3) Evaluations or reviews confirming the effectiveness of adaptive measures in strategic planning.
113	Policy framework for adaptive governance for community resilience.	<ol style="list-style-type: none"> 1) Policy documents specifying guidelines for adaptive governance. 2) Records of policy implementation reflecting adaptability in governance. 3) Audits or reviews confirming compliance with adaptive governance policies.
114	Implementation of adaptive governance measures for community resilience.	<ol style="list-style-type: none"> 1) Records of implemented adaptive governance changes or actions. 2) Case studies or examples showing successful governance adaptation. 3) Monitoring reports confirming ongoing alignment with governance adaptation goals.
115	Adaptability of the strategic governance structure to improve resilience.	<ol style="list-style-type: none"> 1) Case studies detailing adaptation of governance to specific challenges. 2) Testimonials from staff about the responsiveness of governance structures. 3) Published reports on governance reforms.
116	Decentralised decision-making policy for community resilience.	<ol style="list-style-type: none"> 1) Published policies advocating distributed decision making. 2) Reports highlighting decentralised decision outcomes. 3) Feedback from community members on their involvement in decision making.
117	Levels of community engagement for resilience.	<ol style="list-style-type: none"> 1) Calendar of community engagement events. 2) Post-engagement feedback or evaluations from community members. 3) Published reports on the outcomes of community initiatives.
118	Percentage of schools regularly reviewing and updating crisis management strategies. Number/percentage of regularly reviewed and updated crisis management strategies.	<ol style="list-style-type: none"> 1) Updated crisis management strategy documents. 2) Schedules or logs of strategy review meetings. 3) Feedback from team members on the effectiveness of strategies.
119	Guidelines for transparent governance processes during and after emergencies.	<ol style="list-style-type: none"> 1) Published guidelines for transparency during and after crises. 2) Records of governance actions taken during and after emergencies. 3) Stakeholder feedback on governance transparency during and after specific incidents.

Indicator number	Indicator explanation	Suggested evidence
120	Governance audits to ensure policy adherence during crises.	<ol style="list-style-type: none"> 1) Audit schedules and results. 2) Recommendations made and actions taken post-audit. 3) Feedback from auditors on governance practices.
121	Rate of integration of adaptability metrics in education governance evaluations.	<ol style="list-style-type: none"> 1) Evaluation templates or tools incorporating adaptability metrics. 2) Reports summarising governance evaluations. 3) Feedback from evaluators and evaluated entities on the relevance of adaptability metrics.
122	Frequency of governance policy revisions reflecting lessons learned from past educational crises.	<ol style="list-style-type: none"> 1) Timeline and records of policy revisions following crises. 2) Minutes of meetings detailing the discussion on lessons learned. 3) Feedback from stakeholders on the efficacy of revised policies during subsequent challenges.
123	Number of training sessions held for educational leaders focusing on adaptive governance.	<ol style="list-style-type: none"> 1) Training schedules, content outlines and attendance records. 2) Feedback forms from training participants. 3) Reports summarising the outcomes and impact of the training sessions.
124	Strategic blueprints emphasising inclusive decision making even during emergencies.	<ol style="list-style-type: none"> 1) Published strategic blueprints. 2) Records of decisions made during emergencies showcasing inclusivity. 3) Post-emergency feedback from community members on decision-making inclusivity.
125	Decentralised decision-making policies for ensuring education continuity.	<ol style="list-style-type: none"> 1) Published policies advocating distributed decision making. 2) Reports highlighting decentralised decision-making outcomes. 3) Feedback from community members on their involvement in decision making.
126	Regular training for educational leaders on emergency decision making and stakeholder communication.	<ol style="list-style-type: none"> 1) Schedules and records of completed training. 2) Post-training evaluations by participants. 3) Documentation on the practical application of training during emergencies.
127	Number/proportion of educational institutions with a dedicated crisis management team including community stakeholders.	<ol style="list-style-type: none"> 1) Rosters or organisational charts showing crisis management teams. 2) Minutes from crisis management team meetings. 3) Training records for team members.
128	Number of governance policies introduced to strengthen the role of education in national and local civil protection plans.	<ol style="list-style-type: none"> 1) Policy documents specifying the incorporation of education into civil protection plans. 2) Records of discussions, consultations or workshops leading up to the introduction of such policies. 3) Examples or case studies where these policies were enforced or applied.
129	Frequency of consultations and collaboration between governance bodies and educational institutions on community resilience.	<ol style="list-style-type: none"> 1) Meeting schedules, agendas, or minutes highlighting these consultations. 2) Records of collaborative projects or initiatives between governance bodies and educational institutions. 3) Feedback or reports from these collaborative endeavours.

Indicator number	Indicator explanation	Suggested evidence
130	Percentage increase in governance bodies that include representatives from educational institutions in resilience planning.	<ol style="list-style-type: none"> 1) Lists of governance body members indicating representatives from educational sectors. 2) Minutes of meetings reflecting contributions from educational stakeholders. 3) Governance strategy documents emphasising the role of education in resilience planning.
131	Number of policies that formalise the role of educational institutions in governance structures related to resilience.	<ol style="list-style-type: none"> 1) Policy documents highlighting the role of education in governance. 2) Documentation from policy formation workshops or consultations involving educational representatives. 3) Recognition or endorsements by governance bodies acknowledging educational contributions.
132	Number of collaborative meetings or sessions held between educational representatives and governance bodies to strategise on resilience initiatives.	<ol style="list-style-type: none"> 1) Schedules, agendas or minutes of collaborative meetings. 2) Joint statements or resolutions arising from this collaboration. 3) Feedback or evaluation reports detailing the outcomes and impact of such collaborative sessions.
133	Extent to which governance and leadership modules in education incorporate lessons on resilience, transformative change and inclusive decision making.	<ol style="list-style-type: none"> 1) Course syllabuses emphasising governance and leadership topics related to resilience. 2) Workshops or seminars on resilient governance in educational settings. 3) Collaborative efforts with governance experts or think tanks.
134	Number of governance frameworks established that recognise education as a foundational pillar in resilience building and civil protection.	<ol style="list-style-type: none"> 1) Official governance frameworks or documents emphasising the role of education in resilience. 2) Discussions or debates in governance assemblies or councils on the topic. 3) Training programmes for school leaders on governance for resilience.
135	Frequency of collaborative meetings between educational leaders, local authorities and civil protection entities focusing on resilience strategies.	<ol style="list-style-type: none"> 1) Minutes of meetings or records showing collaboration. 2) Agreements or MoUs between educational institutions and local authorities. 3) Feedback or action reports from such collaborative meetings.
136	Governance commitment to prioritise digital tools in emergency preparedness for education.	<ol style="list-style-type: none"> 1) Strategy documents highlighting digital tools in emergency education plans. 2) Discussions with governance bodies about the strategic importance of digital tools. 3) Analysis of instances where governance-driven strategies effectively managed educational crises using digital tools.
137	Policies centred on standardised and accessible digital tools during educational emergencies.	<ol style="list-style-type: none"> 1) Documentation of policies focusing on digital tool standardisation and accessibility. 2) Educator feedback on the ease of implementing these policies during emergencies. 3) Review of instances where these policies successfully guided crisis education management.

Indicator number	Indicator explanation	Suggested evidence
138	Governance-led programmes equipping stakeholders with skills to leverage digital tools during crises.	<ol style="list-style-type: none"> 1) Records of training programmes focused on proficiency in using digital tools. 2) Participant testimonials regarding the usefulness of such programmes. 3) Observations of how training directly translated into action during emergencies.
139	Embedding adaptability and digital inclusion in the vision and mission of governance in order to emphasise accessibility.	<ol style="list-style-type: none"> 1) Governance documents highlighting digital adaptation as a core principle for providing quality education. 2) New governance positions/responsibilities devoted to digital adaptation. 3) Established platforms/committees, including technical entities, local communities and other relevant stakeholders, to foster the role of governance in promoting digital adaptation.
140	Governance policies prioritising digital tool development and integration in order to face emergencies and crises.	<ol style="list-style-type: none"> 1) Policy papers highlighting digital adaptation measures and plans. 2) Records of collaboration with technical firms for digital tool access/integration/development. 3) Feedback from educational leaders on the efficacy of these policies.
141	Proactive governance measures to ensure timely digital adaptation.	<ol style="list-style-type: none"> 1) Training schedules for educational leaders, educators, educational personnel and learners on the integration of digital tools. 2) Release logs of digital tool updates and adaptation in anticipation of emergencies and crises. 3) Feedback from educational leaders on support for digital adaptation by governance.
142	Education leadership roles trained in innovative strategies for digital accessibility and transformative actions.	<ol style="list-style-type: none"> 1) Forward-looking training and development plans for leadership roles. 2) Projections based on current leadership training trends aligned with future needs. 3) Recommendations and insights from international educational futurists.
143	Initiation/presence of governance frameworks focusing on digital inclusivity challenges and transformative solutions.	<ol style="list-style-type: none"> 1) Strategic governance documents outlining the future vision for education. 2) Think-tank sessions or workshops emphasising long-term governance strategies. 3) Global benchmarking studies forecasting governance shifts in education.
144	Number of activities devoted to digital accessibility.	<ol style="list-style-type: none"> 1) Reports on such activities. 2) Feedback from participants. 3) Planning of future activities.
145	Rate of integration of local community stakeholders in educational governance structures.	<ol style="list-style-type: none"> 1) Meeting attendance records showing community stakeholder participation. 2) Governance charters or guidelines mentioning community integration. 3) Feedback from community stakeholders on their role in governance.
146	Percentage of governance policies prioritising consultation and collaboration.	<ol style="list-style-type: none"> 1) Governance policy documents emphasising external collaboration. 2) Summaries or feedback from policy consultations with external partners. 3) Joint governance policy review documents.
147	Formation and regular meetings of emergency management committees or task forces at community level.	<ol style="list-style-type: none"> 1) Minutes and attendance records of meetings. 2) Agendas or action items resulting from meetings. 3) Feedback from committee or task-force members on effectiveness.

Indicator number	Indicator explanation	Suggested evidence
148	Governance strategies developed through multisector collaborative dialogue.	<ol style="list-style-type: none"> 1) Reports on governance decisions influenced by collaborative dialogue integrating private and public sector insights, as well as those of civil society. 2) Records of collaborative dialogue initiatives leading to governance collaboration. 3) Records of governance meetings including stakeholders from the private sector and civil society.
149	Policy frameworks and drafts informed by governance collaborative dialogue initiatives.	<ol style="list-style-type: none"> 1) Policy drafts stemming from collaborative governance dialogue initiatives. 2) Feedback reports from participants on governance dialogue outcomes. 3) Minutes of policy monitoring and review meetings informed by collaborative dialogue.
150	Monitoring and evaluation of governance adaptations.	<ol style="list-style-type: none"> 1) Regular monitoring and evaluation reports of governance adaptations. 2) Evidence of improvements or adjustments based on evaluation outcomes. 3) Stakeholder feedback confirming the effectiveness of governance adaptation monitoring.
151	Collaborative governance frameworks fostering partnerships for resilience development.	<ol style="list-style-type: none"> 1) Framework documents that specify partnership procedures. 2) Records of partnership-based consultations or engagement. 3) Feedback reports from stakeholders on the inclusivity of the governance process.
152	Policies in place ensuring regular communication with stakeholders about emergency preparedness and responses.	<ol style="list-style-type: none"> 1) Documented communication strategies aimed at emergencies. 2) Logs of communications sent out during past emergencies. 3) Surveys assessing stakeholder awareness and satisfaction with emergency communications.
153	Educational institutions implementing community-based governance structures for innovative emergency responses.	<ol style="list-style-type: none"> 1) Lists of institutions with community-integrated emergency governance structures. 2) Feedback from community members on their involvement and the efficacy of the structures. 3) Reports on the outcome of this governance style during past emergencies.
154	Reduction in the time taken to make decisions about educational resilience initiatives at the governance level.	<ol style="list-style-type: none"> 1) Minutes of meetings showing a reduction in the time taken for decision-making discussions. 2) Historical data comparing the time previously taken for decision making. 3) Feedback from governance bodies on improved decision-making efficiency.
155	Number of policy frameworks introduced to streamline educational responses during emergencies.	<ol style="list-style-type: none"> 1) Published policy documents and guidelines. 2) Training sessions or workshops introducing these policy frameworks. 3) Stakeholder surveys confirming the implementation of these policies.
156	Frequency of governance-led training programmes and workshops for educators and stakeholders on crisis management.	<ol style="list-style-type: none"> 1) Training schedules and agendas of workshops led by governance bodies. 2) Attendance and course completion records of participants. 3) Evaluative reports summarising the impact of training sessions.
157	Integration of flexible governance structures in strategic planning in times of emergencies and crisis.	<ol style="list-style-type: none"> 1) Strategic plans emphasising flexible governance. 2) Collaboration or consultations with governance experts focused on adaptability. 3) Ratio of strategic projects undertaken that incorporate flexible governance.

Indicator number	Indicator explanation	Suggested evidence
158	Frequency of evidence-based governance policy revisions to ensure flexible and effective responses to emergencies and crises.	<ol style="list-style-type: none"> 1) Number of evidence-based governance policy revisions in the last five years. 2) Documentation on periodic governance assessments. 3) Platforms or channels allowing stakeholders to provide feedback on governance.
159	Effective execution of governance decisions tailored to adaptive responses to emergencies and crises.	<ol style="list-style-type: none"> 1) Case studies illustrating an adaptive response in governance decisions. 2) Percentage of institutions with governance strategies tailored to adaptive responses. 3) Surveys capturing the effectiveness of governance decisions in real-time crisis situations.
160	Percentage of governance structures in educational institutions focusing on resilience that have representation from all segments of the community.	<ol style="list-style-type: none"> 1) Organisational charts or governance structure diagrams illustrating representation. 2) Demographic data on governance members, showcasing diversity. 3) Testimonials or endorsements from community representatives in governance roles.
161	Policies ensuring transparent, inclusive and accountable decision making in educational governance in order to face emergencies and crises.	<ol style="list-style-type: none"> 1) Policy documents underlining inclusive and transparent decision-making processes. 2) Periodic reviews or assessments analysing the transparency and inclusiveness of decision making during crises. 3) Stakeholder feedback on the perceived transparency and inclusivity of governance decisions.
162	Frequency of monitoring and evaluation activities, involving diverse community stakeholders, relating to governance decisions about crisis response and preparedness.	<ol style="list-style-type: none"> 1) Records of consultations indicating the frequency and breadth of stakeholder engagement. 2) Feedback from community stakeholders on their involvement in decision-making processes. 3) Reports or studies evaluating the impact of such consultations on crisis response and preparedness.

Dimension 4 – Society

Indicator number	Indicator explanation	Suggested evidence
163	Assessment of community awareness and attitudes towards civic responsibilities.	<ol style="list-style-type: none"> 1) Survey results assessing awareness and attitudes. 2) Records of community outreach or education activities. 3) Feedback from community members on their understanding and engagement.
164	Development and promotion of civic education programmes.	<ol style="list-style-type: none"> 1) Curriculum documents highlighting civic education components. 2) Evidence of community outreach promoting civic education. 3) Student assessments or projects demonstrating understanding of civic concepts.

Indicator number	Indicator explanation	Suggested evidence
165	Integration of cultural and societal democratic values into the learning environment/use of the RFCDC.	<ol style="list-style-type: none"> 1) Curriculum documents integrating cultural and societal values/using the RFCDC. 2) Lesson plans and teaching materials reflecting these values. 3) Student assessments or projects demonstrating understanding of cultural and societal values.
166	Social cohesion and adaptive collaboration for community resilience.	<ol style="list-style-type: none"> 1) Strategic plans or initiatives focusing on social cohesion and adaptive collaboration. 2) Community projects or activities reflecting collaboration and adaptability. 3) Surveys or feedback confirming increased social cohesion and collaboration.
167	Policy support for social innovation and creativity within education.	<ol style="list-style-type: none"> 1) Policies promoting social innovation and creativity within the educational system. 2) Examples of innovative or creative projects supported by policies. 3) Stakeholder feedback or recognition affirming support for social innovation.
168	Number of social resilience-building activities.	<ol style="list-style-type: none"> 1) Implementation records of social resilience-building activities or programmes. 2) Evaluations showing increased social resilience and adaptability. 3) Community feedback or recognition affirming the impact of resilience-building activities.
169	Promoting lifelong learning for community resilience.	<ol style="list-style-type: none"> 1) Strategy documents advocating lifelong learning. 2) Inventory of programmes or courses targeting different age groups. 3) Testimonials from older students or non-traditional learners.
170	Diverse representation policies.	<ol style="list-style-type: none"> 1) Published policies on diverse representation in the curriculum and the staff. 2) Demographic data of students, staff and decision-making bodies. 3) Feedback from diverse groups on representation in learning materials and within the staff.
171	Collaborative projects for community resilience.	<ol style="list-style-type: none"> 1) Documentation of collaborative projects with the community, including the education sector. 2) Feedback from community members and educational leaders on collaborative experiences. 3) Reports detailing the impact of collaborative projects on community resilience building.
172	Number of educational institutions collaborating with local community groups for emergency preparedness.	<ol style="list-style-type: none"> 1) Agreements or MoUs with local community groups. 2) Logs of joint preparatory activities or drills. 3) Feedback from community group leaders on collaboration quality.
173	Guidelines ensuring the engagement of diverse community voices in decision-making processes during emergencies.	<ol style="list-style-type: none"> 1) Documented guidelines specifying community engagement mechanisms. 2) Minutes of meetings evidencing diverse community representation. 3) Surveys and feedback from community segments on their involvement.
174	Quantity of resources dedicated to promoting societal cohesion and mutual understanding.	<ol style="list-style-type: none"> 1) Budgetary allocations and expenditure reports. 2) Inventory of books, training materials and digital resources. 3) User engagement data or metrics on resource utilisation.

Indicator number	Indicator explanation	Suggested evidence
175	Proportion of community-based projects focusing on enhancing the adaptive nature of the learning environment.	<ol style="list-style-type: none"> 1) Documentation of community-based projects and their objectives. 2) Feedback from community members on the impact of these projects. 3) Reports detailing the outcomes and benefits of these projects.
176	Presence of policies encouraging societal input in shaping adaptive education strategies.	<ol style="list-style-type: none"> 1) Policy documents detailing societal engagement mechanisms. 2) Records of societal input sessions and their outcomes. 3) Feedback from the community on the inclusivity and relevance of education policies.
177	Number of collaborative events between educational institutions and society focusing on adaptability.	<ol style="list-style-type: none"> 1) Records of collaborative events, their objectives and outcomes. 2) Feedback from participants on the value and impact of these events. 3) Documentation of strategies or initiatives stemming from these collaborative events.
178	Promoting the role of education in fostering societal cohesion and resilience during disruptions.	<ol style="list-style-type: none"> 1) Published strategic documents highlighting education's societal role. 2) Surveys assessing societal resilience and cohesion following educational interventions. 3) Documentation of community events or initiatives anchored by educational institutions.
179	Policies encouraging schools to hold regular community activities to build resilience and emergency preparedness.	<ol style="list-style-type: none"> 1) Number of policies activated. 2) Goals and expected outputs and outcomes of the activities. 3) Documentation of community events or initiatives anchored by educational institutions.
180	Assessment of societal perception of and trust in educational institutions during emergencies.	<ol style="list-style-type: none"> 1) Published survey/workshop results. 2) Feedback from institutions on areas of improvement highlighted by surveys. 3) Strategy documents developed based on survey feedback.
181	Community perception of education as a key pillar in societal resilience.	<ol style="list-style-type: none"> 1) Community surveys or polls exploring the perception of the importance of education in resilience. 2) Public announcements, campaigns or endorsements from community leaders or influential figures. 3) Local media coverage or reports highlighting education's role in resilience.
182	Number of policies promoting the role of education in community resilience building.	<ol style="list-style-type: none"> 1) Official policy documents focusing on the issue. 2) Reports on policy implementation. 3) Evidence of the integration of education in community resilience before and after the policy.
183	Number of social outreach programmes promoting the role of education in resilience building.	<ol style="list-style-type: none"> 1) Brochures, promotional materials or schedules of social outreach programmes. 2) Attendance or participation records of these programmes. 3) Feedback or evaluations by programme participants.
184	Integration of adaptive educational principles in community development and resilience strategies.	<ol style="list-style-type: none"> 1) Community development plans that explicitly outline the role of adaptive education in resilience strategies. 2) Public statements or commitments by community leaders to integrate adaptive educational approaches. 3) Research studies or assessments analysing the impact of integrating adaptive educational principles on community resilience.

Indicator number	Indicator explanation	Suggested evidence
185	Number of policies approved that support the continuous adaptation of educational systems to meet evolving societal needs and challenges.	<ol style="list-style-type: none"> 1) Policy documents detailing the emphasis on flexibility, innovation and adaptation in educational strategies. 2) Records of governmental or organisational meetings that resulted in policy formulation for adaptive education. 3) Evaluations or analyses showing the effects of these policies on the education system's ability to adapt to changing societal conditions.
186	Number of adaptive learning programmes and initiatives that facilitate continuous learning, experimentation and community engagement.	<ol style="list-style-type: none"> 1) Descriptions, schedules or outlines of programmes that emphasise adaptive learning and community engagement. 2) Participant testimonials or feedback highlighting the impact of adaptive learning on their ability to respond to societal changes. 3) Assessment reports or case studies illustrating the success or impact of adaptive learning initiatives on community resilience.
187	Increase in curricular content emphasising societal structures, power dynamics and the importance of social equity in resilience building.	<ol style="list-style-type: none"> 1) Curriculum documents with an emphasis on societal structures and resilience. 2) Training programmes or workshops on societal resilience for educators. 3) Community feedback on societal topics covered in the education system.
188	Number of policies initiated that emphasise inclusive and participatory roles for marginalised and vulnerable groups within the educational system.	<ol style="list-style-type: none"> 1) Policy documents emphasising inclusivity in education. 2) Stakeholder consultations on inclusive education policies. 3) Surveys or feedback from marginalised groups on their educational experiences.
189	Number of community outreach events led by educational institutions aiming to foster societal resilience and empowerment.	<ol style="list-style-type: none"> 1) Reports or documents on community outreach events. 2) Participation records of community members in outreach events. 3) Feedback or testimonials from community members on educational outreach efforts.
190	Community awareness and readiness to transition to digital learning during emergencies.	<ol style="list-style-type: none"> 1) Surveys gauging the community's familiarity with digital emergency tools. 2) Community discussions about the importance of digital preparedness. 3) Reports about communities that smoothly transitioned to digital learning during crises.
191	Societal guidelines promoting the inclusivity and accessibility of digital emergency educational tools.	<ol style="list-style-type: none"> 1) Published guidelines focusing on inclusive and accessible digital education. 2) Feedback sessions with diverse community groups about these guidelines. 3) Analysis of how these guidelines influenced community behaviour during crises.
192	Community initiatives introducing and familiarising members with emergency digital educational tools.	<ol style="list-style-type: none"> 1) Documentation of community-driven digital tool workshops or sessions. 2) Testimonials from community members about their enhanced digital preparedness. 3) Instances where communities effectively relied on these tools during real emergencies.
193	Strategy for societal involvement in adaptive digital tool integration/development.	<ol style="list-style-type: none"> 1) Forums or platforms for societal feedback on digital tools. 2) Analysis showing societal attitudes towards digital tools/solutions for education in times of emergencies and crisis. 3) Communication strategies to address societal concerns and disseminate key points for digital adaptation.

Indicator number	Indicator explanation	Suggested evidence
194	Policies emphasising societal involvement for digital adaptation for education and accessibility.	<ol style="list-style-type: none"> 1) Policies detailing societal feedback involvement. 2) Records of societal feedback sessions on digital adaptation. 3) Feedback from users on the societal relevance of digital adaptation.
195	Implementation of society-driven digital adaptation for education in times of emergencies and crises.	<ol style="list-style-type: none"> 1) Records of consultations to gather societal inputs (views on opportunities, weaknesses, trust) on digital adaptation. 2) Post-consultation reports detailing societal contributions to digital adaptation. 3) Training on digital tools for civil society actors.
196	Percentage of the population anticipated to rely on digital tools for accessing education in emergency scenarios in the next decade.	<ol style="list-style-type: none"> 1) Digital literacy reports showcasing current digital literacy rates and projecting future trends, with a focus on education during emergencies. 2) Usage analytics from digital education platforms showing current user demographics, behaviours and growth trends, which can inform future projections and strategies. 3) Emergency response simulations testing the population's ability and readiness to shift to digital education tools in different crisis scenarios.
197	Adopted policies or guidelines promoting digital preparedness and innovation in educational frameworks for future societal needs.	<ol style="list-style-type: none"> 1) Repository or database of national or regional policies focused on digital education preparedness and innovation. 2) Stakeholder consultation records or reports emphasising digital preparedness in education. 3) Evaluative reports or assessments analysing the effectiveness of such policies.
198	Community-driven initiatives launched to bolster digital literacy and preparedness for transformative education in order to reduce risk and enhance preparedness.	<ol style="list-style-type: none"> 1) Documentation or case studies of grass-roots digital literacy programmes. 2) Post-initiative surveys assessing community members' digital competency. 3) Periodic reports detailing outreach, impact and challenges of these community initiatives.
199	Regular evaluation of societal cohesion and willingness to co-operate for resilience.	<ol style="list-style-type: none"> 1) Surveys or assessments of community cohesion. 2) Records of community-building activities or programmes. 3) Feedback from community members on their sense of solidarity and co-operation.
200	Consultations with social organisations and community groups.	<ol style="list-style-type: none"> 1) Annual consultation reports highlighting new collaboration with social organisations and community groups. 2) Joint action plans or collaboration reports. 3) Evidence of successful consultations, such as policy drafting, monitoring and reformulation.
201	Number of community resilience consultation events or initiatives organised.	<ol style="list-style-type: none"> 1) Schedules for consultation events or initiatives. 2) Shared resources or funding allocations for community events. 3) Feedback from community members on consultation events or initiatives.
202	Rate of societal participation in education-related discussions and forums.	<ol style="list-style-type: none"> 1) Attendance records and participation metrics from collaborative dialogue initiatives and forums. 2) Feedback forms from participants. 3) Records of outcomes from these societal engagements that can be translated into actions.

Indicator number	Indicator explanation	Suggested evidence
203	Number of policies integrating societal feedback to ensure the societal relevance of adaptive measures.	<ol style="list-style-type: none"> 1) Policy documents highlighting the integration of societal feedback. 2) Minutes of meetings where societal feedback was discussed and integrated. 3) Feedback from CSOs on the perceived relevance of resilience policies to their needs.
204	Percentage of schools with community liaison roles for promoting adaptability in education.	<ol style="list-style-type: none"> 1) Roster of community liaison roles in schools. 2) Reports or feedback from liaison officers on their activities and impact. 3) Testimonials from community members on the effectiveness of the liaison role.
205	Strategies promoting education as a tool to bridge societal divides in order to ensure cohesion.	<ol style="list-style-type: none"> 1) Strategic documents detailing how education can bridge societal divides to help face future emergencies and crises. 2) Surveys or feedback detailing the impact on societal tensions of educational interventions. 3) Initiatives or programmes launched by educational institutions aimed at fostering societal unity.
206	Development of policies promoting community involvement in curricular preparation, especially concerning emergencies.	<ol style="list-style-type: none"> 1) Published curricula consultation guidelines. 2) Feedback from community members on their involvement. 3) Samples of curricula adjusted based on community feedback.
207	Number of community-led emergency awareness events or workshops held in educational institutions.	<ol style="list-style-type: none"> 1) Lists of events with dates, topics and names of leaders. 2) Feedback forms from participants about event efficacy. 3) Post-event reports detailing outcomes and future action points.
208	Improvement rate in societal awareness and participation in educational resilience initiatives.	<ol style="list-style-type: none"> 1) Pre- and post-initiative surveys measuring societal awareness. 2) Participation logs for community meetings or events focused on educational resilience. 3) Testimonials or case studies highlighting societal involvement.
209	Number of community engagement policies introduced to gather insights for efficient educational crisis response.	<ol style="list-style-type: none"> 1) Official policy documents indicating community engagement strategies. 2) Records of community consultation sessions or forums. 3) Feedback forms from the community on their level of involvement.
210	Percentage of community members participating in societal drills and community education resilience programmes.	<ol style="list-style-type: none"> 1) Attendance logs of community members during drills and programmes. 2) Promotional materials or invitations emphasising the importance of participation. 3) Evaluations or reports analysing the impact and reach of these drills and programmes.
211	Incorporation of community training for emergencies in long-term educational strategic planning.	<ol style="list-style-type: none"> 1) Strategic plans detailing societal engagement processes in training activities. 2) Records of community engagement or feedback on strategic planning. 3) Percentage of resilience projects/activities considering societal training and feedback.
212	Policies in place to ensure efficient community training for emergencies in long-term educational strategic planning.	<ol style="list-style-type: none"> 1) Number of policies introduced or revised in the last five years. 2) Established guidelines for societal consultations during policy development. 3) Platforms or channels facilitating policy feedback from the broader community.

Indicator number	Indicator explanation	Suggested evidence
213	Rate of implementation of community training for emergencies included in long-term educational strategic planning.	<ol style="list-style-type: none"> 1) Reports detailing community-driven and community-focused training for emergencies. 2) Percentage of educational strategic planning including community training for emergencies. 3) Surveys capturing community satisfaction with training for emergencies.
214	Level of strategic emphasis placed on fostering an inclusive, accountable and transformative learning environment.	<ol style="list-style-type: none"> 1) Strategic plans or visions detailing the emphasis on inclusion and transformative resilience. 2) Feedback from societal groups who have benefited from or participated in shaping the strategic direction. 3) Periodic assessments or reviews evaluating the strategic emphasis and its alignment with societal needs.
215	Policies promoting equal access and provision of education for all, especially in times of emergencies and crisis.	<ol style="list-style-type: none"> 1) Policy documents emphasising equal educational opportunities. 2) Reports or studies examining the ratification rate and adoption rate of these policies. 3) Feedback from diverse societal groups on the perceived impact and effectiveness of these policies.
216	Number of societal engagement and awareness programmes initiated yearly that focus on inclusive education during times of crisis.	<ol style="list-style-type: none"> 1) Reports or records detailing the number and nature of societal engagement programmes. 2) Feedback from participants in or beneficiaries of these programmes. 3) Impact assessments on outcomes and the reach of these programmes.

Dimension 5 – Economy

Indicator number	Indicator explanation	Suggested evidence
217	Assessment(s) of economic risks and the potential impact of crises on the educational system.	<ol style="list-style-type: none"> 1) Dates and findings of economic risk assessments. 2) Methodology and criteria used for risk assessments. 3) Actions taken in response to economic risk-assessment findings.
218	Financial safety nets or reserves for emergency situations.	<ol style="list-style-type: none"> 1) Documentation of established financial safety nets or reserves. 2) Rules and guidelines governing the usage of safety nets or reserves. 3) Records of activation or utilisation of safety nets or reserves.
219	Allocation of budgets for specific resilience-enhancing initiatives or projects for education.	<ol style="list-style-type: none"> 1) Budget documents detailing allocations for specific initiatives. 2) Records of expenditures and outcomes for funded projects. 3) Regular reports on and evaluations of initiative or project effectiveness.
220	Economic planning aligned with adaptive goals for education.	<ol style="list-style-type: none"> 1) Strategic plans reflecting alignment between economic planning and adaptive goals. 2) Evidence of economic decisions supporting adaptive strategies. 3) Evaluations confirming ongoing alignment between economic planning and adaptive goals.

Indicator number	Indicator explanation	Suggested evidence
221	Economic risk management policies for the education sector.	<ol style="list-style-type: none"> 1) Comprehensive policies detailing economic risk management strategies. 2) Documentation of successful risk management reflecting policy guidelines. 3) Regular updates of economic risk profiles and corresponding policy adjustments.
222	Implementation of adaptive economic measures for the education sector.	<ol style="list-style-type: none"> 1) Records of economic adjustments reflecting immediate changes of strategic direction. 2) Case studies illustrating successful adaptive economic measures. 3) Monitoring reports confirming alignment with economic adaptation goals.
223	Strategic partnerships for the economic resilience of the community.	<ol style="list-style-type: none"> 1) Records of partnerships or collaboration between the education sector and economic entities. 2) Testimonials from partners on collaboration outcomes. 3) Reports detailing the economic outcomes of partnerships.
224	Integration of economic elements (such as sustainability) in the curriculum.	<ol style="list-style-type: none"> 1) Revised curriculum documents with economic sustainability components. 2) Training materials for educators on economic sustainability topics. 3) Student projects or research focusing on sustainable economic practices.
225	Financial literacy programmes for education.	<ol style="list-style-type: none"> 1) Calendar of financial literacy events or workshops. 2) Participation records of attendees with a focus on educational leaders, teachers and learners. 3) Feedback from participants (education sector) on what they learned and its application.
226	Proportion of educational institutions with economic contingency funds for emergencies.	<ol style="list-style-type: none"> 1) Financial statements indicating contingency fund allocations. 2) Policies or guidelines on fund utilisation. 3) Reports of fund usage during past emergencies.
227	Guidelines for financial aid or support to students and staff during emergencies.	<ol style="list-style-type: none"> 1) Documented financial aid guidelines and criteria. 2) Records of financial aid disbursement during past crises. 3) Feedback from aid recipients on the support received.
228	Number of economic resilience initiatives (for example, fund-raisers, community economic engagement programmes) implemented by schools.	<ol style="list-style-type: none"> 1) Records of economic resilience initiatives implemented. 2) Feedback forms from initiative participants. 3) Reports detailing initiative outcomes and impact.
229	Percentage of the education budget allocated for adaptive strategies.	<ol style="list-style-type: none"> 1) Official budget documents with allocations for adaptive strategies. 2) Reports or audits reviewing the budget allocation and actual spending. 3) Feedback from financial departments on the budget allocation's adequacy and effectiveness.
230	Number of financial incentives provided for education institutions adopting adaptive practices ensuring continuity.	<ol style="list-style-type: none"> 1) Documentation of grants, subsidies or other financial incentives given. 2) Feedback from recipient institutions on the impact of these incentives. 3) Records of applications and approvals for these incentives.
231	Proportion of schools benefiting from economic grants for adaptability.	<ol style="list-style-type: none"> 1) Lists of grant recipients and amounts received. 2) Reports on the use of grant funds and the outcomes. 3) Feedback from schools on the impact and utility of the grants.

Indicator number	Indicator explanation	Suggested evidence
232	Strategic vision(s) for economic sustainability.	<ol style="list-style-type: none"> 1) Published economic strategies emphasising the economic sustainability of the learning environment. 2) Reports on the integration of sustainable economic principles in initiatives. 3) Testimonials from economic stakeholders or partners on sustainability initiatives.
233	Policies ensuring budget allocations for emergency preparedness in educational institutions.	<ol style="list-style-type: none"> 1) Financial allocation guidelines emphasising emergencies. 2) Financial reports detailing the use of emergency funds. 3) Feedback from stakeholders on the perceived efficiency of fund usage during emergencies.
234	Economic impact studies evaluating the role of educational institutions in local economies during disruptions.	<ol style="list-style-type: none"> 1) Published impact studies. 2) Feedback from local economic bodies on the studies' accuracy and implications. 3) Strategic adjustments made by institutions based on study findings.
235	Percentage of economic strategies that allocate funds specifically for integrating education into resilience building.	<ol style="list-style-type: none"> 1) Economic strategy documents highlighting allocations for educational resilience. 2) Budget records detailing such allocations. 3) Reports or analyses on the impact of such fund allocations.
236	Number of economic policies ensuring the allocation of resources for integrating educational measures and institutions in community resilience programmes during times of crisis.	<ol style="list-style-type: none"> 1) Policy documents detailing financial commitments for educational integration in community resilience programmes during crises. 2) Budget allocation or disbursement records during times of emergencies. 3) Testimonials or feedback from institutions benefiting from such allocations.
237	Amount of funds allocated and/or used for integrating educational measures and institutions in community resilience programmes in times of emergencies and crisis.	<ol style="list-style-type: none"> 1) Financial records or reports detailing fund utilisation. 2) Testimonials or feedback from programme organisers on the sufficiency and impact of the funds. 3) Analysis or evaluation reports on the effectiveness of funded programmes.
238	Percentage of economic development plans that highlight the contributions of educational institutions towards resilience.	<ol style="list-style-type: none"> 1) Economic development documents highlighting partnerships with or contributions from educational sectors. 2) Official acknowledgment or recognition by economic bodies or committees regarding the input of educational institutions. 3) Economic analysis or reviews that factor in the role of educational institutions in resilience enhancement.
239	Number of economic policies that encourage partnerships between businesses and educational entities for resilience-oriented ventures.	<ol style="list-style-type: none"> 1) Policy documents that outline the framework for collaboration between businesses and educational entities. 2) Records of stakeholder meetings, especially between business communities and educational representatives discussing these policies. 3) Case studies or reports highlighting successful partnerships emerging from these policies.

Indicator number	Indicator explanation	Suggested evidence
240	Number of economic resilience-related projects or initiatives where educational institutions play a pivotal role.	<ol style="list-style-type: none"> 1) Project reports, summaries or documentation detailing the involvement and contributions of educational entities. 2) Public recognition, awards or certifications given to such projects emphasising the role of education. 3) Financial or impact assessments that attribute success or innovation in resilience projects to the contributions of educational institutions.
241	Integration of concepts related to economic resilience, sustainable growth and transformative economic strategies within curricula for business, finance and economics.	<ol style="list-style-type: none"> 1) Course outlines emphasising economic resilience and sustainability. 2) Research or publications by students and faculty on economic resilience. 3) Partnerships with economic think tanks or institutions emphasising resilience.
242	Number of economic policies or initiatives that emphasise and fund the role of education in driving local and national economic resilience.	<ol style="list-style-type: none"> 1) Government policy documents or circulars emphasising the economic role of education. 2) Budget allocations for educational programmes aimed at economic resilience. 3) Stakeholder consultations or discussions on the role of education in the economy.
243	Number of joint or collaborative initiatives between educational institutions and local businesses or industries, aiming at fostering innovation, entrepreneurship and resilience-oriented economic models.	<ol style="list-style-type: none"> 1) Reports or records of collaborative initiatives between educational institutions and businesses. 2) Testimonials from businesses or industries on their collaboration with educational institutions. 3) Data on start-ups or entrepreneurial ventures emanating from these collaborative initiatives.
244	Economic strategies emphasising the funding and scaling of emergency educational tools.	<ol style="list-style-type: none"> 1) Financial strategies highlighting investment in educational tools (for example, digital tools). 2) Discussions with financial experts about the allocation for emergency educational tool preparedness. 3) Reports on how strategic economic decisions ensured education continuity during crises.
245	Economic policies incentivising the deployment of robust educational tools for emergencies.	<ol style="list-style-type: none"> 1) Official list of policies providing incentives for tool access. 2) Feedback from educational technical developers about the impact of these incentives. 3) Analysis of the correlation between these policies and the availability of quality tools during crises.
246	Financial initiatives supporting the access to educational tools for emergencies.	<ol style="list-style-type: none"> 1) Reports on grants or funds allocated for digital tool enhancement. 2) Beneficiary feedback about the application and impact of these funds. 3) Demonstrations of how the tools funded made a difference during educational emergencies.
247	Economic strategies promoting the development and accessibility of digital tools from an adaptive perspective.	<ol style="list-style-type: none"> 1) Economic plans that allocate funds for digital tool accessibility and development. 2) Historical data showcasing improved economic support for digital adaptation in order to face emergencies and crisis. 3) Feedback from technical and educational sectors on economic strategies supporting digital adaptation.

Indicator number	Indicator explanation	Suggested evidence
248	Policies ensuring consistent funding for adaptive digital tools.	<ol style="list-style-type: none"> 1) Policy documents detailing financial support for digital tools, even during economic downturns. 2) Budget allocations focused on promoting and assuring digital tool accessibility. 3) Feedback from digital tool developers on the consistency and sufficiency of funding.
249	Rapidity of financial support to maintain and enhance digital accessibility during emergencies and crises.	<ol style="list-style-type: none"> 1) Financial release logs during emergencies and crises focusing on digital tool accessibility. 2) Post-crisis financial reports highlighting allocations for digital tool maintenance and enhancements. 3) Feedback from educational institutions on economic support for digital tools during emergencies and crises.
250	Projected economic investment for digital tools and platforms for transformative education in order to reduce risk and enhance preparedness.	<ol style="list-style-type: none"> 1) Financial forecasts or budget allocations emphasising digital education. 2) Market research studies evaluating the potential growth of the digital education sector. 3) Partnership contracts or MoUs indicating collaborative investment in digital education.
251	Economic incentives or support for businesses and start-ups focusing on digital tools for transformative education in order to reduce risk and enhance preparedness.	<ol style="list-style-type: none"> 1) Official documents detailing tax breaks, grants or subsidies for relevant businesses. 2) Summaries or reports from economic forums or discussions centred on incentivising digital education innovations. 3) Case studies highlighting successful start-ups or businesses that benefited from such incentives.
252	Number of public–private partnerships to develop and deploy digital tools to increase accessibility, reduce risk and enhance preparedness.	<ol style="list-style-type: none"> 1) Contracts or agreements highlighting public–private collaboration in digital education. 2) Impact assessment reports evaluating the success and reach of partnered initiatives. 3) User feedback or reviews on digital tools/platforms developed through these partnerships.
253	Number of co-drafted strategic economic resilience plans.	<ol style="list-style-type: none"> 1) Strategic plan documents reflecting co-operative economic resilience principles. 2) Testimonials or endorsements from private sector partners on the strategic plans. 3) Joint financial or resource allocation records for economic resilience plans.
254	Consultations with financial institutions and stakeholders to support economic resilience.	<ol style="list-style-type: none"> 1) Annual consultation reports highlighting new collaboration with financial institutions and stakeholders. 2) Joint action plans or collaboration reports. 3) Minutes from networking meetings/events and consultations.
255	Number of economic consultations organised to ensure continuity in times of crisis.	<ol style="list-style-type: none"> 1) List of economic actors involved in consultations. 2) Reports or case studies detailing consultation benefits. 3) Testimonials or endorsements from economic partners.
256	Strategies to enhance the economic resilience of education developed through collaborative dialogue.	<ol style="list-style-type: none"> 1) Records of dialogue initiatives (with economic entities, for example). 2) Strategic economic documents stemming from collaborative dialogue with economic stakeholders. 3) Reports on the outcomes or benefits derived from such initiatives.

Indicator number	Indicator explanation	Suggested evidence
257	Economic policies for adaptive resilience drafted through co-operative efforts (with the private sector and other stakeholders).	<ol style="list-style-type: none"> 1) Policy documents highlighting co-operative approaches for enhancing economic adaptiveness. 2) MoUs between educational institutions and private sector organisations emphasising resilience-building initiatives. 3) Reports or reviews indicating co-operative projects or programmes aiming to strengthen economic adaptiveness in educational contexts.
258	Courses or programmes in the curriculum focusing on economic adaptiveness and resilience, developed in dialogue with economic actors.	<ol style="list-style-type: none"> 1) Curriculum outlines reflecting economic adaptiveness concepts. 2) Attendance logs at courses or programmes. 3) Feedback from educators who have undergone training for these courses.
259	Partnership models with economic sectors to support transformative education measures.	<ol style="list-style-type: none"> 1) Strategic partnership agreements between educational institutions and economic sectors detailing support for the aims of transformative education. 2) High-level seminars or training focusing on economic elements fostering educational resilience. 3) Reports on long-term economic trend analysis highlighting areas for transformative education.
260	Policies fostering the creation of multilayered partnership networks for resilience.	<ol style="list-style-type: none"> 1) Policy documents highlighting support for local partnerships. 2) Policy documents highlighting support for international partnerships. 3) Reports indicating the impact of such policies.
261	Training programmes on topics relevant to facing future emergencies and crises (for example, economic resilience and sustainable entrepreneurship).	<ol style="list-style-type: none"> 1) Training schedules and curriculum guides. 2) Post-training feedback from learners. 3) Feedback from economic actors on the programmes.
262	Reduction in financial response times for allocation and reallocation of resources during educational crises.	<ol style="list-style-type: none"> 1) Financial transaction records showing response times. 2) Comparative data highlighting improvements in financial response times. 3) Feedback from financial officers or stakeholders on streamlined processes.
263	Number of economic policies or guidelines aimed at ensuring uninterrupted funding and support to educational institutions in times of emergencies and crises.	<ol style="list-style-type: none"> 1) Published economic policy documents. 2) Training materials or workshops covering economic resilience strategies. 3) Stakeholder feedback on awareness and effectiveness of these economic guidelines.
264	Percentage of educational institutions practising economic contingency planning for emergencies to ensure efficient resource utilisation.	<ol style="list-style-type: none"> 1) Contingency planning documents from various institutions. 2) Workshops or training sessions focused on economic contingency planning. 3) Feedback on or evaluations of the effectiveness of implemented contingency plans.

Indicator number	Indicator explanation	Suggested evidence
265	Integration of economically efficient models in strategic educational plans in order to maintain education provision during crises.	<ol style="list-style-type: none"> 1) Number of adaptive economic models in strategic plans that prioritise efficient resource allocation. 2) Collaborative partnerships with financial experts focusing on crisis-ready economic strategies for education. 3) Percentage of educational budget plans that have a dedicated allocation for adaptive measures in times of emergencies.
266	Policy documents advocating an economically flexible approach, focusing on education provision during emergencies while optimising resource use.	<ol style="list-style-type: none"> 1) Policy documentation detailing measures for efficient financial flexibility during crises. 2) Periodic reviews to assess the economic preparedness of educational institutions for emergencies. 3) Established protocols that guide institutions on flexible budgeting and expenditure during emergency situations.
267	Capacity of educational institutions to reallocate and optimise funds in response to crises, ensuring uninterrupted education provision.	<ol style="list-style-type: none"> 1) Records of such a capacity (where institutions effectively shifted funds to address crises without hampering the quality of education). 2) Feedback from educational stakeholders on the efficacy and timeliness of financial adjustments during crises. 3) Percentage reduction in downtime or educational disruption due to efficient economic adjustments in response to emergencies.
268	Allocation of financial resources to initiatives that promote inclusive and transformative resilience in the educational sector.	<ol style="list-style-type: none"> 1) Financial reports or budget documents detailing allocations for inclusive and transformative resilience initiatives. 2) Documentation on grants, partnerships or collaboration supporting these initiatives. 3) Feedback from beneficiaries or stakeholders regarding the economic support received.
269	Economic policies that incentivise inclusive and resilient educational initiatives during emergencies.	<ol style="list-style-type: none"> 1) Copies of approved economic policies emphasising inclusivity and resilience. 2) Periodic reviews or evaluations measuring the activation and impact rate of these policies. 3) Feedback from educational institutions or stakeholders on the perceived incentives and support offered by these policies.
270	Number of economic programmes introduced each year to provide quality inclusive education to disadvantaged groups in times of emergencies and crises.	<ol style="list-style-type: none"> 1) Reports detailing the introduction and features of new economically inclusive programmes or scholarships. 2) Data on participation or beneficiary rates among disadvantaged groups. 3) Feedback from beneficiaries highlighting the impact and benefits of these programmes or scholarships.

Benchmark – The targets

Principle 1 – Strengthen governance

Definition: strengthening governance is crucial for building resilient learning environments and thus for contributing to the establishment of better administered education ecosystems and communities in times of emergencies.

1	<p>Strengthening governance by establishing a prepared learning environment: focusing on anticipation of, preparation for, mitigation of and recovery from various shocks and disturbances, ensuring resilience, stability and the ability to bounce back.</p>	<p>A prepared learning environment capitalises on its capacity to anticipate, prepare for, mitigate and recover from various shocks and disturbances. This encompasses:</p> <ul style="list-style-type: none"> • proactive readiness. Fostering proactive measures that ensure preparedness for facing emergencies and crises, enabling the community to manage and overcome critical situations successfully; • community cohesion and co-operation. Cultivating a strong sense of civic-mindedness, interconnectedness, solidarity and willingness to co-operate in all members of the community; • crisis management planning. Anticipating potential crises through the development of contingency plans, clear protocols, governance structures and effective communication strategies aimed at minimising disruptions and ensuring the continuity of essential educational services; • collaborative communication. Implementing clear and timely communication channels among educational institutions, government authorities, community stakeholders and relevant agencies; encouraging collaboration and informed collective decision making through robust co-ordination mechanisms such as emergency management committees or task forces. <p>The achievement of this target would exemplify the absorptive capacity within the learning environment, ensuring its resilience, stability and ability to “bounce back” from shocks and disturbances.</p>
2	<p>Strengthening governance by establishing a flexible learning environment: enhancing capability for continuous evolution, innovation and alignment with changes; fostering agility and sustainability in the educational system.</p>	<p>A flexible learning environment enhances its capability to continually evolve, innovate and align with ongoing and unpredictable changes. This encompasses:</p> <ul style="list-style-type: none"> • continual adaptation and readiness: encouraging continuous adjustments and a readiness to shift and reshape in response to emerging circumstances and future crises, fostering an agile and forward-looking educational system; • embracing complexity and ambiguity. Cultivating an environment that not only withstands but thrives amid complexity and contradictions, embracing ambiguity as an opportunity for constructive growth and creativity; • strategic adaptive planning. Integrating adaptive strategies into long-term planning that anticipates and addresses potential future challenges such as technological shifts or demographic changes, to ensure the educational system’s sustainable evolution; • risk evaluation and proactive management. Establishing comprehensive risk-assessment and management processes that lead to the development of flexible contingency plans and risk mitigation measures, ensuring preparedness and resilience in the face of uncertainties. <p>The realisation of this target would exemplify the adaptive profile’s capacity in the learning environment, emphasising flexibility, innovation and the ability to make incremental changes through a process of continuous learning and adjustment, ensuring alignment with a constantly changing situation.</p>

<p>3 Strengthening governance by establishing a vision-led (visionary) learning environment: instigating deep structural changes in governance, addressing vulnerabilities and societal norms, and guiding systemic change towards equitable and sustainable outcomes.</p>	<p>A visionary learning environment explores its potential to instigate deep structural changes in terms of governance – challenging and addressing inherent vulnerabilities, power imbalances and societal norms. This involves:</p> <ul style="list-style-type: none"> • visionary planning. Infusing the learning environment with a transformative vision that goes beyond its immediate functioning, integrating adaptive strategies and future-oriented scenario planning. This ensures that the institution is not only reactive but proactively guiding systemic change; • counterfactual capacity building. Nurturing the capacity to critically envision alternative realities by understanding the current context's limitations. This involves leveraging systemic changes to redirect the trajectory towards more equitable and sustainable outcomes; • inspired leadership. Advocating leadership styles that challenge and reshape existing norms and power structures. The governance thus transformed becomes more adaptive, inclusive and reflective of the community's needs, enabling lasting change; • policy transformation advocacy. Committing to influencing and reshaping policies, guidelines and broader systemic structures. By addressing the foundational causes of vulnerability, this ensures a more resilient and just framework for all stakeholders. <p>Achieving this target would exemplify the transformative capacity within the learning environment, underlining its commitment to not just adapt or absorb, but fundamentally reshape educational and societal paradigms.</p>
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Principle 2 – Ensure continuity

Definition: ensuring that education ecosystems and communities continue to function and adapt to emergencies is key to guaranteeing ownership at community level.

<p>4 Ensuring continuity by establishing a robust learning environment: amplifying the capacity to withstand, respond and recover from challenges; preserving educational effectiveness amid crises.</p>	<p>A robust learning environment amplifies its capacity to withstand, respond to and recover from various challenges and emergencies, preserving the essence and effectiveness of educational delivery. This encompasses:</p> <ul style="list-style-type: none"> • continuity in crisis. Initiating measures that fortify the learning environment against external shocks, allowing the community to uphold educational standards and continue its academic pursuits amid emergencies and crises; • resourceful resilience. Embedding a resource-conscious approach that places emphasis on efficient and sustainable utilisation, ensuring that crucial educational services remain unaffected and persist during crises; • stakeholder synergy. Engaging in constructive dialogue and negotiation with vital stakeholders, ranging from policy makers to local community leaders, to rally resources, support and alignment in preserving the educational mandate during challenging times; • flexibility in instruction. Revamping the curriculum and delivery techniques to cater to the distinctive demands that emerge during emergencies and maintaining a level of education provision that is in tune with immediate circumstances while avoiding compromise on quality. <p>Realising this target will epitomise the absorptive profile's prowess within the learning ecosystem, underscoring its fortitude, steadiness and capability to restore equilibrium following disturbances, all in alignment with the overarching mission of Council of Europe's second Principle of Resilience for Education, "Ensure continuity".</p>
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5	<p>Ensuring continuity by establishing a versatile learning environment: modifying operations and structures in response to challenges; maintaining uninterrupted educational experiences with agility and adaptability.</p>	<p>A versatile learning environment modifies, innovates and adjusts its operations and structures in response to evolving challenges, ensuring uninterrupted educational experiences. This incorporates:</p> <ul style="list-style-type: none"> • agile educational strategies. Establishing versatile pedagogical methods that enable rapid adaptation in the face of critical situations, ensuring that learning objectives are met despite external challenges; • evolutionary improvement. Fostering a culture of progressive refinement in which stakeholders are consistently driven to optimise processes, ensuring that the educational framework remains relevant and effective amid potential future crises; • modular curriculum design. Implementing a flexible academic structure that allows educators to swiftly pivot and reconfigure content delivery based on immediate requirements, accommodating diverse needs and scenarios; • holistic learning modalities. Incorporating a mix of in-person and digital educational methods that provide both depth and breadth, ensuring continuity of education irrespective of physical constraints or challenges. <p>The realisation of this target would epitomise the adaptive nature of the learning environment, guaranteeing its ability to evolve, reorient and maintain its core functions during unpredictable circumstances, thereby ensuring educational continuity.</p>
6	<p>Ensuring continuity by establishing a participative learning environment: addressing root causes of vulnerability; designing sustainable frameworks; and fostering transformative change for systemic resilience.</p>	<p>A participative learning environment addresses the root causes of vulnerability and fosters transformative change, designing and implementing sustainable educational frameworks. This implies:</p> <ul style="list-style-type: none"> • collaborative evolution. Educational institutions, community bodies and CSOs actively and continuously collaborate to assess, redesign and innovate educational models that address deep-seated societal challenges, ensuring the system's relevance and effectiveness in dynamically shifting contexts; • innovative power dynamics. Through joint efforts and innovative partnerships, educational institutions and community bodies, including CSOs, create a balanced and shared power structure, encouraging novel methodologies and approaches that drive towards sustainable and equitable futures; • empowered participation. All individuals, especially those with historically limited formal power, have the resources, platforms and capabilities to fully and confidently engage in decision-making processes. This includes shaping educational curricula, methodologies and governance, ensuring their voices are central to the evolution of the system; • inclusive governance and ownership. Establish and maintain governance structures that prioritise transparency, participation and equitable distribution of resources. This ensures that all community members, regardless of their background, have equal opportunities to shape, monitor and hold the system accountable. Furthermore, in alignment with the broader objective, this governance should also ensure the system's ability to withstand and adapt to emergencies, ensuring education continuity and strong community ownership during crises. <p>The achievement of this target would commit all stakeholders to an idea of an educational system that not only serves the immediate needs of a community, but also foresees and prepares for future challenges, ensuring the continued functioning and ownership of the educational ecosystem at community level.</p>

Principle 3 – Expand the role of education

Definition: ensuring that education becomes an active component of community resilience (by including it in local and national civil protection plans, for example) will strengthen its role in times of crisis.

<p>7</p>	<p>Expanding the role of education by establishing a proactive learning environment: integrating education into community resilience initiatives; analysing vulnerabilities impartially; leveraging community strengths; and recognising educational infrastructures as essential resources in disaster management.</p>	<p>A proactive learning environment positions education as a pivotal element in community resilience. This implies:</p> <ul style="list-style-type: none"> proactively integrating the educational framework into broader community resilience initiatives. Collaborative endeavours with government authorities, civil protection plans and community entities will ensure that educational systems are seamlessly woven into disaster readiness and response mechanisms; upholding an objective and impartial approach in community resilience analysis. By avoiding biases and ensuring data integrity, the learning environment can effectively analyse, self-assess and interpret the community's needs and vulnerabilities during crises; recognising and leveraging the inherent opportunities and strengths present in the community. By conducting a comprehensive community assessment during emergencies and crises, the educational ecosystems will discern and harness existing resources and capabilities, ensuring optimised support during trying times; ensuring that educational infrastructures are acknowledged as essential resources in disaster management. Collaborative partnerships with civil protection entities and local authorities will place educational establishments at the forefront of disaster response and recovery strategies. <p>The commitment to bolster community resilience through education would increase a community's capacity to anticipate, cope with and swiftly recover from short-term crises and emergencies.</p>
<p>8</p>	<p>Expanding the role of education by establishing an empowering learning environment: prioritising community integration; weaving educational goals with resilience strategies; promoting innovation; and recognising educational institutions as hubs of adaptive knowledge and action.</p>	<p>An empowering learning environment prioritises community integration, actively weaving educational goals into the fabric of local and national resilience strategies. By acting as a bridge between academic pursuits with community-based objectives, the system cultivates an ecosystem where educational insights influence and bolster civil protection plans, ensuring that education is not only reactive but also proactive in fostering community resilience. This implies:</p> <ul style="list-style-type: none"> actively intertwining the educational agenda with local and national resilience strategies. This involves fostering alliances with civil protection agencies, local governance and community groups to ensure that the education system is a key player in crafting and enhancing resilience road maps; maintaining a fluid and flexible approach to educational strategies and methodologies. By promoting innovation, experimentation and continuous learning, the learning environment will be poised to swiftly adjust and respond to the ever-changing needs and dynamics of the community; tapping into the diverse reservoirs of knowledge and expertise within the community. By nurturing interdisciplinary dialogues and leveraging the strengths of external stakeholders such as businesses, NGOs and research institutions, the education system can refine its adaptive practices and reinforce community resilience; recognising educational institutions as hubs of adaptive knowledge and action. Through collaborative efforts with civil protection units and regional decision makers, schools and universities will not only impart knowledge but also act as centres for community mobilisation, planning and recovery during challenging times. <p>The dedication to enhancing community resilience via adaptive educational framework would increase the community's capacity to navigate, adapt and thrive amid unforeseen challenges and complexities.</p>

9	<p>Expanding the role of education by establishing a trust-oriented learning environment: building partnerships for systemic change; integrating systems thinking; empowering all voices; and adopting transformative pedagogical stances for a more equitable and sustainable future.</p>	<p>A trust-oriented learning environment positions education as a catalyst for systemic change and community resilience. This implies:</p> <ul style="list-style-type: none"> • building on trust and partnerships. Collaborative endeavours with community organisations, government authorities and other stakeholders should be strengthened. These relationships ensure that the role of education in community resilience is expanded and that educational perspectives are integrated into local and national civil protection plans; • championing a holistic educational approach. Through the integration of systems thinking, educational institutions should foster connections between education and broader societal challenges, ensuring that education actively responds to systemic vulnerabilities and contributes to sustainable solutions; • empowering every voice. By actively promoting social engagement and empowering marginalised groups, the transformative learning environment ensures that all individuals, irrespective of their formal power can participate meaningfully in decision-making processes. This results in a more inclusive and just educational system that resonates with the broader community's aspirations; • adopting a transformative pedagogical stance. Critical thinking, problem solving, creativity and values-based education are paramount. Placing emphasis on these elements equips learners to challenge existing norms, address the root causes of vulnerabilities and envision innovative solutions to both immediate and long-term challenges. <p>The commitment to this transformative approach in education would not only enhance the community's resilience but also allow it to proactively address underlying societal vulnerabilities, ensuring a more equitable and sustainable future for all.</p>
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Principle 4 – Increase accessibility

Definition: granting quick access to emergency tools for education – based on their relevance to a specific learning environment – ensures the right to quality education, even in times of crisis.

10	<p>Establishing a fair learning environment: prioritises equal access to adaptive educational pathways and resources; ensuring that educational systems remain flexible and operational during disruptions.</p>	<p>A fair learning environment champions accessibility as a cornerstone in maintaining educational continuity. This implies:</p> <ul style="list-style-type: none"> • proactively embedding adaptive educational pathways within the overarching emergency response blueprint. Joint ventures with educational technologists, local governments and emergency services will ensure educational systems remain operational and flexible in the face of disruptions; • committing to unbiased and transparent evaluations of the learning environment's preparedness and agility. This unbiased approach allows for effective audits, revisions and enhancements of adaptive tools and strategies during emergencies; • identifying and capitalising on the latent adaptability and resilience within the learning environment. Through rigorous assessments during times of crises, educational systems will discern and utilise inherent flexibility and technological tools, ensuring consistent educational delivery even under duress; • affirming that educational pathways and tools are pivotal in emergency response strategies. Collaborative engagements with emergency response teams, technical providers and educational policy makers will ensure that adaptive educational strategies are integral to community resilience efforts. <p>The dedication to ensure accessibility in education would amplify the chances for the learning environment to anticipate needs and manage and promptly restore its operations after short-term crises and emergencies.</p>
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11	<p>Establishing an anticipatory learning environment: emphasises forecasting challenges and developing a repository of adaptive strategies and tools to ensure rapid response and minimal disruption to education.</p>	<p>An anticipatory learning environment aiming to increase accessibility prioritises anticipatory action and flexibility in the face of unforeseen challenges. This implies:</p> <ul style="list-style-type: none"> • continuously monitoring and forecasting potential challenges that might disrupt the educational process. By actively gathering and analysing relevant data, the learning environment can dynamically adjust its tools and strategies before a crisis strikes; • developing a repository of adaptive strategies and tools tailored to different possible emergencies; • promoting a culture of innovation and adaptability among educators and administrators. By fostering an environment where continuous learning, unlearning and relearning are encouraged, the system prepares its stakeholders to be agile in the face of change; • engaging with technical entities, local communities and other stakeholders to ensure a broad spectrum of inputs and ideas. This collaboration will ensure that the learning environment remains at the cutting edge of adaptive strategies and tools; • validating and updating the adaptive strategies and tools regularly by incorporating feedback from all involved parties. Regular checks and refinements will ensure that the strategies and tools are always relevant and effective. <p>The dedication to uphold adaptability in learning would ensure that educational processes are not only resilient but also equipped to turn challenges into opportunities for growth and development.</p>
12	<p>Establishing an innovative learning environment: focuses on dynamic reconfiguration of educational frameworks; leveraging foresight methodologies; and recognising deep structural challenges to drive fundamental shifts towards resilience.</p>	<p>An innovative learning environment positions education as a central pillar in fostering both immediate and paradigmatic shifts for societal resilience. This implies:</p> <ul style="list-style-type: none"> • dynamic reconfiguration of educational frameworks. Continuously reassessing and recalibrating the educational structure to be not just reactive but transformative in the face of unforeseen emergencies and crises. Partnerships with technological innovators, policy reformists and cultural change agents will guide these shifts, challenging existing norms and introducing innovative pedagogies; • comprehensive and anticipatory analysis. Leveraging foresight methodologies and predictive analytics to anticipate potential disruptions and adjust accordingly. By maintaining a broad perspective that considers not just current but also future challenges, the learning environment remains a step ahead, ready to pivot when necessary; • leveraging deep structural insights for paradigmatic changes: Recognising the underlying structural challenges and vulnerabilities, not just the apparent ones. By delving deep into societal, technological and ecological interplays, the educational system can drive fundamental shifts, ensuring resilience against not just known but also unforeseeable challenges; • prioritising education as a tool for transformative resilience; • Working in close conjunction with emergency response units, policy makers and civil society to ensure that education is seen not just as a reactive tool but also as a proactive agent of transformative change. By doing so, educational establishments become epicentres of societal transformation, leading the way in times of crisis. <p>The commitment to anchoring paradigmatic shifts through education magnifies the ability of a community to not just react and recover but to reinvent and thrive in the face of both known and unpredictable challenges.</p>

Principle 5 – Foster co-operation

Definition: creating solid partnerships (with the private sector, for example) to prepare an emergency response is key to building resilience.

13	<p>Establishing a consultation-based learning environment: engages all stakeholders through consultations to anticipate, plan for and mitigate emergencies, fostering advanced planning and relationship building for recovery and stability.</p>	<p>A consultation-based learning environment emphasises the need to engage all relevant stakeholders (CSOs, student unions, etc.) and gather their views to anticipate, plan for and mitigate emergencies and crises. It weaves together advanced planning and relationship building to ensure not just recovery, but also continued stability and function, even amid unforeseen disturbances. This implies:</p> <ul style="list-style-type: none"> • stakeholder engagement for shared goals. The learning system actively engages stakeholders through consultation, gathering their insights and opinions, leveraging collective efforts and orchestrating resources for shared objectives, in line with resilience and emergency preparedness strategies; • openness and constructive feedback. The learning environment remains receptive, welcoming input from actors and stakeholders. This feedback-driven approach ensures that each contribution is viewed as a crucial asset, fostering growth, development and timely adaptability in different crisis scenarios; • building trust through effective communication. It emphasises relationship building, reaching out to parents, families and the broader community. This foundation of trust and mutual understanding aids in not only sharing but also refining emergency response plans and strategies; • teamwork for enhanced emergency response. The learning environment prioritises collaboration and collective effort. By uniting educational institutions, community bodies and other key stakeholders, it ensures a co-ordinated and resourceful approach, pooling expertise and best practices during emergencies.
14	<p>Establishing a dialogue-based learning environment: integrates stakeholders' dynamic contributions through continuous dialogue, fostering a conflict-resilient atmosphere and prioritising collaborative decision making.</p>	<p>A dialogue-based learning environment continuously integrates the dynamic contributions of diverse stakeholders (CSOs, student unions, etc.), benefiting from their experiences and competences and increasing their levels of interest, to recalibrate and fine-tune its mechanisms. Recognising the core tenets of adaptation, this environment emphasises:</p> <ul style="list-style-type: none"> • a commitment to facilitating continuous dialogue with its stakeholders, ensuring that their expertise is harnessed while guaranteeing that evolving needs are met with sustained engagement, especially in the face of emergencies and crises; • the cultivation of a conflict-resilient atmosphere where challenges are viewed not as setbacks but as opportunities for growth and collaboration; • prioritising collaborative decision making, bringing together the collective wisdom of students, parents, educators, administrators and the larger community, thereby strengthening collective ownership and ensuring that the learning environment remains agile in its approach; • championing the ethos of perpetual learning by nurturing learning networks where educators and practitioners can freely exchange knowledge, leading to an enriched educational ecosystem that thrives on shared wisdom and innovation. <p>Such an adaptive approach, grounded in fostering co-operation, also underscores the importance of establishing robust partnerships, especially with the private sector, ensuring that the educational realm is seamlessly integrated into broader resilience strategies that prepare for, respond to and navigate emergencies and crises.</p>

15	<p>Establishing a partnership-based learning environment: actively acknowledges change dynamics, positioning education as a malleable framework for sustainability and transformation through holistic integration and collective commitment.</p>	<p>A partnership-oriented learning environment actively acknowledges the dynamics and uncertainties of change, positioning education not merely as a static institution but as a malleable framework for long-term sustainability and transformation. Therefore, while fostering co-operation is essential, a more structured collective effort is required. This implies:</p> <ul style="list-style-type: none"> • holistic integration. The learning environment, driven by the ethos of partnership, weaves together multiple stakeholder insights, focusing on both the community and international levels. Instating long-term, embedded participation mechanisms between educational leaders, institutions, learners, families and the broader community (CSOs, student unions, etc.) ensures that risk management and preparedness transcend traditional boundaries, evolving into a transformative process; • collective commitment. This system underscores the significance of active engagement, dedicating its efforts to fostering local collaboration and partnerships, ensuring that the whole community participates in and benefits from the process of transformation; • international co-operation. Recognising that several of the challenges of our time are global in nature, the learning environment champions global co-operation. By integrating international knowledge-sharing avenues, it opens the door to cross-country collaboration, ensuring that the resilience built is both robust and transformative, especially in the domain of education; • collaborative governance. Acknowledging that transformative resilience is as much about shared responsibility as it is about change, the learning environment fosters collaborative governance, upholding the tenets of collective decision making and shared accountability, recognising that only this can drive transformative change, especially to face emergencies and crises.
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Principle 6 – Efficiency

Definition: ensuring that responses to crisis situations are more efficient and response times are reduced leads to resilient learning environments.

16	<p>Establishing an effective learning environment (absorptive profile): prioritises efficient, anticipatory responses to ensure timely deployment of resources and swift recovery during crises.</p>	<p>An effective learning environment prioritises efficient, anticipatory responses to emergencies and crisis situations, ensuring the timely and optimal deployment of resources, alongside swift recovery. This encompasses:</p> <ul style="list-style-type: none"> • integrating effective time management and readiness. By embedding time management practices within the educational framework, the learning environment ensures swift adaptability and resource allocation during crises. Collaborative efforts with stakeholders will guarantee that educational mechanisms align with broader crisis management initiatives; • positioning problem solving at the core of community resilience. The learning environment's commitment to unbiased, data-driven problem identification and solution development reinforces its role in deciphering and addressing community vulnerabilities during emergencies. This objective approach ensures the education system's seamless integration into the community's disaster preparedness and response mechanisms; • harnessing community strengths through training and capacity building. By recognising and tapping into inherent community resources and capabilities, the educational ecosystem facilitates comprehensive community assessments during emergencies. These efforts are bolstered by continuous training, ensuring that stakeholders and the community are equipped to face crises head on; • optimising resources and their use. The thorough understanding, mapping and efficient use of resources (economic, social, cultural, human, etc.) allows for the maintenance of educational operations during emergencies, thus providing quality inclusive education at all times.
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17	<p>Establishing a reflective learning environment (adaptive profile): recognises the evolving landscape of crises and continuously recalibrates resilience strategies to ensure robust, efficient responses.</p>	<p>In the complex interplay of societal, political and environmental variables, the landscape of crises and emergencies continually evolves. A reflexive learning environment recognises this fluidity and seeks to continually recalibrate its resilience strategies and mechanisms. By doing so, it aims to ensure robust, efficient and timely responses to emergent challenges, always within the parameters of optimal resource allocation.</p> <p>This implies:</p> <ul style="list-style-type: none"> • valuing reflective practices: The learning environment consistently engages in self-examination practices, ensuring continuous learning and self-assessment. This reflective ethos fortifies the system to sustainably adapt to emergencies, aiming at ensuring no disruption in the provision of quality education, even in times of emergencies and crises; • championing scalable solutions: With a foundation on scalability, the learning environment designs frameworks responsive to the intensity and territorial reach of crises. This scalability assures judicious resource allocation, tailoring solutions to the magnitude of the challenge; • cultivating a culture of continuous improvement. Rooted in perpetual evolution, the learning environment emphasises the significance of ongoing evaluation and feedback. Such a culture identifies and rectifies gaps, recalibrating strategies to augment the efficacy of educational systems and practices; • prioritising evidence-based decision making. Guided by empirical evidence, the learning environment is steadfast in its data-driven approach. <p>By collecting, scrutinising and applying data, decisions are optimised, enhancing governance while diminishing vulnerabilities and risks.</p>
18	<p>Establishing an inclusive and accountable learning environment (transformative profile): catalyses change through enhanced inclusivity and efficiency, focusing on inclusive decision making and adopting a forward-looking vision for resource allocation and social engagement.</p>	<p>An inclusive and accountable learning environment catalyses transformative change through enhanced inclusivity and efficiency to address the root causes of vulnerabilities and risks. It ensures inclusive decision making, where all segments of the community, especially the disadvantaged, find representation and adopts a forward-looking vision, cultivating efficiency in terms of resource allocation, time and social engagement.</p> <p>This implies:</p> <ul style="list-style-type: none"> • accountable decision making. The learning environment enshrines a culture of accountability, ensuring that every stakeholder is accountable for their role in preparing for and responding to emergencies and crises; • results-oriented approach. Guided by clear milestones and benchmarks, the learning sets precise goals and evaluates progress consistently. This results-focused approach aims at fostering efficiency, not just in resource use but in realising objectives that bring about transformative resilience; • agile planning and management. Recognising the dynamic nature of challenges, the learning environment employs agile planning and management, ensuring that decisions, while iterative, always serve the broader objective of transformative resilience. By doing so, it perpetuates continuous learning, adjustments and improvements; • institutionalised monitoring and evaluation mechanisms. Beyond the immediate, the learning environment commits to a long-term view, characterised by robust tracking and assessment systems. <p>This dedication to monitoring ensures that interventions are not just effective but also serve as conduits for evidence-driven decisions, facilitating transformative shifts.</p>

Appendix 2

EDURES e-tool: practical handbook

Introduction

This document aims to provide practical guidance to users (such as educational leaders) that are set to conduct the EDURES self-assessment of their educational ecosystem using the EDURES e-tool. In this perspective, this e-tool practical handbook – along with the e-tool – complements the EDURES manual.

EDURES toolkit for educational resilience

Outline of the toolkit

The EDURES toolkit is a set of tools and methodologies developed to improve the resilience of the education system, helping schools and institutions to prepare for and respond effectively to crises and emergencies. The implementation process of the toolkit consists of four phases, each of which contributes to building a more resilient and flexible education system.

Purpose and goals of the toolkit

Purpose

To guide educational institutions in assessing and improving resilience, using a framework based on key dimensions and specific indicators.

Objectives

- ▶ To strengthen the responsiveness of the education system.
- ▶ To create a culture of resilience that promotes adaptation and preparedness.
- ▶ To build local and regional partnerships to support educational continuity.

Implementation road map

The structure of the toolkit is organised in four operational phases. Each phase includes specific actions and practical recommendations to implement the resilience process within the education system. For more specific information on EDURES implementation, please refer to the EDURES manual.

Phase 1 – Setting up an ERT

Objective

To set up a working group (ERT) to support schools and educational communities in building resilience.

Practical steps

- ▶ Stakeholder mapping: identifies local key players, such as school leaders, teachers, parents and community partners.
- ▶ Training and involvement: involve relevant stakeholders and define their roles to ensure collaborative engagement.

Phase 2 – Assessing resilience of educational ecosystems

Objective

To conduct a comprehensive analysis of the educational ecosystem using the EDURES e-tool.

Tools and methodology

- ▶ Use sheets 1_Environment, 2_Infrastructure, 3_Governance, 4_Society and 5_Economy to score the indicators.
- ▶ The evaluation considers the main dimensions of the education system, allowing for concrete data on resilience in each key area.

Expected results

At the end of the evaluation, you will have a clear picture of the strengths and critical areas requiring improvement.

Phase 3 – Setting objectives for resilient educational ecosystems

Objective

To establish measurable goals to improve the resilience of the educational ecosystem based on evaluation results.

Practical steps

Identifying priorities: use the scoresheet to determine which resilience principles need to be addressed urgently.

Specific targets

To define concrete objectives for each principle, resilience profile and governance level, adapting actions to local and regional needs.

Phase 4 – Action planning for resilience

Objective

To develop and implement concrete action plans to improve resilience.

Support tools

- ▶ Sheets P1_Scores to P6_Scores: analyse the extent to which the various dimensions and levels of governance contribute to achieving the objectives of each resilience principle.
- ▶ SWOT sheet: carry out a SWOT analysis to identify strengths, weaknesses, opportunities and threats and select the suggested intervention strategy (strengths – opportunities (SO), strengths – threats (ST), weaknesses – opportunities (WO), weaknesses – threats (WT) or balanced approach).
- ▶ Monitoring plan: establish an ongoing monitoring system, periodically updating the e-tool to assess progress and make improvements.

In short

The EDURES e-tool is a practical tool for educational institutions, developed to assess the resilience of the educational ecosystem and provide strategic guidance to address challenges and exploit opportunities in education. Through an analysis process structured in dimensions, principles and levels of governance, the e-tool helps outline targeted actions to improve system resilience.

E-tool: user manual

Structure of the e-tool

The e-tool consists of two main groups of sheets.

- ▶ Dimension assessment sheets: these include sheets 1_Environment, 2_Infrastructure, 3_Governance, 4_Society and 5_Economy. They are used for the direct assessment of the resilience of the educational ecosystem.
- ▶ Summary and results analysis sheets: these include Principle_1-6, Profile_1-3, Level_1-3, Scores and SWOT sheets. These sheets provide an overview of results, helping to interpret overall performance and define strategic priorities.

Evaluation in dimensions

Dimension evaluation sheets: the dimension scoresheets are the heart of the analysis, where scores are assigned to the various indicators reflecting resilience in each area.

Steps for evaluation

Selection of a dimension

Start with the dimension you wish to analyse. For example, if the focus is on infrastructure, go to sheet 2_Infrastructure.

Allocation of scores to indicators

Each sheet contains a list of specific indicators. For each indicator, assign a score representing the current situation according to the context of the local education system. The indicators cover various aspects, such as “safety of buildings” or “access to technology”.

Full assessment

Complete the same process for all dimension sheets: 1_Environment, 2_Infrastructure, 3_Governance, 4_Society and 5_Economy. In this way, you will have a detailed analysis of the resilience on each critical area.

Results analysis and strategic planning

Scoresheet

The scoresheet provides an overview of aggregated scores, making the overall performance of the education ecosystem with respect to each dimension, principle, resilience profile and governance level immediately visible.

Key functions of the scoresheet

- ▶ Performance by dimension: shows the total scores for the main dimensions (environment, infrastructure, governance, society and economy), identifying areas of strength and critical areas.
- ▶ Assessment by principle of resilience: provides an integrated view of resilience against the six key principles (for example, ensuring continuity or strengthening governance), helping to identify the principles with the weakest performance.
- ▶ Resilience profiles: examines resilience in relation to the absorptive, adaptive and transformative profiles, facilitating understanding of the system’s response and adaptive capacities.

- ▶ Levels of governance: assesses scores for different levels (local, regional, national), highlighting where specific interventions are needed to support resilience at different degrees of institutional responsibility.

Sheets P1_Scores to P6_Scores

These sheets elaborate on how each resilience principle is affected by the five dimensions and offer a visualisation of performance for each profile and level of governance.

Functions of sheets P1_Scores to P6_Scores

- ▶ Contribution of dimensions by principle: each sheet, dedicated to a specific principle (for example P1_Scores for the first principle), allows you to observe how each dimension (environment, infrastructure) influences the achievement of resilience targets. For example, in P2_Scores (educational continuity), you might note that infrastructure limits the system's ability to maintain continuity during crises.
- ▶ Performance of resilience profiles: analyses the performance for each resilience profile – absorptive, adaptive and transformational – to determine which profile is dominant or struggling with each principle. If the adaptive profile has low scores in P4_Scores (accessibility), an improvement in system flexibility can be planned.
- ▶ Levels of governance: each target for the principle is reported against levels of governance (local, regional, national), allowing one to see which levels need support to reach the target.

SWOT analysis and intervention strategies

SWOT sheet

The SWOT sheet is a strategic resource that collects and visualises internal (strengths and weaknesses) and external (opportunities and threats) factors that influence system resilience. It includes a summary table and graph, as well as suggesting specific strategies for action.

SWOT sheet components

- ▶ SWOT variables table: shows internal and external variables broken down by strength, weakness, opportunities and threats. This allows one to examine the key factors that affect resilience.
- ▶ Summary chart: intuitively visualises the combination of SWOT variables, helping to quickly identify critical points and areas for action.

Suggested strategies

Based on the combination of variables, the sheet suggests a single action strategy.

- ▶ SO strategy: when strengths and opportunities prevail, it is suggested to use strengths to seize new possibilities. For example, expanding innovative educational programmes.
- ▶ ST strategy: if internal forces and external threats dominate, the strategy focuses on protecting against risks, using strengths to maintain stability.
- ▶ WO strategy: when internal weaknesses and external opportunities prevail, the focus is on turning weaknesses into strengths through investments and upgrades.
- ▶ WT strategy: in the presence of weaknesses and threats, a risk mitigation strategy is suggested to protect the system from potential crises.
- ▶ Balanced approach: if the variables are balanced, a balanced approach is adopted, combining protection with innovation.

Practical example

Objective: to improve educational continuity (Principle 2)

- ▶ Go to sheet 2_Infrastructure to evaluate the indicators on infrastructure and access to technology.
- ▶ Analyses P2_Scores to observe the contribution of each dimension and see how levels of governance influence the principle of continuity.
- ▶ See scores for a summary of overall performance with respect to educational continuity.
- ▶ Check the SWOT sheet to see the strengths and weaknesses related to continuity, selecting the suggested strategy: for example ST strategy if there are external threats that need strong protection.

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Access to quality education is vital in times of emergency. It helps learners make sense of the crises they are experiencing, mitigates trauma and alienation and contributes to long-term recovery and peacebuilding.

EDURES – Resilience toolkit to ensure the right to education in times of emergencies and crises – was presented at the 26th Standing Conference of Ministers of Education (Strasbourg, 28-29 September 2023). It equips education leaders with the competences needed to prepare for, and respond to, various types of crises. It aims to ensure the continued provision of quality education, regardless of the emergency context.

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