



## Disaster Resilience in Higher Education Systems via a Cloud University Model

**WORK PACKAGE 3**

**ACTIVITY 3.3**

**TITLE: Selection of pilot-curricula in partner HEIs and adaptation to Cloud University**



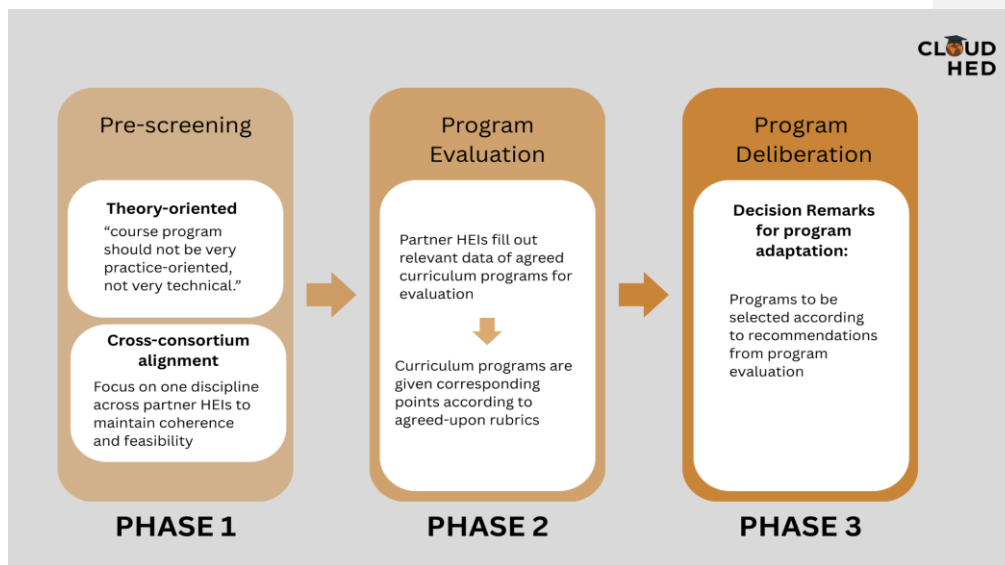
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## Basic project information

<b>Project title</b>	<b>Disaster Resilience in Higher Education Systems via a Cloud University Model</b>
<b>Acronym</b>	<b>CLOUD HED</b>
<b>Project number</b>	<b>2024-1 AT01-KA220-HED-000249632</b>
<b>Start</b>	October 2024
<b>End</b>	September 2026
<b>Website</b>	<a href="http://www.cloud-hed.eu">www.cloud-hed.eu</a>
<b>Project team</b>	<p>WPZ Research GmbH, Austria</p> <p>Sumy State University, Ukraine</p> <p>Ben Gurion University of the Negev, Israel</p> <p>Riga Technical University Rezekne Academy, Latvia</p> <p>National Agency for Higher Education Quality Assurance, Ukraine</p> <p>Cardinal Stefan Wyszynski University, Poland</p> <p>Tel-Hai College, Israel</p>



### Proposed Process of Pilot Curriculum Selection



#### PHASE I. Pre-screening:

- During one of the four fixes, partner HEIs will discuss pre-screening a course programme that fits two key criteria:
  - Theory-oriented:** As per the in-person meeting in Vienna (March), consortium partners highlighted that the courses to be selected should not be *"very practice-oriented, not very technical"* to ensure flexibility of programme delivery.
  - Cross-consortium alignment:** As per the in-person meeting in Vienna (March), consortium partners indicated focusing on one discipline for all selected curricula across partner HEIs to maintain coherence and feasibility.

#### PHASE II. Programme Evaluation:

- After pre-screening, the partner HEIs will fill out a Google Sheet to indicate the programme's readiness for cloud university model adaptation, through research-informed processes: (e.g., analyzing course guides, conducting surveys for programme representatives, and/or interviews with programme heads). The following domains are to be explored in this evaluation:
  1. Course Programme Format
  2. Pedagogical Approach
  3. Curriculum Integration
  4. Student Summative Assessment
  5. Support

6. Payment Structure
  7. Collaboration/Partnerships
- The identified domains and their respective details are determined according to prior findings/discourse: (a) Vienna Consortium Meeting, (b) A3.1: Best Practices Analysis; (c) A3.2. Analysis of Partner HEI preparedness for cloud university transition, (d) Alignment with the STEER framework from the World Bank (Arnhold & Bassett, 2021).
  - Google Sheet for programme evaluation can be found here: [https://docs.google.com/spreadsheets/d/10Kr9NM74kHKSfNyRYY9k91D6bJgk\\_J-88HHcbAX7BQ/edit?gid=0#gid=0](https://docs.google.com/spreadsheets/d/10Kr9NM74kHKSfNyRYY9k91D6bJgk_J-88HHcbAX7BQ/edit?gid=0#gid=0)
  - Points will be designated according to an agreed-upon rubric for programme evaluation by the consortium members. Below is a table showing the **preliminary point distribution**.

**Kommentiert [A1]:** Würde ich herausnehmen und neutral formulieren

**Kommentiert [A2]:** Haben wir dieses Punktesystem wirklich verwendet?

*Table 1. Rubric for programme evaluation*

	Level of Importance		Point Distribution
<b>Course Programme Format</b> 15 points	Medium-High	Selection cumulative	hybrid (3 pts)
			fully-online (3 pts)
			part-time (3 pts)
			full-time (3 pts)
			Offered micro-credentials (3 pts)
<b>Pedagogical Approach</b> 20 points	High	Teaching mobility (5 pts)	Cumulative: synchronous (2 pts) asynchronous (3 pts)
		Digital Use in Teaching, (5 pts total)	One option: High (5 pts); Med (3 pts); Low (1 pt)
		Cloud Platform Used (5 pts total)	One option: Yes (5 pts); No (2 pts)
		LMS Used (5 pts total)	One option: Yes (5 pts); No (2 pts)
<b>Curriculum Integration</b> 20 points	High	Selection cumulative	Resilience Skills (6 pts)
			Transversal Skills (6 pts)
			Trauma-Informed Skills (6 pts)
<b>Student Summative Assessment</b> 5 points	Low	Selection cumulative	Pen and Paper Exams (1 pt.)
			Computer-based Exams (1 pt.)
			Research and Project-based Assessments

	Level of Importance		Point Distribution
			(1 pt.)
			Collective Assessments (e.g., portfolios, etc.) (1 pt.)
			Performance-based Assessments (e.g., oral presentations, etc.) (1 pt.)
<b>Support</b> 10 points	Medium	Selection cumulative	Mental Health (5 pts)
			Digital Equity Strategies (5 pts)
<b>Payment Structure</b> 12 points	Medium	Selection cumulative	Tuition (4pts)
			Voucher (4 pts)
			Scholarship (4 pts)
<b>Collaboration/Partnerships</b> 18 points	Medium-High	Selection cumulative	Academia (Max 9 pts)
			National (2 pts/each)
			International (3 pts/each)
			Industry (Max 9 pts)
National (2 pts/each)			
International (3 pts/each)			
<b>TOTAL</b>	100 points		

### PHASE III: Programme Deliberation

- Once points are distributed across partner HEI course programmes, the consortium will deliberate on each programme's readiness for cloud university model adaptation. The table below provides a guide in the decision-making process:

*Table 2. Decision remarks and total point correspondence*

Total Points Acquired (out of 100 pts.)	Decision Remark	Description
90-100	Approved for Cloud University Transition	The programme fully meets all required standards; no adaptations

**Kommentiert [A3]:** Warum ist das noch gelb?

		needed. Recommended for immediate transition.
80–89	Approved with Minor Adaptations	The programme meets most standards; minor revisions or supports are recommended for optimal effectiveness.
70–79	Provisionally Approved; Major Adaptations Required	The programme has significant strengths but requires substantial modifications, possibly in digital equity, resilience skills, or support services.
60–69	Requires Significant Improvement Before Approval	The programme only partially meets key criteria. Major adaptations are necessary in several domains.
Below 60	Not approved for curriculum selection	The programme fails to meet minimum standards in multiple domains and is not suitable for adaptation at this time.

- It is important to note that the aim of the selection is not to identify course programmes that already fulfil the major criteria set. Instead, this task aims to identify programmes that still portray relevant gaps, which succeeding work packages and further actions aim to fill.

## ANNEX: STEER FRAMEWORK

To provide a comprehensive framework for evaluating partner HEIs' curriculum programmes and their readiness to adapt to a cloud university model, the current work package activity weaves in key points from the Vienna Consortium Meeting, A3.1: Best Practices Analysis, and A3.2. Analysis of Partner HEI Preparedness for Cloud University Transition. These discussions illustrate how the pilot curriculum selection is contextualized, aligned with the established model of a cloud university, and situated in terms of institutional strengths and further needs. However, to further fortify the discourse on strategic planning in challenging environments, the STEER framework, developed by the World Bank (Arnhold & Bassett, 2021), is leveraged.

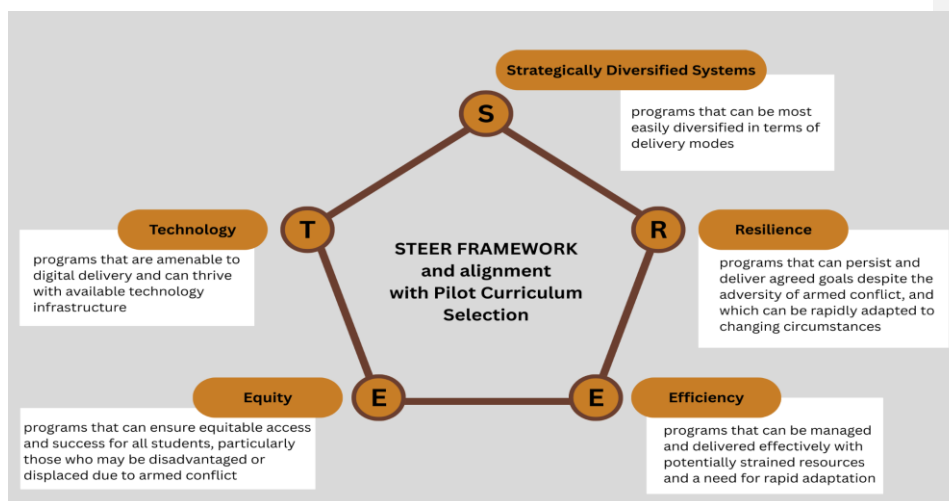
According to Arnhold and Bassett (2021), purposeful "STEERing" is necessary to achieve national and institutional strategic goals in tertiary education, especially in creating agile, effective, and sustainable education systems that are responsive to the challenging environments (in this context, armed conflicts). The STEER acronym consists of the following dimensions: Strategically diversified systems, Technology, Equity, Efficiency, and Resilience.

- **Strategically diversified systems:** This involves supporting all postsecondary institutions, ensuring agile, articulated pathways, and diversity of forms, functions, and missions. This aims to

move beyond traditional university models to include vocational and short-cycle programmes and promote permeability across pathways.

- **Technology:** This dimension focuses on designing and applying new technologies purposefully and equitably. It emphasizes harnessing technology to enhance teaching and research capacity, building digital ecosystems (such as National Research and Education Networks - NRENs), and mitigating the impact of expanding digital divides.
- **Equity:** This refers to a universal approach to the benefits and opportunities of postsecondary learning, ensuring all qualified students have access regardless of financial means, geographic location, or personal characteristics. It involves addressing various forms of exclusion (socioeconomic, gender, disability, ethnicity) through targeted policies and interventions.
- **Efficiency:** This dimension focuses on the goal-oriented, effective use of resources. This includes purposeful financing mechanisms, robust quality assurance processes, and effective talent management.
- **Resilience:** This is defined as the ability to persist, flourish, and deliver agreed goals despite adversity. It involves acknowledging the need for resilience planning and utilizing adaptive governance frameworks to embed strategic interventions for addressing challenges.

In this particular task, the framework is adapted in selecting pilot curricular programmes by guiding curriculum adaptation efforts through the same five key dimensions. Below is a discussion on how each STEER dimension informs the selection of pilot curricular programmes for cloud transition:



*Alignment of the STEER Framework with Pilot Curriculum Selection; Source: Adapted from Arnhold and Bassett (2021), author's own conceptualization*

STEER Dimensions	Focus for Programme Selection	A3.3. Evaluation Domains
Strategically diversified systems	programmes that can be most easily diversified in terms of delivery modes (e.g., online, blended, asynchronous) and adapt to varied student needs and circumstances during conflict	Course Programme Format, Student Summative Assessment,
Technology	programmes that are amenable to digital delivery and can thrive with available technology infrastructure (even potentially limited infrastructure during conflict)	Pedagogical Approach, Student Summative Assessment, Theory-oriented (pre-screening)
Equity	programmes that can ensure equitable access and success for all students, particularly those who may be disadvantaged or displaced due to armed conflict	Support, Payment Structure,
Efficiency	programmes that can be managed and delivered effectively with potentially strained resources and a need for rapid adaptation	Payment Structure, Collaboration/Partnerships, Cross-consortium alignment (pre-screening), Theory-oriented (pre-screening)
Resilience	programmes that can persist and deliver agreed goals despite the adversity of armed conflict, and which can be rapidly adapted to changing circumstances	Curriculum Integration, Theory-oriented (pre-screening)

Source: Arnhold, N., & Bassett, R. M. (2021). Steering Tertiary Education: Toward Resilient Systems That Deliver for All. *World Bank*.

## Selected curriculum

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<b>Curriculum</b>	International Economy and International Management	Management and Organization of Educational Systems	Educational Sciences	Managerial Economics
<b>Educational level</b>	Master	Master	Master	Master

## Structure and modularity

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<b>Are courses broken into smaller, self-contained modules (rather than long, linear blocks)?</b> <i>E.g., 3-6 weeks, or micro-credentials</i>	Partially	Partially	Partially	Yes
<b>Additional information</b>	Module is 8 weeks. 2 modules per semester.	The M.A. Programme is primarily structured in semester-long courses, each typically worth 2 credit points, spanning around 10–13 weeks. Therefore, most of the curriculum follows a traditional, linear academic format rather than short modular blocks. However, the programme includes partially modular elements: Several courses are short and intensive (e.g., Educational Leadership, taught in July or September). There are practicum and field workshops (Field Workshops, School Practicum Seminar) that function as self-contained,	The compulsory part A, the specialization part B and the elective part C are distinguished. Students take separate study courses with a volume of 3-9 credit points.	UKSW increasingly adopts modular and micro-credential structures across programmes. Courses are divided into smaller, self-contained units that allow students to complete competencies in shorter cycles (typically 3–6 weeks). This modularization supports flexibility, resilience in emergency situations, and integration with international standards (e.g., ECTS-based stackable modules). Some programmes, particularly in humanities and law, still retain more traditional semester structures, but pilot micro-credential programmes are expanding.

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>applied learning units within the broader programme. Some components, such as research seminars and project courses, are concentrated and independent in nature, offering flexibility similar to micro-modules. Despite these modular characteristics, the programme does not formally use a micro-credential or short-module structure. Most courses remain embedded within the semester-based framework.</p>		
<b>Can students pause and re-enter between modules/courses without losing progress (stackability)?</b>	Yes	Partially	No	Partially
<b>Additional information</b>	Students can take academic vacation.	<p>The Programme allows students a limited degree of flexibility to pause and continue their studies later. Since the curriculum is organized in independent semester-based courses, students who temporarily stop their studies can, in most cases, resume from where they left off, provided they meet academic regulations and time limits defined by the institution. However, this flexibility is not built as a formal “stackable” system. The programme does not award interim certificates or modular credentials that can be accumulated over time. Re-entry typically depends on administrative approval and course availability in the following</p>	The study programme has developed a study plan with a breakdown by semesters and students cannot pause and take a course later. If the course is not taken, it is academic debt.	Students can pause and resume studies between modules in selected programmes, especially within continuing education and professional development courses. Accumulated credits are recognized and can be combined toward full qualifications. However, full stackability is still limited in traditional degree programmes, where progression remains more linear. The university is currently developing policies to enhance credit portability and micro-credential recognition.

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		academic year. Hence, students can partially pause and re-enter their studies without losing progress, but the programme is not officially designed as a stackable or micro-credential system.		
<i>Is credit awarded per module (not only after completing an entire semester)?</i>	Partially	Partially	Yes	Partially
<i>Additional information</i>	Mostly discipline has 5 credits duration. So, student could pass 1 module (2,5 credits) and then come to the next modules in next semester. But officially have no system of credits passing.	Credit in the M.A. Programme is generally awarded per course, with each course typically worth 2 credit points. Since each course functions as an independent academic unit, students receive credit upon successful completion of that specific course, not only after finishing a full semester or the entire programme. However, within each course, there are no smaller sub-modules or incremental credit awards (such as for short workshops or micro-learning units). Even though some courses are delivered intensively or in short formats (e.g., workshops, field seminars), they are still treated as full courses for credit purposes. So credit is partially modular, since it is awarded per individual course, but not per smaller learning unit or sub-module.	Credits are awarded for a separate course of study. If all the courses provided for in the semester have been taken, then a total of 30 credits are obtained in full-time studies per semester.	Credits (ECTS) are typically awarded at the course or semester level, but in several pilot initiatives and online programmes, credits are granted per completed module or micro-course. This flexible system is aligned with European Higher Education Area (EHEA) standards for lifelong learning. Wider institutional adoption will depend on curriculum reform and digital credentialing systems currently being introduced (e.g., blockchain-based records).

## Accessibility and delivery

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<i>In how far the curriculum deliverable is online?</i>				
<i>Lectures</i>	Online	Online	Partially online	Online
<i>Seminars / tutorials</i>	Online	Online	Partially online	Partially online
<i>Laboratory sessions / practical classes</i>	Partially online	Partially online	Partially online	Not online
<i>Group work / collaborative projects</i>	Online	Partially online	Partially online	Partially online
<i>Assessments (e.g. online exams, quizzes, assignments)</i>	Online	Online	Partially online	Online
<i>Office hours / academic advising</i>	Online	Online	Online	Online
<i>Extracurricular activities / community engagement (delivered digitally)</i>	Partially online	Partially online	Not online	Partially online
<i>Other (please specify)</i>		Partially online		
<b>Additional information</b>	All teaching materials present on online platform MIX: <a href="https://mix.sumdu.edu.ua">https://mix.sumdu.edu.ua</a>	<p>The Programme partially deliverable online. Many components of the curriculum, especially during and after the wartime disruptions, have been successfully adapted to online and hybrid formats.</p> <ol style="list-style-type: none"> <li>Lectures and seminars are regularly offered via distance learning platforms, with some courses (e.g., <i>Educational Leadership</i>) designed specifically for remote delivery.</li> <li>Group projects and collaborative assignments are often completed using digital tools such as shared online workspaces and discussion forums.</li> <li>Assessments (including assignments and</li> </ol>	Lectures, seminars or consultations can take place in person, online or in hybrid form. Online is provided on the MS Teams platform. Online tests can take place through the implementation of the tasks performed presentations of the completed studies. Digital assessment with online quizzes, tests, assignments is not developed.	

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>research projects) are routinely submitted and graded online.</p> <p>4. Office hours and advising are provided virtually through scheduled video meetings or online communication channels.</p> <p>5. Practical and field components (e.g., practicum and field workshops) are only partially deliverable online; while some supervision and reflection sessions occur virtually, the applied fieldwork itself requires physical presence.</p> <p>6. Extracurricular and community engagement activities are limited in their online delivery, depending on local context and the nature of the project.</p>		
<b>Which low-bandwidth or offline options are available for the curriculum?</b>				
<b>Downloadable materials (PDFs, e-books)</b>	Yes	Yes	Yes	Yes
<b>Pre-loaded USB-sticks, SD cards, or DVDs with texts, videos, exercises</b>	Yes	Yes		
<b>Offline mobile apps (or learning platforms that run without internet once installed)</b>				
<b>Printed workbooks or handouts for students</b>	Yes			
<b>Radio or audio lessons available for offline playback</b>	Yes			
<b>Local server solutions (e.g. Raspberry Pi or school server hosting the curriculum locally)</b>				
<b>SMS-based or WhatsApp/Signal text modules for very low connectivity settings</b>				
<b>Others (please specify)</b>				

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<b>Additional information</b>	Teachers record lectures and workshop if needed. It is possible to come to department office and printer workbooks. Materials could be downloaded at the MIX platform.	<p>The M.A. Programme provides basic low-bandwidth and offline accessibility mainly through downloadable learning materials and printed resources.</p> <ul style="list-style-type: none"> <li>- Course readings, assignments, and lecture presentations are made available as PDF or Word documents that can be downloaded and accessed offline.</li> <li>- During disruptions such as the wartime period, lecturers provided printed materials or shared electronic files in advance to ensure study continuity for students in areas with limited internet access.</li> <li>- No dedicated offline digital platforms (e.g., mobile apps, local servers, or pre-loaded devices) are currently in place, and most online learning requires standard internet access.</li> </ul>	Educational materials (presentations, downloadable materials, etc.), as well as links to internet resources in study courses are placed in the Moodle system. Students have the option to upload completed works to Moodle. In online classes in MS Teams, it is possible to make a lecture recording and save it in MS Teams group files. Students have the opportunity to use subscribed scientific databases, where journals and e-books are available.	Most parts of the UKSW curriculum can be delivered online. Lectures and assessments are fully available through LMS platforms (Moodle, MS Teams, Google Classroom). Seminars, group work, and extra-curricular activities are partly online, depending on interaction needs and internet access. Laboratory and practical classes remain mostly in-person, though some use simulations or recorded demonstrations. Office hours and academic advising are effectively conducted online via video meetings and chat platforms. Overall, teaching is largely adaptable, with practical components posing the main limitation.
<b>Which types of online functions for curriculum delivery are supported, and are they integrated with a learning management system (LMS), e.g. Moodle, Google, Classroom, MS Teams?</b>				
<b>Platforms for material access (e.g. pre-recorded or real-time teaching sessions, educational materials, etc.)</b>	Yes	Yes	Yes	Yes

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<i>Platforms for online task completion (e.g. online submission system)</i>	Yes	Yes	Partially	Yes
<i>Collaboration platforms (e.g. group project works, forums, chats)</i>	Yes	Partially	Partially	Partially
<i>Additional information</i>		<p>The M.A. Programme uses a learning management system (LMS)—typically Moodle or MS Teams—to support digital teaching and learning. Teaching materials, lecture recordings, and reading resources are uploaded to the LMS, allowing students continuous online and asynchronous access. Assignments and assessments are submitted through the LMS, enabling structured digital evaluation and feedback. Collaborative activities, such as group discussions and project work, are supported partially through integrated tools like MS Teams channels, shared documents, and discussion forums, though much collaboration still occurs through external or informal platforms (e.g., email or WhatsApp groups). LMS integration is fully implemented for course delivery and assignment management, while collaborative and interactive tools are only partially integrated, relying on a mix of formal and informal</p>		

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		digital communication platforms.		
<i>In general: Are asynchronous alternatives provided?</i>	Yes	Yes	Partially	Partially
<i>Additional information</i>	Asynchronous alternatives are used in alarm time. During alarm times teachers give choice for students to stay at online class (if situation is safe) or come to the MIX platform and working with online materials themselves.	<p>The M.A. Programme in Management and Organization of Educational Systems provides <b>asynchronous learning alternatives</b> for most theoretical and academic components.</p> <ol style="list-style-type: none"> <li>1. Recorded lectures and uploaded presentations are made available through the LMS, allowing students to study at their own pace.</li> <li>2. Downloadable readings, assignments, and discussion forums support flexible engagement with course content outside of scheduled class hours.</li> <li>3. Asynchronous submission deadlines are used for written assignments, research projects, and reflections, accommodating students' diverse schedules and time constraints—especially during the war-time period when synchronous attendance was difficult.</li> </ol>	Outside of online classes, students can independently work on learning materials and assignments on the Moodle platform at any time.	Asynchronous options are available for lectures, course materials, and some assessments, allowing students to study at their own pace. However, practical sessions, seminars, and collaborative projects remain largely synchronous due to their interactive or hands-on nature.

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		4. While some interactive components (e.g., workshops, practicum sessions) still require real-time participation, students can often compensate with alternative assignments or recordings.		

### Crisis sensitivity in curriculum delivery

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<i>Can students pause and re-enter within modules/courses without losing progress (self-paced continuity, e.g., for accommodating students in military service, displacement or trauma)?</i>	Yes	Partially	Yes	Partially
<i>Additional information</i>	Students can take academic vacation or an individual schedule of studying.	The Programme demonstrates a degree of flexibility and crisis sensitivity that allows students to pause and re-enter courses when facing emergencies such as military service, displacement, or trauma—circumstances that were particularly relevant during the 2023–2024 academic year amid the war. Students affected by the crisis were granted extensions, modified deadlines, and alternative assessments, ensuring continuity of learning and academic progress. Faculty and administrative staff coordinated individualized learning adjustments, including	Students can take a break from their studies for a year in cases of health, family or social problems and then return and continue their studies.	Students can pause and resume some online and hybrid courses without losing progress, especially in modular programmes or courses delivered via the LMS. However, hands-on practical sessions, live seminars, and collaborative group projects often require scheduled participation, limiting full self-paced flexibility.

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		the option to complete course-work asynchronously or in subsequent semesters. However, this flexibility is managed case by case and not a formalized self-paced or modular re-entry system. Some components—especially fieldwork, practicum, or group-based seminars—require live participation and may be postponed rather than continued mid-course.		
<b>Which competency-based assessments are used instead of rigid timed exams?</b>				
<i>Project-based assignments (individual or groups)</i>	Yes	Yes		Yes
<i>Skills portfolios showcasing learning progress and outputs</i>		Yes		Yes
<i>Performance Tasks (e.g. design challenges, real-world problem solving)</i>	Yes	Yes	Yes	Yes
<i>Peer assessment and collaborative evaluation</i>		Yes		
<i>Teacher observations with structured scoring guides (rubrics)</i>		Yes		
<i>Self-assessment and reflection journals</i>		Yes	Yes	Yes
<i>Oral presentation or viva-style assessments (oral examinations)</i>	Yes	Yes	Yes	Yes
<i>Skill demonstrations (practical, hands-on activities)</i>		Yes	Yes	
<i>Open-book or take-home assessments, focused on application, not memorisation</i>		Yes		Yes
<i>Scenario-based tasks</i>		Yes		
<i>Others (please specify)</i>				
<i>Additional information</i>		The M.A. Programme relies heavily on competency-based		

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>and authentic assessments rather than traditional, timed examinations.</p> <ol style="list-style-type: none"> <li>1. Students complete research papers, empirical projects, and field-based assignments connecting theory to real-world educational management challenges.</li> <li>2. Workshops, practicum courses, and seminars emphasize reflective learning, portfolio development, and scenario-based problem solving.</li> <li>3. Oral presentations and group projects assess communication, leadership, and analytical competencies.</li> <li>4. Peer and self-assessment are integral components in seminars and workshops, supported by structured rubrics.</li> <li>5. Many exams have been replaced by take-home or open-book assignments, especially during the wartime period, allowing for flexibility and deeper demonstration of applied knowledge.</li> </ol>		
<b><i>Which types of inclusive assessment are available in the curriculum to accommodate different crisis constraints?</i></b>				
<b><i>Oral assessments (e.g. viva, interviews, presentations)</i></b>	Yes	Yes	Yes	Yes

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<i>Written assessments (e.g. open-book, take-home, short essays)</i>	Yes	Yes	Yes	Yes
<i>Performance or practical tasks (e.g. lab work, skill demonstrations)</i>	Yes	Yes	Yes	Yes
<i>Peer or self-assessment methods</i>	Yes	Yes	Yes	Yes
<i>Others (please specify)</i>		Yes		
<i>Additional information</i>		Reflective journals, research-based assignments, and adaptive deadlines for students affected by crisis situations.		
<i>Is psychological stress/trauma acknowledged (lighter workloads if needed, formative feedback, etc.)?</i>	No	Yes	Partially	Partially
<i>Additional information</i>		<p>The M.A. Programme explicitly acknowledges psychological stress and trauma as significant factors that can affect students' academic performance—particularly in the 2023–2024 academic year, which was conducted under the shadow of war and ongoing regional conflict. Psychological stress and trauma are formally acknowledged within the programme. Students facing emotional or crisis-related challenges are offered flexibility, reduced academic load when necessary, and formative support mechanisms to ensure academic continuity and well-being.</p> <ul style="list-style-type: none"> <li>The programme and the college administration implemented flexible</li> </ul>	In case of problems, students can take a break from studying for a year. The requirements in study courses are the same, but students in case of problems can individually agree with the teaching staff on changing the deadlines for the completion of tasks, on the times of the examinations.	The institution acknowledges psychological stress and trauma to some extent. Measures include flexible deadlines, formative feedback, and alternative assessment options for students facing disruption, military service, or personal challenges. However, support is not fully standardized across all courses, and implementation may vary by faculty or instructor. Some structured programmes (e.g., resilience training, counselling) exist, but lighter workloads and systematic accommodations are still limited.

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>learning policies, including lighter workloads, deadline extensions, and alternative assessment formats for students under stress or trauma.</p> <ul style="list-style-type: none"> <li>• Faculty members were encouraged to provide formative and supportive feedback rather than relying solely on summative grading.</li> <li>• Students received academic and emotional support through counselling services, mentoring, and direct communication with lecturers.</li> <li>• Instructors were given guidance by the Teaching Excellence Unit on trauma-informed teaching practices, ensuring empathy and adaptability in course delivery.</li> </ul>		

## Transversal and resilience skills

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<i>Which crisis-relevant skills and knowledge are integrated in the curriculum?</i>				
<i>Crisis management (e.g., preparedness, response planning)</i>		Yes		Yes
<i>Digital resilience (e.g., safe online practices, adapting to digital disruptions)</i>		Yes		Yes
<i>Community engagement (e.g., collaboration, civic responsibility)</i>		Yes		Yes

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<b>Socio-emotional skills (e.g., stress management, adaptability, empathy)</b>	Yes	Yes		Yes
<b>Media and information literacy (e.g., identifying misinformation, critical thinking)</b>	Yes	Yes	Yes	
<b>Others (please specify)</b>		Yes		
<b>Additional information</b>		<p>Leadership in uncertain contexts, ethical decision-making, inclusive management in crisis situations.</p> <p>The M.A. Programme embeds crisis-relevant and transversal competencies throughout its curriculum, both explicitly in course content and implicitly in its pedagogical approach:</p> <ol style="list-style-type: none"> <li>1. Crisis management and leadership under uncertainty are central to courses such as <i>Educational Leadership</i>, <i>Decision-Making in Management</i>, and <i>Strategic Planning in Education</i>. Students develop the ability to analyse, plan, and respond to organizational challenges under crisis conditions.</li> <li>2. Digital resilience is fostered through online learning and courses like <i>Artificial Intelligence in Education</i> and <i>Leading Educational Systems in an Era of Change</i>, which cultivate adaptability to digital transformation and technological disruptions.</li> </ol>	<p>The master's programme partly includes media literacy and information literacy. For example, digital resilience, social-emotional learning, crisis management are integrated into bachelor's level programmes.</p>	<p>The curriculum emphasizes crisis management through courses and extracurricular programmes that train students in emergency preparedness, conflict resolution, and problem-solving. Digital resilience is integrated via digital literacy, cybersecurity, and cloud-based learning practices. Community engagement and civic responsibility are fostered through project-based and humanitarian initiatives. Socio-emotional skills are strengthened through resilience training, psychological support programmes, and trauma-informed teaching practices.</p>

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>3. Community engagement and civic responsibility are emphasized in field workshops and practicum courses, where students work with diverse educational frameworks, including youth-at-risk programmes and nonformal education systems.</p> <p>4. Socio-emotional learning and resilience are promoted through reflection journals, peer collaboration, and mentorship activities, which help future educational leaders manage stress, build empathy, and support others during crises.</p> <p>5. Media and information literacy is developed through research courses and project work, where students critically engage with data, policy, and educational media to inform responsible decision-making.</p>		
<b>Which trauma-informed skills are integrated in the curriculum?</b>				
<i>Emotional and physical safety awareness</i>		Yes		Yes
<i>Grounding techniques and stress regulation in class</i>		Yes		Yes
<i>Self-care practices for students and teachers</i>		Yes		Yes
<i>Adaptive coping strategies</i>		Yes		Yes
<i>Socio-emotional learning (e.g. empathy, resilience)</i>		Yes		Yes
<i>Others (please specify)</i>		Yes		

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<p><i>Additional information</i></p>		<p>Trauma-informed leadership and community support practices in educational contexts.</p> <p>The M.A. Programme in Management and Organization of Educational Systems includes trauma-informed principles and practices as part of its pedagogical and leadership training approach, reflecting the complex realities of education in regions affected by conflict and social stress. Emotional and physical safety awareness is developed through courses that address leadership ethics, educational law, and school management, encouraging future administrators to create safe, inclusive learning environments for both staff and students. Grounding and stress-regulation techniques are incorporated into workshops and seminars, where lecturers model reflective and mindful teaching strategies to help students manage classroom tension and anxiety. Self-care and professional well-being are explicitly discussed in practicum and mentoring sessions, guiding educators to maintain balance and prevent burnout in demanding educational settings. Adaptive coping strategies are embedded in decision-making and crisis-management courses, helping students learn how to respond constructively to uncertainty, trauma, and systemic</p>	<p>The specified skills are not integrated into the master's programme.</p>	<p>Trauma-informed skills are included through the integration of socio-emotional learning, stress regulation techniques, and adaptive coping strategies. Students are supported with awareness of emotional and physical safety, self-care practices, and mental health resources. Faculty training and student support initiatives further reinforce resilience and emotional adaptability.</p>

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		disruptions. Socio-emotional learning (SEL) forms a consistent theme throughout the curriculum—particularly in youth-at-risk and nonformal education tracks—emphasizing empathy, emotional intelligence, and resilience as leadership competencies. Additional trauma-informed perspectives are addressed through research seminars and reflective practice assignments, where students analyse and design educational interventions for communities affected by trauma.		
<b>Which cross-disciplinary crisis modules are included in the curriculum?</b>				
<i>Conflict studies/peace education</i>		Yes		Yes
<i>Migration and displacement studies</i>		Yes		Yes
<i>Sustainability and climate change</i>		Yes	Yes	Yes
<i>Public health or disaster management</i>		Yes		Yes
<i>Human rights and social justice</i>		Yes		Yes
<i>Others (please specify)</i>		Yes		
<b>Additional information</b>		Educational equity, multicultural education, and civic responsibility in post-crisis communities. The M.A. Programme incorporates cross-disciplinary crisis-related modules across several courses that prepare educational leaders to operate effectively in complex and unstable environments. The curriculum integrates a rich cross-disciplinary foundation that	One of the specializations of the study programme includes the study course "Education for Sustainable Development". If students have not mastered Environmental Protection and Civil Protection in their bachelor's studies, then additionally take these study courses. In the development of master's theses, students have the opportunity to choose research topics related to these aspects of the	The curriculum incorporates cross-disciplinary modules addressing conflict resolution, peace education, and migration/displacement challenges. Sustainability and climate change topics are integrated into courses and projects, while public health and disaster management training prepares students for crisis scenarios. Human rights and social justice are emphasized through community

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>connects educational management with peace education, social justice, community resilience, and sustainability, equipping graduates with the knowledge and values necessary to lead educational systems through and beyond crises.</p> <ol style="list-style-type: none"> <li>1. Conflict studies and peace education are reflected in discussions about educational policy, leadership, and ethics—with a focus on building inclusive, non-violent educational cultures in areas affected by social tension and conflict.</li> <li>2. Migration and displacement themes are embedded in courses emphasizing diversity, inclusion, and multicultural education, particularly in the northern periphery where the student population represents varied social and cultural groups.</li> <li>3. Sustainability and social responsibility are integrated into strategic management and community engagement courses, which address how education can contribute to sustainable development and resilience in crisis-prone regions.</li> <li>4. Public health and disaster management are occasionally discussed within crisis</li> </ol>	<p>crisis, viewing them in the context of educational sciences.</p>	<p>engagement, ethical leadership, and project-based learning initiatives.</p>

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>leadership and decision-making frameworks, especially in the context of educational continuity during war or emergencies.</p> <p>5. Human rights and social justice are central to the programme's philosophy and explicitly addressed in courses such as <i>Global Citizenship and Social Justice Education</i> and <i>Multicultural Educational Issues in Israel and the World</i>.</p> <p>6. Additional cross-disciplinary content includes ethical leadership, civic participation, and educational reform, which collectively strengthen students' understanding of systemic responses to crisis.</p>		
<b>Which labour market areas relevant to post-crisis recovery does the curriculum address?</b>				
<b>Reconstruction and infrastructure development</b>				Yes
<b>Digital economy and technology skills</b>	Yes			Yes
<b>Public health and healthcare systems</b>				Yes
<b>Disaster management and emergency response</b>				Yes
<b>Entrepreneurship and small business development</b>	Yes			Yes
<b>Others (please specify)</b>		Yes		
<b>Additional information</b>		Educational leadership for social reconstruction, community capacity-building, and human capital development in post-crisis regions.	Aspects indicated directly are not addressed. In the development of master's theses, students have the opportunity to choose research topics that	The curriculum prepares students for post-crisis labour markets by offering skills in infrastructure reconstruction, digital technologies, and healthcare

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>The Programme contributes to labor market readiness in post-crisis recovery primarily through its emphasis on leadership, innovation, digital adaptation, and community-based education management.</p> <ol style="list-style-type: none"> <li>1. Digital economy and technology skills are taught in courses such as <i>Artificial Intelligence in Education and Leading Educational Systems in an Era of Change</i>, preparing graduates to leverage digital tools for continuity, innovation, and remote learning in post-crisis environments.</li> <li>2. Disaster management and emergency response are embedded in crisis leadership and decision-making courses, where students learn to plan, organize, and stabilize educational institutions in emergency situations.</li> <li>3. Public health and well-being are indirectly addressed through modules on education policy, inclusion, and socio-emotional resilience, emphasizing the role of schools in community recovery and psychosocial support after crises.</li> <li>4. Entrepreneurship and innovation are integrated through courses on</li> </ol>	<p>relate to these aspects, viewing them in the context of educational sciences.</p>	<p>systems management. Disaster management and emergency response training equips graduates for rapid interventions in crises. Entrepreneurship and small business development modules support economic recovery and community resilience, ensuring practical readiness for post-crisis environments.</p>

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>strategic planning, management, and change leadership, fostering creative thinking and entrepreneurial problem-solving skills relevant to rebuilding educational and community systems.</p> <p>5. Other labor market areas include educational reconstruction and community leadership, equipping graduates to serve as change agents in local, regional, and national recovery efforts.</p>		

## Governance and adaptability

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<b>Who is authorised to decide on rapid curriculum adaptations when conditions change (e.g. restructuring courses, shifting exams online, etc.)?</b>				
<i>Individual lecturers/course instructors</i>	Yes	Yes		
<i>Department/ programme heads</i>	Yes	Yes		Yes
<i>Faculty/school-level governance bodies</i>	Yes	Yes		Yes
<i>Central university governance (e.g. rectorate, senate)</i>		Yes	Yes	Yes
<i>External authorities (ministry, accreditation body)</i>		Yes	Yes	
<i>Shared decision-making committees (e.g. academic boards with multiple stakeholders)</i>		Yes		Yes
<i>Others (please specify)</i>				
<b>Additional information</b>	Have formal hierarchical confirmation of curriculum changing. Thus, any restructuring courses	The M.A. Programme in Management and Organization of Educational Systems	External institutions - the Higher Education Quality Agency and the Higher Education Quality	UKSW uses a combination of central and decentralized actors, with faculties empowered

Indicator / question	SSU	Tel-Hai	RTU	UKSW
	<p>must be confirmed through department solution, then faculty solution and academic council of university (one per month).</p>	<p>operates within a multi-level governance structure that allows for rapid curriculum adaptation during crises or changing conditions, while maintaining academic integrity and compliance with national regulations. Rapid curriculum adaptations are managed through a collaborative, tiered governance process, enabling flexibility at the instructional level while maintaining oversight and regulatory compliance through departmental, faculty, and institutional governance bodies.</p> <ol style="list-style-type: none"> <li>1. Individual lecturers and course instructors have autonomy to make immediate pedagogical adjustments, such as changing assessment methods, extending deadlines, or moving classes online.</li> <li>2. Programme heads coordinate broader changes within the department, such as restructuring course schedules, modifying learning formats, or adapting practicum arrangements to remote or hybrid delivery.</li> <li>3. The Faculty of Education and Teaching oversees the overall implementation of academic adaptations,</li> </ol>	<p>Commission - decide on the restructuring of the study programme me, change in the volume, form of implementation. Less significant changes (e.g. the full transfer of classes from face-to-face online) are decided by the university administration, subject to the requirements of national legislation.</p>	<p>to make rapid adaptations under general oversight.</p>

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>ensuring coherence across programmes.</p> <p>4. Central college governance (e.g., the Academic Council, Dean, or Rectorate) approves institutional-level modifications, including semester scheduling, grading policy adjustments, and emergency academic protocols.</p> <p>5. For significant curricular changes—such as the introduction of a thesis track or new specialization—approval is required from external authorities, such as the Council for Higher Education (CHE).</p> <p>6. Shared decision-making committees, including faculty representatives, administrators, and quality assurance units, ensure that rapid changes maintain alignment with institutional policy and student welfare.</p>		
<i>Does the curriculum have a built-in flexibility to add or remove electives relevant to crises?</i>	No	Yes	Yes	Yes
<i>Additional information</i>		The M.A. Programme includes built-in curricular flexibility that allows the programme to add, modify, or temporarily remove elective courses in response to emerging needs or crisis contexts. The curriculum possesses formal and practical flexibility to	It is possible to change the offer of elective courses to include new, current courses with a developed and agreed course description.	The curriculum is flexible enough to introduce or remove crisis-related modules or electives without major disruption.

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>add, adapt, or suspend electives in response to crises or emerging educational needs, allowing the programme to remain current, relevant, and responsive to real-world challenges.</p> <p>The programme has previously demonstrated this adaptability - for example, by introducing and pausing specific tracks and electives such as <i>Early Childhood Education</i> and <i>Youth-at-Risk Management</i>, depending on enrolment numbers and regional demands during the 2023–2024 academic year. Faculty members and programme leadership can develop new elective courses that address evolving educational and social challenges, such as <i>Artificial Intelligence in Education</i>, <i>Leadership in Times of Change</i>, and <i>Global Citizenship and Social Justice Education</i>, which were introduced in response to recent societal transformations. In times of crisis (e.g., during the war period), the programme has also adapted existing electives to include themes of resilience, digital adaptation, and crisis management, ensuring continued relevance for students working in complex educational environments. These changes are typically initiated by the Head of the Programme and approved by the Faculty Dean and the Academic Council, ensuring both</p>		

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		responsiveness and academic quality assurance.		
<b>Are local/community needs included (third mission)?</b>	No	Yes	Yes	Yes
<b>Additional information</b>		<p>The M.A. Programme in Management and Organization of Educational Systems is deeply rooted in the “third mission” of higher education - serving and engaging with the local community, particularly within the Upper Galilee and Golan Heights regions. Local and community needs are strongly embedded in the programme’s structure and philosophy. Through research, practicum, and partnerships, the programme actively fulfils its third mission, contributing to social development, educational improvement, and regional empowerment in northern Israel. The programme was originally founded with a clear community-oriented vision: to train educational leaders who can strengthen and innovate within local and regional educational systems, including formal and nonformal education frameworks.</p> <p>Many courses and practicum components are designed to promote active community engagement, such as field projects, school-based initiatives, and collaborative workshops that address local educational challenges (e.g., inclusion, youth at risk, multiculturalism).</p>	<p>The study programme contributes to the benefit of society, as the region is given the opportunity to obtain a second-cycle higher pedagogical education. Within the framework of the study programme me, the development of student leadership is promoted, further applying the acquired knowledge and skills in public education and development. Within the framework of research, new pedagogical innovations are created in the study programme , which are promoted at conferences and scientific articles.</p>	<p>Local and community needs are integrated through applied projects, humanitarian initiatives, and civic engagement modules.</p>

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>The programme fosters partnerships with local schools, municipalities, and community organizations, ensuring that academic learning directly benefits the region's educational ecosystem. Students are encouraged to apply research and leadership skills to real-world community issues, often focusing on their projects or final seminars on social, cultural, or educational development within peripheral communities.</p> <p>The curriculum explicitly integrates topics such as equity, social justice, and community leadership, reinforcing the connection between academic excellence and civic responsibility.</p>		

## Equity and inclusion

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<b>Are gender, displaced students, students in military services, and students with disabilities considered in terms of access, support, and representation?</b>	Yes	Yes	Yes	Partially
<b>Additional information</b>	There are special quotes for these groups of students. We have quotes for displaced students, students in military services, and students with disabilities for budget places (FUNding By government)?	The Programme demonstrates a strong institutional and pedagogical commitment to equity and inclusion, ensuring that diverse student populations - including women, displaced individuals, students in military service, and students with disabilities - receive equal access, tailored support, and active representation. Hence, The	All applicants, without any restrictions, who successfully pass the entrance examination and whose previous education meets the admission requirements are admitted to studies on vacant study places on a competitive basis. A mentoring programme is being introduced to support students. Senior	Support exists for displaced students, military service students, and students with disabilities via flexible curricula, asynchronous options, and modular pathways. Gender considerations are not explicitly addressed in the current analysis.

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>programme fully integrates inclusive access, support mechanisms, and representation policies for gender equality, students with disabilities, displaced learners, and those in military service. It ensures that all students can participate meaningfully and successfully, both academically and professionally, within a supportive and equitable learning environment.</p> <ol style="list-style-type: none"> <li>1. Gender equality is reflected in both student enrolment and faculty composition. The programme promotes women's participation in educational leadership, aligning with national and institutional goals of gender equity in higher education.</li> <li>2. Students in military or national service receive academic accommodations, such as flexible attendance, extended deadlines, asynchronous learning options, and opportunities to defer or resume studies without penalty — a particularly important policy during the 2023–2024 war-time period.</li> <li>3. Displaced students affected by regional instability are supported through remote learning options, online resources, and personalized academic advising, allowing them to</li> </ol>	<p>students are invited to act as mentors.</p>	

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>continue studies regardless of location.</p> <p>4. Students with disabilities benefit from institutional accessibility measures, including adaptive technologies, accessible learning materials, and individualized accommodations coordinated through the college's Student Support Centre.</p> <p>5. The programme's admissions policy explicitly encourages diversity, welcoming candidates from various educational and cultural backgrounds, including those from underrepresented and peripheral communities.</p> <p>6. Inclusive values are also embedded in the curriculum itself — with courses that address social justice, multicultural education, and inclusion — preparing graduates to lead diverse educational systems with empathy and equity.</p>		
<i>Is there support for mental health and well-being embedded (counselling modules, reflection sessions)?</i>	No	Yes	Partially	Yes
<i>Additional information</i>	It depends on teachers' possibilities and lesson design, not formal requirements.	Support for mental health and well-being is fully embedded in both the academic and institutional framework. Through counselling services, reflective pedagogies, and trauma-	Students have the opportunity to consult with the director of the study programme or a specialist in the study process.	The institution provides psychological counselling, peer support, and resilience-building programmes to support student well-being and mental health.

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>informed practices, the programme ensures that students receive emotional, psychological, and academic support, fostering a balanced and resilient learning environment. The M.A. Programme provides comprehensive support for mental health and well-being, both through institutional services and built-in pedagogical practices within the programme itself.</p> <ol style="list-style-type: none"> <li>1. The college offers professional psychological counselling and emotional support services that are freely available to all students, especially those affected by war-related trauma, displacement, or stress.</li> <li>2. Within the curriculum, reflection sessions, mentoring activities, and practicum guidance workshops are integrated to help students process personal and professional challenges in a supportive environment.</li> <li>3. Faculty members are trained and encouraged to apply trauma-informed and empathetic teaching approaches, incorporating emotional awareness and flexibility into classroom management and assessment.</li> <li>4. Peer support and reflective dialogue are emphasized</li> </ol>		

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>through seminar discussions and fieldwork debriefings, promoting collective well-being and resilience.</p> <p>5. The programme 's overall structure — particularly during the 2023–2024 academic year under wartime conditions — demonstrated institutional sensitivity, offering lighter workloads, flexible deadlines, and individualized guidance to safeguard students' mental health.</p> <p>6. Additionally, the Teaching Excellence Unit and Student Affairs Office collaborate to provide well-being workshops and faculty awareness training related to mental health and academic resilience.</p>		
<b>Which digital equity strategies are employed in the programme?</b>				
<b>Device lending (e.g., laptops, tablets etc.)</b>		Yes		Yes
<b>Internet connectivity</b>	Yes	Yes	Yes	Yes
<b>Digital literacy access</b>		Yes		Yes
<b>Others (please specify)</b>	The university and economic faculty has local centres with independent energy and Internet equipment.	Digital equity is partially ensured through a combination of institutional technology support, online learning infrastructure, and digital literacy initiatives. While not all students have uniform access, the programme and college provide sufficient strategies to minimize digital divides and promote	WIFI internet connection is provided in study blocks and dormitory. Students can use computer equipment in the library, computer classes.	Subsidized study spaces and backup power for students without stable access.

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>equitable participation in digital learning.</p> <ol style="list-style-type: none"> <li>1. The college provides device-lending services and computer lab access for students who lack personal technology resources.</li> <li>2. Reliable internet access is supported through campus infrastructure and the option for remote participation in classes, enabling continuity for students from peripheral or rural areas.</li> <li>3. Digital literacy is integrated into both course content and academic support, with workshops on the use of digital platforms, online research tools, and educational technologies such as Moodle and MS Teams.</li> <li>4. During the 2023–2024 wartime period, the institution implemented flexible digital accommodations, including asynchronous learning, downloadable materials, and submission of assignments through low-bandwidth methods when needed.</li> </ol>		
<i>Are displaced/international students able to transfer credits easily (ECTS-compatibility, or similar frameworks?)</i>	Yes	Partially	Yes	Partially
<i>Additional information</i>	There is a formal procedure, educational department compare	Credit transfer for displaced or international students is	Recognition of credits is ensured in full after studying in the	ECTS-compatible frameworks and modular courses allow

Indicator / question	SSU	Tel-Hai	RTU	UKSW
	<p>subject and topics and then make decision about transfer credits.</p>	<p>partially possible and institutionally supported, with manual conversion and academic evaluation ensuring comparability to ECTS standards. While the system allows flexibility and recognition, full automatic ECTS compatibility is not yet established. The M.A. Programme in Management and Organization of Educational Systems operates under the Israeli national higher education framework, which is partially aligned with ECTS principles but not formally integrated into the European Credit Transfer and Accumulation System.</p> <ol style="list-style-type: none"> <li>1. The programme follows a credit-point structure (ר"ג) that can be converted to ECTS equivalents for international recognition and student mobility purposes. This conversion typically occurs through the Registrar's Office or the Academic Affairs Unit, which provides detailed academic transcripts and course descriptions in English upon request.</li> <li>2. For international or displaced students, credit transfer is handled case by case, based on the course syllabus, learning outcomes, and workload equivalence.</li> <li>3. The institution maintains cooperation with external universities and academic</li> </ol>	<p>ERASMUS+ exchange programme. After studying in a study programme in another EU country, comparison of study programmes and recognition of credit points is also carried out. In the case of third countries, the level of education acquired is first evaluated and compared in accordance with the legislation of the Republic of Latvia.</p>	<p>some flexibility in credit transfer, though full integration for displaced/international students may still vary depending on the programme or partner institution.</p>

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>networks, which facilitates recognition of courses for students moving between institutions, especially within Israel or for those continuing to Ph.D. programmes abroad.</p> <p>4. However, there is no automatic credit transfer mechanism, and each case requires academic evaluation and approval from both institutions involved.</p>		
<b>Are there payment schemes that would make the curriculum more accessible to students?</b>				
<i>Scholarship programmes</i>	Yes	Yes	Yes	Yes
<i>Vouchers</i>	Yes	Yes		
<i>Instalment plans</i>		Yes		Yes
<i>Others (please specify)</i>		Yes		Yes
<b>Additional information</b>		<p>The programme maintains a robust and inclusive set of payment and financial aid options—including scholarships, instalment plans, and targeted support initiatives—ensuring that financial barriers do not prevent capable and motivated students from accessing graduate education. The Programme offers several financial accessibility measures designed to make higher education more attainable for a diverse student body, particularly those in economically or geographically disadvantaged regions such as the Upper Galilee and Golan Heights.</p> <p>1. The college provides academic excellence and</p>	<p>There are opportunities for students to study in state-paid places of study and also receive a vasts scholarship.</p>	<p>Emergency assistance programmes.</p>

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>need-based scholarships that cover partial or full tuition fees. Some are supported by the Council for Higher Education (CHE) and the Ministry of Education for graduate students in education-related fields.</p> <p>2. Tuition instalment plans are available, allowing students to spread payments over the academic year to reduce financial pressure.</p> <p>3. Additional financial support is extended to teachers currently working in the education system, students affected by crisis or displacement, and military service personnel, reflecting the institution's commitment to social equity.</p> <p>4. In certain cases, external funding bodies and philanthropic organizations provide targeted assistance for students pursuing leadership and education management studies.</p>		

## Technical and cloud readiness

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<i>Which cloud-based Learning Management System (LMS) is compatible with the curriculum?</i>				
<i>Moodle Cloud</i>		Yes	Yes	Yes
<i>Canvas</i>				
<i>Google Classroom</i>	Yes	Yes		Yes
<i>Others (please specify)</i>	Own online platform, MIX	Microsoft Teams (MS Teams) — used for synchronous teaching,		MS Teams.

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		collaboration, and assignment management.		
<b>Additional information</b>		<p>The curriculum is fully compatible with multiple cloud-based LMS platforms, primarily Moodle Cloud, with Google Classroom and Microsoft Teams supplementing real-time collaboration and communication needs.</p> <ol style="list-style-type: none"> <li>1. Moodle Cloud serves as the primary LMS for course materials, assignment submissions, grading, and communication between instructors and students.</li> <li>2. Google Classroom is occasionally used by lecturers for specific courses or projects, especially where integration with Google Workspace (Docs, Slides, Drive) supports collaborative learning.</li> <li>3. Microsoft Teams functions as an additional cloud-based platform for live lectures, workshops, and team-based assignments, allowing seamless integration of video conferencing, file sharing, and chat features.</li> <li>4. These systems collectively ensure cloud accessibility, remote learning continuity, and secure data storage, which proved particularly effective during periods of crisis and distance learning.</li> </ol>		

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<b>Are digital tools integrated (MOOCs, simulations, online labs)?</b>	Yes	Partially	No	Yes
<b>Additional information</b>		<p>Digital tools are partially integrated into the curriculum — mainly through MOOCs, simulations, and collaborative online platforms — providing interactive and technology-enhanced learning experiences, though not all courses rely on digital learning environments.</p> <ol style="list-style-type: none"> <li>MOOCs (Massive Open Online Courses) and external digital learning materials are sometimes recommended or integrated into coursework, especially in areas such as educational innovation, leadership, and digital pedagogy.</li> <li>Simulations and case-based learning are used in management and decision-making courses to help students apply leadership and organizational theories in realistic educational scenarios.</li> <li>Online collaborative tools (e.g., Google Workspace, MS Teams, Padlet, and Mentimeter) are regularly used for interactive activities, presentations, and peer engagement.</li> </ol> <p>However, the programme <u>does not</u> include formal online laboratory components, as the field of educational management</p>		

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		does not require experimental lab work.		
<b>Is data stored redundantly (file/data replication)?</b>	Yes	Partially	Yes	Yes.
<b>Additional information</b>		<p>Data management within the M.A. Programme in Management and Organization of Educational Systems relies on institutional IT infrastructure that provides partial redundancy and secure cloud storage for academic and administrative materials. Data is partially stored redundantly, with reliable cloud-based replication for course materials and student data, though full institutional redundancy and multi-site data mirroring are not yet implemented.</p> <p>Course materials, assignments, and communication records are stored within cloud-based LMS platforms such as Moodle Cloud and Microsoft Teams, which include automatic data backup and replication features.</p> <p>The college's central IT system maintains regular backups of institutional data, including student records, grades, and administrative documents.</p> <p>However, redundancy is not fully centralized or mirrored across multiple independent servers; data storage depends partly on external cloud services and individual lecturers' practices (e.g., local backups on personal drives or institutional Google accounts).</p>		

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		The system ensures reasonable data continuity and recovery capabilities, but not yet a fully redundant, institution-wide replication infrastructure.		
<b>Are there security standards or protocols for cloud or digital access (e.g. multi-factor authentication, policies for third-party data, cybersecurity, etc.)?</b>	Yes	Partially	Yes	Yes.
<b>Additional information</b>	Multi-factor authentication, policies for third-party data, cybersecurity.	<p>The programme adheres to institutional cybersecurity and digital access standards, providing secure, password-protected cloud systems and regulated data management practices. While basic protections are strong, multi-factor authentication and advanced cybersecurity protocols are only partially implemented across all digital platforms. The M.A. Programme operates under the college's institutional IT and data security policies, which ensure a moderate level of cybersecurity and digital access protection, though not all measures meet advanced enterprise-level standards.</p> <ol style="list-style-type: none"> <li>1. Cloud platforms such as Moodle Cloud, Microsoft Teams, and Google Workspace are used for course delivery and data storage. These systems include built-in encryption, secure login, and password-protected access.</li> <li>2. The institution enforces user authentication</li> </ol>	The university has security standards or protocols for cloud access (for example, multi-factor authentication), cybersecurity is observed.	UKSW applies institutional data protection standards, multi-factor authentication, and GDPR-compliant policies to secure cloud access and safeguard user data.

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>policies, requiring institutional email accounts for student and faculty access to official systems.</p> <p>3. Basic cybersecurity measures (e.g., password management, secure file sharing, and privacy protocols) are implemented and communicated to staff and students.</p> <p>4. Data protection standards align with national privacy regulations and the Council for Higher Education's guidelines on responsible digital data use.</p> <p>5. However, multi-factor authentication (MFA) is not yet mandatory across all platforms, and third-party data processing agreements are handled at the institutional rather than programme level.</p> <p>6. Periodic IT audits and data security updates are conducted by the college's Information Systems Unit to maintain compliance and minimize risks.</p>		

## Collaboration and partnerships

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<i>Does the curriculum have partnership programmes with other institutions?</i>				
<i>Local HEIs</i>		Yes	Yes	Yes
<i>International HEIs</i>		Yes		Yes
<i>Local industry</i>	Yes	Yes		Yes

Indicator / question	SSU	Tel-Hai	RTU	UKSW
<b>International industry</b>				
<b>Additional information</b>	Request from local industry on specialists.	<p>The curriculum is supported by robust local academic and community partnerships and emerging international collaborations, enabling students to engage in practical, research-based, and globally aware educational experiences. The M.A. Programme maintains active partnerships with local and regional higher education institutions, educational organizations, and community stakeholders, and is gradually expanding its international academic collaborations.</p> <ol style="list-style-type: none"> <li>1. Local partnerships: The programme collaborates with other Israeli higher education institutions and educational authorities in the Upper Galilee and Golan Heights, including local municipalities, school networks, and teacher training colleges. These partnerships support joint research, practicum placements, and field projects, fostering leadership and innovation in regional education systems.</li> <li>2. International partnerships: The college is developing academic cooperation and exchange programmes with foreign universities, primarily focused on educational leadership, research collaboration, and faculty development.</li> </ol>	The study programme is implemented in partnership with RTU Liepaja Academy.	UKSW maintains partnerships with local and international universities for academic exchange, joint research, and credit transfer. Collaboration with local industry supports internships, applied research, and employability initiatives. International industry cooperation is limited but developing through research and innovation projects.

Indicator / question	SSU	Tel-Hai	RTU	UKSW
		<p>Planned initiatives include guest lectures, online workshops, and joint seminars with researchers abroad once security and travel conditions allow.</p> <p>3. Local industry and community collaboration: While the programme does not focus on commercial industry partnerships, it has strong ties with public and nonprofit sectors, particularly in education, social services, and youth organizations. These collaborations provide students with hands-on experience and applied learning opportunities relevant to educational management and community leadership.</p> <p>4. International industry: Currently, there are no formalized partnerships with international industries, though individual faculty members maintain professional links through international research networks and conferences.</p>		

## Research Study Design

Test **crisis-sensitivity** and **suitability for cloud transition** of your given curriculum – use the curriculum (as available online) and further information from the respective department(s) at your institution!

### I. Structure and Modularity

1. Are courses broken into smaller, self-contained modules (rather than long, linear blocks)?  
*E.g., 3-6 weeks, or micro-credentials*

<input type="radio"/> Yes
<input checked="" type="radio"/> Partially
<input type="radio"/> No

*Please describe:*

In the master's study programme "Educational Sciences", the compulsory part A, the specialization part B and the elective part C are distinguished. Students take separate study courses with a volume of 3-9 credit points.

2. Can students pause and re-enter between modules/courses without losing progress (stackability)?

<input type="radio"/> Yes
<input type="radio"/> Partially
<input checked="" type="radio"/> No

*Please describe:*

The study programme has developed a study plan with a breakdown by semesters and students cannot pause and take a course later. If the course is not taken, it is academic debt.

3. Is credit awarded per module (not only after completing an entire semester)?

<input checked="" type="radio"/> Yes
<input type="radio"/> Partially
<input type="radio"/> No

*Please describe:*

Credits are awarded for a separate course of study. If all the courses provided for in the semester have been taken, then a total of 30 credits are obtained in full-time studies per semester.

## II. Accessibility and delivery

4. In how far is the curriculum deliverable online?

	Yes	Partially	No
<i>O Lectures</i>		x	
<i>O Seminars / tutorials</i>		x	
<i>O Laboratory sessions / practical classes</i>		x	
<i>O Group work / collaborative projects</i>		x	
<i>O Assessments (e.g. online exams, quizzes, assignments)</i>		x	
<i>O Office hours / academic advising</i>	x		
<i>O Extracurricular activities / community engagement (delivered digitally)</i>			x
<i>O Other (please specify):</i> _____			
<i>O None deliverable online</i>			

Please describe:

In the study programme, lectures, seminars or consultations can take place in person, online or in hybrid form. Online is provided on the MS Teams platform. Online tests can take place through the implementation of the tasks performed, presentations of the completed studies. Digital assessment with online quizzes, tests, assignments is not developed.

5. Which low-bandwidth or offline options are available for the curriculum? (multiple choice)

<b>Downloadable materials (PDFs, e-books)</b>
<i>Pre-loaded USB-sticks, SD cards, or DVDs with texts, videos, exercises</i>
<i>Offline mobile apps (or learning platforms that run without internet once installed)</i>
<i>Printed workbooks or handouts for students</i>
<i>Radio or audio lessons available for offline playback</i>
<i>Local server solutions (e.g. Raspberry Pi or school server hosting the curriculum locally)</i>
<i>SMS-based or WhatsApp/Signal text modules for very low connectivity settings</i>
<i>Others (please specify):</i> _____
<i>No low bandwidth or offline options available</i>

Please describe:

Educational materials (presentations, downloadable materials, etc.), as well as links to internet resources in study courses are placed in the Moodle system. Students have the option to upload completed works to Moodle. In online classes in MS Teams, it is possible to make a lecture recording and save it in MS Teams group files. Students have the

opportunity to use subscribed scientific databases, where journals and e-books are available.

6. Which types of online functions for curriculum delivery are supported, and are they integrated with a learning management system (LMS, e.g. Moodle, Google, Classroom, MS Teams)?

	<i>LMS integration</i>		
	<i>Yes</i>	<i>Partially</i>	<i>No</i>
<i>O Platforms for material access (e.g. pre-recorded or real-time teaching sessions, educational materials, etc.)</i>	<i>x</i>		
<i>O Platforms for online task completion (e.g. online submission system)</i>		<i>x</i>	
<i>O Collaboration platforms (e.g. group project works, forums, chats)</i>		<i>x</i>	

7. In general: Are asynchronous alternatives provided?

<i>O Yes</i>
<b><i>O Partially</i></b>
<i>O No</i>

*Please describe:*

Outside of online classes, students can independently work on learning materials and assignments on the Moodle platform at any time.

### III. Crisis sensitivity in curriculum delivery

8. Can students pause and re-enter **within modules/courses** without losing progress (self-paced continuity, e.g., for accommodating students in military service, displacement or trauma)?

<b><i>O Yes</i></b>
<i>O Partially</i>
<i>O No</i>

*Please describe:*

Students can take a break from their studies for a year in cases of health, family or social problems and then return and continue their studies

9. Which competency-based assessments are used instead of rigid timed exams? (multiple choice)

<i>Project-based assignments (individual or groups)</i>
<i>Skills portfolios showcasing learning progress and outputs</i>
<b>Performance Tasks (e.g. design challenges, real-world problem solving)</b>
<i>Peer assessment and collaborative evaluation</i>
<i>Teacher observations with structured scoring guides (rubrics)</i>
<b>Self-assessment and reflection journals</b>
<b>Oral presentation or viva-style assessments (oral examinations)</b>
<b>Skill demonstrations (practical, hands-on activities)</b>
<i>Open-book or take-home assessments, focused on application, not memorisation</i>
<i>Scenario-based tasks</i>
<i>Others (please specify): _____</i>
<i>No other assessments are used apart from rigid timed exams</i>

10. Which types of inclusive assessment are available in the curriculum to accommodate different crisis constraints?

<b>Oral assessments (e.g. viva, interviews, presentations)</b>
<b>Written assessments (e.g. open-book, take-home, short essays)</b>
<b>Performance or practical tasks (e.g. lab work, skill demonstrations)</b>
<b>Peer or self-assessment methods</b>
<i>Others (please specify): _____</i>
<i>None currently available</i>

11. Is psychological stress/trauma acknowledged (lighter workloads if needed, formative feedback, etc.)?

<input type="radio"/> Yes
<input checked="" type="radio"/> Partially
<input type="radio"/> No

Please describe:

In case of problems, students can take a break from studying for a year. The requirements in study courses are the same, but students in case of problems can individually agree

#### IV. Transversal and resilience skills

12. Which crisis-relevant skills and knowledge are integrated in the curriculum?

<i>Crisis management (e.g., preparedness, response planning)</i>
<i>Digital resilience (e.g., safe online practices, adapting to digital disruptions)</i>
<i>Community engagement (e.g., collaboration, civic responsibility)</i>
<i>Socio-emotional skills (e.g., stress management, adaptability, empathy)</i>
<b>Media and information literacy (e.g., identifying misinformation, critical thinking)</b>
<i>Others (please specify): _____</i>
<i>None currently integrated</i>

If there are crisis relevant skills, please describe them further:

The master's programme partly includes media literacy and information literacy. For example, digital resilience, social-emotional learning, crisis management are integrated into bachelor's level programmes.

13. Which trauma-informed skills are integrated in the curriculum?

<i>Emotional and physical safety awareness</i>
<i>Grounding techniques and stress regulation in class</i>
<i>Self-care practices for students and teachers</i>
<i>Adaptive coping strategies</i>
<i>Socio-emotional learning (e.g. empathy, resilience)</i>
<i>Others (please specify): _____</i>
<b>None currently integrated</b>

If there are trauma-informed skills, please describe them further:

The specified skills are not integrated into the master's programme.

14. Which cross-disciplinary crisis modules are included in the curriculum?

<i>Conflict studies/peace education</i>
<i>Migration and displacement studies</i>
<b>Sustainability and climate change</b>
<i>Public health or disaster management</i>
<i>Human rights and social justice</i>
<i>Others (please specify): _____</i>
<i>None currently integrated</i>

Please describe further:

One of the specializations of the study programme includes the study course "Education for Sustainable Development". If students have not mastered Environmental Protection and Civil Protection in their bachelor's studies, then additionally take these study courses. In the development of master's theses, students have the opportunity to choose research topics related to these aspects of the crisis, viewing them in the context of educational sciences.

15. Which labour market areas relevant to post-crisis recovery does the curriculum address?

<i>Reconstruction and infrastructure development</i>
<i>Digital economy and technology skills</i>
<i>Public health and healthcare systems</i>
<i>Disaster management and emergency response</i>
<i>Entrepreneurship and small business development</i>
<i>Others (please specify): _____</i>
<i>None currently integrated</i>

Please describe further:

Aspects indicated directly are not addressed. In the development of master's theses, students have the opportunity to choose research topics that relate to these aspects, viewing them in the context of educational sciences.

#### V. Governance and adaptability

16. Who is authorised to decide on rapid curriculum adaptations when conditions change (e.g. restructuring courses, shifting exams online, etc.)?

<i>Individual lecturers/course instructors</i>
<i>Department/ programme heads</i>
<i>Faculty/school-level governance bodies</i>
<b><i>Central university governance (e.g. rectorate, senate)</i></b>
<b><i>External authorities (ministry, accreditation body)</i></b>
<i>Shared decision-making committees (e.g. academic boards with multiple stakeholders)</i>
<i>Others (please specify): _____</i>
<i>There is no process for rapid adaptation of the curriculum</i>

Please describe further:

External institutions - the Higher Education Quality Agency and the Higher Education Quality Commission - decide on the restructuring of the study programme, change in the volume, form of implementation. Less significant changes (e.g. the full transfer of

classes from face-to-face online) are decided by the university administration, subject to the requirements of national legislation.

17. Does the curriculum have a built-in flexibility to add or remove electives relevant to crises?

<input type="radio"/> Yes
<input type="radio"/> Partially
<input type="radio"/> No

*Please describe:*

It is possible to change the offer of elective courses to include new, current courses with a developed and agreed course description.

18. Are local/community needs included (third mission)?

<input type="radio"/> Yes
<input type="radio"/> Partially
<input type="radio"/> No

*Please describe:*

The study programme contributes to the benefit of society, as the region is given the opportunity to obtain a second-cycle higher pedagogical education. Within the framework of the study programme, the development of student leadership is promoted, further applying the acquired knowledge and skills in public education and development. Within the framework of research, new pedagogical innovations are created in the study programme, which are promoted at conferences and scientific articles.

## VI. Equity and inclusion

19. Are gender, displaced students, students in military services, and students with disabilities considered in terms of access, support, and representation?

<input type="radio"/> Yes
<input type="radio"/> Partially
<input type="radio"/> No

*Please describe:*

All applicants, without any restrictions, who successfully pass the entrance examination and whose previous education meets the admission requirements are admitted to studies on vacant study places on a competitive basis. A mentoring programme is being introduced to support students. Senior students are invited to act as mentors.

20. Is there support for mental health and well-being embedded (counselling modules, reflection sessions)?

<i>O Yes</i>
<b><i>O Partially</i></b>
<i>O No</i>

*Please describe:*

Students have the opportunity to consult with the director of the study programme or a specialist in the study process.

21. Are there digital equity strategies in place?

<i>O Yes</i>
<b><i>O Partially</i></b>
<i>O No</i>

*\*If yes/partially, which strategies are employed in the programme? (Multiple answers possible)*

- Device lending (e.g., laptops, tablets etc.)
- Internet connectivity
- Digital literacy access
- Others (please specify):

WIFI internet connection is provided in study blocks and dormitory. Students can use computer equipment in the library, computer classes.

22. Are displaced/international students able to transfer credits easily (ECTS-compatibility, or similar frameworks?)

<b><i>O Yes</i></b>
<i>O Partially</i>
<i>O No</i>

*Please describe:*

Recognition of credits is ensured in full after studying in the ERASMUS+ exchange programme. After studying in a study programme in another EU country, comparison of study programmes and recognition of credit points is also carried out. In the case of third countries, the level of education acquired is first evaluated and compared in accordance with the legislation of the Republic of Latvia.

23. Are there payment schemes that would make the curriculum more accessible to students?

<b>O Yes</b>
<i>O Partially</i>
<i>O No</i>

*\*If yes/partially, please specify.*

- scholarship programmes**
- voucher
- instalment plans
- Others:

There are opportunities for students to study in state-paid places of study and also receive a vlasts scholarship.

#### **VII. Technical and cloud readiness**

24. Which cloud-based Learning Management System (LMS) is compatible with the curriculum?  
(Multiple choice)

<b>Moodle Cloud</b>
<i>Canvas</i>
<i>Google Classroom</i>
<i>Others (please specify): _____</i>
<i>No cloud-based LMS is used</i>

25. Are digital tools integrated (MOOCs, simulations, online labs)?

<i>O Yes</i>
<i>O Partially</i>
<b>O No</b>

26. Is data stored redundantly (file/data replication)?

<b>O Yes</b>
<i>O Partially</i>
<i>O No</i>

27. Are there security standards or protocols for cloud or digital access (e.g. multi-factor authentication, policies for third-party data, cybersecurity, etc.)?

<b>O Yes</b>
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*O Partially*

*O No*

*Please describe further:*

The university has security standards or protocols for cloud access (for example, multi-factor authentication), cybersecurity is observed.

### **VIII. Collaboration/Partnerships**

28. Does the curriculum have partnership programmes with other institutions?

*O Local HEIs*

*O International HEIs*

*O Local industry*

*International industry*

*Please describe further:*

The study programme is implemented in partnership with RTU Liepaja Academy.