

WORK PROGRAMME 2025 IN BRIEF

The Agency work programme aims to support Agency member countries' work and help them develop their systems for inclusive education. It aims to ensure coherence between the Agency's work and country commitments to European Union (EU) and international priorities for education. It does so by providing countries, as well as stakeholders at European level, with evidence-based information, tools and recommendations that are reliable, valid and applicable to educational policy planning, implementation, monitoring and review.

Below is a brief overview of planned activities for 2025.

- **Country Policy Development Support (CPDS):** Within the Multi-Annual Work Programme (MAWP) 2021–2027, all work will be organised to lead out of and/or feed findings into the overarching [CPDS activity](#). In 2025, the pilot Working Group will continue the second phase of its CPDS work – the monitoring element. From 2025 onwards, the work will also be expanded to include a new group of Agency member countries. The CPDS country repositories that will be produced will continue to be used to gather updated evidence of developments in policy and implementation towards the stated goals for each country, in cycles of review.
- **European Agency Statistics on Inclusive Education (EASIE):** [EASIE](#) provides information on education systems in participating Agency member countries. This data informs country-level policy-making on learners' rights issues connected to access to and placement in mainstream and inclusive education or otherwise. During 2025, the Agency will publish the outputs focusing on the 2022/2023 school year. 2025 will also be dedicated to reframing EASIE to better align with other Agency activities, to provide more focused, informative and user-friendly outputs, and to reflect on the developments in thinking around inclusive education systems. At the end of the year, the 2023/2024 data collection will be launched, and the annual data experts' workshop will take place.
- **Country exchange activities:** At the 2025 bi-annual meetings, experience exchange sessions focusing on topics suggested by country representatives will be held.
- **Country information overviews:** During 2025, the Agency will continue to update the [country information overviews](#) on its website. The aim is to have all the overviews drafted and approved versions published online by the end of the year.
- **Thematic Country Cluster Activities:** All thematic work within the remainder of the MAWP 2021–2027 will be organised as [Thematic Country Cluster Activities](#) (TCCA). TCCA work will focus on countries' priorities and directly respond to country requests for more tailored activities to support policy development needs and build upon learning points from current activities. In 2025, cycle 1 of TCCA will continue to be



taken forward, following the completion of the individual cluster activity plans and first peer-learning activities (PLAs) in 2024. Each cluster will hold two PLAs in 2025. The TCCA work will focus on continued synergies and alignment across all clusters. This is in keeping with the ambition of ensuring all Agency work interlinks and builds on other work. Short descriptions of the clusters can be found below:

Cluster 1: Learner Participation in Inclusive Education – Collecting and using data to improve inclusive education policy implementation (LPIE)

LPIE focuses on the question of what data is needed to provide policy-makers with meaningful information on learner participation in inclusive settings. In 2025, the cluster will continue the exploitation of meaningful data collection. This includes the collection of stakeholder input on individual levels (learners) and on classroom level (teachers), with a focus on learner participation in inclusive education. The final LPIE meeting will take place in late 2025 to present overall findings and prepare for the dissemination event in spring 2026.

Cluster 2: Monitoring and Evaluation Systems in Inclusive Education Policy (MESIEP)

MESIEP focuses on monitoring and evaluation (M&E) of inclusive education, aiming to examine existing M&E systems and their role in inclusive education policy developments. The focus of M&E will be further explored in 2025. Examples of 2025 work include a synthesis report with country briefs on monitoring and the evaluation systems and processes of inclusive education in the cluster countries. A final event is being considered to share the findings of cycle 1.

Cluster 3: Learners and Families Shaping Action (LFSA)

LFSA focuses on the role of the voices of learners and their families in M&E frameworks for inclusive education. 2025 work includes exchanging and collecting European and national-level examples of learners' and parents' voices and developing a common guidance of universal measures on M&E. Towards the end of the year, overall findings will be presented and preparation for the dissemination event will take place.

Cluster 4: Advancing Collaboration in Education (ACE)

ACE explores collaboration and cross-sector working at all system levels as a key factor in implementing inclusive policy. 2025 work includes further developing, testing and reviewing the tool that has been drafted to make it adaptable to national contexts. The final meeting in late 2025 aims to gather information needed for countries to move forward with the tool and disseminate information learned throughout the activity.

Cluster 5: Collaborative Action for Inclusive Education (CAFIE)

CAFIE aims to explore strategies to bring about changes in collaborative, cross-sector working. 2025 work will focus on cross-sector collaboration at the regional level and at the school/local level. Planned work includes sharing country examples, discussions and in-depth exploration of specific strategies, stakeholder participation and interactive activities. In late 2025, a joint meeting with cluster 4 (ACE) is planned on cross-sector collaboration findings.



Cluster 6: Quality Assurance, Monitoring and Accountability (QAMA)

QAMA focuses on identifying the essential elements of a coherent framework, bringing together all aspects of an education system into a coherent whole. Examples of 2025 work will include the countries continuing to work individually and collaboratively to adapt the draft framework to their own systems and share knowledge with the cluster. This work will also draw on expertise presented in other clusters. The final closing event is planned to take place in December.

- **Technical Support Instrument activities:** The Agency will provide technical support to three projects within the framework of the European Commission (EC) [Technical Support Instrument](#). The ministries of education in France, in Italy, Portugal and Spain in co-operation, and in Finland and Ireland in co-operation requested these. The EC funds the activities in full.
- **Operational activities:** Operational activities in 2025 will include a country priorities and TCCA survey, which will gather specific information from countries to inform future activities and outcomes, as well as feed into the TCCA cycle 2 work. The Agency will also support Poland in activities related to inclusive education for the Polish Presidency of the Council of the European Union, which will take place from January to June 2025.

Dissemination of Agency work and outputs via various channels will continue and the Agency will participate in three EC working groups and connected peer-learning activities. The Agency and UNESCO will further work together and continue to develop and promote the [Inclusive Education in Action website](#).

As of 1 January 2025, the Agency will have 31 member countries, covering 36 jurisdictions.¹ Financially, the Agency is supported by member country contributions and an operating grant under the EU Erasmus+ education programme. Additional activities are funded separately, as outlined above.

For detailed information about the Agency and its work, please visit the [Agency website](#).

¹ Austria, Belgium (Flemish, French and German communities), Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland and United Kingdom (England, Northern Ireland, Scotland and Wales).