
Work Programme 2025



EUROPEAN AGENCY
for Special Needs and Inclusive Education



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for Special Needs and Inclusive Education

WORK PROGRAMME 2025



Co-funded by
the European Union

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Introduction

This work programme outlines the main activities that the European Agency for Special Needs and Inclusive Education (the Agency) has scheduled for 2025.

To support its member countries' work, the Agency has considered their priorities, as set out in its [Multi-Annual Work Programme \(MAWP\) 2021–2027](#), in preparing this work programme.

The [Agency position on inclusive education systems](#) is the point of departure for the Work Programme 2025. The ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers. As part of the MAWP 2021–2027, the Work Programme 2025 will comprise a range of activities and processes that will further explore how countries can effectively work towards this vision.

The Work Programme 2025 is fully aligned with and directly contributes to European and international stated priorities for education and training. These include:

- the European Union (EU) Erasmus+ education programme (2021–2027) goals;
- the stated dimensions of the European Commission's [Communication on achieving the European Education Area by 2025](#);
- the European Commission's [Digital Education Action Plan 2021-2027](#);
- the European Commission's [Strategy for the Rights of Persons with Disabilities 2021-2030](#);
- the European Commission's policy memo on [Strengthening the quality of early childhood education and care through inclusion](#);
- the [EU strategy on the rights of the child](#);
- the United Nations (UN) [Sustainable Development Goal 4](#) on inclusive and equitable education, the UN [Convention on the Rights of the Child](#) (1989) and the [Convention on the Rights of Persons with Disabilities](#) (2006), particularly Article 24.

The work programme aims to ensure coherence between the Agency's work and country commitments to 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.

For more information about the Agency, its work and work programmes, please visit its website: www.european-agency.org.

Organisation and finances

Member countries

The Agency currently has 31 member countries covering 36 jurisdictions: 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).

The Agency holds bi-annual meetings with its member country representatives. They review on-going activities and discuss and approve plans for future work, including activity plans, work programmes and budgets.

The proposed bi-annual meetings for 2025 are as follows:

- Spring bi-annual meeting, Slovenia
- Autumn bi-annual meeting, venue to be confirmed.

Finances

Membership fees from the member countries and an operating grant under the EU Erasmus+ education programme (2021–2027) fund the work programme. Together, these contributions make up the Agency's operating budget.

On top of their membership fees, member countries contribute to the Agency's functioning by meeting the costs of their nominated Representative Board members' and National Co-ordinators' tasks. These include establishing and maintaining national networks, information dissemination and awareness-raising activities at national level, and participation in Agency meetings and activities. Furthermore, member countries cover the costs (person hours) of their nominated experts participating in content-related activity work.

As well as the activities financed by the main operating budget, the Agency will conduct specific additionally funded activities. These will be non-profit-based and will complement the activities within, but be independent from, the operating budget.

These additionally funded activities may include country system audits, consultancy and other country-specific services.

Since 2018, the Agency has also been involved in assisting member countries as a technical provider through the Structural Reform Support Programme (SRSP) – now called the [Technical Support Instrument](#) (TSI) – of the European Commission's Directorate-General for Structural Reform Support (DG REFORM).

For further information, please refer to the section on [additionally funded activities](#).

Co-operative relationships

The Agency will maintain its co-operative relationships with the EU Institutions, particularly with the European Commission, with members of the committees of the European Parliament and with Agency member countries' permanent representations in Brussels, as well as with key international bodies and organisations. These include [Cedefop](#), [Eurostat](#), [Eurydice](#), the United Nations Educational, Scientific and Cultural Organization ([UNESCO](#)), the United Nations Children's Fund ([UNICEF](#)) and the Organisation for Economic Co-operation and Development ([OECD](#)). These relationships are considered



important to ensure visibility of and support for the Agency's work for member countries in relation to global and European stated priorities for education and training.

Co-operation with these organisations adds important facets to the Agency's work. It ensures that activities are mutually supportive and beneficial for member countries. The co-operative relationships provide opportunities for sharing information about work in Agency member countries with a wider audience and for gaining valuable, evidence-based insight, information and resources that can be shared in member countries.

The Agency will continue to prioritise these partnerships, recognising their essential role in promoting shared learning, mutual support and the collective advancement of inclusive education initiatives.

During 2025, the Agency will continue to be a member of the European Commission's working groups on Early Childhood Education and Care, Schools (the sub-group on Pathways to School Success) and Equality and Values in Education and Training for the period 2021–2025.

The Agency's co-operation with UNESCO will also carry on, with the Agency engaging in events and activities of shared interest and continuing to develop and promote the [Inclusive Education in Action website](#).

On-going activities

The Agency will conduct a number of activities that are on-going throughout the MAWP 2021–2027. Brief descriptions of these activities follow below.

Country Policy Development Support (CPDS)

[CPDS](#) is central to the Agency's role as an agent for change in inclusive education. All Agency work essentially focuses on supporting countries to change, develop and successfully implement policy for inclusive education.

Within the remainder of the MAWP 2021–2027, all work will be organised to lead out of and/or feed findings into the overarching CPDS activity.

The proposed model and framework for CPDS build upon the main findings and outcomes, as well as processes and methodologies, that have proved useful for supporting individual country work, notably the [Country Policy Review and Analysis](#) activities.

The main activities in 2023 involved finalising and piloting the CPDS framework with the three Agency member countries – Iceland, Lithuania and Malta – that constitute the CPDS pilot Working Group. In 2024, the Working Group completed the country repositories and produced synthesis reports, which include the three countries' self-identified priorities as areas for development. A standards document has been prepared for each country to use as a means of developing detailed indicators to work towards meeting their identified priorities. This concluded the activity's pilot phase.



Main activities 2025

In 2025, the pilot Working Group will continue the second phase of its CPDS work – the monitoring element. For each chosen priority, each country will monitor its progress towards an agreed set of indicators.

From 2025 onwards, the work will be expanded to include a new group of Agency member countries. The group's composition will be based on agreements made in connection to the autumn 2024 bi-annual meeting.

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)

The Agency's annual data collection activity ([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.

Main activities 2025

The regular annual EASIE work cycle will continue. Approved data tables and country background information focusing on the 2022/2023 school year will be published on the Agency website by mid-2025, followed by the cross-country report.

A Key Messages and Findings report providing an overarching interpretation of the last five years' datasets will be produced. This will highlight key messages and emerging findings across the datasets to inform Agency member countries' policy-making.

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. The development process incorporates updating the online data collection platform and data collection tools, templates and web area.

The introduction of these changes will be the main agenda item for the annual data experts' workshop, scheduled for November. At the end of the year, the 2023/2024 data collection will be launched under the new framework as a result of the developments.

Country exchange activities

Country experience exchange sessions are a recurring item on the bi-annual meeting agendas, as they have proved useful for country representatives to gain insights into each other's policy development work.

Main activities 2025

During 2025, experience exchange sessions with country representatives will take place connected to the bi-annual meetings. The sessions will focus on topics of interest suggested by the country representatives.



Country information overviews

The [Country Information](#) pages are one of the most popular areas on the Agency website. There is an agreement to update them regularly and to periodically review the basic framework for the country overviews, so they continue to meet website users' interests.

Main activities 2025

In 2025, the country overview team will continue to update overviews on the Agency website. In 2024, information has been drafted using a template that was developed in 2023. The same methodology will be applied in 2025. The aim is to have all the country information overviews drafted and approved versions published online by the end of 2025.

Thematic activities

All thematic work within the remainder of the MAWP 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 previous activities. The TCCA will use peer-learning approaches and be developmental, building upon each other in cycles throughout the remainder of the MAWP.

Using information from the [Country System Mapping](#) activity outputs and information on country priorities from a 2023 operational survey, the first TCCA cycle began in 2023. This was designed to support the work of individual and small groups of countries around identified challenges for implementing the agreed priorities. Six thematic clusters were created.

Clusters 1, 2 and 3 focus on **monitoring and evaluation of policy implementation for inclusive education**. Participating countries are considering a number of key issues around monitoring and evaluation processes at school, local and national levels. These include issues countries are facing with regard to the qualitative and quantitative data needed to ensure school quality enhancement and system-level improvement. Alongside this, the clusters will examine the necessary accountability frameworks that ensure all learners' rights to inclusive education, as well as promote system efficiency, effectiveness and equity.

Clusters 4 and 5 focus on **developing strategies for supporting collaborative, cross-sector working across all levels and sectors**. Participating countries will debate issues around the need for quality provision that involves effective collaboration within schools, between schools and families and between schools and other agencies in the community that can all contribute to more effective and efficient support for all learners. The clusters will also consider the issues around the need for a supportive policy context and co-operation between, for example, government departments at national level.

Cluster 6 focuses on **developing multi-level, multi-stakeholder quality assurance and accountability frameworks for inclusive education**. It examines issues around cross-sector collaboration across all education system levels and, in particular, inclusive quality



assurance and accountability for all stakeholders that further contribute to school and system improvement.

The outcomes emerging from across the clusters will inform a central cross-theme question: how can each of the three priority themes support the overall development of a system of continuous improvement for all stakeholders at all system levels?

The clusters' individual and collective work will aim to support individual countries in their efforts to promote continuous improvement for all stakeholders across the whole inclusive education system.

The TCCA work focuses on continued synergies and alignment across all clusters. Accordingly, an important element is continued cross-cluster work. This is in keeping with the ambition of ensuring all Agency work interlinks and builds on other work. Cross-cluster work is in line with cluster activities that are developmental, building upon each other in cycles throughout the remainder of the [MAWP 2021–2027](#).

Within the TCCA work, surveys are planned to systematically collect lessons and suggestions for better ways of working in clusters and to further develop the peer-learning approach. This information will provide input to the current activities, to the TCCA cycle 2 plan and to future MAWP development work.

Two surveys connected to the TCCA are currently planned for 2025. These will build on the 2024 TCCA survey. Please see the section on the [country priorities and TCCA survey](#) for further information.

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

The identified key area for LPIE is the collection and use of meaningful qualitative data on learner participation in inclusive education to improve inclusive education policy implementation. LPIE therefore focuses on the question of what data is needed to provide policy-makers with meaningful information on learner participation in inclusive settings.

Cluster countries: Czech Republic, Estonia, Lithuania, Netherlands, Portugal, United Kingdom (Scotland).

Main activities 2025

LPIE work for 2025 includes two peer-learning activities (PLAs) with a focus on teachers and learners, looking at learner participation in inclusive education. 2025 is the activity's second and final year; outputs will be drafted and finalised in early 2026.

The first PLA took place in 2024 and the second is planned for spring 2025. This will entail an in-depth exploration of meaningful data collection and use in the context of learner participation at the individual level, using the results of PLA 1.

During the spring, the cluster countries will be asked to collect further stakeholder input on individual levels (learners), with a focus on learner participation in inclusive education. The results of PLA 2 and the stakeholder consultations will be presented to all cluster countries in an online working meeting.



From June to September, countries will be asked to collect further stakeholder input on classroom level (teachers), with the same focus of learner participation. PLA 3 is planned for the autumn, with an in-depth exploration of meaningful data collection and use in the context of learner participation at the classroom level, using the results of PLAs 1 and 2.

The final LPIE meeting is planned for late 2025. This will involve presenting overall findings and preparing 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. Phase 1 (2024) deals with M&E of inclusion and equity at policy level. The aim is to gain an understanding of the cluster countries' policies and practices, particularly how institutions under ministries of education and cross-sectoral institutions external to ministries of education monitor and evaluate equity and inclusion. The cluster will reflect on how the M&E process can inform and serve policy-makers and policy development.

The outcomes of phase 1 will help to define the focus for phase 2 (2025).

Cluster countries: Croatia, Ireland, Malta, Serbia, United Kingdom (England).

Main activities 2025

In early 2025, a synthesis report about phase 1 of the activity will be published. It will include 'country briefs' focusing on the institutions and departments responsible for monitoring and the evaluation systems and processes of inclusive education, looking at the different methodologies and practices in place in the cluster countries. Some key messages from phase 1 will be published and translated into all Agency languages.

2025 is the second phase of the activity. The aim of phase 2 is to focus and work on a particular topic identified during phase 1 (looking at a specific framework, focusing on a group of stakeholders, etc.). Two PLAs will be organised, the first in spring in Croatia and the second during the autumn (location to be confirmed). A final event is being considered to share the findings of cycle 1. Several outputs will be drafted by the end of 2025 and published in early 2026.

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. The goal is to examine how M&E processes can systematically use information from learners and their families for systemic improvement and policy development in inclusive education.

Cluster countries: Bulgaria, Cyprus, France, Latvia, Slovakia, Switzerland.

Main activities 2025

In the first half of 2025, the LFSA cluster will go on exchanging and collecting European and national-level examples of learners' and parents' voices that could help bring about changes in M&E. These examples will be used for drafting a related output. Work on a common guidance of universal measures on M&E will start and the second in-person PLA will take place.



The second half of 2025 will be devoted to preparing the third in-person PLA and to completing the common guidance of universal measures that each country can customise to its own national context. This may include guiding principles, policy priorities and recommendations for improving the inclusion of learners' and families' voices in M&E frameworks and processes. 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. This includes horizontal and vertical collaboration around schools/communities, within levels of the education ecosystem, and between system levels. The goal is to strengthen capacity building in implementing strategies/reforms towards inclusive education through collaborative, cross-sector working.

Cluster countries: Finland, Iceland, Luxembourg, Norway, Poland, United Kingdom (Wales).

Main activities 2025

ACE activities for 2025 include two in-person PLAs, with one in spring and the second in late autumn. Both will focus on existing implementation practices.

Early 2025 will see the activity's piloting phase, when the Agency team and cluster countries will finalise and test the tool that has been drafted to make it adaptable to national contexts. The piloting phase will test the tool in real-world settings and involve various stakeholders. The Agency team will gather and analyse feedback.

The second half of 2025 will be the activity's review stage. The team will present the final results by December. The final tool will be presented to the countries, along with recommendations on adapting the tool to their individual country systems.

The activity will close with a final meeting for the cluster countries to share their experiences, gather any information needed 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. It particularly aims to map systems' strengths and inconsistencies, identify mechanisms that promote cross-sector work, and showcase examples of collaboration and cross-sector working where there is evidence of successful outcomes for all learners.

Cluster countries: Belgium (French community), Denmark, Germany, Hungary, Slovenia, Sweden.

Main activities 2025

During 2025, there will be two PLAs with focused discussions on identified priorities, in-depth exploration of specific strategies, stakeholder participation and interactive activities. The first PLA of 2025 will be held in spring in Germany, focusing on priority 3 – cross-sector collaboration at the school/local level – with local stakeholders. The second PLA is planned for the autumn.



In addition, there will be two online meetings with focused discussions and presentations by selected countries, providing country examples on identified priorities. The first online meeting will be held in early 2025, focusing on cross-sector collaboration at the regional level (priority 2). The second, in the summer, will focus on cross-sector collaboration at the school/local level (priority 3). The online activities may include external experts and will also follow up on activity outputs and reports and roll-out or testing of outputs with local stakeholders.

Finally, 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. During 2024, each QAMA cluster country mapped its current quality assurance and accountability system onto a draft framework, to examine which elements are in place and which may require development. This enabled countries to reflect on possible future collaboration to share effective practice and areas of strength within their systems.

Cluster countries: Austria, Belgium (Flemish community), Greece, Italy, Spain, United Kingdom (Northern Ireland).

Main activities 2025

In 2025, countries will continue to work individually and collaboratively to adapt the draft framework to their own systems. As individual countries explore particular areas of strength or challenge, they will share knowledge and information with the cluster and draw on the expertise present in other clusters.

Two further in-person PLAs are planned: each of these will be hosted by one country, with the planning shared with another country. The two countries will decide on the topics and format of each PLA.

During the year, work will continue on a draft framework, with guidelines for its adaptation for use by different countries and systems. The final closing event is planned to take place in December.

Additionally funded activities

The Agency will conduct a number of activities funded via additional grants. These additionally funded activities may include country system audits, consultancy and other country-specific services. These activities enable the Agency to undertake work that complements and reinforces the activities agreed by member countries within the main work programme. Brief descriptions of the additional activities planned for 2025 follow below.

Country audits and consultancies

System audits and external consultancies are two forms of fully self-funded work that the Agency can offer individual countries.



Country audits aim to provide recommendations that support evidence-based policy- and decision-making that promote self-review across all system levels and support longer-term development work in the country concerned. The Agency has conducted country audits in Malta ([2013–2014](#) and [2023–2024](#)) and Iceland ([2015–2016](#)).

Individual countries can request that the Agency conduct a country consultancy tailored to their needs. Throughout 2024, the Agency carried out consultancy focusing upon legislation and policy developments ‘Towards Inclusion’ for the Department of Education in the United Kingdom (Northern Ireland).

Technical Support Instrument (TSI) activities

The Agency will continue its co-operation with the European Commission’s DG REFORM. Through the [TSI](#), the Commission provides technical support to EU countries that wish to reform their public systems. The Commission funds the activities in full.

The Agency is involved in two TSI projects that began in 2022 and will conclude in 2025. These were requested by the Ministry of Education in France and by the Ministries of Education in Portugal, Italy and Spain in co-operation. In autumn 2023, the Agency began a new multi-country TSI project, at the request of the Finnish Ministry of Education and Culture and the Irish Department of Education. It will conclude in 2025.

Through TSI projects, participating countries benefit both from the Agency’s legislative and policy analysis and from its implementation recommendations. Other Agency member countries are involved in peer-learning activities and have opportunities to contribute to and learn from the sharing of policy development experiences.

France

The project aims to support the French Ministry of Education to deploy the LPI (*Livret de Parcours Inclusif*) digital tool for inclusive education throughout the national territory, to ensure its acceptance among stakeholders, to develop its use without stigmatising learners, to assess and monitor how it operates and to identify ways to improve its functioning.

Main activities 2025

In 2025, the project will conclude with a final report, which will describe the project’s context and achievements, including the participatory process applied, and the current and planned deployment of the LPI. A final in-person project dissemination event will take place in Paris.

Multi-country (Portugal, Italy, Spain)

The ‘Combatting Disparities in Access to Inclusive Education in Portugal, Italy and Spain’ (EUROCH) project aims to improve design and consistency in policy implementation at national and regional level, and the quality of inclusive education policies across Portugal, Italy and Spain. The countries are seeking support for policy reforms that improve equity in education for all learners, including those from disadvantaged backgrounds. The aim is to help their efforts to effectively implement the European Child Guarantee.



Main activities 2025

In 2025, the project will focus on developing and delivering a range of capacity-building and sustainability measures across a number of targeted stakeholders. This will include supporting the organisation of training courses on priority topics in the three countries and preparing a report to help the authorities identify next steps in implementing the project recommendations.

The project will culminate with a final report, which will describe the project's context, process, challenges, achievements and sustainability, and a final in-person project dissemination event.

Multi-country (Finland, Ireland)

The project aims to help Finland and Ireland to identify key objectives and plan actions for promoting equitable learning opportunities, improving educational outcomes and increasing access to mainstream education for all learners.

In Finland, the project specifically aims to address regional differences in the provision of support measures. In Ireland, the aim is to develop a model of inclusion tailored to the Irish education system.

Main activities 2025

In 2025, the project will continue implementing stakeholder consultation activities. Study visits to two 'peer countries', Iceland and Lithuania, will be used to establish cross-border co-operation and networks, raise awareness on issues around inclusive education and training, and learn about relevant examples of practice. Findings from the stakeholder consultations phase will be presented in a report, supported by the outputs of the study visits and examples of practice from the two peer countries.

The consultations and project outputs will inform the development and delivery of specific capacity-building actions across the two countries. This will include organising and implementing several workshops or webinars with selected target groups according to the previously identified needs and priorities. The reports and recommendations from the previous project phases will be used to design a roadmap for each country.

The project will end with a final report, which will describe the project's context, process, challenges, achievements and sustainability prospects, across all its phases. A closing event will communicate the project results to all stakeholders who were involved in the various project phases.

Operational activities

Country priorities and Thematic Country Cluster Activities survey

Collecting and analysing information from country representatives on their needs, ideas and requirements for future activities is crucial in the Agency's efforts to continuously improve its overall working procedures.

Linked to the TCCA work, two surveys are planned for 2025. The first is a standalone TCCA survey. A second TCCA survey will be combined with a country priorities survey.



The 2025 country priorities and TCCA survey will gather specific information from countries to inform future activities and outcomes, as well as feed into the TCCA cycle 2 work. It aims to gather country-specific information that will:

- inform the planning of TCCA by collecting countries' priorities;
- support Agency working processes, means and strategies that promote impact by collecting information on what has worked well for countries;
- inform the development of new Agency materials and outputs by collecting information on what outputs countries need;
- show the influence of cluster work on member countries' ways of working.
- illustrate the benefits of countries' participation in cluster activities.

The Agency will send the survey to Representative Board members in late 2025.

The survey results and proposals for the TCCA cycle 2 clusters will be presented to the Representative Board.

Events

Polish Presidency of the Council of the European Union

The Presidency of the Council of the EU rotates among the EU member states every six months. During this six-month period, the presidency chairs meetings at every level in the Council, helping to ensure the continuity of the EU's work in the Council.

From January to June 2025, Poland will hold the presidency. During this time, the Agency will support Poland in the activities related to inclusive education. This will include drafting background information for the planned Council recommendations, acting as an expert and attending selected meetings and conferences.

Information dissemination and production activities

The Agency's information dissemination work includes producing, publishing and disseminating Agency outputs and communicating key messages. Using offline and digital tools, the Agency ensures all its materials are up-to-date, comply with international guidelines on accessibility and are available on relevant platforms.

Policy-makers in the education field are the Agency's main target audience, so the Agency aims to ensure its outputs and materials reach them. Other stakeholders, such as experts, researchers, school leaders, teachers, parents and learners, are also target audiences of Agency work.

Based on the conclusions of the self-review work carried out in 2022 and the 2023 Operational Survey, the Agency revised its communication and dissemination strategy in 2024. The updated strategy will guide the Agency's communication and dissemination work in 2025.

The Agency will continue to produce a broad range of outputs and materials, with an emphasis on concise outputs, as well as graphic and video formats. The Agency will carry on offering open-source materials that member countries can adapt to their contexts and needs.



As ever, the Agency will be a resource for its member countries and actively support them as they disseminate Agency information in their national networks. This includes raising awareness about new Agency materials and how to use them, translating agreed publications into Agency languages and sharing country news.

The Agency will keep exploring ways to help its member countries to improve their overall information dissemination.

Online open-access repository of Agency materials

The Agency will continue to upload its publications to Zenodo, an open-access repository that acts as an online archive for all publications produced by an institution, intended for long-term preservation and broad availability. All Agency publications are uploaded to the '[Inclusive education](#)' community, thereby allowing other content libraries to index these publications. The Agency will monitor traffic and downloads on this dissemination platform.

Updating the glossary of key terms

The Agency's [online glossary](#) aims to coherently define key concepts in the inclusive education field, reflecting how the Agency uses them in its activities. The glossary will continue to be updated with terminology from emerging activities. The Agency will seek to continue increasing the glossary's visibility by integrating it into activity pages and linking to it from various pages of the Agency website.

Websites and accessibility

The [website](#) is the hub for all Agency information. In 2025, the Agency will maintain the highest possible levels of website accessibility and usability. Search engine optimisation will be a continued focus to ensure inclusive education content is easily discoverable. Agency activities and outputs will be presented on the website as they become available.

The website's accessibility and translation tool, powered by Recite Me, will continue to ensure that all Agency website content, including downloadable PDFs, is available in over 100 languages.

The [Inclusive Education in Action website](#) – developed in collaboration with UNESCO – will be updated throughout 2025 with free, open-access resources and case studies from Europe and around the world.

MyAgency – the Agency's intranet

[MyAgency](#) is the Agency's web-based platform for internal communication and activity management. Throughout 2025, new resources and new activity areas will be added to MyAgency. The Agency will encourage its member countries to use the [Country Corner](#) for interaction and communication.

News and digital media

The Agency will regularly publish news items in the [News section](#) and in its quarterly [eBulletin](#).



The Agency amplifies its content to drive traffic to the website through digital media extensions. Via its [LinkedIn profile](#), the Agency will carry on sharing weekly updates and connecting with relevant stakeholders. The Agency will maintain its [Google Scholar](#) presence. New videos reflecting key Agency messages and activities will be considered for the [Agency YouTube channel](#) and website.

Information dissemination statistics

In early 2025, the Agency will draft an annual report summarising website performance statistics and the dissemination of Agency materials for 2024. The report will include quantitative and qualitative findings, trend analyses and strategic recommendations to inform future dissemination.

