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# Work Programme 2026



**EUROPEAN AGENCY**  
for Special Needs and Inclusive Education



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# WORK PROGRAMME 2026



Co-funded by  
the European Union

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## INTRODUCTION

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This work programme outlines the main activities that the European Agency for Special Needs and Inclusive Education (EASNIE) has scheduled for 2026.

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

The [EASNIE position on inclusive education systems](#) is the point of departure for the Work Programme 2026. 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 2026 will comprise a range of activities and processes that will further explore how countries can effectively work towards this vision.

The Work Programme 2026 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 and the upcoming Erasmus+ proposal for 2028–2034;
- the stated dimensions of the European Commission's [Communication on achieving the European Education Area](#);
- the [Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond \(2021-2030\)](#);
- the European Commission's [Education and Training Monitor](#) and [European Semester](#);
- the European Commission's [Digital Education Action Plan 2021-2027](#);
- the [European Pillar of Social Rights Action Plan](#);
- the [European Skills Agenda and 'Union of Skills' initiative](#);
- 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 [Council conclusions on inclusive, learner-centred practices in early childhood education and care and school education](#);
- the [Council Recommendation on Pathways to School Success](#);
- 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.



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The work programme aims to ensure coherence between EASNIE'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 EASNIE, its work and work programmes, please visit its website: [www.european-agency.org](http://www.european-agency.org).



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## ORGANISATION AND FINANCES

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### Member countries

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As of 1 January 2026, EASNIE will have 32 member countries, covering 37 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, North Macedonia, Norway, Poland, Portugal, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland and United Kingdom (England, Northern Ireland, Scotland and Wales).

EASNIE 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 2026 are as follows:

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

### Finances

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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 EASNIE's operating budget.

On top of their membership fees, member countries contribute to EASNIE'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 EASNIE 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, EASNIE 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, EASNIE has also been involved in assisting member countries as a technical provider through the [Technical Support Instrument](#) (TSI) – formerly called the Structural Reform Support Programme (SRSP) – of the European Commission's Reform and Investment Task Force (SG REFORM).

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



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## ON-GOING ACTIVITIES

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EASNIE 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)

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

The [CPDS methodology](#) was co-developed with the EASNIE team and pilot countries – namely Iceland, Lithuania and Malta – during the pilot phase (2023–2024).

In 2025, the CPDS activity expanded to include six additional countries: Belgium (Flemish community), Greece, Slovakia, Sweden, United Kingdom (England) and United Kingdom (Northern Ireland). Working in close collaboration with the EASNIE team, these countries completed the following key steps:

- Compiled national CPDS repositories using the CPDS Framework
- Developed national synthesis reports
- Identified national policy priorities
- Designed specific indicators to monitor progress.

More information on the [CPDS activity](#) is available on the website.

#### *Main activities 2026*

The six countries will enter the second phase of CPDS: monitoring progress against the agreed indicators for each priority. These indicators will be continuously updated and integrated into the CPDS repositories, enabling countries to refine their policy priorities and actions over time.

Simultaneously, a new group of EASNIE member countries will join the activity, based on expressions of interest during the autumn 2025 bi-annual meeting.

The [CPDS repositories](#) will continue to serve as dynamic tools for gathering updated evidence on policy and implementation developments. These will support on-going cycles of review and refinement.

Looking ahead, the objective is for all participating countries to develop clear, measurable indicators aligned with their inclusive education priorities. These indicators will be shared publicly to foster transparency and support continued collaboration – especially through Thematic Country Cluster Activities and other joint initiatives.

Importantly, this process goes beyond policy review and monitoring. It is fundamentally about enabling countries to take practical, evidence-based steps toward sustainable, inclusive education reform.



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## European Agency Statistics on Inclusive Education (EASIE)

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EASNIE's annual data collection activity ([EASIE](#)) provides information on education systems in participating EASNIE member countries. This data informs country-level policy-making on learners' access to and placement in mainstream and inclusive education or otherwise.

### *Main activities 2026*

The EASIE reframing process (2024–2025) has led to an updated data collection framework, including new data collection tools and indicators. Data will be collected within this new framework for the first time, focusing on the 2023/2024 school year.

The main phases of the regular EASIE work cycle will remain unchanged. The online portal will be open for data experts to upload data, followed by data cleaning, validation, then online publication following the approval process.

The output portfolio will be created and made available on a renewed EASIE web area to be developed alongside the overall EASNIE website.

The annual data experts' workshop will take place, with a focus on evaluating and fine-tuning the reframed EASIE data collection work.

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## Country exchange activities

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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 2026*

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.

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## Country information overviews

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The [Country Information](#) pages are one of the most popular areas on the EASNIE 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 2026*

The process of updating the country information is on-going. In 2026, the last of the country information will be approved and published on the website in the new format. A proposal on how to regularly update this area of the website should be discussed and agreed.



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## THEMATIC ACTIVITIES

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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 a multi-level, multi-stakeholder quality assurance and accountability framework for inclusive education**. The work focuses on the overall structure and coherence of the framework, across all systems, exploring some of the internal processes to enable 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 main task of TCCA cycle 1 is to help countries to create/improve a coherent system for quality assurance, monitoring and accountability. Within this, all the clusters' work aims to provide input towards a framework to support system-level quality assurance, monitoring and accountability. A cluster overview activity started in 2025 and will continue into 2026. Findings will be shared in an internal summary report. The main purpose of the overview is to indicate how all the work of the individual clusters is aligned and informs the abovementioned aim of TCCA cycle 1.



The clusters' individual and collective work aims 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 EASNIE 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.

While the current thematic activities will end in early 2026, an [information-gathering exercise](#) will take place alongside an evaluation of the activities. This will be used to discuss and decide with the Representative Board about the upcoming thematic activities that will be developed from summer 2026 onwards.

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

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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 2026*

LPIE will focus on finalising key outputs and organising a dissemination event. The finalisation process includes evaluations from the last peer-learning activity (PLA), held in November 2025 in Lisbon, where teachers provided their insights and shared their experiences of the pilot methodology for generating qualitative data on learners' social and emotional participation. The countries involved in LPIE will provide feedback and approve the forthcoming outputs. The key outputs for 2026 are a report on the theoretical and methodological framework, a toolbox including a handbook and guidelines for implementing the chosen methodology, and a summary report with key messages.

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

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[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) dealt with M&E of inclusion and equity at policy level. The aim was to gain



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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 helped to define the focus for phase 2 (2025).

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

#### *Main activities 2026*

The activity is coming to an end. A final output will be drafted and published before summer 2026. The output will be a synthesis of phases 1 and 2, presenting the key components of the five MESIEP countries' M&E systems for inclusive education. It will also show how these components work with one another, addressing national and school levels. This output will conclude the MESIEP activity.

### **Cluster 3: Learners and Families Shaping Action (LFSA)**

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[LFSA](#) focuses on the role of the voices of learners and their families in M&E frameworks for inclusive education. It aims 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 2026*

LFSA will prioritise the completion of essential outputs, such as a common action plan/guidance on universal measures that each country can customise to its own national context, an infographic conveying the key strategies for improving the inclusion of the voices of learners and their families, an executive summary of the activity, and a dissemination event.

The PLA held in December 2025 will contribute towards finalising the self-reflection tool, with input from country representatives and its presentation to local stakeholders. The tool can assist countries in developing a partnership model between schools and families and in monitoring and evaluating families' involvement. A document of guiding measures, expanding on the self-reflection tool by offering concrete, optional actions that support stronger partnerships, will be published in 2026.

### **Cluster 4: Advancing Collaboration in Education (ACE)**

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[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 2026*

ACE will focus on completing the activity outputs. Once reviewed and completed, the outputs will be disseminated to relevant parties and uploaded to the EASNIE website for wider use. The outputs will include a toolkit, in the form of an interactive collection showcasing real-world examples of implementing cross-sector collaboration. This will be accompanied by a set of guidelines, showing how to work with the toolkit and providing background information on the activity. Lastly, there will be an internal final report that presents information from meetings and PLAs for the cluster countries.

## **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.

Throughout 2024 and 2025, the CAFIE cluster deepened its exploration of cross-sector collaboration (CSC) in inclusive education. Online thematic meetings addressed CSC across national, regional and local levels, focusing on leadership, capacity building, monitoring and accountability – emphasising the need for shared language, coherent frameworks and aligned goals across sectors.

Three PLAs were held, in Stockholm (October 2024), Frankfurt (April 2025) and Budapest (October 2025), featuring school visits and discussions with regional leaders and educators to examine practical enablers of and barriers to CSC.

Across all activities, stakeholder input and research enriched the cluster's understanding of effective CSC, laying a strong foundation for future synthesis and reporting.

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

### *Main activities 2026*

CAFIE will enter its final phase, focused on analysis and the production of its core outputs. Building on the insights and contributions gathered throughout 2024 and 2025, the activities will consolidate findings and translate them into relevant resources for a broad range of stakeholders. The three overarching themes – capacity building, leadership, and monitoring and evaluation for CSC in inclusive education – will guide both the analytical process and the development of final outputs. The main outputs will include:

- a final synthesis report, targeting policy-makers, which will present the conceptual framework, key findings and policy recommendations for effective CSC;
- an infographic highlighting key messages and success factors, designed for a wider audience, including policy-makers, school leaders, teachers and other education professionals;
- a portfolio of examples showcasing practical illustrations of CSC in action.

To support the production and refinement of these outputs, working meetings will be held with cluster countries. These sessions will provide space to review findings, validate



content and ensure alignment with national contexts and priorities. Furthermore, dissemination events will be organised to share the outputs widely and foster dialogue among stakeholders.

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

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[QAMA](#) focuses on identifying the essential elements of a coherent quality assurance, monitoring and accountability framework for continuous improvement, 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 has 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 2026*

All QAMA outputs were due to be finalised in 2025. Therefore, in 2026, the focus will be on disseminating the activity outputs, including via an online dissemination event.



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## **ADDITIONALLY FUNDED ACTIVITIES**

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EASNIE 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 EASNIE 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 2026 follow below.

### **Country audits and consultancies**

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

Country system 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. EASNIE has conducted country audits in Malta ([2013–2014](#) and [2023–2024](#)) and Iceland ([2015–2016](#)).

Individual countries can request that EASNIE conduct a country consultancy tailored to their needs. For example, EASNIE carried out a consultancy focusing on legislation and policy developments ‘Towards Inclusion’ for the Department of Education in the United Kingdom (Northern Ireland) in 2024. In 2025, EASNIE supported Wales in a review of the Additional Learning Needs legislative framework via desk research within an international context.

### **Technical Support Instrument (TSI) activities**

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EASNIE will continue its co-operation with the European Commission’s SG 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.

EASNIE is involved in one TSI project that began in 2023 and will conclude in 2026. This project was requested by the Finnish Ministry of Education and Culture and the Irish Department of Education.

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

#### **Multi-country (Finland, Ireland)**

The Fostering Inclusive Quality Education in Finland and Ireland (FIQUE-FIIE) TSI 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.

The project's ultimate aim is to strengthen the capacity of both Finland and Ireland to design and implement quality inclusive provision within mainstream education settings. The project's multi-country approach fosters peer learning between the relevant authorities in both countries, supporting shared development and exchange of practices.

#### *Main activities 2026*

The FIQUE-FIIE project will conclude in spring 2026. Following the completion of key analytical phases in 2024–2025 – including legislative and policy reviews, stakeholder consultations, peer-country study visits, and reviews of teacher professional learning frameworks – in 2026, the focus will shift to finalising and disseminating the project outputs.

The project's final deliverables will include:

- country system analysis reports for Finland and Ireland;
- a roadmap for quality inclusive education in each country;
- a report on EU country practices, integrating insights from peer learning.

A series of capacity-building webinars, which began in autumn 2025, will conclude in 2026. These webinars aim to deepen understanding and strengthen implementation capacity among key actors.

A closing event will be held to present the project's outcomes to all stakeholders involved. This will be complemented by targeted dissemination activities at national and local levels to ensure broad visibility and engagement.

The final phase will include the production of a final report, capturing the project's context, methodology, challenges, achievements and sustainability prospects across all phases.

The project's key outputs will serve as a foundation for continued national efforts and cross-country learning in inclusive education reform.



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## OPERATIONAL ACTIVITIES

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### **Preparations for the next Multi-Annual Work Programme (MAWP)**

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EASNIE's next MAWP will commence in 2028. The thinking around the next MAWP has already begun and will intensify in 2026, through a number of targeted information-gathering exercises. One of these will be a country priorities survey that will be sent to all EASNIE member countries.

#### **Country priorities survey**

The 2026 country priorities and TCCA survey will gather specific input from countries to inform future activities and outcomes, as well as feed into further EASNIE thematic activities.

The survey aims to gather country-specific information that will:

- inform the planning of thematic activities by collecting countries' priorities;
- support EASNIE working processes, means and strategies that promote impact by collecting information on what has worked well for countries;
- inform the development of new EASNIE 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.

EASNIE will send the survey to Representative Board members in early 2026.

The survey results and proposals for future thematic activities will be presented to the Representative Board.

### **30<sup>th</sup> anniversary**

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2026 will be a special year for EASNIE as it celebrates its 30<sup>th</sup> anniversary.

To acknowledge this milestone, EASNIE will organise a series of initiatives throughout the year to highlight its longstanding support to countries in developing inclusive education systems.

The anniversary activities will aim to reinforce political commitment to inclusive education across Europe, highlight inclusive education as a key component of social equity and democratic values, share the real-life impact of inclusive education through the voices of learners and other stakeholders, and set out a forward-looking policy agenda for the coming years, in alignment with EU and international frameworks.

Celebratory activities will take place throughout the year, including:

- an event with country representatives, linked to the spring bi-annual meeting;



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- a high-level engagement event with key European liaison partners (European Commission, European Parliament, Council of the EU, permanent representations, etc.);
  - webinars and an increased online presence.

In addition, EASNIE will support national outreach initiatives. These will also serve internal objectives, including increasing the visibility of EASNIE's work, strengthening connections with key stakeholders, and providing a platform to share and reflect on EASNIE's vision for the future of inclusive education in Europe.



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## CO-OPERATIVE RELATIONSHIPS

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EASNIE 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 EASNIE member countries' permanent representations in Brussels, as well as with key international bodies and organisations. These include [Eurydice](#), [Eurochild](#), [COFACE Families Europe](#), the European Disability Forum ([EDF](#)), the United Nations Educational, Scientific and Cultural Organization ([UNESCO](#)), the United Nations Children's Fund ([UNICEF](#)), the Organisation of Ibero-American States ([OEI](#)) and the Organisation for Economic Co-operation and Development ([OECD](#)). These relationships are considered important to ensure visibility of and support for EASNIE'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 EASNIE'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 EASNIE member countries with a wider audience and for gaining valuable, evidence-based insights, information and resources that can be shared in member countries.

EASNIE 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 2026, EASNIE aims to continue to be a member of the European Commission's working groups, under the strategic framework for European co-operation in education and training, on Early Childhood Education and Care, Schools (the sub-group on Pathways to School Success) and Equality and Values in Education and Training.

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



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## VISIBILITY AND DISSEMINATION

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In 2026, EASNIE will continue to strengthen its role as a communication and knowledge-sharing platform for inclusive education in Europe. Building on its established practices, EASNIE will expand and deepen its communication efforts through social media, multimedia, open-access and accessible outputs. The overall aim is to enhance visibility, support member countries and ensure all materials are accessible, relevant and widely disseminated.

### **Social media expansion**

EASNIE will broaden its digital reach by launching new social media profiles in 2026, complementing its active [LinkedIn](#) and [YouTube](#) presence. Social media will be used to share regular updates, highlight new outputs and engage stakeholders more dynamically, especially around key milestones like EASNIE's 30th anniversary.

Regular communication will continue through weekly [news items](#), a quarterly [newsletter](#), and new videos published on the YouTube channel. These will support consistent dissemination of updates, outputs and events.

### **Media engagement**

To further enhance visibility, EASNIE will increase its **media engagement**, including interviews, launch events and targeted press coverage. Member countries will continue to play a key role in these efforts by sharing and adapting EASNIE materials to suit national contexts and needs, as well as identifying relevant media opportunities.

### **Public engagement**

Public engagement will be reinforced through a series of **webinars** targeting educators, families and policy-makers. These will be complemented by increased production of **video interviews** and **multimedia explainers**, helping to reflect the voices of diverse stakeholders. The EASNIE [Wikipedia page](#) will be maintained and updated.

### **Websites and technical developments**

On the technical side, 2026 will see continued improvements to the EASNIE website. This includes a partial redesign to help different audiences better find and use content and to improve **search engine optimisation**. New content areas will be introduced to increase the visibility of specific aspects of EASNIE's work. A dedicated web section for **additionally funded activities** will be launched to provide better visibility of these initiatives. The **Technical Support Instrument** section will be updated by publishing more publicly available content and deliverables. Further enhancements will be made to the **EASIE data** web area.

The [Inclusive Education in Action website](#) – developed in collaboration with UNESCO – will be updated throughout 2026 with free, open-access resources and case studies from Europe and around the world.



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New resources and information will be added to **MyAgency**, EASNIE's intranet for internal communication and activity management.

### **Accessibility commitment**

EASNIE will continue to prioritise **accessibility** across all outputs. Internal accessibility guidelines will be reviewed and updated where necessary. To support capacity building, training webinars and video tutorials will be produced.

The **Recite Me** automatic translation tool on the website will continue to ensure that all the content, including downloadable PDFs, is available in over 100 languages.

### **Publication production and dissemination**

EASNIE will maintain its commitment to **open access** by continuing to upload all outputs to Zenodo, ensuring long-term preservation and visibility in the '[Inclusive education](#)' collection. At the same time, the [online glossary](#) and terminology glossary will also be regularly updated and more prominently linked across the website to support coherent use of terminology.

Throughout the year, with the completion of the six TCCA clusters' work, a series of **accessible outputs** will be produced and disseminated. Shorter key publications will be **translated** into all official EASNIE languages to ensure broad accessibility.

### **Annual visibility report**

In 2026, EASNIE will produce its **annual report on communication activities** in a new format. This updated report will continue to summarise key data on website performance and the dissemination of EASNIE materials, incorporating both quantitative and qualitative insights on EASNIE visibility. It will include trend analyses and strategic recommendations to guide and improve future communication and outreach efforts.

