

WORK PROGRAMME 2026 IN BRIEF

With its work programme, the European Agency for Special Needs and Inclusive Education (EASNIE) strives to support its member countries' work and help them develop their systems for inclusive education. The work programme aims to ensure coherence between EASNIE'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 2026.

- **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 2026, 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 countries will join the activity, based on expressions of interest during the autumn 2025 bi-annual meeting.
- **European Agency Statistics on Inclusive Education (EASIE):** [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. During 2026, data will be collected within the new framework for the first time, focusing on the 2023/2024 school year. 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.
- **Country exchange activities:** At the 2026 bi-annual meetings, experience exchange sessions focusing on topics suggested by country representatives will be held.
- **Country information overviews:** During 2026, EASNIE will continue to update the [country information overviews](#) on its website. The last of the country information will be approved and published on the website in a new format.
- **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. 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)

[LPIE](#) focuses on the question of what data is needed to provide policy-makers with meaningful information on learner participation in inclusive settings. In 2026, LPIE will focus on finalising key outputs and organising a dissemination event. The finalisation process includes evaluations from the last peer-learning activity, 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 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)

[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. 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.

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. In 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. A document of guiding measures, expanding on the self-reflection tool by offering concrete, optional actions that support stronger partnerships, will be published.

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. ACE will focus on completing the activity outputs in 2026. Once reviewed and completed, the outputs will be disseminated to relevant parties and uploaded to the EASNI 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.



Cluster 5: Collaborative Action for Inclusive Education (CAFIE)

[CAFIE](#) aims to explore strategies to bring about changes in collaborative, cross-sector working. 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 cross-sector collaboration in inclusive education – will guide both the analytical process and the development of final outputs.

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

[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. 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.

- **Technical Support Instrument activities:** EASNIE will provide technical support to one project within the framework of the European Commission (EC) [Technical Support Instrument](#). This concerns the ministries of education in Finland and Ireland in co-operation. The EC funds the activities in full.
- **Operational activities:** Operational activities in 2026 will include a country priorities and TCCA survey, which will gather specific information from countries to inform future activities and outcomes for the next MAWP. EASNIE will celebrate its 30th anniversary by organising a series of initiatives throughout the year to highlight its longstanding support to countries in developing inclusive education systems.

Dissemination of EASNIE work and outputs via various channels will continue. An increased social media presence is planned, together with various initiatives to increase the visibility and outreach of EASNIE work. EASNIE aims to continue its participation in three EC working groups and connected peer-learning activities. EASNIE and UNESCO will further work together and continue to develop and promote the [Inclusive Education in Action website](#).

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