EFEE

European Federation of Education Employers

Work Programme

2026

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At the European Federation of Education Employers (EFEE), we are pleased to present EFEE's 2026 Work Programme, which outlines our strategic approach and key priorities for empowering education employers across Europe. With the dynamic landscape of the education sector calling for innovative responses to emerging challenges, EFEE's Work Programme for the year is structured across seven foundational pillars that support our mission as a European-level network of formal education and training providers. These pillars encompass EFEE's efforts in social dialogue, policy and advocacy, capacity building, international collaboration, and dissemination — each integral to strengthening education employers and enhancing their influence in European and global education policy.

Our Work Programme for 2026 is oriented to raising awareness of and increasing commitment to the European policy agenda in education, training and youth, and its reforms at the EU and national levels. By positioning employers at the heart of education policy and creating a sense of ownership, we enable a top-down multiplier effect that amplifies EU initiatives through national systems and a bottom-up contribution that ensures policies are informed by the practical insights and experiences of our members. Each pillar of the Work Programme has been designed to provide concrete support to education employers while ensuring their perspectives shape relevant policies at the European and international levels.

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Pillar I – European Sectoral Social Dialogue in Education

As an officially recognised European social partner in education, EFEE's primary focus within its Annual Work Programme is active participation in the European Sectoral Social Dialogue in Education (ESSDE) facilitated by the European Commission's Directorate-General for Employment, Social Affairs & Inclusion (DG EMPL). EFEE represents the interests of education employers across Europe, ensuring that their perspectives are integrated into EU policies and practices, affecting the education and training sector.

The ESSDE's 2024-2026 Work Programme focuses on improving working conditions, supporting workforce development, fostering inclusive and resilient education systems, and addressing the sector's shared challenges. Hence, EFEE's 2025 Work Programme includes different activities aimed at addressing the identified priority areas.

Participation in four annual ESSDE meetings

The Steering Committee sets the strategic direction and focus area of the ESSDE annual work.

- Brussels, Belgium, January 2026 (tbd).

The two annual Working Groups consist of focused discussions on specific themes relevant to the current education and training sector needs.

- Brussels, Belgium, 16th April 2026: Theme tbd.
- Brussels, Brussels, Belgium, 25th September 2026: Theme tbd.

The Plenary is the final meeting of the year, consisting of a review of the year's achievements and the adoption of joint recommendations or statements on selected themes.

- Brussels, Belgium, 19th November 2026: Theme tbd.

Co-coordination of projects for the promotion of social dialogue

EFEE and ETUCE jointly manage projects within which they conduct research, and produce joint recommendations and statements that support the policy work of the European Commission. These projects allow EFEE to build the capacity of education employers, create networking opportunities, and address specific needs and challenges within individual countries, which also help promote social dialogue at national and regional levels and increase stakeholder commitment and cooperation with public authorities.

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Joint EFEE-ETUCE projects that will run in 2025 are:

- **Inclusive education for all needs: European Sectoral Social Partners in Education promoting inclusion of persons with special needs in education** (InclEdu4AllNeeds): The project focuses on evaluating current policies and practices, as well as on identifying and promoting successful joint approaches by social partners to ensuring the full inclusion of persons with special needs in education systems and policies. The project will produce a concrete set of proposals and recommendations for national member organisations, employers in education, education authorities and governments.
    - Final Conference in Chisinau, Moldova, on date tbd.

- **Enhancing the attractiveness of the teaching profession through strengthened Social Dialogue – capacity building in Western Balkans and Eastern Partnership countries** (EastSD): The project will be oriented to sharing and upscaling effective practices. Its aim is to contribute to strengthening social dialogue in the education sector in Europe with a particular focus on Western Balkans and Eastern Partnership countries while contributing to enhancing the attractiveness of the teaching profession by addressing relevant topics such as teachers' working time, digitalisation and the right to disconnect, and work-related well-being.

Pillar II – Policy & Advocacy

EFEE's Policy and Advocacy pillar is dedicated to activities for shaping education and training policies in order to empower institutions and stakeholders to navigate pressing challenges while fostering innovation and resilience. Through proactive engagement with EU institutions, international organisations, and cross-sectoral partners, EFEE will continue to represent the priorities of education employers and provide expert input on critical policy initiatives.

This year's focus builds on the momentum from 2025, with an enhanced commitment to supporting strategic frameworks like the Union of Skills, European Education Area (EEA), driving capacity building, and addressing the twin transitions of digitalisation and sustainability. Below, we outline EFEE's key activities and planned contributions for 2025 under this pillar.

Co-lead a European Parliament Intergroup on the Future of Education and Skills for a Competitive Europe

EFEE's policy and advocacy work of 2026 will strongly focus on running this **EP Intergroup on the Future of Education and Skills for a Competitive Europe**. The Intergroup aims at improving the quality, equity and inclusion of education and training by centering its work on addressing recent shifts due to the digital

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and green transitions, shortages in education professionals and trainers, and skills mismatches. The strategic focus and policy reforms on skills, education, and training are central to developing a resilient and adaptable workforce, preparing Europeans for active participation in society, advancing Europe's 2030 social targets, and facilitating the twin (digital and green) transitions.

The Intergroup will be co-led by EFEE and the Lifelong Learning Platform (LLLP), both in charge of two separate coalitions. As a joint Secretariat to the Intergroup, both organisations will continue to be in regular contact with each other, with their respective coalition and with the European Parliament. Expected activities of the Intergroup will be:

- Monthly meetings of the joint Secretariat (EFEE and LLLP) (online).
- Two Advisory Committee meetings a year (online).
- Three EP Intergroup coalition meetings a year (online and in-person).

Participation in online consultations, high-level events and experts Working Groups

In 2026, EFEE will continue to participate in online consultations, high-level events on the education, training and employment fields, and expert Working Groups to advocate for the needs and interests of education employers, inform policy, and increase the commitment of its members to European policy agendas in education and training.

Cross-sectoral social dialogue meetings

In addition, as a sectoral social partner in education, EFEE also regularly takes part in cross-sectoral activities. Among them:

- '**Liaison Forum**' meetings, organised by the DG EMPL from the European Commission, where sectoral social partners from other industries share their advancements towards constructive social dialogue. These are crucial meetings as we have a chance to directly exchange with other social partners and the EU.

Publication of statements and policy recommendations

Publication of statements and policy recommendations (approx. 12 p/y): EFEE annually publishes statements and policy recommendations in solitary or in cooperation with ETUCE or SGI Europe. These are often produced under the framework of cross-sectoral negotiations, EFEE-led projects or joint EFEE and ETUCE projects, but also as a result of burning priorities and latest developments of the education and training policy field and in accordance with the European Commission's Work Programme. Upcoming major publications include a manifesto (2027) ahead of the publication of the Multiannual Financial Framework

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(MFF) advocating for investment in education and skills development. The outcomes of these deliberations are disseminated and targeted not only to EFEE's networks, but to European authorities such as DG EAC and DG EMPL, aiming to inform and influence policy.
- Implementing the European Pillar of Social Rights through effective use of the European semester process: Since 2019, EFEE supports and coordinates national actions of its national members actively participating in the negotiations related to European Semester country reports. These include online trainings to education employers and formal education providers on the opportunities related to those processes and coordination meetings with EFEE's national members to jointly steer the direction of the EFEE policy work. With the announcement of the Union of Skills, we expect a stronger role of the European Semester Process in the EU decision-making.

EFEE, ETUCE and EU-OSHA also produced an Online Interactive Risk Assessment (OiRA) tool for Higher Education. The tool is now publicly available and supports universities and higher research institutions to prevent occupational safety and health (OSH) risks and to promote a safe and productive working environment.

In 2026 EFEE will also produce final reports and policy recommendations for the following projects:

- **Teacher Acquisition -** Supporting experienced professionals in accessing the teaching profession in vocational education and training
- **HigherED4Industry** - *Sustainable competitiveness in the twin transition through higher education staff acquisition – academia-industry collaboration and hybrid careers supporting experienced professionals in accessing the teaching and research professions in HE in Europe*
- **EducAItion -** *Preparing for the Use of Artificial Intelligence in Education: Benefits, risks, opportunities and challenges*

Policy Corners

Lastly, to tie together all the previous activities, EFEE organises online quarterly Policy Corners where members of the network receive updates on the latest European policy developments and provide input for EFEE's policy work.

The updates include first-hand information about the work and outputs of DG EAC's and OECD's expert Working Groups, in all of which EFEE is represented by one of its members, and developments on the implementation of the European Semester Process, European Education Area and/or Pillar of Social Rights-related initiatives, and country-specific recommendations, among others.

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Pillar III – Participation in Expert Groups at the European level

Since 2013, EFEE members and its Secretariat have actively participated in the European Commission's Directorate-General for Education and Culture's Working Groups, structured within the European Education Area's Strategic Framework.

EFEE's involvement in the Education and Training 2030 (ET2030) Working Groups enables direct contributions to policy discussions and strategic planning aligned with the EEA's objectives. This engagement connects national and regional education employers with ministries of education, and EU institutions which also fosters strengthened collaboration and mutual understanding.

In these WGs, EFEE plays a critical advocacy role for education employers across Europe. EFEE representatives ensure that the distinct needs and perspectives of education employers are fully represented in EU-level policy discussions. Their expertise and on-the-ground knowledge contribute significantly to the development of EU policies that are both effective and adaptable to the diverse educational contexts across Europe. Knowledge sharing is done through peer learning activities, plenary meetings, as well as online consultations.

Other EFEE members also benefit from this access to ET2025 Working Groups, as EFEE's participation helps elevate their priorities and concerns within EU policy formulation and implementation. To keep members engaged and informed, EFEE organises quarterly Policy Corners, where members get updated on the work of these WGs and get the opportunity to share insights and explore relevant issues linked to education.

Through continuous communication, EFEE members receive timely updates on policy developments, research findings, best practices, and trends emerging from EU education initiatives. Short reports from the Working Group meetings are also regularly shared with EFEE members through internal channels, fostering open communication and providing opportunities for members to exchange updates and feedback with Working Group representatives, supported by the EFEE Secretariat.

Additionally, EFEE invites relevant Working Group speakers to project online and in-person events, integrating the latest policy insights into EFEE's activities and ensuring a well-rounded perspective.

Pillar IV – Participation in OECD 2030 Thematic Working Groups

The OECD 2030 Thematic Working Groups are specialised groups within the OECD's Future of Education and Skills 2030 initiative. These groups focus on exploring and developing educational strategies, competencies, and policy frameworks that will prepare students for the demands of the future. The groups are structured around key themes and challenges facing education systems worldwide, allowing experts, policymakers, and practitioners from OECD member countries and partner organisations to collaborate on shaping the future of education.

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EFEE representatives have been invited to join all the existing 2030 TWGs. EFEE provides the OECD with a direct line to the priorities of education employers, adding an essential workforce perspective. This helps OECD craft policies that are not only aspirational but also grounded in the operational realities of European education systems.

EFEE's participation in the OECD 2030 Thematic Working Groups provides a unique opportunity to engage in international education policy discussions. Through these global working groups, EFEE gains access to insights and policy developments from a diverse range of countries around the world, allowing EFEE to bring back a broader, global perspective to its members across Europe.

The list of EFEE representatives of the OECD 2030 Thematic Working Groups is as follows:

- TWG1: Future vision of teachers and teaching (Marianne Lindheim – KS, NO)
- TWG2: Aligning teacher education/training with curriculum change (Panagiotis Karamilis – HAIS, HE)
- TWG3: Aligning pedagogies and assessment with curriculum change (Jens Vermeersch – GO!, BE
- TWG4: Hub of E2030 experimental schools (Jussi Pekka Rode – FEE, FI
- TWG5: Engaging and growing with Learning Compass 2030 (Carlos Vieira – ANESPO, PT)
- Working Group for Social Partners (FG2) (tbd)

Similarly to the previous pillar, EFEE and its members benefit from the representation of the perspectives and needs of education employers at the international level in the field of policymaking. All the updates and outcomes are shared with EFEE members on a regular basis through internal channels of communication and at the quarterly Policy Corners.

Pillar V – Capacity Building

The Capacity Building Pillar of EFEE's Annual Work Programme is essential for fostering a strong, well-connected network of education employers who are equipped to influence and adapt to the changing landscape of European education. Through statutory meetings, networking and recruitment efforts, and targeted projects, EFEE empowers its members with the knowledge, resources, and collaborative opportunities necessary to lead effectively and advocate for progressive education policies across Europe.

Statutory meetings

EFEE holds 4 Executive Committee meetings and 2 General Assemblies annually, which serve as crucial forums for governance, strategy development, and information exchange. These meetings enable members to collectively discuss priorities, set goals, and make key decisions that shape EFEE's work direction.

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They also foster collaboration and ensure that members' voices are heard on matters impacting the organisation and its advocacy work.

- Executive Committee meetings:
  - Online, 27th January 2026 Online at 13h00.
  - Brussels, Belgium, 15th April 2026 (tbc).
  - Brussels, Belgium, 24th September 2026.
  - Brussels, Belgium, 18th November 2026

- General Assemblies:
  - Brussels, Belgium, 15th April 2026.
  - Brussels, Belgium, 18th November 2026.

Networking and membership growth

In addition, building and sustaining a strong network of education employers is a core focus of EFEE's capacity-building efforts. Through outreach and recruitment activities, EFEE aims to grow its membership base, bringing together diverse education employers from across Europe to enhance the organisation's collective voice and impact. These networking initiatives create valuable opportunities for members to connect, collaborate, and learn from each other.

- **Networking Events**: EFEE organises/attends events to facilitate and benefit from connections between members and external stakeholders. These events promote information-sharing and collaboration on common challenges within the education sector.
- **Membership Growth and Recruitment**: EFEE actively recruits new members to diversify its network and broaden the scope of expertise and influence within the organization. By attracting a wider range of education employers, EFEE strengthens its ability to represent and advocate effectively for the sector.

Educational Leadership Network Europe (ELNE)

EFEE is also the coordinator of the Educational Leadership Network Europe (ELNE), a community of over 60 member organisations including European-level networks, universities, and various national, regional, and local institutions in the education and training sector that represent the voices of tens of thousands of education employers, teachers, school heads, parents, students, researchers, policymakers, and more.

The mission of ELNE is to enhance and strengthen collaborative leadership in education in Europe, which we aim to achieve through 1)collecting and showcasing the most relevant research studies and good practices at system- and

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grassrootslevels; 2)providing a platform for different stakeholders to break the silos and discuss with each other; and 3)supporting practice- and evidence-informed policymaking.

Through ELNE, we provide the digital and physical spaces for community members to visibilse their work through publications and webinars, engage in grassroots- and high-level discussions, participate in the production and dissemination of policy recommendations to inform European-level policy.

ELNE activities in 2026 will include:

- 1st ELNE Journal (February 2026): Publication of best practices and research collected through the Calls for Inspiring Showcases.
- European Education Month (March 2026): Online flagship one-month-long event featuring dozens of collaborative webinars organised by different types of stakeholders on the topic of collaborative educational leadership.
- 2nd ELNE Journal (April 2026): Reflections on showcases and discussions from the European Education Month.
- ELNE Annual Conference (May 2026): Dimensions of Collaborative Leadership – Exploring Together.
- Final report and policy recommendations (September 2026).

EFEE-led capacity-building projects

Lastly, EFEE leads several projects focused on building the capacity of education employers on different topics and levels of education. These projects provide resources, training, and support to help members address key challenges in areas like workforce development, recruitment and retention, digital transformation, and sustainability, among others. Each project is designed to deliver practical outcomes and actionable insights that members can implement within their organisations and bring to their national-, regional-, or local- public authorities to inform policy.

During project events, EFEE actively supports and promotes collaboration between its members—education employers– and public authorities by 1)providing the space for these stakeholders to meet and strengthen their partnerships; 2)exploring country-specific education systems to jointly discuss challenges and opportunities; 3)disseminating and implementing to each member's capacity extent the topic-specific policy recommendations.

In 2026, EFEE's 'capacity building' projects will include ongoing and new projects:

- (Pending result from granting authorities): **Empowering the Educators of Tomorrow: Education employers supporting the teaching profession through attractive career progression structures**. (TeachProgress): By identifying, sharing, and upscaling successful practices, this project aims to ensure a comprehensive and diverse understanding of career progression in

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the teaching profession to support teachers' professional development, job satisfaction, and retention, and to contribute to the overall attractiveness of the teaching profession. School managers and national and local policymakers (education employer associations, municipalities, local and regional authorities, etc.) will work together to identify opportunities and obstacles for the reform of teacher career advancement structures

- (Pending result from granting authorities): **Supportive and Collaborative School Administration and Leadership for ensuring teacher and school leader wellbeing** (SCALE-Well): This project aims to explore the role of school leaders and other education personnel (such as school counsellors, advisors, etc.) in the establishment of holistic wellbeing programmes at schools and the role of education employers in the support of school leaders in these efforts. The project will pay attention to the role of the administrative-managerial level and to the role of leadership for ensuring teacher and school leader wellbeing.

Pillar VI – Enhanced Partnerships

As part of this pillar, EFEE constantly seeks opportunities for enhanced partnerships to boost stakeholders' involvement, outreach and impact of ongoing work. EFEE's efforts include:

Creating alliances with relevant international organisations

EFEE constantly works on establishing connections with relevant contacts at international organisations such as the ILO, OECD, UNESCO, and other nationallevel education employers organisations beyond Europe. EFEE's efforts consist of attending high-level events for networking opportunities, inviting relevant speakers from such organisations to EFEE and ELNE events, and seeking access to different roles they offer.

In 2024 EFEE became a member of the **Greening Education Partnership** from UNESCO, which is a global initiative that takes a whole-of-system approach to support countries in tackling the climate crisis by harnessing the critical role of education. As a collaborative platform for governments and other stakeholders, including inter-governmental organisations, civil society, youth, academia, and the private sector, Greening Education Partnership aims to deliver strong, coordinated and comprehensive action that will prepare every learner to acquire the knowledge, skills, values, and attitudes to tackle climate change and to promote sustainable development. EFEE actively participates in its monthly meetings.

Similarly, EFEE created connections with OECD and ILO and is in the process of solidifying these relationships in a more concrete manner. These efforts will be continued in 2025, as well as to:

- Request 'partner' status in the Bologna Process Follow-up Group.
- Request 'consultant' status in UN's ECOSOC.

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- Request 'observer' status at the Council of Europe's Steering Committee in Education (CDEDU).

Partnership with SGI Europe

EFEE also recognises the importance of the European general cross-industry social partners and ensuring the representation of the Education sector at the crosssectoral social dialogue meetings. For this reason, EFEE is a member of the SGI Europe Social Advisory Board. The organised meetings provide a platform to exchange with other stakeholders, bringing a different perspective on topics relevant to all, such as skills shortages or mismatches. Moreover, EFEE has been, and will continue to be, a part of the WG within the SGI Europe, working toward the opinion on the traineeship package of the European Commission. This important work feeds into enhancing partnerships and boosting stakeholders' engagement.

Partnership with Cedefop

Not only are we working with a diverse range of stakeholders, including our members, trade unions or EU institutions, but also EU agencies, particularly Cedefop. EFEE is key in the stakeholder's group and provides resources and facilitates efforts in Cedefop's European VET Teachers Survey (EVTS). The main aim of the EVTS is to provide new evidence on the opportunities, experiences, challenges and other factors affecting the CPD of representative samples of teachers working in initial VET schools, at ISCED level 3, in each EU27 Member State authorising the survey in their country. It is a unique survey as it will provide directly comparable data across the EU. Data regarding VET teachers' CPD experiences and information on the motives, drivers and contextual factors affecting them have not previously been available in a harmonised way across EU Member States. Therefore, this endeavour also contributes to boosting stakeholders' involvement and engagement on policy and advocacy fronts.

Pillar VII – Dissemination and Communication Activities

Lastly, EFEE's dissemination and communication efforts are what tie all the previous efforts together, keeping the EFEE network and the general public updated on the organisation's work (mainly projects and policy), and enhancing collaboration with EU institutions by informing our network about EU policy priorities and initiatives.

In this manner, EFEE promotes the engagement of our constituency with EU activities and parallelly ensures that the expertise and priorities of education employers are made visible in order to better inform and enhance policy development and implementation at both the European and national levels, aligning with the European Education Area's goals. EFEE's accessible resources,

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such as policy recommendations, research reports and targeted updates, promote participation in EU policy areas relevant to education.

Beyond its constituency, EFEE actively shares the outcomes of its projects, events, and policy work with a wider audience, encouraging knowledge-sharing of results and good practices within the education community. Through a dedicated network and partnerships with members, EFEE ensures that key insights and policy outcomes are shared in multiple languages and across all levels.

Our communication and dissemination activities in detail:

Management of EFEE and ELNE communities

For the management of its EFEE and ELNE memberships, EFEE utilises internal channels such as Microsoft Teams channels, and e-mail as its main communication tools. In these spaces, members can update the EFEE Secretariat and be updated about policy developments, project work, or enquiries.

For the management and growth of the EFEE and ELNE wider communities, however, EFEE uses a more powerful engine that allows members to create their own profiles, connect with each other, and actively participate in activities such as webinars, and calls for proposals:

- The **EFEE website** serves as a repository for all information, documents and media relevant to the organisation, including accessible overviews of all of our projects and activities, a calendar of EFEE activities, and a document library. This ensures that all relevant EFEE content is centralised and organised in a comprehensible manner for both members and visitors to easily find and share.
- The **ELNE website** has a similar purpose of collecting all relevant information and outputs of the Network's activities. It, however, also includes other features such as a personal area, where users can personalise their profile and connect with each other, directly register for events, participate in forums for discussion, and more. These features allow users to interact and to have a personalised online experience.

Dissemination of outcomes (recommendations, joint declarations, statements, guidelines, best practices, movies and pictures)

For each activity that EFEE is involved in the outcomes are shared with the EFEE Community through social media and are posted on the pertinent website.

These disseminated outputs include, on the one hand, policy recommendations, joint declarations and position papers through which EFEE aims to maximise the impact of its policy efforts by aiming to reach a higher and more diverse number of relevant stakeholders as well as ensure transparency with both its members and the general public.

On the other hand, for every project that EFEE is involved in, it shares relevant information, media and reports with the main outcomes of each event, as well as final outputs of the project such as guidelines, policy recommendations and research reports. This ensures that the findings and discussions stemming from

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the project reach beyond the project partners and are useful to other education stakeholders. In the EFEE YouTube channel we also disseminate project movies and short interviews.

Dissemination of initiatives from DG EAC, DG RTD, DG EMPL and other European policy activities (Call for proposals, press releases, Communications, stakeholder consultation)

Apart from activities that EFEE is directly involved in, we also share European policy initiatives, events, consultations, and more relevant to our members. Mainly through LinkedIn and the EFEE Newsletter, EFEE urges its members to participate and share their knowledge and points of view at high-level events or through the participation in surveys and online consultations.

The aim of these dissemination efforts is to strengthen the connection between the EFEE Community and the EU institutions and policymakers as well as to ensure that the input and priorities of education employers can directly reach and contribute to policymaking at the European level.

Social media & EFEE website updates

EFEE's active communication channels are the two (aforementioned) websites, LinkedIn, X, and YouTube (and Instagram for ELNE).

As stated above, the bulk of EFEE's social media and website updates includes the dissemination of event and project outputs, EFEE's policy work and other relevant news and initiatives at the European level (mainly related to the work of the European Commission and other EU institutions).

Any EFEE-related news is continuously communicated and easily accessible to both our members and the general public. Furthermore, EFEE creates and carries out tailored dissemination strategies for each activity, which include articles, reports, graphics, videos, pictures, etc. These targeted strategies ensure that the message reaches the right audience.

EFEE Newsletter

The EFEE Newsletter is a short magazine sent to EFEE members and any individuals subscribed to it every 1-2 months. Its purpose is to outline the main policy and project updates of the 2-month period, as well as to inform members of the EFEE community of upcoming events and activities. There will be 7 instalments of this newsletter a year.

Education Chatter YouTube Channel

Apart from EFEE's institutional YouTube Channel, where the videos related to all EFEE projects are uploaded, EFEE also manages another YouTube channel, 'Education Chatter'. The content of this channel consists of one-on-one interviews

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with various education experts. The purpose of these interviews is to explore current topics in education with the input of specialists in the field in order to produce informative, thought-provoking videos accessible to a wider audience.

This initiative has also served to build relevant connections with these experts, as well as universities and European and international institutions such as UNESCO and OECD. These connections have allowed EFEE to profit from the expertise of a wider range of expertise in subsequent projects and initiatives.

In 2025, Education Chatter aims to produce one episode per month, a total of 10 -12 episodes, maintaining the format of one-on-one interviews with experts.

Establishment of a network of national, regional and local communication officers who can further disseminate the outcomes at their level

Although most of the dissemination efforts are carried out by EFEE's Communications team, certain EFEE members are closely involved in producing and sharing dissemination materials on behalf of EFEE. For instance, in EFEE events, hosts and participants create their own content (such as recorded interviews) and share project outcomes in their social media channels, therefore reaching their individual networks.

This "network of communication" is especially important in ensuring that EFEE's dissemination efforts reach all levels. In this line, members are often also tasked with translating and reviewing relevant documents so that outputs can be shared in different languages and can reach more stakeholders at the national and local levels.

Monitoring survey on dissemination

At the end of every year, EFEE sends out a survey to its members to gather feedback on the quality and content of its projects, policy work and dissemination efforts. EFEE examines the results of this survey in order to increase the value of its work.

MOVING FORWARD TOGETHER

As we look ahead to 2025, EFEE remains steadfast in its commitment to supporting education employers across Europe in building resilient, innovative, and inclusive education systems. Through our collective work across the seven pillars of this Annual Work Programme, we aim to strengthen education employers' capacity to address shared challenges, seize new opportunities, and contribute to shaping policies that empower both learners and educators in an ever-evolving world.

This year will be marked by enhanced collaboration with our members, public authorities, social partners, and international organisations. Together, we will continue advocating for education as a cornerstone of Europe's social and economic resilience, fostering impactful social dialogue, and promoting excellence in education policy and practice.

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We thank our members, partners, and stakeholders for their trust and active engagement, which drive EFEE's vision forward. By working together, we can ensure that education employers across Europe have the tools, support, and voice they need to create meaningful and lasting impact at local, national, and international levels.

Let us approach 2025 with ambition, unity, and a shared commitment to shaping the future of education.

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