



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

# WORK PROGRAMME 2023



**Co-funded by  
the European Union**

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## Introduction

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This work programme outlines the main Agency activities scheduled for 2023.

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

The [Agency position on inclusive education systems](#) is the point of departure for the Work Programme 2023. 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 2023 will comprise a range of activities and processes that will further explore how countries can effectively work towards this vision.

The Work Programme 2023 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 EU priorities. 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](http://www.european-agency.org).

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## Organisation and finances

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### 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,



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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 2023 are as follows:

- Spring bi-annual meeting, Serbia
- 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.

Since 2018, the Agency has 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). The Agency has completed seven SRSP activities so far. In 2023, the Agency will be involved in three TSI projects.

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

## **Co-operative relationships**

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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 the 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 relevant information that can be shared in member countries.

The Agency will continue its involvement as 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 will also be involved in the Stakeholder Consultation Group on Digital Education Content commissioned by the European Commission.

The Agency will also continue its co-operation with UNESCO to develop and promote the [Inclusive Education in Action website](#).

## On-going activities

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

In 2022, preparatory work has focused on developing the CPDS model and outline framework for examining and monitoring developments in inclusive education in countries. The proposed model and framework 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](#) (CPRA) activities and the standards-based model employed in country audits (in Iceland and Malta) and SRSP activities (in Czech Republic and Portugal). The overall model for the CPDS work incorporates the identification of agreed goals for inclusive education system and the collection of evidence to indicate whether the standards and goals are being achieved.

This development work will continue in 2023 with inputs from a pilot group of Representative Board members (RBs) from member countries. Using a co-development work approach, they will collaborate with a small staff team to refine the framework and model.

#### *Main activities 2023*

Following preparatory work in autumn 2022, the CPDS framework and proposals will be presented to RBs in the spring bi-annual meeting for feedback and discussion.

Once finalised, the framework will be circulated to all countries for their initial individual country input.



Based on the specific country inputs, from autumn 2023 onwards, existing Agency and wider information sources will be used to identify evidence linked to the agreed goals for inclusive education systems.

The CPDS work will continue throughout 2023 and into 2024, with a view to all countries having completed the CPDS monitoring of developments process by the end of that year.

### **European Agency Statistics on Inclusive Education (EASIE)**

The Agency's annual data collection activity ([EASIE](#)) provides clearly focused data that informs country policy priorities, the European Commission's strategic objectives on inclusive education and the implementation of Article 24 of the UN Convention on the Rights of Persons with Disabilities (2006).

#### *Main activities 2023*

In the first half of 2023, outputs of the data collection for the 2020/2021 school year will be produced and published on the EASIE web area. The start of the data collection cycle for the 2021/2022 school year and the annual in-person data experts' workshop are scheduled for the end of the year.

The Agency will explore possibilities for streamlining the EASIE report portfolio (methodology reports, key messages and findings, country and cross-country information, one-off thematic reports, etc.) to make the reporting process more transparent and outputs easier to interpret.

The EASIE work's theoretical framework will be revised to extend and deepen the investigation of access to education and placement of children/learners from groups that are vulnerable to exclusion other than just children/learners with an official decision of special educational needs.

Maintenance and development of the online data collection platform will take place with the help of an external web developer. This will include the next steps towards fully automated reporting generated from the data collected from the participating member countries.

### **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 2023*

At the 2023 bi-annual meetings, experience exchange sessions with country representatives will take place. The sessions will focus on topics country representatives have suggested.

### **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 web users' interests.



### *Main activities 2023*

During 2023, the Agency will overhaul the country overview framework and content. The results of the 2022 web user survey have identified possible areas for development. In addition, clearer cross-linking with outputs from other Agency activities (for example, EASIE) need to be established. Moreover, the [Country System Mapping](#) work has generated important information that can be used to update the country overviews.

Based on an analysis, proposals for updating the country overview framework and content will be put to RBs at the spring bi-annual meeting.

The agreements reached with RBs will be implemented during 2023, with a view to completely revised country information overviews being available on the Agency website in 2024.

### **Legislative updates**

Periodically, the Agency produces summary reports that outline developments linked to new or updated legislation – laws and policies – for special needs and/or inclusive education in member countries. As far as possible, information on updates from countries provide an overview of the new law or policy, specific information on its focus, aim and likely impact, as well as where to find more information.

### *Main activities 2023*

In 2023, a new edition will be published, highlighting legislative changes introduced in Agency member countries since the last edition in 2019.

Information from the [Legislative Definitions around Learners Vulnerable to Exclusion](#) activity will serve as a basis for identifying possible developments to include. RBs will be asked to complete draft information with detailed country information they wish to share.

## **Thematic activities**

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In 2023, Agency work will cover a range of thematic activities. Some on-going activities will be completed in 2023, while others will continue into 2024. In addition, 2023 will see the launch of the new thematic country cluster activities. These will introduce new topics, as well as new ways of working with countries, to the Agency's work programme.

### **Changing Role of Specialist Provision in Supporting Inclusive Education (CROSP)**

The [CROSP](#) activities focused on the re-organisation of specialist provision to support the right to inclusive education for all learners.

Phase 1 covered a detailed mapping exercise on past and current trends and situations in countries in relation to specialist provision, and on perceived future trends. It identified four main issues related to funding policies, governance, capacity-building and quality assurance mechanisms, that are considered vital to improve specialist provision's role as a resource for supporting mainstream education.

Phase 2 focused on these four issues and on identifying effective policies and strategies, guiding principles and key actions using a peer-learning approach. The aim was to enable



member countries to develop more effective strategies for improving the role of specialist provision for inclusive education.

#### *Main activities 2023*

In 2023, the Agency will publish the translations of the [CROSP self-review tool](#) developed in 2022. A video will be produced to accompany the tool and support its use.

The tool aims to enable policy-makers to develop a continuum of support for inclusive education.

#### **Voices into Action: Including the Voices of Learners and their Families in Future Agency Work (VIA)**

The [VIA](#) activity examines the critical issue of involving the voices of learners and their families and how to effectively include them in decision-making. There are two phases of activities.

Phase 1 (2021) included an analysis of key policy and research literature on how to effectively involve learners and families. Activities also included collecting and analysing member countries' examples of practice and examples from previous Agency work.

Phase 2 started in 2022 and will end with the publication of the final outputs in 2023. It involved cluster group activities with RBs from three Agency member countries. RBs worked with learners and families in national workshops/activities to identify essential elements of meaningful participation.

The project outcomes will help the Agency staff, as well as Agency member countries, find inspiration for organising relevant activities with learners and/or families. They can use the outputs to ensure the meaningful participation of learners and families in their future work.

#### *Main activities 2023*

In 2023, the Agency will develop a toolkit on the [VIA web area](#). This online toolkit will provide guidance on how to embed learner and family voices in decision-making. It will include main principles and direction to action. It will also present examples collected from Agency member countries during phase 1, showing practical ways of involving learners and families. A summary report on the key activity findings will be published.

A final dissemination event will be held to share the project outcomes with all country representatives (RBs and National Co-ordinators). It will include inputs from external participants who can share additional ideas and information on the topic.

The Agency will explore possibilities for developing digital outputs to support the dissemination of VIA key messages.

#### **Country System Mapping (CSM) exercise**

During 2022, all member countries completed a detailed CSM report. The template used aims to gather key information from across the **whole** education system. The template specifically focuses on four priorities that RBs have identified for wider future Agency work, i.e. monitoring and evaluation; cross-sector working; quality assurance; and effective policy implementation.





The information collected aims to identify the key features of all Agency member countries' education systems that impact upon the effective implementation of legislation and policy for inclusive education in practice. Both descriptive and evaluative information has been collected.

#### *Descriptive information – mapping*

The descriptive information will be used to inform country cluster grouping based on system structures and processes countries have in common. [Thematic country cluster activities](#) will be closely aligned to individual country approaches to the four key issues for inclusive education.

The descriptive information will also be used as a form of 'preloading' of information for the 2023 cluster work. Thematic cluster activities will build on, elaborate and collect even more detailed country information for the different priority areas from 2023 onwards.

#### *Evaluative information – thematic analysis*

The analysis of the evaluative commentary information aims to identify themes and issues that emerge as barriers to or supporting factors for meeting the needs of all learners in inclusive systems. This analysis will be used to inform country cluster grouping, based on the system challenges and opportunities countries have in common. The analysis information will not be made public, but will inform the development and focus of the 2023 cluster activities.

#### *Main activities 2023*

Analysis of CSM information began in late 2022. It has focused upon a mapping of system elements and a thematic analysis of emerging issues, both of which will be completed in early 2023.

The initial findings will be presented during the spring bi-annual meeting.

The CSM work's main outcomes will be used to organise the [thematic country cluster activities](#) that will begin in autumn 2023. These cluster activities will be more closely aligned to individual country approaches on key issues for inclusive education highlighted in the CSM thematic analysis.

Information collected will also be used to populate the revised [country information overviews](#).

From the CSM information collected, there is the possibility to develop other outputs for different purposes – internal and possibly external. This will also be discussed with RBs at the spring 2023 bi-annual meeting.

### **Learning from the COVID-19 Pandemic – Building Resilience through Inclusive Education Systems (BRIES)**

[BRIES](#) aims to map evidence and identify acknowledged forms of COVID-19's impact on education in general – and inclusive education in particular – at national and European levels. It focuses on learning points for making education systems more resilient and better prepared for potential future crises.

BRIES has two phases. Phase 1, initiated in 2021, included an analysis of the impact of COVID-19 on inclusive education across member countries and the identification of



countries' needs and topics to be further explored in peer-learning activities. Phase 2 consists of two rounds of peer-learning activities, carried out with stakeholders from different levels within the six Agency member countries participating in the BRIES country cluster.

The activity will end in 2024 with a final conference to disseminate the results.

#### *Main activities 2023*

In 2023, the Agency will finalise tools and materials that were suggested, prepared and developed in 2022 during several focus group discussions. Various online and in-person working group meetings are planned for 2023. These will focus on developing pre-defined tools that will be useful for member countries in case of future crises affecting the education sector.

#### **Thematic country cluster activities**

MAWP thematic work from 2023 onwards will be organised as thematic country cluster activities. This is in line with the MAWP's fourth parameter on organising activities around countries' priorities, responding to country requests for more tailored activities to support policy development needs and building upon learning points from current activities. These activities will use peer-learning approaches and be developmental, building upon each other throughout the remainder of the MAWP.

Using information from the CSM activity outputs, a series of country cluster activities will be planned and initiated in 2023. These will be designed to support the work of individual and small groups of countries around identified challenges for implementing the identified priorities, i.e. monitoring and evaluation; cross-sector working; quality assurance; and effective policy implementation.

#### *Main activities 2023*

Using the CSM analysis findings, as well as the information on country priorities from the [operational survey](#), the Agency will prepare proposals outlining the content focus, country grouping and organisation of a series of inter-connected cluster activities.

These proposals will be presented at the autumn bi-annual meeting. There will be a session with RBs to kick off and further plan the thematic country cluster activities.

The specific cluster activity plans will then be finalised and approved by RBs, so that detailed preparatory work with country cluster teams can begin in late 2023 with activities kicking off in early 2024.

#### **Additionally funded activities**

The Agency will conduct a number of activities funded via additional grants from the EU and other sources. These additional 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 2023 follow below.



## Technical Support Instrument (TSI) activities

The Agency continues 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.

In 2023, the Agency will be involved in three projects initiated in 2022. The ministries of education in France and Greece, as well as Italy, Portugal and Spain in co-operation, have requested these. Through these projects, 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.

Countries can submit requests for TSI support to reform their inclusive education systems. The deadline is the end of October each year. DG REFORM analyses the requests received and selects those it will support the following year. DG REFORM also selects the technical provider that will provide technical assistance to the country.

In 2023, DG REFORM will announce the selected requests and the technical providers at the beginning of the year. If selected as a technical provider for further projects, the Agency will begin implementing the project in co-operation with the national authorities and DG REFORM.

In 2023, the Agency will launch a new web area with public outputs from the SRSP and TSI projects.

### *France*

The project aims to support the French Ministry of Education to deploy the LNPI (*Livret Numérique de Parcours Inclusif*) digital educational tool 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 2023*

In the first half of 2023, the Agency will complete the analysis of the digital educational tool implementation context, including a review of European practices. The second half of 2023 will be devoted to stakeholder consultation and to drafting recommendations to improve the digital tool's use and acceptance.

### *Greece*

The project 'Implementation of the European Child Guarantee – Promoting Inclusive Education in Greece Phase II' aims to improve inclusive education in Greece by supporting the Greek authorities to pilot a newly adopted inclusive education policy framework at school level before its roll-out. It builds on the Phase I project's results and recommendations.

The Ministry of Education and Religious Affairs is expected to endorse the project deliverables through its internal mechanisms that will help it to implement the European Child Guarantee in Greece.

Activities started in autumn 2022 and will continue in 2023.



### *Main activities 2023*

In 2023, a framework for a pilot programme will be designed and developed. It will focus on the identified three priority areas of inclusive assessment practices, inclusive transitions and inclusive school guidelines. Criteria for piloting the framework at regional level will be identified in relation to pre-primary, primary and secondary levels of education, in urban and rural areas, and in accordance with previously identified barriers and challenges.

Knowledge and understanding of the process of developing and implementing inclusive school systems will be built with key stakeholders at all levels of education, from national, to classroom, to parental level.

### *Multi-country (Italy, Portugal, 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 Italy, Portugal and Spain. These three countries seek support in putting policy reforms in place 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.

The project has five distinct, but linked, phases, each one in relation to and based on the cumulative findings and outcomes from the previous phases. Spain and Italy will follow all five phases of the project over the two-year period. Work with Portugal will begin simultaneously with Spain and Italy, but move directly to phase 3, as a result of the recent SRSP project undertaken with Portugal.

Activities began in autumn 2022 and will continue in 2023.

### *Main activities 2023*

For Spain and Italy, activities in 2023 will include:

- A documentary study of inclusive education at legal, institutional and governance levels, in each of the two countries. The thematic analysis will provide evidence of the extent of development of inclusive education within the two national systems.
- Drawing on findings from studies of other EU countries to identify existing areas of policy and best practice.
- Using a bottom-up approach to engage closely with stakeholders at local, regional and national levels. It will enable dialogue on all aspects of inclusive education, for peer learning, sharing knowledge and experience, and to enable improvement of inclusive education.

For Portugal, the activities in 2023 will focus on developing an action plan, based on the main findings from the recently completed Agency work with Portugal (SRSP, June 2022) and the OECD recommendations to build further on the monitoring and evaluation system currently under development in Portugal. Recommendations from the action plan will be the basis for developing a monitoring tool to be trialled at regional level.



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## Operational activities

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### 2023 operational 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 overall working procedures. The 2023 operational survey will gather specific information from countries to inform activities and the new quality assurance processes implemented in 2022 as a part of the Agency self-review activity.

The Agency will send an online survey to RBs in early 2023. It will cover three interrelated topics and collect country representatives' ideas regarding:

#### *1. Possible developments to the range of Agency outputs and materials*

Information from countries on their current and possible future requirements for outputs and materials will be an important input for continuing initiatives to extend the Agency's reach to other stakeholders, such as researchers, school leaders, teachers, parents and learners. This will include asking for RBs' views on the use of printed and digital outputs.

#### *2. Supporting and monitoring the impact of Agency work in countries*

Country inputs on how best to support and then collect and analyse impact examples is crucial in the Agency's efforts to continuously improve overall working procedures. Survey findings will serve as a basis for revising current and developing new impact monitoring procedures to be implemented throughout the MAWP period.

#### *3. Priorities and focus of thematic country cluster activities from 2023 onwards*

Country representatives will be asked to identify their specific priorities for joining the thematic cluster activities that will begin in 2023.

In addition, they will be asked to identify topics that revisit past activities in order to identify impact and examine the application and use of Agency outputs.

Finally, country representatives will be asked to identify new topics that Agency activities have not yet covered.

The survey results will be presented and discussed at the spring bi-annual meeting.

### Information dissemination and production activities

The Agency's information dissemination work includes producing, publishing and disseminating Agency outputs. Using offline and digital tools, the Agency ensures all information and materials are up-to-date, comply with international guidelines on accessibility and are available on relevant platforms. Education policy-makers are the main target audience of this work. However, it also targets other stakeholders, such as researchers, school leaders, teachers, parents and learners.

In 2023, the Agency will revise its Digital Media Strategy, based on the conclusions of the self-review work carried out in 2022 and the findings of the [2023 operational survey](#). Information dissemination efforts will continue to align with the strategy's four main aims, which are to:

- generate awareness of and promote Agency publications and resources;



- broaden the reach and impact of Agency messages;
- facilitate collaboration through digital platforms;
- strengthen Agency leadership and influence in the field.

The Agency will continue to be a resource for 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 member country languages and sharing country news.

The Agency will continue to explore ways it can help its member countries to improve their overall information dissemination.

#### *Online open-access repository of Agency materials*

In 2021, the Agency investigated various ways of setting up an online open-access repository and eventually selected the online platform Zenodo. An open-access repository is an online archive for all publications produced by an institution, intended for long-term preservation and broad availability. Once a repository is live, it is automatically optimised for indexing across content libraries.

In 2023, the Agency will continue to upload publications to Zenodo's '[Inclusive education](#)' community, aiming to open the door for other content libraries to index Agency publications. The Agency will monitor traffic and use of this new dissemination platform.

#### *Updating the glossary of key terms*

In 2021, the Agency updated its [online glossary](#), which aims to coherently define key concepts in the inclusive education field, reflecting the way the Agency uses them in its activities. The Agency will establish procedures for future updates and, in 2023, will continue the update work. The aim is to increase 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 2023, the Agency will maintain the highest possible levels of website accessibility and usability. Search engine optimisation will continue to be a focus to ensure inclusive education content is easily discoverable. Agency activities and outputs will be presented on the website as they become available.

The [Inclusive Education in Action website](#) – developed in 2018 in collaboration with UNESCO – will be updated throughout 2023 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 2023, new resources – including new activity areas – and opportunities for interaction will be added to MyAgency. A new tool for tracking the platform's use will be implemented to guide future improvements.



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### *News and digital media*

In 2023, the Agency will continue to regularly publish news items in the [News section](#) and in the quarterly [eBulletin](#).

The Agency will continue to amplify its content and drive traffic to the website through digital media extensions. The Agency's [LinkedIn profile](#) will continue to share updates regularly and connect with relevant stakeholders. The [Agency Wikipedia article](#) will be regularly updated to ensure it reflects the latest information and links to relevant areas of the website. 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 2023, the Agency will draft an annual report summarising website performance statistics and the dissemination of printed and electronic materials for 2022. The report will include qualitative and quantitative findings, trend analyses and strategic recommendations to inform future dissemination.