



ADVANCING EDUCATION
AND ORAL HEALTH

ADEE STRATEGIC PLAN 2022 TO 2025

DENTAL EDUCATION: NAVIGATING THE CROSSROADS

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Message from the President and ADEE Executive



Prof Paal Barkvoll
ADEE President
2022 -2023

Dear Colleagues,

It is my great pleasure to present to ADEE membership the Strategic Plan of the Association covering the period 2022 to 2025 '**Dental Education: Navigating The Crossroads**'. This plan was created collaboratively through consultation with partners, sister organisations and membership and is informed by the changing dynamic at play in the oral health professional's education sector.

The wider context within which Dental and Oral Health Professional's education is delivered is at a crossroads and will see considerable change in the way oral healthcare professional's education is delivered. For this reason our strategy also draws on:

- The significant recognition of importance of oral diseases and conditions within public health by the World Health Assembly in its 2021 resolution;
- The recognised objective of including Oral Health within Universal Health Coverage for all individuals and communities by 2030 laid down in the 2022 WHO global strategy on Oral Health;
- The Resolution by the Member States gathered in the Council of Ministers to strengthen the European Education Area and beyond (2021-2030);
- The consensus surrounding the updated professional profiles and competences detailed in the ADEE's Graduating European Dentist Curriculum;
- The EU commission's recent review related to Annex 5 of the Directive 2005/36 on the Professionals' Qualifications (related to education of dental practitioners), so as to regularly adapt dental training to recognise scientific and technical progress;

These combined demand that we prepare for a changed future context, one where education models are person-centred, transparent and responsiveness so as to ensure contemporaneous evidence-based oral healthcare practices. A context where offering sustainable and accessible education is central and one where oral health practitioners will require a new set of core skills and competencies. A wider range of professionals is now called upon to work within and around the oral healthcare team, with an increased emphasis on shared practices and collaborative healthcare delivery models so enabling teamwork will be of increased importance in our educational environments.

We are confident that this strategy will set ADEE on this milestone journey for oral health professionals education and in turn enable ADEE to better serve its members and the oral health team in the educational context of the future.

On behalf of the ADEE Executive Committee we recommend this strategy to members

Professor Pal Barkvoll
ADEE President 2022 2023

ADEE Strategic Plan

Strategic planning is an important milestone in the governance of all organisations and ADEE is no exception in this regard. As well as being a useful exercise to guide the development of priorities and, to communicate issues such as vision, mission and direction, the strategic planning process itself allows for a time of reflection and clarification on issues that are important and of influence to the organisation.

During late 2021-2022 the ADEE Executive met on a number of occasions to reflect on the Associations changing context, our challenges and our opportunities. As the current strategy came to an end a number of new strategic priorities evolved from our operational context. From this the Executive have identified areas of focus for 2022 to 2025, so as to ensure the continuous growth and development of our Association. 2025 sees ADEE celebrate a Milestone 50th year. Since its inception ADEE has witnessed and facilitated considerable change in Dental Education throughout Europe and this current strategy should position it well to embark on the next 50 years with confidence.

Governance

About ADEE

The Association for Dental Education in Europe (ADEE) was founded in 1975 as an independent European organisation representing academic dentistry and the community of dental educators. Since then, ADEE has played an important role by enhancing the quality of education, advancing the professional development of dental educators and supporting research in education and training of oral health personnel.

ADEE brings together a broad-based membership across Europe comprised of dental schools, specialist societies and national associations concerned with dental education.

ADEE Mission Statements

ADEE is committed to the advancement of the highest level of health care for all the people of Europe through its mission statements.

- To promote the advancement and foster convergence towards high standards of dental education
- To promote and help to co-ordinate peer review and quality assurance in dental education and training
- To promote the development of assessment and examination methods
- To promote exchange of staff, students and programmes
- To disseminate knowledge and understanding on education
- To provide a European link with other bodies concerned with education, particularly dental education.

Strategic Task Completion: Re-adoption of ADEE Mission statement

In preparing this strategic plan, the Executive reviewed the ADEE mission statements. The Executive Committee concluded these remain valid and appropriate in the current operating climate and context. The Association's current legal position and its mission also remain consistent with the ADEE charitable purpose of advancement of education.

ADEE Executive Committee

The Executive Committee is elected by the general assembly as the governing body of ADEE. The Executive is the main administrative body of ADEE and ensures that the principles of the Constitution of the Association 1996 (revised November 2004, August 2016, October 2021) and the Bylaws of the Association 1996 (revised November 2004, August 2016, October 2021) are upheld at all times.

The Executive is charged with the responsibility of directing and organising ADEE activities, enacting the decisions of the General Assembly and the monitoring of finances. The Executive has the power to appoint executive and administrative officers to serve in administrative functions of the committee.

The ADEE Executive Committee in post for the creation of this strategic plan are:

ADEE Executive Officers



President
Prof. Dr. Paal Barkvoll
Norway



Secretary-General
Prof. Dr. Barry Quinn
United Kingdom



Treasurer
Prof. Julia Davies
Sweden



Editor
Dr. Ronald Gorter
Netherlands



Past President
Prof. Dr. Ilze Akota
Latvia



European Affairs officer
Prof. Maria-Cristina Manzanares
Spain

ADEE Executive Members



Prof. Sibylle Vital
France



Prof. Dr. Rui Amaral Mendes
Portugal



Dr. James Field
United Kingdom



Assoc. Prof. Ina Schüller
Germany



Dr. Upen Patel
United Kingdom

Regional Attaché



Prof. Michael Botelho
Hong Kong S.A.R., China



Dr. Jean-Michel Saadé
Lebanon

Administrative Staff and IT Support

ADEE Staff are responsible for implementing the day-to-day decisions of the Executive Committee and coordinating the work of ADEE.



Mr. Denis Murphy
Chief Administrative Officer
Ireland



Ms. Judith O'Brien
Membership Officer
Ireland

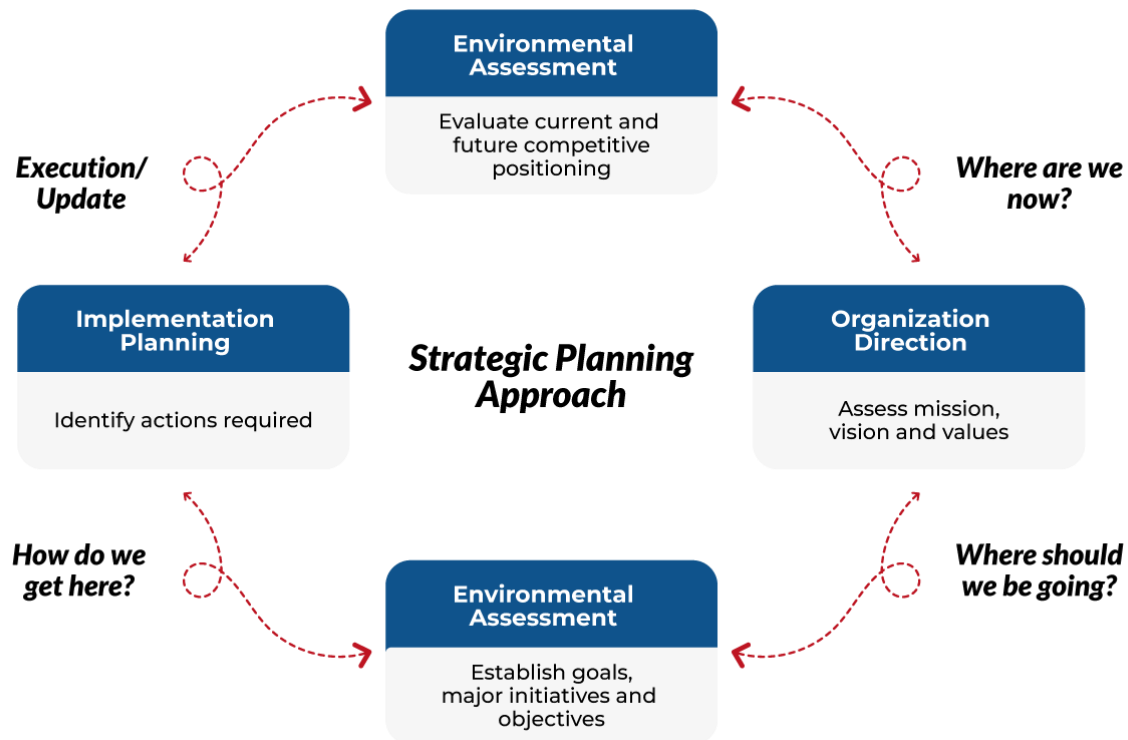


Mr. Miguel Braga
IT Support
Portugal

The Strategic Planning Process

ADEE follows a simple interrelated four-step model to guide strategy development. The process posed three questions to the executive at the outset:

1. Where are we now: to explore our current context and standing within that context
2. Where should we be going: what are the aims and aspirations for ADEE?
3. How do we get there: how can we actively make the changes needed?



Each question led to a single or a number of sub tasks and questions. For example, ‘where are we now?’ led to discussions on environmental analysis, SWOT and STEP analysis as well as considerable discussion on the European and local political arena. Much of these discussions are summarised in the following pages in a structured manner for presentation.

STEP Analysis

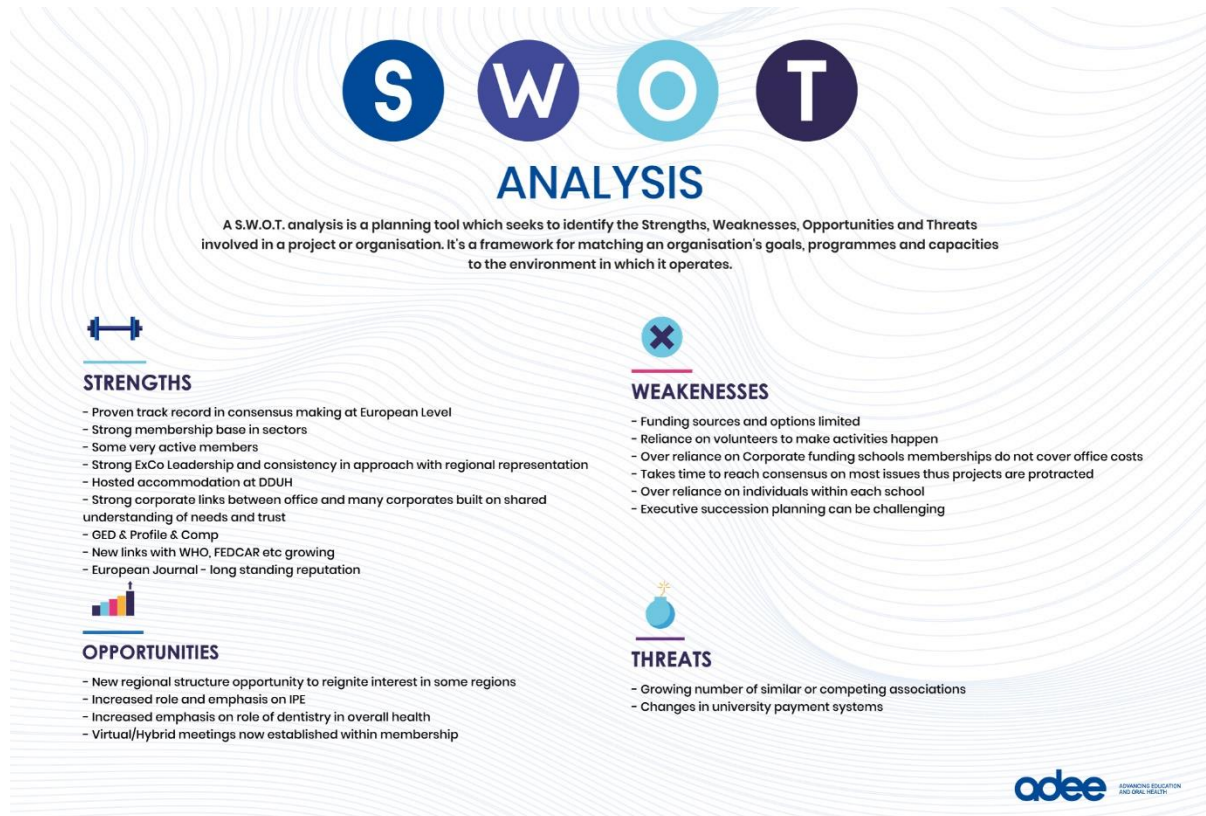
Understanding ADEE's operational context is essential to identifying factors from the environment that could impact on ADEE's future development and direction. Issues such as social and political factors, many of which are outside the control of ADEE, need to be considered and in some case appropriately managed.

The following summarises key issues under the headings of Social, Technological, Economic and Political factors that the Executive considered worthy of mention and consideration.



SWOT Analysis

Like all organisations and associations, ADEE has strengths that should be exploited and weaknesses that require management. The following table summarises some of these key issues at present.



It is in the context of the above SWOT and STEP analysis that the priorities and actions identified in this strategy are devised. From this a number of key priority areas were identified as follows, which will be discussed in the following pages:

1. ADEE fostering Inter Professional Education and Care
2. As an enabler of the Sustainable Development Goals
3. Fostering relationships with other related dental team member associations and with post Graduate Oral Health Professional Education Associations
4. ADEE representation at the EU institutions and at sub-regional level
5. ADEE embedding Evidence Based Education
6. ADEE's role in Quality Assurance of Oral Health Professional's academic programmes

Strategic Priority Areas

This section expands on each of the core areas of activity that the Executive concluded should be focused on during 2022 to 2025 so as to position ADEE in a strong and stable situation as it approaches the 50th Anniversary of ADEE in 2025.

Priority Area One:

ADEE fostering Inter Professional Education and Care

The concept of Inter Professional Care (IPC) is of course not new. However, what is new is it increasing visibility and the active desire by many governments and societies to make holistic patient centred care a reality. Central to this is the concept of Inter Professional Education (IPE). While recent WHO resolutions did not mention dental education in its own right as a key IPE stakeholder, the role played by oral health professionals in the wider public health realm in many countries as a result of the COVID-19 pandemic has again placed a spotlight on the dentist and dental hygienist.

To ensure ADEE membership is actively involved in the evolution of IPE and that the concept is co-created in a meaningful manner while also being reflective of professional autonomy, it is imperative that we take a leading role in the embedding of such concepts within our curricula. With this in mind the Executive have set a number of strategic actions it hopes will not only place ADEE at the centre of the evolution of IPE but will also position our individual members to take a lead in such activities at the national and regional level.

Strategic Action One A: Establish a taskforce to agree, define and publish a contextually relevant and co-created guidance document on the scope of Oral Health Professional Inter-Professional Education (IPE)

Ensuring there is a shared understating of what the concept of IPE means within the oral health professions and how they can interact in a meaningful manner with other health professionals in a practice and education setting is a key and yet to be defined starting point for making IPE a reality.

Debating and arriving at a shared understanding and consensus with other professions working in the healthcare context is a fundamental requirement. With this newly agreed and shared understanding, that should engage with concepts of professionalism, accountability, hierarchy, scopes of practice and an array of other interrelated factors will in time lead to greater Inter Professional Education in Practice.

To enable this long overdue conversation, ADEE will establish an inter professional taskforce to scope out the application of IPE concepts in the context of European OHPs education. In parallel with this ADEE will strive to evolve and reinforce partnerships with all health professional education associations and to develop with them practical collaborations at an association level.

Strategic Action One B: Develop a programme of work to enable meaningful IPE experiences for OHP students.

ADEE acknowledges and respects that to enable long term change and to truly embed IPE and IPC, our students will need to be enabled to become agents for change as IPE becomes second nature for them. Thus ensuring that we listen and learn from their existing IPE experiences and their aspirational ones, a new future vision of OHP IPE will evolve.

Once consensus has been achieved through Action One A, the taskforce can then commence on the agreement and development of a programme of work that will enable meaningful IPE experiences for our OHP

students. It is expected that this programme will include the agreement of OHP specific IPE best practice guides, online learning resources and face-to-face workshops.

Action List: Priority Action Area One

Action	Responsible Executive Person	Expected Completion
Establish a taskforce to agree, define and publish a contextually relevant and co-created guidance document on the scope of Oral Health Professional Inter-Professional Education (IPE)	ADEE Taskforce Leadership	Q4 2024
Develop a programme of work to enable meaningful IPE experiences for OHP students.	ADEE Taskforce Leadership	Q2 2025

Priority Area Two:

ADEE's role as an enabler of the Sustainable Development Goals

The United Nations adoption of the 2030 Agenda for Sustainable Development has led to a new focus on how we as citizens, academics and oral health professionals practice on a day to day basis. Taken together, the 17 goals encompass many different factors that require us to change and alter our perceptions and approach to our working lives, including how we teach the oral health professional of the future.

These goals are much more than having a focus on climate change and sustainable consumption of energy and resources, they are about taking strategic and long-term views on all our activities to enable access, quality experiences and improve life on our planet. In essence they are about mind-set change in our everyday lives.

The ADEE executive appreciates that many of its member institutions are experiencing difficult financial and other challenges, and that the implementation of the SDG's may not be at the forefront of our collective minds. However, the ADEE executive is also mindful that unless we as researchers, academics and leaders in our respective communities engage with these Goals in our practices, then our programmes and institutions may slowly slip out of relevance. We need to plan and equip our profession for the challenges of our changing environment and be positioned to lead an informed debate and new methods of practice.

With this in mind the Executive has set the following two Strategic Actions to convert the SDG from aspirational strategies to changing practice experience in our approach to OHP education that we can embed within our membership.

Strategic Action Two A: To establish a taskforce to explore the implications, impact and benefit of applying the SDGs within our institutions and OHP curricula

By taking the lead to establish a SDG working group that will work over a defined period of time to 2025, ADEE can make their application to practice closer to a reality. The aim is that ADEE becomes a provider of knowledge and a leader in embracing the SDG within oral health professionals' education,

Once convened the taskforce will assess each of the individual goals and consider how these impact and are impacted by the oral health professionals curriculum. From this a prioritisation will be made and an ADEE membership consensus position statement issued so as to help guide members to focus their efforts and resources on making meaningful and successful change.

Membership of the taskforce will be drawn from ADEE's regional structure and supplemented by expertise from relevant sectors as and when required. It will be chaired by a designated member of the ADEE Executive and is expected to report annually at the General Assembly to update on progress.

Strategic Action Two B: Develop practical guidance on the prioritised SDGs

For many of these goals to be truly embraced by faculty it will require strong collaboration with the wider university to facilitate change in the areas of inequality, sustainability, quality and much more. To become agents for change we must be equipped with up to date and relevant knowledge and skills.

To assist membership to better understand the implications of and to embed the ethos of the SDGs, the SDG workgroup will devise practice guidance on how these concepts apply within the practice of oral health professionals' education. By drawing on the published literature, best practice examples and applying these to the teaching and learning practices of Oral health professionals, the workgroup will create meaningful guides for use by members. Online learning resources, printed guides, local events, training workshop and other means of sharing this contextually relevant knowledge will be explored and an action plan devised.

Action List: Priority Action Area Two

Action	Responsible Executive Person	Expected Completion
To establish a taskforce to explore the implications, impact and benefit of applying the SDGs within our institutions and OHP curricula	ADEE Sustainability SIG and Nominated ExCo	Q4 2022
Prioritisation of SDG to OHP education	ADEE Sustainability SIG and Nominated ExCo	Q3 2023
Practical guidance on the prioritised SDGs	ADEE Sustainability SIG and Nominated ExCo	Q3 2025

Priority Area Three:

Fostering relationships with other related dental team member associations and with post Graduate Oral Health Professional Education Associations

ADEE's focus has always been and indeed remains undergraduate dental education. However, it is clear that in recent years the concept of the oral health team and inter professionalism are more to the fore and it is no longer acceptable nor indeed useful to simply focus on education of dental students. With this in mind during this strategy cycle ADEE will reach out to all relevant associations with an interest in undergraduate and post graduate education of all members of the oral healthcare team.

The aim of this objective is the enabling of meaningful collaboration, the sharing of ADEE experience in the standardisation of education and the facilitation of a more seamless relationship between all OHP associations.

Strategic Action Three A: Develop and enhance relationships and collaborations with associations who have interest and are actively involved in the undergraduate education of members of the oral healthcare team

The ADEE Executive is committed to being an enabler of quality education to the entire Oral Health Professional team. The concept of the oral healthcare team has received growing attention in the literature indeed in some regions; Oral Health professions as well as the dentist are now being regulated. To ensure the team works effectively and efficiently with a patient or service user focus, the education that team members receive should follow international best practice with regards delivery and curriculum.

Drawing on our experience of consensus making through the Profile and Competence and of the Graduating European Dentist and its more recent update the Graduating European Dentist, ADEE has accumulated considerable knowledge and expertise in the creation of European level curricula and in the consensus making process. During 2017 to 2019 we made this experience available to the European Dental Hygienist Federation and successfully assisted in the creation and publication of their Common Education Curriculum of the European Dental Hygienist. ADEE will, during the lifetime of this strategy reach out to other team members interested in standardising their curriculum and provide guidance and assistance in a collaborative manner.

We will devise a formal educational curriculum collaboration process so as to reassure sister associations that this is focused on the sharing of expertise and enabling of collaborative opportunity in the best interests of quality OHP education.

Strategic Action Three B: Explore with Oral Health postgraduate associations their interest in collaboration and the possibility of hosting a postgraduate educational collaborative within ADEE.

Throughout Europe and beyond there is variety in approach to the recognition of specialisms and post graduate programmes. Consider work is being carried out by various postgraduate or specialist associations at national and European level. ADEE has no aim to compete with such associations but the ADEE Executive genuinely feels that there is opportunity for collaboration and the sharing of best practices between ADEE and the various associations as well as between the various associations themselves.

The strategic action aims at exploring the appetite with in the various associations for an inter specialism collaboration hosted by ADEE. Its aim would be to enable a standardised approach to the development of post graduate curricula that aligns with the Graduating European Dentist format so as to enable a standardised educational experience throughout the educational continuum. In this, ADEE sees it roles as one of facilitator of collaboration and enabling of consensus making.

We see ADEE's creating and hosting of a post graduate collective as a suitable means of ensuring a standardised format of communicating educational curricula in the oral health professional field. One that is recognisable to dental graduates and one in which they will also be able to ground their post graduate experiences.

Action List: Priority Action Area Three

Action	Responsible Executive Person	Expected Completion
Develop and enhance relationships and collaborations with associations who have interest and are actively involved in the undergraduate education of members of the oral healthcare team	ADEE Officers	Q4 2023
Explore with Oral Health postgraduate associations their interest in collaboration and the possibility of hosting a postgraduate educational collaborative within ADEE	ADEE Officers	Q4 2024

Priority Area Four:

ADEE representation at the EU institutions and at sub-regional level

As a European representative association, the political activities of the EU commission, parliament and the other EU institutions influence our perspective and strategic direction. ADEE members activities are influenced by a number of key EU legislative elements. However, of prime concern are changes and updates to the professional qualifications directive and those directives that impact higher and professional education. It is imperative from an oral health professional education perspective that the voice of the oral health educator is clearly heard and understood at a European level. For this reason, ADEE's active leadership in this regard has and continues to play an important role.

Closely aligned to this is the changing political profile within the wider EU arena and the growth of national and regional bodies of relevance to oral health professional's education. Keeping up to date on these potential strategic partners/competitors is becoming increasingly more important. For example, post-Brexit relationships with UK national associations are becoming more relevant to ensure a closer alignment at an educational and professional level. In the context of these items the Executive is committed to delivering two strategic action in the current strategy.

Strategic Action Four A: Strategic review of EU institution engagement and activity

Historically ADEE availed of the services of a professional lobby agency CabinetDN for its day to day engagement within the Brussels arena. During 2017-2018 this contracted retainer fee was considered too large an investment given the financial status of ADEE. However, without such support it is somewhat difficult to have a meaningful awareness of current key European institution debates, plans and activities. While the ADEE office and indeed the Executive membership themselves so scan this environment regularly, having direct and easy access to commissioners and other European level executives can be challenging. For this reason, during the early stages of this strategic planning cycle, the Executive will carry out a review of its process for engagement with the EU institutions.

The review will explore the need for, the approach and financial implications of the current and proposed approached leading to a recommendation to the executive on the way forward for the short to medium term.

Strategic Action Four B: Explore the development of collaborative links with national level oral health professional education associations at a WHO European level

Expanding ADEE's reach beyond the EU 27 is an important factor for the Executive to take into account given our 2016 adopted definition of Europe as aligned with the WHO context. Additionally the newly formed regional restructure and council as formed in 2021 positions the association to provide regional and tailored services and responses to local needs. Thus a key element of ADEE growth and reach will be engaging with these regions and countries within these new regional structures in a strategic, coordinated and planned manner. Where formal existing structures exist with regards to oral health professional education, it seems prudent to connect with these in the first instance.

A formal working group will be established to scan the various regions and to engage with the new ADEE regional council structure to explore, define and formalise working arrangements with members in this region and how ADEE can assist the development of oral health professionals' education locally.

Action List: Priority Action Area Four

Action	Responsible Executive Person	Expected Completion
Strategic review of EU institution engagement and activity	EU affairs officer	Summer 2023
Explore the development of collaborative links with national level oral health professional education associations at a WHO European level	ADEE officers	Summer 2024

Priority Area Five:

ADEE embedding Evidence Based Education

Since its foundation, almost 50 years ago, ADEE has always aspired for the European dental schools and programmes to be a guiding light in the delivery of best practice in education. Indeed the core aim of the European Journal of Dental Education is the sharing of research in the area of educational best practice as it applies to Dentistry and its allied professionals.

As the decades have evolved it has become increasingly important for dental educators to be appropriately qualified not only in evidence-based dentistry but also in evidenced based education. While there are many educational publications and resources application to medical education those that focus on dental and oral health professionals' education are limited.

ADEE feels it is now well positioned to address this gap by the creation of a series of resources in evidenced based education and share these openly with members to improve their academic practices. To enable this two strategic actions are identified:

Strategic Action Five A: Strategic scoping of the need for evidence based education resources for oral health professionals

The executive plan to create a working group to scope the existing evidence based education resources available that address oral health professionals' education and to assess the need for such resources within its member population. The aim of this overall strategic priority is not to replicate what exists in other professions, rather to address specific needs identified by members in the area of evidence based education. Example may include competence assessment, use of bricolage in oral health profession education etc.

The working group will on completion of its strategic scoping work present a prioritised needs analysis for such resources, clearly outlining where and how the ADEE can address a specific need.

Strategic Action Five B: Devising an 'implementing evidence based academic guidance development process' within ADEE that will be responsible for the development of ADEE evidence-based education resources

Assuming the working group identify a need for such evidence based oral health professionals' education guidance, a formal ADEE process for the convening of panels, that will be charged with the responsibility of development, publication and dissemination of said guidance is required.

The process will outline how each topic is to be selected, the evidence collated and validated and plans on how to disseminate the outputs. Clarity around copyright and authorship of the output, and a means for updating same longer term will also be included.

Once the process is agreed by the Executive work can then commence at an operational level on the items identified in Strategic Action 5A.

Action List: Priority Action Area Four: Governance

Action	Responsible Executive Person	Expected Completion
Strategic scoping of the need for evidence based education resources for oral health professionals	Taskforce	Q3 2023
Devising an 'implementing evidence based academic guidance development process' within ADEE that will be responsible for the development of ADEE evidence-based education resources	Taskforce	Q2 2024

Priority Area Six:

Quality Assurance of Oral Health Professional's academic programmes

ADEE member institutions will be aware that the degree and level of quality assurance on oral health professionals' education programmes and institutions varies considerably throughout Europe. Yet despite this diversity, most schools and programmes are subjected to considerable and in some cases multiple local and/or national accreditation activities.

While our previous strategy addressing the updating of LEADER and the school visit programmes on going, the Executive consider it necessary that ADEE's long history and pedigree in the school visit programme should not be lost at a European level. ADEE's engagement with ENQA as an associate member, has led to member participation on a number of national visitation panels. Through these visits our members have identified common areas of challenge for member schools and for this reason the executive is proposing x strategic actions in this area.

Strategic Action Six A: Encouraging awareness of the ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), and how this overall approach applies to OHP educational activities

ENQA's ESG's are having an increasing role and impact in the accreditation and quality assurance of higher education in the wider European Higher Education Area. The integration of these standards within ADEE's own work needs to be completed Making such links explicit will enable wider understanding of how ADEEs work and support mechanisms can assist members in their compliance and quality mechanisms.

Strategic Action Six B: Consider the provision of a training programme on the ESG and generic approaches to quality assurance within the OHP programmes and making same available to members

ADEE's experience in quality assurance provides a valuable resource that could be made available to members. The exploration of providing consultancy and training on programme and curriculum quality assurance and accreditation visit preparation and experiences will be considered. The working group will report their findings to the Executive who in turn will develop an implementation plan where necessary.

Action List: Priority Action Area Six

Action	Responsible Executive Person	Expected Completion
Encouraging awareness of the ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), and how this overall approach applies to OHP educational activities	ADEE Officers	End 2024
Consider the provision of a training programme on the ESG and generic approaches to quality assurance within the OHP programmes and making same available to members	ADEE Officers	End 2024

Reporting Progress

Strategic planning needs to be enabled in practice to be successful and to do this effectively a clear and transparent means of communicating and reporting progress effectively is necessary. Thus, once this strategy is approved by the ADEE executive at its Summer 2022 meeting following member consultation the final strategy is presented to the 2022 general assembly for ratification. Thereafter the Executive committee will update ADEE membership in the following manner:

- The Annual report (from 2022) will include a summary report chapter on what has been achieved against this strategy
- The ADEE officers will make a mid-term strategic progress report to members following its Spring Executive meeting in 2024.
- Regular updated on strategic actions will be published via the ADEE e-news



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