



ADEE strategic plan 2027 to 2030

Consolidation, growth and succession

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Presidents Foreword



Prof. Dr. Ivan Alajbeg
Croatia

ADEE President
2026-2027

A key task for the ADEE President is to chair its Board and to ensure governance oversight of the Association. Within this lies the responsibility for the development and delivery of the ADEE Strategic Plan. Each president participates in the development of the plan and while many of us do not remain to see it come to full fruition, ADEE's strategic plans lay the foundation for future development and growth and becomes part of the President's and board's legacy.

In developing this current iteration entitled: '**ADEE strategic plan 2027 to 2030: Consolidation, growth and succession**', we were very conscious not only of the operational environment within which ADEE operates but also the environments of our member institution and corporate partners.

In an unstable geopolitical climate, ADEE members are finding themselves fighting for funding and the ability to engage in activities beyond their local environments while also being dismayed at how scientific research, education and other core elements of our functioning are being dismantled. Operating in such an environment is a challenge for all of us. It is becoming increasingly difficult to be an academic, increasingly difficult to champion public dental health and evidence-based practice and the meaningful impact and social change this can enable.

However, ADEE feels, now is not the time to hide. Oral health must remain a steadfast public right for all, and we can and must enable the social change needed to make this right a lived reality. It is a time to stand for academic integrity and scientific endeavour. It is a time to remain champions for public oral health, and for meaningful change that is evidence based and environmentally accountable.

From the Board's perspective, ADEE must remain the key voice for oral health professions education in Europe and to do this we must remain steadfast in our collaborative and consensus approach. Our stakeholders internal and external are the key to enabling the change we all desire, so we can co-create a new educational experience. One that is enabling, delivered with quality, regionally aligned and locally relevant.

ADEE must enter a stage of consolidation. A phase where we reinforce what we do well, grow and evolve our membership, explore new funding models and increase our value to our membership, institutional and corporate. As a board look forward to helping ADEE grow with this strategic plan and invite you, our members, to join us on this journey.

Prof. Dr. Ivan Alajbeg

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
-

ADEE Charitable Purpose

Under Irish law, a charity must be set up for one or more charitable purposes only. If an organisation does not have a charitable purpose, it cannot meet the Charity Test. An organisation's charitable purpose is what they set it up to achieve. Section 3 of the Act sets out the specific charitable purposes that are permitted. ADEE's charitable purpose in alignment with section 3 of the act and as noted with the Charity Regulatory Authority of Ireland is ***'the Advancement of education'***.

The ADEE's charitable objects are stated as:

"The main object for which the Association for Dental Education in Europe as established, is for the advancement of education and the promotion of the highest levels of health care for all people of Europe through its influence on the education and training of dental and oral health personnel."

CRA Charity Classification: Education and research, Third level, Postgraduate, Health and care services, Medical Treatment, Outpatient (non-residential), Other health services, Health education or sickness prevention

Re-adoption of ADEE Mission statement and charitable purpose

In preparing this strategic plan, the Board reviewed the ADEE mission statements and charitable purpose. The Board concluded these remain valid and appropriate in the current operating climate and context.

The Association's current legal formation remain consistent with the ADEE charitable purpose of advancement of education.

The ADEE Board

The ADEE Board is elected by the general assembly as the governing body of ADEE. As the main governing body of ADEE it ensures that the principles of the Constitution and the Bylaws of the Association are always upheld. The Board is charged with the responsibility of directing and organising ADEE activities, enacting the decisions of the General Assembly and the monitoring of finances. It has the power to appoint executive and administrative officers to serve in administrative functions of the Board. The ADEE Board in post that oversaw the creation of this strategic plan are:



President
Prof. Dr. Ivan Alajbeg
Croatia



Past President
Prof. Brian O'Connell
Ireland



Treasurer
Prof. Dr. Katleen Vandamme
Belgium



Regional Council Chair
Prof. Mohammed Al-Haroni
Norway



Editor
Prof. Maria-Cristina Manzanares
Spain



European Affairs Officer
Prof. Sibylle Vital
France



Curriculum Development Officer
Dr. James Field
United Kingdom



Annual Meeting and Events Officer
Assoc. Prof. Ina Schöler
Germany



Quality Assurance Officer
Assoc. Prof. Elene Gigineishvili
Georgia



Nominations Officer
Dr. Upen Patel
United Kingdom



Co-opted Member & Budapest LOC
Prof. Dr. Gábor Gerber
Hungary



General and Co-opted Member
Dr. Dalia Meisha
Saudi Arabia



Co-opted Member & Lublin LOC
Prof. Dr. Renata Chalas
Poland



General and Co-opted Member
Prof. Dr. Eduard Valmaseda-Castellón
Spain

Context and consultation:

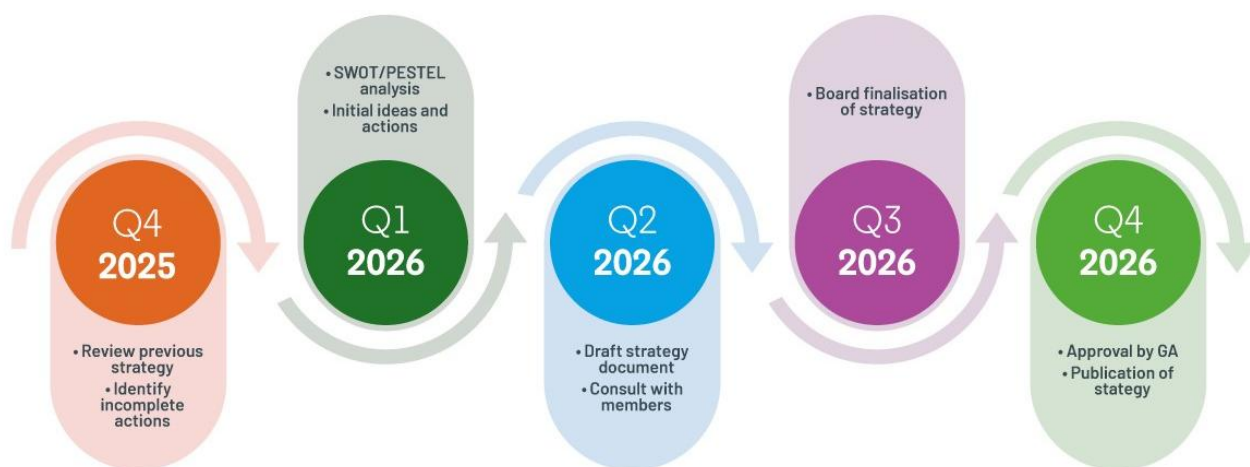
The ADEE strategic planning cycle operates every three to five years to ensure the direction of the association is aligned to the evolving context within which we operate. The responsibility for strategy development lies with the ADEE board who present the strategy for consultation and ultimate approval to the General Assembly.

In today's context of rapid change, political instability, increasing technologies, and the phenomenal growth of AI the time has now arrived for ADEE to review its strategic direction, its supporting structures and its funding model.

This strategic planning process commenced in late 2025 with an update on the achievements of the previous strategy. A summary document on this is available online for members to review. This document was taken as the starting point for conversations around future strategic development and growth as the board considering the association's direction for the next three to five years.

The ADEE strategic planning approach is summarised in the following figure 1 and as can be seen this document has been through a number of cycles of revision within the board and was presented to the board at its August meeting for final review and ratification. The board are now pleased to present this final document to the General Assembly for approval at the General Assembly of Members Meeting on 16th October 2026.

Figure 1: Strategic Planning Process Timeline



Organisational and Environmental Analysis:

A key activity within the strategic planning process is an analysis of the organization's strengths and weaknesses and a comprehensive environmental analysis to ensure the organization has an understanding of the context within which it works, and the role it can play within this context.

Over a sequence of 3 meetings the board was encouraged to discuss and document key organizational and environmental factors that may impact ADEE's operations through a SWOT analysis (see figure 2) and a STEP analysis (see figure 3). These diagrams do not purport to be comprehensive, rather the representation of the board's understanding of current and potential factors that may influence the direction of the association in the coming three to five years, and thus have they have a conscious awareness of these in drafting the new strategy.

Figure 2: ADEE SWOT Analysis 2026

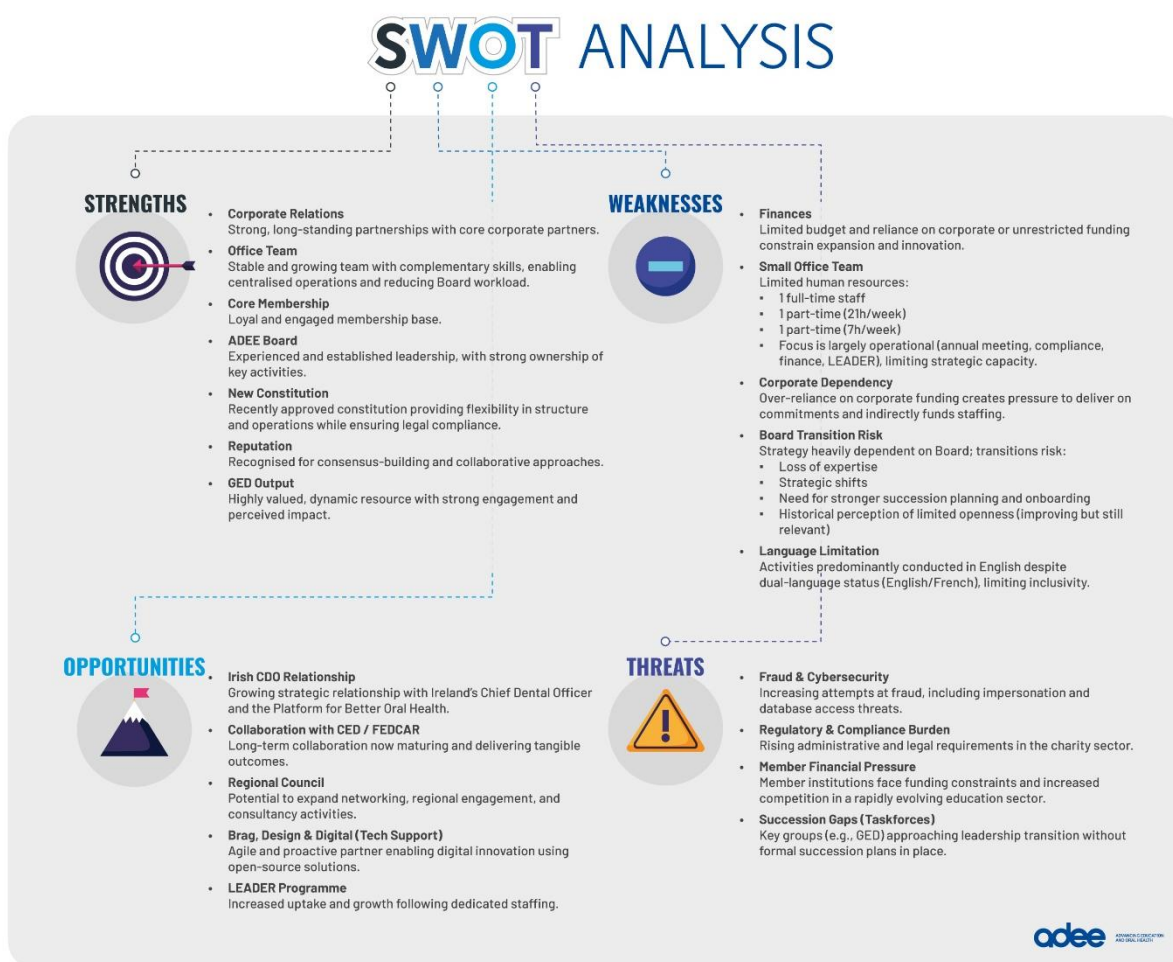


Figure 3: ADEE STEP Analysis 2026

STEP ANALYSIS



Strategic direction and opportunities

Following discussion at a number of online meetings the board was encouraged to consider and document any action items, priorities, goals or objectives they considered suitable activities for ADEE to prioritise between now and 2030. These items were then collated into 5 strategic areas proposed for ADEE's next strategic plan as summarised in Figure 4.

Each of these areas has several supporting actions to enable it, which in turn will, in due course, have identifiable measurable elements. Each priority action area is now discussed in turn with its action items.

Figure 4: ADEE Strategic Action Areas



1. Educator training, development and leadership:

Aim 1A:

ADEE will develop practical and specific educator development outputs that the ADEE board feel will be of benefit to its members while also respecting the uniqueness of each country's specific contextual and legislative frameworks.

At the core of ADEE is the concern for the delivery of high-quality education that leads to improved better oral health. Central to this is the role played by oral health academics, who on a daily basis provide front line teaching and learning activities to an ever-changing student cohort. Some of these academics may have found themselves in academia more by accident than design. Our members regularly tell us that ADEE has a role to play in supporting, developing and potentially quality assuring these academics to empower and protect the profession that is the 'Oral Health Professions Educator'.

With this in mind, a number of actions have been identified to develop practical and specific educator development outputs that the ADEE board feel will be of benefit to its members while also respecting the uniqueness of each country's specific contextual and legislative frameworks.

Action Details	Intended measurable outcomes
1.1. Continue to evolve and deliver ADEE's active learning management system (LMS) with <i>some</i> paid access to certain resources	• Launch the ADEE LMS in a pilot format • Seek user feedback on the pilot resources • Have available no less than 10 short programme sessions by Q2 2027
1.2. Complete the best practice guide series as conceived in the previous strategy and link these to tangible teacher resources on the ADEE LMS	• Deliver all 12 best practice guide series topics by the end 2028 • Monitor their take up and usage • Seek regular feedback and develop a mechanism to ensure they retain relevance i.e. evolve formal process and structure beyond initial project
1.3. Provide practical training opportunities at ADEE events that enable dental school representatives to acquire skills in modern dental teaching and assessment technologies including AI and transfer this knowledge to their institutions	• Offer as part of the annual meeting registration the opportunity for delegates to engage with up to 2 practical hands-on sessions focused on teaching and assessment • Offer online similar sessions that can be accessed on demand for a modest cost • Ensure all such activities have a tangible take home by way of resources/manual etc
1.4. Development of Educators Standards (alongside RCSEd, FDT and key partners)	• Develop educator standards (principle based and reflective of regional autonomy) that will guide academics in their daily activities and offer students and other stakeholders a base line expectation of standards

Aligned with educator training is the concept of educational leadership and the role ADEE can play in this arena.

Aim 1B:

ADEE will develop educational leadership capacity through the formation of a European education and leadership programme as well as carrying out research on leadership of Oral Health Professions Education.

While we currently recognise excellence in education there is a rising call from members to enable leadership succession through the formulation of a European programme for Oral Health Professions Academics that is grounded in the ethos of collaboration and mutual support that ADEE offers. While some progress on this is being made by FEHDD, the Board considers it imperative to success that it formally be made a strategic priority.

Action Details	Intended measurable outcomes
1.5. Carry out and publish research on the status of OHP educational leadership in Europe	• Devise a research strategy that targets OHPE leadership in Europe • Carry out (and/or encourage others to carry out) a sequence of targeted projects to gather relevant information • Publish findings in open access to inform policy at a European and National level
1.6. Evolve an online leadership resource targeting gaps identified by the above research	• Make available additional leadership resources • Further communicate the FEHDD Competence document • Provide regular seminars and training opportunities to leaders and those with aspiration of leadership
1.7. Devise with FEHDD leadership the creation of a European OHP Leadership Programme	• Continue to engage with FEHDD and partners at their annual meeting and based on member feedback evolve a formal leadership qualification programme targeting future Deans, and directors. Ideally this will be university accredited

2. Advocacy, collaboration and consensus

Aim 2A:

ADEE will continue to enable and advance its stakeholder partnerships in the best interest of Oral Health Professionals Education, quality education delivery and a service user focus in education and clinical care.

ADEE's strength has always been in the collegial, collaborative and consensus making approach. At its core lies a desire to engage with stakeholders to enable meaningful and lasting change. Change that brings quality academic endeavour to the fore and that is enabled within the national context. Such an approach will only succeed when ADEE has clarity on its stakeholders, respects their role and function and avail of every opportunity to proactively engage with stakeholders not only in ADEE priorities but also in our partners' endeavours. This ongoing commitment to collaboration and information share, strengthens a shared understanding of each other's roles and responsibilities as well that of the role of the EU, its directives and the role of national autonomy.

Through this collaboration ADEE can and does advocate for key positions of relevance to the Oral Health Professions Educator perspective. The following actions have been identified as priorities in this regard for this strategy cycle.

Action Details	Intended measurable outcomes
2.1. Advocacy for PQD updating in line with current educational trends and expectations	- Participate in relevant EU calls on the PQD to share ADEE position and required directive changes - Actively invite core stakeholders (CED, FEDCAR, EDSA, CEEDO) in on PQD activity (eg GED) to ensure they are informed of changing academic expectations and standards
2.2. Reinforce the WHO Oral Health Strategy message within our work	- Continue to work internationally with regional associations to ensure WHO related work to date is embedded - Actively enable the integration of WHO GOHSAP principles into ADEE work streams, GED, LEADER, EDJE etc.
2.3. Promote European wide initiatives to develop standards of care guidelines to be adopted in educating dental health professionals	Evolve the GED library to guide users towards relevant standards of care guidelines at both regional and national levels, thereby becoming a first point of contact.
2.4. Evolved ADEE membership collaboration so spaces exist, be it in person or online, for members to collaborate on topic related discussions.	- Promote collaborative research within the ADEE network by linking member dental schools and fostering the exchange of educational insights and institutional experiences. - Support member schools interested in developing interprofessional educational initiatives by providing opportunities for knowledge exchange and collaboration within the ADEE network.
2.5. Actively champion ADEE and ADEE membership with SEAADE and similar associations	Consider how ADEE engages with sister organisations and their membership and formally document board position on this

3. Enhancing ADEE's profile, projects and its people

Aim 3A:

ADEE will grow its external profile so members who volunteer their time to the work of ADEE can see tangible benefit from being associated with ADEE and its work.

ADEE relies on the goodwill and volunteerism focus of its Board, Special Interest Groups, Communities of Practice and school visit teams to not only enable our work but to also ensure the organisation of the future. For member institutions to support us and for individuals to give of their time then this work must be seen as valuable to the OHPE community and be of as high a quality and profile as possible.

Where possible we will strive to ensure those who participate in ADEE activity are always recognised by name in for example publications, online, at conferences and at meetings however, there is perhaps more we can do. We will actively enable regional representation throughout our structures be that the Board or a specific project work such as the GED. We will also enable a mentorship and fellowship ethos throughout our work. Thus, the following action items have been identified:

Action Details	Intended measurable outcomes
3.1. Better utilise and expand the work of the regional council to enable collaboration on ADEE activity and succession	• Increase frequency of Regional Council meetings to once per quarter with each meeting having a single focused discussion item aligned with the ADEE Board priorities. • Formalise roles and responsibilities and recruitment process for regional council
3.2. Continue strategic development of GED, responding to greatest needs of the dental education community	• Ensure rolling succession of the GED taskforce including regional and gender diversity • Continue the multistakeholder ever to enable wider stakeholder consensus and direction • Monitor context at regional and national levels to ensure alignment of GED to key areas • Explore funding for GED Website and events • Promote GED at events with relevant stakeholders
3.3. Evolve the ADEE LEADER offering based on recent visit experiences and utilise visits as a means of identifying best practices	• Publish summary learning from LEADER visits in an anonymous manner so all members can get benefit of same
3.4. Review and update the ADEE awards programme to better reflect changing contextual environment	• Review and update the early, mature and IPE OHPE awards • Explore possibilities of new award for example, Assessment, AI, VR, Wellbeing, Mentorship, Leadership etc

4. Guidance, policy and quality position alignment

Aim 4A:

ADEE will develop, evolve and clearly communicate its position on key matters of concern to the oral health professions education community.

ADEE is the only independent voice representing Oral Health Professions Education throughout Europe. It is therefore important that ADEE and its Board make explicit the Board and community position on key policy and changing operational directions within our field. Issues such quality assurance, digital and AI technologies, sustainability and climate change are all current hot debates within our community and political arena.

As the voice of dental education in Europe, it is imperative ADEE has a position on these that is grounded in the evidence base and academically credible. In addition, it is important that ADEE shares these positions in user friendly formats that will be of use to the wider community.

Action Details	Intended measurable outcomes
4.1. Align ADEE Quality Framework and all other outputs explicitly with the European Association for Quality Assurance in Higher Education Standards and Guidelines	• Ensure ADEE GED, LEADER and other policy work is explicitly aligned with ENQA Standards • Offer platforms to members to discuss how they integrate ENQA standards into their activities and policy
4.2. Evolve ADEE position on Digital Transformation and Artificial Intelligence in Oral Health Education	• Develop a European Framework for Digital and AI Competence in OHP Education • Develop support mechanisms for Faculty Development in Digital Pedagogy
4.3. Formalise ADEE position on Workforce Sustainability and Future-Ready Curricula	• Horizon Scanning for the Future Oral Health Workforce • Curriculum Adaptation for Prevention, Public Health and Integrated Care
4.4. Embed Planetary Health and Sustainable Clinical Practice	• Evolve curriculum guidance on sustainable dentistry to support recent insertion in GED • Share institutional sustainability benchmarks • Greater promotion on OHP Awards in this area

5. Membership & Funding, consolidation and growth

Aim 5A:

ADEE will aim to recruit and retain membership from all countries within its definition of Europe and in doing so review its membership packages to ensure they offer value, financially and academically, to its members in various countries.

Membership is the heart of ADEE. We rely on them to support the funding of our office and to enable all our work through SIGs., COPs, Taskforces and our governance mechanisms the Regional Council, ADEE Board and General Assembly. With many of our member institutions under national constraints with regards to funding, travel and at times access to wider teaching resources it is important that ADEE reviews the tangible benefits ADEE brings to membership.

ADEE has in recent years pivoted to greater reliance on corporate and industry support and the ADEE board are most grateful to those corporates who have given us considerable support be it at our annual meetings or direct activity support. We look forward to continuing to deliver mutually beneficial relationships in this area.

To be truly representational ADEE must address the areas in its membership base that are vacant. Currently a number of countries with OHPE schools have no membership and we plan to address this as a priority. With the above in mind the following actions have been identified.

Action Details	Intended measurable outcomes
5.1. Strategically review membership model and rates	• Review of membership offerings and benefits to remain competitive
5.2. Diversify income streams	• Explore how with existing resources ADEE can evolve training, consultancy, and digital offerings that will be of interest to OHPE community to participate in
5.3. Set specific target for new member school recruitment	• Agree a target for new schools to join ADEE annually
5.4. Member Engagement, growth and diversification	• Consider how membership can be more engaged and involved in ADEE activity • Ensure there is regional geographical spread in ADEE membership focusing on countries who are not currently members
5.5. Strategic plan for succession within ADEE workgroups, the board and regional council	• A specific success plan will be evolved for: ○ FEHDD ○ GED ○ Board ○ Regional Council ○ COPs

ADEE key workstreams: the enabler of strategy

Within ADEE there are a number of workstreams that hold responsibility for operationalising and enacting board policy with regards to activities and outcomes.

- ADEE's Annual Meetings & Events
- ADEE's DentCPD
- ADEE's European Affairs
- ADEE's European Journal of Dental Education
- ADEE's FEHDD (Deans)
- ADEE's GED (Graduating European Dentist) Taskforce
- ADEE's LEADER Programme
- ADEE's Regional Council
- ADEE's Office

While the board holds overall responsibility for oversight of the strategy, its operations are enacted through the ADEE office, the practicalities and workings of each of these actions will be managed through a dedicated workstream. With each of these workstreams being led by a board member, and reporting regularly to the Board, this enables alignment with existing work and across the board's overall priorities.

Reporting will be to the board via the designated board member with specific area responsibility.

The following tables summarises the initial workstream each action is allocated to:

Action Details	Responsible Workstream
1.1. Continue to evolve and deliver ADEE's active learning management system (LMS) with <i>some</i> paid access to certain resources	GED
1.2. Complete the best practice guide series as conceived in the previous strategy and link these to tangible teacher resources on the ADEE LMS	GED
1.3. Provide practical training opportunities at ADEE events that enable dental school representatives to acquire skills in modern dental teaching and assessment technologies including AI and transfer this knowledge to their institutions	Annual Meeting & Events with GED
1.4. Development of Educators Standards (alongside RCSEd, FDT)	GED & LEADER
1.5. Carry out and publish research on the status of OHP educational leadership in Europe	Board, FEHDD & GED
1.6. Evolve an online leadership resource targeting gaps identified by the above research	GED
1.7. Devise with FEHDD leadership the creation of a European OHP Leadership Programme	FEHDD & GED
2.1. Advocacy for PQD updating in line with current educational trends and expectations	European Affairs and Policy

ADEE strategic plan 2027 to 2030
Consolidation, growth and succession

Action Details	Responsible Workstream
2.2. Reinforce the WHO Oral Health Strategy message within our work	Office, EJDE, GED, LEADER
2.3. Promote European wide initiatives to develop standard of care guidelines to be adopted in educating dental health professionals	Board & GED
2.4. Evolved ADEE membership collaboration so spaces exist, be it in person or online, for members to collaborate on topic related discussions.	Board
2.5. Actively champion ADEE and ADEE membership with SEAADE and similar associations	Board
3.1. Better utilise and expand the work of the regional council to enable collaboration on ADEE activity and succession	Regional Council
3.2. Continue strategic development of GED, responding to greatest needs of the dental education community	GED & Board
3.3. Evolve the ADEE LEADER offering based on recent visit experiences and utilise visits as a means of identifying best practices	LEADER
3.4. Review and update the ADEE awards programme to better reflect changing contextual environment	Board
4.1. Align ADEE Quality Framework and all other outputs explicitly with the European Association for Quality Assurance in Higher Education Standards and Guidelines	LEADER
4.2. Evolve ADEE position on Digital Transformation and Artificial Intelligence in Oral Health Education	Board initially
4.3. Formalise ADEE position on Workforce Sustainability and Future-Ready Curricula	Board initially
4.4. Embed Planetary Health and Sustainable Clinical Practice	GED
5.1. Strategically review membership model and rates	Office & Board
5.2. Diversify income streams	Office & Board
5.3. Set specific target for new member school recruitment	Office & Board
5.4. Member Engagement, growth and diversification	Office & Board
5.5. Strategic plan for success within ADEE workgroups, the board and regional council	Office & Board

About ADEE Workstreams

About ADEE's Annual Meetings & Events: ADEE's annual meeting/conference draws circa 500 delegates from over 50 countries to meet and discuss key trends in dental education and wider academia. Normally hosted in a member university building, the meeting atmosphere is compact and friendly with an aligned industry exhibition attracting upwards of 20 exhibitors annually. Meetings over the life of this strategy are confirmed for Lubin, Poland, Heidelberg, Germany and Madrid, Spain.

About ADEE's FEHDD (Deans): FEHDD is the Forum of European Heads and Deans of Dental Schools which was re-established in 2008 to provide a means of bringing together Dental School Deans, Heads and their deputies from Europe and further afield to explore current topics of interest. The spirit of the group is one of collegiality, peer support, standard setting and knowledge sharing. Meeting face to face annually since 2007 as part of the ADEE annual scientific meeting FEHDD has provided training, support and networking on key activities of relevant to Deans and recent conversations have focused on talent building and succession planning. .

About ADEE's GED (Graduating European Dentist): The Graduating European Dentist (GED) is the current revision of ADEE's European Profile and Competence of the European Dentist. This current version respects the previous work in style, format and approach while also adding considerably to the advancement of European Dental Education. The GED is now viewed as a continuous evolving project within the ADEE to ensure the curriculum frame remains of value to ADEE membership. It relies on the voluntary work of board members and wider taskforce members to enable its work.

About ADEE's LEADER Programme: LEADER is a peer review programme offered by ADEE to member and non-member dental schools around the world. Specifically, LEADER provides advice and recommendations to help schools align curriculum, educational environments, and student and staff experiences with current best practice in European oral health education. This feedback is provided by gathering experts in European oral health education to serve on small panels which review schools' continuous quality improvement efforts in these areas.

About ADEE's Regional Council: Since 2022 ADEE operates a regional structure where countries are automatically categorised into one of 7 regions. These regions are organised based on having shared concepts and historical evolution of dental education resulting in comparable education systems as well as similar social and cultural context. The ADEE regional council brings together representation from each of the regions to provide support to the ADEE board by offering a means for regional diversity to be included in activities and discussions.

About ADEE's Office: The ADEE office is kindly hosted by the Dublin Dental University Hospital, Trinity College Dublin since 2004. The office is composed of 4 staff members, the CAO & Secretary General (Full time), the Membership and Finance Administrator (18 hours per week), Quality Assurance and Research Projects Officer (7 hours per week), and our contracted Tech Support.

Next steps

This document has been approved by the ADEE board at its April 2026 meeting in Lublin Poland to issue for membership consultation. Consultation was via the adee.org website dedicated survey. Members and web users received an email invite. Consultation ran from late April to 30th June 2026.

A final version incorporating feedback was presented to the Board for ratification to issue to the General Assembly at its Meeting in Budapest 24th August 2026.

The Board recommends this final document to the Oct 2026 General Assembly for ratification. The Board via the president will update the general assembly annually of progress of the strategy.



ADVANCING EDUCATION
AND ORAL HEALTH

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